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Increasing Student Success and Closing Equity Gaps PSYC 1030 (Intro Psych) & PSYC 2130 (Lifespan Development)



Classes involved & research that inspired redesign



Data Deep Dive



Goals & Strategies



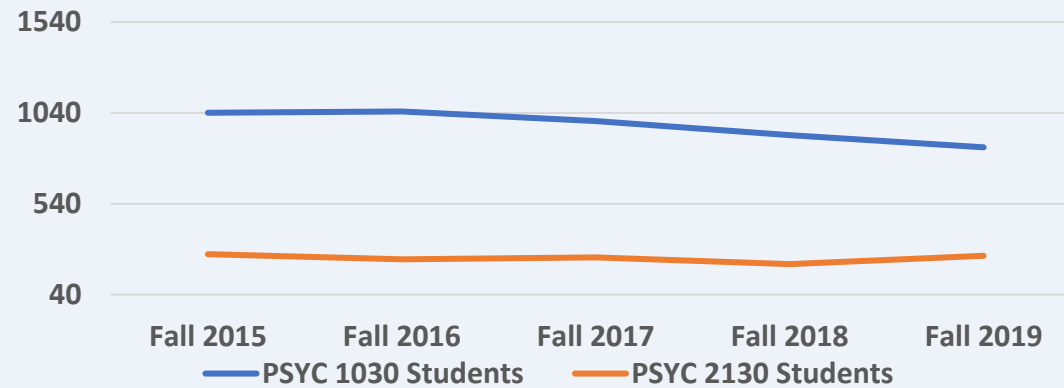
Resources

Gateway Courses for Mental & Allied Health Careers

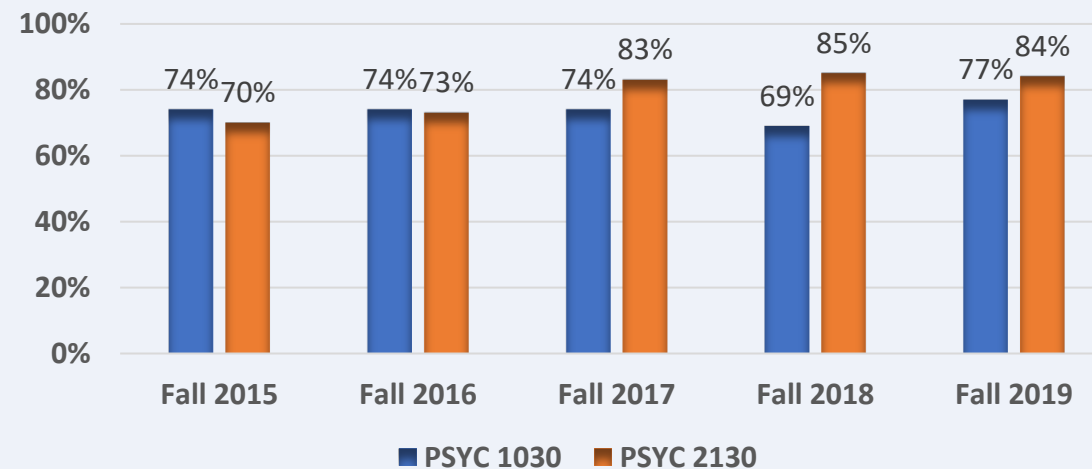
PSYC 1030 (Introduction to Psychology) fulfills a general education credit in the SBSC for associate degrees and applied associate degrees. Very popular “intro survey” course that covers the study of human behavior and mental processes.

- Highest Enrollment Rank & Top ten (average Fall = 971)
- Prerequisite for PSYC 2130 and a requirement for Nursing and Allied Health (NAH) programs.
- Overall Success Rate= 74%

PSYC 1030 & 2130 Enrollment Fall 2015-19



PSYC 1030 & 2130 Overall Success Rates



PSYC 2130 (Lifespan Development)

fulfills a psych driven elective credit for psych majors. Very popular course that covers the physical, social, emotional, and cognitive milestones across lifespan.

- Second Highest Enrollment Rank (average Fall n = 241)
- 1st year requirement for Nursing and Allied Health (NAH) programs.
- Overall Success Rate = 79%

Research that inspired redesign

Ψ National concerted effort within all health professions to diversify our nation's work force

- AAMC (1978-79) Black men comprised 3.1% & Black women 2.2% medical school enrollment
- AAMC (2019-20) Black men comprised 2.7 % & Black women 4.4% medical school enrollment
- Hamilton County (2020) (Pop 347,804; White 76%, Black 19%, Hispanic 6%) Registered Nurses - White 86%, Black 7%, Hispanic 3% <https://tnmap.tn.gov/health/nursing/>
- Surgeon General (2001) reported 2% Black mental health providers
- US Census Bureau (2015) 4% of psychologists in the work force were Black
- APA (2018) 86% of psychologists are White, BIPOC represented 26% of the workforce under age 36 (compared with 8% over age 50)

Ψ Students from historically underserved communities (e.g., racial/ethnic and socioeconomic) are less likely to persist to second year, complete degrees.

Ψ Barriers for entering health professions (Toretsky, Mutha, & Coffman, 2018)

- unmet equity needs, lack of exposure to health careers, poor advising, stereotype threat, lack of academic preparation, admissions requirements, **lack of concordant mentors**, INSTITUTIONAL TRAUMA (→ solutions – engaging faculty)

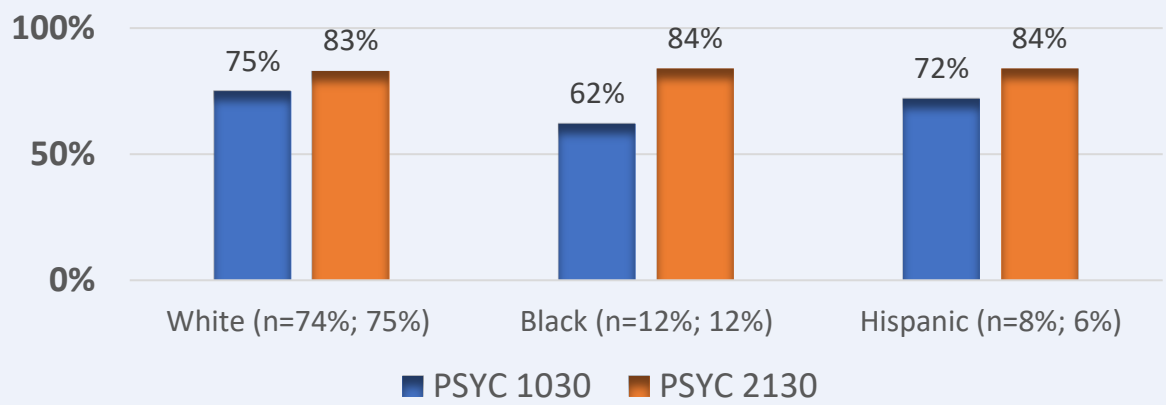
Ψ Once students are in our classroom what are data-driven strategies to increase their odds of success?

- **High Impact Practices** (e.g., first year experiences, college success classes, undergraduate research, learning communities...)
- **Culturally Responsive Pedagogy** – student-centered approach that acknowledges learners' unique cultural strengths & emphasizes an inclusive, equity-minded, academically enriching environment
- **Open Educational Resources (OER)** – research indicates that accessible free textbooks provided on the first day of class leads to increases in course grades and reductions in DFW rates for all students

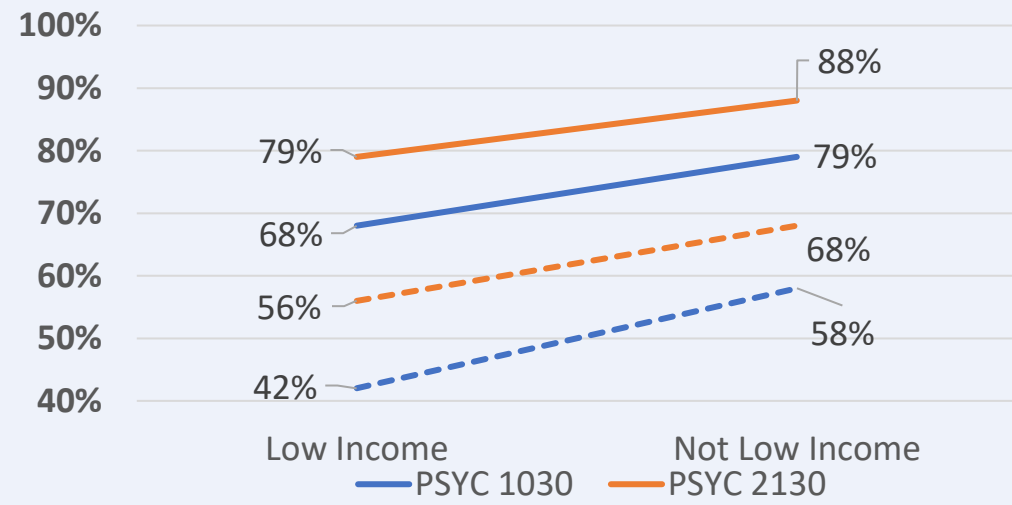
Deep Dive into success rates - diversity, equity, and underrepresented student populations

- Fall 18-19 PSYC 1030 N = 2674
- Fall 18-19 PSYC 2130 N = 760
- Majority demographics for PSYC 1030 & 2130 – White, Female, 18-23 years old, not first-generation
- 50% of PSYC 1030 & 52% of PSYC 2130 students are low income (indicator Pell qualified)
- Letter Grade of “A” is important for competitive programs (Dotted Lines)

Success Rates by Ethnicity/Race



Success Rates by Income Level Fall 18 to Fall 19



Goals

- Increase student success rates for all students
- Reduce/Eliminate the disparity in student success

****Bonus Long Term Goal*** Increase percentage of people from traditionally underserved racial/ethnic & socioeconomic groups applying to and succeeding in allied health and mental health majors



Strategies *In-Progress*

1. Create a HIPS *learning community* by linking 7-week courses 1st session PSYC 1030 & 2nd session PSYC 2130
2. Collaboration with Allied Health Division
3. Culturally Responsive Pedagogy; Equitable and Inclusive Redesign
4. OER - Open Educational Resources



Resources

- **AIM Committees** (e.g., Cultural and Global Awareness mentorship for creating class discussions with learning objectives - cultural competence & awareness)
- **Focus on Completion Teams** (e.g., Supportive Services Committee assistance with syllabus language for resources)
- **Assess course material and assessments with** <https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecard>
- **OER Grant Resources** (<https://www.tbr.edu/news/grants-awarded-faculty-teams-create-free-course-materials-students-reducing-costs-college>)

Outreach strategies – continue expanding lens

- Get help from students/focus groups from target populations & pay for labor
- Communication with faculty from other colleges/programs (Shout out to Willie Thomas @ Cleveland State)

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Thank you to Zennia Nesmith & Moriah Thomas for feedback **Photo Cred: Moriah Thomas**