**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.** |
| **Analysis & Interpretation of Results:**    **NARRATIVE**  **Close the Loop—Changes In Next Iteration of Online Course Based on Analysis**  **11.1.18** |