

2023– 24 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML Date: 7/7/2024 Course(s): ASL 102
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with analysis of artifacts: Nancy Lopez, Sara Sherbert, Margie Propp, Vicki Anderson
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* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> In both the traditional ASL class setting and the dual credit ASL class setting, a similar exam was administered in which students were required to present a prepared presentation and answer questions about it posed by the instructor. This exam measured student accuracy in ASL vocabulary and grammar and fluency in performance skill level. The scores from the dual credit class were collected for comparison with scores from the traditional class. 2). COMPARABILITY – <i>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> If the percentage of student scores on the final assessment of 90% (A-) and above for the dual credit class equalled or surpassed the percentage of similar scores for the traditional class, then outcomes were considered to be comparable.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Can students relate a narrative in ASL with accurate vocabulary and grammar, and with a confident and appropriate performance ability so as to be comprehensible to the audience viewing them? Can they demonstrate an appropriate level of receptive and productive proficiency? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> In the traditional setting, 5/23 students received a score of 90% or above in the spring semester on the final project; 9/23 received a final grade of 90% or above for the course. The Dual Credit setting that reported results for final project indicated that 0/1 student received a score of 90% or above on the final project; 8/18 students total received a final course grade of 90% or above. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> The proportion of students who received a 90% or above as a final course grade was 39% in the traditional class, compared to 44% in the Dual Credit setting. These results are comparable. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Both the traditional setting instructor--who has taught ASL 102 for 5+ years at CUNE--and one of the Dual credit instructors reported that this year's classes for ASL 102 seemed particularly unmotivated. This is reflected in a comparison of this year's percentage of "A" recipients with the percentages from other years. It is unclear why there is such a lack of motivation in the traditional setting, although one of the Dual Credit instructors indicated that students showed a lack of motivation once they discovered that her high school has chosen to discontinue offering ASL as a Dual Credit class. 5). How did the outcomes of the traditional and alternative format analysis compare? The results indicated that the outcomes for the students in the dual credit high school ASL 102 were similar to those of the traditional ASL 102 classes. This is expected (even if the general lack of motivation is unexpected).
Sharing of Results: <i>When were results shared? Date:</i> 7/7/2024 <i>How were the results shared? (i.e. met as a department) e-mail</i> <i>Who were results shared with? (List names):</i> Nancy Lopez, Sarah Sherbert, Margie Propp, Roxie Petersen, Crystal Pierce, Vicki Anderson
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> There doesn't seem to be a need for changing the alternative teaching format of the course in regards to student outcomes (and how they compare to the traditional class). However, student motivation is an issue that needs to be addressed in both the traditional and Dual Credit settings. The department will issue an e-mail to see if instructors wish to meet to discuss solutions, or if there is some other professional development or other option that could spur student motivation. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> If student motivation improves, there could be higher scores on the final assessment and the final course grade. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> (i.e. an additional staff person, new equipment, additional sections of a course). n/a

Submitted by: Vicki Anderson **Assessment Committee Reviewed (date):** 8/13/24

Submitter notified approval/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na