2025– 26 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Business Administration **Date:** 6/17/2026 **Course(s):** ECON 101
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:** Jon Telschow, Glen Worthington,Tim Heidorn

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).* See Attached Report

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). A set of five, identical assessment questions were asked of the alternative delivery students and CUNE students. Answer success was then compared.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan): There are three topics and five questions:
1.Why do Theists tend toward market economics and Atheists toward socialist economics?
2.Was Jesus a Capitalist or a Socialist?
3. What is money?
2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. See Attacheed Report
*3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).* The traditional delivery students did not achieve the minimum standards on one of the five questions. Students misinperpreted God's role in social outcomes.
4). Observations made that were not directly related to the question(s). (*i.e. interrater reliability of the scoring tool was low*) The Winter/Spring Semester students actually passed the minimum criteria, perhaps because of improvements in instruction. The result is based on Fall Semester only
5). ***How did the outcomes of the traditional and alternative format analysis compare*?** The Alternative Format students passed the criteria by meaningful margins on all five questions.

Sharing of Results: *When were results shared? Date:* 6/1/2026 *How were the results shared? (i.e. met as a department)* e-mail *Who were results shared with? (List names):* Jon Telschow, Glen Worthington, Andy Langewisch.

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?* We will use the same instructional methods, but it is unknown who will be the Dual Credit instructor for CUNE as Tim Heidorn is retiring in December 2026.
2. **IMPACT*-** *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?* We will continue to emphasize the connections between Christian theology and economics.

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). Zero

Submitted by: Tim Heidorn **Assessment Committee Reviewed (date):** 6/25/26

Submitter notified approval/additional action needed: 6/25/26

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na