**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Psychology/Africana Studies

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**

Psychology has seen a 40% increase in student enrollment since FY08-09 to Fall FY10-11. Psychology saw a 5% increase in active students in Winter 2011 compared to Winter 2010. This is a trend of significant increase in student enrollment during the last two year.

Africana Studies AASE.AA degree program saw a slight increase in student enrollment from Fall 2009 ( 4 to 5) in Fall 2011.

The number of students enrolled in Psychology PSYE.AA degree program between Fall 2009 and Fall 2011 has increased by 69% (270-392). Graduation rate in psychology as an emphasis area has also increased by 64% between AY08-09 and AY10-11.

Looking at student success rates in psychology top enrollment classes PSY 119, 121, 208, it shows success rates of 69%, 62% and 78% respectively over the last three years, AY08-09 to AY10-11. The success rate of PSY 119 and 121 is below Sinclair average success rates over the last 5 years of 71%. When you look at the success rates for minority students over the past 3 years in PSY 119 and 121 we find success rates of 65% and 51% respectively. Looking at student success rates by age group, we find students 20-29 years with the lowest success rates of 65% in PSY 119 and 58% in PSY 121.

Student success rates in AFR 111 the foundation course of African American Studies have averaged 75% during the last three years, AY08-09 to AY10-11. Minority success rates in this course have been at 78% and non-minority success rates in AFR111 has been at 69%.

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *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 program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

 The significant increase in the number of students enrolled in psychology courses and those working on a PSYE.AA degree are due to the significant increase in overall enrollment at Sinclair during the last two years. The downturn in the economy has brought many displaced workers to Sinclair for retraining. However, Africana Studies has not benefited from this enrollment trend. This may be due to students and displaced workers concern about their quick re-entry to the area job market. African American Studies is not marketed by Sinclair and is not a requirement to gain entry to the area’s job market. The African American Studies emphasis has been converted to a short-term technical certificate when we move to semesters to better attract students to this area of study.

 Students continue to be successful in getting PSYE.AA and AASE.AA degrees during the last three years. Student success rates in psychology introductory courses PSY119 and 121 is below Sinclair overall average success rates of the last five years. Minority students are 6-20% below the college average success rate in PSY 119 and 121. However, in AFR 111 minority success rates during this period has be at 78% and non-minority success rates has been at 69%. Minority students tend to have higher success rates in courses like PSY 160: African American Psychology that focus on their views and values. Students within the age range of 20-29 also have the lowest average success rates in PSY 119 and 12l. This may due to our growing adjunct pool of inexperienced instructors who staff these courses on the main campus and the learning centers and full-time faculty who continue to teach the way they were taught as undergraduates. The average success rates for these courses need to be monitored and adjuncts need to be better mentored and trained to increase student success. Full-time faculty will need to provide more leadership to increase the average success rates for minority students and those 20-29 years of age. Most of our upper level courses taught by full-time instructors show success rates at the level of the college overall success rates and as high as 81%, 85% 89% for PSY 236, PSY 220 and PSY 218 respectively.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). 2008-2009
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?
* To expand course offerings where appropriate and also to deactivate courses where appropriate.
* 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.
* In order to be responsive to college needs, online courses have been added and developed. Similarly, courses have been offered at off-campus locations and learning centers.
1. What Recommendations for Action were made by the review team to the most recent Program Review?
2. **The need to assess common learning outcomes across sections**. (We have established common learning outcomes across sections for online classes and have revised our Adjunct Teaching Manual and put online general psychology competencies to be covered by all instructors teaching general psychology. We began using TurningPoint (Audience Response System) in Fall 2011 to assess common learning outcomes across general psychology sections.)
3. **More effective recruitment and support of adjunct faculty**. (We have been very successful in recruiting and hiring qualified adjuncts and have provided formal and informal mentoring to all new adjuncts teaching a course for the first time. We have encouraged all new adjuncts to become certified by the Center for Teaching and Learning. We conducted In-Service Psychology Workshops for Adjunct and Full-Time faculty during the Spring 2011.)
4. **Pursue certification for online instruction through the national program *Quality Matters.*** (Mary Wells, one of our newest tenured track faculty members has completed the national program for online instruction offered by Quality Matters. She now participates in assessing online courses at other colleges for Quality Matters.)
5. **Sharing psychology expertise through the Center of Teaching and Learning**. (Lea Ann Lucas and Jennifer King-Cooper are both Faculty Associates of the Center of Teaching and Learning. Lea Ann Lucas won the NISOD award for teaching in the Fall 2011. Mary Wells, Elaine Isbell and Anne McCrea conducted workshops during the 2011 Fall Professional Development Day. Elaine is also a peer reviewer with the Adjunct Teaching Certification program. Mary Wells is a volunteer with the Center of Teaching and Learning and was awarded a Service Learning Grant to include Service Learning in Abnormal Psychology. She is also on the teams working on Student First Year Experience at Sinclair and Completion by Design in the State of Ohio )
6. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

No

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?
* We now offer several sections of introductory psychology at all of the Learning Centers and have expanded the offering of Psychology courses and introductory psychology sections to seven at Courseview.
* We have also deactivated Psychology of Interaction and Human Potential, Psychology of Aging and Cognitive Psychology and will deactivate even more when we move from quarters to semesters.
* We have expanded our adjunct teaching pool to about 50 and have provided mentoring to new adjuncts teaching introductory psychology and other upper level courses. We have maintained our requirements of a Masters degree in psychology or a related specialty in behavioral science.
* We now offer PSY 208 online and it has become one of our top three online enrollment courses along with PSY 119 and PSY 121. We are exploring the need for a short-term technical certificate in Behavioral Analysis and Management as we move from quarters to semesters to better promote students success and completion.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| **Psychology** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Demonstrate the ability to comprehend, evaluate, and apply psychological theories and concepts to relevant topics in the diverse field of psychology. | PSY 119 | ASSESSED IN FY 09-10 | * Student success rates
 |
| **2)** Describe, compare, and contrast the clinical picture and clinical assessment of each of the major mental disorders using the DSM for reference. | PSY 217 |  | *
 |
| **3)** Assess the biological, cognitive, and social factors that influence development through the lifespan. | PSY 208 |  | *
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| **4)** Evaluate the major theories of personality, the measurement of personality, relationship issues, coping techniques, and research in the field.  | PSY 220 | ASSESSED IN FY 09-10 | * Student success rate
 |
| **5)** Understand how human behavior is affected by social cognition, attitude formation, decision making, group processes, pro-social behavior, and other major areas of social psychology. | PSY225 |  | * Student success rate
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1. For the assessment methods listed in the table above, what were the results?

 Student success rates for the first program outcome have dropped from 73% in AY08-09 to 67% in AY10-11. Better mentoring of new adjuncts and better monitoring of students success across various sections of PSY119 will allow the department to increase student success and persistence in this course. We assessed 6 sections of general psychology in Fall 2011 using TurningPoint Audience Response System. The results of this pilot showed the need for more established competencies across general psychology sections. Some instructors indicated that some test items were not part of the established list of competencies given to them. An In-Service Workshop during the Spring 2011 was conducted to assist Adjunct and Full-Time faculty to better use textbook resources and TurningPoint in classroom assessment. Student success rates on program outcome #5 as assessed by PSY 225 have decreased from 73% in AY08-09 to 67% in AY10-11. Student success in social psychology needs to be better assessed and improved year round.

1. Were changes planned as a result of the data? If so, what were those changes?

 We have established a Quality Assessment Committee during Fall 2011 that did spot checks of 50 syllabi submitted by psychology adjuncts. This committee is also revising the minimum general psychology competencies to better assess student success and persistence across general psychology sections. The use of the Audience Response System for assessment in general psychology has shown both adjunct and full-time faculty the need to maintain and assess common learning outcomes across sections of general psychology. There is also the need to monitor and improve student success in social psychology in the next three quarters.

1. How will you determine whether those changes had an impact?

We will monitor student success in social psychology and continue to use TurningPoint Audience Response System to assess general psychology learning outcomes.

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

No.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

 The department has installed TurningPoint software in most of the classrooms used to teach introductory psychology in order to assess common learning outcomes in general psychology. We completed a pilot assessment of 6 general psychology classes during Fall 2011. This assessment showed us the need to better establish common learning outcomes as we convert our curriculum to semester.

 The department has been exploring the need to create a short-term technical certificate in Behavior Analysis and Management. We have already done some benchmarking with other community colleges. We await semester conversion to see if the need exist for such a short-term certificate in behavior management.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?
* The department will work on planning its curriculum for the first academic year of semesters. Classes will be scheduled to maximize our offerings and use available spaces. We will work on revising our general psychology learning outcomes and competencies to begin the semesters. We will also work to improve student success rates in general psychology and social psychology in the next year. The faculty agreed that the below policy be implemented to improve student success rates in General Psychology. This policy will be included in the Adjunct Faculty Handbook and posted on Discussion Forum. The policy states:
1. Email students who got a D or F on the 1st exam or test.
2. Offer test taking skills workshop or study group
3. Suggest that the student contact Tutoring Services for help
4. Tutor them (remind them of your availability to assist them)

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.