**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**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 1, 2018**

**Department:** **0720-Early Childhood Education 0722- Education 0724-American Sign Language 0718 - Sports and Recreation Education**

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Investigate optionsto convert ECE 1100 Introduction to Early Childhood Education to an online or hybrid format. | In progress  Completed X  No longer applicable | The goal has been completed and the course has been offered in the online format in Fall 2016 and Spring 2017. |
| Track one complete “cohort” of students who have completed the entire semester program to assess effectiveness of the new semester program. | In progress  Completed X  No longer applicable | Tracking this first cohort of semester completers in **ECE** was done through the Program Outcome Assessment (POA) tool. Results of the assessment indicate that essential early childhood content is not mastered by the students in ECE 2202 and ECE 2301  Possible causes:  \* Inconsistency of delivery of course content by some adjunct faculty.  \* Reduction of the number of courses during the conversion from quarters to semesters resulted in essential content to be embedded into fewer courses.  Actions completed:   * Review semester courses to investigate how essential early childhood content is adequately reinforced through course content and assignments. * ECE full-time faculty held a required training for all adjunct faculty in the first week of August 2015 to review program assessment results and reinforce all required early childhood content that is to be taught in each course. The faculty have established a course shell in eLearn where they developed a folder for each course which houses required standardized assignments, testing, and rubrics. * As a result of the data from the Program outcome assessment tool, faculty made the following revisions to the ECE program:  1. ECE 2100- Language, Literacy, and Interactions, ECE 2101 Creative Experiences, and ECE 2102 Math and Science were all deactivated and revised into the two new courses – ECE 2103 Literacy, Art, and Music and ECE 2104 Math, Science, and Social Studies. (As of fall 2016) 2. A new course was added to the curriculum ECE 1202 Healthy and Safe Environments. A similar course existed under quarters and was deactivated with the intent that much of the content could be addressed in the revised semester curriculum. Through the results of the POA over the past few years it was evident that the content was not being adequately addressed. The result of the most recent program revision (effective Fall 2016) was to add ECE 1202 to the curriculum. This is critical content that was recently addressed in a state-wide ECE Coalition meeting. 3. One additional important change to the ECE curriculum is the adjusted hours in ECE 2202. This course currently requires students to be present two days per week in the Sinclair Early Childhood Education Center. We have found that over time the required hours for ECE 2202 and their final practicum ECE 2301 presented a significant challenge for many of our working students and has been a barrier to completion. The on-site hours for ECE 2202 were revised (now ECE 2203) making completion of this course and the degree program easier for working students.   Tracking this first cohort of semester completers in ASL showed that since the conversion of semesters students have lost over 130 hours of face to face instructions.   * Effective fall 2015, additional projects were added to the intermediate ASL courses (1228 & 1229) to be completed during required lab hours. * Effective fall 2016 2 lab hours were added to the following courses: ASL 2202 – Interpreting II, ASL 2212 – Specialized Interpreting I, as well as a new course ASL 2203- Interpreting III. * An additional revision was made to ASL 2212 which is the semester version of two previous quarter courses ASL 212 & 211. After two years of semester courses it was clear that there was too much content for one course and these two courses needed to be returned to two courses. As of fall 2016 the content will be offered in ASL 2212 Specialized Interpreting I to include the medical, technical and legal content and ASL 2213 Specialized Interpreting II to include mental health, sexuality, drugs and alcohol. * Other program changes include: removing COM 2211, SOC 1129, and deactivating ASL 2232. * In fall 2017 we will review the results of the additional hours to see the impact. An assessment tool will be developed to measure the anticipated improvement in students’ skills.   . |
| Improve and update materials in CFE Library. ODE licensure requires the program to maintain the CFE lending library. | In progress  Completed X  No longer applicable | Completed summer 2014.  Faculty have many improvements in the past year in the resources and organization of the Lending Library. Faculty continue to update the resources as new materials are available and as the CFE budget permits. Lab staff from the CFE Lab monitor all the resources used by students and faculty make ongoing recommendations for additional and replacement resources. |
| The courses listed below have added a lab component in order to provide additional in-class time that will allow for additional opportunities for faculty to provide face-to-face feedback and assessment of students’ skills. The additional time added to each class will help students to achieve course and program outcomes. | In progress  Completed X  No longer applicable | Faculty met to determine which courses are best for the additional lab time and to determine the necessary curriculum changes to achieve the goal of 65 credit hours.   * Revisions were made to the ASL program in order to comply with the 65 credit hour requirement. Three courses were removed from the degree – ASL 2232, SOC 1129 and COM 2211 * Revisions were made to the following courses: * ASL 1229 – updated course outcome to include revised requirements related to increased vocabulary requirements. * ASL 2201 – updated course content and course outcomes, revised prerequisites, and changed the sequence placement in the program. * ASL 2202 - updated course content and course outcomes, revised prerequisites, changed the sequence placement in the program, and revised the classroom credit hours from 3 to 2 course hours and added 2 lab hours in order to allow for additional time for students to demonstrate their interpreting skills, for face to face assessment of students’ skills and to provide feedback. * ASL 2212 - updated course content and course outcomes, revised prerequisites, and changed the sequence placement in the program, and revised the classroom credit hours from 3 to 2 course hours and added 2 lab hours in order to allow for additional time for students to demonstrate their interpreting skills, for face to face assessment of students’ skills and to provide feedback. * ASL 2207 - Revised prerequisites   New courses   * ASL 2203 & ASL 2213 - Added two additional courses – ASL 2213 Specialized Interpreting II and ASL 2203 Interpreting III. These courses were added to compensate for lost classroom instruction as a result of semester conversion. Some courses were combined during the semester conversion and as a result of program assessments it was determined that students were not able to demonstrate appropriate skill sets in order to successfully complete the ASL program. |
| Add an additional course (or at a minimum course content to existing course) addressing the needs of educational interpreters who serve children with Autism, Apraxia, Deaf-Blindness, and various other disabilities in addition to deafness. | In progress  Completed  No longer applicable X | The course is under current review to see if there is any information that is less relevant that could be eliminated in order to have time to address new content. Unfortunately due to the requirement to reduce the total credit hours of the AAS program to 65, adding another course to meet this critical need is not possible. There are no patterns, templates, or “one size fits all” instructions that interpreters can implement to meet the needs of the various combination of disabilities and/or levels of severity. One other possible way to address this need is to offer ASL 2297 special topics courses that target various disabilities. The down side of this is that a 2297 course is only an elective and not all students would have exposure to the information. However we do find that most students in our program, as well as graduates of our program, are generally very eager to take special topics courses even though they are not required. They are keenly aware of the benefits and eager to make the effort to learn new skills.  **A/O Spring 2017**  As mentioned above the reduction of credit hours to 65 has made it impossible to add any additional courses for Educational Interpreting. We are again offering an elective ASL 2297 course for summer 2017 that will address some of this content. The department is reviewing the possibility of offering a separate Educational Interpreting Certificate. With a certificate we could address much of the missing content that educational interpreters are not receiving. These additional courses would also likely be very popular with current working interpreters for continuing education credits, so we anticipate they would be well-attended.    Not only is the ASL program challenged in terms of credit hour limitations, we have faced challenges in finding a sufficient number of educational placements for practicum students. While we are aware of many school sites that are serving deaf, hard of hearing, and children with special needs, classroom teachers are often overwhelmed by the number of additional adults in the classroom that are necessary to support all of the children with special needs (interpreters, aids, speech therapist, student teachers, etc.) and frequently they are unwilling to add a student interpreter to the mix. This creates a serious issue for our students in that they are really struggling to obtain the 100 hours that are mandated by the Ohio Department of Education in order to be eligible for licensure upon graduation. It also means that students are less prepared to work with the most challenging population of students. We are investigating the possibility of additional course work in a certificate that may help address or possibly replace missing on-site hours.  **A/O Spring 2018**  While the Interpreter Education faculty still firmly believe there is a continued need for content in our curriculum that addresses the work for educational interpreters who serve children with Autism, Apraxia, Deaf-Blindness, and various other disabilities in addition to deafness, adding any additional courses is not an option due to the limitations of 65 credit hours for all AAS degrees. We will continue to offer summer workshops to address the lack of this content. |
| Investigate the possibility of converting ASL 1102 to an online course. | In progress  Completed X  No longer applicable | **A/O Spring 2017**  The conversion is in process A/O spring 2017 and the course is targeted to be offered in an online format for Fall 2017.  **A/O Spring 2018**  This recommendation is now complete. ASL 1102 was offered online during Spring 2018 and will continue to be offered going forward. |

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** |
| The department is strongly encouraged to find a way to share the Student Professional Dispositions Assessment – there would likely be strong interest from some other departments. Other departments should be made aware of this process so that they have the opportunity to adapt it for their own use. Perhaps this “best practice” could be shared in a workshop for Faculty Learning Day – some means should be found for sharing this with others. | In progress  Completed X  No longer applicable | This is in process. Kim Pasene and Phyllis Adams are working on co-presenting a workshop. Currently they are in the process of benchmarking and investigating other professional dispositions to incorporate into their presentation.  **A/O Spring 2017**  I have contacted the CTL and organizers of the First Year Faculty to inquire about the possibility of presenting a workshop related to the disposition tool we use.  **Spring 2018**  Dr. Kimberly Pasene has shared the Professional Disposition Assessment document with the members of the First Year Faculty team and she plans to hold an information session during Fall 2018. |
| The name of the department - “Child and Family Education Department” – is not inclusive of the American Sign Language component of the department, and may be confusing for students who don’t where ASL is housed at the institution. The Review Team strongly recommends that the department explore a name change that would incorporate the ASL component of the department and help inform students that ASL is part of the department. | In progress  Completed X  No longer applicable | The process to change the department name and program names has been completed. All the required departments internally and externally have been notified. The name of the department is the Education (EDU) department. All programs in the EDU now have at least some consistency by the inclusion of “Education” in the title of the program. The name changes for ASL and Sport and Recreation have been approved by the state.  The program names are as follows:  ASL Interpreter Education Program  Early Childhood Education  Early Childhood Education Center  Elementary Education Program  Sport and Recreation Education |
| As was mentioned in the commendations, the department was very proactive in developing strategies to address what it believed would be weak points in the self-study. The department is strongly encouraged to continue these strategies and gather data that can be shared in the next Program Review self-study in five years, as well as in the Annual Update submissions in the time intervening. | In progress  Completed X  No longer applicable | Ongoing efforts are being made to collect both graduate data and stakeholder data. Stakeholder satisfaction surveys will be sent to employers in May 2016. Graduate surveys for both ECE and ASL program graduates from 2015 will be surveyed in May 2016 and 2016 graduates will be surveyed in September 2016.  **A/O Spring 2017**  Responses from the last graduate and employer survey were very poor and in fact we received so few responses that we really have no measureable data. We plan to work during summer 2017 to target employers and graduates of the past several years. While we have not had much success with paper survey results we continue to have consistent feedback from employers and site mentors in face to face meetings and advisory board meetings. In ASL we have had some success with Facebook surveys.  **Spring 2018**  As is outlined at the end of this document, the department has developed a few new strategies for program improvements that are to be implemented and further elaborated on during the self-study which is to be conducted during fall 2018. |
| The need for marketing materials was mentioned in the meeting with the Review Team. The Marketing Department has created some excellent promotional materials for other departments – the department should begin working with the Marketing Department to produce promotional materials that can be shared with the public. | In progress X  Completed X  No longer applicable | Action on developing new materials is pending due to a change of direction in the marketing department. Preliminary work was started on marketing templates and then we were asked to discontinue. New materials are greatly needed that reflect the recent revisions in both ECE, ASL, Sport and Recreation, and the new degree program for Elementary Education. ASL and ECE programs were revised to reflect changes from internal assessments and to meet the cap of 65 total hours. We also have new articulation agreements that can serve to make our programs more attractive to potential students.  **A/O Spring 2017**  Unfortunately a lack of *any* marketing materials continues to be a concern for 3 of the 4 programs in the EDU department. We have developed our own very basic program sheets for ASL, ECE, and PED and we print them for advising and some marketing for Tech Prep or CCP. However, these sheets are fairly bland and simply list the course sequences and do not provide any information regarding career opportunities.  The ASL program has seen a slight decrease in enrollment and graduation rates over the past few years. Fortunately we have recently seen a tremendous growth in College Credit Plus course offerings in area high schools which has boosted our overall enrollment numbers. As of fall 2016 we have 17 different courses being offered in 8 different high school settings in Cincinnati, Dayton, and Springfield. We also believe there is additional growth potential in this area. The CCP course offerings are a perfect opportunity to market our program; however we have no marketing materials that students can view to learn more about the field of interpreting or to take information home to parents. The ASL program has a limited number of professional brochures that were developed through a federal grant project, These brochures highlight career opportunities and have been helpful with high school career fairs. However we just learned that these brochures are no longer in print, due to the end of federal grant, so it will be critical to develop new materials internally.  Since the Sport and Recreation program has joined the Education department we have tried to increase enrollment and we are actively pursuing potential avenues for articulation agreements with our 4-year partners. The chair has contacted University of Dayton, Wright State University, and Central State University. In this program we have no program materials to use for marketing and no budget at all for this program.  The ECE program has also seen a slight decline in enrollment over the past two years. We do have an opportunity with Tech Prep students to market our program but again there are no materials available. Each year we host all of the six high school Tech Prep classes in our department. We have a large captive audience who are already earning ECE and EDU credits in our program but we have no marketing materials to give to those students. These students also have access to Tech Prep scholarship funds at Sinclair and we should be looking for ways to ensure that we are their college of choice. We also participate in the Tech Prep Show Case each year. This is a wonderful event with lots of parent participation and another missed opportunity for marketing our program.  The one area where we do have some marketing support is with our new Elementary Education degree. This program is also part of the “15 Months to Your Future” program and through this program we have been provided good media coverage, website information, and marketing materials. In the first semester of this new program we had approximately 85 individuals listed as elementary education majors.  **A/O Spring 2018**  Marketing materials were developed during Spring 2018 and 3 of the 4 programs are completed. The department continues to request opportunities for social media presence as we believe this would be a prime media source for all for EDU programs. The department as developed internal curriculum sheets which are used for internal advising appointments. |
| Inconsistencies among sources on the website was mentioned as a concern during the meeting with the Review Team – the department is strongly encouraged to review the pages where it has edit access to ensure consistency in information that is shared there. Where the department finds inconsistencies on pages where it doesn’t have the access to make changes, these inconsistencies should be documented and forwarded to the owner of that part of the Sinclair website. | In progress  Completed X  No longer applicable | All of the CFE/EDU program sites have been revised and all outdated information has been removed. The faculty continue to monitor the webpages for all of our degree programs and the preschool program and to find ways to provide improved resources and information. Now that the Elementary Education transfer degree has been approved by we are working on adding this degree program to the department  website.  **A/O Spring 2018**  The ECEC (preschool) is now under the daily operations of Mini University. The website for the preschool has been updated to reflect the new management. |
| The Review Team questioned why the department’s students aren’t used by Disability Services as sign language interpreters for hearing-disabled students. Apparently there are currently no collaborations between the department and Disability Services, although there has been some outreach in the past in attempt to establish collaborations. The department is encouraged to work with the Provost to make another attempt at offering its students as interpreters for Disability Services. There may be an opportunity to take advantage of some efficiencies in ways that would benefit both the department and Disability Services. | In progress  Completed X  No longer applicable | Significant progress has been made between the two departments and we have worked collaboratively on several projects. The chair and faculty of ASL have met on several occasions with Alicia Schroeder from Disability Services and been able to provide important information regarding interpreting services for Sinclair Deaf students. We are grateful for the collaborative efforts and look forward to working together from here forward. Alicia’s goals for services to Deaf students are very much in line with professional interpreting standards and we appreciate her eagerness to work with us. We know that improving the quality of the interpreting services for Sinclair Deaf students can have a direct impact on students’ success.  As a department we still continue to request permission to make choices for interpreting services that best fit the needs of our department. The College (approximately 5 years ago) has limited the ASL department to the use of only the agency that is contracted through Disability Services. This agency has not served the needs of our department well on a number of occasions. We experienced problems with quality and reliability in recent advisory board meetings, fall conference, and our last department review. A meeting is schedule in May to review these procedures again.  **A/O Spring 2017**  The ASL department has been pleased to work collaboratively with Disability Services over the past year. We have invited a member of the Disability Services staff to participate on the ASL advisory board. Likewise, ASL faculty have assisted in developing criteria for staff interpreters for Disability Services and have participated in the interview and hiring process. With the addition of qualified staff interpreters, our department is looking forward to placing practicum with the staff interpreters and we feel assured that this will be a mutually beneficial arrangement. Faculty have also helped to review and rewrite the criteria for the upcoming RFP for contracting with a local interpreting agency for any interpreting requests that the Sinclair staff interpreters are unable to meet.  Overall both departments are thrilled with the collaborations and support we are able to provide to each other. We would like to express our gratitude to Dawayne Kirkman and Alicia Schroder for their ongoing support and willingness to bring our two departments together to function as a team! |
| The department is encouraged to explore using social media to market its programs. It may be that digital marketing expertise from faculty in the Business and Public Services division could be of assistance. | In progress  Completed X  No longer applicable | The use of social media continues to be an excellent resource for the ASL program. The CFE/ASL Lab and the ASL Club both have a very active Facebook pages. This is a great resource for keeping students engaged in community events as well as educational opportunities in the CFE/ASL Lab. ASL faculty and staff actively monitor these pages and contribute to department and community event announcements. It has been a great resource for alerting graduates to upcoming graduate surveys.  **A/O Spring 2017**  The ECE Program has set up a new page but it has not been very widely viewed as of yet. We will continue to pursue this effort. It appears that there seems to be a different level of interest between the ASL and ECE programs in terms of interest and participation program related social media. We will continue to explore social media as a potential avenue and concentrate our efforts in a matter that mirrors the interest of our students. The department plans to add Facebook pages for Sport and Recreation and Elementary Education. |
| The Review Team recommends that the department make a focused effort to cultivate future adjunct faculty from the pool of current students. Can students be made aware of that opportunity in the future and coached on what they would need to do to qualify? How can the department find ways to maintain contact with promising graduates who might one day teach for us? | In progress  Completed  X  No longer applicable | This recommendation is both complete and ongoing. We have hired several of the ASL graduates as adjunct faculty over the past year. After graduating from the ASL program it can be a long process before graduates have completed national certification and/or other higher credential. And because teaching interpreting and practicing interpreting are two completely different skill sets, we find that not all interpreting practitioners make good faculty. So this further limits our pool of potential adjunct faculty.  The recent boom in ASL courses through College Credit Plus (CCP) has created an even bigger need for adjunct faculty. As of fall 2016 we anticipate CCP course in 8 different high schools ranging from the 4 locations in Cincinnati, at least 1 in Dayton, and 3 locations in Springfield. In addition to placing instructors at all of these locations we also offer ASL courses at 3 Sinclair locations. While we are thrilled with the burgeoning enrollment it does also create an increased work load for full-time faculty as we try to monitor and ensure that all of the CCP courses learning centers maintain the same level of quality as the courses offered on the Dayton campus.  ECE – The same is true for graduates of the ECE program. They would need substantial additional education (minimum of a Master’s degree) to be eligible to teach.  **A/O Spring 2017**  The increased course offerings of ASL CCP courses has created an even greater need for adjunct ASL faculty. Our department has hired several of our graduates in the past year who have completed their BA or MA degrees. We will continue to mentor and cultivate relationships with our graduates in an effort to maintain a sufficient number of adjunct faculty. |
| The department is encouraged to develop more articulation agreements with four-year institutions where appropriate. | In progress  Completed X  No longer applicable | This is one area where our department has been very busy this year.  ASL- In the coming year we will need to update our current agreement with Wright State University (WSU) to reflect our recent curriculum changes and the reduction to 65 credit hours. WSU has been notified of our new curriculum and we are waiting to hear from them.  ECE has updated our agreement with the University of Dayton (UD). We also have met with several institutions to discuss articulation agreements with our new Elementary Education transfer degree. To date we have met with UD, Central State University (CSU), University of Cincinnati (UC), and Indiana University East (IUE). All of these look very promising and we anticipate that agreements will be in place in the not too distant future.    Additionally we have communicated with both UD and CSU regarding potential agreements with our Sport and Recreation Education degree. These too look promising!  **A/O Spring 2017**  We have been actively working toward the completion of a number of articulation agreements with several colleges and universities.  **ECE:** We have two new formal agreements in place, one with University of Cincinnati and one with the University of Dayton. This degree is also part of the UD/Sinclair Academy. This has been a great marketing tool especially with our Tech Prep students. One additional draft agreements is in process with Central State University.  **ELEE**: We have worked with a number of institutions with the Elementary Education degree. We were able to complete two new agreements with both UD and WSU. We also have an expressed interest from Miami University, Bowling Green State University, Urbana College, and Central State University.  **ASL:**  We have a renewed articulation agreement with Wright State of our former agreement which has been approved by both institutions. The draft has been sent back to Wright State and is awaiting their official signature.  **Sport and Rec:**  A few conversations/emails have been initiated by our department with Wright State University, University of Dayton, and Central State University regarding possible agreements. The feedback we have received from WSU is that our PED program is not a good fit with their program. Follow through has been challenging and it has been difficult to keep the momentum with other colleges to fully investigate our options. Thus far the interest in articulations has been initiated by our department. We will continue to pursue the development of articulation agreements. We are also considering possible curriculum revisions that could make our program better suited to a transfer agreement. Our department views these agreements as a critical to a pathway for employment and a key to increasing enrollment in this program. |
| The issue of tracking graduates for transfer and employment was mentioned in the meeting with the Review Team. Research, Analytics, and Reporting (RAR) has resources that can help departments track their students. The department is encouraged to work with the Director and Assistant Director of RAR to develop a strategy for obtaining and maintaining employment and transfer data on the department’s graduates. This strategy should include an annual timeline for getting information from RAR so that the information need can be met in a way that allows RAR to accommodate the request in their workload. | In progress  Completed X  No longer applicable | Both ASL and ECE will send surveys to employers and graduates in May 2016 for information regarding May 2015 graduates. Students who graduate in May 2016 will be survey in September 2016.  **A/O Spring 2017**  Responses to surveys continue to be very light. Finding time and faculty recourses to devote to the necessary time and effort to this task has been difficult. During summer 2017 we will survey ECE and ASL graduates again and if any data is collected it will be included in the next annual update.  **A/O Spring 2018**  Responses to any surveys continue to be so small that they are insignificant. Graduate surveys for the Interpreter Education & ECE programs will be distributed during summer 2018. |
| During the meeting with the Review Team the department mentioned the possibility of extending the age range of children served by the Early Childhood Education Center (ECEC) to infants and toddlers. The department is encouraged to explore this possibility, with close attention to the costs in terms of additional staff and facilities that this would entail. Also, will there be a developing need for a similar center at the Courseview Campus as that location expands, and if the need arose what would the department need to do to develop and maintain a similar center at that location? | In progress  Completed X  No longer applicable | Discussions are in process regarding the potential for summer programing. If we do add programing during the summer it will likely include an expanded age group. We are reviewing licensing regulations to see if our current facility meets the criteria for age groups outside of the current 3, 4, and 5 year old range we currently serve.  Expanding our programing to infants and toddlers would include a significant expansion in the facility in order to meet Ohio Department of Job and Family Services regulations as well as other accrediting bodies such as Step Up to Quality and National Association of the Education of Young Children.  We continue to be open to the possibility of expanding services at the Courseview campus if and when the need arises.  **A/O Spring 2017**  The ECEC has faced a number of staffing issues over the past few years. We have had significant difficulty in recruiting and retaining qualified teachers in the preschool. In December of 2016 the former director of the Center unexpectedly resigned. One of our tenure track faculty, Dr. Kimberly Pasene graciously took on the role of interim director while maintaining her full teaching load. Dr. Pasene worked diligently to provide guidance and support to the Center teaching staff. For the 2016-2017 the College made a decision to outsource the management of the Center and through and RFP process we hired Mini University. Due to budgetary constraints we were limited in the number of hours and services for which we could contract. However, the overall management of services provided to students and faculty and staff have greatly improved.  Mini University has proposed a number of ideas for increased revenue as well as expansion of services. At this time we are publishing an RFI (request for information) to review our options for the next academic year.  **A/O Spring 2018**  During the 2017-2018 the College entered into a contract with Mini University to assume all daily operations for the ECEC. This partnership has been highly successful for the College and has resulted in a savings of over $150,000 in the initial year of the contract. Most importantly the department is very pleased with the high quality of care and education which is provided to Sinclair’s youngest scholars. Mini University staff have also been very welcoming to our ECE students and have provided an excellent model of developmentally appropriate practices.  During Fall 2018 Mini U plans to expand services to 21/2 year old children. Expanding to infants and toddlers has been a topic of discussion with Mini U. However this addition would require physical adaptations to our current classroom space as well as to the playground in order to be compliant with Licensing regulations. Mini University remains open to this idea if the college deemed this a worthy investment. One great advantage to our partnership with Mini University is that they have additional centers and one specific facility is very close by at the Montgomery County building. This site does serve infants and toddlers. So students and faculty with younger children could certainly access services at the County building. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** | | | | |
| Computer Literacy | **2017-2018** | **ASL1101** - Orientation to Deafness;  **ECE1100** - Introduction to Early Childhood Education; | ASL 1101  Direct Assessment- ASL 1101 Week 1- Students must demonstrate the ability to navigate the online class by following online directions, posting a personal introduction with attached media (picture) and give feedback to two peers.  ECE 1100  \*Of the 9 assignments four of these are graded with the use of rubrics and each rubric is designed to align with the criteria of the assignment.  \*The discussions postings are required to have substantive content which demonstrates reflection on the topic. Students are also required to post thoughtful comments to at least to other student postings.  \*The power point assignment is also assessed via rubric. | ASL 1101  In ASL 1101- 2017-2018- Out of 63 students, 60 (or 95.2%) of students successfully showed computer literacy during their initial classroom posting.  ECE 1100 –  The students use the basic features of computer hardware such as turning on the computer, using the keyboard and mouse efficiently in order to accomplish any module of this course.  Appropriate use of computer software: Students use Microsoft word (9 assignments), PowerPoint (1 assignment), and drop boxes in eLearn to submit their assignments. Students also use discussion boards (5 discussion boards) on eLearn to participate in weekly discussions. About 85% of the students have successfully accomplished these tasks. The 15% that were not able to accomplish them have not been active in this class after the first few weeks of the semester. |
| **LAST YEAR’S ASSESSMENT RESULTS** | | | | |
| Information Literacy | **2016-2017** | **ASL1101** - Orientation to Deafness;  **ECE1100** - Introduction to Early Childhood Education;  **ENS2471** - Exercise, Wellness & Sports Science Practicum | **ECE 1100**- Course assignment written survey and for face to face sections a tour of the SCC Library, for online sections they complete 5 of the 6 modules that the library has developed to familiarize students with the library.  **ASL 1101 –** An Deaf Histor/Person Presentation. This course is an online course.  **ENS 2474 –** No data was collected. | ECE 1100 – A course assignment is given which directs students to use the Sinclair library website and to locate specific resources on campus and through OhioLink. Students also have to find articles in a periodical and use an educational database. They also must be able to use a variety of search engines to find specific targeted information online/internet sources.  Students typically score well over 80% on this assignment with students in the face to face section who attending the library tour scoring slightly higher.  ASL 1101 is offered only online. The assignment used to measure this outcome involves and online “presentation”. Students are required to research their topic, submit a draft for peer review, revise draft and submit the final version. They are required to submit a power point presentation with a minimum of 10 slides, with work-cited of no less than four sources, and the final submission is to be converted to a PDF format. For fall 2016 the average score  ASL 1101-100 avg,21.63/25= 87%  ASL 1101-101 avg.20.2/25 = 81%  ASL 1101-102 avg, 23.06/25 = 93%  Average of all three sections = 87% |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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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| **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 1201, 2202, 2301 | 2014 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 70%  % meeting standards in ECE 2202 = 76% |
| Identify resources and apply techniques for building diverse family and community relationships. | ECE 1201, 2202, 2301, 2200 | 2014-2015 | Course success rates.  (results of the Program assessment tool are not yet complete) | Course success rates were:  **ECE 1201** – down 2014-15 by 7% to 69% and up 10% to 80% in 2015.  **ECE 2202** – up by 16% to 93.5 % in 2014-15 and dropped by 5% to 89% in 2015  Based on POA (program outcome assessment tool) in spring 2015 63% scored meets expectation  **ECE 2301** - up 6% from prior year to 92% in 2014-15 and at 91% in 2015.  Based on POA (program outcome assessment tool) in spring 2015 93% scored meets expectation  **ECE 2200** – Based on results of program outcome assessment tool faculty added additional assignments to strength students’ knowledge in this area.  1. Students will interview a family with a diverse make up and identify resources to better serve specific targeted needs and resources.  **2**.Students must develop a plan for a specific field trip to a “child-friendly” location. Students will gather information about the location and provide a detailed outline of how they make the activity child-friendly/child and age appropriate. |
| Observe, document and assess to support young children and families. | ECE 1201, 2202, 2301 | 2013 |  |  |
| Utilize developmentally effective approaches to connect with children and families. | ECE 1201, 2202, 2301 | 2013-2014 |  |  |
| Use content knowledge to build meaningful curriculum. | ECE 1201, 2202, 2301 | 2013 |  |  |
| Demonstrate responsibility for professional behavior, professional growth and professional involvement. | ECE 1201, 2202, 2301 | 2013 |  |  |
| **American Sign Language** |  |  |  |  |
| Demonstrate competency in both American Sign Language and spoken and written English. | ASL 2207, 2236, 2261, 2262 | 2014-2015 | Written exams, performance based exams, and lab assignments | Success rates for **ASL 2207** – roughly the same in 2014-15 and 2015-16.  **ASL 2236** roughly that same in 2014-15 but up by 16% 2015.  **ASL 2261** – was up by 9% in 2014-15 and dropped by 5% in 2015  **ASL 2262** dropped 22 % in 2014-15 and rose back to 100% in 2015.  Faculty developed new interpreting assignments for ASL 2261 and 2262 to be completed in the ASL to help students focus on skills enhancements. Faculty identified specific resources in the lab that apply to targeted skill sets. Competency in this outcome could take the shape of a multitude of skills in either ASL or English. Faculty work with students to identify exactly what areas of deficiency needs to be addressed and provides information with matching lab resources. |
| 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 1129 | 2014-2015 | Observation assessments were conducted at the practicum level.  Written Exams at the beginning level – ASL 1101 and ASL 2300. Projects for ASL 1116.  Performance exam with a panel is conducted in ASL 2207. | Mastery of this outcomes is best demonstrated in 2202, 2261, 2262  Success rate for **ASL 2202** in 2014-15 was 78% which was done by 7% from the previous year.  **ASL 2261** was at 76.5% success rate in 2014-15 and 71.5% in 2015.  **ASL 2261** rates were 78% in 2014-15 and 85% in 2015.  ASL 1101 addresses knowledge of Deaf history and Deaf culture information. Tests scores for fall and spring reflect the following:  ASL 1101- Fall  Across the three sections an average of 67% of the students scored 80% or better on written exams for Deaf History and Deaf Cultural Information.  ASL 1101- Spring  Of the two sections offered 80% of the students enrolled scored 80% or better on written exams for Deaf History and Deaf Cultural Information. |
| **Demonstrate a minimum of entry-level competency in interpreting between ASL and English.** | ASL 2201, 2202, 2207, 2236, 2212, 2261, 2262 | 2014-2015 | Performance based assessments that are both formative and summative. | Mastery of this outcomes is best demonstrated in 2202, 2261, 2262  Success rate for **ASL 2202** in 2014-15 was 78% which was down by 7% from the previous year.  Faculty have addressed concerned regarding students’ interpreting skills but recommending a lab component be added to ASL 2202 and also by added a third interpreting course ASL 2203 which will be offered in Spring of 2017.  **ASL 2261** was at 76.5% success rate in 2014-15 and 71.5% in 2015.  **ASL 2261** rates were 78% in 2014-15 and 85% in 2015. |
| Demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. | ASL 2202, 2212, 2236, 2262, | 2014 |  |  |
| Develop skills in critical thinking, computer literacy, information literacy and values/citizenship/community. | ASL 1102, 1116, 2231, 2261, 2262; |  |  |  |
| **Elementary Education** |  |  |  |  |
| Demonstrate professionalism in all matters including work habits, communication, attitude and appearance. |  |  |  |  |
| Demonstrate sensitivity to the uniqueness of family structures and social and cultural backgrounds, identities, and customs to create foundations for learning. |  |  |  |  |
| Demonstrate skills in critical thinking, computer literacy, information literacy and values/citizenship/community. |  |  |  |  |
| Identify and describe the components of diversity and their influences on teacher education. |  |  |  |  |
| Identify and describe the impact of exceptional abilities on individuals including interpersonal, emotional, psychological, intellectual functioning and language development. |  |  |  |  |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.

**A/O Spring 2018**

Both the ECE and ASL programs have met all of the recommendations set forth by the department review team. Additionally both programs have also completed the cycle for assessment of their respective program outcomes and now need to establish a new timeline for assessing the program outcomes. Attached are the new timelines for ASL and ECE. Additionally the Elementary Education degree program is a new program and was not part of our last department review. A new timeline for assessing the program outcomes has been developed for this program as well. The fourth program to be assessed is the Sport and Recreation program which also was not a part of the Education department at the time of our 2013-14 review.

Throughout the 2017-2018 academic year the department in each of the programs has identified specific goals for next year’s self-study process. These will be implemented during that time. See attachment.