

#3. 2017 – 18 Assessment Plan: Alternative Delivery

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: Spanish **Date: 9/5/2017** **Course(s): Spanish 202**

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 Pfab, Jill Greff

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 will be provided by the Dual Credit Coordinator)
2. Course requirements for all formats are comparable.
 - a. **Attach: Course Guide - traditional format.**
 - b. **Attach: Course Guide for each alternative format.** (Dual credit will be provided by the Dual Credit Coordinator)

Student Outcome:

1. *What student outcome will be assessed? Students will write a composition of about 500 words base on a common list of suggested themes. We will examine specifically their use of verb tenses in the indicative mood and the use of the subjunctive mood..*
2. **State as follows: Students should be able to [action verb] [something].** The students should be able to use verbs in appropriate situations for various tenses and moods, and in the correct form.

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.)* Will the the students succeed in doing the tasks identified in #2 above?

Methodology

1. **Student Outcome - OBJECT***
 - a. *What student artifact from the **traditional course** will be used to assess the outcome? The composition..*
 - i. *How will the artifact be collected? By the instructor by the end of the semester.*
 - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome? The composition. Students at Concordia and the dual credit schools will be given identical guidelines.*
 - i. *How will the artifact be collected? The teachers in the high schools will assign the composition, grade them, and submit them 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: We will evaluate the use of verbs in the composition using a common rubric..
 - 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 determine if the mean for high school students is equal to or higher than the mean for Concordia students. .

Submitted by: Jerrald K. Pfabe	Date: 5 Sept. 2017
Reviewed by the Assessment Committee (Date): 10/27/16	
Submitter notified/additional action: na	Submitter notified of approval: 10/27/17