

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML Date: 6/26/2025 Course(s): CHNS 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: Anna Chen, Ran Liu, 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* - How was data analyzed? (attach rubrics/scoring tools if used). In both the traditional CHNS class setting and the dual credit CHNS class setting, a similar exam was administered in which students show 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, as well as ability to translate between languages and to use Mandarin in context on the final exam. The scores from the Dual Credit class exam are (ideally) 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 – How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (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). Restate the assessment question(s) (from the Assessment plan): Are students able to use Mandarin Chinese in a sufficiently proficient manner in order to participate in an extemporaneous interview with a native speaker, to translate between languages, and to use Mandarin in context? 2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. In the traditional setting, 1/2 students received a score of 90% or above as a final course grade (1/2 received scores of 90% or more on the final exam/project, and 1/2 received a B-). In the Dual Credit setting, 3/3 students received final grades of 90% or more, with 2/3 students receiving 100%. 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). The proportion of students who received a 90% or above as a final course grade was 50% in the traditional class, compared to 100% in the Dual Credit setting. 4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) Note the low numbers of students in each setting. This can cause skewing of proportions based on individual student characteristics. 5). How did the outcomes of the traditional and alternative format analysis compare? This year the students in the traditional setting underperformed the Dual Credit students (50% of students receiving final course grades of 90% or better in the traditional setting, compared to 100% in the Dual Credit setting). However, the student in the traditional setting received a B+ for a final course grade, which is not significantly lower than the students who received a 90% or better. In other words, the scores of students in both the traditional and Dual Credit settings seem roughly equivalent.
Sharing of Results: When were results shared? Date: 6/26/2025 How were the results shared? (i.e. met as a department) email Who were results shared with? (List names): Anna Chen, Ran Liu, Vicki Anderson
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? 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. This is despite the fact that the traditional and Dual Credit setting use different curricula. 2. IMPACT* - What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? n/a 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: 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