

2019– 20 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Business Date: 6/20/20 Course(s): BUS 121			
Alternative Format(s) – select as many as are applicable: Dual Credit		Select	Select
Members (must include more than course instructor only) involved with analysis of artifacts: Todd Johnson, Andy Langewisch, Tony Smith, Laura Vance			
See Alternative Delivery Assessment Plan for: <i>a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology</i>			
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Comprehensive Final Exam results comparisons 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared).</i> All students completed the same comprehensive final exam. Results were compared across the board.			
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</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? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The dual credit class had a total of 14 students. the goal for the comprehensive final exam is that at least 70% of the students score at least 70% or higher on the comprehensive final exam. In the Dual Credit class, 64% of the students scored 70% or higher on the comprehensive final exam. For the Concordia University students, 73% of the students scored 70% or higher on the comprehensive final exam.			
Class	Total Students	Students scoring 70% or above	Objective Met
DC1	4	4	100%
DC2	10	5	50%
CUNE	83	61	73%
Totals	97	70	72%
3). INTERPRETATION * - <i>Discuss how the results answer the assessment question(s).</i> The results show that the Dual Credit students overall did not meet the objective. One of the dual credit schools was able to meet the objective where 100% of the students were able to score 70% or higher on the comprehensive final exam. This school has been in the dual credit program for multiple years. The second dual credit school did not meet the objective as only 50% of the students were able to meet the objective of scoring 70% or higher on the final exam. This was the first year for the dual credit course for this school. The CUNE students met the objective as 72% of the students were able to score 70% or higher on the comprehensive final exam. In 2018-2019, both the dual credit students (100%) and the CUNE students (81%) were able to meet the objective.			
4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> The comprehensive final exam is a multiple choice exam that includes all topics covered throughout the semester. The format and length of the exam can be difficult for some students due to interpretation of the information provided in each question. The first time through the comprehensive final exam for some instructors will allow for an instructor to determine alternate teaching methods to ensure the material is delivered and students are able to retain the material at a higher rate.			
5). How did the outcomes of the traditional and alternative format analysis compare? The CUNE students met the objective. This is the first time the dual credit course as a whole did NOT meet the objective.			
Sharing of Results: <i>When were results shared? Date:</i> 6/30/20 <i>How were the results shared? (i.e. met as a department)</i> Electronically <i>Who were results shared with? (List names):</i> Andy Langewisch, Tim Heidorn, Curtis Beck.			
Discussion of Results –Summarize your conclusions including: 1. ACTION *- <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> For 2020-2021, we will track specific areas and the results within the comprehensive final exam to help determine those areas within the course that need improvement. The ability to track results within specific areas will assist both the traditional course and the dual credit course in determining areas that require additional time & educational resources.			

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* By allocating enough time and resources to those areas that have been difficult for students to comprehend and retain, student outcomes will improve across the board.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the **ACTION*** (i.e. an additional staff person, new equipment, additional sections of a course).* None

Submitted by: Todd Johnson **Assessment Committee Reviewed (date):** 7/15/2020

Submitter notified approval/additional action needed: 7/15/2020

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na