Start of the Academic Year 2012-2013
New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. <u>Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.</u>

*Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu*

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This "new cycle template" is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name?** Accounting Technology 2-Yr AS Degree

2. **Does this academic year's improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how… (1-2 sentences)**

This year's improvement/assessment plan does not build on last year's work. We are assessing a different PLO which will give us time to develop a new assessment project for last year's PLO. We felt that last year's project needed some tweaking to tell us anything valid.

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

Planning Team Members[2]	Campus	E-mail Address	Phone Extension	Mail Code

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[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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:
Accounting Technology 2-Yr AS degree program.

Major finding from last year and related change, if any:
We gathered artifacts and completed a summarized rubric and had a healthy discussion about learning at the program level but I don't thing we had what you might call a "major" finding from last year. It was more like a step in a longer process than anything else.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None.

Targeted Program Learning Outcome(s) (PLOs) for this year: Report financial information about business organizations to support external decision making. **Is this a different outcome from the one reported last year? (yes /no)** **Yes.** **Does this assessment for this year apply to more than one PLO? (yes /no)** **No.**	**Targeted Course(s), Co-Curricular Program or** **Student Activity associated with the Academic Program:** ACG 2021 Prin of Financial Acctg and ACG 2100 Intermediate Acctg.
National Standard(s): None that I know of. (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	**Targeted Outcome(s) within the Course(s),** **Co-Curricular Program or Student Activity identified above:** Completion of the accounting cycle.
Performance Indicators for the Program Learning Outcome(s) selected: Completion of the Monopoly Project.	**Performance Indicators for Outcome(s)** **within the Course(s), Co-Curricular Program or Student Activity selected:** Performance indicators will include completed journals, ledgers, an adjusted trail balance and/or worksheet and a complete set of financial statements.

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see?
You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)
We used this project two years ago and from those artifacts it is safe to say we will see strong evidence of learning.

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:
We will use an assessment project (i.e. the Monopoly Project).

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 play Monopoly in groups in class one night in ACG 2100. The students will generate business transactions which will start the accounting cycle and then students will follow the project instructions to complete the rest of the project. The professor will gather and distribute student artifacts to the rest of the accounting faculty after deleting personal information and the then the faculty will grade them using the rubric. Finally, at learning day we will summarize and discuss the results and come up with an improvement plan.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case): It could be from 24 (one section) to 75 (three sections) depending on how many professors administer the project.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1.	**When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?** I have already sent out the project instructions and the rubric for comment. We also had discussions and agreement about what we were going to do this cycle from last year's learning day.
2.	**How will student artifacts or data associated with student performance be collected?** By the professors who teach ACG 2100 at any campus.
3.	**If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?** N/A. All the students will be given the project.
4.	**What information needs to be communicated to students concerning the assessment process?** I don't know. The project will be graded (at least in my section) as part of the class and I will probably inform the students we will look at their work collectively for PLO assessment later without their personal information on the work.
5.	**How will information about faculty/ staff participation in the assessment project be communicated?** By email. We might also have phone conversations, as needed, and talk to each other at whatever meetings we have this year.
6.	**Who will be responsible for coordinating the collection of student artifacts / data?** Cecil Battiste, Steve Muller and Lisa Gary who teach ACG 2100 at East, West and Osceola campuses this cycle.
7.	**At what point in the academic year / semester will the student artifacts/ data be collected**? Fall 2012, Spring 2013 and Summer 2013.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. **When will student artifacts be assessed / evaluated?** Throughout the 2012-13 year.
9. **What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?** None.
10. **Which faculty or staff from the program/discipline will evaluate student artifacts?** There are 10 FT faculty members in accounting and each of them will have a role in evaluating student artifacts even if they do not teach ACG 2100 this cycle.
11. **What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?** None.
12. **When will the results / data associated with the assessment plan be analyzed?** Before or at Leaning Day 2013 (May 2013).
13. **What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?** None.
14. **Does this assessment relate to your assessment from last year (if so how…)? How is this assessment connected to your improvement plan?** No.
15. **What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?** None at this time.
16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation** (e.g., General Education faculty)? No one at this time but for some of our other PLO's we will need to coordinate with faculty in other areas.

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
I am fairly certain I emailed out a version of this document for faculty comment and approval previously.	**Cecil**	**Sep 30, 2012.**	
I will email this version out today (Sep 13, 2012).			
Let me reiterate, we have had various conversations either at face to face meetings, such as last year's Learning Day, or through email, about what is in this document.			
The various assessment projects we plan to use have also been discussed and/or sent out for discussion and approval.			
In addition, the rubrics we plan to use have been open for faculty comment.			
Any faculty member can create or modify or propose a test, project or any other assessment device for use in PLO assessment.			

For thought (you do not need to answer…)
- *Will current voter eligibility lists for the curriculum be used for any voting?*
- *Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)*
- *For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?*

Dean / Director Support

**The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting
the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.**

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

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event