

Instructional Unit – Program Review

Part 1: - Program Overview

Program Name: Transfer/General Studies—Communications

(ENG, ENR, SPH, MCM, SPA)

Program Mission and Description: The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively, and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning. Spanish was only recently moved back to the Communications Department in the spring of 2022 after several years of being housed under Distance Education; therefore, much of the data related to Spanish courses will be included in the Distance Education Program Review.

The developmental education area of this department provides remedial English and co-requisite support courses that prepare students to succeed in freshmen-level courses. During this past 3-year period, both ENR 098 and co-requisite ENG 099 class formats were the two developmental English classes offered. ENR 098 is open to all students, and students who complete the class with a “C” or higher may then enter freshmen-level English courses. Co-requisite ENG 099 classes have been paired with ENG 101-level classes to help students placing just below 100-level course ability. Placement tests and placement criteria are shown below:

English Course Placement Criteria

<p>You Can Register For ENG 101 & ENG 099 if you have any of these scores.</p> <p>17 ACT English Subtest Score</p> <p>OR</p> <p>High School Graduating GPA 2.75 or higher <u>and</u> a grade of "C" in high school English 4 or English 12</p> <p>OR</p> <p>4 on ACCUPLACER WritePlacer</p>	<p>You Can Register For ENG 101 if you have any of these scores.</p> <p>18 or higher ACT English Subtest Score</p> <p>OR</p> <p>High School Graduating GPA 2.75 or higher <u>and</u> a grade of "A" or "B" in high school English 4 or English 12</p> <p>OR</p> <p>5-8 on ACCUPLACER WritePlacer</p>
--	---

Important Placement Information

<p>High school English grades, math grades and GPA used for placement are available under Test Scores in myJSCC. 4 = A, 3 = B and 2 = C for high school grades in Test Scores.</p> <p>Jefferson State accepts the highest math placement or English placement score a student can provide. If you cannot register for the course you need for your degree based on (1) your ACT scores or (2) your high school transcript, then you should take the ACCUPLACER placement test. Your first ACCUPLACER test is FREE and you have nothing to lose.</p> <p>Five Year Placement Limit: ACT scores and ACCUPLACER scores more than 5 years old cannot be used for placement. High school graduating GPA and course grades can be used for placement for 5 years after your high school graduation date.</p>

ENR 098 Writing and Reading for College

ENR 098 is open to all students. Students who earn a "C" or higher in ENR 098 become eligible for ENG 101.

Register for ENR 098 if you are not able to register for ENG 101 with ENG 099.

During the past three years, the department faculty members have continued to work together to review and revise the approach for teaching the new ENR 098 developmental integrated reading and writing course and the ENG 099 co-requisite support classes, while continuing to align with the four-year institutions to which our students transfer. English Composition I as a rhetoric and composition approach, and English 102 as an introduction to literature composition course, focusing on analysis of short fiction, poetry, and drama, as well as literary criticism, have allowed faculty to continue to offer rigorous classes that give students foundational skills in rhetoric, composition, and research. Both composition courses include research skills.

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

The department is also dedicated to providing transferable general education courses that prepare students to succeed in upper-level programs of study and fulfill the general studies requirements for AS, AA, and AAS degrees. Subjects within the Communications program include composition, literature, mass communication, speech, and, more recently, Spanish. Students completing two-year degrees in one of the career programs must complete English 101. Students in university parallel programs must complete two composition courses and at least one literature course. These students complete a sequence in either literature or history. A variety of JSCC and transient students can complete literature sequences in American Literature, English Literature, and World Literature. All English classes are offered in a variety of online, hybrid, and traditional lecture models to meet the changing needs of students during and after the COVID-19 pandemic. The department also provides many dual enrollment sections both on campus and at area high schools. Many programs require a speech course in Area II. Students earning a two-year degree must complete at least one course in oral or written communication. The department offers several sections of Speech 106 and SPH 107 each semester. The Communications Department currently offers two courses in mass communications, which are required for journalism and public relations majors. These courses are good options for Area V for communication studies majors as well. Due to lower enrollment, the department has been offering these courses mostly online with one on-campus in fall and spring semesters of 2021-2022 at a central location, the Shelby-Hoover Campus, in the afternoon. Online classes and the later afternoon offerings allow students from any JSCC location who need these courses to build a schedule of classes and complete these courses either online or at the Shelby Campus.

Courses in composition and courses in oral communication are commonly required for most programs, though the number of required credit hours varies by program. 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. Examples of CTE programs that require courses from areas covered by Communications include Accounting, Business Management, Child Development, Computer Information Systems Technology, Construction and Building Science, Criminal Justice/Law Enforcement, EMS/Paramedic, Fire Science, Funeral Service Education, Hospitality Management/Culinary, Manufacturing and Technology, Medical Laboratory Technology, Nursing Education, Office Administration Technology, Physical Therapist Assistant, Radiologic Technology, and Veterinary Technology.

Communications Department faculty members are involved in a variety of professional development, enrichment, and service opportunities both on and off campus. Over the last three years, accomplishments of the department include the following:

2019-2020 Accomplishments:

- Jamie King, FT Clanton faculty, chaired the UWRITE (the annual JSCC English conference) committee and presented at the conference, co-organized Pioneer Con and aided with Pioneer Con's web page, acted as a co-sponsor for JSCC's Sigma Kappa Delta organization, participated as a committee member for JSCC Ambassador Selection, participated as a committee member for the Clanton Campus Retention Committee, participated as a steering committee member (Member-at-Large, Two-Year Institution) for the Association of College Teachers of Alabama, participated as a volunteer for Clanton's New Student Orientation, participated as a presenter for Clanton's Dual Enrollment Parent Night, participated as a volunteer for the Fire and Ice Formal at JSCC's Shelby Campus, was a member of the National Council of Teachers of English, received the Sigma Kappa Delta 5 Year Service Award as an advisor for the Eta Epsilon chapter at JSCC, and was nominated for JSCC's Outstanding Faculty Award.
- Ashley Kitchens, Associate Dean Chilton-Clanton Campus and English faculty member, participated in the Instructional Administrative Committee, the Student Advisory Committee, the Planning Council, the Enrollment Services Administrative Committee, the JSCC Retention Committee, the Institutional Effectiveness Review Committee, and the Developmental Education Committee; served as the Executive Secretary for the Association of College English Teachers of Alabama and planned the annual conference in February 2020 held at the University of North Alabama; presented with the James Woodall Award for a pedagogical paper "An Artistic Tactile Experience in the American Literature Classroom: Play-Doh and Rebecca Harding Davis' *Life in the Iron Mills*" at ACETA 2020 Conference; served on ENG hiring committee; attended BHEC (Birmingham Holocaust Education Center) reading series seminars (October 2019-February 2020); attended and presented two sessions at UWRITE English professional development seminar: "English 102 Engagement Activities" and "Papers for Presentations" (June 2019) attended and presented at JSCC's PioneerCon seminar "Edgar Allan Poe in Graphic Pictures" (October 2019); attended and presented a session at ACETA Conference entitled "Margaret Atwood's 'Helen of Troy Does Countertop Dancing'" (February 2020); presented professional development seminar session for JSCC employees "Developing a Cross-Curricular Professional Development Trip" (December 2019); facilitated, planned, and attended a professional development immersive experience in Boston, MA and Salem, MA, in November 2019 for themed experiences in "Witches Throughout History" for classroom material preparation and for JSCC Museum piece creation; wrote three articles for the Pioneer Newspaper at JSCC: "Matilda Review" (September 2019), "Something Wicked(ly) Awesome This Way Comes (December 2019), and "Finding Your Place In Conference – Students at ACETA" (March 2020); attended ADA/Conflict Resolution Training from JSCC ADA Office; attended 099 Roundtable Discussion; and attended "Managing Neurodiverse Classrooms" seminar (October 2019).
- Dr. Liesl Harris, Associate Dean of Transfer and General Studies at the Shelby-Hoover Campus and Phi Theta Kappa Faculty Advisor was named as the Regional Coordinator for Phi Theta Kappa, and her PTK chapter—Beta Lambda Delta—was named the Most Distinguished Chapter in Alabama for the fourth consecutive year. At the Phi Theta Kappa International Convention, her chapter placed first in the world

(out of 1,285 chapters). In addition, Dr. Harris received awards for continuing excellence in advising and for her work in an advising team. Her chapter's Honors in Action project was published in *The Civic Scholar*, the premiere international academic journal of community college student research.

- Connie Caskey, Communications Department Chair for the Shelby-Hoover Campus, served as faculty advisor for the Zeta Chapter of Sigma Chi Eta Communication Honor Society. She assisted chapter officers with publishing *The Pioneer Student Newspaper* and hosting writing seminars and editing workshops on campus. In addition to serving on a variety of departmental and college committees, Ms. Caskey also chaired a search committee to hire two new English instructors to teach on-campus, online, and dual enrollment sections of English.
- Faculty Member Mark A. Youngblood was a member of the Jefferson State Community College's English Composition Student Learning Outcomes and Textbook Committee. As a member of this committee, he reviewed course outlines, ensured that course descriptions matched the state's course directory, and ensured Jefferson State Community College's course competencies were aligned with the ACCS course competencies. Mark Youngblood subscribed to and participated in #Edchat, which keeps up with education-related discussions on Twitter; education professionals organized Twitter chats in which each participant used the hashtag #Edchat to follow the discussion. Mark Youngblood was also nominated for the Outstanding Faculty Member Award.
- Faculty member Alex Lewis attended various conferences including the Birmingham Institute for Teaching Writing and Jefferson State's UWRITE, in which she also served as the chair of the planning committee.
- Faculty member Matthew Boehm collaborated with numerous student organizations to launch the Pioneer Pantry, a food pantry serving food-insecure students and individuals who either attended Jefferson State Community College or lived in a community near one of its campuses. He also attended *Laser-Focused on Student Success*, an all-day ACCS professional development program in Montgomery, AL., and the Sexual Harassment Training session on the Jefferson Campus that was hosted by JSCC Chief of Police Mark Bailey. He served as a moderator for an ASC high school district scholars' bowl tournament held on the Shelby Campus.
- Faculty member Katherine Boyer served for a 2nd year as editor for *Wingspan Literacy & Arts Magazine* and served as director of the Red Mountain Reading Series. She coordinated the 3rd annual Pioneer Con Events and served as faculty advisor for Sigma Kappa Delta. She received the Chapter Activity Award at Pioneer Con at SKD International Convention March 2019 and garnered positive attention through social media and a story about Pioneer Con appeared on the front page of the *280 Reporter*. She managed the production of *Wingspan's* largest issue to date as well as largest number of submissions. She attended Pensacola Comic Con March 22-24, 2019, as an alternate panelist and participated in the trial of textbook publisher McGraw-Hill's CONNECT software in March.
- Faculty member Marisa Hamilton served as reader for Scholars Bowl High School Tournament and participated in Pioneer Con. She participated in departmental book analysis "What the Best College Teachers Do" by Ken Bain. She advises in the New Student Orientation rotation and serves as member of the college Scholarship Committee. She attended ACCS (Alabama Community College System) Professional Development Day, in Montgomery, Alabama. She presented Communications requirements to general, virtual

session for Jefferson Campus. She published work in Sigma Kappa Delta *Wingspan*. She participated in Red Mountain Reading Series and served on instructor selection committee for two English positions (virtual). She attended the ACCSHRMA Diversity Conference. She began working on a PhD program in Communications at Regent University.

- Faculty member Summer Aldrich attended the Alabama Community College Association Webinar – *Enhancing Student Engagement* in July 2019, the conference, “How to Communicate with Tact, Professionalism and Diplomacy” in December 2019 and the virtual conference, “The Connected Faculty Summit” in June 2020.
- Faculty member and Director of the JSCC Debate Team, Dr. Janice Ralya attended the Virtual Gulf Coast Debate Workshop, hosted by Lee College and Bossier Parish Community College. Dr. Ralya helped the Debate Team switch to virtual competition and was ranked 4th Community College in the nation in IPDA Debate.
- Faculty member David McKinney is a committee member on the Jefferson State Scholarship Committee and faculty advisor for the revamped club Distinguished Collegians, which addresses soft skills for students. David McKinney serves on the Alabama Education Association State Board and on the Postsecondary Board.
- Haley Kendrick, FT Pell City faculty member, was chair of the Developmental Reading and Writing Committee, secretary of the Faculty Senate Council, secretary of the UWRITE committee, and the assistant coach for the College Scholars Team. She was also a nominee for JSCC’s Outstanding Faculty Award.
- Jacob Melvin, FT Pell City faculty member, was SKD English Honors Society Lead Sponsor, Outstanding Faculty Member Winner, Presenter at Pioneer Con, ACCS Instructional Leadership Academy Cohort participant, a member of the UWRITE. Committee, Faculty Evaluation Committee, Student Evaluation Committee, Faculty Senate Rep, Who’s Who committee, Learning Resource Committee, Outstanding English Student Award Committee, and English 101 SLO Committee. He also published “Scar” in Crack the Spine Press, was a Pushcart Prize Finalist, and told a story on NPR’s StoryCorps program.
- Vernon Ray Harrison, FT Pell City faculty member, was on the Outstanding Faculty Award Committee; was the assistant coach of the Scholars Team; participated in the Instructional Leadership Academy; was on the Communication Award Committee, Speech Book Selection Committee, and Speech Committee; and published an academic journal article: Black, Jason Edward & Vernon Ray Harrison. “On Contemporary Contours of Public Memory.” *Rhetoric and Public Affairs*, February 2019, Print.
- Dianna Hyde was nominated for Outstanding Faculty. Additionally, she was a member of the Black History Committee and the Sick Leave Bank Committee, as well as being the Shelby Campus faculty representative for Sigma Kappa Delta, the English Honor Society for two-year college students.
- Faculty member Dr. Syreeta Burns represented Jefferson State Community College at the Statewide Curriculum Review Meeting in September of 2019 at Shelton State Community College in Tuscaloosa, Alabama. This meeting was led by the Division of Teaching and Learning and the Instructional Officers Association, and the goal of the meeting was to undergo a systematic review of the learning outcomes and content of the general education courses of the Alabama Community College System.

- Faculty member Eugene Cuevas served as chair for the English Composition Committee and Communications Department representative for the Dual Enrollment Committee. He earned 100% completion for the ACCS Instructional Leadership Academy in 2019/2020. Cuevas also served as a presenter for the Jefferson State Pioneer Con for fall 2019 and as an advisor during New Student Orientation. At the end of spring 2020, Eugene Cuevas earned tenure status. Cuevas attended the 2020 Savannah Book Festival and served as a grader for the 2020 AP: English Language and Composition Exam.
- Faculty member Brian Rockett served as SGA advisor. He and his SGA students hosted their second winter formal in February, and they also participated in many other campus activities. As advisor, Brian proposed an additional “Senator at Large” for the SGA Executive Council, expanding the Executive Council to 13 scholarship positions. Brian also served as the Faculty Senate Council representative for Communications /Liberal Arts and chaired the Honors Convocation committee.

2020-2021 Accomplishments

- Jamie King, FT Clanton faculty, participated as a committee member for UWRITE and helped collect/create a virtual repository of articles, technology tutorials, videos, and web resources for English faculty; co-organized Pioneer Con and aided with Pioneer Con’s web page; co-presented “The Witcher Across Genres: Variations from Book, Game, and Television Versions” at Pioneer Con alongside Ashley Kitchens (Associate Dean & English Instructor at JSCC Clanton) and Jennifer Colvin (Community Member); acted as a co-sponsor for JSCC’s Sigma Kappa Delta organization; participated as a steering committee member (Member-at-Large, Two-Year Institution) for the Association of College Teachers of Alabama; was a member of the National Council of Teachers of English, received a Certificate of Completion with Distinction for the Alabama Community College System’s Instructional Leadership Academy, was nominated for JSCC’s Outstanding Faculty Award, and participated as a committee member for the Clanton Campus Graduation Committee.
- Ashley Kitchens, Associate Dean Chilton-Clanton Campus and English faculty member, coordinated dual enrollment video recorded parent night and informational session, August 11, 2020; represented JSCC at the ACPA (AL College Personnel Association), September 28, 2020, at interest meeting; facilitated JSCC participation in ACCS “Twas the Night Before Christmas;” served on the Financial Aid Director hiring committee; participated in Instructional Administrative Committee, the Student Advisory Committee, the Planning Council, the Enrollment Services Administrative Committee, the JSCC Retention Committee, the Institutional Effectiveness Review Committee, and the Developmental Education Committee; served as the Executive Secretary for the Association of College English Teachers of Alabama and I planned the annual conference in February 2021 held virtually due to COVID-19; presented with the William Calvert Award for a theoretical paper “Storytelling: Creating Empathy in a Pirate’s Moral Tale” at ACETA 2021 Conference; presented with the PTK PiPi Chapter Faculty Scholar Award 2021; facilitated and collaborated with literature, speech, nursing, culinary, and art instructors in November of 2020 for JSCC Digital “Pirates” Museum, and with biology, history, literature, speech, and theater instructors in April of 2021 for JSCC Digital “Mysteries and Oddities of the World” Museum; collaborated with other SKD sponsors to plan and create Virtual “Pioneer Con” – an all-day sci-fi student convention on Zoom due to COVID (October 2020); received a Certificate of

Completion with Distinction for the Alabama Community College System's Instructional Leadership Academy; completed Quality Matters APPQMR Training (May 2021); presented with SKD Five-Year Award from the SKD National Convention; interviewed for Jimmy Ellenburg's (BSCC) podcast "Where You Are" in February 2021; participated as part of ACCS ASPIRE 2030 seminars; created and presented "Magic of Disney" and "The Witcher Across Genres" for JSCC Pioneer Con October 2020; participated in a virtual taping of a cross-disciplinary Frankenstein Zoom discussion for colleague's class; participated in New York Library's author Matt Ruff author talk; participated in UAB/BHEC presentation of "My Grandfather Would Have Shot Me;" participated in the National WWII Museum's "Dr. Seuss and WWII" seminar; participated in BHEC (Holocaust Education Center) seminar "Holocaust in Focus" Holocaust photography discussion session; created and presented "Creating a Multi-Disciplinary Museum" with David McRae and "Fanny Campbell: Female Pirate Captain" with Kristin Henderson and two JSCC students for the ACETA conference 2021; participated in author Angela Jackson's table reading of her upcoming play *Trailer Park Love Stories*; and participated in a Global Lecture Series presentation of COVID Around the Globe.

- Associate Dean Dr. Liesl Harris' Phi Theta Kappa chapter--Beta Lambda Delta--was named the Most Distinguished Chapter in the state of Alabama for the fifth consecutive year. In addition, they were named in the top-ten chapters internationally. Dr. Harris's PTK chapter's Honors in Action project was published in *The Civic Scholar*, the premiere international academic journal of community college student research.
- Connie Caskey, Communications Department Chair for the Shelby-Hoover Campus, continued to serve as faculty advisor for Sigma Chi Eta Communication Honor Society, assisting with the publication of *The Pioneer Student Newspaper* and hosting writing seminars and editing workshops via Zoom. She was presented with the Sigma Chi Eta Lynn M. Disbrow Advisor of the Year Award by the National Communication Association for her work with the Zeta chapter of Sigma Chi Eta. Connie Caskey also attended the virtual Alabama Communication Association conference, the National Communication Association 106th Annual Convention, the 19th Annual ACCSHRMA Diversity Conference, completed Quality Matters APPQMR training, and completed a Wood Badge leadership training course. She continued to serve on a variety of departmental and college committees as well.
- Faculty Member Mark A. Youngblood was a member of the Jefferson State Community College's English Composition, Student Learning Outcome, and Textbook Committees. As a member of these committees, he reviewed course outlines, ensured that course descriptions matched the state's course directory, and ensured Jefferson State Community College's course competencies were aligned with Alabama's course competencies for community colleges. Mark Youngblood participated in cross grading and lesson planning with Faculty Member Brian Rockett and developed an online English 101 course. Mark Youngblood participated as an Assistant Instructor with Faculty Member Eugene Cuevas for the English 101 Online Mini term. Mark Youngblood created and implemented alternative learning from onsite to online for five English courses, and he was nominated for the Outstanding Faculty Member Award.
- Faculty member Alex Lewis participated in ACCS's Instructional Leadership Academy—a year-long program in which she redesigned an online composition course based off the strategies and tactics she learned throughout the program. She also became the Faculty Senate Council Representative for Communications and Liberal Arts for the Shelby/Hoover campus. Alex also served on the hiring committee for two new positions in the Communications Department.

- Faculty member Matthew Boehm launched a GoFundMe campaign and received a United Way Community Crisis Fund grant that, together, raised more than \$18,000 to expand the scope, scale, and customer base of Jeff State’s Pioneer Food Pantry. He represented Jeff State as a research advisor for the Jefferson County Memorial Project (JCMP), meeting regularly with other high school, two-year college, and university instructors from the greater Birmingham area to develop plans for this year’s JCMP Research Fellowship. Advised two Jeff State students (and one Birmingham Southern College student) through a year-long process of planning, drafting, and publishing research papers on the hidden history of racial terror violence in Jefferson Count. He attended an ACCS Curriculum Review Meeting at Southern Union Community College with select colleagues from Jeff State and other two-year colleges from across the state. He advised the Pi Pi chapter officer team in the development of two award-winning projects and received Phi Theta Kappa's “Distinguished Advisor Award” at both the regional and national level.
- Faculty member, Katherine Boyer served on the Learning Resources Committee and served as Director of Red Mountain Reading Series. She served as editor of *Wingspan* and coordinated Pioneer Con Event and served as Faculty Advisor for Sigma Kappa Delta. She attended JCSS UWRITE conference “Threshold Concepts in Composition”. She served as post Graduate Residency Assistant at the Spring residency for Spaulding University’s MFA in Writing program. Attended Pensacola ComicCon as an alternate panelist and continues participation in the trial of textbook publisher, McGraw-Hill’s CONNECT software. She hosted screening for a short film I wrote entitled “I See the Stars”, and had video based on my essay “About Time - Lessons in Low-VFX Storytelling”, published on the Trekpertise YouTube channel. She was selected as a semifinalist by Southern Storyteller podcast for my original screenplay entitled “If You Can’t take the Heat”. She served on the grant panel for Alabama State Counsel on the Arts for reading program awards. She was appointed to the board of Alabama Writers Cooperative for 2-year term as 2nd Vice President/Membership Chair. She was executive producer of film “Garden of Gods”.
- Faculty member, Marisa Hamilton invited to present to incoming Leadership Academy about past experience. She published work in the upcoming Sigma Kappa Delta *Wingspan*. She completed preventing Harassment and Discrimination, Accommodating People with Disabilities, FERPA Basics, and Data Security training. She completed QM (Quality Matters) Quality Matters: Independent Applying the QM Rubric. She presented poetry from *Wingspan* publication via zoom and was nominated for Outstanding Faculty Nominee Jefferson State Community College. She participated in the Faculty Mentorship Program to provide positive role models for current students and publishing basic instructional videos on YouTube unlisted for students to use to support material for assignments. <https://youtu.be/6iX9g9eQ5KA>.
- Faculty member, Heather Wyatt began a bridge program with the Adult Education Program for my 098 courses in which the students enrolled in the program and the instructors from the program provided supplemental grammar lessons. She serves on the following committees: SLO Committee, English Award Committee, Learning Resources Committee. She attended UWRITE. and QM Training Complete 2021 – Quality Matters training to enrich online teaching abilities.
- Faculty member, Grant Merrill took over as head coach/advisor of College Scholars and coordinated a statewide effort with other Scholars’ Bowl coaches to resume tournament activities post-Covid. He attended National Council of Teachers of English (NCTE) conference virtually. He earned a second master’s degree in communication and began PhD studies. He completed Quality Matters (QM) workshop and presented at Pioneer Con as a panelist.

- Faculty member, Summer Aldrich attended the webinar, “Empower Faculty to Easily Create Humanized and Accessible Media for Asynchronous Online Courses” in July 2020. She attended the ADA and *Web Accessibility, Giving Effective Feedback, and the Strategies for Increasing Interaction and Engagement* workshops in August 2020. Summer Aldrich viewed the recorded version of the live stream session, “Renewal and Transformation Series: Disruption,” from the NCA convention in November 2021.
- Dr. Janice Ralya attended the Gulf Coast Debate Workshop in Baytown, TX. Dr. Ralya coached the Debate Team and won 2nd Place Community College Sweepstakes at IPDA Nationals. The JSCC Debate Team was ranked 3rd community college in the nation in IPDA Debate.
- Faculty member David McKinney is a committee member on Jefferson State Scholarship Committee. Advisor for the revamped club Distinguished Collegians, the club addresses soft skills for students. David McKinney serves on the Alabama Education Association State Board and on the Postsecondary Board. He also served as Commission member on the Joint Legislative Interim Study Commission on Community College Tenure Policies. David McKinney served on the hiring committee for the new Speech Instructor for the Clanton Campus.
- Haley Kendrick, FT Pell City faculty member, was chair of the Developmental Reading and Writing Committee, secretary of the Faculty Senate Council, secretary of the UWRITE committee, co-chair for Pell City campus Queer-Straight Alliance (QSA), and a representative on the Outstanding English Student Award Committee. Her proposal entitled “‘When You Hurt, I Hurt’: The Hope and Horror of Bernie Sanders in Ari Aster’s *Midsommar*” was accepted to the Popular Culture/American Culture Association in the South’s 2021 conference.
- Jacob Melvin, FT Pell City faculty member, was SKD English Honors Society Lead Sponsor, faculty senate member, UWRITE. Committee member, Outstanding English Award Committee Member, Literature SLO Committee, Creative Writing Course Committee, Quality Matters Graduate, and ACETA Conference Presenter. He also won the James Woodall Award in Pedagogical Studies from ACETA and the President’s Cup for best Student Group. Additionally, he published “Gaming in the Classroom,” a pedagogical paper, in *The Lighthouse*.
- Vernon Ray Harrison, FT Pell City faculty member, was on the Communication Award Committee, the Speech Book Selection Committee, and the Speech Committee; participated in earth day campus clean up; and published an academic journal article: Brown, Kenon, Joshua Dickhause, Vernon Ray Harrison & Stephen Rush. “Explaining the “Racial Contradiction:” An Experimental Examination of the Impact of Sports Media Use and Response Strategy on Racial Bias towards Athlete Transgressors.” *Communication and Sport*, November 2021, Print.
- Dianna Hyde was nominated for Outstanding Faculty. Additionally, she was a member of the Black History Committee and the Sick Leave Bank, as well as being the Shelby Campus faculty representative for Sigma Kappa Delta, the English Honor Society for two-year college students.
- Faculty member Dr. Syreeta Burns was promoted to tenure status at the end of the school year. She was also chosen and served as one of the ENG 101 instructors to pilot the Early Intervention Reporting Program in the Spring of 2021. The program’s purpose is to identify students who exhibit behaviors that could lead to academic difficulty and failure to progress. Her participation in the program helped the Office of Student Support and Retention measure the efficacy and outcomes of the process.

- Faculty member Eugene Cuevas served as chair for the English Composition Committee and Communications Department representative for the Dual Enrollment Committee. Cuevas served as a presenter for Pioneer Con fall 2020 and as an advisor for New Student Orientation.
- Faculty member Brian Rockett served as SGA advisor. In the fall of 2020, he and his SGA students hosted the first ever JSCC SGA Virtual Talent Show, gaining sponsorship for the event from a local Walmart, who supplied gift cards as prizes. Brian also served on the Faculty Senate Council to represent Communications /Liberal Arts through the 2020-2021 academic year. He also chaired the Honors Convocation committee and served as Executive Producer for the ceremony's virtual video that went live in April, 2021, coordinating assistance and directing efforts that involved multiple disciplines and departments college-wide.

2021-2022 Accomplishments:

- Jamie King, FT Clanton faculty, participated as a committee member for the Hispanic Outreach Hiring Committee; participated as a steering committee member (Web Facilitator) for the Association of College Teachers of Alabama; co-organized Pioneer Con and aided with Pioneer Con's web page; acted as a co-sponsor for JSCC's Sigma Kappa Delta organization; participated as a volunteer for Clanton's New Student Orientation; was a member of the National Council of Teachers of English; was awarded the Dr. Joe Morris Award for Outstanding Faculty; co-presented "Bridging a Connection Gap: Collaborative Projects in English, Humanities, and Liberal Arts Classes" alongside Ashley Kitchens (Associate Dean & English Instructor at JSCC Clanton) and Jimmy Ellenburg (English Instructor at Beville State Community College) at the Teaching, Learning, and Design Conference at Calhoun Community College; was awarded a Certificate of Completion from the Institute of Study Abroad Ireland for the Global Studies Institute 2022 Hosted by Jefferson State Community College; and participated as a committee member for the Clanton Campus Graduation Committee.
- Ashley Kitchens, Associate Dean Chilton-Clanton Campus and English faculty member, helped facilitate the creation of the Latin Student Association, up for final voting by the SGA on June 7, 2022 with Alexander Guzman, the JSCC Hispanic Outreach Coordinator; facilitated and submitted personal and student projects for the JSCC Digital Museum in fall of 2021 (Theme Food) and in spring of 2022 (Theme Visual Rhetoric); completed a course through the University of Michigan and the Coursera free MOOC class platform entitled "Leading for Equity, Diversity, and Inclusion in Higher Education;" attended Learning Disabilities 101 – a professional leadership in diversity conference planned by JSCC Anne Sherman on October 27, 2021; was recognized as a 10-Year Employee this year at Jeff State Celebrates; served as the Executive Secretary for the Association of College English Teachers of Alabama and planned the annual conference in February 2022 at Auburn University at Montgomery; chaired a SPH and PSY instructor hiring committee; served on the Jeff Coach hiring committee; participated in Instructional Administrative Committee, the Student Advisory Committee, the Planning Council, the Enrollment Services Administrative Committee, the JSCC Retention Committee, the Institutional Effectiveness Review Committee, and the Developmental Education Committee; attended and presented in two sessions at JSCC Pioneer Con on October 14, 2021, one entitled "An (Un)Natural Tomorrow: JG Ballard's Destruction and Restructuring of Social and Gendered Hierarchies in the Novel *High Rise*", and the other entitled "Sound of Silence" in the *Up In the Air: Contortion and Aerial Performance* session; attended "Remix,

Reflect, Think Rhetorically” Composition Seminar put on for free by Norton Publishers on October 21, 2021; produced videos for, was a sitting panelist for, and attended the NDLW (National Distance Learning Week) OER Text Discussion Panel facilitated through AUM on November 5 and 12, 2021; facilitated, planned, and attended a professional development immersive experience in New Orleans, Louisiana in November 2021 for themed experiences in “Food, History, and Culture” for classroom material preparation and for JSCC Digital Museum piece creation; attended the Association of College English Teachers of Alabama annual conference February 24-25, 2022; presented a session during the ACETA annual conference on February 25, 2022 entitled “Unmasking True Potential: Media Portrayal of Bridging Equality for the Heroines of Netflix’s *The Umbrella Academy*”; won the James Woodall Pedagogical Award and presented the paper entitled “High on the Hog: A Journey into Foodways of Africa and the Palates of Blossoming America Through Slave Narratives and Modern Documentary Investigation” that won this award during the ACETA conference on February 24, 2022; attended the Alabama Humanities Coalition and Alliance Brian Stevenson luncheon on February 28, 2022; attended the National Council of Teachers of English Zoom Roundtable on March 29, 2022; attended a Norton publishing training Zoom on “Practical Strategies for Teaching Peer Review and Peer-Reviewed Articles” on March 30, 2022; attended and presented in two sessions at the Teaching, Learning, and Design Conference in Huntsville on April 8, 2022: two sessions she presented in were entitled “Technology for Curation and Collaboration” and “Bridging a Connection Gap: Collaborative Projects in English, Humanities, and Liberal Arts Classes;” participated in the Red Mountain Reading Series Table Read with Angela Jackson Brown (author) to play the role of Revered Rose for her upcoming JSCC production of *Trailer Park Love Story*, May 13, 2022; presented two sessions in the English department’s upcoming UWRITE conference on June 10, 2022: one session will be entitled “Student (and Faculty) Showcase Platforms and Opportunities” and the other session will be a facilitation of SLO writing procedures for the upcoming revision on 2020-2021 report and writing of 2021-2022 report; was awarded a Certificate of Completion from the Institute of Study Abroad Ireland for the Global Studies Institute 2022 Hosted by Jefferson State Community College; and attended Alabama Humanities Super Teacher Workshop with Poet Laureate Ashley Jones, July 28, 2022.

- Associate Dean Dr. Liesl Harris’ Phi Theta Kappa chapter—Beta Lambda Delta—was named the Most Distinguished Chapter in Alabama for the sixth consecutive year. At Phi Theta Kappa’s International Convention, they placed second (out of 1,285 chapters.) In addition, Dr. Harris received awards for continuing excellence in advising and for her work in an advising team. Dr. Harris’s PTK chapter’s Honors in Action project was published in *The Civic Scholar*, the premiere international academic journal of community college student research.
- Connie Caskey, Communications Department Chair for the Shelby-Hoover Campus, continued to serve on departmental and college committees and facilitated a roundtable session on English Composition I & II for dual enrollment instructors at the UWRITE conference on the JSCC Shelby-Hoover Campus in June 2022. She also participated in GIFTS and UWRITE sessions at JSCC and completed EDGE Training and Online Learning Consortium self-paced workshops.
- Faculty Member Mark A. Youngblood was a member of the Jefferson State Community College’s English Composition, Student Learning Outcome, and Textbook Committees. As a member of these committees, he reviewed course outlines, ensured that course descriptions matched the state’s course directory, and ensured Jefferson State Community College’s course competencies were aligned with Alabama’s course competencies for community colleges. Mark Youngblood was a member of Jefferson State Community College’s course objective

and outcome committee. As a member, he reviewed textbooks, arranged publisher presentations as needed, and recommended textbooks to full time faculty for adoption voting. He also assisted with annual summary and program review reports. Mark Youngblood participated in "Designing and Facilitating Engaging Online Discussions" - a self-paced OLC workshop. He read Andrea Lunsford's book *Let's Talk* about teaching rhetoric in the English classroom, and he was nominated for the Outstanding Faculty Member Award.

- Faculty member Alex Lewis attended various virtual and in-person conferences including Lecture Breakers and UWRITE. She also served as a faculty mentor for one new hire in the communications department. Alex continues to serve as the Faculty Senate Council Representative for Communications and Liberal Arts for the Shelby/Hoover campus.
- Faculty member Matthew Boehm assisted several students from the Jefferson Campus in their efforts to draft, revise, and submit applications for the All-Alabama and All-USA Academic Team Scholarship. One of those students, Frank Lee, was named as a member of both the All-Alabama and the All-USA Academic Teams and as a recipient of the Guistwhite Scholarship, which is awarded annually to the most academically successful, service-oriented two-year college student in Alabama. He conducted extensive research on the history of slavery, segregation, and mass incarceration in America and coordinated two separate field trips for JSCC students to visit the Legacy Museum and the National Memorial for Peace and Justice in Montgomery, AL. He completed four online professional development workshops: (1) FERPA Basics, (2) Data Privacy and Protection, (3) Preventing Harassment and Discrimination, and (4) Accommodating People with Disabilities.
- Faculty member, Katherine Boyer presented two panels with co-creator of Trekpertise, at the Miami International Science Fiction Film Festival. She received Dilecto Sapientiae award from Miami International Science Fiction Film Festival. She exhibited "Garden of Gods" at two film festivals. The film won "Best Horror" at the Georgia Shorts Film Festival in Atlanta and was a finalist for "Best Dark Drama" at The Austin After Dark Film festival. She served the board of Alabama Writers Cooperative as 2nd Vice President/Membership Chair. She assisted with building an online bookstore for the Alabama Writer's Cooperative Conference. She served as a freelance screen play judge for Miami International Science Fiction Film Festival.
- Faculty member, Marisa Hamilton worked to staff Mass Communications (MCM 100 and MCM 102) courses, on Jefferson campus, through current and future PhD courses. She presented photography in *Wingspan* publication and attended ACCSHRMA Diversity Conference. She provided assistance to Scholars Bowl Sponsor during Friday meetings and was announcer for Jefferson State graduation. She interviewed and accepted an offer as Chair, Division of Communications and Liberal Arts.
- Faculty member, Heather Wyatt Published Creative Non-Fiction: "2020 Discards-A Miscarriage Story" in *The Doctor T.J. Eckleburg Review*, October 2021. She participated in read-through for play to be performed at Jeff State in the 21/22 school year. She is transitioning into my new role as the Wingspan editor, Red Mountain Reading Series Director, and SKD sponsor. She is also in the process of trying to reinstate a creative writing course at Jeff State. I will be assisting with Pioneer Con as well. She is leading the registration process for Constitution Day. She served on the hiring committee for a new English Instructor. She served on the following committees: SLO Committee, Learning Resources Committee and presented lecture called "Themed Composition Courses" at UWRITE English Conference at Jefferson State Community College and attended Lecture Breakers Virtual Conference.

- Faculty member, Grant Merrill wrote a paper that was accepted to the National Communication Association 2022 conference in New Orleans and will present at the conference on 11/17/22.
- Faculty member Dr. Sarah Creel was hired in August 2021. In the Fall of 2021, Dr. Creel contributed a recorded presentation entitled, "Reading *Frankenstein* Through the Lens of Monster Theory." She also served as one of the faculty judges for the Pioneer Con writing contest. In the Spring of 2022, Dr. Creel attended the Alabama College English Teachers Association (ACETA) conference in Montgomery, Alabama. In the Summer of 2022, Dr. Creel presented at JSCC's UWRITE conference. The title of her presentation was "Creativity in the Classroom: Teaching the Creative Adaptation Project." In the Summer of 2022, Dr. Creel took over the Communications honor society, Sigma Chi Eta.
- English instructor, Elizabeth Ginas Gallow, began working as a full-time faculty member at Jefferson State Community College starting in August of 2021. She completed a Universal Design and Ally training workshop. She also completed a workshop for accessibility training with Ally and Microsoft Word. She attended the ACETA conference in Montgomery, Alabama at Auburn University in Montgomery. She attended the Arthur and Rochelle Belfer National Conference for Educators hosted by the United States Holocaust Memorial Museum. She also participated in the UWRITE committee and attended the conference sessions for the UWRITE conference.
- Faculty member, Summer Aldrich attended the zoom session of the 19th Annual ACCSHRMA Diversity Conference in Feb. 2021. She also attended the following workshops, Universal Design and Ally (Feb. 2022), Make Accessible PDFs Using Microsoft Word, Part 1 (March 2022), and Make Accessible PDFs Using Microsoft Word, Part II (March 2022).
- Dr Janice Ralya attended the Gulf Coast Debate Workshop in Baytown TX. She coached the Debate Team and won 2nd Place Community College Sweepstakes at IPDA Nationals. The JSCC Debate Team was ranked 4th community college in the nation in IPDA Debate.
- Faculty member David McKinney is a committee member on Jefferson State Scholarship Committee. Advisor for the revamped club Distinguished Collegians, the club addresses soft skills for students. David McKinney serves on the Alabama Education Association State Board and on the Postsecondary Board. David McKinney attended the McGraw Hill Education Symposium for the Basic Course in Communication 2022. David McKinney served on the hiring committee for the new Speech Instructor for the Jefferson Campus.
- Haley Kendrick, FT Pell City faculty member, was secretary of the Developmental Reading and Writing SLO & Textbook Committee, co-chair for Pell City campus Queer-Straight Alliance (QSA), and a representative on the Outstanding English Student Award Committee. Her proposal entitled "Gods and Vampires: Religious Zeal in *Midnight Mass* and Post-Trump America" was submitted to the Popular Culture/American Culture Association in the South's 2022 conference.
- Jacob Melvin, FT Pell City faculty member, was a Leadership Academy graduate, faculty senate chair, SKD lead sponsor, a member of the Outstanding English Student Committee, Literature SLO Committee, Legislative Affairs Committee, Student Policy Committee, Professional Personnel Policies Committee, Program Committee, and Academic Affairs and Planning Committee. He also attended the Birmingham Writer's Symposium on behalf of Jeff State, presented at Pioneer Con, and won the PTK Faculty Scholar Award.

- Vernon Ray Harrison, FT Pell City faculty member, served as a Conference panel Chair, Panel: Rhetoric and Politics, Alabama Communication Association (2021); was a Conference Respondent, Rhetorical Criticism: Music as Rhetorical Artifact, Alabama Communication Association (2021); was a Conference Reviewer, Undergraduate papers, Alabama Communication Association, (2021); was on the Communication Award Committee, the Speech Book Selection Committee, the Speech Committee, and the SLO Speech Committee; and completed QM Training.
- Dianna Hyde was nominated for Outstanding Faculty. Additionally, she was a member of the Black History Committee and the Sick Leave Bank, as well as being the Shelby Campus faculty representative for Sigma Kappa Delta, the English Honor Society for two-year college students.
- Faculty member Dr. Syreeta Burns chaired and attended the UWRITE Conference in the Summer of 2022. She also participated in the McGraw Hill Workshop entitled “Engaging Students in Composition for Career Readiness” in April of 2022 via Zoom.
- Faculty member Eugene Cuevas was nominated for Outstanding Faculty Member for 2021-2022. He served as chair for the English Composition Committee, Communications Department representative for the Dual Enrollment Committee, and faculty representative for the Appeals Committee. Cuevas attended the 2022 Savannah Book Festival and served as a grader for the 2022 AP: English Language and Composition Exam.
- Faculty member Brian Rockett served as SGA advisor. He and his SGA students hosted their third winter formal in February, after a one-year hiatus during the Covid-19 pandemic. They also served at several other successful events, including New Student Orientations, Preview Days, Find Your Place Days, Pioneer Con, Pioneer Pantry, and the Clean Home Alabama initiative. Brian chaired the Honors Convocation committee and organized the ceremony in person after a two-year hiatus due to the Covid-19 pandemic. Brian also served as the Chair of the Literature Student Learning Outcomes Committee and oversaw the revision of learning outcomes for the upcoming program review cycle.

Program Demographics:

Breakdown by Subject Area for period of 2019-2020

	Total	Male	Female	18-25	26-40	41+	African-American	Asian	Caucasian	Hispanic
ENR	322	121	201	202	96	24	136	6	133	8
ENG	5,037	1,984	3,053	4,123	769	144	924	109	3,492	91
MCM	31	11	20	23	8	0	9	0	19	0
SPH	2,529	951	1,578	1,867	549	113	539	59	1,631	47
Total	7,919	3,067	4,852	6,215	1,422	281	1,608	174	5,275	146

Breakdown by Subject Area for period of 2020-2021

	Total	Male	Female	18-25	26-40	41+	African-American	Asian	Caucasian	Hispanic
ENR	371	141	230	262	86	23	134	10	161	33
ENG	4,833	1,859	2,973	4,015	674	125	886	145	3,334	179
MCM	59	26	33	55	3	1	18	2	31	1
SPH	2,481	868	1,613	1,868	485	111	555	66	1,583	112
Total	7,744	2,894	4,849	6,200	1,248	260	1,593	223	5,109	325

Breakdown by Subject Area for period of 2021-2022

	Total	Male	Female	18-25	26-40	41+	African-American	Asian	Caucasian	Hispanic
ENR	396	148	248	267	97	32	157	11	173	229
ENG	4,816	1,821	2,994	3,575	595	132	876	136	3,337	229
MCM	49	20	29	44	3	1	16	1	28	2
SPH	2,438	910	1,528	1,731	440	124	584	62	1,517	130
Total	7,699	2,899	4,799	5,617	1,135	289	1,633	210	5,055	392

Analysis of the data above demonstrates the following relating to the Communications Department:

- There has been a slight decrease in the total number of students who are enrolled in the college and department.
- The majority of the students are enrolled in ENG courses, then SPH, then ENR, and MCM last. There has been a steady increase in the number of students enrolled in ENR courses (i.e., 322, then 371, then 396).
- Female enrollment for all years is higher than males for every subject in the department.
- The age range for the vast majority of all students in these subjects tends to be 18-25 years old, although enrollment for this population has decreased significantly from Fall 2020 to Fall 2021. A slight increase for 41+ was observed.
- While our African-American and Caucasian student enrollment did not change significantly for the years included, our Asian and Hispanic student enrollment grew significantly beginning in 2020. In fact, Hispanic student enrollment has more than doubled.

- While most numbers have dropped over this span of time, it's interesting to see the number of Hispanic students dramatically increasing during this three-year period. Such an increase emphasizes a growing need for proper resources and training to help these students succeed. In English, Hispanic numbers are significantly increasing. Enrollment of Hispanic students continues to grow, even during the difficult years of the pandemic, so an increase in at least functionally bilingual instructors seems necessary. Perhaps there can be ongoing professional development opportunities for instructors to learn basic vocabulary pertaining to our disciplines.
- Another observation is that in ENR 098, the number of Black students is roughly equal to the number of White students enrolled in the course annually, even though Black students represent a much smaller portion of the enrolled population. Coordination of services-- social, collegial, academic-- for African American students would help the imbalance in the numbers proportional to the whole.
- Perhaps going forward, we should begin to examine the under 18 demographic as the dual enrollment program continues to grow.

Enrollment Data – College and Campus

Summary of 3 Year Totals – College and Campus

Below, is the 3-year total for enrollment in all Communications Department classes.

CHP Report: 202010 Fall 2019
 202020 Spring 2020
 202030 Summer 2020
 202110 Fall 2020
 202120 Spring 2021
 202130 Summer 2021
 202210 Fall 2021
 202220 Spring 2022
 202230 Summer 2022

Credit Hour Production Report by Status of Instructor

Division	Department	Discipline	Campus	Employment Status of Primary Instructor								No Instructor Loaded or Instructor Status Not Known				<u>Total</u>	
				Full-Time				Part-Time				Sections	Enrolled	CHP	CHP%	Sections	CHP
				Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%						
Transfer General Studies																	
<u>Communications</u>																	
ENG	Chilton/Clanton			32	595	1,777	78.0%	12	171	501	22.0%	0	0	0	0.0%	44	2,278
	Chilton/Clanton Developmental			2	14	14	45.2%	3	17	17	54.8%	0	0	0	0.0%	5	31
	DE HS Jefferson Campus			0	0	0	0.0%	30	584	1,752	100.0%	0	0	0	0.0%	30	1,752
	DE HS Shelby Campus			9	167	501	4.6%	193	3,493	10,479	95.4%	0	0	0	0.0%	202	10,980
	DE HS St. Clair/Pell City Camp			21	336	1,008	70.7%	8	139	417	29.3%	0	0	0	0.0%	29	1,425
	Jefferson			33	503	1,447	58.4%	19	344	1,032	41.6%	0	0	0	0.0%	52	2,479
	Jefferson Developmental			9	71	71	93.4%	1	5	5	6.6%	0	0	0	0.0%	10	76
	Online			367	8,891	26,557	75.9%	129	2,837	8,451	24.1%	0	0	0	0.0%	496	35,008
	Online Developmental			3	23	23	74.2%	1	8	8	25.8%	0	0	0	0.0%	4	31
	Shelby/Hoover			57	1,174	3,484	50.5%	54	1,155	3,419	49.5%	0	0	0	0.0%	111	6,903
	Shelby/Hoover Developmental			2	15	15	15.2%	11	84	84	84.8%	0	0	0	0.0%	13	99
	St Clair/Pell City			30	551	1,637	91.7%	4	50	148	8.3%	0	0	0	0.0%	34	1,785
	St Clair/Pell City Developmntl			1	11	11	50.0%	2	11	11	50.0%	0	0	0	0.0%	3	22
ENR	Chilton/Clanton			0	0	0	0.0%	2	22	88	100.0%	0	0	0	0.0%	2	88
	Chilton/Clanton Developmental			1	10	40	30.3%	2	23	92	69.7%	0	0	0	0.0%	3	132
	Jefferson			1	9	36	14.8%	5	52	208	85.2%	0	0	0	0.0%	6	244
	Jefferson Developmental			1	10	40	11.5%	6	77	308	88.5%	0	0	0	0.0%	7	348
	Online			18	326	1,304	81.3%	5	75	300	18.7%	0	0	0	0.0%	23	1,604
	Online Developmental			11	161	644	58.1%	7	116	464	41.9%	0	0	0	0.0%	18	1,108
	Shelby/Hoover			5	48	192	40.0%	5	72	288	60.0%	0	0	0	0.0%	10	480
	Shelby/Hoover Developmental			4	45	180	34.6%	5	85	340	65.4%	0	0	0	0.0%	9	520

ENR	St Clair/Pell City	2	22	88	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	88
	St Clair/Pell City Developmntl	1	6	24	40.0%	1	9	36	60.0%	0	0	0	0.0%	2	60
MCM	Online	0	0	0	0.0%	8	156	468	100.0%	0	0	0	0.0%	8	468
	Shelby/Hoover	0	0	0	0.0%	2	16	48	100.0%	0	0	0	0.0%	2	48
SPH	Chilton/Clanton	12	224	672	90.3%	2	24	72	9.7%	0	0	0	0.0%	14	744
	DE HS Shelby Campus	7	146	438	53.1%	6	129	387	46.9%	0	0	0	0.0%	13	825
	Jefferson	17	327	981	100.0%	0	0	0	0.0%	0	0	0	0.0%	17	981
	Online	240	4,873	14,619	83.8%	42	945	2,835	16.2%	0	0	0	0.0%	282	17,454
	Shelby/Hoover	46	604	1,812	58.5%	19	403	1,209	39.0%	1	26	78	2.5%	66	3,099
	St Clair/Pell City	12	194	582	100.0%	0	0	0	0.0%	0	0	0	0.0%	12	582
<u>Distance Education</u>															
SPA	Chilton/Clanton	0	0	0	0.0%	2	31	124	100.0%	0	0	0	0.0%	2	124
	DE HS Shelby Campus	0	0	0	0.0%	12	143	572	100.0%	0	0	0	0.0%	12	572
	Jefferson	8	94	376	100.0%	0	0	0	0.0%	0	0	0	0.0%	8	376
	Online	33	959	3,836	100.0%	0	0	0	0.0%	0	0	0	0.0%	33	3,836
	Shelby/Hoover	10	192	768	100.0%	0	0	0	0.0%	0	0	0	0.0%	10	768
Total		995	20,601	63,177	64.9%	598	11,276	34,163	35.1%	1	26	78	0.1%	1,594	97,418
							Total Enrollment		31,877						
							Total Number of Course Sections		1,594						
							Average Class Size		20						

Each year enrollment statistics for the 3-year cycle can be found in the [2019-2020 CHP Report](#), the [2020-2021 CHP Report](#), and the [2021-2022 CHP Report](#).

Analysis of the data shows a steady and logistically even trend in enrollment over all Communications Department classes for the three-year period. Each year in the cycle, an average of 330 classes were offered in ENG, ENR, MCM, SPH, and SPA (333, 328, 334 respectively each year), so enrollment remains very steady. Online modes of all subjects listed under the Communications Department are trending as the highest number of class offerings; 2020-2021 saw almost all online modes offered due to the COVID-19 pandemic, but there were a few classes offered in-person in special cases under heavy social-distancing guidelines. Total credit hour production also remained even each year of the three-year cycle: each year saw an average of 32,400 credit hours (32,607-32,587-32,224). Fulltime/part-time ratios have remained similar each year of the cycle showing around a 65% full-time to 35% part-time ratio. Dual enrollment sections of the larger enrollment classes of ENG and SPH utilize qualified high school instructors in teaching the course for students to remain on their home high school campuses for instruction; JSCC instructors teach many of these dual enrollment sections at the high schools when a qualified high school teacher is not available. Courses offered in Communications are open to all students; however, students enrolling in forensics workshops must interview/audition for admission. Enrollment in mass communications has remained steady but low; the department changed the mode of delivery of this class to mostly online in

attempts to increase enrollment after the last cycle. SPA has just come under the umbrella of Communications and will be assessed as part of this department in future reports.

Modes of Delivery:

Courses in the Communications Department are offered in the following modes of delivery: traditional lecture, web-supported, hybrid, and online. The department adds classes as necessary to accommodate enrollment and demand. English and speech courses are offered at all JSCC locations and online. Several sections of English composition and speech are also offered at area high schools through the dual enrollment program. Courses in mass communications are offered at one central location (Shelby-Hoover Campus). Due to low enrollment in these courses but the need to offer MCM 100 and MCM 102 for Journalism, Public Relations, and Communications majors, the department developed online versions of these courses to better meet the needs of students at all JSCC locations. The continued growth of the Clanton and Pell City campuses has directly impacted the number and modes of courses offered. As the demand for online courses rose, particularly during the 2020 COVID-19 pandemic, the Communications Department continued to work with the Distance Education Department to meet this need. Sustained and increased growth in dual enrollment course offerings illustrates a need for continued staffing with qualified instructors who are comfortable teaching in a variety of course environments as the dual enrollment program seeks to accommodate students with on-location, on-campus, and online needs.

Program/Department Goals:

The Transfer/General Studies Division is responsible for a diverse program of study that exposes students to a variety of courses, comprised of four departments – Biology, Communications, Liberal Arts, and Math/Engineering/Physical Sciences. The TRGS Division is committed to providing excellence in all areas of instruction and offering educational opportunities that meet or exceed the standards set forth by all appropriate accrediting agencies. The Transfer/General Studies Division endeavors to provide an educational environment that is accessible to and meets the needs of all students including providing educational opportunities via distance learning as well as traditional classes.

Division Outcomes

- Provide transferable general education courses that prepare students to succeed in upper-level programs of study.
- Provide transferable general education courses that fulfill the general studies requirements of the college's Associate in Science, Associate in Arts, and Associate in Applied Sciences degrees.
- Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.

Communications Department Outcomes

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

- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

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

The Transfer/General Studies Division Outcomes focus on the types of courses offered. The Communications Department offers an integrated reading and writing developmental English course (ENR 098) that prepares students to succeed in freshman-level courses. The Communications Department also implemented ENG 099, a co-requisite course with ENG 101, to aid in student success for those placing just under ENG 101. The department also offers transferable general education courses that fulfill general studies requirements for an Associate Degree. These same courses also prepare students to succeed in upper-level programs of study.

SPH 106	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will evaluate the validity and reliability of material from sources and use it ethically and effectively in support of an argument.	X	X	X
2) Students will listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.	X	X	X

SPH 107	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will organize, develop, and support an argument in a persuasive speech presentation.	X	X	X
2) Students will adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.	X	X	X

SPH 116	Department Outcome 1	Department Outcome 2	Department Outcome 3
---------	----------------------	----------------------	----------------------

1) Students will be able to display critical thinking skills by applying communication theories to their everyday lives.	X	X	X
2) Students will be able to communicate their understanding of interpersonal theory.	X	X	X

SPH 123/124/125	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will be able to demonstrate effective vocal and nonverbal communication behaviors.	X	X	X
2) Students will be able to show critical thinking skills by creating sound arguments.	X	X	X

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

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

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

ENG 099	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will identify support techniques and methods used in conjunction with the ENG 101 class.	X	X	X
2) Students will discuss the quality of support techniques used in conjunction with the ENG 101 class.	X	X	X
3) Students will score a passing grade in the paired ENG 101 class.	X	X	X

ENG 101	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will communicate a stance on a subject by writing a unified specific thesis for a rhetorically based composition.	X	X	X
2) Students will communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.	X	X	X
3) Students will locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.	X	X	X

ENG 102	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.	X	X	X
2) Students will communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.	X	X	X
3) Students will locate, critically assess, and correctly integrate primary and secondary sources into a literary based analysis composition.	X	X	X

Literature Courses ENG 251/252261/262/271/272	Department Outcome 1	Department Outcome 2	Department Outcome 3
1) Students will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in [American, British, World] literature during the period of [Inception-1865/1865-Present (American), Inception-End of 18 th Century/Late 18 th Century-Present (British), Inception-Mid 17 th Century/Mid 17 th Century-Present (World)].	X	X	X

2) Students will critically review major works of prose, poetry, or drama in [American, British, World] literature during the period of [Inception-1865/1865-Present (American), Inception-End of 18 th Century/Late 18 th Century-Present (British), Inception-Mid 17 th Century/Mid 17 th Century-Present (World)] and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.	X	X	X
--	---	---	---

While most course-level SLOs clearly prepare students to continue their education or enter the workforce, some focus more on upgrading skills for job advancement or personal enrichment. Through completion of course assessments each semester, we work continually to improve pedagogy, so all course outcomes are related to departmental outcome #1 in this way. Every course taken in the Communications Department prepares students either for a foundation to transfer or for personal or job enrichment. Additionally, when an area of concern is identified through course-level SLO assessments, we plan departmental meetings to address concerns. Additionally, the department hosts UWRITE, an annual one-day professional development conference for full-time, part-time, and dual enrollment English instructors, to address new pedagogy and to troubleshoot concerning SLO performance. GIFTS – Great Ideas for Teaching Speech – is another annual departmental event where speech instructors share assignments and activities with one another. The department has also hosted roundtable discussions for both ENR 098 and ENG 099 upon completion of the pilots for each. The Red Mountain Reading Series also offers creative writing workshops each year, and the college’s literary magazine, *Wingspan*, continues to invite students, faculty, and surrounding community to submit non-fiction and creative poetry and prose works for publication. Students, faculty, and staff were also encouraged to submit articles for publication in *The Pioneer* student newspaper. The department will continue to use SLO assessment results to plan meaningful professional development opportunities.

[Link Needed to Shelby Campus Communications Goals Progress Report 2021-2022](#)

[Link Needed to Jefferson Campus Communications Goals Progress Report 2021-2022](#)

[Link Needed to Shelby Campus Communications Goals Progress Report 2020-2021](#)

[Link Needed to Jefferson Campus Communications Goals Progress Report 2020-2021](#)

[Link Needed to Shelby Campus Communications Goals Progress Report 2019-2020](#)

[Link Needed to Jefferson Campus Communications Goals Progress Report 2019-2020](#)

Course-level Student Learning Outcome Assessment Totals:

SPH 106 Assessment Data for 3 Year Period		
Year	SLO 1: Support for Argument	SLO 2: Interpersonal Communication
2019-2020	323/367 = 88%	344/376 = 91%
2020-2021	189/213 = 89%	192/213 = 90%
2021-2022	827/995 = 83%	752/904 = 85%
3-year period	1339/1575 = 85%	1288/1493 = 86%

SPH 107 Assessment Data for 3 Year Period		
Year	SLO 1: Support for Speech	SLO 2: Audience Adaptation
2019-2020	189/213 = 89%	192/213 = 90%
2020-2021	367/433 = 85%	421/497 = 85%
2021-2022	272/327 = 83%	299/366 = 82%
3-year period	828/973 = 85%	912/1076 = 85%

SPH 116 Assessment Data for 3 Year Period		
Year	SLO 1: Communication Theories	SLO 2: Interpersonal Theory
2019-2020	27/27 = 100%	27/27 = 100%
2020-2021	45/46 = 98%	45/46 = 98%
2021-2022	43/45 = 96%	43/45 = 96%
3-year period	115/118 = 97%	115/118 = 97%

SPH 123/124/125 Assessment Data for 3 Year Period		
Year	SLO 1: Vocal & Nonverbal Behaviors	SLO 2: Argument
2019-2020	13/13 = 100%	13/13=100%
2020-2021	21/21 = 100%	21/21 = 100%

2021-2022	21/21 = 100%	21/21 = 100%
3-year period	55/55 = 100%	55/55 = 100%

MCM 100 Assessment Data for 3 Year Period		
Year	SLO 1: Theories of Communication	SLO 2: Publication Appropriateness
2019-2020	19/23 = 83%	18/23 = 78%
2020-2021	21/24 = 88%	21/24 = 88%
2021-2022	15/19 = 79%	15/19 = 79%
3-year period	55/66 = 83%	54/66 = 81%

MCM 102 Assessment Data for 3 Year Period		
Year	SLO 1: News Story	SLO 2: AP Style
2019-2020	9/9 = 100%	9/9 = 100%
2020-2021	12/14 = 86%	12/14 = 86%
2021-2022	22/27 = 81%	22/27 = 81%
3-year period	43/50 = 86%	43/50 = 86%

ENR 098 Assessment Data for 3 Year Period			
Year	SLO 1: Comprehension	SLO 2: Grammar	SLO 3: Composition
2019-2020	68/90 = 76%	63/90 = 70%	65/90 = 72%
2020-2021	176/217 = 81%	150/207 = 72%	160/207 = 77%
2021-2022	243/319 = 76%	211/287 = 73%	202/276 = 73%
3-year period	487/626 = 77%	424/584 = 73%	427/573 = 75%

ENG 099 Assessment Data for 3 Year Period			
Year	SLO 1: Thesis	SLO 2: Organization	SLO 3: Research
2019-2020	48/56 = 85%	51/57 = 89%	51/56 = 91%
2020-2021	81/96 = 84%	76/90 = 79%	63/81 = 78%

2-year period	129/152 = 85%	127/147 = 86%	114/137 = 83%
CHANGED SLO	SLO 1: Identify Support Tech	SLO 2: Discuss Quality of Support Techniques	SLO 3: Pass ENG 101
2021-2022	69/91 = 75%	67/91 = 73%	68/91 = 74%

ENG 101 Assessment Data for 3 Year Period			
Year	SLO 1: Thesis	SLO 2: Organization	SLO 3: Research
2019-2020	829/914 = 91%	819/914 = 90%	782/893 = 88%
2020-2021	829/905 = 92%	819/905 = 90%	782/905 = 86%
2021-2022	1734/1903 = 91%	1717/1903 = 90%	1691/1903 = 88%
3-year period	3392/3722 = 91%	3355/3722 = 90%	3255/3722 = 87%

ENG 102 Assessment Data for 3 Year Period			
Year	SLO 1: Thesis	SLO 2: Organization	SLO 3: Research
2019-2020	333/371 = 90%	325/371 = 88%	319/371 = 86%
2020-2021	333/369 = 90%	325/369 = 88%	317/369 = 86%
2021-2022	1215/1333 = 91%	1197/1333 = 89%	1162/1333 = 87%
3-year period	1881/2073 = 91%	1847/2073 = 89%	1798/2073 = 87%

ENG 251 Assessment Data for 3 Year Period		
Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	258/300 = 86%	264/294 = 90%
2020-2021	247/300 = 82%	264/294 = 90%
2021-2022	573/619 = 92%	513/596 = 86%
3-year period	1048/1219 = 86%	1041/1184 = 88%

ENG 252 Assessment Data for 3 Year Period		
--	--	--

Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	180/203 = 89%	157/193 = 81%
2020-2021	215/239 = 90%	182/235 = 77%
2021-2022	295/320 = 92%	267/319 = 83%
3-year period	690/762 = 91%	606/747 = 81%

ENG 261 Assessment Data for 3 Year Period		
Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	45/68 = 66%	60/66 = 90%
2020-2021	139/159 = 87%	139/158 = 88%
2021-2022	88/97 = 90%	85/98 = 86%
3-year period	272/324 = 84%	284/322 = 88%

ENG 262 Assessment Data for 3 Year Period		
Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	19/20 = 95%	15/21 = 71%
2020-2021	69/86 = 80%	69/86 = 80%
2021-2022	59/74 = 79%	57/74 = 77%
3-year period	147/180 = 82%	141/181 = 78%

ENG 271 Assessment Data for 3 Year Period		
Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	100/109 = 92%	89/106 = 84%
2020-2021	102/111 = 92%	85/102 = 83%
2021-2022	108/112 = 96%	84/106 = 79%
3-year period	310/332 = 93%	258/314 = 82%

ENG 272 Assessment Data for 3 Year Period		
Year	SLO 1: History, Culture, Philosophy, Key Terms	SLO 2: Literary Scholarship
2019-2020	27/28 = 96%	23/28 = 82%
2020-2021	60/73 = 82%	60/73 = 82%
2021-2022	58/65 = 89%	59/64 = 92%
3-year period	145/166 = 87%	142/165 = 86%

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

English 101 and 102

- SLO 1:** 3392/3722 students were successful in creating a solid thesis in ENG 101. This is 91% of the students assessed, 5% higher achievement than last 3-year cycle. Instructors assess thesis skills in a paper written toward the beginning of the semester and a paper written toward the end of the semester to measure the change in the skill students acquire. Students perform very well on the thesis creation learning outcome throughout the semester, but there is a significant jump in performance from the first paper assessment to the second paper assessment reflected in the numbers here. This evidence continues to show the department that students are making improvements in their ability as each semester progresses. Instructors also continue to vary their topics to suit student interest and engagement with topics and arguments; the department's annual UWRITE conference brings instructors together to look at new topics, ideas, and revision techniques to garner student success. For the next cycle, the department seeks to aid students apply rhetorical strategies in an analysis-based composition that considers the rhetorical situation of the speaker, audience, and purpose through language and/or design strategies. This focused learning outcome will continue to develop students into writers who can identify an audience and purposefully make rhetorical language choices. In ENG 102, 1881/2073, or 91% were successful in this thesis creation skill. An equal percentage of achievement as the ENG 101 thesis writing achievement suggests students are retaining knowledge from ENG 101 and applying it to their work in ENG 102. The department has chosen to focus on new strategies over the next cycle to help students develop a composition containing cohesive focus and thoroughly illustrates understanding of genre, language, theme, characterization, and purpose of literary work(s) as ENG 102 specifically looks at literary analysis. Development of foundational literary analysis knowledge and application of such knowledge will help students create more cohesive and rich writing.
- SLO 2:** 3355/3722 students were successful in writing an essay with unified and clear organization throughout the entire paper. This is 90% of the students assessed. (Up 6% from last 3-year cycle). Here, the assessment looks at the entirety of the paper from

catching the reader's attention to completing logical and organized thoughts that prove the main idea. Like SLO 1, this learning outcome is assessed twice a semester to gauge students' improvement in writing skill. Over the 3-year period, there was an overall increase in achievement. The department will continue to assess a unified rhetorical writing assignment, but in this next cycle, the introduction paragraph with thesis as well as the cohesive body paragraphs and conclusion paragraph will be assessed as a whole. In ENG 102, 1847/2073, or 89% were successful in this skill. Although this percentage is one point lower than the ENG 101 achievement, new and often difficult connections forged in looking at literature creates new challenges for students who might have been comfortable writing rhetorically in an ENG 101 class. Instructors continue to offer variety in literary selections and provide opportunities for scaffolding brainstorming, outlining, and writing assignments to help students navigate new material. The department would like to continue to assess this cohesive writing through students' demonstration of organizing a literary-based argument by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion. Both the new ENG 101 and 102 SLO 2 will focus on cohesive flow of an essay as a whole, but ENG 101 will focus more on rhetorical writing and strategies while ENG 102 will focus on cohesive literary argument.

- **SLO 3:** 3255/3722 students were successful in integrating primary and secondary sources into an essay. This is 87% of the students surveyed. Although there is a positive student success rate, the focus on both primary and secondary sources often overwhelms students in this first composition class. Because the ACCS, or governing system for the college, made adjustments to the plans of instruction that noted secondary sources were optional in the ENG 101 class, the department has decided to focus more foundational discussions and assessments based around primary sources. For the next cycle, the department will assess students' ability to create a composition analyzing a work or idea that involves primary sources, properly documented according to MLA standards. Secondary sources are optional points of inclusion. Instructors have also created workshops, online tutorials, new lectures, and new activities to help students understand how to incorporate sources into essays cohesively. Turning to ENG 102, 1798/2073, or 87% were successful in successfully integrating sources into essays. The department would like to continue to assess this learning outcome through the next 3-year cycle because reading, annotating, and correctly using primary and secondary sources to support a position in a literary analysis paper requires students to think critically about documents and synthesize information from them to support their own ideas. In this next cycle, students will apply basic reference and documentation skills of primary and secondary sources with an emphasis on ethical use. Ethical use discussion will provide additional foundational skills in research literacy and avoiding plagiarism.

English 251

- **SLO 1:** 1048/1219 students successfully discuss and connect characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements assigned in this class. This is 86% of the students assessed. (This is a very similar SLO to our last 3-year cycle, but down 1% from last 3-year cycle). Although the foundation of success for this SLO is knowledge-based, students must build up that knowledge base to correctly contrast works from different periods and analyze each work's significance within its respective period and genre. Instructors update their lectures both in class and online to better prepare students with the background knowledge they need to succeed in comparing and contrasting works throughout the time span of literary history covered. Some instructors have new

reading and lectures on eras and foundational history, while others have added gamified reviews and connecting activities to aid student learning. Instructors either create exam questions or use a writing assessment to examine this SLO. Although students are successful in this assessment, the department has opted to split this SLO into two different items for the next 3-year cycle. The split will focus one objective on characteristics of literature, history, and philosophy; the other will focus on key terminology. The department has added new strategies of basing discussions around themes and using a flow chart with key terms for continued student success.

- **SLO 2:** 1041/1184 students successfully analyzed major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. This is 88% achievement, which is 7% higher than the combined percentage total from last 3-year cycle. A written research paper must be assessed in its ability to set forth a literary argument/analysis and support its points with both well-chosen and correctly cited primary and secondary sources. Previously, the department saw a reduction in success from the ENG 102 achievement, but this cycle shows ENG 251 has a 1% higher success rate than ENG 102 in the realm of writing using primary and secondary sources. This shows that the students moving out of ENG 102 are retaining skills they learn in structure and source usage to be able to apply those skills to writing papers in the literature class. Even though instructors expect students in this 200-level class to have successfully completed the foundational classes in composition before entering the class, many instructors provide students with materials from the library or from their own composition classes if students want to refresh their skills in structure and content. Many instructors use guided research with instructor feedback along the way to help students excel in a research paper. The department will continue to assess this learning outcome over the next 3-year cycle, but it has chosen to separate this outcome into assessments of student use of primary sources in one outcome and secondary sources in another outcome. This separation will help instructors focus more on the type of source students are having the most difficulty with using. Instructors have added strategies like using annotation checklists for reading primary sources and using instructor written, or instructor commented-on papers to showcase use of secondary sources as examples.

Speech 106

- **SLO 1:** 1339/1575 of students demonstrated satisfactory ability to evaluate and use material from sources ethically and effectively in support of an argument. This is 85% of students assessed, which is 4% higher than the previous cycle's results for use of evidence. Students demonstrated this ability in a variety of assignments including papers, speeches, and group projects. Instructors utilized resources such as Points of Reference Center to assist with ethical and effective use of support for their arguments as well as PowerPoint presentations. Since this is the last year of the current assessment cycle, the committee determined it would be appropriate to focus on another unit of the course for the next cycle. The department will examine how effectively students communicate during a mock Interview assignment. The committee created a rubric to assess the interview assignment. To help students prepare for the assignment, instructors utilized videos and PowerPoint presentations.
- **SLO 2:** 1288/1493 of students demonstrated satisfactory ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity. This is 86% of students assessed. During the previous

cycle, the department assessed an oral presentation. During the current cycle, a rubric was used to assess active listening, verbal responses, feedback, and other nonverbal communication in an interpersonal communication activity. Instructors assessed this learning outcome in a variety of communication activities/assignments. Instructors included activities for improving verbal and nonverbal communication as well as listening skills. The unit, Interviewing, will be the focus for the next assessment cycle since this is the last year of the current assessment cycle. The department will examine three new SLOs based on an interviewing assignment: 1) effective oral communication in an interview, 2) effective use of nonverbal communication in an interview, and 3) preparedness in an interview. Instructors will prepare students by utilizing the above mentioned resources and material as well as lectures and assignments.

Speech 107

- **SLO 1:** 828/973 of students demonstrated effective organization, development, and support of arguments according to the persuasive speech rubric criteria. This is 85% of students assessed, which is 6% higher than the previous cycle's results for use of support. Instructors assigned a persuasive speech presentation and used a rubric to assess organization, use of support, and development/rhetorical strategies. Instructors utilized interactive instructional techniques for organization, development, and support of arguments such as the Adaptive Learning Assignments in Connect. Instructors also had students view and discuss speech videos for the Lucas text that specifically demonstrate use of support. Since this is the last year of the current assessment cycle, the committee determined it appropriate to focus on another unit of the course for the next cycle. The department will examine how effectively students organize, develop, and present a special occasion speech. The committee created a rubric to assess the assignment. To help students prepare for the special occasion speech, instructors will utilize PowerPoints and Videos.
- **SLO 2:** 912/1076 of students demonstrated satisfactory ability to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation according to the persuasive speech rubric criteria. This is 85% of students assessed. During the previous cycle, the department assessed the overall effectiveness of the persuasive presentation. For the current assessment cycle, a rubric is used to assess audience adaptation, use of language, and nonverbal communication in the persuasive speech. Instructors utilized exercises available with the textbook resources and videos for enhancing understanding of audience adaptation. Since this is the last year of the current assessment cycle, the committee determined it appropriate to focus on another unit of the course for the next cycle. The department will examine three new SLOs based on the special occasion speech assignment. The SLOs will be 1) organize and develop, 2) effective oral communication, and 3) use of verbal communication in a special occasion speech. Instructors will prepare students by implementing various resources such as PowerPoints, sample speech videos, and assignments focused on special occasion speeches.

Part 2: Program/Department Change

Unit Goals for 2019-2020, 2020-2021, and 2021-2022:

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

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

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

Course Student Learning Outcome Changes:

Program or Department: Communications/SPH 106: Fundamentals of Oral Communication

Old Student Learning Outcome #1: Students will evaluate the validity and reliability of material from sources and use it ethically and effectively in support of an argument.

New Student Learning Outcome#1: Students will be able to orally present themselves effectively and appropriately during a job interview.

Old Assessment Model: Rubric to assess organization and support of arguments in an assignment

New Assessment Model: A rubric for a mock job interview will assess the effectiveness of the verbal effectiveness of the interviewee.

Justification for Change: 88% of students for the 2019-2020 and 86% of students for the 2020-2021 effectively used valid and reliable material from sources to support an argument. Assessment of job interviews allow for more complete preparation for students in the workplace.

Old Student Learning Outcome #2: Students will listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication assignment.

New Student Learning Outcome#2: Students will be able to communicate effectively using appropriate nonverbal behavior during a job interview.

Old Assessment Model: Rubric to assess verbal communication, nonverbal communication, listening, and feedback in an assignment

New Assessment Model: A rubric for a mock job interview will assess the effectiveness of the nonverbal effectiveness of the interviewee.

Justification for Change: 91% of students for the 2019-2020 and 86% of students for the 2020-2021 were successful in meeting learning outcomes for interpersonal communication. The department will assess an assignment in a different unit of the course.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome#3: Students will demonstrate their preparedness in a job interview.

Old Assessment Model: N/A

New Assessment Model: A rubric for a mock job interview will assess the effectiveness of the interviewee's answers to specific job-related questions.

Rubric for a Mock Interview	
<p>Oral Communication/Delivery:</p> <ul style="list-style-type: none"> • Proper use of grammar and enunciation • Avoidance of distracting fillers • Effective use of paralanguage • Appears to be someone that can work well with others 	<p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>
<p>Nonverbal Communication/Delivery:</p> <ul style="list-style-type: none"> • Dress is professional and appropriate • Maintains good posture • Maintains appropriate eye contact • Appears confident and poised • Gives appropriate handshake 	<p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>
<p>Preparedness:</p> <ul style="list-style-type: none"> • Answers to questions are clear and on topic • Knowledgeable about the company and position • Answers to questions are straightforward and appear honest 	<p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

Program or Department: Communications/SPH 107: Fundamentals of Public Speaking

Old Student Learning Outcome #1: Students will organize, develop, and support an argument in a persuasive speech assignment

New Student Learning Outcome#1: Students will organize and develop a special occasion speech that meets the needs of a special event.

Old Assessment Model: Rubric used to assess the organization, use of support, and rhetorical strategies in a persuasive speech

New Assessment Model: Rubric used to assess the organization and connection to the audience and occasion in a special occasion speech

Justification for Change: 89% of students for the 2019-2020 and 85% of students for the 2020-2021 were successful in organizing, developing, and supporting arguments in a persuasive speech. The persuasive speech has been assessed independently and for overall effectiveness. The special occasion speech will be assessed for overall effectiveness.

Old Student Learning Outcome #2: Students will adapt speaking to the needs of culturally different audiences in a persuasive speech assignment.

New Student Learning Outcome#2: Students will deliver an effective oral presentation of a special occasion speech.

Old Assessment Model: Rubric used to assess language, audience adaptation, and nonverbal delivery in a persuasive speech presentation

New Assessment Model: Rubric used to assess the various aspects of effective vocal delivery in a special occasion speech.

Justification for Change: 90% of students for the 2019-2020 and 85% of students for the 2020-2021 were successful in their ability to adapt speaking to the needs of a culturally diverse audience in a persuasive speech. Effectiveness of verbal delivery of the special occasion speech will be assessed.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome#3: Students will use effective nonverbal communication in the delivery of a special occasion speech.

Old Assessment Model: N/A

New Assessment Model: Speech rubric used to assess the various aspects of effective nonverbal delivery in a special occasion speech.

Special Occasion Speech Rubric	
Topic	
-Topic appropriate for the occasion	0 1 2 3 4 5
-Topic appropriate for the audience	0 1 2 3 4 5
-Creativity of topic	0 1 2 3 4 5
Organization	
-Introduction gain the attention and interest of the audience	0 1 2 3 4 5
-Main ideas well developed and easy to follow	0 1 2 3 4 5
-Effective use of connectives	0 1 2 3 4 5

-Concluded the speech in a memorable fashion	0 1 2 3 4 5
Language	
-Language clear and concrete	0 1 2 3 4 5
-Language vivid and colorful	0 1 2 3 4 5
-Language appropriate to the topic, audience, and occasion	0 1 2 3 4 5
Vocal Delivery	
-Delivery was smooth and not rushed	0 1 2 3 4 5
-Pauses were used effectively	0 1 2 3 4 5
-Pitch and vocal variety were used effectively	0 1 2 3 4 5
Nonverbal Delivery	
-Appropriate facial expressions used throughout the speech	0 1 2 3 4 5
-Supportive gestures were used throughout the speech	0 1 2 3 4 5
-Posture and stance were appropriate throughout the speech	0 1 2 3 4 5
-Strong eye contact was maintained throughout the speech	0 1 2 3 4 5

Program or Department: Communications/SPH 116: Interpersonal Communication

Old Student Learning Outcome #1: Students will be able to apply communication theories to their everyday lives.

New Student Learning Outcome#1: Students will be able to communicate their understanding of conflict styles and effective conflict management.

Old Assessment Model: Rubric used to assess how students apply communication theories to their lives in the self-analysis paper.

New Assessment Model: A rubric will be applied to a class discussion on the discussion board.

Conflict Discussion Rubric

Demonstrated understanding of conflict styles

Poor/Failing Fair Good Excellent

Demonstrated understanding of effective conflict management

Poor/Failing Fair Good Excellent

Justification for Change: Focus will be on a specific area of interpersonal communication, rather than on a broad focus on interpersonal theory. A knowledge of conflict styles and management is important for professional and personal success.

Old Student Learning Outcome #2: Students will be able to communicate their understanding of interpersonal theory.

New Student Learning Outcome#2: Students will be able to communicate their understanding of the influences on the perception process.

Old Assessment Model: Rubric applied to self-analysis paper to assess how well students communicate their understanding of interpersonal theory.

New Assessment Model: A rubric will be applied to a class discussion on the discussion board.

Perception Discussion Rubric

Demonstrated understanding of external influences on perception

Poor/Failing Fair Good Excellent

Demonstrated understanding of internal influences on perception

Poor/Failing Fair Good Excellent

Justification for Change: Focus will be on a specific area of interpersonal communication, rather than on a broad focus on interpersonal theory. A knowledge of the influences on perception is important for professional and personal success.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome #3: Students will be able to communicate their understanding of the types of nonverbal communication and its characteristics.

Old Assessment Model: N/A

New Assessment Model: A rubric will be applied to a class discussion on the discussion board.

Nonverbal Communication Discussion Rubric

Demonstrated understanding of the types of nonverbal communication

Poor/Failing Fair Good Excellent

Demonstrated understanding of the characteristics of nonverbal communication

Poor/Failing Fair Good Excellent

Justification for Change: Focus will be on a specific area of interpersonal communication, rather than on a broad focus on interpersonal theory. A knowledge of nonverbal communication is important for professional and personal success.

Program or Department: Communications/SPH 123, 124, 125: Forensics Workshops

Old Student Learning Outcome #1: Students will be able to demonstrate effective vocal and nonverbal communication behaviors in an oral presentation.

New Student Learning Outcome#1: Students will be able to identify and utilize credible source material in a debate setting.

Old Assessment Model: A rubric will be applied to an oral presentation at the end of the semester.

New Assessment Model: A rubric will be applied to a practice debate at the end of the semester.

Justification for Change: Rather than focus on broad outcomes, the emphasis will be on the more specific area of source credibility. The use of credible sources is important to success in intercollegiate debate and in public speaking in general.

Old Student Learning Outcome #2: Students will be able to develop and support sound arguments in oral presentations.

New Student Learning Outcome#2: Students will be able to demonstrate effective eye contact in a debate setting.

Old Assessment Model: A rubric will be applied to an oral presentation at the end of the semester.

New Assessment Model: A rubric will be applied to a practice debate at the end of the semester.

Justification for Change: Rather than focus on broad outcomes, the emphasis will be on the more specific area of speaker eye contact. Maintaining appropriate eye contact is important for success in intercollegiate debate and in public speaking in general.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome#3: Students will be able to demonstrate effective vocal communication in a debate setting.

Old Assessment Model: N/A

New Assessment Model: A rubric will be applied to a practice debate at the end of the semester.

Justification for Change: Rather than focus on broad outcomes, the emphasis will be on the more specific area of vocal communication, including rate, volume, vocal variety, and verbal fillers. Using effective vocal communication is important for success in intercollegiate debate and in public speaking in general.

Practice Debate Rubric

Use of credible source material

Poor/Failing Fair Good Excellent

Use of effective eye contact

Poor/Failing Fair Good Excellent

Use of effective vocal communication

Poor/Failing Fair Good Excellent

Program or Department: Communications/MCM 102: Introduction to Mass Communications

Old Student Learning Outcome #1: The student will be able to report an objective news story using credible sources.

New Student Learning Outcome#1: Students will demonstrate knowledge of the duties of editors.

Old Assessment Model: Students will write a news story requiring research for a class assignment. (grading rubric used to assess)

New Assessment Model: Set of questions on an exam/quiz

1. There are times when a photo editor needs to manipulate an image. Doing so is _____ only if the public is not informed that the photo has been altered.
 - a. illegal
 - b. immoral
 - c. **unethical**
 - d. legal

2. T/F: Newspaper editors determine the angle or element of the story that is most important to their audience.

Answer: True

Justification for Change: Students have been successful with the previous SLO over the past few assessment cycles; instruction on writing objectively has been improved and seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

Old Student Learning Outcome #2: The student will be able to utilize AP style correctly in a written assignment.

New Student Learning Outcome#2: Students will demonstrate knowledge of the duties of public relations practitioners.

Old Assessment Model: Students will complete writing assignment using AP style. (grading rubric used to assess)

New Assessment Model: Set of questions on an exam/quiz

1. Public relations practitioners communicate with both _____ and _____ audiences for their clients.

internal / external

2. Public relations practitioners may work within a company, a nonprofit organization, a _____ agency or for a _____.

government / celebrity

3. Public relations practitioners partake in the following activities for their clients:

- a. write news releases and create visual communication
- b. research markets and evaluate the success of publicity
- c. monitor social media and orchestrate viral campaigns online
- d. all of the above**

Justification for Change: Students have been successful with the previous SLO over the past few assessment cycles; instruction on AP Style has been improved and seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome#3: Students will demonstrate knowledge of the duties of journalists and photographers.

Old Assessment Model: N/A

New Assessment Model: Set of questions on an exam/quiz

3. Which of the following encapsulates the various skills journalists need:

a. The Pyramid of Journalism Competence

- b. Copy-Editing
- c. Code of Morals
- d. None of the above

4. Every journalist must be able to write _____ and _____.

clearly / correctly

5. Every journalist must be able to make complicated issues _____ and _____.

understandable / interesting

6. T/F: Broadcast journalists are required to be physically at the location to cover the story, rather than gathering information via phone.

Answer: True

7. T/F: Above all other principles, journalists must act and think morally, distinguish between right and wrong; and stay within the bounds of fairness, good taste and common decency.

Answer: True

Justification for Change: Focusing on key aspects of Intro to Mass Comm course

Program or Department: Communications/MCM 102: Writing for the Media

Old Student Learning Outcome #1: The student will be able to report an objective news story using credible sources.

New Student Learning Outcome#1: Students will demonstrate knowledge of the duties of editors.

Old Assessment Model: Students will write a news story requiring research for a class assignment. (grading rubric used to assess)

New Assessment Model: Set of questions on an exam/quiz

1. There are times when a photo editor needs to manipulate an image. Doing so is _____ only if the public is not informed that the photo has been altered.

- a. illegal
- b. immoral
- c. unethical**
- d. legal

2. T/F: Newspaper editors determine the angle or element of the story that is most important to their audience.

Answer: True

Justification for Change: Students have been successful with the previous SLO over the past few assessment cycles; instruction on writing objectively has been improved and seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

Old Student Learning Outcome #2: The student will be able to utilize AP style correctly in a written assignment.

New Student Learning Outcome#2: Students will demonstrate knowledge of the duties of public relations practitioners.

Old Assessment Model: Students will complete a writing assignment using AP style. (grading rubric used to assess)

New Assessment Model: Set of questions on an exam/quiz

1. Public relations practitioners communicate with both _____ and _____ audiences for their clients.

internal / external

2. Public relations practitioners may work within a company, a nonprofit organization, a _____ agency or for a _____.

government / celebrity

3. Public relations practitioners partake in the following activities for their clients:
 - a. write news releases and create visual communication
 - b. research markets and evaluate the success of publicity
 - c. monitor social media and orchestrate viral campaigns online
 - d. all of the above**

Justification for Change: Students have been successful with the previous SLO over the past few assessment cycles; instruction on AP Style has been improved and seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

Old Student Learning Outcome #3: N/A

New Student Learning Outcome#3: Students will demonstrate knowledge of the duties of journalists and photographers.

Old Assessment Model: N/A

New Assessment Model: Set of questions on an exam/quiz

3. Which of the following encapsulates the various skills journalists need:

a. The Pyramid of Journalism Competence

- b. Copy-Editing
- c. Code of Morals
- d. None of the above

4. Every journalist must be able to write _____ and _____.

clearly / correctly

5. Every journalist must be able to make complicated issues _____ and _____.

understandable / interesting

6. T/F: Broadcast journalists are required to be physically at the location to cover the story, rather than gathering information via phone.

Answer: True

7. T/F: Above all other principles, journalists must act and think morally, distinguish between right and wrong; and stay within the bounds of fairness, good taste and common decency.

Answer: True

Justification for Change: Focusing on key aspects of Writing for the Media course

Program or Department: Communications (English) – ENR 098: Integrated Reading and Writing

Old Student Learning Outcome #1: Students will demonstrate reading comprehension appropriate for college-level reading.

New Student Learning Outcome #1: Students will demonstrate reading comprehension appropriate for college-level reading in a written assignment or exam.

Old Assessment Model:

Excellent: All of the reading is comprehended, or most, if not all, test questions are answered correctly.

Satisfactory: Most of the reading is comprehended, or at least 70% of the test questions are answered correctly.

Unsatisfactory: Over half of the reading is incomprehensible to the student, or the student performs less than 70% on a test.

Assessment: Rubric for assessment or test; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
--------	-----------	--------------	----------------

Reading Comprehension	All of the reading is comprehended as demonstrated by thorough discussion in journals or discussion activities, or over 90% of comprehension test questions are answered correctly.	Most of the reading is comprehended as demonstrated by average discussion in journals or discussion activities, or at least 70% of comprehension test questions are answered correctly.	Over half of the reading is incomprehensible to the student demonstrated by illogical discussion in journals or discussion activities, or less than 70% of comprehension test questions are answered correctly.
-----------------------	---	---	---

Justification for Change: Language clarified in SLO and rubric for new 3-year cycle.

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

New Student Learning Outcome#2: Students will use the conventions of Standard English in a written composition.

Old Assessment Model:

Excellent: No major errors and only a few minor grammatical notes. Use of all varieties of structures with clear and correct mechanics.

Satisfactory: Some major errors, but not enough to affect the clarity, flow, and purpose of paper. Use of some sentence variety with clear and correct mechanics.

Unsatisfactory: Many major errors that affect the clarity, flow, and purpose of the paper. Use of only simple sentences or some variety but with incorrect mechanics.

New Assessment Model:

Assessment: Rubric for assessment of an assignment; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
Standard English convention use	No major errors and only a few minor grammatical notes. Use of all varieties of structures with clear and correct mechanics.	Some major errors, but not enough to affect the clarity, flow, and purpose of paper. Use of some sentence variety with clear and correct mechanics.	Many major errors that affect the clarity, flow, and purpose of the paper. Use of only simple sentences or some variety but with incorrect mechanics.

Justification for Change: Clarified and simplified wording for new 3-year cycle.

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

New Student Learning Outcome#3: Students will write a cohesive and substantial essay featuring an introduction, body paragraphs, and conclusion that uses evidence to support the essay.

Old Assessment Model: No change

New Assessment Model: Rubric for assessment of an assignment; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
Cohesive Essay Organization	Thoughtful and unified thesis with an ability to hold scope of entire paper. Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.	Thesis presents topic satisfactorily setting up paper idea. A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea.	Thesis not unified and does not create a basic structure for the paper. A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea.

Justification for Change: Clarified and simplified wording for new 3-year cycle.

Communications – English Department/ENG 099: Introduction to College Writing

New Student Learning Outcome #1: Students will identify helpful support techniques and methods used in conjunction with the ENG 101 class.

New Student Learning Outcome #2: Students will discuss the quality of support techniques and methods used in conjunction with the ENG 101 class.

Assessment Model: Instructor provided questionnaire for both above. (See below)

New Student Learning Outcome #3: Students will score a passing grade in ENG 101 class.

Assessment Model: ENG 101 pass rate for co-requisite students.

Example ENG 099 End of Semester Questionnaire:

1. Identify techniques or methods you received in ENG 099 and scale how beneficial they were to you (1=not beneficial–5 very beneficial; N/A=not applicable/did not receive) by putting a check mark in the corresponding box:

Technique/Method	N/A Not Receiv ed	5 Very benefici al	4	3	2	1 Not benefic ial
Additional time with instructor						
Additional targeted skill lectures						
Additional targeted skill practice						
Additional peer review activities						
Additional use of technology*						
Other*:						
Other*:						
Other*:						
*Please list examples of the types of technology or other support if listed:						

2. Describe in a short paragraph your experience in ENG 099 and how you feel it has benefitted you in conjunction with the ENG 101 class.

Program or Department: Communications (English) – ENG 101: English Composition I

Old Student Learning Outcome #1: Students will communicate a stance on a subject by writing a unified specific thesis for a rhetorically based composition.

New Student Learning Outcome #1: Students will apply rhetorical strategies in an analysis-based composition that considers the rhetorical situation of the speaker, audience, and purpose through language and/or design strategies.

Old Assessment Model: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper administered both at the beginning and the end of the course.

New Assessment Model: Written compositions at the beginning and the end of the course that implement strategic choices in language and/or design to address the specific rhetorical relationship among audience, speaker, and purpose. Evaluation criteria at 70% achievement rate at proficiency level, showing at least a 5% change in first versus last assessed composition.

	MASTERY	PROFICIENCY	DEVELOPING	BEGINNING
Rhetorical Strategy Application	The composition contains cohesive focus that thoroughly addresses the rhetorical situation.	The composition contains focus that logically addresses the rhetorical situation.	The composition contains focus that somewhat addresses the rhetorical situation.	The composition lacks cohesive focus in addressing the rhetorical situation.

Justification for Change:

New 3-Year Cycle.

Old Student Learning Outcome #2: Students will communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.

New Student Learning Outcome#2: Students will demonstrate composition organization by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.

Old Assessment Model: Essay that includes an introductory paragraph, body, and concluding paragraph. The essay will contain a thesis sentence, show unity in ideas, and reaffirm the main points and tie the paper together. The assessment is given at both the beginning and end of the semester.

New Assessment Model: Keep current assessment model. Evaluation criteria at 70% achievement rate at good/satisfactory level, showing at least a 5% change in first versus last assessed composition.

	Thesis	Organization in Introduction, Body and Conclusion
--	--------	---

<p>Very Good /Above Average (exceeds standards)</p>	<p>Excellent thought-out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper</p>	<p>Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.</p>
<p>Good/Satisfactory (meets standards)</p>	<p>Thesis presents a subject and argument</p>	<p>Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.</p>
<p>Unsatisfactory/Needs Improvement (does not meet established standards)</p>	<p>Thesis missing or missing key elements</p>	<p>Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors</p>

Justification for Change: New 3-Year Cycle.

Old Student Learning Outcome #3: Students will locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.

New Student Learning Outcome #3: Students will locate, critically assess, and ethically integrate primary sources into an essay, with secondary sources being optional.

Old Assessment Model: Essay with an ability to analyze a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.

New Assessment Model: Composition with an ability to analyze a work or idea that involves primary sources, properly documented according to MLA standards. Evaluation criteria at good/satisfactory level of 70% of students achieving outcome.

	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Appropriately used material from primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Material used from primary and optional secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

Justification for Change: New 3-Year Cycle.

Program or Department: Communications (English)—ENG 102: English Composition II

Old Student Learning Outcome #1: Students will communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.

New Student Learning Outcome #1: Students will develop a composition that demonstrates literary analysis strategies.

Old Assessment Model: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. The assessment was administered at both the beginning and the end of the semester.

New Assessment Model: Written compositions at the beginning and the end of the course that contain evidence-based interpretation of one or more literary texts. Evaluation criteria at 70% achievement rate at proficiency level, showing at least a 5% change in first versus last assessed composition.

	MASTERY	PROFICIENCY	DEVELOPING	BEGINNING
Evidence-Based Literary Interpretation	The composition contains cohesive focus that thoroughly illustrates understanding of genre, language, theme, characterization, and purpose of literary work(s)	The composition contains focus that logically addresses genre, language, theme, characterization, and purpose of literary work(s)	The composition contains focus that somewhat addresses genre, language, theme, characterization, and purpose of literary work(s).	The composition lacks cohesive focus in addressing many of the following: genre, language, theme, characterization, and purpose of literary work(s).

Justification for Change: New 3-Year Cycle.

Old Student Learning Outcome #2: Students will communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.

New Student Learning Outcome#2: Students will demonstrate the organization of a literary-based argument by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.

Old Assessment Model: Essay includes an introductory paragraph that the thesis sentence, body paragraphs that show coherence of ideas and a concluding paragraph that reaffirms main points and ties the paper together. The assessment was administered at both the beginning and end of the semester.

New Assessment Model: Written compositions at the beginning and end of the semester that demonstrate the student’s ability to carefully organize a literary argument through an effective thesis, body paragraphs that substantiate the thesis, and an introduction and conclusion that provide contextual information and restate the argument, respectively. Evaluation criteria at 70% achievement rate at good/satisfactory level, showing at least a 5% change in first versus last assessed composition.

	Thesis	Organization in Introduction, Body and Conclusion
Very Good /Above Average (exceeds standards)	Excellent thought-out thesis containing all the essential elements and	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and

	presenting an insightful subject and argument; thesis accurately predicts structure of paper	thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors

Justification for Change: New 3-year cycle.

Old Student Learning Outcome #3: Students will locate, critically assess, and correctly integrate primary and secondary sources into a literary based analysis composition.

New Student Learning Outcome #3: Students will apply basic reference and documentation skills of primary and secondary sources with an emphasis on ethical use.

Old Assessment Model: Essay with an ability to analyze a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.

New Assessment Model: Composition with an ability to analyze a literary work that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards. Evaluation criteria at good/satisfactory level of 70% of students achieving outcome.

	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Appropriately used material from primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Material used from primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of primary and secondary sources, may be cited incorrectly or not cited.

Justification for Change: New 3-year cycle.

Program or Department: Communications: ENG Literature Courses (251, 252, 261, 262, 271, 272)

Old Student Learning Outcome #1: Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

New Student Learning Outcome #1 and New Outcome #2:

1. Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].
2. The student will correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

Old Assessment Model:

- Through exam questions, students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.
- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment:

Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

New Assessment Model:

New SLO #1: Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment:
- Sample Evaluation Rubric for New SLO #1

Excellent	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; or less than 70% of exam questions correct

New SLO #2: Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-

1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #2

Excellent	Thorough ability to correlate key terms related to the genres and literary movements; or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to correlate key terms related to the genres and literary movements; or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements; or less than 70% of exam questions correct

Justification for Change: The original SLO presented a success rate over 80% during the cycle. This change is to split an all-encompassing SLO into two separate and more manageable learning outcomes. The Literature SLO committee determined the background context should be separated from the structural and literary terms related to the literature. The change will allow instructors to garner more specific data on areas which present difficulties for students.

Old Student Learning Outcome #2: Students will critically review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)] and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating primary evidence and valid secondary sources.

New Student Learning Outcome #3 and New Outcome #4:

SLO 3: The student will review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)] and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

SLO 4: The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

Old Assessment Model: In their essays, students will analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; locate and integrate relevant and effective secondary sources; and compose an argument correctly integrating and documenting both primary and secondary sources in MLA style. 70% of students will demonstrate at least a Satisfactory level of achievement based on the following or a similar rubric:

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style
Excellent	Thorough ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purpose.	Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate excellent sources: appropriate credible, authoritative relevant to the topic effective in presenting argument	Source material is -effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.

Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society	Demonstration of ability to locate satisfactory sources: Credible, authoritative Relevant to topic	Most source material is -acceptable evidence in validating relevant and key points in the overall argument. -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end.
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society.	Sources are unsatisfactory: No secondary sources Secondary sources that are not authoritative, credible, or appropriate Secondary sources are either not relevant or barely relevant to topic	-Little to no real evidence provided by primary source(s) -Little to no use of the secondary sources -Secondary-source material is not relevant or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent

New Assessment Model:

New SLO #3: In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to reflect on a primary work of literature’s thematic and aesthetic context of its time and relate it to modern social and cultural movements	Ability to effectively integrate material from primary source and to correctly document, using MLA style.
Excellent	Thorough ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purpose.	Excellent contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Primary Source material is -effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Most source material is -acceptable evidence in validating relevant and key points in the overall argument. -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end through the works cited page.

Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	-Little to no real evidence provided by primary source(s) -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent
----------------	---	--	--

New SLO #4: In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18th Century/Late 18th Century-Present (British), Inception-Mid 17th Century/Mid 17th Century-Present (World)].

- 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from secondary sources and to correctly document, using MLA style
Excellent	Demonstration of ability to locate excellent sources: appropriate credible, authoritative relevant to the topic effective in presenting argument	Source material is -effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.
Satisfactory	Demonstration of ability to locate satisfactory sources: Credible, authoritative Relevant to topic	Most source material is -acceptable evidence in validating relevant and key points in the overall argument.

		<ul style="list-style-type: none"> -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end.
Unsatisfactory	<p>Sources are unsatisfactory: No secondary sources Secondary sources that are not authoritative, credible, or appropriate Secondary sources are either not relevant or barely relevant to topic</p>	<ul style="list-style-type: none"> -Little to no use of the secondary sources -Secondary-source material is not relevant or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent

Justification for Change: As with the original SLO #1, the Literature Committee determined that assessment of too many elements was being attempted in original SLO #2. Therefore, the committee chose to separate the SLO into two separate outcomes. The new SLO #3 will only focus on students' use of primary source material to contextualize a work of literature and to support their analysis of the contextualization and thematic/aesthetic significance through their writing assignments. New SLO #4 will focus solely on students' use of secondary sources to support their argument. Previously, the assessment of the SLO incorporated all aspects into a single rubric. By separating the SLOs and the rubric, instructors will be better able to isolate specific data relating to students' separate understanding of primary and secondary source use and to respond to students' needs with appropriate instruction.

Part 3: Evidence of Staff Participation in Program Review

Faculty/staff participation: Before compiling the program review, the department held meetings and professional development activities to generate, analyze, and react to data collected during the 3-year period. Full-time faculty and part-time instructors assessed SLOs in courses taught each semester. Departmental committees for each subject area (developmental, composition, literature, speech, & forensics/mass comm) reviewed SLO results, completed data analysis, and developed pedagogical strategies as a team. Committees also submitted petitions to revise learning outcomes and developed new assessment tools and strategies for the next assessment cycle. Members of the Communications Department Program Review Committee met via Microsoft Teams on August 31, September 2, and September 8, 2022, to discuss putting together the various elements of the report. Marisa Hamilton supplied data related to the Jefferson Campus Communications Department. Connie Caskey supplied data related to the Shelby-Hoover Campus Communications Department. Ashley Kitchens supplied data related to the Chilton-Clanton Campus, and Nic Kin

supplied data related to the St. Clair Pell City Campus. Connie Caskey was responsible for gathering and including data related to program demographics. Connie Caskey compiled data from assessment reports for speech and mass communications courses, and Ashley Kitchens compiled data from assessment reports for English classes. Ashley Kitchens, Marisa Hamilton, and Connie Caskey collaborated on the complete draft of the report. Additionally, several fulltime faculty members in the Communications Department assisted in providing information, data analysis/interpretation, and proofreading/editing various sections of the compiled report.

Communications Division Committees

Communications Division Committees 2019-2020
(Committee chair listed first)

UWRITE 2020 Planning Committee: Alex Lewis, Jacob Melvin, Jamie King, Haley Kendrick, Syreeta Lyons-Burns

English Award Committee: Jamie King, Mary Kaiser, Haley Kendrick, Christie Woods

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

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

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

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

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

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

English Composition Committee: Eugene Cuevas, Syreeta Lyons-Burns, Mark Youngblood, Ashley Kitchens, Jacob Melvin

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

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

Creative Writing Committee: Katie Boyer, Jacob Melvin

Communications Division Committees 2020-2021
(*Committee chair listed first)

UWRITE 2021 Planning Committee: Syreeta Burns*, Alex Lewis, Grant Merrill, Elizabeth Ginas Gallow

G.I.F.T.S – Great Ideas for Teaching Speech/Great Ideas for Teaching Students Committee: Janice Ralya*, Ray Harrison, David McKinney

English Award Committee: Jamie King*, Jacob Melvin, Heather Wyatt, Sarah Creel

Speech Award Committee: Grant Merrill*, Ray Harrison, David McKinney, Jerrid Olmstead

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

Strategic Plan Committee: Kristin Henderson*, Connie Caskey, Ashley Kitchens, Alex Lewis

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

Speech SLO & Textbook Committee: Summer Aldrich*, Jerrid Olmstead, David McKinney, Ray Harrison, Kevin Townes

Forensics & Mass Comm SLO & Textbook Committee: Connie Caskey*, Janice Ralya, Marisa Hamilton

English Composition SLO & Textbook Committee: Eugene Cuevas*, Katie Boyer, Grant Merrill, Mark Youngblood, Alex Lewis, Syreeta Burns, Sarah Creel

Literature SLO & Textbook Committee: Brian Rockett*, Matt Boehm, Jacob Melvin, Kristin Henderson

Developmental English and Reading SLO & Textbook Committee: Dianna Hyde*, Jamie King, Haley Kendrick, Heather Wyatt, Elizabeth Ginas-Gallow

Communications Division Committees 2021-2022

(*Committee chair listed first)

UWRITE 2022 Planning Committee: Syreeta Burns*, Alex Lewis, Grant Merrill, Elizabeth Ginas Gallow

G.I.F.T.S – Great Ideas for Teaching Speech/Great Ideas for Teaching Students Committee: Janice Ralya*, Ray Harrison, David McKinney

English Award Committee: Jamie King*, Jacob Melvin, Heather Wyatt, Sarah Creel

Speech Award Committee: Grant Merrill*, Ray Harrison, David McKinney, Jerrid Olmstead

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

Strategic Plan Committee: Connie Caskey*, Marisa Hamilton, Ashley Kitchens, Alex Lewis

Annual Summary/Program Review Committee: Ashley Kitchens*, Connie Caskey, Marisa Hamilton, Brian Rockett

Speech SLO & Textbook Committee: Summer Aldrich*, Jerrid Olmstead, David McKinney, Ray Harrison, Kevin Townes

Forensics & Mass Comm SLO & Textbook Committee: Connie Caskey*, Janice Ralya, Marisa Hamilton

English Composition SLO & Textbook Committee: Eugene Cuevas*, Katie Boyer, Grant Merrill, Mark Youngblood, Alex Lewis, Syreeta Burns, Sarah Creel

Literature SLO & Textbook Committee: Brian Rockett*, Matt Boehm, Jacob Melvin, Kristin Henderson

Developmental English and Reading SLO & Textbook Committee: Dianna Hyde*, Jamie King, Haley Kendrick, Heather Wyatt, Elizabeth Ginas-Gallow

Spanish SLO & Textbook Committee: Alberto Luna & Shay Culbertson (co-chairs)

Faculty Meetings and Professional Development Participation 2019-2022

Faculty meetings are held at each campus regularly. The Shelby-Hoover Campus typically has one or two Communications Department meetings each semester. Meetings at the Jefferson Campus typically include Communications and Liberal Arts Division faculty. The Clanton and Pell City faculty meetings often include a variety of subject areas. We also organize meetings for Communications faculty from all campuses to meet together periodically.

- Communications faculty from all campuses met together on the Shelby Campus to discuss SLO results and strategies on 11/26/2019.
- An ENG 099 Roundtable Discussion was held via Zoom on 10/28/2020.
- A Zoom meeting was also held for Communications faculty from all campuses to discuss assessment reports on 9/10/2021.
- English faculty from all campuses worked on SLO assessments during a session at JSCC's UWRITE Conference on 6/10/2022.
- Speech faculty from all campuses discussed course objectives, assignments, and assessments during GIFTs on 4/15/2022 and also discussed SLO assessments during a Zoom meeting on 6/15/2022.
- Communications faculty from all campuses attended a Zoom meeting with IE to discuss SLO assessment reports on 2/11/2022.
- Clanton Campus faculty meetings were held on 10/19/2019, 12/16/2019, 5/26/2020, 10/30/2020, 5/1/2021, 8/17/2021, 12/17/2021, and 5/9/2022.
- CMLA faculty meetings were held at the Jefferson Campus on 8/15/2019, 10/4/2019, 5/18/2020, 8/19/2020, and 6/2/2021.
- Shelby-Hoover Campus Communications Department meetings were held on 8/15/2019, 2/7/2020, 4/10/2020, 4/20/2020, 8/17/2020, 4/2/2021, 7/22/2021, 10/15/2021, 3/11/2022, and 8/26/2022.
- Pell City Campus faculty meetings were held on 1/11/19, 9/06/19, 4/01/20, 9/15/20, 6/28/21, 12/10/21, and 5/24/2022.

Appendix A: Annual Summaries

Hyperlink 1 2019-2020 Needed

Hyperlink 2 2020-2021 Needed

Hyperlink 3 2021-2022 Needed

Appendix B: Meeting Minutes (examples)

Communications Division (All Campuses) Meeting Tuesday, November 26, 2019 in SCGSB 213 and 215

In Attendance: Daniel Howard, Jeremy Hicks, Sarah Johnson, Syreeta Burns, Eugene Cuevas, Julie Mathis, Jamilya Coleman, Summer Aldrich, Alex Lewis, Gail Lucas, Mark Youngblood, Dianna Hyde, Janice Ralya, Brian Rockett, Ray Harrison, Debbie Connor, Christie Woods, Jacob Melvin, Jamie King, Ashley Kitchens, Natalie Dudchock, Mary Graves, Tom Steed, Octavia Grady, Connie Caskey

Connie Caskey opened the meeting with a brief overview of the SLO process and reports. The most important thing we do with SLO reports is reflect on our teaching and try to improve the results going forward. This is not a time to blame the students. If they aren't attending class, what can you do to motivate and encourage them to attend? If they aren't reading the assignment instructions, how can you improve their ability to follow instructions?

-Columns 1-3 don't change.

-Column 4: Include just numbers (raw numbers and percent).

-Column 5: Comment on the results: What did you try differently? What worked? What didn't? What's your plan for next time? Just a few sentences is fine here. Be as concise as possible. Too much information is difficult to compile in the annual summary.

Annual Summary: Each year we compile all of the SLOs into an annual summary. We compare results from campus to campus and look for overall improvement.

Program Review: Every 3 years we compile the annual reports into a program review and add charts and additional reflections and implications based on the data. Ideally, we want to see improvement on the results for each SLO. The idea is that through improved instruction, students will have improved results. Our hope is that we can demonstrate improvement and close the loop, then focus on something different for the next 3-year cycle.

Ashley Kitchens added that we do a good job with closing the loop in the English courses where we compare beginning and ending papers. We have been doing this long enough that we have figured out certain areas that continue to be weak for our students: Using sources is one of them. It's clear that we need to work to improve instruction here and continue assessing student progress.

English instructors stayed in this classroom, and speech instructors went to another classroom for breakout discussions.

Speech Breakout Notes:

- We discussed changes to the state course outlines and the new SLOs for the 2019-2022 assessment period. Also, as stated in the SPH 106 SLO assessment form, instructors should copy and paste the rubrics they use to assess the SLOs related to communication and critical thinking/argument.
- We discussed the differences between the two courses and agreed that there should be more distinction between the content of the two courses.
- SPH 106 has five clear units: intrapersonal, interpersonal, group, public, and workplace communication.
- SPH 107 focuses on three main types of speeches: informative, persuasive, and special occasion.
- We also discussed better advising for the two courses. Some universities will not count SPH 106 as a public speaking requirement, so some transfer students may prefer to take SPH 107. For some of the career programs, either course is fine. We discussed making a flyer or infographic about the speech course options.
- SPH 106 is a survey course with more breadth and less depth. It is not a public speaking course, nor is it just interpersonal communication. This course is different from SPH 107 or SPH 116. We do not need to spend half of the semester on public speaking in this course. We can spend more time on the intercultural and social media chapters and a little less time on each of the public speaking chapters. Group and workplace communication are also important to this course. We might only have one formal speech, such as a demonstration/process or other informative speech. There was discussion about the course description including “performance course” and objective #4 mentioning “oral presentations.” Other presentations/performances related to intrapersonal communication, interpersonal communication, group communication, or workplace communication can be included. Persuasion could be part of the group project/presentation. We discussed options for assessing argument in group assignments, written assignments, and presentations. We discussed assessing effective communication in class and in written assignments. We agreed that 50% of this course does not need to be based on presentations but that performance is still an important element of this course.
- SPH 107 focuses more in-depth on various aspects and types of public speaking. Since five different speeches are not required, students would have more time to prepare and practice each speech. We discussed outline draft reviews and revisions, preparation assignments such as building and supporting one main point, and oral practice in groups and in class such as presenting the introduction or one main point in advance of the final speech. We agreed that it's still a good guideline for about 50% of the course grade to be based on presentations in this class.

Notes from English SLO Meeting (November 26, 2019 @ 9:30 AM)

- First order of business was to pass out the revised SLOs and 101/102 requirements from the state.
- Revisions were necessary due to the state's initiative to survey critical thinking and communication.
- SLOs are essentially the same, but the wording was tweaked to state's guidelines.
- Ashley acknowledged that critical thinking is hard to assess, but to do so, we would be looking at the student's use of sources and their ability to locate, assess, choose, and utilize research and class information.
- In 098, instructors will assess communication through written compositions and critical thinking through reading comprehension.
- For the literature classes, critical thinking will be assessed through the application of theory, terminology, etc. and making connections between texts and current society.
- Ashley did ask if anyone had any objections to the SLO reports and if anyone wanted to take them over. A vote was given and all had no objections, and no one stepped up to take over the reports. We will keep the process the same.
- We will keep individually doing the 5th column on the SLO reports rather than getting together to come up with a college-wide 5th column.
- After discussing the SLO changes, the floor was opened to concerns, issues, or comments about English classes and curriculum.
- We discussed the usage of 4 essay, and most seemed in agreement that it was working in their classes. However, some instructors felt that 4 did not allow the students to gain a thorough writing process.
- A lot of instructors are using workshops within the classes to help students with retaining writing information with varying levels of success.
- There was mention that literature papers have been worse than composition essays, and there was talk about what the disconnect might be.
- ESL help was mentioned as we have a diverse writing community. There was talk about getting someone to come talk to us about ESL during a faculty duty day.
- Other items of discussion led to instructors thinking about ideas for presentations at next year's UWRITE.

Clanton Faculty Meeting May 10, 2021 Minutes

I. Checking-in with everyone: Say hello and share one positive classroom/personal event or idea going on
Several people shared good things going on.

II. Housekeeping

- Paperwork at beginning and end of semester – Everyone got in spring 2021 paperwork for end of semester. Those teaching Clanton classes will need to make sure to get beginning of semester paperwork in.
- SLO data Make sure this information is entered in your respective spreadsheets or turned in to your respective departments. Can just check the box on the virtual paperwork and type in CRN if you do not do the sheets anymore
- Communication with students Make sure you are communicating with students.
- Attendance Verification reminder for upcoming semesters: May Mini: Indicate in final grades; Summer: June 3 at 4:30pm (June 2 late registration)

III. Personnel Changes and Overall College Information

- PSY at Clanton Stanley is leaving to replace Sam Jones at the Jefferson campus. We will miss him!! We will be conducting a PSY instructor search, so if you would like to serve on the hiring committee with me and Stanley, please let me know by June 1. Otherwise, I will send you an email requesting participation.
- New HR Director (Debbie Boone), CTE Associate Dean (Deanna Goodwine), Law Enforcement Director (Robert Bland)
- End of Year Evaluations and IAP reports June 25 – I am attaching your paperwork to fill out for this. Please have this in to me by June 25.
- QEP Pioneer Pathways Look to see more of the QEP presence in the upcoming year.
- Quality Matters Training has begun – It is an intense program, but the workbook and rubric for QM standards are very helpful as you look to keep your classes online accessible and high quality.
- Substantive Interaction -Make sure you have scheduled opportunities set out for the semester for students to meet with you. See below for guidelines.
 - **Key Points**
 - There must be at least two forms of substantive interaction in Internet courses. (Defined Below)
 - There must be “scheduled and predictable” opportunities for instructor/student interaction Internet courses that are initiated by the instructor. (Described in the syllabus and course introduction)
 - Instructors for Internet courses must be responsive to students’ requests for support.

- **Instructor Initiated Substantive Interaction Defined**

- 1: Providing direct instruction;
- 2: Assessing or providing feedback on a student's coursework;
- 3: Providing information or responding to questions about the content of a course or competency;
- 4: Facilitating a group discussion regarding the content of a course or competency; or,
- 5: Other instructional activities approved by the institution's or program's accrediting agency.

IV. Summer Plan 2021 / Current Fall Plan 2021

- Liability waivers and full-measure texts no longer required; temperature checks still in place
- Summer – mostly online; 25% on campuses; Fall – back to a “normal” schedule
- Summer – masks still mandated, will give bottles of germ-x to instructors on campus; Fall – if not mandated, mask up as comfortable for you – will update as information is released
- I have made concerns discussed in the meeting known to the administration. Many other ACCS colleges have been back on campus before JSCC, so I do not see a continued lessening of on-campus classes. Class offerings will be decided by student enrollment. Again, make sure you are getting vaccinated if you choose to do so, and wear your mask as you feel comfortable. Fall mandates are not set yet, but if I hear anything before they send information out in a mass email, I will share.

V. Mentoring: Graduation event for spring update; asking Adam Goodman for thoughts on “Home Campus” designation on graduation application I have spoken with Adam Goodman and they are thinking of ways to put this information on applications

VI. Library Update – Thinglink purchase; tutoring location and ability discussion; any other notes Barbara discussed appointment software – if you need access, let her know.

VII. Other

- Summer Faculty/Staff Fellowship? K & Js Pastries Milkshakes and Veteran's Park Friday?
We will be having a Slide into Summer lunch fellowship on June 16. See email.
- Rocketbook Board Stickers available
Showed some Rocketbook sticker ability. If you need to make your board writing into PDFs, you can with these stickers. They are mine, but I will share if you need to use them!
- Other concerns/needs from anyone

We ended the day with lunch and an “awards” discussion. Thanks to all of you for a crazy year and your hard work getting through it.

Communications Division (All Campuses) Meeting Tuesday, September 10, 2021



1



2



3



4



5



6



10



11



12



7



8



9



13



14



15

Communications Department Zoom Meeting Minutes 10:00 a.m. March 11, 2022

Present:

Michael Brooks	Rebecca Foushee	Alberto Luna
Sarah Creel	Elizabeth Ginas Gallow	Gail Lucas
Syreeta Burns	Octavia Grady	Mike McKinley
Connie Caskey	Dianna Hyde	David McKinney
Shay Culbertson	Julie Isbell	Brian Rockett
Eugene Cuevas	Alex Lewis	Mark Youngblood

Announcements

Writing Center:

- Please remind students that JSCC provides writing tutoring online and on campus.
- Contact Gail Lucas if you'd like to try to schedule a time for her to visit your class.
- Students enrolled in English and math courses also have access to Smarthinking.

Advising:

- Lisa Kimble and Amanda Kin recently sent out new advising lists for full-time faculty. They really want us to mentor these students and check in on them periodically. Be sure to reach out to students on your list.
- When advising students, we need to be careful about giving advice. Advising is more about explaining options and pointing out resources than giving advice. It's not counseling.

Employee Handbook:

- The employee handbook is on Jeffnet: Accessible on campus at <http://jeffnet>. (also through VPN)
- As an employee of the college, you should not give students a ride or travel with students except when officially approved to do so for college activities and events. Only employees who have been officially approved should drive students, and then it should only be for official college functions. We have to think about liability. Students must sign liability forms. They are on Jeffnet. There is also a form to request a field trip there. The Mass Comm instructor sometimes arranges a tour of a TV station for his class. They drive separately and meet there, but he still has to submit the field trip form.

Ethics:

- The Ethics training was updated at some point. It used to be one long video. Now it's more interactive.
- As state employees, we cannot use college resources for personal matters.

Committee Reports

UWRITE:

- In-person UWRITE conference June 10th
- Information will be forwarded regarding saving-the-date.
- Dual Enrollment instructors will be invited to participate in the conference.
- Additional disciplines may also be included.

GIFTS:

- March 18th 10:00 via Zoom
- Speech instructors are invited to attend and share their ideas and assignments.

English Award:

- Following the process, three nominations were presented.
- The top student was selected to receive the Outstanding Student in English Award.

Speech Award:

- Following the process, three nominations were presented.
- The most qualified student was selected to receive the Outstanding Student in Speech Award.

Communications/English Curriculum:

- We collaborate with the other campuses on this.
- ACCS has updated course outlines for most courses.
- The ENR 098 course outline has not been updated, so we use the one we made from the program of instruction for this course.
- We reviewed the offerings in our Catalog this year and did not make any changes to the list.
- A few years ago, we removed classes we no longer offer.

- If there is a class listed in the ACCS course directory that we should offer, there are forms to get it added to our Catalog through the College's Curriculum Committee. It needs to be a course that is needed for a degree to be covered by financial aid.
- If you would like to propose a new course to the state, there are forms for that. We can set up a committee to develop a new course. There must be a need. We developed a series of ESL courses several years ago and had them approved, but students opted to take the regular developmental English class most of the time instead.
- These are the kinds of things mentioned on the annual faculty evaluation.

Strategic Plan Committee:

- We also collaborate with the other campuses on this.
- We submit a new Strategic Plan for a two-year period every other year. The last one was for 2021-2022 and 2022-2023.
- We will have the opportunity to add to what we previously requested in March.
- Remember, new budget requests for 2022-2023 are due this week (March 11th) so Connie can request them.
- This summer we will prepare a Goals Progress Report and be able to submit a revised Strategic Plan for the coming year.

Annual Summary/Program Review Committee:

- We also collaborate with other campuses on this.
- We will compile the committee SLO assessment reports for each course.
- This year is the last of the current three-year cycle, so a lot more data will go into the 3-year program review than we include in annual summary reports.
- Watch for requests for input and editing.

Speech Committee:

- SPH 106 and 107 reports were done.
- Janice is adding examples to the SPH 116 report.
- The committee is not seeking to change textbooks at this time; however, the SPH 106 text is going into a new (3rd) edition for fall. A Master Course in Connect will be provided.
- Continue using Connect, library guides, textbook resources, etc. for student learning outcomes.

Forensics and Mass Comm:

- Janice is adding examples to the forensics workshops courses in the report.

- Marisa is adding examples to the MCM classes.
- Connie will assist with editing.

Composition Committee:

- 099 – Regarding the SLO’s: the surveys will be used to track the data for means of improving to reach the needs of our students.
- English 101 – Has a resource library guide for students under the Jeff State Library tab.
- English 102 – Has specific resource guide to assist students with their writing.

Literature Committee:

- *Norton Anthology of American Literature* going to 10th edition for Fall 2022.
- The committee has almost finished adding examples to the reports.

Developmental Committee:

- English 098 – No textbook changes: McGraw-Hill *Common Places/Connect* will remain.

Spanish Committee:

- Newly revised course syllabi information for SPA I and SPA II as of October 2021 with statewide ACCS Spanish Instructor Course Review Session.
- Textbook resources selected for the upcoming year: Cengage Plazas with Mindtap online.
- SPA 101
 - SLO 1: Written composition
 - SLO 2: Oral Interview ○ SLO 3: Culture

Distance Ed. Committee:

- Include substantive (important, meaningful, or considerable) interaction statement on syllabus and course introduction.
- QM – Several completed APPQMR course.

Dual Enrollment Committee:

- Has not met recently.
- If you have any questions for the dual enrollment committee, contact Eugene Cuevas.

Honors Convocation Committee:

- The members of the committee are in the process of ordering the plaques.
- Honors Convocation is April 14th.

Black History Committee:

- The conclusion of a successful Black History Celebration amongst all four campuses has concluded.
- There were a variety of Zoom events such as trivia games, guest speakers discussing mental and physical health, and so forth.
- This was a month-long celebration during the month of February.

Social Committee:

- JSCC Celebrates: Awards Banquet planned for Friday, March 11th.
- Several individuals being honored tonight, including one of our own, Dianna Hyde. Please congratulate Dianna on her 20 years of service!
- Eggstravaganza Egg Hunt and JM 5K – This event will be held April 16, 2022.
- We expect this to be bigger and better than ever. To date there are 43 people signed up for the 5K and at least 31 signed up for the run. We are about to start boosting this event on social media. We will give away 10,000 eggs this year, 8,000 will have candy and (thankfully) are already pre-stuffed and 2,000 will have cash and other wonderful prizes. There will be gold and silver egg (slips- the slip inside a regular color egg will say GOLD or SILVER – Redeem on stage etc.) for each age category. We have added a 65+ category this year. This is a family and community-based event.

Faculty Senate:

- A Faculty Council Website has been created.
- Please forward requests to Alex via email before the next meeting, April 29th.

2019-2020 CHP Report Documentation

CHP Report: 202010 Fall 2019
 202020 Spring 2020
 202030 Summer 2020

Credit Hour Production Report by Status of Instructor

Division Department Discipline Campus	Employment Status of Primary Instructor								No Instructor Loaded or Instructor Status Not Known				Total #		
	Full-Time				Part-Time				Sections	Enrolled	CHP	CHP%	Sections	CHP	
	Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%							
Transfer General Studies															
<u>Communications</u>															
ENG	Chilton/Clanton	17	380	1,140	86.2%	4	61	183	13.8%	0	0	0	0.0%	21	1,323
	Chilton/Clanton Developmental	2	14	14	58.3%	2	10	10	41.7%	0	0	0	0.0%	4	24
	DE HS Jefferson Campus	0	0	0	0.0%	9	170	510	100.0%	0	0	0	0.0%	9	510
	DE HS Shelby Campus	2	20	60	1.6%	71	1,265	3,795	98.4%	0	0	0	0.0%	73	3,655
	DE HS St. Clair/Pel City Camp	8	110	330	100.0%	0	0	0	0.0%	0	0	0	0.0%	8	330
	Jefferson	16	320	960	52.9%	15	285	855	47.1%	0	0	0	0.0%	31	1,815
	Jefferson Developmental	7	53	53	91.4%	1	5	5	8.6%	0	0	0	0.0%	8	58
	Online	93	2,167	6,501	83.5%	20	429	1,287	16.5%	0	0	0	0.0%	113	7,788
	Online Developmental	2	13	13	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	13
	Shelby/Hoover	28	685	2,055	46.9%	35	776	2,328	53.1%	0	0	0	0.0%	63	4,383
	Shelby/Hoover Developmental	0	0	0	0.0%	11	84	84	100.0%	0	0	0	0.0%	11	84
	St Clair/Pel City	19	417	1,251	90.8%	2	42	126	9.2%	0	0	0	0.0%	21	1,377
	St Clair/Pel City Developmtl	0	0	0	0.0%	2	11	11	100.0%	0	0	0	0.0%	2	11
ENR	Chilton/Clanton Developmental	0	0	0	0.0%	2	23	92	100.0%	0	0	0	0.0%	2	92
	Jefferson Developmental	0	0	0	0.0%	5	68	272	100.0%	0	0	0	0.0%	5	272
	Online Developmental	9	129	516	100.0%	0	0	0	0.0%	0	0	0	0.0%	9	516
	Shelby/Hoover Developmental	2	30	120	26.1%	5	85	340	73.9%	0	0	0	0.0%	7	460
	St Clair/Pel City Developmtl	0	0	0	0.0%	1	9	36	100.0%	0	0	0	0.0%	1	36
MCM	Online	0	0	0	0.0%	2	37	111	100.0%	0	0	0	0.0%	2	111
SPH	Chilton/Clanton	7	139	417	85.3%	2	24	72	14.7%	0	0	0	0.0%	9	489
	DE HS Shelby Campus	3	66	198	41.3%	4	94	282	58.8%	0	0	0	0.0%	7	480
	Jefferson	10	217	651	100.0%	0	0	0	0.0%	0	0	0	0.0%	10	651
	Online	65	1,254	3,762	90.7%	6	129	387	9.3%	0	0	0	0.0%	71	4,149
	Shelby/Hoover	20	346	1,038	56.4%	11	242	726	39.4%	1	26	78	4.2%	32	1,842
	St Clair/Pel City	6	118	354	100.0%	0	0	0	0.0%	0	0	0	0.0%	6	354

Distance Education

Reflects Banner Data as of: 9/14/2022 11:29:10 AM

Page 1

ARGOS Report: VP Credit Hour Production by Instructor Status (Summary Report)

CHP Report: 202010 Fall 2019
 202020 Spring 2020
 202030 Summer 2020

Division Department Discipline Campus	Employment Status of Primary Instructor								No Instructor Loaded or Instructor Status Not Known				Total #		
	Full-Time				Part-Time				Sections	Enrolled	CHP	CHP%	Sections	CHP	
	Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%							
Transfer General Studies															
<u>Distance Education</u>															
SPA	Chilton/Clanton	0	0	0	0.0%	2	31	124	100.0%	0	0	0	0.0%	2	124
	DE HS Shelby Campus	0	0	0	0.0%	4	50	200	100.0%	0	0	0	0.0%	4	200
	Jefferson	6	76	304	100.0%	0	0	0	0.0%	0	0	0	0.0%	6	304
	Online	4	86	344	100.0%	0	0	0	0.0%	0	0	0	0.0%	4	344
	Shelby/Hoover	7	153	612	100.0%	0	0	0	0.0%	0	0	0	0.0%	7	612
	Total	333	6,793	20,693	63.5%	216	3,930	11,836	36.3%	1	26	78	0.2%	550	32,607

Total Enrollment 10,723
 Total Number of Course Sections 550
 Average Class Size 19

2020-2021 CHP Report Documentation

CHP Report: 202110 Fall 2020
 202120 Spring 2021
 202130 Summer 2021

Credit Hour Production Report by Status of Instructor

Division	Department	Discipline	Campus	Employment Status of Primary Instructor				No Instructor Loaded or Instructor Status Not Known				Total					
				Full-Time		Part-Time		Enrolled		CHP		Sections	CHP				
				Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%		
Transfer General Studies																	
Communications																	
ENG	Chilton/Clanton			0	0	0	0.0%	1	2	2	100.0%	0	0	0	0.0%	1	2
	Chilton/Clanton Developmental			0	0	0	0.0%	1	7	7	100.0%	0	0	0	0.0%	1	7
	DE HS Jefferson Campus			0	0	0	0.0%	12	228	684	100.0%	0	0	0	0.0%	12	684
	DE HS Shelby Campus			4	84	252	8.1%	54	954	2,862	91.9%	0	0	0	0.0%	58	3,114
	DE HS St. Clair/Pel City Camp			6	114	342	67.9%	4	54	162	32.1%	0	0	0	0.0%	10	504
	Jefferson			3	23	23	100.0%	0	0	0	0.0%	0	0	0	0.0%	3	23
	Jefferson Developmental			2	18	18	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	18
	Online			161	3,970	11,858	73.5%	62	1,423	4,269	26.5%	0	0	0	0.0%	223	16,127
	Online Developmental			1	10	10	55.6%	1	8	8	44.4%	0	0	0	0.0%	2	18
	Shelby/Hoover			4	32	68	100.0%	0	0	0	0.0%	0	0	0	0.0%	4	68
	Shelby/Hoover Developmental			2	15	15	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	15
	St Clair/Pel City			1	3	3	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	3
	St Clair/Pel City Developmtl			1	11	11	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	11
ENR	Chilton/Clanton Developmental			1	10	40	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	40
	Jefferson			1	9	36	56.3%	1	7	28	43.6%	0	0	0	0.0%	2	64
	Jefferson Developmental			1	10	40	52.6%	1	9	36	47.4%	0	0	0	0.0%	2	76
	Online			6	123	492	73.7%	3	44	176	26.3%	0	0	0	0.0%	9	668
	Online Developmental			2	32	128	21.6%	7	116	464	78.4%	0	0	0	0.0%	9	592
	Shelby/Hoover			2	14	56	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	56
	Shelby/Hoover Developmental			2	15	60	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	60
	St Clair/Pel City			1	6	24	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	24
	St Clair/Pel City Developmtl			1	6	24	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	24
MCM	Online			0	0	0	0.0%	4	76	228	100.0%	0	0	0	0.0%	4	228
SPH	DE HS Shelby Campus			1	23	69	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	69
	Online			101	2,158	6,474	83.0%	19	442	1,326	17.0%	0	0	0	0.0%	120	7,800
	Shelby/Hoover			7	20	60	100.0%	0	0	0	0.0%	0	0	0	0.0%	7	60

Reflects Banner Data as of: 9/14/2022 11:36:16 AM

Page 1

ARGOS Report: VP Credit Hour Production by Instructor Status (Summary Report)

CHP Report: 202110 Fall 2020
 202120 Spring 2021
 202130 Summer 2021

Division	Department	Discipline	Campus	Employment Status of Primary Instructor				No Instructor Loaded or Instructor Status Not Known				Total					
				Full-Time		Part-Time		Enrolled		CHP		Sections	CHP				
				Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%		
Transfer General Studies																	
Distance Education																	
SPA	DE HS Shelby Campus			0	0	0	0.0%	2	20	80	100.0%	0	0	0	0.0%	2	80
	Online			17	538	2,152	100.0%	0	0	0	0.0%	0	0	0	0.0%	17	2,152
	Total			328	7,244	22,255	68.3%	172	3,390	10,332	31.7%	0	0	0	0.0%	500	32,587

Total Enrollment 10,834
 Total Number of Course Sections 500
 Average Class Size 21

2021-2022 CHP Report Documentation

CHP Report: 202210 Fall 2021
 202220 Spring 2022
 202230 Summer 2022

Credit Hour Production Report by Status of Instructor

Division Department Discipline Campus	Employment Status of Primary Instructor								No Instructor Loaded or Instructor Status Not Known				Total #		
	Full-Time				Part-Time				Sections	Enrolled	CHP	CHP%	Sections	CHP	
	Sections	Enrolled	CHP	CHP%	Sections	Enrolled	CHP	CHP%							
Transfer General Studies															
<u>Communications</u>															
ENG	Chilton/Clanton	15	215	637	66.8%	7	108	316	33.2%	0	0	0	0.0%	22	953
	DE HS Jefferson Campus	0	0	0	0.0%	9	186	558	100.0%	0	0	0	0.0%	9	558
	DE HS Shelby Campus	3	63	189	4.7%	68	1,274	3,822	95.3%	0	0	0	0.0%	71	4,011
	DE HS St. Clair/Pell City Camp	7	112	336	56.9%	4	85	255	43.1%	0	0	0	0.0%	11	591
	Jefferson	14	160	464	72.4%	4	59	177	27.6%	0	0	0	0.0%	18	641
	Online	113	2,754	8,198	73.9%	47	985	2,895	26.1%	0	0	0	0.0%	160	11,093
	Shelby/Hoover	25	457	1,361	55.5%	19	379	1,091	44.5%	0	0	0	0.0%	44	2,452
	St Clair/Pell City	10	131	383	94.6%	2	8	22	5.4%	0	0	0	0.0%	12	405
ENR	Chilton/Clanton	0	0	0	0.0%	2	22	88	100.0%	0	0	0	0.0%	2	88
	Jefferson	0	0	0	0.0%	4	45	180	100.0%	0	0	0	0.0%	4	180
	Online	12	203	612	86.8%	2	31	124	13.2%	0	0	0	0.0%	14	936
	Shelby/Hoover	3	34	136	32.1%	5	72	288	67.9%	0	0	0	0.0%	8	424
	St Clair/Pell City	1	16	64	100.0%	0	0	0	0.0%	0	0	0	0.0%	1	64
MCM	Online	0	0	0	0.0%	2	43	129	100.0%	0	0	0	0.0%	2	129
	Shelby/Hoover	0	0	0	0.0%	2	16	48	100.0%	0	0	0	0.0%	2	48
SPH	Chilton/Clanton	5	85	255	100.0%	0	0	0	0.0%	0	0	0	0.0%	5	255
	DE HS Shelby Campus	3	57	171	62.0%	2	35	105	38.0%	0	0	0	0.0%	5	276
	Jefferson	7	110	330	100.0%	0	0	0	0.0%	0	0	0	0.0%	7	330
	Online	74	1,461	4,383	79.6%	17	374	1,122	20.4%	0	0	0	0.0%	91	5,505
	Shelby/Hoover	19	238	714	59.6%	8	161	483	40.4%	0	0	0	0.0%	27	1,197
	St Clair/Pell City	6	76	228	100.0%	0	0	0	0.0%	0	0	0	0.0%	6	228
<u>Distance Education</u>															
SPA	DE HS Shelby Campus	0	0	0	0.0%	6	73	292	100.0%	0	0	0	0.0%	6	292
	Jefferson	2	18	72	100.0%	0	0	0	0.0%	0	0	0	0.0%	2	72
	Online	12	335	1,340	100.0%	0	0	0	0.0%	0	0	0	0.0%	12	1,340
	Shelby/Hoover	3	39	156	100.0%	0	0	0	0.0%	0	0	0	0.0%	3	156

Reflects Banner Data as of: 9/14/2022 11:38:20 AM

Page 1

ARGOS Report: VP Credit Hour Production by Instructor Status (Summary Report)

CHP Report: 202210 Fall 2021
 202220 Spring 2022
 202230 Summer 2022

Total	334	6,564	20,229	62.8%	210	3,956	11,995	37.2%	0	0	0	0.0%	544	32,224
	Total Enrollment				10,520									
	Total Number of Course Sections				544									
	Average Class Size				19									