

CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** of the degree and/or certificate outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for both assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to learningassessment@pcc.edu.

SAC Assessment Contact(s):

<i>Name</i>	<i>e-mail</i>
Heather Griffo	Heather.Griffo@pcc.edu

1. Which SAC do you represent?

Business

2. Which outcome is reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

Outcome: Analyze Market Situations and Evaluate Possible Marketing Solutions in the Context of a Business Setting
Degree: AAS-Marketing
Certificate: Marketing One Year Certificate

3. Please share **how** this outcome was assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.

A rubric was developed to assess student achievement for each of the seven outcomes in the marketing degree. Each rubric was developed by a team of instructors who teach in the marketing program.

The rubric for Degree Outcome 2 has been attached as an appendix to the assessment report. The rubric assesses student performance in the following areas:

- Market Research
- Competitive Analysis
- Market Segmentation
- Target Market Identification
- Marketing Analysis Critique

Two artifacts were used to assess student performance against the degree outcome – a midterm paper and presentation and a marketing critique case study. Students worked in teams on the midterm paper and presentation and were assessed as a team. Students worked individually on the marketing critique case study. Details on the artifacts are as follows:

- **Midterm Paper and Presentation** – Student teams completed a paper and delivered a presentation at the midpoint of the term. This assignment required students to detail their competitive analysis, market research, market segmentation, and target market for the assigned project.
- **Marketing Critique Case Study** – Students were given a marketing plan to review and critique. Students provided their analysis on the effectiveness of the market research, competitive analysis, market segmentation, and target market in the plan.

Each of the co-instructors scored both student artifacts and worked together to develop consensus on final student scores on both artifacts. Students were scored on a 0-3 point rubric as defined in the table below:

Rubric Score	Level of Mastery
3	Well Developed
2	Developing
1	Emerging
0	Undeveloped

A score for each skill being assessed was developed by averaging the performance of the students/teams. Individual student/team data and attempts have been preserved and was used to develop conclusions.

4. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined.

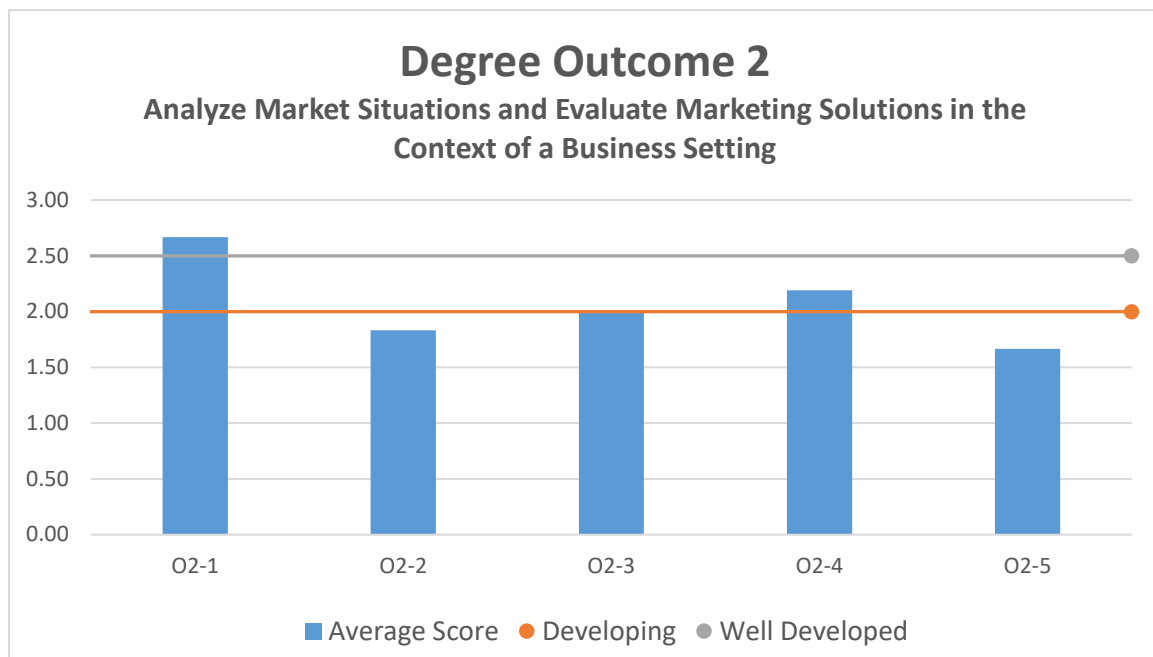
This is the first time this outcome has been assessed at the detail level and we have not established benchmarks. Using our rubric scores and our level of mastery, we looked at the following ranges:

Rubric Range	Level of Mastery
Less than 2.0	Emerging
2.0 to 2.4	Developing
Above 2.4	Well Developed

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

Aggregate student results are depicted in the chart below. The results are as follows:

- Students exceeded the well-developed level for the market research outcome.
- Students met the developing level for market segmentation and the ability to critique marketing analysis.
- Students performed at the emerging level for competitive analysis and target market identification.



Individual results are summarized in the following table:

Outcome	Emerging	Developing	Well Developed
Market Research (O2-1)			3/3 Teams
Competitive Analysis (O2-2)	1/3 Teams	1/3 Teams	1/3 Teams
Market Segmentation (O2-3)	1/3 Teams	1/3 Teams	1/3 Teams
Marketing Analysis Critique (O2-4)	3/13 Students	4/13 Students	6/13 Students
Target Market Identification (O2-5)	2/3 Teams		1/3 Teams

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? Were there any surprises? Do the data make sense? How do the data relate to student learning?)

Key Findings:

- **Market Research:** It is not surprising that students perform best on market research given that research skills are reinforced in both business courses and general education courses.
- **Competitive Analysis:** While all teams knew they need to conduct competitive analysis, their level of execution varied. Teams that struggled with competitive analysis either did not analyze the correct set of competitors or focused on features that were not the most important features for their target market.
- **Market Segmentation:** All teams attempted to segment the market for the assigned product. Students understand the concept of market segmentation but want to skip the steps in the process as they perform segmentation and move directly to identifying their selected target.
- **Critique:** Overall students are able to critique market analysis in a marketing plan. Two of the three students that performed at the emerging level were outliers in their effort and approach to the course. The performance of the remaining students is more indicative of student progress on this outcome.
- **Target Market Identification:** All teams can identify a target market. Two of the teams struggled to describe the target market and consider where they can be reached and whether they are responsive.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made to improve teaching and/or learning?

Faculty that teach marketing courses should develop best practices for teaching competitive analysis, market segmentation, and target market identification. These best practices should be incorporated into all of the marketing courses:

- Principles of Marketing
- Social Media Marketing
- International Marketing
- Product Management and Branding

8. What changes do you plan to make to your assessment of this outcome in the future?

A review of the rubrics used for the marketing capstone course will be conducted to ensure they reflect current industry practices and employer expectations.

Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

While all of the marketing degree outcomes are assessed each year in our capstone course, this is the first time this outcome has been assessed as the focal outcome.

To help us understand your SAC's overall processes, please complete these additional questions.

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Currently, our assessment is completed by the full-time faculty that co-teach our Marketing Capstone course.

Integrating part-time faculty into this process is complicated due to the following:

- Workload - a number of assignments over the course of the term are factored into the assessment
- Firm/Industry Knowledge - for the main project, it would be difficult for someone without knowledge of the firm/industry to evaluate student performance
- Compensation – due to the compensation structure for co-taught courses, part-time faculty would not be adequately compensated to teach this course

2. How do you plan to share this information with all members of your SAC?

Marketing assessment results are shared at the In Service SAC meeting.

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3. Are there any areas that you might want help with from your CTE coach? Please let us know.

Not that we are currently aware of.

4. Is there anything else you would like to share with us? Please let us know.

The rubric used to measure this outcome is attached here.



AAS-Mktg Degree
Outcome 2.docx

Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!