

**VALENCIA COMMUNITY COLLEGE
Annual Division Action Plan (DAP) to Assess Student Learning Outcomes**

This form provides a documentation template for annual Division Action Plans (DAPs) designed to assess student learning outcomes. Initial information and projections describe the **PLANNING PHASE** of the process. At the conclusion of the project/activity time frame initial information and projections will be updated by completing an **EVALUATION PHASE** including modifications, outputs and outcomes. Both planning and evaluation information will be organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement of learning.* The overall process will effectively review and document specific measures of educational effectiveness.

*These criteria are also employed by the Instructional Affairs Committee (IAC) to review proposals requesting funds for learning assessment-enhancement projects.

DIVISION: Social Sciences & Phys. Ed. - East **DEPARTMENT/UNIT (as appropriate):** Sign Language
DEAN: Dr. Shawn Robinson **EXTENSION:** 2587 **MAIL CODE:** 3-29 **DATE:** 3/12/2005
TITLE OF PLAN: College-Wide Exit Examinations for American Sign Language (SPA 2612 &2613)
SUPPORTED BY COLLEGE FUNDS (If applicable, please provide approved amount): \$

| CRITERIA | PLANNING PHASE Initial Information and Projections | EVALUATION PHASE Modifications, Outputs, Outcomes |
|--|---|---|
| 1. Goal-principal purpose and objectives of plan | To implement a college-wide American Sign Language I (SPA 2612) & American Sign Language II (SPA 2613) Exit Examination to increase student achievement rates and preparedness for higher levels of American Sign Language. | Faculty have verified that students who have taken Valencia's Exit Examinations have acquired a minimum proficiency, knowledge and understanding of American Sign Language and Deaf culture and subsequently faculty & students are able to proceed at the expected level of skill required for American Sign Language III (SPA 2613) & American Sign Language IV (SPA 2614). |
| 2. Outcome Measures-how plan will be reviewed and measured | The effectiveness of the implementation of the SPA 2612 & 2613 Exit Examinations will be measured by Valencia Community College's American Sign Language faculty. Success will be based on pass rates on the common course exit examinations. | SPA 2613 and SPA 2614 professors have noted that their students are consistently performing at similar levels of ability and competence due to all having to demonstrate mastery at the lower-level. |
| 3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation | All part-time and full-time American Sign Language faculty members will be involved in the planning, design, implementation, and grading of the College-wide American Sign Language I and II Exit Examinations. The dean will be involved with reviewing procedures and developing a common syllabus statement regarding the exit examinations. | Dialogues with colleagues and input from the current American Sign Language I & II professors were considered in creating Exit Examinations for American Sign Language I & II that assess a student's minimum knowledge of the required topics as outlined in curriculum. Procedures, syllabi statements, testing, and re-testing were created and modified with dean-consultation. |

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| <p>4. Evaluation-process employed to evaluate effectiveness</p> | <p>There will be a college-wide administration of the same Exit Examination for American Sign Language I & II students which focuses on vocabulary recognition abilities, overall comprehension of sign vocabulary, and linguistic structures and general Deaf historical and cultural knowledge. American Sign Language II students will also need to demonstrate competence at a “survival-level” of American Sign Language.</p> | <p>There is now a Valencia American Sign Language I & II Exit Examination that was created and implemented by all Valencia American Sign Language I & II faculty. Additionally, re-take examinations were created for those students who failed the first examination.</p> |
| <p>5. Use of Results-how plan will/has impacted learning and improvement of the educational program</p> | <p>The American Sign Language I Exit Examination will improve Valencia’s American Sign Language program and aid in producing students who are skilled about not only grammar and vocabulary, but about Deaf culture.</p> | <p>Students & faculty have reported higher levels of student preparedness and understanding of American Sign Language concepts, the language, and the deaf culture.</p> |