

#### #4. 2017 – 18 Executive Summary: Undergraduate Program Assessment: Alternative Delivery

Submit to the Assessment Committee Chair via email.

<b>Department:</b> Intercultural Studies and Modern Languages CHNS 102	<b>Date:</b> 6-15-18	<b>Course(s):</b>
<b>Alternative Format(s) – select as many as are applicable:</b>		
<b>Dual Credit</b>	<b>Select</b>	<b>Select</b>
<b>Select</b>	<b>Select</b>	<b>Select</b>
<b>Members</b> (must include more than course instructor only) <b>involved with analysis of artifacts:</b> Yufen Yang, ChengYu Chiu		
<b>See #3 Assessment Plan: Alternative Delivery: Student Outcomes for:</b> a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>		
<b>Analysis of artifacts:</b>		
1). Student Outcome: <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> student ability to participate in an interview with a native speaker of Mandarin Chinese with a sufficient level of accuracy and performance ability so as to be comprehensible		
2). <b>COMPARABILITY</b> – <i>How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note “na” if delivery modes were not compared).</i> When the mean scores of the on-campus CHNS 102 class and the alternate CHNS 102 class are compared, the mean score for each alternative delivery class will equal or exceed the mean score for the on-campus class.		
<b>Summary of RESULTS*:</b>		
1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Are students able to use Mandarin Chinese in a sufficiently proficient manner in order to participate in an extemporaneous interview with a native speaker?		
2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The Dual Credit class average for the CHNS 102 final exam was 83% (N=12), while the on-campus class average was also in the range of 80-85% (N=2).		
3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The scores for the on-campus section and the Dual Credit section of CHNS 102 had roughly equivalent final scores.		
4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> The on-campus section of CHNS 102 uses a different textbook and a different method of teaching than the Dual Credit CHNS 102.		
5). <b>How did the outcomes of the traditional and alternative format analysis compare?</b> The scores for the on-campus class seem relatively comparable to those of the Dual Credit class; however--as stated above--the two courses use different textbooks and teaching methods.		
<b>Sharing of Results:</b>		
<i>When were results shared? Date:</i> 6-15-18		
<i>How were the results shared? (i.e. met as a department)</i> e-mail to Chinese graduate assistant and Dual Credit teacher		
<i>Who were results shared with? (List names):</i> Yufen Yang, ChengYu Chiu		
<b>Discussion of Results –Summarize your conclusions including:</b>		
1. <b>ACTION*</b> - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> The alternative format teaching will not change in the coming year, at least not due to these scores. (The school will be hiring a new Chinese teacher, so it may be that the textbook situation will change as a result. It is important to consult to make sure that the classes are as similar in raising proficiency levels as possible.)		
2. <b>IMPACT*</b> - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> Students in both the on-campus CHNS 102 and Dual Credit CHNS 102 will achieve higher proficiency levels than this year.		

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\** (i.e. an additional staff person, new equipment, additional sections of a course). none

**Submitted via email to Assessment Committee Chair by:** Vicki Anderson

**Reviewed by the Assessment Committee (date):** 7/10/18

**Submitter notified/additional action needed:** na

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

**Approved & Posted to Assessment site:** 7/18