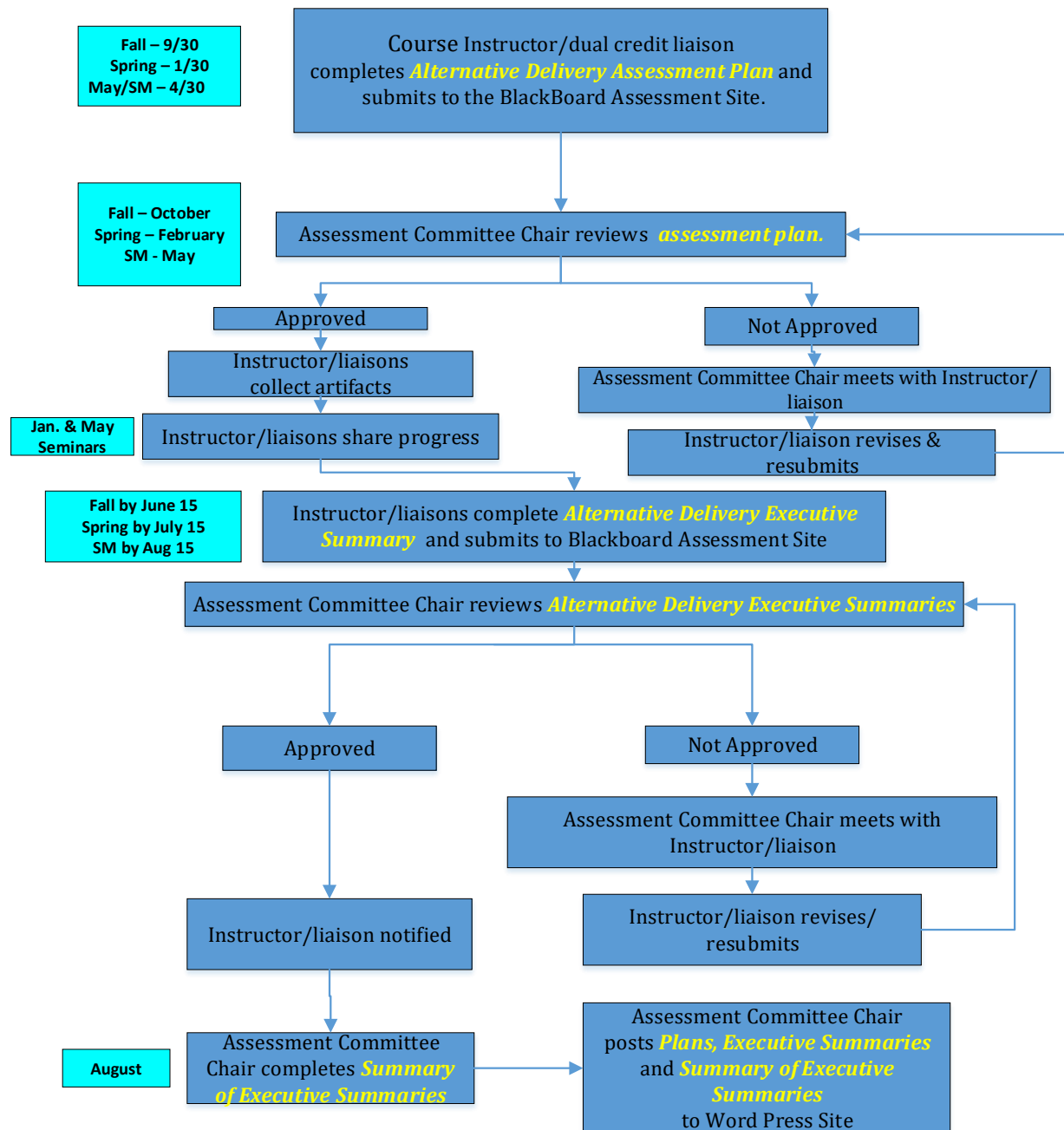


2023 - 2024
Alternative Delivery – Assessment
Dual Credit
Summary of Executive Summaries

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	Since the proportion of grades above 90% for each class indicates that the current practices of the Dual Credit setting instructors are similar to (or even outperforming)what is happening in the traditional setting , no changes are needed in the alternative format setting.		
ASL 102	The results indicated that the outcomes for the students in the dual credit high school ASL 102 were similar to those of the traditional ASL 102 classes. This is expected (even if the general lack of motivation is unexpected).		Dual credit instructors reported that this year's classes for ASL 102 seemed particularly unmotivated. This is reflected in a comparison of this year's percentage of "A" recipients with the percentages from other years. It is unclear why there is such a lack of motivation in the traditional setting, although one of the Dual Credit instructors indicated that students showed a lack of motivation once they discovered that her high school has chosen to discontinue offering ASL as a Dual Credit class.
ASL 201			In the Dual Credit classes, 0/1 and 6/8 students received grades of 90% or higher as final grades for their courses. This is an overall average of 78% of students. However, THIS YEAR THERE WERE ONLY DUAL CREDIT ASL 201 CLASSES, NO TRADITIONAL CLASSES ON CAMPUS.
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 above the national norms,continuing to show improvement from classes taught during the pandemic. The Dual Credit student scores, on average, exceed the on-campus CUNE students.		
CS 131	Performing two-tailed T-tests on each of the dual credit sections with the traditional section resulted in P-values of 0.63 for Comparison 1 and 0.61 for Comparison 2. Thus, we conclude there is not a statistically significant difference between the dual credit sections and the baseline traditional section.		
ECON 101	Neither students in the traditional delivery (College Hybrid Lecture) or the students in the in alternative delivery (High School AP) met the minimum standards		This was the first year that we assessed this topic. There were significant improvements from the Fall semester '23 and the Winter Spring semester '24. So progress is being made toward the assessment goal.
ENG 102	Both scores were close to one another.		We offered more content development resources and will continue to update those resources for all instructors of the course.
ENG 201	A 3.5 score or higher was achieved by 93% of the dual credit students; a 3.5 or higher was achieved by 90% of the CUNE on-campus students. Both met our minimum aim of at least 70% of students achieving a 3.5 score or		

	higher.		
HIST 115	The goal was for at least 80% of students to earn an 8 or better (out of 12) according to the rubric. Across all sections 84% of students achieved this goal. The section with the lowest percentage was the on-campus section (60% of those sampled).		
Math 122	We conclude that there is not a statistically significant difference between scores in the categories of States Hypotheses and Calculates Test Stat.		
MATH 184	The traditional students and the Dual Credit students taking the exam were treated as two random samples, and a T-Test was used to test the claim that the Dual Credit students come from a population whose average score is at least as high as the average score of the population from which the traditional students come.		
MATH 186	The 15 traditional students taking the assessment had a mean score of 7.99 and a standard deviation of 0.76. The 20 dual credit students had a mean of 8.05 with a standard deviation of 1.43. 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 0.593. There is no evidence to reject the claim.		
MU 103	Schools 1 and 3 are in the first year teaching the course, and the median final exam scores are better than the 20-year on-campus median score, which is 86.4. School 2 has taught the course for three years. The first year its median score was 48.7, and last year it was 73.8, so the 82.2 this year is a distinct improvement. Its score is now within 5 points of the on-campus score, as desired.		
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.		Each year dual credit instructors are asked for ideas on improving the assessment instrument, and there are fewer and fewer comments, so the instrument seems to be reaching a point where it is doing what it needs to do.
PS 111	DC classes were comparable in outcomes to the CUNE PS-111 class, but were about 10 percent higher than the overall CUNE mean.		
REL 121	There is not a statistically significant difference between the exam scores of the dual credit and CUNE scores.		The department is pleased to see that with the transition of instructors at the dual credit site that consistency and quality of instruction has been maintained.
REL 131	There is not a statistically significant difference between the exam scores of the dual credit and CUNE scores.		The department is pleased to see that with the transition of instructors at the dual credit site that consistency and quality of instruction has been maintained.
SOC 101	The mean scores indicate that Dual Credit student are more knowledgeable about sociology than CUNE students.		
SPAN 101	All of the reported scores of class averages were satisfactory, with the mean scores being similar to (or higher than) the mean of the CUNE students in the traditional format.		
SPAN 102	All of the reported scores of class averages were satisfactory, with the mean scores being similar to (or higher than) the mean		

	of the CUNE students in the traditional format.		
SPAN 201	The reported scores of class averages were satisfactory, with the mean scores (except for one) being similar to (or higher than) the mean of the CUNE students in the traditional format.		
SPAN 202	The reported scores of class averages were satisfactory, with the mean scores (except for one) being similar to (or higher than) the mean of the CUNE students in the traditional format.		