**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Academic Foundations

**Section I: Trend Data**

1. **Program Trend Data**

Academic Foundations enrolls 6500 students per quarter, and our goal is to help students complete their course sequences in the time frame set by their advisors and/or help them complete their courses at a faster pace. Current trends indicate DEV students do not complete their courses or take more than three quarters to complete their coursework. In an effort to help student complete their courses at a faster pace, the department has created three new initiatives/courses that are currently being taught.

1. **Interpretation and Analysis of Trend Data** *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?*

We are currently offering eight sections of Accelerated English 111/DEV 110 English. This format allows students testing into the top range of 82-87 for DEV 110 the opportunity to complete both courses in one quarter.

The second new course is My Math Lab courses where students testing into DEV 085 can complete both 085 and 108 in one quarter. We are currently offering ten sections of this math format.

The third new course initiative is the Boot Camp classes. During the summer, fall, and winter breaks students had the opportunity to complete their DEV 085, 108, 064, 065, 075 and 110 classes in a fifteen hour one week content intensive class. Offering the classes during quarter breaks give the student who passes a Boot Camp class the opportunity to register for the next sequence. The students also have the opportunity to complete two different classes during the one week Book Camps.

The new initiatives will have a great impact on our student population and help them move through Academic Foundations at a faster pace.

**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 for Academic Foundations was 2006-2007

1. 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”)?

Academic Foundations has made significant strides in preparing students for success and helping them achieve their academic goals at a faster pace. The department has created four new math courses and is now offering accelerated Boot Camps courses to help students complete their courses on schedule or at a faster pace.

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

The departmental goals have not changed, but we have made great strides in how we offer our courses and how we help our students with their academic goals.

1. What progress has been made toward meeting any of the goals listed above in the past year?

During the summer, fall and winter breaks of 2010, the department offered Boot Camps so that students could complete at least one their DEV classes in this learning format and then register for the higher level DEV class before the next quarter started.

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

The recommendations of the 2006-2007 review were:

1. Create English and math modules that will address the gaps in learning, and enable students to efficiently move forward in their studies. Also, create in-class assessment tools to address possible gaps between English 110/ENG111 and Math 108/101.
2. Faculty mentoring to help at-risk students.
3. Require that all adjuncts complete the Adjunct Training Certification Program.
4. Evaluate professional tutors and adjuncts quarterly to assess their qualifications and skills.

The department has made the following progress to meet the recommendations in the past year:

1. Use common exit assessments as well as faculty feedback and observations as it pertained to students’ ability to verbally communicate. We found that the common exit assessments were not the correct tool to use for this program outcome and developed separate instruments to measure verbal communication.
2. Created and implemented the Accelerated ENG 110/ENG 111 classes that help students testing into the high range of the Accuplacer Placement test the opportunity to complete both classes in one quarter. Also, created and implemented the Math Modules Lab courses that give students the opportunity to complete DEV 085 and DEV 108 in one quarter.
3. Gathered feedback from faculty observations and impressions which were generally positive. The department also made a more dedicated effort to embed opportunities for verbal communication in the DEV classes.
4. Created informal mentoring to help at-risk students and support the Learning Communities that were designed to help Academic Foundations complete their course sequences with the aid of Student Success classes.
5. All adjuncts complete the Adjunct Training Certification Program and the department now requires all new adjuncts complete the Accuplacer Placement test before teaching classes in Academic Foundations. The department also holds mandatory orientation sessions to update faculty on updates and training.
6. The department requires all new tutors complete the Accuplacer Placement test before they work with students, and the department trains tutors so they are prepared to help students.

**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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| **Academic Foundations** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Demonstrate effective written communication skills in a college setting. | DEV 064, 065, 075, and 108 |  | * The department uses common exit assessments, as well as faculty feedback |
| **2)** Demonstrate effective verbal communication skills in a college setting. | DEV 075, 110, 064, 065, 108 and ESL |  | * The department has collected and analyzed data, and improved assessments and tests |
| **3)** Demonstrate creative and critical thinking skills in a college setting. | DEV 110, 065, 084, 085, 108 |  | * The department collected, measured and analyzed data |
| **4)** Demonstrate a basic understanding and use of computer and information literacy in a college setting. | DEV 110, 064, 065 |  | * The department collected, measured and analyzed data |
| **5)** Demonstrate a sense of citizenship and community and a sense of values towards oneself and others in a college setting. | All DEV and ESL |  | * The department engages students through Service Learning and volunteerism |

1. For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

The following information lists the methods created to address the table:

* Create DEV 085 and 108 Math Modules that include MyMathLab online instruction to assess student skills and help students utilize online math assignments, tools and tutoring.
* Create online DEV 110 research assignments to help students utilize critical thinking skills while assessing the authenticity of online materials.
* Utilize the online Davidson Ultimate Speed Reader in DEV 065 to enhance student’s critical reading skills and assess their reading rate.

The results of the assessment methods are:

* The DEV 085/108 Math Modules Lab was created and instituted fall quarter, 2010. The lab helps student’s complete two DEV classes within one quarter, and has been very beneficial to DEV students. Students in these classes use both textbook, paper and online assessments and tests, and they have the opportunity to work at their own pace and get immediate help when they have questions or concerns.
* The Accelerated English course (ACA 297/ENG111) was created to help students testing into DEV 110 complete this course and the English 111 course in one quarter. There is an online research component that helps students utilize critical thinking skills and assess the authenticity on online materials.
* The DEV 064 and DEV 065 classes utilize the Davidson Ultimate Speed Reader to enhance student learning, critical reading skills, and reading skills assessments.

The department plans to determine whether the changes have an impact by tracking students in the current and next course to measure success rates.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

The department used common exit assessments as well as faculty feedback and observations as it pertained to students’ ability to verbally communicate. We found that the common exit assessments were not the correct tool to use for this outcome; we developed separate instruments to measure verbal communication in the next year. We received good feedback, however, from faculty observations and impressions which were generally positive. We found we needed to make a more dedicated effort to embed opportunities for verbal communication in the DEV classes.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

We created and implemented the following education changes/improvements in the program/department during the past academic year (09-10):

* Created DEV 085 and 108 Math Modules that include MyMathLab online instruction to assess student skills and help students utilize online math assignments, tools and tutoring.
* Created online DEV 110 research assignments to help students utilize critical thinking skills while assessing the authenticity of online materials. These assignments are used in both the DEV 110 face-to-face and Accelerated English 110/111 classes.
* Utilize the online Davidson Ultimate Speed Reader in DEV 065 to enhance student’s critical reading skills and assess their reading rate.

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

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  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.

* Created DEV 085 and 108 Math Modules that include MyMathLab online instruction to assess student skills and help students utilize online math assignment, tools, and tutoring.
* Created the Accelerated ACA/ENG English classes. Students can complete both DEV 110 and English 111 classes in one quarter. The department also created the DEV 110 research assignments that support the Accelerated English classes. These assignments help students utilize critical thinking skills while assessing the authenticity of online materials.
* Created the math, reading, and English area Boot Camps that allow students to complete a comprehensive one week/fifteen hour course and possibly skip a level in math, reading, and English. The Boot Camps are offered between quarters and this helps students that pass the camps register for the next level in their schedule.
* Utilize the online Davidson Ultimate Speed Reader in DEV 065 to enhance student’s critical reading skills and assess their reading rate.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

The department plans to enhance the following initiatives:

* Improve the Math Modules classes and offer DEV 085, 108 and Math 191 in one quarter. This will allow students testing into the DEV 085 math class the opportunity to complete 085, 108, and start their Math 191 course. This form of instruction will also be offered at the center (Course View, Englewood, and Huber Heights).
* Offer the Accelerated ACA297/ENG 111 courses at the centers (Course View, Englewood, and Huber Heights).
* Offer the Boot Camps to the centers (Course View, Englewood, and Huber Heights).

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.