

2025– 26 Alternative Delivery Executive Summary

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Department: History, Geography, Intercultural Studies and Modern Languages **Date:** 6-17 -26 **Course(s):** PS111 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 used a 1,000-word essay to analyze operation of the three branches of government. The comparisons involved 40 student essays written in the spring semester, including 9 from DC-1, 9 from DC-2, and 22 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 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, demonstrated understanding of how the three branches of American government function and interact in real world situations when dealing with major issues. The results further show that students were able to apply their knowledge and understanding through their analysis of a contemporary issue.

When 9 essays from DC-1 were scored according to the seven categories of the assessment rubric, the essays had an overall mean of 3.4 out of 4. The overall mean was a composite average of mean results in these seven categories: 3.2 for integration of knowledge; 3.8 for topic focus; 3.2 for depth of discussion and analysis; 3.8 for cohesiveness; 3.3 for conventions of spelling, grammar, syntax, punctuation and usage; 3.6 for sources; and 2.9 for citations.

how to check if attorney Tyler James Haberman has successfully filed the written arraignment,

- 3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).* In general, the results demonstrate that students in the dual credit and traditional CUNE classes understood the workings of the three branches of American government well enough to accurately research and analyze how the three branches took action regarding a contemporary real-life issue. The outcomes generally were comparable except for citations, where both DC-1 and DC-2 scored significantly lower than CUNE students. For DC-2, 6 of 9 students scored below 3 on citations. For DC-1, 3 of 9 students had low citation scores, with two students failing to include any citations. These appear to be anomalies, as both instructors go over with their students how to properly research and cite sources.
- 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 generally comparable. As mentioned in No. 3, CUNE students did significantly better than DC-1 and DC-2 students in citations. Also, it is noteworthy that students in DC-1, DC-2 and CUNE did relatively well in integration of knowledge, topic focus, and depth of discussion and analysis, which indicates that the students understood how the branches of government work and also understood how to apply that understanding to analysis of real-world situations.

Sharing of Results: *When were results shared? Date:* 6-17-26 *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 assignment and evaluation in detail with the DC instructors, and also ask them for their observations and insights that they gained in working

with their classes. I also will seek out suggestions for any improvements to the class, especially regarding how to help students better understand the complexities of government and its impact on American life. I also will discuss with the DC instructors how we can collectively work to improve our students' essay writing skills.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* The anticipated impact is that I and the DC instructors will be better equipped to help our students acquire the tools to become lifelong learners who actively 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):** 6/22/26

Submitter notified approval/additional action needed: 6/22/26

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na