**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**Department:** **LHS - 0619 – Human Services and Behavioral Health**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Creation of a Human Services AAS degree program (possibly called HUS.S.AAS) to comply with accreditation standards for implementation by Fall 2016. | In progress X  Completed  No longer applicable | Our department chose to first comply with ODHE mandate to reduce curriculum to 65 hours. A revised 63 hour curriculum for MHT.S.AAS and MHTCD.S.AAS was developed and will roll-out beginning Fall 2016. In the very near future we will petition ODHE for a name change to our MHT.S.AAS degree to *Human Services* which will go into effect Fall 2016. We also will submit a program revision through CMT to create two tracks within our Human Services AAS (one called Mental Health, and the other Human Services) for implementation in Fall 2017. |
| Conversion from Mental Health Technology/  Chemical Dependency (MHTCD.AAS) to a Chemical Dependency AAS degree program (possibly called CDC.S.AAS) and explore accreditation through the National Addiction Studies Accreditation Commission (NASAC). | In progress X  Completed  No longer applicable | MHTCD.S.AAS has been reduced from 73 to 63 credit hours and will go into effect Fall 2016.  The development of a new and separate AAS for chemical dependency is no longer necessary. Regarding national accreditation for our chemical dependency AAS: We were advised by the national accrediting body to run our new chemical dependency (CD) degree program for a couple of years before applying for accreditation in order to test the curriculum and work out the bugs. We’ll likely pursue national accreditation for the revised CD program in 2018 or 2019. |
| Secure articulation agreements with more 4-year universities; especially Capital University Social Work Program. | In progress X  Completed  No longer applicable | Department chair met with chair of Social Work department and assistant director of adult education at Capital University in May 2015 to discuss articulation and proposed HSBH department changes. Articulation paperwork completed and sent to Janeil Bernheisel.  In September 2015, department chair met with representative of Indiana Wesleyan University to discuss articulation. Formal documents have not been developed as yet.  Plan for discussion re: articulation with Wright State University Rehabilitation Services department. We are curtailing efforts to negotiate with the Social Work (BSW) program at Wright State University due to a long-standing lack of cooperation on their part [citing accreditation restrictions; however, others schools with the same accreditation are more accepting of MHT credit]. Intervention at the upper-administration level will likely be necessary in order to move forward. |
| Closely track graduates of HSBH programs on a yearly basis to obtain important data regarding program satisfaction, transfer, and employment for assessment and evaluation purposes. | In progress X  Completed  No longer applicable | Prior to graduation we now obtain students’ non-Sinclair email addresses to use for follow-up surveys. Soon-to-be graduates are invited to join our HSBH Alumni Facebook page. We work cooperatively with RAR when developing surveys of recent graduates. Survey results are held for analysis on a yearly basis despite low response rates. The department chair plans to discuss graduate tracking processes with other chairs in the Health Sciences division. |

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** |
| In the self-study, the department noted the challenges of offering the MHT 1130 Introduction to Addictive Illness course to incarcerated students – the department is encouraged to thoughtfully review whether this course offering is appropriate for a prison setting given the inability of many of these students to obtain CDCA credentials due to their criminal backgrounds. | In progress X  Completed  No longer applicable | We’ve met with Cheryl Taylor, Prison Program Coordinator, to discuss the feasibility of offering the Chemical Dependency Counseling short-term certificate (CDC.S.STC) in the prisons. We advised her to contact the executive director of the Ohio chemical dependency counseling board to discuss opportunities and barriers to credentialing for felons. Beyond state credentialing, the offering of chemical dependency courses to incarcerated students promotes more effective peer support programs in the institutions (prisoner to prisoner). |
| The department presented a compelling argument for the necessity of a new Human Services degree – the Review Team recommends that the department chair meet with the Manager of Curriculum and Articulation and the Assistant Provost of Accreditation and Assessment to discuss the best approach for development of this degree. This consultation may help streamline the process, and will help get degree development on track for the Fall 2016 goal the department has set for offering the program. | In progress X  Completed  No longer applicable | Development is underway to change our Mental Health Technology degree title to AAS in Human Services. Discussions with community partners and advisory committee members approved of the name change as long as we continue to deliver high quality graduates that meet the needs of employers. Meetings with Janeil Bernheisel, Jared Cutler, and Rena Shuchat have helped shape the curriculum. Our plan is to submit paperwork to ODHE in the very near future for implementation for Fall 2016. |
| Best practices at Sinclair should be shared as widely as possible for the benefit of other departments. Several examples of these kinds of best practices from the HSBH department were discussed in the meeting with the Review Team. One priority for sharing best practices from the department should be the *Minimum Behavioral Expectations* – it is a document that could improve the approach that many other departments take in dealing with student behavior issues, and the expertise of the faculty in this department uniquely qualifies them to share the *Expectations* with other departments. Can the faculty member who serves on the Behavioral Intervention Team (BIT) share this document with the BIT team as a means of more widely disseminating it across campus? Could the department chair share it with Department Chairperson’s Council (DCC)? Could it be shared in a session in Fall Faculty Professional Development Day? The student behavior interventions pioneered by this department deserve wide dissemination, and ought to be adapted for use in many other departments on campus. | In progress X  Completed  No longer applicable | There has been much movement in this area in the past year. Members of our faculty offered 2 breakout sessions regarding the *Minimum Behavioral Expectations* document for the Fall 2015 Fall Faculty Professional Development Day…which was well attended and well received. The HSBH chair presented the *Minimum Behavioral Expectations* document to the leadership team of the Health Sciences division and a sub-committee of division chairs worked to edit and adapt the document for division-wide use. The department chair also distributed and discussed practices utilizing the *Minimum Behavioral Expectations* document with the Health Sciences Career Community advisors. We’ll continue to look for ways to spread the word campus-wide. |
| On a related note, the department is encouraged to continue to monitor its dismissal and re-instatement policy in regards to the *Minimum Behavioral Expectations,* both to ensure that its implementation continues to be beneficial to students and the program as a whole, and to allow for collection of data that can document and demonstrate its benefits to other departments. | In progress  Completed X  No longer applicable | In 2015, the department tweaked its *Dismissal & Reinstatement Policy* for clarity and to place the *Minimum Behavioral Expectations* document information as a prominent feature in the policy. In the past year, program dismissals have decreased and been due mostly to academic reasons rather than behavioral. Of 8 petitions for reinstatement received in 2015-16, only one [1] was denied due to repeated violations of our *Minimum Behavioral Expectations*. |
| On the whole, the Review Team would encourage the department to carry on the excellent work it is currently doing advising and educating students, producing skilled and capable graduates, meeting community needs and maintaining connections with agencies, and being a valuable resource for Sinclair as an institution. So much good work is done in this department, and the Review Team strongly recommends these practices be continued. | In progress X  Completed  No longer applicable | You should know of an important change in our department. Department administrative assistant since 1985 (30 years), Michelle Minoughan retired in November 2015. Her replacement, Kyle Stone, has adjusted quickly to our way of doing business and to our faculty and students. In becoming oriented to our department Kyle asks questions that prompt us to look at several department practices. We are becoming better organized and more efficient. |

**Section II: 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**.

**IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: MHT 2222 (Capstone) Practicum II** – Utilizing the case study method (a 300 point assignment), students in our capstone course describe and analyze cultural factors affecting case diagnosis, service planning, and service implementation. Cultural competence is also an HSBH program outcome which is assessed every spring semester by a community-based practicum supervisor.

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**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 THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**. General Education competency Values/Citizenship/Community was last assessed utilizing Sinclair’s rubric in Spring 2014 in our capstone course (MHT 2222). Please see page 7.

Also, see Program Outcome #6 on page 8 for most recent (Spring 2015) assessment of cultural competence in our capstone course.

| **VALUES/CITIZENSHIP/COMMUNITY**  **The awareness of personal obligations and responsibilities in one’s community of influence**  Students should be at the excellent level upon completion of the associate degree at Sinclair. |
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| Rate the student for each outcome, as Excellent (4), Competent (3), Needs Work (2), or Unacceptable (1). You may circle the number or write a checkmark through the rated box for each outcome. |

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| **Excellent** | **Competent** | **Needs Work** | **Unacceptable** | **STUDENT NAME:** | | **MHT 2222** | | | |
| **Spring 2014 N= 31** | | | | | |
| **DATE:** |  | |  | | **Completed by practicum supervisor** |
| **OUTCOMES** | | | **COMMENTS (should be specific and instructive, to aid the student’s learning and movement to the excellent level)** | | |
| **Examines personal values** | | | | | | | | | |
| **4** | **3** | **2** | **1** | Defines personal values related to honesty, truthfulness, responsibility, respect, etc. | | | | Mean = 3.77 | |
| **4** | **3** | **2** | **1** | Recognizes diversity of personal values both ethnic and cultural | | | | Mean = 3.80 | |
| **4** | **3** | **2** | **1** | Displays behavior consistent with the ethical standards within a discipline or profession | | | | Mean = 3.77 | |
| **Takes responsibility for actions** | | | | | | | | | |
| **4** | **3** | **2** | **1** | Demonstrates actions reflective of taking responsibility for consequences | | | | Mean = 3.60 | |
| **4** | **3** | **2** | **1** | Demonstrates respect for diverse cultures | | | | Mean = 3.80 | |
| **Acts as a responsible citizen in a variety of communities** | | | | | | | | | |
| **4** | **3** | **2** | **1** | Exhibits behaviors related to interactions with peers and instructors congruent with policies contained in the Sinclair Student Handbook, including the Sinclair Honor Code | | | | Mean = 3.71 | |
| **4** | **3** | **2** | **1** | Displays respect for the rights of others | | | | Mean = 3.87 | |
| **4** | **3** | **2** | **1** | Understands the expectation, obligations, and processes of local and global citizenship | | | | Mean = 3.63 | |
| **4** | **3** | **2** | **1** | Demonstrates honesty in a variety of contexts | | | | Mean = 3.80 | |

**Total Mean for Values/Citizenship/Community = 3.75 out of 4.00 = 93.75%**

**Assessment of Program Outcomes by Field Placement/Practicum Supervisors – Comparison 2013-15**

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| **Program Outcome** | **To which courses is this program outcome related?** | **Assessment Method Used** | **Assessment results - Spring 2013 (N=39)** | **Spring 2014 (N=32)** | **Spring 2015 (N=32)** |
| **1) Accurately gather information through clinical interviews and observation.** | MHT 1200, 1201, 2121, ENG 1101, ENG 1201 | Practicum supervisor rubric | Score on rubric = 82.67% | 79.02% | 81.25% |
| **2) Assess and prioritize client needs.** | MHT 1200, 1130, 1201, 2121, 2222, PSY 1100, PSY 2217 | Practicum supervisor rubric | Score on rubric = 78.82% | 78.12% | 80.64% |
| **3) Plan effective intervention strategies.** | MHT 1200, 2121, 2222, 2205, ALH 1101, | Practicum supervisor rubric | Score on rubric = 81.43% | 78.89% | 79.71% |
| **4) Demonstrate interventions to meet client needs.** | MHT 2121, 2222, 2105, 2111, 2211 | Practicum supervisor rubric | Score on rubric = 80.11% | 81.79% | 83.33% |
| **5) Establish and maintain effective therapeutic relationships.** | MHT 1200,1201, 2121, 2222, 2111, 2211 | Practicum supervisor rubric | Score on rubric = 91.97% | 89.09% | 92.10% |
| **6) Demonstrate professional and ethical practice with a sensitivity to and respect for cultural, ethnic and life-style diversity.** | MHT 1101, 1200, 1201, 2121, 2222, 2111, 2211, 2245, ALH 1101, SWK 2207 | Practicum supervisor rubric | Score on rubric = 87.73% | 90.85% | 90.32% |
| **7) Demonstrate self-awareness and effective self-management.** | MHT 1101, 1200, 1130, 1201, 2121, 2222, 2205, 2111, 2211,COM 2206 or COM 2211 | Practicum supervisor rubric | Score on rubric = 78.72% | 77.32% | 82.81% |
| **8) Facilitate group interactions reflecting a knowledge and understanding of group dynamics.** | MHT 2121, 2222, 2111, 2211 | Group Leadership Checklist | Score on checklist = 83.85% | 86.30% | 86.93% |
| **9) Demonstrate effective oral and written reporting skills.** | MHT 1101, 1200, 1130, 1201, 2121, 2222, 2205, 2111, 2211, 2245, ENG 1101, 1201 | Practicum supervisor rubric | Score on rubric = 80.42% | 77.40% | 85.15% |
| **10) Demonstrate an understanding of the dynamics and patterns contributing to the development of an individual’s current functioning.** | MHT 1101, 1130, 1201, 2121, 2222, 2105, 2111, 2211, 2245 SOC 1101, BIO 1107 | Practicum supervisor rubric | Score on rubric = 77.62% | 77.40% | 78.12% |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Results of our last survey of human service employers indicates that they want graduates who are (1) competent and ready to work and who (2) possess professional work skills like dependability, timeliness, attention to detail, and follow-through. Consequently, we plan to continue the recent implementation of our “passport” initiative [a series of action steps for students to take into, through, and completion of the program]. Realizing that students often fail to do what is optional and fail to follow through with task completion, we developed clearer pathways for program entry, advising, and clinical coordination. Students are beginning to get the message that deadlines are held firmly. In the past, we’d bend over backwards to include stragglers and outliers. Our own research shows that the students who have trouble attending advising appointments and orientations also have trouble in the classroom, lab, and practicum. Now we have clear, measurable data about where individual students are in their progression through the curriculum. |
| **How will you determine whether those changes had an impact?** | Simply by comparing the ratio of successful completions [at each data point in the program] with the number of students attending our initial program orientation sessions from year to year. We anticipate better retention, increased completion rates, better tracking of students active in the major, and earlier intervention for students needing supports. |