

2018 – 19 Alternative Delivery Assessment Plan

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 to the Assessment BlackBoard site.

Department: Span 201 Date: 11/20/18 Course: Intermediate Spanish I
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Jerrald Pfabe, Jill Greff, Oscar Gonzalez
Course Requirements: <ol style="list-style-type: none">1. Each alternative delivery course meets credit hour requirements? (135 clock hours).<ol style="list-style-type: none">a. Attach: Credit Hour Audit - traditional formatb. 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.<ol style="list-style-type: none">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: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Students will write a composition of about 400 on a theme related to family and marriage.</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to 1) write a clear composition in good paragraph form, developing a theme, using two different uses of the subjunctive mood, and three indicative verb tenses.
Question: <i>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.)</i> 1) Can students organize and develop a good composition? 2) Can students use correctly two different uses of the subjunctive mood? 3) Can students use correctly three indicative verb tenses.
Methodology <ol style="list-style-type: none">1. Student Outcome - OBJECT*<ol style="list-style-type: none">a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> The identified composition.<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> By the instructor at the end of November.b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> The same composition<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> By the instructor at the end of the appropriate semester.
Analysis of Artifacts: <ol style="list-style-type: none">1) Student Outcome: PERFORMANCE CRITERIA*<ol style="list-style-type: none">a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none">i. Traditional course: See attached rubric.ii. Alternative course(s) (note SAME if the same as the traditional course): Same2) 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 compare the scores of CUNE students with those of the high school students.
Submitted by: Jerrald Pfabe Date: 11/20/1018 Assessment Committee Reviewed (Date): 11/29/18
Submitter notified or approval/ or additional action needed: 11/29/18 - Approved