

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: English, Communication and Theatre Arts	Date: 6-16-25	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		
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 an essay of 1,000 to 1,200 words. The assessment included 15 essays from DC-1, 14 from DC-2, and 26 from the Spring 2025 CUNE PS111 American Government class. CUNE Prof. Tobin Beck examined the essays from DC-1 and DC-2 to check whether the rubric scoring of those essays was comparable to his scoring of PS111 student essays, and found that the application of the rubric in scoring the essays was comparable.		
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Can students explain the roles of the legislative, executive and judicial branches of the American government, as applied to major contemporary societal issues? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The results showed that students in the DC-1 and DC-2 dual credit classes, and the 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 showed that students were able to apply their knowledge of government in their examination and analysis of a contemporary issue. When 15 essays from DC-1 were scored according to the seven categories of the assessment rubric, the essay scores had an overall mean of 3.47 out of 4. The overall mean was a composite mean average of mean results in these seven categories: 3.53 for integration of knowledge; 3.80 for topic focus; 3.47 for depth of discussion and analysis; 3.60 for cohesiveness; 3.33 conventions of spelling, grammar, syntax, punctuation and usage; 3.40 for sources; and 3.13 for citations. When 14 essays from DC-2 were scored according to the seven categories of the assessment rubric, the essay scores had an overall mean of 3.51 out of 4. The overall mean was a composite average of mean results in these seven categories: 3.79 for integration of knowledge; 3.79 for topic focus; 3.79 for depth of discussion and analysis; 3.50 for cohesiveness; 3.29 for conventions of spelling, grammar, syntax, punctuation and usage; 3.36 for sources; and 3.07 for citations. When 26 essays from CUNE were scored according to the seven categories of the assessment rubric, the essay scores had an overall mean of 3.33 out of 4. The overall mean was a composite average of mean results i these seven categories: 3.58 for integration of knowledge; 3.42 for topic focus; 3.31 for depth of discussion and analysis; 3.08 for cohesiveness; 3.54 for conventions of spelling, grammar, syntax, punctuation and usage; 3.12 for sources; and 3.27 for citations. 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). The results show that students in general were able to show that they understood how the institutions of the legislative, executive and judicial branches of American Government work, and that they could apply that knowledge to analysis of a real-life issue. Overall, the results showed that DC-1 and DC-2 were comparable in outcomes to the CUNE class, with the DC-1 overall results being about 4 percent higher than the overall CUNE mean, and the DC-2 overall results being about 5 percent higher than the overall CUNE mean. Scores for DC-1, DC-2 and CUNE all showed improvement over scores from the last two years. In 2024, the overall means were 3.2 for DC-1, 3.3 for DC-2, and 3.0 for CUNE. In 2023, the overall means were 3.2 for DC-1, 3.3 for DC-2, and 3.0 for CUNE.		

While the overall means were relatively close together, it's interesting to examine differences between the lowest category means for each group. For CUNE, the lowest category mean was cohesiveness, which scored a mean of 3.08, compared with 3.60 for DC-1 and 3.50 for DC-2. The second lowest category mean for CUNE was in the category of sources, which scored a mean of 3.12, compared with 3.40 for DC-1 and 3.36 for DC-2.

. For DC-1, the lowest mean was in the category of citations, which scored a 3.13, compared with 3.07 for DC-2 and 3.27 for CUNE. The DC-1 mean of 3.13 in this category was affected by two papers that were rated a "2" and one that was rated a "1," while six were rated "3" and six were rated "4."

The DC-2 mean of 3.07 in the category of citations was affected by three papers that were rated "2," while seven were rated "3" and four were rated "4."

For CUNE, the mean of 3.08 for cohesiveness was affected by two papers that were rated a "2," while 20 were rated a "3" and four were rated a "4." Also for CUNE, the mean of 3.12 for sources was affected by two papers that scored a "1" for no sources, and three papers that scored a "2," while 11 papers scored a "3" and 10 papers scored a "4."

It is encouraging to see that scores for all three groups improved from last year. The scores in the categories of cohesiveness and sources for CUNE, and citations for DC-1 and DC-2, indicate a need to continue to focus on essay writing skills as a component of the class.

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

Sharing of Results: *When were results shared?* Date: 6-16-25 *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 will ask them for their observations and insights, as well as suggestions for how to improve the class. I also will discuss with them ways to continue to teach Christian critical thinking skills and how they can help students not only understand the role of government in American society, but also how the skills can help students gain agency and confidence in how to research issues and form their own opinions about them. Also, with my own CUNE students, I plan to again emphasize Christian critical thinking skills, and again will work with them to build their essay writing skills.

As I mentioned in last year's assessment report, my approach to Christian critical thinking about government and issues includes four questions that I ask students to ask themselves: 1) What do you think about the issue, and why? 2) What do others think about the issue, especially those who disagree with you? 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 to your understanding of the issue? As I mentioned previously, I have found this process to be very useful in showing students how to not only come up with their own informed opinions, but also for them to use as a framework for analyzing and discussing issues with others.

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 can integrate theory with practical application, and can 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, as servant leaders who love their neighbors.

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):** 6/17/25

Submitter notified approval/additional action needed: approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na