

## 2010-2011 Annual Report

**Action Item 1:** Propose policy or procedural changes where warranted to improve student success:

Teams Leader: Rocky Belcher

Team Members: Jared Cutler, Patrick Fleming, Tina Onder, Jim Willis, Judy Kronenberger, Phyllis Salter, Marilyn Rodney

### **Focus of Work:**

Review the policies and procedures that currently exist to improve student success.

- (a) Early required completion of English writing sequences.
- (b) Establishment of Learning Communities.
- (c) Inclusion of Service Learning.
- (d) Early integration of SCC101 into programs.
- (e) Early assessment, completion, and integration of computer literacy outcomes.
- (f) Develop an assessment process for student academic support areas.

### **Actions:**

2010-2011 Outcome Goals achieved and presented to committee during Spring 2010 meeting. (See previous year Committee Findings document.)

Action Item 1 Subcommittee met 2/22/2011. In attendance were Rocky Belcher, Jared Cutler, Patrick Fleming, and Marilyn Rodney. It was determined that the above action items (a), (b), (d), and (e) are settled college policy and no further work need be done on them. It was also determined that the above action items (c) and (f) continue to be areas that could be reviewed to improve student success and retention.

### **Recommendations:**

Review research as it relates to above action items (c) and (f) as it relates to student success and retention. Committee member, Marilyn Rodney, may have access to research data relating to above action item (c). Committee member, Phyllis Salter, may have access to research data relating to above action item (f). Action item 1 Subcommittee also discussed the value of requesting RAR's help in finding research data relating to above action items (c) and (f).

### **Resources Needed:**

None noted

**Action Item 2:** Ensure the continuation of the annual process that engages Sinclair faculty in the integration and assessment of general education across the curriculum

Team Leaders: Penelope Parmer

Team Members: Dave Collins, Roxanne DeLaet, Chuck Freeland, Dottie Bely, Ed Gallo, Lalitha Locker, Marilyn Rodney

**Focus of Work:**

Broaden faculty engagement and accountability in using gen-ed results for improvement

**Actions:**

The general education assessment process is divided into three major categories. One category is assessed each year. The categories consist of 1) communication skills assessment, 2) computer/information literacy assessment, and 3) critical thinking/values assessment. Academic year 2010-2011 saw the completion of the second full set of assessments for all three categories; thus, data were available to make comparisons between two separate administrations of the surveys.

Approximately 200 students in the Sinclair student success course completed the Critical Thinking/Values survey during 2010-2011. Likewise, approximately 430 students completed the survey during their capstone course. Attachment A gives the results of these surveys. This same attachment gives information on how the 2010-2011 responses compared to the responses for the previous administration during 2007-2008.

**Recommendations:**

The general education assessment process is a well established method to gather information concerning student's perceptions of their skills in these areas. However, the process only collects perceptions and can be depended upon only to the extent that perceptions are believed to reflect reality. In the absence of more rigorous evaluation methods, perceptions are the best that can be accomplished at this time.

The evaluation process is flawed in that it does not follow the perceptions of the same students over time. The current methodology assumes that both the entering students and the leaving students are a representative sample for the general student populations at those two points in time. A stronger methodology would be to follow the same students and collect both their entering and their exiting perceptions. Advances in online data gathering techniques may make it feasible to entertain a change to the current methodology as the survey is administered in the future.

**Resources Needed:**

If the current survey administration process is continued into the future, no additional resources would be required. However, if changes are implemented, these changes will require the cooperation of several campus units, and this cooperation will place an additional workload on some of those units.

**Action Item 3:** Ensure continued alignment with USO in general education

Team Leader: Lori Zakel

Team Members: Kjirsten Goeller, Karen Fleming, Lisa Mahle-Grisez, Sarah Kiewitz, Teresa DeMonico, Gloria Goldman

**Focus of work:**

Determine gen ed core in semester system; complete pilot of entry/exit direct measures of general education outcomes

**Actions:**

Action Item Three completed its work goals for this year. The gen ed core for semesters has been established and approved as policy. Student who are entering (in SCC 101) and capstone students in CIS and MGT are piloting the direct measures writing assignment.

**Recommendations:**

Monitor continued actions and results

**Resources Needed:**

None noted

**Action Item 4:** Improve program and general education assessment of student learning at the department/program level

Team Leader: Jared Cutler

Team Members: academic deans and/or assistant deans

**Focus of work:**

Develop repeatable process for annual update review; review annual reports, recommend improvements, and hold conversations about assessment methods and results

**Actions:**

Throughout FY 09-10 and into the beginning of FY 10-11, team members worked on a revision to the Annual Update form. In early Summer 2010 two focus groups were held with chairs to get feedback on the Annual Update process about what worked well and what could be improved, and that feedback was used to revise the Annual Update form. The new form reorganized the old form, and added a few new items. The new form was introduced to chairs in DCC in October, and the new templates were sent to chairs in November 2010 along with new directions and a rubric that would be used to assess the submissions. The due date for the Annual Update submissions was March 30, 2011. The Director of Curriculum and Assessment and the Learning

Liaisons from each division will begin reviewing the submissions using the rubric within the next few months and preparing summaries for each division.

**Recommendations:**

We probably need to get some feedback from the chairs now that they have used the revised form – we will probably distribute an online survey soon and give them an opportunity to let us know what they liked and didn't like. There may be further revisions to the template or to the process that would be appropriate. The Director of Curriculum and Assessment and the Learning Liaisons will need to develop a review process for the submissions – currently a process of some kind is planned, but the details have not been worked out. Nor has an approach for preparation of the divisional summaries been developed, and that will need to happen.

**Resources Needed:**

The Learning Liaisons from each division will continue to receive reassigned time as semester conversion winds down, and work on assessment will take up the bulk of that reassigned time as they transition into a role as Divisional Assessment Coordinators. Using some of that reassigned time for review of Annual Update submissions and other issues related to them will be utilized.

**Action Item 5:** Refine tools, methods, and processes in relationship to semester conversion

Team Leader: Gloria Goldman

Team Members: Rena Shuchat, Sally Struthers, Lorraine Kapka, Jackie Myers, Jared Cutler

**Focus of Work:**

Implement CMT v2 (articulation and transfer) and review and update program review process with focus on university parallel

**Actions:**

- CMT v2 (articulation and transfer) is on hold until after semester conversion.
- Extensive work was done to develop tools and processes needed for redesign of quarter courses and programs to a semester model. Tools include course and program templates which are accessed through divisional shared drives and training materials and handouts from multiple workshops on curriculum redesign and assessment methods.
- Team members determined and facilitated all quarter to semester redesign submission and approval processes, working closely with department chairs and faculty and with the Provost's office.
- The annual update portion of the program review process was evaluated. Based on feedback obtained through a survey of department chairs, significant changes were made

to the annual update template. Programs utilized this new form for the first time in March 2011.

**Recommendations:**

- Explore concept of CMT v2 following implementation of semester version of CMT

**Resources Needed:**

None noted

**Action Item #6:** Create ongoing promotion of assessment and general education activities/responsibilities and foster integration with curriculum

Team leaders: Lori Zakel, Jared Cutler, and Teresa DeMonico

Team Members: Kathy Rowell, Kjirsten Goeller, Sarah Gross

**Focus of Work:**

Incorporate pertinent pieces within Center for Teaching and Learning (CTL) and New Chair Academy. Compile annual accomplishments into a report to present to Curriculum Committee's final meeting.

**Actions:**

Implemented section in the CTL newsletter for assessment and general education related topics.

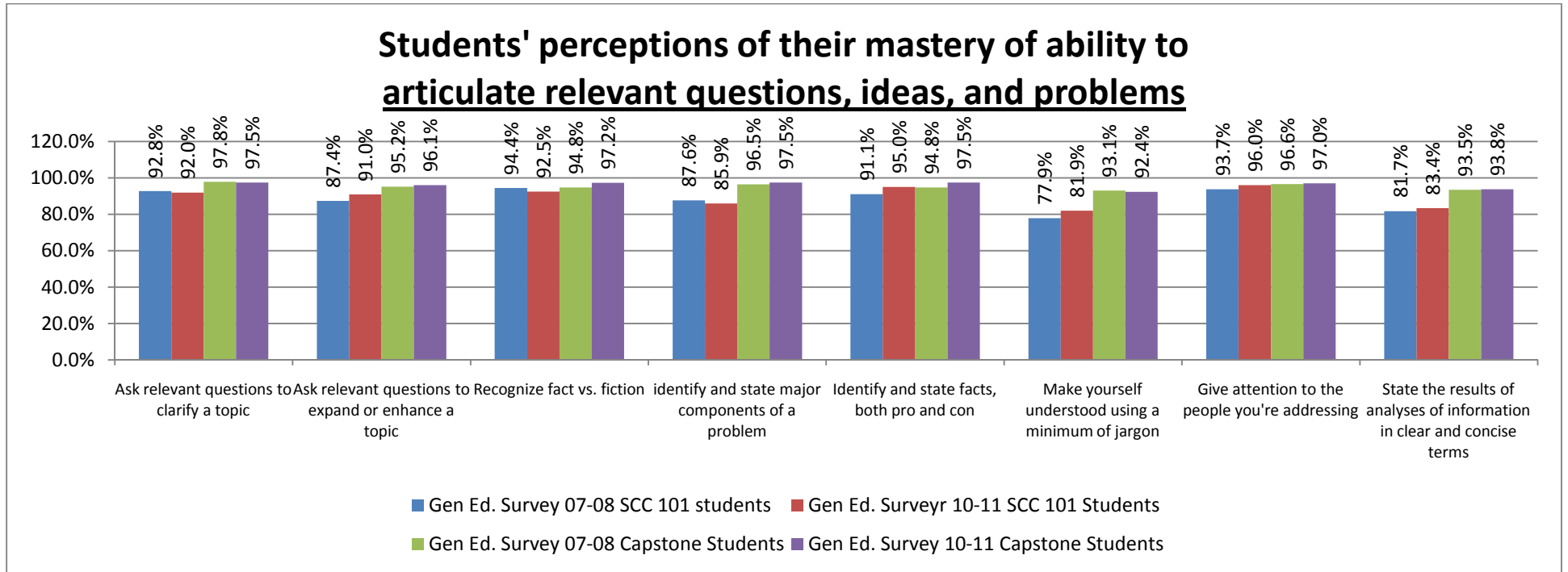
**Recommendations:**

Increase exposure of assessment and general education topics as semester conversion completes and semester format begins.

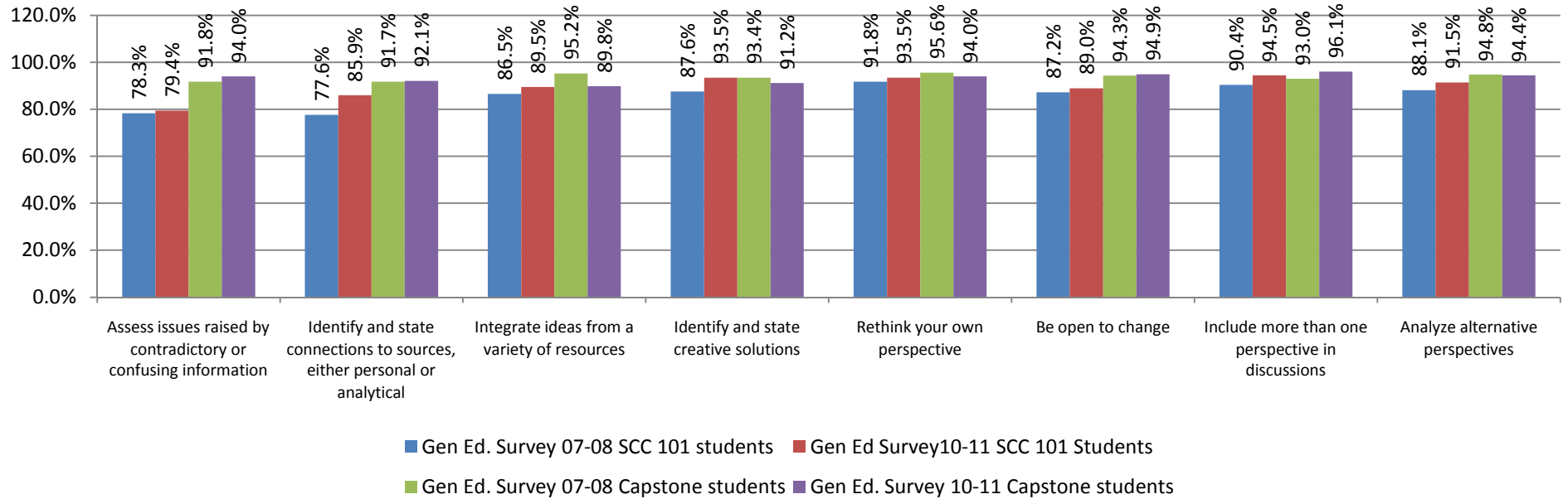
**Resources Needed:**

None noted

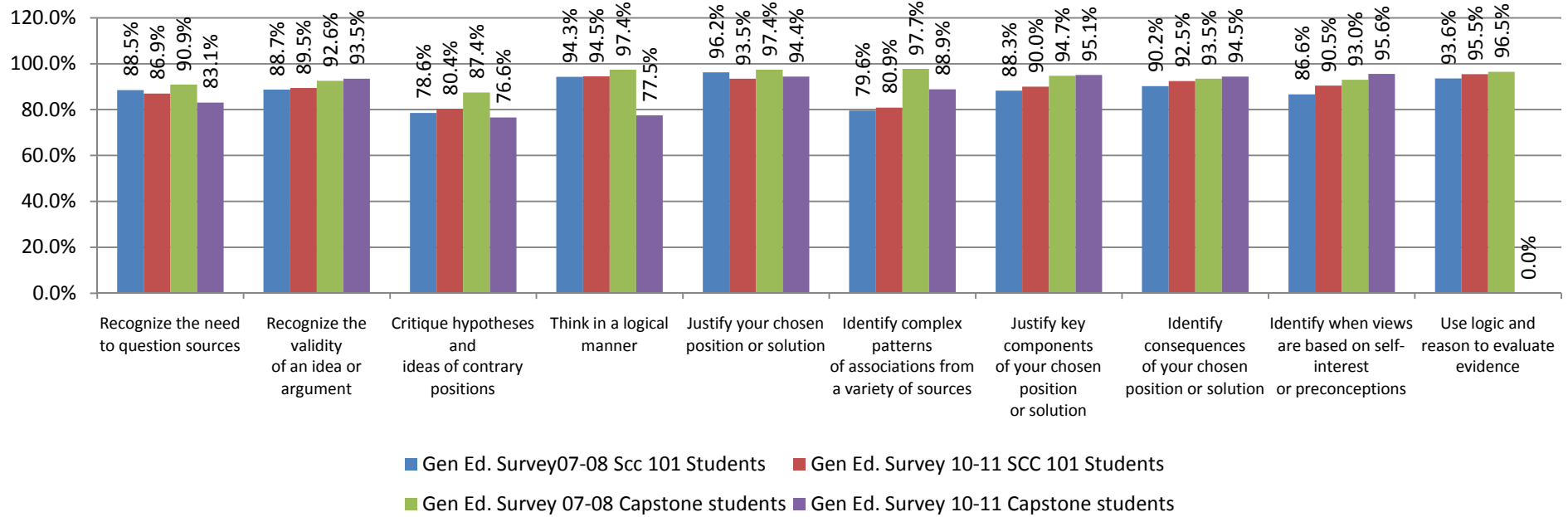
Appendix A – Synopsis of General Education Survey Responses



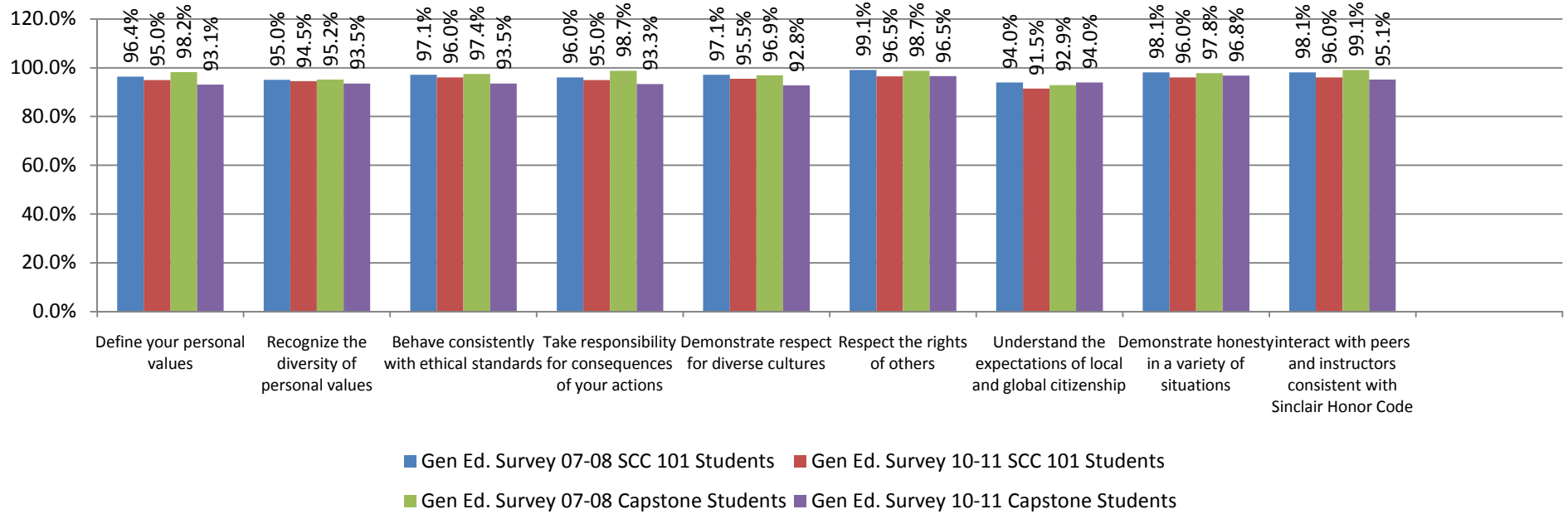
## **Students' perceptions of their mastery of ability to use appropriate problem-solving techniques**



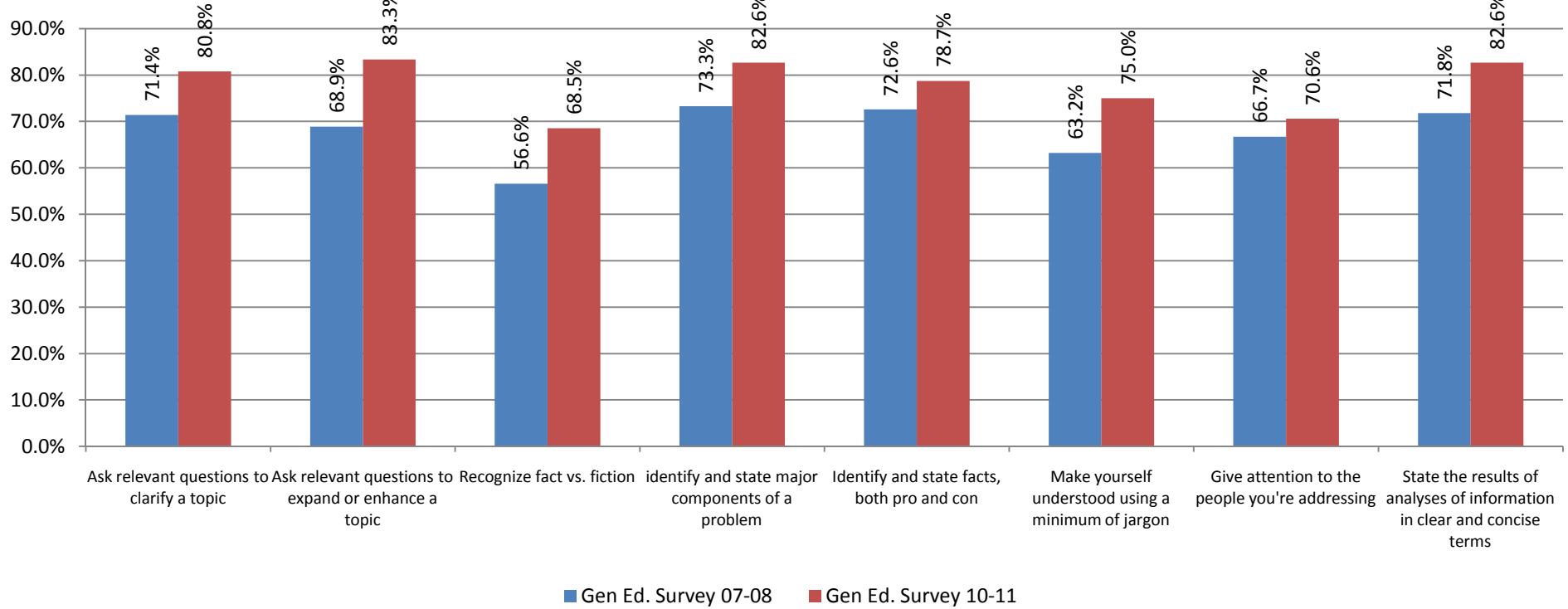
## **Students' perceptions of their mastery of ability *to analyze and evaluate information, ideas, and arguments***

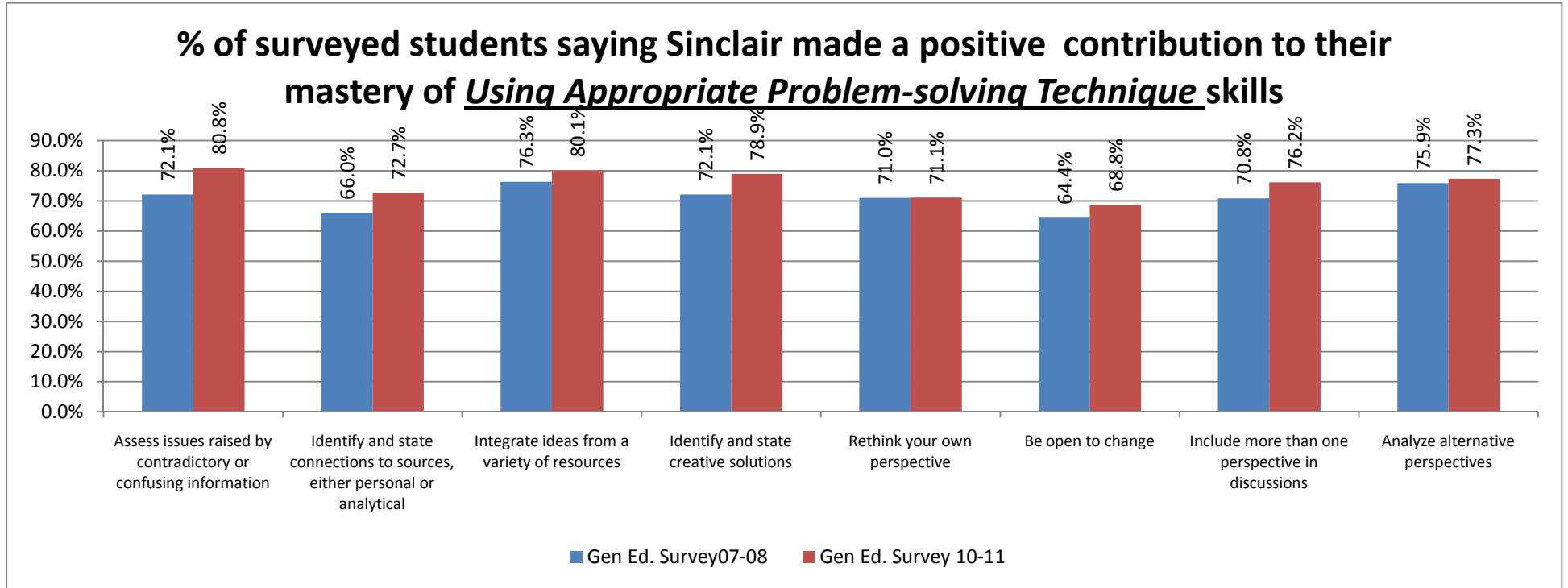


## Students' perceptions of their mastery of Values and Citizenship skills

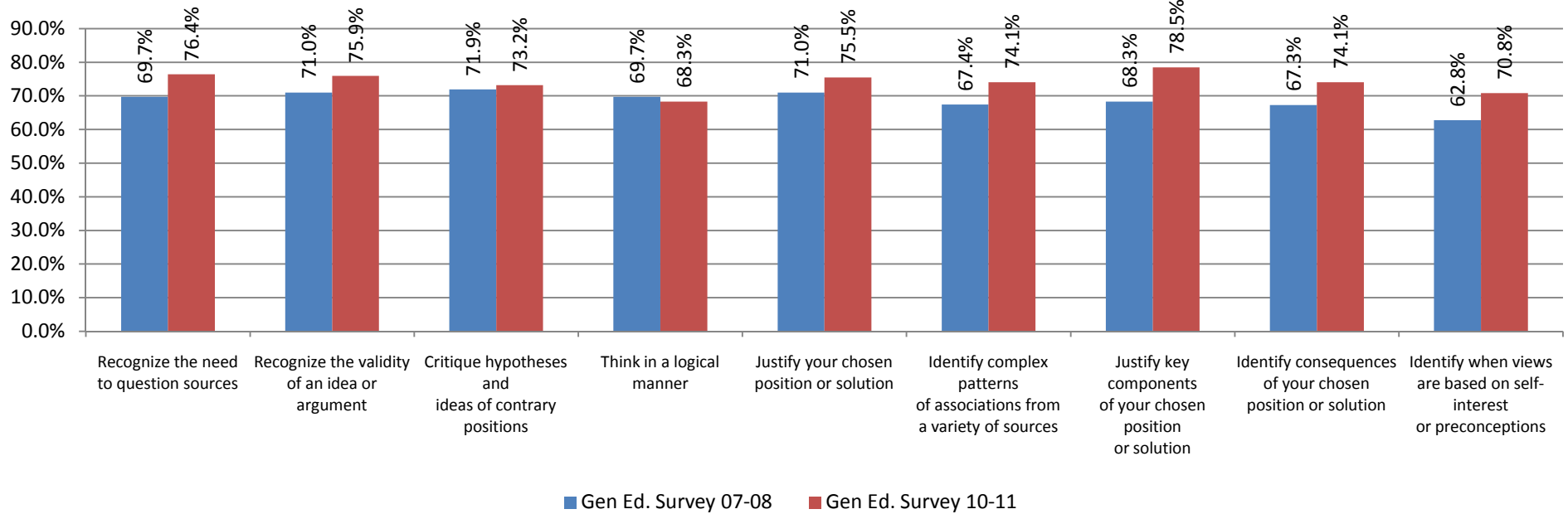


### % of surveyed students saying Sinclair made a positive contribution to their mastery of Critical Thinking Problem Solving skills





## % of surveyed students saying Sinclair made a positive contribution to their mastery of Information analysis and evaluation skills



### % of surveyed students saying Sinclair made a positive contribution to their mastery of Values and Citizenship skills

