

### #3. Assessment Plan: Alternative Delivery

**Department: ECTA**

**Date 10/1/19 Course(s): Eng 201**

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

**Members (must include more than course instructor only) involved with the development of this Assessment Plan: L. ZumHofe, L. Ashby**

**Course Requirements:**

1. Each alternative delivery course meets credit hour requirements? (135 clock hours).
  - a. **Attach: Credit Hour Audit - traditional format**
  - b. **Attach: Credit Hour Audit for each alternative format.** (Dual credit – must attach one for each instructor).
2. Course requirements for all formats are comparable.
  - a. **Attach: Course Guide - traditional format.**
  - b. **Attach: Course Guide for each alternative format.** (Dual credit – must attach one for each instructor).

**Student Outcome:**

1. *What student outcome will be assessed? Written and oral communication*
2. **State as follows: Students should be able to [action verb] [something].** Students will show consideration of audience, purpose and circumstances in their written or oral communication.

**Question:** *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.)* Are students able to consider and write/speak appropriately based on the audience, purpose, and circumstances of their paper/speech?

**Methodology**

1. **Student Outcome - OBJECT\***
  - a. *What student artifact from the **traditional course** will be used to assess the outcome? A common assignment paper written for the course*
    - i. *How will the artifact be collected?* Instructors of the courses will collect the artifacts after the assignment has been completed.
  - b. *What student artifact from the **alternative course(s)** will be used to assess the outcome? A common assignment paper written for the course*
    - i. *How will the artifact be collected?* Instructors of the courses will collect the artifacts after the assignment has been completed.

**Analysis of Artifacts:**

1) **Student Outcome: PERFORMANCE CRITERIA\***

- a. *How will the artifacts be analyzed (attach rubrics/scoring tools if used):*
  - i. **Traditional course:** The department will score the artifacts and average the results. The artifacts will be scored using the following rubric and 4 is high; 0 is low. 4. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. 3. Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). 2. Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). 1. Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). 0. Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
  - ii. **Alternative course(s) (note SAME if the same as the traditional course):** Same.

2) **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 are aiming for both results to have at least a 3.5 average among 70% of the students in both formats.

**Submitted by: L. Zum Hofe & L. Ashby**

**Date: 10/1/19**

**Reviewed by the Assessment Committee (Date): 10/16/19**

**Submitter notified/additional action:**

**Submitter notified of approval: 10/16/19**