

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HSS Date: June 3, 2025 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: K. Miller and N.Elwell
See Alternative Delivery Assessment Plan for: a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used). scores of exams used, means and SD calculated</i> 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared). t test</i>
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Students should be able to score at least 75% or higher on the knowledge test in sociology at the end of the term in CUNE and dual-credit courses 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The two-tailed P value equals 0.0021 By conventional criteria, this difference is considered to be very statistically significant. Data: Group Dual Credit CUNE Score Range 24 - 37 (13) 23 - 40 (17) Mean 30.22 33.50 Median 30.5 34 Mode 25.3 (appears 3 times) 32 (appears 8 times) SD 4.15 3.73 SEM 0.98 0.48 N 18 60 Data review - The difference in mean scores between Dual Credit students and CUNE students is statistically significantly different with Dual Credit students scoring lower than CUNE Students. The score range for Dual Credit (13 pt.) was less than the score range for CUNE students (17) with the high score being higher for CUNE and the low score being lower for CUNE. Measures of central tendency are all higher for CUNE. Interpretation - 1. the Dual Credit sample size (18) being significantly lower than CUNE (60) could contribute to the lower results for Dual Credit. 2. Another issue may be in the teaching of the material or the completion of the assessment tool in the Dual Credit classroom. The textbooks used in the Dual Credit class and in the CUNE class are different. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> The mean scores indicate that CUNE students are more knowledgeable about sociology than the Dual Credit students. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> 5). How did the outcomes of the traditional and alternative format analysis compare?
Sharing of Results: <i>When were results shared? Date:</i> 6/3/2025 <i>How were the results shared? (i.e. met as a department)</i> <i>Who were results shared with? (List names):</i> K.Miller, T.Warren, N.Elwell
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> will not impact 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> na

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: K.Miller and N.Elwel **Assessment Committee Reviewed (date):** 7/9/25

Submitter notified approval/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na