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 and Mathematics **Date: 12/16/19** **Course: MATH 333**

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: Ed Reinke, Brian Albright**

Course Requirements:

1. Each alternative delivery course meets credit hour requirements? (135 clock hours).
   a. **Attach: Credit Hour Audit - traditional format**
   b. **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.
   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:

1. *What student outcome will be assessed? Perform standard processes in linear algrabra.*
2. **State as follows: Students should be able to [action verb] [something**]. Students should be able to find bases, eigenvalues and linear combinations.

Question: *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.)* Can students find bases for vector spaces, find eigenvalues and apply properties of orthogonal basis?

Methodology

1. **Student Outcome** - *OBJECT**
   a. *What student artifact from the traditional course will be used to assess the outcome*? Responses to a multiple questions on a written in-class test.
      i. *How will the artifact be collected?* Instructor will submit responses to test questions asking students about bases, eigenvalues and linear combinations.
   b. *What student artifact from the alternative course(s) will be used to assess the outcome?* Responses to a multiple questions on a written in-class test.
      i. *How will the artifact be collected?* Instructor will submit responses to test questions asking students about bases, eigenvalues and linear combinations.

Analysis of Artifacts:

1) **Student Outcome:** *PERFORMANCE CRITERIA**
   a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
      i. Traditional course: A student's score will be the number of parts answered completely and correctly.
      ii. Alternative course(s) (note SAME if the same as the traditional course): SAME

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). A two sample t-test will be used to compare face-to-face scores with Dual Credit scores.

Submitted by: Brian Albright **Date: 12/16/19 Assessment Committee Reviewed (Date): 1/15/2020**

Submitter notified or approval/ or additional action needed: Approved 1/15/2020