

Assessment Cycle 2021-2022

Competency 5 - Social/Behavioral Sciences. To display knowledge of human behavior and the relationship between individuals and their societies.

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Northwestern Core Curriculum. Northwestern has a broadly-based core curriculum that is central to the University's mission and consistent with the Louisiana Board of Regents' requirements for general education survey courses applicable to all students regardless of their major. The Core encompasses the knowledge and abilities that Northwestern believes are essential to college graduates. Its requirements are designed to improve students' writing and speaking, to expand students' aptitude in mathematics and its applications, to strengthen students' understanding of biological, physical, social, and behavioral sciences, and to develop an appreciation and knowledge of the arts and humanities.

The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

General Education Requirements: Under the University requirements for the Bachelor's degree, the student must complete six credit hours (two courses) in the Social/Behavioral Sciences area of General Education, one course in Social Science and one course in Behavioral Science. The approved courses to fill this requirement include:

- Social Science: Anthropology 1510, Anthropology 2020, Economics 2000, Geography 1010, Geography 1020, OR Political Science 2010
- Behavioral Science: Educational Psychology 2020, Psychology 1010, Psychology 2050, OR Sociology 1010.

Methodology: The assessment process includes:

- (1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the executive director at the end of each term indicated (see Student Learning Outcomes section below for details);
- (2) The executive director will analyze the data to determine whether the applicable outcomes are met:

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- (3) Results from the assessment will be discussed with the appropriate staff members.
- (4) The executive director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Dual Enrollment In the AY 2021-2022, six courses reported dual enrollment students totaling 402 students. In each of these classes, students were instructed through an NSU course platform, as opposed to a secondary, or offsite, platform. Thus, students were assessed the same as all enrolled NSU students. In terms of DE, the courses reporting students were as follows:

	Fall	Spring
PSYC 2050	3	0
PSYC 1010	0	217
ECON 2000	5	7
GEOG 1010	130	0
PSCI 2010	0	32
ANTH 1510	<u>8</u>	<u>0</u>
Total	146	256

Modalities: Courses in the Behavioral Science/Social Science Core in AY 2021-2022 were taught using two modalities: online (Moodle) and face to face.

Assessment Methodology: Students in the Behavioral Science/Social Science Core in AY 2020-2021 were assessed using either a pretest/posttest tool, which is designed to test prior knowledge and knowledge gained during the course, or through a Question Bank tool, which is a “one shot” assessment of the students’ understanding of the SLO’s administered at some point during the semester.

Overview: Behavioral Science/Social Science Course Assessments

Behavioral Science: 3 hours selected from Educational Psychology 2020, Psychology 1010, Psychology 2050, and Sociology 1010.

Social Science: 3 hours selected from Anthropology 1510, Anthropology 2020, Economics 2000, Geography 1010, Geography 1020, and Political Science 2010.

Student Learning Outcomes (SLO): SLO 1 applies to both Behavioral Science and Social Science courses. SLO 2 applies only to the Behavioral Science courses.

Student Learning Outcome 1. Students will develop the skills to think critically, analyze, and discuss geographical, political, economic, and cultural variances in today’s global environment.

Student Learning Outcome 2. Students will demonstrate their understanding of

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various sources of human behavior and socialization thereby developing the skills necessary to navigate professional and personal landscapes.

Measures: Measures combine the assessment of a Methodology and a Target. Measures 1.1 and 1.2 apply to both Behavioral Science and Social Science courses. Measures 2.1 and 2.2 apply to the Behavioral Science courses. All disciplines selected 70% as the targeted score on the assessment rubric for all Measures.

Measure 1.1 (Behavioral Sciences). Students will demonstrate their critical thinking skills through the development of a research paper, project, presentation or examination in the areas of sociology, psychology, and educational psychology, scoring a minimum 70% on the assessment rubric.

Measure 1.1 (Social Sciences). Students will demonstrate their critical thinking skills through the development of a research paper, project, presentation or examination in the areas of anthropology, economics, geography, and political science, scoring a minimum 70% on the assessment rubric.

Measure 1.2 (Behavioral Sciences). Students will demonstrate their understanding of social relationships represented by psychological or sociological systems through the development of a research paper, project, presentation, or examination in the areas of psychology, educational psychology, and sociology, scoring a minimum 70% on the assessment rubric.

Measure 1.2 (Social Sciences). Students will demonstrate their understanding of social relationships represented by political, economic, spatial, or cultural systems through the development of a research paper, project, presentation or examination in the areas of anthropology, economics, geography, and political science, scoring a minimum 70% on the assessment rubric.

Measure 2.1 (Behavioral Sciences) Students will demonstrate their understanding of various sources of human behavior and its impact on group and individual interactions by the development of a research paper, project, presentation or examination in the areas of sociology, psychology, and educational psychology, scoring a minimum 70% on the assessment rubric.

Measure 2.2 (Behavioral Sciences) Students will demonstrate their understanding of the socialization process and traditional and contemporary theoretical schools of thought by the development of a research paper, project, presentation or examination in the areas of sociology, psychology, and educational psychology, scoring a minimum 70% on the assessment rubric.

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Behavioral/Social Science Assessment Finding:

- Fall Semester
- Number of Assessments: **5,725**
- Met or Exceeded target: **4,323 (76%)**
- Conclusion: **Overall Target MET**

- Spring Semester
- Number of Assessments: **4,771**
- Met or Exceeded target: **3,580 (75%)**
- Conclusion: **Overall Target MET**

- Total For AY 2021-2022
- Number of Assessments: **10,496**
- Met or Exceeded target: **7,903 (75%)**
- Conclusion: **Overall Target MET**

Course Name	Methodology	SLO/Measure	Target %	Term	# of Assessments
Behavioral Science:					
EPSY 2020	Pretest/Post-test	1 and 2/ 1.1, 1.2, 2.1, 2.2	69%	Fall/Spring	1988
PSYCH 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	71%	Spring	1700
PSYCH 2050	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	50%	Fall	624
SOC 1010	Pretest/Post - test	1 and 2/ 1.1, 1.2, 2.1, 2.2	83%	Fall/Spring	2380
Social Science:					
ANTH 1510	Question Bank	1/ 1.1, 1,2	60%	Fall	315
ANTH 2020	Question Bank	1/ 1.1, 1,2	97%	Spring	58
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	67%	Fall/Spring	1264
GEOG 1010	Pretest/Post-test	1/ 1.1, 1.2	90%	Fall	1439
GEOG 1020	Pretest/Post-test	1/ 1.1, 1.2	95%	Spring	152
PSCI 2010	Question Bank	1/ 1.1, 1.2	98%	Fall/Spring	576

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Summary: AY 2021-2022 Behavioral/Social Sciences Assessment Results. While results varied widely depending upon the course (from 50% to 98%), in terms of the results of all student assessments combined, **75%** met the **Competency Target Score** of 70% or higher. It should be noted that these results include all assessments given, including pretest and posttest assessments, which are designed to assess how students understood the material prior to exposure to the content and subsequent to exposure to the content, as measured by the assessment tools. This result is slightly lower than the result from the AY2020-2021, which was 76%, though the difference is insignificant and indicates that student performance on the assessment program remains stable. Please see below for the results for individual **Measures**, followed by a **Comprehensive Summary and a Plan of Action Moving Forward**.

Assessment by Individual Measures

SLO 1. Number of assessments: 7,150. Students will develop the skills to think critically, analyze, and discuss geographical, political, economic, and cultural variances in today's global environment.

Measure 1.1. Number of Assessments: 3,568.

Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	69%	Fall/Spring
PSYCH 1010	Question Bank	84%	Spring
PSYCH 2050	Question Bank	38%	Fall
SOC 1010	Pretest/Post-test	88%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	67%	Fall
ANTH 2020	Question Bank	97%	Spring
ECON 2000	Pretest/Post-test	67%	Fall/Spring
GEOG 1010	Pretest/Post-test	90%	Fall
GEOG 1020	Pretest/Post-test	97%	Spring
PSCI 2010	Question Bank	96%	Fall/Spring

Finding: Target Met. Overall, 79% of students, or 2,835 out of 3,568, scored 70% or higher.

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Analysis. Five courses – PSYCH 1010, SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target substantially, indicating an ability on the part of the students in those courses to do well in the application of critical thinking skills. The students in EPSY 2020 approached the target of 70%. Students in ANTH 1510 and ECON 200 fell just below the target at 67%. Students in PSYCH 2050 fell well below the target at 38%. As we will see with other Measures, there is a wide range of results, from 38% to 98%. This raises questions about the uniformity of assessment strategies. It should be noted that in the case of core classes utilizing pretest/posttest assessment strategies, such as ECON 2000, in which students at the beginning of the class are assessed, and may have difficulty with critical thinking skills, whereas in the posttest assessment they do much better, having been exposed to the course material. This suggests that in these core class students are gaining critical thinking skills through the course, which is the ultimate goal. In terms of comparisons to the AY 2020-2021 results, the percent that met the target of 70% is slightly higher at 79% in this cycle, as opposed to 77% last year.

Decision or action to drive future improvement. Based on the analysis of the AY 2021-2022 data, we will make the following changes: 1) We will again meet with course stewards to discuss how this Measure is assessed to ensure comparability of results; 2) Course stewards will be encouraged to adjust their assessment instruments to specifically align with the goal of the Measure; 3) There will be a greater effort to compare results between online and face-to-face classes in order to ascertain whether any differences are due to the manner or timing of the assessment, course content, or some other factor, with the goal of bringing online and face-to-face results into closer correspondence.

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Measure 1.2. Number of Assessments 3,582.

Measure 1.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	69%	Fall/Spring
PSYCH 1010	Question Bank	43%	Spring
PSYCH 2050	Question Bank	26%	Fall
SOC 1010	Pretest/Post-test	88%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	54%	Fall
ANTH 2020	Question Bank	97%	Spring
ECON 2000	Pretest/Post-test	67%	Fall/Spring
GEOG 1010	Pretest/Post-test	90%	Fall
GEOG 1020	Pretest/Post-test	93%	Spring
PSCI 2010	Question Bank	100%	Fall/Spring

Finding: Target Met. Overall, 75% of students, or 2,695 out of 3,582, scored 70% or higher.

Analysis. Five courses - SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target substantially, indicating that the students in those courses have a mastery of the concept of social relations as developed in the Behavioral and Social Sciences. The students in EPSY 2020 approached the Target of 70%. Students in ANTH 1510 and ECON 2000 fell below the Target at 54% and 67%, respectively. Students in PSYCH 1010 and PSYCH 2050 fell below the target at 43% and 26%, respectively. As with Measure 1.1, there is a wide range of results, from 26% to 100%. The overall data, however, suggest that students are conversant with the core concepts of the disciplines represented, both in terms of the social relationships as discussed in both behavioral and social sciences. In AY 2020-2021, the target was met, at an overall percentage of 76%; in this AY, the target was again met indicating a measure of stability in this measure, and thus of this SLO.

Decision or action to drive future improvement. Based on the analysis of the AY 2020-2021 data, we will make the following changes: 1) We will meet again with course stewards to discuss how and if this measure is consistent

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across all disciplines within the category; 2) After achieving (1), course stewards will be encouraged to adjust their assessment instruments to specifically align with the goal of Measure 1.2; 3) A clarification will be made to course stewards that Measures are to be assessed and reported separately rather than as a combined total;. 4) bringing consistency to the Measure as in (1) and realigning the assessment tools with Measure should achieve an increase in student performance.

SLO 1: Results Summary. The Target was met for both Measures 1.1 (79%) and Measure 1.2 (75%). The very slightly lower results for Measure 1.2 may be an issue of understanding the Measure on the part of the instructors, coverage of the Measure in the classroom, or the way the Measure is assessed. A cursory examination of online versus face to face performance on both measures suggests that in some courses there is a disparity in performance, with online students performing somewhat better. However, the differences have narrowed in this AY.

SLO 2. Number assessed: 3,346. SLO 2 applies to the Behavioral Science Core courses. Students will demonstrate their understanding of various sources of human behavior and socialization thereby developing the skills necessary to navigate professional and personal landscapes.

Measure 2.1. Number of assessments 1,673.

Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	69%	Fall/Spring
PSYCH 1010	Question Bank	60%	Spring
PSYCH 2050	Question Bank	26%	Fall
SOC 1010	Pretest/Post-test	57%	Fall/Spring

Finding: Target Not Met. Overall, 58% of students, or 978 out of 1,673, scored 70% or higher.

Analysis. SLO 2 applies to the Behavioral Science courses only. For Measure 2.1, no course, met or exceeded the Target. The closest was EPSY 2020 with 69% of the students doing better than 70% on the assessment tool. Students in SOC 1010, PSYCH 1010 and PSYCH 2050 fell below the Target, at 57%, 60% and 26%, respectively. As with both Measures in SLO 1, there is a wide range of results, from 26% to 69%. For this Measure overall, it remains unclear

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why students struggled to understand the sources of human behavior, which is assessed by this measure. There is some indication that the measurement tool in the various classes may have had issues, including deployment and degree of importance within the class. This measure did not meet its target in the AY 2020-2021 either, with the success rate of 63% dropping to 58% in this academic year. Clearly, there is an issue with this measure that needs to be addressed.

Decision or action to drive future improvement. Based on the analysis of the AY 2021-2022 data, we will make the following changes: 1) We will meet again with course stewards to discuss how this Measure is assessed to ensure comparability of results; 2) Course stewards will be encouraged to adjust their assessment instruments to specifically align with the goal of Measure 2.1; 3) a greater understanding of the effect of modality on the delivery of information and the assessment of this Measure needs to be achieved. 4) Regardless, the combined results of all courses and both modalities fell beneath the target of 70%. Course stewards will meet to discuss how to address this, whether by increasing emphasis and focus on this Measure during the delivery of course content, and/or by adjusting their assessment instruments to specifically align with the goal of the Measure.

Measure 2.2. Number of assessments 1,673.

Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	69%	Fall/Spring
PSYCH 1010	Question Bank	98%	Spring
PSYCH 2050	Question Bank	73%	Fall
SOC 1010	Pretest/Post-test	87%	Fall/Spring

Finding: Target Met. Overall, 83% of students, or 1,395 out of 1,673, scored 70% or higher.

Analysis. SLO 2 applied to the Behavioral Science courses only. For Measure 2.2, the students in three of the four courses met or exceeded the Target of 70%, with the exception of EPSY 2020, which was 69%. The assessment results for this Measure range from 73% for PSYCH 2050 to 99% for PSYCH 1010. This result suggests that the socialization process as well as attendant theories are being successfully learned by students. This also may indicate an increased uniformity of assessment strategies as compared to the other Measures that were assessed, better coverage of this Measure in the courses,

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or a better understanding of the intent of the Measure on the part of the course instructors.

Decision or action to drive future improvement. Based on the analysis of the AY 2021-2022 data, we will make the following changes: 1) We will again meet with course stewards to discuss how this Measure is assessed to ensure comparability of results; 2) Course stewards will be encouraged to adjust their assessment instruments to specifically align with the goal of Measure 2.2; 3) Course stewards will meet to discuss this result and further possibilities for improvement.

SLO 2: Results Summary. The Target was not met for Measure 2.1 (58%) but was met for Measure 2.2 (83%). The overall lower results for Measure 2.1 may be an issue of understanding the Measure on the part of the instructors, coverage of the Measure in the classroom, or the way the Measure is assessed. Online student performance is comparable to face-to-face performance, which suggests that the assessment tools are working in both modalities.

Comprehensive Summary of Key Evidence based on an analysis of AC 2018-19, AY 2019-2020, and AY 2020-2021 University Core Competency Assessment Results.

AY 2018-2019 Behavioral and Social Science Assessment Results:

Number of assessments: 1,514
Met or Exceeded Target: 1047 (69%)
Conclusion: Overall Target NOT MET

AY 2019-2020 Behavioral and Social Science Assessment Results:

Number of assessments: 7,438
Met or Exceeded Target: 5,443 (73%)
Conclusion: Overall Target MET

AY 2020-2021 Behavioral and Social Science Assessment Results

Number of assessments: 8,203
Met or Exceeded Target: 6,263 (76%)
Conclusion: Overall Target MET

AY 2021-2022 Behavioral and Social Science Assessment Results

- **Number of Assessments:** 10,496
- **Met or Exceeded target:** 7,903 (75%)
- **Conclusion:** Overall Target MET

Analysis: Though there are some issues in terms of comparisons between the four academic cycles, particularly as the SLO's and the Measures have evolved over time, it is clear from the data presented that the university is improving in its ability

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to assess the performance of students in relation to the core curriculum. Though there are variations in terms of online versus face-to-face students, and issues with regard to some of the performances in a few of the courses which make up Competency Five: Behavioral and Social Sciences Core, the university is on the right track in terms of assessing student performance. This is shown by the relative stability in the success rate from AY 2020-2021 and AY 2021-2022.

A major change was that in no cases was the assessment offered as an extra credit type of assignment, which accounts for the increase in overall assessments. This makes the comparisons across courses much stronger in terms of analysis and indicates a growing commitment by those teaching in this core competency as to the importance of the assessment process.

This analysis has not addressed the COVID response during AY 2020-2021. By the time this academic year began, the systems were in place to offer both online and face to face classes. The response of the university to the COVID crisis, then, did not seem to affect the assessment cycle, as the students seemed to understand and react positively to whatever platform they chose. There was no disruption, as was seen in the middle of the Spring semester of AY 2019-2020, though there may have been some different instructional arrangements than could be considered traditional. Regardless, students in the core curriculum seem to have responded well.

Decision or action to drive future improvement. The following modifications, many of which are carried over from last year, have been identified as ways to improve the assessment process and enhance student success in the 2022-2023 assessment cycle. Though there was relative stability between AY 2020-2021 and AY 2021-2022, there is a need to show improvement in the university's ability to present the material for the student learning outcomes in a more effective way, generating greater improvement in the assessment results.

Overall:

- 1) Ongoing consideration of the assessment process and clarification in defining the objectives of the Measures, delivery of content to meet those definitions, and complete and comparable assessment of the Measures.
- 2) Ensuring that the appropriate Measures are assessed and reported in all courses.
- 3) More detailed reporting on Dual Enrollment students in terms of numbers and performance on measures.
- 4) Core Competency Vs. Course Content – Meetings will be held with course coordinators which will emphasize that the requirement for the assessments is to be focused on Core Competencies rather than the content of any individual course.
- 5) Increasing student participation rates, by reminding students of the mandatory nature of the assessment. Assigning a significant point value to the assessment and including it as part of a required assignment/exam/quiz may be most helpful

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in ensuring greater student participation.

Improvement Plans for Courses in the Core Curriculum

Individual Courses: To improve student assessment participation and performance, course stewards submitted the following analyses of their AY2020-2021 results and proposed changes to be implemented in their courses in the AY 2021-2022 assessment cycle:

EPSY 2020:

- 1) **What did student do well in - areas of strength (list at least two):** *(focus on competency – not course)* Students demonstrated growth in the area of critical thinking. Questions that involved application of the work of educational psychology theorists and theories of behaviorism, cognitivism, constructivism, and experientialism. It is important to note that students enrolled in EPSY 2020 classes are not explicitly taught critical thinking but rather develop critical thinking skills through the learning experience traditionally characteristic of educational psychology courses.
- 2) **Where did students struggle - areas of concern (list at least two):** *(focus on competency – not course)* Demonstrating understanding of social/emotional learning and trauma-informed practice development continues to be an area where students score lower. In addition, posttest scores reveal that students have difficulty demonstrating understanding of how cultural/economic perspective effects educational attainment.
- 3) **Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two):** *(critical: serves as evidence)* In response to a higher rate of missed questions concerning trauma informed practice and cultural and economic responsiveness additional information will be presented in course lectures, supplemental readings, and open-source videos. Without sufficient equity consciousness and training for pre-service teachers and psychology majors, social emotional learning (SEL) interventions run the risk of manifesting biases and perpetuating problematic perspectives and dynamics. SEL in addition to improving student engagement, behavior, and academic achievement, plays a critical role in student success by helping students develop resilience. Instructors will introduce activities and information about social emotional/trauma informed practice that focus on understanding Adverse Childhood Experiences (ACEs), understanding and responding to systemic trauma, breaking punitive cycles, creating a culture of caring and safety, and self-care and educator well-being.

PSYCH 1010:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course)* Target was met, with 84.28% of students getting the

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answers in this section correct. Students showed particular strengths in critical thinking and their reading comprehension of the questions.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course) As with the Spring 2021 assessment period, they did slightly worse on the assessment section requiring analysis and continued to display problems with associating cause and effect.*

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence)*

- 1. Currently, the assessment is a graded assignment given at the end of the semester. At that point, many students have decided they either don't need those points, or it won't help. The online sections of PSYC 1010 already have numerous graded assignments, so it has not been possible to make this into a graded assignment worth enough points to motivate the students' best efforts on assessment. However, making it a graded assignment has resulted in this year being the first year that students have met the 70% goal. We will continue to work on increasing incentives.*
- 2. Will again share results with course steward for PSYC 1010 and suggest they consider adjusting one or more of the numerous course assignments to specifically align with these skills and knowledge bases—particularly focusing on understanding the relationships between manipulating independent variables and subsequent changes in dependent variables (cause and effect analysis).*

Note: There continues to be concern about the number of students who do not complete this assessment. There was a slight increase in Spring 2022 relative to Spring 2021 (75.46% to 72.56%) of completers, but this is still a difference of 120 students between those enrolled in these online classes and those completing the assessment. Discussion with the course steward revealed that they continue to have a number of students who stop participating at some point in the semester. This 'stopping out' combined with the fact that the relatively low incentives for completing the SLO assessment helps explain the discrepancy between the number of completed assessments and the course enrollments.

PSYCH 2050:

What did students do well in - areas of strength (list at least two): *(focus on competency – not course) 49% of the questions on this area of assessment were missed-so there were no real strengths exhibited.*

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course) They seemed to struggle with both critical thinking and*

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analysis.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence)*

3. *Course Steward will explain this assessment to each individual instructor and emphasize the importance of this assessment.*
4. *The Undergraduate Coordinator and the Department Chair will meet with the Course Steward to discuss making the completion of this assessment a prerequisite to taking the final examination.*
5. *Will share results with course steward and suggest they consider adjusting one or more of the numerous course assignments to specifically align with these skills and knowledge bases:*
 - *Focus on understanding the relationships between manipulating independent variables and subsequent changes in dependent variables.*
 - *Increase understanding of how specific events shape development*

SOC 1010:

- 4) **What did student do well in - areas of strength (list at least two):** *(focus on competency – not course)*
- 5) The students did quite well when addressing basic analytical skills, demonstrating their ability to evaluate questions posed and select the correct answers for the questions that were designed to measure this competency. They also generally did well in demonstrating their grasp of the sources of human behavior and socialization and were able to analyze the content of the question, assess the implications and chose the correct answer in most cases.
- 6) **Where did students struggle - areas of concern (list at least two):** *(focus on competency – not course)*
- 7) Although the students did do well in general in their demonstration of understanding the sources of human behavior and socialization, there was one common area of difficulty for all students regardless of modality and that was in an application scenario. The complexity of analyzing the sources of behavior will require some modification of our instrument going forward.
- 8) **Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two):** *(critical: serves as evidence)*
- 9) Looking ahead to the next year, evaluation of our instrument is ongoing, bringing together our faculty to ensure that a consensus of what is being measured is in

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place. Our second change will be to make sure that the purposes and goals of the enterprise are better defined when information is given both to instructors and students to enhance the uniformity of the experience for all involved, especially our off-campus instructors. Also, given the poor performance on item # 7 for two rounds of assessment, this question evaluated and will be rewritten for the next cycle.

ANTH 1510:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course)*

- 1) Students were better able to answer critical thinking questions that were directly from examples in the lectures or were closely related to them.
- 2) Students were better able to answer critical thinking questions that were directly from examples in the supplemental videos or were closely related to them.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course)*

- 1) Students struggled with critical thinking questions that were not drawn directly from the examples in the lectures or supplemental videos or at least very similar to those examples.
- 2) Students struggled with applying critical thinking skills to examples that reflected material in the assigned readings.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence)*

- 1) My plan last year was to develop new course slides that would better incorporate the application of critical thinking skills, but those plans were derailed by a combination of hurricane recovery efforts, an unexpected move, and a hard drive crash. Barring further unforeseen circumstances, this plan will be enacted prior to the commencement of AY 2022-2023.
- 2) Engaging students with assigned readings has always been a challenge. Greater discussion of critical thinking as it relates to the content of the readings and how those in turn relate to the lecture topics should increase this engagement.

Return to the face-to-face classroom environment after being online during the earlier stages of the pandemic no doubt placed greater stresses on the students, as they seemed to be more easily distracted and less engaged overall. As face-to-face classes become the norm once again, this tendency will hopefully disappear, or at least

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diminish.

ANTH 2020:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course)*

- Students are able to discuss and analyze cultural concepts
- Students completed research paper and presentation as well as examination in anthropology in which they demonstrated critical thinking skills related to political, economic, and other cultural systems in today's global environment

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course)*

- One student did not attempt the examination
- Although assessment was not based on the final paper (which was just turned in 4/24, the day this survey was completed), some students needed a little extra help identifying a book-length ethnographic text to review (as opposed to other social science texts or general interest/journalistic books on social topics)

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence)*

- The suggested ethnography list will be updated to reflect student interests and help them identify books.
- Nothing else seems needed.

ECON 2000:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course):* *Students rarely enter an Economics class having a keen sense of economics or how the economy works. Most enter the course thinking that they are going to learn how to manage their money better. This is a common misconception as Economics is not the study of money, but the study of choices. Many of the economic concepts introduced when they take the first exam are therefore foreign to them and therefore, they are unable to critically analyze in any way. Spring 2022 was no exception from the Fall especially from analyzing their ability to recognize economic concepts on the first exam. However, after having taken the course, students rally at choosing the concepts necessary to critically navigate the economic realm of thinking. As is evidenced by the fact that 89% of students made a 70% or above on the second test while only 13% were able to do this before they took the course. This ability would make them better able to*

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connect with their environment and make better decisions concerning it. For Example, many were able to determine that the CPI is used to determine inflation and that a Fiscal Policy move to get the economy out of a recession could be done by reducing taxes.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course)*

Critical thinking involves being able to objectively analyze and evaluate an issue in order to form a judgement.¹ For Economists, that is being able to recognize economic concepts in order to determine economic problems and ways of solving them. Students entering the course were unable to recognize basic economic concepts necessary to make domestic or global economic policy decisions. I can assure you that the Pandemic made them more aware of what goes on in the economy and how it affects them and others especially while simultaneously taking an econ course, but the concepts themselves that would be used in critical thinking were foreign to them.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence) Putting even more emphasis on concepts in economics. Stressing and compelling them to use those concepts to better understand the economic environment in which they reside. Students are given a chance to turn in economic summaries drawn from economic articles of interest sparked by the information given in the course. This helps them to express themselves better when confronted with economic terminology. Unfortunately, due to COVID-19, they may have a better handle on some terms and events that they may not have been aware of in the past. So, we will use the Pandemic as a means of enabling them to better understand how the economy and the world is a much smaller place and highlight the intricacies that are its economic makeup.*

GEOG 1010:

What did students do well in - areas of strength (list at least two): Assessed in the Fall semester, Students seemed relatively well prepared, as measured by the pretest/posttest methodology. Online students did better on both the pretest and the posttest than did the face to face students, but the success rates were not so markedly different as to raise concern. Students exhibited the ability to think critically as well as a strong understanding of spatial relationships, particularly as exhibited through the posttest results.

Where did students struggle - areas of concern (list at least two): Despite comparable data between the online and face to face environments, there is no doubt that students in the online environment performed better than did students in

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the face to face environment. This was particularly true in the critical thinking measure (1.1). In addition, there was a sense that students in the face to face modality struggled overall to connect with the material. This may well be a result of issues with the pandemic and the apparent lack of enthusiasm with the face to face environment.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): It was to be hoped that a return to a rigorous, face to face environment, rather than a flex or hybrid model, would improve the engagement, and thus the results, for face to face students. That does not seem to have been the case. There will also be an examination of the methodology of assessment, perhaps in an effort to get a broader consensus in all core classes as to the method of assessment, which should prove beneficial to all students.

GEOG 1020:

What did students do well in - areas of strength (list at least two): Assessed in the Spring semester, students seemed relatively well prepared in terms of critical thinking skills (Measure 1.1) and understanding the importance of spatial relationships (Measure 1.2). Students in the online sections did somewhat better on the assessments, but over all the students seemed to understand the importance of these topics as evidenced by both pretest and posttest results.

Where did students struggle - areas of concern (list at least two): Students in the face to face environment struggled a bit more than those in the online modality. Students seemed to struggle the most with critical thinking skills.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): Returning to a more traditional model of teaching in the face to face environment should bring about a better result for these students. In addition, there will be greater emphasis placed on critical thinking skills, with possibly the introduction of an exercise to illustrate this concept more fully.

PSCI 2010:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course). Students performed very well demonstrating critical thinking skills on complex policies and understand broad historical eras such as the Cold War.*

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course). Some details and concepts are still a bit confusing to students. Historical chronology can be challenging.*

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Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): *(critical: serves as evidence) For online (all sections were online from 2020 through spring 2022), audio recordings of lectures seem to be effective, so I will update and expand on this. I am also considering more practice quizzes or other exercises.*