Assessment Cycle 2022-2023 University Core Competency Assessment

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:

(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.

Number of Assessments. In AY 2021-2022 there were 10,496 assessments given, whereas in AY 2022-2023 the number of total assessments dropped by 19% to 8,501. The reason for the drop is likely related to the overall enrollment issues the university has experienced since COVID as well as a change in assessment methodology in one course (SOC 1010) from a pretest/posttest methodology to a question bank one-time assessment. It is expected that the number of assessments will begin to increase once enrollment has stabilized.

Dual Enrollment. In the AY 2022-2023, six courses reported dual enrollment students totaling 424 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	30	0
PSYC 1010	0	168
ECON 2000	16	15
GEOG 1010	153	0
PSCI 2010	0	32
ANTH 1510	10	0
Total	209	215

Modalities: Courses in the Behavioral Science/Social Science Core in AY 2022-2023 were taught using two modalities: online (Moodle) and face to face.

Assessment Methodology: Students in the Behavioral Science/Social Science Core in AY 2022-2023 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.

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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 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 <u>Methodology</u> and a <u>Target</u>. 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.

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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.

Behavioral/Social Science Assessment Finding:
- Fall Semester
- Number of Assessments: **4,668**
- Met or Exceeded target: **3,576** (77%)
- Conclusion: **Overall Target MET**

- Spring Semester
- Number of Assessments: **3,833**
- Met or Exceeded target: **3,106** (81%)
- Conclusion: **Overall Target MET**

- Total For AY 2022-2023
- Number of Assessments: **8,501**
- Met or Exceeded target: **6,682** (79%)
- 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	74%	Fall/Spring	1896
PSYCH 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	85%	Spring	1528
PSYCH 2050	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	67%	Fall	768
SOC 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	88%	Fall/Spring	876
Social Science:					
ANTH 1510	Question Bank	1/ 1.1, 1,2	54%	Fall	302
ANTH 2020	Question Bank	1/ 1.1, 1,2	100%	Spring	38
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	61%	Fall/Spring	1312
GEOG 1010	Pretest/Post-test	1/ 1.1, 1.2	95%	Fall	1170
GEOG 1020	Pretest/Post-test	1/ 1.1, 1.2	97%	Spring	206
PSCI 2010	Question Bank	1/ 1.1, 1.2	92%	Fall/Spring	405

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Summary: AY 2022-202 Behavioral/Social Sciences Assessment Results. While results varied widely depending upon the course (from 54% to 100%), in terms of the results of all student assessments combined, **79%** met the **Competency Target Score** of 70% or higher. It should be noted that these results include <u>all</u> assessments given, including pretest and posttest assessments, which are designed to assess how students understood the material prior to exposure to the content and after exposure to the content, as measured by the assessment tools. This result is higher than the result from the AY2021-2022, which was 75%, and the difference can be viewed as significant and indicates that student performance on the assessment program is improving. 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

<u>SLO 1.</u> **Number of assessments: 5,967**. Students will develop the skills to think critically, analyze, and discuss geographical, political, economic, and cultural variances in today's global environment.

<u>Measure 1.1.</u> **Number of Assessments: 2,979**.

Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	74%	Fall/Spring
PSYCH 1010	Question Bank	73%	Spring
PSYCH 2050	Question Bank	61%	Fall
SOC 1010	Question Bank	98%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	58%	Fall
ANTH 2020	Question Bank	100%	Spring
ECON 2000	Pretest/Post-test	61%	Fall/Spring
GEOG 1010	Pretest/Post-test	95%	Fall
GEOG 1020	Pretest/Post-test	99%	Spring
PSCI 2010	Question Bank	89%	Fall/Spring

Finding: <u>Target Met</u>. Overall, 77% of students, or 2,303 out of 2,979, scored 70% or higher.

Analysis. Five courses – 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. Students in EPSY 2020 and PSYCH 1010 were above the target at 74% and 73 % respectively. The students in PSYCH 2050 and ECON 2000 approached the target of 70%. Students in ANTH 1510 and ECON 200 fell just below the target at 67%. Students in ANTH 1510 fell well below the target at 58%. As we will see with other Measures, there is a wide

range of results, from 58% to 100%. 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 2022-2023 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.

Measure 1.2. **Number of Assessments 2,988.**

Measure 1.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	74%	Fall/Spring
PSYCH 1010	Question Bank	84%	Spring
PSYCH 2050	Question Bank	61%	Fall
SOC 1010	Question Bank	95%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	50%	Fall
ANTH 2020	Question Bank	100%	Spring
ECON 2000	Pretest/Post-test	61%	Fall/Spring
GEOG 1010	Pretest/Post-test	96%	Fall
GEOG 1020	Pretest/Post-test	96%	Spring
PSCI 2010	Question Bank	95%	Fall/Spring

Finding: Target Met. Overall, 79% of students, or 2,347 out of 2,988, 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 exceeded the Target at 74%. Students in ANTH 1510 and ECON 2000 fell

below the Target at 61%. Students in PSYCH 2050 also fell below the target at 61%. As with Measure 1.1, there is a wide range of results, from 50% 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 2021-2022, the target was met, at an overall percentage of 75%; in this AY, the target was again met but by a larger margin indicating a measure of improvement in this measure, and thus of this SLO.

Decision or action to drive future improvement. Based on the analysis of the AY 2022-2023 data, we will make the following changes: 1) We will meet again with course stewards to discuss how and if this measure is consistent 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 (77%) and Measure 1.2 (79%). The very slightly lower results for Measure 1.1 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. Overall, in terms of SLO 1, the target was met by 78% of the students 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: 2,534. SLO 2 applies to the Behavioral Science Core courses only. 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 1,267.

Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	74%	Fall/Spring
PSYCH 1010	Question Bank	90%	Spring
PSYCH 2050	Question Bank	73%	Fall
SOC 1010	Question Bank	64%	Fall/Spring

Finding: Target Met. Overall, 77% of students, or 976 out of 1,267, scored

70% or higher.

Analysis. SLO 2 applies to the Behavioral Science courses only. For Measure 2.1, three courses, met or exceeded the Target: EPSY 2020 (74%), PSYCH 1010 (90%), and PSYCH 2050 (73%). This is a distinct improvement over AY 2021-2022, in which no course exceeded the target. SOC 1010 approached the target at 64%, suggesting that this Measure has seen distinct year over year improvement. As with both Measures in SLO 1, there is a wide range of results, from 64% to 90%. In previous assessment cycles there was some indication that the measurement tool in the various classes may have had issues, including deployment and degree of importance within the class. Drastic improvement in this measure suggests that this issue has been met and dealt with in a positive manner.

Decision or action to drive future improvement. Based on the analysis of the AY 2022-2023 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 review their assessment instruments to ensure continued alignment with the goal of Measure 2.1; 3) Course stewards will meet to discuss this result and further possibilities for improvement.

Measure 2.2. Number of assessments 1,267.

Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	74%	Fall/Spring
PSYCH 1010	Question Bank	92%	Spring
PSYCH 2050	Question Bank	74%	Fall
SOC 1010	Question Bank	96%	Fall/Spring

Finding: Target Met. Overall, 83% of students, or 1,056 out of 1,267, scored 70% or higher.

Analysis. SLO 2 applied to the Behavioral Science courses only. For Measure 2.2, the students in all of the four courses met or exceeded the Target of 70%. The assessment results for this Measure range from 74% for PSYCH 2050 and PSYCH 2020 to 96% for SOC 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, 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 review 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 (77%) and for Measure 2.2 (83%). Overall, for SLO 2 80% of the students assessed exceeded the target. The slightly 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**

AY 2022-2023 Behavioral and Social Science Assessment Results
- **Number of Assessments:** 8,501
- **Met or Exceeded target:** 6,682 (79%)
- **Conclusion:** Overall Target **MET**
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Analysis: Though there are some issues in terms of comparisons between the five 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 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 improvement in the success rate from AY 2021-2022 and AY 2022-2023.

A major change was that in no cases was the assessment offered as an extra credit type of assignment, which suggests that most students in all sections engaged with the assessment instruments. 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.

In hindsight, it may well be that the lack of improvement in the assessment of this core competency in AY 2021-2023 may be attributable to the COVID pandemic and the societal and university response to the pandemic. The improvement shown in the AY 2022-2023 suggests that the COVID period was an aberration for both students and, likely, faculty, and that the SLO assessment outcomes are now on a positive trajectory. This bodes well going forward in the assessment regime as the university continues to move beyond COVID.

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 was improvement in AY 2022-2023. There is still a need to show ongoing 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.

<u>Overall:</u>

1) It is now time, after five assessment cycles, to raise the standard of success from a target of 70% to a target of 75%. Raising the target at this time will drive the assessment of the core competency into more meaningful territory.

2) 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.

3) Ensuring that the appropriate Measures are assessed and reported in all courses.

4) More detailed reporting on Dual Enrollment students in terms of numbers and performance on measures.

5) 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.

6) Increasing student participation rates, by continually 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 in ensuring continued 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 AY2022-2023 results and proposed changes to be implemented in their courses in the AY 2023-2024 assessment cycle:

EPSY 2020:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course) Students* demonstrated understanding of physical development and health; students demonstrated understanding of cognitive development.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course) Social* development as related to culture; emotional development as related to culture.

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) Instructors* will introduce explicit instruction on critical thinking principles and techniques. Instructors will add opportunities to put critical thinking principles and techniques into practice in developing understanding of educational psychology domains and their effects on learning. These courses were delivered during the COVID-19 pandemic and response rates were low. Efforts to increase response rates will be introduced during the next academic year.

PSYCH 1010:

What did student do well in - areas of strength (list at least two): *(focus on competency – not course)* Students demonstrated a knowledge of the traditional theories about the causes of human behavior and showed an understanding of how human social behavior effects development.

***W*here did students struggle - areas of concern (list at least two):** *(focus on competency – not course)* There were some very slight weaknesses in their ability to differentiate between similar concepts and in differentiating between similar theories of behavior.

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. The assessment has been changed from an extra credit assignment given at the end of the semester to a mandatory extra credit assignment. However, many students have decided they don't need those assignment points. The course steward will look at ways to increase incentives to motivate the students' best efforts on assessment.

2. Furthermore, the completion rate for face-to-face students is much lower than their online counterparts. Specifically for the 2022-2023 assessment cycle, only 58.6% (68 out of 116) of face-to-face students completed the assignment while 75.3% (314 of the 417) of the online students completed the assignment. The course steward will consider ways to improve the completion rates for face-to-face students.

PSYCH 2050:

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

Target was met, with 70.75% of students getting the answers in this section correct. Students showed 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)*

Students showed deficits in understanding the role of culture and in the effects of social interactions on personality development.

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 2050 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. The students did meet the 70% target goal. We will continue to work on increasing incentives.

2. *Will again share results with course steward for PSYC 2050 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 the role of culture and in the effects of social interactions on personality development.*

Note: There has been an ongoing transition this semester to (yet another) new assessment coordinator. During this transition, the decision was made to change the assessment to separate assessments for PSYC 2050 in the Fall and PSYC 1010 in the Spring to better reflect specific course content. This will allow us to measure student learning outcome more accurately.

SOC 1010:

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

The students continue to do 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.

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

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. The changes will be in place for the next assessment cycle.

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)*

Looking ahead to the next year, revision of our instrument is underway, with changes to both our target and several of the scenarios to address weakness in measurement of SLO 2.1 specifically. We continue to improve in our communication of the purposes and goals of the enterprise to better define these 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

three rounds of assessment now, this question will be replaced for the upcoming cycle.

ANTH 1510:

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

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

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. *Students did well differentiating biological and cultural concerts of Race. They were all able to discuss the impact of colonialism worldwide and the arbitrary definition of race in in order to create dominate subordinate groups.*

2. *A few of these students struggle a bit with Racism and colorism perspectives on class and the other problem is related to population genetics, genetic drift versus normal distribution of genes.*

3. *The next time this class is offered I will spend more time on genetics so they Have a better understanding of biological differences. I think they understand the fallacy of Cultural Racism, but need a better understanding of the origin of biological (phenotypical) characteristics.*

ANTH 2020:

My comments are the same for both measures.

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

Students understood essential principles of sociocultural anthropology.

Students were able to apply anthropological concepts to their own and others' societies.

Students understood the developments of belief about race in the U.S. and globally as a cultural rather than biological phenomenon.

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

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Students did not really struggle with anything on the test consistently. This is a group of students being assessed individually so I think generalizations about them are to some extent not possible without undertaking quantitative analysis of their specific answer patterns.

Some students didn't answer the extra credit options which invited a written answer to their choice number of prompts about the features of human language, art and culture, and the subfields of anthropology. But maybe those students didn't need the extra credit or didn't have time.

In other parts of the course, one student plagiarized her paper. That raises concerns for me that that student did not learn much about ethnographic methods, which are taught in part through reading and critically reviewing an ethnographic text.

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)*

I am at 100% so I don't think there is much to improve. It's a small class that tends to self-select students who have an interest in the material. The students get lots of resources, both my own audio and text lectures and video resources. They get lots of help and discussion opportunities even though it's an online class. The only students who fail typically have stopped doing any work or have committed academic dishonesty.

ECON 2000:

Before the course only 31.7% of online students made a 70% or above on the test. After the course, 96% of students made a 70% or better. The online students seemed to do considerably better on the Before test and slightly better on the After test for face-to-face students.

What did student do well in - areas of strength (list at least two): *(focus on competency – not course) With marginal success, students were able to analyze or think critically when asked to apply economic concepts when entering the class. However, their lack of knowledge of major concepts placed them at a disadvantage. Some had never heard of the terminology and could not successfully answer questions analytically or otherwise on any level as is evidenced by only 31.7% making a score of 70% or better on the exam. Face to Face students saw only 14% success in doing so. The online students did better than the Face-to-Face classes on the before and the after tests. This was supported by the fact that after the course, 96% of students were better equipped and were able to show that they could now successfully recognize and use economic concepts to analyze and navigate successfully in their environment. The Face-to-Face classes achieved a 91% success rate. All students experienced strengths after the course in recognition of concepts and Use of those concepts to think critically*

and answer questions that involved the application of said concepts. They used Supply and Demand and Fiscal Policy Applications much more successfully than before.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course) Students struggled with basic economic term recognition such as scarcity, economics, opportunity costs, comparative advantage, supply and demand, fiscal policy, unemployment, and inflation. These are the building blocks of economic thought. Even after the course, although they were better as I explained above, they still struggled with having a clear understanding of some major concepts that would have aided them in answering questions concerning Fiscal Policy and how this aided us even during the pandemic (stimulus package funding by way of reduced taxes and government spending). This concept recognition was still lacking and thereby they were unable to apply the concepts when explaining how they contributed to and helped to build the economic system in the time of a pandemic or otherwise.*

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) It is our belief that helping students to see how their economic system works by showing them how it relates to them on a <u>personal basis</u>, especially by using examples of how the pandemic multiplied the economic problems that our economy faces, and how the government was forced to determine ways of solving them, is our first plan of attack. Beyond that, we show them the global effects of such a pandemic and the government's efforts there, as well. This, we feel, will help them to appreciate and learn at the same time. Our strategy will basically be the same with a distinct exception. We will use comparisons more, of data from previous months in the pandemic before the pandemic and after the pandemic which I believe will help to improve the students' competency when it comes to specific economic problems and how those problems can be solved. Also, I believe they will develop an appreciation for the fact that they are not always solved in the same way and many of the tactics used by the government are not all together effective, but they will develop an appreciation of how and why government policies are used.*

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 the face-to-face environment, but the gap is narrowing. This was particularly true in

the critical thinking measure (1.1). Student struggles in the face-to-face environment may well be a result of continuing issues with the pandemic and the apparent lack of enthusiasm in 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 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). There were no face-to-face sections offered in the spring, so all students were in the online environment.

Where did students struggle - areas of concern (list at least two): There do not seem to be any struggles with the two measures for SLO 1 in the online environment. Students were engaged and ready for the assessments, both pre and posttests.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): In the online environment there may be a greater emphasis on a writing exercise to assess SLO 1. 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 in writing exercises demonstrating critical thinking skills on complex policies and understand broad historical eras such as the Cold War. Translating the material to exam performance proved more challenging.*

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. They did poorly on this exam that was administered in the classroom on paper. Their other exams were out of class and online. This should be considered an anomaly. The lesson is for consistency.*

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) I will try to better incentivize class attendance but in a way that improves their coverage of the material, such as through in class assignments. I plan to introduce these over the next four semesters.*