

## 2017 - 2018 Summary of Executive Summaries – Alternative Delivery

The 2017-2018 Assessment Cycle is the third 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 2017 – 2018 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 and dual credit instructors 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 similar or higher for Dual Credit courses than for CUNE courses – 64%.
  - Mean scores on the assessment or portions of the assessment were lower for Dual Credit courses than for CUNE courses – 36%.
- **Online & 8 week formats**
  - Mean scores on the assessment were similar or higher for the Alternative Delivery course than for the Traditional Format course – 100%

## Dual Credit

			Difference IS Statistically Significant	
		Mean differences similar – OR – DC means higher than CUNE means	DC means significantly lower than CUNE means	ACTION/Notes from Executive Summaries
1	ASL 101		DC: m = 83% (N=7),  CUNE F 17: m = 91% (N=42) SP18: m = 95% (N=20)	The alternative format teaching will not change in the coming year, but the on-campus teaching will change to increase the rigor of the ASL 101 class to better match the scope and sequence of the Dual Credit class. Once the curriculum has been redesigned, we also need to create a new assessment that will take into account the higher vocabulary level that will then be attained by the on-campus students (compared to this year's on-campus students).  While the scores for the on-campus ASL 101 final exam are higher on average by 8%-12% over those in the Dual Credit ASL 101 classes, this is not really a true indication of average student proficiency level: In reality the number of signs learned in the Dual Credit ASL 101 class is almost twice that learned in the on-campus class. In that regard, the on-campus and Dual Credit classes are not entirely equivalent, and this is a scenario we are working to remedy next year by increasing the rigor of the curriculum.
2	ASL 102		DC: m = 76% (N=7) CUNE: F17 m = 85% (N=4) SP18 m = 80% (N=11)	Same as ASL 101
3	ASL 201		DC: M = 72% (N=4), CUNE: M = 85% (N=4)	Same as ASL 101 & 102
4	BIO 110	See notes		The results of the t-test for comparison of means were calculated for each test item and for the total score. For individual test items and the Total, the dual credit enrolled students scored significantly higher (p < 0.05) than the students enrolled in the on campus, typical delivery class.
5	Bio 111		See notes.	Concordia scored significantly higher (using a 95% confidence interval) than two of the three schools. The third school scored lower than Concordia, but the results were not significant.-----Notes: 1) a very similar exam (some questions changed) was given last year and the schools scored fine on the exam, and 2) two of the three instructors are new to teaching this course as a dual credit course, 3) course sizes for the dual credit schools were extremely small, 4) some of the dual credit schools cover more material than we cover (material that would coincide with Bio 112 material) and still don't give the common assessment until after all the material has been covered, leaving a gap between when the Bio 111 material was covered and when the assessment was given.
6	BUS 121	See notes.		Class N # scoring 70% or above Objective Met DC1 17 17 100% CUNE 70 47 67%
7	Chem 115	See notes.		CUNE: m = 36 SD = 12.7 points. DC Mean: m = 42.4 SD = 11.4 points DC1: m = 49.3 DC2: m = 43.5 DC3: m = 43.1 DC4: m = 46.1 DC5: m = 33.3 DC6: m = 32.0
8	CHNS 102	See notes.		DC m = 83% (N=12) CUNE m = 80% (N = 1) m = 85% (N = 2)
---	CHNS 201	DC: m = 87% (N=2) CUNE: N= 0		No students enrolled in CUNE course.
9	CTA 103		DC: 86% CUNE: 92.95%	DC & CUNE instructors will meet to discuss expectations and interrater reliability and revision of the rubric.
10	ECON 101	See notes.		CHAPTER QUESTION % CORRECT  CUNE HS1 HS2 3 I 46% 100% 85% 3 II 48% 100% 75% 10 & 11 III 79% 100% 80% 12 & 13 IV 91% 100% 100% 15 V 91% 80% 80% 16 & 17 VI 93% 100% 95%
11	ENG 102	See notes.		77% of students scored at the 3/4 adequate/excellent level. For dual credit classes, 92% scored at the 3/4 adequate/excellent level. About 21% of on

				campus students scored at inadequate/minimal (2/1) levels, while around 7% scored as inadequate (2) and 0% as minimal level (1).
12	ENG 201	See notes.		All of the rankings compared between on campus Eng 201s and dual credit Eng 201s within a few percentage points of each other in similarity.
13	HIST 115	See notes.		Class      80% or Better      Objective Met DC 1              33              83 DC 2              28              90 CUNE              9              90 DC 3              1              100 DC 4              10              77 DC 5              8              10 DC 6              3              75
14	Math 122		Category/P-value States Hypotheses/ 0.267 Calculates Test Stat / 0.008 Conclusion/ 0.211	Similar in all categories except Calculate Test Statistic Dual credit students did a much better job this year defining the parameter. This was an issue addressed after last year's assessment. Dual credit teachers will be reminded via email to watch out for arithmetic errors in their formative assessments.
15	Math 184	See notes.		CUNE m = 4.4 DC m = 4.5
16	MU 111	CUNE m = 30 SP m = 32 Fall DC m = 36		The mean and median scores of the multiple choice cumulative exam in both the dual credit and traditional courses were 75% (C, average) or better.
17	Physics 110	See notes.		CUNE 62% DC1 80.5% (0.05) DC2 63% (0.92) DC3 85.1% (0.01) DC4 69% (0.34)
18	PS 111	DC 1 m = 3.4 DC 2 m = 3.3 CUNE m = 3.5		Tot   Kno.   Foc   Dep Coh   Gram   Sour Cit DC 3.35   3.4   3.5   3.4   3.5   3.25   3.6   3.0 CUNE   3.6   3.6   3.6   3.6   3.5   3.5   3.3
19	PSY 101	See notes		DC courses consistently outsourced CUNE courses cross content areas.
20	REL 121	Mean scores: DC site: 92.5 CUNE: 93.51		
21	REL 131		Statement 1: DC, 1.5 CUNE, 2.61 Statement 2: DC, 1.5 CUNE, 1.70 Statement 3: DC, 2.33 CUNE, 2.70 Statement 4: DC, 2.17 CUNE, 2.1 Statement 5: DC, 4 CUNE, 2.70	In only one statement (Statement 5) did the DC class meet and exceed the standard of a 3 which meant that the outcome was met. All the other statements from the DC class were under a 3 and under the scores from the CUNE course. It needs to be noted that the CUNE course did not receive a 3 for any of the five statements. An observation: Like the CUNE students, the DC students varied significantly in their exegetical and writing skills. The department will discuss what type of assessment questions can be identified, keeping the same assignment for the DC site but modifying the assignment at CUNE so that a more unified assignment and assessment questions can be conducted to ensure that the content and learning outcomes from both sites--CUNE and DC site-- are equivalent.
22	SPAN 101	See notes		In every case, the mean scores for the dual credit school was higher.
23	SPAN 102	See notes		All of the dual credit schools, with one exception, exceeded the mean score of the on-campus class. The exception was only one point lower.
24	SPAN 201		Composite average scores out of 12: CUNE - 9.25 DC1 – 8 DC2 – 10 DC 3 – 9 DC 4 - 7.4.	Note: there is a certain amount of subjectivity in assessing compositions, especially in terms of the first criterion. The school with the score of 10 - highly questionable grading. Couple of the (DC) teachers were overly strict in the grades they assigned.
25	SPAN 202		CUNE m = 9.36 DC m = 8.38	Although the dual credit school scores were slightly below those of CUNE, - difference was due to scoring done by the dual credit instructor, which did not accurately judge the work of the dual credit students.

## 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	See notes.		At significance levels of 2% or higher, one cannot reject the hypotheses that there is no difference in the the degree of success in learning to utilize the quantitative tools of Operations Management between those who take the class face-to-face and those who take the class online.
CTA 333	Traditional Semester: n = 48    m = 3.9  Online n =8      m = 3.4.		
EDUC 224	Traditional semester: m = 25.28  Online m = 24.75		
ENG 201	See notes.		All of the rankings compared between on campus regular length Eng 201s and online, summer Eng 201s were within a few percentage points of each other in similarity. We don't see a significant difference between the scores of regular on campus versus the online summer format. In addition, we determined that only about 10% of students are inadequately showing consideration of audience, purpose and circumstances of writing, while 90% are demonstrating this skill adequately or well.
MATH 122	Online - 82.15% Face-to-face - 84%		The average scores are very similar. This indicates that online students understand the concepts nearly as well as face-to-face students.
THEO 361	Spring semester: Mean, 88.27; SD, 6.83; SEM, 2.06; N=11 Summer semester: Mean, 89.89; SD, 7.15; SEM, 2.38; N=9		The two-tailed P value equals 0.6123, so by conventional criteria this difference is considered to be not statistically significant.