

#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: Intercultural Studies and Modern Languages

Date: 9 December 2016

Course(s): Span 101

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

Dual Credit

Select

Select

Select

Select

Select

Members (must include more than course instructor only) involved with the development of this Assessment Plan: Jerrald Pfabe, Lindsey Morris, Jill Greff, Paul Kollmorgan, Rob Seder, Jan RioFrio, Kim Lavado, Chris Jung, Oscar González

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? Uses of verbs in the present and preterite tenses; uses of "ser" and "estar," Uses of "por" and "para."*
2. **State as follows: Students should be able to [action verb] [something].** 1. Conjugate correctly verbs in the present and preterite tenses. 2. Use "ser" and "estar" in the correct contexts. 3. Use "por" and "para" appropriately.

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.)* 1. Can the student correctly use the present and preterite tenses in Spanish? 2. Can the student correctly use the verbs "ser" and "estar"? 3. Can the student correctly use the prepositions "por" and "para"?

Methodology

1. **Student Outcome - OBJECT***
 - a. *What student artifact from the **traditional course** will be used to assess the outcome?* A short exam on the two verb tenses, on ser and estar, and on por and para.
 - i. *How will the artifact be collected?* The Concordia instructor will administer the common exam to the students in the class.
 - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome?* We will use the identical common exam.
 - i. *How will the artifact be collected?* The dual credit teacher will administer the common exam and send the results to Concordia.

Analysis of Artifacts:

- 1) **Student Outcome: PERFORMANCE CRITERIA***
 - a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
 - i. Traditional course: Each item on the course will be marked correct or incorrect and a percentage grade given.
 - 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). We will compare the results of the identical exam in their percentage scores.**

Submitted by: Jerrald K. Pfabe	Date: 12/9/2016
Reviewed by the Assessment Committee (Date): 12/9/2016	
Submitter notified/additional action: na	Submitter notified of approval: 12/9/2016