

#3. Assessment Plan: Alternative Delivery - Student Outcomes

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit via email to the Assessment Committee Chair.

Department: Math **Date: Fall 16 - Spring 17** **Course(s): Math 122 - Intro to Stats**
Alternative Format(s) – select as many as are applicable:

Dual Credit **Select** **Select** **Select** **Select** **Select**

Members (must include more than course instructor only) involved with the development of this Assessment Plan: Brian Albright, Ed Reinke

Course Requirements:

1. Each alternative delivery course meets credit hour requirements? (135 clock hours).
 - a. **Attach: Credit Hour Audit - traditional format**
 - b. **Attach: Credit Hour Audit for each alternative format.** (Dual credit – must attach one for each instructor).
2. Course requirements for all formats are comparable.
 - a. **Attach: Course Guide - traditional format.**
 - b. **Attach: Course Guide for each alternative format.** (Dual credit – must attach one for each instructor).

Student Outcome:

1. *What student outcome will be assessed? T-test*
2. **State as follows: Students should be able to [action verb] [something].** Students should be able to perform a T-test to test a claim about a population mean.

Question: *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.)* Can students properly perform a T-test?

Methodology

1. **Student Outcome - OBJECT***
 - a. *What student artifact from the **traditional course** will be used to assess the outcome?*
Responses to T-test problems on chapter tests.
 - i. *How will the artifact be collected?* Instructors will submit responses to chapter test problems asking students to perform T-tests.
 - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome?*
Responses to equivalent T-test problems on chapter tests.
 - i. *How will the artifact be collected?* Instructors will submit responses to chapter test problems asking students to perform T-tests.

Analysis of Artifacts:

- 1) **Student Outcome: PERFORMANCE CRITERIA***
 - a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
 - i. Traditional course: Responses will be analyzed using a rubric. (rubric to be determined)
 - 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).** A 2-sample t-test will be used to compare the face-to-face scores with the Dual Credit scores.

Submitted by: Brian Albright

Date: 10/20/16

Reviewed by the Assessment Committee (Date): 11/1/16

Submitter notified/additional action: 11/18/16 - APPROVED - revisions made 11/1/16 - Revisions needed

Methodology:

The common final should be given to CUNE students as well as dual credit students. CUNE students are at an advantage if the exams scores that are taken throughout the semester are compared to DUAL Credit scores on an exam that is taken at the end of the semester. "Common" means that it is used by both CUNE and Dual Credit. Submitter notified of approval: