

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:** Humanities & Foreign Languages - East

**DEPARTMENT/UNIT (as appropriate):** Foreign Languages

**DEAN:** Aida Diaz

**EXTENSION:** 2336

**MAIL CODE:** 3-2

**DATE:** June, 2006

**TITLE OF PLAN:** Assessment of Oral Skills in Selected Foreign Languages

**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 promote a consistent assessment of students' oral skills in the target foreign language. (Spanish, French, German)	The goals were achieved. Professors, full and part time, are using the same criteria and rubric for evaluation for oral assessment at the basic level (SPN1000). Professors understood and incorporated the different assessment tools designed by the group for their classes.
2. Outcome Measures-how plan will be reviewed and measured	Workshops will be given. Campus wide discussion groups will meet to analyze the data in order to strive for consistency in the evaluation of students' oral skills.	Evaluation of student performance was more consistent within the department. All east campus professors used the same tools to practice prior to the implementation of the evaluation. Similar assessment is under consideration by west campus faculty. The criteria for evaluation were clear and professors demonstrated their ability to use it in the workshop.
3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation	Faculty members Roberto Batista, Samira Chater, Yolanda Gonzalez, and Joseph Menig	Roberto Batista, Samira Chater, Yolanda Gonzalez- East campus faculty Joseph Menig-West campus faculty Part time faculty from East and West campuses

<p><b>4.</b> Evaluation-process employed to evaluate effectiveness</p>	<p>The parameters of the departmental oral final examination will be analogized to determine salient consistencies to be nurtured. A comparison analysis will be made with the results of the tests given in the Fall 2004 semester when new rubrics were developed and evaluated.</p>	<p>The results were extremely high (92% average in this section). Students had tools to practice and were comfortable knowing the parameters of the evaluation process in all the sections. Professors were comfortable using the assessment tools. All East Campus professors used the rubric and the practice tools designed by the team in assessing the oral component of the final. West campus is in the process of training and implementing. Follow-up workshops were successful in bringing to the participants and the designers new ideas to be integrated in the course.</p>
<p><b>5.</b> Use of Results-how plan will/has impacted learning and improvement of the educational program</p>	<p>The project will afford the faculty the opportunity to train the adjunct professors in the use of the rubrics during the summer2005 and the Fall 2005/6semesters. The analysis of the rubrics in subsequent school terms will assist the department in maintaining an up to date analysis of the achievement quotient of the students' in oral language development.</p>	<p>The rubric is an evaluation tool and will continue to be re-evaluated and re-designed as needed. The tools demonstrated and implemented will facilitate instruction and provide immediate feedback to the professors on the success rate of the students in oral language development. West and Osceola campuses are planning to model the assessment tools presented.</p>