Academic Audit

Behavioral Sciences
Department of Natural and Behavioral Sciences
Pellissippi State Community College

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Introduction

Pellissippi State Community College (PSCC) is celebrating its 40-year anniversary this year. The College began as State Technical Institute at Knoxville in 1974 with 45 students. Enrollment neared 11,000 during fall 2013. The College’s early emphasis was technical education; our mission was expanded in 1988 to include university parallel/transfer programs. University parallel students account for well over half (56 percent) of current enrollment. The 18-20 age group represents nearly 40 percent of all students and there was a 22 percent increase in the 17 and under age group over the past five years reflecting the growth in the College’s dual enrollment program. The Hardin Valley campus has the largest enrollment of the College’s five campuses (Division Street, Hardin Valley, Blount County, Magnolia Avenue, and Strawberry Plains). Additional information on student demographics may be found at the Colleges’ Institutional Effectiveness, Assessment, and Planning (IEAP) office website, http://www.pstcc.edu/ieap/fact%20book%20data%20rep.php.

The Natural and Behavioral Sciences (NBS) department is a product of the “Great Reorganization” of 1999. At that time the former Natural Sciences department was combined with disciplines from various departments across the College. With the upcoming TBR initiative for implementation of embedded remediation in 2015-16, the Transitional Studies Department was dissolved and the Department of Natural and Behavioral Sciences adopted the college success course. As of fall 2014, Behavioral Sciences disciplines/courses include anthropology, college success, early childhood education, physical education, psychology, and teacher education. Early childhood education and teacher education are not included in this academic audit because they are on their own timeline or a different review process. The Behavioral Sciences unit that is included in this audit does not offer any programs; our courses are included as part of other programs offered within the department and the College including teacher education, A.S.T. or nursing, A.A.S.N, as well as general education and elective courses for the A.A., A.S. and A.A.S. degrees that are part of the university parallel program. The PSCC Academic Catalog, viewable online at http://catalog.pstcc.edu, contains course descriptions for anthropology (ANT), college success (COLL), physical education (PHED), and psychology (PSYC). The most recent version of master syllabi for each course can be found at http://www.pstcc.edu/curriculum/master-syllabi/1415/index.php. The unit enrolled 5,203 in all sections of our courses during the 2013-14 academic year. Enrollment in Behavioral Sciences courses decreased by 6% from fall 2013 to fall 2014, which is similar to the campus-wide enrollment decrease for that same time period. A list of the unit’s course offerings is included in Appendix A.
The four disciplines within the Behavioral Sciences unit are taught on all five campuses, with exception of anthropology, which currently serves three campuses: Blount County, Division Street, and Hardin Valley. Each campus has a unique demographic profile and all five campuses were represented by faculty who teach at one or more campuses.

Overall Performance

This was the first academic audit for the Behavioral Sciences unit. The faculty used the audit process as a vehicle for learning about the other disciplines in the unit and learning to work together through discussions structured around the questions for faculty for each focal area. One of the challenges in constructing this academic audit is that the Behavioral Sciences unit does not contain any programs in the traditional sense. Many of the Behavioral Sciences courses are offered as general education for the associates degrees, but several are elective courses. For the purposes of this audit, each content area was reviewed as a cohesive collection of courses with the understanding that, where applicable, students have the option to “major” in any of the disciplines by using them to fill their elective hours when earning their associate’s degrees.

Until fall 2014, Behavioral Sciences, as a unit, existed in name only. Disciplines operated independently and there was very limited interaction between disciplines. This was particularly true for college success since it only recently joined the department and it operated independently even within the Transitional Studies department. The current College organizational chart may be viewed at http://www.pstcc.edu/ppm/pdf/OrgChart.pdf. A new dean joined the department in the summer of 2014 and one of his stated goals was to increase collaboration and communication within the unit. The academic audit process has served as a focal point for accomplishing this goal. All full-time faculty representing anthropology, college success, physical education, and psychology participated in the process.

This report reflects a series of conversations that took place during fall 2014 and early spring 2015 semesters. Four faculty members served as leaders for focal areas 1-3 and 5. Focal area 4 was constructed collaboratively. The final document was cooperatively assembled prior to submission. A D2L site was set up to store and share documents, reports, meeting minutes and other information used in the development of the report, http://www.pstcc.edu/online/index.php. The department dean served as editor.
Besides improving collaboration and communication, the academic audit process has allowed the Behavioral Sciences faculty to identify strengths and weaknesses within the unit. Building on these strengths and improving upon weaknesses will be the priority of the unit in the years to come.

The primary strength of the Behavioral Sciences unit is its commitment to ensuring that students are gaining the knowledge and skills necessary to be successful in our courses and beyond our classrooms. Courses and learning outcomes are intentionally and collaboratively designed to benefit student learning. This strength occurs in spite of the previous limited collaboration within the Behavioral Science unit because student learning is central to each discipline. Faculty members in each discipline have periodically reviewed courses to meet the needs of students and have addressed changing general education requirements and external guidelines such as those provided by regional accreditation and professional organizations. Changes in learning outcomes are also driven by both qualitative and quantitative data obtained from student perception surveys, course success rates, course exit surveys, alumni surveys, and feedback from institutions to which our students transfer.

Incorporating best-practice teaching and learning methods into the classroom is the secondary strength. New teaching strategies are generally piloted before broad implementation. The results from the pilot section(s) are compared to the traditional methods to see if changes are warranted. The department has adopted online teaching and learning tools, including online resources, homework, and class management (e.g., D2L). The unit offers a wide variety of delivery methods to meet the needs of students. Many of the Behavioral Science courses have incorporated experiential learning as a major component of the course. Faculty members regularly take part in in-house professional development, and occasionally take advantage of other professional development workshops or conferences. The Natural and Behavioral Science department has a budget that allows for only a few faculty to participate in external professional development activities each year.

Because student learning is central to the Behavioral Sciences unit, improvements in student learning are the basis for identifying curricular and co-curricular needs. Curriculum is developed collaboratively within each discipline, with no single person driving curriculum decisions. Both internal and college-wide committees review the curriculum changes to protect the integrity of the development process. Key factors that drive curricula within each discipline are guidance from professional societies, course transferability to regional institutions, and alignment with the Tennessee Transfer Pathways. Introductory courses are designed to prepare students for success in later coursework, e.g., college success. Prerequisites for later courses are carefully chosen from the introductory courses to ensure that
students enter the course with the appropriate competency. Curricular consistency is maintained by having one faculty member serve as a lead instructor for each course. Lead instructors communicate with course instructors, providing them with guidance on the scope and depth of course topics.

One area identified as needing improvement is the observation of full-time faculty. This practice has been sporadic since the last program review. The Behavioral Sciences unit is committed to reinstituting this practice to help improve teaching and learning methods as well as the overall quality of the department.

Although student assessment of course learning outcomes is practiced in each course in each discipline, there is no overarching assessment program in place in either the Behavioral Sciences unit or the department as a whole. Even without a consistent structure in place, departmental faculty have been diligent in using course assessment results to shape course curriculum and instructional strategies and in complying with institutional requests for assessment (e.g., general education) data. However, without consistent department level assessment, there is little data to determine how students develop through their coursework or to judge the efficacy of the Behavioral Sciences unit as a whole. The lack of intentional and regular assessment is a weakness in the department, and a target of initiatives proposed herein.

Overall, the quality of education of the Behavioral Sciences unit is assured through institutional processes and resources. Faculty members undergo annual reviews, and adjunct faculty members have the opportunity to pursue professional development portfolios to demonstrate quality teaching. The department participates in the annual planning process as laid out by the IEAP office. The department has participated in prior program reviews, and is proud to have switched over to the academic audit process. The unit makes use of resources in the Educational Resources Center (ERC) and supplies resources to the ERC for student use. Although these processes and resources do not originate at the departmental level, they are critical to ensuring and maintaining the quality of education within the Behavioral Sciences unit.

**Focal Area 1: Learning Objectives**

Courses offered by the Behavioral Sciences unit are both general education and elective courses for the College’s university parallel/transfer programs, some career/technical programs, the College’s two-year nursing program, and are requirements for various Tennessee Transfer Pathways. For purposes of this report, the Behavioral Sciences faculty chose to interpret “program learning objectives” as course goals. Particular attention was given to how those goals support TBR’s general education goals, which
also serve as program goals for university parallel/transfer programs, and the degree to which our course goals parallel those for equivalent courses at receiving institutions.

Faculty periodically review and update course goals/learning objectives as a result of internal review processes (program reviews approximately every five years beginning in 1992 and most recently, this academic audit), changes in receiving institutions’ courses, and external requirements, e.g., Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaccreditation activities, recent revisions to the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major, and the Medical College Admissions Test (MCAT) revisions that include psychology coverage. A syllabus template for all credit-bearing courses is provided by the College’s Curriculum Office; the template provides guidance in developing course goals that are broad in scope, support TBR general education goals, and provide a framework for more specific and measurable expectations for student performance. The template may be found at http://www.pstcc.edu/curriculum/master-syllabi/.

Course goals are written as student learning outcomes and reflect the faculty’s expectations for what students who successfully complete the course will know and be able to do.

Within disciplines, full-time faculty members collaborate to create and revise course goals, with the exception of anthropology where there is only one faculty member. As part of the academic audit process, all Behavioral Sciences faculty participated in a critical review of each course offered in each of the disciplines represented. The interdisciplinary collaboration was productive and resulted in several refinements. In addition, psychology faculty reviewed and revised goals for the four courses within the discipline in 2008 as part of the program review process and again in spring of 2014. Physical education faculty revised course goals as part of the 2008 program review process and again in preparation for SACSCOC reaccreditation in 2010. Course goals for college success (COLL 1500) were originally developed by an interdisciplinary committee of faculty and student services professionals who researched best practices, visited schools with model courses, and used information gathered from previous versions of similar courses at Pellissippi State, i.e., Study Skills and First-Year Experience. In preparation for TBR-mandated changes to the College’s transitional studies program, the goals for COLL 1500 were reaffirmed in 2013 based on collaboration between the program coordinator (a member of the NBS department), the College’s director of Curriculum and New Program Development, and two other full-time faculty from disciplines outside NBS who also teach the course. Course goals for anthropology were updated in 2011 when a new full-time faculty member was hired. Recent revisions included comparisons with course goals from the College’s receiving institutions including Maryville College, Tennessee Technological University and the University of Tennessee-Knoxville.
Course goals are communicated to students via syllabus distribution and review on the first class meeting of the semester either electronically or in paper form. In addition, all master syllabi are available to students, faculty, and the public on the Curriculum website. Lead teachers for each course develop the master syllabus, and it is used by other full-time and adjunct faculty teaching the same course.

Alumni consistently indicate that the College does a good job in preparing them for continued study. Between 80 and 90 percent of alumni surveyed between 2007 and 2012 rated their preparation for further study at another college or university as good or excellent. Alumni survey results may be found at http://www.pstcc.edu/ieap/alumni%20.php. Additional performance data for students transferring from Pellissippi State to area receiving institutions is needed for a more precise assessment of the effectiveness of the courses offered by the Behavioral Sciences unit as well as the College’s other transferable courses and programs.

Focal Area 2: Curriculum and Co-Curriculum

Curriculum and co-curriculum decisions are influenced by several factors. The primary factor for course development is transferability. Curriculum is discussed and evaluated in conjunction with faculty, deans, and the curriculum development committee (CDC). CDC minutes and end-of-year reports may be found at http://www.pstcc.edu/departments/curriculum_and_instruction/curr/cdc/. Master syllabi play an important role in communicating expectations to students as well as instructors. College policy 03:03:01, http://www.pstcc.edu/ppm/pdf/03-03-01.pdf, describes the master syllabus as:

a document that remains valid over time for use by all faculty who teach a credit course. Master syllabi are developed for each course offered by Pellissippi State and must be approved by the Curriculum Development Committee. Master syllabi are reviewed periodically as determined by the department dean. If course goals or expected student learning outcomes change, the syllabus must be returned to the Curriculum Development Committee for review.

Lead instructors ensure that courses are designed to adhere to internal requirements and external guidelines, e.g., TBR general education requirements, the American Psychological Association’s Guidelines for the Undergraduate Psychology Major, University of Tennessee-Knoxville and TBR colleges and universities transfer equivalencies, the American Anthropological Association’s (AAA) Anthropology Education Committee (AEC) and Society for Anthropology in Community Colleges (SACC) resources, and the American Heart Association guidelines for CPR (cardio-pulmonary resuscitation) students. Transfer of courses for lower division general education social and behavioral
science electives are determined in conjunction with the CDC and direct communication with the college or university. New course development is also heavily influenced by the Tennessee Transfer Pathway Program.

The order in which courses are taught is determined primarily by the faculty in consultation with the dean with evaluation and approval needed from CDC and the vice-president of Academic Affairs. Course sequencing is often determined at the state level by inter-institutional faculty committees; anthropology and physical education faculty recently participated in the development of new pathways for those disciplines. Student preparation also affects the order in which courses are taught. Most Behavioral Sciences courses meet TBR requirements for general education and have no prerequisites other than college-level skills in reading and writing. However, several courses assume a foundational knowledge of concepts and theory and require a prerequisite. For example, General Psychology (PSYC 1030) serves as the prerequisite to our major-specific courses, Behavior and Experience (PSYC 2200) and Biological Basis of Behavior (PSYC 2220).

Curriculum design for the Behavioral Sciences unit is a collaborative process within disciplines. College success (COLL 1500) faculty also partner with Learning Support faculty to develop and offer linked coursework. Since the skills learned in COLL 1500 directly correlate with future academic success in all other coursework and since faculty from disciplines across the College teach the course, input from faculty in other disciplines is readily available and regularly incorporated.

Decisions regarding new course development are made with input from students, faculty, the dean, and the director of Curriculum and New Program Development, and external sources when applicable. Examples include:

- Introduction to Kinesiology (PHED 1005) and Prevention & Care of Athletic Injuries (PHED 2335) were designed to meet Tennessee Transfer Pathway curriculum requirements.
- Introduction to Snowboarding (PHED 1080) and Intermediate Volleyball (PHED 2610) were implemented in response to student interest.
- Biological Basis for Behavior (PSYC 2220) was redesigned and reactivated to address growing interest in neuroscience, expand course offerings in psychology, and help students meet new requirements for the MCAT.

Faculty members are encouraged to develop new courses based on their interest and their professional growth. Behavioral Sciences faculty members are also regularly exploring ideas for courses in their area.
which could be taught in international settings as part of the TnCIS program. Cultural Anthropology (ANT 1300), Special Topics in Physical Education (PHED 2000), and PSYC 1030 have been offered in through the TnCIS program in previous years.

Out-of-class activities complement the curriculum and are included in all Behavioral Sciences areas of study. The College’s Service Learning program provides excellent opportunities for students to gain real world experiences related to their coursework. Behavioral Sciences faculty work with the Service Learning staff to identify experiential learning opportunities that are appropriate for our students and that allow them to make connections between course content and their service learning experiences. Students return at the end of the semester with a journal of activities or class presentation that includes descriptions of how those activities reinforced course concepts. Courses requiring or offering service learning as a project option include COLL 1500, PSYC 2100 (Psychology of Human Development) and 2130 (Lifespan Psychology), and the TnCIS section of ANT 1300. Other co-curricular activities offered by the Behavioral Sciences unit include:

- Assignments in anthropology classes are tied to primate observations at the local zoo, field trips to active archaeological excavations and archaeological sites in the region, museum activities and exploration, and cultural events both on and off campus.
- College success instructors encourage students to develop and clarify their career aspirations through job shadowing, career assessments and academic planning.
- Students majoring in physical education are also required to job shadow and/or interview individuals in related professions.
- Physical education’s fitness-based courses require that students maintain fitness journals, activity logs and food diaries. Students enrolled in sport-based course receive extra credit for participation in intramural activities, sports clubs, fitness events, and spectator events. Dance students are required attend a dance performance.
- Faculty members are supportive of, and enthusiastic about, the learning experiences available to students through the TnCIS program and strongly encourage students to participate through in-class presentations and through the advising process. Participation in TnCIS allows international experience involving relevant topics explored in country, such as race, gender, poverty, sports and other recreational activities.
- Psychology students in Blount County are able to attend community training on the prevention of childhood sexual abuse based on a partnership between New Hope of Blount County and PSCC.
As part of the College’s Common Academic Experience, a common book is selected each year and as appropriate, Behavioral Sciences faculty incorporate readings and related assignments. In 2010-11, all PSYC 1030 students were required to read Geography of Bliss. Students were encouraged or required, depending on schedules, to attend college-sponsored events related to the concept of happiness, e.g., President’s Convocation with presenter, Eric Weiner, Geography of Bliss author; presentations by motivational speaker and author Marcus Engel including “The Best You Can” and “Finding Hope for All the Wrong Reasons”; and readings by New York Times best-selling author, Gwen Cooper.

Behavioral Sciences faculty also support student engagement outside the classroom by serving as student organization advisors and mentors. Our anthropology instructor advises Pellissippi State’s chapter of Phi Theta Kappa and one of our Psychology faculty members serves as the advisor to the Blount County Psychology club. Four faculty members mentor students participating in the Tennessee Achieves program.

Two of the College’s 13 student success coordinators (SSC’s) are members of the Behavioral Sciences faculty. These positions were created as part of the College’s Foundation of Excellence program that began in 2005-06. The mission of SSC’s is to overcome problems that might prevent PSCCs first-year students from completing their education. By establishing one-on-one contact with students, we offer encouragement and good advice to assist with academic, financial, and personal problems that make staying in school difficult. Giving students that personal connection to a faculty member will give them incentive to solve problems and reach their goals.

Our COLL 1500 program coordinator serves as the SSC for the NBS department and a psychology faculty member serves as the SSC for the Strawberry Plains campus. Each SSC works with a student mentor and with other faculty and staff to identify students who are at risk and connect them with resources that can help to address the issues they are facing.

**Focal Area 3: Teaching and Learning**

Physical growth, increased enrollment, and variations in course delivery have reinforced the need to maintain consistency in our teaching and learning practices. Within the scope of this report, faculty
gathered and discussed information reflective of our teaching and learning process and practices as well as our processes and practices for the evaluation of teaching and learning.

Substantial consistency in instructional delivery is achieved through the use of master syllabi with prescribed course goals, expected student learning outcomes, core assignments, evaluation procedures and course policies; near universal use of D2L; institutionally-sponsored faculty professional development activities; and a commitment to student success and retention. The master syllabus is used as the basis for individual instructor syllabi and includes core assignments that are designed to allow students to demonstrate expected student learning outcomes, which are developed to clarify and support the goals for each course. As an example, exit data on the academic plan assignment in COLL 1500 are gathered and analyzed to assess the degree to which the learning outcome, “Formulate a list of specific, measurable goals to guide personal achievement in academic…areas,” has been met and the degree to which the broader course goal, “Develop learning skills, which will support academic success in college-level curricula and enable them to achieve their educational goals” was achieved, which can be found documented on site. In our unit’s discussions for this focal area, it was agreed that our teaching methods, including course assignments, are intentionally developed to support the overall goals of each course; however, we could and should do a better job at explicitly communicating to our students the relationship between course activities/assignments to the learning outcomes and goals of the course.

Consistency is also a factor when choosing resources, especially textbooks, and other required resources. All sections of each course use the same instructional resources. With the exception of anthropology, where there is only one full-time faculty member, each discipline follows a similar procedure with decisions being made collaboratively based on current professional literature, student affordability, accessibility, and overall value in meeting course goals. Textbook selection is a group decision, with the group being composed of full-time faculty members. Potential textbook options are also distributed to adjunct faculty members, and their input is included in the final decision. Before materials are adopted, the potential resource is often piloted by the lead instructor to determine if its use proves beneficial to students.

Beyond textbook evaluation procedures, considerable attention is given to accessibility of all instructional resources, for both students and faculty. For many courses within the Behavioral Sciences unit, course textbooks are placed on reserve at each campus’s ERC to increase access for low-income students. In several physical education classes, e.g., PHED 2110 (Beginning Golf), PHED 2330 (Beginning Racquetball), PHED 2310 (Fitness Walking), and PHED 2510 (Volleyball), faculty have
moved away from textbooks because up-to-date and accurate information is readily available online and can be referenced using D2L. Faculty in other disciplines also provide students with access to a variety of instructional materials through D2L. In addition, custom editions of textbooks used in COLL 1500 and PSYC 1030 have been adopted. Lead teachers worked with the publisher(s) to remove chapters that are not built into the design of our courses thereby lowering the cost of textbooks while still maintaining electronic access to the full e-text and e-resource platforms. Access to e-texts not only increases the affordability, but e-texts also increase accessibility for students with disabilities. Services for Students with Disabilities staff also evaluate print and electronic course materials to ensure accessibility.

Decisions regarding resources and resource materials are course based and facilitated by the lead teacher. The primary objective in the selection and implementation of course materials is to provide the student with the best tools available for an optimal educational experience. Full-time faculty, adjunct faculty and students influence decisions regarding textbooks, software, computer equipment (PCs, tablets, etc.), athletic equipment, and ERC materials. Students’ formal and informal evaluations provide faculty with feedback used in the evaluation of resource materials. During semi-annual meetings and informal discussions, full-time and adjunct faculty discuss the effectiveness of educational resources.

Faculty regularly incorporate practicing professionals and professional literature into their teaching. The ERC’s electronic databases provide a rich and diverse source of professional research publications needed to satisfy research projects that relate to course concepts and personal observations. Proficiency in differentiating between professional- and consumer-based information is established in order to encourage critical thinking and an educated approach to the use of web-based and printed materials. Professionals in a variety of fields are invited to demonstrate practices within the field. Examples include suicide prevention, bioarchaeology, the somatic experience, forensic anthropology, STD’s, the near-death experience, and the ethical treatment of animals in laboratory research.

The Behavioral Sciences unit is committed to thoroughly evaluating teaching methods in individual courses. Within the past five years, five different course designs have been piloted by COLL 1500. In 2013, college success worked in conjunction with Cengage to create a pilot course that incorporated assigned textbook e-resources into the course design. The e-resources were utilized by instructors teaching ESOL COLL 1500. More recently, cross-disciplinary course offerings COLL 1500/LS MATH, COLL 1500/ESOL, and COLL 1500/LS READ were integrated into college success in the fall 2013, spring 2014, and fall 2014 terms, respectively. This piloting approach is used across disciplines within Behavioral Sciences, and includes specific best practice strategies. The approach also
enables instructors to participate in PSCC’s Quality Enhancement Plan (QEP) which was designed to increase student engagement in the classroom. Lead instructors pilot particular learning activities before suggesting widespread adoption. After other instructors try out suggestions, both full-time and adjunct faculty discuss results. For example, in spring 2014, after collaborative discourse among full-time and adjunct faculty, lead instructors in physical education developed a grant proposal and received funding through the Instructional Development Committee for heart rate monitors for student use in physical fitness courses. An additional example of this process is the incorporation of experiential learning in all anthropology classes, which was inspired by the QEP goals for student engagement. Manipulatives in the form of casts of fossil human skulls and tools are now utilized in all introductory classes and activities involving the creation of primitive technology (stone tools, pottery, and spear throwing) are used in the prehistoric archaeology class. While lead instructors serve as the vehicle for change, implementation decisions are collaborative.

Piloting also allows faculty to evaluate learning assessments. Specifically, after initial piloting by the lead instructor, PSYC 1030 faculty incorporated publisher e-resources to increase instructor’s abilities to measure student learning. Students are assigned to read each chapter and take a chapter exam via MyPsychLab. These chapter exams quantify student comprehension prior to formal in-class examinations, allowing the instructor to determine if more or less instruction is needed on particular topics. All general psychology courses now require weekly online assessments.

Consistency is also evident through the practice of sharing and evaluating teaching and learning methods. At least one semester per year, full-time and adjunct faculty from across the College convene to share best practices during in-service. Additionally, faculty members within disciplines use a variety of methods to share instructional resources. D2L instructor cafés enhance quality assurance while maintaining instructional flexibility. Physical education and college success have well-developed D2L instructor cafés, and anthropology and psychology, as a direct result of these audit preparations, have rejuvenated plans to create cafés to replace the regular but more informal approach used in those disciplines. Instructor cafés have proven invaluable, especially to adjunct instructors. Adjuncts are often assigned courses mere days before the start of a term, which can be overwhelming, even for a veteran adjunct. However, instructor cafés empower adjunct instructors to branch out from a standard lecture format into more student-centered learning activities, increasing experiential learning, and most desirably, transfer of learning.
While instructors have a great deal of latitude in how they teach, faculty members are required to follow the master syllabus. In some disciplines, instructors are given considerable freedom in choosing the order to present the material and designation of due dates for course assignments as well as choice in adding smaller assignments to support their teaching and learning activities. The liberties afforded to faculty members vary by discipline with college success being the most flexible and psychology being the most restrictive.

Behavioral Sciences faculty members currently participate in several formal evaluative procedures. Prior to this academic year, observation of teaching for evaluative purposes was not undertaken on a consistent basis. Our new dean reinstated formal evaluative observations in the fall 2014 semester. In addition, faculty within the NBS department were asked to participate in a peer observation process. To complete peer observations, a faculty member from Behavioral Sciences pairs with a faculty member from Natural Sciences. During the course of a semester, the two faculty members take turns observing a class session taught by their peer. After both observations are completed, peers meet to discuss similarities and differences in their teaching styles and classroom strategies. Peers submit a written report describing their observations and reflections to the peer observation coordinator, focusing on best practices and opportunities for growth (report format available in D2L). Additionally, teaching and learning methods are evaluated by formal student perception surveys, classroom observations, an annual reflective self-evaluation report, and the annual faculty evaluation developed by the dean in consultation with the vice-president of Academic Affairs.

Annual self-evaluations are required for all full-time Behavioral Sciences faculty. The Self-Evaluation Report includes reflections on teaching and learning practices, such as curriculum and/or program development, teaching methodologies and techniques, professional learning and growth activities to stay current in the discipline, and student perception survey results. Adjunct instructors are encouraged to complete the College’s Adjunct Professional Portfolio, which requires self-evaluation.

Faculty development, growth, and dedication to increasing transfer of learning extend beyond evaluation. Each semester, PSCC offers in-house professional development activities. A variety of learning opportunities are available allowing faculty the opportunity to choose topics that will directly address their professional development needs. In-service sessions focus on a variety of topics such as utilizing technology in the classroom, instructional strategies that promote student engagement in and out of the classroom, and strategies to improve student writing (Fall 2013 in-service program available in D2L). Professional development is not limited to in-service activities. Instructors participate in
professional organizations appropriate to their disciplines and make use of resources provided by those organizations. Regrettably, opportunities for travel to regional/national conferences are budgetarily restricted.

The Behavioral Sciences unit has established consistent processes for moving forward in the face of past and projected growth. As a newly established unit, this audit has proven to be a valuable mechanism in evaluating our current teaching and learning processes and practices, as well as for planning for the future of our collective disciplines.

**Focal Area 4: Student Learning Assessment**

In addition to instructor-developed assessments of student learning, Behavioral Sciences faculty collaborate in the development and implementation of a variety of assessments to ensure course learning objectives are being met. Results of assessment are shared with both full-time and adjunct faculty and adjustments to course content and/or teaching strategies are made as a result of input from all faculty teaching the course or courses being evaluated.

College success has the strongest assessment program and serves as a model for the rest of the unit. In addition to reviewing course-based assessments of core assignments, the faculty annually review exit survey data based on an instrument developed in conjunction with the IEAP office. Individual instructors review the results for their section(s) and the results are used to make adjustments in the COLL 1500 in their teaching practices. The program coordinator also collaborates with other full-time and adjunct faculty teaching the course in reviewing overall findings. Strategies for improvement are developed as indicated by student responses. Annual action plans for COLL 1500 include quality indicators, overall goals, measurable objectives, outcomes achieved with evidence, sources of assessment and the use of outcomes (future plans as a result of findings). Among the quality indicators used are retention and course success rates and success rates in subsequent courses. COLL 1500 learning support students’ success is compared to the success of learning support students who did not take COLL 1500. An example from COLL 1500 is provided in Appendix C.

Physical education also has a strong assessment program due to the performance-based nature of many of the courses within that discipline. Pre- and post-measurements of cardiovascular fitness, body composition, strength, and flexibility are recorded and analyzed on a semester-by-semester basis. External standards and professional organization credentialing are also used in particular courses. In PHED 2435, First Aid, Safety and CPR, students may earn certifications in first aid, CPR, use of AED (automated
electrical defibrillation) devices according to guidelines provided by the American Heart Association, and Basic Life Support for Health Care Providers required for hospital clinical experiences. OSHA (Occupational Safety and Health Administration) and AMA (American Medical Association) standards inform instruction and assessment in PHED 2335, Prevention and Care of Athletic Injuries.

In spring 2014, full-time and adjunct faculty in psychology re-administered an exit survey designed to measure the degree to which students felt they had achieved TBR’s goals for Social and Behavioral Sciences (available in D2L). Results of the 2014 survey were compared to the 2009 results and discussed with full-time and adjunct faculty and a commitment to sharing and presenting current research findings was made to address the two areas of relative weakness identified.

As mentioned earlier in this report, the Behavioral Sciences unit investigates the efficacy of proposed changes in curricular elements and instructional practices through lead-teacher pilot projects. Lead teachers may initiate a pilot based on weaknesses identified by assessment results, suggestions from other faculty or the availability of new resources, including technology. Lead teachers implement the project in one or more of their course sections, measure the results of the project, communicate those results, and collaborate with other faculty teaching the course to determine whether to adopt the change, make modifications and re-pilot or reject the proposed change. The implementation of service learning in PSYC 2100 and the rejection of an online resource in PSYC 2130 provide examples of this approach. Lead teacher reports for these pilots are available in D2L.

While assessment of student learning is ongoing, the Behavioral Sciences unit does not have a cohesive “program of assessment” and there is little evidence that faculty intentionally review existing assessment methods for the purpose of improving upon them. For example, anthropology has no assessment of student learning objectives beyond individual instructor evaluation of student performance. All disciplines within the unit have not consistently participated in the College’s annual planning and evaluation process.

Focal Area 5: Quality Assurance

The IEAP office provides a structure, a timeline, and data to support individual department’s quality assurance efforts. Success rates are available for all courses by delivery method; see Appendix E. The office administers regular surveys including an alumni survey and the Community College Survey of Student Engagement and custom surveys to meet to address informational needs. IEAP staff provide consultation in designing assessment instruments and strategies.
The primary method that the Behavioral Sciences unit uses to maintain quality assurance is by maintaining course master syllabi. The master syllabi are evaluated at least once per year by faculty for relevance pertaining to course objectives and the expected student outcomes as required by the TBR general education goals. The director of Curriculum and New Program Development maintains the master syllabi at the administrative level. If changes are deemed necessary, faculty work with the CDC to evaluate possible changes and the rationale for the changes. Lead instructors for each course ensure consistency through regular communication with course instructors, offering guidelines and helpful tips, observing adjunct instructors, and reviewing student perception survey results.

Faculty are the key to quality assurance. We are formally evaluated in multiple ways to ensure instructional quality. As a matter of institutional policy, each full-time faculty member and adjunct faculty member is observed in the classroom setting either by the dean or, in the case of adjunct faculty, by a full-time faculty member. Non-tenured faculty member and those applying for promotion are observed each academic year. Tenured faculty members are observed as well, either through peer observation or by the dean. A college-wide rating form is utilized and covers aspects related to classroom presentation, student interaction, learning environment, and overall performance (available in D2L). Instructors identified as needing improvement are given suggestions from the observer, with faculty having the ability to respond to any suggestions. In spite of this being an institutional policy, observations of full-time faculty have been conducted infrequently for the several years.

Full-time faculty members also engage in a yearly evaluation process (see PSCC Policy 06:02:04, http://www.pstcc.edu/ppm/pdf/06-02-04.pdf). This annual review focuses on four areas of performance:

- Teaching (65%) including curriculum development, development and application of current instructional technologies, use of diverse teaching methodologies, staying current in the field of specialization, and a summary of student perception results.
- Service/outreach (20%) including student interaction (e.g., academic advising, club advising, and mentorship) and college and community service.
- Scholarship/creative activities/research (15%) including professional development activities.
- Goals for the coming year including a description of progress in meeting goals for the previous year.

Student perceptions of instructional effectiveness are gathered every semester for adjunct faculty, every fall for non-tenured faculty, and every other fall for tenured faculty. Previous administrations of this
survey were accomplished through a paper medium but the processing was deemed too labor intensive. In the spring of 2014, the student perception survey was administered electronically. Faculty and the dean can now review scores and compare individual results to averages both from within the department and across the College. Student written comments are also valuable for faculty self-reflection and are provided for each section. The effectiveness of the new electronic administration system is currently being evaluated.

The Behavioral Sciences unit considers our voluntary participation in the academic audit process as a reflection of our willingness to participate in and affirm that quality assurance is a worthwhile undertaking. The unit is not a program in the traditional sense, but a unit where courses are included as part of other programs offered within the department and the College. The unit chose the academic audit, rather than the program review because we wanted to improve our overall quality assurance processes, increase our accountability, and emphasize the intentionality of our work.

Potential Recommendations and Associated Initiatives

While the academic audit process has been affirming in many respects, it also highlights areas needing attention. Our proposed initiatives build on practices we have identified as strengths and address areas identified as needing improvement. Improvement objectives were collaboratively developed; all full-time faculty and the dean are committed to implementation. A summary of our proposed initiatives is presented on page 19 in matrix form. Each initiative is described below.

Initiative 1: Expand the use of instructor cafés.

The successful use of instructor cafés by college success and physical education faculty inspired faculty in anthropology and psychology. This will be particularly helpful in psychology with our increased emphasis on presenting current research in the three psychology courses approved for general education. The café will allow us to share interesting and relevant research and organize it topically. For both anthropology and psychology, the café will also provide a central location for storing and accessing classroom activities that will help us continue to reduce reliance on lecture in favor of interactive classroom activities. Three faculty members, two from psychology and our full-time anthropology instructor will develop the cafés with oversight from our new Behavioral Sciences program coordinator; the coordinator position was filled in January of this year. The success of this effort will be judged by frequency of use through activity reports available in D2L and by a formal survey of full-time and adjunct faculty in spring 2016.
Initiative 2: Increase participation in professional development activities.

The program review progress report for Psychology completed this semester indicated that the College had funded one of four faculty members to attend a regional/national conference in the past six years. Though professional development funding is limited and will likely remain so, it was agreed that this minimal level of participation is undesirable. Our dean committed to sending each full-time faculty member to a regional/national professional development event over the next five-year period, given that value to the College or the individual can be demonstrated. As indicated in the matrix below, value will be demonstrated by presentations or workshops, either by presenting at the professional development event or at the College, based on information gathered by the attendee.

Initiative 3: Increase the frequency and regularity of classroom observations.

Per College policy, full-time faculty are to be observed by the department dean at least once per year. The department has been in violation of this policy for many years. Observations of non-tenured members of the Behavioral Sciences unit were completed in fall 2014 and tenured faculty will be observed this semester. In addition, the dean volunteered to observe adjuncts when full-time faculty schedules conflict with those of adjuncts.

Initiative 4: Improve assessment quality.

As stated earlier in this report, there is significant evidence that assessment activities are widespread and that results are used to formulate and implement strategies for improvement. However, with exceptions noted, these activities are not systematic, include few common elements, and are often undertaken on an as needed basis without formal mechanisms for documenting and reporting results. No evidence was found that evaluation of assessment practices and other quality assurance efforts takes place. A consistent framework for monitoring quality and evaluating quality assurance efforts is needed.

The Behavioral Sciences unit will develop a set of five to seven measurable outcomes for continued assessment. Each outcome will focus on common traits or key quality indicators of education in the unit, e.g. retention of knowledge or student success rates. The outcomes will be generated by Behavioral Sciences faculty led by the program coordinators. Over the course of the following five years (2016-21), each of the outcomes will be measured at least twice in each of the disciplines. The tools used to measure each outcome will be discipline specific. The program coordinators, with assistance from the department dean, will keep track of the key findings and identify strengths and weaknesses. The key findings will be shared annually with all faculty members so that the assessment results influence improvements.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Objective</th>
<th>Who</th>
<th>Performance Indicator</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expand the use of instructor cafés.</td>
<td>Create instructor cafés for use by all faculty, especially new faculty.</td>
<td>Full-time faculty (led by Michael Lusk, Tracy Rees, Judith Sichler)</td>
<td>Frequency of use; utility ratings by users</td>
</tr>
<tr>
<td>2</td>
<td>Increase participation in professional development activities.</td>
<td>Faculty members will attend a professional conference or workshop and will either 1) make a conference presentation or 2) present information gathered at to an appropriate College group.</td>
<td>All full-time faculty, dean</td>
<td>Conference and presentation documents; Conference evaluations, when available</td>
</tr>
<tr>
<td>3</td>
<td>Increase the frequency and regularity of classroom observations.</td>
<td>Each full-time faculty member will be observed in class.</td>
<td>Dean Barker</td>
<td>Observation schedule; completed observation forms</td>
</tr>
<tr>
<td>4</td>
<td>Improve assessment quality.</td>
<td>Develop and implement a comprehensive assessment plan that includes key quality indicators and provides a framework for documenting the use of results and using the results to improve the quality of education in the unit.</td>
<td>All full-time faculty led by program coordinators and the department dean.</td>
<td>Annual reports that list the outcomes assessed, tools used for assessment, key findings, and a brief narrative that describes how the results will be used.</td>
</tr>
</tbody>
</table>
Appendix A - List of Important URLs

**Referenced in Report**

Institutional Effectiveness, Assessment, & Planning (IEAP) Fact Book:

College Catalog: http://www.pstcc.edu/catalog/index.php

Master Syllabi: http://www.pstcc.edu/curriculum/master-syllabi/1415/index.php

Organizational Chart: http://www.pstcc.edu/ppm/pdf/OrgChart.pdf

D2L Login: http://www.pstcc.edu/online/index.php

Master Syllabus Template: http://www.pstcc.edu/curriculum/master-syllabi/


CDC Minutes and End-of-Year Reports:
http://www.pstcc.edu/departments/curriculum_and_instruction/curr/cdc/

Master Syllabus Policy: http://www.pstcc.edu/ppm/pdf/03-03-01.pdf

PSCC Faculty Evaluation System: Policy, Procedure, and Observation Forms (Policy 06:02:04): http://www.pstcc.edu/ppm/pdf/06-02-04.pdf

**Not Specifically Referenced in Report**

PSCC Curriculum Development Committee (CDC):
http://www.pstcc.edu/curriculum/cdc/index.php

TBR General Education: https://policies.tbr.edu/policies/general-education-requirements-and-degree-requirements

APA Undergraduate Curriculum & Teaching Guidelines:

Tennessee Transfer Pathways: http://www.tntransferpathway.org/
UTK/PSCC Transfer Equivalency Table:
http://registrar.tennessee.edu/transfer/pellstate.shtml


Anthropology Education Committee (AEC):
http://www.aaanet.org/committees/commissions/aec/

Society for Anthropology in Community Colleges (SACC):
http://www.aaanet.org/sections/sacc/

American Heart Association, CPR & First Aid:
http://www.heart.org/HEARTOR/G/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp

TnCIS French Sports Exchange:
http://www.tncis.org/study_abroad/pscc_french_sports_exchange.aspx

PSCC Academic Support Center, Student Success:
http://pstcc15.pstcc.edu/~ssc/resources.html

PSCC Service Learning: http://www.pstcc.edu/service-learning/index.php

PSCC Services for Students with Disabilities (SSWD), Faculty Resources:
http://www.pstcc.edu/sswd/faculty-resources.php

PSCC Quality Enhancement Plan (QEP): http://www.pstcc.edu/qep/

PSCC Adjunct Faculty Professional Portfolio (via Adjunct Faculty Handbook): 2012-13 edition: http://www.pstcc.edu/instruction/_files/pdf/handbook.pdf (p. 7), revision being developed
Appendix B - Behavioral Sciences Course Offerings

Anthropology
ANT 1100 - Physical Anthropology
ANT 1200 - Prehistoric Archaeology
ANT 1300 - Cultural Anthropology
ANT 2100 - Biological Anthropology
ANT 2590 – Special Topics in Anthropology

College Success
COLL 1500 – College Success

Physical Education
PHED 1000 - Orientation to Exercise Science
PHED 1001 - Orientation to Sport Management
PHED 1005 - Introduction to Kinesiology
PHED 1010 - Lifetime Fitness
PHED 1020 - Beginning Bowling
PHED 1030 - Beginning Softball
PHED 1070 - Introduction to Skiing
PHED 1080 - Introduction to Snowboarding
PHED 1100 - Concepts of Wellness
PHED 1110 - Elementary Ballet
PHED 1120 - Elementary Modern Dance
PHED 1130 - Elementary Jazz Dance
PHED 2000 - Special Topics in Physical Education
PHED 2010 - Archery
PHED 2050 - Basketball
PHED 2110 - Beginning Golf
PHED 2160 - Beginning Karate
PHED 2250 - Exercise to Music
PHED 2310 - Fitness Walking
PHED 2330 - Beginning Racquetball
PHED 2335 - Prevention & Care of Athletic Injuries
PHED 2340 - Soccer
PHED 2435 - First Aid, Safety & CPR
PHED 2440 - Beginning Tennis
PHED 2450 - Intermediate Tennis
PHED 2510 - Volleyball
PHED 2520 - Weight Training
PHED 2610 - Intermediate Volleyball
PHED 2660 - Wilderness Orienteering
PHED 2900 - Human Motor Behavior

Psychology
PSYC 1030 - General Psychology
PSYC 2100 - Psychology of Human Development
PSYC 2130 - Lifespan Psychology
PSYC 2200 - Behavior & Experience
PSYC 2220 – Biological Basis of Behavior (approved Fall 2014)
Appendix C – College Success Action Plan Report

College Success 2013 Action Plan Goal 5:

Goal: Students will successfully complete their academic plans.

Objective (Quantify): Eighty percent of all COLL 1500 students will receive eighty percent or above on the academic plan Fall 2012.

Action Plan:

The academic plan is a required assignment in each COLL 1500 section.

The purpose of the academic plan is to help guide students toward their academic goals.

Academic plans contain:

1. Long and short term academic goals.
2. Course Plan: a list of courses the student plans on taking the next two years at PSCC and a semester plan signed by each student’s advisor.
3. Degree Requirements: any materials for the student’s degree requirements such as articulation agreements or two-year program requirements.
4. Becky Harmon (academic counselor in the Advising Center) will present a PowerPoint that educates students about advising information and degree planning.

The program coordinator (Denise Penzkofer) will administer a survey to the instructors of each section of COLL 1500. The survey will ask for the number of students achieving 80 percent or better on the academic plan and the number of students achieving 79 percent of lower on the academic plan.

Outcomes Achieved with Evidence:

Nearly 88 (87.9) percent of COLL 1500 students received an eighty percent or above on the academic plan for Fall 2012. The success rate was 7.9 percent higher than the initial objective for Fall 2012.

Source of Assessment (Analysis of Outcomes - What did you use to determine the outcomes):

A document listing each COLL 1500 section, the number of students completing the Academic Plan and the number of students completing the Academic Plan with 80% or better.
The program coordinator Denise Penzkofer sent an email to each instructor who taught a COLL 1500 section in Fall 2012. Twenty-one of 25 sections (84%) responded with the data regarding students receiving an eighty percent or above on the academic plan for Fall 2012. Out of 307 students completing the academic plan 270 students received a grade of 80 percent or above on the academic plan Fall 2012 or 87.9 percent.

**Use of Outcomes (What are your future plans as result of these outcomes):**

Continue teaching the academic plan with more emphasis on in-class time to prepare and explain the academic plan.

Becky Harmon (academic counselor in the Advising Center) will present a PowerPoint that educates students about advising information and degree planning.

Send the email for data at the conclusion of the Fall 2013 semester and again at the beginning of the Spring 2014 semester.

**Evidence:** A document listing each COLL 1500 section, the number of students completing the Academic Plan and the number of students completing the Academic Plan with 80% or better.

**Improvement:**

Maintain the Fall 2012 success rate of 80% of COLL 1500 students receiving an eighty percent or above on the academic plan for Fall 2013. Send an email for data to all instructors teaching COLL 1500 at the conclusion of Fall 2013 semester and again at the beginning of the Spring 2014 semester.
Appendix D – Success Rates for Behavioral Sciences Courses

The following table contains success rates for a selection of the courses offered by the Behavioral Sciences unit. The data are provided by IEAP. This data can be used to compare changes in student success over several semesters. Additionally, success rates of different delivery methods can be monitored. The use of this data could be used to highlight areas to focus on student success and retention, as well as addressing discrepancies between delivery methods. One example is the significant difference of success rates for online offerings compared to on-ground offerings for psychology courses. Other trends that can be noticed is the significant shift in success rates from fall to spring, e.g. COLL 1500 and PHED 1010. The numbers in parentheses are the number of students enrolled in the course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Delivery Method</th>
<th>Fall 2012</th>
<th>Winter 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT-1100</td>
<td>CON</td>
<td>56% (25)</td>
<td>54% (24)</td>
<td>79% (28)</td>
<td>73% (15)</td>
</tr>
<tr>
<td>ANT-1200</td>
<td>CON</td>
<td>53% (19)</td>
<td>73% (22)</td>
<td>50% (10)</td>
<td>70% (10)</td>
</tr>
<tr>
<td>ANT-1300</td>
<td>CON</td>
<td>85% (73)</td>
<td>78% (93)</td>
<td>75% (102)</td>
<td>78% (108)</td>
</tr>
<tr>
<td>COLL-1500</td>
<td>CON</td>
<td>65% (521)</td>
<td>50% (341)</td>
<td>57% (616)</td>
<td>49% (280)</td>
</tr>
<tr>
<td>PHED-1010</td>
<td>CON</td>
<td>67% (18)</td>
<td>78% (9)</td>
<td>64% (14)</td>
<td>89% (9)</td>
</tr>
<tr>
<td>PHED-1020</td>
<td>CON</td>
<td>73% (45)</td>
<td>79% (43)</td>
<td>82% (77)</td>
<td>89% (35)</td>
</tr>
<tr>
<td>PHED-2010</td>
<td>CON</td>
<td>83% (36)</td>
<td>88% (33)</td>
<td>81% (32)</td>
<td>100% (33)</td>
</tr>
<tr>
<td>PHED-2050</td>
<td>CON</td>
<td>82% (11)</td>
<td>81% (21)</td>
<td>61% (18)</td>
<td>69% (13)</td>
</tr>
<tr>
<td>PHED-2110</td>
<td>CON</td>
<td>76% (38)</td>
<td>82% (22)</td>
<td>82% (17)</td>
<td>79% (19)</td>
</tr>
<tr>
<td>PHED-2160</td>
<td>CON</td>
<td>78% (23)</td>
<td>87% (15)</td>
<td>74% (19)</td>
<td>75% (12)</td>
</tr>
<tr>
<td>PHED-2250</td>
<td>CON</td>
<td>74% (19)</td>
<td>71% (14)</td>
<td>62% (34)</td>
<td>69% (29)</td>
</tr>
<tr>
<td>PHED-2310</td>
<td>CON</td>
<td>71% (70)</td>
<td>73% (63)</td>
<td>73% (63)</td>
<td>59% (51)</td>
</tr>
<tr>
<td>PHED-2340</td>
<td>CON</td>
<td>77% (22)</td>
<td>80% (20)</td>
<td>86% (22)</td>
<td>83% (23)</td>
</tr>
<tr>
<td>PHED-2510</td>
<td>CON</td>
<td>83% (23)</td>
<td>85% (20)</td>
<td>82% (22)</td>
<td>86% (14)</td>
</tr>
<tr>
<td>PHED-2520</td>
<td>CON</td>
<td>76% (116)</td>
<td>73% (103)</td>
<td>78% (116)</td>
<td>70% (116)</td>
</tr>
<tr>
<td>PSYC-1030</td>
<td>CON</td>
<td>70% (689)</td>
<td>70% (589)</td>
<td>67% (623)</td>
<td>67% (609)</td>
</tr>
<tr>
<td>PSYC-1030</td>
<td>WEB</td>
<td>67% (109)</td>
<td>40% (72)</td>
<td>50% (109)</td>
<td>55% (71)</td>
</tr>
<tr>
<td>PSYC-2130</td>
<td>CON</td>
<td>77% (329)</td>
<td>74% (316)</td>
<td>76% (328)</td>
<td>70% (331)</td>
</tr>
<tr>
<td>PSYC-2130</td>
<td>WEB</td>
<td>63% (93)</td>
<td>48% (98)</td>
<td>66% (56)</td>
<td>65% (49)</td>
</tr>
<tr>
<td>PSYC-2130</td>
<td>VTP</td>
<td>88% (16)</td>
<td>94% (18)</td>
<td>65% (17)</td>
<td>47% (15)</td>
</tr>
<tr>
<td>PSYC-2200</td>
<td>WEB</td>
<td>95% (22)</td>
<td>71% (14)</td>
<td>75% (16)</td>
<td>91% (22)</td>
</tr>
<tr>
<td>PSYC-2200</td>
<td>WEB</td>
<td>78% (27)</td>
<td>61% (23)</td>
<td>85% (13)</td>
<td>82% (17)</td>
</tr>
</tbody>
</table>

CON = On-ground; TWY = Distance Learning (TWAV); VTP = Video hybrid; WEB = online; HYB = online hybrid.