

#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: 6 June 2019

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 delivery modes were comparable? (note "na" if delivery modes were not compared).* We used an Excel worksheet. Student compositions were grade with a scale from 4 to 0 for each of the above items.

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 for CUNE students was 9.9 of a possible 12 points. The mean scores of the other participating schools were 9.2 and 9.6.

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 having to disqualify two Concordia students who did not follow the specific guidelines given by the instructor. I believe that the dual credit students did commendable work and demonstrated compositional skills appropriate for this level of Spanish instruction/learning.

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: 6 June 2019

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

Who were results shared with? (List names): Ben Stellwagen and Amy Royuk

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?* I believe that some of the scoring problems we had last year with one of the instructors has been remedied.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* Next year's assessment may be different due to a different

instructor teaching the course on campus.

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): 6/19/19

Submitter notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Approved & Posted to Assessment site: 6/10/19