

2023– 24 Alternative Delivery Executive Summary

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Department: History, Geography, Intercultural Studies and Modern Languages **Date:** 6-16-24 **Course(s):**

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.

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 43 student essays written in the spring semester. The included 10 from DC-1, 10 from DC-2, and 23 from the spring CUNE PS111 American Government 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 the CUNE PS111 class learned how the branches of American government function and interact in actual practice when dealing with major issues. The results further show that the students were able to apply their knowledge of government in their examination and analysis of a contemporary issue.

When 10 essays from DC-1 were scored according to the seven categories of the assessment rubric, the essays had an overall mean of 3.2 out of 4. The overall mean was a composite average of mean results in these seven categories: 2.9 for integration of knowledge; 3.4 for topic focus; 3.3 for depth of discussion and analysis; 3.3 for cohesiveness; 3.9 for conventions of spelling, grammar, syntax, punctuation and usage; 3.2 for sources; and 3.0 for citations.

When 10 essays from DC-2 were scored according to the seven categories of the assessment rubric, the essays had an overall mean of 3.3 out of 4. The overall mean was a composite average of mean results in these seven categories: 3.2 for integration of knowledge; 3.3 for topic focus; 3.0 for depth of discussion and analysis; 2.9 for cohesiveness; 3.6 for conventions of spelling, grammar, syntax, punctuation and usage; 3.6 for sources; and 3.7 for citations.

When 23 essays from CUNE were scored according to the seven categories of the assessment rubric, the essays had an overall mean of 3.0 out of 4. The overall mean was a composite average of mean results in these seven categories: 2.9 for integration of knowledge; 3.0 for topic focus; 3.0 for depth of discussion and analysis; 2.9 for cohesiveness; 2.9 for conventions of spelling, grammar, syntax, punctuation and usage; 3.2 for sources, and 3.0 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. Overall, the results showed that the two DC classes assessed were comparable in outcomes to the CUNE PS-111 class, but were about 10 percent higher than the overall CUNE mean. The overall CUNE mean was the same, 3.0, as that assessed in June 2023. The overall mean for DC-1 was the same as that of last year (3.2), and the overall mean for DC-2 was slightly lower (3.3 v. 3.5) compared with last year.

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

5). **How did the outcomes of the traditional and alternative format analysis compare?** The overall scores were comparable, with overall mean for the DC students being about 9 higher than that of the CUNE students. DC students scored significantly higher than CUNE students in topic focus and in spelling, grammar and syntax.

Sharing of Results: *When were results shared? Date:* 6-16-24 *How were the results shared? (i.e. met as a department)* Via email. *Who were results shared with? (List names):* Nathan Bassett 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 will discuss the results of the essay assessment with the instructors of DC-1 and DC-2, and ask them for their observations and insights that they gained in working with their classes, and on ways to improve essay writing skills in the various relevant rubric categories. I also will discuss with them if they would like me to provide explanatory and interpretive material for them to use in their classes, especially current information on major issues facing government. Also, I will discuss with them the regular curated news roundups that I provide for my CUNE students, and whether they would like to use the roundups in their classes.

In addition, I plan to discuss with them how they are working with students to develop critical thinking skills that are important for analysis of political and social issues. I will share with them my approach, which has four steps. The steps to what I call Christian critical thinking are: 1) What do you think about the issue and why? 2) What do others think, especially those who disagree with you, and why do they think that way? 3) What are the facts involving the issue, and how do you know they are facts? 4) How do your beliefs and principles based on Scripture apply? I have found this process to be useful in showing students how to not only come up with their own informed opinions, but also as a framework for them to analyze and discuss issues with others.

Also, with my CUNE students, I plan to emphasize essay writing skills throughout each semester. In particular, I will focus on how to synthesize information into clear analyses, and how to proofread to catch spelling and grammar errors.

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 issues that are important to them in everyday life. The anticipated impact is that students will be equipped with the tools to become lifelong learners who are 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).* n/a

Submitted by: Tobin Beck **Assessment Committee Reviewed (date):** 6/24/24

Submitter notified approval/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: None