

2024 – 25 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 and Modern Languages Date: 9/24/24 Course: CHNS 101 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: Vicki Anderson, Wilson Wu, Wuping Xi, Qiong Wang. [There are no Chinese classes being offered on the CUNE campus this academic year.]
Course Requirements: Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? student ability to participate in an interview with a native speaker of Mandarin Chinese with a sufficient level of accuracy and performance ability so as to be comprehensible</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to participate in an interview in Mandarin Chinese with accurate vocabulary and grammar, and with sufficient fluency so as to be comprehensible to the Chinese interlocuter.
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> Are students able to use Mandarin Chinese in a sufficiently proficient manner in order to participate in an interview with a native speaker for which they have had time to prepare?
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> final scores from the oral portion of the CHNS 101 exam from LAST year (since no Chinese classes are offered on campus this academic year)<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Previous scores from the oral portion of the CHNS 101 final exam from last year will be compiled.b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> final scores from the oral portion of the CHNS 101 exam<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Each instructor will compile scores from the oral portion of the CHNS 101 final exam.
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: Compiled scores for the oral portion of the previous final exam will be analyzed and a mean score for the class (percentage) will be determined (historic, since no Chinese classes are offered on campus this academic year).ii. Alternative course(s) (note SAME if the same as the traditional course): SAME2) COMPARABILITY - <i>How you will determine if the outcomes of the two are comparable?</i> (For example – there will not be a statistically significant difference among the mean final exam scores). When the mean scores of the on-campus CHNS 101 classes and the Dual Credit CHNS 101 classes are compared, the mean score for each alternate class will equal or exceed the mean score for the on-campus class.
Submitted by: Vicki Anderson Date: 9/24/24 Assessment Committee Reviewed (Date): 9/24/24
Submitter notified or approval/ or additional action needed: Approved