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

Prepared by: Dean Sinclair, Ph.D.   **Date: 7 July 2025**

Approved by: Dr. Greg Handel   **Date: 8 July 2025**

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.

Assessment Target Score In 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. This is the second Academic Year of the higher bar set for the target score, so there is now the opportunity to assess the level of success as reflected by the higher target.

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 number of assessments given in AY 2024-2025 dropped to 6,701, a decrease of 23%. This is a significant drop in assessments, and is likely linked to the enrollment challenges that have faced the university since the COVID pandemic. Another factor was the significant drop in assessments for SOC 1010, which had issues in the deployment of the measurement instruments leading to a 66% decline in assessments. There also may be a relationship to the Dual Enrollment picture, in which students in years prior to this AY had completed their core classes either at NSU or another university and were thus not part of the assessments at NSU.

Dual Enrollment In AY 2024-2025, seven courses reported dual enrollment students totaling 478 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 Dual Enrollment, the courses reporting students were as follows:

	Fall	Spring
EPSYC 2020	30	0
PSYC 2050	24	0
PSYC 1010	0	176
SOC 1010	46	31
ANTH 1510	42	0
ANTH 2020	0	0

Assessment Cycle 2024-2025

ECON 2000	20	22
GEOG 1010	87	0
GEOG 2020	0	0
PSCI 2010	0	0
Total	249	229

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 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 75% as the target score on the assessment rubric for all Measures. The target is that 75% of students in each course will score a 70% or better on the assessment tool

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.

Behavioral/Social Science Assessment Finding:
- Fall Semester
- Number of Assessments: **3,533**
- Met or Exceeded target: **2,800** (79%)
- Conclusion: **Overall Target MET**

- Spring Semester
- Number of Assessments: **3,168**
- Met or Exceeded target: **2,450** (77%)
- Conclusion: **Overall Target MET**

- Total For AY 2024-2025
- Number of Assessments: **6,701**
- Met or Exceeded target: **5,250** (78%)
- Conclusion: **Overall Target MET**

Assessment Cycle 2024-2025

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	71%	Fall/Spring	1360
PSYCH 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	82%	Spring	1440
PSYCH 2050	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	70%	Fall	508
SOC 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	86%	Fall/Spring	596
Social Science:					
ANTH 1510	Question Bank	1/ 1.1, 1,2	71%	Fall	247
ANTH 2020	Question Bank	1/ 1.1, 1,2	100%	Spring	22
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	61%	Fall/Spring	955
GEOG 1010	Pretest/Post-test	1/ 1.1, 1.2	96%	Fall	1125
GEOG 1020	Pretest/Post-test	1/ 1.1, 1.2	99%	Spring	124
PSCI 2010	Question Bank	1/ 1.1, 1.2	81%	Fall/Spring	324

Summary: AY 2024-2025 Behavioral/Social Sciences Assessment Results. While results varied widely depending upon the course (from 61% to 100%), in terms of the results of all student assessments combined, **78%** 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 subsequent exposure to the content, as measured by the assessment tools. This result is slightly lower than the result from AY 2023-2024, which was 81%, but the difference can be viewed as relatively insignificant in that the number represents only a slight downward shift. If this trend should continue, there will be a need for significant reappraisal of the assessment program for this competency, but at this point that does not seem necessary.

Key Findings In terms of changes from AY 2023-2024 there is a downward trend among three of the component courses for the Behavioral Science side and one of the component courses on the Social Science side. This suggests that there was some slippage in terms of the assessment for Competency 5. EPSY 2020 saw a drop in

percentage meeting the target from 78% to 71%. For PSYCH 1010 the decline was from a success rate in the previous cycle of 91% to 82% in the present cycle. For PSYCH 2050 the decline was only 73% to 70%, but since this represents a continuation of not meeting the target, this is an area of concern. On the Social Science side, there was improvement in AY 2024-2025 from the previous cycle for ANTH 1510, from 56% to 71%, and though the target was still not met in the current cycle the improvement in student performance is dramatic. Equally dramatic, however, on the negative side is the drop in the success rate for PSCI 1010, from 92% in the previous year to 81% this year. This suggests some issue related to this class, which will be addressed. The success rate for ECON 2000 remained consistent, from 60% last AY to 61% in the present assessment cycle. The assessments for the other courses in both Behavioral Science and Social Science are relatively consistent from the previous cycle to the present academic year.

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: 4,749. 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: 2,370**.

Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	71%	Fall/Spring
PSYCH 1010	Question Bank	76%	Spring
PSYCH 2050	Question Bank	62%	Fall
SOC 1010	Question Bank	97%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	78%	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	100%	Spring
PSCI 2010	Question Bank	82%	Fall/Spring

Finding: <u>Target Met</u>. Overall, 78% of students, or 1,866 out of 2,370 assessments, scored 75% or higher.

Analysis. Seven courses – Psych 1010, SOC 1010, ANTH 1510, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target, indicating an ability on the part of the students in those courses to do well in the application of critical thinking skills. Students in ANTH 1510 met the target, with 78% scoring above 70 on the measure, a distinct improvement over the previous year's performance. Students in the two geography courses and the political science core class easily met the target set for this assessment. ECON 2000 did not meet the target, though the reason is due to the nature of the tool used by this class, as a pretest/posttest model. The pretest scores are very low due to the lack of preparation by students, with the posttest assessment capturing significant improvement in this discipline. In terms of comparisons to the AY 2023-2024 results, the percentage that met the target of 75% last year was 80% while in this cycle there was a 78% success rate on this measure. This slight drop is not significant enough to require a reassessment of the tools deployed for this measure. In addition, there continues to be differences between the performance of online and face-to-face students, in that the face-to-face students are performing at a slightly lower rate than the online students. This may be related to the number of online students, which is larger than their face-to-face counterparts.

Decision or action to drive future improvement. Based on the analysis of the AY 2024-2025 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 monitor 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 2,379.**

Measure 1.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	71%	Fall/Spring
PSYCH 1010	Question Bank	81%	Spring
PSYCH 2050	Question Bank	63%	Fall
SOC 1010	Pretest/Post-test	97%	Fall/Spring

Assessment Cycle 2024-2025

Social Science:			
ANTH 1510	Question Bank	65%	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	98%	Spring
PSCI 2010	Question Bank	81%	Fall/Spring

Finding: <u>Target Met</u>. Overall, 78% of students, or 1,867 out of 2,379 assessments, scored 75% or higher.

Analysis. Six courses – PSYCH 1010, SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target, 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 fell just short of the Target at 71%. Students in ANTH 1510 and ECON 2000 fell below the Target at 65% and 61%, respectively. Students in PSYCH 2050 also fell below the target at 63%. As with Measure 1.1, there is a wide range of results, from 63% 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 2023-2024, the target of 75% was met, at an overall percentage of 81%; in this AY, the higher target of 75% was met at a slightly lower rate of 78%, indicating a slight dip in the 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 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) 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 (78%) and Measure 1.2 (78%). 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: 1,952. 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: 976

Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	71%	Fall/Spring
PSYCH 1010	Question Bank	88%	Spring
PSYCH 2050	Question Bank	75%	Fall
SOC 1010	Pretest/Post-Test	52%	Fall/Spring

Finding: Target Met. Overall, 75% of students, or 728 out of 976, scored 75% or higher.

Analysis. SLO 2 applies to the Behavioral Science courses only. For Measure 2.1, two courses met or exceeded the Target score of 75% of those assessed scoring better than 70% on the measure: PSYCH 1010 (88%), and PSYCH 2050 (75%). This is on par with AY 2023-2024, in which both PSYCH 1010 and PSYCH 2050 courses exceeded the target; EPSY 2020 fell below the target, unlike in the previous AY. SOC 1010 fell below the target at 52%, and this particular Measure showed a significant decline from the previous year. As with both Measures in SLO 1, there is a wide range of results, from 52% to 88%. 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. That issue appears to continue, with a significant drop in the number of assessments given, particularly in SOC 1010. This issue will be addressed in the next assessment cycle.

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.

Measure 2.2. Number of assessments 976.

Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Pretest/Post-test	71%	Fall/Spring
PSYCH 1010	Question Bank	84%	Spring
PSYCH 2050	Question Bank	81%	Fall
SOC 1010	Pretest/Post-Test	97%	Fall/Spring

Finding: Target Met. Overall, 81% of students, or 789 out of 976, scored 75% or higher.

Analysis. SLO 2 applied to the Behavioral Science courses only. For Measure 2.2, the students in three of the courses met or exceeded the Target of 75% of students assessed scoring 70% or better on the assessment. The assessment results for this Measure range from 81% for PSYCH 2050 and 97% for SOC 1010. EPSY 2020 approached the target at 71%. 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 by the course instructors.

Decision or action to drive future improvement. Based on the analysis of the AY 2024-2025 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 (75%) and for Measure 2.2 (81%). Overall for SLO 2, 78% 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, 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**

AY 2024-2025 Behavioral and Social Science Assessment Results
- **Number of Assessments:** 6,701
- **Met or Exceeded target:** 5,250 (78%)
- **Conclusion:** Overall Target **MET**

Analysis: Though there are some issues in terms of comparisons between the seven 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 stable 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 right track in terms of assessing student performance. This is shown by the stability in the success rate from AY 2022-2023 and AY 2023-2024, and the consistent showing with AY 2024-2025, 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 the majority of 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.

The use by several courses of the pretest/posttest model is one aspect of the issues for some of the core curriculum, in which students are arriving at the university unprepared for the core class, as shown in a pretest, but leave the class prepared, as indicated by their results on the posttest. This is particularly true for EPSY 2020 and ECON 2000.

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 AY 2025-2026 assessment cycle. Though there was relative stability between AY 2023-2024 and AY 2024-2025, 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.

Overall:

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. It is anticipated that in the future the success rate will be redefined further to 80% success rate for those assessed, though that will not be in AY 2025-2026.

2) Ongoing consideration of the assessment process and clarification in defining the objectives of the Student Learning Outcomes and of the Measures employed, 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 be evaluated further to standardize the delivery of core content.

6) Core Competency Vs. Course Content – Further 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) Now that student participation rates are not an issue, the focus will be on further increases to the success rate. This AY showed stability, though with the understanding that overall there was a slight decline between AY 2023-2024 and AY 2024-2025. Though not significant in terms of the overall picture, this will be addressed to ensure that the decline is reversed in the AY 2025-2026 assessment cycle. All coordinators will be apprised of the results of this current cycle and of the need to redouble efforts to meet the requirements for both SLO's.

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 AY2024-2025 results and proposed changes to be implemented in their courses in the AY 2025-2026 assessment cycle:

EPSY 2020:
What did student do well in - areas of strength (list at least two): *(focus on competency – not course)* Students demonstrated a strong understanding of their own cultural identities, reflecting self-awareness and cultural competency. They also effectively recognized the impact of poverty on child development, showing awareness of socio-economic factors influencing psychological and sociological systems.

Where did students struggle - areas of concern (list at least two): *(focus on competency – not course)* Students faced challenges in understanding social development as it relates to cultural differences, indicating a need for deeper exploration of cultural influences on social behavior. Recognizing the concept of "otherness" was difficult for students, suggesting gaps in their ability to appreciate cultural diversity and perspective-taking. Additionally, students struggled to demonstrate how perspectives are shaped and guided by cultural contexts, highlighting a need for increased focus on cultural relativism and perspective 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)* Instructors will incorporate diverse cultural lenses when teaching social development, ensuring students engage with a variety of cultural perspectives to deepen their understanding. They will embed activities and discussions around emotional development within different cultural

contexts, helping students appreciate how emotional expression and understanding vary across cultures. Furthermore, targeted exercises will be used to enhance students' recognition of "otherness" and perspective-taking, fostering greater cultural awareness and empathy.

PSYCH 1010:

What did students do well in - areas of strength (list at least two): (focus on competency – not course) Target was met, with 256 out of 289 students assessed, or 88.6% who completed the assessment answered correctly. 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 a deficit with the first step of the scientific method as taught by behavioral scientists. It is believed this answer may differ based on the subject discipline.

> Therefore, students who are not trained primarily in behavioral sciences may answer the question differently, thus choose an incorrect answer on this assessment.

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. To address an issue of students not completing the assessment in prior semesters, the assessment was moved to the three-quarters mark of the course. 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. This change resulted in 289 students of the 335 actively enrolled (82.6%) in the course completing the assessment. This result is an increase in the completion rate compared to 77.9% (297/381 enrolled) from the prior year. We will continue to work on increasing incentives to drive the completion rate higher next year.
2. It was observed that students completing an online assessment scored higher than those completing the assessment in the classroom setting. Because the online assessment is not proctored, it is possible that students are utilizing outside resources to aid their responses while face-to-face students are proctored and thus, do not have this resource. To attempt to level the field, it is recommended for the 2025-2026 assessment cycle that all students complete the assessment online with a limited time frame that will discourage the use of outside sources. This will further assist the course steward in calculating SLO results.

PSYCH 2050:

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

Target was not met, with 48 % of students getting the 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)

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 with the final exam. At that point, many students have decided they either don't need those points, it won't help, or they have forgotten some of the information from the beginning of the semester in preparing for their final non-cumulative exam. The students did not meet the 70% target goal. We will continue to work on increasing incentives.

2. The course steward for PSYC 2050 has suggested adjusting the current graded assignment given for this assessment and using the two large project assignments to fit this measure. The two course project assignments specifically align with these skills and knowledge bases—particularly focusing on the role of culture and the effects of social interactions on personality development. The combined scores from the Death and Dying project and the Design Your Life project will be used for next assessment period of Psychology 2050.

SOC 1010:

For AY 24-25 the most exciting development is the capture of dual enrollment data, something we have struggled with in the past. 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 again the spring. The revisions to question 7 in the post-test have been demonstrated to have improved the overall number of students who are successful, although we will be tweaking it again prior to the fall rollout. We are also planning a new format for the questions to ensure the data issues which plagued us this spring do not recur. We have again seen clear increases in the number of students improving on all 4 measures across both semesters and modalities. We will continue to work to improve our instrument using those data that were collected AY 24-25.

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. The format of the instrument is under revision to address the significant delays in analysis due to data collection errors. We are also going to an instructor provided data collection and submission for their classes in the fall as opposed to our current model where I pull all the data and do the analysis.

ANTH 1510:

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

- The students who scored the highest on their understanding of social relationships in cultural systems were the ones who engaged most actively with the course materials. This is especially to be expected with students who have little previous knowledge of the subject, which tends to be true for anthropology.

- Assignment 2 in particular deals with social relationships in cultural systems. Once again, the students who more actively engaged with the course materials demonstrated a better understanding.

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

- The biggest struggles always come with the students who are not actively engaging with the course materials. These students have the greatest difficulty in grasping social concepts in cultural systems.

- A related aspect of this challenge is that students will try to take shortcuts by borrowing someone else's notes, googling the topics, or using AI to provide them with information rather than watching the recorded lectures and associated videos or reading

the assigned articles. This will inevitably lead to problems with meeting the expectations of SLO 1 M 1.2.

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 assessment scores in this modality for SLO 1 M 1.2 increased from 48% in 2023 to 65% in 2024. Although not yet meeting the target, this 17% improvement indicates that changes made since last year are working. I will continue those into the next year, but I think also that the improvements listed in the questionnaire for SLO 1 M 1.1 in the online modality will drive improvements in M 1.2 as well:

- I will be more intentional in engaging students with the material that I post for them, with examples connecting current events related to social relationships in cultural systems, and

- I will educate myself in greater depth on the uses and pitfalls of AI. I hope to learn how to best incorporate it into my online classes in particular.

ANTH 2020:

What did student do well in - areas of strength (list at least two): (focus on competency – not course)
Students demonstrated well their ability to critically apply anthropological approaches to contemporary world problems: epidemiology, cultural fusion and consultation roles.

Where did students struggle - areas of concern (list at least two): (focus on competency – not course)
The students shoed the ability to suggest the implications of de-colonial approaches to the roles of individuals and groups of indigenous peoples globally. Innovation and tecnological change as reflected in global economy..

Based on your analysis of the results, what will be done differently next year to drive Strengths:
I would like to bring more problem solving to the class. I will try to introducfe more discussion and involve.people from the larger culture. Actual rather than virtuqal contacts are neede .
Improvement (list at least two): (critical: serves as evidence)
1. This class needs more contact with living culture, not, virtual. Guest lecturers will be brought to the class from indigenous communities., various leaders in community-based programs.
2. I will encourage the students to participate more in class discussion and campus wide presentations. Get them off media into living situations

Assessment Cycle 2024-2025

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 concerning 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!

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 due to Covid-19. Buying goods and services. It all hinges on the basics of supply and demand.

Students faltered in the recognition of the current National Unemployment rate in the beginning of the semester. One way that we have helped them was to show them where they could get the information (bls.gov) and encouraged them to keep up with it and to develop a better awareness "meter" to its monthly changes. We also show them how to calculate the inflation rate by using the CPI figures and encourage them to keep up with GDP numbers as well.

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 are beginning to match better. Students exhibited the ability to think critically as well as a strong understanding of spatial relationships which are the key to social relationships in geography, 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, particularly towards the end of the semester when the posttest measure is assessed.

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. A narrative approach may be considered in which a problem of a geographic nature is presented to the student and assessed for critical thinking skills. The issue with this approach is that the assessment tool will by definition be subjective, though a rubric approach could be utilized.

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 student do well in - areas of strength (list at least two): (focus on competency – not course). 1. Understanding the basic roles of governing institutions and (2) the causes and effects of major historical events.

Where did students struggle - areas of concern (list at least two): (focus on competency – not course) Students struggle with sorting out the details of each branch and how they inter-related. That grasp concepts like "checks and balances" but struggle, for example, the oversight role of Congress as part of this concept. Keeping track of which type of committee does which work is a challenge for them and some of the details of the court system is as well. Basically, they are conceptually strong but need work on digging into the workings of the concepts.

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 going to continue to use updated audio lectures. I am introducing new small-scale assignments to use in class for exam prep. I am also introducing new questions to the exam in a diversified format.