

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- ACCOUNTING				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Cecil Battiste	East	cbattiste@valenciacollege.edu	2508	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

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: 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.

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 coordinated this year's activities but others helped including working on the Monopoly Project we used and so forth. Whomever taught ACG 2100 Intermediate Accounting I at East, West or Osceola campuses was responsible for collecting student artifacts.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Fall of 2012 and Spring of 2013. We gathered approximately 24 artifacts but not all of those artifacts were evaluated as explained below.

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

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

We did not quantify the results using a summary rubric from our PLO Plan because (1) student artifacts were not gathered from all campuses and (2) very few of the accounting faculty evaluated the artifacts that were sent to them in January of 2013. However, we had a very productive Assessment Day 2013 meeting that resulted in agreement on a few significant issues that will greatly benefit our Accounting A.S. degree students and which will be discussed in the body of this document.

The Assessment Day 2013 discussion was based on the artifacts that were available at the time of the meeting. This was essentially a sample of the artifacts. The artifacts probably do not represent the total population because (1) the sample was too small and (2) the sample was fifty percent based on students who did the Monopoly Project for extra credit and may not have given it their best effort.

Generally, based on the sample, it was felt that our students needed improvement across all the learning indicators on the Monopoly Project Rubric. We had a refreshingly honest discussion about this and that sort of honesty lead to agreement about what to do next. However, if all of the artifacts had been evaluated and quantified using the Monopoly Project Rubric the results would have been different more than likely.

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Program learning outcome assessment can't be done, college wide, without cooperation. The accounting faculty are asked to be actively involved in on-going PLO work including developing Assessment Projects and Rubrics and working on and following the PLO Plan we use. The PLO Plan doesn't come out of thin air at the last minute, it is disseminated well in advance, open for comment and modification, and anyone who has questions or concerns is encouraged to ask.

The PLO Plan is also copied to the deans and if the deans and the deans can play an important role in getting faculty to follow through on what was in the PLO Plan and to develop PLO Assessment Projects and Rubrics. The fewer people sitting on the sidelines the better. We all want our students to be successful and prepared for the work force. No one gets into teaching, or stays in teaching, if they do not care about student learning and student success.

Program learning outcome assessment is just part of that mission.

Now that the Assessment Day 2013 meeting is over it is up to us, all of us, to follow through on what we discussed. I will do my part by documenting what happened at this meeting and working with you, over the next year, to complete the work that we decided needed to be done. The next section of this PLO Improvement Plan discusses what we agreed to do. If I misrepresent any part of the meeting please feel free to reply all to this email after reading this document. I will ask to meet with Carin Gordon, my dean, after this document is sent out to coordinate making sure that we have a plan to do the items discussed below.

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 decided to modify the content and LO's of ACG 2100 Intermediate Accounting I. This modification may or may not result in a change to the name of the class and it will probably result in using a different book for the class (instead of an Intermediate Accounting text). We may discover that most of the content in this class is appropriate but it needs a comprehensive review to make sure that this class meets the needs of our students. To complete a 2-year A.S. degree in accounting, students need to be exposed to financial accounting and reporting concepts beyond the principles (or basic) level but perhaps do not need to be exposed to financial accounting and reporting concepts at the Intermediate Accounting level as explained below. Students would get 9 credit hours of material on financial accounting (APA 1111, ACG 2021 and ACG 2100).

We decided to eliminate ACG 2110 Intermediate Accounting II from the 2-year AS degree program and replace it with a Capstone Class. The content of this class will need to be developed. This is a huge victory for our students. A Capstone class will better align the curriculum with the kinds of skills that entry level accounting professionals will use in the work force on a daily basis.

We decided to do an accounting practice set in all sections of APA 1111 Basic Accounting to emphasize completion of the accounting cycle before student get to the advanced accounting courses. Anyone attending TACTYC this year was encouraged to check with the textbook vendors to find an appropriate practice set and have it sent to the accounting faculty.

We decided to alter the course sequence that we recommend students take to complete the Accounting Technology A.S. Degree program. Specifically, we felt it might be better to have students take APA 1111 after ACG 2021 and before the advanced courses to make sure that core skills, such as completion of the accounting cycle, are emphasized before the advanced courses are taken.

Finally, we decided to look into aligning the curriculum in such a way that students will be eligible for the Certified Bookkeeper Certification. This objective could work in conjunction with the content of the Capstone course. This is another huge victory for our students. A Certified Bookkeeper designation will almost certainly enhance the job prospects of our graduates, attract students to this program, and enhance how valuable our students are to their employers. Having a Capstone course will allow us to get students ready for the Certified Bookkeeper exam or other completion criteria.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

We will need to review the LO's for ACG 2100 and create and develop the Capstone course. We will investigate what courses look appropriate from the state numbering system.

We think ACG 2100 should focus on financial accounting and reporting concepts at a level higher than principles level but it need not be at an intermediate level. Intermediate accounting, at most universities, is a course used to “weed out” students and prepare students to be Certified Public Accountants. It takes 150 college credits to sit for the CPA exam and much of what you learn relates to financial accounting and reporting for public companies that are registered with the SEC. Intermediate Accounting I and II are typically CPA exam prep courses and cover quite a few concepts that entry level accountants would not need on a day-to-day basis.

The material in ACG 2110 in particular is not what entry-level accountants need to be successful and that is why it is long past time to repurpose that class to better serve our students. An entry level accountant would not need to know how to account for deferred taxes, do pension worksheets or calculate diluted EPS and a host of other material that is typical found in ACG 2110. Instead, we want to emphasize skills we are certain our students will use in entry level jobs with the possibility of advancement such as a stronger emphasis on accounting for payroll.

We will also update the course sequence sheet used by the career program advisors. In addition, we need to research exactly what is required for the Certified Bookkeeper exam and see how that affects our curriculum.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

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.

The accounting faculty that teach TAX 2000 Federal Income Tax are going to work on developing an assessment project and rubric for the Tax class which relates to our PLO #3 “Prepare individual tax returns, including supporting documentation.”

Please include the name of the person completing this page and your program:

Cecil Battiste; Accounting Technology A.S. Degree

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Accounting Technology A.S. Degree	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): One: Prepare individual income tax returns, including supporting documentation.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Tax 2000 Federal Income Tax
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Prepare the federal form 1040 And supporting schedules
Performance Indicators for the Program Learning Outcome(s) selected: To be determined.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: To be determined.
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): This has not been determined yet.	
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): A description of the assessment project/activity will be provided once the work has been done. Generally, to evaluate learning on this PLO, we will be asking the students to take a client's information and prepare a federal form 1040 and whatever schedules are applicable.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): It will more than likely be a tax return and supporting schedules (a 1040).	

Implementation Process

Collection of Student Artifacts

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

The students will be doing work related to the discipline area so I don't think informed consent is applicable. All private information, such as names and student numbers, will be removed from the student's work before the artifacts are shared with the faculty.

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

It will be the responsibility of whomever teaches TAX 2000 at any campus in the Fall 2013 and Spring 2014 sessions. Once the artifacts are collected please send me an email and I will set up a meeting at the WP Campus so that we can evaluate the learning using a rubric. This meeting will be scheduled before Assessment Day 2014 and was suggested and agreed to at this year's meeting.

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?

Good question. This was not discussed. I suggest collecting artifacts from the 1st, 4th, 7th, 10th, student on the roster so that the artifacts that each faculty member disseminates with the accounting faculty is truly random. It will taint the results if teachers are hand picking the artifacts.

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

Email and meetings. We agreed to set up a meeting before Assessment Day 2014 to evaluate student artifacts, for example. That way Assessment Day itself is focused moreso on planning for the next cycle and on the PLO Improvement Plan.

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

It will be the responsibility of whomever teaches TAX 2000 at any campus in the Fall 2013 and Spring 2014 sessions.

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

See above.

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

When will student artifacts be assessed / evaluated?

At a meeting before Assessment Day 2014. The results will then be discussed at Assessment Day 2014.

Which faculty or staff from the program/discipline will evaluate student artifacts?

All tenured and tenure track accounting faculty will evaluate student artifacts and any adjuncts who are willing to participate.

<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <p>None at this time.</p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>Before learning day 2014.</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p>This will be the first time we have assessed learning on this PLO so I don't know.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p>None.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>I have no idea. We are talking about student work. I think faculty can handle evaluating such things without additional training. We could do the work in Costa Rica over the summer.</p>
<p>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)?</p> <p>At this time, no one else.</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p>Email and meetings and documents like this.</p>

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	Sep 15, 2013	Cecil will complete the actual document but Walter Martin, Lisa Gray and Steve Muller will come up with the Assessment Project and Rubric for next year's cycle since it relates to the Tax Class.	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Oct 15, 2013	Cecil will send an email asking for faculty discussion.	
Draft assessment plan is revised to reflect input	Oct 25, 2013	Cecil	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	Oct 30, 2013		

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

