**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **LCS - 0387 - Sociology / 0383 - Geography**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**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. 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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop and implement a plan to transition from course to program assessment in each of the discipline areas. | In progress X  Completed  No longer applicable | Each of the three program areas, Sociology, Geography, Social Work have made significant progress in developing a plan for program assessments. See Program Curriculum Mapping-Appendix 1 |
| Establish an *e Syllabus* for each of the core courses in the three discipline areas as a means of insuring consistency & quality of instruction. | In progress X  Completed  No longer applicable | Jennifer McDermott in Social Work has piloted the e-Syllabus. There were several challenges with it. We met with Jared Cutler and Archna Jindal to discuss the issues. Jennifer will facilitate a departmental training on implementing the e-Syllabus in e-learn this spring, 2016. |
| Implement an annual adjunct faculty departmental development workshop. | In progress X  Completed  No longer applicable | Sociology/Social Work/Geography will conduct and adjunct workshop/training session in summer 2016. The goal of the workshop will be to bring faculty onboard with 2016/17 curriculum, and program assessment changes. |
| Expand success strategies such as the Flipped Classroom model in Sociology and team based learning in Geography to other courses in the curriculum. | In progress X  Completed  No longer applicable | Sociology: Sociology 1101 is in the 2nd year of piloting the flipped course design and the first year of piloting OER resources to support the flipped course design. The goal is to assess the effectiveness of the models at the end of spring, 2016. If successful we plan to expand the Flipped and/or OER models to all main campus course sections Sociology 1101 in fall 2016 and to satellite campuses in the spring of 2017.  Geography: Team base learning is currently being implemented in all GIS (Geographic Information Systems) related courses. Team based learning will be expanded to all in class sections of Human Geography in the fall 2016.  Social Work will flip SWK 1213. |
| Develop hybrid courses in Geographic Information Systems and Social Work. | In progress X  Completed  No longer applicable | Geographic Information Systems (GIS) ran the second hybrid course section in spring of 2016. The plan is to continue it.  Social Work 1213 will pilot a hybrid section in fall 2016 |
| Develop a plan to align CASI with the changes in learning strategies in each of each discipline area. | In progress X  Completed  No longer applicable | As part of the program assessment development plan in each of the three disciplines, we will conduct a complete review of the activities and resources in CASI to make sure that they support and align with the goals of our curriculum. |
| Create aSocial Work Advisory Board to assure the program is in touch with the needs of the job market in the region and to assist with practicum placements. | In progress  Completed X  No longer applicable | The first Social Work Advisory Board Meeting was held in October 2015, the second one is scheduled for April 2016.  At the spring meeting Deb Downing requested an opportunity to come and talk to our students about the many different job openings that the Ohio Dept. of Job & Family Services offers. She also offered to bring someone from their HR department to discuss the application process with students. Michele Cason of Miami Valley Child Development Center said that they offer many Sinclair SWK students jobs after they have completed their practicums. |
| Market the value of all three programs internally & externally. | In progress X  Completed  No longer applicable | The department finalized the web page and the marketing template in fall 2015.  Jacquie Housel frequently attends Tech Prep Student Fair to market GIS. The department will participate in the LAS Student Showcase Event 4/18. A member of the department presented Careers in Sociology at a high school in Greene County. The department will co-host a Sinclair Talks on Economic Inequality on 4/12. The department will continue to make every effort to support Sinclair sponsored Career Events and seek other opportunities to promote our programs an increase enrollment. |

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** | **Progress or Rationale for No Longer Applicable** |
| The department is strongly encouraged to expand its work with the “flipped classroom” model. The department has gathered compelling data demonstrating that this approach increases student success rates considerably, and the Review Team recommends that all SOC 1101 sections adopt this approach and continuously monitor the impact on course success rates. Since standardized activities are being developed as part of the “flipped classroom” effort, this presents an excellent opportunity for the collection of standardized data across all sections of SOC 1101 – the department should design these activities with the goal of collection and analysis of assessment data across different sections of the course. | In progress X  Completed  No longer applicable | As previously mentioned the department is expanding the flipped course design to all on campus in class sections of Sociology 1101 in fall 2016 and to off campus sites in spring 2017. We are currently piloting the flipped design in Sociology 1145 and will expand it in fall of 2016. We continue to refine our course and program assessment strategies. |
| Similarly, the Review Team strongly encourages the department to continue development of Open Educational Resources, and document in its Annual Update submissions the savings to student that are achieved. This is important work, and should be a priority in the department’s improvement efforts. | In progress X  Completed  No longer applicable | This spring is the second semester of piloting OER resources in Sociology 1101 flipped sections. We are also piloting OER resources in GEO 1107, Introduction to GIS hybrid sections. At the end of spring semester we will assess the effectiveness of the OER resources in supporting students in achieving learning outcomes for the course. |
| The Review Team was strongly impressed with the pre-post assessment approach, and with the department’s plans to expand this approach in the modules of its “flipped classroom” work. The department is encouraged to continue in this direction. | In progress X  Completed  No longer applicable | The department plans to continue to the pre-post outcome assessment of the flipped course design. |
| This department is doing so many impressive things – these should be shared with other departments so that they can following this department’s example. Presentations through the CTL and at Fall Professional Development Day should be used to spread the word about the good work that is being done. | In progress X  Completed  No longer applicable | The department will seek opportunities with the CTL to share our innovations with the rest of the college. Dona Fletcher & Sean Frost assisted in developing and facilitation of Diversity Inclusion Track for the CTL in the summer, fall and spring of 2015 & 2016. |
| The expansion of the “flipped classroom”, the introduction of the OER materials, and other initiatives that the department has underway will require continued monitoring of data. The department may want to consider inviting a representative from Research, Analytics, and Reporting (RAR) to come demonstrate some of the new SAS Visual Analytics reports that allow more rapid access to data. The Performance Based Funding tool in particular would be of value to the department in monitoring the impact of its initiatives on course success rates. | In progress X  Completed  No longer applicable | Immediately following the program review in spring of 2015, Chad Adkinson was invited to a department meeting to explain Performance Based Funding. We will invite him back in the fall, 2016. |
| The emphasis on completion, along with the current budget challenges that Sinclair faces, combine to create an urgent need for all departments to carefully examine their curriculum and reduce course offerings where appropriate. Many departments have courses that may be in some measure beneficial for students, but are ultimately superfluous to students’ ability to complete their programs, and in some cases may involve content that they will encounter subsequent to transferring to four year institutions. In some cases a lack of transferability may render the course less useful in the long run for student completion. It may be that superfluous courses are spreading our students across too many sections and negatively impacting average class size and instructional costs. The department is asked to prepare an analysis in the next year of all of the courses it offers, and rank them in terms of most essential to least essential in terms of importance to helping students complete - and particularly in terms of transferability. Special attention should be given to electives in this analysis, determining which would be the most beneficial to the most students and which might be deactivated with minimal impact. | In progress X  Completed  No longer applicable | As part of the process of creating a plan for program assessment in each of the three discipline areas we are reviewing our curriculum and seeking opportunities to become more efficient in our course offerings. |
| The challenges associated with encouraging students to complete programs prior to transfer were noted during the meeting with the Review Team – the department is encouraged to consider ways to increase the number of students who complete prior to transfer. It may be that restructuring the sequence of courses in the curriculum and judicious use of prerequisites may have some impact in this regard. Discussions with four-year institutions should be part of this effort. Analysis of students who came close to completing, examination of courses they completed and those they didn’t, and perhaps surveys of students who transferred before completing may yield suggestions of how completion could be increased. Also, reverse transfer may increase the number of completers for the department, although it is acknowledged that there are challenges to encouraging students to transfer credits back to Sinclair after moving on to a four-year institution. | In progress X  Completed  No longer applicable | In fall of 2015 we worked with RAR to obtain a list of Sociology/ Social Work majors. We used the list to establish a SGS e-Learn Student Community. Through the community we communicate information on graduation and transfer. We consistently encourage completion in each of the program areas. (Geography was not a program until spring 2016).    Peter Bolmida is currently working with the advisors and chair of the department of Social Work at Wright State University to promote reverse transfer in the area of Social Work. |
| The challenges of tracking students who leave the program and transfer to four-year institutions were noted – the department is encouraged to work with RAR to obtain National Student Clearinghouse Data to get better information regarding transfer outcomes for its students. | In progress  Completed  No longer applicable | Starting spring of 2016 the department will capture the names of Geography, Sociology and Social Work students who graduate from Sinclair. We will then work with RAR to track their transfer outcomes through the National Clearing House.  The chair of Social Work Department at WSU has agreed to assist us in tracking Sinclair students that enter the SWK program.  Geography just became a program in spring of 2016. We will begin to track the Geography graduates in the spring of 2017. |
| The Review Team was very impressed by the “flipped classroom” data that was shared during the meeting with the department in tabular form – and would have liked to have seen more data shared in a similar format in the self-study. The department is encouraged to share more data in a similar manner in future Annual Update and Program Review submissions, utilizing tables and graphs with clear labels and accompanying contextual information. | In progress X  Completed  No longer applicable | With Angel the department was able to easily collect assessment data for the flipped pilot. With the transition to e-Learn we lost the ability to capture assessment data in fall 2016 or spring 2017. The department was forced to use pre and post paper tests and scantrons. The results did not generate the type of data necessary to recreate the tables and graphs we used for the program review. In fall of 2016 we will have access to the assessment tools in e-Learn and will again be able to generate the information as requested. |
| The department has a well-written mission statement, but the Review Team felt that perhaps it should be expanded to include more distinct mission and vision statements for each of the three components of the department. The Review Team suggests one overall mission statement for the department that highlights the connections and commonalities between the three component areas, but embedded within it a distinct section with a specific mission statement for each. | In progress X  Completed  No longer applicable | The department has begun work on a shared mission statement that includes a more distinct mission and vision statement for each of the three discipline areas. We hope to finalize it in a Departmental Assessment Retreat, summer 2016. |

**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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: Sociology 1101, Introduction to Sociology, Sociology 1145, Cultural Anthropology, Sociology 1219, Global Poverty, Sociology 2215 Race & Ethnicity, Geography 1101, Human Geography, Geography 1201 World Regional Geography and Social Work 2207, Cultural Competence in a Diverse World. The department is currently piloting the General Education Rubric for Cultural Diversity & Global Citizenship in Sociology 1219, 1145, 2215, Geography 1101 & Social Work 2207.**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

**SOCIOLOGY**

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| **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) |
| **1)** Demonstrate the ability to apply the sociological perspective is defined as a) concern with the totality of social life, b) emphasis on the context (setting) in which behavior takes place c) recognition that meaning is a social product, arbitrarily agreed upon d) focus on the group and social interaction. | General Sociology/Introduction to Sociology  (SOC 1101) | 2009-2013 | Pre & Post quantitative test  With semester conversion the department continued to assess Introduction to Sociology (Soc. 1101) as the foundational course in our curriculum. | 2009-2010- SOC 111, 112 in the area of the sociological perspectives student increased their learning by 11%.  2010-2011- SOC 111 & SOC 112 in area of the sociological perspective students increased their learning by 15%.  2011-2012- SOC 111, 112 in the area of the sociological perspectives student increased their learning by 10%.  2012-2013- SOC 1101 in area of the sociological perspective students increased their learning by 14%.  2013-2014- SOC 1101 in the area of the sociological perspectives students increased their learning by 13%.  Fall 2014- SOC 1101in the area of the sociological perspectives student increased their learning by 10%. The pretest n= 810 Posttest n= 549  **Spring 2015- SOC 1101 in area of the sociological perspective students increased their learning by 18%. The pretest n=764 and the posttest n=509.** |
| **2)** Understand scientific research methods used to study society. Interpret statistical tables, graphs, charts as they apply to an understanding of the human behavior and social life.  . | General Sociology/  Introduction to Sociology  (SOC 1101) | 2009-13 | Pre & Post quantitative test  This category was operationalized to include sociological theory, paradigms, integrating data analysis IDA and the scientific method | 2009-2010- Theory rate of growth was 11%. IDA demonstrated a 4% increase.  2010-2011- Theory rate of growth was 14% increase, IDA 4% increase.  2011-2012- Theory rate of growth was 12% increase, IDA 3% increase.  2012-2013- Theory rate of growth was 8% increase, IDA 7% increase.  2013-2014- Theory rate of growth was 3% increase, IDA 6% increase.  Fall 2014- Theory rate of growth was 6%. IDA demonstrated an 8% increase.  **Spring 2015- Theory rate of growth was 11% increase, IDA 13% increase.** |
| **3)** Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation, and making productive contributions to group written & oral assignments. Students must also demonstrate a respect for diverse view points within the group. |  | 2009-2013 |  | 2009-2013- All students in General Sociology/Introduction to Sociology were required to complete a pre and post writing assignment on the sociological perspective and engage in an oral presentation.  All faculty reported the writing rubric provided guideline and structure for students, and the quality of student work dramatically improved for the post writing assignment. Periodically pre and post writing samples are pulled from a variety of General Sociology sections and evaluated by full time faculty. This was last done in 2013. Faculty also reported that the use of the speech rubric greatly enhanced the quality of the oral presentations because it provided a structure for the preparation and execution of the speech.  2014- No writing assessment was completed. However faculty continued to utilize the departmental writing and speech rubric.  **Spring 2015- No writing assessment was completed. However faculty continued to utilize the departmental writing and speech rubric.** |
| **4)** Examine diversity in society and the impact of social stratification hierarchies (the inequalities) of gender, race/ethnicity, and age. | Introduction to Sociology  (SOC 1101)  Cultural Anthropology  (SOC 1145) | 2012-2013 | Pre & Post quantitative test | 2012-2013-In the area of stratification and social structure student performance increased by 7%.  2013-2014- The areas of stratification and social structure student performance increased to 12%.  2014 Spring- Cultural Anthropology An anthropology core concept exam and a self - assessment cultural competence instrument was piloted. There was difficulty in retrieving the data from ANGEL. It is estimated that the percent of increase was between 16 and 32%. The test was revised and offered in Fall 2014.  Cultural Anthropology  Spring & Fall Content Analysis  Spring 2015 54% increase  Fall 2015 43% increase  Results from Cultural Assessment Self-Test- are still in progress. We are working with RAR to interpret the likert scale results using scantrons. |
| **5)** Demonstrate social responsibility and an ethic of service: attitudes and understandings needed to live in a society as responsible citizens and to contribute to building a caring and just society. |  |  |  | Service learning opportunities are consistently offered in several courses: SOC 1101, SOC 1145, and SOC. 2205. The Sociology Club offers community service options. This outcome has not been formally assessed. |
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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | At the start of this review period the department was classified as an Area of Emphasis. Areas of Emphasis were charged with assessing the core courses in their curriculum. This review reflects the assessment strategies and data as it relates to the core courses in the program. The department has initiated the process of developing and implementing program assessment.  **Changes for 2015-16: The department is developing a plan for Program Assessment which will be implemented in the Fall, 2016. The department is currently piloting the General Education Rubric for Cultural Diversity & Global Citizenship in: Soc. 1145, Cultural Anthropology, Soc. 1219, Global Poverty & Soc. 2215, and Race & Ethnicity.** | | | |
| **How will you determine whether those changes had an impact?** | The department will implement formative and summative assessment strategies that provide feedback regarding the achievement of program outcomes in Sociology. The department will utilize this data to make changes to the curriculum as appropriate. | | | |

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**.

**SOCIAL WORK**

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| **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) |
| 1**)** Using research, engage in policy practice to advance social responsibility and ethic of service. | SWK 1213 | 2015-2019 | Lobby Day (SWK 1213)  **Note: Lobby Day on its own will no longer be used to assess this outcome as it is offered only in the spring semester.**  **Beginning Fall 2016, students will complete an Advocacy Project which will be used for assessment of this outcome.** | “Lobby Day” is an event to teach students about advocacy and will be a new addition to the SWK curriculum beginning in 2015. No formal assessment has been completed.  There plans to create a grading rubric for the Advocacy Project. |
| 2)Engage cultural diversity locally and globally and difference in practice. | SWK 2207 | 2014-2019 | Cultural Competency Assessment - Pre and Post Test (SWK 2207) | Spring 2014 data gathered - It was found that students taking the pre-test scored an average of 79.68 in points which equates to a Level 2 finding of “Not very likely” according to Dr. Lum, Director, Center for Applied and Community Research Coordinator, Sociology Program, Indiana University Kokomo. Average score in points on the post-test was 112.09 which represents an average increase of 32.23 points and 1 level. This meets and exceeds the goal set by department. According to Dr. Lum, students should find themselves at Level 3 or Level 4 after having taken the post-test. 44 out of 53 students accomplished moving into a Level 3 or Level 4. Of the students who remained at Level 1 or Level 2, two remained in the same level (Level 1), and 7 moved into a Level 2 from a Level 1, still showing an increase. The largest percentage increase in knowledge per category is with Knowledge Acquisition at 38.79 %. The smallest percentage increase in knowledge per  category is with Cultural Awareness at 15.43%.  **Fall 2014 - 53 Students**  Pre-Test Avg. Score - 80  Pre-Test Avg. Level - 2  Post-Test Avg. Score - 112  Post-Test Avg. Level – 3  Avg. Increase in Points - 32  **Spring 2015 – 21 Students**  Pre-Test Avg. Score - 96  Pre-Test Avg. Level - 2  Post-Test Avg. Score - 126  Post-Test Avg. Level – 3  Avg. Increase in Points - 30  **Fall 2015 – 28 Students**  Pre-Test Avg. Score - 93  Pre-Test Avg. Level - 2  Post-Test Avg. Score - 121  Post-Test Avg. Level – 3  Avg. Increase in Points - 28  NOTE: All data, including results per focus area and further analysis can be produced if needed. |
| 3) Communicate effectively with groups and individuals in a variety of ways through writing skills, oral communication, listening, and information literacy. | SWK 1213 | 2015-2019 | Practicum Experience  NOTE: 2/2016 - Beginning Fall 2016, students will complete an Advocacy Project which will be used for assessment of this outcome. | Students have completed practicums as part of SWK 1213, however no formal assessment has been completed.  NOTE: Students have completed practicums as part of SWK 1213, however the only form of assessment has been their evaluations which will be used to assess a separate outcome beginning in Fall, 2016. |
| 4) Demonstrate the ability to critically think and solve problems using engagement, assessment intervention, and evaluation strategies. | SWK 1206 | 2014 | **Pre-Test/Post-Test**  **(SWK 1206)**  **NOTE: 2/2016 -  Beginning Fall 2016, students will be assessed in both 1206 and 1213 for this outcome by two methods - Suicide Awareness and Prevention Project (1206), and Social Policy Analysis (1213), both incorporating all aspects of this revised outcome** | Spring 2014 Data gathered - Students scored lowest in the Theory category both on their pre-test and post-test, however the improvement was more substantial than two out of the other four categories. Students improved by at least an average of .59 points, which was the increase in knowledge of Function and Roles. The average increase in total score was 5.67%. |
| 5) Demonstrate professional ethics, attitudes, and behaviors when interacting with clients in practicum settings. | SWK 1213 |  | **Practicum Evaluation**  **(SWK 1213)**  **NOTE: This tool was revised for Fall 2015.** | **Fall 2015 – 89% Pass Rate**  28 Students Total  25 Students Passed  3 Students Failed |
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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Data has been gathered for SWK 1206, therefore changes are proposed: It is reasonable to suggest a goal for students would be to increase by 7 points between pre-test and post-test. It would also seem reasonable to suggest that students should increase their knowledge in each category by at least one point. In this case, the Department is struggling in their explanation of Function and Roles within the profession. To address this concern, instructors will spend an increased time in class providing case examples for students to discuss in groups where they decide upon the roles and functions of the social worker. The case examples will be discussed in class.  Data has been gathered for SWK 1213, therefore changes are proposed: Though the Social Work Department appears to have exceeded expectations in terms of students increasing knowledge, expectations could be higher. A new goal is proposed to see students increase by at least 33 points in total score. This denotes the largest gap in Levels according to Dr. Lum. It is also recommended as stated above that instructors spend time during the beginning of the term helping students understand their own cultural awareness, perhaps using small group discussion.  **Changes for Spring 2016 & Fall 2016**  **The following new Social Work Program outcomes have been introduced:**   1. **Engage in policy practice to advance social responsibility and ethic of service.** 2. **Demonstrate knowledge of cultural diversity locally and globally and difference in practice.** 3. **Communicate effectively with groups and individuals in a variety of ways through writing skills, oral communication, listening, and information literacy.** 4. **Demonstrate the ability to critically think and solve problems using guided discussion, research, and class participation.** 5. **Demonstrate professional ethics, attitudes and behaviors when interacting with clients in practicum settings.** 6. **Demonstrate knowledge of the Social Work profession including history, functions and roles, and ethics.**   **A plan has been created for assessment of each of the above outcomes and is attached.**  **Additionally:**  **Social Work 2207 is piloting the Cultural Diversity/Global Citizenship General Education Rubric, spring 2016.** | | | |
| **How will you determine whether those changes had an impact?** | The department will implement formative and summative assessment strategies that provide feedback regarding the achievement of program outcomes in Social Work. The department will utilize this data to make changes to the curriculum as appropriate. | | | |

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**.

**GEOGRAPHY**

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| **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) |
| 1) Demonstrate knowledge and skills related to geospatial technologies, including: coordinate systems, projections, scale, temporal and spatial relationships, data models, data types, and map reading | GEO 1101  GEO 1102 | Fall 2012 – Spring 2014 | Multiple Choice pre and post assessment | GEO 1101- 2012-2013, a multiple choice pre and post assessment test was piloted. In Fall 2013, we modified the assessment based on a remapping of the assessment to course outcomes. The cumulative results for percent correct by semester:  F2012 pre 40% and post 57%  S2013 pre 38% and post 49%  F2013 pre 49% and post 80%  S2014 pre 54% and post 72%  **S2015 pre 56% and post 77%**  The assessment has helped us to focus on specific geographical knowledge and skills that students should demonstrate after completing the course.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  GEO 1102 – S2014 & F2014  Similar to GEO 1101 a multiple choice test covering all outcomes was piloted in the spring and fall of 2014. The results were:  S 14 15.67% increase  F 14 30.0% increase  Indications from the pilot are that better coordination between all sections is needed and the test should be revised to focus on specific learning outcomes.  **S15 48.74 % increase**  **F15 43.01% increase** |
| 2) Demonstrate responsibility and accountability in accomplishing individual and group goals in a variety of social contexts. |  |  |  |
| 3) Demonstrate the ability to think logically and problem solve using analysis, synthesis, and evaluation through the study of the science of place and space | GEO 1101 | Fall 2012 – Spring 2014 | Multiple Choice pre and post assessment  **NOTE: In June 2015, we shifted from Angel to e-Learn which caused a bit of a problem. Results from Angel in F2014 courses were not received in the proper format for a t-test evaluation.** |
| 4) Demonstrate the ability to present geographic concepts, approaches, methodologies, and applications in oral, written, cartographic, and other visual forms. | GEO 1102 | Fall 2012 – Spring 2014 | Multiple Choice pre and post assessment |
| 5) Demonstrate the ability to identify, characterize, and explain spatial patterns and structures, the interaction between environment and society, and recognize the increasing interdependence of world cultures, environments, and their consequences. | GEO 1102 | Spring 15 –Fall 15 |  |
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| Are changes planned as a result of the assessment of program outcomes? If so, what are those changes? | 1. Current results offer a picture of how we are doing overall. The next step is to report assessments by learning outcome. For the 2014-2015 school year, the Geography Department is focusing on student improvement in learning on “How to analyze the spatial organization of people and place on the earth's surface." This focus requires that instructors make sure to focus on concepts, such as site/situation, space-time compression, primate city rule, central place theory. 2. The geography department is in the process of piloting a change to reporting results. The change will use t-statistics to report pre and post test results. 3. In fall 2014, we are piloting a survey that measures ‘cultural awareness’ in two sections. This is a tested survey being used in the introduction to Anthropology classes. 4. We are also considering how to incorporate assessments in GEO1107 Introduction to GIS course.   **Changes for 2015-2016**   1. **Current results offer a picture of how we are doing overall. The next step is to report assessments by learning outcome. For the 2015-2016 school year, the Geography Department is focusing on student improvement in learning on “How to analyze the spatial organization of people and place on the earth's surface." This focus requires that instructors make sure to focus on concepts, such as site/situation, space-time compression, primate city rule, central place theory.** 2. **Following a pilot, the geography department is using t-statistics to report pre and post test results for GEO1101 Human Geography. In physical geography (GEO1102) smaller enrollments and variations in numbers between pre and post testing makes the reporting of t-statistic problematic. We are in the process of considering other ways to evaluate results.** 3. **Geography is participating in the department-wide survey that measures ‘cultural awareness’ in two sections. This is a tested survey being used in the introduction to Anthropology classes.**   **We are piloting a portfolio based assessment in GEO1107 Introduction to GIS course.**   1. **We are piloting a portfolio based assessment in GEO1107 Introduction to GIS course.** 2. **Geo 1101 Human Geography is piloting the Cultural Diversity/Global Citizenship General Education Rubric, spring 2016**. | | | |
| How will you determine whether those changes had an impact? | The department will implement formative and summative assessment strategies that provide feedback regarding the achievement of program outcomes in Geography/GIS. The department will utilize this data to make changes to the curriculum as appropriate. | | | |