

2025– 26 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HSS Date: 6/29/26 Course(s): Soc 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: Anne Hobbs and Kathy Miller Nancy Elwell																			
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). scores of exams used, means and SD calculated 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). t test																			
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Students should be able to score at least 75% or higher on the knowledge test in sociology at the end of the term in CUNE and dual-credit courses 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The two-tailed P value equals 0.8132 By conventional criteria, this difference is considered to be not statistically significant. <table border="1"><thead><tr><th>Group</th><th>Mean</th><th>SD</th><th>SEM</th><th>N</th></tr></thead><tbody><tr><td>CUNE</td><td>32.931</td><td>8.120</td><td>1.160</td><td>49</td></tr><tr><td>Dual Credit</td><td>32.385</td><td>2.873</td><td>0.797</td><td>13</td></tr></tbody></table> 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). not statistically significant 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> We only had scores from 1 dual credit high school class. The textbook the high school is using is different than CUNE instructors. 5). How did the outcomes of the traditional and alternative format analysis compare? means were similar					Group	Mean	SD	SEM	N	CUNE	32.931	8.120	1.160	49	Dual Credit	32.385	2.873	0.797	13
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Sharing of Results: <i>When were results shared?</i> Date: 6/29/26 <i>How were the results shared? (i.e. met as a department)</i> <i>Who were results shared with? (List names):</i> T. Warren, N.Elwell, K. Miller, A. Hobbs																			
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? none 2. IMPACT* - What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? will not impact 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). none																			
Submitted by: N. Elwell, K.Miller Assessment Committee Reviewed (date): 7/1/26																			
Submitter notified approval/additional action needed: 7/1/26																			
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na																			