

Liberal

Arts

2019-

2022

**SLO  
Assessment  
Summary**



# Instructional Unit – Program Review

## Part 1: - Program Overview

### Program Name: Liberal Arts

**Program Mission and Description:** The mission of the Liberal Arts Department is to offer courses and programs that provide students a quality educational experience. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

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

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

2019-2020

- Instructors utilizing textbook software received training from the publishing companies.
- Faculty members attended various workshops provided by the College, including ADA Compliance, Pioneer Con, Black History Program, and Constitution Day.
- Two department faculty members completed the ACCS Instructional Leadership Academy (ILA).
- The art instructor participated in webinars sponsored by ACME Networks.
- SLOs and assessments were reviewed by the faculty, along with the implementation of a shared spreadsheet for data collection.
- The ART department continued the ACME Network animation partnership for an additional year.
- The ART department updated its Toon Boom software to industry standards; however, it has not been installed as there are compatibility issues with the network.
- Replacement chairs and stools were purchased for one art studio.
- Student desks in BDH 216 were updated with new desks with separate chairs.
- Faculty member, Camilla Avery revised and adapted Art History (Art 203) online Blackboard course material. Originally, she designed the Blackboard course for Fall/Spring semesters. The course was revised and adapted for an online Summer Blackboard course offering. She demonstrated efforts to stay current in the art field by participating in the ACME Animation yearly meeting for instructors in the review and effectiveness of this educational support service. She engaged in intellectual activities at points across the curriculum by participating in the rocket launch activity (July 16,2020) with Jefferson State Biology Instructor, Martha Ross, in honor of Apollo 11's 50th

anniversary. She helped record the event through video and photography. She participated in Instructional Leadership Academy and completed a course redesign of Art 100 to improve instructional strategies and leadership skills to enhance student learning and success. She worked with colleagues from across the State of Alabama at Shelton State Community College on September 13, 2020, to review, revise, and improve statewide curriculum and course of study for Art 100.

- Faculty member, Stanley Triplett attended the following conferences: Alabama Community College Association Conference, Diversity Conference, Alabama Counseling Association. He presented at PioneerCon – Harry Potter & Personality (with students). He attended professional development for Addictive Behaviors ADHD and Anxiety Coping Techniques.
- Mildred Lanier, and Phaer Bonner participated in the Instructional Leadership Academy for 2019-2020.
- History faculty was involved in the sponsorship of Constitution Day to acknowledge the heritage and significance of the U.S. Constitution both on campus and through zoom.
- Acting 131 course was approved by the curriculum committee to begin in Fall 2019.
- Lesley Warren was hired as full-time theatre faculty.
- Drama Club was formed with Kevin Townes and Lesley Warren as sponsors
- Drama club presented a compilation of Poe stories at Pell City's Halloween celebration.
- Drama Club presented one original play and led students in a "scary stories" presentation at Clanton's Halloween event.
- Drama Club was added to the annual "Evening of Performance" hosted by SKD, the Speech Team, and Wingspan. Three original student plays were presented.
- Mildred Lanier was the guest soloist for the 20<sup>th</sup> Anniversary of The American Village.
- Patrick Mayton hosted the Shelby Student Art Show
- Art students on Shelby campus designed printed shirts and stickers for the Wally Festival
- Liberal Arts department, Shelby campus, hosted the annual Jefferson State Constitution Day
- Developed Study Abroad to Japan opportunity to add to HIS 121, 122. This development was planned (Wendy Shuffett) with Phaer Bonner for cross-discipline Study Abroad trip to Japan for 2021 (Psychology and History)

#### 2020-2021

- One instructor completed the Instructional Leadership Academy (ILA), The department also purchased a subscription to *The Chronicle of Higher Education*.
- Most instructors participated in the Online Learning Consortium Workshops relating to Engagement, ADA, and Feedback.
- Several instructors completed the Applying the Quality Matters Rubric Course online.

- SLOs and assessments were reviewed, and instructors meet to discuss changes, best practices, and implementation of instructional strategies based on assessment results.
- The department offered financial support to the Concert and Lecture series.
- The ART department continued the ACME Network animation partnership.
- The department purchased items requested by instructors on departmental surveys.
- Department faculty served on various college committees including Curriculum, Social, Black History, Distance Education, Developmental Education, Dual Enrollment, Planning Council, and New Student Orientation.
- The art department purchased additional task chairs, mid-back drawing stools, and drawing easels for art studio classrooms.
- The department purchased 45 new student desks and chairs for BDH 208 and two instructor tables with media stations for BDH 208 and BDH 216.
- Faculty member, Camilla Avery attended the College Art Association Annual Conference in February, which brings together over 4,500 art historians, artists, designers, and visual arts professionals. The conference offers sessions selected by the CAA Council of Readers and the Annual Conference Committee, representing the vast scholarship and practice of CAA members. This information was used to enhance the learning experience of students in art appreciation, art history, and drawing classes. She developed online versions of Drawing I and Animation studio classes for use during the pandemic. In addition, she enhanced the new and existing online art courses with interaction, engagement, and accessibility in mind by adding closed captions to videos, implemented more assignments and discussion for teacher to learner feedback, and created assignments and activities for student-to-student engagement. She maintained proficiency in my field by learning the new or updated software used in the animation courses, as well as continuing the partnership with professional animators at ACME Animation. This year, she implemented Wick Editor and Adobe Animate. She completed workshops from the Online Learning Consortium, such as Increasing Interaction & Engagement.
- Faculty member, Stanley Triplett attended the following conferences: Diversity Conference, Alabama Counseling Association, American Psychological Association Conference. Presented for professional development the following topics: Depression vs Anxiety, Sickness, Depression, & Economic Insecurity, Depression vs Anxiety. He finished PhD in Higher Education Administration.
- The Library provided a short seminar at the Jefferson Campus on the resources they offer faculty, including tutorials, quizzes, Films on Demand, and course or instructor specific research guides for class assignment.
- Several instructors attended workshops sponsored by the college (Blackboard, O365, Teams, Zoom, Tegrity, etc.)
- SLOs and assessments were reviewed by the faculty, along with the implementation of a shared spreadsheet for data collection.

- Drama department / PTK (BLD) Collaboration – Wrote, directed, rehearsed, recorded a Zoom play about voting rights – Nov. 2020
- Liberal Arts department, Shelby campus, hosted the annual Jefferson State Constitution Day

## 2021-2022

- The history faculty Department was involved in the sponsorship of Constitution Day to acknowledge the heritage and significance of the U.S. Constitution
- History department faculty sponsored Freedom week. This week had several symposiums on the growing atrocities of human trafficking.
- Kyle Irvin and Wendy Shuffett continued his hosting of international studies abroad.
- The Liberal Arts department in conjunction with the Communication department sponsors the Concert and Lecture series.
- The ART department continued the ACME Network animation partnership.
- Faculty member, Camilla Avery revised art courses to include Yuja videos for online courses, “pitch packet” assignment for animation course, “how to videos” for Art 100 online classes, demonstration videos for a written assignment in online Art 203 course, and redesigned Art 100 and Art 203 online courses to make them more navigable and accessible. She attended the Quality Matters Workshop and implemented course redesign for art appreciation and art history accordingly.
- Faculty member, Stanley Triplett attended the following conferences: Alabama Counseling Association, Diversity Conference, McGraw Hill Psychology Conference, and the American Psychological Association Conference. He presented to the college on the topics of College and Covid World, Healthy boundaries, Self-Care & Healthy Coping Techniques. He added twelve additional hours of Psychology. He is currently working on a PhD in Psychology.
- Several instructors completed the Applying the Quality Matters Rubric Course online
- Several instructors attended workshops sponsored by the college (Blackboard, O365, Teams, Zoom, Tegrity, Yuja, etc.)
- SLOs and assessments were reviewed by the faculty, along with the implementation of a shared spreadsheet for data collection.
- Lesley Warren directed Radium Girls, March 2022
- Mildred Lanier: In-Person Panel Member presenting on the topic: Diversity, Equity, and Inclusion at the National Convention in Orlando, Florida for the National Community Association Institute
- Shelby campus student art show resumed under the direction of Patrick Mayton
- Liberal Arts department, Shelby campus, hosted the annual Jefferson State Constitution Day

## Liberal Arts

- Kevin Townes, Zac Alexander, Wendy Shuffett, and Joseph Irvin completed the QM course.
- Joseph Irvin served as the moderator for the Alabama Association of Historians session.
- Dr. Jeffrey Pouncy was hired to teach psychology for the Clanton/Chilton County campus.

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

## Program Demographics:

### Academic Year 2019-2022

#### Summary by subject area for academic years 2019-2020, 2020 - 2021, 2021 - 2022

Subject	Total	Male	Female	Age 18-25	Age 26-40	Age 41Plus	African Americ an	Asian	Cauca sian	Hispanic
ANT	578	198	380	395	150	32	126	13	374	10
ART	4519	1603	2916	3439	886	173	1025	118	2825	191
GEO	626	330	296	492	114	19	122	22	419	15
HIS	7630	3246	4384	5758	1031	199	1452	198	5190	275
HUM	481	143	338	351	105	24	103	3	337	18
MUL	71	29	42	62	8	1	17	0	48	0
MUS	1544	708	836	1177	293	64	419	36	923	46
POL	197	91	106	137	45	5	44	6	129	7
PSY	7142	2142	5000	5110	1539	322	1735	155	4435	252
REL	871	319	552	542	231	97	233	7	571	13
SOC	1455	484	971	1058	310	79	390	35	873	47
THR	973	363	610	763	175	26	255	22	571	34
TOTAL	26087	9656	16431	19284	4887	1041	5921	615	16695	908

### Reflections/Implications:

Analysis of the data above demonstrates the following relating to the Liberal Arts department from 2019 - 2022:

- The overall total enrollment for the Liberal Arts department declined by 3,510 students (9%).
- No additional courses were included in the department. And Philosophy no longer sustained enrollment over this review period.
- Females continue to outnumber males in all departments.
- The largest student demographic continues to be students between the ages of 18-25.

**Enrollment Data:**

**Enrollment Data -- College**

2019-2020	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	199	3	597	0	100%
ART	1831	63	5493	54.1%	45.9%
GEO	201	5	603	0	100%
HIS	3857	137	11571	61%	39%
HUM	194	20	358	88.3%	11.7%
MUL	129	11	201	85.1%	14.9%
MUS	515	20	1545	100%	0
PHL	0	0	0	0	0
POL	31	2	93	100%	0
PSY	3166	110	9498	75.1%	24.9%
REL	389	12	1167	0	100%
SOC	579	18	1737	81.3%	18.7%
THR	446	18	1338	25.1%	74.9%

2020-2021	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	226	7	678	0	100%
ART	1640	44	4920	67%	33%
GEO	231	5	693	0	100%
HIS	3897	119	11691	70.8%	29.2%
HUM	293	18	621	100%	0
MUL	78	9	124	80.6%	19.4%
MUS	557	15	1671	100%	0
PHL	0	0	0	0	0
POL	100	3	300	100%	0
PSY	3040	83	9120	92.9%	7.1%
REL	300	10	900	0	100%
SOC	482	15	1446	88.6%	11.4%
THR	302	10	906	9.3%	90.7%

2021-2022	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	208	6	624	0	100%

Liberal Arts

ART	1836	62	5508	46.6%	53.4
GEO	216	5	648	0	100%
HIS	3740	138	11220	62.2%	37.8%
HUM	172	18	415	80.7%	12.3%
MUL	38	9	58	96.6%	3.4%
MUS	506	22	1518	100%	0
PHL	0	0	0	0	0
POL	76	3	228	100%	0
PSY	2754	98	8262	84.2%	15.8%
REL	293	8	879	0	100%
SOC	552	22	1656	90.6%	9.4%
THR	197	8	591	100%	0%

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

College	Total Enrollment	Number of Sections	CHP	% FT Faculty	% PT Faculty	Average Class Size
2019-2020	11,537	422	34,201	61.5%	38.5%	27
2020-2021	11,146	338	33,070	72.9%	27.1%	33
2021-2022	10,178	380	30,377	62.0%	37.9%	27
<b>Chilton-Clanton Campus</b>						
2019-2020	431	21	923	71.5%	28.5%	23
2020-2021	-	-	-	-	-	-
2021-2022	183	13	549	100%	0.0%	16
<b>Jefferson Campus</b>						
2019-2020	1220	60	3,462	83%	17%	24
2020-2021	127	13	283	85%	15%	16
2020-2022	472	42	1,325	70%	30%	17
<b>Shelby-Hoover Campus</b>						
2019-2020	3768	122	10,184	36%	64%	32
2020-2021	505	31	1,423	22.5%	77.5%	10
2021-2022	1,784	90	5,311	49.4%	50.6%	21
<b>St. Clair-Pell City Campus</b>						
2019-2020	846	39	2,534	71.7%	28.3%	25
2020-2021	242	13	726	84.6%	15.4%	19
2021-2022	464	30	1,272	80%	20%	17
<b>Online</b>						
2019-2020	3,054	170	16,698	74.1%	25.9%	29
2020-2021	10,260	280	30,614	77.6%	22.4%	36
2021-2022	7,274	205	21,8118	67.3%	32.7%	36

**Reflections/Implications:**

Analysis of the data above demonstrates the following relating to the Liberal Arts department:

- College as a whole



## Liberal Arts

- Overall enrollment remained mostly steady during the period, even with a drop during the 2020-2021 and 2021-2022 academic years.
- The total number of sections of Liberal Arts courses decreased during the 2020-2021 year by 84 sections from 2019-20 but rebounded by 42 sections in academic year 2021-22.
- The CHP rate increased over the three-year reporting period by .6% from the previous 3-year period.
- The following subject areas experienced enrollment growth/decline from the last Three-Year Program Review: Anthropology (1.04 %), Art (1%), Geography (1.07%), History (- 9 %), Music Ensemble (-29%), and Psychology (-8.6%).

### Chilton-Clanton Campus

- Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty were inconstant due to lack of reported data.

### Jefferson Campus

- Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty fluctuated during this period. One reason for the decrease was instruction was moved to online classes only. In 2021-22 on-campus courses resumed increasing course offerings.

### Shelby-Hoover Campus

- Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time and part-time faculty fluctuated during this period. One reason for the decrease was instruction was moved to online classes only. In 2021-22 on-campus courses resumed increasing course offerings. There was a 28% difference in full-time part-time faculty ratio difference in 2019 – 2020. In 2020-21-year, part-time faculty increased 13.5% and full-time decreased 13.5% from the previous academic year. In 2021-22, the percentage difference between full-time and part-time instructors was 1.2%.

### St. Clair-Pell City

- Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty fluctuated during this period. One reason for the decrease was instruction was moved to online classes only. In 2021-22 on-campus courses resumed increasing course offerings.

### Online Courses

- Online course data was not reported in the 2016-2019 3-year program review. The above data serves as a baseline for reporting in the upcoming 2022-2025 program review.

## **Largest Liberal Arts Enrollment Courses**

Courses	2019-2020		2020-2021		2021-2022		% ↑↓ over 3-Year Period
	Enrollment	CHP	Enrollment	CHP	Enrollment	CHP	
ART	1831	5493	1640	4920	1836	5508	- 9%
HIS	3857	11,571	3897	11691	3740	11,220	- 9.1%
MUS	515	1545	557	1671	506	1518	8.4%↓
PSY	3166	9498	3040	9120	2754	8262	9.2%↓
SOC	579	1735	482	1446	552	1656	+ 9%

**Reflections/Implications:**

History and Psychology remain the two largest enrollment courses at the College, although during this three-year period, History surpassed Psychology. All the largest liberal arts courses saw a reduction in enrollment over the 2019-22 period. Sociology was added due to its enrollment numbers being more or equal to those of Music. Enrollment in Sociology increased 9% over the last 3-year reporting period.

**Enrollment Data – By Campus:**

**Chilton-Clanton Campus**

Chilton-Clanton 2019-2020	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	0	0	0	0	0
HUM	12	1	36	100%	0
HIS	172	8	516	75%	25%
MUS	0	0	0	0	0
PSY	177	8	531	100%	0
REL	22	2	66	0%	100%

Chilton-Clanton 2020-2021	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	0	0	0	0	0
HIS	0	0	0	0	0
PSY	0	0	0	0	0
REL	0	0	0	0	0

Chilton-Clanton 2021-2022	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	0	0	0	0	0
HIS	83	6	249	100%	0%
HUM	7	1	21	100%	0%
PSY	82	5	246	100%	0%
REL	293	8	879	0%	100%
SOC	11	1	33	100%	0%

**2019-2022 Summary: Chilton-Clanton (Compared to 2016-2019)**

Chilton-Clanton	2016-2019		2019-2022		% ↑↓ over 3-year Period
	Enrollment	CHP	Enrollment	CHP	
ART	512	1536	0	0	-100%
HIS	672	2016	255	765	-62.1 %
HUM	34	102	23	69	-6.7%
MUS	8	24	0	0	-100%
PSY	928	2784	259	777	-72.1%
REL	144	432	315	945	+45%
SOC	8	24	33	99	+ 24%

**Reflections/Implications:**

Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty were inconstant due to lack of reported data in 2020-21. Numbers indicate a decrease in all liberal art courses compared to the previous, 3-year program review. Sociology and Religion showed the only increase for the reporting comparison due to increased faculty presence both full time and part-time instructor.

**Jefferson Campus**

Jefferson 2019-20	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	213	12	639	67%	33%
GEO	-	-	-	-	-
HIS	291	12	873	75%	25%
HUM	27	4	81	100%	-
MUL	113	8	339	100%	-
MUS	67	4	268	100%	-
POL	10	1	30	100%	-
PSY	348	13	1044	100%	-
REL	-	-	-	-	-
SOC	88	3	264	66%	33%
THR	-	-	-	-	-

Jefferson 2020-21	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	7	1	21	100%	-
GEO	-	-	-	-	-
HIS	47	2	141	-	100%
HUM	7	2	21	-	100%
MUL	66	8	198	100%	-
MUS	-	-	-	-	-
POL	-	-	-	-	-
PSY	-	-	-	-	-
REL	-	-	-	-	-
SOC	-	-	-	-	-

THR	-	-	-	-	-
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Jefferson 2021-22	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ART	84	10	252	51%	49%
GEO	-	-	-	-	-
HIS	162	7	486	-	100%
HUM	34	6	102	100%	-
MUL	37	8	111	100%	-
MUS	-	-	-	-	-
POL	-	-	-	-	-
PSY	110	7	330	100%	-
REL	-	-	-	-	-
SOC	23	2	69	100%	-
THR	19	2	57	100%	-

**2019-22 Summary: Jefferson (Compared to 2016-19)**

Jefferson	2016-19		2019-22		% ↑↓ over 3-year Period
	Enrollment	CHP	Enrollment	CHP	
ART	1843	5529	304	912	##
GEO	387	1161	-	-	-100% *
HIS	2211	6633	500	1500	##
HUM	143	429	68	271	-47.5%
MUL	296	888	216	648	-7.2%
MUS	377	1131	67	268	-17.7%
POL	161	483	10	30	##
PSY	3553	10659	458	1374	##
REL	537	1611	-	-	-100%
SOC	954	2862	111	333	##
THR	338	1014	19	57	##

**Reflections/Implications:**

Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty were inconstant due to lack of reported data. Data indicates that the pandemic and movement of all courses online greatly affected the Jefferson campus. In 2020-21 all courses were divided among instructors rather than campuses. Reported SLO numbers were combined with the other three campuses.

**##Comparison of over/under percentages cannot be calculated properly since in the 2016-19 summary reported online and dual enrollment courses were added into the total amount enrollment for each discipline. For the 2019-22 report, online courses have been reported as separate from traditional course numbers, and a reflection will be provided on page 15.**

\* Geography was not offered on the Jefferson campus during the 2019-22 reporting period.

**Shelby-Hoover Campus**

Shelby-Hoover 2019-20	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	-	-	-	-	-
ART	473	22	1,719	34%	66%
GEO	-	-	-	-	-
HIS **	356	19	1068	-	100%
HIS	1061	34	3183	38.3%	61.7%
HUM	39	4	102	52%	48%
MUS	160	7	480	100%	
PHL	-	-	-	-	-
POL	-	--	-	-	-
PSY	832	26	2496	32%	68%
REL	--	-	-	-	-
SOC	97	2	291	-	100%
THR	99	4	297	100%	

\*\* Dual enrollment course off-site designate Shelby-Hoover campus.

Shelby-Hoover 2020-21	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	-	-	-	-	-
ART	21	3	63	100%	-
GEO	-	-	-	-	-
HIS **	402	22	1206	-	100%
HUM	9	1	27	100%	-
MUS	-	-	-	-	-
PHL	-	-	-	-	-
POL	-	-	-	-	-
PSY **	21	2	63	50%	50%
PSY	8	1	24	100%	-
REL	-	-	-	-	-
SOC	-	-	-	-	-
THR	7	1	21	100%	

\*\* Dual enrollment course off-site designate Shelby-Hoover campus.

Shelby-Hoover 2021-22	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	-	-	-	-	-
ART	370	22	1110	61%	39%
GEO	-	-	-	-	-
HIS **	355	20	1065		100%
HIS	483	24	1,449	55%	45%
HUM	26	3	78	15%	85%

MUS	164	12	492	100	
PHL	-	-	-	-	-
PSY**	79	4	237	75%	25%
PSY	377	14	1131	60%	40%
REL	-	-	-	-	-
SOC	52	2	156	-	100%
THR	16	1	48	100%	-

**\*\* Dual enrollment course off-site designate Shelby-Hoover campus.**

**2019-22 Summary: Shelby (Compared to 2016-19)**

Shelby-Hoover	2016-19		2019-22		% ↑↓ over 3-year Period
	Enrollment	CHP	Enrollment	CHP	
ANT	508	1524	-	-	
ART	2482	7446	864	1,893	##
GEO	278	834	0	0	
HIS**	-	-	1113	2439	100% ↑
HIS	6258	18774	1544	4632	##
HUM	300	427	74	207	##
MUS	1658	4974	324	972	##
PHL	501	1503	0	0	-100%
POL	65	195	0	0	-100%
PSY**	-	-	81	243	100%
PSY	3835	11,505	1217	3651	##
REL	520	1530	0	0	-100%
SOC	638	1914	149	447	##
THR	525	1575	122	366	##

**Reflections/Implications:**

Art, History and Psychology remain the largest enrollment courses on the Shelby campus. The increase in History and Psychology were due to the off-site dual enrollment courses having the Shelby-Hoover location designation. On-campus classes in Art, Psychology, History, and Theatre resumed in 2021 increasing traditional student enrollment.

The largest decrease was in the area of Humanities due to a lack of part-time instructors.

**##Comparison of over/under percentages cannot be calculated properly since in the 2016-19 summary reported online and dual enrollment courses into the total amount of enrollment for each discipline. For the 2019-22 report, online courses have been reported as separate from traditional course numbers, and a reflection will be provided on page 15.**

**St. Clair-Pell City Campus**

St. Clair-Pell City	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
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<b>2019-20</b>					
ART	103	3	309	-	100%
HIS	219	10	657	73.5%	24.4%
POL	-	-	-	-	-
HUM	2	1	2	100%	-
PSY	239	10	717	85.8	14.2%
THR	39	2	117	100%	-

<b>St. Clair-Pell City 2020-21</b>	<b>Total Enrollment</b>	<b>Number of Sections</b>	<b>CHP</b>	<b>FT Faculty %</b>	<b>PT Faculty %</b>
ART				-	
HIS**	242	13	726	87.2%	12.8%
HUM	-	-	-	-	-
POL	-	-	-	-	-
PSY	-	-	-	-	-
THR	-	-	-	-	-

**\*\* Dual enrollment course off-site designate St. Clair-Pell City campus.**

<b>St. Clair-Pell City 2021-22</b>	<b>Total Enrollment</b>	<b>Number of Sections</b>	<b>CHP</b>	<b>FT Faculty %</b>	<b>PT Faculty %</b>
ART	23	1	69	-	100%
HIS**	239	14	717	83%	17%
HIS	57	4	171	82%	18%
HUM	-	-	-	-	-
PSY	116	7	348	91.4%	8.6%
SOC	5	1	15	100%	-
THR	14	1	42	-	100

**\*\* Dual enrollment course off-site designate St. Clair-Pell City campus.**

**2019-22 Summary: St. Clair-Pell City (Compared to 2016-2019)**

<b>St. Clair-Pell City</b>	<b>2016-19</b>		<b>2019-22</b>		<b>% ↑↓ over 3-year Period</b>
	<b>Enrollment</b>	<b>CHP</b>	<b>Enrollment</b>	<b>CHP</b>	
ART	644	1932	126	378	##
HIS	1039	3117	518	1554	##
HUM	-	-	2	2	100%
POL	27	81	-	-	-100%
PSY	1112	3336	365	1095	##
SOC			5	15	100%
THR	184	552	14	42	##

**Reflections/Implications:**

The St. Clair-Pell City Campus shows sustained growth in the core offerings of Liberal Arts courses. Courses being offered are required for the pursued degree or as electives. History and Psychology remain the two largest enrollment courses in the liberal arts.

**##Comparison of over/under percentages cannot be calculated properly since in the 2016-19 summary reported online and dual enrollment courses were added into the total amount enrollment for each discipline. For the 2019-22 report, online courses have been reported as separate from traditional course numbers, and a reflection will be provided on page 15.**

**Online Enrollment Number**

Online 2019-2020	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	199	6	597	-	100%
ART	894	24	2682	71.3%	28.7%
GEO	201	5	603	-	100%
HIS	1514	41	4542	75.6%	24.4%
HUM	48	5	114	100%	-
MUS	288	9	864	100%	-
POL	21	1	63	100%	-
PSY	1404	46	4212	97.1%	2.9%
REL	367	10	1101	-	100%
SOC	394	13	1182	100%	-
THR	246	10	738	45.5%	54.5%

Online 2020-2021	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	226	7	678	-	100%
ART	1612	40	4836	66.4%	33.6%
GEO	231	5	693		100%
HIS	4518	82	9618	79.5%	20.5%
HUM	197	11	511	100%	-
MUS	557	15	1671	100%	-
POL	100	3	300	100%	-
PSY	3011	80	9033	93.1%	6.9%
REL	300	10	900	-	100%
SOC	482	15	1446	88.6%	11.4%
THR	295	9	885	9.5%	90.5%

Online 2021-2022	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
ANT	208	6	624	-	100%
ART	1359	29	4077	43.2%	56.8%
GEO	216	5	648	-	100%
HIS	2361	63	7083	70.2%	29.8%



HUM	68	3	202	100%	-
MUS	188	11	564	100%	-
POL	76	3	228	100%	-
PSY	1990	61	5970	85.3%	14.7%
REL	293	8	879	-	100%
SOC	461	16	1383	-	100%
THR	241	7	723	29%	71%

**Reflections/Implications:**

Online numbers were previously reported in the individual disciplines. This is the first reporting cycle that online courses have been reported as a separate modality. Online courses are offered throughout all the liberal art disciplines, with some courses moving from traditional to online only during this three-year report period. The following courses are currently online only, ANT, GEO, and REL. Online popularity has increased with students who work and/or want flexible learning hours. Additionally, this was the method of instruction during the pandemic and a percentage of our student body continue to prefer this method, with Art, History, and Psychology having the highest enrollment.

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**University of Alabama at Birmingham: MUL**

UAB	Total Enrollment	Number of Sections	CHP	FT Faculty %	PT Faculty %
2019-2020	16	3	30	0%	100%
2020-2021	12	1	24	0%	100%
2021-2022	1	1	2	0%	100%

**Mode of Delivery:** Courses in Liberal Arts are offered in the following modes of delivery: traditional lecture, hybrid, Internet, and video conference. Liberal Arts courses are offered at all JSCC locations and online. History and Psychology courses are also offered at area high schools through the distant education/dual enrollment programs. The department adds classes as necessary for accommodating enrollment and demand. The continued growth of the campuses has directly impacted on the number and modes of courses offered. Demand for online courses continues to rise, and the Liberal Arts department continues to work with the other departments to meet this demand. Sustained growth illustrates a need for continued staffing with qualified instructors who are comfortable teaching in an online course environment.

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**General Education Outcomes:**

1. The student will demonstrate effective reading, writing, and speaking skills.
2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.
3. The student will demonstrate the ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.

4. The student will demonstrate understanding of mathematical concepts and scientific principles and ability to use computers
5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilizations

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

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

**Department Goals:**

The Liberal Arts Department Goals are as follows:

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

**Department Outcomes Achievement:**

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

1. **Enable students, through various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it.**
  - **Freedom Group:**
    - The LA department at Shelby has supported and sponsored the creation of the Freedom Group. The Freedom Group is a group dedicated to finding ways to help end modern-day slavery and sex trafficking. Each year instructors host a Freedom Seminar for students and staff/faculty to attend. These have been hosted at several of our campuses in the past and remained on campus for 2019-2020. For 2020-21 and 2021-22, there was a temporary suspension due to CDC and ACCS, Covid-19 restrictions.

- At these conferences, students learn more about how to spot trafficking and engage to help end it. Each of the conferences has resulted in the creation of a Freedom Group – a group of students who focus on helping others learn about human trafficking. Each year our Freedom Groups have hosted various events: slave-free coffee days, slave-free chocolate/coffee days, and donation drives for the Well House (a home dedicated to rescuing and rehabilitating women from sex trafficking). Students have participated in giving away Fair-Trade coffee and chocolate products on campus while also educating their fellow students on the amount of slavery in each of these industries by distributing informative pamphlets and engaging in discussion.
- Students have learned that slavery is not a historical event but is alive and well today. This has prompted discussions in classes and after each Freedom Seminar and event as students process this information and seek out more information as well as brainstorm on ways to help end trafficking. Students are learning their place in the world and wanting to help fix the brokenness that is inherent.
- **Sociology:**
  - Students are given TED talks to analyze, focusing on the question of what their own opinion of the issue is based on. These talks, such as “The Danger of a Single Story”, or “Domestic Violence, a Man’s Issue” often take the student out of their comfort zone and causes them to think about how others perceive the world or are impacted by ideas we tend to take for granted. In addition to these activities, we added a TED Talk by Rebecca Hwang, The Diversity Within You, where she discusses her different nationalities, and the different ethnicities of her family. The students are asked how they can relate this to their lives. Many do have multiple nationalities and/or ethnicities, but even those who do not and have lived in one area all their lives find a way to apply it to the micro differences they have observed with themselves and those around them. Another activity was adding the video series Guns, Germs, and Steel, a three-video series by Jared Diamond tracing the sources and impact of global inequality.
  - Another activity is for students to create scenarios and fill in the roles according to the social norms of the time. For example, in the Racial Inequality class students create a law firm in 1858 Virginia then populate the firm. Who is allowed to be a lawyer in that time? Why? Then, students bring the law firm forward to 1968. What practices that were harmlessly enacted at the creation of the firm and continued in present time may be unintentionally discriminatory? Why? What has changed?
- **Art:**
  - Art instructors make an intentional effort to promote racial and cultural diversity in the study of visual arts through inclusiveness of artists in textbooks, lectures, and gallery museum visits. Students are exposed to racially and culturally diverse works so that they can understand other perspectives and become global citizens making decisions through knowledge of the world around them rather than a narrow, isolated, uninformed view.
  - The Art and Animation Guild, the visual arts student organization, provides opportunities for students to develop interpersonal skills as they communicate with people individually or in group settings. Students develop these skills

through their interactions with individuals inside and outside of the college campus in organizing campus and community projects. In 2021-22 As the sponsor for the JSCC Art and Animation Guild (student organization) we created and hosted a virtual student art exhibition. See link below.

- [https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F12yVjDE-CMsmT-70FocXtkzwnkjXHfZ6d%2Fview%3Fusp%3Dsharing\\_eil\\_m%26ts%3D626c6273&data=05%7C01%7Ccavery%40jeffersonstate.edu%7C60ddd7dceef041552a5708da2a2d2456%7C09d24dd3d25b47b29b0f6b2789e53bd7%7C0%7C637868670639372330%7CUknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjojV2luMzliLCJBTiI6Ik1haWwiLCJXVCi6Mn0%3D%7C2000%7C%7C&sdata=WXESSP9uRJgPJl5DbjCA53niZT2LaDxRR2arm%2B7xzo%3D&reserved=0](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F12yVjDE-CMsmT-70FocXtkzwnkjXHfZ6d%2Fview%3Fusp%3Dsharing_eil_m%26ts%3D626c6273&data=05%7C01%7Ccavery%40jeffersonstate.edu%7C60ddd7dceef041552a5708da2a2d2456%7C09d24dd3d25b47b29b0f6b2789e53bd7%7C0%7C637868670639372330%7CUknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjojV2luMzliLCJBTiI6Ik1haWwiLCJXVCi6Mn0%3D%7C2000%7C%7C&sdata=WXESSP9uRJgPJl5DbjCA53niZT2LaDxRR2arm%2B7xzo%3D&reserved=0)
  -

- **Psychology:**

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

- **Constitution Day Program:**

- The Constitution Day program held each year is organized by a history instructor. The program invites faculty, student groups, and outside speakers to present themed programs around some aspects of Constitutional history, as well as the documents' impact on the present day. Topic-based panel discussions and mock debates have approached topics such as the Electoral College, African American and female voting rights, and cruel and unusual punishment related to the United States prison system.

- **Travel Abroad (Italy and Greece, Spring 2022):**

- The Liberal Arts Department faculty led 25 students to Italy and Greece. Each trip was booked through Education First (EF) Tours and had an educational focus. Students visited foreign sites of historical, literary, and cultural significance. They also attended lectures, interacted with local communities, and engaged in important discussions, listened to trained and knowledgeable tour guides, sat down for lectures with experts in various fields, and interacted with locals. The very nature of studying abroad is interdisciplinary and therefore central to the goals of the department.

## 2. Provide students with a foundation of knowledge on which more advanced learning in the various disciplines and majors can later build.

- **Study Abroad to Italy and Greece:**

- Through the classes and field trips students were able to integrate their learning through hands-on experiences. Students visited several historical sites. These field trips allowed students to broaden their foundation of knowledge, connect new information with their contextual knowledge, and challenge them to apply new information to their future.

- **Freedom Group:**
  - Students in the Freedom Group move into more advanced learning as they take the information they are learning and use it in Speech and English classes as topics and theses. These students also can apply their new knowledge to their majors. Several students have changed their majors to something related to anti-human trafficking efforts.
- **Sociology:**
  - In SOC 200 students receive the foundation of civilization and how it has come to be what it is today. What are the basic norms? Are they the same as they “always have been?” Are they the same across societies? For example, a basic understanding of how civilization developed and where norms come from will lay a foundation to look at the topic in more depth in future sociology classes without having to reinvent the wheel. And it is often the spark that causes a deeper interest in sociology.
- **Art:**
  - One of the student learning objectives in the art appreciation course is to have students use art terms to critically analyze an artwork in a short essay format that describes the intentions and motivations of artists from different time periods. Similarly, one of the objectives in the art studio courses requires students be able to analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. Both objectives require students to complete assignments and exercises that help students’ development of basic written and oral communication skills. These assignments may include, but are not limited to written/ oral critiques, essay examination questions, and presentation projects.
- **Psychology**
  - Because psychology courses provide general introductions to areas (learning, memory, developmental, abnormal, etc.) that are each the focus of individual courses at four-year institutions, these classes give students the foundations needed to pursue psychology in upper level courses.
- **Speech and Debate Team:**
  - The Assistant coach for the JSCC Speech and Debate team is an instructor in the History department. Through his guidance, team members are prepped for individual debate and speech topics. The primary focus has been to instruct team members on best practices and strategies for how to research, where to look for it, and ways to best utilize it. This period has been a very successful one for the team and team members have competed in tournaments around the nation. In addition, the team has won numerous individual and team awards during this timeframe. Dr. Janice Ralya is the coach.
- **Theatre**
  - The role of the theatre program is to critique and evaluate the role of the theatre arts and its relationship to other parts of society, evaluate the historical, artistic, social, and philosophical environments in which theatre exists, analyze and

critique dramatic literature and performance, and to develop both a conceptual understanding and practical application of the skills related to the theatrical discipline in performance, technical theatre, and theatre production and performance studies. The theatre department, in cooperation with CEPA (Center for Education and Performing Arts) in Pell City, Alabama, plan theatrical performances and podcasts. Students are encouraged to participate.

○

**Public History Museum (Virtual):**

- Students are taught proper research techniques, including several units on information literacy. Students are expected to think critically of primary and secondary sources (especially those found on the internet) and are taught how to distinguish between reliable and unreliable sources. Students are also introduced to the college database and given the opportunity to publish projects on JSCC Digital Museum <https://library.jeffersonstate.edu/JSCC-Digital-Museum>

**3. Enable students to reason and communicate clearly and to inquire deeply.**

● **Freedom Group:**

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

● **Sociology:**

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

● **Art:**

- The objectives of the art appreciation courses are to have the students use art terms to critically analyze art in a short essay to describe the intentions and motivations of artists from different time periods. Therefore, some of the assignments included encourage practice in oral and/or written communication by discussing the artwork of others. In their discussion students draw connections among ideas to analyze and critique visual works of art. These assignments and exercises provide instruction in written and oral communication and provide practice and an opportunity to develop higher order thinking skills.
- One of the objectives in the art studio courses requires students be able to analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. Students learn how to communicate their ideas about art by discussing their work and that of others. To become a better communicator, students must be willing to listen so they can understand other

people’s perspectives. During critique sessions, students listen and understand and convey complex ideas and points of view. They explain what their artwork is visually communicating. This provides opportunities to improve communication skills, as well as understand and explain complex ideas.

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

## Course by Course Breakdown of Goals Achievement

### Anthropology

#### ANT 200

#### Student Learning Outcomes Linked to Department Goals

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

#### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	82/85 = 96%	74/85= 87%	80/85= 95%
2020-21	61/61 = 100%	57/61 = 93%	59/61 = 97%
2021-22	-	-	-
Total	143/146= 97%	131/146= 90%	139/146= 95%

#### Reflections/Implications:

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

## ANT 220

### Student Learning Outcomes Linked to Department Goals

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

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	15/19 = 79%	14/19= 74%	18/19= 98%
2020-21	12/13= 92%	12/13= 92%	11/13= 85%
2021-22	-	-	-
Total	27/32= 84%	26/32= 82%	29/32= 91%

### Reflections/Implications:

Anthropology has continued to be a strong course. Anthropology 220 is listed as an Area IV and V course and is vital to many associate degree's completion.

## ART

### ART 100

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. The student will identify the style or medium based category that a work of art might fit in based on visual clues		X	
2. The student will use art terms to describe the intentions and motivations of artists from different time periods		X	
3. The student will analyze the cultural significance and influence of art and visual expression in society.	X		



Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	638/718= 89%	652/717= 91%	610/713= 86%
2020-21	627/680= 92%	622/680= 91%	621/680= 90%
2021-22	380/421= 90%	367/396= 93%	416/479= 87%
Total	1645/1819= 91%	1641/1793= 93%	1647/1872= 88%

Reflections/Implications: The learning target has been met for the 3-year cycle. As 2019-22 is the final year of the assessment cycle, instructors made a change in the wording of SLO #3. Instructors felt SLO #3 and SLO #4 were redundant; therefore, both were replaced with a single SLO that combines the overall outcomes. The new SLO #3 will read: *The student will analyze the cultural significance and influence of art and visual expression in society.*

**ART 113**

**Student Learning Outcomes Linked to Department Goals**

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	10/10= 100%	10/10= 100%	10/10= 100%
2020-21	28/32=88%	27/32= 84%	29/32=91%
2021-22	29/30= 96%	27/30= 90%	27/30= 90%
Total	67/72= 93%	64/72= 89%	66/72= 91%

Reflections/Implications: This course is often taught cross-listed with ART 114. Students in ART 113 are not judged on the same level of proficiency as students in ART 114. Students typically surpass the benchmark set for SLOs. For the next three-year cycle, SLO #1 in ART 113 was revised to read: *The student will competently create receptive drawings from observation and still life.*

**ART 114****Student Learning Outcomes Linked to Department Goals**

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

**Assessment Data for 3-year period**

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	6/6 = 100%	6/6 = 100%	6/6 = 100%
2020-21	22/24 = 92%	21/24 = 91%	22/24 = 92%
2021-22	4/4 = 100%	3/3 = 100%	4/4 = 100%
Total	32/34 = 94%	30/34 = 88%	32/34 = 94%

**Reflections/Implications:**

Instructors continue to modify studio assignments that require studio participation and interaction. In addition, instructors included class critiques during the artmaking process that allowed students to synthesize, reflect, and revise. This method of critique allowed students to make improvements to their artwork prior to submitting it for a grade. One such method is called the “Glow and Grow” Critique method.” In this method, each student receives constructive criticism that is specific. Students write down two “Glows” (what is working well) and one “Grow” (what could be improved and why and how) on sticky notes that are attached to the drawing. This course is often taught cross-listed with ART 113.

**ART 121****Student Learning Outcomes Linked to Department Goals**

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
The student will analyze and critique the work of peers in a constructive manner using art terminology.		X	X

The student will present final work in a clean, well-crafted manner.		X	
The student will create two dimensional projects using a variety of tools, techniques, methods, and materials.		X	

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	Class not offered	Class not offered	Class not offered
2020-21	No data reported	No data reported	No data reported
2021-221	No data reported	No data reported	No data reported
Total			

Reflections/Implications: ART 121 was not offered in 2019-20. The course was offered online in the spring of 2021 by an adjunct, but no SLO was recorded. The course was offered on the Jefferson campus Fall 2021 but no SLO was completed. Both were taught by adjunct instructors. The course is listed under AGSC Area V.

**ART 203**

**Student Learning Outcomes Linked to Department Goals**

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	45/51 = 88%	46/51 = 90%	46/51 = 90%

2020-21	115/118 = 97%	114/118 = 96%	115/118 = 97%
2021-22	79/81 = 98%	75/81 = 93%	78/81 = 96%
Total	239/250 = 96%	232/250 = 93%	239/250 = 96%

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

## ART 204

### Student Learning Outcomes Linked to Department Goals

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

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	50/51 = 98%	47/51 = 92%	50/51 = 98%
2020-21	29/29 = 100%	28/29 = 97%	28/29 = 97%
2021-22	48/49 = 97%	49/49 = 100%	49/49 = 100%
Total	127/129 = 98%	124/129 = 96%	127/129 = 98%

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

## ART 253

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
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1. The student will create an animated short story that effectively applies the proper design principles and principles of animation.		X	
2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.		X	X

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2
2019-20	Not offered	
2020-21	Not offered	
2021-22	5/5 = 100%	5/5 = 100%
Total	5/5 = 100%	5/5 = 100%

Reflections/Implications: Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 253/254). The major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings. SLO's were changed during the 3-year cycle. SLO changes are posted on pg. 52

**ART 254**

**Student Learning Outcomes Linked to Department Goals**

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

4. The student will complete animation with lip-sync or sound.		X	

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	Not offered		
2020-21	Not offered		
2021-22	Not offered		
Total			

Reflections/Implications: This course was not offered during the 2019-22 reporting period.

**ART 283**

**Student Learning Outcomes Linked to Department Goals**

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	Not offered		
2020-21	11/13 = 85%	11/13 = 85%	11/13 = 85%
2021-22	5/5 = 100%	3/5 = 60%	4/5 = 80%
Total	16/18 89%	14/18 = 78%	15/18 = 80%

Reflections/Implications: The intended success rates were met for each of the learning outcomes. Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 283/284). The

major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings.

## ART 284

### Student Learning Outcomes Linked to Department Goals

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

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3	SLO 4
2019-20	Not offered			
2020-21	Not offered			
2021-22	Not offered			
Total				

Reflections/Implications: This course was not offered during the 2019-22 reporting period.

## Geography

### GEO 100

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. The student will demonstrate knowledge of the 6 essential elements of geography.		X	
2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.	X	X	X

3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry.	X	X	
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Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	66/77 = 85%	62/65 = 95%	54/63 = 85%
2020-21	130/146 = 89%	146/153 = 95%	134/141 = 95%
2021-22	76/79 = 96%	68/72 = 94%	61/64 = 95%
Total	272/302 = 90%	276/302 = 91%	249/302 = 82%

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

## History

### HIS 101

#### Student Learning Outcomes Linked to Department Goals

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	340/488	338/488	373/488
2020-21	430/508 = 85%	400/504 = 79%	393/507 = 78%
2021-22	284/332 = 86%	281/326 = 86%	283/326 = 86%
Total	1054/1328 = 79%	1069/1318 = 81%	1049/1321 = 79%

Reflections/Implications:  
 Enrollment increases in 20-21 were due to all courses moving online. History 101 remains a core staple for students either traditional or online. Students tended to sign up for more online than traditional courses over the 3-year period. HIS 101 met the assessment goals for the 3-year cycle.



HIS 101 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

### HIS 102

#### Student Learning Outcomes Linked to Department Goals

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

#### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	228/268 = 85%	225/268 = 84%	208/225 = 92%
2020-21	174/204 = 85%	193/247 = 78%	190/247 = 77%
2021-22	245/282 = 87%	95/108 = 88%	237/279 = 85%
Total	647/754 = 86%	513/623 = 82%	635/751 = 85%

Reflections/Implications:  
 HIS 102 assessments remained constant over the three-year period achieving above the 70% success rate. His 102 numbers have grown slightly over the past three years, due to an increase in classes offered online and through dual enrollment. HIS 102 has seen an increase in criteria success. HIS 102 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

### HIS 121

#### Student Learning Outcomes Linked to Department Goals

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

#### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	75/87 = 86%	75/87 = 86%	75/86 = 86%
2020-21	161/203 = 88%	156/203 = 77%	163/203 = 80%
2021-22	174/194 = 90%	174/194 = 90%	174/194 = 90%
Total	410/484 = 85%	405/484 = 82%	412/484 = 86%

Reflections/Implications:

HIS 121 enrollment and success percentages increased over the 3-year reporting period due to HIS 121 & 122 sequence offered in 2019. Full-time instructors identified the need for the sequence speaking to four-year colleges and what they were requiring students to have moving into certain majors. Additional courses were added, thus the increase in enrollment numbers in 2020-21 and 2021-22. HIS 121 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

## HIS 122

### Student Learning Outcomes Linked to Department Goals

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

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	35/55 = 64%	35/55 = 64%	35/55 = 64%
2020-21	54/62 = 72%	54/62 = 72%	54/62 = 72%
2021-22	63/69 = 91%	60/69 = 87%	60/69 = 87%
Total	152/186 = 82%	149/186 = 80%	149/186 = 80%

Reflections/Implications:

Courses were offered in fall and spring semesters beginning 2020-21 due to the sequencing of HIS 121/122. Numbers in HIS 122 increased over the three-year period. More sections will be offered in the future to build HIS 122 as numbers dictate.

HIS 122 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

## HIS 201

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of American History from the colonial era to the Reconstruction era using information from primary and/or secondary sources.	X	X	X
Students constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.		X	X
Students use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.		X	X

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-20	238/406 = 59%	243/406 = 60%	241/406 = 59%
2020-21	457/513 = 89%	502/597 = 84%	476/597 = 80%
2021-22	218/237 = 92%	209/237 = 88%	210/237 = 89%
Total	913/1156 = 79%	954/1210 = 79%	927/1210 = 77%

Reflections/Implications:  
 HIS 201-assessment data was incomplete in 2019-20 due to campuses not reporting numbers. Reporting data was complete in 2020-21 due to a re-structuring of reporting by the division chairs. HIS 201 remains a popular course. An adequate number of courses are offered in the fall/spring semesters. HIS 201 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

## HIS 202

### Student Learning Outcomes Linked to Department Goals

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	349/434 = 80%	353/434 = 81%	349/434 = 80%
2020-2021	363/415 = 87%	356/415 = 86%	361/415 = 87%
2021-2022	306/351 = 87%	263/312 = 84%	262/312 = 84%
Total	1018/1200 = 85%	972/1161 = 84%	972/1161 = 84%

Reflections/Implications:

The department focused on strengthening content knowledge by diversifying delivery methods. Instructors began to utilize short video lectures students could watch and review at home, in addition to textbook readings and homework quizzes. The department's efforts not only proved successful and aided in the growth of success by 4%. As a result, instructors will continue in their efforts to provide more formal and collaborative instruction. HIS 202 percentages have been steady over the past three years. No indication of change is needed. HIS 202 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.

## Music

### MUS 101

#### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
The student will apply appropriate terminology to explain musical elements (i.e., rhythm, melody, harmony, form, instruments, ensembles, etc.).		X	X
The student will explain the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, and representative works).		X	X
The student will demonstrate an aural perception of style and structure in music (i.e., form, instrumentation, and musical elements).	X	X	X

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	344/370 = 93%	340/370 = 92%	326/370 = 88%
2020-2021	187/201 = 93%	192/201 = 9%	78/82 = 95%
2021-2022	178/188 = 95%	178/188 = 95%	180/188 = 96%
Total	709/759 = 93%	710/759 = 94%	584/640 = 91%

Reflections/Implications: The intended outcome was achieved. Emphasizing the need for a strong foundation in the fundamentals of music proved effective in student learning, as well as in their ability to use the appropriate terminology. Instructors plan to continue the ongoing incorporation of terminology within assignments. Instructors will continue to implement assignments and activities to provide practice to students in this area. Instructors implemented

activities and assignments as part of the learning experience. Student performance was certainly encouraging because students demonstrated achievement of this outcome at a high level. Instructors will continue building on this outcome by expanding strategies to help students develop their aural processing using different complex musical elements within a composition and identifying voice

## Psychology

### PSY 200

#### Student Learning Outcomes Linked to Department Goals

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

#### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	611/837 = 73%	693/813 = 85%	664/796 = 83%
2020-2021	608/814 = 75%	680/802 = 85%	665/808 = 82%
2021-2022	592/800 = 74%	625/803 = 78%	491/773 = 64%
Total	1811/2451 = 74%	1998/2418 = 83%	1820/2377 = 77%

Reflections/Implications: This continues to be a challenging topic for students, with some semesters meeting criterion and other semesters not. This demonstrates the tremendous variation across classes. Faculty should consider sharing materials they use if it seems to be working. In 2019-2020, the success rate was 73%. Strategies include supplemental materials, chapter objectives, in-depth discussion, and video lectures available online. Strategies that were implemented were discussions of the importance for students to read all the materials assigned, detailed lecture notes on goals of psychology, and additional activities including discussion to allow students to investigate the goals, and quizzes to gauge understanding and provide feedback to improve understanding. Some instructors used a creative approach to teaching theory, ranging from in class discussion and presentation, to handouts, to group activities. These methods worked to keep SLO 1 and 2 above benchmark for 2020 – 2022. SLO 3 decreased in 2021 – 2022 since theory is always a challenging topic. It makes sense to look for ways to improve. Small changes like recorded lectures with examples, practice quizzes, supplemental videos, anecdotal stories of the founders of each theory, and encouraging student participation all have the potential to impact student learning. Researching and implementing additional resources for student engagement is another area for improvement. Additionally, faculty set up a Team Psychology Group to facilitate idea sharing and planning, since instructors are all at different campuses. **Student Learning Outcomes in PSY 200 will be reviewed and revised for the upcoming three-year cycle to better reflect higher order critical thinking and communication skills.**

**PSY 210****Student Learning Outcomes Linked to Department Goals**

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
Students will be able to categorize the major theories of development, critical research on development, and developmental concepts from across the life course.	X	X	X
Students will be able to identify the basic principles, major theories, and research concerning learning, cognition, and social development.	X	X	X
Students will recognize various methods used in the study of the lifespan.	X	X	X

**Assessment Data for 3-year period**

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	323/373 = 87%	327/376 = 87%	340/376 = 90%
2020-2021	342/391 = 87%	395/429 = 92%	373/411 = 91%
2021-2022	377/419 = 90%	382/423 = 90%	378/423 = 89%
Total	1042/1183 = 88%	1104/1228 = 90%	1091/1210 = 90%

Reflections/Implications: Going forward, instructors will provide additional video resources that illustrate concepts and theories. Concept based assignments will be implemented to aid students' understanding of the material. There is still noted difference with older students taking psychology. Many indicated that psychology helps them in their personal and work life. Increase enrollment and success in achieving SLOs is contributed to increased online and traditional offerings. All learning targets were met in PSY 210 over the course of the cycle. Instructors will continue to emphasize these outcomes in their courses. PSY 210 is listed in AGSC Area IV and Area V and remains a vital choice for many students in the completion of the degree program.

**PSY 230****Student Learning Outcomes Linked to Department Goals**

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	28/33 = 85%	28/33 = 85%	28/33 = 85%
2020-2021	Not assessed	-	-
2021-2022	26/28 = 92%	25/28 = 89%	26/28 = 92%
Total	28/33 = 83%	28/33 = 85%	28/33 = 85%

Reflections/Implications: The intended outcomes in this course were met. Students in this class are typically transient students who are taking this course upon the recommendation of their regular institution. Therefore, many of them are psychology majors who are already in their later years of their degree program, and are, consequently, dedicated and serious students. Due to low enrollment numbers this course was not assessed in the 2020- 2021 academic year.

## Religion

### REL 151

#### Student Learning Outcomes Linked to Department Goals

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

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2
2019-2020	80/101 = 79%	78/101 = 77%
2020-2021	108/126 = 86%	104/126 = 83%
2021-2022	47/52 = 90%	49/52 = 94%
Total	235/279 = 84%	231/279 = 83%

Reflections/Implications: Numbers for student engagement continue to be strong. Based on data from the previous year, more discussions were added to help students digest the material and allow for clarification of any difficult questions they might have. After looking at the data, the instructor will emphasize more interaction with the readings by formulating discussions with clearer expectations. Specifically, questions that emphasize diversity in interpretation helped students achieve this outcome. The use of multi-layered video and media clips, from outside of the instructor's recordings and lecture notes, will be integrated to allow students a different perspective on material taught. Students in this class are fulfilling their additional Humanities and Fine Arts. REL 151 is taught online only. Students are exceeding their learning targets and REL 151 is listed in AREA II and V and is a vital choice for students completing their degrees.

## REL 152

### Student Learning Outcomes Linked to Department Goals

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

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	105/124 = 85%	105/134 = 78%	98/124 = 79%
2020-2021	114/133 = 86%	113/133 = 85%	****
2021-2022	48/51 = 94%	44/51 = 86%	48/51 = 94%
Total	267/308 = 86%	262/318 = 82%	146/175 = 83%

#### Reflections/Implications:

The instructor provided written lecture notes that included the vital stats of each New Testament writing. When a book was especially difficult, as in Revelations, different views were given.

A new strategy implemented asked students to choose a passage from the New Testament and provide the literature, history, and culture of that passage to attain success with this learning outcome. Students use REL 152 to fulfill additional Humanities fine arts credits. REL 152 is taught only online.

## Sociology

### SOC 200

#### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
The student will examine and differentiate between the micro (individual) and the macro (general) social processes and appraise the impact of the macro on the micro.	X	X	X
The student will evaluate the impact of membership in the different social strata on the individuals in those strata and design proposals of ways to mitigate those differences.	X	X	X
The student will recognize and evaluate the forms and purposes of the major social institutions in society and explain why those forms did not always develop the same across societies.	X	X	X



Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	221/251 88%	188/247 76%	70/109 64%
2020-2021	203/243 = 84%	230/242 = 95%	182/238 = 76%
2021-2022	184/209 = 88%	201/208 = 97%	163/207 = 79%
Total	608/703 = 86%	619/697 = 89%	415/554 = 75%

Reflections/Implications: New assignments were provided identifying important sociological figures and key terms. The instructor also included Crash Course videos to assist students with their learning. The instructor also changed to a written assessment graded by a rubric rather than an objective test. The instructor also felt that an objective assessment would better determine students' grasp of the important terminology. The determination was made to keep the written instrument as an assignment for students to practice and receive feedback on their grasp of the micro/macro in sociology to prepare for a final objective assessment of the outcome.

**SOC 210**

**Student Learning Outcomes Linked to Department Goals**

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. The student will evaluate the criteria of a social problem and apply that criteria to issues in society to justify the designation of social problem to an issue.	X	X	X
2. The student will evaluate the impact of social problems on society and will correlate those problems with social policy.	X	X	X

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2
2019-2020	21/32 = 84%	28/32 = 88%
2020-2021	29/29 = 100%	29/29 = 100 %
2021-2022	24/24 = 100%	23/24 = 96%
Total	74/85 = 87%	80/85 = 94%

Reflections/Implications: The intended outcome for this SLO was rewritten to reflect more action and deeper understanding, and the assessment was changed to measure more specifically that understanding and application. To engage the students in more active learning, the instructor provided chapter study guide questions students use to create their study guides/notes, rather than simply posting notes to passively study. The course is offered online and is approved in Areas IV and V.

## SOC 247

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. The student will examine the history of marriage and chart and evaluate the changes through time and across place	X	X	X
2. The student will appraise the problems confronting contemporary families and will compare those to past generational problems.	X	X	X
3. The student will examine the family forms existing in society today and will critique the reasons for the development of new family forms	X	X	X

### Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	8/8 = 100%	8/8 = 100%	7/8 = 88%
2020-2021	8/10 = 80%	8/9 = 89%	9/9 = 100%
2021-2022	14/14 = 100%	14/14 = 100%	13/14 = 93%
Total	30/32 = 93%	30/31 = 96%	29/31 = 93%

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

## Theater Arts

### THR 120

### Student Learning Outcomes Linked to Department Goals

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. The student will recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.	X	X	X
2. Students will differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.	X	X	X

3. Students will apply critical viewing methods for live theatre and recorded theatre performances using written assessments.	X	X	X
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Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	51/84= 60%	34/84= 40%	51/84= 60%
2020-2021	50/62= 81%	50/62= 81%	49/62= 79%
2021-2022	226/283= 80%	228/283= 81%	212/265= 80%
Total	327/429 = 76%	312/429 = 73%	312/411 = 76%

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

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**THR 131**

**Student Learning Outcomes Linked to Department Goals**

SLOs	Department Goal #1	Department Goal #2	Department Goal #3
1. Students will demonstrate understanding of Stanislavski’s foundational principles such as observation, relaxation, and concentration	X	X	X
2. Students will analyze and critique actors’ performances from live or filmed productions by dissecting details and distinguishing between “good” and “bad” acting.	X	X	X
3. Students will apply techniques of acting to the creation of an original interpretation of a role for performance	X	X	X

Assessment Data for 3-year period

Academic Year	SLO 1	SLO 2	SLO 3
2019-2020	6/14 = 43%	6/14 = 43%	6/14 = 43%
2020-2021	8/12 = 67%	8/12 = 67%	8/12 = 67%
2021-2022	Not offered		
Total	14/26 54%	14/26 54%	14/26 54%

Reflections/Implications: The theatre department has grown over the past three years. Theatre 131, Acting, was introduced into the curriculum. Additional theatre courses are planned to increase the theatrical arts over the next three years to include directing, and technical classes.

THR 120 and THR 131 are listed in Area II and V and is a vital choice for students completing their degrees.

## Part 2: Department Change

**Program/Department Goal Changes:** No changes have been made in the specific Department goals or mission statement as listed in the catalog since the beginning of the 2016-2017 academic year. The department continues to view the current goals as relevant to our programs.

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

Critical Thinking	Communication
A competent critical thinker processes and evaluates information carefully and then applies reasoning in the use of that information to make a decision and employ an action. Degree graduates of the ACCS will demonstrate the ability to:	Effective communication in academic, work, community, and social settings occurs when the intended message is successfully delivered, received, and understood between two or more people. Degree graduates of ACCS will demonstrate the ability to:
<ol style="list-style-type: none"> <li>1. Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data.</li> <li>2. Recognize parallels, assumptions, or presuppositions in any given source of information.</li> <li>3. Evaluate the strengths and relevance of arguments on a particular question or issue.</li> <li>4. Weight evidence and decide if generalizations or conclusions based on the given data are warranted.</li> <li>5. Determine whether certain conclusions or consequences are supported by the information provided.</li> <li>6. Use problem solving skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate in a respectful tone and manner.</li> <li>2. Listen to understand, evaluate, and respond to verbal and non-verbal communications.</li> <li>3. Understand and interpret complex written materials.</li> <li>4. Evaluate the validity and reliability of material from other sources and use it ethically and effectively.</li> <li>5. Organize, develop, and present an idea formally and informally in standard written and oral English.</li> <li>6. Adapt writing and speaking to the needs of culturally different audiences in various contexts.</li> <li>7. Use oral and written communication to understand people's viewpoints and in conflict resolution.</li> <li>8. Work as part of a team to develop collaborative oral and written presentations in a variety of contexts and formats.</li> </ol>

### Student Learning Outcomes Aligned with ACCS Core Competencies

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

#### ANTHROPOLOGY

<b>ANT 200</b>	<b>Critical Thinking</b>	<b>Communication</b>
SLO 2: The student will be able to apply basic anthropological terms, concepts, principles, and theories.	X	

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

#### ART

<b>ART 100</b>	<b>Critical Thinking</b>	<b>Communication</b>
SLO 2: The student will use art terms to describe the intentions and motivations of artists from different time periods		X
SLO 3: The student will analyze the cultural significance and influence of art and visual expression in society.	X	

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

<b>ART 114</b>	<b>Critical Thinking</b>	<b>Communication</b>
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Liberal Arts

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

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

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

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

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

<b>ART 283</b>	<b>Critical Thinking</b>	<b>Communication</b>
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SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology.	X	X
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<b>ART 284</b>	<b>Critical Thinking</b>	<b>Communication</b>
SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology.	X	X

## GEOGRAPHY

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

## HISTORY

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

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

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

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

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

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

## RELIGION

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

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



## THEATRE

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

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

### SLO Goal Changes:

#### ANTHROPOLOGY

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

SLO 3 currently reads:

- The student will be able to develop a multicultural perspective

SLO 3 will be revised to read:

- The student will employ a multicultural perspective using online discussion topics.

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

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

SLO 3 currently reads:

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

SLO 3 will be revised to read:

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

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

## ART

**ART 100:** Instructors elected to make changes in the SLOs for the 2019-22 reporting period for the course to more closely align with the new Course Outcomes being proposed at the state level, as well as to include the ACCS Core Competencies of critical thinking and communication.

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

SLO 1 currently reads:

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

SLO 1 will be revised to read:

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

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

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

SLO 2 currently reads:

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

SLO 2 will be revised to read:

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

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

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

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

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

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

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

**ART 113:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

- SLO 1 was revised to read: The student will competently create receptive drawings from observation and still life.

**ART 114:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

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

**ART 254:** SLO were revised from four to two. SLO's in red were deleted in the 2019-2022 reporting period.

No SLO changes were made during the 2019-22 reporting period.

**ART 284:** Three of the four SLOs were revised in ART 284 during the 2019-22 reporting period to highlight the higher level of technical skill required in the course over ART 283 as students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created.

SLO 1 read:

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

SLO 1 was revised to read:

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- Revised SLO 1: The student will create an animated sequence that effectively applies the 12 principles of animation,

SLO 2 read:

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

SLO 2 was revised to read:

- Revised SLO 2: The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology.

SLO 3 read:

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

SLO 4 was eliminated during the 2019-22 revision process

## GEOGRAPHY

**GEO 100:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

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

## MUSIC

**MUS 101:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

SLO 2 was revised to read:

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

*A third SLO was added to match the new state Course Outcomes.*

SLO 3 reads:

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

## RELIGION

**REL 151:** The wording of SLO 2 was clarified in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 2 was revised to read:

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

## PSYCHOLOGY

**PSY 210:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

SLO 2 was revised to read:

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

SLO 3 was revised to read:

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

## SOCIOLOGY

**SOC 200:** The wording of SLOs was revised in the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

SLO 2 was revised to read:

## Liberal Arts

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

SLO 3 was revised to read:

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

**SOC 210:** The wording of SLOs was revised during the 2019-22 reporting period to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

SLO 2 was revised to read:

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

Assessment: A written essay to evaluate this outcome

SLO 3 was eliminated.

**SOC 247:** The wording of SLOs will be revised during the 2019-22 program review to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 was revised to read:

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

SLO 2 was revised to read:

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

SLO 3 was revised to read:

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

## THEATRE

**THR 120:** SLOs were aligned more closely with the ACCS Core Competencies of critical thinking and communication in 2020-21.

SLO 1 was revised to read:

- Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.

SLO 2 was revised to read:

- Differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.

SLO 3 was revised to read:

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

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

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

<p><b>Department Chairs</b></p> <ul style="list-style-type: none"><li>• Marisa Hamilton – Jefferson Campus</li><li>• Kevin Townes – Shelby Campus</li></ul> <p><b>Faculty:</b></p> <ul style="list-style-type: none"><li>• Zachary Alexander (History-Shelby)</li><li>• Camilla Avery (Art-Jefferson)</li><li>• Sarah Gasper (Psychology-Pell City)</li></ul>	<p><b>Institutional Effectiveness:</b></p> <ul style="list-style-type: none"><li>• Michael Bergman</li><li>• Nareiko Stephens</li></ul> <p><b>Faculty:</b></p> <ul style="list-style-type: none"><li>• Mildred Lanier (Music-Shelby)</li><li>• Lucy Lewis (Sociology-Jefferson)</li><li>• Wendy Shuffett (History-Shelby)</li><li>• Michael Thomas (Music-Jefferson)</li></ul>
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<ul style="list-style-type: none"><li>• David McRae (History-Clanton/Pell City)</li><li>• Lesley Warren (Theatre- Jefferson)</li><li>• Joseph Irvin (History- Shelby)</li><li>• Phaer Bonner (Psychology-Shelby)</li><li>• Patrick Mayton (Art- Shelby)</li><li>• Angela Ford (History- Jefferson)</li></ul>	<ul style="list-style-type: none"><li>• Stanley Triplett (Psychology- Jefferson)</li><li>• Jeffrey Pouncey (Psychology-Clanton)</li></ul>
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