

2020 – 21 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: 12 Feb 21 Course: Bio 122
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, Kyle Johnson, Rob Hermann
Course Requirements: Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Communication and comparison of groups of living organisms</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to accurately use basic biological, ecological, anatomical, and human impact content to effectively compare and contrast representative organisms in a way that fully addresses each of the test items.
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 zoology students classify parasites, discuss their unique biology, and communicate their impact and interactions with humans? Can zoology students communicate the progression of complexity within the animal kingdom using multiple examples of animal anatomy, physiology, or other life functions?
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> I have two essay questions to address each question. I will score each using a rubric.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> These questions will be a part of their final exam.b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> The two essay questions will be given to the students participating in the alternative courses, too. Each will be scored using a rubric.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> I recommend that the other instructors use a quiz or exam to collect responses to each item so students can share their responses without the use of texts, group work, or internet access. Each response will be scored using a rubric.
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 and assignment attachedii. Alternative course(s) (note SAME if the same as the traditional course): same2) COMPARABILITY - <i>How you will determine if the outcomes of the two are comparable?</i> (For example – <i>there will not be a statistically significant difference among the mean final exam scores</i>). The 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: 12 Feb 21 Assessment Committee Reviewed (Date): 2/22/21
Submitter notified or approval/ or additional action needed: Approved - 2/22/21