

2019– 20 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Human and Social Sciences						Date: 7/31/19						Course(s): PSY 101/Dual					
Alternative Format(s) – select as many as are applicable: Dual Credit						Select						Select					
Members (must include more than course instructor only) involved with analysis of artifacts: Sara Brady, Thad Warren, Nancy Elwell																	
See Alternative Delivery Assessment Plan for: a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>																	
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Data was analyzed via scantron (50 questions, multiple choice). There were 2 CUNE courses (n = 24) and 7 Dual Credit courses (n = 94). 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared).</i> A t-test was conducted to compare the mean total scores and mean scores on all the topic areas between dual credit and CUNE courses. In addition, percentages were compared between delivery modes among students who scored a 75% or higher on the total score and topic areas.																	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> 1. Do students in Dual Credit PSY 101 classes retain knowledge of the field of psychology presented to them throughout the course, as measured through an assessment at the end of the educational experience? 2. Do students in Dual Credit compared to on-campus PSY 101 classes retain comparable knowledge in the field of Psychology on the same measure? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Based upon t tests, CUNE students outperformed Dual Credit students on the total score, as well as seven out of 12 topics (neuroscience, sensation and perception, learning, motivation, personality, health, and disorders), $p < .01$, $d > .50$. The means and standard deviations are shown in the table below. Of the CUNE students, 75% or more of students scored 75% or higher on the total score and all topic areas with the exception of neuroscience, sensation and perception, and development. Of the Dual Credit students, only 41.5% of students scored 75% or higher on the total score. Furthermore, only in the topic area of subfields did more than 75% of students score 75% or higher.																	
<u>Descriptives of Total Score and Topic Scores by Delivery Mode</u>																	
		Group	N	Mean	SD	SE											
PercentCorrect		CUNE	24	81.417	7.945	1.622											
		Dual credit	94	67.468	19.854	2.048											
Subfields_PC		CUNE	24	91.667	17.549	3.582											
		Dual credit	94	86.702	21.906	2.259											
Neuroscience_PC		CUNE	24	90.278	15.477	3.159											
		Dual credit	94	72.340	30.385	3.134											
Sensation and Perception_PC		CUNE	24	83.333	27.802	5.675											
		Dual credit	94	61.348	35.689	3.681											
States of Consciousness_PC		CUNE	24	81.667	15.511	3.166											
		Dual credit	94	77.234	25.162	2.595											
Learning_PC		CUNE	24	89.167	14.421	2.944											
		Dual credit	94	62.340	29.890	3.083											
Memory_PC		CUNE	24	77.083	20.743	4.234											
		Dual credit	94	68.351	30.930	3.190											
Motivation_PC		CUNE	24	86.458	14.706	3.002											
		Dual credit	94	58.777	32.318	3.333											
Development_PC		CUNE	24	78.333	14.346	2.928											

	Dual credit	94	72.979	23.593	2.433
Personality_PC	CUNE	24	76.667	22.586	4.610
	Dual credit	94	62.766	26.817	2.766
Health_PC	CUNE	24	70.833	15.926	3.251
	Dual credit	94	56.117	29.713	3.065
Disorders_PC	CUNE	24	84.375	23.093	4.714
	Dual credit	94	70.213	29.163	3.008
Social Psychology_PC	CUNE	24	69.792	24.427	4.986
	Dual credit	94	58.777	29.718	3.065

3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s). On average, students in the Dual Credit PSY 101 class do not retain knowledge of the field of psychology, as defined by scoring at least a 75% or higher on the overall score or topic area score. Areas where they have retained knowledge well are subfields of psychology, neuroscience, and states of consciousness (see Table). Compared to CUNE students, Dual Credit students retained knowledge equivalently in only five topic areas (subfields, states of consciousness, memory, development, and social psychology).

4). *Observations made that were not directly related to the question(s).* (i.e. interrater reliability of the scoring tool was low) CUNE scores are not completely representative of all PSY 101 courses, given that several sections did not return the assessment.

5). **How did the outcomes of the traditional and alternative format analysis compare?** There were mixed results of the outcomes. The delivery modes were equivalent in only about 40% of the topic areas covered.

Sharing of Results: *When were results shared? Date:* 8/7/19 *How were the results shared? (i.e. met as a department)* Department and sent to instructors via email *Who were results shared with? (List names):* Sara Brady, Kathy Miller, Tim Huntington, Ed Hoffman, Thad Warren, Nancy Elwell, Mark Blanke & Dual Credit Instructors.

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?* Over the past five years we have seen shifting patterns of results and some inconsistent reporting partners. Seeking a more consistent reporting of data will be implemented along with note of areas of lower scoring will be shared with instructors.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* A accurate assessment of outcomes will be gained and instructors will besure to cover areas not retained at a more intentional level.

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). No budget implications at the time. Better commmunication with instructors about expectations.

Submitted by: Thad Warren & Sara Brady **Assessment Committee Reviewed (date):** 8/7/19

Submitter notified approval/additional action needed: approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na