**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:** 0375 – Psychology, 0376 – Africana Studies

Year of Last Program Review: FY 2008-2009

Year of Next Program Review: FY 2015-2016

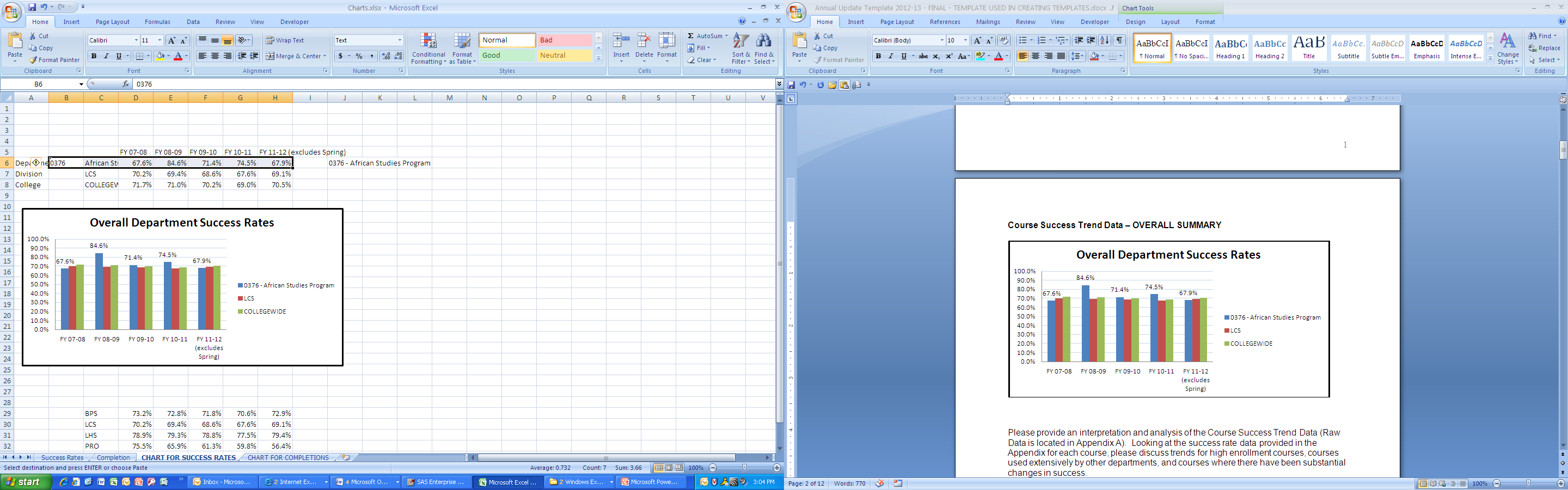
**Section I: Department Trend Data, Interpretation, and Analysis**

**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?*

There is a trend toward increase degree completion in psychology since FY 08-09. Degree completions have jumped from 5 in FY07-08 to 24 in FY10-11. This trend may be due to greater efforts on the part of Academic Advising and Psychology faculty to encourage students to complete their degree at Sinclair before transfering to areas colleges and universities. Africana Studies show a low trend of degree completion. This data has led to the conversion of the program to a certificate that can be completed in one year. The department has reached out at the African American Culture Festival on August 25, 2012 in downtown Dayton and during Welcome Week at the college to let potential students know about the new African American Studies Certificate. The department has revived it Psi Beta Club to engage psychology students in mentoring and service learning.

**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.

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.

**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.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| To expand course offerings where appropriate and also to deactivate courses where appropriate. Such additions and deletions to curriculum come only after a department-wide review of course offerings, consistent with environmental scans and input from relevant stakeholders. | In progress  Completed  No longer applicable |  |
| Continuous improvement in the quality of teaching offered by the department. The department requires at least a Masters degree in psychology or a related specialty in behavioral science to maintain and improve the quality of teaching and learning in the department. | In progress  Completed  No longer applicable | We continue to hire faculty with a master's degree in psychology or a related speciality in behavioral science to teach in the department. Three of our faculty have provided leadership in the Center for Teaching and Learning as Faculty Associates during the last two years. We have offered In-Service Workshops during the Spring Quarters of 2011 and 2012 to the psychology faculty to improve student engagement and success rates. |
| In order to be responsive to college needs, online courses have been added and developed. Similarly, courses have been offered (and staffed as best they could be, given the limitations discussed earlier) at off-campus locations and learning centers. | In progress  Completed  No longer applicable |  |

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.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop and implement strategies for assessing student learning outcomes in all offerings within the department, including the department’s service courses. Confer with the faculty in programs across the college that require psychology courses and ensure that the outcomes of the courses support the learning needs of students in those programs. Use the results of this assessment to refine the curriculum and its delivery in order to improve student learning. Assistance from the Assessment Committee is available to help with this initiative. | In progress  Completed  No longer applicable | We have establish common learning outcomes across sections for online classes and face-to-face classes. We have put in our Psychology Discussion Forum online general psychology competencies to be covered by all instructors teaching general psychology. We piloted using Turning Point (Audience Response System)in Fall 2011 in 8 sections of general psychology to assess learning outcomes across general psychology sections. More sections will be assessed this Fall using an improved assessment tool and Turning Point. |
| Given the department’s large number of sections of psychology courses and the importance of these courses to students’ professional development in a many programs of study, develop strategies to achieve and assess common learning outcomes across sections. Provide appropriate resources and guidance for adjunct faculty use to ensure they are teaching and assessing these common outcomes. | In progress  Completed  No longer applicable | See Above |
| Identify successful practices in other departments across the college for the effective recruitment and support of adjunct faculty. | In progress  Completed  No longer applicable | We have been successful in recruiting and hiring qualified adjuncts and have provided formal and informal mentoring to all new adjuncts. We have encourage all new adjuncts to beome certified by the Center for Teaching and Learning. We have conducted In-Service Psychology Workshops for Adjunct and Full-Time Faculty during Spring 2011 and 2012. |
| Examine the Africana Studies program and reasons for its pattern of low enrollment courses. Review the program learning outcomes for Africana Studies, and revise as appropriate. Identify specific steps for increasing the program’s visibility and viability. | In progress  Completed  No longer applicable | The Africana Studies program has been revised and is now being offered as a Certificate for students who will use African American Studies to enhance their careers in Social Work, Public Education, Urban Planning, etc. We have began promoting the new Certificate at the annual African American Cultural Festival in downtown Dayton and during Welcome Week at Sinclair. We are also working on getting the introdution to African American Studies included in the OhioTransfer Module. |
| Continue to ensure that the department’s delivery of online instruction reflects current best practice in online education. Consider pursuing certification by one or two of the department’s faculty through the respected national program *Quality Matters*. | In progress  Completed  No longer applicable |  |
| Given the faculty’s considerable professional expertise in topics such as learning, motivation, and disabilities, knowledge that could be very valuable to colleagues across the college, the department is encouraged to share its expertise through the programming coordinated by the Center for Teaching and Learning. | In progress  Completed  No longer applicable | Lea Ann Lucas, Jennifer King-Cooper, Anne McCrea, and Mary Wells are all Faculty Associates of the Center for Teaching and Learning. Mary Wells, Elaine Isbell, and Anne McCrea had conducted workshops for other faculty at the CTL. |

**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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | Focus groups, small group discussion of project and classroom presentations (160, 205); performance appraisal rubrics on oral communication (217); oral exam (208) | PSY 160 88.5%  PSY 205 95%  PSY 217 100% on assessments  PSY 208 100% on assessments |
| Written Communication | | All programs | **2011-2012** | Performance appraisal rubrics (160, 217, 220); written exams (205) | PSY 160 88.4%  PSY 217 100%  PSY 220 100% on assessments  PSY 205 75% |
| 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) |
| Demonstrate the ability to think logically and solve problems using analysis, synthesis and evaluation. | | MAT 1250, 1310 |  |  |  |
| 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 | 2007-2012 | Locally developed exam; Diversity awareness written assignment | Exam: 96% success rate for this outcome; Diversity awareness assignment 93% success rate for this outcome; Overall course success rate: 74% |
| Achieve group goals in a variety of social contexts. | | PSY 1160, PSY 2225 | 2007-2012 | Focus group project and presentations | PSY 160 88.5%; PSY 225 100% on assessments. Over all course success rates 75.3% and 73.7% respectively |
| Demonstrate responsibility and accountability in accomplishing goals. | | SCC 1101 |  |  |  |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | | ENG 1101, 1201, BIS 1120, COM 2206, COM 2111 |  |  |  |
| Identify and describe the origins, methods, major perspectives and specialties in psychology. | | PSY 1100,1200,  222, 2220, 2217, PSY 1160, Psychology of Gender, 2242, 2228, 2214 | 2007-2012 | Locally developed exams (121/122/119); Written essay; locally developed exam (208); Locally developed exams (217); | PSY121/122/119: 62.5% s.d.= 6.05 on summative assessment tool; Overall course success rate 70.4%  PSY208: 90% on essays; 100% on relevant exam questions  PSY217: 85% on exams |
| Apply the principles of psychological science to understand and address real-world situations. | | PSY 1100,1200,  222, 2220, 2217, PSY 1160, Psychology of Gender, 2242, 2228, 2214 | 2007-2012 | Locally developed exams (121/122/119); Written assignment, interview project (208); Analysis of personality types (220); Diagnostic written assignments; focus groups (217); Focus groups & written assignment project (160); Locally developed exam, written skills & abilities essays (228); Focus group quizzes & critical thinking papers (214) | PSY121/122/119: 62.5% s.d. =6.05 on summative assessment tool  PSY208: written assignment90%, interview project 97%  PSY220: 100% on assessment of analysis of personality types  PSY217: 75% on diagnostic written assignments, 100% on focus groups  PSY160: 88.5% on focus group & written assignment project  PSY228: 86% on exam, 86% on essays  PSY214: 100% on focus group quizzes, 95% on critical thinking papers |

**General Education Outcomes**

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

All general education assessments have been updated to the semester format. No other changes are planned at this time.

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

Continued implementation of the general education assessment methods by the department will determine whether adjustments are required to better support assessment of general education outcomes in semester courses.

**Program Outcomes**

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

PSY1100: For the semester version of General Psychology, revision of the summative assessment tool is currently underway and will be implemented by Fall 2012. Generalized minimum copetencies have already been developed by the department and were introduced to all faculty, full and part time, at the Fall Faculty Experience 2012. Items on the assessment tool will be better fitted to the minimum competencies for general psychology. In addition, expansion of the general psychology summative assessment to include a wider variety of class samples is planned for future summative assessments. No other significant changes in assessment for other Pscyhology courses are planned at this time; results of the quantification of program outcomes in the related courses indicate both acceptable levels of student competence in this outcome and adequacy of the current measurement tool.

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

We expect to see significant improvement in student scores in the General Psychology summative assessment tool with better alignment of assessment tool items with the departmental minimum competencies. Summative assessments are planned for both first and second semesters to compare to spring 2012 outcomes. In addition, qualitative assessment feedback will be solicited from facutly and students to improve the summative assessment tool items.

**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?

Improved documentation of program assessment for General Education outcomes and specific program outcomes has been accomplished since the last Annual Update, and no changes in the measurment tools for the required outcomes are indicated at this time. However, the current annual reporting process could be improved by streamlining the collecting, analysis, and reporting of data on success rates for the individual course assignments related to program outcomes. While the specific tools used by faculty for assessment of program effectiveness are adequate, improved organization of data would be helpful at the departmental level. The department will address potential mechanisms by which a more stremlined reporting and recording process could be implemented.

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

Relevant courses for program outcomes will be re-evaluated consequent to the Q2S conversion, as several courses have been deactivated and others have been combined. Course numbers listed in the Annual Report program outcomes must be corrected or updated. (For example, 1200 should be 2200, 222 should be removed, and Psychology of Gender should be mentioned by number rather than title, several courses should be added to appropriate program outcomes).

**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 |
| 0375 | Psychology | PSYE.AA | 5 | 17 | 10 | 24 |
| 0376 | African Studies Program | AASE.AA | . | . | 2 | . |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 375 | Psychology | PSY-117 | 86.4% | . | . | . | . |
| 375 | Psychology | PSY-119 | 66.6% | 73.2% | 67.9% | 67.0% | 68.0% |
| 375 | Psychology | PSY-121 | 62.2% | 62.3% | 61.2% | 63.1% | 65.5% |
| 375 | Psychology | PSY-122 | 77.6% | 78.1% | 76.6% | 76.6% | 77.6% |
| 375 | Psychology | PSY-126 | 70.7% | 76.0% | 72.0% | 74.6% | 78.8% |
| 375 | Psychology | PSY-135 | 74.1% | 100.0% | 75.0% | 90.9% | . |
| 375 | Psychology | PSY-141 | 71.4% | 55.6% | 66.7% | 100.0% | . |
| 375 | Psychology | PSY-160 | 68.2% | 81.4% | 75.3% | 74.7% | 75.3% |
| 375 | Psychology | PSY-165 | 84.4% | 53.8% | 89.7% | 94.1% | . |
| 375 | Psychology | PSY-205 | 67.5% | 76.6% | 69.7% | 78.2% | 73.8% |
| 375 | Psychology | PSY-206 | 80.3% | 74.4% | 70.5% | 71.0% | 73.9% |
| 375 | Psychology | PSY-208 | 73.3% | 75.4% | 79.3% | 79.4% | 80.9% |
| 375 | Psychology | PSY-214 | 73.9% | 75.9% | 82.1% | 75.0% | . |
| 375 | Psychology | PSY-217 | 73.8% | 79.2% | 75.1% | 75.6% | 78.4% |
| 375 | Psychology | PSY-218 | 92.9% | 95.1% | 80.8% | 86.7% | 100.0% |
| 375 | Psychology | PSY-220 | 81.8% | 80.8% | 95.5% | 73.7% | 88.5% |
| 375 | Psychology | PSY-225 | 68.6% | 71.7% | 71.4% | 66.7% | 73.7% |
| 375 | Psychology | PSY-228 | . | 75.0% | 61.5% | 85.7% | . |
| 375 | Psychology | PSY-235 | 64.8% | 80.0% | 69.4% | 68.6% | 84.4% |
| 375 | Psychology | PSY-236 | 80.0% | 76.7% | 85.7% | 74.5% | 80.6% |
| 375 | Psychology | PSY-242 | 96.2% | 76.7% | 79.0% | 86.8% | 72.2% |
| 375 | Psychology | PSY-270 | 100.0% | . | . | . | 75.0% |
| 375 | Psychology | PSY-295 | . | . | . | . | 66.7% |
| 375 | Psychology | PSY-297 | 75.0% | 50.0% | 74.2% | 100.0% | 100.0% |
| 376 | African Studies Program | AFR-111 | 67.6% | 84.2% | 71.2% | 69.6% | 67.9% |
| 376 | African Studies Program | AFR-112 | . | 100.0% | 66.7% | . | . |
| 376 | African Studies Program | AFR-121 | . | . | 77.8% | . | . |
| 376 | African Studies Program | AFR-122 | . | . | 100.0% | . | . |
| 376 | African Studies Program | AFR-297 | . | . | 85.7% | 100.0% | . |