

## 2022– 23 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

**Department:** Business    **Date:** 6/13/23    **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:** Tony Smith, Jeanette Sorensen, Todd Johnson, Andrew Langewisch

**See Alternative Delivery Assessment Plan for:**

a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology

**Analysis of artifacts:**

1). Student Outcome: **PERFORMANCE CRITERIA\*** - *How was data analyzed? (attach rubrics/scoring tools if used).* 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.

2). **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative delivery modes were comparable?* (note “na” if delivery modes were not compared). 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.

**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):* 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). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* The dual credit class had a total of 2 students representing two high schools. 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 classes, 100% of the students scored 70% or higher on the comprehensive final exam. The 2 students that completed the final exam in the Dual Credit schools met the requirements. For the Concordia University students, 70.2% of the students scored 70% or higher on the comprehensive final exam. This was a lower percentage than the previous year but still met the requirements.

Class	Total Students	Students scoring 70% or above	Objective Met
DC1	2	2	100%
CUNE	84	59	70.2%
Totals	86	61	70.9%

3). **INTERPRETATION\*** - *Discuss how the results answer the assessment question(s).*

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* The results show that the Dual Credit students overall met the objective. The CUNE students met the objective as 70.2% of the students were able to score 70% or higher on the comprehensive final exam. When comparing the results to last year, 76% of the CUNE students were able to meet the objective, which is higher than the current year. There was a larger number of freshman students taking the course this year as compared to last year which may have had an impact on the overall % going down.

5). **How did the outcomes of the traditional and alternative format analysis compare?** The CUNE students met the objective. The dual credit students met the objective.

**Sharing of Results:** *When were results shared? Date:* 6//23    *How were the results shared? (i.e. met as a department)* Email    *Who were results shared with? (List names):* Andy Langewisch, Curt Beck, Melissa Davis, Erica Lamm, Tim Heidorn

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION\***- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* After reviewing the specific results in areas that needed improvement from the 2022-2023 exam results for the CUNE students, I plan to spend more time covering topics using quizzes in the homework that is formatted with multiple choice questions. This will allow me to determine how difficult it is for students to read and interpret questions in this format. In the classroom, we spend a lot of time working on worksheets and using Excel to complete questions. The chapter exams are also done in this format. The final exam is the first time where the entire exam is done in a multiple choice format. Getting more reps using this format may have a positive impact with students especially international students taking the course where English is not their primary language.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* An increase in exam scores and a better understanding of how to complete problems

that are buried in a multiple choice question.

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 M. Johnson **Assessment Committee Reviewed (date):** 6/15/23

**Submitter notified approval/additional action needed:** Approved

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na