

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

Submit to the Assessment Committee Chair via email.

Department: Intercultural Studies and Modern Languages CHNS 201	Date: 6-15-18	Course(s):			
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 analysis of artifacts: Yufen Yang, ChengYu Chiu					
See #3 Assessment Plan: Alternative Delivery: Student Outcomes for: a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>					
Analysis of artifacts:					
1). Student Outcome: PERFORMANCE CRITERIA* - <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 and to perform well on the final exam					
2). COMPARABILITY – <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 201 class and the alternate CHNS 201 class are compared, the mean score for each alternative delivery class will equal or exceed the mean score for the on-campus class.					
Summary of RESULTS*:					
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 201 final exam was 87% (N=2); there was no on-campus CHNS 201 offered this academic year due to low enrollment.					
3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> There was no on-campus section of CHNS 201 offered this academic year due to low enrollment.					
4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> There was no on-campus section of CHNS 201 offered this academic year due to low enrollment.					
5). How did the outcomes of the traditional and alternative format analysis compare? There was no on-campus section of CHNS 201 offered this academic year due to low enrollment.					
Sharing of Results:					
<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					
Discussion of Results –Summarize your conclusions including:					
1. ACTION* - <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. IMPACT* - <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 201 and Dual Credit CHNS 201 will achieve higher proficiency levels.					

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: 7/10/18