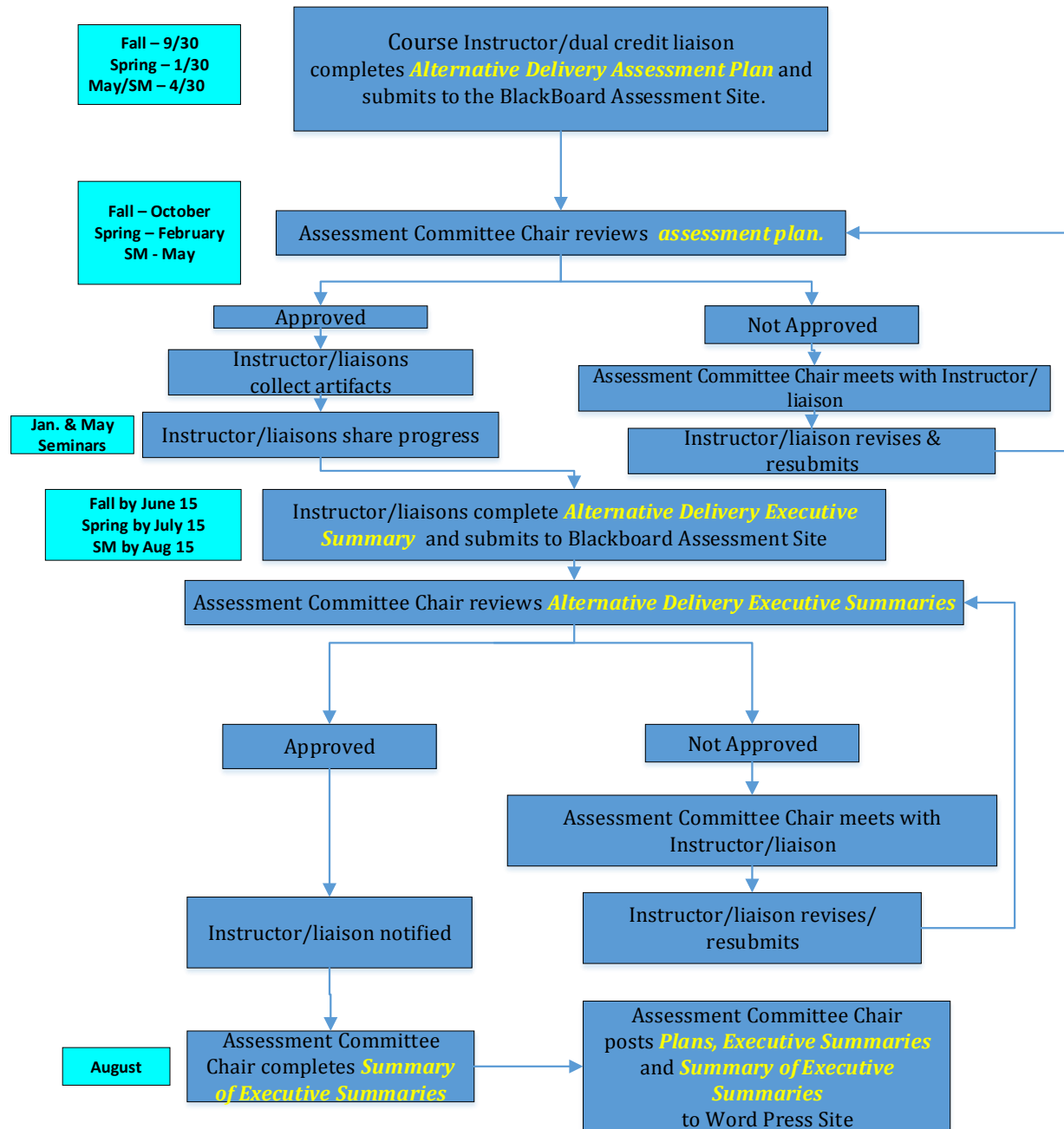


2019 - 2020
Alternative Delivery – Assessment
Dual Credit

Due to COVID restrictions placed on Dual Credit schools and CUNE courses, many assessment plans could not be completed.

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.



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/>

	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
ASL 101	No data could be collected due to COVID restrictions imposed at CUNE and DC schools.		
ASL 102			
BIO 110			
BIO 111	Dual credit students scored higher ($67 \pm 14\%$ versus CUNE $55 \pm 10\%$) on the exam, and the difference was significant ($P < 0.05$).		
BIO 243	Dual credit students scored higher ($67 \pm 14\%$ versus CUNE $55 \pm 10\%$) on the exam, and the difference was significant ($P < 0.05$).		
BUS 121		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.	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.
CHEM 115	No data could be collected due to COVID restrictions imposed at CUNE and DC schools.		
CHNS 102			
CHNS 201			
CTA 103			
ECON 101	The student populations in the traditional delivery (College Lecture) did not meet the criteria, although it was an improvement on 2018-19. Students in the in alternative delivery (High School AP) met the assessment criteria brilliantly. This was a significant improvement over 2018-19 (see attached report for details)		
ENG 102	No data could be collected due to COVID restrictions imposed at CUNE and DC schools.		
ENG 201			
ESCI 315	Five students in the DC e course completed the Big Here assignment. The		Perhaps some aspects of the assignment need to be more directly covered during the course.

	mean score was 85.6%. At Concordia University, Nebraska thirty-three students were assigned the same project. The mean score was 90.8%.		
HIST 115	No data could be collected due to COVID restrictions imposed at CUNE and DC schools.		
Math 122			
Math 184			
Math 186			
MU 111			
Physics 110	The scores from the dual credit site are similar to and in fact better than those scored by the students in the course offered on Seward's campus (though the p-value is greater than 0.52 (0.17 without the outlier), indicating the differences are not significant). It is worthwhile noting that while the CUNE scores are consistently lower than those of the dual credit sections, (a) the CUNE section has very few students, and (b) the students taking the course on campus are generally non-science students taking it instead of a more rigorous physics course, while students taking it dual credit are generally highly-motivated and successful students taking it as a means of taking the most advanced course available. So the populations are very different.		
PS 111	No data could be collected due to COVID restrictions imposed at CUNE and DC schools.		
PSY 101		Overall, Dual Credit students did not retain knowledge according to the criteria cutoff (75% or higher). Overall, Dual Credit do not compare to traditional PSY 101 classes. Dual Credit retention appears to be better than traditional PSY 101 students according to the assessment tools used.	The outcomes are not comparable, and plans are being made to assess not cumulative learning, but to asses to what extent Dual Credit and PSY 101 students change over the course.
REL 121	The following results: Mean: DC, 89%; CUNE, 93%; Standard Deviation: DC, .1047; CUNE, .0659; Standard Error of Measurement: DC, .0468; CUNE, .0080; N: DC, 5; CUNE, 68. The two-tailed P value equals 0.2075. By conventional criteria, this difference is considered not to be statistically significant.		Continue to use the final exam as the assessment tool to ensure consistency of content across both the DC course and the CUNE course.
REL 131	The DC class involved 5 artifacts for analysis. The		The criterion has been met for both the DC course as well as the CUNE course, except for

	<p>CUNE classes included a random sample of 20 artifacts, approximately 35% of the total artifacts. The same scoring rubric was used for both sets of submissions. The following are the results:</p> <p>Statement I: DC, 3.2; CUNE, 3.4; Statement II: DC, 3.2; CUNE, 3.5; Statement III: DC, 2.2; CUNE, 3.3; Statement IV: DC, 3.2; CUNE, 4.1; Statement V: DC, 3.2; CUNE, 3.9</p>		<p>Statement III. A couple of factors to consider here: small artifact size from the DC course and a review by the CUNE department re: the assessment questions. Overall the writing from both the DC and CUNE course was at a college-level in terms of clarity, organization, and content.</p>
SPAN 101	<p>All class averages were satisfactory, with the mean scores of the dual credit scores being somewhat higher than the mean of the CUNE students in the traditional format.</p>		<p>This assessment reflects the importance of the central focus of communicating effectively in the present tense. I do not foresee necessary changes in the alternative format teaching of this course.</p> <p>Maintaining the conceptual focus on present tense verbs will continue to benefit students as they strive for proficiency in their communicative skills.</p>
SPAN 102	<p>All class averages were satisfactory, with the mean scores of the dual credit scores being higher than the mean of the CUNE students in the traditional format.</p>		<p>The assessment results demonstrate that students were able to accurately use a variety of verbs in the past tense, based on the context clues provided in the sentence. The assessment also reflected their ability to distinguish between the two past tenses - the preterit and the imperfect.</p>
SPAN 201	<p>All class averages were satisfactory, with the mean scores of the dual credit scores being somewhat higher than the mean of the CUNE students in the traditional format.</p>		<p>Maintaining the conceptual focus on present subjunctive verbs will continue to benefit students as they strive for proficiency in their communicative skills.</p>
SPAN 202	<p>Both class averages were satisfactory, with the mean score of the dual credit school being somewhat higher than the mean of the CUNE students in the traditional format.</p>		<p>The assessment results demonstrate that students were able to accurately utilize the past subjunctive, based on the context clues provided in the sentence. The assessment also reflected their ability to distinguish between the two moods in Spanish - the indicative and the subjunctive.</p>
PSY 101 On campus and ONLINE - CUNE	<p>P value and statistical significance: The two-tailed P value equals 0.2924 By conventional criteria, this difference is considered to be not statistically significant</p>		