**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:** **LCS - 0340 - Modern Languages / 0384 - Political Science / 0385 - History/Humanities/Philosophy**

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department does not expect to develop additional new courses except in areas of critical need, such as possibly Spanish for Health Care Professionals, university-parallel Chinese and Japanese, and online versions of French, Latin American History, and Search for Utopia | In progress  Completed  No longer applicable | The department has maintained its current course offering and will likely begin developing online courses for French, Latin American History, and Search for Utopia after D2L conversion is completed  **2016 Update:** Latin American History will be offered fall 2016; we will be requesting development of French 1101/1102 and the Search for Utopia for online development through Distance Learning. |
| Continued improvement of online courses and development of more hybrid sections combining online and traditional delivery. | In progress  Completed  No longer applicable | Work was done to update HUM 1130, HIS 1111 and HIS 1112, HIS 1101 and 1102 online. We are in the planning stage for developing hybrids for PLS 1232, HIS 2218, and PHI 2207  **Update 2016:** Revisions are under way for HIS 1111/1112 and HIS 1101/1102. |
| Working with learning centers and Courseview staff, to develop more complete schedules of our courses at one or more of these locations so that students could earn most of the credits for one of our degrees there. | In progress  Completed  No longer applicable | **Update 2016**: The department continues a vigorous offering of courses at the Learning Centers in nearly all of our high enrollment courses. This spring we hired three new adjunct faculty to meet the growing demand for our courses. |
| In the future, the Department and PLS faculty plans to: expand its visibility on the SCC campus by advertising the PLS courses to attract students, continue to encourage other Departments to recognize the importance of requiring PLS courses as part of their programs, work to increase the number of articulation agreements the College has with other colleges and universities, continue to provide faculty support to the College for Lifelong Learning, develop new online PLS courses and Special Topics courses (where approved by the College), and meet the challenges of Dual enrollment to ensure quality instruction, and student retention and success. | In progress  Completed  No longer applicable | **Update 2016:** PLS faculty have continued to promote the importance of PLS courses. Members of the Political Science faculty have also been in discussion in order to establish pathways with the business department. No final agreement has been reached yet. Faculty have also tried to be present at a number of LCS/Career Community events to promote PLS.  We offered CCP course at Brookville and Sycamore HS |

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** |
| While there is no doubt that effective work is done in the Language Lab that improves student learning, the department is encouraged to find ways to track student use of the Language Lab and document its impact on student learning, perhaps through comparative research in collaboration with Research, Analytics, and Reporting. | In progress  Completed  No longer applicable | Julie Hatton (Language Lab coordinator) is working with Derek Petrey to develop a methodology toward completing this goal. |
| The department’s work developing articulation agreements with Wright State University has been truly outstanding – this work should be extended to include articulation agreements with other four-year institutions that a substantial number of students transfer to. | In progress  Completed  No longer applicable | The department chair is currently working with the LCS Dean in order to identify other four-year institutions that might benefit the department to develop articulation agreements. |
| Assessment of general education and program outcomes was discussed at length in the meeting with the Review Team. While not readily apparent from the self-study, it seems that a great deal of assessment work is already occurring where student performance against outcomes is being measured. It may be that to some extent the department can step up its assessment work by formalizing the collection, aggregation, analysis, and reporting of work that is already being done that measures student performance. In stepping up its assessment efforts, the department is encouraged to start small at first – rather than feeling overwhelmed, perhaps the department can focus on one program outcome in each area and identify an assignment in a high enrollment course in each area with assignments that align well with the chosen program outcome, and then include that assignment in all sections of that specific course. While assessment is a top priority, the Review Team wants to emphasize that it doesn’t need to be overwhelming, starting small and then growing is recommended. The department is encouraged to work with the division Assessment Coordinator/Learning Liaison and the Provost’s Office as needed in increasing its assessment efforts. Encouraging key faculty to enroll in the Curriculum and Assessment track offered by the Center for Teaching and Learning may also be extremely beneficial in this regard. | In progress  Completed  No longer applicable | The department is making progress on this goal by articulating this need in Angel Community forum, where we are able to elicit feedback from faculty on assessment work. Key faculty are taking curriculum and assessment workshops offered by the CTL.  The department has identified HIS 1112 with assignments that align well with agreed upon program outcomes. We plan to wotk with the Assessment Coordinator/Learning Liaison |
| Related to the recommendation regarding assessment, the Review Team also recommends that the department explore using common assignments or common exam items across all sections of some of its courses. Some level of standardization is required for a complete picture of student learning, else data cannot be gathered across different sections of the same course to provide a comprehensive picture of how students are performing and whether adjustments are needed. Again, it is recommended that the department start small - is there an assignment already in use by some faculty that relates to a program outcome that could be used by all sections of that course? For example, is there an assignment in HIS 1111 that relates to a program outcome that all sections of HIS 1111 could use such that scores could be aggregated, analyzed, and reported to determine how well students are meeting that outcome? It is recommended that this only be done in a couple of courses initially to avoid overwhelming the department, and that what the department wants to know about student learning be used to guide the selection course and assignment used in this way - which program outcomes would you prioritize to study first, based on what you want to know most about your students? | In progress  Completed  No longer applicable | The department has also created an Angel community forum with this goal in mind. Faculty members have talked about creating a common assessment that can be shared. Here, our attention has been focused on developing an assessment that emphasized common skills, such as developing the components of an effective essay, which might be shared across disciplines within our department. |
| During the meeting with the Review Team it was noted that in some cases other departments have dropped the courses that the HGML Department offers - Paralegal and Criminal Justice were provided as examples. The department may need to explore reaching out to other departments to "market" courses. It is recommended that the department identify courses that it offers that might meet specific needs of programs in other departments, and reach out to those departments to discuss how their needs might be met by HGML courses. It may be the case that other departments could use HGML courses in their programs, and they just aren't aware of the benefits. | In progress  Completed  No longer applicable | Our different disciplines are in the process of identifying programs/departments we might meet with in order to promote HGML courses. |
| Given the current budgetary climate, becoming more efficient must be a priority for all departments. It is recommended that the department take a hard look at scheduling - are several OTM courses that would all meet the same Arts and Humanities elective being scheduled at the same time in ways that decrease enrollment in each of them? Can we perhaps be more strategic in how we schedule our courses such that electives are not "competing" with each other? The Review Team recommends that the department be able to demonstrate on its next Annual Update that it has a process in place to accomplish strategic scheduling, and be able to demonstrate that progress has been made in its scheduling practices. | In progress  Completed  No longer applicable | Our department has been proactive in developing effective scheduling practices with an eye toward average class size. Our strategy rests on a number of points. We have reduced the initial courses offerings each term. We carefully monitor enrollment, adding additional sections, increasing capacity, or cancelling classes as appropriate. In terms of online classes, we work with the Dean’s office on a strategy that “rotates” our response to a request to increase capacity. For example, DL might request an increase in capacity/additional sections for HIS, HUM, and REL. We might add additional capacity to HIS, encouraging those students looking for a Humanities elective to enroll in the HIS. The chair also utilizes the Average Class Size tool to monitor and react to enrolment. |

**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: PLS 1120**

**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?**

Click here to enter text.

**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) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1190, 1250 |  |  |  |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | ART 2236,  PSY 2225,  GEO 1201,  SOC 2215,  HUM 1130,  GEO 1101,  PLS 2000, LIT 2170, LIT 2234, SOC 1145 | 2012-13 | Pre and post test |  |
| 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 2111 |  |  |  |
| Describe major historical themes and events in diverse times and places. | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2012-13 | Pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Use historical evidence (primary and secondary sources) to construct arguments explaining historical events and trends. | HIS 1101  HIS 1102  HIS 1111  HIS 1112  HIS 1105, HIS 2218,  HIS 2215, HIS 2216, HIS 2217, HIS 2219 | 2013-14 | Pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Achieve group goals in a variety of social contexts. | SCC 1101 |  |  |  |
| Read, write and speak one language at the intermediate (2nd-year) level or two languages at the beginning level (1st-year level). | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2012-13 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Demonstrate a knowledge of and appreciation for the cultures of the peoples and countries of the languages studied. | **FRE 1101, 1102**  **FRE 2201, 2202**  **GER 1101, 1102**  **GER 2201, 2202**  **SPA 1101, 1102**  **SPA 2201, 2202** | 2013-14 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Describe major philosophical and religious concepts from different traditions. | PHI 2204, 2205, 2206, 2207, REL 1111, 1112, 1135, 2204 | 2012-13 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Apply philosophical knowledge to analyze issues and problems in society. | PHI 2204, 2205, 2206, 2207 | 2013-14 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Demonstrate knowledge of political structures, actors and processes in various local, national and international settings. | PLS 1120, 1232, 2000, 2220 | 2012-13 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |
| Apply knowledge of political structures, actors and processes to the understanding of contemporary political, social and economic issues. | PLS 1120, 1232, 2000, 2220 | 2013-14 | pre and post test | **2016 update:** The department has been working this AY to create an implement pre and post assessments which share more common elements. We hope to have data fall 2016. |

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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?** |  |