

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

Course: PSY 324 Alternative Format: 8 week online Explain "Other" if selected:

Department: EDUC Date: 8/18/2017

Members (must include more than course instructor only) involved with analysis of artifacts:
Amanda Geidel and Nancy Elwell

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).* Student performance was measured in number of ingredients located in correct place within IEP paperwork. 3 pts will be earned for each of the 8 ingredients correctly identified. 3 pts for finding a complete set of IEP paperwork online, and 3 pts for finding the list of 8 ingredients within the text. Scores from the traditional course were averaged and then compared to the averaged scores of the alternative delivery course.

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).* The average score for traditional students were compared with the average score for online students.

Summary of **RESULTS***:

1). *Restate the assessment question(s) (from the Assessment plan):* Are students able to independently locate official IEP paperwork online? Are students able to identify the eight required ingredients of the paperwork by reading their course required text? Are students able to locate these eight ingredients within the paperwork?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* In the traditional courses, students average score was a 30/30 or 100%. In the alternative delivery course, students average score was 25/30 or 83%.

3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).* Both groups of students passed the assignment, by completing the required tasks stated in the assessment question. If a student was not able to achieve one of those tasks correctly, they would have failed the assignment.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* In the traditional courses, students had the opportunity to ask me if they had located the correct IEP paperwork before they began, as well as ask me questions if they were having trouble finding one of the 8 ingredients in the paperwork. The students in the alternative delivery courses could have taken the time to ask me for further guidance as well, but in most cases did not. The number of students in the alternative delivery courses was much less, and one student did not find the correct IEP paperwork, so failed the assignment, scoring 15/30 which drastically affected the average score for this small group.

5). **How did the outcomes of the traditional and alternative format analysis compare?** (note "na" if delivery modes were not compared). **Although each group had the exact same assignment, students in the alternative delivery courses scored lower. This is because there was less required communication between instructor and students, which probably needs to take place for an online course.**

Sharing of Results:

When were results shared? Date: 8/18/2017

How were the results shared? (i.e. met as a department) via email

Who were results shared with? (List names): Nancy Elwell and Lorinda Sankey

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?* What was learned via this research is that in the

alternative delivery courses, students must be required to check with the instructor to be certain they have located the correct IEP paperwork before moving forward in the assignment. That requirement needs to be stated in the course syllabus and assignment expectations.

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* Once students in the alternative delivery courses are required to check with the instructor before completing this assignment, the anticipated impact will be a much higher average score for this group.

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).* none

Submitted via email to Assessment Committee Chair by: Geidel

Reviewed by the Assessment Committee (date): 8/23/17

Submitter notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Approved & Posted to Assessment site: 8/23/17