

Subject Area Committee Name: Business

Outcome Being Assessed: Professional Competence

Contact Person

<i>Name</i>	<i>e-mail</i>
Cynthia Killingsworth	cynthia.killingsworth@pcc.edu

This form is for the initial assessment of a core outcome.

- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact [Wayne Hooke](#) to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for MTH)
- **File name:** SACInitials_ARF_2016 (Example: MTH_ARF_2016)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:

- **Planning Sections of LAC Assessment or Reassessment Reports: November 28th, 2016**
- **Completed LAC Assessment or Reassessment Reports: June 16th, 2017**

Please Verify This Before Beginning this Report:

This project is not the second stage of the assess/reassess process (if this is a follow-up, re-assessment project, use the LAC Re-assessment Report Form LDC. Available [here](#).)

1. Outcome

1A. PCC Core Outcome: Professional Competence for ASOT-BA (LDC) and all Accounting degrees and certificates. Our Management and Marketing degrees' assessment will be discussed together in a separate CTE Assessment Report. Please see Multi-Year Plan for an explanation of this approach.

1B. How does your discipline interpret the outcome you are assessing?

Our professional competence outcomes for each degree and certificate, as shown below, are the best indication of this interpretation.

ASOT - BA:

1. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.
2. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.
3. Transfer into an upper division baccalaureate degree program in Business at any institution in the Oregon University System offering a Business degree, having met all lower division general education requirements and being granted junior standing for both for the Business major and for university registration purposes.

AAS Accounting Degree:

1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Develop and interpret accounting and financial information for decision-making.
3. Use applicable technology available in accounting practice.

One Year Accounting Certificate:

1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.

2. Use accounting and financial information for analysis and reporting.
3. Use applicable technology available in accounting practice.

Accelerated Less than One-Year Accounting Certificate:

1. Students who successfully complete the Less than One-Year Accounting Certificate will develop basic skills and introductory knowledge appropriate for entry-level bookkeeping and accounting positions.

Career Pathways Accounting Certificate:

1. Analyze, record, and report accounting information.
2. Use applicable technology available in accounting practice.

1C. Briefly describe how this outcome is/might be important/useful to your students.

Please see the above degree and certificate outcomes. These specific outcomes show what we think this core outcome is intended to accomplish in our degrees and certificates.

2. Project Description

2A. Assessment Context

Check and complete all the applicable items:

Course-based assessment.

Course names and number(s):

Type of assessment (e.g., essay, exam, speech, project, etc.):

Are there course outcomes that align with this aspect of the core outcome being investigated? Yes No

If yes, include the course outcome(s) from the relevant CCOG(s):

Common/embedded assignment in all relevant course sections. An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Common – but not embedded - assignment used in all relevant course sections. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

- Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):
- External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.
- SAC-created, non-course assessment.** Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
- Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:
- Survey**
- Interview**
- Other.** Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe:

In our Multi-Year Plan, PCC Core Outcomes were mapped to the ASOT-BA and Accounting Degrees & Certificates Outcomes. This mapping demonstrated how closely ASOT-BA (LDC) and Accounting (CTE) Outcomes align and the strong weight placed on professional competence. Also note that three of the six courses required for the ASOT-BA are the core accounting courses. BA 101 is required for the transfer degree and all of the accounting degrees and certificates.

It should also be noted that many of our students pursuing accounting degrees and certificates have the long-term goal of the ASOT – BA degree or other transfer degree options. Over 60% of our business students have the goal of eventually transferring to the PSU School of Business. Because of the close connection between the accounting CTE programs and the ASOT-BA transfer degree, we will be assessing almost all of the outcomes together and stressing professional competence in our multi-year plan.

The methods of assessment will stress the evaluation of how our students are succeeding at Portland State University and if they are facing any significant barriers to success. We have been approached by Sylvania Campus President Lisa Avery to pursue research projects with Portland State University as part of the Guided Pathways model. She serves on a national

board for Guided Pathways. As part of this model, we are looking for barriers to student success and researching ways to reduce these barriers. Portland State University has been identified as our most important measure of student success.

Portland State can be considered equivalent to the independent certification exams found in many CTE programs. While PCC student grades at PCC are not an appropriate assessment measure, these students' subesequent grades at PSU are equivalent to the results of these certification exams and are therefore are a valid assessment measure.

For several years, the PCC business program has worked closely with the PSU School of Business to identify barriers to success for our business transfer students. This work has included the following:

- August 2013: 435 former PCC students' grades tracked through PSU Business School. Our students did better!
- April 2014: PSU accounting faculty evaluated results of former PCC students in Intermediate Accounting compared to their native students. Our students did better!
- 2013: PCC accounting faculty met with PSU accounting faculty. Results:
 - o PCC students need better Excel skills before entering PSU
 - o PCC students need more experience with case studies
 - o PCC students with too much time between Principles of Accounting at PCC and Intermediate Accounting at PSU don't do well . In 2014 a BA 281 - 1 accounting review course was created that is offered spring and summer terms.

We're continuing these conversations this winter term and will further explore the issues with Excel and case study analysis skills. These converstations will feed future assessment work.

Our assessment work this year will focus on the issue of the BA 281: Accounting Skills Review course. It was created to prepare our transfer students for intermediate accounting at PSU when the students had a significant gap between taking their principles of accounting courses at PCC and starting intermediate accounting at PSU. The course has been in existence for two years and has included 71 students. While the class was intended for transfer students, accounting degree and certificate students also complete it to reinforce their understanding of accounting concepts.

We are now working with PCC Institutional Effectiveness and the PSU School of Business to evaluate our students who took BA 281 and how they performed in the first term of PSU's intermediate accounting compared to students who did not complete this review course.

In the event publicly sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

- Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
- Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
- Trend Analysis** (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)
- Objective Scoring** (e.g., Scantron-scored examinations)
- Other** – briefly describe: Please see explanation in 2A.

2C. Type of assessment (select one per column)

- | | |
|--|--|
| <input type="checkbox"/> Quantitative | <input type="checkbox"/> Direct Assessment |
| <input type="checkbox"/> Qualitative | <input checked="" type="checkbox"/> Indirect Assessment |

If you selected 'Indirect Assessment', please share your rationale: Please see explanation in 2A.

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Note that the **use of a numerical rubric is considered quantitative analysis**, even if the artifacts under consideration are not based on quantitative calculations (e.g. an essay scored by a rubric counts as quantitative in the context of assessment).

Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring

criteria/instruments used in this project:

- Committee or subcommittee of the SAC collaborated in its creation
- Standardized assessment
- Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
- Theoretical model (e.g., Bloom's Taxonomy)
- Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
- Aligned the benchmark with the Associate's Degree-level expectations of the Degree Qualifications Profile
- Aligned the benchmark to within-discipline post-requisite course(s)
- Aligned the benchmark to out-of-discipline post-requisite course(s)
- Other (briefly explain: Please see explanation in 2A)

2E. In which quarter will student artifacts (samples of student work) be collected? If student artifacts will be collected in more than one term, check all that apply.

- Fall** **Winter** **Spring** **Other** (e.g., if work is collected between terms)

2F. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is 'all students taking this course.'

All students completing BA 281 in the past two years who also subsequently completed the first term of intermediate accounting at Portland State University.

2G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

- To measure established outcomes and/or drive programmatic change**
- To participate in the Multi-State Collaborative for Learning Outcomes Assessment**
- Preliminary/Exploratory investigation**

If you selected 'Preliminary/Exploratory' (most often a 'pilot study'), briefly describe why you opted to do a pilot study, along with your rationale for selecting your sampling method:

2H. Which will you measure?

- the population** (all relevant students – e.g., all students enrolled in all currently-offered sections of the course)
- a sample** (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

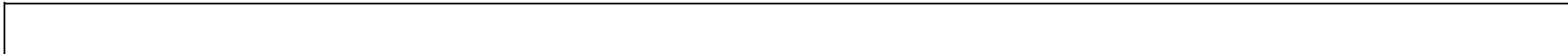
- Random Sample** (student work selected completely randomly from all relevant students)
- Systematic Sample** (student work selected through an arbitrary pattern, e.g., ‘start at student 7 on the roster and then select every 5th student following’; repeating this in all relevant course sections)
- Stratified Sample** (more complex, consult with an LAC coach if you need assistance)
- Cluster Sample** (students are selected randomly from meaningful, naturally-occurring groupings (e.g., SES, placement exam scores, etc.))
- Voluntary Response Sample** (students submit their work/responses through voluntary submission – e.g., via a survey)
- Opportunity/Convenience Sample** (only a few instructors are participating in a project taught via multiple sections, so, only those instructors’ students are included)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

2I. Briefly describe the procedure you will use to select your sample (**including a description of the procedures used to ensure student and instructor anonymity**).

2J. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: <http://www.raosoft.com/samplesize.html> (see screen shot below).

Start with the number of students you estimate will be enrolled in the course(s) from which you will draw the sample – that is your “population.” Enter the other numbers as indicated in the screenshot. The sample size calculator will tell you how many artifacts you need to collect. Enter that number below:



Sample size calculator

What margin of error can you accept? <small>5% is a common choice</small>	<input style="width: 30px;" type="text" value="10"/> %	<p><i>The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.</i></p> <p>Use 10% and 90% in these boxes.</p>
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	<input style="width: 30px;" type="text" value="90"/> %	<p><i>The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.</i></p> <p>Enter the total number of students currently enrolled in all sections of the courses you are assessing here.</p>
What is the population size? <small>If you don't know, use 20000</small>	<input style="width: 30px;" type="text" value="105"/>	<p><i>How many people are there to choose your random sample from? The sample size does not matter for populations larger than 20,000.</i></p>
What is the response distribution? <small>Leave this as 50%</small>	<input style="width: 30px;" type="text" value="50"/> %	<p><i>For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.</i></p> <p>Measure this many students.</p>
Your recommended sample size is	<div style="border: 2px solid red; padding: 2px; display: inline-block;">42</div>	<p><i>This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</i></p>

3. Project Mechanics

3A. Does your project utilize a rubric for scoring? Yes No

If 'No', proceed to section B. If 'Yes', complete the following:

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

Agreement – the percentage of raters giving each artifact the same/similar score in a norming session; ideally, that will be 75% agreement or greater.

If you are using agreement, describe your plan for plan for conducting the “norming” or “calibrating” session:

Consensus - all raters score **all** artifacts and reach agreement on each score

Consistency – raters’ scores are correlated: this captures relative standing of the performance ratings - but not precise agreement. Briefly describe your plan:

Notes: the agreement method is the most frequently used for assessment, but the **calculation of inter-rater reliability is also among the more challenging issues** within assessment as a whole. If your SAC is unfamiliar with norming procedures, contact your assessment coach, or if you don’t know who your coach is, contact LAC Vice Chair [Chris Brooks](#) to arrange for coaching help for your SAC’s norming session.

The consistency method is not generally recommended; see the help guide for details.

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the ‘benchmark.’

Yes

No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

If no, what is the purpose of this assessment? (For example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)

This assessment project will compared PSU course grades in intermedicate accounting between two bodies of students: PCC transfer students who have taken BA 281 and those who haven't.

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove student-identifying information (and, when possible remove instructor-identifying information).

Please share your process for ensuring that all identifying information has been removed.

The project is being done through institutional effectiveness and will follow proper procedures. While BA 281 is taught by only one instructor, the course is actually a structured online review program and therefore is not affected by individual instructor methods. The instructor's role is to orient the students to the program and help them when needed.

3D. Will you be coding your data/artifacts in order to compare student sub-groups? Yes No

If yes, select one of the boxes below:

student's total earned hours previous coursework completed ethnicity other

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for):

This assessment project will compared PSU course grades in intermedicate accounting between two bodies of students: PCC transfer students who have taken BA 281 and those who haven't.

3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater reliability. If you feel only one rater is feasible for your SAC, please consult with an LAC coach prior to submitting your plan/conducting your assessment.

Who will be assessing student work for this project? Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Program Advisory Board Members
- Non-PCC Faculty
- External Supervisors
- Other: PSU intermediate accounting instructors.

End of Planning Section – Complete the remainder of this report after your assessment project is complete.

Beginning of End-of-Year Reporting Section – complete the following sections after your assessment project is complete.

4. Changes to the Assessment Plan

Were there changes to your project since you submitted the planning section of this report? Yes No

If so, note the changes below:

We did test the effectiveness of BA 281 but we also had additional conversations with the Portland State University School of Business about barriers to success faced by our transfer students. As the result of these conversations, we have and are taking measures to reduce these barriers. These results are also discussed below.

5. Narrative

Broadly, what did your SAC learn from the assessment of the core outcome under consideration this year?

The statistical evaluation (see attached) of the effectiveness of our BA 281 course demonstrated that our students receive 13% higher intermediate accounting grades at PSU than students who didn't complete an accounting skills review course at PCC or PSU. We feel this result reflects the value of the BA 281 course for both our transfer and CTE accounting students.

The statistical analysis also revealed that students who took BA 211, 212 and 213 accounting courses at PCC had 1.6% higher intermediate accounting grades at PSU than students who took the 211-213 series at PSU.

Our subsequent conversations with PSU accounting faculty and advisors also revealed that our transfer students are still struggling with using Excel, completing case studies and are missing accounting professional development opportunities that are occurring at PSU during the sophomore year. These findings led to the following actions:

- 1. Accounting and CAS faculty will be meeting to discuss revised content for beginning and intermediate Excel courses. This would positively impact both transfer and CTE students.*
- 2. A business law instructor is currently working on an assessment project for next year involving case studies and critical thinking. This would also impact both transfer and CTE students.*
- 3. Twice a year, we are working with Institutional Effectiveness to identify high-performing students from our 211-213 accounting series and send these students a letter (see attached) to encourage them to consider a career in accounting. This letter gives them contacts for advising at PCC and PSU and descriptions of professional development opportunities at PSU available to them before transferring. We hope this letter will also inspire our CTE students to consider transfer opportunities.*

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 100% of population evaluated. The sizes of the population varied. Please see attached summary.

(If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.)

How many students did you actually assess in this project? Please see previous comment.

Did you use a recommended sample size (see the [Sample Size Calculator](#) linked to in section 2J)? Yes No

If you did not use a recommended sample size in your assessment, briefly explain why:

6B. Did your project utilize a rubric for scoring? Yes No

If 'No', proceed to section C. If 'Yes', complete the following:

How was inter-rater reliability assured? (If help is needed calculating inter-rater reliability, please contact your SAC's LAC coach.)

- Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
- Consensus** - all raters score all artifacts and reach agreement on each score
- Consistency** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
- Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

6C. Brief Summary of Benchmark Achievement (frequencies and/or averages)

1. If you used frequencies of benchmark achievement, report those here. For example, "46 students attained or

exceeded the benchmark level in written communication and 15 did not.” If necessary, provide detailed results in an appendix.

2. If you used percentages of the total to identify the degree of benchmark attainment in this project, report those here. For example, “75% of 61 students attained or exceeded the benchmark level over-all in written communication.”

The statistical evaluation (see attached) of the effectiveness of our BA 281 course demonstrated that our students receive 13% higher intermediate accounting grades at PSU than students who didn't complete an accounting skills review course at PCC or PSU. We feel this result reflects the value of the BA 281 course for both our transfer and CTE accounting students.

The statistical analysis also revealed that students who took BA 211, 212 and 213 accounting courses at PCC had 1.6% higher intermediate accounting grades at PSU than students who took the 211-213 series at PSU.

6D. If possible, attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document. Appendix attached? **Yes** **No**

6E. Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? **Yes** **No**

If you answered ‘Yes,’ briefly describe the changes to improve student learning below. If you answered ‘No’, detail why no changes are called for.

We are satisfied with the results of the analysis of the effectiveness of our BA 281 course, but our subsequent conversations with the PSU accounting faculty and advisors lead to the following changes:

1. Accounting and CAS faculty will be meeting to discuss revised content for beginning and intermediate Excel courses.
2. A business law instructor is currently working on an assessment project for next year involving case studies and critical thinking.

3. Twice a year, we are working with Institutional Effectiveness to identify high-performing students from our 211-213 accounting series and send these students a letter (see attached) to encourage them to consider a career in accounting. This letter gives them contacts for advising at PCC and PSU and descriptions of professional development opportunities at PSU available to them before transferring.

If you are planning changes, when will these changes be fully implemented?

Excel changes depend on CAS timeline, case-study assessment will happen next winter and will guide further actions, and we started sending out letters to high-performing accounting students winter term 2017.

6F. *Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.)* Yes No

7. SAC Response to the Assessment Project Results

7A. *Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:*

Tools (rubrics, test items, questionnaires, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix completely inadequate/failure

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

N/A

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

N/A

8. Follow-Up Plan

8A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? (select all that apply)

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> email | <input type="checkbox"/> phone call | <input type="checkbox"/> workshop |
| <input type="checkbox"/> campus mail | <input checked="" type="checkbox"/> face-to-face meeting | <input type="checkbox"/> other |
| <input type="checkbox"/> no changes to share | | |

If 'other,' please describe briefly below.

8B. Is further collaboration/training required to properly implement the identified changes? Yes No

If 'Yes,' briefly detail your plan/schedule below.

8C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

- | | |
|---|---|
| <input type="checkbox"/> follow-up project in next year's annual report | <input type="checkbox"/> on-going informal assessment |
| <input checked="" type="checkbox"/> in a future assessment project | <input type="checkbox"/> other |

If 'other,' please describe briefly below.

8D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.