**COMPARISON TEMPLATE**

***for***

**ASSESSMENT OF AN ONLINE & TRADITIONAL CLASS**

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| **ONLINE CLASS** Section \_\_\_\_\_\_\_\_ | **Rubric Responses** |  **COURSE LEARNING OUTCOMES** | **Rubric Responses** | **TRAD. CLASS**Section \_\_\_\_\_\_\_\_ |
| **Number of** **Students: \_\_\_\_\_\_** |  |  |  | **Number of** **Students: \_\_\_\_\_\_** |
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**Summative** *or***Formative Assessment**

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| **Features:*** **Online and Traditional Class share identical CLOs and rubric.**
* **Assessor reviews discrepancies in rubric tallies between traditional & online class.**
* **Assessor analyzes and interprets the “why” of possible discrepancies: e.g., specific unit might not translate well to online or vice versa; traditional class had more preparation time or vice versa; class discussion more substantial that online discussion or vice versa; classroom students had easier access to tutoring; online students easier availability of additional information; new online users not comfortable with platform and felt they needed more support, etc.**
* **Go Further: Design a survey for students that evaluates their proficiencies of online platform at start of semester, which serves to alert professor to student tech skills and perhaps platform directions for students.**
* **Assessor analyzes and interprets data, recommends changes (if any) in online curriculum and pedagogical approach.**
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| **Analysis & Interpretation of Results:** **NARRATIVE****Close the Loop—Changes In Next Iteration of Online Course Based on Analysis** **11.1.18** |