

**Directions:** Please fill in the 6 blue shaded items below with brief sentences – required for reporting to the Learning Council.

### Save and Send Your Work...

To type in this form please “save” this file to your computer. Exit your e-mail. Open this file on your computer.

Select “save as” and rename the file to add your program and last name.

For example the file “...template” would be renamed and saved as “...template Subject Area Jones.” Save your work along the way.

**Due Date:** Please e-mail your completed form by attaching it to an e-mail message and sending it to Jessica King ( [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu) ) by Tues., May 15<sup>th</sup>.

We will have attached this page from your original plan, please complete this only if your leadership team has changed.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
ACCOUNTING				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Cecil Battiste	East	<a href="mailto:cbattiste@valenciacollege.edu">cbattiste@valenciacollege.edu</a>	2508	3-25
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Steve Muller	West	<a href="mailto:smuller@valenciacollege.edu">smuller@valenciacollege.edu</a>	1534	4-32
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<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> 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.

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

These six items are required for the report to the Learning Council.

## Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?  
I helped create the assessment project and rubric and communicated with the rest of the faculty what work needed to be done.  
The student artifacts were collecting by the adjunct or full-time faculty that taught ACG 2360 Cost Accounting.
2. At what point in the academic year / semester were the student artifacts / data collected?  
Student artifacts were collected from the Spring 2011 and Fall 2011 sessions.

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

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)  
I will attach a rubric that averages and summaries the results of the student artifacts we looked at on Assessment Day 2012 (May 3, 2012).
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)  
We are going to revise the Budgeting and Cost Analysis PLO Assessment Project. There is no need to change the curriculum, co-curricular programs or any other student activities at this time. The results from this year’s cycle are useful but not conclusive.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.  
There will be no changes at this time.

## Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

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.

I propose that we use the “Monopoly Project” to evaluate PLO#1 “Report financial information about business organizations to support external decision making” for the next cycle. If approved by faculty vote, I will coordinate with whomever teaches Intermediate Accounting in the Fall 2012, Spring 2013 and Summer 2013 sessions. That will give us time to revise the Budgeting and Cost Analysis PLO Assessment project.

Please include the name of the person completing this page and your program: Cecil Battiste (Ext. 2508).

## Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here:* What were your results?

Each of the ten full-time (and any adjunct faculty) entrusted with student learning at Valencia should consider the results and think critically about what it means. We should discuss these things as a group. I will email you after you have had time to look it over. In my opinion, the results are useful but inconclusive for the following reasons:

(1) we only looked at 7 student artifacts. Our plan was NOT to sample but we did sample because we didn't have enough time to look at more artifacts. We can fix that in future evaluation cycles;

(2) the Assessment Project had some design flaws. For example, we had to omit the first indicator of learning on the rubric because the assessment project didn't prompt the learner's correctly to assess that indicator. I wouldn't say the assessment project was completely messed up, however, because it wasn't. Students should be able to think and frankly there wasn't anything there students shouldn't have been able to do;

(3) the level of help, guidance and assistance provided by the professor varied and that had a significant impact on what the students turned in. When the Budgeting and Cost Analysis Project was developed (in Destinations 2010) we decided to allow professors the flexibility they needed to administer the project. That was expected. For example, the professor could choose to give his/her students a template (to help them set up there answer and to remember what goes in each budget) or not. The professor could help them in other ways such as explaining what was in the data sets or instructions or expect that they can manage that on their own. As the accounting faculty continues down the road of creating PLO assessments and rubrics we will have to figure out what works best for the level of help the professors in the classroom provide. If we are going to evaluate student learning, we have to see what they students can do, or not do, in conditions that simulate the work place or office.

As I look at the results on the summary rubric attached, I think it shows that, for this cycle, our students have some degree of proficiency in analyzing quantitative data (such as preparing a sales budget or calculating a break-even point if given the formula). I would say that quantitative reasoning skills are proficient but needs improvement. However, the qualitative reasoning, such as writing a report or memory to the company's managers explaining what the company's options are well below adequate. Those sorts of skills are still developing and we, as educators in the business area, can benefit from knowing what areas our students are weak on. We can help them before they leave Valencia. Assessing learning at the program level has been a good experience for me. I look forward to putting to work some of the great ideas I hear from the rest of the faculty. One of the things that makes teaching rewarding is trying out a great idea to see if it works. In this project, students had to go through the budgeting process to help an unprofitable company achieve a certain level of profit or else a creditor was going to demand early payment on a loan. The choices boiled down to increase revenues by adding a new product (a razor for women) or reduce the non-sales workforce to reduce expenses. Organizations in the Real World face decisions like this every day. Accountants are business advisors and business advisors can't just quantify problems they have to creatively solve them and be able to communicate clearly and at a professional level.

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?

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.

### Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
(Will be mailed separately)			

