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

**Program:** Sociology/Geography/Social Work

**Section I: Trend Data**

1. **Program Trend Data**

* Total students enrolled in Sociology courses rose from 1,412.20 FTE in 2008-09 to 1,607.80 in 2009-10. Social Work enrollments jumped from 71.20 in 2008-09 to 87.67 in 2009-10. Geography increased from 145.40 FTE in 2008-09 to 161.40 in 2009-10. Across the board Sociology/Geography/Social Work increased enrollment by 11%.
* Graduation rates remained consistently low for Sociology & Geography in 2008-09 & 2009-10. However Social Work appreciated a 12 % increase in graduate rates for the same time period. The Family Advocate Short Term Certificates awarded remained at the same rate in 2008-09 as the previous period 2007-08 but dropped by 13% for 2009-10. The Social Service Certificates awarded doubled in 2007-08 to 17 and has remained at that level in 2008-09 & 2009-10.
* Full time to part time ratio for Sociology & Social Work was at 45.37% FT to 54.63% PT in 2008-09 and dropped to 41.80% FT to 58.20% PT in 2009-10. In Geography the ratio was 45.67% FT to 56.11% PT in 2008-09 and 45.67% FT to 54.33% in 2009-10.
* Cost per FTE. In this report the most significant marker is the Contribution Margin-per FTE. In Sociology/ Social Work the Contribution Margin was 2,426 for 2008-09 & 2, 443 in 2009-10. The Contribution Margin for Geography was 2,163 in 2008-09 & 1,998 in 2009-10.
* Success rates in Sociology courses in the top 45 (Soc 111, 112, 120, 145) have not risen.

Success rates in key Geography courses of Geo 101, 102 & Geo 201, 202 have fluctuated within a few percentage points. The same is true for the key transfer courses in Social Work, Swk 206, 211, 212, 213.

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?*

* Sociology/Geography & Social Work courses are experiencing the same increases in enrollments as the rest of the college.
* Graduation rates in Sociology & Geography have remained low. The number of Social Work graduates has significantly spiked. Social Work is viewed as a definite career path, leading to employment. National labor statistics project a positive jobs forecast for Social Workers. The department must seek ways to market Social Work to students.
* The full time to part time ratio in Sociology/Geography and Social Work is below the college’s target ratio of 50:50. Efforts must be made to correct this imbalance.
* All three curriculum areas continue to make a positive contribution to the colleges’ bottom line.
* Student Success efforts will be discussed in Section II d.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? FY 07-08
2. 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”)?

The department continuously seeks to offer a curriculum that will enhance the ability of students to transfer to four year colleges and universities, support the outcomes of the programs we serve, and assist students in achieving their short term and long term personal and professional goals.

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

Our focus narrowed in 2008-09 & 2009-10 to making progress in the following two areas: to improve student success through closing the assessment loop and to expand career opportunities for students.

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

Inspired by Craig Nelson and his 2007 article, “Teaching evolution effectively: A central dilemma and alternative strategies.” McGill Journal of Education 42(2):265-283,

SGS has sought strategies to link teaching effectiveness to student achievement of learning outcomes. This effort required that we locate an assessment tool that would identify faculty teaching methods and objectives as well as students perceptions of faculties effectiveness at achieving those objectives. The tool we discovered was IDEA (Individual Development and Educational Assessment).

In the fall of 2009 the Sociology Department piloted the IDEA Faculty & Student Ratings of Instruction System with its’ regular schedule of assessment activities in 25 Sociology classes.

IDEA asked faculty to assess their teaching objectives and strategies in each section of Introduction to Sociology (Soc 111) taught.  At the end of the course students were asked to assess whether the teaching strategies used by the professor were effective in achieving the course objectives stated by the faculty and to what extent.   Students were also given a chance to self assess their commitment to learning in the course.

The final assessment given to faculty provided diagnostic information, which pointed out which strategies were most effective in obtaining their objectives in the course and which were not as effective. The tool also provided a supportive website that informed faculty how to develop or strengthen various teaching techniques so they can be more effective.  Additionally, individual and departmental faculty and student results were normed with national data collected from other college and university professors in the discipline.

The short term goal of the 2009-2010 IDEA pilot was to give faculty and students the experience of using the assessment tools. If there were a great deal of difficulty in using the tool, it would not be helpful in achieving our goals. Although different, using IDEA did not prove difficult for faculty or students.

The long term goal of using IDEA was to provide the department with a means of correlating student outcome assessments with success at meeting faculty teaching objectives.

In 2010-2011 we applied for and received a SCC learning challenge grant that would allow the department to expand the use of IDEA in Social Work & Geography as well as open the opportunity to 50 adjuncts from across the college that had participated in the Adjunct Certification Course.

This spring we will attempt to close the loop by comparing student outcome assessment results with the IDEA Ratings Results for individual faculty and make appropriate recommendations for changes which we will assess again in the following year.

Career Focus:

In 2008-09 the department had two GIS courses approved that would become part of a proposed GIS Certificate. In 2009-2010 the department submitted and received approval for a third GIS course and the GIS Certificate.

Two successful Social Work Career events were held in the spring of 2009.

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?

Recommendation:

Continue to build on the well-designed initial assessment studies to close the assessment loop, incorporating data and addressing how the department is using their results to focus improvements in learning. See discussion in Section II C.

Recommendation:

The department should work on establishing articulation agreements in Sociology & Geography with U.D., Ohio State University and Wright State University as well as updating the Social Work articulation with Wright State University. This has been put on hold until semester conversion has been completed.

Recommendation:

The department should assess the learning readiness of students in the top Soc 111, 112, 120 (General Sociology) and SOC 145 (Cultural Anthropology). After careful review the department decided that the semester version of Introductory Sociology will have a reading pre-requisite of Dev 064.

Recommendation:

Complete the GIS Certificate, which was approved in spring of 2010.

**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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| --- | --- | --- | --- |
| **Sociology** 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 the ability to apply the sociological perspective is defined as a)concern with the totality of social life, b) emphasis on the context (setting) in which behavior takes place c) recognition that meaning is a social product, arbitrarily agreed upon d) focus on the group and social interaction. |  |  | * Pre & Post quantitative assessment test |
| **2)** Understand scientific research methods used to study society. Interpret statistical tables, graphs, charts as they apply to an understanding of the human behavior and social life. |  |  | * Pre & Post quantitative assessment test |
| **3)** Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation, and making productive contributions to group written & oral assignments. Students must also demonstrate a respect for diverse view points within the group. |  |  |  |
| **4)** Examine diversity in society and the impact of social stratification hierarchies (the inequalities) of gender, race/ethnicity, gender, and age. |  |  |  |
| **5)** Demonstrate social responsibility and an ethic of service: attitudes and understandings needed to live in a society as responsible citizens and to contribute to building a caring and just society. |  |  |  |

a) 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?

In Soc 111, 112, 120 quantitative tests are utilized to measure outcome achievement in three areas: critical thinking and analysis of society through the lens of the sociological perspective; an understanding of diverse viewpoints as expressed in the major sociological theories; and integration of data analysis (interpret statistical tables, graphs, charts, the measures of central tendency, i.e. mean, median, and mode. Data collected in 2008-09 show that overall students in Soc 111 have increased their achievement of learning outcomes steadily each quarter from 7% to 15%. If we focus on the individual areas we find something different. In 2008-09 in the area of the sociological perspective students steadily increased their learning from 11% to 20% with a few exceptions. In the area of the scientific method and IDA (Integrating Data Analysis) students percentage of gain from pre to post remained consistently low. In the area of diverse viewpoints as expressed in the major sociological theories students steadily increased their outcome achievement from 11-19%. In Sociology 112 the percentages of gain in the area of the sociological perspectives remained in the area of 6-8 percent with few exceptions. In soc 112 in the area of the scientific method and IDA percentage remained low and even manifested deficit learning between the pre and post test, and theory fluctuated from 11% to as low as 7% with few exceptions. Data collected in 2009-10 show that overall students in Soc 111 increased their learning by 6-7% with few exceptions. Again however focusing on individual areas we find something different. In Soc 111 in the area of the sociological perspectives student increased their learning from as low as 4% to 14%. The percentage gain in the scientific method and IDA remained consistently low and theory stayed consistently at 13%. In Soc 112 we see the perspective went from 4% to 14% increase. The scientific method and IDA remained consistently low, and theory went from as high as 14% to a negative 3%. The department is reviewing the results. As stated earlier it is hoped that the IDEA learning challenge grant will assist the department with tying teaching strategies to outcome achievement.

In fall of 2009, Geography developed and administered a multiple choice assessment test to all sections of human geography courses. The test focused mainly on the fundamental concepts and principles of human geography and was to measure the students’ literacy of these concepts.

The results of the assessment test showed a significant improvement in students’ learning. In the pre-test the mean score was 18.86 with a low score of 11 and a high score of 26. In turn for the post test, the mean score was 24.27 which was almost an increase of almost 8 points from the pre-test. The low score was 10 and the high score was 32. There were a total of 58 students who took the pre-test and a total of 60 students who took the post-test.

While there was a significant increase in the scores for the post test assessment (almost an increase of 16%), the mean score was still not ideal and I am sure measures can be taken to increase the scores and enhance student learning.

Winter quarter a map pre and post test was added to assess the map location literacy of students. The tests were administered again in fall of 2010. The results have not been reported yet.

Geography is also piloting IDEA faculty and student ratings system.

Special Note Regarding Student Success: Online sections of all Sociology classes are significantly lower than in class sections. In Sociology 111 & Sociology 145 significant measures have been adopted to ensure the quality of the learning experience. The changes have not positively impacted the success of students. It should be noted that the withdrawal rate is much higher in online sections. It is apparent to most instructors that students are not prepared for the expectations of an online course. No one department can solve this problem. It is hoped that distance learning will develop additional strategies to match the learner with the modality best suited for their learning style.

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?

There are no other changes to document at this time.

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

The department continues to use pre and post writing assignments and rubrics. All faculty report that the writing rubric provides a guideline and structure for students, which the quality dramatically improves for the post writing assignments.

The department also utilized a speech rubric. Faculty report that the use of the speech rubric has greatly improved the quality of the oral presentations because it provides a guideline for the preparation and execution of the speech.

**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.

In addition to actions mentioned previously in the review, over the past year and a half each member of the department has made significant efforts to complete the work essential to the quarter to semester transition at both the course and program level.

With the approval of the GIS Certificate the department will need a full time faculty member dedicated to GIS. Presently we have only one full time Geography expert who is not certified in GIS.

With the lost of Darrin Brown, Grow Your Own, the department will see another reduction in our ability to PT/FT 50:50 required by the college to meet the demands of student success.

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?

* To close the assessment loop and increase student outcome achievement and success rates.
* To promote enrollment in the departmentally linked career focused programs of Social Work and GIS.
* To make the successful transition from Quarters to Semesters.
* To have a Social Work Career Day & a GIS Career Day in spring 2010

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.