

Learning Goal: Foundational Knowledge

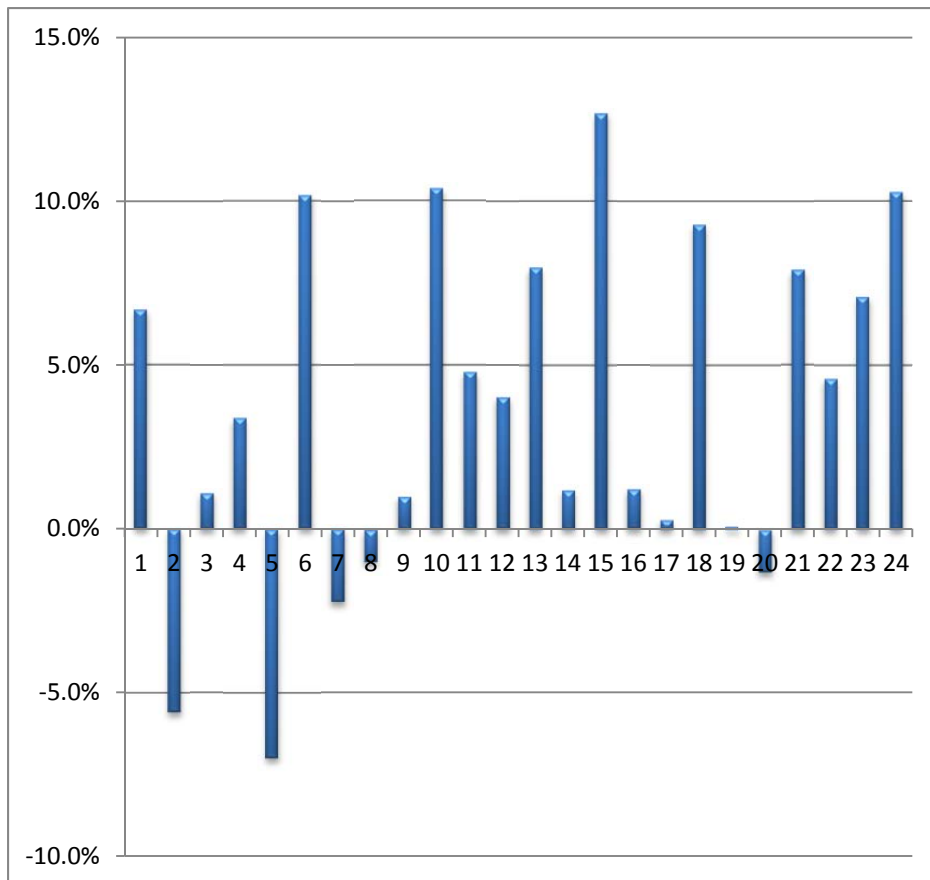
Date: Fall 2009

What was assessed: 849 students in PED101

How it was assessed: pre-posttests

Results:

Change in percentage of correct scores between pre- and post-tests, by question, for all students



Findings:

- For all students across all class types (online vs. classroom lecture and online vs. classroom lecture lab), the difference in the percentage of correct responses from pre- to post-test range from -7.0% to 12.7%.
- Regardless of course delivery options chosen, the average difference between pre- and post-tests scores was 3.8%.
- 25% of questions (6 out of 24 questions) received fewer correct responses on the post-test than on the pre-test

Discussion:

There were eight questions that more than one delivery method showed as receiving fewer correct scores on the post-test. Two questions in particular showed the greatest difference of percentage correct responses (2 and 5). This suggests that there might be an issue with the questions themselves, the scoring key, or the information delivery in the course. It should be noted that these questions do not fall under a single particular theme of content.

Recommendations:

A close examination of the assessment questions themselves, the content provided in the course, and the alignment between course content and assessment questions is a starting point for discovering issues that might contribute to low improvement in % correct rates.

Actions Taken:

It was determined that the assessment, created at another university, did not sufficiently align to this course. Faculty have created a new exams and quizzes, plus a Personal Wellness Plan to assess application of knowledge.