

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: History, Geography, Intercultural Studies, Modern Languages	Date: 9/29/19	Course: SPAN 202
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: Amy Royuk		
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? Use of past subjunctive verbs (formation as well as when to use)</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to determine when the past subjunctive should be used, and then to conjugate verbs in the past subjunctive for a variety of subjects (I, you, he/she, we, they) and to use them to communicate about a variety of topics.		
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> Can students effectively use past-subjunctive verbs to communicate about a variety of topics?		
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> Written Quiz<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Quiz will be administered during a regular class period towards the end of the semester.b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> Written quiz<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Quiz will be administered by the classroom teacher at some point during the course.		
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: Verbs will be assessed for accuracyii. Alternative course(s) (note SAME if the same as the traditional course): Verbs will be assessed for accuracy2) 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). Both on-campus students as well as dual-credit students will take the same assessment and will be scored using the same criteria. The scores will be directly compared to ensure that the dual-credit students are able to demonstrate competence at least as well as the on-campus students.		
Submitted by: Amy Royuk Date: 9/29/19 Assessment Committee Reviewed (Date): 10/16/19		
Submitter notified or approval/ or additional action needed: Approved 10/16/19		