**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **LCS - 0340-Modern Languages 0384-Political Science 0385-History, Humanities & Philosophy**

Year of Last Program Review: FY 2018-19

Year of Next Program Review: FY 2023-2024

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Continue to offer our courses in a variety of modalities and locations. We believe that there is a particular opportunity to develop more of our courses in hybrid format. | In progress 🞏 Completed XNo longer applicable 🞏  | This section is not relevant to our department since HGML had a formal five-year review in 2018. | Our department has continued to offer a wide range of courses in all modalities and locations. During the Covid-19 pandemic, we have worked hard and collaboratively to convert all courses to remote and online format. These include courses in the following disciplines: History, Humanities, Philosophy, Religion, Political Science, Spanish, French, Chinese, and Japanese. In addition, the following courses have developed Open Educational Resources (OER): PLS1120, CHN 1100, CHN 1105, SPL 1101, SPL 1102, and SPL 2201. It is worth noting that we will be offering the first flexpace course (SPA 1101) in fall 2020.  |
| Provide students more internship opportunities. | In progress X Completed 🞏No longer applicable 🞏  |  | PLS faculty worked proactively with the SCC Internship Coordinator regarding internship opportunities for Political Science students in the federal, state, local governments in Dayton area. In addition, they met with the LCS Dean to discuss the need for Political Science internships to be added to the employment opportunities marketing flyer.  |
| Develop an A.A. degree in International Studies. | In progress X Completed 🞏No longer applicable 🞏  |  | This is an ongoing endeavor. During Fall 2019, a couple of exploratory meetings were held with the chair and Political Science coordinator, and other faculty members. Many of our department courses have international dimensions and are ready to make contributions toward this particular goal. Meanwhile, the department chair and PLS faculty held meetings to discuss the possibility of creating a Public Administration Certificate program to provide practical paths for students to get jobs in local government. These efforts included a planning meeting with PLS faculty and local government officials in Montgomery County Administration Building on July 1, 2019. |
| Reactivate the PLS Wright State University Articulation Agreement (expired 2015). | In progress X Completed 🞏No longer applicable 🞏  |  | The department chair and PLS coordinator have been working with WSU to discuss the signing of the agreement. We are also working to explore the possibilities of creating articulation agreements with other institutions like Central State University and University of Cincinnati.Additionally, the department chair and Modern Language coordinator held a meeting on October 28, 2019 with WSU counterparts (Chairs of History, Modern Language, and Political Science) to discuss curriculum and articulation agreements.  |
| Is particular goal. Provide more experience-based activities and assessments in all our courses. | In progress X Completed 🞏No longer applicable 🞏 |  | Most of our HGML courses, particularly religion, philosophy, humanities, and modern languages, require an experience-based project from students as part of their required assignments. For example, Religion coordinator and professor, Amanda Hayden, was successful in using experience-based learning activities and assessment. She assigned students with analyzing first-hand travelogues, service learning, and field trips (including Dr. Gilbert’s Environmental Engineering Lab, the Dayton Art Institute (themes: Environmentalism, Philosophy, Native American Art Gallery, East Asian Gallery) and Sun Watch Archeological Indian Village every fall.)We have been proactively helping to link academic learning with career paths. Our HGML Language and World Excursion event during welcome week of fall semester (August 27) provided interactive activities and hand-on learning experience for students to sample different cultures and career paths.Additionally, the department chair and two modern language faculty members participated in the two and half hours Career Day at Miamisburg Middle School on October 25. In four hands-on sessions, they were able to help 95 8th graders see connections between learning a modern language (Spanish and Chinese) and their career possibilities. |
| Strengthen Chinese program in two areas: to create university-parallel Chinese to meet the growing needs of CCP and students in business and to strengthen the Conversational Chinese program to serve our local business community needs like Fuyao Glass, Inc. | In progress X Completed 🞏No longer applicable 🞏  |  | The department chair met with WSU Chinese language coordinator and SCC language faculty to work on university-parallel criteria for Chinese offerings.A new Chinese course, CHN 1101, was created. Other sequential courses, CHN 1102, CHN 2201, are under review and revision.Open Educational Resources were created for CHN 1100 and CHN 1105. The department chair communicated with Fuyao HR director and program coordinator, Mr. Tiehan Wang and Mr. Jamal Dawkins, about offering Chinese 1101 at Fuyao (with some business Chinese modules).  |
| Explore the possibility of offering online Survey of East Asian History at Springfield High School. | In progress X Completed 🞏No longer applicable 🞏  |  | A planning meeting was held in fall 2019. HIS 2217 online course development was on schedule during summer 2020 and to be completed by August 5.  |
| Continue to pursue grant opportunities to develop Japanese as a university-parallel course.  | In progress X Completed 🞏No longer applicable 🞏  |  | Our department has been proactive in seeking grant opportunities for the Japanese and East Asian studies programs. In July 2019, we collaborated with the SCC Grant Office to apply for the Midwest Institute for International and Intercultural Education grant. In late March 2020, we submitted a proposal for a UISFL grant to develop East Asian Studies program, including Japanese and Chinese university-parallel courses.The department received a mini-grant from the Japan Foundation to purchase teaching materials for Japanese courses in the coming year. |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| The department’s support of CCP is highly commendable, and the Review Team was impressed at the way the department was able to meet the increasing demand for CCP instruction with existing resources. The Review Team felt that an examination of department resources in relation to support of CCP may be appropriate. Would the department still be able to accommodate continuing increases in CCP enrollment, and at what point would additional resources need to be dedicated to meet this demand? Are there additional needs for reassigned time, full- or part-time positions, supply and travel funding, etc.? It may be that existing resources could accommodate continuing growth, but there may be some value in the exercise of analyzing - the current and projected status and whether there would be undue strain on resources should CCP enrollment continue to grow. | In progress X Completed 🞏No longer applicable 🞏 | This section is not relevant to our department since HGML had a formal five-year review in 2018. | The HGML department has continued to support and accommodate the growth of CCP. During the past year, we worked towards two goals—recruiting new CCP faculty and providing academic support and training. We created HGML department eLearning webpage to provide easy access for CCP faculty to receive academic updates from the chair and the CCP coordinator. The specific teaching discussions and course materials are particularly helpful. We also completed the CCP master shells for all CCP courses offerings in the department. Our department held a half-day Department Spring Conference for Teaching and Learning on April 18, where 56 faculty, including CCP members, participated in the Zoom conference with keynote and academic presentations, and breakout sessions for disciplines.One issue we need to address is the importance of informality in language course standards and delivery. Due to the fact that many of our language courses are sequential (for instance, 1102 through 2202), our department has a responsibility to ensure uniformity in educational standards between courses offered at the campuses and high schools to ease transferability to universities; as well as students’ success in the follow- up (sequential) course whether they take the next course at the high school or at the college campus.  |
|  department’s implementation of OERs in Spanish 2201 and 2202 is highly commendable, and the department mentioned the possibility of the development of additional OERs in some of its courses, Western Civilization courses, for example. While this entails considerable time and effort on the part of faculty, the dividends in terms of expenses saved to students can be life changing. The department is strongly encouraged to move forward with development of additional OERs, and take advantage of institutional supports in doing so. Close communication with the dean and the Provost’s Office would be of benefit in this regard, as would connecting with existing cross-departmental groups on campus that are exploring OER development. | In progress X Completed 🞏No longer applicable 🞏 |  | Much progress was made in the area of OER development. We have created OERs in the following courses: PLS 1120, SPA 1101, SPA 1102, CHN 1100, and CHN 1105.We are planning to develop OERs in some of the high enrollment classes like HIS 1101, HIS 1102, and all Philosophy courses. |
| While not discussed during the meeting with the Review Team, it was noted that program outcome assessment appeared to be an opportunity for improvement for the department. The department should develop an assessment plan for assessment of its program outcomes, in consultation with the Division Assessment Coordinator. The goal should be to have some program outcome assessment results reported in the next Annual Update, and data for all of the program outcomes in the next Program Review self-study in five years. | In progress X Completed 🞏No longer applicable 🞏 |  | We have worked collaboratively to improve teaching and learning assessment across our different disciplines. Our department full-day Fall Retreat on October 11, 2019 at the Dayton Woman’s Club focused on curriculum and assessment. In the areas of history, political science, religion, philosophy, humanities, and modern languages, we already have vast assessments in each of our courses, we need to formulate a plan to document and report them perhaps in a shared drive. We made progress by identifying the need for department and program standards for assessment, and the next step would be creating and implementing them.Our department created a network of collaboration and teamwork to assess teaching and learning and departmental work. For instance, the department chair, assistant chair, and Admin held weekly meetings on HGML Matters to assess and adjust our department work. The department monthly meetings were well planned and actively participated. The department chair met with discipline and course coordinators regularly making sure academic standards and teaching and learning needs are met. Our academic activities and teaching discussions are recorded in our department monthly meeting minutes and by-annual Interconnect Department Newsletters.  |
| The possibility of the department developing an Advisory Committee was discussed at length. The department should explore this possibility, keeping in mind the suggestion of developing an overall committee composed of several subcommittees devoted to the various subject areas in the department as a model that may be appropriate. | In progress X Completed 🞏No longer applicable 🞏 |  | The department worked on both department and program advisory committees. While they are still in the planning stage, progress was made. For instance, the Political Science faculty worked with state and local representatives to explore the possibility of creating a PLS Advisory Board. To enhance assessment and students success, the department invited Ms. Latonia Peak-Brown and Dr, Jared Cutler to be the initial members of the HGML Advisory Committee to be formally created. Tentatively accept our invitation; both Ms. Peak-Brown and Dr. Cutler have been helpful to our department. For instance, the department chair worked closely with Ms. Peak-Brown, holding monthly meetings on students advising and HGML updates. Dr. Jared came to the Department Retreat to give a presentation on assessment.  |
| The department will soon experience a transition in leadership. Given the exceptional leadership the department currently experiences, there will no doubt be a smooth transition, but what steps can be taken to facilitate this change? How is succession planning handled in the department, and what improvements could be made in this regard? What documentation is available to the new chairperson, and is there additional documentation that should be developed that would help orient the next chairperson? The department should take steps to help the next chairperson be as successful and effective as the current one. | In progress  Completed XNo longer applicable 🞏 | There has been a smooth transition. The relationship between the previous chair and the new chair is professionally healthy and has continued to solidify the department. Please see the HGML eLearn Website link <https://elearn.sinclair.edu/d2l/le/content/157789/Home> and attached documents for our collaborative and productive department work during 2019-2020. | The new chair worked hard and collaboratively with every member in the department. Together, we created a professional and conducive environment in the department. The following are some of the accomplishments:* Creating teams and collaborative teamwork. For example, we created two issues of HGML Newsletter and two 19th Amendment Exhibitions, Women’s History Month Celebration, History Symposium, HGML Day, Modern Language Excursion, and Constitution Day.
* In addition to maintaining monthly department meetings, we created Fall Department Retreat and Spring Conference on Teaching and Learning.
* We reached out to connect our faculty to local history sites and resources by visiting the Dayton Woman’s Club and Dayton Archive Collections at the Dayton Metro Library.
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**Section II: Assessment of General Education & Degree Program Outcomes**

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes ☐ No ☐ (**If no, please proceed to question # 2**).

If Yes:

☐ Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.
☐ Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

☐ Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

☐ Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes ☐ No ☐ (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Click here to enter text.

In which course(s) will these additional computer skills be assessed?

Click here to enter text.

Assessment Methods / Assignment(s) (Please be specific):

Click here to enter text.

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**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| 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. (HISE.S.AA, FORE.S.AA, PLSE.S.AA) |  |  |  |  |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. (HISE.S.AA, FORE.S.AA, PLSE.S.AA) |  |  |  |  |
| Demonstrate knowledge of political structures, actors and processes in various local, national and international settings. (PLSE.S.AA) |  |  |  |  |
| Demonstrate responsibility and accountability in accomplishing goals. (HISE.S.AA, FORE.S.AA, PLSE.S.AA) |  |  |  |  |
| Describe major historical themes and events in diverse times and places. (HISE.S.AA) |  |  |  |  |
| Read, write and speak one language at the intermediate (2nd-year) level or two languages at the beginning level (1st-year level). (FORE.S.AA) |  |  |  |  |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. (HISE.S.AA, FORE.S.AA, PLSE.S.AA) |  |  |  |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  |  |
| **How will you determine whether those changes had an impact?**  |  |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.