

General Education Assessment Report 2020-2021 Results for Human Behavior

Executive Summary

In May 2021, faculty assessed 75 artifacts to determine the extent to which students were achieving the specified outcomes for general education in Human Behavior courses. The highest rated Human Behavior outcomes were *defining disciplinary vocabulary* and *applying concepts to different contexts*. The lowest rated outcomes were *describing research approaches* and *identifying perspectives of diverse groups*. Raters recommended that faculty place more explicit emphasis on identifying perspectives of diverse groups across disciplines. Raters also recommended revising courses and assessments to strengthen student learning. Raters suggested sending the outcomes and assessment rubric to all teaching faculty at the beginning and end of the semester to consider how courses address the outcomes.

Human Behavior Assessment Report

As part of Old Dominion University’s general education requirements, students must complete three credit hours of Human Behavior (S) courses at the lower division level. The lower division Human Behavior skills are taught in the areas of African American Studies, Anthropology, Communication, Criminal Justice, Cybersecurity, Economics, Entrepreneurship, Finance, Geography, Human Movement Sciences, Political Science, Parks, Recreation and Tourism Studies, Psychology, STEM Education and Professional Studies, Sociology, and Women’s Studies. The criteria approved by Faculty Senate for “S” courses includes the following student learning outcomes (SLO):

- A. Students will be able to compare basic theories and models and identify their strengths and weaknesses
- B. Students will be able to define key disciplinary vocabulary and terms
- C. Students will be able to apply disciplinary concepts to professional, personal, and/or civic contexts
- D. Students will be able to describe approaches to the way data are collected, measured, and analyzed to address research questions and hypotheses
- E. Students will be able to explain how the social sciences have contributed to our understanding of human societies
- F. Students will be able to identify perspectives on the challenges, concerns, and contributions of diverse and/or marginalized groups

Recommendations from the previous assessment in 2014-15 were used to inform this cycle of planning and assessment for Human Behavior. See Table 1 below for recommendations and associated actions.

Table 1. Human Behavior assessment recommendations and actions

2014-15 Recommendations	Actions
Revise outcomes to streamline and clarify learning (e.g., SLO C and D were too similar).	Outcomes were revised by a committee of faculty teaching or coordinating S courses in 2019-20. The previous SLO C and D were combined into one research

	related outcome (SLO D). Pretext language about marginalized groups in Human Behavior was used to create SLO F.
Review and revise outcomes and rubric to ensure it represents all disciplines.	Outcomes and rubric were revised by a committee of faculty members from different disciplines and across three colleges. Additional faculty feedback was sought during the process.
Communicate outcomes to faculty teaching the Human Behavior courses.	Departments were notified of the outcomes and the assessment process the semester before artifacts were collected.
Engage faculty early in the process and provide examples.	
Provide a roadmap for matching course objectives and assignments to SLO's.	Detailed instructions and examples were provided to faculty to help them match outcomes to assignments.

Methodology

A rubric developed by faculty teaching “S” courses was used to assess Human Behavior. The rubric was created based on faculty feedback and in consultation with the Office of Institutional Effectiveness and Assessment. In fall 2020 and spring 2021, faculty teaching general education Human Behavior courses were asked how and where students demonstrated the Human Behavior outcomes. Faculty members were able to identify an artifact or a series of artifacts that aligned with the outcomes and embedded within the courses.

The University switched to many remote and hybrid learning options during the 2020-2021 academic year because of COVID-19 concerns. With this, faculty selected which semester to include in the sample to accommodate for major revisions that may have taken place. Artifacts from the following courses were included in the random sample: AAST 100S, ANTR 110S, COMM 200S, CRJS 215S, ECON 200S, ECON 201S, ECON 202S, GEOG 100S, GEOG 201S, POLS 100S, POLS 101S, PRTS 210S, PSYC 201S, PSYC 203S, SOC 201S, WMST 201S.

A two-day virtual assessment summit was convened in May 2021, where six faculty read and rated a random sample of student artifacts from S courses. During the morning of the first day, a calibration session was conducted. First, faculty thoroughly reviewed and discussed the rubric and then independently applied the rubric to four sample artifacts. Raters shared their ratings and discussed any differences that arose after each “round” of rating. This discussion helped faculty come to a common understanding of what the outcomes meant and what to look for when rating the artifacts using the rubric’s scale: exceeds standard, meets standard, approaches standard, needs attention. Once individual ratings on a shared artifact did not differ by more than one point, raters were given a set of 25 artifacts to rate. The artifacts were read twice by faculty and scored using the rubric. If faculty ratings differed by more than one point on the majority (50% or more) of the outcomes, the artifact was sent to a third reader.

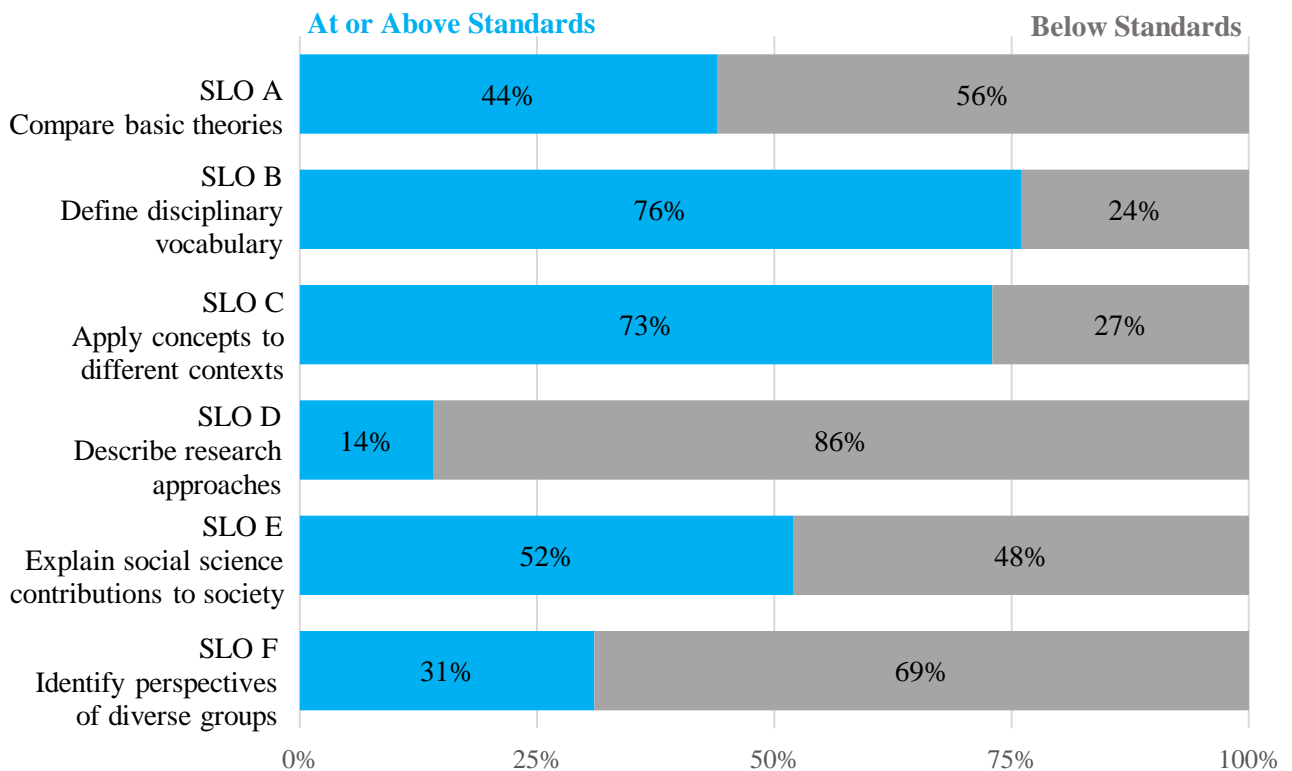
Two of the 75 artifacts reviewed required a third read due to discrepancies in ratings. A full description of the methodology, including inter-rater reliability data and the rubric, will be made

available on the Office of Institutional Effectiveness & Assessment's website:
<https://tinyurl.com/geneduc>

Results

An overview of the findings by SLO is presented in Figure 1. The highest rated Human Behavior outcomes were *defining disciplinary vocabulary* (SLO B: 76% exceeds and meets standards; 24% approaches standards and needs attention) and *applying concepts to different contexts* (SLO C: 73% exceeds and meets standards, 27% approaches standards and needs attention). The lowest rated outcomes were *describing research approaches* (SLO D: 14% exceeds and meets standards; 86% approaches standards and needs attention) and *identifying perspectives of diverse groups* (SLO F: 31% exceeds and meets standards; 69% approaches standards and needs attention).

Figure 1. Human Behavior assessment results



Faculty Rater Discussion and Recommendations

Discussion

At the end of the second day, faculty were asked to reflect upon the strengths and weaknesses of student learning. Overall, faculty noted that students' ability to define disciplinary vocabulary was strongest across most of the artifacts (SLO B). Students applied disciplinary concepts to professional, personal, and/or civic contexts with developed descriptions and adequate examples (SLO C). Students struggled to describe research approaches (SLO D) and raters noted that

components of this outcome were not included in some of the artifacts. Faculty noted that identifying perspectives of diverse/marginalized groups (SLO F) was an area that needed improvement. Identification was either missing from the artifacts or students demonstrated a superficial understanding of the challenges, concerns, or contributions of diverse and/or marginalized groups.

Recommendations

Faculty raters identified the following recommendations to improve Human Behavior outcomes:

Teaching or Assignments

- Include the student learning outcomes in lectures and connect them to examples and illustrations.
- Revise assignments to include more explicit emphasis on the identification of challenges, concerns, and contributions of diverse and/or marginalized groups.
- Develop standardized assignments to assess required outcomes.
- Provide multiple testing or assignment opportunities to address each outcome.
- Include opportunities for students to write and apply their learning in addition to solving equations.
- Share outcomes and rubric with faculty teaching Human Behavior courses at the beginning and end of the semester to consider how courses address the outcomes.

Assessment Process

- Ensure that artifacts follow submission guidelines. Faculty should select 3-5 test questions per outcome.
- Adjust SLO D rubric language from “identifies and describes approaches to data collection, measurement, and analysis” to “identifies and describes approaches to data collection, measurement, and/or analysis”.

Plan to Improve Learning

[to be completed by the departments by January 31st, 2022]

Faculty Senate Recommendations

[Shared with Committee A in Spring 2022]