

## Assessment Cycle 2023-2024

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

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**Approved by: Dr. Greg Handel**

**Date: 11 July 2024**

**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.

**Assessment Target Score** In all previous assessment cycles, the target for success was 70% of students assessed scoring 70% or better on the assessment tool. Though this construct is elegant (70% at 70% or above) it was decided that in AY 2023-2024, and in future cycles, the target for success would be 70% of students assessed scoring 75% or better on the assessment tool. After five cycles it was deemed that it was time to set a more stringent standard for the students being assessed and to better gauge the success of the Social/Behavioral Sciences Core Curriculum at achieving the stated objectives, based on SLO's 1 and 2.

**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. In AY 2023-2024 the number of assessments given rose to 8,668, a 2% increase over the previous year. The reason for the drop in AY 2022-2023 was likely related to the overall enrollment issues the university experienced during COVID. The small but important increase in assessments in AY 2023-2024 suggests that the enrollment issues found in the previous years have stabilized somewhat, as was predicted last year.

**Dual Enrollment** In the AY 2023-2024, seven courses reported dual enrollment students totaling 427 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
EPSYC 2020	26	32
PSYC 2050	20	0
PSYC 1010	0	184
ECON 2000	2	5
GEOG 1010	131	0
PSCI 2010	4	3
ANTH 1510	<u>20</u>	<u>0</u>
Total	203	224

**Modalities:** Courses in the Behavioral Science/Social Science Core in AY 2023-2024 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

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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 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.

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**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.

### **Behavioral/Social Science Assessment Finding:**

- Fall Semester
- Number of Assessments: **4,769**
- Met or Exceeded target: **3,785 (79%)**
- Conclusion: **Overall Target MET**
  
- Spring Semester
- Number of Assessments: **3,899**
- Met or Exceeded target: **3,218 (83%)**
- Conclusion: **Overall Target MET**
  
- Total For AY 2023-2024
- Number of Assessments: **8,668**
- Met or Exceeded target: **7,003 (81%)**
- Conclusion: **Overall Target MET**

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Course Name	Methodology	SLO/Measure	Target %	Term	# of Assessments
<b>Behavioral Science:</b>					
EPSY 2020	Pretest/Post-test	1 and 2/ 1.1, 1.2, 2.1, 2.2	78%	Fall/Spring	1716
PSYCH 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	91%	Spring	1408
PSYCH 2050	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	73%	Fall	784
SOC 1010	Pretest/Post-test	1 and 2/ 1.1, 1.2, 2.1, 2.2	81%	Fall/Spring	1732
<b>Social Science:</b>					
ANTH 1510	Question Bank	1/ 1.1, 1,2	56%	Fall	268
ANTH 2020	Question Bank	1/ 1.1, 1,2	100%	Spring	18
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	60%	Fall/Spring	948
GEOG 1010	Pretest/Post-test	1/ 1.1, 1.2	94%	Fall	1302
GEOG 1020	Pretest/Post-test	1/ 1.1, 1.2	97%	Spring	195
PSCI 2010	Question Bank	1/ 1.1, 1.2	92%	Fall/Spring	297

**Summary: AY 2023-2024 Behavioral/Social Sciences Assessment Results.** While results varied widely depending upon the course (from 56% to 100%), in terms of the results of all student assessments combined, **81%** met the **Competency Target Score** of 75% 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 exposure to the content, as measured by the assessment tools. This result is higher than the result from the AY2022-2023, which was 79%, and the difference can be viewed as significant since the target has changed from 70% on the assessment tool to 75% on the assessment tool 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.**

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### Assessment by Individual Measures

**SLO 1. Number of assessments: 5,848.** 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: 2,915.**

### Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	78%	Fall/Spring
PSYCH 1010	Question Bank	77%	Spring
PSYCH 2050	Question Bank	74%	Fall
SOC 1010	Pretest/Post-test	87%	Fall/Spring
<b>Social Science:</b>			
ANTH 1510	Question Bank	63%	Fall
ANTH 2020	Question Bank	100%	Spring
ECON 2000	Pretest/Post-test	60%	Fall/Spring
GEOG 1010	Pretest/Post-test	92%	Fall
GEOG 1020	Pretest/Post-test	98%	Spring
PSCI 2010	Question Bank	91%	Fall/Spring

**Finding:** Target Met. Overall, 80% of students, or 2,332 out of 2,915 assessments, scored 75% 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 78% and 77% respectively. The students in PSYCH 2050 met the target at 74%, scoring 75% or better on the measure, while students in ECON 2000 were below the target at 60%. Students in ANTH 1510 fell below the target at 63% as well. As we will see with other Measures, there is a wide range of results, from 60% 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, they show marked improvement in the posttest assessment, having been

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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 2022-2023 results, the percentage that met the target of 70% last year was 77% while in this cycle, with a higher standard, of 75% on the measure, there was an 80% success rate on this measure.

**Decision or action to drive future improvement.** Based on the analysis of the AY 2023-2024 data, we will make the following changes: 1) We will 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 2,933.**

#### **Measure 1.2 Behavioral/Social Science Assessment Results**

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	78%	Fall/Spring
PSYCH 1010	Question Bank	96%	Spring
PSYCH 2050	Question Bank	67%	Fall
SOC 1010	Pretest/Post-test	85%	Fall/Spring
<b>Social Science:</b>			
ANTH 1510	Question Bank	50%	Fall
ANTH 2020	Question Bank	100%	Spring
ECON 2000	Pretest/Post-test	60%	Fall/Spring
GEOG 1010	Pretest/Post-test	95%	Fall
GEOG 1020	Pretest/Post-test	91%	Spring
PSCI 2010	Question Bank	92%	Fall/Spring

**Finding: Target Met.** Overall, 81% of students, or 2,378 out of 2,933 assessments, scored 75% or higher.

**Analysis.** Five courses - SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target substantially, indicating that the

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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 78%. Students in ANTH 1510 and ECON 2000 fell below the Target at 50% and 61%, respectively. Students in PSYCH 2050 also fell below the target at 67%. As with Measure 1.1, there is a wide range of results, from 50% to 100%. The overall data, however, suggests that students are conversant with the core concepts of the disciplines represented, in terms of the social relationships as discussed in both behavioral and social sciences. In AY 2022-2023, the target of 70% was met, at an overall percentage of 79%; in this AY, the higher target of 75% on the assessment was again met and 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 2023-2024 data, we will make the following changes: 1) We will meet 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 the Measure should achieve an increase in student performance.

**SLO 1: Results Summary.** The Target was met for both Measures 1.1 (80%) and Measure 1.2 (81%). 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 81% 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: 2,820.** 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: 1,410

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### Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	78%	Fall/Spring
PSYCH 1010	Question Bank	97%	Spring
PSYCH 2050	Question Bank	75%	Fall
SOC 1010	Pretest/Post-Test	62%	Fall/Spring

**Finding: Target Met.** Overall, 77% of students, or 1,090 out of 1,410, scored 75% or higher.

**Analysis.** SLO 2 applies to the Behavioral Science courses only. For Measure 2.1, three courses met or exceeded the Target score on the measure: EPSY 2020 (78%), PSYCH 1010 (97%), and PSYCH 2050 (75%). This is on par with AY 2022-2023, in which these courses exceeded the target. SOC 1010 approached the target at 62%, though this particular Measure did not show improvement from the previous year. As with both Measures in SLO 1, there is a wide range of results, from 62% to 97%. 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. Stability 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 2023-2024 data, we will make the following changes: 1) We will 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 ensure continued alignment with the goal of Measure 2.1; 3) Course stewards will meet to discuss this result and further possibilities for improvement.

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**Measure 2.2.** Number of assessments 1,410.

### Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	78%	Fall/Spring
PSYCH 1010	Question Bank	94%	Spring
PSYCH 2050	Question Bank	74%	Fall
SOC 1010	Pretest/Post-Test	91%	Fall/Spring

**Finding: Target Met.** Overall, 85% of students, or 1,203 out of 1,410, scored 75% or higher.

**Analysis.** SLO 2 applied to the Behavioral Science courses only. For Measure 2.2, the students in all four courses met or exceeded the Target of 70% of students assessed scoring 75% or better on the assessment. The assessment results for this Measure range from 74% for PSYCH 2050 and 94% 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 Measure that was 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 met for Measure 2.1 (77%) and for Measure 2.2 (85%). Overall, for SLO 2, 81% 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.

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### **Analysis of AC 2018-19, AY 2019-2020, AY 2020-2021, AY 2021-2022, and AY 2023-2024 University Core Competency Assessment Results.**

#### **AY 2018-2019 Behavioral and Social Science Assessment Results:**

**Number of assessments:** 1,514  
**Met or Exceeded Target:** 1,047 (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**

#### **AY 2023-2024 Behavioral and Social Science Assessment Results**

- **Number of Assessments:** 8,668
- **Met or Exceeded target:** 7,003 (81%)
- **Conclusion:** Overall Target **MET**

**Analysis:** Though there are some issues in terms of comparisons between the six academic cycles, particularly as the SLO's and the Measures have evolved over time and the more rigorous target score applied in AY 2023-2024, 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. Even with the increase in the Target to 75% on the assessment measures, the students performed well on the assessments, indicating that the Learning Outcomes identified by the University are presently being met in this section of the Core Curriculum. This suggests that, despite enrollment issues, the quality of students admitted to the University and undertaking the Social/Behavioral Core Curriculum classes are well prepared. Though there are variations in terms of online versus face-to-face students, and issues regarding 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

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right track in terms of assessing student performance. This is shown by the improvement in the stability in the success rate from AY 2022-2023 and AY 2023-2024, even with the setting of a more stringent standard of success.

A continuing aspect of the assessment strategy is 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.

It may well be that the stability in the assessment of this core competency in AY 2023-2024 suggests that the COVID period was an aberration for both students and, in all likelihood, faculty, and that the SLO assessment outcomes are now on a stable trajectory.

**Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results.** The following reflects the more significant changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

- 1) A key change to the assessment process was raising the standard of success from a target of 70% to a target of 75%. Raising the target drove 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) More detailed reporting on the two modalities utilized in the Social/Behavioral Sciences Core Competency, Face-to-Face and Online, will likely prove useful in the efforts to standardize the delivery of core content.
- 6) 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.
- 7) 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.

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Though there was relative stability between AY 2022-2023 and AY 2023-2024, 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.

### 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 AY2023-2024 results and proposed changes to be implemented in their courses in the AY 2024-2025 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 educational psychology theorists and theories of behaviorism, cognitivism, constructivism, and experientialism; students demonstrated understanding of physical development.

**Where did students struggle - areas of concern (list at least two):** (*focus on competency – not course*) Demonstrating understanding of how cultural perspective effects educational development; Demonstrating understanding of social/emotional development and effects on educational 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*) Instructors will introduce explicit instruction on critical thinking principles and techniques. Instructors will add opportunities to put critical thinking principles and techniques into practice.

#### ***PSYCH 1010:***

**What did students do well in - areas of strength (list at least two):** (*focus on competency – not course*) Target was met, with 231 out of 297 students, or 77.78% who completed the assessment answered correctly. Students showed strengths in critical thinking and their reading comprehension of the questions.

**Where did students struggled – areas of concern (list at least two):** (*focus on competency – not course*) As with the previous assessment period, they did slightly worse on the assessment section requiring analysis and scientific reasoning. For this measure, 243/297 (81.8%) were correct on analysis and scientific reason, whereas with the question regarding definition 278/297 (93.6) answered correctly. An item analysis of SLO 1, Measure 1.1 completed during the 2022-2023 assessment cycle revealed a substantial difference between the items for this measure. Specifically, a question regarding listing steps of the scientific method yielded 81.8% of students answering

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correctly. Whereas an application of definition question yielded an average of 93.6% of students answering correctly. While the difference in the percentage of students answering correctly was observed, it should be noted the target was still met.

**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. There continues to be concern about the number of students who do not complete this assessment. The percentage of students completing the assessment in Spring 2024 (297/381 enrolled), or 77.9% was about the same as those who completed it in Spring 2023 (75.3%). Discussion with the course steward revealed that they continue to have several 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. We will continue to work on increasing incentives.
2. For the next assessment cycle (2024-2025), the undergraduate coordinator and the PSYC 1010 course steward have agreed to assess students at the  $\frac{3}{4}$  mark of the semester. Specifically, students will need to complete the assessment earlier. For full-term, 16-week courses, the SLO assessment will be due on week 12 of the semester. For 8-week sections, the SLO will be due in week 6 of the course.

### **PSYCH 2050:**

**What did student do well in - areas of strength (list at least two):** (focus on competency – not course) Target was met, with 84.73% of students getting the answers in this section correct. Students showed great strengths in critical thinking and their understanding of today's global environment.

**Where did students struggle - areas of concern (list at least two):** (focus on competency – not course) Even though students exceedingly met the target, there is still concern that they only did this well because they had an incentive to earn bonus points for each question correct. Another possible struggle is that competency could be inaccurately measured due to the possibility of students using course materials to answer the questions due to the online modality.

**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 students exceedingly surpassed the designated target so we will continue to monitor the competency of the students to meet this measure.
2. Will share results with course steward for PSYC 2050 and suggest the possibility of adjusting one or more of the numerous course assignments to specifically align with the understanding of focusing on the role of culture, economics, or

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geographical variances and the effects of critical thinking skills in today's global environment.

### **SOC 1010:**

Overall, our students continue to do well, and even with our raised target of 75%, both the face-to-face sections as well as the online sections met those targets for SLO 1&2 in the fall, and the face-to-face sections did so again in the spring. A puzzling finding is that the online sections failed to reach their target on SLO 2 in spring, although clear increases in the number of students improving on all 4 measures is present across both semesters and modalities. We will continue to work to improve our instrument using the data that was collected AC 23-24.

**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 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.

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### **ANTH 1510:**

**What did student do well in - areas of strength (list at least two):** (focus on competency – not course) They wrote well. Logical and pretty good grammar

Did well on all assignments and readings. Handled the course well.

They understood the nature of cultural systems and processes quite well.

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

They had trouble differentiating cultural ad. s biological Race. Colorism confused them!

In a similar vein, ethnicity and ethnocentrism were a bit confusing. The errors left by colonialism were not always clear.

**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)

Need more classroom discussion. It was very hard to get the students to interact. I will try harder to do that.

Start using computer-based comparative materials instead of text case studies.

### **ANTH 2020:**

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

- Students who attended class regularly tended to be better able to demonstrate an understanding of social relationships, particularly with examples covered in class.

- Students who were more fully engaged with the class and the course materials tended to exhibit greater levels of participation and understanding of social relationships.

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

- As stated in the face-to-face SLO 1.1 assessment, distraction by electronic devices proved to bring about the greatest difficulty for students.

- Students did not do as well when asked to apply their understanding of social relationships from an anthropological perspective if the examples were not directly from the course lectures and class discussions.

## Assessment Cycle 2023-2024

**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)**

- As with the SLO 1.1 assessment, distraction by electronic devices caused the greatest issues. The Louisiana State government has declared that cell phone usage will be banned in public schools. Implementation of that policy in college classrooms would likely be beneficial also. Students who aren't distracted by their cell phones may be more likely to participate in class.

- As stated in the SLO 1.1 assessment, the use of AI by students is a growing phenomenon. I look forward to the development of an NSU AI policy and Moodle workshops to help faculty decide how best to handle AI in the college classroom.

### **ECON 2000:**

**What did student do well in - areas of strength (list at least two): (focus on competency – not course)** Finishing the course has put students in a much more informed position to understand how their choices fit into their local, domestic, and finally, international understanding of economics. Students were also immersed into Macro Economics not only from taking this course but also by way of the coronavirus and the resulting escalation of prices. The nation 's shut down led to an unemployment rate of 14.7% so they got first-hand experience with what it is like to lose a job, lose incomes, experience how shortages of jobs led to empty shelves at the grocery stores as Most families were impacted. They then understood how an unemployment rate of this magnitude affected the economy and contrasted it with that of a healthy economy, being anywhere from 4-6.5%. Socially, the shutdown left families separated and other means of social distancing like none had ever seen before. Additionally, economic policy measures to get the economy started once again have led to inflation numbers that have not been seen in many years. This has also been a socially awakening experience for students as well as others in our society.

**Where did students struggle - areas of concern (list at least two): (focus on competency – not course)** It is amazing how young people today tend to be socially inept even though they have more platforms to be social than ever before. It is no wonder then, that when they entered the course, according to our exam, they were unable to see how they fit into the economy by connecting the necessary dots. I would call it being "Economically unaware". They were unable to recognize the basics of economic theory including how the choices they make relate to their world. I was under the assumption that Covid-19 would be the best teacher that they could ever have concerned how the economy works, socially and otherwise and how they related to the changes occurring in Job availabilities, food shortages, stores opening up and inabilities to find workers due to what is called THE GREAT RESIGNATION, etc., etc. We discussed these things in class, but I can assure you students still needed instruction to connect the dots. That means so far, they still need to be in a social environment to get the greatest impact. I guess we keep our jobs for a while longer!

## Assessment Cycle 2023-2024

**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 believe that we can better make students understand the concepts and relationships thereby by relating them to the current pandemic, recovery and the opening up of the economy based on Covid-19 cases and allowing them to see how individual households were impacted, communities, businesses, the government etc on a large scale with the resulting interest rates, unemployment rates and GDP effects of such a pandemic as well as the inflationary measures used to attempt correction.

Then we can make them aware of their own environment and how they were impacted on a smaller scale to become more aware of their economic environment (the price of a gallon of gasoline, the price of a movie ticket, budgets of movies and why they earn billions of dollars, domestically and internationally. The changes are due to Covid-19. Buying goods and services. It all hinges on the basics of supply and demand.

### **GEOG 1010:**

**What did students do well in - areas of strength (list at least two):** Assessed in the Fall semester, students seemed 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 lack of enthusiasm in the face-to-face environment as suggested by attendance metrics.

**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.

## Assessment Cycle 2023-2024

### **GEOG 1020:**

**What did students do well in - areas of strength (list at least two):** Assessed in the Spring semester, students seemed 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. This could include a more analytical forum in which students critically analyze an issue and make recommendations based on their analysis.

### **PSCI 2010:**

**What did students do well in - areas of strength (list at least two): (focus on competency – not course).** 1. Understanding (on exam and in writing) the basic roles of governing institutions and (2) the importance of historical developments on institutional changes (such as the Depression/New Deal)

**Where did students struggle - areas of concern (list at least two): (focus on competency – not course)** 1. Students could be stronger on the relationships among the institutions under study and (2) they need more lessons on the electoral dynamics to governing.

**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 working on better aligning attendance policy with online delivery of assignments, quizzes, and exams. Some students are missing too many F2F classes but doing very well in the class because they do the online work. I am considering shortening an earlier section of the class to make time to provide lessons on the role of elections in this section of the class.