**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Humanities, Government, and Modern Language Department – HIS

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**
		1. **Course Success Rates – Please report the course success rates for:**
			+ - **Highest enrollment courses**
				- **Any courses that deviate - high and low - from the typical success rate for your department**
		2. **Degree and certificate completion (where applicable)**
		3. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

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| **Course**  | **Success Rate for Highest Enrollment Courses (%)** |
| **AY 08-09** | **AY 09-10** | **AY 10-11** |
| **HIS 101** | **67.6** | **71.1** | **71.1** |
| **HIS 102** | **73.8** | **71.4** | **71.1** |
| **HIS 111** | **69.3** | **69.2** | **71.3** |
| **HUM 125** | **67.9** | **67.2** | **67.2** |
| **PHI 205** | **67.7** | **64.4** | **63.8** |
| **REL 111** | **78.1** | **72.6** | **70.1** |
| **PLS 101** | **70.1** | **66.7** | **68.7** |
| **SPA 101** | **61.2** | **58.2** | **54.9** |

 The typical success rate for the department is in the 65-70% range. The high-enrollment course that deviates the most (on the low side) from that is SPA (Spanish) 101. Some 200-level courses in History, Spanish and Humanities tend to deviate from the department average on the high side (success rates of 80-85%).

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| **Course**  | **Success Rate for Courses Deviating from Typical** |
| **AY 08-09** | **AY 09-10** | **AY 10-11** |
| **HIS 214** | **88.0** | **82.5** | **76.0** |
| **HIS 216** | **89.5** | **78.5** | **69.6** |
| **HUM 204** | **85.7** | **100** | **100** |
| **SPA 161** | **85.2** | **79.4** | **77.1** |
| **SPA 202** | **85.7** | **76.6** | **88.6** |
| **SPA 203** | **85.7** | **83.9** | **83.3** |

Additional Data: Trends in Full-Time/Part-Time Ratio of Instruction

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| --- | --- |
| **Budget Line** | **Percentage of Pay Hours of Instruction by Full-Time Faculty** |
| Fall 2008 | Fall 2009 | Fall 2010 |
| 0340 – Modern Languages | 43.26 | 35.16 | 39.73 |
| 0384 – Political Science | 47.20 | 48.31 | 57.49 |
| 0385 – History, Humanities, Philosophy, Religion | 46.47 | 30.50 | 32.62 |

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *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 program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The decreasing percentage of full-time instruction in modern languages and history/humanities, now below 40% in both areas, is a matter of concern. It increases the amount of time that faculty coordinators must devote to working with adjuncts despite the fact that reassigned hours for coordinators in the department have not been increased. The department is interested in seeking new full-time positions in the areas of philosophy/religion and modern languages.

Course success rates in SPA 101 could be improved if more students were directed to take SPA 100 (Conversational) first. Also, the online version of SPA 101 needs to be improved and steps have been taken to do this.

Courses with higher than average success rates typically enroll students who have already taken other courses in the discipline area or who are more highly motivated to succeed in the course.

There are probably many different reasons, academic and non-academic, that play a role in the approximately 30% of students who do not succeed in the typical large-enrollment Humanities department course. There is evidence of effective teaching strategies in use in our courses (see Section III), but more needs to be done to improve rates of course and program completion.

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

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). 06-07
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

The goals were to: 1)maintain high quality of course delivery in new, diverse formats; 2) enhance our assessment efforts; 3) enhance development of adjunct instructors; seek additional reassigned time for lead faculty in our diverse disciplines of study, to allow for better management of our diverse course offerings.

1. What Recommendations for Action were made by the review team to the most recent Program Review?

The review team recommended more assessment efforts, course coordinators for high-enrollment courses, better support for adjunct faculty, a standardized form for student surveys of instruction, and increased articulations with area universities.

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

No

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

The greatest progress made in the last year has been to enhance professional development and offer better support for adjunct faculty. The department prepared a new, expanded version of its mentoring handbook for adjuncts. A new event at the department’s annual faculty workshop was a panel presentation attended by all in which several of our outstanding adjuncts shared their best practices and most successful classroom strategies for improving student learning. It was very well received and will become a regular component of our annual workshop. Course coordinators continue to develop and monitor the online versions of our high-enrollment courses and the department is benefitting from such college-wide and system-wide initiatives as the Adjunct Faculty Certification Course, Pilot Program for Student Surveys, and Transfer Assurance Guides of the Ohio Board of Regents.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| **Humanities, Government, and Modern Language** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Demonstrate the ability to think logically and problem solve using analysis, synthesis and evaluation. | HUM 125 PHI 205 |  | * Pre- and post- testing
 |
| **2)** Demonstrate and articulate an understanding of the increasing interdependence of world cultures and their consequences. | HIS 113 PLS 200 | ASSESSED IN FY 09-10 | * Pre- and post- testing
 |
| **3)** Demonstrate responsibility and accountability in accomplishing goals. |       |  | *
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| **4)** Demonstrate effective communication in a variety of ways with varied audiences through: writing skills, oral communication skills, listening skills, reading skills, computer literacy, and information literacy. |  SPA 103 |  | * Pre- and post-testing
 |

1. For the assessment methods listed in the table above, what were the results?

Results indicated that most students need to improve their skills in effective communication, logical thinking and problem solving. Requiring students to complete projects using analysis, synthesis, and evaluation of information, and to communicate the results in various ways, improved their skills in these areas. In the case of PHI 205, a pre- and post- test exercise (30 questions) assessing the understanding and application of concepts was administered. The average score on the pre-test (beginning of the course) was 51.1%, indicating Deficient. The average score on the post-test (end of course) was 76.3%, indicating Average Proficiency. This indicates a positive impact on student learning through the use of these teaching methods.

1. Were changes planned as a result of the data? If so, what were those changes?

To make more use of course assignments requiring analysis, synthesis, and evaluation. For language courses, to adjust the time spent in using different methods of communication.

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

Further testing, and changes in student success rates in these courses.

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

1. Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

All sections of SPA courses assign common lab and workbook assignments from the textbook. All sections of SPA 101, 102, and 103 do a cultural reflection paper as a common assignment. Students in all sections of SPA 201, 202, and 203 do cultural presentations with the same grading rubric. We are not currently examining results across all sections of these courses.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

 The department seeks to maintain a high quality of course delivery in both older and newer formats (classroom and online). We were able to hire qualified adjuncts to meet our various needs and sought to improve their skills through the efforts described in Section II. In some cases success rates in courses either stayed the same or went down slightly. We will investigate to see if some delivery formats, especially online, need to be improved, or if additional prerequisites should be required.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

The department will continue efforts to enhance the teaching skills of our faculty and seek to improve its efforts in assessment of outcomes. Success will be measured in terms of course success rates and the results of pre- and post- testing.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.