

2026-27 Alternative Delivery Assessment Plan

Department: Education Date: 9/4/2026 Course: EDUC 201: Introduction to Education Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Keith Kerschen and David Rindt
Course Requirements: Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
Student Outcome: 1. <i>What student outcome will be assessed? Develop philosophy of education that informs the learning environment, instructional plans, and teaching strategies (InTASC 3,6,8) (NDE 005.02C; 005.02F; 005.02H)</i> 2. State as follows: Students should be able to [action verb] [something]. Students will be able to describe and explain their philosophy of teaching by developing a written philosophy of education.
Question: <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 articulate a clear vision of their personal beliefs related to teaching and learning? Are students able to make connections between core course topics related to teaching and student learning to their own philosophy of teaching?
Methodology 1. Student Outcome - OBJECT* a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> Teaching Philosophy and Reflection Assignment i. <i>How will the artifact be collected?</i> Blackboard b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> Teaching Philosophy and Reflection Assignment i. <i>How will the artifact be collected?</i> Course instructors will collect from students and email to the liaisons.
Analysis of Artifacts: 1) Student Outcome: PERFORMANCE CRITERIA* a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i> i. Traditional course: Rubric ii. Alternative course(s) (note SAME if the same as the traditional course): SAME 2) COMPARABILITY - How you will determine if the outcomes of the two are comparable? (For example – there will not be a statistically significant difference among the mean final exam scores). 80% of all students in both the traditional and alternative course will score in the proficient category for 4 of the 5 rubric criteria.
Submitted by: Keith Kerschen Date: 9/4/2026 Assessment Committee Reviewed (Date): 9/4/26
Submitter notified of approval/ or additional action needed: Approved