

## Assessment Cycle 2019-2020

**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 that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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

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

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

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

**Methodology:** The assessment process includes:

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

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

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

### Overview: Behavioral Science/Social Science Course Assessments

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

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

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

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

**Student Learning Outcome 2.** Students will demonstrate their understanding of various sources of human behavior and socialization thereby developing the skills necessary to navigate professional and personal landscapes.

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

**Measure 1.1.** Students will demonstrate their critical thinking skills through the development of a research paper, project, presentation, or examination in the relevant discipline.

**Measure 1.2.** 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 relevant discipline.

**Measure 2.1.** Student will demonstrate their understanding of various sources of human behavior and its impact on group and individual interactions through the development of a research paper, project, presentation or examination in the relevant discipline.

**Measure 2.2.** Student will demonstrate their understanding of the socialization process and traditional and contemporary theoretical schools of thought through the development of a research paper, project, presentation or examination in the relevant discipline.

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NOTE: In the AY 2018-2019 assessment cycle, individual measures were not assessed for the Behavioral Science and Social Science courses. Instead, all measures were assessed as an aggregate. For the AY 2019-2020 assessment, changes were incorporated to make the assessment of individual Measures possible.

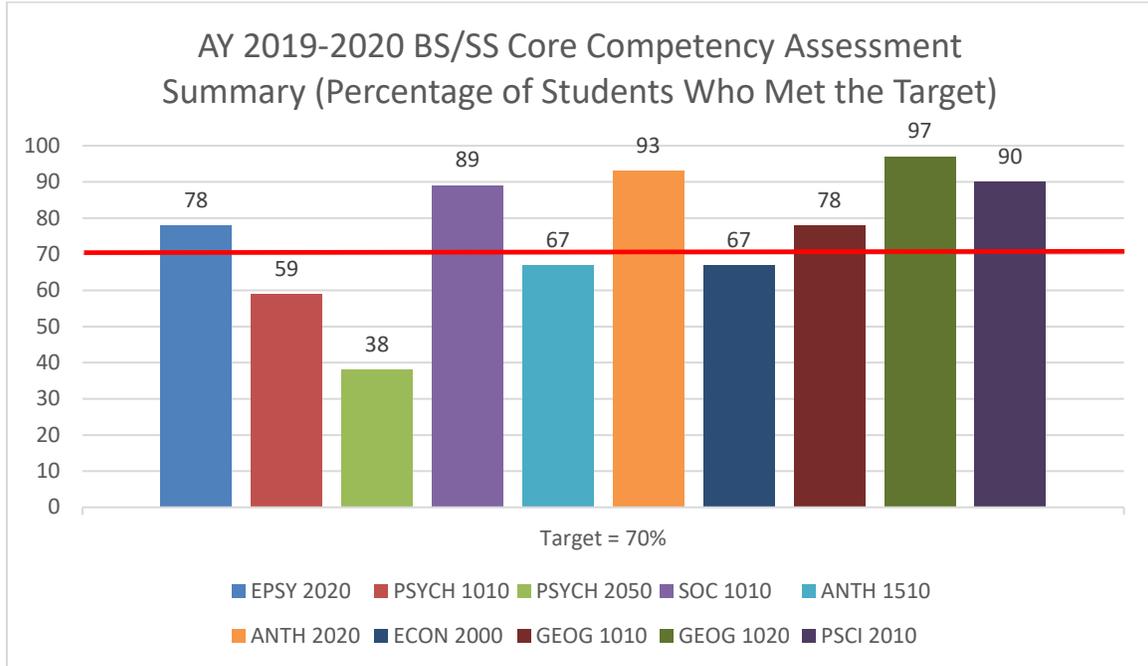
Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
<b>Behavioral Science:</b>					
EPSY 2020	Pretest/Post-test	1-2/ 1.1, 1.2, 2.1, 2.2	78%	Fall/Spring	1216
PSYCH 1010	Pretest/Post-test	1-2/ 1.1, 1.2, 2.1, 2.2	59%	Spring	1260
PSYCH 2050	Pretest/Post-test	1-2/ 1.1, 1.2, 2.1, 2.2	38%	Fall	716
SOC 1010	Pretest/Post-test	1-2/ 1.1, 1.2, 2.1, 2.2	89%	Fall/Spring	1444
<b>Social Science:</b>					
ANTH 1510	Exams 1 and 4	1/ 1.1, 1,2	67%	Fall	424
ANTH 2020	Pretest/Post-test	1/ 1.1, 1,2	93%	Spring	58
ECON 2000	Pretest/Post-test	1/ 1.1, 1,2	67%	Fall/Spring	794
GEOG 1010	Pretest/Post-test	1/ 1.1 only - 1.2 not assessed	78%	Spring	442
GEOG 1020	Pretest/Post-test	1/ 1.1 only - 1.2 not assessed	97%	Fall	78
PSCI 2010	Exams 3 and 4	1/ 1.1, 1,2	90%	Fall/Spring	1006

### Behavioral/Social Science Assessment Finding:

- Number Assessed: **7,438**
- Met or Exceeded target: **5,443 (73%)**
- Conclusion: **Overall Target MET**

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**Graph: Behavioral/Social Science Assessment Results, 2019-2020**



**Summary: AY 2019-2020 Behavioral/Social Sciences Assessment Results.** While results varied widely depending upon the course (from 38% to 97%), the results of all students combined, **73%** met the **Competency Target Score** of 70% or higher. 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 assessed: 5,190.** 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 Assessed: 2,832.** Students will demonstrate their critical thinking skills through the development of a research paper, project, presentation, or examination, scoring a minimum of 70% on the assessment rubric.

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### Measure 1.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	75%	Fall/Spring
PSYCH 1010	Pretest/Post-test	68%	Spring
PSYCH 2050	Pretest/Post-test	26%	Fall
SOC 1010	Pretest/Post-test	95%	Fall/Spring
<b>Social Science:</b>			
ANTH 1510	Exam 4	73%	Fall
ANTH 2020	Pretest/Post-test	93%	Spring
ECON 2000	Pretest/Post-test	67%	Fall/Spring
GEOG 1010	Pretest/Post-test	78%	Fall
GEOG 1020	Pretest/Post-test	97%	Spring
PSCI 2010	Exams 3 and 4	90%	Fall/Spring

**Finding:** Target Met. Overall, 76% of students, or 2,163 out of 2,832, scored 70% or higher.

**Analysis.** The AY 2018-2019 data for this Measure was not collected in such a way as to allow separate analysis of individual measures, so this analysis will focus on AY 2019-2020 alone. Five courses - SOC 1010, ANTH 2020, 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, ANTH 1510, and GEOG 1010 also exceeded the Target of 70%, although to a lesser degree. Students in PSYCH 1010, ECON 2000 fell just below the Target at 68% and 67%, respectively. Students in PSYCH 2050 fell well below the target at 26%. As we will see with other Measures, there is a wide range of results, from 26% to 97%. This raises questions about the uniformity of assessment strategies. Three courses – EPSY 2020, ECON 2000, and PSCI 2010 – reported the same numbers for both of the Measures in SLO 1, so these may represent an assessment of the SLO as a whole rather than an assessment of Measure 1.1 and Measure 1.2 separately. For this Measure overall, students in online courses were more likely to meet or exceed the Target, with 80.3% of online students doing so, as compared to 69.8% of face-to-face classes.

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**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 the Measure; 3) A clarification will be made to courses stewards that Measures are to be assessed and reported separately rather than as a combined total; 4) The differing results between online and face-to-face classes will be discussed with course stewards in order to ascertain whether that difference is 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 Assessed 2,358.** Students will demonstrate their understanding of the concept of culture and its importance through the development of a research paper, project, presentation, or examination, scoring a minimum 70% on the assessment rubric.

### Measure 1.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	75%	Fall/Spring
PSYCH 1010	Pretest/Post-test	20%	Spring
PSYCH 2050	Pretest/Post-test	22%	Fall
SOC 1010	Pretest/Post-test	92%	Fall/Spring
<b>Social Science:</b>			
ANTH 1510	Exam 1	61%	Fall
ANTH 2020	Pretest/Post-test	93%	Spring
ECON 2000	Pretest/Post-test	67%	Fall/Spring
GEOG 1010	Pretest/Post-test	Not Assessed	Fall
GEOG 1020	Pretest/Post-test	Not Assessed	Spring
PSCI 2010	Exams 3 and 4	90%	Fall/Spring

**Finding: Target Not Met.** Overall, 67% of students, or 1,575 out of 2,358, scored 70% or higher.

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**Analysis.** The AY 2018-2019 data for this Measure was not collected in such a way as to allow separate analysis of individual measures, so this analysis will focus on AY 2019-2020 alone. Three courses - SOC 1010, ANTH 2020, and PSCI 2010 – exceeded the Target substantially, indicating that the students in those courses have a mastery of the concept of culture. The students in EPSY 2020 also exceeded the Target of 70%, although to a lesser degree at 73%. Students in ANTH 1510 and ECON 2000 fell below the Target at 61% and 67%, respectively. Students in PSYCH 1010 and PSYCH 2050 fell well below the target at 22% and 26%, respectfully. As with Measure 1.1, there is a wide range of results, from 22% to 97%. As with Measure 1.1, EPSY 2020, ECON 2000, and PSCI 2010 reported the same numbers for both of the Measures in SLO 1, so these may represent an assessment of the SLO as a whole rather than an assessment of Measure 1.1 and Measure 1.2 separately. An issue brought up by one course steward is that assessing the meaning and application of the concept of culture in a consistent way across such a disparate group of disciplines may be problematic. In that instance, and for that reason, the course steward elected not to assess Measure 1.2 for GEOG 1010 or GEOG 1020. For this Measure overall, the target was not met by students in either online or face-to-face courses, with 65.4% of online students doing so, as compared to 68.8% of students in face-to-face classes, for an aggregate total of 66.7%.

**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 and if the concept of culture as stated in Measure 1.2 can be comparably assessed by the range of courses in the Behavioral Science/Social Science assessment group, or whether this Measure needs to be reframed so as to allow a more uniform understanding, and therefore a more uniform assessment strategy in these courses in order to ensure reliable and meaningful comparability of results; 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) The results indicate that online and face-to-face students have a similar ability to understand the concept of culture, but both modalities fell beneath the Target. Redefining the Measure as in (1) and realigning the assessment tools with Measure should achieve an increase in student performance in both modalities.

**SLO 1: Results Summary.** The Target was met for Measure 1.1 (76%) but was not met for Measure 1.2 (67%). There was some confusion on how to define and assess Measure 2.1, the concept of culture, so this Measure was not assessed in two courses – GEOG 1010 and GEOG 1020. Since both courses exceeded the Target for Measure 1.1, not having them assessed for Measure 2.2 may have been the reason the overall assessment of Measure 2.2 did not meet the Target. Three courses – EPSY 2020, ECON 2000, and PSCI 2010 – reported the same

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numbers for both of the Measures in SLO 1, so these may represent an assessment of the SLO as a whole rather than an assessment of Measure 1.1 and Measure 1.2 separately. The overall 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. Online students appear to have performed better than face-to-face students on Measure 1.1 – 80.3% as compared to 69.8%, while they performed about the same as face-to-face students on the assessment of Measure 1.2, with 65.4% of online students meeting or exceeding the Target, as compared to 68.8% of the face-to-face students.

**SLO 2. Number assessed: 2,248.** 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 assessed 1,124. Student will demonstrate their understanding of various sources of human behavior and its impact on group and individual interactions through the development of a research paper, project, presentation, or examination, scoring a minimum 70% on the assessment rubric.

### Measure 2.1 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	82%	Fall/Spring
PSYCH 1010	Pretest/Post-test	52%	Spring
PSYCH 2050	Pretest/Post-test	35%	Fall
SOC 1010	Pretest/Post-test	72%	Fall/Spring

**Finding: Target Not Met.** Overall, 64% of students, or 717 out of 1,124, scored 70% or higher.

**Analysis.** The AY 2018-2019 data for Measure 2.1 was not collected in such a way as to allow separate analysis of individual measures, so this analysis will focus on AY 2019-2020 alone. SLO 2 applied to the Behavioral Science courses only. For Measure 2.1, two courses, EPSY 2020 and SOC 1010, met or exceeded the Target, with 82% of the EPSY 2020 students and 72% of the SOC 1010 students doing so. Students in both PSYCH 1010 and PSYCH 2050 fell below the Target, at 52% and 35%, respectively. As with both Measures in

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SLO 1, there is a wide range of results, from 35% to 82%, though not as wide as was seen in the assessment of Measures 1.1 and 1.2. EPSY 2020 reported the same numbers for both Measures in SLO 2, so these may represent an assessment of the SLO as a whole rather than an assessment of Measure 2.1 and Measure 2.2 separately. For this Measure overall, the target was not met by students in either online or face-to-face courses, with 64% of online students doing so, as compared to 68.8% of students in face-to-face classes, for an aggregate total of 63.2%. This may not be an accurate representation of the differences between online and face-to-face courses, however, due to the COVID-19 pandemic and the moving of all classes online in March 2020, PSYCH 1010 counted all classes as online, whether they began as face-to-face classes or not. The other Spring 2020 courses, EPSY 2020 and SOC 1010, did not do so. It may not be a true comparison, but the other PSYCH course, PSYCH 2050, exhibited a dramatic difference between online and face-to-face results, with 62% of online students meeting or exceeding the Target, while only 27% of the students in face-to-face sections did so.

**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 2.1; 3) A clarification will be made to courses stewards that Measures are to be assessed and reported separately rather than as a combined total; 4) Hopefully the disruption caused by COVID-19 in the Spring 2020 semester can be avoided in the future. If so, a greater understanding of the effect of modality on the delivery of information and the assessment of this Measure can be achieved. 5) 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 assessed 1,124. Student will demonstrate their understanding of the socialization process and traditional and contemporary theoretical schools of thought through the development of a research paper, project, presentation, or examination, scoring a minimum 70% on the assessment rubric.

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### Measure 2.2 Behavioral/Social Science Assessment Results

Course Name	Methodology	Target %	Term
<b>Behavioral Science:</b>			
EPSY 2020	Pretest/Post-test	82%	Fall/Spring
PSYCH 1010	Pretest/Post-test	96%	Spring
PSYCH 2050	Pretest/Post-test	70%	Fall
SOC 1010	Pretest/Post-test	95%	Fall/Spring

**Finding: Target Met.** Overall, 88% of students, or 992 out of 1,124, scored 70% or higher.

**Analysis.** The AY 2018-2019 data for Measure 2.2 was not collected in such a way as to allow separate analysis of individual measures, so this analysis will focus on AY 2019-2020 alone. 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 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. Once again, EPSY 2020 reported the same numbers for both Measures in SLO 2, so these may represent an assessment of the SLO rather than an assessment of Measure 2.1 and Measure 2.2 separately. For this Measure overall, the target was met by students in both online or face-to-face courses, with 91.4% of online students doing so, as compared to 82.6% of students in face-to-face classes, for an aggregate total of 88.2%. PSYCH 1010 counted all classes as online may have inflated the online results to some degree, but it will be worth continuing to assess online and face-to-face courses separately, so as to ascertain how differences in delivery of content or assessment might affect the assessment results.

**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) A clarification will be made to courses stewards that Measures are to be assessed and reported separately rather than as a combined total; 4) Hopefully the disruption caused by COVID-19 in the Spring 2020 semester can be avoided in the future. If so, a greater understanding of the effect of modality on

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the delivery of information and the assessment of this Measure can be achieved. 5) The combined results of all courses and both modalities, at 88%, was well above the Target of 70%. 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%) and was met for Measure 2.2 (88%). For one course, EPSY 2020, the same numbers were reported for both Measure 2.1 and Measure 2.2, so that alone should not account for the disparity. The results for each of these Measures in the other three Behavioral Science courses were dramatically different – for PSYCH 2050, 35% for Measure 2.1 and 70% for Measure 2.2, for PSYCH 1010, 51.7% for Measure 2.1 and 95.9% for Measure 2.2, and for SOC 1010, while essentially the same in the Fall 2019 semester at 92% for Measure 2.1 and 94% for Measure 2.2, in the Spring 2020 semester they were remarkably different, with 51.7% for Measure 2.1 and 96% for Measure 2.2. 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 students appear to have performed about the same as face-to-face students on Measure 2.1 – 63% as compared to 65.1%, while they performed better than face-to-face students on the assessment of Measure 2.2 – 91.4% as compared to 82.6%.

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

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

**Number assessed:** 1,514

**Met or Exceeded Target:** 1047 (69.2%)

**Conclusion:** Overall Target **NOT MET**

#### **AY 2019-2020 Behavioral and Social Science Assessment Results:**

**Number assessed:** 7,438

**Met or Exceeded Target:** 5,443 (73.2%)

**Conclusion:** Overall Target **MET**

**Analysis:** A detailed Measure-by-Measure comparison of the results of the AY 2018-2019 and AY 2019-2020 assessments cannot be undertaken for a number of reasons, primarily because the Measures were not assessed individually and some courses were not assessed due to some confusion about which courses were to be included, which resulted in some courses being left out of the assessment. For these reasons, the total number of students assessed in AY 2018-2019 is greatly underreported. All of that aside, a consideration of the overall percentage of students who met or exceeded the Target in each year may still be informative. As indicated above, 69.2% of the students who were assessed in AY 2018-2019 met or exceeded the Target, while 73.2% of the students assessed in AY 2019-2020 did

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so. Future assessments may help to determine whether this indicates a trend of increasing percentages of students who meet or exceed the Target.

For the AY 2019-2020 assessment cycle, students in six of the ten included Behavioral Science and Social Science Core courses met or exceeded the Target of 70% - EPSY 2020, SOC 1010, ANTH 2020, GEOG 1010, GEOG 1020, and PSCI 2010. ANTH 1510 and ECON 2000 fell slightly below the Target at 67% each, while PSYCH 1010 and PSYCH 2050 were farther from the target, at 59% and 38%, respectively.

Improvements were made in the assessment process as we moved from AY 2018-2019, the most significant of which were the assessment by individual Measure in almost all courses, although only one Measure was assessed in GEOG 1010 and GEOG 1020, and the same numbers were reported for both Measures of SLO 1 in EPSY 2020, ECON 2000, and PSCI 2010. The same could be observed in the reported numbers for both Measures of SLO 2 for EPSY 2020. Moving into the AY 2020-2021 assessment cycle, a discussion among the Behavioral Science/ Social Science course stewards that includes careful 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 these Measures should be a priority.

Dual enrollment students included in the assessments were included only as a Yes/No answer on the questionnaires submitted by all the course stewards except for GEOG 1010, for which 50 Dual enrollment students were reported. In future assessments, all course stewards will be expected to report the specific numbers of dual enrollment students in their courses.

Assessment results for online courses as compared to those for face-to-face courses provided some interesting results, and while the overall differences may not seem significant – 74.7% for online and 70.7% for face-to-face classes, for some individual courses the difference was remarkable. For example, the overall results for Measure 1.1, which was assessed for all courses, was 80.3% as compared to the face-to-face results of 69.8%. The differences in individual courses can be even more dramatic. For PSYCH 2050 in the Fall 2019 semester, for example, 68% of online students met or exceeded the Target for Measure 1.1, while only 15% of face-to-face students in PSYCH met or exceeded the Target. Comparing the differences between the assessment results of online courses and face-to-face courses may provide valuable insights and suggest ways to improve the presentation of course content, assessment tools, and timing and mode of assessments. The reporting of online course assessment results separately from the results of face-to-face courses will continue to be an important consideration moving forward.

One problem that was identified in the AY2018-2019 assessment cycle was that

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there was confusion on the part of some of the instructors regarding what was being assessed. The answers on some submitted questionnaires indicate that this problem may persist. Several professors appear to still be focusing on specific course-related content rather than the general University Core Competency SLOs and Measures.

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.

As was the case with all courses on campus, COVID-19 caused a massive disruption as classes were moved from face-to-face to online. Due to this challenge, some students were not assessed. Hopefully, a similar disruption can be avoided in future semesters.

**Decision or action to drive future improvement.** The following modifications have been identified as ways to improve the assessment process and enhance student success in the 2020-2021 assessment cycle.

### **Overall:**

- 1) Careful 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) Reporting Dual enrollment students by number, not simply a Yes/No response.
- 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.

**Individual Courses:** To improve student assessment participation and performance, course stewards submitted the following changes to be implemented in their courses in the AY 2019-2020 assessment cycle:

### **1) *EPSY 2020:***

#### **A. Measure 1.1:**

- i. Instructors will introduce explicit instruction on critical thinking principles and techniques.
- ii. Instructors will add opportunities to put critical thinking principles and techniques into practice.

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### B. **Measure 1.2:**

- i. Instructors will introduce social development through various cultural lenses.
- ii. Instructors will introduce emotional development through various cultural lenses.

### C. **Measure 2.1:**

- i. Instructors will introduce educational and psychological theorists as their work relates to the developmental phases of child development.
- ii. Online instructors will be given specific information in this area

### D. **Measure 2.2:**

- i. Instructors will introduce social development through various cultural lenses.
- ii. Instructors will introduce emotional development through various cultural lenses.

2) **PSYCH 1010:** Note: there was initial concern that only 65.08% 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 unique COVID-19 situation in the Spring 2020 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.

### A. **Measure 1.1:**

- i. Will meet with course stewards and find a way to incorporate assessment as a graded assignment to motivate the students' best efforts on assessment.
- ii. 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).

### B. **Measure 1.2:**

- i. There may be an issue with one of the questions on this section of the assessment as 73.96% of the sample missed it. After a similar result in the Fall 19 semester (72% of that sample missed the question), the concept of cultural effects on cognitive development was stressed in the curriculum. Still, this semester's results were similar, so we will be reworking this section of the assessment. The Dept Chair and the Undergraduate Coordinator will meet with course stewards to complete this process.
- ii. Will meet with course stewards to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.

### C. **Measure 2.1:**

- i. Will meet with course stewards to continue to explore ways to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.

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- ii. Will share results with course stewards and suggest they consider adjusting one or more of the graded assignments to specifically align with these skills and knowledge bases.
- D. **Measure 2.2:** It is quite clear by both the Fall 2019 and Spring 2020 results for this section of the assessment that we are doing a particularly good job of educating our students on the socialization process and theoretical schools of thought. However, there is always room for improvement, so:
  - i. Will meet with course stewards and find a way to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.
  - ii. Will share results with course steward and suggest they consider adjusting one or more of the graded assignments to specifically align with these skills and knowledge bases.

### 3) **PSYCH 2050:**

#### A. **Measure 1.1:**

- i. Will meet with course steward and ensure that the assessment administration is standardized between course sections.
- ii. Find a way to incorporate assessment as a graded assignment so as to motivate the student's best efforts on assessment.
- iii. 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.

#### B. **Measure 1.2:**

- i. There may be an issue with one of the questions on this section of the assessment as 60% of the online sample missed it, and 72% of the face-to-face sample, so the concept of cultural effects on development will be stressed in the curriculum and if the results for this question are similar in the Spring 2020 semester assessment of PSYCH 1010, this particular question will be reworked.
- ii. Will meet with course steward and find a way to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.

#### C. **Measure 2.1:** *NOTE: There was a significant discrepancy between the two online sections and between the online and the face to face sections on this assessment.*

- i. Will meet with course steward to ensure that there is a standard administration of this assessment.
- ii. Will meet with course steward and find a way to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.
- iii. Will share results with course steward and suggest they consider adjusting one or more of the online assignments to specifically align with these skills and knowledge bases.

#### D. **Measure 2.2:**

- i. Will meet with course steward and find a way to incorporate assessment as a graded assignment to motivate students' best efforts on assessment.

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- ii. Will share results with course steward and suggest they consider adjusting one or more of the online assignments to specifically align with these skills and knowledge bases.

### 4) SOC 1010:

#### A. Measures 1.1, 1.2, 1.3, 1.4:

- i. Looking ahead to the next year, evaluation of our instrument will be conducted, bringing together our faculty to ensure that a consensus of what is being measured is in place.
- ii. 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.

### 5) ANTH 1510:

#### A. Measure 1.1:

- i. For Measure 1.1, the concept of culture, it was notable that neither modality met the target of 70%, and in fact both scores were similar, with 62% in online classes and 60% in face-to-face classes. This would suggest that modality is not playing a major role in grasping this concept, so I would next suspect that course content needs to be modified. To increase students' understanding of the concept of culture, I will spend more time in class explaining this topic, and more time engaging in class discussions during this portion of the class. My expectation is that by doing so, assessment scores will rise accordingly.

#### B. Measure 1.2:

- i. Both online and face-to-face modalities met the Target of 70% in this assessment, coming in at 73% each. Even when Targets are met, improvements can always be made to achieve higher results and to challenge students to an even greater understanding. I will increase opportunities for the application of critical thinking by modifying face-to-face and online lectures to include more open-ended examples.

### 6) ANTH 2020:

#### A. Measures 1.1, 1.2:

- i. Improvements not addressed.

### 7) ECON 2000:

#### A. Measure 1.1:

- i. Putting even more emphasis on concepts in economics.
- ii. Stressing and compelling them to use those concepts to better understand the economic environment in which they reside. Unfortunately, due to COVID-19, they may have a better handle on some terms and events that they may not have been aware of in the past.

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- iii. It is our belief that helping students to see how their economic system works by showing them how it relates to them on a personal basis is our first plan of attack.
- iv. After that, we teach how our economy differs from and in many ways are like that of other countries. This we feel, will help them to appreciate and learn at the same time.

### B. **Measure 1.2:**

- i. Examples have proven to open their eyes to how their economy works and allowing them to see how our environment differs from that of other countries. This helps them to learn and to better appreciate the environment in which they reside. So, we will supply them with examples, however I trust that COVID-19 has been the better teacher this semester. 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. This helps them to learn and to better appreciate the environment in which they reside.
- ii. Domestically and Internationally speaking we can help students understand the terms better such as trade and how and why we trade with other countries, **comparative advantage** and 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. It's all supply and demand.
- iii. Students faltered in the recognition of the current National Unemployment rate. This semester, I included that question on every test coming up to the Final and I received better results. COVID-19 made knowledge of the unemployment rate more real as well as the effects on the economy from its sharp rise due to closures of businesses.

## 8) **GEOG 1010:**

### A. **Measure 1.1:**

- i. To be honest, I am not sure at this point. There may be a need to reduce class size in the Geography 1010 face to face sections. If that occurs, then there may need to be an effort to make attendance at the lectures part of the grade, which would encourage attendance and hopefully improve performance in terms of critical thinking skills. Study aids, such as the classroom PowerPoints are already being posted and made available to students through Moodle, and the book is being made available to them at a bargain price through the automatic purchase plan put in place in Fall 2019. Clearly, however, these tools did not overcome the lack of preparedness at the start (pretest) and the lack of improvement at the conclusion (posttest). Regardless of the ability to reduce class size, there will likely be an effort to make attendance part of the grade, thus encouraging engagement with the class.
- ii. One further note. In terms of number of students participating in Geography 1010 in the Fall semester of 2019, the pretest total of both internet and face to face modalities is 473 students, which approaches 5% of the total

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enrollment at NSU in that semester. For the posttest, the number (443) and percent (4.5%) are slightly lower, yet still significant. Clearly, the lack of improvement in face to face classes, which represent a significant percent of the face to face experience at NSU, is not going as well as it should, though I believe the issues rest more with the students and their lack of preparation, as well as their lack of engagement as the semester goes on, to be the root of that problem, and thus would be the root of any solution.

**B. Measure 1.2:**

- i. Not assessed.

**9) GEOG 1020:**

**A. Measures 1.1:**

- i. In terms of core competency, I do not anticipate making great changes or doing things differently in Geography 1020. Unless and until the class size increases markedly, I am anticipating that the expectations will continue to be met. I would also again point out that this assessment is being done in the Spring semester. It has been my experience that, on average, grades improve in the Spring semester, as ill prepared students either become more focused or do not continue at the university. Discounting that factor, however, it seems like the instruction for Geography 1020, given the level of expectations, is being met by students at NSU. Again, the data suggests that there are no changes necessary in relation to this delivery method in terms of student outcomes as relates to critical thinking skills.

**B. Measure 1.2:**

- i. Not assessed.

**10) PSCI 2010:**

**A. Measures 1.1, 1.2:**

- i. I will continue to reinforce my suggestions on how to prepare for class and how to study.
- ii. I am encouraging more questions from the students in class or, if they prefer, via email and/or office hours.
- iii. I am reviewing my presentation of the materials in lecture and will align lectures more closely to the order of topics in the textbook.
- iv. I will 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.
- v. I will 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.
- vi. Most importantly, I am proposing to amend how I conduct these studies. I am now convinced that using two exam scores is inadequate, particularly since the description of our task has developed over time to its current well-defined structure and wording. I propose to implement the new instruments

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beginning with the Fall 2020 assessment. These will allow for much greater specificity in assessing the two measures of the SLO. I would like the remainder of summer to work on this alteration, and then present it to the committee at our first (WebEx?) meeting.