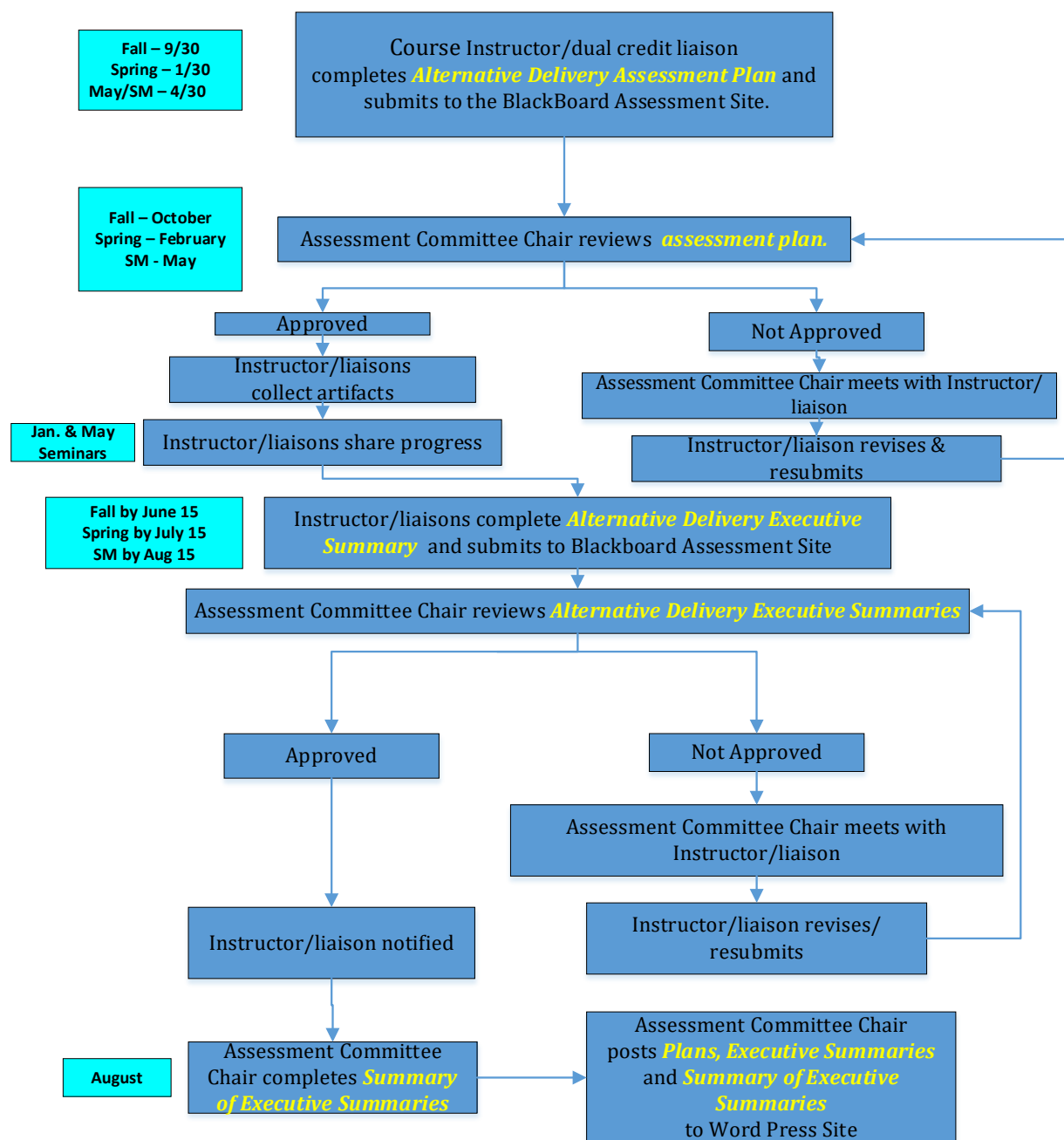


2020 - 2021
Alternative Delivery – Assessment
Dual Credit

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.



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

	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
BIO 111	Although CUNE students averaged higher, the difference was not significant (P = 0.116).		
BIO 243	Dual Credit Students scored within one standard deviation of the CUNE average.		
BUS 121	The CUNE students met the objective. The dual credit students met the objective.		After reviewing the specific results in areas that needed improvement from the 2019-2020 exam results for the CUNE students, I was able to adjust the timeline to invest more time needed to cover difficult areas that students had trouble with on the exam. This change in schedule showed an increase in the overall final exam scores by 1% from last year. We were able to see improvement in the areas we concentrated on but found other areas declined as well due to the shift in schedule. We will continue to modify the schedule for teaching certain areas to improve the overall scores but need to be careful if we continue to see declining scores in other areas as a result of this shift. Currently, we are meeting the overall objective so we see this shift in the timeline as a positive result.
CHEM 115	Results were available from five Dual Credit schools. The average final exam score for the on-campus students during the 2020-21 school year was 33 points with a standard deviation of 13.5 points. The average score for all Dual Credit students was 35.5 points, with a standard deviation of 11.8 points.		
CTA 103	Results similar.		
ECON 101	Traditional delivery (College Hybrid Lecture) as well as the students in the in alternative delivery (High School AP) did not meet the assessment criteria. This is an unusual result in comparison to previous years. (see attached report for details)		Certain concepts will be reemphasized with new lecture material.
ENG 102	The results are comparable.		
ENG 201	A 3.6 score or higher was achieved by 97% of the dual credit students; a 3.6 or higher was achieved by 89% of the CUNE students. Both met our minimum aim of at least 70% of students achieving a 3.5 score or higher.		
HIST 115	Results comparable.		Next year we will ask instructors to discuss conclusions in greater detail.
Math 122	We conclude that there is not a statistically significant difference		Dual credit students did an excellent job this year, especially in the category of stating the conclusion.

	between scores in any of the categories.		
PHYS 110	The scores from the dual credit sites are similar to and often better than those scored by the students in the course offered on Seward's campus (though most have p-values greater than 0.05, indicating the differences are not significant). re very different.		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 (five this term), 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 a
PSY 101	The outcomes of the traditional and alternative formats were the same.		The multiple-choice tool needs to be revised in such a way that the exact same CONCEPTS are measured from Time 1 to Time 2 and not just the same domains of psychology.
REL 121	The dual credit class had two final exam scores: 93.3% and 100%. There were not enough dual credit scores to generate an analysis.		
REL 131	Given the small sample size of the dual credit course, a statistical analysis could not be generated.		
SPAN 101	All class averages were satisfactory, with the mean scores of the dual credit scores being similar to (or higher than) the mean of the CUNE students in the traditional format.		This assessment reflects the importance of the central focus of communicating effectively in the present tense
SPAN 102	All class averages were satisfactory, with the mean scores of the dual credit scores being similar to (or higher than) the mean of the CUNE students in the traditional format.		Maintaining the conceptual focus on past tense verbs will continue to benefit students as they strive for proficiency in their communicative skills.
SPAN 201	All class averages were satisfactory, with the mean scores of the dual credit scores being similar to (or higher than) the mean of the CUNE students in the traditional format.		
SPAN 202	All class averages were satisfactory, with the mean scores of the dual credit scores being similar to (or higher than) the mean of the CUNE students in the traditional format.		
PSY 101 On campus and ONLINE - CUNE	Both the online and campus students retained knowledge at the A to B+ level but the online students retained at a higher level than campus students.		