

## 2020 – 21 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.

<b>Department:</b> ECTA <b>Date:</b> 9/30/20 <b>Course:</b> CTA 103
<b>Alternative Format(s) – select as many as are applicable:</b> Dual Credit      Select      Select
<b>Members (must include more than course instructor only) involved with the development of this Assessment Plan:</b> Erica Lamm, Laurie Zum Hofe, Pete Koprince, Bryan Moore
<b>Course Requirements:</b> Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
<b>Student Outcome:</b> <ol style="list-style-type: none"><li>1. <i>What student outcome will be assessed? students will show consideration of their audience, purpose, and circumstances in their written and oral communication</i></li><li>2. <b>State as follows: Students should be able to [action verb] [something].</b> students should be able to construct and deliver a speech that shows consideration of audience, purpose, and circumstance.</li></ol>
<b>Question:</b> <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.
<b>Methodology</b> <ol style="list-style-type: none"><li>1. <b>Student Outcome - OBJECT*</b><ol style="list-style-type: none"><li>a. <i>What student artifact from the <b>traditional course</b> will be used to assess the outcome?</i> persuasive speech outline<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> uploaded to Blackboard</li></ol></li><li>b. <i>What student artifact from the <b>alternative course(s)</b> will be used to assess the outcome?</i> persuasive speech outlines<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> DC teacher will collect and send to ERica</li></ol></li></ol></li></ol>
<b>Analysis of Artifacts:</b> <ol style="list-style-type: none"><li>1) <b>Student Outcome: PERFORMANCE CRITERIA*</b><ol style="list-style-type: none"><li>a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none"><li>i. Traditional course: A rubric will be used. Course instructors will score their artifacts using the standard rubrics. The information will be compiled into a spreadsheet for analysis of the scoring results. A t-test will be performed.</li><li>ii. Alternative course(s) (note SAME if the same as the traditional course): SAME</li></ol></li></ol></li><li>2) <b>COMPARABILITY - <i>How you will determine if the outcomes of the two are comparable?</i></b> (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 course using a t-test and there will not be a statistically significant difference between the two.</li></ol>
<b>Submitted by:</b> Erica Lamm <b>Date:</b> 9/30/20 <b>Assessment Committee Reviewed (Date):</b> 10/27/2020
<b>Submitter notified or approval/ or additional action needed:</b> Approved 10/27/2020