

2018 – 19 Alternative Delivery Assessment Plan

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 to the Assessment BlackBoard site.

Department: Business Date: 10 December 2018 Course: ECON 101
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Tim Heidorn & Andy Langewisch
Course Requirements: <ol style="list-style-type: none">1. Each alternative delivery course meets credit hour requirements? (135 clock hours).<ol style="list-style-type: none">a. Attach: Credit Hour Audit - traditional formatb. Attach: Credit Hour Audit for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)2. Course requirements for all formats are comparable.<ol style="list-style-type: none">a. Attach: Course Guide - traditional format.b. Attach: Course Guide for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Student understanding of entrepreneurship as it applies to economics</i>2. State as follows: Students should be able to [action verb] [something]. Students should understand the concepts of entrepreneurship, entrepreneurial ability and what an entrepreneur does.
Question: <i>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.)</i> Do students recognise that every economic actor displays entrepreneurship and that entrepreneurial ability is a factor of production most prominently displayed by entrepreneurs? Do students understand the differences between these three concepts.
Methodology <ol style="list-style-type: none">1. Student Outcome - OBJECT*<ol style="list-style-type: none">a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> Applicable multiple choice questions from two unit exams.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> In class examsb. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> Applicable multiple choice questions from one or more unit exams.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> In class exams.
Analysis of Artifacts: <ol style="list-style-type: none">1) Student Outcome: PERFORMANCE CRITERIA*<ol style="list-style-type: none">a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none">i. Traditional course: Selection of correct answers to five multiple choice questions.ii. Alternative course(s) (note SAME if the same as the traditional course): Same2) 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). Mean scores from CUNE will be compared to mean scores from Dual Credit - t test will be conducted to determine if the difference between two groups is statistically significant. Results per question will also be computed and compared. Minimum of 80% correct response on all 6 questions will be considered acceptable.
Submitted by: Tim Heidorn Date: 10 December 2018 Assessment Committee Reviewed (Date):
Submitter notified or approval/ or additional action needed: 12/17/18 - Approved