**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**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, 2017**

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop Open Educational Resources curriculum for PSY 1100 General Psychology online courses. | In progress  Completed  No longer applicable | Open Educational Resources for PSY 1100 General Psychology online was implemented during Fall 2016 and continue to be used in Spring 2017. This has saved our students thousands of dollars in textbook cost. |
| 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 | In progress  Completed  No longer applicable | Using Open Educational Resources, Lea Ann Lucas has developed PSY 1100 College Credit Plus course enhancement to help standardized the curriculum offered to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. |
| 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 | In progress  Completed  No longer applicable | African American Studies and African American Psychology were both offered as a College Credit Plus courses during the Spring 2016 and Fall 2016. Both of these courses were offered face 2 face and online during the Summer 2016, Fall 2016 and Spring 2017. Psychology of Gender was offered face 2 face in Fall 2016 and Spring 2017. Social Psychology was offered both face 2 face and online during Summer 2016, Fall 2016 and Spring 2017. |
| 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. |
| 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 hosted a Colloquium on Industrial and Organizational Psychology to expose students to a growing and job-rich area of psychology in November 2016. We have also marketed the African American Studies Short-Term Certificate to College Credit Plus students at Thurgood Marshall High School during Spring 2016 and Fall 2016. |
| Increase articulation agreements with institutions beyond the Miami Valley. | In progress  Completed  No longer applicable | We have gotten approval from the Ohio Department of Higher Education to begin offering a new Associate of Applied Science in Psychology beginning Fall 2017. We have made contacts with institutions beyond the Miami Valley that offer degrees in Behavioral Science to negotiate articulation agreements for this new degree. |
| Provide career related opportunities for students with the expansion of service learning within the program. | In progress  Completed  No longer applicable | We have offered a PSY 2270 Service Learning in Psychology during Fall 2016 and Spring 2017. Students continue to get Service Learning opportunities in African American Psychology, Social Psychology and the Psychology Club during Fall 2016 and Spring 2017. |
| 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. | In progress  Completed  No longer applicable | We have worked to embed the African American Studies Short-Term Certificate within the Associate of Liberal Arts degree. I have discussed with Kathy Rowell about partnering with Global Studies to better market these two certificates. |
| Continue to support diversity initiatives by expansion of diversity curriculum within PSY 1100 General Psychology. | In progress  Completed  No longer applicable | Psychology faculty continue to participate in diversity training and workshops during Fall 2016 and Spring 2017 to expand diversity within PSY 1100 General Psychology. The use of Open Educational Resources in General Psychology offers new opportunities to expand diversity in the curriculum. |
| We will explore opportunities for offering non-credit courses within the community. | In progress  Completed  No longer applicable | The department has been working on introducing a new degree, Associate of Applied Science in Psychology in Fall 2017. We will now turn our attention to opportunities for non-credit courses within the community. |

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** |
| 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 Fall Conference 2016. 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 is working 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 eLearn to assist with assessing our program and course learning outcomes. |
| Upon PSYE.S.AA becoming a stand-along 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 | The department has renewed its Articulation Agreement with Wright State University in Fall 2017. We are currently exploring the possibility of creating Articulation Agreement with Ohio State University and Miami University Regionals. The African American Studies Short-Term Certificate has been embedded into the Associate of Arts degree and we will be meeting a representative of Wright State to explore the creation of a pathway for students interested in continuing their education in African American Studies at Wright State University. |
| 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 like data management, case management, behavior analysis, sales and research assistant. |
| 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 is developing AFR 1100 African American Studies for online delivery beginning Fall 2017. This will allow more students the flexibility of taking African American Studies to fulfill the Cultural Diversity and Global Citizenship General Education outcome. |
| 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. |
| 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 has agreed to begin using OERs for all sections of PSY 1100 both online and face 2 face in Fall 2017. |
| 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 is working to create an Advisory Board to support the new Associate of Applied Science in Psychology beginning in Spring 2017. The initial Advisory Board Meeting is being planned for Spring 2017. |
| 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 has 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**

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) |
| Information Literacy | **2016-2017** | **PSY2220** - Personality Psychology | \*See note below  2220: Personality Assessment Paper; Behavioral Analysis project  2225: Diversity Awareness Research Report; Persuasive Internet Sites assignment, Research on Self Help assignment | **2220 success rates** (students scoring over 70% on the assignment):  Personality Assessment Paper:  **76%** SP17  Behavioral Analysis project:  **83%** FA16  **92%** SP17  **2225 success rates**:  Diversity Awareness Research Report:  **88%** FA16  **77%** SP17  Persuasive Internet Sites:  **80%** FA16  **94%** SP17  Research on Self Help:  **82%** FA16  **86%** SP17 |
| **NEXT YEAR:** | | | | |
| Cultural Diversity / Global Citizenship | **2017-2018** | **PSY2225** - Social Psychology |  |  |

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) |
| Achieve group goals in a variety of social contexts. | PSY1160  PSY2225 | 2016-17 | 1160: Small group presentation assignment  2225: Group processes presentation; Problem solving activity group | **1160 success rates** (students scoring over 70% on the assignment)  Small group presentation assignment:  **100%** FA16  **90%** SP17  **2225 success rates:**  Group processes presentation:  **88%** FA16  **81%** SP17  Problem solving activity group:  **82%** FA16  **94%** SP17 |
| Apply the principles of psychological science to understand and address real-world situations. | PSY1100  PSY1160  PSY1180  PSY2200  PSY2220  PSY2225 | 2017-2018 |  |  |
| 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. | COM2206  COM2211  ENG1101  ENG1201  BIS1120 | n/a |  |  |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC1101 | n/a |  |  |
| Demonstrate the ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT1440  MAT1470 | n/a |  |  |
| Identify and describe the origins, methods, major perspectives and specialties in psychology. | PSY1160  PSY1180  PSY2200  PSY2217  PSY2220  PSY2225 | 2019-2020 |  |  |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | Ohio Transfer Module | n/a |  |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Information Literacy Rubric has been changed since courses were originally assigned to their respective GenEd outcomes. Review of the course relationships to specific GenEds and the program outcomes should be completed by the department prior to the next 5 year program review to standardize the rubrics and clarify the assessment responsibilities for all faculty teaching the courses.  Course number for PSY1180 must be updated in CMT for AA program |
| **How will you determine whether those changes had an impact?** | Summative assessment/ Gen Ed assessment goals and responsibilities should be more clear and consistent from the program level down to the course assignments as evidenced by improved data reporting in subsequent annual reviews. |

**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

* Information Literacy is MASTERED in PSY 2220 but is also assessed in PSY 2225; assessment data from both are included in the report
* PSY1180 has a new course number