**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**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, 2015**

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

Year of Last Program Review: FY 2008-2009

Year of Next Program Review: FY 2015-2016

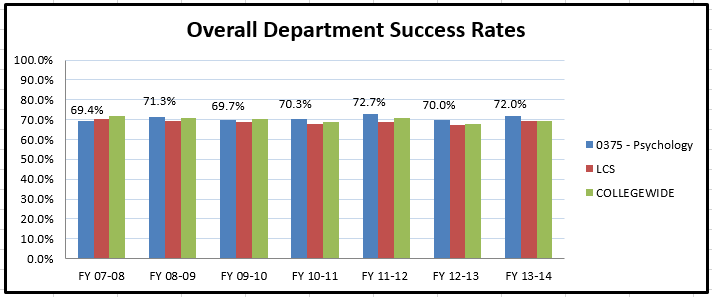
**Section I: Department Trend Data, Interpretation, and Analysis**

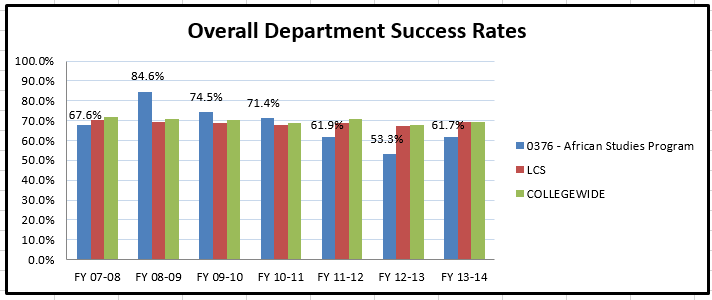
**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

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?*

**Psychology degree completion rates for FY 12-13 and FY13-14 have been stable in spite of changes in enrollment and our conversion to semester. Psychology faculty involvement in the Completion by Design initiative has contributed to this trend in spite of our reduction in overall student enrollment. However, Africana Studies certificate completions have not changed since FY10-11 and FY11-12. When we converted to semester this program was reduced to a certificate because of its low completion rate. There has been a reduction in student interest in getting a certificate in African American Studies. This may be due to the general perception of a lack of job opportunities in ethnic studies and the lack of resources to market this certificate.**

**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 success rate data for the Psychology department have been consistently higher than the College and LCS Division since FY10-11 to the present. A look at our most popular course General Psychology (PSY 1100) shows increasing success rates from 65.8% in FY12-13 to 69.8% in FY13-14. We see the same trend in Life-Span Human Development (PSY 2200) which is our second most popular course. The data show increasing success rates of 78.0% in FY12-13 to 79.7% in FY13-14 which are significantly higher than the College and LCS overall success rates during this period.

The success rate data for African American Studies show a substantial change since FY12-13 to FY13-14. Success rates have increased in this introduction course (AFR 1100) from 53.3% in FY12-13 to 61.7% in FY13-14. This increase is still below LCS and College average success rates. The lack of a prerequisite to take this college course may be contributing to the below average success rates. We may need to add a perquisite of DEV035 to this course to increase student retention and 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.

Psychology has created a Psychology Majors Orientation since Fall 2013 semester to assist students to understand our pathways to degree completion. In the Fall 2013, 60 students participated and in Fall 2014 more than 70 students participated. This has allowed new psychology majors to meet our faculty and become better aware of the department and college resources.

**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** |
| 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 | We have created a pathway for psychology AA degree completion and are offering courses that will easily transfer to other Ohio colleges and universities. During the conversion from quarters to semesters, we deactivated PSY 135: Living with Loss, Death and Grief, PSY 140: Psychology of Interaction and Human Potential, PSY 141: Love and Persona Growth, PSY 165: Sport and Exercise Psychology and PSY 129: Work Group Dynamics. We have developed a Service Learning in Psychology course (PSY 2270). We have expanded Psychology in the Workplace to PSY 2228: Industrial and Organizational Psychology. |
| 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. Five of our full-time faculty members: LeaAnn Lucas, Elaine Isbell, Jennifer King-Cooper, Mary Wells and Brandon Jablonski have provided leadership in the Center for Teaching and Learning as members of committees and Faculty Associates in the last year. The department as offered Fall 2012 and Spring 2013 In-Service Workshops to the psychology faculty to improve student engagement, success rates and degree completion. The department has mentored Taylor Curtis, a Grow Our Owen faculty since 2013 and is preparing this faculty to become a full time instructor in 2016. |
| 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 | We have developed several new online courses to better meet the needs of our students. We have developed PSY 1160: African American Psychology, PSY 2220: Personality Psychology and PSY 2242: Educational Psychology as online courses since Fall 2012. |

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** |
| 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 established common learning outcomes across sections for online classes and face-to-face classes. We have put in our Psychology Discusssion Forum online general psychology competencies to be covered by all insturctors teaching general psychology. Every semester we ask adjuncts and full-time faculty to identify ways to assess and report program outcomes success rates and General Education outcomes success rates in all psychology offerings. Fall 2013, we have asked the faculty to use the General Education Rubrics on Sinclair's intranet to better faciliate the measurement and data collection of Gen Ed outcomes. We have worked with Social Work and Mental Health Technology to develop a guide to assist academic advisers to better advice students wanting a career in “helping people” in Fall 2014. This guide is still be refined to better guide students toward their intended career goals. |
| 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 | We are developing eSyllabi for General Psychology (PSY 1100) and Life Span Human Development (PSY 2200) to better assist adjuncts teaching these two popular courses that are important in the professional development of students in many programs of study. We are also going to use online course resources developed by full time faculty for online classes to assist adjuncts teaching dual-enrollment courses in the high schools. All adjuncts and full-time faculty are given a list of common course outcomes in PSY 1100 and PSY 2200 to cover and assess. |
| 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 encouraged all new adjuncts to become certified by the Center for Teaching and Learning. We have conducted In-Service Psychology Workshops for Adjuncts and Full-Time Faculty during Fall 2012 and Spring 2013. We continue to recruit doctorate students from Wright State Professional School of Psychology to teach as adjuncts. Every semesters we are interviewing new adjuncts and replacing those, who are moving on to new career goals. |
| 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 African American Studies Certificate was offered for the first time in Fall 2012 to help address the low enrollment issue. This certificate is being offered to students who will use African American Studies to enhance their careers in Social Work, Education and Urban Planning etc. We have promoted the new certificate at the annual African American Cultural Festival in downtown Dayton and during Welcome Week at Sinclair. In April 2013 we got OBR approval to include AFR 1100: African American Studies in the Ohio Transfer Module as Social Science/Behavioral Science course. Since AFR 1100 became and OTM course in 2014 we have seen an increase in enrollment. However, many of these students are not prepared to read and write on the college level. We may have to add a prerequisite to this course, if success rates continue to be below the college average. |
| 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 | Mary Wells and Carol Miller, two of our faculty are certified by Quality Matters. Each of them have assisted in the development of online course offerings. Mary assisted in the development of PSY 2217 online and Carol is the lead faculty developer of PSY 2242 which will go live in Spring 2014. |
| 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 and Mary Wells have all been Faculty Associates of the Center for Teaching and Learning. Mary Wells, Elaine Isbell, Anne McCrea-Soteaziake and Jennifer King-Cooper have all conducted workshops for other faculty at the CTL. |

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| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

**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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | PSY 2217 |  |
| Information Literacy | | All programs | **2014-2015** | PSY 2220 |  |
| Computer Literacy | | All programs | **2014-2015** | PSY 2225 |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

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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) |
| Demonstrate the ability to think logically and solve problems using analysis, synthesis and evaluation. | PSY 1100, 2126,2217, 2220, 2235, 2236 | 2012-2013 | Exams, quizzes, papers, and psychology simulations (1100, 1126, 2217, 2220, 2235, 2236) | PSY 1100 77% overall pass rate on this outcome  PSY 1126 81% pass rate  PSY 2217 83% pass rate  PSY 2220 70% pass rate  PSY 2235 81% pass rate  PSY 2236 91% pass rate |
| 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. |  |  |  |  |
| 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 |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | AFR 1100 success rates will be monitored to see if a prerequisite of DEV035 will be added to improve the success rates. We will also investigate why students are not completing the African American Studies Certificate. |
| **How will you determine whether those changes had an impact?** | We will monitor and investigate these two areas and propose changes in the next Annual Update. |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

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| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| LCS | 0375 | Psychology | PSYE.AA | 5 | 17 | 10 | 24 | 28 | 30 | 7 |
| LCS | 0375 | Psychology | PSYE.S.AA | . | . | . | . | . | 8 | 30 |
| LCS | 0376 | African Studies Program | AASE.AA | . | . | 2 | . | . | . | . |

**Course Success Rates**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0375 | Psychology | PSY-1100 |  | . | . | . | . | . | 65.8% | 69.8% |
| 0375 | Psychology | PSY-1126 |  | . | . | . | . | . | 69.3% | 63.5% |
| 0375 | Psychology | PSY-1160 |  | . | . | . | . | . | 64.2% | 71.5% |
| 0375 | Psychology | PSY-117 |  | 86.4% | . | . | . | . | . | . |
| 0375 | Psychology | PSY-1180 |  | . | . | . | . | . | . | 82.4% |
| 0375 | Psychology | PSY-119 |  | 66.6% | 73.2% | 67.9% | 67.0% | 66.9% | 73.6% | . |
| 0375 | Psychology | PSY-121 |  | 62.2% | 62.3% | 61.2% | 63.1% | 65.5% | . | . |
| 0375 | Psychology | PSY-122 |  | 77.6% | 78.1% | 76.6% | 76.6% | 78.3% | 82.4% | . |
| 0375 | Psychology | PSY-126 |  | 70.7% | 76.0% | 72.0% | 74.6% | 77.7% | 70.8% | . |
| 0375 | Psychology | PSY-135 |  | 74.1% | 100.0% | 75.0% | 90.9% | . | . | . |
| 0375 | Psychology | PSY-141 |  | 71.4% | 55.6% | 66.7% | 100.0% | . | . | . |
| 0375 | Psychology | PSY-160 |  | 68.2% | 81.4% | 75.3% | 74.7% | 74.8% | 76.9% | . |
| 0375 | Psychology | PSY-165 |  | 84.4% | 53.8% | 89.7% | 94.1% | . | . | . |
| 0375 | Psychology | PSY-205 |  | 67.5% | 76.6% | 69.7% | 78.2% | 74.6% | 80.0% | . |
| 0375 | Psychology | PSY-206 |  | 80.3% | 74.4% | 70.5% | 71.0% | 79.8% | . | . |
| 0375 | Psychology | PSY-208 |  | 73.3% | 75.4% | 79.3% | 79.4% | 81.4% | 89.6% | . |
| 0375 | Psychology | PSY-214 |  | 73.9% | 75.9% | 82.1% | 75.0% | 93.1% | . | . |
| 0375 | Psychology | PSY-217 |  | 73.8% | 79.2% | 75.1% | 75.6% | 77.5% | 69.6% | . |
| 0375 | Psychology | PSY-218 |  | 92.9% | 95.1% | 80.8% | 86.7% | 94.4% | . | . |
| 0375 | Psychology | PSY-220 |  | 81.8% | 80.8% | 95.5% | 73.7% | 88.9% | . | . |
| 0375 | Psychology | PSY-2200 |  | . | . | . | . | . | 78.0% | 79.7% |
| 0375 | Psychology | PSY-2205 |  | . | . | . | . | . | 73.2% | 80.0% |
| 0375 | Psychology | PSY-2206 |  | . | . | . | . | . | 100.0% | 88.2% |
| 0375 | Psychology | PSY-2214 |  | . | . | . | . | . | 84.2% | 90.0% |
| 0375 | Psychology | PSY-2217 |  | . | . | . | . | . | 77.9% | 75.7% |
| 0375 | Psychology | PSY-2218 |  | . | . | . | . | . | 87.5% | . |
| 0375 | Psychology | PSY-2220 |  | . | . | . | . | . | 71.4% | 73.3% |
| 0375 | Psychology | PSY-2225 |  | . | . | . | . | . | 70.5% | 68.5% |
| 0375 | Psychology | PSY-2235 |  | . | . | . | . | . | 75.8% | 88.9% |
| 0375 | Psychology | PSY-2236 |  | . | . | . | . | . | 86.7% | 85.5% |
| 0375 | Psychology | PSY-2242 |  | . | . | . | . | . | 71.7% | 78.9% |
| 0375 | Psychology | PSY-225 |  | 68.6% | 71.7% | 71.4% | 66.7% | 71.6% | 75.9% | . |
| 0375 | Psychology | PSY-228 |  | . | 75.0% | 61.5% | 85.7% | 92.3% | . | . |
| 0375 | Psychology | PSY-235 |  | 64.8% | 80.0% | 69.4% | 68.6% | 72.7% | . | . |
| 0375 | Psychology | PSY-236 |  | 80.0% | 76.7% | 85.7% | 74.5% | 78.8% | . | . |
| 0375 | Psychology | PSY-242 |  | 96.2% | 76.7% | 79.0% | 86.8% | 73.1% | . | . |
| 0375 | Psychology | PSY-270 |  | 100.0% | . | . | . | 76.9% | . | . |
| 0375 | Psychology | PSY-295 |  | . | . | . | . | 66.7% | . | . |
| 0375 | Psychology | PSY-297 |  | 75.0% | 50.0% | 74.2% | 100.0% | 100.0% | . | . |
| 0376 | African Studies Program | AFR-1100 |  | . | . | . | . | . | 43.5% | 61.7% |
| 0376 | African Studies Program | AFR-111 |  | 67.6% | 84.2% | 71.2% | 69.6% | 64.1% | 83.3% | . |
| 0376 | African Studies Program | AFR-112 |  | . | 100.0% | 66.7% | . | 33.3% | 100.0% | . |
| 0376 | African Studies Program | AFR-121 |  | . | . | 77.8% | . | . | . | . |
| 0376 | African Studies Program | AFR-122 |  | . | . | 100.0% | . | . | . | . |
| 0376 | African Studies Program | AFR-297 |  | . | . | 85.7% | 100.0% | . | . | . |