**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

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

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**
     1. **Course Success Rates – Please report the course success rates for:**

General Sociology success rates:

08-09 62%

09-10 61%

10-11 62%

Cultural Anthropology success rates:

08-09 78%

09-10 68%

10-11 73%

Intro to Social Work success rates:

08-09 77%

09-10 80%

10-11 73%

Physical Anthropology success rates:

08-09 67%

09-10 69%

10-11 74%

Human Geography success rates:

08-09 61%

09-10 61%

10-11 71%

* + 1. **Degree and certificate completion (where applicable)**

Sociology area of emphasis completion rates:

08-09 8

09-10 7

10-11 11

Social Work degree completion for Social Work rates:

08-09 17

09-10 17

10-11 11

Family Advocate Certificate completion rates:

08-09 11

09-10 07

10-11 11

Social Service Certificate completion rates:

08-09 0

09-10 3

10-11 0

Geography area of emphasis completion rates:

08-09 1

09-10 1

10-11 2

* + 1. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

Demographic Data

For this report the department will focus on demographic data. The majority of student enrolled in sociology are white females between the ages of 20-39 and from Montgomery County. Students registered in the in Geography Program are predominantly white males between the ages of 20-39 from Montgomery County. Social Work is the exception to the rule. While the greatest percentage of students enrolled in Social Work are white females from Montgomery County there are a growing number of African American females. The age range for students’ enrolled n the Social Work program is higher in three demographic quadrants, 20-24. 30-39 and 40-49. More study is warranted, but it appears that Social Work has an expanding basis of appeal. Strategies must be explored to market Sociology/Social Work to males and Geography to females. Ideas must also be generated on how to increase the number of minorities in Sociology and Geography. Finally ways must also be found to market all three programs to potential students outside Montgomery County especially in the areas where Sinclair has satellite campuses.

The department asked RAR for graduate survey data in each of our three subject areas for this report but have not received it at this time. We will include this information on our next update.

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *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?*

Success Rates:

Success rates for all high enrollment departmental courses are within a few percentage points plus or minus of the divisional average. General Sociology and Human Geography are at the lower end of the 60th percentile. The department relies on assessment data to increase student success. As a result of previous assessment efforts, semester change will see the addition of reading and writing pre-requisites for all General Sociology courses. This addition should, have a positive impact on student success. The online sections of General Sociology have a lower success rate than the in class sections. The new “How to Succeed Online Course” implemented by Distance Learning, fall 2011 should have a positive impact on online student success. See data regarding assessment efforts in Sociology and Geography in section III a, b and c.

Degree Completion Rates:

Degree completion rates for Sociology area of emphasis

increased by 40% in 2010 & 2011, however overall completion rates remain low. Geography area of emphasis has consistently maintained a low rate of degree completion. Both Sociology and Geography are considered general education options for students and not perceived of as career paths. One factor that should have a positive impact on degree completion in the two areas is semester conversion. With the transition to semesters the college will change “area of emphasis” to degree programs. This change will hopefully assist Sociology and Geography students in perceiving both programs as viable career paths. Another factor that will assist Geography degree completion is the addition of the GIS Certificate in fall 2011. Fall saw a rise of enrollment in GIS related courses. Social Work remains our highest area of degree completion. The department will continue to increase efforts to market Social Work as a clearly defined career path.

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

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ).

The most recent program review was FY 07-08

1. 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, and provide viable career options. Additionally the department strives to support the outcomes of the programs we serve thereby assisting all students in achieving their professional goals.

1. What Recommendations for Action were made by the review team to the most recent Program Review?

Recommendation

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

Recommendation

The department should work on establishing articulation agreements in Sociology & Geography with the University of Dayton, The Ohio State University and Wright State University as well as updating the Social Work articulation with Wright State University.

Recommendation

The department should assess the learning readiness of students in the top General Sociology and Cultural Anthropology courses.

Recommendation

Complete the GIS Certificate.

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

Since the last annual review our focus narrowed to making progress in the following two areas: To improve student success by focusing on assessment, and expand to career opportunities for students.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year

Assessment-Please see section III a, b and c.

Articulation Agreements: With the transition to semesters, the department will work with the LCS division Assistant Dean to devise a plan of action to update and expanding articulation agreements with local and regional areas in Sociology/Geography/Social Work.

Assess Student Readiness-After careful review of the data the department decided to implement pre-requisites of Fundamentals in Reading and English for Introductory Sociology (soc 1101) courses starting fall 2012. We will assess the impact that pre-requisites have on the success rate for Introductory Sociology students before making changes to Cultural Anthropology (soc 1145).

GIS Certificate-The GIS Certificate was approved for fall 2011. A GIS Career Information Sessions for all students was conducted in the spring and fall of 2011. GIS informational flyers have been developed and shared with academic advisors and students in all departmental courses.

**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**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sociology** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  Program outcomes that were addressed in previous years are indicated. | 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. | Soc 111, 112, 120 | ASSESSED IN  FY 11-12 | * Pre & Post quantitative assessment test, writing and speech rubric |
| **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. | Soc 111, 112, 120 | ASSESSED IN  FY 11-12 | * Pre & Post quantitative assessment test, writing and speech rubric |
| **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. |  |  |  |

1. For the assessment methods listed in the table above, what were the results?

Sociology:

Significant gains in learning were made across all General sociology courses in area 1# , achieving the development of the sociological perspective. However in area 2#, interpreting statistical tables, graphs, charts as they apply to an understanding of the human behavior and social life which we define as Integrating Data Analysis or “IDA” the results were problematic. Assessment data collected in 2010 proved that the weakest area of learning outcome achievement was in the area of Integrating Data Analysis. Additionally at an assessment retreat held in the summer of 2011, small group faculty discussions proved that faculty were not uniformly interpreting or implementing IDA in their General Sociology courses.

The assessment pre and post tests used by the department were reviewed during the summer retreat. We found that the IDA outcome was not being assessed appropriately by the questions on the assessment tests.

The writing and speech rubric were also reviewed at the retreat. The department determined that the categories on each rubric needed to be revised to more clearly articulate expectations to students in the area of oral and written communication.

Geography:

In spring of 2011 pre and post assessments in Human Geography courses was conducted. The assessment test is comprised of two parts; one is a comprehensive map quiz and the other is a multiple-choice exam covering the principles of geography and content material covered in the course. Students take the pre-assessment during the second week of the quarter and the post assessment during the last week of the quarter. Results of the pre and post assessment tests clearly indicate significant improvements in the performance of all students in all sections. The map quiz section of the assessment exam tests students’ spatial knowledge of various countries in the world. It was clearly evident that prior to taking the course the global knowledge of students was very limited and there is a dramatic increase in spatial ability at the end of the quarter.

1. Were changes planned as a result of the data? If so, what were those changes?

The department developed a teaching syllabi for General Sociology, fall 2011, that clearly states all learning outcomes including IDA. The teaching syllabi is to be used by all faculty.

In fall 2011 the department formed Peer Assessment Teams that consisted of a full time lead faculty member and three adjunct faculties.  The lead faculty member is charged with meeting with adjunct faculty members at the start of each quarter to share syllabi and at least one activity related to implementing the outcomes. Additionally the lead faculty member must observe one class per quarter of each adjunct faculty member on their team. Finally at the end of the quarter faculty teams will meet to share observations and plans for improvement. We will monitor the success of the teams over the next year.

The pre and post General Sociology test were revised by the departmental assessment committee in fall 2011.

The writing and speech rubrics were revised by members of the departmental assessment committee in fall 2011.

Geography

Although it is clearly evident that student scores have risen from pre and post assessment, indicating the improvement in learning process, continued efforts will be made to enhance student learning by providing students with increased resources and reviewing the content of the exams.

c)   How will you determine whether those changes had an impact?

Data collected in winter and spring 2012 should see a rise in the IDA outcome attainment.

Writing and speech success rates should improve in all General Sociology courses during spring and winter of 2012.

Geography

Increased student success in winter and spring of 2012.

1. Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

The department will be prepared to discuss oral and written student success in the coming year.

1. Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

Sociology and Geography have developed a pre and post assessment test. The sociology assessment tests are used uniformly in all General Sociology courses. A pre and post writing assignment on the sociological perspective is used in all General Sociology courses. An oral presentation is also required in all General Sociology courses. Geography uses a uniform pre and post test in Human Geography. Uniform map quizzes are used in all Physical and Regional Geography courses.

**Section IV: Improvement Efforts for the Fiscal Year**

1. FY 10-11:What other improvement efforts did the department make in FY 10-11?  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.

Considerable efforts weremade by each member of the department to transition our curriculum from quarters to semesters.

1. FY 11-12: What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

The department will continue to engage in all actions necessary to successfully transition course offerings from quarters to semesters.

The department will continue efforts to close the assessment loop by using data to inform continuous improvement strategies.

The department will develop a Social Work plan for assessment.

The department will appropriately seek to advance for approval to the OTM (Ohio Transfer Module), any course offerings that are not currently in the OTM.

Career Expanding Goals:

The department will advance for approval a Remote Sensing course to add to the GIS Certificate. This effort will expand the career opportunities for students seeking the certificate.

The department will advance for approval three Gender courses that will become the core of an interdisciplinary Gender Studies Certificate.

The department will advance for approval a Global Studies course that will become a component of the newly proposed interdisciplinary Global Studies Certificate.

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.