

#4. Executive Summary: Undergraduate Program Assessment: Alternative Delivery

Submit to the Assessment Committee Chair via email.

Department: Human & Social Science **Date: 8-15-17** **Course(s): CUNE PSY 101 sections and Dual Credit Psychology 101 Sections**

Alternative Format(s) – select as many as are applicable:

Dual Credit **Select** **Select** **Select** **Select** **Select**

Members (must include more than course instructor only) **involved with analysis of artifacts:**

Department Chair+ Reviewed by Dean

See #3 Assessment Plan: Alternative Delivery: Student Outcomes for: a) *Course requirement evaluation*; b) *Student Outcome*; c) *Question(s)*; e) *Methodology*

Analysis of artifacts:

1). Student Outcome: **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used)*.
1. Exams were scored.
2. Total # of questions correct were recorded for each student score.
3. Total # of questions correct per sub-topic were recorded as the sub-topic score.
4. Range, median, mode, % correct total, % correct per sub-topic - computed by class and by CUNE or Dual Credit

2). **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note “na” if delivery modes were not compared)*. Statistical comparison (t-test) was computed for CUNE vs. Dual credit by topic and overall score

Summary of RESULTS*:

1). *Restate the assessment question(s) (from the Assessment plan)*:
1. Do students in on-campus PSY 101 classes retain a broad range of knowledge in the field of psychology?
2. Do students in Dual Credit PSY 101 classes retain a broad range of knowledge in the field of psychology?
3. Do students in Dual Credit compared to on-campus PSY 101 classes retain comparable knowledge in the field of psychology?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* RESULTS used to address assessment questions 1, 2, and 3.

1. 80% of CUNE students scored 80% or higher on each topic area.

RESULTS: This criterion was not met. The mean % correct in topic area:

80% or higher - Subfields

70 - 79% - Neuroscience

60 - 69% - States of Consciousness, Development, and Disorders.

50-59% - Sensation/Perception, Learning, Memory, Motivation, Personality and social Psych.

40-49% Health

2. 80% of CUNE students will receive a score of 80% or higher on the overall exam.

RESULTS: This criterion was not met.

20 students scored 80% or higher 11%.

50 Students scored 70% or higher 27%.

90 Students scored 60% or higher 49%.

138 Students scored 50% or higher 75%.

3. 80% of Dual Credit students will receive a score of 80% or higher on each topic area.

RESULTS: This criterion was not met. The mean % correct in topic area:

80% or higher - Subfields

70 - 79% - Neuroscience, States of Consciousness, and Development

60 - 69% - Sensation/ Perception, Memory, Motivation, & Disorders

50 - 59% - Learning, Personality & Social Psych

40 - 49% - Health

4. 80% of Dual Credit students will receive a score of 80% or higher on the overall exam.

RESULTS: This criterion was not met.

8 students scored 80% or higher 11%.

16 students scored 70% or higher 22%.

33 students scored 60% or higher 45%.

54 students scored 50% or higher 74%.

Calculated using mean% correct

	CUNE	Dual Credit
N	184	73
mean	29.7	29.2
SD	7.32	7.07
t test	p=0.092	

See attachment for additional data.

3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s). 1. Do students in on-campus PSY 101 classes retain a broad range of knowledge in the field of psychology? The bench mark of 80% across all topics is probably too aggressive for a general education course that is taken by many first year college students many of whom are not psychology majors with a broader distribution of normalized performance.

2. Do students in Dual Credit PSY 101 classes retain a broad range of knowledge in the field of psychology? Once again, the bench mark of 80% across all topics may have been too aggressive. The topic of noted concern last cycle of assessment was Health, which fell in the 40 - 49% range. Like cun students.

3. Do students in Dual Credit compared to on-campus PSY 101 classes retain comparable knowledge in the field of psychology? The t test result (p=.092) which indicates there is little to no statistical difference between CUNE and Dual Credit students at the .05 level as a collective. Of note is that over the last three cycles, the distribution has become much closer between the two populations indicating a normal curve in scoring.

4). *Observations made that were not directly related to the question(s).* (i.e. interrater reliability of the scoring tool was low) Of note is one class that consistently scores higher than other classes. This could be due to a number of factors. First the class size is small allowing for more individual instruction with higher retention. Second the instructor has in the past used the scoring instrument of a graded assignment and could be more inclined to teach to the test.

5). **How did the outcomes of the traditional and alternative format analysis compare? See above for detailed responses -Over-all both dual credit and on campus psychology students compare very similarly.**

Sharing of Results:

When were results shared? Date: Sept 6, 2017 Department meeting

How were the results shared? (i.e. met as a department) Department Chair meeting and via email to Dual Credit instructors and Dual credit Director.

Who were results shared with? (List names): Sara Brady, Kathy Miller, Corey Gray, Michael Becker, Rebecca Ristow, Nancy Elwell, Darla Rosenthal, Chris Deeter, Rebecca Ernst and Bernard Tonjes

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* General data on topics will be shared with both CUNE

and Dual Credit instructors seeking feed back about common text books and shared material. alignment of texts and increased communication about topics that need to be addressed.

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?*

The development of a better comunicaiton system between both CUNE and DualCredit instructors will be developed. including a once a year meeting and on going connection through a distribution list. It is anticipated that knowledge retention will improve especially in areas of low achievement and consiistant use of assessment will be required.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the **ACTION*** (i.e. an additional staff person, new equipment, additional sections of a course). Some budget may need to be allocated for the once a year meeting.*

Submitted via email to Assessment Committee Chair by: 8/25/17

Reviewed by the Assessment Committee (date): 8/28/17

Submitter notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: 8/28/17

Approved & Posted to Assessment site: 8/28/17