**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**Department:** **SME - 0573 - Engineering--University Transfer**

Year of Last Program Review: FY 2009-2010

Year of Next Program Review: FY 2017-2018

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Explore adding global awareness to the courses/program. | In progress  Completed  No longer applicable | Affects transfer. Students are allowed to take any OTM courses and then follow specific guidelines from their receiving institution. |
| Online courses. | In progress  Completed  No longer applicable | Some general education courses are available on-line. No plans to make the core engineering courses on-line. The University of Dayton has said they will not allow students to transfer any on-line engineering courses, although they will accept other on-line courses if the exams are proctored. |
| New calculus based Thermodynamics course as suggested by most universities. | In progress  Completed  No longer applicable | **MEE 2201 was successfully offered Fall 2012 and Spring 2013. Course will remain in the schedule each fall and spring.**  **Course has been offered every fall and spring, going to two offerings a term starting in Fall 2015.** |

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The program coordinator has done much to revitalize this degree program, but his efforts need to be formalized so that when responsibility for this program transfers to someone else at some future time the momentum that has developed in this program is not lost. Due to the nature of the program, it is recommended that, like the current coordinator, any future coordinators have an engineering background. The current coordinator has done a stellar job of overseeing this program, and that should not be lost at some point in the future when he hands his responsibilities over to someone else. A formalized and well-documented transition process will need to be developed in anticipation of this. The advisory committee may have some insights on how to accomplish this. | In progress  Completed  No longer applicable | Program has transitioned to new coordinator. Several new initiatives are under way to better serve students in the program (see later). |
| The coordinator has developed a marketing plan, and it is recommended that the marketing plan be pursued as a way of attracting students to the program. | In progress  Completed  No longer applicable | **During 2012-13 held two outreach nights for HS students and their parents. Participated in college fairs at Mason and West Carrollton. Displayed at tech prep night. Will display at Sinclair Welcome Week in the fall and scheduled for two Sinclair Talks on Engineering in 2013-2014.**  **2014-15, participated in numerous college fairs, including West Carrollton, Ponitz and Centerville. Present at Fall and Spring Affair, Tech Prep “Getting Ready for College night”, Multiple other tech prep events. Did evening outreach meeting at Xenia HS.** |
| Strong relationships already exist with area universities, particularly with the University of Dayton. It is recommended that the coordinator continue to maintain these relationships. | In progress  Completed  No longer applicable | **Relationships are strong with both WSU and UD. Developing relationships with Central State and Wilberforce. Opening a new dialog with UC and Miami.**  **2014-15: Completed articulation with Wilberforce. Central State agreement is on hold while they re-work their curriculum. Progress with Miami has come to a halt as Miami faculty interest in SCC students has is lukewarm. No progress yet with UC.**  **2015-16: Updated articulation agreements with UD and WSU.** |
| Much of the knowledge regarding this program is held by the coordinator and by a Senior Academic Advisor. It is recommended that cross-training occur and documentation of policies and procedures be made, such that when other individuals transition into these positions there is continuity of policies and procedures. There is a pressing need for clear documentation that will allow a variety of academic advisors to assist interested students. | In progress  Completed  No longer applicable | **Work continues on training addvisors. Two training sessions held. New pathway documents will also be of help to advisors.**  **2014-15: New advising model works well. Meet with them periodically to communicate changes to program.**  **2015-16: New transfer guides prepared and shared based on updated transfer agreements.** |
| The formation of the advisory committee was an important step for this program. It is recommended that the coordinator work closely with the committee, such that the committee feels engaged in program maintenance and improvement. The self-study mentions that a “definite plan will be developed in the advisory committee meeting in Spring 2010” to increase student retention, and it is recommended that this be pursued in that meeting. | In progress  Completed  No longer applicable | Spring 2012 marketing initiatives were implemented. Work with advisory is ongoing and additional actions will be taken in the future. |
| Work recently began on the web page for the program, and continued development of this is recommended. | In progress  Completed  No longer applicable | **As part of the college’s transition to a new website, an EUT program page was created to complement the other SME programs. The new EUT program page highlights, among other things: program specific information, transfer opportunities, the differences between engineering and engineering technology was highlighted on this page, as well as scholarship opportunities.** |
| Continue efforts to better communicate with students in the program. | In progress  Completed  No longer applicable | **Developed Angel community for better communication with students. Electrical students now have a class assignment in a basic class (EET 1131) that requires them to contact the EUT corrdinator if they are engineering students.**  **2014-15: New eLearn site is not yet up but should be activated sometime this year.**  **2015-16: New eLearn site exists but requires work to keep the student roster current. The EUT coordinator has done several outreach events for both existing and new students, including setting up an engineering panel and a presentation from WPAFB. In addition, several emails have gone to EUT students on events and scholarships.** |

**Section II: 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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**It is assumed that this competency is mastered among the two social science and humanities courses the students take from the OTM. Students have choices as to which of these courses they take, so there is no assurance this is covered. Transferability issues limit our ability to address this as part of the required courses, as only Calculus, Physics, English and COM are required of every EUT student.**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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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) |
| Develop skills in calculus, analytical geometry and differential equations to analyze and solve engineering problems. | MAT 2270  MAT 2280 | 2014-15 | **Common test questions in Calculus II** | **Student performance varied from a high of 82% (correct mathematical notation, unit conversion) to a low of 30% (correct integral and correct answer). Overall performance was 60% over 9 distinct areas.** |
| Demonstrate written and oral communication skills for effective presentations. | ENG 1101  ENG 1201  COM 2211  OTM Arts/Humanities Elective  OTM Social/ Behavioral Elective | 2014-15 | **Written assignments in Thermodynamics** | **All students successfully completed writing assignments at the 80% or greater competency by rubric.** |
| Use mathematics and analytical tools for engineering and related problem solving. | EGR Electives  SME 1101 | 2011-12 | **Exams** | **Section averages consistently above 75%, consistently higher than WSU students on same exam in parallel course.** |
| Identify and apply the basic laws of physics and chemistry including mechanical, electrical, heat, light, sound, and inorganic chemistry to enhance comprehension of engineering topics. | CHE 1211  PHY 2201  PHY 2202 | 2014-15 | **Exams** | **70% of students met the standard of 80% success in Physics-provided questions.** |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Additional emphasis will be placed on the specific areas of shortfall in the Calculus II classes. |
| **How will you determine whether those changes had an impact?** | Will repeat the same assessment next year. |