

## 2025– 26 Alternative Delivery Assessment Plan

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit to the Assessment BlackBoard site.

<b>Department: History, Geography, Intercultural Studies and Modern Languages</b> <b>Date: 9/10/25</b> <b>Course: PS 111</b> <b>Alternative Format(s) – select as many as are applicable:    Dual Credit      Select      Select</b>
<b>Members (must include more than course instructor only) involved with the development of this Assessment Plan: Tobin Beck, Martin Senechal, Ryan McKenzie, Nathan Bassett, Preston Sunderman, Jeffrey Edison, Glen Worthington, Joshua Tonniges and Stephen Vaughan.</b>
<b>Course Requirements:</b> Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
<b>Student Outcome:</b> <ol style="list-style-type: none"><li>1. <i>What student outcome will be assessed? Knowledge of the operation of the three branches of American Government as evidenced in a written essay.</i></li><li>2. <b>State as follows: Students should be able to [action verb] [something].</b> Students should be able to complete an essay on the operation of the three branches of American Government using and citing appropriate sources.</li></ol>
<b>Question:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Can students explain the roles of the legislative, executive and judicial branches of American government, particularly as concepts are applied to major contemporary societal issues?
<b>Methodology</b> <ol style="list-style-type: none"><li>1. <b>Student Outcome - OBJECT*</b><ol style="list-style-type: none"><li>a. <i>What student artifact from the <b>traditional course</b> will be used to assess the outcome?</i> 1,000-word essay.<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> In class during Fall 2024 and Spring 2025.</li></ol></li><li>b. <i>What student artifact from the <b>alternative course(s)</b> will be used to assess the outcome?</i> 1,000-word essay.<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> By instructors in DC classes.</li></ol></li></ol></li></ol>
<b>Analysis of Artifacts:</b> <ol style="list-style-type: none"><li>1) <b>Student Outcome: PERFORMANCE CRITERIA*</b><ol style="list-style-type: none"><li>a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none"><li>i. Traditional course: See attached rubric.</li><li>ii. Alternative course(s) (note SAME if the same as the traditional course): See attached rubric.</li></ol></li></ol></li><li>2) <b>COMPARABILITY - <i>How you will determine if the outcomes of the two are comparable?</i></b> (For example – there will not be a statistically significant difference among the mean final exam scores). The mean scores for DC and CUNE classes will be computed and compared for overall essay score and for the eight categories on the scoring rubric.</li></ol>
<b>Submitted by: Tobin Beck    Date: 9/10/25    Assessment Committee    Reviewed (Date): 9/10/25</b>
<b>Submitter notified or approval/ or additional action needed:    Approved</b>