**#4. Executive Summary: Undergraduate Program Assessment: Alternative Delivery**

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| **Course: Math 122, Intro to Stats Alternative Format:**  **Explain “Other” if selected:****Department:** **Math Date:** **Summer, 2016** |
| **Members** (must include more than course instructor only) **involved with analysis of artifacts:** **Brian Albright, Ed Reinke** |
| **See #3 Assessment Plan: Alternative Delivery: Student Outcomes for:** *a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology*  |
| **Analysis of artifacts:** *1).* Student Outcome*:* ***PERFORMANCE CRITERIA****\* - How was data analyzed? (attach rubrics/scoring tools if used).* We compared average test scores of the online students to average scores from college students in our traditional face-to-face classes.*2).* **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative deliver modes were comparable?* (note “na” if delivery modes were not compared).We compared average scores.  |
| **Summary of RESULTS\*:** *1). Restate the assessment question(s) (from the Assessment plan):* Do students demonstrate understanding of basical statistical concepts covered on tests*2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* Online students take the same 4 tests as students in Brian Albright's face-to-face classes. The average scores from the online summer class and the Fall 2015 class are shown below: Online - 84.2% Face-to-face - 84%The average scores are virtually identical. This indicates that online students understand the concepts as well as face-to-face students.*3).* ***INTERPRETATION****\* - Discuss how the results answer the assessment question(s).*  The tests indicate that online students perform as well as traditional on-campus face-to-face classes.*4). Observations made that were not directly related to the question(s).* (*i.e. interrater reliability of the scoring tool was low*) (see the summary)5). ***How did the outcomes of the traditional and alternative format analysis compare*?** (note “na” if delivery modes were not compared).**Nearly identical** |
| **Sharing of Results:** *When were results shared? Date:* 9/6/16*How were the results shared? (i.e. met as a department)* Met as a team*Who were results shared with? (List names):* Brian Albright, Ed Reinke, and John Snow |
| **Discussion of Results –Summarize your conclusions including:** *1.* **ACTION\*-** *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* Minor refinements and improvements will be made.*2.* **IMPACT\*-** *What is the anticipated impact of the* **ACTION\*** *on student achievement of the learning outcome in the next academic year?* Scores will continue to be similar to face-to-face classes.*3.* **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the* **ACTION\*** (i.e. an additional staff person, new equipment, additional sections of a course). None |
| **Submitted via email to Assessment Committee Chair by:** **9/6/16** **Reviewed by the Assessment Committee (date):** **9/6/16** |
| **Submitter notified/additional action needed:** **na** **BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** **na** **Approved & Posted to Assessment site:** **9/6/16** |