**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **LCS - 0375 - Psychology - 0376 African Studies**

Year of Last Program Review: FY 2015-2016

Year of Next Program Review: FY 2020-2021

**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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Develop Open Educational Resources curriculum for PSY 1100 General Psychology online courses. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We began using Open Educational Resources (OERs) for all sections of PSY 1100 General Psychology during Fall 2017 and Spring 2018. This has saved our students thousands of dollars in textbook cost. | We continue to update and refine the open education resources for PSY 1100. |
| Develop standardized course curriculum to support such programs as College Credit Plus, which enhances our ability to exercise quality control. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | Using Open Educational Resources, faculty developed PSY 1100 College Credit Plus course enhancement to help standardized the curriculum offered to College Credit Plus students during Fall 2016 and Spring 2017. Beginning in Spring 2018, all CCP PSY 1100 sections began using the same curriculum as in PSY 1100 online. |  |
| Continue to offer African American Studies, African American Psychology, Psychology of Gender and Social Psychology in support of diversity initiatives of the college and addressing the need within the community. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | African American Studies and African American Psychology were both offered as a College Credit Plus courses during the Spring 2016, Fall 2016, Spring 2017, Fall 2017, and Spring 2018. Both of these courses were offered in face-to- face and online formats during the Summer 2016, Fall 2016, Spring 2017, Fall 2017, and Spring 2018. Psychology of Gender was offered in face-to- face sections in Fall 2016, Spring 2017, Fall 2017, and Spring 2018. Social Psychology was offered in both face-to-face and online formats during Summer 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, and Spring 2018. Beginning in Spring 2018, the African American Studies certificate is reviewed as part of the program review for the LA.S.AA degree. | African American Psychology, Social Psychology, and Psychology of Gender were offered during each term of the 2019-2020 academic year. Beginning Summer 2020, African American Psychology and Psychology of Gender were offered as B-term online classes for the first time. |
| Expand our diversity-related course offerings (African American Studies, African American Psychology and Psychology of Gender) to the Learning Centers. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | African American Psychology was offered at Courseview and Huber Heights during Spring 2016 and Fall 2016 but was cancelled due to low enrollment. Due to concerns related to average class size and procedures regarding offering courses at the Learning Centers, this goal is no longer applicable. |  |
| Continue to market psychology as a major and the African American Studies Short-Term Certificate and to educate students and the public on the importance of liberal arts education. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We included presentations on careers in Industrial/Organizational Psychology and Research at our program orientation (August 2017) to expose students to these growing and job-rich areas of psychology. At our Next Steps program in Spring 2017, we highlighted in demand jobs students can obtain with an associate’s degree in Psychology. In Spring 2017, we ran the new Behavior Modification class for the first time. We also recruited enough students to run a section of I/O Psychology for the first time in five years. We have also marketed the African American Studies Short-Term Certificate to College Credit Plus students at Thurgood Marshall High School during Spring 2017 and Fall 2017.  Beginning in Spring 2018, the African American Studies certificate is reviewed as part of the program review for the LA.S.AA degree. |  |
| Increase articulation agreements with institutions beyond the Miami Valley. |  | We received approval from the Ohio Department of Higher Education to begin offering a new Associate of Applied Science in Psychology and began enrolling students in Fall 2017. We finalized 3+1 agreements with Franklin/Urbana University for our PSY.S.AA and PSY.S.AAS degrees. These agreements will potentially allow our students to complete 90 credit hours before transferring to complete their bachelor’s degree. We are currently working on developing articulation agreements with Ohio University, Central State University and Franklin University (online) as well. | We updated our agreement with WSU to include the AAS degree and Psy 2228 and Psy 2250. |
| Provide career-related opportunities for students with the expansion of service learning within the program. |  | We have offered a PSY 2270 Service Learning in Psychology during Fall 2017 and Spring 2018. Students continue to get Service Learning opportunities in African American Psychology, Social Psychology and the Psychology Club during Fall 2017 and Spring 2018. Psychology Club and Psi Beta students participated in undergraduate research experiences during Fall 2017 and Spring 2018. We facilitated the development of summer internship experiences with the Naval Medical Research Facility at WPAFB. Two students have been recommended for these summer positions which will begin in Summer 2018. | Two students were recommended for the summer positions at Naval Medical Research Facility at WPAFB for Summer 2019. Due the COVID-19, the summer internship program was cancelled for Summer 2020. However, before the decision to cancel the program was made, we did recommend three students. |
| Partner with other programs in developing a consortium of courses which supports African American Studies certificate and Global Studies Programs. It will be important to use existing courses to support these programs. |  | Faculty continue to work to embed the African American Studies Short-Term Certificate within the Associate of Liberal Arts degree. The LA.S.AA program review included discussions about how to better market these two certificates and the African American Studies Certificate is now being reviewed under the program review for the LA.S.AA degree. |  |
| Continue to support diversity initiatives by expansion of diversity curriculum within PSY 1100 General Psychology. |  | Psychology faculty continued to participate in diversity training and workshops during Fall 2016 and Spring 2017 to expand curriculum related to diversity within PSY 1100 General Psychology. The use of Open Educational Resources in General Psychology offers new opportunities to expand diversity in the curriculum. PSY 1100 is currently piloting assignments that will assess the Cultural Diversity general education competency for the college. | The CDGC assessment in Psy 1100 has been refined over the last year and has been reduced from three to one assignment. |
| We will explore opportunities for offering non-credit courses within the community. |  | We continued to explore opportunities to offer non-credit courses for the community members and local employers. We discussed opportunities to develop an ethics course for Behavioral Analysts with Workforce Development but requirements for training related to licensure are currently prohibitive. |  |

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** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| As noted in the Commendations, the Review Team was deeply impressed by the Orientation and Next Steps programs that the department has implemented. Other departments should be encouraged to follow the example the department has set with these programs, and to do so they must be made aware of them. The department is strongly encouraged to find various ways of communicating these best practices to other departments, including through Center for Teaching and Learning workshops and through Fall Conference. Also, one suggestion would be to have graduates of the program involved in Orientation and Next Steps if possible, to serve as a model for students who are either just beginning the program or who are preparing to transfer to another institution. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | Mary Wells has presented our Orientation and Next Steps programs to faculty during Pathways 2.0 workshops in Spring 2017 and at the Data Summits in Spring 2017 and Spring 2018. She (with Kathleen Cleary) also presented on the department’s “pathway” interventions at the 2017 League of Innovation Conference. Mary also presented on the topic (and broader pathway topics) for faculty at Rhodes State Community College, Columbia Basin College, and the College of DuPage. Jennifer King-Cooper has also presented these two programs to faculty as a part of her RESPECT project. We have used former students of our program as models during both our Orientation and Next Steps programs. |  |
| The department is encouraged to continue its ongoing work developing modules that will align with the new program outcomes. It is excellent assessment practice to develop methods for assessing outcomes in tandem with the development of those outcomes, and the department should continue in this direction. It is hoped that this will result in standardized measures that are used by all faculty. The department noted that “common assessment/evaluation of exams, assignments, and activities will be built into course learning outcomes”, and this should be prioritized within the department. Not only will having some common exams/assignments/activities allow for aggregation of assessment results across sections of a course, it can also serve as a great benefit for adjunct faculty, who may have difficulty developing appropriate measures of course and program outcomes without guidance from the department. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | Anne Soltysiak continues to work with the College Assessment Committee and with the Psychology department to create standardizes measures that will assess program learning outcomes. We continue to explore the possibility of using learn to assist with assessing our program and course learning outcomes. At the Department Retreat in Spring 2018 the faculty will finalize the proposed program outcomes. | The department revised the program outcomes for the AA and AAS degrees and finalized changes in CMT in Fall 2019. |
| Upon PSYE.S.AA becoming a stand-alone degree, the department initiated an articulation agreement with Wright State University. This was an important step, and the department is encouraged to develop additional articulation agreements with select other four-year institutions in a thoughtful, strategic manner. Articulation agreements should also be developed for the African American Studies short-term certificate through the Liberal Arts and Sciences – Associate of Arts degree. The department should identify appropriate four-year programs, and then develop articulation agreements that provide a pathway for students interested in African American studies. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We received approval from the Ohio Department of Higher Education to begin offering a new Associate of Applied Science in Psychology and began enrolling students in Fall 2017. We finalized 3+1 agreements with Franklin/Urbana University for our Psy.S.AA and Psy.S.AAS degrees. These agreements will potentially allow our students to complete 90 credit hours before transferring to complete their bachelor’s degree. We are currently working on developing articulation agreements with Ohio University, Central State University and Franklin University (online) as well. Beginning in Spring 2018, the African American Studies certificate is reviewed as part of the program review for the LA.S.AA degree. |  |
| Students generally enter a Psychology program with the intention of doing psychological counseling, psychological research, or obtaining a position at a college or university, all of which require education beyond the baccalaureate level. However, the Review Team pointed out that there are courses in the program that can provide Psychology students with skills that may be marketable even for someone who only holds an Associate Degree. The department should help students identify marketable skills they obtain in their two-year program of study, and discuss with them jobs where those skills (data management and analysis, etc.) might allow them to obtain employment. One suggestion would be to prepare a Fact Sheet that helps educate students on the marketability of the skills they develop in the program. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | The department has created the new Associate of Applied Science in Psychology to address the needs of students for marketable skills and employment in entry level jobs in areas like data management, behavior analysis, and research. We have developed materials for students that help them understand the differences between the AA and AAS degrees and the academic and career pathways associated with each degree. During programming for students we discuss job opportunities for students with associate’s degrees in Psychology. |  |
| In the self-study the department suggested attempting to market the African-American Studies course to other departments as a means of fulfilling the Cultural Diversity and Global Citizenship General Education outcome. The department is encouraged to move forward with these efforts. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | We have marketed African-American Studies to the African American Male Initiative and are developed AFR 1100 African American Studies for online delivery beginning Fall 2017. Based on feedback and the ability to meet the needs of a large number of students, PSY1100 is piloting assignments in Spring 2018 to fulfill the Cultural Diversity and Global Citizenship General Education outcome. Beginning in Spring 2018, the African American Studies certificate is reviewed as part of the program review for the LA.S.AA degree. |  |
| During the discussion with the Review Team, the possibility of completing the African Studies certificate and receiving financial aid through the LA.S.AA - Associate of Arts degree was discussed. It was noted, however, that Registration would not know to award the certificate unless someone alerted them that these students completed the certificate in the process of completing the requirements for LA.S.AA. There exists the possibility that students are completing the requirements for the certificate, but are not being awarded the certificate. The department is strongly encouraged to identify those students who have completed the requirements for the certificate and work with Registration to ensure that it is awarded. RAR can serve as a key resource in this effort. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | Some students have already been identified and awarded the African American Studies Certificate in Spring 2017. We will continue to work with Registration and Academic Advising to identify students who have completed the requirements or are close to completing these requirements and to award the certificate. Beginning in Spring 2018, the African American Studies certificate is reviewed as part of the program review for the LA.S.AA degree. |  |
| The Review Team was impressed with the work the department has done eliminating textbooks through the use of Open Educational Resources (OERs) for all online PSY 1100 sections beginning in Fall 2016. The department is strongly encouraged to explore expanding use of OERs to all sections of PSY 1100 in the near future. ENG 1101 and SCC 1101 have used OERs, and the departments that offer these courses may be able to provide insights on making hard copies available in the bookstore at a low cost to students. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | The department began using OERs for all sections of PSY 1100 both online and face-to- face in Fall 2017. All sections of Drugs and Behavior are also now using OERs. We are currently developing OERs for all sections of PSY 2217 Abnormal Psychology. | All sections of Psy 2217 are now use open educational resources. Psy 2225 (Social Psychology) is currently developing OERs which will be used in all sections of the course. |
| The department should consider re-organizing the Advisory Board, with careful attention to what worked well and what did not in its previous Advisory Board experience. It may be that the Advisory Board could be engaged in the Orientation and/or Next Steps efforts the department has initiated. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | The department began working to create an Advisory Board to support the new Associate of Applied Science in Psychology in Spring 2017. The initial Advisory Board Meeting is tentatively planned for Fall 2018. We have invited representatives from academic advising and departments, business, and four-year partners to participate and plan to invite additional members from local agencies and potential internship sites. | The Psychology Department Advisory Board met for the first time in September 2019 and will continue to meet annually. |
| The department should continue its exploration and discussion of the possibility of developing an AS degree, ensuring that the development of such a degree would be constructed in such a way as to align to the greatest extent possible with area baccalaureate programs. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | The department received approval from the Ohio Department of Higher Education for our new Associate of Applied Science in Psychology degree during February 2017. The degree was developed to align with Wright State University baccalaureate programs. |  |

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

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes  No  (**If no, please proceed to question # 2**).

If Yes:

Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.  
 Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes  No  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Click here to enter text.

In which course(s) will these additional computer skills be assessed?

Click here to enter text.

Assessment Methods / Assignment(s) (Please be specific):

Click here to enter text.

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**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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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) |
| Apply higher order analytical and creative cognitive processes. (PSYE.S.AA) |  |  |  |  |
| Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world. (PSYE.S.AA) |  |  |  |  |
| Apply the principles of psychological science to understand and address real-world situations. (PSY.S.AAS) | PSY1100  PSY1160  PSY2180  PSY2200  PSY2220  PSY2225 | 2017-2018 | 1100: Overall course success rates | **1100 success rates** (students earning C or better for the course)  **68%** SP17  **70**%FA17 |
| Competently apply basic research principles to clinical and relevant situations. (PSY.S.AAS) |  |  |  |  |
| Create a common understanding through the use of verbal and nonverbal messages in a variety of contexts. (PSYE.S.AA) |  |  |  |  |
| Create understanding through composition and synthesis of the written word. (PSYE.S.AA) |  |  |  |  |
| Demonstrate competency in the natural sciences and quantitative reasoning. (PSYE.S.AA) |  |  |  |  |
| Demonstrate knowledge of data collection, ethics, and security practices. (PSY.S.AAS) |  |  |  |  |
| Demonstrate the ability to use scientific reasoning and problem solving skills in interpreting behavior, understanding research and research design, and drawing conclusions about psychological phenomena. (PSYE.S.AA) |  |  |  |  |
| Describe ethical standards used in psychology, enhance interpersonal relationships, and articulate values that build community at local, national, and global levels. (PSYE.S.AA) |  |  |  |  |
| Effectively locate, evaluate, and use information. (PSYE.S.AA) |  |  |  |  |
| Ethically and appropriately use computers, terminology, computer hardware and software to complete tasks appropriate for the degree field at a level considered satisfactory to industry standards. (PSYE.S.AA) |  |  |  |  |
| Identify and describe the origins, major concepts, and theoretical perspectives in psychology and be able to explain how psychological principles apply to real-world situations. (PSYE.S.AA) |  |  |  |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** |  |
| **How will you determine whether those changes had an impact?** |  |

**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.

In Fall 2018, the program outcomes for the PSY.S.AA degree were extensively revised in CMT to align with APA guidelines for undergraduate psychology programs.