

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & 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)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

| Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- FOREIGN LANGUAGES | | | | |
|---|------------------|----------------|-----------------|-----------------------|
| Planning Team Leader(s) ¹ | Campus | E-mail Address | Phone Extension | Mail Code |
| Note from Planning Team Fall 2011: 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. | | | | |
| Aida E Diaz | | | | |
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| 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. | | | | |
| Ana Caldero | Yolanda Gonzalez | Samira Chater | Joe Menig | Lester Sandres Rapalo |
| Maria Perez- Boudet | | | | |
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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.

Six Items Documenting Results

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

Documenting the Assessment Process

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| 1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data? The group didn't have any artifacts for 2012-2013. |
| 2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? Artifacts were not collected for this academic year. |

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

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| 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? No results for this academic year. |
| 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.) For 2013-14 meetings have been scheduled to create an assessment, assess at the end of Fall semester, meet early Spring, assess again, collect artifacts. |
| 5. What changes, if any, will be made to the common course outlines, the catalog, etc. No changes for the catalog. |

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

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| 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. Meet in September/October to create an oral assessment. Record students assessment at end of semester. Meet in January/February to review assessment. Record students assessment at end of semester. Collect artifacts for May meeting. |
| Please include the name of the person completing this page and your program: Aida E Diaz, Foreign Language |

See next page...

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?
NA

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?
Have set a timeline to create an assessment and will schedule meetings for review.

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.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

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| Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Foreign Language – all languages | |
| Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Students will be able to express themselves at the novice mid to novice high level. | Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Elementary I – of all languages |
| | Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will be able to express themselves at the novice mid to novice high level. |
| Performance Indicators for the Program Learning Outcome(s) selected: Oral Communication | Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Oral Communication |
| External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): Association of Teaching Foreign Language | |
| 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 presentation that will be recorded. It will be assessed using a rubric design for 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): Faculty will come to agreement on oral presentation that students will do in class. Students will be provided the rubric and time to create their 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

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| <p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>Students will be provided with the rubric for the presentation. Students will be asked to sign a consent form to allow recording.</p> |
| <p>How will student artifacts or data associated with student performance be collected?</p> <p>Faculty will have recorded presentations to review and assess what is an “A”, “B”, “C”, “D”, and “F” presentation.</p> |
| <p>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?</p> |
| <p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>Faculty will submit recordings of student presentations.</p> |
| <p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Aida E Diaz</p> |
| <p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>In the beginning of December and April.</p> |

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

When will student artifacts be assessed / evaluated?

Artifacts from December will be assessed in January/February. Artifacts from February will be assessed in April.

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

All members will be asked to participate.

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

Faculty will review the oral rubric before starting to listen to the presentations.

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

Results will be analyzed in Spring 2013.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

Students will demonstrate improvement from the beginning of the semesters.

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?

Will review National Standards recommended by ACTFL-American Conference on the Teaching of Foreign Language.

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| 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)? |
| How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Results will be shared via email or presentations. |

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) | Sept/Oct. 2013 | Aida Diaz | |
| College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed) | | | |
| Draft assessment plan is revised to reflect input | | | |

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| 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) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

