

2019 – 20 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 Sciences Date: 10/25/2019 Course: Bio 243
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: Twila Fickel & 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? demonstrate sufficient understanding of structure and function of each system mentioned in course outline (section VI) to score at a passing level on the unit tests.</i>2. State as follows: Students should be able to [action verb] [something]. Students should demonstrate a basic understanding of structure and function of each system discussed in the course.
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> Can students identify the relevant structures associated with a specific physiological function? Can students recall the function of a tissue, organ, or system that are associated with a specific function? Can students understand the terminology of anatomy and physiology?
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? A cumulative multiple choice assessment to be given at the end of the semester.</i><ol style="list-style-type: none">i. <i>How will the artifact be collected? As questions on the final exam.</i>b. <i>What student artifact from the alternative course(s) will be used to assess the outcome? A cumulative multiple choice assessment to be given at the end of the semester.</i><ol style="list-style-type: none">i. <i>How will the artifact be collected? As questions on the final exam.</i>
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: The multiple choice questions will be graded.ii. Alternative course(s) (note SAME if the same as the traditional course): The multiple choice questions will be graded.2) 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). A t-test will be performed to assess whether the means between the two classes are statistically different.
Submitted by: Kyle Johnson Date: 10/25/2019 Assessment Committee Reviewed (Date): 11/1/19
Submitter notified or approval/ or additional action needed: Approved 11/1/19