

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HGISML Date: 6/26/2025 Course(s): CHNS 201
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: Toria Turner, Nancy Lopez, 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 CHNS class setting and the Dual Credit CHNS class setting, a similar exam was administered in which students were required to 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, and to perform well on the final exam. This exam measured student accuracy in Chinese vocabulary and grammar and fluency in performance skill level. Ideally, the scores from the Dual Credit class would be collected for comparison with scores from the traditional class, but this year the Dual Credit instructors submitted final course grades only. As a result, final course grades will be used to compare traditional and Dual Credit students. 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. 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.
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 extemporaneous interview with a native speaker, and to perform well on a written final exam? 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 for their final course grade. The Dual Credit setting reported results of 12/12 students receiving a score of 90% or above as a final course grade. 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 100% in both the traditional class and 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> Note that the total number of students in each setting was low, and that in such cases individual student differences in motivation and ability can greatly skew the data. 5). How did the outcomes of the traditional and alternative format analysis compare? The traditional setting and Dual Credit setting students performed in a comparable manner, since all students received final course scores of 90% or more.
Sharing of Results: <i>When were results shared?</i> Date: 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 all student (traditional or Dual Credit) performed at a high level, no changes need to be made to the instruction in either program. 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: