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

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

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

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

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

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

Methodology: The assessment process includes:

(1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the executive director at the end of each term indicated (see Student Learning Outcomes section below for details);

(2) The executive director will analyze the data to determine whether the applicable outcomes are met:

(3) Results from the assessment will be discussed with the appropriate staff members.

(4) The executive director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Dual Enrollment In the AY 2020-2021, three courses reported dual enrollment students. In each of these classes, students were instructed through an NSU course platform, as opposed to a secondary, or offsite, platform. Thus, students were assessed the same as all enrolled NSU students. In terms of DE, the courses reporting students were as follows:

	Fall	Spring
PSYC 1010	18	131
ECON 2000	4	10
GEOG 1010	100	59
Total	122	200

Modalities: Courses in the Behavioral Science/Social Science Core in AY 2020-2021 were taught using two modalities: online (Moodle) and face to face, with most face-to-face sections taught utilizing a HyFlex model, using a platform such as Microsoft Teams or WebEx.

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

Overview: Behavioral Science/Social Science Course Assessments

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

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

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

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

Student Learning Outcome 2. Students will demonstrate their understanding of various sources of human behavior and socialization thereby developing the skills

necessary to navigate professional and personal landscapes.

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

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

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

Measure 1.2 (Behavioral Sciences). Students will demonstrate their understanding of the concept of culture and its importance 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 1.2 (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. Student 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. Student 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.

Assessment Cycle 2020-2021

Course Name	Methodology	SLO/Measure	Target %	Term	# of Assessments
Behavioral Science:					
EPSY 2020	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	71%	Fall/Spring	1168
PSYCH 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	74%	Spring	1474
PSYCH 2050	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	56%	Fall	668
SOC 1010	Question Bank	1 and 2/ 1.1, 1.2, 2.1, 2.2	90%	Fall/Spring	540
Social Science:					
ANTH 1510	Question Bank	1/ 1.1, 1,2	65%	Fall	439
ANTH 2020	Pretest/Post-test	1/ 1.1, 1,2	82%	Spring	253
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	61%	Fall/Spring	1154
GEOG 1010	Pretest/Post-test	1/ 1.1, 1.2	88%	Spring	1477
GEOG 1020	Pretest/Post-test	1/ 1.1, 1.2	91%	Fall	307
PSCI 2010	Pretest/Post-test	1/ 1.1, 1.2	98%	Fall/Spring	723

Behavioral/Social Science Assessment Finding:
- Number of Assessments: **8,203**
- Met or Exceeded target: **6,263** (76%)
- Conclusion: **Overall Target MET**

Summary: AY 2020-2021 Behavioral/Social Sciences Assessment Results. While results varied widely depending upon the course (from 56% to 98%), in terms of the results of all students combined, **76%** met the **Competency Target Score** of 70% or higher. It should be noted that these results include all assessments given, including pretest and posttest assessments, which are designed to assess how students understood the material prior to exposure to the content and subsequent to exposure to the content, as measured by the assessment tools. This result is higher than the result from the AY2019-2020, which was 73%, indicating improvement in student performance on the assessment program. 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: 6,293. Students will develop the skills to think critically, analyze, and discuss geographical, political, economic, and cultural variances in today's global environment.

Measure 1.1. **Number of Assessments: 3,271**.

Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Question Bank	70%	Fall/Spring
PSYCH 1010	Question Bank	68%	Spring
PSYCH 2050	Question Bank	41%	Fall
SOC 1010	Question Bank	99%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	68%	Fall
ANTH 2020	Pretest/Post-test	83%	Spring
ECON 2000	Pretest/Post-test	62%	Fall/Spring
GEOG 1010	Pretest/Post-test	86%	Fall
GEOG 1020	Pretest/Post-test	88%	Spring
PSCI 2010	Pretest/Post-test	98%	Fall/Spring

Finding: Target Met. Overall, 77% of students, or 2,526 out of 3,271, scored 70% or higher.

Analysis. Five courses - SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target substantially, indicating an ability on the part of the students in those courses to do well in the application of critical thinking skills. The students in EPSY 2020 also exceeded the target of 70%, although to a lesser degree. Students in PSYCH 1010, ANTH 1510 fell just below the target at 68%, and students in ECON 2000 missed the target at 62%. Students in PSYCH 2050 fell well below the target at 41%. As we will see with other Measures, there is a wide range of results, from 41% to 98%. This raises questions about the uniformity of assessment strategies. It should be noted that in the case of core classes utilizing pretest/posttest assessment strategies, such as ECON 2000, in which students at the beginning of the class are assessed, and may have difficulty with critical thinking skills, whereas in the posttest

assessment they do much better, having been exposed to the course material. This suggests that in these core class students are gaining critical thinking skills through the course, which is the ultimate goal. In terms of comparisons to the AY 2019-2020 results, the percent that met the target of 70% is slightly higher at 77% in this cycle, as opposed to 76% last year.

Decision or action to drive future improvement. Based on the analysis of the AY 2020-2021 data, we will make the following changes: 1) We will meet 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 3,022.**

Measure 1.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Question Bank	70%	Fall/Spring
PSYCH 1010	Question Bank	62%	Spring
PSYCH 2050	Question Bank	63%	Fall
SOC 1010	Question Bank	99%	Fall/Spring
Social Science:			
ANTH 1510	Question Bank	20%	Fall
ANTH 2020	Pretest/Post-test	81%	Spring
ECON 2000	Pretest/Post-test	60%	Fall/Spring
GEOG 1010	Pretest/Post-test	91%	Fall
GEOG 1020	Pretest/Post-test	90%	Spring
PSCI 2010	Question Bank	96%	Fall/Spring

Finding: Target Met. Overall, 76% of students, or 2,304 out of 3,022, scored 70% or higher.

Analysis. Five courses - SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010 – exceeded the Target substantially, indicating that the students in those courses have a mastery of the concept of culture (Behavioral

Science) and social relationships (Social Science). The students in EPSY 2020 also exceeded the Target of 70%, although to a lesser degree at 70%. Students in ANTH 1510 and ECON 2000 fell below the Target at 20% and 60%, respectively. Students in PSYCH 1010 and PSYCH 2050 fell below the target at 62% and 63%, respectfully. As with Measure 1.1, there is a wide range of results, from 20% to 99%. The overall data, however, suggest that students are conversant with the core concepts of the disciplines represented, both in terms of the concept of culture and of cultural, economic, spatial, and political relationships. In AY 2109-2020, the target was not met, at an overall percentage of 67%; in this AY, the target was met indicating a measure of progress in this measure, and thus of this SLO.

Decision or action to drive future improvement. Based on the analysis of the AY 2020-2021 data, we will make the following changes: 1) We will meet with course stewards to discuss how and if this measure is consistent across all disciplines within the category; 2) After achieving (1), course stewards will be encouraged to adjust their assessment instruments to specifically align with the goal of Measure 1.2; 3) A clarification will be made to course stewards that Measures are to be assessed and reported separately rather than as a combined total;. 4) bringing consistency to the Measure as in (1) and realigning the assessment tools with Measure should achieve an increase in student performance.

SLO 1: Results Summary. The Target was met for both Measures 1.1 (77%) and Measure 1.2 (76%). The very slightly lower results for Measure 1.2 may be an issue of understanding the Measure on the part of the instructors, coverage of the Measure in the classroom, or the way the Measure is assessed. A cursory examination of online versus face-to-face performance on both measures suggests that in some courses there is a disparity in performance, with online students performing slightly better. However, the differences have narrowed in this AY, with the exception of EPSY, in which online students performed much worse.

SLO 2. Number assessed: 1,910. SLO 2 applies to the Behavioral Science Core courses. Students will demonstrate their understanding of various sources of human behavior and socialization thereby developing the skills necessary to navigate professional and personal landscapes.

Measure 2.1. Number of assessments 958.

Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Question Bank	72%	Fall/Spring
PSYCH 1010	Question Bank	68%	Spring
PSYCH 2050	Question Bank	37%	Fall
SOC 1010	Question Bank	63%	Fall/Spring

Finding: Target Not Met. Overall, 63% of students, or 606 out of 958, scored 70% or higher.

Analysis. SLO 2 applies to the Behavioral Science courses only. For Measure 2.1, only one course, EPSY 2020, met or exceeded the Target, with 72% of the EPSY 2020 students doing so. Students in SOC 1010, PSYCH 1010 and PSYCH 2050 fell below the Target, at 63%, 68% and 37%, respectively. As with both Measures in SLO 1, there is a wide range of results, from 37% to 72%, though not as wide as was seen in the assessment of Measures 1.1 and 1.2. For this Measure overall, it is unclear why students struggled to understand the sources of human behavior, which is assessed by this measure. There is some indication that the measurement tool may have had issues, including deployment as an extracurricular type of assignment, as opposed to embedded more profoundly into the course. This measure did not meet its target in the AY 2019-2020 either, with the success rate of 64% not markedly different from this AY rate of 63%. Clearly, there is an issue with this measure that needs to be addressed.

Decision or action to drive future improvement. Based on the analysis of the AY 2020--2021 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 Measure 2.1; 3) a greater understanding of the effect of modality on the delivery of information and the assessment of this Measure needs to be achieved. 4) Regardless, the combined results of all courses and both modalities fell beneath the target of 70%. Course stewards will meet to discuss how to address this, whether by increasing emphasis and focus on this Measure during the delivery of course

content, and/or by adjusting their assessment instruments to specifically align with the goal of the Measure.

Measure 2.2. Number of assessments 952.

Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
Behavioral Science:			
EPSY 2020	Question Bank	72%	Fall/Spring
PSYCH 1010	Question Bank	98%	Spring
PSYCH 2050	Question Bank	81%	Fall
SOC 1010	Question Bank	97%	Fall/Spring

Finding: Target Met. Overall, 87% of students, or 827 out of 952, scored 70% 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%, with the assessment results for this Measure ranging from 70% for PSYCH 2050 to 96% for PSYCH 1010. This result suggests that the socialization process as well as attendant theories are being successfully learned by students. This also may indicate an increased uniformity of assessment strategies as compared to the other Measures that were assessed, better coverage of this Measure in the courses, 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 2019-2020 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 Measure 2.2; 3) Course stewards will meet to discuss this result and further possibilities for improvement.

SLO 2: Results Summary. The Target was not met for Measure 2.1 (64%) but was met for Measure 2.2 (88%). The overall lower results for Measure 2.1 may be an issue of understanding the Measure on the part of the instructors, coverage of the Measure in the classroom, or the way the Measure is assessed.   Online student performance is comparable to face to face performance, which suggests that the assessment tools are working in both modalities.

Assessment Cycle 2020-2021

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

AY 2018-2019 Behavioral and Social Science Assessment Results:
    Number of assessments: 1,514
    Met or Exceeded Target: 1047 (69%)
    Conclusion: <u>Overall Target **NOT MET**</u>

AY 2019-2020 Behavioral and Social Science Assessment Results:
    Number of assessments: 7,438
    Met or Exceeded Target: 5,443 (73%)
    Conclusion: <u>Overall Target **MET**</u>

AY 2020-2021 Behavioral and Social Science Assessment Results
    Number of assessments: 8,203
    Met or Exceeded Target: 6,263 (76%)
    Conclusion: <u>Overall Target **MET**</u>

Analysis: Though there are some issues in terms of comparisons between the three academic cycles, particularly as the SLO's and the Measures have evolved over time, it is clear from the data presented that the university is improving in its ability to assess the performance of students in relation to the core curriculum. Though there are variations in terms of online versus face-to-face students, and issues with regard to some of the performances in a few of the courses which make up Competency Five: Behavioral and Social Sciences Core, the university is on the right track in terms of assessing student performance.

As was the case last year, in some courses the assessment was offered as extra credit or no credit. As a result, some students may have viewed the assessment as optional, even though they were told the assessment was required. This issue is particularly apparent in the Behavioral Science assessments, and much needs to be done to make the assessment process an integral part of instruction in those classes.

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

Decision or action to drive future improvement. The following modifications, many of which are carried over from last year, have been identified as ways to improve the assessment process and enhance student success in the 2021-2022 assessment cycle.

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

Improvement Plans for Courses in the Core Curriculum

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

1) *EPSY 2020:*

    What did students 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.

2) *PSYCH 1010:*

What did students do well in - areas of strength (list at least two): *(focus on competency – not course) Actually, target was almost met, with 69.81% of students getting the answers in this section correct. Students showed strengths in critical thinking and the ability to grasp what the questions were asking for.*

***W*here did students struggle - areas of concern (list at least two):** *(focus on competency – not course) They seemed to have slightly more problems with analysis and displayed problems with associating cause and effect.*

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

1. *Currently, the assessment is an extra credit assignment given at the end of the semester. At that point, many students have decided they either don't need the extra credit or it won't help. The undergraduate coordinator and the course steward will continue to find a way to incorporate assessment as a graded assignment to motivate the students' best efforts on assessment.*
2. *Will share results with course steward and suggest they consider adjusting one or more of the numerous course assignments to specifically align with these skills and knowledge bases—particularly focusing on understanding the relationships between manipulating independent variables and subsequent changes in dependent variables (cause and effect analysis).*

Note: there was initial concern that only 72.56% of enrolled students completed this assessment, but further analysis showed that, in a random sampling of one-quarter of the PSYC 1010 courses, only 70% of the enrolled students completed the last graded quiz as well. Discussion with the course steward revealed that it is typical for PSYC 1010 courses to have a number of students that stop participating at some point in the semester without dropping the course. We can assume that this trend was exacerbated by the continuing COVID-19 situation and severe weather incidents in the Spring 2021 situation. This 'stopping out' combined with the fact that the SLO assessment was an extra credit assignment, helps explain the discrepancy between the number of completed assessments and the course enrollments.

3) *PSYCH 2050:*

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

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

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

4) SOC 1010:

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

The students did quite well when addressing basic analytical skills, demonstrating their ability to evaluate questions posed and select the correct answers for the questions that were designed to measure this competency. They also generally did well in demonstrating their grasp of the sources of human behavior and socialization and were able to analyze the content of the question, assess the implications and chose the correct answer in most cases.

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.

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

5) ANTH 1510:

Measure 1.1

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

1) Students did well in applying critical thinking skills to situations that closely reflected examples in the lectures.
2) Students did well in applying critical thinking skills to situations that closely reflected examples in the supplemental videos.

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

1) Students struggled with applying critical thinking skills to situations that related to but were not extremely similar to examples in the lectures or supplemental videos.
2) Students struggled with applying critical thinking skills to examples that reflected material in the assigned readings.

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

Considering that Fall 2020 was a pandemic semester with two hurricanes, I can't help but to think that was a contributing factor. Nevertheless, several changes are planned for the next academic year:

1) New course slides will be developed that will contribute to the application of critical thinking skills.

2) The recorded lectures will include more examples of the application of critical thinking to anthropological questions.

Measure 1.2

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

1) Students did well in demonstrating an understanding of social relationships in cultural systems when associated with examples provided in the lectures.
2) Students did well in demonstrating an understanding of social relationships in cultural systems when associated with examples in the supplemental videos.

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

1) Students struggled with understanding social relationships as they relate to cultural systems in situations that did not directly reflect examples provided in the lectures or supplemental videos.
2) Students struggled with understanding social relationships as they relate to cultural systems in situations that reflected material in the assigned readings.

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

Considering that Fall 2020 was a pandemic semester with two hurricanes, I can't help but to think that was a contributing factor to this low score. Nevertheless, several changes are planned for the next academic year:

1) New course slides will be developed that will better illustrate social relationships represented by cultural systems by associating these concepts with student experiences.
2) The lectures will incorporate more examples and discussion of social relationships within cultural systems, with more class discussion of the examples and discussion of how these fit into the lives of the students.

6) ANTH 2020:

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

Instructor One sections:

1. The post-test included significant content in which students were asked to apply cultural concepts using their critical thinking skills, and the target percentage did so successfully.
2. Students used critical thinking skills to analyze an ethnographic text or conduct a mini ethnography as the final project. Students who completed the assignment, other than a few cases of plagiarism, did so successfully.

Instructor Two section:

1. Students did well on the definition of culture and concept application to examples.

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

Instructor One sections:

1. A small minority of students, especially in the B term section, simply did not take the final exam or turn in the final exam and thus did not demonstrate use of critical thinking skills in anthropology. Of students who completed the final, 100% met the target competency.
2. My sections use the free video series *Race: the Power of an Illusion*, which introduces key concepts in critical thinking about concepts of race and culture. However, exam performance and DB comments suggest a small minority of students did not watch the videos.

Instructor Two section:

1. Students struggled with the concept of non-biological race versus genetic race and "seeing" color as a product of culture.

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

Instructor One sections:

1. The course will not be offered as a B term section due to significant performance discrepancies in the B term section.
2. Moodle course page will be modified to require students to affirm they have watched each episode as it is required before proceeding in the course.
3. Many nursing students connected strongly with medical anthropology texts they read as part of the critical ethnography review, such as *The Spirit Catches You and You Fall Down* and works by Paul Farmer. I will add more medical/nursing/health anthropology readings to the list of suggested ethnographies and break them out.

Instructor Two sections:

1. Meeting the class at a regular time and having students check in was really helpful.

We used email lectures/discussion each class. We all seemed to like that. Tests were discussion plus definitions of terms/concepts. Application of concepts was stressed. When each test was graded, students were appraised of why they lost points or did well. All were somewhat cumulative over the semester. It really helped them to have feedback.

2. Face to face may not be better, but it depends on attendance. Email was personal. They asked questions and responded each class, on into the night.
3. I may try to make tests more discussion, more problem-oriented, less jargon-laden. The culture test is more conceptual. I will make it more problem solving, less jargon.
4. I hope to do more outside assignments for field exercises. More medical anthropology for the nurses.

7) ECON 2000:

What did students do well in - areas of strength (list at least two): *(focus on competency – not course) Scarcity exists in all cultures or systems. This is something that we attempt to explain in the course. It is important for students to appreciate and understand how their economy "works". Coming into the course only 38% of students could fairly demonstrate that they made those critical social connections. They lacked knowledge and awareness.   After the course, students had gained an appreciation for these customs and beliefs and behaviors that fuel their society's choices as well as their own in that 87% were able to demonstrate this.*

Where did students struggle - areas of concern (list at least two): *(focus on*

competency – not course) Students lack familiarity with the basic concepts that help to form how their economic system works or even to have any type of background in that formulation. Many students expected us to lecture on money and how to acquire it. They soon learned that Economics is not about money, but choices, choices that involve money, but that is only one of the many resources that we discuss in our courses that are used and appropriated in the environment. Specifically, students struggled in areas of knowledge and awareness. This holds true in the Spring 2021 as well. We cannot expect something that is not there. That would facilitate a reason for an Economics course, especially Macroeconomics-the study of the economy- as- a whole (to help them to learn what it is that they do not know, to see how they fit, if you will).

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) Examples have proven to open up their eyes to how their economy actually works. So, we will supply them with examples such as COVID-19 which has been better than an actual instructor in some ways. Life has a way of being an extraordinary teacher. We will also spend some time on comparing our environment with that of other countries to see how our environment differs from that of other countries before and after COVID. This will help them to learn and to better appreciate the environment in which they reside.*

8) **GEOG 1010:**

What did students do well in - areas of strength (list at least two): Assessed in the Fall semester, Students seemed relatively well prepared, as measured by the pretest/posttest methodology. Online students did better on both the pretest and the posttest than did the face to face (hybrid) 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. This was particularly true in the critical thinking measure (1.1). In addition, there was a sense that students in the face-to-face modality, perhaps due to the hybrid nature of the class, struggled overall to connect with the material.

Based on your analysis of the results, what will be done differently next year to drive improvement (list at least two): It is to be hoped that a return to a rigorous, face to face environment, rather than a flex or hybrid model, will improve the engagement, and thus the results, for face-to-face students. 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.

9) GEOG 1020:

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

Where did students struggle - areas of concern (list at least two): Students in the face-to-face environment struggled a bit more than those in the online modality. It may be that the hybrid model used during this AY was not conducive to engagement, and the results brought that out. Students seemed to struggle the most with critical thinking skills.

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

10) PSCI 2010:

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

1. Applying philosophical and historical learning from earlier in the semester to institutional and policy chapters making up the assessment exams; their very strong exam scores in Spring 2020 support this conclusion even more than when it applied to Fall 2019. They seem to appreciate learning how to apply concepts such as federalism to real-world issues both historical and contemporary.

2. Categorizing functions and powers of branches of government in domestic and foreign policies. Students expressed high levels of satisfaction with learning the Constitutionally stipulated roles of the branches of government. They also demonstrated understanding of domestic policies, both social and economic, as well as foreign policies. Students expressed high levels of interest in comparing the Cold War and the post-9/11 Era in terms of U.S. national security. Their very strong exam scores are evidence of the thought they put into these and other topics.

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

1. Sorting out some of the details of how Congress works in terms of Committees, party and other caucusing, and leadership roles. However, the Spring 2020 students showed improvement in this regard. By sharing lecture videos, all students can hear my explanation of historical examples.

2. Correctly identifying key factors in recent policy history. Again, Spring 2020 students, despite the unprecedented conditions of the pandemic, performed very strongly. Getting the exact ordering of events is always a struggle for some students, for example, the history of social policies such as Social Security, Medicare, and Medicaid.

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. Expand and update use of lecture videos to provide online students a similar experience to in-class students. I am also re-thinking some of the materials provided by the publisher, many of which are useful, but others are less useful. I will try to focus students' time on the most important resources.
2. Continue to reinforce weak areas of knowledge in recent history (e.g., Cold War) through in class exercises, videos, and documents that replace some of the less useful publisher material.