2016 – 17 Summary of Executive Summaries – Alternative Delivery

The 2016-2017 Assessment Cycle is the second cycle completed for courses delivered in alternative formats using the university assessment processes developed in the 2014-2015 academic year. A course was classified as an Alternative Format course if it met the following criteria: 1) minimum of 3 credits; 2) the same course was offered during a traditional 15-week semester; 3) was offered in a format different than the traditional face-to-face, 15-week format (including but not limited to online, condensed week, Dual Credit); 4) had an enrollment of a minimum of 4 students.

The purpose of the assessment of courses delivered in an alternative format was two-fold. First, the rigor of alternative format classes needed to be compared to courses taught in the traditional format to determine if the rigor in all formats was comparable. This was done by 1) comparing course guides; 2) comparing credit hour calculators (both were submitted with the *Assessment Plan: Alternative Delivery – Student Outcome Form*). Next, student outcomes of the two course formats also needed to be measured and compared to determine if student learning in all formats was comparable. This was accomplished by collecting, analyzing, and comparing student outcome data from all course formats. *The Assessment Plan: Alternative Delivery – Student Outcomes Form* and the *Executive Summary: Undergraduate Program Assessment: Alternative Delivery Form* were used to complete the assessment process.

A review of the 2016 – 2017 Executive Summaries submitted by CUNE Dual Credit Liaisons (for dual credit courses) and departmental faculty for alternative delivery courses supports that the goal of the assessment process is first and foremost the improvement of student learning and secondly that learning is consistent no matter what the format of the course. Each report continues to exemplify the involvement of entire departments in careful consideration of assessment outcomes and analysis and interpretation of results.

Information in the following tables supports that:

- **Dual Credit**
  - Mean scores on the assessment were higher for Dual Credit courses than for CUNE courses – 50 %.
  - Mean scores on the assessment or portions of the assessment were lower for Dual Credit courses than for CUNE courses – 17%.
- **Online & 8 week formats**
  - Mean scores on the assessment were lower for the Alternative Delivery course than for the Traditional Format course – 14%

Dual Credit

		Mean differences similar – OR – DC means higher than CUNE means	Difference IS Statistically Significant		
			DC means significantly lower than CUNE means	ACTION	NOTES from Executive Summaries
1	ASL 101	DC – m = 90.5 CUNE – m = 90			Next year there needs to be specific attention paid to calibration of scorer results between the dual credit teacher and the CUNE instructors though there is no reason to believe that these skew results.
2	ASL 102	DC – m = 79 CUNE – m = 80			Next year there needs to be specific attention paid to calibration of scorer results between the dual credit teacher and the CUNE instructors though there is no reason to believe that these skew results.

3	ASL 201	DC – m = 79 CUNE – m =80			Next year there needs to be specific attention paid to calibration of scorer results between the dual credit teacher and the CUNE instructors though there is no reason to believe that these skew results
4	BIO 110	Total Items 1,2,4,5,6 – DC significantly higher than CUNE Items 3,7 – no difference			
5	Bio 111	DC-All – 61 +/- 18% CUNE – 63 +/- 16%	DC 2 – 45 +/- 21% CUNE – 63 +/- 16%	CUNE liaison will talk to DC2 instructor to address topics of low scores.	
6	BUS 121	DC – 100% scored 70% or higher CUNE – 65 % scored 70% or higher			We plan to categorize the comprehensive final exam so we can track specific areas within the accounting course that need improvement. This categorization will assist both the CUNE course and the DC course in determining what areas require additional educational resources.
7	Chem 115	DC – m = 47.3 CUNE – m = 37.5			
8	CTA 103	DC – m = 91 CUNE – m = 92			
9	ECON 101	DC – MET – 3,4,6 CUNE – MET – 3, 6 DC – Not Met – 1,2,5 CUNE – Not Met – l,2,4,5		For 2017-18 we will emphasize the concept of economic efficiency more in lecture sessions and with supplemental reading material. Planning for these improvements has been ongoing and shared with the Dual Credit instructors.	When there was a performance difference, the students at the Dual Credit school performed better than the students at CUNE.
10	ENG 102	DC – m = 78 CUNE – m = 78.5			More than ¾ of students were adequate or thorough in demonstrating consideration of audience, purpose and circumstances of their writing. This indicates that most students are able to employ the rhetorical elements expected of them.
11	ENG 201	DC – m = 80 CUNE – m = 92.5			We are concerned that the rankings from the dual credit instructors were concentrated in the 3 & 4 ranking (92.5%) while on campus instructors gave 80%.We will communicate this concern to DC instructors when we share 12the results.2 free response sections will be added to our SurveyMonkey tool so that instructors can share the information with comments.
12	HIST 115	DC - 80% + Objective met – all DC courses CUNE – 80%+ Objective met - yes			Dual credit average was higher than CUNE average.
13	Math 122	Similar outcomes for DC & CUNE in: Calculates Test Stat & Conclusion	DC (2.19) significantly lower than CUNE (2.19) in States Hypotheses	Students in the DC classes often failed to define the parameter, resulting in lower scores in the category of States Hypotheses. DC instructors will be	

				reminded via email prior to the start of the 17-18 year that students should fist define the parameter when doing a hypothesis test.	
14	Math 184	DC – m = 9.4 CUNE – m = 9			
15	MU 111	DC – m = 34 CUNE – m = 32			
16	Physics 110	DC1 – m = 92.5 DC2 – m = 63.3 DC3 – m = 85.3 CUNE – m = 62			
17	PSYC 101	DC – m = 29.2 CUNE – m = 29.7			Of note is that over the last three cycles, the distribution has become much closer between the two populations indicating a normal curve in scoring.
18	PS 111	DC1 – m = 3.29 DC2 – m = 3.4 DC3 – m = 3.35 CUNE – m = 3.08	DC1 – sources and citations – m = 2 CUNE – m = 3.1	Average scores of DC students were higher than those for CUNE students in all categories except sources and citations. Additional support will be provided to the instructor of DC1 in the areas of sources and citations.	
19	REL 121		DC results were statistically significantly lower than CUNE results.	CUNE liaison will contact DC instructor to discuss course objectives, materials, and instructional methods.	
20	REL 131	DC – no assessment submitted			CUNE Liaison and DC coordinator will work with the DC instructor and require submission if DC status is to remain.
21	SPAN 101	DC – m = 72.5 – 96.6 CUNE – m = 79			Dual credit average was higher than CUNE average.
22	SPAN 102	DC – m =60.5 – 88.5 CUNE – m =67%			Dual credit average was higher than CUNE average.

Alternative Format – OTHER (online/8 week)

	Alternative Delivery means are similar to or higher than means of traditional class.	Alternative Format significantly lower than traditional course.	ACTION/NOTES
BUS 343	Traditional Concepts – m = 90 ALT DEL Concepts – m = 94 Traditional Quantitative – m = 91 ALT DEL Quantitative – m = 89		
CTA 333	Traditional – m= 3.8 ALT DEL – m = 3.5		Low number of student in online section (n=5) compared to the traditional format (n=52) makes it difficult to make comparisons.
Education – Student Teaching	Traditional = scores 3 – 4 ALT DEL - OPS = scored all 4s		The para average at OPS was higher than that of CUNE students.
EDUC 425 A	Traditional – m = 97 ALT DEL – m =98		
GEOG 202	Grade Distribution Trad ALT DEL A 35 4 B 6 0 C 1 2 D 0 0 F 1 1		The results indicate that the students were successful in using Google Earth and ArcGIS Online.
PSY 324		Traditional – m = 100 ALT DEL – m = 83	One student in the online course failed the assignment which brought down the mean for the group. Also, scores might have been lower for the online course due to a lower amount of communication with the instructor concerning assignment requirements. ACTION – contact checks will be built into future online classes.
THEO 252	Traditional – m = 82.1 ALT DEL – m = 84.6		