PROGRAM LEARNING OUTCOME ASSESSMENT PLAN

General Information

Academic Year of Implementation: 2012 – 2013

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Pre-major AA Sign Language Interpretation / Foreign Language- American Sign Language I

Planning Team:

Planning Team Leader	Campus	E-mail Address	Phone Extension	Mail Code
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Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: **Pre-major AA Sign Language Interpretation/ Foreign Language – American Sign Language I**	
Targeted Program Learning Outcome: Students enrolled in ASL II demonstrate approximately the same level of abilities, thus creating a more "level playing field" among students in which to base presentation of new material in ASL II	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** American Sign Language I
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Reduce student frustration from being ill-prepared to build on ASL skills that should be acquired before moving on to higher levels of American Sign Language.
Performance Indicators for the Program Learning Outcome(s) selected: 70% accuracy in completion of American Sign Language I Exit Examination.	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** Faculty identification of students who have taken Valencia's Exit Examinations acquiring proficiency, knowledge and understanding of ASL and Deaf culture to subsequently proceed at the expected level of skill required for ASL II.
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): College-wide Valencia created American Sign Language I Exit Examination	

Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities)**:**

There are three sections to Valencia ASL I Exit Examination. The first section is vocabulary recognition which consists of students watching 12 videotaped sentences twice and writing English translations of the signed sentences. This section is worth 25% of the grade. The second section is overall comprehension. Students watch the signed story they are to answer questions pertaining to the story. This section is worth 50% of the grade. The third section tests grammatical, semantical, and cultural understanding of ASL.   Students must answer 25 multiple choice questions. This section is worth 25% of the final grade.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice)

Dictation of short signed sentences and multiple choice examination.

Implementation Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Action taken
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline		**Debbie Drobney**	Dialogues with colleagues and input from the ASL I & ASL II instructors were considered in creating ASL I Exit Examinations that assess a student's minimum knowledge of the required ASL I & ASL II topics as outlined in Valencia's ASL course curriculum.
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received		**Debbie Drobney**	Valencia's ASL faculty created the ASL I Exit Examination
Draft assessment plan is revised to reflect input		**Debbie Drobney**	Adjustments to initial Exit Examination which reflects adoption of new ASL I text

Current voter eligibility list for curriculum will be used to vote on draft assessment plan	**Spring 2003**	**Debbie Drobney**	Debbie Drobney is the only full-time Faculty: however, ASL adjuncts input was requested and considered.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?   **All ASL I syllabi include information regarding college-wide ASL I Exit Examination.**
How will student artifacts or data associated with student performance be collected?   **Completed ASL I Exit Examinations are kept for 5 years.**
If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?   **N/A All completed examinations are housed in the ASL department for 5 years.**
How will information about faculty / staff participation in the assessment project be communicated?   **All ASL I faculty are mentored by seasoned ASL faculty regarding the ASL I Exit Examination.**
Who will be responsible for coordinating the collection of student artifacts?   **Debbie Drobney, Coordinator Pre-major Sign Language Interpretation**
At what point in the academic year / semester will the student artifacts be collected?   **ASL I Exit Examinations are collected at the end of every semester.**

Program Level Assessment / Evaluation of Student Artifacts and, Analysis of Results

When will student artifacts be assessed / evaluated?   **Previous pilot Exit Examinations occurred Spring 2003**
Which faculty or staff from the program/discipline will evaluate student artifacts?   **Debbie Drobney**
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? **Pass/Fail ratios were looked at. Consistently, pass rate was and is over 95%. Statistics are taken from the number of ASL I students who attempt the ASL I Exit Examination and the number who failed. (This include students who failed the re-take Examination prepared.)**
When will the results / data associated with the assessment plan be analyzed? **The results of the pass/fail ratio of those ASL I students taking the ASL I Exit Examination are maintained every semester, since it's implementation, Summer 2003.**
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?   **N/A It is a pass/fail ratio**
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?   **ASL II Exit Examination which has also been implemented college-wide.**
In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?   **Academic Advisors / Counselors**
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?   **ASL faculty meet regularly to discuss successes and adjustments in how topics are presented.**

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?   **Communication among faculty, regarding changes to the assessment and curriculum.**
What changes to the common course outlines, if any, need to be considered?   **None**
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?   **Student & faculty frustration in higher levels of ASL has been greatly reduced evident by ASL faculty verifying that overall ASL II students are understanding daily lessons, and class time previously used on re-teaching information has been greatly reduced.**