

#3. Assessment Plan: Alternative Delivery - Student Outcomes

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit via email to the Assessment Committee Chair.

Department: Education Date: 5-1-2017 Course(s): EDUC 425A

Alternative Format(s) – select as many as are applicable: Online

Members (must include more than course instructor only) involved with the development of this Assessment Plan: Vicki Anderson, Lorinda Sankey

Course Requirements:

1. Each alternative delivery course meets credit hour requirements? (135 clock hours).
 - a. **Attach: Credit Hour Audit - traditional format**
 - b. **Attach: Credit Hour Audit for each alternative format.** (Dual credit – must attach one for each instructor).
2. Course requirements for all formats are comparable.
 - a. **Attach: Course Guide - traditional format.**
 - b. **Attach: Course Guide for each alternative format.** (Dual credit – must attach one for each instructor).

Student Outcome:

1. *What student outcome will be assessed? scores on the course key assessment (a sheltered instruction lesson plan which is submitted, given feedback, and then submitted again)*
2. **State as follows: Students should be able to [action verb] [something].** Students should be able to achieve scores on their key assessment assignments that are comparable to those received by students in the face-to-face sections of the course. This assignment was chosen as representative of student achievement in the course because it demonstrates what students have learned throughout the course [in whatever format] about adapting instruction for English language learners.

Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Are the mean scores for the key assessment assignment of the Summer 2017 semester for the students in the online course equivalent to or better than the mean scores for students who took the traditional face-to-face class in Spring 2017?

Methodology

1. **Student Outcome - OBJECT***
 - a. *What student artifact from the **traditional course** will be used to assess the outcome?* key assessment assignment scores
 - i. *How will the artifact be collected?* The instructor will compile key assessment assignment scores from the Spring 2017 face-to-face course and calculate a mean score.
 - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome?* key assessment assignment scores
 - i. *How will the artifact be collected?* The instructor will compile course key assessment assignment scores from the Summer 2017 online course and calculate a mean score.

Analysis of Artifacts:

1) **Student Outcome: PERFORMANCE CRITERIA***

- a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
 - i. Traditional course: calculation of a mean score
 - ii. Alternative course(s) (note SAME if the same as the traditional course): SAME

2) **COMPARABILITY - How you will determine if the outcomes of the two are comparable? (For example – there will not be a statistically significant difference among the mean final exam scores).** If there is not statistically significant difference between the mean final course scores for the two courses, students will be considered to have achieved comparable outcomes.

Submitted by: Vicki Anderson

Date: 5-1-2017

Reviewed by the Assessment Committee (Date): 5/3/17

Submitter notified/additional action: na

Submitter notified of approval: 5/3/17