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

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| **Course: PSY 324 Alternative Format:**  **Explain “Other” if selected:**  **Department:** **EDUC Date:** **9/30/16** |
| **Members** (must include more than course instructor only) **involved with analysis of artifacts:** **Amanda Geidel and Amanda Deterding** |
| **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 will be measured in number of IEP ingredients located in correct place within IEP paperwork. 3 points will be earned for each of the 9 ingredients correctly identified. 3 points will be loacting a complete set of IEP paperwork online.  *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).By averaging and comparing the course scores on this assignment. |
| **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 9 required ingredients of the paperwork by reading their course text? Are students able to locate these 9 ingredients within the paperwork?  *2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* There were 4 sections of the course taught during the summer and fall terms. The average scores on the assignment ranged from 91-96% or 27/30-29/30. The instructor for one of the fall classes was an adjunct, and her students scored the highest average at 96.6%, or 29/30. The other 3 classes were taught by a full-time faculty member. Two of these classes were taught to undergraduate student, one online and one face to face. Each of these two classes scored a 91% or 27/30 average. The thrid class taught by the full-time faculty member was online and to non-traditional students, who averaged a 94% or 28/30 on the assignment.  *3).* ***INTERPRETATION****\* - Discuss how the results answer the assessment question(s).*  No matter the class, the success rate of the students was high. There was some variance where a different instructor taught the class or where nontraditional students were involved. In any either delivery format, students were able to independently locate IEP paperwork, and then identify the 9 required ingredients within it.  *4). Observations made that were not directly related to the question(s).* (*i.e. interrater reliability of the scoring tool was low*) Different faculty teaching the same course may yield different student scores based on grading practice. It would be too soon to determine that with this data as it is just one set.  5). ***How did the outcomes of the traditional and alternative format analysis compare*?** (note “na” if delivery modes were not compared).**When it involved the same instructor and the same type of students the traditional and alternative format had identical outcomes using this artifact. When a different instructor and non-tradtional students were involved the outcome was still acceptable for this outcome.** |
| **Sharing of Results:**  *When were results shared? Date:* 9/30/2016  *How were the results shared? (i.e. met as a department)* via executive summary  *Who were results shared with? (List names):* Amanda Geidel, Amanda Deterding, Nancy Elwell |
| **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?* The alternative format for the class will not be altered next summer.  *2.* **IMPACT\*-** *What is the anticipated impact of the* **ACTION\*** *on student achievement of the learning outcome in the next academic year?* Students will continue to be successful in this course assignment no matter what format they take the course.  *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:** **Amanda Geidel**  **Reviewed by the Assessment Committee (date):** **9/30/16** |
| **Submitter notified/additional action needed:** **na**  **BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** **na**  **Approved & Posted to Assessment site:** **9/30/16** |