**#3. Assessment Plan: Alternative Delivery - Student Outcomes**

To be completed by course instructors or program directors of traditional courses offered in alternative formats including but not limited to: dual credit, online, independent study, and condensed time formats. Submit to the Assessment Committee Chair.

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| **Course:** **Span 101 Alternative Format:**  **Explain “Other” if selected:** **dual credit****Department:** **Intercultural Studies and Modern Languages Date:** **15 Sept. 2015** |
| **Members** (must include more than course instructor only) **involved with the development of this Assessment Plan:** **Jerrald Pfabe, Lindsey Morris, Jill Greff, Paul Kollmorgen, Rob Seder, Jan Riofrio, Katie Lane, Kim Lavado, Kristin Freeman, Emily Meier** |
| **Course Requirements:** 1. *Does the alternative delivery course meet credit hour requirements? (135 clock hours).* yes
	1. A credit hour audit is attached. (Dual credit – must attach one for each instructor) [x]
2. *Are the alternative course requirements comparable to the requirements of the course offered in the traditional format?*
	1. Course guide is attached for the alternative format. (Dual credit – must attach on for each instructor) [x]
	2. Course guide is attached for the traditional format. Check one:

 [x]  attached OR [ ]  course not available in traditional format |
| **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." From departmental assessment matrix #8. Skills for communication .*
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.
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| **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 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\**
	1. *What student artifact from the alternative 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.
	2. *What student artifact from the traditional course will be used to assess the outcome*? (note “na” if the course is not available in a traditional format).These students will take the identical exam..
2. *Collecting data:*
	1. *How will data be collected from the alternative format course?* By the dual credit teacher who will send the materials to Concordia.
	2. *How will data be collected from the traditional format course?* (note “na” if the course is not available in a traditional format).By the on-campus instructor.
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| **Analysis of Artifacts:** 1. **Student Outcome:** *PERFORMANCE CRITERIA****\****
	1. **Alternative delivery-** *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*  Each item in the exam will be marked correct or incorrect and a percentage grade given.
	2. **Student Outcome – Traditional delivery -** *How will the artifacts will analyzed (attach rubrics/scoring tools if used)* (note “na” if the course is not available in a traditional format)*:*  Each item in the exam will be marked correct or incorrect and a percentage grade given.

 2) ***COMPARABILITY*** - *How you will determine if the outcomes of the two are comparable?* (note “na” if the course is not available in a traditional format). The %s of As, Bs, Cs, Ds, and Fs will be compared betwee the traditioanl (CUNE) classes and dual credit classes.  |
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| **Submitted by:** **Jerrald K. Pfabe Date:** **9/14/2015** |
| **Reviewed by the Assessment Committee (Date):** **9/14/15** |
| **Submitter notified/additional action:** **Clarification of analysis requested - 9/14/14 Submitter notified of approval:** **9/15/15** |