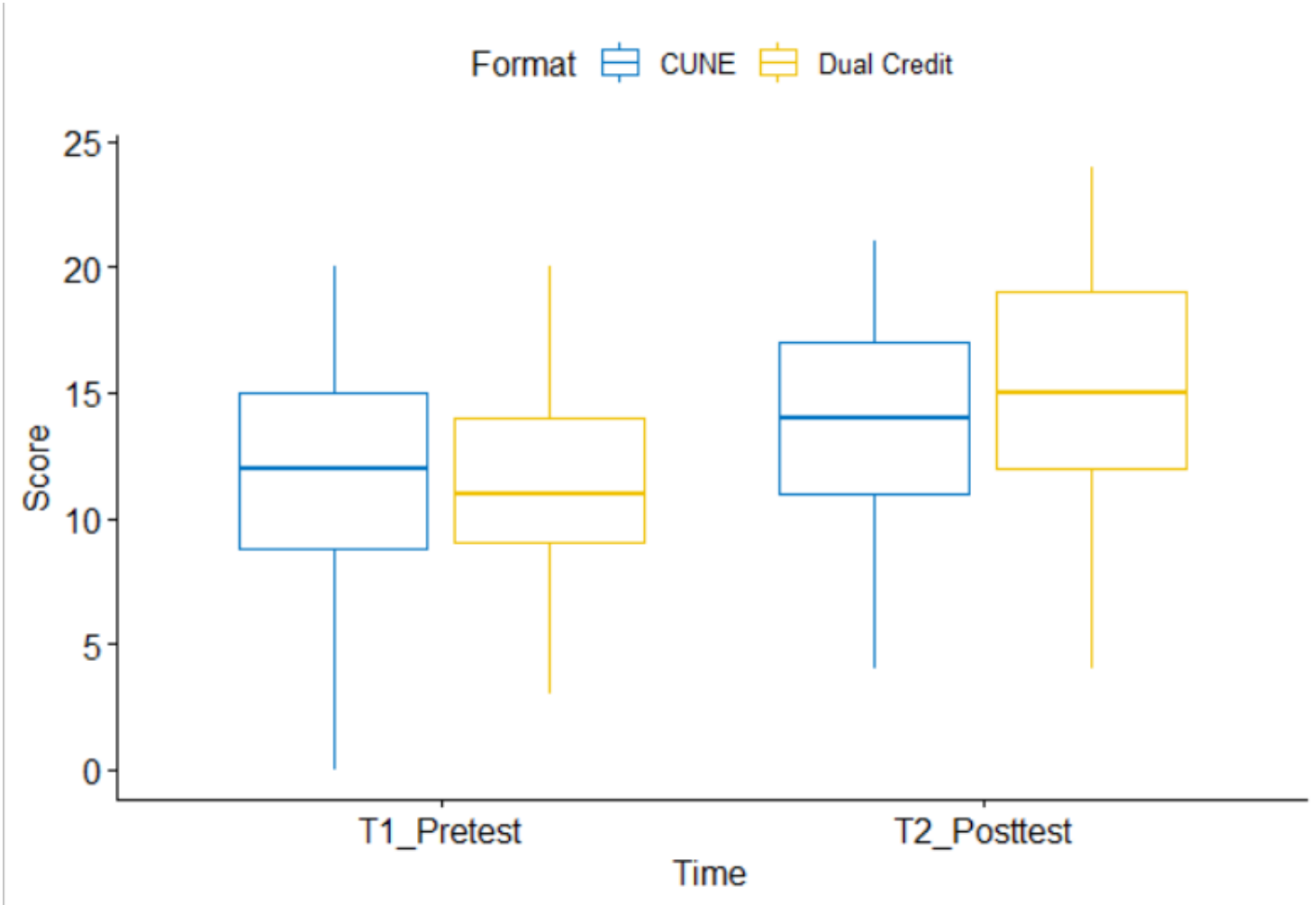# 2021– 22 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Human and Social Sciences   **Date:** 6/20/2022   **Course(s):** PSY 101   **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 and Thad Warren
See Alternative Delivery Assessment Plan for: *a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology*
Analysis of artifacts: *1).* Student Outcome*: **PERFORMANCE CRITERIA*** - How was data analyzed? (attach rubrics/scoring tools if used).* A 24-item knowledge test was administered via online at the beginning and end of the term. The test encompassed 12 domains (two items per domain). Pretest and posttest knowledge scores were computed from their answers. CUNE students entered their name as an identifier, whereas high school students who were enrolled in dual credit courses entered the last four digits of their phone number. The pre- and posttest datasets were merged using these two identifiers separately and then a final dataset was generated that included all pretest and posttest responses for all students including CUNE and Dual Credit formats.   *2).* **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative delivery modes were comparable?* (note "na" if delivery modes were not compared). A 2 (Time: Pretest, Posttest) by 2 (Format: CUNE, Dual Credit) analysis of variance (ANOVA) test was conducted using format as the between-subjects factor and time as the within-subjects factor. Knowledge scores were the dependent variable.
Summary of RESULTS*:   *1). Restate the assessment question(s) (from the Assessment plan):* To what extent do students' knowledge scores improve over time on a multiple-choice knowledge test in psychology for CUNE and dual-credit courses? To what extent are students' knowledge scores similar between CUNE and dual-credit courses?   *2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* The graph below displays the results of the analysis. Although there was no main effect of format ($p = .139$), there was a main effect of time, $F(1, 167) = 49.54$, $p < .001$, partial eta squared = .079. This main effect was not qualified by an interaction between format and time, $p = .105$. Overall, knowledge scores significantly increased from pretest ($M = 11.3$, $SE = .30$) to posttest ($M = 14.6$, $SE = .32$) for both CUNE students ($p < .001$, partial eta squared = .056) and Dual Credit students ($p < .001$, partial eta squared = .140).   *3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).* Based upon the effect size found in the results (partial eta squared), there was a moderate increase in knowledge scores for CUNE students and large increase in knowledge scores for Dual Credit students. When comparing the knowledge scores of the two course formats, there were no significant differences found. Therefore, the knowledge scores between CUNE and dual-credit courses were similar.   *4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* The sample size for CUNE was lower than Dual Credit courses due to difficulty with administration during the semester. Although an increase in knowledge over time is considered good, it should be noted that an average knowledge score of 15 out of 24 is only slightly more than 50%.   5). ***How did the outcomes of the traditional and alternative format analysis compare?*** The two course formats were statistically similar.
Sharing of Results: *When were results shared? Date:* 6/20/22   *How were the results shared? (i.e. met as a department)* Email   *Who were results shared with? (List names):* Thad Warren
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?* We should continue to use the same assessment tool, but we should implement reminders for all instructors at pre-set times during the term. PSY 101 is frequently used to collect assessments and should therefore be sampled cautiously to avoid overburdening both the instructors and students.   *2.* **IMPACT*****-** *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* We will continue to share with our instructors important learning outcomes so that students have a stronger handle on the important subfields of psychology. We will also strive to boost knowledge scores even further than the benchmark 50% that was measured this year.   *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).   None
Submitted by: Sara Brady   **Assessment Committee Reviewed (date):** 6/23/22
Submitter notified approval/additional action needed: Approved 6/23/22

		Pretest		Posttest	
Format	n	Mean	SD	Mean	SD
CUNE	48	11.4	4.09	13.5	4.44
Dual Credit	144	11.3	3.52	15.0	4.73