

2021– 22 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Human and Social Sciences Date: 06/13/22 Course(s): Soc 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 Kathy Miller
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). Change in knowledge scores 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). Students should be able to score at least a 75% or higher on the knowledge test in sociology at the end of the term.
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): 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. When comparing the CUNE average (73.6%) to the Dual Credit average (85.7%), the p value from a binomial test was 0.97, suggesting that if there is no difference between Dual Credit and CUNE scores, then the likelihood of finding a 12% difference is very high. Therefore, we retain the null hypothesis and state that there not a statistically significant difference between the two proportions. 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). There is no statistically significant difference between the dual credit classes and CUNE class for Soc 101. 4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) 5). How did the outcomes of the traditional and alternative format analysis compare? The dual credit and CUNE classes are comparable for Soc 101.
Sharing of Results: When were results shared? Date: 6/9/22 How were the results shared? (i.e. met as a department) Sara Brady and Kathy Miller Who were results shared with? (List names): Nancy Elwell
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? continue to use the test 2. IMPACT* - What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? Continue to ucontinue to use the test 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). no impact
Submitted by: Kathy Miller Assessment Committee Reviewed (date): 6/23/22
Submitter notified approval/additional action needed: Approved 6/23/22
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na