End of the Academic Year 2012-2013 – End of This Cycle Results & Improvement Plan for Next Year

Please return this completed form with the dean signatures (or their E-mail approval copied and pasted in at the end)
by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.)
Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area **Pre-major AA Sign Language Interpretation / Interpreting**				
Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Debbie Drobney	**East**	**ddrobney@valenciaccollege.edu**	**#2881**	**3-29**
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

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[1] Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

[2] Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Please fill in <u>the blue shaded areas</u> with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
   An in-house video was created which was administered to registered INT2203(the final interactive interpreting course in the sequence of four) as the final assessment. Students were videotaped 'mock' interpreting the video and then scored subjectively based on a comparison of "mock" interpreting the same video the first day of class. Students were subjectively rated on how well they managed "mock" interpreting the presented video based on how accurately they interpreted the video based on assessing their accuracy from the script.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
   The in-house video created as the final assessment for INT2203 was first implemented April 2013, and used again August 2013. There was only one section of INT2203 taught in the Spring and Summer semester and Debbie Drobney was the assigned professor. Seven students were enrolled Spring 2013, and seven students were enrolled summer 2013

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
   Students all indicated marked improvement based on a subjectively comparison of "mock" interpreting the same video the first day of class administered to create a baseline of interpreting ability upon beginning the course. A written script was created and comments were made to the script in regard to students interpreting ability. Students have shown improvement in their overall interpreting ability based on comparing the interpreted abilities expressed at the beginning of the semester and using the same video at the end of the semester.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.)
   We plan to continue creating in-house videos for assessing all the levels of interpreting courses. We are changing our focus in our interpreting assessments to assess the product of the student's interpreting ability and taking the focus away from student's knowledge of vocabulary. Although having an extensive Sign vocabulary is tantamount to being a great interpreter, what is done with that vocabulary while our focused has shifted to assessing the interpreted product.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.
   The Program Learning Outcomes will be modified to include the language presented in the Sign Language: 2012-2013 Program Learning Outcomes document.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle… moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
In-house assessments are being developed for the three other interpreting courses. The next one will be for Interactive Interpreting I (INT2200), which was created Spring 2013, and implemented Spring 2013 and Summer 2013. It will be used again for Fall 2013, but there will be a baseline video administered to all students to better compare and document their improvements.

Please include the name of the person completing this page and your program:

Debbie Drobney: Pre-major AA Sign Language Interpretation

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here*: What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?
Coursework pre requisites will change and plans are to present pre-requisite changes by the end of Fall 2013. Pre-requisites will change to enable students to better take courses in a manner that best aids in improving their interpreting skills.

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.