2022– 23 Alternative Delivery Executive Summary

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 (Chair), DeVon Lark (Instructor) See Alternative Delivery Assessment Plan for: a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology Analysis of artifacts: 1) Student Outcome: PEFFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used). Traditional course: Artifacts will be analyzed with the scoring of the objective standardized written tests using the publisher's answer key. Alternative course(s) (note SAME if the same as the traditional course): SAME 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). Eighty-five percent of the students scoring population meeting this standard was compared to the dual-credit student population meeting this standard was compared to the dual-credit student population meeting this standard. Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): Will students demonstrate proficiency on the written American Red Cross tests? 2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. Teaching methods were successful in helping students achieve the American Red Cross standard. Each student population saw 100% of the enrollment meet the 80% or higher threshold. 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). Foliciency was achieved by both the traditional and dual-credit student populations. All enrolled students met the 80% threshold. 4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring too was low) Students continue to excel at meeting the Amer	Members (must include more than co	ourse instructor on	ly) involved with a	nalysis of artifac	ts: Dr. Nolan Harms	
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