**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0340 – Modern Languages, 0384 – Political Science, 0385 – History/Humanities/Philosophy

Year of Last Program Review: FY 2006-07

Year of Next Program Review: FY 2013-2014

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

Our department primarily provides general education-transfer module courses for students planning to transfer to four-year institutions or who are in technical and vocational programs. Each year a relatively small number of students receive the A.A. degree in Liberal Arts and Sciences with an area of emphasis in History, Political Science, Philosophy, or Modern Languages. There has been no significant trend up or down in this data for the past 5 years.

Beginning in 2012-13 these areas of emphasis will become programs in their own right, with more visibility in college publications and on the college website. This may increase the number of students seeking degrees in our department, and if so we look forward to working with them to achieve successful completion.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

The department’s high enrollment courses are basically the same ones used most frequently by other departments. They include HIS 101, 102, and 111; HUM 125 (especially popular with students in technical programs); PHI 205; PLS 101; REL 111; and SPA 101. In the past 5 years success rates in these courses have remained about the same, with the exception of SPA 101, which has trended down slightly. However, overall success rates for all courses in the department have remained relatively stable.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

For Fall 2012 the percentage of pay hours by full-time instructors is now below 40% in all three budget lines of the department. The drop in full-time political science hours of instruction reflects the elimination of one ACF position in this area in 2012. This is a matter of concern because it increases the amount of time that faculty coordinators must devote to working with adjuncts despite the fact that reassigned hours for coordinators in the department are very inadequate and have not been increased. The department is interested in seeking new full-time positions in the areas of philosophy/religion and modern languages, and at least maintaining current levels of full-time staffing in history and political science.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Maintaining high quality curriculum and course deliveries as we continue to provide a high volume of increasing enrollments and diverse courses. | In progress  Completed  No longer applicable | Semester conversion required updating and revising of course content and learning objectives for all courses in the department. Enrollment in several specific courses have seen notable increases in the past few years, including Spanish for Law Enforcement and African-American History. |
| Enhancement of our multiple (somewhat informal) assessment programs. | In progress  Completed  No longer applicable | Assessment programs now occur in courses in all of our major disciplines - philosophy, modern languages, political science, and history/humanities. Increasing use of e-books and technology supplied by publishers has been helpful in this area. |
| Enhanced development and management of our part-time instructors. | In progress  Completed  No longer applicable | Our annual workshop for adjunct faculty now focuses more directly on specific issues of teaching and learning at Sinclair, including teaching to the rhythm of semesters and best practices in the classroom. The department handbook for adjuncts is updated annually and the department is represented on the collegewide Adjunct Advisory Committee. |
| Proper accomplishment of the above three goals will all require additional release time to discipline specific faculty to properly develop and manage our major discipline areas. (see B. above, which documents recommendations from previous reviews, which are still pertinent today.) | In progress  Completed  No longer applicable | The department still believes that additional reassigned hours for discipline coordinators in modern languages, history/humanities, political science, and philosophy/religion would enhance the quality of our programs. The department chair voluntarily gives up a few of his reassigned hours to coordinators to recognize their contributions, but this is really a token amount and does not fairly reflect their efforts. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| While learning outcomes may be clearly stated in some areas and there is good evidence of enrollment growth, there is little direct evidence to support student accomplishment of learning outcomes or improvements made in programs and courses as a result of this evidence. The department needs a focused effort on assessment with attention to direct use of data for program and course improvements. | In progress  Completed  No longer applicable | Our department is unique in the Liberal Arts, Communication, and Social Sciences Division, and probably in Sinclair as a whole, in the number of distinctly different academic disciplines it contains. We have faculty and courses that in many colleges would be housed in four or more separate departments. Assessment and the use of data take a somewhat different shape depending on the particular discipline. Individual faculty are working on assessment methods appropriate to their courses and apply the results to improve outcomes for students. The department chair is currently working on a research project with RAR (Research, Analytics, and Reporting) to determine if having prerequisites or requiring students to take the courses in sequence would improve student success rates in the two-semester U.S. History survey (HIS 1101,1102). |
| Consider a course coordinator/tool set model for high enrollment courses to ensure common learning outcomes for students across sections. Structures and/or processes to support consistency are especially valuable in a department with such a variety of offerings. | In progress  Completed  No longer applicable | Course coordinators are assigned for the online versions of all departmental courses. Common course materials have been developed for use by all faculty (full-time and adjunct) teaching different sections of the same online course. Our full-time faculty who serve as discipline coordinators do the same thing on a more informal basis for adjuncts teaching in their academic disciplines. |
| The pre and post assessment tool for philosophy courses appears to offer promise for improving assessment. This tool should be tested, revised, implemented and shared with other programs in the department as one example of assessment to expand and improve learning outcomes. | In progress  Completed  No longer applicable | The philosophy pre and post assessment tools continues to tested, revised, and implemented. Results have been shared with the department and faculty in modern languages and political science have begun to implement similar instruments in their courses. |
| Develop and implement more extensive orientation, support and supervision for part time faculty. Examine best practices in other departments across the college for successfully including part-time faculty in the department. | In progress  Completed  No longer applicable | The department reviewed adjunct handbooks issued by other departments in the course of revising its own. We maintain good contact with the Adjunct Faculty support office and are represented on the collegewide Adjunct Advisory Committee. We strongly encourage our new adjuncts to take the collegewide Adjunct Certification Course,and also the Teaching Online course if they are interested in that. |
| Develop and implement a standardized departmental tool for student evaluation of all instruction in the department. The results of this tool will provide one important source of information for future assessment. | In progress  Completed  No longer applicable | The department did develop a standardized student evaluation form, which has since been replaced by the new collegewide Student Survey of Instruction initiative. |
| Consider developing a peer evaluation process which builds on the collegiality of the faculty and improves the teaching of instructors and the learning of students. | In progress  Completed  No longer applicable | Our discipline coordinators meet frequently with their colleagues to discuss teaching and learning issues. Many of our faculty actively participate in the varied programs of the Center for Teaching and Learning (CAFÉ, peer review, etc.) |
| Consider creative ways to address how to respond to increasing student demand and manage costs. Are there practices or offerings that can be changed or abandoned? | In progress  Completed  No longer applicable | We have changed some textbook adoptions to lower the cost to students. The hours of operation of the modern language lab have been changed, and reduced during the summer, to manage costs while still meeting student needs. Most faculty in the department post materials online, where possible, rather than give students printed copies. |
| Increase articulations with Wright State University, the University of Cincinnati, and other colleges in the area. | In progress  Completed  No longer applicable | The deparment's programs are now effectively coordinated with all other Ohio public colleges and universities through the Transfer Assurance Guide and Ohio Transfer Module programs. Students have no trouble transferring their credits to these universities as they pursue various degree programs. The department maintains close contact with its counterparts at Wright State University through annual meetings. |
| Work more closely with the divisional representative on the Curriculum Review Committee and learning liaison to ensure course offerings in the department are meeting student needs for certificate and degree programs in other departments. | In progress  Completed  No longer applicable | The deparment has worked closely with the divisional learning liaison throughout the entire semester conversion process. Now that this process is completed, we will explore the need for any additional course offerings to meet the needs of other certificate and degree programs at Sinclair. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Oral Communication | | All programs | **2011-2012** | Class presentations & oral response in language classes | Improvement of comprehension and fluency occurred after initial evaluation and review of material covered. |
| Written Communication | | All programs | **2011-2012** | Required essays on exams & assignments | Writing improved for most students after receiving feedback and doing revisions. |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | | MAT 1190, 1250 |  |  |  |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | | ART 2236,  PSY 2225,  GEO 1201,  SOC 2215,  HUM 1130,  GEO 1101,  PLS 2000, LIT 2170, LIT 2234, SOC 1145 | 2012-13 | Pre and post test |  |
| Demonstrate responsibility and accountability in accomplishing goals. | | SCC 1101 |  |  |  |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | | ENG 1101, 1201, BIS 1120, COM 2206, COM 2111 |  |  |  |
| Describe major historical themes and events in diverse times and places. | | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2012-13 | Pre and post test |  |
| Use historical evidence (primary and secondary sources) to construct arguments explaining historical events and trends. | | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2013-14 | Pre and post test |  |
| Achieve group goals in a variety of social contexts. | | SCC 1101 |  |  |  |
| Read, write and speak one language at the intermediate (2nd-year) level or two languages at the beginning level (1st-year level). | | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2012-13 | pre and post test |  |
| Demonstrate a knowledge of and appreciation for the cultures of the peoples and countries of the languages studied. | | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2013-14 | pre and post test |  |
| Describe major philosophical and religious concepts from different traditions. | | PHI 2204, 2205, 2206, 2207, REL 1111, 1112, 1135, 2204 | 2012-13 | pre and post test |  |
| Apply philosophical knowledge to analyze issues and problems in society. | | PHI 2204, 2205, 2206, 2207 | 2013-14 | pre and post test |  |
| Demonstrate knowledge of political structures, actors and processes in various local, national and international settings. | | PLS 1120, 1232, 2000, 2220 | 2012-13 | pre and post test |  |
| Apply knowledge of political structures, actors and processes to the understanding of contemporary political, social and economic issues. | | PLS 1120, 1232, 2000, 2220 | 2013-14 | pre and post test |  |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

More assignments that emphasize the ability to think critically and speak and write effectively.

1. How will you determine whether those changes had an impact?

Student success rates (grade of C or above)

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

To be determined after assessment of program outcomes has taken place.

1. How will you determine whether those changes had an impact?

Student success rates (grade of C or above)

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

An area that was identified as needing improvement was online instruction in Spanish. Student success rates for these courses remain approximately the same, so this improvement effort will continue.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

No

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0340 | Modern Languages | FORE.AA | . | 2 | 3 | 1 |
| 0384 | Political Science | PLSE.AA | 7 | 7 | 4 | 5 |
| 0385 | History/Humanities/Philosophy | HISE.AA | 6 | 5 | 6 | 9 |
| 0385 | History/Humanities/Philosophy | PHIE.AA | 3 | 2 | . | 1 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 340 | Modern Languages | CHN-100 | 92.3% | 71.4% | 85.7% | 77.8% | 75.0% |
| 340 | Modern Languages | CHN-105 | 100.0% | 100.0% | 100.0% | . | . |
| 340 | Modern Languages | CHN-297 | . | 100.0% | 100.0% | . | . |
| 340 | Modern Languages | FRE-100 | 73.7% | 64.3% | 65.2% | 37.5% | . |
| 340 | Modern Languages | FRE-101 | 67.9% | 68.0% | 75.9% | 63.8% | 73.3% |
| 340 | Modern Languages | FRE-102 | 82.5% | 76.9% | 70.0% | 81.3% | 93.3% |
| 340 | Modern Languages | FRE-103 | 92.1% | 89.3% | 75.9% | 79.4% | 80.0% |
| 340 | Modern Languages | FRE-201 | 88.2% | 83.3% | . | 87.5% | 90.9% |
| 340 | Modern Languages | FRE-202 | 88.2% | 85.7% | . | 75.0% | 100.0% |
| 340 | Modern Languages | FRE-203 | . | 80.0% | . | . | 100.0% |
| 340 | Modern Languages | GER-100 | 60.0% | 54.8% | 46.4% | 65.3% | 71.4% |
| 340 | Modern Languages | GER-101 | 72.5% | 56.8% | 64.7% | 63.9% | 71.4% |
| 340 | Modern Languages | GER-102 | 76.9% | 84.2% | 94.1% | 82.6% | 66.7% |
| 340 | Modern Languages | GER-103 | 78.6% | 100.0% | 88.9% | 94.1% | . |
| 340 | Modern Languages | GER-201 | 100.0% | 100.0% | 85.7% | . | . |
| 340 | Modern Languages | GER-202 | 100.0% | 100.0% | 100.0% | . | . |
| 340 | Modern Languages | GER-203 | 100.0% | 100.0% | 100.0% | . | . |
| 340 | Modern Languages | JPN-100 | 64.8% | 64.9% | 66.7% | 72.6% | 73.2% |
| 340 | Modern Languages | JPN-105 | 61.5% | 78.9% | 82.4% | 84.0% | 53.3% |
| 340 | Modern Languages | RUS-100 | 75.0% | . | 66.7% | 50.0% | 55.6% |
| 340 | Modern Languages | SPA-100 | 75.1% | 57.1% | 58.7% | 65.1% | 73.8% |
| 340 | Modern Languages | SPA-101 | 66.7% | 61.1% | 58.6% | 55.4% | 52.8% |
| 340 | Modern Languages | SPA-102 | 70.9% | 68.9% | 64.6% | 67.3% | 67.4% |
| 340 | Modern Languages | SPA-103 | 85.0% | 80.2% | 87.5% | 78.5% | 69.7% |
| 340 | Modern Languages | SPA-161 | 75.0% | 85.2% | 79.4% | 77.1% | 81.8% |
| 340 | Modern Languages | SPA-201 | 91.3% | 77.8% | 80.0% | 77.8% | 100.0% |
| 340 | Modern Languages | SPA-202 | 93.1% | 87.2% | 76.6% | 88.2% | 83.0% |
| 340 | Modern Languages | SPA-203 | 94.1% | 85.7% | 86.7% | 84.0% | 100.0% |
| 340 | Modern Languages | SPA-297 | 82.4% | 88.2% | 100.0% | 100.0% | . |
| 384 | Political Science | PLS-101 | 68.4% | 70.5% | 67.4% | 69.1% | 71.2% |
| 384 | Political Science | PLS-102 | 77.1% | 75.9% | 75.6% | 79.4% | 77.2% |
| 384 | Political Science | PLS-103 | 70.3% | 83.5% | 82.4% | 76.7% | 70.4% |
| 384 | Political Science | PLS-104 | 75.2% | 77.1% | 70.7% | 66.7% | 67.6% |
| 384 | Political Science | PLS-200 | 82.2% | 73.7% | 78.2% | 75.2% | 76.9% |
| 384 | Political Science | PLS-201 | 76.6% | 75.3% | 84.3% | 72.9% | 77.8% |
| 384 | Political Science | PLS-205 | 66.7% | 100.0% | . | 100.0% | . |
| 384 | Political Science | PLS-297 | 81.8% | . | . | . | . |
| 385 | History/Humanities/Philosophy | HIS-101 | 67.5% | 67.9% | 71.3% | 71.3% | 68.2% |
| 385 | History/Humanities/Philosophy | HIS-102 | 76.1% | 73.8% | 71.9% | 71.3% | 78.2% |
| 385 | History/Humanities/Philosophy | HIS-103 | 73.9% | 76.1% | 75.0% | 73.6% | 78.7% |
| 385 | History/Humanities/Philosophy | HIS-105 | 70.8% | 74.3% | 79.2% | 64.7% | 64.1% |
| 385 | History/Humanities/Philosophy | HIS-111 | 68.5% | 70.3% | 69.7% | 71.0% | 79.9% |
| 385 | History/Humanities/Philosophy | HIS-112 | 78.2% | 79.2% | 78.0% | 79.7% | 88.2% |
| 385 | History/Humanities/Philosophy | HIS-113 | 73.0% | 76.1% | 74.8% | 73.3% | 75.8% |
| 385 | History/Humanities/Philosophy | HIS-214 | 77.4% | 88.6% | 83.9% | 76.0% | 75.9% |
| 385 | History/Humanities/Philosophy | HIS-215 | 78.3% | 81.8% | 73.0% | 78.6% | 66.1% |
| 385 | History/Humanities/Philosophy | HIS-216 | 90.5% | 94.4% | 78.6% | 69.6% | . |
| 385 | History/Humanities/Philosophy | HIS-217 | 100.0% | 82.4% | 100.0% | 76.5% | 72.0% |
| 385 | History/Humanities/Philosophy | HIS-218 | 75.6% | 71.3% | 80.0% | 85.5% | 77.1% |
| 385 | History/Humanities/Philosophy | HIS-219 | 68.2% | 80.0% | 76.9% | 66.7% | 80.0% |
| 385 | History/Humanities/Philosophy | HIS-297 | 78.6% | 78.3% | 80.0% | 78.3% | 100.0% |
| 385 | History/Humanities/Philosophy | HUM-115 | 80.0% | 54.5% | . | . | . |
| 385 | History/Humanities/Philosophy | HUM-125 | 74.7% | 68.3% | 67.3% | 67.7% | 68.1% |
| 385 | History/Humanities/Philosophy | HUM-130 | 70.8% | 75.8% | 70.8% | 70.6% | 72.8% |
| 385 | History/Humanities/Philosophy | HUM-131 | 76.7% | 76.1% | 76.3% | 72.2% | 73.6% |
| 385 | History/Humanities/Philosophy | HUM-132 | 80.0% | 54.5% | . | . | . |
| 385 | History/Humanities/Philosophy | HUM-135 | 87.5% | 78.5% | 68.0% | 72.1% | 60.0% |
| 385 | History/Humanities/Philosophy | HUM-140 | 100.0% | 100.0% | 85.7% | 87.0% | 85.0% |
| 385 | History/Humanities/Philosophy | HUM-141 | 81.8% | 84.6% | 86.7% | 92.3% | 82.6% |
| 385 | History/Humanities/Philosophy | HUM-142 | . | . | . | . | 56.3% |
| 385 | History/Humanities/Philosophy | HUM-194 | . | 77.8% | . | . | . |
| 385 | History/Humanities/Philosophy | HUM-195 | 94.4% | 76.9% | . | 77.8% | . |
| 385 | History/Humanities/Philosophy | HUM-204 | 85.7% | 100.0% | 100.0% | 100.0% | 83.3% |
| 385 | History/Humanities/Philosophy | HUM-236 | 88.9% | . | 100.0% | . | 100.0% |
| 385 | History/Humanities/Philosophy | HUM-255 | 81.9% | 78.4% | 69.6% | 62.7% | 64.5% |
| 385 | History/Humanities/Philosophy | HUM-297 | 84.4% | 82.6% | 80.8% | 75.6% | 62.5% |
| 385 | History/Humanities/Philosophy | PHI-204 | 77.8% | 66.5% | 69.9% | 70.4% | 77.8% |
| 385 | History/Humanities/Philosophy | PHI-205 | 68.7% | 68.5% | 64.7% | 63.9% | 68.0% |
| 385 | History/Humanities/Philosophy | PHI-206 | 75.5% | 78.9% | 81.0% | 68.1% | 76.8% |
| 385 | History/Humanities/Philosophy | PHI-207 | 64.6% | 65.1% | 72.7% | 64.2% | 63.4% |
| 385 | History/Humanities/Philosophy | PHI-297 | . | 59.3% | 67.6% | . | . |
| 385 | History/Humanities/Philosophy | REL-111 | 82.5% | 79.0% | 73.0% | 70.8% | 72.6% |
| 385 | History/Humanities/Philosophy | REL-112 | 83.0% | 78.5% | 77.0% | 72.5% | 71.1% |
| 385 | History/Humanities/Philosophy | REL-135 | 71.7% | 100.0% | 90.0% | 88.0% | 71.4% |
| 385 | History/Humanities/Philosophy | REL-204 | 82.8% | 79.5% | 67.9% | 64.7% | 77.1% |
| 385 | History/Humanities/Philosophy | REL-297 | . | 66.7% | 66.7% | 83.3% | 100.0% |
|  |  |  |  |  |  |  |  |