**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:** 0710 – Academic Foundations

**Year of Last Program Review:** FY 2011-12

**Year of Next Program Review:** FY 2016-2017

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

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

**NOT APPLICABLE**

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?*

**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.

Success rates are, generally, up a little bit each year over the previous, starting in 08/09 -

5 years of incremental improvement

Some Possible reasons why:

• Adjunct certification course creates better adjuncts

• Mentoring creates better adjunct faculty

• Online success course creates better prepared students online

• 1st year faculty experience, creates better new full-time faculty

• Excellent dedicated faculty striving for incremental improvement

• Reassessment of curriculum for semester created more awareness and analysis

• More collaboration and cooperation between ACA and ENG and MAT

• Faculty and students more knowledgeable in Angel and tools

• More training to standardize in materials and textbooks

• Move to common assessments

• Improving communication between faculty (all tiers) and students

• Differentiated instruction

• Professional development; CTL

• Awareness of DEI and CbD data

• Change in Financial Aid policies (dropped some non-dedicated students)

• Use of MAP

• Use of Tutoring, Learning Center (TLC) by students

• Students more motivated to get into field of study…to get to jobs

• Displaced workers are gone (may have increased OR decreased success rates)

Questions:

• Has the ARC had an impact on remediation?

• Is there an increase in ESL students in 0032? How did that impact?

• Is there a correlation between OGT and DEV at SCC?

• Do results reflect centers? Is there a difference between main campus and centers?

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.)

The Developmental Education Initiative (DEI) has had success, and is ramping up:

English Boot Camps success ranged from 74% - 94%, as opposed to 54% - 60% in traditional in 2011, from 53% - 85% in Math Boot Camp (as opposed to 50% - 61% in traditional, from 73% - 87% success in Reading boot camp (as opposed to 47% - 62% in traditional.

• Math Modules Winter 2011 DEV 108: 73% success rate (vs 61% traditional format)

DEV 085: 56% success rate (vs 55%)

• Accelerated English success was about the same as traditional, but cut time for students

Online Math had higher success than the regular sections, but online English was slighlly lower, and online Reading was significantly lower, so faculty are revamping that course

The DEI and Completion by Design movements have everyone thinking about how to improve success and completion.

• Mini-mesters (no data yet; just a footnote)

• Revisioning 0044 (no data yet; just a footnote)

**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** |
| ACA is scaling up Math Modules, Accelerated English and Boot Camps to serve more students. These modalities will move from “297” designation to “real” courses in semesters. ACA is also in the process of re-vamping all web courses for semester format. | In progress  Completed  No longer applicable |  |
| Reading faculty are working with the Biology Department to create biology–specific reading modules to help increase success in biology. These interactive lessons could be expanded to other disciplines. A “dream” would be to combine a course such as ALH 103 with DEV 065 (Reading) as a learning community | In progress  Completed  No longer applicable |  |

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** |
| The mission statement for the department that was provided in the Self-Study does not mention preparation for college-level math and English courses as the department’s central purpose and should be revised accordingly. The mission statement overall would benefit from being more concise and focused. | In progress  Completed  No longer applicable |  |
| The current program outcomes for the department mirror the college’s General Education outcomes. It is recommended that the department develop program outcomes that support the General Education outcomes, but that are clearly tailored to developmental education. | In progress  Completed  No longer applicable |  |
| While the department has collected a tremendous amount of data, it appears that to a large extent this data has not been interpreted, synthesized, and then used to inform changes. The department is encouraged to work with RAR to develop a plan for its use of data, including delineation regarding what routine data collection, analysis and interpretation the department will handle versus what RAR can best manage. | In progress  Completed  No longer applicable |  |
| Similarly, while the department’s efforts in developing common assignments and exams have been good, it does not appear from the Self-Study and review meeting that data on student outcomes at the course and section level is currently being collected and used to improve teaching and learning. The review team recommends that the department capture and mine this rich source of assessment data, analyze results and document findings. Assessment results collected in this manner should be reported in Annual Updates beginning next year and in the next Program Review self-study. Few departments at Sinclair are as well positioned to document student learning so completely and comprehensively, and it is recommended that the department take the next step to make this a reality. | In progress  Completed  No longer applicable |  |
| Building on the foundation for assessment that has been laid with common assignments and exams, it is recommended that the department work with its divisional Learning Liaison to develop a formal assessment plan to work through the issues related to collection, analysis, interpretation, and reporting of assessment data. RAR can also be a valuable resource in this regard. | In progress  Completed  No longer applicable |  |
| There is some indication that pilot studies in the department may have been compromised in some instances by having the practices being studied used in sections other than those assigned to use them, confounding the research results. The department is encouraged to maintain the integrity of any pilot studies, and utilize the services RAR offers in designing and implementing any future pilot studies. | In progress  Completed  No longer applicable |  |
| The department is encouraged to forecast enrollment on a yearly basis. The higher education environment related to developmental education is changing significantly, and the institution will want to stay on top of any trends that emerge that may either increase or decrease DEV enrollments. The department would be well served by paying close attention to changes in high schools and colleges that could impact developmental education enrollment and plan accordingly. | In progress  Completed  No longer applicable |  |
| Similarly, changes at the state and national level in developmental education practice and policy are occurring quickly, and the department’s work will be well served by understanding these changes and their implications for developmental education at Sinclair. It is recommended that the department maintain an openness to substantially new and innovative approaches and structures, and a willingness to adapt as new best practices emerge in the field. Changes in the area of developmental education will be inevitable in the future, and the department will need to be prepared to take these changes in stride and, hopefully, help shape these changes. Without question, an important challenge for the department and Sinclair is identifying sound approaches to helping students accelerate their completion of basic skills so they can perform successfully in their college-level courses. | In progress  Completed  No longer applicable |  |
| Many of the issues raised in the self-study and in the discussion in the review meeting suggest that span of control may be an issue for the department. With such a large department, and with a number of initiatives ongoing simultaneously, it may be a challenge for the chair and faculty leaders to stay on top of everything. It may be in the department’s best interest to determine which activities are most valuable and focus resources in those areas. | In progress  Completed  No longer applicable |  |
| While it is clear that all faculty in the department have strong feelings of commitment to their students, it is likely that some faculty have successfully developed approaches that are particularly effective and beneficial to students. It is recommended that the department identify best practices among its faculty based on clear evidence of student success in courses over time, communicate these practices and widely adopt those best practices that are supported by evidence | In progress  Completed  No longer applicable |  |
| On a related note, the department should identify those practices currently being piloted that provide the best evidence of enhancing student learning, and find ways to scale those practices to reach a larger number of students. Much work has been done investigating new approaches, and the department has reached a point where the most promising approaches need to be expanded to serve a greater number of students. | In progress  Completed  No longer applicable |  |
| There are a number of support mechanisms in place that are available from Student Services – Early Alert, for example. The department should ensure that it is taking full advantage of these support mechanisms and that it maintains a strong collaborative relationship with Student Services. The department is asked to set goals for increasing use of these services, such as setting a goal that 100% of developmental sections will utilize Early Alert when appropriate for students in the section. | In progress  Completed  No longer applicable |  |

**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** | RDG:group activities, discussion forums  MAT:small group activities  ENG:class presentations, peer reviews, reporting  out  ESL: all of the above plus partnering and verbal quizzes/tests | RDG: responses are better and deeper  MAT: increased understanding of concepts and terminology  ENG: student expression of learning is reflected in better critical analysis and writing  ESL: find opportunities for ESL students to have listening and speaking with English-speakers |
| Written Communication | | All programs | **2011-2012** | RDG: note taking and text marking  MAT: quizzes, homework, pre-tests, tests, narratives, chapter reflections  ENG: tests, essays, peer reviews  ESL: homework, tests, quizzes, writing assignments | RDG: able to prepare for notes/tests, demonstrates comprehension in test/note taking, critical thinking  MAT: increased awareness of critical mathematical communication standards, reflect internalization and awareness of written communication standards  ENG: grammar integration shows writing competencies, need to continue to find ways to improve writing  ESL: more language acquisition through Accuplacer results |
| 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 effective written communication skills in a college setting | | ***DEV 074, 075, 110, 130, 064, 065, ESL 090,035*** | 2011 - 12 | DEV 064, 065: note taking and text marking  DEV 075, 110: tests, essays, peer reviews  ESL 090, 035: homework, tests, quizzes, writing assignments | DEV 074 and 130 no longer exist. |
| Demonstrate effective verbal communication skills in a college setting | | ***DEV 075, 110, 130, 063, 064, 065. ESL 090,035, 045*** | 2011-12 | DEV 064, 065: group activities, discussion forums  DEV 075, 110:class presentations, peer reviews, reporting  out  ESL 090,035, 045: all of the above plus partnering and verbal quizzes/test | DEV 063 no longer exists.  DEV 064, 065: responses are better and deeper  DEV 075, 110: student expression of learning is reflected in better critical analysis and writing  ESL 090, 035, 045: find opportunities for ESL students to have listening and speaking with English-speaker . |
| Demonstrate creative and critical thinking skills in a college setting | | ***DEV 110, 130, 065, 084, 085, 108, ESL 030, 035,040, 045, 050, 070, 090*** |  |  |  |
| Demonstrate a basic understanding and use of computer and information literacy in a college setting | | ***DEV 110, 130, 063, 064, 065, ESL 090, 035*** |  |  | DEV 063 no longer exists. |
| Demonstrate a sense of citizenship and community and a sense of values towards oneself and others in a college setting | | ***DEV 074, 075, 110, 130, 063, 064, 065, 084, 085, 108, ESL 030, 035,040, 045, 050, 070, 090*** |  |  | DEV 074 and 130 no longer exist |

**General Education Outcomes**

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

Yes. in ESL faculty willfind opportunities for ESL students tolisten to and speak with English-speakers. In general, all areas tried to incorporate improvements into the new semester courses.

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

Success data in DAWN, student opinionaires, completion. It will be difficult, though, since there are more variables with the creation of new courses for semesters..

**Program Outcomes**

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

Right now, we need to assess how semesters courses are working, then re-assess program outcomes, which need to re re-written.

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

Success data in DAWN, student opinionaires, completion

**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?

As a result of various improvement efforts (math modules, boot camps, robust online courses, accelerated English), success is up a little, and students are able to accelerate through Developmental Education, which as we know from Completion by Desigb Data, should increase retention and completion.

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

During the summer, the areas held really robust training sessions for adjuncts in preparation for the new semester curriculum.

**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 |
|  |  |  |  |  |  |  |
|  | NOT APPLICABLE |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 710 | Academic Foundations | ACA-297 | . | . | 55.2% | 66.7% | 70.5% |
| 710 | Academic Foundations | DEV-045 | 80.0% | . | . | . | . |
| 710 | Academic Foundations | DEV-046 | 85.2% | . | . | . | . |
| 710 | Academic Foundations | DEV-047 | 61.1% | . | . | . | . |
| 710 | Academic Foundations | DEV-048 | 81.1% | . | . | . | . |
| 710 | Academic Foundations | DEV-049 | 92.5% | . | . | . | . |
| 710 | Academic Foundations | DEV-050 | 89.4% | . | . | . | . |
| 710 | Academic Foundations | DEV-063 | 49.4% | 32.7% | . | . | . |
| 710 | Academic Foundations | DEV-064 | 58.7% | 56.9% | 59.0% | 55.7% | 61.5% |
| 710 | Academic Foundations | DEV-065 | 61.7% | 60.5% | 60.3% | 58.6% | 61.9% |
| 710 | Academic Foundations | DEV-074 | 48.6% | 22.7% | . | . | . |
| 710 | Academic Foundations | DEV-075 | 57.2% | 56.2% | 55.9% | 59.6% | 62.9% |
| 710 | Academic Foundations | DEV-084 | 48.0% | 48.9% | 52.2% | 51.2% | 52.6% |
| 710 | Academic Foundations | DEV-085 | 46.7% | 49.4% | 53.1% | 51.3% | 53.0% |
| 710 | Academic Foundations | DEV-108 | 48.9% | 54.3% | 58.5% | 55.1% | 60.8% |
| 710 | Academic Foundations | DEV-110 | 65.4% | 62.7% | 64.4% | 62.2% | 60.9% |
| 710 | Academic Foundations | DEV-130 | 61.8% | . | . | . | . |
| 710 | Academic Foundations | DEV-297 | 83.3% | 85.0% | 87.0% | 63.0% | 81.8% |
| 710 | Academic Foundations | ESL-030 | . | . | . | 78.4% | 77.9% |
| 710 | Academic Foundations | ESL-035 | . | . | . | 64.5% | 87.2% |
| 710 | Academic Foundations | ESL-040 | . | . | . | 88.9% | 80.6% |
| 710 | Academic Foundations | ESL-045 | . | . | 85.5% | 95.1% | 89.5% |
| 710 | Academic Foundations | ESL-050 | . | 67.7% | 82.1% | 75.0% | 86.0% |
| 710 | Academic Foundations | ESL-070 | . | 73.0% | 85.6% | 90.2% | 81.5% |
| 710 | Academic Foundations | ESL-090 | . | 78.6% | 87.3% | 73.7% | 77.3% |
| 710 | Academic Foundations | EXL-102 | . | 100.0% | . | . | . |
| 710 | Academic Foundations | EXL-105 | 77.4% | . | . | . | . |