

2019 – 20 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: ECTA Date: 11/1/19 Course: cta 103
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: Erica Lamm, Laurie Zum Hofe, Pete Koprince, Bryan Moore
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 show consideration of audience, purpose, and circumstances in their written and oral communication</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to construct and delivery a speech that shows consideration of audience, purpose, and circumstance.
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> Are students able to consider and write/speak appropriately based on the audience, purpose, and circumstances of their speech?
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> persuasive speech outlines<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> handed in by students to professor on blackboardb. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> persuasive speech outlines<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> dc teacher will collect from students and send to Erica
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: A rubric will be used. Course instructors will score their artifacts using the standard rubrics. The information will be compiled onto a spreadsheet for analysis of the scoring results.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). The means from dual credit will be compared to the means of the traditional courses and there will not be a statistically significant difference between the two.
Submitted by: Erica Lamm Date: 11/1/19 Assessment Committee Reviewed (Date): 11/1/19
Submitter notified or approval/ or additional action needed: Approved 11/1/19