VALENCIACOLLEGE

Individualized Learning Plan (ILP) Submission Form: Year - 2

Candidate's Name: Tom Baselice

Dean's or Director's Name: Carin Gordon

Candidate Context

Attach Educational & Professional Background (Brief Resumé) to ILP:

This is a brief resumé that highlights your professional background. The purpose is for your panelists to recognize your accomplishment outside your ILP work. This is not an extensive resumé. This is part of the written ILP and is not evaluated by your panel.

*See attached

Candidate's Workload:

Explain your workload. Try to be as specific as possible. If you are a professor, mention the number and types of classes (preparations) that you have, as well as any lab or clinical work you do. If you are a program coordinator, mention that here. Librarians and counselors should explain the particular work they are doing and will be expected to do. Describe any other professional duties that you have as part of your work at Valencia, including your participation in TLA activities.

Preparations (2015-2016):

Full-Term, face-to-face courses:

1. Face-to-Face, Full-term Principles of Financial Accounting (ACG 2021C)
2. Face-to-Face, Full-term Principles of Managerial Accounting (ACG 2071C)

Hybrid Courses:

1. Eight-week accelerated hybrid Principles of Financial Accounting (ACG 2021C)
2. Ten-week accelerated hybrid Principles of Financial Accounting (ACG 2021C)
3. Eight-week accelerated hybrid Principles of Managerial Accounting (ACG 2071C)
4. Full-term hybrid Cost Accounting (ACG 2360C)

Online Courses:

1. Eight-week accelerated online Principles of Financial Accounting (ACG 2021C)
2. Full-term online Principles of Managerial Accounting (ACG 2071C)

Other Commitments:

- Currently working with other Accounting Faculty members on building the appropriate Program Learning Outcome (PLO) assessment project for 2016-2017 for the Accounting AS degree.
- Currently working with other Accounting Faculty members to add a Payroll course to our Accounting AS program (Fall 2015/Spring 2016).
- Attending all of the general meetings sponsored by the TLA, and plan to attend TLA workshops offered (see end of this document for details on planned workshops).
- Served on hiring committee for Instructional Assistant, Sr. (General Tutoring Coordinator) for the Academic Success Center on East Campus (Fall 2014).
- Particpated in Textbook selection committees for the following accounting courses: ACG2021C (Principles of Financial Accounting) and ACG2071C (Principles of Managerial Accounting).
- Attend Accounting Advisory Board Meetings each Fall and Spring.
- Attend Valencia College Night and Open House events to provide prospective students information on the Accounting AS Degree program.

Professional Strengths:

Describe what you consider to be your strengths as an instructor, counselor or librarian. Describe in broad terms the skills, abilities and experiences you bring to your position.

Teaching Competencies:

- Prior to my teaching career at Valencia, I was a business professional for 13 years. My professional experience enhances my class lessons by enabling me to explain to my students how a lesson might apply to them in their careers.
- I incorporate technology and continually innovate (McGraw-Hill, Blackboard, Ipad/AppleTV, Online Excel activities, screencasts).
- I attained Digital Professor Certification in 2013.
- I teach in a variety of modalities (see preps above). Although the outcomes are identical for each mode of a particular course, I adjust teaching plans accordingly for each mode, as student needs for each mode differ.

Professional Commitment:

- Maintain Certified Public Accounting license in the State of Florida.
- Attend National (Teachers of Accounting at Two-Year Conferences) and State (Florida Association of Accounting Educators) Conferences on Accounting Education.

I intend to continue to contribute to the College by serving on committees and seeking opportunities to advance programs within our department.

Philosophy of Teaching, Counseling or Librarianship (1-2 pages):

The Professional Philosophy describes how you conduct your professional practice and why. It should overtly influence your course products, such as syllabi, policies, and daily lessons, and it should be unique to you and your field/discipline. More specifically, the philosophy provides concrete examples reflecting your role (teacher, librarian, or counselor), the role of your students, your instructional strategies, and your assessment methods. Note: The FLO's in your ILP should be reflected in the Philosophy statement.

When I teach a course, I want my students to walk away from my class with confidence and enthusiasm for the subject along with a deep understanding of why the subject is meaningful in their lives. I want the passion that I feel for the content I teach them to be contagious, and the classroom climate to be positive, exciting, and motivating. I believe education is best when it is delivered by the teacher in an animated, meaningful, and relevant way. I do this by making it a personal goal to keep my lessons attractive and applicable to students. A great way to make content applicable is by making it tangible—making students "learn by doing." By designing activities and in-class simulations that challenge students to synthesize what they have learned, I provide opportunities for them to see the concepts come to life.

Each semester I set a goal to do whatever I can to ensure that every student in my classroom genuinely learns the material. This goal is not attainable unless every student takes responsibility for his or her learning process and is self-motivated to learn and contribute to my class community. Although I cannot completely control a student's responsibility and willingness to learn, I strongly believe it is my role to provide my students with the best possible environment that gives them the opportunity to be successful. As a result, my class environment is designed to put students in situations where they are motivated to learn and motivated to become better students.

In today's digital age, I believe that making learning a meaningful and relevant experience requires proper integration and use of technology in the classroom. As a result, I have embraced technology as a strong component of my classroom and encourage students to learn with it. My lessons, activities, and projects are hands-on learning experiences that are enhanced by the use of digital media, publisher software, classroom management systems, spreadsheet software, and web resources.   For example, I have created online videos to further enhance a lesson I taught in class. I also have designed class activities to introduce a topic where groups collaborate to build spreadsheet files related to the learning module's material. The spreadsheet files effectively become organized "notes" for the students that they can reference throughout the particular learning unit. The feedback that I have received from students regarding these technological components of my course has been very positive, and my students have expressed how these features have enhanced their learning experience.

 In order to measure student learning in my classes, I design multiple formal and informal assessments for each learning module. I believe that offering students varying levels of assessment helps me measure student learning and helps students identify problem areas before reaching the ultimate summative assessment. For example, by leveraging technology I am able to give students many assignments that are automatically graded by the learning management system. This immediate feedback on the low-stakes homework assignments provides my students (and me) with valuable data regarding progress on the module. I also design graded in-class activities. In addition to measuring learning from the grades of the in-class activities, I actively navigate the classroom during these activities to help me informally

assess whether student learning is occurring. My assessments gradually become more formal with end-of-unit quizzes (which I still consider formative) followed by a summative test on two to four learning modules.

When students finish my course, my goal is for them to have developed indispensable skills necessary to keep them competitive in their future careers in an information economy. I believe my content lends itself to be an excellent venue for the teaching and learning of many fundamental business skills, such as proficiency in spreadsheet software and the ability to use verbal, written, and digital communication to express thoughts and ideas. By merging my business experience, my desire to incorporate active learning into my lessons, and my use of technology to design course material, I aim to provide all my students with an authentic learning opportunity.

At the end of the school year or semester, I will feel accomplished and proud of the work I have done for my students. Their success is my priority. In order to ensure that students are successful and receive the best possible learning experience, I will always reflect on ways to improve and enhance my courses and my craft. I believe that a commitment to professional development is an important and valuable component of being an educator. As an athlete, I considered myself a "student of the game." I would learn as much as I could from as many sources as possible (my parents, my coach, other coaches, books, other players, and professional players). It was important to continue to adjust and develop in order to improve myself. Like sports, teaching is by no means a stagnant vocation. I realize that education is constantly moving, growing, and changing. As a result, I am dedicated to my profession and committed to researching and seeking out new information, skills, and tool sets from a variety of sources that will keep me (and my classroom) current, new, and fresh.

Finally, I want students to finish a semester in my class knowing that I genuinely cared about every one of them. I fully believe that a teacher's attitude is essential to setting the tone for the class, and I believe a positive outlook is an important quality a teacher should possess. I always strive to be a caring, compassionate, and considerate person. I understand the impact a teacher can make on a student's life. As a result, I will always make a point to treat my students fairly and with the utmost respect.

(Use the Action Research Project resources, including the Elements of an AR Project, AR Project Rubric, and AR Project Template, to help you to design your project.)

Needs Assessment for Faculty Learning Outcome #1 Action Research Project:

Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Is there a persistent problem or area of concern in your class/professional setting? What is the concern? Why are you concerned? Is there a teaching method you would like to explore/incorporate in your practice? Is there a topic in your discipline you would like to teach or present differently to improve student learning? Would you like to try alternative methods of assessment? Would you like to have evidence of the effectiveness of something you are currently doing?

Many of my students in the Principles of Managerial Accounting course (ACG 2071C) are experiencing difficulties calculating the cost of a manufactured product using job-order costing. Determining the cost of a product that is built in a manufacturing factory is a complex concept, as students must measure the amount of direct and indirect costs that should be included. While the direct costs of a product (materials and labor) are relatively simple to calculate, the indirect costs (such as how much of the factory's electricity cost should be included) are not as simple to compute. When assessed on this topic, students have encountered difficulties demonstrating how to identify indirect costs and how to apply those indirect costs into the total and per-unit cost of a product.

In my current Job-Order Costing learning module, I incorporate active-learning in-class activities in order to encourage students to think at a higher cognitive level as they learn the material. I have two concerns with this process, though:

- Students are not able to maximize the value of the higher cognitive level in-class activities because they are not adequately prepared prior to the class period.
- Time spent in class to explain the introductory concepts of the chapter takes away from time available to work on the in-class activities.

I would like to explore the effect of incorporating formative assessment strategies into a flipped classroom Job-Order Costing learning module. The flipped lesson gives students a few brief lecture videos to be done before the first class period of the module. Then, the in-class sessions for the module are dedicated to applying the material via in-class assignments (as opposed to additional lecture time). It is important to note that I have already attempted to flip my Job-Order Costing lesson in the Fall Semester in 2015, and made a few discoveries:

- Although I flipped the lesson and spent more time doing higher-order in-class activities, summative assessments on this particular learning outcome indicated that students still experienced difficulty in understanding the topic.

- When performing the in-class activity on the first day of the learning module, students did not appear to be well prepared with the foundational skills necessary to successfully complete the activity.
- When surveyed on the subject after the entire learning module was completed, students indicated that they still preferred, on average, that approximately 30% of in-class time be spent on lectures , 20% spent on review/administrative activities, and the other 50% of time be spent on applying material via in-class assignments. This data implies that students prefer an in-class lecture over a pre-class lecture.

I would like to explore if incorporating formative assessment strategies into the flipped lesson will help students maximize their learning in the pre-class and in-class activities. Ultimately, I would like to discover if the formative assessments improve students' learning of how to calculate the cost of a manufactured product. As a secondary measure, I also would like to see if the formative assessments help change the student perception of the value of the "pre-class" modules.

Faculty Learning Outcome #1:

The FLO statement should be connected to the Needs Assessment and explain what the faculty member will do in terms of improving student learning. An effective FLO meets these criteria: addresses no more than one result/trait; is action-oriented and measurable; action verb identifies the desired cognitive level of faculty thinking; meaning is clear to all disciplines.

The research question must clearly align with the FLO. In other words, the research question is the FLO statement in question form. You may have more than one research question.

FLO Statement: Create and implement a flipped learning module that incorporates formative assessment strategies to improve students' abilities to calculate the total and per unit cost of a product.

Research Question(s): Will a flipped learning module that includes formative assessment strategies improve students' abilities to calculate the total and per unit cost of a product?

Essential Competencies Addressed:

List the Essential Competencies and their indicator(s) that you plan to demonstrate in the FLO project. For FLO #1 (Action Research Project), SOTL and all of its indicators must be included and demonstrated.

Assessment

- Employ formative feedback loops that assess student learning and inform students of their learning progress
- Align formative and summative assessments with learning activities and outcomes

Outcomes-based Practice

- Align unit, course, and/or program outcomes with one or more student core competencies (Think, Value, Communicate & Act)
- Use evidence of student learning to review and improve units, courses, and programs (in classroom, counseling, and library settings).

LifeMap

- Guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- Help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific understanding, etc.)

Scholarship of Teaching & Learning

- produce professional scholarly work (action research or traditional research related to teaching and learning, that meets the Valencia Standards of Scholarship
- build upon the work of others (consult experts, colleagues, self, students)
- be open to constructive critique (by both colleagues and students)
- make professional scholarly work public to college and broader audiences through Valencia's research repository and other means
- collect evidence of the relationship of SoTL to improved teaching and learning
- demonstrate use of current teaching and learning theory & practice

Proposed Action Research Design Plan for FLO 1:

Conditions:

Identify how you will limit or narrow the scope of your ARP. Include information about the course, unit or lesson, and timeline for implementation.

- **Course:** ACG 2071C Principles of Managerial Accounting
- **Unit or lesson:** Job-Order Costing (Chapter 2)
- **Timeline for implementation:**
  - Baseline assessment data have already been gathered during the Fall Term of Year-2 and Spring Term of Year-2.
  - I plan to do research and development on the flipped-learning module during Summer Term of Year-2 to assist in the design of the flipped module.
  - The plan will be implemented in the fall term of Year-3.
  - Analysis of the results will occur in the Spring term of Year-3

Adequate Preparation - Sources and Insights:

Describe the information you have gathered from the four lenses (Self Perspective, Student Perspective, Colleague Perspective, and Expert Perspective) that has helped you prepare for this action research project. Note: List sources consulted and provide a summary of primary insights gained from these sources.

Students:

The following data was collected from my students in two 16-week, face-to-face sections of my Fall 2015 Managerial Accounting ACG 2071C classes:

1. **Per qualtrics study of Fall 2015 Managerial Accounting students, Face-to-face students prefer on average 30% of class-time devoted to lecture and approximately 50% devoted to hands-on practice of the material.**

    In the survey, I asked students the following question: *"We have 150 minutes of face-to-face class time available per week. What percentage of the face-to-face class time each week do you believe should be spent on the following items?"*

    Following are the results from the Tuesday/Thursday 11:30AM section (16 responses):

    1. We have 150 minutes of face-to-face class time available per week. What percentage of the face-to...

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Class Lecture	10.00	50.00	30.50	10.32
2	Assignment Practice Material	16.00	75.00	48.75	14.86
3	Review/Administrative	9.00	34.00	20.75	7.58

    Following are the results from the Tuesday/Thursday 2:30PM section (14 responses):

1. We have 150 minutes of face-to-face class time available per week. What percentage of the face-to...

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Class Lecture	10.00	53.00	30.29	13.34
2	Assignment Practice Material	35.00	65.00	50.21	8.77
3	Review/Administrative	9.00	40.00	19.50	10.37

2. 27 out of 30 students would like a printable guided worksheet included with a flipped lesson, and 22 out of 30 state that this worksheet would make them more motivated to do the work on the flipped portion of the module.

In the survey, I asked students the following question: "*For each of the following items, specify 1) whether you would like this item included as part of the prework process, and 2) if you think this item would make you more motivated to do the prework activities*"

Following are the results from the Tuesday/Thursday 11:30AM section (16 responses):

4. Would you like to include it in the prework process?   Add Graph

#	Question	Yes	No	Total Responses	Mean
1	More assignment points alllocated to the prework assignment (ie make the assignment worth 15 points instead of 6 points)	11	5	16	1.31
2	A quiz during the first 15 minutes of the first class period following the prework activity	3	13	16	1.81
3	A guided printable worksheet to assist with note taking	14	2	16	1.13
4	Requiring LearnSmart as a graded assignment to be done with the Prework	8	8	16	1.50

5. Will it make you more motivated to do the prework?   Add Graph

#	Question	Yes	No	Total Responses	Mean
1	More assignment points alllocated to the prework assignment (ie make the assignment worth 15 points instead of 6 points)	13	3	16	1.19
2	A quiz during the first 15 minutes of the first class period following the prework activity	9	7	16	1.44
3	A guided printable worksheet to assist with note taking	12	4	16	1.25
4	Requiring LearnSmart as a graded assignment to be done with the Prework	8	8	16	1.50

Following are the results from the Tuesday/Thursday 2:30PM section (14 responses):

4. Would you like to include it in the prework process?

#	Question	Yes	No	Total Responses	Mean
1	More assignment points alllocated to the prework assignment (ie make the assignment worth 15 points instead of 6 points)	5	9	14	1.64
2	A quiz during the first 15 minutes of the first class period following the prework activity	1	13	14	1.93
3	A guided printable worksheet to assist with note taking	13	1	14	1.07
4	Requiring LearnSmart as a graded assignment to be done with the Prework	3	11	14	1.79

Table Options

5. Will it make you more motivated to do the prework?

Table Options

#	Question	Yes	No	Total Responses	Mean
1	More assignment points alllocated to the prework assignment (ie make the assignment worth 15 points instead of 6 points)	8	6	14	1.43
2	A quiz during the first 15 minutes of the first class period following the prework activity	5	9	14	1.64
3	A guided printable worksheet to assist with note taking	10	4	14	1.29
4	Requiring LearnSmart as a graded assignment to be done with the Prework	4	10	14	1.71

3. **Assessment results indicate that students are having difficulty calculating the total and per unit cost of a product:**

Test 1, covering Chapters 1-3, included a question asking students to identify manufacturing overhead costs applied, total product costs, and per unit product costs. The final exam asked a similar, but different problem measuring the same outcomes (manufacturing overhead costs, total product costs, and per unit product costs).

Following are the results from the Tuesday/Thursday 11:30AM section (16 responses):

Test 1, 11:30AM Class:

Exercise 2-20 Applying Overhead; Journal Entries; T-Accounts [LO2-1, LO2-2, LO2-3, LO2-4, LO2-5] 59.64%

Final Exam, 11:30AM Class:

Problem 5-100 [LO2, LO3, LO4, LO5] 51.23%

Following are the results from the Tuesday/Thursday 2:30PM section (14 responses):

Test 1, 2:30PM Class:

Exercise 2-20 Applying Overhead; Journal Entries; T-Accounts [LO2-1, LO2-2, LO2-3, LO2-4, LO2-5] 63.39%

Final Exam, 2:30PM Class:

Problem 5-100 [LO2, LO3, LO4, LO5] 54.39%

Face-to-face students appear to appreciate having time available in class for hands-on active learning, but face-to-face students still appear to prefer at least some in-class lecture time, based upon the data above. As a result, I would conclude that careful attention must be applied to ensure that a flipped lesson is meaningful to a student.

In addition, students' views that a printable guided worksheet would make them more motivated to do the work on the pre-class activity implies that an "Empty Outline" Classroom Assessment Technique might be an effective formative assessment to add.

Colleagues:

- One of my colleagues, an Accounting Professor at East Campus, implemented a flipped learning module as an Action Research Project in 2014. I have read the details of this ARP, and my colleague found improved learning as a result of his flipped lesson. He noticed higher engagement and interest among students as a result of his lesson. He still found the need for some in-class lecture time after the flipped learning had occurred, but he noticed that the lecture/discussion was useful and relevant.

- I spoke to two colleagues who teach the Managerial Accounting course to discuss their view on whether or not their students struggle with the job-order costing concept. When asked to rank complexity of the topic, where 1 would be least-complex topic in the course and 10 would be most-complex, each colleague separately ranked the topic a 7. It is not the most complex topic in the course, but the topic still gives students challenges.

- One colleague suggested that the concept may be difficult for students not because of the pure complexity of the topic itself, but simply because it is introduced in the first few weeks of the course. The Managerial Accounting course requires students to take Financial Accounting as a prerequisite. However, the thought processes required for a student are different between Financial and Managerial Accounting, so students just beginning a Managerial Accounting course may struggle as they adjust to a new type of accounting course.

Experts:

- Angelo, T., & Cross, K.P. (1993). *Classroom Assessment Techniques.* San Francisco: Wiley. I plan to implement two Classroom Assessment Techniques (CATs), "Empty Outline" and "Documented Problem Solutions" in this module:
    - **Empty Outline (p. 138):** In the Empty Outline, the instructor provides students with an empty or partially completed outline of a presentation or assignment and has the students fill in the blank spaces. Angelo and Cross recommend using this CAT at the beginning or ending of a class, under a limited timeframe, to help assess student learning of content.
    - **Documented Problem Solutions:** In the Documented Problem Solutions CAT, instead of simply solving a problem, students keep track of the steps they take in solving a problem, showing how they worked it out.
- ROEHL, A. a., REDDY, S. L., & SHANNON, G. J. (2013). The Flipped Classroom: An Opportunity To Engage Millennial Students Through Active Learning Strategies. Journal Of Family & Consumer Sciences, 105(2), 44-49. Roehl, Reddy, and Shannon (p. 48) note that flipped classrooms require students to assume more responsibility for their learning. As a result, the authors mention the

importance of teachers outlining clear expectations to students regarding their responsibilities in the flipped lesson. Teachers checking notes or requiring students to come to class with a question are two methods described that can be used to ensure that the at-home lecture portion of the flipped lesson is completed.

Self:

- My experience tells me that student learning is maximized while they actively work through assignment problems as opposed to passively hearing me explain. From my perspective, though, it still appears necessary to incorporate some form of lecture into my courses in order to introduce and initially explain topics to my students.
- I do have concerns about student motivation surrounding the flipped classroom model, and I am very interested in exploring this aspect of flipped learning.
- In general, I have observed that students are less likely to complete tasks without some form of accountability assigned to the task. For example, I suspect that students generally may not read a chapter prior to class if there is no assignment attached to the reading that is due prior to class. As a result, I believe that a meaningful assignment attached to a pre-work reading or video activity may be essential to maximize the learning experience for my students.

Methods and Assessment Plan for FLO 1:

Student Learning Outcome Statement (SLO):

A Student Learning Outcome states what a student should understand and/or be able to do as a result of what she has learned in a course, library orientation, counseling session. Note: The SLO should align with the FLO and RQ.

SLO Statement: Students will allocate indirect costs to jobs in order to compute the total and per unit cost of a product.

Teaching, Counseling, or Librarianship Strategies of Student Learning Outcomes:

Describe the methods, strategies, and/or techniques you will use to support student mastery of the student learning outcome(s) you identified in your project. These strategies should be listed in order and should be specific enough for feedback.

This lesson will be completed during Module 2 of my ACG2071C (Principles of Managerial Accounting) Course. On the last day of Module 1, I will explain to my students specific instructions regarding how I would like them to complete the pre-class work for Module 2. For the pre-class module, I plan to do the following:

- Create one or two brief lecture "Pre-work" videos to be completed by students prior to the first class period covering the Job-Order Costing chapter.
- Employ the "Empty Outline" Classroom Assessment Technique (CAT), (Angelo and Cross, 1993, p 138) for students to complete as they watch the pre-work video. I will give the students a partially completed outline, and students will be asked to fill out the rest of the outline after they are done watching the video. This Empty Outline will be due prior to the in-class session.
- Finally, I will have students complete a brief, basic, low-stakes, graded assignment (also due prior to the first class session) to allow them to practice what they have learned from the pre-work video.
- In the first 10 minutes of the Day 1 class period, students will have their empty outlines on their desks ready for completion grading. At this point, I will go over any questions from the prework and any frequently missed items from the Empty Outlines.
- The remainder of the class period on Day 1 will be dedicated to a group activity where groups work to solve a problem based upon what was learned. During this activity, groups will solve the problems, and they will also perform a Documented Problem Solutions CAT (Angelo and Cross, 1993, p 222) where they will document, step-by-step, how they solved the problems.
- At the end of the week students will take a Chapter quiz to assess learning,
- After three chapters are completed the students will take a test as a summative assessment on the topic.
- At the end of the semester, students will also be given a summative assessment on the topic in the course's cumulative final exam.

Assessment Strategies of Student Learning Outcomes

Describe the tool(s) you will use to measure/gauge how students perform in relation to the Student Learning Outcome. Describe both formative (along the way) and summative (at the end) tools that you will use to assess student learning, as well as tools you will use to inform students of the criteria by which they will be evaluated.

Formative Assessment: "Empty Outline" CAT
Formative Assessment: Graded Pre-work homework assignment
Formative Assessment: Graded in-class problem solving assignment.
Formative Assessment: "Documented Problem Solutions" CAT
Formative Assessment: Low-stakes take-home Quiz containing a problem that specifically assesses the product costing concepts. The student may not check their answers for accuracy before submitting.
Summative Assessment: Proctored exam with a problem specifically assessing product costing concepts, given after three chapters are completed.
Summative Assessment: Proctored Final Exam with a problem specifically assessing product costing concepts, given at the end of the semester.

The sample I will use for this study will consist of approximately 20-25 students enrolled in Principles of Managerial Accounting (ACG 2071C) during a 16-week fall term at Valencia. The data will be collected as a part of regular class work. The CAT assignments will be assigned a minor completion grade, the homework and in-class assignments will be graded according to accuracy, but students will be able to check their answers multiple times prior to submitting these assignments for grading. The quiz and test will be graded for accuracy, and students will be given only one timed attempt on each. Assignment, quiz, and test data will be compared to data collected during the Fall 2015 term.

Faculty Learning Outcome & Implementation Plan #2:

Needs Assessment for Faculty Learning Outcome #2:

Many of my students are experiencing difficulties understanding how to calculate the cost of goods sold when a merchandising company sells its inventory. For example, when a retail store buys merchandise to stock on its shelves, the store may pay different prices at different times for the same exact inventory item. When these inventory items are then sold, the store must report its original cost for the sold items. There are four methods that can be used to identify the cost of the goods sold: First-In, First Out; Last-In, First Out; Weighted Average; and Specific Identification.

In summative assessments, I have found that students encounter difficulties identifying the items sold and calculating the total cost of those sold items. For example, "Problem 7-143", with score results shown below for each section, is taken from a summative assessment given to students in the Spring 2015 semester. The "Problem 7-143" assessment question is an item designed for students to demonstrate their understanding of the four Inventory Costing Concepts. Although 10 students out of

43 scored higher than an 83.3% on this particular question, the overall average score for the 43 students across the two sections for this question was approximately 48%.

In the past I have introduced this topic using a traditional lecture format. However, based on the assessment results shown above, I would like to develop new collaborative learning strategies and activities for teaching inventory costing to determine whether the strategies will improve student understanding of the topic.

Faculty Learning Outcome #2:

The FLO statement should be connected to the Needs Assessment and explain what the faculty member will do to improve student learning, as applicable. An effective FLO meets these criteria: clearly relates to the Needs Assessment; is specific, action-oriented, cognitively appropriate, and measurable/assessable; and meaning is clear to all disciplines.

FLO Statement: Develop and implement a collaborative learning activity to improve students' abilities to compute the cost of goods sold using the FIFO (First-In, First-Out), LIFO (Last-In, First-Out), Weighted-Average, and Specific Identification cost flow methods.

Essential Competencies Addressed:

List the Essential Competencies and their indicator(s) that you plan to demonstrate in the FLO.

Inclusion & Diversity
- Use diverse perspectives to engage and deepen critical thinking
- Create a learning atmosphere with respect, understanding, and appreciation of individual and group differences

Learning-centered Teaching Strategies

- Employ strategies that engage students to become more active learners (e.g., reference interviews, counseling inquiry, engaging lectures, classroom discussions, case studies, scenarios, role-play, problem-based learning, inquiry-based learning, manipulatives, etc.)
- Use cooperative/collaborative learning strategies (e.g., peer to peer review, team projects, think/pair/share, etc.)
- Incorporate concrete, real-life situations into learning activities

In the fall or spring term of year-3, this collaborative learning activity will be delivered to my ACG2021C – Principles of Financial Accounting - course in one full 75-minute face-to-face class period. The activity will be designed to bring business to life for students. I have been to conferences where professors have used Lego blocks, poker chips, and candy to demonstrate these concepts. In my lesson, students will use colored candy to represent three separate inventory purchases.

For example, the red candies will represent the first inventory purchase, the green candies will represent the second inventory purchase, and the blue candies will represent the third inventory purchase. The activity will be guided and collaborative, and students in each group will identify and report the cost of goods sold and dollar value of their ending inventory under each costing method. After the lesson is complete, an individual assignment will be given applying what was learned in the activity. The individual assignment will be due before the next class period.

There will be five levels of assessment given to students to measure the evidence of learning:

- Formative Assessment: CAT (either a Minute Paper or Muddiest Point) delivered at the end of the class period of the collaborative learning activity.
- Formative Assessment: Peer evaluation of the group activity to assess each group member's participation in the activity.
- Formative Assessment: Automated online graded assignment problem that gives students the ability to check their answers for accuracy up to 3 times prior to submitting for grading.
- Formative Assessment: Low-stakes take-home Quiz containing a problem that specifically assesses the FIFO, LIFO, Weighted-Average, and Specific-Identification cost methods. The student may not check their answers for accuracy before submitting.
- Summative Assessment: Proctored exam with a problem specifically assessing the FIFO, LIFO, Weighted-Average, and Specific Identification cost methods.

Faculty Learning Outcome & Implementation Plan #3:

Needs Assessment for Faculty Learning Outcome #3:

Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Explain in general terms what you would like to investigate during your pre-tenure period that would improve your practice and student learning. This might include, but is not limited to, improving such things as specific teaching strategies, assessment tools, implementation of web-based or technology-related tools for students, discipline-specific knowledge, and/or obtaining degrees or certifications.

I teach Accounting classes that traditionally have been "high-risk" courses with relatively low pass rates. I believe that helping students develop study skills may assist students in learning how to succeed in my courses. By understanding the LifeMap resources more thoroughly, I believe I can improve my ability to assist students with study skills and life skills.

Faculty Learning Outcome #3:

The FLO statement should be connected to the Needs Assessment and explain what the faculty member will do to improve student learning, as applicable. An effective FLO meets these criteria: clearly relates to the Needs Assessment; is specific, action-oriented, cognitively appropriate, and measurable/assessable; and meaning is clear to all disciplines.

FLO Statement: Obtain LifeMap certification.

Essential Competencies Addressed:

List the Essential Competencies and their indicator(s) that you plan to demonstrate in the FLO.

Professional Commitment:

- Contribute to discipline/academic field
- Participate in faculty development programs, resources or classes, whether Valencia-based or external university/college-based

- Spring Year-2: Take the following required Professional Development classes toward the LifeMap certificate:
    - LFMP3340: Conceptual Frameworks of LifeMap
    - LFMP3341: Advising is Teaching
    - LFMP3344: Infusing College Success Skills
- Fall Year-3: Take the following remaining required courses toward the LifeMap certificate:
    - LFMP3346: LifeMap Certificate Capstone
    - One optional 4-credit LifeMap PD Course (TBD when the Fall PD Schedule is released).

- LifeMap Certification awarded upon completion of the program.
- As part of the LifeMap Capstone Course, I will create learning activities to integrate LifeMap and College Success skills into my Accounting Classes.

Professional Development
Attach Professional Development Transcripts (seminars, courses completed, etc.)

Identifying your intended and completed development allows panel members to quickly review the completed work and to perhaps suggest other offerings that may assist you in your pre-tenure work.

Core Seminar Series (in sequence)				
Identify which TLA recommended seminars you participated in or plan to participate in.				
This section includes courses that provide an overview on the Essential Competencies and courses that will assist you in developing an ILP, constructing a portfolio, and implementing an action research project.				
Professional Development Activity	**Taken** *Place an X by the activities you have already completed*	**Date** *Record the date on which you completed each activity*	**Intended** *Place an X by the activities you intend to participate in during your pre-tenure work*	**FLO** *To which FLO, if any, does each professional development activity relate? (Place an X by all that apply)*
LCTS2224: Interactive Lecture (New Faculty Orientation)	X	8/19/2014	---	_ X _FLO 1 _ X _FLO 2 __FLO 3
PRFC2120: Launching into the TLA	X	9/4/2014	---	__FLO 1 __FLO 2 __FLO 3
LCTS2111: Cooperative Learning in the College Classroom	X	9/19/2014	---	_ X _FLO 1 _ X _FLO 2 __FLO 3
INDV215: Inclusion and Diversity	X	2/20/2015	---	_ X _FLO 1 _ X _FLO 2 __FLO 3
ASSMT212:1 Assessment as a Tool for Learning	X	1/23/2014	---	_ X _FLO 1 _ X _FLO 2 __FLO 3
PRFC2267: AMP Peer Review / Analysis of My Practice – Peer Review	X	3/27/2015	---	__FLO 1 __FLO 2 __FLO 3
LFMP2141: LifeMap	X	4/3/2015	---	__FLO 1 __FLO 2 _ X _FLO 3

Professional Development Activity	Taken	Date	Intended	FLO
PRFC 2161: From AMP to ILP - Creating an Individualized Learning Plan/Outcomes-based Practice	X	10/30/2015	---	_ X _FLO 1 _ X _FLO 2 _ X _FLO 3
SOTL2171: Scholarship of Teaching & Learning	X	10/9/2015	---	_ X _FLO 1 __FLO 2 __FLO 3
SOTL2274: ARP Design and Data Collection	X	4/1/2016	---	_ X _FLO 1 __FLO 2 __FLO 3
PRFC2264: Understanding Professional Commitment	X	11/6/2015	---	__FLO 1 __FLO 2 _ X _FLO 3
SOTL3271: Principles of Good Practice	X	2/23/2016	---	_ X _FLO 1 __FLO 2 __FLO 3
SOTL2272: Developing Effective Surveys	X	3/24/2016	---	_ X _FLO 1 __FLO 2 __FLO 3
PRFC 2263: Creating an Evidence-based Portfolio	----	--/--/----	X	_ X _FLO 1 _ X _FLO 2 _ X _FLO 3
SOTL2275: ARP Data Analysis and Presentation	----	--/--/----	X	_ X _FLO 1 __FLO 2 __FLO 3

Elective Workshops to Inform Your FLO Projects **Identify which activities you participated in or intend to participate in.** This section includes additional courses designed to deepen one's understanding of the Essential Competencies. If you intend to complete additional "other" courses, please expand this worksheet.				
Professional Development Activity	**Taken** *Indicate which activities you have already completed.*	**Date** *Record the date on which you completed each activity.*	**Intended** *Indicate activities you intend to participate in during your pre-tenure work.*	**FLO** *To which FLO, if any, does each PD activity relate? (Check all that apply.)*
Assessment				
ASMT_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Inclusion and Diversity				
INDV7310: Working with Conflict	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3

INDV7311: Creating a Safe Space for Dialog	---	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
INDV7312: Mindfulness Tools for Educators	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
INDV7313 and 7314: SEED I and SEED II	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
INDV 2254: Art and Science of Learning and the Brain	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
INDV7316: How We Treat Each Other	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
INDV2225: Multiple Perspectives	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
OTHER: INDV _____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Learning-centered Teaching Practice				
LCTS2222: Case-based Teaching	**X**	**10/3/2014**	---	__FLO 1 __FLO 2 __FLO 3
LCTS2223: Asking the Right Questions	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LCTS2225: Flipped Classroom	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LCTS2226: Write to Learn	**X**	**11/7/2014**	---	_ **X** _FLO 1 __FLO 2 __FLO 3
LCTS2214: Problem-based Learning	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LCTS3160: 101 Ways to Demonstrate the Essential Competencies	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LCTS 2218: Speaking Across the Disciplines	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LCTS2227: Cultivating a Growth Mindset	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3

OTHER: LCTS_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3

LifeMap				
LFMP 3348: CARE Strategies	----	--/--/----	**X**	__FLO 1 __FLO 2 _ **X** _FLO 3
OTHER: LFMP_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Outcomes-based Practice				
LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA)	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
OTHER: LOBP_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Professional Commitment				
PRFC 3365: Learning Partners	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
OTHER: PRFC_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Scholarship of Teaching and Learning				
SOTL 2273: IR and You: How IR Can Help Faculty Research	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
OTHER: SOTL_____	----	--/--/----	---	__FLO 1 __FLO 2 __FLO 3
Describe any other professional development activities, such as graduate courses completed, conferences attended, books read, and/or journal articles read in the space provided below.				

I attended Teachers of Accounting at Two-Year Colleges Conference in 2014 and 2015. I plan to attend the American Accounting Association "Conference on Teaching and Learning in Accounting" in 2016.

I complete 80 hours of Continuing education every two years in order to maintain my Certified Public Accountant license in the state of Florida.