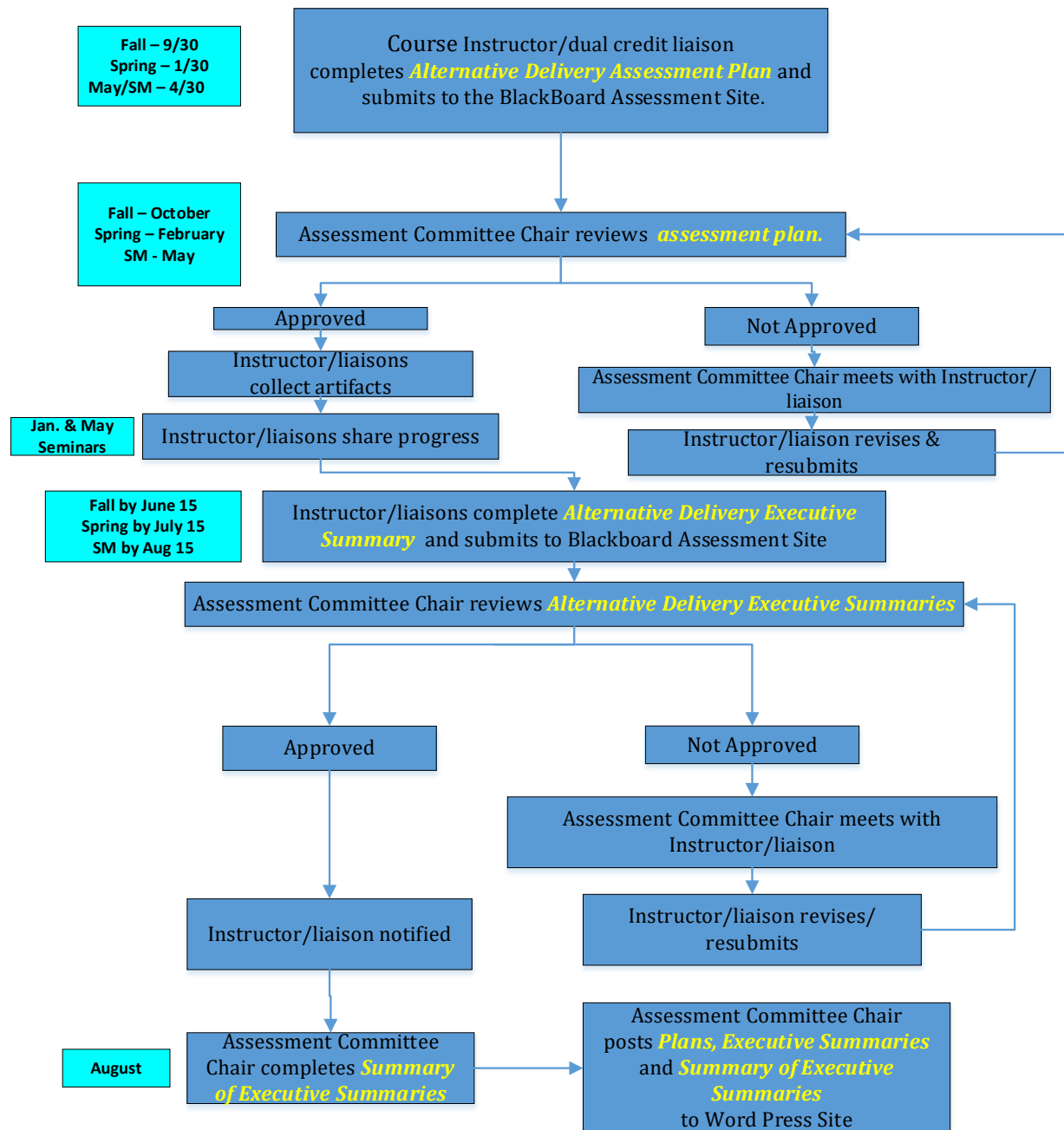


2024 - 2025
Alternative Delivery – Assessment
Dual Credit
Summary of Executive Summaries

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	The proportion of students who received a 90% or above as a final grade was 80% in the traditional class, compared to 100% and 76% in the two Dual Credit settings, respectively.		It would be a more useful for tracking overall student proficiency to compare final exam/project scores next year rather than simply final course grades. The ASL Program will request again (more strongly) of Dual Credit instructors to submit final exam/project scores as a measure of student proficiency, in addition to final course grades.
ASL 102		The proportion of students who received a 90% or above as a final course grade was 75% in the traditional class, compared to 45% in the Dual Credit setting.	Until there is a discussion of why the Dual Credit students in this class performed so much less strongly than students in the traditional setting, there will be no changes in teaching. If it is determined that changes in scope and sequence or other instruction-based items are needed to make the outcome of the two courses more comparable--in other words, if there are not other reasons behind this year's lower Dual Credit performance, like student motivation (noted in last year's report)--then changes will be designed and implemented
ASL 201		The proportion of students who received a 90% or above as a final course grade was 100% in the traditional class, compared to 20% in the Dual Credit setting.	Until there is a discussion of why the Dual Credit students in this class performed so much less strongly than students in the traditional setting, there will be no changes in teaching. If it is determined that changes in scope and sequence or other instruction-based items are needed to make the outcome of the two courses more comparable--in other words, if there are not extraneous reasons behind this year's lower Dual Credit performance, like student motivation--then changes will be designed and implemented.
ART 271	They were not statistically relevant as the sample sizes were small, but they were favorable as students passed.		
BIO 110	They were not significantly different (P-Value > 0.05)		
BIO 111		On average, the dual-credit students scored significantly lower than Concordia on-campus students.	Dual credit instructors at each school will be contacted to determine if external factors impacted their instruction this year. Liaison will work with and communicate with dual credit instructors to ensure proper implementation of learning objectives are occurring for this course. course, and (E) ensuring pre-requisite requirements for this course are being checked for dual credit students as well.
BIO 243	Most schools scored significantly higher. The one that didn't was not significantly different (P-Value > 0.05)		
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 well 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.		
CHNS 101	If the percentage of student scores on the final assessment of 90% (A-) and above for the dual credit class equaled or surpassed the percentage of similar scores for the traditional class, then outcomes were considered to be comparable.		
CHNS 102	The percentage of student scores on the final assessment of 90% (A-) and above for the dual credit class equaled or surpassed the percentage of similar scores for the traditional class, then outcomes were considered to be comparable.		
CHNS 201	The traditional setting and Dual Credit setting students performed in a comparable manner, since all students received final course scores of 90% or more.		
CHNS 202	The traditional setting and Dual Credit setting students performed in a comparable manner, since all students received final course scores of 90% or more.		
CS 131	Traditional students solved programming problems with lists well while one section of alternative delivery (with 20 students) was significantly unsatisfactory based on the lack of exhibited student programming ability in the submitted programs. The other three, much smaller, alternative sections were comparable with the traditional section in terms of student program quality.		<p>Given that one section of alternative delivery had significantly less satisfactory programs and our department's analysis of student artifacts, changes should be made to this alternative delivery section. Specifically, when and if this campus and instructor offers dual credit CS 131 again in the future, the instructor will be required to coordinate more directly with the department to ensure that student learning outcomes are met. Note that this campus and instructor are not planning to offer dual credit CS 131 in the next academic year.</p> <p>The reveals concerns about the instruction of this specific section. The department will also reconsider "Appendix A: Tested Experience Guidelines for Faculty Qualifications" for Academic Policy 2.520 which qualified this specific instructor to teach dual credit CS 131.</p>
ECON 101	In the alternative delivery course, the students met all five delivery criteria.		
EDUC 201	The results of the t-test indicated there was no significant difference in the scores on the rubric between the traditional and alternative format students.		
ENG 201	The scores for dual credit were significantly higher than those from the on campus scoring. However, both were near to the 70% minimum that we typically aim for.		
HHP 182	Nineteen out of the 20 (95%) students in the traditional population met the 80% or higher threshold. Three out of the 4 (75%) students in the dual-credit population met the 80% or higher threshold.		
HIST 115	The outcomes were similar with class results across several sections showing that students read similar historical monographs and were able to adequately comprehend and write about such studies.		
Math 122	In all four categories, the sample means of the 133 dual credit students fell in the 'Acceptable' to 'Very Good' range on the attached rubric. Via T-test, no significant difference between the dual credit students and the traditional students was found in		

	the scores on three of the 4 categories, with the traditional students scoring higher on calculation-based questions.		
MATH 184	The 14 traditional students taking the assessment had a mean score of 8.57 and a standard deviation of 1.09. The 100 dual credit students had a mean score of 8.17 with a standard deviation of 1.88. 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 0.13. There is no evidence to reject the claim.		
MATH 186	The 20 traditional students taking the assessment had a mean score of 8.44 and a standard deviation of 2.46. The 10 dual credit students had a mean score of 7.91 with a standard deviation of 2.12. A two-sample t-test of the claim that the		
MU 103	The 20-year on-campus median score is 86.4, and all three schools have median scores that are better (if only slightly) than the on-campus median score. This shows that average students from all the dual-credit schools can perform the tasks expected of them.		
MU 111	The mean and median scores of the multiple-choice cumulative exam in both the dual credit and traditional courses were 75% (C, average) or better. This demonstrates that the students in both courses are indeed able to understand and identify a substantial amount of the broad themes and supporting details within the history of western classical music.		
PHYS 110	The results are very similar to past years, and they compare favorably to the scores taught on the Seward campus, where the average score is $61.5 \pm 18.2\%$. The overall average for the DC schools was $65.3\% \pm 15\%$, higher than CUNE's average but within the uncertainty.		
PS 111	The results showed that DC-1 and DC-2 were comparable in outcomes to the CUNE class, with the DC-1 overall results being about 4 percent higher than the overall CUNE mean, and the DC-2 overall results being about 5 percent higher than the overall CUNE mean.		
REL 121	The department's goal is to see no difference between the dual credit offering and the CUNE offering. By conventional criteria, the difference is considered not to be statistically significant.		
REL 131	The department's goal is to see no difference between the dual credit offering and the CUNE offering. By conventional criteria, the difference is considered not to be statistically significant.		
SOC 101		The difference in mean scores between Dual Credit students and CUNE students is statistically significantly different with Dual Credit students scoring lower than CUNE Students. The score range for Dual Credit (13 pt.) was less than the score range for CUNE students (17) with the high score being	1. the Dual Credit sample size (18) being significantly lower than CUNE (60) could contribute to the lower results for Dual Credit. 2. Another issue may be in the teaching of the material or the completion of the assessment tool in the Dual Credit classroom. The textbooks used in the Dual Credit class and in the CUNE class are different.

		<p>higher for CUNE and the low score being lower for CUNE.</p> <p>Measures of central tendency are all higher for CUNE.</p> <p>Interpretation - 1. the Dual Credit sample size (18) being significantly lower than CUNE (60) could contribute to the lower results for Dual Credit.</p>	
SPAN 101	Most of the class averages were satisfactory, with the mean scores of the dual-credit schools being equal to or greater than the mean of the CUNE students in the traditional format.		
SPAN 102	With the exception of one school, the mean scores of the dual-credit schools were equal to or greater than the mean of the CUNE students in the traditional format.		Regarding the one school that reported a mean lower than that of CUNE, I plan to reach out to that teacher directly to see if there is any further assistance that he/she would like from me as he/she works with the students.
SPAN 201	All class averages were satisfactory, with the mean scores of the dual-credit schools being equal to or greater than the mean of the CUNE students in the traditional format.		
SPAN 202	With the exception of one school, the mean scores of the dual-credit schools were equal to or greater than the mean of the CUNE students in the traditional format		Regarding the one school that reported a mean lower than that of CUNE, I plan to reach out to that teacher directly to see if there is any further assistance that he/she would like from me as he/she works with the students.