**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 - 0240 - Communication**

Year of Last Program Review: FY 2016-17

Year of Next Program Review: FY 2021-22

**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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |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 our efforts to improve assessment. The department is dedicated to evaluation and assessment and believes strongly in the power of good rubrics that measure what they are intending to measure. The department plans to continue to work with the college-wide Assessment Committee on efforts to utilize the oral communication rubric. We want to continue to investigate best practices on summative data including the capstone requirements and common assignments within our courses. We would like to pursue opportunities for pre and posttest measurements to better measure growth for our students in the areas of oral and written communication.  Action Item: Align current course rubrics in COM2206 and COM2211 with the Oral Communication General Education Rubric. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | We have successfully aligned the course rubrics in COM2206 and COM2211 with the Oral Communication General Education Rubric. We will continue to evaluate the effectiveness of this practice.  As the number of students taking COM 2225 as a part of their program’s communication requirement continues to grow, we will investigate the alignment of a standardized assignment’s rubric to the Oral Communication General Education Rubric as well.  The COM-2211 and COM-2206 rubrics are now (2020) embedded into the LMS. |
| Work with advisors to clarify course requirements and expectations. The department would like to work more closely with advising to clarify course requirements and expectations for COM 2206: Interpersonal Communication and COM 2211: Effective Public Speaking. We believe that some of the challenges students face when taking these courses may be alleviated if they are made aware of course requirements and expectations prior to registration.  Action Item: Use success rate and cutoff score data to propose best practice for placement of new students into the COM2206 Interpersonal Communication in order to increase success rates toward 75%. | In progress 🗷    Completed 🞏  No longer applicable 🞏 |  | We have yet to begin this process for COM 2206. We do note in our syllabus that this course is writing intensive and that successful students tend to be those who have taken ENG 1101 or received at least a C in their high school English Composition courses.  The David Bodary and Jessica McKinley met with an advisor group to discuss the COM/JOU program highlighting the recent development of the New Media Certificate and to explain why chair approval is required for the online Effective Public Speaking course (Spring 2020). |
| Better relationships with our majors and graduates. The department would like to explore better ways to meet with our majors prior to the capstone. In addition, we would like to be able to better track our graduates after leaving Sinclair and have the opportunity to ask our graduates to speak with our current majors.  Action Item: Initiate in conjunction with Student and Community Engagement a Communication club with sustained membership of at least 10 students in order to improve communication with majors and initiate outreach to non-majors. | In progress 🗷    Completed 🞏  No longer applicable 🞏 |  | During the fall of 2017, the department successfully launched a Communication Club. The club meetings regularly and has sponsored various activities around campus.  The COM faculty continue to work with COM students in this capacity. Club activities continue in fall and spring 2020. Heidi Arnold has scheduled a visit to the TV/Radio/Paper fall 2019 and spring 2020. |
| Pursue avenues related to digital technology. The faculty expressed great concern for our curriculum to investigate digital technology in a number of different ways. One possibility is to link items such as fake news into information literacy within mediated messages in the hopes of our students becoming more critical media consumers. In addition, faculty expressed the need for our department to allow our students to get hands-on experience in the creation of multimedia and journalism.  Action Item: Start by developing a common assignment in Mass Communication COM2201 that analyzes mediated messages and assesses information literacy. | In progress 🗷    Completed 🞏  No longer applicable 🞏 |  | The department is in the beginning stages of investigating possible assignments to align with this goal. Some faculty members are attending professional conferences to ascertain what other colleges and universities are doing around the country. As ideas come forward, the department will continue to work on this goal.  David and Jessica Graue are gathering curriculum samples from other schools to consider what changes might be needed in the area of Multimedia Journalism. |
| Marketing of the major. Faculty during the environmental scan and SWOT analysis identified that our ability to market to students is minimal and that we should explore new ways to pursue new majors. We also discussed looking into the creation of new communication certificates as a way to expand the communication department demand.  Action Item: Increase enrollment in the major by improving our marketing outreach. | In progress 🗷    Completed 🞏  No longer applicable 🞏 |  | The department held and Open House at the beginning of Fall 2017 and invited COM majors to stop by to meet the faculty. The department has hosted similar open house events fall 2019 and spring 2020.  Additionally, the department faculty have been involved with Marketing, developing videos on contemporary topics in Communication and these videos are being placed on several social media sites. The New Media Creative are instrumental in this effort for the department and the college.  Clarion students too are doing their part to promote image and awareness of the department at least indirectly.  A notable new release spotlighted Sinclair COM graduate Natalie Schulte with respect to the UD/Sinclair Academy, |

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 goals that the department presented in the self-study were superb. One of the most important recommendations the Review Team would like to make would be to provide encouragement to the department in working toward these goals. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We have successfully aligned the course rubrics in COM2206 and COM2211 with the Oral Communication General Education Rubric. We will continue to evaluate the effectiveness of this practice. As the number of students taking COM 2225 as a part of their program’s communication requirement continues to grow, we will investigate the alignment of a standardized assignment’s rubric to the Oral Communication General Education Rubric as well. |  |
| There was a great deal of discussion in the meeting with the Review Team regarding students who transfer from the program prior to completing the two-year degree. The Review Team appreciates the importance of the capstone course, particularly in the form that involves the exit interview, and recommends that the department develop an explicit plan to increase the number of students who complete the program without sacrificing the exit interview. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We have yet to begin this process for COM 2206. We do note in our syllabus that this course is writing intensive and that successful students tend to be those who have taken ENG 1101 or received at least a C in their high school English Composition courses. | The department has worked to revise the capstone such that it now includes an exit interview experience (virtual or face-to-face) and has begun incorporating New Media projects such as blogs, podcasts or video blogs as a way to both demonstrate an understanding of Mass Communication and Communication Theory. Students also are encouraged to creatively present their capstone content using an ePortfolio making content available in their last term at Sinclair and after. |
| The department is encouraged to develop more articulation agreements. In doing so, they should work with the Manager of Curriculum, Transfer, and Articulation to develop the highest quality, most student-friendly articulation agreements possible. Where possible, these articulation agreements should specify completion of the Communication transfer degree as part of the agreement. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | Transfer agreements are in process (Sp 2020) with the University of Cincinnati and Ball State University with the help of Janeil Bernheisel and Dodie Munn.  The agreement with Wright State University with respect to the COM/J degree seems stuck on issues that WSU finds problematic with respect to AP Style. This criticism is questionable but David will see what can be resolved. |
| Within the last several months Sinclair has developed an increased visibility in social media, successfully raising awareness of many of its programs in an engaging and effective manner. The department is encouraged to reach out to Marketing Services to take advantage of these new social media approaches for the purpose of increasing visibility of the program and recruiting students. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| In Advisory Board/Committee meetings for technical programs at Sinclair, employers often emphasize the need for communication skills in our graduates. The department is encouraged to reach out to technical programs at the College and arrange for COM faculty representatives to attend a small number of Advisory Board/Committee meetings with time scheduled on the agenda to ask employers about the need for communication skills in their new hires. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | David plans to host an Advisor Council Meeting in Sp 2020. He has met with several prospective members including Scott Stone, Gail Sease and Lauren Wright. |
| The question of access to data for non-chair faculty was discussed at some length in the meeting with the Review Team. Research, Analytics, and Reporting (RAR) has new online reports that are being developed. The department is encouraged to invite representatives from RAR to attend department meetings periodically – perhaps annually – to share available data resources and train faculty in their use. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | We have not yet invited RAR to a department meeting |
| Due to new HLC Faculty Credential guidelines, there are some excellent adjunct faculty who will no longer be able to be used by the COM department after September 2017. What can be done to avoid losing their skill and expertise? Is the Faculty Fellows program an option to help these faculty earn the credentials needed? Are there other departments in the College where they would be qualified to teach? Could any of them teach CCP-restricted sections while working on a plan to reach their full 18 graduate hours in the discipline? | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | New faculty continue to be added to the department adjunct pool.  Concern exists relating to three recent retirements (Zakel, Zimmerman and Morales).  The department is working to provide justification for a tenure track line.  Additionally, the department is working to ensure existing faculty are able to teach the most needed classes in formats that are increasingly in demand. |
| In the self-study, the department mentioned the possibility of developing a COM student group. The department is encouraged to explore this possibility, perhaps utilizing Career Community activities and other currently ongoing initiatives to help provide activities for this group. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | The department is hosting Communication Club events in coordination with the Library, Student activities, Clarion, Service Learning and Honors. |

**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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate the ability to comprehend, evaluate and apply basic communication theories (COM.S.AA, COMMJ.S.AA) | COM 2201  COM 2206  COM 2211  COM 2220  COM 2225 | 2012-2013 | COM 2206 and COM 2220 Writing Prompts and COM 2278 Capstone Projects | COM 2206 writing assignments do not show an increase in students' ability to successfully evaluate and apply basic communication theory, however COM 2278 Capstone projects did. These disparate results may be due in part to having all disciplines represented in COM 2206 versus only COM majors represented in COM 2278. Data charts are in Appendix C. |
| Analyze technologically mediated messages and their effects on individuals and society as part of the communication process. (COM.S.AA, COMMJ.S.AA) | COM 2201; COM 2220 | 2014-2015 | COM 2201 and COM 2220 written assignments | The department is working on developing common assignments for COM2201 and COM2220. However, in COM2278 the capstone course, a common assessment tool is used to determine the extent to which students are meeting this program outcome.  Same |
| Communicate effectively with others in interpersonal, small group and public speaking situations. (COM.S.AA, COMMJ.S.AA) | COM 2201  COM 2206  COM 2211  COM 2220  COM 2225 | 2013-2014 | COM 2211and COM 2225 written and oral assignments and COM 2206 and COM 2220 written assignments | The capstone assesses student work in COM 2201, 2206, 2211, 2220 and 2225.  The department has seen success rates for the COM 2278 Capstone course fluctuate between 65 and 75% completion. Since our last program review, 76% of students attempting the capstone have completed it successfully with a grade of A through C. The Department needs to revisit the success rates of COM majors completing the capstone.  COM 2278 requires students gather evidence of their learning or otherwise demonstrate competency for the five required COM core courses as a way for departmental faculty to assess program outcomes. It is the final project majors must complete successfully in order to receive their degrees. See Appendix D. |
| Analyze communication interactions that take place in our society. (COM.S.AA, COMMJ.S.AA) | COM 2201  COM 2206  COM 2211  COM 2220  COM 2225 | 2015-2016 | COM 2225 group projects. COM 2278 | NEW: All core COM courses address this outcome in at least one assignment. These assignments are then included in the capstone course. COM 2225 group projects are still in the process of being standardized. This course was developed as an online course and revamped to create a more engaging student experience. No data have been collected for this outcome thus far. However, once an assignment is standardized, and data are collected in the LMS consistently by all faculty, we should be able to report more quantitatively on this outcome. |

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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.