

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2011 – 2012

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Accounting Technology A.S. 2-Year Degree

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Cecil Battiste	East Campus	Cbattiste@valenciacollege.edu	2508	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code

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.

Learning Outcomes and Performance Indicators

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Accounting Technology A.S. 2-Year Degree</p>	
<p>Targeted Program Learning Outcome: The student will be able to: Evaluate business and financial information to support internal decision making.</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ACG 2071, and ACG 2360</p> <p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: 1. Prepare basic budgets and analyze cost behavior.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: 1. Determine which costs are fixed and which are variable 2. Calculate an organization's break-even point 3. Make an accurate sales forecast 4. Prepare operating and capital expenditure budgets 5. Use the budgets to make managerial decisions (e.g. should 10% of the EE's be laid off or not)?</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: 1. Understand cost behavior 2. Calculate an organization's break-even point 3. Identify the factors that go into a sales forecast 4. Prepare operating and capital expenditure budgets</p>
<p>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): A comprehensive budget and profit analysis project.</p>	
<p>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): The students will be given a base line budget for an unprofitable company. The company has one year to get profit greater than 5% of the total assets or else the bank will require early payment on an outstanding loan. The students will have to analyze the affect on budgeted profit of (1) adding a new product or (2) laying off 20% of the sales and administrative staff to reduce expenses.</p>	
<p>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): We plan to use an analytical rubric.</p>	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Action taken
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	7-6-2011	Cecil	This draft assessment plan was emailed out on 7-6-2011 for faculty and dean review and comment.
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	7-6-2011 Through 9-15-2011	Cecil	I will send out emails in the summer of 2011 to get input on this plan.
Draft assessment plan is revised to reflect input	9-25-2011	Cecil	I will revise the PLO Assessment Plan based on feedback received, if needed.
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	9-30-2011	Cecil	I will get people to vote on the plan and then get the plan to the LET committee.

Collection of Student Artifacts:

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

The students will need to know the project's due date, just like they would any other project, but we will not need to get a signed consent form because we delete any references to student's personal information on the artifacts.

How will student artifacts or data associated with student performance be collected?

The teacher of Cost Accounting (ACG 2360) will administer the project and collect the artifacts. This will require cooperation and coordination amongst the faculty since ACG 2360 is taught at multiple-campus.

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?

Each student in ACG 2360 will complete and turn in the project. To assess learning, the faculty member teaching cost accounting will randomly select every 4th artifact based on the roster starting with the 1st, 2nd, 3rd or 4th student on the roster. Thus, each student will turn in the project working in groups or individually to the teacher for class credit, but not all projects (artifacts) will be selected for PLO assessment.

How will information about faculty / staff participation in the assessment project be communicated?

By email and at Learning Day.

Who will be responsible for coordinating the collection of student artifacts?

Whoever teaches ACG 2360.

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

In Fall of 2011 and spring of 2012 sessions.

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

When will student artifacts be assessed / evaluated?

The faculty member who collects the artifacts will delete all the student information from the artifacts and then send 1-2 artifacts to each full-time faculty member using interoffice mail so that that faculty member can assess learning using the rubric. After that, each faculty member assessing learning will bring their copies of the artifacts and their completed rubrics to Learning Day 2012. At Learning Day 2012, the gathered faculty can then have a more productive discussion of learning at the program level because much of the “scoring” will be done prior to Learning Day 2012.

Which faculty or staff from the program/discipline will evaluate student artifacts?
All of the full-time accounting faculty discipline wide will evaluate the artifacts.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?
We don't think we need any training to evaluate the student artifacts. We realize not everyone will evaluate the same way but that is normal.

When will the results / data associated with the assessment plan be analyzed?
At Learning Day 2012. Some of the artifacts will be reviewed prior to Learning Day 2012 but the overall results will be tabulated at Learning Day 2012.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?
None. We are using an analytical rubric not a holistic rubric, which might require some training.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?
None.

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)?
We think the deans should be included but we do not think other areas should areas.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
By emails and at Learning Day.

Improvement Plan and the Use of Assessment Results

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

We are not sure yet. We haven't collected and analyzed the student artifacts yet. We are not prepared to change the curriculum until we assess student learning at the program level. We might find that the project needs revising.

What changes to the common course outlines, if any, need to be considered?

We need to update the ACG 2360 course outline. I, (Cecil), have volunteered to do that.

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?

We are not sure how or if this assessment plan suggests changes to the PLO assessment process. The PLO assessment process is developing.

We do not have results for the assessment plan yet. But, we expect normal refinements as we continue to assess PLO's using common assessments and rubrics. We may, for example, use portfolios instead of rubrics to assess learning at some point.