

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

Submit to the Assessment Committee Chair via email.

Department: CTA Date: 8-8-18 Course(s): CTA 333 Intercultural Communication
Alternative Format(s) – select as many as are applicable:
Online Condensed (3 credits fewer than 15 weeks) Select Select Select
Select

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

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)*. Papers were collected for both online and traditional courses and graded according to provided rubric.

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 using the attached rubric, we can see if scores of both courses were comparable.

Summary of RESULTS*:

1). *Restate the assessment question(s) (from the Assessment plan):* Are students able to create and present a researched project that demonstrates their understanding of a particular culture and the way in which communication skills apply to this culture and themselves?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* On the 5 point rubric provided, students (n = 48) in the traditional section averaged a 3.9. Students in the online model (n =8) averaged a 3.4.

3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).* It is honestly difficult to interpret because the online section was comprised of 8 students who completed the final paper, and therefore making any statistical conclusions from this would be relying too heavily on a sample that could be skewed with quite a bit of variance. We simply need a greater sample size of online students in order to do a true comparison. As this summer class continues to be taught, we will obtain a larger sample over a period of time and therefore will be able to see if there are longitudinal conclusions that can be drawn.

4). *Observations made that were not directly related to the question(s).* (i.e. interrater reliability of the scoring tool was low) N/A

5). **How did the outcomes of the traditional and alternative format analysis compare? Nothing stands out as an immediate concern; however, the sample size of online students makes it difficult to draw large conclusions until a greater sample is gained.**

Sharing of Results:

When were results shared? Date: August 2018

How were the results shared? (i.e. met as a department) Discussed as part of department meeting

Who were results shared with? (List names): Zum Hofe, Ashby, Lamm, Haley, Moore

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?* We will stay the course until we have a reason to deviate based on a difference in results by a larger sample. It is possible that the average scores, if over a larger sample, that are different to a small scale could still be significant, but we don't have enough of a sample size now to conclude that.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* No change

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).* N/A

Submitted via email to Assessment Committee Chair by: Peter Koprince

Reviewed by the Assessment Committee (date): 8/28/18

Submitter notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Approved & Posted to Assessment site: 8/28/18