

#4. Executive Summary: Undergraduate Program Assessment: Alternative Delivery

Course: Span 202 Alternative Format: Other Explain "Other" if selected: dual credit

Department: Intercultural Studies and Modern Languages Date: 29 May 2018

Members (must include more than course instructor only) involved with analysis of artifacts: Jerrald Pfabe, Oscar Gonzalez

See #3 Assessment Plan: Alternative Delivery: Student Outcomes for: a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology

Analysis of artifacts:

1). Student Outcome: **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used).* Students in the traditional format and in the dual credit classrooms were given the identical composition requirement. The rubric for the exam identified the following criteria: 1) basic compositional skills: a) thesis/theme, use of paragraph organization, use of basic Spanish grammar such as noun-adjective agreement; 2) correct use of at least four verb tenses in the indicative mood; 3) correct use of the subjunctive mood in at least four sentences.

2). **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note "na" if delivery modes were not compared).* We used Survey Monkey. Student compositions were graded on the three rubrics listed above, with a scale from 4 to 0.

Summary of **RESULTS***:

1). *Restate the assessment question(s) (from the Assessment plan):* Can students write a 500 word composition emphasizing the following criteria: 1) skill in basic compositional organization; 2) correct use of a minimum of four verb tenses in the indicative mood; 3) correct use of the subjunctive mood in at least four sentences?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* The mean score based on Survey Monkey for CUNE students was 9.36 of a possible 12 points. The mean score of the other participating school was 8.38.

3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).* Although the dual credit school scores were slightly below those of CUNE, I believe that a good part of that difference was due to scoring done by the dual credit instructor, which, I suspect, did not accurately judge the work of the dual credit students. More complete information can be shared, if desired.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)*

5). **How did the outcomes of the traditional and alternative format analysis compare?** (note "na" if delivery modes were not compared). **See the interpretation section, #3.**

Sharing of Results:

When were results shared? Date: 29 May 2018

How were the results shared? (i.e. met as a department) via email

Who were results shared with? (List names): Vicki Anderson and Bernie Tonjes

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* We need to continue working with the dual credit instructor on scoring. He has been appraised of the problem. In addition, we need to discuss on campus eligibility of schools for this more advanced course.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* I hope the results can be higher both on campus and in the other dual credit school.

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). Nothing.

Submitted via email to Assessment Committee Chair by: Jerrald Pfabe

Reviewed by the Assessment Committee (date): 6/7/18

Submitter notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Approved & Posted to Assessment site: 7/1/18