2018– 19 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML **Date:** 6-15-2019 **Course(s):** ASL 102	

Alternative Format(s) – select as many as are applicable: Dual Credit   Select   Select

Members (must include more than course instructor only) **involved with analysis of artifacts:** Margie Propp, Kayla Spand, Vicki Anderson

Alternative Delivery Assessment Plan 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).* In both the traditional ASL class setting and the dual credit ASL class setting, a similar exam was administered in which students were required to present a prepared narrative and answer questions about it posed by the instructor. This exam measured student accuracy in ASL vocabulary and grammar and fluency in performance skill level. The scores from the dual credit ASL 102 class were collected for comparison with scores from the traditional ASL 102 class.

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). If the percentage of student scores on the final assessment of 90% (A-) and above for the dual credit class equalled or surpassed the percentage of similar scores for the tradtional class, then outcomes were considered to be comparable.

Summary of RESULTS*:

1). Restate the assessment question(s) (from the Assessment plan): Can students relate a narrative in ASL with accurate vocabulary and grammar, and with a confident and appropriate performance ability so as to be comprehensible to the audience viewing them? Can they demonstrate an appropriate level of receptive and productive proficiency?

2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. We compared scores from the traditional setting and the dual credit high school setting and determined that the score from the dual credit setting was not similar to those from the traditional setting. In the dual credit setting, 0 of 3 students (0%), had a final exam score in the 90%+; rather, the mean score for the group (N=3 students) was 83%. In the traditional setting, 11 students (50%) obtained an exam score in the "A/A-" range (N=22 students).

*3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).* The final exam scores for both types of classes were not equivalent, with 0% of students in the "A/A-" range for the dual credit ASL 102 class, and 50% in the range for the traditional ASL 102 class.

4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) The number of students taking ASL 102 for dual credit was small this year, and this quite possibly skewed the results. Past years' results for the dual credit ASL 102 classes have been roughly equivalent to the traditional ASL 102 classes, however, and so we consider that this year is an anomaly based on the particular students involved.

*5). **How did the outcomes of the traditional and alternative format analysis compare**?* The results indicated that the outcomes for the students in the dual credit high school ASL 102 class were (uncharacteristically) lower this year than for the traditional ASL 102 class.

Sharing of Results: *When were results shared? Date:* 6-26-2019   *How were the results shared? (i.e. met as a department)* e-mail   *Who were results shared with? (List names):* Margie Propp, Ben Sparks, Kim Davis, Carly Wyers, Kevin Miller, Kayla Spand, Joel Helmer (department chair)

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?* It indicates that the scores should be monitored for another year for the dual credit ASL 102 to make sure that students are achieving the same level of mastery as in the traditional ASL 102 class.

2. **IMPACT***- *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*   n/a

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 by: Vicki Anderson   **Assessment Committee Reviewed (date):** 6/20/19

Submitter notified approval/additional action needed: approved
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na