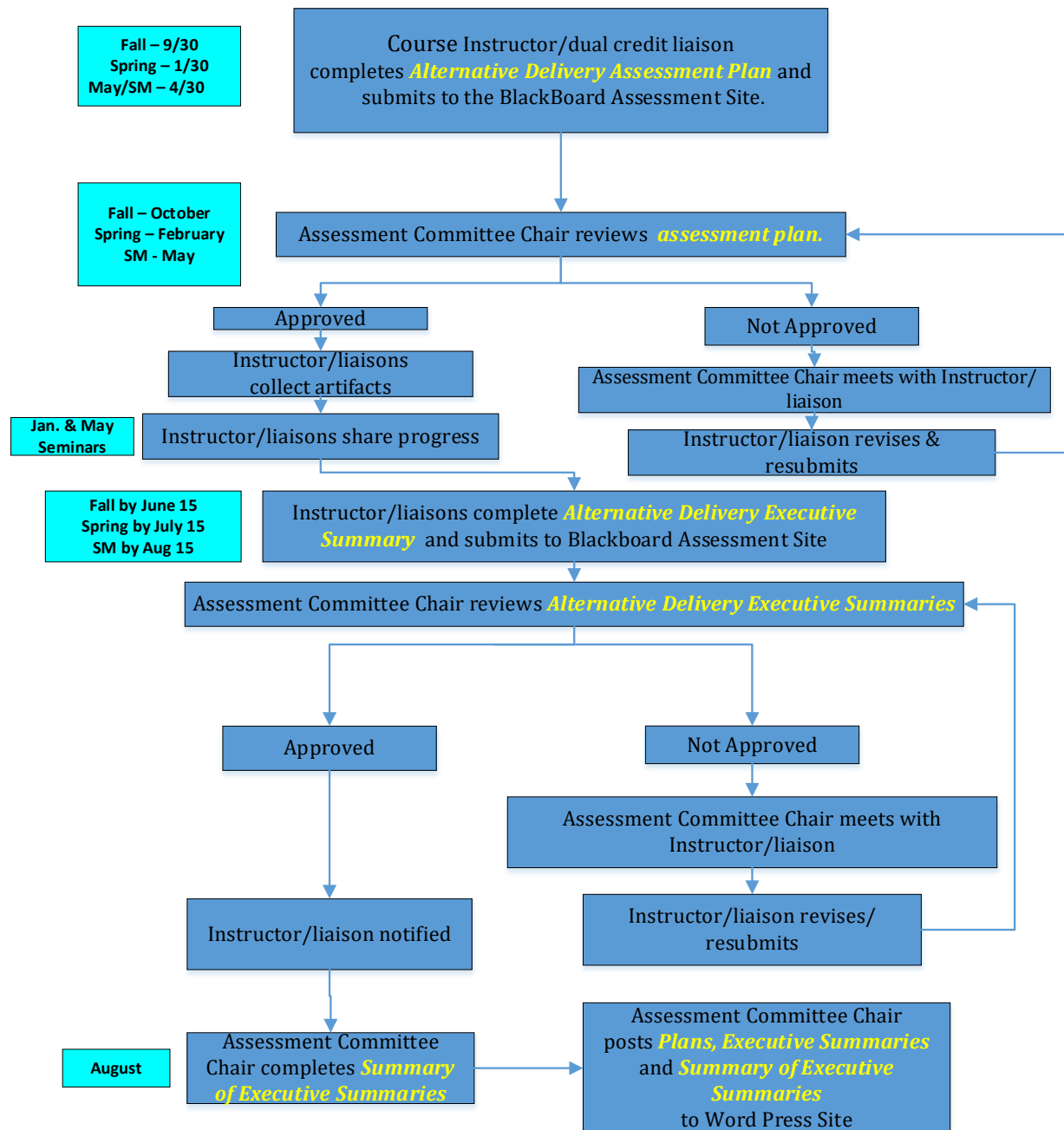


2022 - 2023
Alternative Delivery – Assessment
Dual Credit

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.



Summary of Alternative Delivery 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	The proportion of students who received a 90% or above on the final assessment was 59% in the traditional class, compared to 56% in the Dual Credit setting. These results are comparable.		This year there was a difficulty in getting all instructors to report results. This will have to be addressed more directly next year.
ASL 102	The proportion of students who received a 90% or above on the final assessment was 27% in the traditional class, compared to 78% in the Dual Credit setting. These results are quite different from each other.		The difference in the proportion of students receiving a 90% or higher on the final exam makes us want to do a more thorough analysis of differences in the scoring practices for the Dual Credit and traditional settings' assessments
ASL 201	In the traditional setting, 3/3 students received a score of 90% or above in the spring semester on the final project. The Dual Credit setting that reported results of 1/1 students receiving a score of 90% or above on the final project.		
ART 272			
BIO 110	Dual credit school 1 scored 92 +/- 6% while CUNE scored 62 +/- 17%. Dual credit school 2 failed to give the alternative assessment.		For Dual credit school one, nothing needs to change. For dual credit school 2, the school will need to give the common assessment
BIO 243	Dual credit school 1 scored 91 +/- 8%, dual credit school 2 scored 78 +/- 8%, Dual credit school 1 scored 81 +/- 12% while CUNE scored 55 +/- 10%.		
BUS 111			
BUS 121	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.		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.
BUS 122	There were 55 students from Concordia University that completed the comprehensive final exam. Of those 55 students, 50 students scored better than a 70% on the comprehensive final exam which equates to 91% of the students scored better than 70% on the comprehensive final exam. There was 1 Dual Credit student that completed the comprehensive final exam. That Dual Credit student scored an 88% on the comprehensive final exam which equates to 100% of the students scored		Even though not part of the assessment, all students completed a detailed budget using Microsoft Excel. This project also helped students reach the Student Outcomes noted above

	better than 70% on the comprehensive final exam.		
CHEM 115	The national average score on this version of the ACS exam is 40.73 points out of 70, with a standard deviation of 11.11 points. This year, the Dual Credit scores were slightly below the national norms but showed an improvement from the last reporting period during the pandemic. The Dual Credit student scores, on average, exceed the on-campus CUNE students. One school's scores were not available at reporting time, but that school has historically performed better than the on-campus students. One school that had been performing below the level of the oncampus students improved this year and performed, on average, better than the on-campus students.		The Dual Credit instructors have been successful in teaching their students the general principles of chemistry. No adjustment will be imposed on the Dual Credit instructors.
CS 131	Based on our scores, the dual credit students were able to develop programs comparably to traditional students.		The outcomes were not significantly different, although the traditional section did have higher average scores. We will continue to monitor dual credit student's scores and if larger samples of dual credit students still have lower scores, we will take action.
CTA 103	The two-tailed P value equals 0.4723 By conventional criteria, this difference is considered to be not statistically significant.		
CTA 211			
ECON 101	The student populations in the traditional delivery (College Hybrid Lecture) as well as the students in the in alternative delivery (High School AP) met the assessment criteria.		
ENG 102		In the dual credit sections, 80% of students Scored 3.5 or higher. CUNE sections, 100% of students scored 3.5 or higher.	Last year our results suggested that the dual credit Instructors wer not using the full range of the Rubric but instead were concentrating on the middle To upper range. We asked them to reconsider the range this year. It is possible that the slightly lower scores for Dual credit was due to this request.
ENG 201	Both delivery methods met the minimum aif of at least 70% of students achieving a 3.5 score or higher.		
HIST 115	Out of 58 total students, 40 earned 8 points or more on the 12 point scale. According to our rubric, this would indicate that students are generally performing at least in the "good" range or higher, although our measuring tool did not allow us to investigate whether they earned a "good" in each specific category. Our evidence thus indicates a solid performance by our students across sections.		The schools and instructors participating in our dual credit classes have changed some in recent years. That, and the fact that the students measured from the CUNE on-campus section revealed fewer students earning 8 or better suggests there may need to be revision of the assignment description and the rubric in order to ensure expectations and scoring are commensurate across all sections.
HIST 131	dual credit course and the CUNE course are reasonably commesurate		the number of students in the "good" category was double those in the "excellent" category in the CUNE class, whereas there were 14 times that students in the Dual Credit section achieved "good" versus 12 in the "good" category. There may need to be revision of the assignment description and the rubric in order to ensure expectations and scoring are commensurate across all sections.
Math 122	We conclude that there is not a statistically significant difference between scores in any of the categories.		

MATH 132	Due to the wide variety of final exam formats, a meaningful comparison of scores to the CUNE face-to-face version of this class is not possible.		<p>We simply had the teachers submit their final exams. We reviewed the exams to determine if all necessary learning outcomes were covered and students demonstrated they understood the topics. Due to the wide variety of final exam formats, a meaningful comparison of scores to the CUNE face-to-face version of this class is not possible.</p> <p>The students overall did well on the final exams. An overall average of the final exam scores is not calculable because of the different formats of the exams. The exams did thoroughly cover all necessary outcomes.</p>
MATH 151	The students overall did well on the final exams. An overall average of the final exam scores is not calculable because of the different formats of the exams. The exams did thoroughly cover all necessary outcomes.		<p>Since Math 151 is not offered at CUNE in a face-to-face or online format, we simply had the teachers submit their final exams. We reviewed the exams to determine if all necessary learning outcomes were covered and students demonstrated they understood the topics.</p>
MATH 184	The 9 traditional students taking the assessment had a mean score of 6.44 and a standard deviation of 3.36. The 74 dual credit students had a mean of 6.69 with a standard deviation of 2.99. A two sample t-test of the claim that the Dual Credit students score at least as well as the traditional students yields a p-value of 0.058. There is no evidence to reject the claim.		<p>The small number of on campus students being assessed makes any meaningful comparisons difficult</p>
MATH 186	The 17 traditional students taking the assessment had a mean score of 6.28 and a standard deviation of 1.27. The 6 dual credit students had a mean of 7.83 with a standard deviation of 0.98. A two sample t-test of the claim that the Dual Credit students score at least as well as the traditional students yields a pvalue of 0.994. There is no evidence to reject the claim.		<p>Due to the small sample size of dual credit students the results are not surprising since the enrollment in this course should come from students who typically succeed academically.</p>
MATH 333	Since there was only one instructor offering dual credit Math 333 this year, we had him submit his final exam and we reviewed it to make sure all the outcomes of the course were covered. All outcomes were covered, so it passes our review.		
MU 103		<p>Three schools offered dual credit music theory this year, with a total of 12 students. The median score for Seward was 91.3, for DC1 was 73.8, and for DC2 was 85.9.</p>	<p>The dual credit classes are not large: 2 students at Seward, and 5 each at DC1 and DC2. This could skew the results. In addition, this is a course for college music majors and requires quite a bit of time and commitment. Students who do not plan to study music might not have the interest needed to do as well as future music majors</p>
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.		<p>It is worthwhile noting that while the CUNE scores are consistently lower than most of the dual credit sections, (a) the CUNE sections typically have very few students (five to eight), (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 School Mean Percent Score P-Value (from CUNE) DC1 82.5 ± 10.8 0.021 DC2 56.5 ± 10.1 0.758 DC3 83.6 ± 10.8 0.004 DC4 54.6 ± 12.9 0.344 as a means of taking the most advanced course available, and (c) the manner in which the tests are administered</p>

			varies from school to school, with the CUNE manner being fairly difficult for students (the exam is a part of a closed book, closed notes in-class final exam). So the populations are very different, as is the manner of administering the exam.
PS 111	two DC classes assessed were comparable in outcomes to those of the CUNE PS-111 class, but somewhat higher than the CUNE mean scores. In some instances, particularly on sourcing and depth of discussion and analysis, DC students scored significantly better than CUNE students		I plan to discuss with the instructors of DC-1, DC-2, and DC-3 the pros and cons of the essay assignment, and how I can be a resource for explanatory and interpretive background material. I also plan to ask them for their observations and insights on teaching of the class, as all are experienced instructors and their experience has value for all of us teaching the course. I also plan to discuss how we can share techniques and lesson plans that work well in engaging and motivating students.
PSY 101	Dual credit courses reported a significant increase in knowledge scores over the term, whereas CUNE courses reported no change.		
REL 121	There is not a statistically significant difference between the final exam scores of the dual credit and CUNE scores.		
REL 131	There is not a statistically significant difference between the final exam scores of the dual credit and CUNE scores.		With the retirement of a dual credit instructor and the new dual credit instructor identified, conversations with the new instructor will take place during the 2023 summer prior to the fall semester starting at the dual credit site. Identification of assignments for assessment purposes will be the focus of the conversations. Also, this was the first year of a new dual credit site and instructor. Communication has already begun in terms of the next time Rel 131 will be offered at the dual credit site. For 2023-24, a review of all exams from the dual credit sites will take place to ensure common themes and information are being assessed with the unit exams at CUNE.
SOC 101			
SPAN 101	The class averages were satisfactory, with the mean scores of the dual credit schools 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 past tense, as well as being able to distinguish between the preterit and the imperfect. I do not foresee necessary changes in the alternative format teaching of this course.
SPAN 102	The class averages were satisfactory, with the mean scores of the dual credit schools 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 past tense, as well as being able to distinguish between the preterit and the imperfect. I do not foresee necessary changes in the alternative format teaching of this course.
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		This assessment reflects the importance of the central focus of communicating effectively using the present subjunctive. I do not foresee necessary changes in the alternative format teaching of this course.
SPAN 202	All class averages were satisfactory, with the mean scores of the dual credit school being similar to (or somewhat higher than) the mean of the CUNE students in the traditional format.		Maintaining the conceptual focus on past subjunctive verbs will continue to benefit students as they strive for proficiency in their communicative skills.
PSY 221 On campus and ONLINE - CUNE	Online students performed higher than campus students.		
EDUC 224	The results indicate that pre-service teachers can locate the IEP elements		

On campus and ONLINE CUNE	and successfully complete this assignment equally well no matter the format for course delivery.		
---------------------------------	--	--	--