

2019– 20 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Natural Sciences Date: 08/05/2020 Course(s): 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 analysis of artifacts: Twila Fickel & Kyle Johnson
See Alternative Delivery Assessment Plan for: <i>a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology</i>
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> A series of multiple choice questions were scored, and the average and standard deviations for the class were calculated. 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> The means and standard deviations were calculated and the means were compared by using a unpaired t-test in Excel.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</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? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The dual credit students scored higher ($67 \pm 14\%$ versus CUNE $55 \pm 10\%$) on the exam, and the difference was significant ($P < 0.05$). 3). INTERPRETATION * - <i>Discuss how the results answer the assessment question(s).</i> Students in the dual credit course were able to answer 67% of the questions correctly. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> NA 5). How did the outcomes of the traditional and alternative format analysis compare? The dual credit students scored higher ($67 \pm 14\%$ versus CUNE $55 \pm 10\%$) on the exam, and the difference was significant ($P < 0.05$).
Sharing of Results: <i>When were results shared? Date:</i> 6/17/20 <i>How were the results shared? (i.e. met as a department)</i> Email <i>Who were results shared with? (List names):</i> Rob Hermann, Kristy Jurchen, Jennifer Freund
Discussion of Results –Summarize your conclusions including: 1. ACTION *- <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> No change will be made. 2. IMPACT *- <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> No change will be made. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> NA
Submitted by: Kyle Johnson Assessment Committee Reviewed (date): 8/6/2020
Submitter notified approval/additional action needed: 8/6/2020
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na