

VALENCIA COMMUNITY COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT – PLANNING PHASE
DEPARTMENTAL ACTION PLAN FOR 2003-2004

The purpose of this form is to provide specific guidelines for the design and development of a systematic **Student Learning Plan**. Each plan will include (in Part 1) a general description, purpose statement, Strategic Learning Plan linkage, target audience, student learning outcome(s), research perspective, measurement techniques-indicators as well as (in Part 2) baseline data, projected outcomes, data collection methods, time frame, participants, needed resources and projected impact on continuous improvement. A distinct but parallel form, **Student Learning Outcomes Assessment – Evaluation Phase** will be completed at the conclusion of each annual cycle. The overall process will effectively review and document specific measures of educational effectiveness.

DEPARTMENT/UNIT: Humanities and Foreign Languages -West

DEAN: Dan Dutkofski

EXTENSION: 1492

MAIL CODE: 4-11

Part 1: WHAT is your Student Learning Plan and WHY have you selected it?

<p>1. GENERAL DESCRIPTION. Brief overview of plan. What will you do to assess whether learning has occurred?</p>	<p>Explore student learning in Basic Spanish, a highly enrolled course in the foreign languages.</p>
<p>2. PURPOSE STATEMENT. What student learning do you intend to examine? What do you hope to learn? Do you have a research hypothesis?</p>	<p>___ of students in the sample will demonstrate their ability to meet the appropriate standard on the selected learning outcome.</p>
<p>3. STRATEGIC LEARNING PLAN LINKAGE. Which Strategic Learning Plan goal(s) does this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.</p>	<p>Goal 4: Learning by Design Outcome: Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both faculty and College practices</p>
<p>4. TARGET AUDIENCE. Which students and or other members of the learning community will this plan affect?</p>	<p>Most AA Degree students must take foreign languages, Spanish is the most highly enrolled language; a sample from the professors on this project will be selected for the study. The results may affect our approach to course design and/or adjunct faculty development.</p>
<p>5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) will this plan affect? Use student learning outcomes identified in Assessment Planning Guide.</p>	<p>Write effectively in Spanish. The sample of student work will come from the following prompt on the final exam: "Write a composition about your self including family, friends, school, likes and dislikes. Use vocabulary presented in class."</p>
<p>6. RESEARCH PERSPECTIVE. What previous research or benchmark information is available to support this plan? How can you learn from what has been done before?</p>	<p>This is the next step in assessment of the course competencies developed by the Spanish professors. Previous work on spoken Spanish communication was examined in Spring 2003. The American Council of Teachers of Foreign Languages (ACTFL) framework informs the work on course competencies and their assessment standards.</p>
<p>7. MEASUREMENT TECHNIQUES - INDICATORS. What will you measure? What types of data will help you assess student outcomes?</p>	<p>A final written assignment, done in class during the common final exam will be used as a measurement device. Each professor will submit samples of student work, which will be scored according to a holistic rubric.</p>

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Part 2: HOW will you implement this Student Learning Plan?

8. BASELINE DATA. What is your baseline? If none exists, how will you establish a baseline?	This exercise will establish a baseline for future analyses of student learning in Basic Spanish.
9. PROJECTED OUTCOMES. What is your target? What would you consider success?	___% student essays in Spanish will be rated “Excellent” ___% will be rated “Acceptable”.
10. DATA COLLECTION. What is your method of data collection? How will you gather information?	A final written assignment, done in class during the common final exam. Each professor will submit samples of student work, which will be scored according to a holistic rubric.
11. TIME FRAME. What is your time frame? By when will you collect the data?	December 2003 data collected; February 2004 faculty team conducts analysis and creates report. March 2004 Departmental dialog on results.
12. PARTICIPANTS. Who will you involve in the work?	Full-Time and part-time Spanish Faculty on West Campus. Results will be shared college wide.
13. RESOURCES NEEDED. What resources will you need to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support.	Faculty may need stipend compensation for time to conduct holistic scoring of student samples during Spring 04.
14. PROJECTED IMPACT ON CONTINUOUS IMPROVEMENT. How will you apply what you learn through this study toward the improvement of your students' learning outcomes?	The Spanish faculty will present results to the Humanities Dept. and conduct a dialog about implications for teaching and learning. This project may lead to course or assignment re-designs, adjunct faculty workshops, or perhaps a similar exercise in the other foreign languages taught – each of these would require additional financial and staff support from Academic Affairs Office.

VALENCIA COMMUNITY COLLEGE
STUDENT LEARNING OUTCOMES ASSESSMENT – EVALUATION PHASE
DEPARTMENTAL ACTION PLAN FOR 2003-2004

The purpose of this form is to provide specific guidelines for a systematic response to a previously submitted **Student Learning Plan**. Each plan component listed below requires a description of any modifications to the original plan (in Part 1) as well as progress to date (in Part 2). A distinct but parallel form, **Student Learning Outcomes Assessment – Planning Phase** was completed at the beginning of the annual cycle and should be attached to this form to establish a continuous record. The overall process will effectively review and document specific measures of educational effectiveness.

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Part 1: WHAT was your Student Learning Plan and was your rationale effective?

1. GENERAL DESCRIPTION. Brief overview of any modifications in the plan.	No modifications were made but the students on West Campus used a different book; <i>Open Door to Spanish</i> . This required some modification to the expectation of competency at the end of the course. (cf. #5 below)
2. PURPOSE STATEMENT. What student learning did you intend to examine? Were there any modifications to your research hypothesis?	Study examined the students' ability to write in Spanish.
3. STRATEGIC LEARNING PLAN LINKAGE. Which Strategic Learning Plan goal(s) did this plan address? Use goals/outcomes identified in the current Strategic Learning Plan.	Goal 4: Learning by Design. The assessment tools provided the students with evidence and feedback about how they perform in writing. Students have three different writing assignments in preparation for the final assessment in writing.
4. TARGET AUDIENCE. Which students and or other members of the learning community did this plan affect?	Students of SPN 1000-Basic Spanish class. Only one class was selected on West Campus. The other sections of the course will be used as control.
5. STUDENT LEARNING OUTCOMES. Which student learning outcome(s) did this plan affect? Use student learning outcomes identified in Assessment Planning Guide.	Write effectively in Spanish. The sample of student work came from the following topic in the final exam: "Write a composition about yourself including family, friends, school, the city of Orlando and your work. Use vocabulary presented in class. Use present tense. On the West Campus they also had another topic: "Write about what you did last week". Use past tense.
6. RESEARCH PERSPECTIVE. What previous research or benchmark information was available to support this plan? How did you learn from what has been done before?	This is another step in assessment of the course competencies developed by a group of Spanish professors. Previous work on spoken Spanish was examined in Spring 2003. The American Council of Teachers of Foreign Languages (ACTFL) framework informs the work on course competencies and their assessment standards.
7. MEASUREMENT TECHNIQUES - INDICATORS. What did you measure? What types of data helped you assess student outcomes?	A final written composition done in class during the final exam week. Samples of student work, which was scored according to a holistic rubric were collected.

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Part 2: HOW well did you implement this Student Learning Plan?

<p>8. BASELINE DATA. What was your baseline? If none existed, how did you establish a baseline?</p>	<p>This project has established a baseline for other analyses of student learning in Basic Spanish. This project can be expanded using other learning outcomes.</p>
<p>9. PROJECTED OUTCOMES. What was your target? What do you consider success at this stage?</p>	<p>SPN 1000/ 21 students. I was expecting these results: 35% will be rated “Excellent” and 40% will be rated “Acceptable”. Results were: 35% “Excellent”; 15% “Acceptable”. In this class I found a gap between Excellent and Acceptable and I also had many “Not Acceptable”</p>
<p>10. DATA COLLECTION. What was your method of data collection? How did you gather information?</p>	<p>A final written assignment, done in class during the final exam.</p>
<p>11. TIME FRAME. What was your time frame? If you have not completed this assessment, when do you anticipate completion?</p>	<p>December 2003 data was collected during final exam. Future studies would still use the final exam period for the summative evaluation of the students’ abilities.</p>
<p>12. PARTICIPANTS. Who did you involve in the work?</p>	<p>One full time professor on West Campus: Professor Ana Caldero Ana conducted this exercise in her SPN 1000 MW 12:00-1:15pm class of Fall 2003.</p>
<p>13. RESOURCES NEEDED. What resources did you utilize to implement this plan? Consider time, information, expertise, money, equipment, supplies and other forms of support. Did you need additional resources (from your original plan)?</p>	<p>Faculty may need stipend compensation for the time to conduct holistic scoring of the samples During Spring 2004.</p>
<p>14. IMPACT ON CONTINUOUS IMPROVEMENT. How have you applied what you learned though this study toward the improvement of your students' learning outcomes?</p>	<p>The Spanish faculty hope to open a dialog about implications for teaching and learning. This project has changed the way I do my lessons plans. On the West Campus, the faculty will include more effective writing assignments for the students of SPN 1000.</p>
<p>15. FOLLOW UP ACTIONS. What follow up actions and activities are you planning to support ongoing improvement as a result of this study?</p>	<p>This project should open the door for more lesson plans and assignment re-designs, seminars, workshops or better a similar exercise in the other foreign languages taught at Valencia. Spanish faculty should have the opportunity to conduct a similar project exploring other learning outcomes.</p>