2024– 25 Alternative Delivery Executive Summary

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 Siddent Outcome: PERFORMANCE CRITERIA* - How was date analyzed? (attach rubrics/scoring tools if sed). In both the traditional CHNS class setting, and the Dual Credit CHNS class setting, a similar exam was diministered in which students were required to student ability to participate in an interview with a native speaker f Mandarin Chinese with a sufficient level of accuracy and performance ability so as to be comprehensible, and perform well on the final exam. This exam measured student accuracy in Chinese vocabulary and grammar nd fluency in performance skill level. Ideally, the scores from the Dual Credit linstructors submitted final course grades will be used to compare traditional and Dual Credit students. COMPARABILITY - How did you determine if the outcomes of the traditional and Dual Credit students. COMPARABILITY - How did you determine if the outcomes of the traditional and sterative delivery modes vere not comparely. If the percentage of student scores on the nal assessment of 90% (A-) and above for the dual credit class equalled or surpassed the percentage of similar cores for the traditional class, then outcomes were considered to be comparable. However, this year the Dual tredit instructors only reported final course grades cont final exam/project scores), and so for the purposes of this texetive summary, final course grades will be used instead. Nummary of RESULTS*: Restate the assessment results. A narrative summary is required. Charts, tables or graphs are nacouraged but optional. In the traditional setting, 1/1 student receiving a score of 90% or above for their final ourse grade. Numerize the assessment results answer the assessment question(s). The proportion of tudents who received a 90% or above as a final course grade with y class the data. Observations made that were not directly related to the question(s). (i.e. interater reliability of the scoring tool iras low) Note that the total number of stud		elect Select
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