

## 2025– 26 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

**Department:** ECTA **Date:** 5/25/2026 **Course(s):** ENG 102

**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:**

All ENG 102 instructors for on-campus and dual credit sections; ENG 102 liason (Hannah Kroonblawd)

**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).*

Students were given a common assignment and the papers were scored using a common rubric:

(4) Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work

(3) Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work

(2) Uses appropriate and relevant content to explore ideas through most of the work

(1) Uses appropriate and relevant content to explore simple ideas in some parts of the work

(0) Does not use appropriate or relevant content to develop even the simplest of ideas in some parts of the work

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).*

We isolated the results so that we could see the results for traditional on-campus sections separate from dual credit sections, and then we compared the rubric scores. We wanted to see if rubric results had at least a 3.0 average among 70% of the students, in both formats.

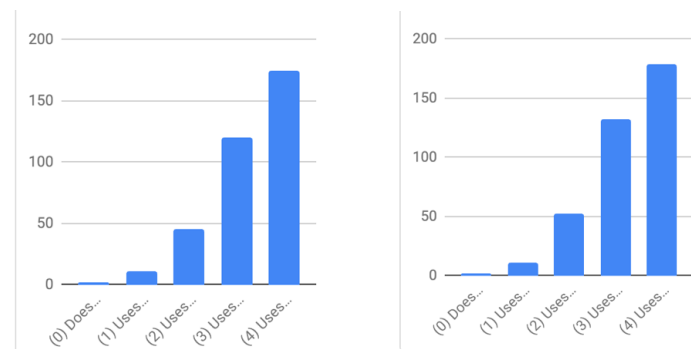
**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

Are students able to demonstrate correct content in a written paper?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

In the dual credit sections, 88% of students scored 3 or higher on the rubric. In the Seward campus traditional sections, 78% of the students scored 3 or higher on the rubric. The chart on the left indicates the distribution of dual credit section responses, the chart on the right indicates the distribution of all sections (both traditional and dual-credit).



3). **INTERPRETATION\*** - *Discuss how the results answer the assessment question(s).*

The results indicate that the majority of students, in both on-campus traditional and dual-credit sections, are able

to adequately demonstrate correct content, through both exploration and development, in a written paper.

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

The sample size for dual credit sections is much larger than that of on-campus sections; this may explain in part as to why the dual credit scores are generally higher than on-campus sections. Different instructors may also have slightly different interpretations of the rubric scores.

5). ***How did the outcomes of the traditional and alternative format analysis compare?***

The dual credit alternative format sections' results were 10% higher than traditional on-campus sections, though both formats students still scored above 70%. In comparison to the 2024-2025 school year, dual credit section scores increased by about 10%, while traditional section scores remained about the same.

**Sharing of Results:** *When were results shared? Date:* May 26, 2026 *How were the results shared? (i.e. met as a department)* Emailed to the ECTA department, with plans to discuss at a future meeting. *Who were results shared with? (List names):* L Ashby, G. Haley, B Moore, P Koprince, H. Kroonblawd, T Beck, E. Bobby, and adjunct and dual-credit Eng 102 instructors

**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?*

Some instructors had questions about assignment expectations and how much leeway they have to alter the assignment (number of sources required, etc.), so revisiting the guidance for the common assessment assignment will also be necessary to make sure we have an accurate common assessment. It may be useful for instructors to have examples of scored essays that fit within the expectations of each of the rubric score categories, as individual instructors may interpret numerical categories differently. This will also give alternative format instructors an idea of what expectations are for on-campus sections. Sample scored essays and guidelines should be shared with instructors at the start of the 2026-2027 school year.

AI continues to be a concern of writing instructors, and continuing to provide instructional and policy support for instructors will be important. This will continue to develop and change as technology develops and changes, so keeping up with best practices and sharing those with instructors on a more regular basis may be helpful.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?*

It is the hope that continued support for instructors—instructional as well as guidance surrounding AI, assessment guidelines, and scoring categories—will also support students as they grow and develop their writing skills. Having clear guidelines for the common assignment will allow students to have clear goals and areas of focus for their academic writing in particular.

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).* None.

**Submitted by:** H. Kroonblawd **Assessment Committee Reviewed (date):** 6/16/26

**Submitter notified approval/additional action needed:** 6/16/26

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na