

## 2020– 21 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

<b>Department:</b> Human & Social Sciences <b>Date:</b> 6/3/2021 <b>Course(s):</b> PSY 221 Lifespan Development <b>Alternative Format(s) – select as many as are applicable:</b> Online                      Select                      Select															
<b>Members</b> (must include more than course instructor only) <b>involved with analysis of artifacts:</b> Nancy Elwell, Becky Ristow															
<b>See Alternative Delivery Assessment Plan for:</b> a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology															
<b>Analysis of artifacts:</b> 1). Student Outcome: <b>PERFORMANCE CRITERIA*</b> - How was data analyzed? (attach rubrics/scoring tools if used). Quiz scores were collected & means computed. 2). <b>COMPARABILITY</b> – How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared). paired t test															
<b>Summary of RESULTS*:</b> 1). Restate the assessment question(s) (from the Assessment plan): Are students retaining information from assigned text reading.. 2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. Both the online and campus students retained knowledge at the A to B+ level but the online students retained at a higher level than campus students.  The two-tailed P value equals 0.0009 By conventional criteria, this difference is considered to be extremely statistically significant. Review your data: <table><thead><tr><th>Group</th><th>Mean</th><th>SD</th><th>SEM</th><th>N</th></tr></thead><tbody><tr><td>ONLINE</td><td>96.60</td><td>4.93</td><td>1.56</td><td>10</td></tr><tr><td>CAMPUS</td><td>87.40</td><td>4.40</td><td>1.39</td><td>10</td></tr></tbody></table> 3). <b>INTERPRETATION*</b> - Discuss how the results answer the assessment question(s). Online students complete quizzes online and have the limited use of referencing the text book while campus students do not. This was most likely the cause of the difference in mean scores. 4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) na 5). <b>How did the outcomes of the traditional and alternative format analysis compare?</b> Online students performed higher than campus students.	Group	Mean	SD	SEM	N	ONLINE	96.60	4.93	1.56	10	CAMPUS	87.40	4.40	1.39	10
Group	Mean	SD	SEM	N											
ONLINE	96.60	4.93	1.56	10											
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<b>Sharing of Results:</b> When were results shared? Date: 6/3/21    How were the results shared? (i.e. met as a department) emailed    Who were results shared with? (List names): Elwell, Ristow, Warren															
<b>Discussion of Results –Summarize your conclusions including:</b> 1. <b>ACTION*</b> - How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year? none 2. <b>IMPACT*</b> - What is the anticipated impact of the <b>ACTION*</b> on student achievement of the learning outcome in the next academic year? none 3. <b>BUDGET IMPLICATIONS</b> – Indicate budget requirements necessary for the successful implementation of the <b>ACTION*</b> (i.e. an additional staff person, new equipment, additional sections of a course). none															
<b>Submitted by:</b> Elwell <b>Assessment Committee Reviewed (date):</b> 6/3/2021															
<b>Submitter notified approval/additional action needed:</b> 6/3/2021 <b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na															