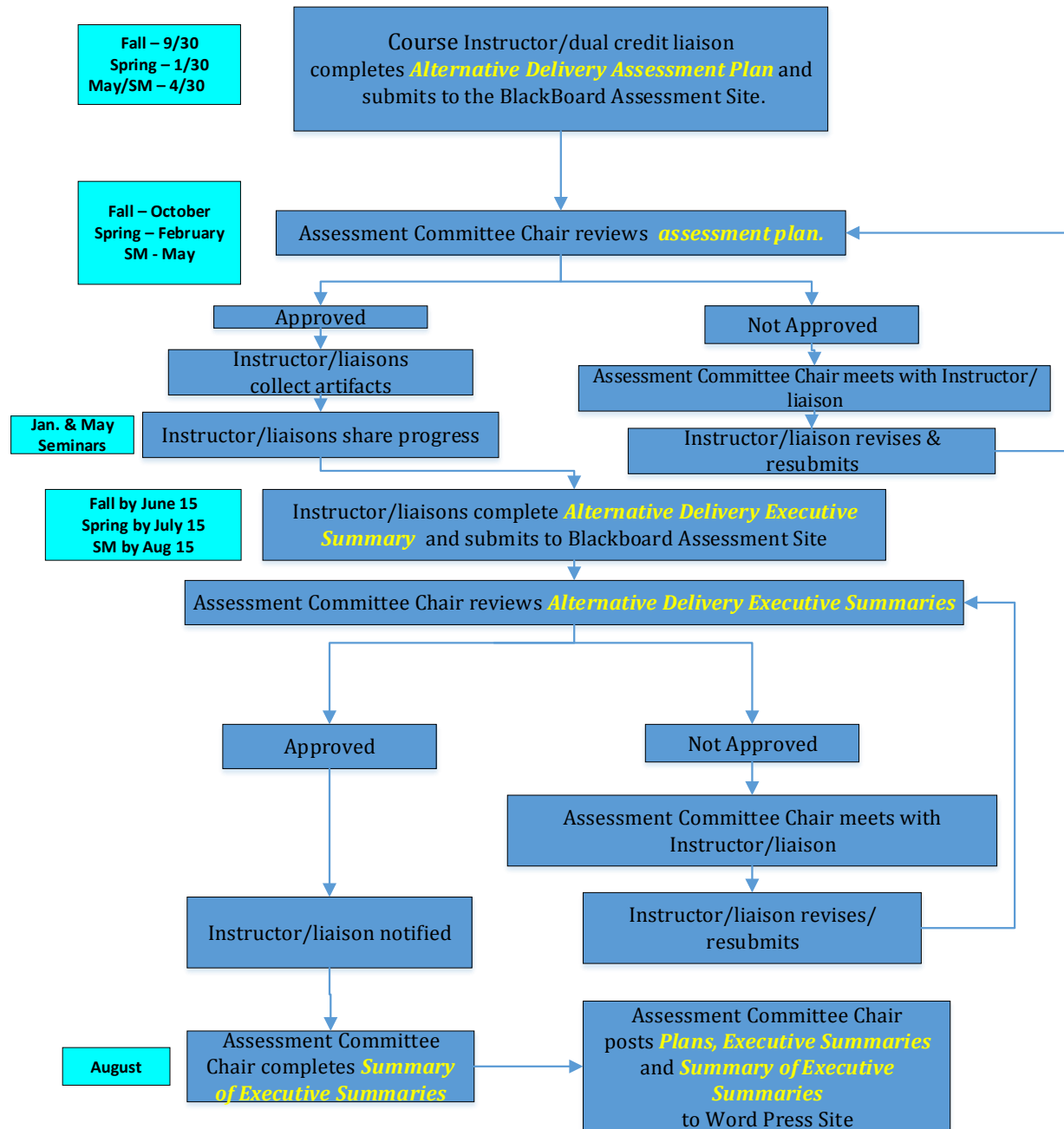# 2018 - 2019
Alternative Delivery – Assessment
Dual Credit

ALTERNATIVE DELIVERY CYCLE

Alternative Delivery: Defined as 3 credit courses that are offered in the traditional 15-week face-to-face format AND an alternative format including online, condensed time, and dual credit. Courses are assessed to determine that: 1. the rigor and credit hour requirements and 2. student achievement are equivalent in all formats.

Fall – 9/30
Spring – 1/30
May/SM – 4/30

Course Instructor/dual credit liaison completes *Alternative Delivery Assessment Plan* and submits to the BlackBoard Assessment Site.

Fall – October
Spring – February
SM - May

Assessment Committee Chair reviews *assessment plan.*

Approved

Instructor/liaisons collect artifacts

Not Approved

Assessment Committee Chair meets with Instructor/ liaison

Jan. & May Seminars

Instructor/liaisons share progress

Instructor/liaison revises & resubmits

Fall by June 15
Spring by July 15
SM by Aug 15

Instructor/liaisons complete *Alternative Delivery Executive Summary* and submits to Blackboard Assessment Site

Assessment Committee Chair reviews *Alternative Delivery Executive Summaries*

Approved

Not Approved

Assessment Committee Chair meets with Instructor/liaison

Instructor/liaison notified

Instructor/liaison revises/ resubmits

August

Assessment Committee Chair completes *Summary of Executive Summaries*

Assessment Committee Chair posts *Plans, Executive Summaries* and *Summary of Executive Summaries* to Word Press Site

The 2018-2019 Assessment Cycle is the fourth cycle completed for courses delivered in alternative formats using the university assessment processes developed in the 2014-2015 academic year. 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 2018 – 2019 Executive Summaries submitted by CUNE Dual Credit Liaisons 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.

Assessment Plans and Executive Summaries

All assessment plans and executive summaries can be found on the Concordia University Assessment WordPress Site: http://wp.cune.edu/assessment/

Summary of Executive Summaries

- Scores on the assessment were similar or higher for Dual Credit courses than for CUNE courses –88%.

- Scores on the assessment or portions of the assessment were lower for Dual Credit courses (collectively or individually) than for CUNE courses – 19%.

		Means similar – OR – DC means higher than CUNE means	DC collective means or individual DC means significantly lower than CUNE means	ACTION/Notes from Executive Summaries
1	ASL 101	Dual credit 1/1 = 92%. CUNE 17/25 = 91%		
2	ASL 102		Dual credit (N=3) M = 83% (0 in A/A- range) CUNE 9 (N=22) 11 (50%) A/A-	The scores should be monitored for another year for the dual credit ASL 102 to make sure that students are achieving the same level of mastery as in the traditional ASL 102 class.
3	BIO 110	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 slightly higher (p < 0.05) than CUNE		
4	BIO 111	CUNE: 54.67 ± 14.09 %, DC2: 73.23 ± 8.65%.	DC1: 27.84 ± 13.26%,	DC1 will be monitored for improvement, and the instructor will be contacted to see what areas the students are struggling with, and resources will be shared to aid in the teaching of those concepts.
5	BUS 121	scoring 70% or above DC1 100% CUNE 65%		
6	CHEM 115	final exam M= CUNE M= 39.0 SD= 2.6 DC M =44.4 SD=11.8 Five DC outperformed CUNE: M= 40.1, 45.8, 46.4, 54.2, 57.3	Two DC schools did not outperform the on-campus students: m=37.8; m= 28.7 The difference between the school with a 28.7 average and the on-campus students was statistically significant (p<0.05).	The school that performed significantly worse than the CUNE students had a very small class, 7 students, where unusually low-performing students can easily skew the class average. Two of those students performed particularly poorly. This school did not perform significantly worse than the CUNE students last year. We will continue to monitor this school's performance in future years to see whether it improves.
7	CHNS 102	DC - 100% (N=1) Score = 100% CUNE – 67% (N=9) Score = 90% or higher		
8	CHNS 201		DC 50% (N=4) Score – 90% or higher CUNE 100% (N=1) Score 90% or higher	The student performance for the on-campus class is assumd to be roughly comparable to that of the Dual Credit class, especially in light of the low number of students (N=1) in the on-campus course
9	CTA 103	CUNE: 90.72 DC:94.93		
10	ECON 101	CHPT ? CUNE DC		

		1 & 2	I	63%	77%
		1 & 2	II	71%	92%
		2	III	74%	100%
		2	IV	77%	92%
		15	V	96%	100%

#	Course			Notes
11	ENG 102	Scoring 3.0 or higher: DC – 69% CUNE– 73%		Last year, our results suggested that dual credit instructors were not using the full range of the rubric but instead were concentrating on the middle to upper range. We asked them to reconsider the range this year. It's possible that the slightly lower score on the dual credit was due to this request
12	ENG 201	Scores of 3.0 or higher DC – 82.5% CUNE – 77%		
13	HIST 115	Comparable – see notes		102 out of 112 (91%) of our students scored at least eight rubric points out of twelve on the rubric, a strong performance overall. The second chart, which indicates the number of students who earned an "excellent" too indicates promise. The fact that 84 students (75%) achieved the highest category in quality suggests that most of our students, regardless of institution are capable of mechanically writing a qualit college-level paper. The number of students earning excellent in the Thesis and Analysis categories are also quite solid. Notably, only 40 students (36%) earned an excellent on their conclusions. While this number itself is not a cause for trepidation as it does not account how many students earned a "good", our evidence suggests that our students could use additional instruction or examples in this area.
14	Math 122	See NOTES		**CUNE:** Category n Mean StDev States Hypotheses 34 2.64 0.849 Calculates Test Stat 34 2.65 0.774 Conclusion 34 2.44 0.860 **DC**: Category n Mean StDev States Hypotheses 28 2.21 1.100 Calculates Test Stat 28 1.86 1.113 Conclusion 28 1.82 1.188 **2-sample T-tests:** Category P-value States Hypotheses 0.094 Calculates Test Stat 0.003 Conclusion 0.025 Dual credit students did a good job stating the hypotheses, with a few exceptions. This was an issue addressed in previous years. The smaller sample sizes makes comparison to previous years difficult. A few students had P-values greater than 1. This error should not happen. Dual credit teachers will be reminded of this.
15	Math 184	CUNE: N=20 M=3.38 SD=1.60 DC: N= 59		

		M=4.42 SD = .92 A two sample t-test of the claim that the Dual credit students score at least as well as the traditional students yields a p-value of 0.995. There is no evidence to reject the claim.		
16	Math 186	6/7 dual credit artifacts met or exceeded expectations.		
17	MU 111	Dual Credit DC1: N=4 mean=30 med=31 mode=n/a. CUNE: Fall – N=23 mean = 32 med= 31 mode = 31. Spr – N=23 mean = 31 med= 32 mode = 38.		
18	Physics 110	DC averages (and p-values from CUNE scores): DC1 82.8% (0.08) DC2 73.5% (0.26) DC3 76.8% (0.17) DC4 64.4% (0.73) CUNE – 61%		
19	PS 111	Four DC classes were similar in their outcomes to those of the CUNE PS111 class		. The 2.7 score for DC-4 in the rubric categories of integration of knowledge reflected results from two students who failed to understand the material and three who understood the concepts but not how to apply them to the issue they analyzed. The 2.6 score for DC-4 reflected results from one student who failed to define the topic and six who failed to focus their topic. The CUNE results of 2.9 for sources reflected one student who failed to include the cite sources and whose paper did not reflect use of credible sources, and two others who had fewer than the minimum but whose sources were credible. The CUNE results of 2.6 for citations reflect results from eight students who failed to properly cite their sources.
20	PSY 101		*Descriptives of Total Score and Topic Scores by Delivery Mode* (see table below)	Over the past five years we have seen shifting patterns of results and some inconsistent reporting partners. Seeking a more consistent reporting of data will be implemented along with note of areas of lower scoring will be shared with instructors.

Descriptives of Total Score and Topic Scores by Delivery Mode

	Group	N	Mean	SD	SE
PercentCorrect	CUNE	24	81.417	7.945	1.622
	Dual credit	94	67.468	19.854	2.048
Subfields_PC	CUNE	24	91.667	17.549	3.582
	Dual credit	94	86.702	21.906	2.259
Neuroscience_PC	CUNE	24	90.278	15.477	3.159
	Dual credit	94	72.340	30.385	3.134
Sensation and Perception_PC	CUNE	24	83.333	27.802	5.675
	Dual credit	94	61.348	35.689	3.681

			Variable	Group	N	Mean	SD	SE
			States of Consciousness_PC	CUNE	24	81.667	15.511	3.166
				Dual credit	94	77.234	25.162	2.595
			Learning_PC	CUNE	24	89.167	14.421	2.944
				Dual credit	94	62.340	29.890	3.083
			Memory_PC	CUNE	24	77.083	20.743	4.234
				Dual credit	94	68.351	30.930	3.190
			Motivation_PC	CUNE	24	86.458	14.706	3.002
				Dual credit	94	58.777	32.318	3.333
			Development_PC	CUNE	24	78.333	14.346	2.928
				Dual credit	94	72.979	23.593	2.433
			Personality_PC	CUNE	24	76.667	22.586	4.610
				Dual credit	94	62.766	26.817	2.766
			Health_PC	CUNE	24	70.833	15.926	3.251
				Dual credit	94	56.117	29.713	3.065
			Disorders_PC	CUNE	24	84.375	23.093	4.714
				Dual credit	94	70.213	29.163	3.008
			Social Psychology_PC	CUNE	24	69.792	24.427	4.986
				Dual credit	94	58.777	29.718	3.065
21	REL 121	There is not a statistically significant difference between the final exam scores.						
22	REL 131	DC – N= 16 CUNE – N= 24 Statement I: DC, 3.5 CUNE, 3.6 Statement II: DC, 3.4 CUNE, 3.7 Statement III: DC, 4.3 CUNE, 3.7 Statement IV: DC, 3.1 CUNE, 4.3 Statement V: DC, 4.2 CUNE, 4.3						
23	SPAN 101	CUNE M = 75% DC M = 75% or higher						
24	SPAN 102	CUNE M = 52% DC M = exceeded 52%						
25	SPAN 201	CUNE M= 9.5/12 DC Ms = 9.4, 9, 10.4, 9.3.						
26	SPAN 202	CUNE M = 9.9/12 DC Ms = 9.2 and 9.6.						