**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Psychology/Africana Studies

**Section I: Trend Data**

1. **Program Trend Data**

Psychology has seen about a 10% increase in student enrollment in Fall 2010 over Fall 2009. There was also a 20% increase in active students in Summer 2010 over Summer 2009. 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 saw a 50% decrease in student enrollment in Fall 2010 compared to Fall 2009. There was also an 85% decrease in active students in Winter 2011 compared to Winter 2010. This trend indicates a significant decrease in student enrollment during the last two year.

The number of students enrolled in PSYE.AA program between Fall 2007 and Fall 2010 has more than double. Graduation rate in psychology as an emphasis area has also double between AY07-08 and AY09-10.

The number of students enrolled in AASE.AA program between Fall 2006 and Fall 2010 has significantly decrease by about 50%. However, the graduation rate in African American Studies as an emphasis area has also double during this period.

Looking at student success rates in psychology top enrollment classes PSY 119, 121, 208, it shows success rates of 69%, 62% and 76% respectively over the last three years, AY07-08 to AY09-10. 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 5 years in PSY 119 and 121 we find success rates of 57% and 51% respectively. Looking at student success rates by age group, we find students 20-29 years with the lowest success rates of 64% in PSY 119 and 58% in PSY 121.

Student success rates in AFR 111 the foundation course of African American Studies have averaged 74% during the last three years, AY07-08 to AY09-10.

1. **Interpretation and Analysis of Trend Data** *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. We have already met with Rebecca Butler of Marketing to discuss ways African American Studies can be better marketed in the community. The dramatic decrease in enrollment in Winter 2011 compared to Winter 2010 was due to African American Studies not being offered Winter 2011 to support the Urban African American Mentorship Project. Students in the mentorship project Winter 2010 could enroll in this course for “free”. The African American Studies emphasis has also been converted to a short-term technical certificate to be offered 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 13-20% below the college average success rate in PSY 119 and 121. Students within the age range of 20-29 also have the lowest average success rates in the two courses as well. 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? 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. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

No.

1. What progress has been made toward meeting any of the goals listed above 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 currently working on offering a short-term technical certificate in Behavioral Analysis and Management as we move from quarters to semesters to better promote students success and completion.
1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?
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 also encourage all adjunct and full-time faculty to use the same test bank of questions in general psychology.)
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 will begin scheduling In-Service Psychology Workshops for Adjunct and Full-Time faculty in the Spring 2011.)
4. **Pursue certification for online instruction through the national program *Quality Matters.*** (Mary Wells, our newest tenured track faculty 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 and Mary Wells and Elaine Isbell have both requested to do a workshop during the Fall Conference. 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 has also join the team working on Student First Year Experience at Sinclair. )

**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 |  | * Student success rates
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| **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 |  | *
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| **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 |  | * 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 |  | *
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a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Student success rates for the first program outcome have dropped from 73% in AY08-09 to 68% in AY09-10. 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. An In-Service Workshop during the Spring 2011 is being planned to assist Adjunct and Full-Time faculty to better use textbook resources and classroom assessment. Student success rates on program outcome #4 as assessed by PSY 220 have increased from 82% in AY07-08 to 95% in AY09-10. Students continue to improve on this program outcome.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

The department has increased its online offering of courses like PSY 119 and PSY 208 to better assess common learning outcomes across sections. This is allowing the department to better serve the expanding enrollment in these courses and to better promote student success and persistence. The department also began a formal mentoring of new adjuncts to better assist them become successful teachers at Sinclair. The Chairperson has gotten fewer student complaints about new adjuncts than the last academic year.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

The department has discussed ways to improve general education by promoting service learning and community based learning. Lea Ann Lucas began using Service Learning in her general psychology courses. Some faculty members like Jennifer King-Cooper and Lea Ann Lucas have also been incorporating cultural diversity and self improvements activities in their courses. Students are given extra credit points for attending events that promote general education outcomes like the REACH Across Dayton and African American History Month events. We have offered a Psychology Colloquium each quarter to expand student interest in psychology and understanding of how psychology is applied to improve their life and work.

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

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  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.

FY 09-10 the department focused on converting its courses and programs from quarter to semester. This task was completed on time and involved the entire department. The department became more involved in the newly established Center for Teaching and Learning as volunteers. The department was also permitted by the administration to fill a vacant tenured track position which allowed psychology to better staff classes and mentor new adjuncts. We continue to staff classes at the Learning Centers and have successfully recruited and mentored more than 20 new adjuncts. The department continues to seek out ways to better assess student learning and mentor and support our growing adjunct teaching pool.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

The department is working to install an audience response system in most of our introductory psychology classrooms to get instructors to do more classroom assessments of learning outcomes. We also are working to incorporate this system into our program assessment. We will be successful if we can get three instructors to pilot this system in their introductory courses.

The department is also working on creating a short-term technical certificate in Behavior Analysis and Management. We will be successful if we can set up an Advisory Committee to assist us in creating this short-term certificate that will be of value in the area job market.

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.