**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0711 – Developmental Language Arts

**Year of Last Program Review:** FY 2011-2012

**Year of Next Program Review:** FY 2016-2017

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

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

**NOT APPLICABLE**

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?*

**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.

Comparing the success rate for our primary semester reading classes (DEV-0010, 0012) with their quarter class equivalent (DEV-064, 065) suggests that the semester classes are experiencing slightly higher success percentages. On the other hand, the same comparison between the semester English classes (DEV-0030, 0032) and their quarter equivalents (DEV-075, 110) reveals a slightly lower success rate. These variances could be attributed to the semester conversion orthe lenghtened time in class. We are anxious to see if our move to an 8-week mini-mester format will impact these success data.

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.)

**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** |
| ACA is scaling up Math Modules, Accelerated English and Boot Camps to serve more students. These modalities will move from “297” designation to “real” courses in semesters. ACA is also in the process of re-vamping all web courses for semester format. | In progress  Completed  No longer applicable | Since the last Program Review, the ACA Department has been split into two separate departments, Developmental Language Arts (DLA) and Developmental Math (DMA). The DLA courses described in this goal are Accelerated English and Boot Camps. Those courses have all made the transition from "297" special designation to "real" courses. Enrollment is robust in the Accelerated English, English Boot Camps, and Reading Boot Camps. More sections of each have been added.  The online versions of DEV 0032 Foundations of EssayWriting and DEV 0012 Academic Reading have been updated and revamped for both a 16- and 12-week offering. |
| Reading faculty are working with the Biology Department to create biology–specific reading modules to help increase success in biology. These interactive lessons could be expanded to other disciplines. A “dream” would be to combine a course such as ALH 103 with DEV 065 (Reading) as a learning community | In progress  Completed  No longer applicable | Modules for the Biology Department to use as extra credit have been completed and sent to BIO to be uploaded into their Angel shells. |

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 mission statement for the department that was provided in the Self-Study does not mention preparation for college-level math and English courses as the department’s central purpose and should be revised accordingly. The mission statement overall would benefit from being more concise and focused. | In progress  Completed  No longer applicable | Department mission statement has been revised to reflect the department's central purpose and new configuration as Developmental Language Arts. New mission statement:  The mission of the Developmental Language Arts Department (DLA) is to provide academic remediation in English and reading skills through which students create a foundation for their higher education and lifelong learning. We help students create this academic foundation through individualized instruction in a learning-centered curriculum, academic advisement, career planning, peer tutoring, and other supportive services. |
| The current program outcomes for the department mirror the college’s General Education outcomes. It is recommended that the department develop program outcomes that support the General Education outcomes, but that are clearly tailored to developmental education. | In progress  Completed  No longer applicable | The DLA program outcomes have been revised to reflect the new configuration of the department and to more clearly reflect developmental education.  Program Outcomes:  1. Demonstrate written communication skills appropriate for success in college-level courses  2. Demonstrate effective active reading skills appropriate for success in college-level courses  3. Demonstrate English language proficiency appropriate for success in college-level courses  4. Demonstrate creative and critical thinking skills in a college setting  5. Demonstrate a basic understanding and use of computer and information literacy in a college setting  6. Demonstrate a sense of citizenship and community in a college setting  7. Demonstrate a sense of values toward oneself and others in a college setting |
| While the department has collected a tremendous amount of data, it appears that to a large extent this data has not been interpreted, synthesized, and then used to inform changes. The department is encouraged to work with RAR to develop a plan for its use of data, including delineation regarding what routine data collection, analysis and interpretation the department will handle versus what RAR can best manage. | In progress  Completed  No longer applicable | As a part of our transition to two separate departments, DLA will work with RAR to determine the data collection and research priorities for our new department. |
| Similarly, while the department’s efforts in developing common assignments and exams have been good, it does not appear from the Self-Study and review meeting that data on student outcomes at the course and section level is currently being collected and used to improve teaching and learning. The review team recommends that the department capture and mine this rich source of assessment data, analyze results and document findings. Assessment results collected in this manner should be reported in Annual Updates beginning next year and in the next Program Review self-study. Few departments at Sinclair are as well positioned to document student learning so completely and comprehensively, and it is recommended that the department take the next step to make this a reality. | In progress  Completed  No longer applicable | Although this recommendation relates to the Developmental Math Department (DMA) and their work developing common assignments and exams, DLA recognizes the importance of examining data and using it to inform curriculum decisions.  As part of the November department planning day, we will begin prioritizing the specific areas of interest and specific data needed to fully study those areas. |
| Building on the foundation for assessment that has been laid with common assignments and exams, it is recommended that the department work with its divisional Learning Liaison to develop a formal assessment plan to work through the issues related to collection, analysis, interpretation, and reporting of assessment data. RAR can also be a valuable resource in this regard. | In progress  Completed  No longer applicable | This recommendation relates to the Developmental Math Department (DMA) and their work developing common assignments and exams. |
| There is some indication that pilot studies in the department may have been compromised in some instances by having the practices being studied used in sections other than those assigned to use them, confounding the research results. The department is encouraged to maintain the integrity of any pilot studies, and utilize the services RAR offers in designing and implementing any future pilot studies. | In progress  Completed  No longer applicable | DLA currently does not have any pilot studies in place. This recommendation will be utilized for any future pilot studies. |
| The department is encouraged to forecast enrollment on a yearly basis. The higher education environment related to developmental education is changing significantly, and the institution will want to stay on top of any trends that emerge that may either increase or decrease DEV enrollments. The department would be well served by paying close attention to changes in high schools and colleges that could impact developmental education enrollment and plan accordingly. | In progress  Completed  No longer applicable | This is an on-going process due to not only the changes outside of the college but also because of new initiatives to accelerate students through their developmental courses faster.  One particular change we are watching closely is the adoption of WritePlacer as the student placement mechanism. WritePlacer is a more efficient method of determining student writing ability, and it is unknown at this point how its use will effect our enrollment. The department will monitor the situation closely and make adjustments as needed. |
| Similarly, changes at the state and national level in developmental education practice and policy are occurring quickly, and the department’s work will be well served by understanding these changes and their implications for developmental education at Sinclair. It is recommended that the department maintain an openness to substantially new and innovative approaches and structures, and a willingness to adapt as new best practices emerge in the field. Changes in the area of developmental education will be inevitable in the future, and the department will need to be prepared to take these changes in stride and, hopefully, help shape these changes. Without question, an important challenge for the department and Sinclair is identifying sound approaches to helping students accelerate their completion of basic skills so they can perform successfully in their college-level courses. | In progress  Completed  No longer applicable | The DLA Department is especially sensitive to changes in developmental education. Our faculty attend and present at DEV Ed conferences in order to stay connected with colleagues and leaders in the field.  In response to the current trend towards acceleration, our highest enrollment DLA classes (DEV-0010, 0012, 0030, and 0032) will be offered as 8-week mini-mester terms exclusively. We believe this schedule will enable students to complete their entire DEV language sequence in one semester, allowing them to more quickly begin their major program of study.  As a department, we intend to continue to study trends and innovations in the field so that Sinclair Community College can remain a leader in developmental education. |
| Many of the issues raised in the self-study and in the discussion in the review meeting suggest that span of control may be an issue for the department. With such a large department, and with a number of initiatives ongoing simultaneously, it may be a challenge for the chair and faculty leaders to stay on top of everything. It may be in the department’s best interest to determine which activities are most valuable and focus resources in those areas. | In progress  Completed  No longer applicable | The Academic Foundations Department was split into Developmental Language Arts and Developmental Math. That split has created two still large, but much more manageable departments. As a part of this transition, faculty are assessing the priorities of our new department. |
| While it is clear that all faculty in the department have strong feelings of commitment to their students, it is likely that some faculty have successfully developed approaches that are particularly effective and beneficial to students. It is recommended that the department identify best practices among its faculty based on clear evidence of student success in courses over time, communicate these practices and widely adopt those best practices that are supported by evidence | In progress  Completed  No longer applicable |  |
| On a related note, the department should identify those practices currently being piloted that provide the best evidence of enhancing student learning, and find ways to scale those practices to reach a larger number of students. Much work has been done investigating new approaches, and the department has reached a point where the most promising approaches need to be expanded to serve a greater number of students. | In progress  Completed  No longer applicable | The new approaches that have been adopted by DLA are still under study. Due to low enrollment, many of our newest classes have not run. We are hopeful that our outreach efforts will enable the classes to run so that we can more fully assess their effectiveness. |
| There are a number of support mechanisms in place that are available from Student Services – Early Alert, for example. The department should ensure that it is taking full advantage of these support mechanisms and that it maintains a strong collaborative relationship with Student Services. The department is asked to set goals for increasing use of these services, such as setting a goal that 100% of developmental sections will utilize Early Alert when appropriate for students in the section. | In progress  Completed  No longer applicable | All DLA faculty, full-time and adjunct, have been added to the Early Alert mechanism and have been encouraged to utilize it.  Additionally, DEV Council was formed this summer which will work on issues common to both departments. The Council consists of representatives from DLA, DMA, Academic Advising, New Student Enrollment Services, and various other support services. |

**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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | Results on final assessment - either writing or reading comprehension. Faculty assess student finals as evidence of both their grammatical competence as well as their critical thinking skills | Students who successfully complete the courses are deemed to have met this Gen Ed requirement as it relates to their DLA studies. |
| 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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate effective written communication skills in a college setting | | DEV 0010,  DEV 0012,  DEV 0026,  DEV 0030,  DEV 0032,  DEV 0044,  DEV 0054,  DEV 0060,  DEV 0062,  DEV 0072,  DEV 0074,  DEV 0076,  DEV 0080,  DEV 0082 |  |  |  |
| Demonstrate effective verbal communication skills in a college setting | | DEV 0010,  DEV 0012,  DEV 0026,  DEV 0030,  DEV 0032,  DEV 0044,  DEV 0054,  DEV 0060,  DEV 0062,  DEV 0072,  DEV 0074,  DEV 0076,  DEV 0080,  DEV 0082 |  |  |  |
| Demonstrate creative and critical thinking skills in a college setting | | DEV 0010,  DEV 0012,  DEV 0026,  DEV 0030,  DEV 0032,  DEV 0044,  DEV 0054,  DEV 0060,  DEV 0062,  DEV 0072,  DEV 0074,  DEV 0076,  DEV 0080,  DEV 0082 |  |  |  |
| Demonstrate a basic understanding and use of computer and information literacy in a college setting | | DEV 0010,  DEV 0012,  DEV 0026,  DEV 0030,  DEV 0032,  DEV 0044,  DEV 0054,  DEV 0060,  DEV 0062,  DEV 0072,  DEV 0074,  DEV 0076,  DEV 0080,  DEV 0082 |  |  |  |
| Demonstrate a sense of citizenship and community and a sense of values towards oneself and others in a college setting | | DEV 0010,  DEV 0012,  DEV 0026,  DEV 0030,  DEV 0032,  DEV 0044,  DEV 0054,  DEV 0060,  DEV 0062,  DEV 0072,  DEV 0074,  DEV 0076,  DEV 0080,  DEV 0082 |  |  |  |

**General Education Outcomes**

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

No.

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

**Program Outcomes**

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

We are in process of changing our program outcomes to more closely align with developmental education.

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

Any changes will have to be measured based on student completion.

**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?

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

The DEI Initiatives started under the Academic Foundations Department have continued and are being scaled up. We are investigating ways to contextualize our curriculum in order to align it with major programs of study.

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

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
|  |  |  |  |  |  |  |
|  | NOT APPLICABLE |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Course Success Rates**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| ACA-2297 | . | . | . | . | . | 74.0% |
| ACA-297 | . | . | 55.2% | 66.7% | 66.7% | . |
| DEV-0010 | . | . | . | . | . | 51.4% |
| DEV-0012 | . | . | . | . | . | 62.6% |
| DEV-0026 | . | . | . | . | . | 72.4% |
| DEV-0030 | . | . | . | . | . | 54.0% |
| DEV-0032 | . | . | . | . | . | 60.7% |
| DEV-0044 | . | . | . | . | . | 55.3% |
| DEV-0054 | . | . | . | . | . | 88.1% |
| DEV-0060 | . | . | . | . | . | 90.9% |
| DEV-0062 | . | . | . | . | . | 85.7% |
| DEV-0072 | . | . | . | . | . | 95.2% |
| DEV-0074 | . | . | . | . | . | 80.0% |
| DEV-0076 | . | . | . | . | . | 83.3% |
| DEV-0080 | . | . | . | . | . | 77.8% |
| DEV-0082 | . | . | . | . | . | 50.0% |
| DEV-045 | 80.0% | . | . | . | . | . |
| DEV-046 | 85.2% | . | . | . | . | . |
| DEV-047 | 61.1% | . | . | . | . | . |
| DEV-048 | 81.1% | . | . | . | . | . |
| DEV-049 | 92.5% | . | . | . | . | . |
| DEV-050 | 89.4% | . | . | . | . | . |
| DEV-063 | 49.4% | 32.7% | . | . | . | . |
| DEV-064 | 58.7% | 56.9% | 59.0% | 55.7% | 59.5% | 47.1% |
| DEV-065 | 61.7% | 60.5% | 60.3% | 58.6% | 61.0% | 58.3% |
| DEV-074 | 48.6% | 22.7% | . | . | . | . |
| DEV-075 | 57.2% | 56.2% | 55.9% | 59.6% | 61.1% | 57.7% |
| DEV-110 | 65.4% | 62.7% | 64.4% | 62.2% | 60.2% | 66.3% |
| DEV-130 | 61.8% | . | . | . | . | . |
| DEV-2297 | . | . | . | . | . | 88.6% |
| DEV-297 | 83.3% | 85.0% | 87.0% | 76.6% | 84.6% | 97.9% |