**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**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, 2015**

**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.

Our core courses (DEV-0010, 0012, 0030, 0032) have all experienced an increase in success rates from FY 12-13 to FY 13-14. We believe that increase is attributable to the change in the format of the classes. We moved from a full-term 16 week offering to the 8-week mini-term classes. The shorter number of weeks, along with the longer time in the classroom, seems to have had the positive effect we wanted.

The boot camps (DEV-0060, 0062, 0080, 0082) continue to show impressive success numbers, as do the ESL courses, with the exception of ESL-0130 and 0135. A new text was adopted in those courses, and we will closely track the success numbers going forward to see if the book has created an unanticipated obstacle.

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.

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| **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 | This goal was marked as completed in last year’s update. |
| 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 | This goal was marked as completed in last year’s update. |

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.

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| **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 | The new mission statement was reported in last year’s Annual Update |
| 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  These outcomes, which were reported in last year’s annual update, have been adopted by the department. |
| 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 | DLA has established a good relationship with RAR, and has used data from RAR reports to plan our transition to fully integrated reading/writing classes. |
| 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 | Since this year is being spent preparing for our transition to integrated reading/writing (IRW) course, we have temporarily deferred this recommendation. Once our IRW courses begin, we will put in place a mechanism to assess the effectiveness of the courses. |
| 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 | DLA enrollment this year has dropped dramatically. Part of the reason lies in the overall enrollment decline across the College, and part of the reason lies in the implementation of the WritePlacer placement protocol. While WritePlacer is a more effective way to assess student writing ability, we are concerned that many students are determined to be “college ready” when in fact they are not. We are working with RAR to collect data on the success rate of those students on the bubble |
| 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 and completion, we are combining our separate DEV reading and English classes into fully integrated reading/writing classes. So beginning in Fall 2015, instead of two 3-credit reading and two English classes (four classes, 12-credits total to complete for the lowest placing students), we will offer two IRW 4-credit classes (2 classes, 8-credits total). The classes will be offered in the 8-week mini-mester format. We believe this change will move students through their DLA requirements more quickly and at a lower cost.  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 | As reported in the last Annual Update, the Academic Foundations Department was split into Developmental Language Arts and Developmental Math. That split created two still large, but much more manageable departments.  As a part of this transition, faculty have assessed the priorities of our new department and are focusing our energies on preparing our IRW curriculum. |
| 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 | As a part of our IRW planning, we are identifying the best practices from the separate reading and English classes, in an effort to build on that foundation for our new classes. One faculty member has been designated to collect the artifacts of the most successful assignments. Faculty are sharing their activities, assignments, and practices all in an effort to make our IRW courses highly engaging and effective right from the start. |
| 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 | We have identified a specific course, DEV-0054, that when paired with ENG-1101 has experienced consistent student success. We are currently investigating ways to scale it up to serve a larger population. |
| 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 have been added to the Early Alert system and are using it. |

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| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

**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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE 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 THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**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 THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |  |
| Information Literacy | | All programs | **2014-2015** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

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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) |
| 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 |  |  | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |
| 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 |  |  | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |
| 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 |  |  | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |
| 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 |  |  | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |
| 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 |  |  | Our courses are support for degree programs, and as such, do not assess mastery outcomes. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** |  |
| **How will you determine whether those changes had an impact?** |  |

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

**Degree and Certificate Completion**

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| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
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|  | NOT APPLICABLE |  |  |  |  |  |
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**Course Success Rates**

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| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0711 | Developmental Language Arts | DEV-0010 |  | . | . | . | . | . | 51.4% | 58.1% |
| 0711 | Developmental Language Arts | DEV-0012 |  | . | . | . | . | . | 62.6% | 65.1% |
| 0711 | Developmental Language Arts | DEV-0030 |  | . | . | . | . | . | 54.0% | 59.2% |
| 0711 | Developmental Language Arts | DEV-0032 |  | . | . | . | . | . | 60.7% | 65.7% |
| 0711 | Developmental Language Arts | DEV-0044 |  | . | . | . | . | . | 55.3% | 76.9% |
| 0711 | Developmental Language Arts | DEV-0054 |  | . | . | . | . | . | 88.1% | 75.0% |
| 0711 | Developmental Language Arts | DEV-0060 |  | . | . | . | . | . | 90.9% | 94.1% |
| 0711 | Developmental Language Arts | DEV-0062 |  | . | . | . | . | . | 85.7% | 88.7% |
| 0711 | Developmental Language Arts | DEV-0080 |  | . | . | . | . | . | 77.8% | 93.3% |
| 0711 | Developmental Language Arts | DEV-0082 |  | . | . | . | . | . | 50.0% | 89.5% |
| 0711 | Developmental Language Arts | ESL-0120 |  | . | . | . | . | . | . | 78.9% |
| 0711 | Developmental Language Arts | ESL-0125 |  | . | . | . | . | . | . | 69.2% |
| 0711 | Developmental Language Arts | ESL-0130 |  | . | . | . | . | . | 76.4% | 72.7% |
| 0711 | Developmental Language Arts | ESL-0135 |  | . | . | . | . | . | 92.6% | 86.3% |
| 0711 | Developmental Language Arts | ESL-0140 |  | . | . | . | . | . | 73.7% | 85.4% |
| 0711 | Developmental Language Arts | ESL-0145 |  | . | . | . | . | . | 89.6% | 93.9% |
| 0711 | Developmental Language Arts | ESL-0150 |  | . | . | . | . | . | 68.2% | 75.0% |
| 0711 | Developmental Language Arts | ESL-0170 |  | . | . | . | . | . | 87.0% | 84.2% |
| 0711 | Developmental Language Arts | ESL-0190 |  | . | . | . | . | . | 77.2% | 80.0% |
| 0711 | Developmental Language Arts | ESL-2297 |  | . | . | . | . | . | . | 58.6% |