

2019 – 20 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: 08/14/19 Course: BUS121
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: Tony Smith, Todd Johnson, Andrew 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? Creation of basic financial statements.</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to create basic financial statements. Students should be able to apply the framework and the concepts of the accounting process necessary to create the basic financial statements. Students should be able to make decisions using financial information common to business.
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> Can students create the basic financial statements? Can students apply the framework and the concepts of the accounting process necessary to create the basic financial statements? Can students make decisions using financial information common to business?
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> Comprehensive Final Exam<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Completed in classb. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> Comprehensive Final Exam<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Completed in class
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: Look at student scores and at least 70% of all students taking the comprehensive final exam will score 70% or higher on the exam.ii. Alternative course(s) (note SAME if the same as the traditional course): Look at student scores and at least 70% of all students taking the comprehensive final exam will score 70% or higher on the exam.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). We will compare the % of the students that score above 70% on the final exam. There will not be a statistically significant difference in % between CUNE students and Dual Credit students that score above 70% on the final exam.
Submitted by: Todd M. Johnson Date: 08/14/19 Assessment Committee Reviewed (Date): 10/16/19
Submitter notified or approval/ or additional action needed: Approved 10/16/19