Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: *2010 – 2011*

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area
(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Foreign Language

Planning Team:

Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Aida Diaz	East	adiaz@valenciacollege.edu	2336	3-35
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Ana Caldero	West	acaldero@valenciacollege.edu	1431	4-24
Richard Sansone	West	rsansone@valenciacollege.edu	1383	4-24
Maria Perez-Boudet	West	mperezboudet@valenciacollege.edu	1479	4-24
Joseph Menig	West	jmenig@valenciacollege.edu	1048	4-24
Samira Chater	Osceola	schater@valenciacollege.edu	4166	6-2

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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. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

[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: Collegewide 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: Collegewide 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.

Yolanda Gonzalez	East	ygonzalez@valenciacollege.edu	2477	3-35
Lester Sandres Rapalo	East	lsandresrapalo@valenciacollege.edu	2271	3-35
Sonia Navarro Milano	East	snavarro@valenciacollege.edu	2841	3-35

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Foreign Language	
Targeted Program Learning Outcome: Communication Skills-Interpersonal Skills	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** Elementary I – 1120
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Introduce self and family
Performance Indicators for the Program Learning Outcome(s) selected: Rubric	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** Rubric
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): Oral Presentations	
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)**:** Common Rubric for Assessing Oral Presentation	

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

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? General rubric will be shared with students
How will student artifacts or data associated with student performance be collected? Data with course number and professor's name will be submitted to Kurt Ewen
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? NA
How will information about faculty / staff participation in the assessment project be communicated? Only Full time faculty will participate.
Who will be responsible for coordinating the collection of student artifacts? Faculty will submit the information to Sonia Navarro Milano.

At what point in the academic year / semester will the student artifacts be collected?

End of March, 2012

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

When will student artifacts be assessed / evaluated?

Artifacts will be assessed during the term. It will then be reviewed on Assessment Day, May 2012

Which faculty or staff from the program/discipline will evaluate student artifacts?
All Full time faculty

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

NA

When will the results / data associated with the assessment plan be analyzed?

On Assessment Day, May 2012

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

NA

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? General Grade distribution. Oral communication outcomes based on ACTFL.
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)? Speech and EAP faculty
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Develop an Improvement Plan which will be communicated to the Part time faculty.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline **(including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)**	9/30/11	Aida E. Diaz	College wide Full time Foreign Language Faculty met, discussed and finalized rubric
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	9/30/11	Aida E. Diaz	College wide Full time Foreign Language Faculty met, discussed and finalized rubric

Draft assessment plan is revised to reflect input	9/30/11	Aida E. Diaz	College wide Full time Foreign Language faculty met, discussed and finalized rubric.
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	**Signature**
Dean / Director Osceola / Lake Nona Campus	**Signature**
Dean / Director West Campus	**Signature**

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?
Individual(s) Responsible leading the implementation of recommendations
Stakeholders Impacted by the recommendations for improvement

Notes:
- **Collect actual presentations**
- **Get rubric right**
- **Score students using common rubric**
- **Everyone to use same rubric**
- **Record several students**
- **Scan scoring**