

#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: **Business Administration and Math** Date: **11-22-16** Course(s): **Math184**
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: **John Snow, 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? Graphical Analysis.*
2. **State as follows: Students should be able to [action verb] [something].** Students should be able to use derivatives to analyze the graph of a function.

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 use derivatives to analyze the graph of a function?

Methodology

1. **Student Outcome - OBJECT***
 - a. *What student artifact from the **traditional course** will be used to assess the outcome?*
Responses to a multi-part graphical analysis question on a written in-class test.
 - i. *How will the artifact be collected?* Instructor will submit responses to test questions asking students to use derivatives to perform a graphical analysis.
 - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome?*
Responses to a multi-part graphical analysis question on a written in-class test.
 - i. *How will the artifact be collected?* Instructor will submit responses to test questions asking students to use derivatives to perform a graphical analysis.

Analysis of Artifacts:

- 1) **Student Outcome: PERFORMANCE CRITERIA***
 - a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
 - i. Traditional course: A student's score on the multi-part question will be the number of parts answered completely and correctly.
 - 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 two sample t-test will be used to compare face-to-face scores with Dual Credit scores.

Submitted by: **John Snow**

Date: **11-22-16**

Reviewed by the Assessment Committee (Date): **11/28/16**

Submitter notified/additional action: **na** Submitter notified of approval: **11/28/16**