**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0387 – Sociology, 0383 – Geography

Year of Last Program Review: FY 2007-2008

Year of Next Program Review: FY 2014-2015

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

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

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?*

It appears that the push to get students to graduate before semester change paid off across the board in FY 11-12. Graduation rates in FY 12-13 for the newly established Sociology major mirror the stats prior to the transition. The Social Work degree Program and two certificate programs continue to grow. Geography remained an area of emphasis in the transition to semesters. Moving Geography to program status in 2013-14 should positively impact the attraction of majors and completion. Sociology is launching efforts to identify connect to majors.

**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.

Similar to the rest of the college, success rates in the department were negatively impacted by semester change. A number of associated changes took place that could have played a factor in this: content & curriculum changes, a departmental adopted attendance policy, and the length of the term. We did discover that the success rate in the online sections of Introduction to Sociology were significantly lower then in class sections in fall and spring 2012-2013. As a result significant changes were made to the summer and fall format of the course. We will review the results at the end of fall to see if they are working.

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.)

We asked RAR for graduate study data but did not receive it.

Special Note to Reviewers: This document does not really provide space to report the findings of departments who house more than one discipline. It is designed to allow one area in our case Sociology to provide assessment data but not Geography or Social Work. I have used the template to report the assessment data for Sociology and attach Appendices for Geography (Appendix 3) & Social Work (Appendix 4).

**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** |
| Develop an interdisciplinary Geographic Information Systems Certificate | In progress [ ] Completed **X**No longer applicable [ ]  | Fall 2011 the GIS Certificate was approved and made available to students. |
| Develop an Urban Studies Certificate | In progress [x] Completed [ ] No longer applicable [ ]  | The department is working with RAR to conduct an environmental scan of small businesses, local governments and non-profit organizations to determine the need for and shape of the certificate. |
| Develop an interdisciplinary Global Studies Certificate | In progress [x] Completed [ ] No longer applicable [ ]  | The department wants to work collaboratively with stakeholders at the college to develop the interdisciplinary Global Studies Certificate. To that end the chair of the department has conducted discussions with the following groups: the chair of the Global Scholars Program, the chair of International Education, the Director of International Students, the LCS Division Dean and the LCS Assitant Dean. The chair and members of the department hope to formalize a strategy and curriculum by the end of the year. |
| Develop an Applied Research Method Certificate | In progress [x] Completed [ ] No longer applicable [ ]  | The departmentis working with RAR to conduct an environmental scan of small businesses, local governments and non-profit organizations to determine the need for and shape of the certificate. |
| Develop an interdisciplinary Gender Studies Certificate | In progress [x] Completed [ ] No longer applicable [ ]  | The department chair will work with colleague Dana Johnson to enter the curriculum and degree proposal into CMT by the end of spring 2014.  |
| Promote Cultural Diversity as a course requirement for all SCC students in support of the achievement of the General Education outcome Values/Citizenship/Community | In progress [ ] Completed [ ] No longer applicable **X** | To align more closely with the OTM & TAG guidelines, the *Cultural Diversity* course was converted to *Race & Ethnicity* with semester conversion. At this time the department has decided to delay the achievement of this goal until the college has operationalized *Values Citizenship &* *Community* as a General Education outcome. |
| Utilize departmental assessment data to inform continuous improvement targets in learning facilitation | In progress [x] Completed [ ] No longer applicable [ ]  | This year the department is piloting the Flipped Classroom Approach in Introduction to Sociology. The data from student outcome achievement will be analyzed to determine if this model should be implemented in all Introductory Sociology course sections. Information concerning assessment data can be found in Section III.      |
| Expand online course offerings to include Geography & Social Work | In progress [x] Completed [ ] No longer applicable  | Geography offered its' first online Human Geography course in the fall of 2013. Physical Geography will be developed in spring and offered in fall 2014. Social Work has decided that an important first step to the online format will be the development a hybrid format. In spring of 2014 We will develop a hybrid version of Introduction to Social Work.      |
| Continue to support the course offerings at satellite campuses | In progress [x] Completed [ ] No longer applicable  | The department developed a two year plan with a commitment to offer courses on Courseview, Huber Heights, Preble & Englewood campuses.  |
| Continue to make sure that courses meet the standards of the Ohio Transfer Module and the Transfer Assurance Guides | In progress [x] Completed [ ] No longer applicable  | This year we added SOC 2226 Criminology to the TAGS.  |
| Develop workshops for area primary and secondary teachers on the facilitation of Sociology & Geography | In progress [ ] Completed [ ] No longer applicable **X** | After careful review the department decided that we will defer this goal until sometime in the future. The majority of primary and secondary schools in the area do not offer Sociology or Geography as part of their social studies curriculum. |

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 reviewers commented on a general concern about the over commitment of faculty, recommending that a departmental strategy and annual plan be developed to help align resources with departmental/divisional priorities. | In progress [x] Completed [ ] No longer applicable [ ]  | Faculties are required to choose at least one departmental/divisional goal as a CIT. This requires that each faculty member align their time and talent with department/divisional priorities.       |
| Conduct an analysis of prerequisites for SOC 111 and 112, SOC 120 and 145 to assess learner readiness for these courses. | In progress [ ] Completed XNo longer applicable [ ]  | The department implemented pre-requisites of Fundamentals in Reading and English for General Sociology/Introductory Sociology (soc 1101) in fall 2012. We will assess the impact that pre-requisites have on the success rate for Introductory Sociology students before making changes to Cultural Anthropology (soc 1145). |
| While the transferability of the Sociology courses is commendable, the department should actively pursue articulation agreements with UD, OSU, and UC. | In progress [x] Completed [ ] No longer applicable [ ]  | As a result of semester change the department actively pursued an achieved articulations agreements in Sociology with Wright State University. The department has developed a draft articulation with University of Dayton & Wittenberg and is awaiting formal approval. The next goal is to pursue an articulation with the University of Cincinnati.      |
| Review the SWK courses for both transferability and to renew the WSU articulation agreement. | In progress [x] Completed [ ] No longer applicable [ ]  | We have revised the Social Work courses for semester and successfully updated our articulation agreement with Wright State University. |
| Geography—Complete the GIS certificate, which includes collaborative work with MVCTC, US, WSU and Miami Valley Regional Planning. | In progress [ ] Completed **X**No longer applicable [ ]  | The GIS Certificate program was approved and offered to students in Fall 2011. |

**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 MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Critical Thinking/Problem Solving | All programs | **2012-2013** | Pre & Post quanittative test and Pre and Post writing assignment  | After reviewing the literature in sociology we operationalized critical thinking and problem solving by using students ability to apply the sociological perspective and the three basic theoretical paradigms of structural functionalism, conflict theory and symbolic interactionism. Using the results of the pre and post quantitative tests students reflected an 8% increase in this area in fall 2012 and an 11 % increase in the spring of 2013. (Appendix 2).      |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
| Oral Communication | All programs | **2016-2017** |  |  |
| Written Communication | All programs | **2016-2017** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | 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 | 2011-2012 | Pre & Post quantitative test and Pre & Post writing assignment | Students in General Sociology/Introduction to Sociology gained in their understanding of the sociological perspective (Appendix 5).  |
| **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 | 2011-2012 | Pre & Post quantitative test | Students’ gains were significant in the area of the sociological paradigms (theory). The lowest area of gain was in Integrating Data Analysis (IDA) or being able to read table charts and graphs and interpret the measures of central tendency. (Appendix 5) |
| **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. |  |       |       |       |
| **4)** Examine diversity in society and the impact of social stratification hierarchies (the inequalities) of gender, race/ethnicity, gender, and age. | General Sociology/Introduction to Sociology | 2012-2013 | Pre & Post quantitative test | In the area of stratification and social structure students had an 8% increase in fall 2012 and a 6% increase in the spring from the pre to the post assessment tests. (Appendix 2).      |
| **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. |  |       |       |       |

**General Education Outcomes**

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

The department intends to expand the measurement of critical thinking to include knowledge of the scientific method of inquiry to the existing areas of the sociological perspective and the major theoretical paradigms. The flipped classroom pilot has allowed the department to develop a number of learning activities in each of these areas that can be shared with all faculties.

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

The department would like to see students attain a 15% increase overall in the areas identified above.

**Program Outcomes**

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

Sociology became a program with semester change. Prior to semesters we focused only on the core course of Introduction to Sociology (SOC 1101). In November 2013 the department will conduct a full day departmental retreat to review the current program outcomes and decide where in the curriculum we will measure them. The department will also discuss the measurement of the general education outcome of Values Citizenship and Community at the November Department Retreat.

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

Outcome assessment measures will expand beyond Introduction to Sociology.

**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?

In fall of 2013 full time faculty piloted an online version of the pre and post assessment tests in Introduction to Sociology.

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

In spring of 2014 all full and Adjunct faculty will move to a departmental adoption of the pre and post assessment tests. This should greatly assist our data collection and assessment efforts.

**APPENDIX 1– PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Division** | **Department** | **Department Name** | **Program** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| LCS | 0383 | Geography | GEOE.AA | 3 | 2 | 1 | 2 | 3 | 2 |
| LCS | 0383 | Geography | GEOIS.STC | . | . | . | . | 7 | 2 |
| LCS | 0387 | Sociology | APPE.AA | . | . | . | . | 1 | . |
| LCS | 0387 | Sociology | FAMA.S.STC | . | . | . | . | . | 5 |
| LCS | 0387 | Sociology | FAMA.STC | 8 | 15 | 7 | 7 | 19 | 7 |
| LCS | 0387 | Sociology | SOCE.AA | 7 | 8 | 5 | 12 | 12 | 5 |
| LCS | 0387 | Sociology | SOCE.S.AA | . | . | . | . | . | 2 |
| LCS | 0387 | Sociology | SOCS.STC | . | . | 3 | . | 1 | 1 |
| LCS | 0387 | Sociology | SWKE.AA | 14 | 18 | 17 | 12 | 10 | 14 |
| LCS | 0387 | Sociology | SWKE.S.AA | . | . | . | . | . | 1 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0383 | Geography | GEO-101 | 49.6% | 66.5% | 68.6% | 74.0% | 66.1% | 100.0% |
| 0383 | Geography | GEO-102 | 76.8% | 61.1% | 61.0% | 70.4% | 73.3% | . |
| 0383 | Geography | GEO-107 | . | . | 80.0% | 82.6% | 92.1% | . |
| 0383 | Geography | GEO-1101 | . | . | . | . | . | 65.7% |
| 0383 | Geography | GEO-1102 | . | . | . | . | . | 68.2% |
| 0383 | Geography | GEO-1107 | . | . | . | . | . | 60.0% |
| 0383 | Geography | GEO-1201 | . | . | . | . | . | 48.8% |
| 0383 | Geography | GEO-1206 | . | . | . | . | . | 100.0% |
| 0383 | Geography | GEO-1208 | . | . | . | . | . | 72.7% |
| 0383 | Geography | GEO-1209 | . | . | . | . | . | 64.7% |
| 0383 | Geography | GEO-145 | 83.3% | . | . | . | . | . |
| 0383 | Geography | GEO-146 | . | . | . | . | . | . |
| 0383 | Geography | GEO-201 | 75.6% | 79.4% | 83.5% | 85.8% | 70.7% | . |
| 0383 | Geography | GEO-202 | 84.3% | 86.0% | 77.9% | 65.4% | 64.7% | 100.0% |
| 0383 | Geography | GEO-206 | 77.8% | . | . | . | 100.0% | . |
| 0383 | Geography | GEO-207 | . | . | 100.0% | 86.4% | 75.7% | . |
| 0383 | Geography | GEO-208 | . | . | 81.8% | 59.6% | 67.9% | . |
| 0383 | Geography | GEO-209 | . | . | . | 100.0% | 80.6% | . |
| 0383 | Geography | GEO-210 | . | . | . | . | 90.9% | 100.0% |
| 0383 | Geography | GEO-2210 | . | . | . | . | . | 83.3% |
| 0383 | Geography | GEO-2297 | . | . | . | . | . | 77.8% |
| 0383 | Geography | GEO-297 | 72.2% | 77.8% | 57.1% | 100.0% | 80.0% | . |
| 0387 | Sociology | CAP-105 | 70.7% | 51.3% | 65.0% | 43.6% | 41.8% | . |
| 0387 | Sociology | SOC-1101 | . | . | . | . | . | 53.8% |
| 0387 | Sociology | SOC-1108 | . | . | . | . | . | 75.0% |
| 0387 | Sociology | SOC-111 | 69.1% | 62.4% | 61.5% | 62.6% | 59.7% | 69.6% |
| 0387 | Sociology | SOC-1115 | . | . | . | . | . | 95.8% |
| 0387 | Sociology | SOC-112 | 76.8% | 71.3% | 70.1% | 66.0% | 71.1% | 66.9% |
| 0387 | Sociology | SOC-1129 | . | . | . | . | . | 73.9% |
| 0387 | Sociology | SOC-1145 | . | . | . | . | . | 66.2% |
| 0387 | Sociology | SOC-115 | 68.5% | 74.7% | 74.7% | 82.2% | 89.0% | 58.3% |
| 0387 | Sociology | SOC-1160 | . | . | . | . | . | 60.0% |
| 0387 | Sociology | SOC-117 | 60.6% | 77.0% | 91.7% | 80.5% | 73.3% | . |
| 0387 | Sociology | SOC-118 | 87.5% | 100.0% | 80.0% | . | 100.0% | . |
| 0387 | Sociology | SOC-119 | . | . | . | . | 100.0% | . |
| 0387 | Sociology | SOC-120 | 63.0% | 60.4% | 65.2% | 56.9% | 62.6% | 61.6% |
| 0387 | Sociology | SOC-125 | 50.0% | 42.9% | 50.0% | . | 55.6% | . |
| 0387 | Sociology | SOC-130 | 85.4% | 86.4% | 82.6% | 37.5% | 18.2% | . |
| 0387 | Sociology | SOC-145 | 76.0% | 79.3% | 68.0% | 73.1% | 71.7% | 82.0% |
| 0387 | Sociology | SOC-160 | 72.7% | 66.7% | 92.3% | 70.0% | 75.0% | . |
| 0387 | Sociology | SOC-205 | 81.0% | 73.9% | 67.3% | 57.7% | 58.9% | 55.2% |
| 0387 | Sociology | SOC-208 | 96.3% | 93.1% | 83.3% | 90.9% | . | . |
| 0387 | Sociology | SOC-2130 | . | . | . | . | . | 94.1% |
| 0387 | Sociology | SOC-214 | 90.5% | 95.1% | 85.3% | 94.4% | . | . |
| 0387 | Sociology | SOC-215 | 82.6% | 82.5% | 81.8% | 77.9% | 74.7% | 94.7% |
| 0387 | Sociology | SOC-216 | 80.6% | 86.4% | 67.4% | 81.0% | . | . |
| 0387 | Sociology | SOC-2205 | . | . | . | . | . | 68.1% |
| 0387 | Sociology | SOC-2215 | . | . | . | . | . | 75.5% |
| 0387 | Sociology | SOC-2226 | . | . | . | . | . | 62.2% |
| 0387 | Sociology | SOC-225 | 69.2% | 78.6% | 50.0% | 60.0% | 55.6% | . |
| 0387 | Sociology | SOC-226 | 83.9% | 83.2% | 74.0% | 77.9% | 82.4% | 71.4% |
| 0387 | Sociology | SOC-227 | 75.0% | 60.0% | 100.0% | 50.0% | . | . |
| 0387 | Sociology | SOC-295 | 75.0% | . | . | . | . | . |
| 0387 | Sociology | SOC-297 | 94.1% | 90.8% | 86.5% | 91.7% | 85.5% | 100.0% |
| 0387 | Sociology | SOC-9112 | . | . | . | . | . | 56.9% |
| 0387 | Sociology | SWK-1206 | . | . | . | . | . | 77.2% |
| 0387 | Sociology | SWK-1213 | . | . | . | . | . | 75.0% |
| 0387 | Sociology | SWK-206 | 83.1% | 76.9% | 79.7% | 72.8% | 76.4% | 77.8% |
| 0387 | Sociology | SWK-207 | . | 100.0% | 81.4% | 81.3% | 79.2% | . |
| 0387 | Sociology | SWK-211 | 80.5% | 90.0% | 84.2% | 80.4% | 87.2% | . |
| 0387 | Sociology | SWK-212 | 100.0% | 90.9% | 91.9% | 94.1% | 86.7% | . |
| 0387 | Sociology | SWK-213 | 100.0% | 84.3% | 90.6% | 88.9% | 79.2% | 83.3% |
| 0387 | Sociology | SWK-2207 | . | . | . | . | . | 86.2% |

**Appendix 2 – Introduction to Sociology 2012-2013 Assessment Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | SOC 1101 F2F FA 12 (N=522) |  | SOC 1101 F2F SP 13 (N=382) |  |  |  |  |
|  | Perspectives: 13% Increase in learning |  | Perspectives: 15% Increase in learning |  |  |  |  |
|  | IDA: 7% Increase in learning |  | IDA: 6% Increase in learning |  |  |  |  |
|  | Paradigms: 6% Increase in learning |  | Paradigms: 9% Increase in learning |  |  |  |  |
|  | Structure: 9% Increase in learning |  | Structure: 7% Increase in learning |  |  |  |  |
|  | Stratification: 8% Increase in learning |  | Stratification: 6% Increase in learning |  |  |  |  |
|  | Overall: 8% Increase in learning |  | Overall: 8% Increase in learning |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | SOC 1101 F2F FA 12 (N=522) |  | SOC 1101 F2F SP 13 (N=382) |  |  |  |  |
|  | Critical Thinking and Problem Solving |  | Critical Thinking and Problem Solving |  |  |  |  |
|  | 8% Increase in learning |  | 11% Increase in learning |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | SOC 1101 Online FA 12 (N=86/82) |  | SOC 1101 Online SP 13 (N=84/85) |  |  |  |  |
|  | Perspectives: 11% Increase in learning |  | Perspectives: 14% Increase in learning |  |  |  |  |
|  | IDA: 6% Increase in learning |  | IDA: 11% Increase in learning |  |  |  |  |
|  | Paradigms: 5% Increase in learning |  | Paradigms: 8% Increase in learning |  |  |  |  |
|  | Structure: 5% Increase in learning |  | Structure: 10% Increase in learning |  |  |  |  |
|  | Stratification: 6% Increase in learning |  | Stratification: 5% Increase in learning |  |  |  |  |
|  | Overall: 6% Increase in learning |  | Overall: 9% Increase in learning |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | SOC 1101 Online FA 12 (N=86/82) |  | SOC 1101 Online SP 13 (N=84/85) |  |  |  |  |
|  | Critical Thinking and Problem Solving |  | Critical Thinking and Problem Solving |  |  |  |  |
|  | 7% Increase in learning |  | 9% Increase in learning |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  | NOTE: SP 13 Online Assessment Data is missing data from the following questions: Perspectives 1 & 2; IDA 5, 7, 10 & 12  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**APPENDIX 3: GEOGRAPHY ASSESSMENT**

In 2012-13 Geography assessed the Human Geography course outcome attainment. Human and Physical Geography will be assessed in 2013-14.

Fall 2012 Pre test for a total of 25 questions for a total of 36 students

|  |  |
| --- | --- |
| Median Score 10.33 | Highest Score 17  |
| Mean Score 10.36 | Lowest Score 4  |

Fall 2012 Post Test for a total of 25 questions for a total of 36 students.

|  |  |
| --- | --- |
| Median Score 14.30 | Highest Score 23 |
| Mean Score 14.31 | Lowest Score 7 |

The file attached for the fall of 2012 indicates an overall learning increase of 15.8% increase. By examining the questions, several indicate a 100% or very close correct answer in the pre test which might mean that those questions might have been covered in the first week of the semester and therefore, not showing any increase in learning in the post assessment and therefore lowering the overall average. On the other hand a couple of questions indicated very low scores both on the pre and post test which might either be the indication that they were not covered due to time crunch, the answer key was wrong, or that the question was just a bad question. Since then we have revised the test and expect better results in 2014.

Spring 2013 pre test for a total of 25 questions and a total of 39 students

|  |  |
| --- | --- |
| Median Score 9.69 | Highest Score16 |
| Mean Score 9.49 | Lowest Score 2 |

Spring 2013 post test for a total of 25 questions and a total of 39 students

|  |  |
| --- | --- |
| Median Score 11.67 | Highest Score 19 |
| Mean Score 12.31 | Lowest Score 5 |

The second file attached for the Spring of 2013 shows an increase of 11.2% from the pre to the post test. The same exam was used as the Fall of 2012 therefore the same conditions persisted.

The second part of the assessment includes a map test and the results for each semester are below.

|  |  |  |
| --- | --- | --- |
| Fall 2012 | Pre-test overall 43% | Post-test overall 89% |
| Spring 2013 | Pre-test overall 36% | Post-test overall 79% |

As the results indicate there is a substantial increase in the map assessments.

**APPENDIX 4: SOCIAL WORK ASSESSMENT**

In the spring of 2013 Social Work assessed outcome attainment in SWK 2207 Cultural Competence in two sections 109 & 111. The instrument used assessed students cultural awareness and knowledge from pre to post. All students increased their awareness and knowledge from pre to post. In 2013-14 Social Work will assess SWK 2207 Cultural Competence and SWK 1206 Introduction to Social Work.

This tool measures Cultural Awareness and Knowledge Acquisition in Cultural Competence.

Level 1: Unlikely (scores 36-69)

Level 2: Not very likely (scores 70-94)

Level 3: Likely (Scores 95-128)

Level 4: Definitely (Scores 129-144)

**Social Work 2207-109 Pre and Post Assessment Scores**

|  |  |  |
| --- | --- | --- |
| **Student Number** | **Pre Test** | **Post Test Level**  **Change** |
| **001** | **84** | **126 2-3**  |
| **002** | **122** | **141 3-4**  |
| **003** | **102** | **131 3-4**  |
| **004** | **41** | **70 1-2** |
| **005** | **36** | **135 1-4**  |
| **006** | **84** | **123 2-3**  |
| **007** | **95** | **129 3-4** |
| **008** | **119** | **130 3-4** |
| **009** | **73** | **103 2-3** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**All students increased by one level.**

**Social Work 2207-111 Pre and Post Assessment Scores**

|  |  |  |
| --- | --- | --- |
| **001** | **85** | **102 2-3** |
| **002** | **70** | **97 2-3** |
| **003** | **36** | **36 no change** |
| **004** | **105** | **133 3-4**  |
| **005** | **56** | **89 1-2** |
| **006** | **101** | **114 small change** |
| **007** | **35** | **82 1-2** |
| **008** | **36** | **36 no change** |
| **009** | **89** | **121 2-3** |
| **010** | **36** | **135 1-4** |
| **011** | **36** | **96 1-3** |
| **012** | **38** | **80 1-2** |
| **013** | **91** | **121 2-3** |
| **014** | **76** | **100 2-3** |
| **015** | **36** | **36 no change** |
| **016** | **96** | **130 3-4** |
| **017** | **82** | **103 2-3** |
| **018** | **91** | **111 2-3**  |
| **019** | **72** | **82 small change**  |
| **020** | **80** | **133 2-4** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Twelve out of twenty increased by one level (60%).**

**Three out of twenty increased by two levels (15%)**

**Two out of twenty improved but stayed in the same level (10%)**

**Three out of twenty did not see any change (15%)**