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

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| **Course:** **Span 102 Alternative Format:**  **Explain “Other” if selected:** **dual credit**  **Department:** **Intercultural Studies and Modern Languages Date:** **11 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 Kollmorgan, Rob Seder, Jan Riofrio, Chris Oerman, 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) 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)    2. Course guide is attached for the traditional format. Check one:   attached OR  course not available in traditional format |
| **Student Outcome:**   1. *What student outcome will be assessed?* *Use of preterite and imperfect tenses and indicative and subjunctive moods. Departmental Assessment Matrix #8: Skills for communication.* 2. **State as follows: Students should be able to [action verb] [something**]. distinguish between the correct uses of the preterite and imperfect tenses and the uses of the indicative and subjunctive moods. |
| **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 preterirte and imperfect tenses in Spanish? 2. Can the student correctly use the indicative and subjunctive moods in Spanish |
| **Methodology**   1. **Student Outcome** - *OBJECT\**     1. *What student artifact from the alternative course will be used to assess the outcome?* A short exam on verb tenses in the past and on the indicative and subjunctive moods.    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. |
| **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 % of As, Bs, Cs, Ds, and Fs will be compared between traditional (CUNE) and Dual Credit classes. |
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| **Submitted by:** **Jerrald K. Pfabe Date:** **9/11/2015** |
| **Reviewed by the Assessment Committee (Date):** **9/14/15** |
| **Submitter notified/additional action: Clarification of comparability requested.**  **Submitter notified of approval: 9/15/15** |