2023– 24 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: History, Geography, Intercultural Studies, Modern Foreign Languages   **Date:** June 15, 2024
Course(s): SPAN 201
Alternative Format(s) – select as many as are applicable: Select   Select   Select

Members (must include more than course instructor only) **involved with analysis of artifacts:** Amy Royuk, Leslie Contreras, Paul Kollmorgen, Robert Seder, Kali Ott, TJ Heupel, Nicholas Ortega, Jill Greff, Matthew Zoeller, Chris Oerman

See Alternative Delivery Assessment Plan 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).* The students in the traditional format, as well as in the dual credit classrooms, were given an identical test, centered upon the use of present-tense subjunctive verbs. The assessment was scored on the basis of grammatical accuracy of the necessary verb forms. For each question, the students were asked to provide the appropriate form of the verb, based on context.
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). I compared the mean scores of the dual credit classes with the mean score earned by my students in the traditional format.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan): Can students effectively use present-tense subjunctive verbs to communicate about a variety of topics?
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 33 out of a possible 40 points. The mean scores of the submitted dual credit schools were: 36, 40, 26, 36, 37, 37, 36, 33, and 34.
*3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).* The assessment results demonstrate that students were able to accurately utilize the present subjunctive, based on the context clues provided in the sentences. The assessment also reflected their ability to distinguish between the two moods in Spanish - the indicative and the subjunctive.
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*?** The reported scores of class averages were satisfactory, with the mean scores (except for one) being similar to (or higher than) the mean of the CUNE students in the traditional format.

Sharing of Results: *When were results shared? Date:* June 15, 2024   *How were the results shared? (i.e. met as a department)* Via email   *Who were results shared with? (List names):* Beth Pester

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?*   The assessment reflects the importance of the central focus of communicating effectively using the present subjunctive. I do not forsee necessary changes in the alternative format teaching of this course.
*2. **IMPACT***- What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?*   Maintaining the conceptual focus on present subjunctive verbs will continue to benefit students as they strive for proficiency in their communicative skills.
*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).   n/a

Submitted by: Amy Royuk   **Assessment Committee Reviewed (date):** 6/24/24

Submitter notified approval/additional action needed: Approved
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: None