**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**

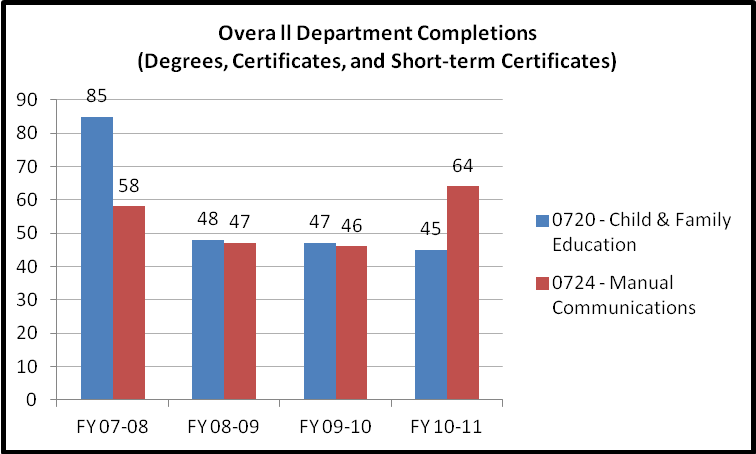
**Department:** 0720 – Child & Family Education, 0724 Manual Communications

**Year of Last Program Review:** FY 2006-2007

**Year of Next Program Review:** FY 2013-2014

**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?*

At the outset, let me to clarify nomenclature and abbreviations that may be confusing to the reader:

The Child and Family Education (CFE) Department houses:

1. Two A.A.S. Career Program degress:

(a) ASL and Interpreting for the Deaf Program (ASLID) [previously referred to as

the Manual Communication Program and still referred to as such in the data

table above]; and

(b) the Early Childhood Education Program (ECE).

2. Three EDU TAG Courses.

3. The Early Childhood Education Center (ECEC). An NAEYC accredited preschool that

serves approximately 50 fulltime preschool students and 30 part-time pre-schoolers.

The ECEC employs pre-school teachers, aides, & student workers. It receives funding

from a variety of source, including fees paid by parents, Ohio Step-Up-To Quality

funds, etc.), The pre-school is licensed by Ohio Department of Jobs an Family

Services (ODJFS) and must meet its regulatory scheme to do so. It also hold "3 Star"

status from the state (the top quality rating).

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With regard to completion rates, the trend data for both ECE and ASL indicate a statistically significant decrease in completions between 07-08 and 08-09. This is attributable to the phasing out of the Early Childhood Certificate and the Deaf Studies Certificate. Due to increasing state credential requirements in both fields, the Certificates no longer serve as useful credentials.

Since the completions drop five years ago, completions have remained steady, with a significant increase in completions for ASLID in the past year.

Completion rates for both degree programs are a function of: (1) enrollment level; (2) degree curriculum design that, despite rigor, ensures persistency; and (3) high level of student engagement with the programs. The ASLID and the ECE Programs have undertaken great efforts with regard to each of these to ensure continued, robust completion rates.

\*Enrollment - ECE. With regard to enrollment, the ECE program has worked extensively over the past academic year to enhance our connections with high school ECE programs. Specifcially, we have partnered with Miami Valley Tech Prep to: (1) bring ECE high school teachers to Sinclair to achieve improved curriculum alignment and evaluation; (2) provide articulated credit for ECE 1100 and ECE 1101 for ECE Tech Prep students; (3) bring ECE high school students to the department to meet faculty, review facilities, and participate in ECE Tech Prep Showcase; and (4) create an Angel Shell ECE Commnity that provides area ECE high school teachers access to curriculum materials, evaluative instruments, and access to one another. In the coming academic year, a schedule of events are already scheduled to bring high teachers to campus, students to campus, and to have ECE facutly visit the area high school ECE classes.

\*Enrollment - ASLID. The state does not have a Tech Prep pathway for ASLID. Nonethreless, the ASL Program has strong ties with area high schools who teach ASL. These include Dayton Public, Beavercreek HS, Centerville HS, Lakota HS, and Springfield HS. Our ties to these students include including these schools in certain SCC ASL Club events (as appropriate); profiessional CEU offereings for educational interpreters from these schools, and periodic high visits to speak with ASL classes about the Sinclair ASLID program.

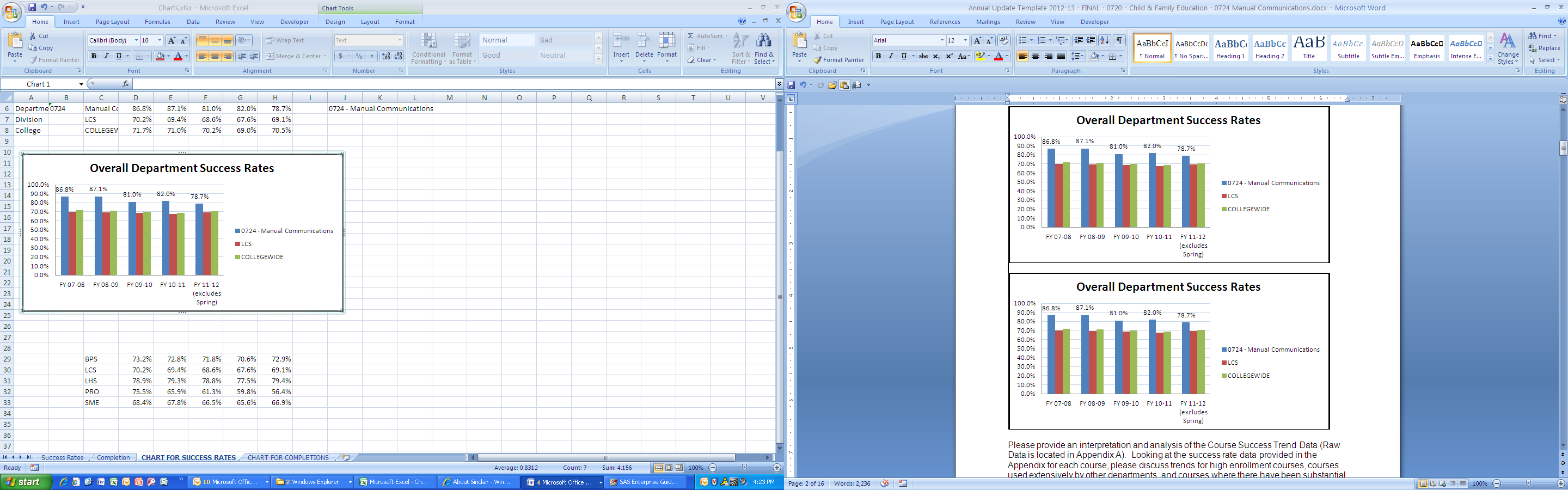
\*Curriculum Design - ECE & ASLID. Both programs have had excellent course success rates and degree completion rates. During the redesign of the curriculum, both programs took the opportunity to make further improvement to increase completion. ECE 1200 Obervation and Assessment and ECE 1201 Curriculum and Planning are not pre-requisites to several application courses (ECE 2100, 2101, and 2102) to ensure students are adquately prepared. The pre-requistes scheme under the quarter format of the ECE degree did not provide for this sequencing. For ASLID, the English Composition course (which has always been a gen ed requirement) was made a pre-req for beginning ASL courses to increase persistency. In the past, some students avoided English Composition until the end of their degree, even though this is an essential skill for success in the ASLID interpreting courses. By placing it sooner, it is hoped that we will not unnecessarily lose students because they postponed this course that is essential for success in the program.

\* Student Engagement -- ASLID. The ASLID program in particular has an extermely active student club with high student involvement. The students' activities and events include a great deal of involvment with the Deaf community. In the past year, the ASL Club had 104 members. The events in the past academic year include:: Silent Night 1&2, Silent Auction, Chili Cook Off, Signing Santa, ASL Movie "Versa Effect", Tom's Maze, Bowl-A-Thon, WINK Conference at WSU. All together that was 9 events. The money donated at graduation dinner was: $1,000 to DAC, $500 to Signing Santa, $500 DAD, $750 KODA Camp, $200 SC. There was an amount given to Deaf-Blind as well as a scholarship fund, however I do not know those two amounts. All together that was $2,950. The result of all of these activities is enegagement with the discipline, the program, the faculty and student peers.

\*Student Engagement -- ECEThe ECE program at this point does not have a student club; this is something that will be explored in the coming year once our tenure track faculty replacement begins in January. However, the ECE coursework requires ECE students multiple levels of connection with the ECEC (pre-school). These experiences, i.e. interacting with pre-K children on sit in Building 9, in the context of their classroom is highly engaging and contributes to students' persistency. Both the ASL and ECE programs have made great improvements to the CFE Lab experiences which has also resulted in meaningful engagement with peers and the subject matter.

For all the above reason, the ECE and ASLID programs anticipate continued strong completion rates, if not an increase in completion rates, over the next few years.

**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.

The above trend data reflects an ongoing trend of high course success rates for both the ECE degree (85.2 %) and the ASLID degree (78.7%). The course success rates are significantly higher than for the average course success rate for both the college (70%) and the LCS Division (69%). The success rates for both programs have held steady over the five years, with no statisically significant increases or decreases from year to year. These success rates indicate a well-scaffolded curriculum design, consistent excellence in teaching, and intentional design of the learning environment to ensure engagement and support.

Despite the excellent average course success rates, a few individual courses (ASL 231, ASL 201, and ASL 202) had lower than usual course success rates in FY 11-12. These courses were all taught by realitively new adjunct professors, which may have been a factor. Course success rates in these courses, and teaching effectiveness in these courses, is being monitored this academic year.

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.)

The ECEC (pre-school) is an essential component of the ECE degree and is an essential component of the college, providing students, faculty and community families with a top-quality pre-school option here on campus. The ECE faculty and CFE Chair are responsible for its oversight. Therefore, it should be noted that in the past academic year, the ECEC has been awarded:

NAEYC 5-Year Accreditation -- Voluntary professional accreditation that provides

additional federal funds)

Step-Up-To Quality - 3 Stars (Top Rating) -- Voluntary accreditation from the Ohio

Department of Jobs and Family Services that provides

additional state funds.

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**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** |
| Complete the Articulation with University of Cincinnati to offer students a second local transfer option. | In progress  Completed  No longer applicable | This goal had been previously completed. But now that there has been the conversion to semesters, all articulations agreements will need to be renewed. UC has converted to semesters; the UC Interpreting Program Director, Jean Koverman, has indicated that she will take a look at drafting an new articulation agreement in the coming months. A new articulation agreement with WSU has been agreed upon with our counterparts at Wright State University. The final draft has been submitted to Joe Law for final signature.  ECE articulations agreements under quarters will also be revisited and renewed now that we have made the change to semesters. |
| Establish a graduate tracking system to collect data on graduates to revise program accordingly. | In progress  Completed  No longer applicable | ASLID Program is now tracking via email. Graduates of FY 11-12 have been surveyed regarding their employment. 100% of graduates (12) are employed full-time or part-time in the field of interpreting. Two of these students, in addition to being employed, are full-time students seeking a BA. (See appendix A for raw data). The ECE Program is working to put into place a tracking system that is effective for ECE graduates. |
| Establish a stakeholders survey to collect data for potential course development or revisions. | In progress  Completed  No longer applicable | ECE Advisory Committee members and ASID Committee Members were invited to provide input and feedback on the semester curriculum. |
| Proceed with program and general education outcomes assessment plan and revise program outcomes. | In progress  Completed  No longer applicable | After receiving reaccreditation with commendations for the ECE and ASLID program, the task of reviewing the entire curriculum in preparation of conversion from quarters to semesters was begun. This review did not simply re-name existing courses and continue on in their original scope and sequence. Extensive work was done beginning with a review and revision of program outcomes, and the development of extensive learning matrices to delineate when specific skills would be introduced, practiced and mastered. The revised semester program was modified to reflect pedagogical changes in the fields of early childhood education and of interpreting for the deaf. An already strong program of teacher preparation was made even stronger with greater opportunity for students to experience the interrelationship of skills from course to course. |
| Work co-operatively with area high schools and universities to develop a seamless path from High School through an Associate degree and into a Bachelor’s program. | In progress  Completed  No longer applicable | Articulation agreements through Miami Valley Tech Prep have been struck with area high school ECE programs. |

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** |
| Improve documentation of actual program outcomes attainment to demonstrate that data-guided results are used to focus improvements. | In progress  Completed  No longer applicable | An ECE Program Outcome Assessment was developed to determine students level of concept acquisition relevant to the ECE program outcomes. Collection of data and assessment of key content outcomes was completed fo all sections of ASL 101, 202, and 261 This assessment will be piloted as a pre and post-assessment at various junctures in the curriculum: ECE 1201, ECE 2202 and ECE 2301 |
| Encourage completion of certificates as well as degree programs by listing both on students’ programs of studies in Colleague. | In progress  Completed  No longer applicable | The ECE Certificate and the Deaf Studies Certificates were deactivated as part of the semester conversion. |
| Develop a formal process to track graduates:   * + Consider ways to incorporate elements of this into the capstone course(s).   + Consider ways to engage graduates two or three years post completion.   + Explore methods of internal marketing to encourage students to respond to surveys. | In progress  Completed  No longer applicable | This is a duplicate target -- please see comments above.. |
| Work with the full- and part-time faculty to help them make explicit connections between courses and measurable general education outcomes to improve assessment practices. | In progress  Completed  No longer applicable | A number of trainings were held specically for ASLID and ECE adjunct faculty. For each, the degree program curriculum (coureses, program outcomes and course outcomes) was explained. As part of this, general education competencies relevant to each program were highlighted and means for assessing students on general education were discussed. Adjunct trainings are now a part of our regular department activities. |
| Create a process to develop, sustain, and improve the quality of course delivery by part-time faculty members. | In progress  Completed  No longer applicable | A part-time faculty workshop was planned and implemented by both the ECE faculty and the ASL faculty during the summer. The workshop introduced the new curricula. With regard to ECE, the new ECE Student Handbook, Professional Disposition Process, teaching syllabus template, Policies and Procedures handout and the use of the CFE Faculty Group in ANGEL. Part-time faculty were also expected to fully participate in dissemination and collection of the Department Information Sheet, Student Confidentiality and Signature sheets as well as dissemination of the ECE Student Handbook. Similarly, the ASL faculty provided a workshop for adjunct faculty that addresed ASL teaching syllabi, program and course outcomes, new course expectations and the CFE Faculty Group in Angel. |
| Develop a plan to recruit part-time faculty from WSU and UC programs. | In progress  Completed  No longer applicable | As stated in the previous Annual Update, the CFE faculty do not believe this to be an appropriate departmental goal. Nor is it necessary for our staffing. |
| Explore ways to increase the diversity of full-time faculty in these programs. | In progress  Completed  No longer applicable |  |
| Continue development of “seamless pathway” approaches by pursuing possible tech prep and/or other high school articulation opportunities in addition to exploring prior learning assessment/proficiency prospects for students. | In progress  Completed  No longer applicable | Working with Miami Valley Tech Prep for the ECE pathway has been and will continue to be a major focus of the ECE program. The ASL program continues to work with key high schools which have robust ASL programs to ensure curriculum alignment and efficient course placement placement procedures. |
| Continue to work toward accreditation of the Early Childhood Education program by the National Association for the Education of Young Children. | In progress  Completed  No longer applicable | This was investigated. However, the Ohio Department of Education reaccreditation for the pre-kindergarten associate degree license was a higher priority during the previous year. It was recognized that all of the work, self-study, etc. would be much of the legwork for the NAEYC accreditation. It was also recognized that with the conversion to semesters, the application for the quarter program would be irrelevant. This can be re-visited once we are through at least 1-2 years of the semester program due to the need for program assessment data required in the accreditation process. |
| Conduct a needs assessment to determine possible opportunities of ASL in other languages (e.g., sign language for Spanish speaking individuals or “minimal language” populations). | In progress  Completed  No longer applicable | As stated in the previous Annual Update, this is not considered an appropriate departmental goal for reasons stated in last year's Annual Update. |

**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**.

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| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(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) |
| Oral Communication | All programs | **2011-2012** | ECE: Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty.  ASL: Performance Appraisal Evaluations (of voicing skills) from ASL ASL 201, 202, 203, and 204 | ECE: Data collected from 3 sources ( student teacher, cooperating teacher, and Sinclair faculty) related to the designated skills in Program Outcomes 4,5 and 6. Scores ranged from 3.0 to 3.8 with a minimum of a 2.0 for competency. (See Table 4,5 and Appendix A)  ASL: The course success rates in these courses were lower than usual due in part from poor public speaking skills. |
| Written Communication | All programs | **2011-2012** | ECE: Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty  ASL: Written communication skill assessment is embeded across the curriculum (content courses, ASL courses and Interpreting courses). | ECE: Data collected from 3 sources ( student teacher, cooperating teacher, and Sinclair faculty) related to the designated skills in Program Outcomes 4,5 and 6. Scores ranged from 3.0 to 3.7 with a minimum of a 2.0 for competency. (See Table 4,5 and Appendix A)  ASL: Previous assessments indicated that written communcation skills of ASLID students was highly variable at the beginning and intermediate levels, with some students writing ability insufficient to be fully successful in ASL courses. |
| 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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **Early Childhood Education** |  |  |  |  |
| Utilize critical thinking skills to promote child development and learning. | ECE 1101 ECE 2300 ECE 2301  ECE 2101  ECE 2102  ECE 2100  ECE 1201  ECE 1200  ECE 2201  ECE 2202 | 2011 | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 1 for winter, spring, summer and fall 2011. The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.4. Student Teachers rated themselves a mean of 3.6 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.5 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.13 with a range of 2-4. The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| Identify resources and apply techniques for building diverse family and community relationships. | ECE 1101  ECE 2200  ECE 2300  ECE 2301  ECE 1200  ECE 2201  ECE 2202 | 2011 | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 2 for winter, spring, summer and fall 2011. The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.4. Student Teachers rated themselves a mean of 3.6 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.5 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.15 with a range of 2-4. It should be noted that sub skill 2A “Follows individualized service plans was most frequently indicated as “not applicable". The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| Observe, document and assess to support young children and families. | ECE 2300  ECE 2301  ECE 2101  ECE 2102  ECE 2100  ECE 1201  ECE 1200  ECE 2201  ECE 2202 | 2011 | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 3 for winter, spring, summer and fall 2011. The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.2. Student Teachers rated themselves a mean of 3.6 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.5 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.4 with a range of 2-4. The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| Utilize developmentally effective approaches to connect with children and families. | ECE 2200  ECE 2300  ECE 2301  ECE 2101  ECE 2102  ECE 2100  ECE 1201  ECE 1200  ECE 2201  ECE 2202 | 2012 Note this is a semester program outcome. Program outcome assessed was quarter PO# 4 "Plan and implement developmentally appropriate curriculum. | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 4 for winter and spring 2012 The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.8. Student Teachers rated themselves a mean of 3.8 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.9 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.5 with a range of 2-4. ( See Table 1)The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| Use content knowledge to build meaningful curriculum. | ECE 1100  ECE 2300  ECE 2301  ECE 2101  ECE 2102  ECE 2100  ECE 1201  ECE 1200  ECE 2202 | 2012 Note this is a semester program outcome. Outcome assessed was P0 # 6 "Demonstrate self-assessment & self-advocacy skills" | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 6 for winter and spring 2012. The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.7. Student Teachers rated themselves a mean of 3.7 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.9 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.5 with a range of 2-4. ( See Table 3)The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| Demonstrate responsibility for professional behavior, professional growth and professional involvement. | ECE 1100  ECE 2200  ECE 2301  ECE 1200  ECE 2202 | 2012 Note this is quarter PO #5 "Demonstrate Professionalism" | Performance Appraisal Evaluation from student teacher, cooperating teacher and Sinclair faculty | Data was collected for program outcome 5 for winter and spring 2012. The results from all respondents indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a 2-4 with a mean of 3.7. Student Teachers rated themselves a mean of 3.7 with a range of 2-4. Cooperating Teachers rated Student Teachers a mean of 3.8 with a range of 2-4. Sinclair Faculty rated Student teachers a mean of 3.5 with a range of 2-4.  ( See Table 2)The ratings of this program outcome exeeds the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirements to successfully pass the capstone course. |
| **American Sign Language** |  |  |  |  |
| Demonstrate competency in both American Sign Language and spoken and written English. | ASL 1111, 1112, 1228, 1229, 1231, 2232, 2212, 2236;  ENG 1101, 1201 | 2010, 2011, 2012 | Formative performance appraisals in the ASL courses (ASL 111, 112, 113, 212, 213,228, 229. 230) Summative performance appraisals in ASL courses (ASL 207 231.232 and 233) including written translation, oral interpretation, signed interpretation, sign production, practicum site mentor written feedback, and student self assessment. | Course success rates in ASL 262, 262 and 263 each exceeding 90%. |
| Apply knowledge and skills to function as cross-cultural mediators in order to transmit and transfer culturally based linguistic and nonlinguistic information. | ASL 1101, 1102, 1116, 2201, 2202, 2207, 2300, 2261, 2262; SOC ???? | 2010, 2011, 2012 | Formative assessments in ASL Summative assessments of interpreting competency | Course success rates in ASL 262, 262 and 263 each exceeding 90%. |
| **Demonstrate a minimum of entry-level competency in interpreting between ASL and English.** | ASL 2201, 2202, 2207, 2236, 2212, 2261, 2262 | 2010, 2011, 2012 | Formative performance appraisals in the ASL courses (ASL 111, 112, 113, 212, 213, 228, 229. 230) Summative performance appraisals in ASL courses (ASL 207, 231.232 and 233) including written translation, oral interpretation, signed interpretation, sign production, practicum site mentor written feedback, and student self assessment. | Course success rates in ASL 262, 262 and 263 each exceeding 90%. |
| Demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. | ASL 1102, 2201, 2202, 2207, 2300, 2261, 2262 | 2010 | Common assessment tool administered across all sections of ASL 101, 202 and 261. | The results of the common assessment tool indicates a progressive command of core content components in line with the courses' outcomes.. |
| Develop skills in critical thinking, computer literacy, information literacy and values/citizenship/community. | ASL 1102, 1116, 2231, 2261, 2262;  ENG 1101, 1201; BIO 1101; PSY 1100; SOC ????; MAT 1440 or 1470; COM 2206 or 2211, | 2013 | \*\* | Not yet assessed |
| **Elementary Education** |  | N/A | N/A | N/A -- We do not teach Elementary Education in our depatment. |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1190, MAT 1250 | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC 1101 | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A |
| Apply education theory and practices, including curriculum theory and instructional methodologies; the influence of diversity; the multiple roles of teachers; intervention strategies and service delivery models for working with exceptional individuals; and effective learning experiences among learners of diverse learning styles and development. | EDU 1100  EDU 1105  PSY 1105 | 2011-2012 | 3 tests administered in EDU 100; 3 tests administered in EDU 105. | Students exceeded 70% standard on average on tests administered in EDU 100 and EDU 105. ( See Table 7) |
| Evaluate, prepare and use educational technology as instructional resources related to principles of learning and teaching, including legal and ethical use. | EDU 1103 | 2012-13 | \*\*\* | \*\*\*Will be assessed in the coming year. |

**General Education Outcomes**

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

ECE: In addition to assessment of oral and written communication outcomes embedded within the ECE 281 (ECE 2301) Performance Appraisal Assessment, all ECE course assignments regularly use rubrics that identify and rate written communication skills and oral communication skills as applicable. However, although oral and written communication skills ratings are generally positive, it is recommended that all part-time and full-time faculty be required to utilize a uniform assignment rubric that rates oral and written communication skills

ASL: The ASL faculty has made DEV 032 a pre-requisite for ASL 1111 and has made ENG 1101 a pre-requisite for ASL 1112. Prior to conversion, the English composition courses (ENG 111, 112) were required, but could be completed at any time prior to degree completion. This was done because excllent English skills are absolutely essential to developing the ability to interpret effectively between English and ASL

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

ECE: The impact of a required uniform rubric for oral and written assignments in all ECE courses will be determined by A) assessing the use of the rubric by all part-time faculty and B) potential for collecting and compiling rubric ratings from random courses. The use of the data from the rubric ratings could be used to identify necessary modifications in course practices. Some of these modifications might include: additional scaffolding of skill development through writing templates available on the ECE course ANGEL site, referral to existing campus resources in the area of oral and written communication, e.g. the Writing Center. Additional training for part-time faculty in evaluating oral and written communication skills in students may also be recommended. This could be facilitated through the Center for Teaching and Learning.

ASL: It is hoped that improvements will be reflected in performance exams in the very first courses in terms of students providing translations and interpretations into standard English. This will be assessed annually via a common formative interpreting assessment in ASL 1111, 1112, 2228, 2229, 2201 and 2202. .

**Program Outcomes**

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

ECE:

Program Outcomes 4,5 and 6 were assessed for winter and spring quarters, 2012. The results for all program outcomes exceeded the minimum criteria of a rating of 2.0 (equivalent to the letter grade "C") to meet the requirement to successfully pass ECE 281: the capstone course in the ECE degree program. Although this summative assessment of program outcomes and related skills provides ample data from triangulated sources, it is gathered at a final point in the degree program. It has been recognized that there is a need for regular monitoring of student skill level at various other junctures in the program. One change that has been initiated this fall is the development of a pre and post program outcome assessment. This assessment was designed to identify key concepts within each of the new ECE program outcomes and is directly aligned with the revised performance appraisal instrument used in ECE 2301 (ECE 281). It was decided to use the ECE Program Outcome Assessment (P.O.A.) as a pre-assessment in ECE 2202 (Teaching Techniques) during week 2 of fall semester, 2012. ECE 2202 is a guided practice for ECE students with young children in the Sinclair Early Childhood Learning Centers. It was also used with the students in ECE 2301 ( ECE Practicum Experience). ECE 2301 is a practicum experience for ECE students with young children in programs of early education in the community. The ECE P.O.A. will also be administered at the end of fall semester. A summary of the results is depicted in Table 6 for the related program outcomes in this report. This formative data is not tied to any course credit of points for the ECE student. ECE students did not prepare for this assessment. It will be utilized again at the end of fall semester in another class as well: ECE 1201 "Curriculum and Planning" ECE 1201 is a new course that is in the second block of the ECE program. This data will be vital in determining the needs of incoming students in ECE 2202 as well as for evaluation of the new semester degree program.

ASL: Standardized role play simulation exams were used for a third year in the capstone courses (ASL 261, 262 and 263). Exam results this past year were again consistent with the results of last year. Specifically, some students struggled during the practicum year with the cognitive processing skills necessary for fluent and accurate simultaneous interpreting. As a result of these same findings last year, we have increased the use of role play simulation requirements for all interpreting courses (which are pre-requisites for the capstone courses). In addition, we have added an additional text to the ASL 2202 course (previosly ASL 2202 & 2203) which provides studetns with numerous exercises to spur the cognitive processing skills necessary for simultaneous interpreting.

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

ECE:

Data obtained through the use of the ECE P.O.A., along with the ECE 2301 Performance Appraisal will be utilized to determine if content areas addressed to meet the 6 ECE program outcomes are being sufficiently mastered. This information will also be used to provide more specific feedback to all faculty regarding the critical content areas that must be covered in each ECE course. It will also help students' understanding of the progression of content and skill areas in each ECE course. They will be able to discern the connectivity of ECE courses and be less likely to "splinter" skills and content into non-generalized application. If any content areas remain weak as determined by the assessment, then additional investigation into assignments, instructor skill-level, textbook, syllabus, course sequence and prerequisites would be warranted. This evidence will be useful in curriculum revision, CFE Department Review and future program accreditations ( e.g. Ohio Department of Education Pre-Kindergarten Associate Licensure, National Association of Education of Young Children Accreditation of Associate Degree Programs).

ASL:

The formative assessments of ASL 2202 and the summative assessment of ASL 2261 and 2262 will reflect whether there has been a positive impact upon cognivitive processing abilities required for simultaneous interpreting as a result of additional interpretive role play requirements, coupled with the text that requires cognitive processcing exercises.

**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?

ECE:

1. "The ECE program will be carefully monitoring the pace of students who are at various points in the existing quarter progam and will be transitioning to semesters. A goal will be to ensure that students are on-track for completing degrees. It is also critical to support students as they encounter a lengthier semester."

Faculty spent extensive amounts of time to create academic advising plans for ECE students at various junctures in the quarter program. The ECE program did not simply rename and merge courses. Program outcomes were revised, new courses were built, prerequisite courses modified and the entire scope and sequence of the curriculum was changed. Therefore, academic advising for ECE students was extremely complex and demanded the expertise of the ECE faculty. In addition to this effort, a survey was designed for students in a pivotal course in order to determine their course needs for future semesters. This information was used to plan for spring semester.

2. "The assessment of professional dispositions will be piloted beginning fall, 2012. The goal of this initiative is to be able to document issues related to affective characteristics of students that are not consistent with the professional dispositions of an ealry childhood educator. This documentation will be used for determining any additional supports or resources the student may require to successfully complete the program."

Faculty conducted a thorough review of the literature regarding assessment of professional dispositions in education and related areas. A process for assessing professional dispositions and an instrument to be used to assess was developed. This instrument and the process were presented to part-faculty in a summer workshop. The process was also included in the revised ECE Student Handbook. It is being piloted this fall by faculty and will be evaluated and revised as needed at the end of the semester.

3. " The ECE program wil also be adopting a new grading scale along with a requirement of a minimum grade of a "C" in all courses in order to complete the degree. The rationale for these changes is to be consistent with other programs of early childhood education teacher preparation. It is believed that these two new requirements will not result in grade inflation."

The change in grading scale and the requirement for a minimum grade of a "C" in all courses in order to complete the ECE degree was vetted with the appropriate constituents. It was determined how and where to communicate this change to students. This information was also included in the revised ECE Student Handbook, presented at the part-time faculty summer workshop and added as a mandatory component on all ECE teaching syllabi. Data on student grade point averages may be compiled to determine the impact of this change on student retention and program completion.

4. "Finalizing the process of borrowing materials from the Child and Family Education Library will enable greater accessibility to materias as well as a system of accountability for both instructors and students. In addition, updating the inventory will remain a goal. There are 3 dimensional learning materials, for the most part, along with books, DVDs, CDs, musical instruments to name but a few of the variety of materials housed in the library."

The CFE Library has been re-organized and inventoried to enable the use of a "swipe" system of check-out for both students and faculty. This was completed during summer, 2012. The new system will begin utilization fall, 2012. Tracking the inventory and use of materials by students and faculty will provide necessary documentation for the ongoing presence of the CFE Library. It should be noted the CFE Library is an essential component of licensure requirements by the Ohio Department of Education.

5. "As more of the ECE courses are being taught by part-time instructors, it is critical to ensure that there is consistency in the quality of the courses being taught. There will be a variety of training to ensure that current part-time instructors are familiar with new course content, course syllabi templates, policies and procedures, professional disposition process and other initiatives."

Part-time instructors were provided with a spring meeting and a summer workshop. ECE faculty developed an agenda and provided handouts, demonstrations and optics for review during both meetings. Part-time faculty were also provided access the ANGEL CFE Faculty Group. Multiple folders were created with master teaching syllabi templates to be used, new Policies and Procedures document, the ECE Student Handbook and other materials. It is recommended that a specific process be developed to track part-time faculty use of required materials and participation in other departmental initiatives upon request.

ASL:

1. "… continue developing a more deliberate approach to the collection of data so we will have the benefit of data as a factor when we evaluate program outcome acquisition and needs for improvements."

The ASL faculty, as part of the conversion process, are more aware than ever of the relationship of its course outcomes to program outcomes and the need to assess both. Toward that end, all full-time ASL faculty attended FFPPD workshop regarding assessment. In addition, two faculty members (Profs. Adams and Hoopes) have joined the College Assessment Committee. And, the faculty has developed a plan for collecting additional data through the use of more common assessment tools to test across sections and across courses.

2. :…committed to doing a variety of advising activities for our students during this year."

The ASL faculty reached out to all of our students -- via our lab, class announcements, signage, etc. -- about the importance of seeing an ASL faculty member regarding the conversion to semesters and how this might affect their academic path. Prof. Phyllis Adams held a number of well-attended group advising sessions throughout the year. All ASL faculty provided a great deal of individual advising sessions.

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

ECE:

In addition to the new master teaching syllabi templates, all ECE faculty are required to include the ECE Policies and Procedures document along with the ECE attendance sheet that includes student confirmation of these policies and procedures.

A new CFE Department Information Sheet was developed. The need for this originated with the number of ECE students requesting academic advising who did not have an ECE file. All faculty were required to disseminate and collect this form so that ECE files could be started or updated. In addition, data will now be captured on when students anticipate graduating and if and where they plan to transfer. This is in response to the Completion by Design initiative.

The aforementioned syllabi templates, Policies and Procedures, ECE Student Handbook, grading scale and requirements, Professional Disposition Assessment are also available on the CFE Faculty Group on ANGEL. An ECE program semester Block Plan was developed to support academic advising and is also available at this site.

The Program Outcome Assessment will also continue to be used at regular junctures in the ECE program. This data will be invaluable in reviewing curriculum and student instructional needs. In particular, the structure of ECE 2202 may be modified based on the assessment results.

Finally, the availability of data related to ECE graduates who apply for Ohio Department of Education Pre-Kindergarten Associate Licensure and must pass the new Pre-K Praxis exam will also be useful in reviewing curriculum and other initiatives for the ECE student.The CFE department will be begin to track this data.

ASL:

The ASL program will be:

1. Adding a dual enrollment ASL 1111 course at Mason High School

2. Expanding CV offerings to include ASL 1101

3. Monitoring the new degree curriculum, especially the addition of the completely new course Educational Interpreting.

4. Providing adjuncts with full access to teaching syllabi and core course materials through us of the Angel Shell.

5. Advising students in order to ensure degree completion via the most efficient academic pathway possible.

6. Strengthening our ties to Dayton Public Schools Interpreter Group through trainings here at SCC (Dayton Public is one of the biggest employers of our graduates).

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**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 |
| 0720 | Child & Family Education | DIS.AAS | 6 | 1 | . | . |
| 0720 | Child & Family Education | ECE.AAS | 25 | 31 | 32 | 31 |
| 0720 | Child & Family Education | ECE.CRT | 41 | 12 | 13 | 13 |
| 0720 | Child & Family Education | ECE.PRE-K.AAS | 2 | 1 | . | . |
| 0720 | Child & Family Education | EIS.CRT | 1 | . | . | . |
| 0720 | Child & Family Education | ITE.CRT | 2 | . | . | . |
| 0720 | Child & Family Education | ITES.STC | . | 3 | 1 | 1 |
| 0720 | Child & Family Education | MAC.AAS | 1 | . | . | . |
| 0720 | Child & Family Education | MAC.CRT | 7 | . | 1 | . |
| 0724 | Manual Communications | ASL.AAS | 21 | 14 | 21 | 26 |
| 0724 | Manual Communications | ASL.CRT | 37 | 33 | 25 | 38 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 720 | Child & Family Education | DIS-105 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | DIS-108 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | DIS-126 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | DIS-131 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | DIS-202 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | DIS-205 | 84.2% | . | . | . | . |
| 720 | Child & Family Education | DIS-225 | 100.0% | . | . | . | . |
| 720 | Child & Family Education | ECE-101 | 77.4% | 75.7% | 73.2% | 65.6% | 70.1% |
| 720 | Child & Family Education | ECE-104 | 92.6% | 63.2% | 87.0% | 77.8% | 73.3% |
| 720 | Child & Family Education | ECE-106 | 74.0% | 73.8% | 75.6% | 76.4% | 74.4% |
| 720 | Child & Family Education | ECE-107 | 75.0% | . | . | . | . |
| 720 | Child & Family Education | ECE-111 | 96.6% | 83.7% | 76.0% | 90.2% | 96.0% |
| 720 | Child & Family Education | ECE-112 | 100.0% | 92.7% | 97.5% | 96.2% | 87.5% |
| 720 | Child & Family Education | ECE-113 | 94.3% | 92.2% | 87.2% | 90.0% | 95.5% |
| 720 | Child & Family Education | ECE-117 | 73.9% | 74.7% | 84.3% | 86.5% | 89.7% |
| 720 | Child & Family Education | ECE-118 | 93.9% | 85.7% | 87.9% | 100.0% | 92.7% |
| 720 | Child & Family Education | ECE-119 | 93.5% | 92.9% | 88.7% | 90.2% | 100.0% |
| 720 | Child & Family Education | ECE-120 | 95.6% | 84.3% | 79.0% | 86.4% | 86.4% |
| 720 | Child & Family Education | ECE-135 | 61.1% | 92.9% | 86.7% | 94.0% | 68.8% |
| 720 | Child & Family Education | ECE-145 | 80.9% | 87.0% | 75.0% | 79.5% | 86.2% |
| 720 | Child & Family Education | ECE-146 | 93.0% | 93.5% | 98.1% | 98.2% | 95.7% |
| 720 | Child & Family Education | ECE-150 | 74.4% | 73.7% | 77.0% | 74.3% | 82.8% |
| 720 | Child & Family Education | ECE-160 | 92.1% | 78.9% | 89.8% | 86.4% | 91.7% |
| 720 | Child & Family Education | ECE-190 | 100.0% | 100.0% | . | . | . |
| 720 | Child & Family Education | ECE-208 | 80.6% | 100.0% | 83.0% | 90.2% | 89.5% |
| 720 | Child & Family Education | ECE-215 | 90.3% | 100.0% | 95.0% | 91.9% | 95.7% |
| 720 | Child & Family Education | ECE-216 | 66.7% | . | . | . | . |
| 720 | Child & Family Education | ECE-225 | 88.0% | 83.3% | 68.8% | 84.2% | . |
| 720 | Child & Family Education | ECE-226 | 100.0% | 77.4% | 83.3% | 85.7% | . |
| 720 | Child & Family Education | ECE-229 | 95.8% | 91.4% | 89.8% | 92.7% | 95.7% |
| 720 | Child & Family Education | ECE-280 | 86.7% | 96.6% | 74.4% | 80.5% | 87.5% |
| 720 | Child & Family Education | ECE-281 | 88.0% | 90.9% | 94.1% | 100.0% | 92.9% |
| 720 | Child & Family Education | ECE-295 | 74.1% | 81.6% | 88.9% | 100.0% | . |
| 720 | Child & Family Education | EDU-100 | 85.5% | 69.8% | 75.7% | 71.7% | 83.5% |
| 720 | Child & Family Education | EDU-103 | 72.5% | 78.5% | 78.3% | 83.8% | 82.4% |
| 720 | Child & Family Education | EDU-105 | 81.6% | 80.0% | 74.2% | 84.8% | 79.6% |
| 724 | Manual Communications | ASL-101 | 89.1% | 86.1% | 69.6% | 75.3% | 77.9% |
| 724 | Manual Communications | ASL-102 | 96.0% | 97.8% | 82.0% | 75.0% | 76.9% |
| 724 | Manual Communications | ASL-103 | 100.0% | 88.6% | 88.9% | 85.3% | . |
| 724 | Manual Communications | ASL-111 | 81.0% | 77.9% | 69.8% | 73.3% | 71.4% |
| 724 | Manual Communications | ASL-112 | 84.3% | 84.7% | 78.5% | 78.7% | 79.3% |
| 724 | Manual Communications | ASL-113 | 91.1% | 86.8% | 80.5% | 82.4% | 88.9% |
| 724 | Manual Communications | ASL-116 | 87.5% | 86.0% | 82.7% | 78.6% | 63.5% |
| 724 | Manual Communications | ASL-190 | 89.1% | 99.5% | 96.3% | 95.8% | 96.4% |
| 724 | Manual Communications | ASL-201 | 95.0% | 87.5% | 85.1% | 85.7% | 63.6% |
| 724 | Manual Communications | ASL-202 | 86.4% | 87.5% | 89.2% | 85.0% | 61.1% |
| 724 | Manual Communications | ASL-203 | 95.0% | 84.6% | 88.9% | 56.0% | 92.3% |
| 724 | Manual Communications | ASL-204 | 95.0% | 91.7% | 96.9% | 75.0% | . |
| 724 | Manual Communications | ASL-207 | 93.3% | 85.2% | 77.1% | 76.2% | 78.6% |
| 724 | Manual Communications | ASL-211 | 87.0% | 96.6% | 100.0% | 89.7% | 100.0% |
| 724 | Manual Communications | ASL-212 | 92.3% | 100.0% | 100.0% | 85.7% | . |
| 724 | Manual Communications | ASL-228 | 82.4% | 86.6% | 79.5% | 86.7% | 77.8% |
| 724 | Manual Communications | ASL-229 | 85.5% | 92.4% | 90.5% | 81.7% | 81.8% |
| 724 | Manual Communications | ASL-230 | 91.8% | 91.2% | 93.9% | 95.5% | 100.0% |
| 724 | Manual Communications | ASL-231 | 92.0% | 85.3% | 72.1% | 78.7% | 51.9% |
| 724 | Manual Communications | ASL-232 | 79.3% | 90.0% | 100.0% | 69.7% | 100.0% |
| 724 | Manual Communications | ASL-233 | 81.0% | 89.7% | 97.0% | 87.0% | . |
| 724 | Manual Communications | ASL-236 | 93.9% | 80.0% | 74.3% | 95.8% | 80.8% |
| 724 | Manual Communications | ASL-261 | 94.4% | 73.3% | 92.3% | 96.2% | 92.9% |
| 724 | Manual Communications | ASL-262 | 95.2% | 90.0% | 100.0% | 88.9% | 92.3% |
| 724 | Manual Communications | ASL-263 | 79.2% | 100.0% | 100.0% | 95.8% | . |