

## 2025 - 26 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

<b>Department:</b> Mathematics & Computer Science <b>Date:</b> 6/15/2026 <b>Course(s):</b> Math 122
<b>Alternative Format(s) – select as many as are applicable:</b> <b>Dual Credit</b> <b>Select</b> <b>Select</b>
<b>Members</b> (must include more than course instructor only) <b>involved with analysis of artifacts:</b> Brian Albright, Ed Reinke
<b>See Alternative Delivery Assessment Plan for:</b> a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>
<b>Analysis of artifacts:</b> 1). Student Outcome: <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used)</i> . Five prototypical questions, selected from four categories -- calculations, linear analysis, functional analysis, statistical applications -- were selected from final or late term exams and student performance was evaluated on a 5 point scale according to the attached rubric. Dual credit student scores were compared against the rubric and against the scores of the traditional students. 2). <b>COMPARABILITY</b> – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable?</i> (note “na” if delivery modes were not compared). For each question category (two questions from the application category), the traditional students and the dual credit students 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. The sample means of the dual credit student scores were also checked against the attached rubric.
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Can students perform statistical calculations, execute statistical tests, and make statements based on statistical findings? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> In all 4 categories, the dual credit students' responses fell in the 'Acceptable' to 'Very Good' range on the attached rubric. Via T-Test, no discernible differences were found with a sample of CUNE students' scores on similar questions in 2 of the four categories, while the dual credit students performed better than their counterparts in the other two categories. (And in both selected questions in the 'Applications' category.) 3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The results indicate that students in the dual credit courses are doing well on the material being assessed, and that they are performing as well, or better than, the traditional students. 4). <i>Observations made that were not directly related to the question(s).</i> (i.e. interrater reliability of the scoring tool was low) The nature of the questions being asked at the high school level needs to be continually monitored to make sure they are comparable to the questions being asked on campus. 5). <b>How did the outcomes of the traditional and alternative format analysis compare?</b> see above
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> 6/15/2026 <i>How were the results shared? (i.e. met as a department) email</i> <i>Who were results shared with? (List names):</i> Timothy Schroeder, Brian Albright, Ed Reinke, Kent Einspahr, Marcus Gubanyi
<b>Discussion of Results –Summarize your conclusions including:</b> 1. <b>ACTION*</b> - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> Monitor the questions being asked. Otherwise, no other action. 2. <b>IMPACT*</b> - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> none anticipated, I think the questions will remain comparable 3. <b>BUDGET IMPLICATIONS</b> – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> (i.e. an additional staff person, new equipment, additional sections of a course). none
<b>Submitted by:</b> Timothy Schroeder <b>Assessment Committee Reviewed (date):</b> 6/16/26
<b>Submitter notified approval/additional action needed:</b> 6/16/26
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na