

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML Date: 6/26/2025 Course(s): 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 analysis of artifacts: Anna Chen, Ran Liu, Vicki Anderson
See Alternative Delivery Assessment Plan for: a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> In both the traditional Chinese class setting and the dual credit Chinese class setting, a final exam/project measures 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. Ideally, the scores from the Dual Credit class are collected for comparison with scores from the traditional class. However, this year the Dual Credit instructors only reported final course grades (not final exam/project scores), and so for the purposes of this executive summary, final course grades will be used instead. 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable?</i> (note “na” if delivery modes were not compared). 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> 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 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> In the traditional setting, 2/2 students received a score of 90% or above on the final exam; 2/2 received a final grade of 90% or above for the course. For the Dual Credit setting, 2/3 students received a final grade for the course of 90% or above, with one of those students scoring a 100%. Because the Dual Credit setting reported final grades only, this report will use final grades as the point of comparison. 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 grade was 100% in the traditional class, compared to 66% in the Dual Credit setting. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Low numbers of students in each setting make it difficult to determine if difference in how many students achieved a 90% or higher are due to individual student factors not related to the content of the course. Also, the Dual Credit student who did NOT receive a 90% or higher was not far behind, having received a B+. 5). How did the outcomes of the traditional and alternative format analysis compare? In final grades, it is clear that the traditional setting students outperformed the Dual Credit students (100% of students in the traditional setting received a 90% or higher as a final grade, compared to 66% of the Dual Credit students. Nevertheless, with the fact that "Student 3" in the Dual Credit course received a B+ as a final course grade, it is clear that essentially the Dual Credit students performed roughly equivalently to students in the traditional class, with no differences IN THE ACTUAL SCORES that achieved great statistical significance.
Sharing of Results: <i>When were results shared? Date:</i> 6/26/2025 <i>How were the results shared? (i.e. met as a department) email</i> <i>Who were results shared with? (List names):</i> Anna Chen, Ran Liu, 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> Since the proportion of grades above 90% for each class indicates that the current practices of the Dual Credit setting instructors are similar to what is happening in the traditional setting, no changes are needed in the alternative format setting. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> n/a 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> n/a
Submitted by: Vicki Anderson Assessment Committee Reviewed (date): 6/30/25
Submitter notified approval/additional action needed: Approved BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: NA