2022– 23 Alternative Delivery Executive Summary

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Department: History, Geography, Intercultural Studies and Modern Languages   **Date:** 6-15-23   **Course(s):** American Government
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:** Tobin Beck, Nathan Bassett, Glen Worthington, and Adam Bulava.
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).* See attached rubric   *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). The outcomes were compared using a rubric to assess how well students applied principles of government in a 1,000-word essay. The comparisons involved 38 representative student essays, including 21 from the full year, and 17 from the spring semester. They included 7 from DC-1, 9 from DC-2, and 12 from DC-3, along with 10 from the spring CUNE PS111 class.
Summary of RESULTS*:   *1). Restate the assessment question(s) (from the Assessment plan):* Can students explain the roles of the legislative, executive and judicial branches of American government, as applied to major contemporary societal issues?   *2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* The results show that students in the dual credit classes as well as students in CUNE PS111 learned how the institutions of American government function and interact, and learned how to apply that theoretical knowledge to an examination and analysis of a contemporary issue.   When 7 essays from DC-1 were scored according to the seven categories of the assessment rubric, the 7 essays had an overall mean of 3.2 out of 4. The overall mean was a composite average of mean results in seven categories: 3.4 for integration of knowledge; 3.3 for topic focus; 3.6 for depth of discussion and analysis; 3.3 for cohesiveness; 3.1 for conventions of spelling, grammar, syntax, punctuation and usage; 3 for sources; and 2.6 for citations.   When nine essays from DC-2 were scored according to the seven categories of the assessment rubric, the nine essays had an overall mean of 3.5 out of 4. The overall mean was a composite average of mean results in seven categories: 3.9 for integration of knowledge; 3.7 for topic focus; 3.4 for depth of discussion and analysis; 3.3 for cohesiveness; 3.8 for conventions of spelling, grammar, syntax, punctuation and usage; 3.2 for sources; and 3.2 for citations.   When 12 essays from DC-3 were scored according to the seven categories of the assessment rubric, the 12 had an overall mean of 3.4 out of four. The overall mean was a composite average of mean results in seven categories: 3.75 for integration of knowledge; 3.2 for topic focus; 3.1 for depth of discussion and analysis; 3.5 for cohesiveness; 3.1 for conventions of spelling, grammar, syntax, punctuation and usage; 3.3 for sources; and 3.6 for citations.   When 10 essays from CUNE were scored according to the seven categories of the rubric, the 10 essays had an overall mean of 3.0 out of 4. The overall mean was a composite average of mean results in seven categories: 3.2 for integration of knowledge; 3.2 for topic focus; 2.7 for depth of discussion and analysis; 3.1 for cohesiveness; 3.3 for spelling, grammar, syntax and punctuation; 3.1 for sources; and 2.7 for citations.   *3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).* The results show that in general, students were able to demonstrate an understanding of theoretical knowledge about the institutions of the legislative, executive and judicial branches of American Government and apply that knowledge to an analysis of a real-life issue. In general, the results showed that the two DC classes assessed were comparable in outcomes to those of the CUNE PS-111 class, but somewhat higher than the CUNE mean scores. Also, to explain mean scores below 3, DC-1's mean score of 2.6 for citations reflected results from four students who each scored a 2 for failing to properly cite their sources. For the CUNE results, the 2.7 mean for depth of

discussion and analysis reflected results from five students who failed to include key source content in their analysis of their issues. CUNE's 2.7 mean for citations also reflected that four of these five students also failed to properly cite current sources necessary for their analyses, and one of them failed to properly cite any sources.

4). Observations made that were not directly related to the question(s). (*i.e. interrater reliability of the scoring tool was low*) na

5). ***How did the outcomes of the traditional and alternative format analysis compare?*** In general, the overall scores were comparable to those of CUNE students in PS111. In some instances, particularly on sourcing and depth of discussion and analysis, DC students scored significantly better than CUNE students

Sharing of Results: *When were results shared? Date:* 6-15-23   *How were the results shared? (i.e. met as a department)* via email   *Who were results shared with? (List names):* Tobin Beck, Nathan Bassett, Adam Bulava and Glen Worthington.

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?*   I plan to discuss with the instructors of DC-1, DC-2, and DC-3 the pros and cons of the essay assignment, and how I can be a resource for explanatory and interpretive background material. I also plan to ask them for their observations and insights on teaching of the class, as all are experienced instructors and their experience has value for all of us teaching the course. I also plan to discuss how we can share techniques and lesson plans that work well in engaging and motivating students.

Also, I am updating and will be sharing my database of issue background material for the DC American Government instructors and myself to use as we show students how the theory of government, particularly government institutions, work in real life situations. Also, I plan to share with DC instructors the daily curated news roundups that I provide for my students, to help demonstrate how to use critical thinking skills to determine the credibility of news and other information.

In addition, I plan to put additional emphasis on proper sourcing and citation techniques for my CUNE students. After grading and returning the assessment exercise to students, I explained to each CUNE student where they had lost points and what they needed to do to improve. While the original scores were used for assessment, each student was encouraged to make corrections to gain the benefit of learning how to improve their skills.

2. **IMPACT***- *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*   The results show that students are able to integrate theory with practical application, and apply the lessons of American Government to everyday life. The anticipated impact, over the next academic year as well as in future years, is that students will be equipped with the tools to be informed and active citizens who participate in politics and government.

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).   na

Submitted by: Tobin Beck   **Assessment Committee Reviewed (date):** 6/27/23

Submitter notified approval/additional action needed: Approved   6/27/23
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na