**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:** 0330 - English

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**

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?*

While we have had a small increase in the number of completions of degrees in our program, it is not a significant increase. We currently support the A.A. with an emphasis in English or an emphasis in Creative Writing. We do not have a writing emphasis that would appeal to those students seeking a technical writing background or an expository writing background. Therefore, students interested in an English major do not To address this deficit, the department will investigate proposing new program emphases in writing and rhetoric and in technical writing. These two areas of emphasis will better prepare students for writing in their subsequent academic programs and in the workplace.

**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.

At 72.1 percent, the department success rate is higher than both the LCS division and the collegewide success rates. Our English composition courses have among the highest enrollments in the collge, with a rise of 43.8 percent in five years. Essentially, student demand for our courses continues to grow and is parallel to the college's enrollment.

As stated elsewhere in this report, success rates in the composition course sequence are continually undergoing analysis and strategies for improving those rates are continually being developed.

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** |
| The department’s goals and rationale for expanding include continuing to offer sections of composition at all locations and at all times (WPAFB, Courseview, Englewood, and Huber Heights Learning Centers, Centerville High School, etc.).  | In progress [x] Completed [ ] No longer applicable [ ]  | We continue to provide opportunities for students to take ENG 1101 and 1201 at the areas listed on the left. We are also offering dual enrollment at the following high schools: Franklin, Waynesville, Edgewood, Lakota East, and Lakota West. We also offer courses at Allen County Prison, Pickaway County Correctional Institute, and Dayton Correctional Institute.  |
| We plan to explore new courses after we convert to semesters, including a class on writing/publishing in the electronic media.  | In progress [x] Completed [ ] No longer applicable [ ]  | We are still considering exploring new courses at this time. |
| We plan to continue to modernize our curriculum to serve students as they transfer and graduate in greater numbers. | In progress [x] Completed [ ] No longer applicable [ ]  | We are establishing a departmental committee to focus on pedagogical methods for teaching writing to better reach our at-risk students. This information will be presented to the faculty next semester at department meetings. |
| The department is working through the AQIP initiative to build stronger connections with ACA and area high schools.  | In progress [x] Completed [ ] No longer applicable [ ]  | Our faculty are working with the Tech Prep program to establish links with area high schools through the High Schools to Higher Education Grant. In addition, we have a faculty representative on the Miami Valley Career Technology Center Academic Advisory Board. |
| In the next five years, we plan to establish a stronger assessment program for students and faculty by exploring e-Portfolios and routine assessment norming for faculty. | In progress [x] Completed [ ] No longer applicable [ ]  | A Student Learning Outcomes Assessment Pilot was run during the Spring 2012 quarter. During the next cycle, the team will work with IT to create an electronic environment for the evaluation process, change the Likert Scale to 104 instead of 1-3, and evaluate a larger set of samples (the team had 94 samples). The assessment team reports to the department at large one time an academic year.  |
| We plan to take action on the “opportunities” list presented in Section IV A of the FY 2011-12 Program Review. | In progress [x] Completed [ ] No longer applicable [ ]  | See below |

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** |
| From the self-study, it was not apparently that there was a lot of feedback being collected from other academic departments regarding how well the English Department is meeting their needs. The department is encouraged to dialogue to a greater extent with other departments at the college for the purpose of seeking feedback.  | In progress [x] Completed [ ] No longer applicable [ ]  | In January, we are developing an advisory committee for the English Department comprised of internal and external stakeholders. |
| The department should seriously consider reviewing the Program Outcomes, incorporating a greater focus on outcomes specific to English and the skills and outcomes associated with English courses.  | In progress [ ] Completed [ ] No longer applicable [x]  | We have considered this recommendation seriously, and we have decided that it is not applicable at this time. Our outcomes, specifically for the composition sequence, are driven by the State of Ohio. At this time, the outcomes both reflect and enact the philosophy of the state and our department as a whole. |
| It appears that there may be room to create more of a climate of expectation with adjuncts in terms of professional development. Adjuncts should be made explicitly aware of the expectations involving workshops, attendance at in-service meetings, etc.  | In progress [x] Completed [ ] No longer applicable [ ]  | An Adjunct Liason Committee has been formed comprised of two full time and two adjunct faculty. This committee is charged with strengthening communication between the department and its adjunct faculty. |
| Dual enrollment is being strongly encouraged by the state. Some of the challenges regarding dual enrollment arrangements were discussed in the review meeting, and the department should proactively discuss strategies for dealing with these challenges and overseeing the offering of dual enrollment sections with area high schools.  | In progress [x] Completed [ ] No longer applicable [ ]  | We are taking this recommendation under advisement, and we are coordinating with our dual-enrolled programs now. We will continue to do so as the opportunity to participate in dual enrollment agreements arises. |
| The Writing Center appears to be a valuable resource for students, but the benefit to students has not been documented to the extent that it could be. The department is encouraged to find ways to strengthen assessment of the Writing Center, demonstrating how students benefit from using the resources there. This may entail capturing more data than is currently captured from users of the Writing Center. Research, Analytics, and Reporting (RAR) may be a resource the department could use in its efforts to better assess the impact of the Writing Center.  | In progress [x] Completed [ ] No longer applicable [ ]  | The Writing Center, with the consultation of RAR, has launched an assessment program currently in its planning stages. More information about this program will be gathered and the continual assessment of student progress as a result of their work in the Writing Center will occur. |
| Work has been ongoing in the department to find more ways to help students succeed – it is strongly recommended that the department continue and enhance these efforts. The department is encouraged to explore the implementation of an attendance policy to determine whether that might increase student success, and is generally encouraged to generate additional innovative strategies designed to impact success. There are some faculty in the department who have consistently higher success rates than the average - it is recommended that strategies used by these instructors be identified and scaled up for use in other sections of English to increase student success.  | In progress [x] Completed [ ] No longer applicable [ ]  | Beginning in January, faculty will be tasked with identifying their success rate and identifying areas for improvement that could impact the success of their students in ENG 1101 and 1201. Those faculty with high success rates will be tasked with sharing their strategies. A committee will be formed at this time to develop and implement policies for the English Department regarding attendance, late assignment penalties, the teaching of essays, etc.We will continue to monitor the success rates of students and make sure their needs are being addressed.During the fall semester of 2012, we are determining a target completion rate for ENG 1101 and 1201 based on the LCS and collegewide completion rates. We are confident that setting a target will motivate more faculty to increase retention and success in their courses. |
| While some data is being collected and the Assessment Team has done some initial work Spring 2012, it is recommended that the department increase its work on assessment of student learning. Further development of the assessment approached piloted in Spring 2012 is encouraged, and the department should work to expand any successful efforts to as many sections as possible. The department is strongly encouraged to develop an assessment plan that clearly lays out what they are going to measure, how they are going to do it, who is going to do it, and how they will process, analyze, report, and use the data that is collected. | In progress [x] Completed [ ] No longer applicable [ ]  | The assessment team is underway again during this fall semester. It will be a continual process with an expansion of the efforts of the team from the last academic year.An assessment plan has been developed as a result of the student learning outcomes assessment pilot and will be adopted during the next round of assessments.  |

**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) |
| Oral Communication | All programs | **2011-2012** | grading of presentations |       |
| Written Communication | All programs | **2011-2012** | writing, exams | The essence of this writing is reflected in our success rates which are 72% and 69% respectively for Eng 111 and 112..  |
| Critical Thinking/Problem Solving | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
|  |  |  |  |  |
| **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) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1440, 1470 |       |       | See chart below |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | LIT 2234 |       |       |       |
| Achieve group goals in a variety of social contexts. | SCC 1101 |       |       |       |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC 1101 |       |       |       |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | ENG 1101, 1201, BIS 1120, COM 2206, COM 2211 |       |       |       |
| Identify and discuss major authors and works in American and British literature. | LIT 2211, 2212, 2201, 2202, 2270,  |       |       |       |
| Analyze literary works of American, British and world cultures in terms of major literary themes and devices. | LIT 2211, 2212, 2201, 2202, 2270, 2230, 2234 |       |       |       |
| Demonstrate skills in multiple creative writing genres. i.e.: poetry, script writing, fiction writing. | ENG 2255, 2256, 2259 |       |       |       |
| Create works that are polished enough to submit for consideration of publication. | ENG 2255, 2256, 2259 |       |       |       |

**General Education Outcomes**

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

The planned changes are based on reccommnedations from our 2012 Department Review. The reccommendation was to increase our efforts in overall assessment of our English Composition classes. This will be to the extent that we will explore e-portfolio and routine norming for students and faculty, and inservices targetting increasing student passing rates in English 1101

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

Students who pass Eng 1101

**Program Outcomes**

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

Exploration of E-porfolio, creation of online resource repository for all instructors,

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

By the actual number of instructors using these resources that are developed.

**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?

See 2012 Department Review.

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

NO

**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 |
| 0330 | English | CRWE.AA | 3 | 1 | 1 | 2 |
| 0330 | English | ENGE.AA | 2 | 1 | 1 | 5 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 330 | English | ENG-111 | 71.6% | 70.7% | 70.1% | 69.3% | 72.7% |
| 330 | English | ENG-112 | 65.7% | 67.7% | 67.6% | 66.8% | 69.0% |
| 330 | English | ENG-113 | 76.5% | 75.3% | 74.4% | 74.1% | 74.7% |
| 330 | English | ENG-116 | 64.4% | 61.0% | 52.8% | 54.8% | 89.5% |
| 330 | English | ENG-121 | 69.2% | 85.2% | 88.2% | 100.0% | 90.9% |
| 330 | English | ENG-122 | . | . | 100.0% | 100.0% | 100.0% |
| 330 | English | ENG-131 | 74.4% | 76.1% | 70.6% | 72.6% | 71.7% |
| 330 | English | ENG-132 | 50.3% | 59.3% | 63.1% | 64.1% | 63.2% |
| 330 | English | ENG-199 | 84.1% | 81.3% | 77.4% | 82.1% | 79.6% |
| 330 | English | ENG-245 | 82.1% | 86.7% | 95.0% | 76.5% | 100.0% |
| 330 | English | ENG-247 | 92.0% | . | 87.5% | 73.3% | 100.0% |
| 330 | English | ENG-250 | 100.0% | . | 100.0% | 70.6% | 81.8% |
| 330 | English | ENG-255 | 76.7% | 76.8% | 82.8% | 76.5% | 75.3% |
| 330 | English | ENG-256 | 69.2% | 73.5% | 71.3% | 73.1% | 75.5% |
| 330 | English | ENG-257 | 100.0% | . | 85.7% | 75.0% | 100.0% |
| 330 | English | ENG-258 | 76.0% | 91.7% | 78.3% | 91.7% | 91.3% |
| 330 | English | ENG-259 | 88.9% | 80.0% | 88.0% | 81.8% | . |
| 330 | English | ENG-260 | 100.0% | . | . | . | . |
| 330 | English | ENG-264 | 80.0% | 78.9% | 81.8% | . | 100.0% |
| 330 | English | ENG-297 | 95.0% | 61.5% | 57.1% | 100.0% | . |
| 330 | English | LIT-201 | 57.9% | 58.1% | 58.8% | 67.4% | 82.7% |
| 330 | English | LIT-202 | 76.7% | 66.7% | 87.5% | 64.5% | 64.3% |
| 330 | English | LIT-203 | 60.0% | 64.7% | 73.1% | 68.8% | 50.0% |
| 330 | English | LIT-205 | 70.0% | 66.7% | 73.5% | 65.7% | 70.7% |
| 330 | English | LIT-211 | 89.2% | 83.3% | 73.8% | 66.7% | 84.6% |
| 330 | English | LIT-212 | 85.2% | 89.5% | 72.7% | 80.0% | 87.5% |
| 330 | English | LIT-213 | 86.2% | 83.8% | 76.4% | 76.3% | . |
| 330 | English | LIT-217 | 96.0% | 59.1% | 81.7% | 83.6% | 96.6% |
| 330 | English | LIT-227 | 79.6% | 57.9% | 68.6% | 81.0% | 76.3% |
| 330 | English | LIT-230 | 85.4% | 84.7% | 85.8% | 85.0% | 83.3% |
| 330 | English | LIT-234 | 77.8% | 61.6% | 71.9% | 61.0% | 75.0% |
| 330 | English | LIT-236 | 96.7% | 88.6% | 85.0% | 78.3% | 85.7% |
| 330 | English | LIT-238 | . | . | . | 100.0% | 100.0% |
| 330 | English | LIT-240 | 91.7% | 91.8% | 94.4% | 82.4% | 86.7% |
| 330 | English | LIT-259 | 71.4% | 61.9% | 74.1% | 81.0% | 93.8% |
| 330 | English | LIT-267 | 45.5% | 54.5% | 45.0% | 65.7% | 81.3% |
| 330 | English | LIT-297 | . | 65.0% | . | 76.9% | . |
| 330 | English | ENG-111 | 71.6% | 70.7% | 70.1% | 69.3% | 72.7% |
| 330 | English | ENG-112 | 65.7% | 67.7% | 67.6% | 66.8% | 69.0% |
| 330 | English | ENG-113 | 76.5% | 75.3% | 74.4% | 74.1% | 74.7% |
| 330 | English | ENG-116 | 64.4% | 61.0% | 52.8% | 54.8% | 89.5% |
| 330 | English | ENG-121 | 69.2% | 85.2% | 88.2% | 100.0% | 90.9% |
| 330 | English | ENG-122 | . | . | 100.0% | 100.0% | 100.0% |
| 330 | English | ENG-131 | 74.4% | 76.1% | 70.6% | 72.6% | 71.7% |
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| 330 | English | ENG-247 | 92.0% | . | 87.5% | 73.3% | 100.0% |
| 330 | English | ENG-250 | 100.0% | . | 100.0% | 70.6% | 81.8% |
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| 330 | English | ENG-259 | 88.9% | 80.0% | 88.0% | 81.8% | . |