

2018– 19 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML Date: 6-30-2019 Course(s): CHNS 201
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: Wilson Wu, ChengYu Chiu
Alternative Delivery Assessment Plan 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 and in a written exam with a sufficient level of accuracy and performance ability so as to show comprehension and to be comprehensible 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative deliver modes were comparable?</i> (note “na” if delivery modes were not compared). When the proportion of students receiving grades of an “A” (90% and higher) on the final exam in the on-campus CHNS 201 class and the alternate CHNS 201 class are compared, the proportion of students attaining that level (90%+) for each alternative delivery class will equal or exceed the proportion 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 to make a presentation in Mandarin Chinese? Are students able to demonstrate comprehension of Mandarin Chinese in a meaningful way? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The Dual Credit CHNS 201 achieved a 50% rate of students scoring in the “A” range on the final exam (2/4. N=4), while the on-campus class had a 100% rate of students who achieved a 90% or higher on the final exam (N=1). 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> The Dual Credit class achieved a lower proportion of students achieving an “A” on the final exam compared to the proportion in the on-campus section of CHNS 201, although this may in part be due to the fact that there was only one student in the on-campus section. The low number of students in each section (especially the on-campus section) makes it difficult to “read more” into the situation based simply on final exam scores. 4). <i>Observations made that were not directly related to the question(s).</i> (i.e. interrater reliability of the scoring tool was low) The on-campus section of CHNS 201 uses a different textbook and a different method of teaching than the Dual Credit CHNS 201. 5). How did the outcomes of the traditional and alternative format analysis compare? The student performance for the on-campus class is assumed to be roughly comparable to that of the Dual Credit class, especially in light of the low number of students (N=1) in the on-campus course
Sharing of Results: <i>When were results shared? Date:</i> 7-6-2019 <i>How were the results shared? (i.e. met as a department) e-mail</i> <i>Who were results shared with? (List names):</i> Wilson Wu, 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. (Through an agency, Concordia will be acquiring a new and less experienced Chinese teacher as a graduate assistant, so it may be that the overall comparison of scores 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, and particularly that the new graduate assistant is given the tools and mentoring he needs for success in teaching.) 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 than this year. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i>
Submitted by: Vicki Anderson Assessment Committee Reviewed (date): 7/16/19
Submitter notified approval/additional action needed: approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na