**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**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 1, 2018**

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

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department does not expect to develop additional new courses except in areas of critical need, such as possibly Spanish for Health Care Professionals, university-parallel Chinese and Japanese, and online versions of French, Latin American History, and Search for Utopia | In progress  Completed  No longer applicable | The department has maintained its current course offering and will likely begin developing online courses for French, Latin American History, and Search for Utopia after D2L conversion is completed.  **2016 Update:** Latin American History will be offered fall 2016; we will be requesting development of French 1101/1102 and the Search for Utopia for online development through Distance Learning.  **2017 Update:** A request was made through the Completion office that asked our department to develop a Logic course (PHI 2208) that could be offered as an alternative to some of the MAT courses, which are sometimes an obstacle for students. Working through summer and fall 2016, the course received OTM approval February 2017.  **Update 2018:** |
| Continued improvement of online courses and development of more hybrid sections combining online and traditional delivery. | In progress  Completed  No longer applicable | Work was done to update HUM 1130, HIS 1111 and HIS 1112, HIS 1101 and 1102 online. We are in the planning stage for developing hybrids for PLS 1232, HIS 2218, and PHI 2207  **Update 2016:** Revisions are under way for HIS 1111/1112 and HIS 1101/1102.  **Update 2017:** Revisions for HIS 1111 and HIS 1101 are complete. HIS 1112, HIS 1102, HIS 2216, and HUM 1130 are scheduled for completion summer 2017.  **Update 2018:** Online revisions for HIS 1112, HIS 1102, HIS 2216, and HUM 1130 are complete. |
| Working with learning centers and Courseview staff, to develop more complete schedules of our courses at one or more of these locations so that students could earn most of the credits for one of our degrees there. | In progress  Completed  No longer applicable | **Update 2016**: The department continues a vigorous offering of courses at the Learning Centers in nearly all of our high enrollment courses. This spring we hired three new adjunct faculty to meet the growing demand for our courses.  **Update 2017**: The department continues a vigorous offering of courses at the Learning Centers in nearly all of our high enrollment courses. |
| In the future, the Department and PLS faculty plans to: expand its visibility on the SCC campus by advertising the PLS courses to attract students, continue to encourage other Departments to recognize the importance of requiring PLS courses as part of their programs, work to increase the number of articulation agreements the College has with other colleges and universities, continue to provide faculty support to the College for Lifelong Learning, develop new online PLS courses and Special Topics courses (where approved by the College), and meet the challenges of Dual enrollment to ensure quality instruction, and student retention and success. | In progress  Completed  No longer applicable | **Update 2016:** PLS faculty have continued to promote the importance of PLS courses. Members of the Political Science faculty have also been in discussion in order to establish pathways with the business department. No final agreement has been reached yet. Faculty have also tried to be present at a number of LCS/Career Community events to promote PLS.  We offered CCP course at Brookville and Sycamore HS  **Update 2017:** The department and PLS faculty have worked to expand the visibility of PLS through on-campus courses. We continue to provide faculty support to the College for Lifelong Learning. PLS faculty and the department chair have currently been working on an International Studies AA 15 month degree. This effort is in the early stages but would be an excellent option for part of our student population. PLS faculty and the department chair have also scheduled a meeting with Representative Rick Perales to discuss opportunities to promote a message of civic engagement (and thus political science courses). Our department offered CCP courses at Grennon, Walter E. Stebbins, Northwestern, and St Bernard High Schools.  **Update 2018**: PLS faculty and the department chair completed the development of a PLS AA 15 month degree (switched focus away from an International Studies degree, deciding priority needed to go to a straight PLS program). The department and PLS faculty continue to work to promote PLS on the Dayton campus and at the learning centers. We continue to provide faculty support to the College for Lifelong Learning. PLS faculty and the department chair have also continued to meet with various SCC leaders to develop strategies to promote PLS. PLS continued to broaden its CCP courses at high schools, such as Dunbar Early College, Grennon, Miamisburg, Miami Valley CTC, Tri County North, Stebbins, Northwestern, Jefferson, and St Bernard High Schools. |

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** |
| While there is no doubt that effective work is done in the Language Lab that improves student learning, the department is encouraged to find ways to track student use of the Language Lab and document its impact on student learning, perhaps through comparative research in collaboration with Research, Analytics, and Reporting. | In progress  Completed  No longer applicable | **Update 2017**: We are able to track student outcomes by seeing how often they go to the lab, as well as the resources students use. We are currently developing a student survey on lab usage.  **Update 2018:** We are working currently to provide updated data. |
| The department’s work developing articulation agreements with Wright State University has been truly outstanding – this work should be extended to include articulation agreements with other four-year institutions that a substantial number of students transfer to. | In progress  Completed  No longer applicable | The department chair is currently working with the LCS Dean in order to identify other four-year institutions that might benefit the department to develop articulation agreements. The HGML department chair met with at the end of March 2017 with counterpart chairs from Wright State University, including the History, Political science, Philosophy, and Languages.  **Update 2018:**  History faculty (including the department chair) teaching the Western Civilization sequence met with History faculty (including their department chair) from Wright State during fall 2017 to discuss impressions about student preparation, topic selection, and academic rigor. Both chairs also met with the goal of keeping the courses as strong as possible, given the importance of the relationship between Sinclair and Wright State.  The Department chair meet with chair counterparts at the University of Dayton in History, Political Science, Philosophy, Religion, and Humanities, as well as the Associate Dean for Curriculum and Academic Outcomes in order to begin the process of developing pathways to support the UD-Sinclair Academy. The chair is in the process of scheduling individual chairs to agree upon these pathways.  The Department chair is scheduled to meet with counterparts at the Wright State University in History, Political Science, Philosophy, Religion, and Humanities at WSU during the LCS annual meeting on April 19, 2018. |
| Assessment of general education and program outcomes was discussed at length in the meeting with the Review Team. While not readily apparent from the self-study, it seems that a great deal of assessment work is already occurring where student performance against outcomes is being measured. It may be that to some extent the department can step up its assessment work by formalizing the collection, aggregation, analysis, and reporting of work that is already being done that measures student performance. In stepping up its assessment efforts, the department is encouraged to start small at first – rather than feeling overwhelmed, perhaps the department can focus on one program outcome in each area and identify an assignment in a high enrollment course in each area with assignments that align well with the chosen program outcome, and then include that assignment in all sections of that specific course. While assessment is a top priority, the Review Team wants to emphasize that it doesn’t need to be overwhelming, starting small and then growing is recommended. The department is encouraged to work with the division Assessment Coordinator/Learning Liaison and the Provost’s Office as needed in increasing its assessment efforts. Encouraging key faculty to enroll in the Curriculum and Assessment track offered by the Center for Teaching and Learning may also be extremely beneficial in this regard. | In progress  Completed  No longer applicable | **Update 2017**: The department chair took part in the Curriculum and Assessment track offered by the Center for Teaching and Learning fall 2016.  **Update 2018:**  Beginning fall 2017, the department chair began service on the Assessment Committee.  In October, the chair attended the IUPUI Assessment Institute in Indianapolis.  The chair and faculty member Jamie Fries also have worked with the Assessment Committee to pilot the Cultural Diversity and Global Citizenship rubric in HUM 1125. The pilot will continue for spring 2018. |
| Related to the recommendation regarding assessment, the Review Team also recommends that the department explore using common assignments or common exam items across all sections of some of its courses. Some level of standardization is required for a complete picture of student learning, else data cannot be gathered across different sections of the same course to provide a comprehensive picture of how students are performing and whether adjustments are needed. Again, it is recommended that the department start small - is there an assignment already in use by some faculty that relates to a program outcome that could be used by all sections of that course? For example, is there an assignment in HIS 1111 that relates to a program outcome that all sections of HIS 1111 could use such that scores could be aggregated, analyzed, and reported to determine how well students are meeting that outcome? It is recommended that this only be done in a couple of courses initially to avoid overwhelming the department, and that what the department wants to know about student learning be used to guide the selection course and assignment used in this way - which program outcomes would you prioritize to study first, based on what you want to know most about your students? | In progress  Completed  No longer applicable | **Update 2017:** The department has done a good deal to develop common assessments in our courses. We developed a department-wide assignment that will serve to establish attendance during the Financial Aid Verification period. We feel this will serve two purposes: 1) It will create a common assignment through our entire department and 2) We hope it will reduce request for attendance appeals by establishing a clear indicator of attendance. We have also created a similar testing format for our online components of HIS 1111/1112 and HIS 1101/1102. Finally, we are currently working to develop common assessments in several of our disciplines that emphasize the Cultural Diversity and Global Citizen General Education Outcome. We feel that this is an outcome that our department is uniquely able to demonstrate mastery. We are working to ensure this common assignment is part of all faculty syllabi by fall 2017.  **Update 2018:** The department continues the work to develop common assessments in our courses. In 2017, we developed a department-wide assignment that serves to establish attendance during the Financial Aid Verification period. We are continuing the process common assessments in several of our disciplines that emphasize the Cultural Diversity and Global Citizen General Education Outcome. We feel that this is an outcome that our department is uniquely able to demonstrate mastery. Please see our work in helping to piloting the CD & GC rubric for HUM 1125. |
| During the meeting with the Review Team it was noted that in some cases other departments have dropped the courses that the HGML Department offers - Paralegal and Criminal Justice were provided as examples. The department may need to explore reaching out to other departments to "market" courses. It is recommended that the department identify courses that it offers that might meet specific needs of programs in other departments, and reach out to those departments to discuss how their needs might be met by HGML courses. It may be the case that other departments could use HGML courses in their programs, and they just aren't aware of the benefits. | In progress  Completed  No longer applicable | **Update 2017**: We do believe that emphasizing the Cultural Diversity and Global Citizen General Education Outcome will do a great deal to encourage other departments to develop pathways for our department to satisfy this outcome. We met with representatives of the Paralegal and Criminal Justice departments, though without an agreement to add some of our courses. We will continue to explore opportunities as when possible.  **Update 2018:** We continue to investigate ways to promote PLS. The department passed on that PLS 1120 can be used to meet Cultural Diversity and Global Citizen General Education Outcome. |
| Given the current budgetary climate, becoming more efficient must be a priority for all departments. It is recommended that the department take a hard look at scheduling - are several OTM courses that would all meet the same Arts and Humanities elective being scheduled at the same time in ways that decrease enrollment in each of them? Can we perhaps be more strategic in how we schedule our courses such that electives are not "competing" with each other? The Review Team recommends that the department be able to demonstrate on its next Annual Update that it has a process in place to accomplish strategic scheduling, and be able to demonstrate that progress has been made in its scheduling practices. | In progress  Completed  No longer applicable | Our department has been proactive in developing effective scheduling practices with an eye toward average class size. Our strategy rests on a number of points. We have reduced the initial courses offerings each term. We carefully monitor enrollment, adding additional sections, increasing capacity, or cancelling classes as appropriate. In terms of online classes, we work with the Dean’s office on a strategy that “rotates” our response to a request to increase capacity. For example, DL might request an increase in capacity/additional sections for HIS, HUM, and REL. We might add additional capacity to HIS, encouraging those students looking for a Humanities elective to enroll in the HIS. The chair also utilizes the Average Class Size tool to monitor and react to enrolment.  **Update 2018:** While the department continues to work hard to accomplish strategic scheduling—mindful of course offerings, working with the learning centers, and monitoring average class size—these efforts have been greatly impacted by the growing demand for College Credit Plus courses. For example, for AY **2017/18** our department offered approximately 95 unique sections of CCP courses at various high schools. In the AY **2015/16**, nearly the exact same number of courses were offered through the entire LCS division. The management of such a large increase of courses and instructors within the department has complicated the task of strategic scheduling considerably. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| |  |  | | --- | --- | | **THIS YEAR’S ASSESSMENT RESULTS** |  | | | | | |
| Computer Literacy | **2017-2018** | **HIS1102** - United States History II;  **PLS1120** - American Federal Government |  |  |
| |  |  |  | | --- | --- | --- | | **LAST YEAR’S ASSESSMENT RESULTS** |  |  | | | | | |
| Information Literacy | **2016-2017** | **HIS1102** - United States History II;  **PLS1120** - American Federal Government | Pre-and post-test. | We will not have data by the May 1 submission date, but will be working on gathering that data through pre-and post-assessments during fall 2017. |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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**.

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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) |
| Achieve group goals in a variety of social contexts. | SCC 1101 |  |  |  |
| Apply knowledge of political structures, actors and processes to the understanding of contemporary political, social and economic issues. | PLS 1120, 1232, 2000, 2220 | 2013-14 | pre and post test | **2017 update**: The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| Apply philosophical knowledge to analyze issues and problems in society. | PHI 2204, 2205, 2206, 2207 | 2013-14 | pre and post test | **2017 update**: The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| 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. | ENG 1101, 1201, BIS 1120, COM 2206, COM 2111 |  |  |  |
| Demonstrate a knowledge of and appreciation for the cultures of the peoples and countries of the languages studied. | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2013-14 | pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1190, 1250 |  |  |  |
| Demonstrate knowledge of political structures, actors and processes in various local, national and international settings. | PLS 1120, 1232, 2000, 2220 | 2012-13 | pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC 1101 |  |  |  |
| Describe major historical themes and events in diverse times and places. | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2012-13 | Pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| Describe major philosophical and religious concepts from different traditions. | PHI 2204, 2205, 2206, 2207, REL 1111, 1112, 1135, 2204 | 2012-13 | pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Read, write and speak one language at the intermediate (2nd-year) level or two languages at the beginning level (1st-year level). | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2012-13 | pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | ART 2236,  PSY 2225,  GEO 1201,  SOC 2215,  HUM 1130,  GEO 1101,  PLS 2000, LIT 2170, LIT 2234, SOC 1145 | 2012-13 | Pre and post test |  |
| Use historical evidence (primary and secondary sources) to construct arguments explaining historical events and trends. | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2013-14 | Pre and post test | **2017 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2017.  **2018 update:** The department is still working on compiling data; we hope to have more information SP 2018. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No. |
| **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.