

2018 – 19 Alternative Delivery Assessment Plan

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit to the Assessment BlackBoard site.

Department: Natural Science Date: 11/21/18 Course: Bio 110 Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Jennifer Freund, Rob Hermann, Kyle Johnson
Course Requirements: <ol style="list-style-type: none">1. Each alternative delivery course meets credit hour requirements? (135 clock hours).<ol style="list-style-type: none">a. Attach: Credit Hour Audit - traditional formatb. Attach: Credit Hour Audit for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)2. Course requirements for all formats are comparable.<ol style="list-style-type: none">a. Attach: Course Guide - traditional format.b. Attach: Course Guide for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Synthesize biological thinking and multiple biological concepts into a given case study scenario AND apply that to generalized human life choices.</i>2. State as follows: Students should be able to [action verb] [something]. As a result of this class and activities within this class, the student shall be able to use basic biological principles and apply it to an everyday living scenario.
Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Are students able to (a) recall biological principles, (b) select related principles for a given scenario, (c) apply the principle logically to solve a problem or explain a phenomenon, and (d) relate biological concepts to global or social contexts?
Methodology <ol style="list-style-type: none">1. Student Outcome - OBJECT*<ol style="list-style-type: none">a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> Students will practice this skill using case studies, video clips, and discussion in class, but the assessment will be in the form of a section of short answers on a take-home essay assignment.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Uniquely written essay assignmentb. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> short answers on written assignments, created uniquely by each student<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> uniquely written essay assignments
Analysis of Artifacts: <ol style="list-style-type: none">1) Student Outcome: PERFORMANCE CRITERIA*<ol style="list-style-type: none">a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none">i. Traditional course: rubric attachedii. Alternative course(s) (note SAME if the same as the traditional course): same2) COMPARABILITY - How you will determine if the outcomes of the two are comparable? (For example – there will not be a statistically significant difference among the mean final exam scores). he alternative delivery format will score similarly or better to the traditional format--t-test will determine if there are significant differences between the means
Submitted by: Jennifer Freund Date: 11/29/18 Assessment Committee Reviewed (Date): 11/29/18
Submitter notified or approval/ or additional action needed: 11/29/18