**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 - 0720-Early Childhood Education 0722- Education 0724-American Sign Language**

Year of Last Program Review: FY 2018-19

Year of Next Program Review: FY 2023-2024

**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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| Research the potential for a Bachelor’s degree educational interpreting program, by completing a needs assessment. Our faculty will work with key stakeholders in the education field, as well as advisory board members, to determine the need and feasibility of a BA completion program. If housing this program at Sinclair is not a possibility, we will pursue opportunities for a partnership with an appropriate four-year program. (ASL) | In progress x    Completed 🞏  No longer applicable 🞏 |  | Met with DPS Educational Interpreters on Nov. 5th and Nov. 25th. There was a definite interest and a unanimous agreement that there is a need for such a degree. Next steps will be to conduct a needs assessment survey during 2020-2021 semester. |
| Investigate the possibility of a faculty-lead (Gwen McNeal) student trip to Europe, which would be hosted by Deaf travel agency experts. (ASL) | In progress X    Completed 🞏  No longer applicable 🞏 |  | The ASL program is still interested in this goal, however with the current state of the world, it is not something we are actively in the planning stages. Gwen McNeal has kept in touch with the travel agency CEO, has written the tentative proposal for the Travel Abroad program for when they start accepting applications again, has continued fundraising efforts with the ASL Club and the Sinclair Foundation, and has kept abreast of current COVID rules and policies.  At the time that it is safe and appropriate, the ASL department would like to continue with this exciting project. This goal is on hold until travel is approved by the College. |
| Meet with advisory board members and local employers of C-printing services to explore the potential for a C-print certificate program. (ASL) | In progress X    Completed 🞏  No longer applicable 🞏 |  | We have continued discussions with the National Technical Institute for the Deaf at the Rochester Institute of Technology regarding either a partnership regarding the C-print technology software or a purchase of the software in order to offer a C-print course to host a certificate program at Sinclair. Discussions faltered last fall due to some internal issues at NTID and resumed this spring.  Especially with courses shifting to remote, we felt it was a good opportunity to revisit the issue. When we spoke in April, NTID was excited to find a way to partner with Sinclair and was researching a way for our institutions to work together to make this software available to our students.. |
| Explore diversity-building partnerships with Central State University. (ASL) | In progress X    Completed 🞏  No longer applicable 🞏 |  | This recommendation is still in progress. |
| Continue work with the data base of students who expressed an interest in the weekend cohort program. (ECE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | We have continued to meet with Robyn Lightcap from Preschool Promise to identify a new fall 2020 cohort. There are currently at least 7 students who have indicated they would like to begin in the fall. If the numbers are low we will consider combining this new cohort with other students who are not necessarily connected to Preschool Promise. |
| Investigate alternative degree options for teacher’s aides and preschool directors. (ECE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | This goal is still under consideration. We plan to discuss this option at the next statewide coalition meeting to see if there are other programs in the state who offer a similar option. |
| Continue to pursue the development of marketing materials. (ECE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | The recommendation is still in progress. We started this process during fall 2019 and developed a flyer with talking points and things just stalled in the marking department. WE are hoping to get back on the schedule in the fall 2020.  During the past academic year the ECE program was added to the list of degrees supported by the Eagle Program. We are working with the Eagle program in terms of marketing strategies. Another option may be to work through our Tech Prep schools to make them aware of scholarship opportunities for ECE students. |
| Explore marketing opportunities for the CDA prep courses. (ECE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | The recommendation is still in progress. We have submitted information to the marketing department but have not seen any results as of yet. We will also explore potential marketing with the Pre-Apprenticeship program.  The department is also in the process of developing a flyer to send out to all of the surrounding preschool providers to see if there are currently working preschool employees who still are in need of their CDA. |
| Monitor and support the current weekend cohort members to ensure timely completion. Add additional new cohorts as opportunities exist. (ECE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | We continue to support our current cohort and they are scheduled for graduation May 2021. ECE faculty have met several times with Preschool Promise to identify a potential new cohort. |
| Revise the program outcomes to better align with the discipline. (ELEE) | In progress    Completed X  No longer applicable 🞏 |  | This goal has been met. Changes were added in CMT. |
| Increase the number of minority students by:   * + Reaching out to the African American Male Initiative program   + Marketing the program in urban school settings   + Marketing to the Ed Talent Search program and Young Scholars program   (ELEE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | Our newest faculty, Trey Clements, is working with the AAMI. ELEE chair is also working we a new collaborative project led by the University of Dayton to create a pipeline from Dayton urban school to teacher education. Other organizations involved are Central State University, Wright State University, Dayton Public Schools, and Learn to Earn Dayton. UD has applied for a federal grant for up to 1.5 million dollars as well as additional private funding. |
| Track completion rates of ELEE majors and where they transfer after graduation. (ELEE) | In progress X    Completed 🞏  No longer applicable 🞏 |  | Phone survey is to be done during summer 2020 for recent graduates. |
| Through academic advising reach out to Liberal Arts majors who are taking education courses. (ELEE) | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  | We will work toward this goal during 2020-21 AY. We are meeting with LCS advisors and LASS on Wednesday, July 8, 2020. |
| Revise the program outcomes. (PED) | In progress 🞏    Completed 🞏  No longer applicable X | The Sport and Recreation Program has been moved to the Business Management department and is no longer part of the EDU Department. | This was discussed with Rocky Belcher, the new chair of this program, during the transition. |
| Revise the order of courses to include at least one ENS course each semester. (PED) | In progress 🞏    Completed 🞏  No longer applicable X | The Sport and Recreation Program has been moved to the Business Management department and is no longer part of the EDU Department | This was discussed with Rocky Belcher, the new chair of this program, during the transition. |
| Pursue opportunities for social media marketing. (PED) | In progress 🞏    Completed 🞏  No longer applicable X | The Sport and Recreation Program has been moved to the Business Management department and is no longer part of the EDU Department | This was discussed with Rocky Belcher, the new chair of this program, during the transition. There has been some recent (December 2019) promotion of the program through a Facebook video. |
| Obtain funds to develop marketing materials to be used at high school college fairs. (PED) | In progress 🞏    Completed 🞏  No longer applicable X | The Sport and Recreation Program has been moved to the Business Management department and is no longer part of the EDU Department | This was discussed with Rocky Belcher, the new chair of this program, during the transition. |

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** |
| The department has initiated efforts to address the lack of diversity in both its faculty and students – the Review Team strongly recommends that the department continue its efforts in this regard. It may be beneficial to develop a one-page strategy document outlining the department’s next steps in addressing this. The department is to be commended for the work that has been done thus far, but should continue these efforts in a thoughtful, strategic manner. Outreach to organizations on campus dedicated to increasing inclusiveness and diversity and to organizations that serve minority populations may help the department attract a more diverse student population. Also, the department should reach out to Human Resources for guidance in attracting more diverse faculty members. The department has done a great job of initiating this work, and is strongly encouraged to continue the efforts it has already begun. | In progress X    Completed 🞏  No longer applicable 🞏 |  | During fall 2019 we were fortunate to obtain a Grow Our Own position for Elementary Education. This is one good first step in improving diversity in our department. |
| Are there other programs that could use the ASL courses as electives that aren’t currently utilizing them? What new departments could ASL courses be marketed to? The Review Team encourages the department to work with the Provost’s Office to identify students from other programs who are taking ASL courses as a means of developing a list of other departments that might be persuaded to use ASL courses as electives in their programs. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| The department has done outstanding work addressing the new Career Pathways Level requirements that have been mandated by the Ohio Department of Higher Education (ODHE). It sounds as though there is a tremendous need for credentialing among area preschool providers, and also a real danger that many of them will be unable to continue functioning without help in getting their employees credentialed. How can we expand the excellent work that the department is doing to a greater scale? The department should explore whether offerings at regional centers or off-site locations might increase the accessibility of credentials to area preschool employees who are in need of them. How can we take this solution out to the community and expand its impact? | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| While the department made a persuasive case for the need for a baccalaureate degree in educational interpreting, it is not clear whether Sinclair will have the opportunity to implement additional baccalaureate degrees. The department is strongly encouraged to explore other options for meeting this need. For example, would a post-associate certificate be a viable way of meeting this need? What other options could be explored? | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| Are there other opportunities for new curriculum that the department should explore? For example, is there a need for a transfer degree in Modern Languages – American Sign Language? Sinclair once offered a Deaf Studies certificate – is there any role a similar certificate might serve for our students and graduates? | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| The department has done a nice job of developing new articulation agreements – the Review Team encourages the continuation and expansion of these efforts, with a continued emphasis on agreements that require completion of a Sinclair associate degree prior to transfer as the department has been doing. The department has been very conscientious in this regard, and this should be continued in future agreements. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |
| The department’s decision to transition childcare functions to Mini University has both reduced costs and improved services. Moving forward, the department is encouraged to evaluate this relationship. The department has developed some preliminary ideas about how they might move forward doing this, and the Review Team encourages the department to move forward in the direction they have begun exploring in terms of how the relationship with Mini U might be evaluated. The department may want to consider the use of surveys to determine satisfaction on the part of parents whose children are served by Mini U, and perhaps surveys of student teachers as well. | In progress 🞏    Completed 🞏  No longer applicable 🞏 |  |  |

**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 knowledge and skills to function as cross-cultural mediators in order to transmit and transfer culturally based linguistic and nonlinguistic information. (ASL.S.AAS) |  |  |  |  |
| Demonstrate a minimum of entry-level competency in interpreting between ASL and English. (ASL.S.AAS) |  |  |  |  |
| Demonstrate an awareness of the needs of individual students based on their cultural, lingual, and socio economic status. (ELEE.S.AA) |  |  |  |  |
| Demonstrate competency in both American Sign Language and spoken and written English. (ASL.S.AAS) |  |  |  |  |
| Demonstrate knowledge and understanding of the concepts, theories, terminology, and practices related to education. (ELEE.S.AA) |  |  |  |  |
| Demonstrate knowledge of exceptional students and a basic understanding of how to differentiate instruction to meet the needs of this population. (ELEE.S.AA) |  |  |  |  |
| Demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. (ASL.S.AAS) |  |  |  |  |
| Demonstrate responsibility for professional behavior, professional growth and professional involvement. (ECE.S.AAS) |  |  |  |  |
| Demonstrate skills in critical thinking, computer literacy, information literacy and values/citizenship/community. (ELEE.S.AA) |  |  |  |  |
| Develop skills in critical thinking, computer literacy, information literacy and values/citizenship/community. (ASL.S.AAS) |  |  |  |  |
| Identify resources and apply techniques for building diverse family and community relationships. (ECE.S.AAS) |  |  |  |  |
| Observe, document and assess to support young children and families. (ECE.S.AAS) |  |  |  |  |
| Use content knowledge to build meaningful curriculum. (ECE.S.AAS) |  |  |  |  |
| Utilize critical thinking skills to promote child development and learning. (ECE.S.AAS) |  |  |  |  |
| Utilize developmentally effective approaches to connect with children and families. (ECE.S.AAS) |  |  |  |  |

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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.