

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

Upon completing the form, please e-mail it to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu).

*The text boxes will expand to accommodate as much text as you wish to provide.*

SAC Assessment Contact (s):

<i>Name</i>	<i>e-mail</i>
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### 1. What SAC do you represent?

Business Administration

2. Before reporting on this year's assessment, please briefly reflect on last year's project. On the last page of the Learning Assessment Peer Review Feedback from summer 2019, the peer evaluators created a custom question or two for your SAC. Please cut and paste that question in the box below, and add your SAC's response to the question(s). In future years, the custom question will be embedded in the annual program review update.

*As part of accreditation requirements with the NWCCU, we are responsible for assessing all program outcomes. What are your plans for completing the assessment work that was scheduled for completion this year? All of the outcomes for the AAS-Mktg degree are assessed every year in the Marketing Capstone course. The results for the outcomes that are not the focal outcome for the year are summarized and reported to the BA SAC on an annual basis.*

3. Which outcome is reported here for 2019-20? (Please provide the text of the focal outcome, and the degrees/certificates to which it applies.)

Outcome: Work Effectively in a Team or Group Setting

Degree: AAS-Marketing

Certificate: Marketing One Year Certificate

4. Please share how this outcome was assessed, to help us understand your process for assessment. Please include information about your benchmark (the score that indicates successful attainment of the outcome) and how it was determined. For example, if your benchmark is set at 2, what does that mean?

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

- Ability to establish an effective team work schedule
- Ability to develop a team communication plan
- Ability to establish team norms, manage conflict, and effectively manage time
- Ability to make a presentation with a team

Three artifacts were used to assess student performance against the degree outcome – team communication and work plans, a midterm paper and presentation, and a final paper and presentation. Given the nature of this outcome, students worked in teams on all three assignments and were assessed as a team. Details on the artifacts are as follows:

- **Communication and Work Plans** – Student teams developed communication plans and work plans for team projects they would be working on over the term. Students were expected to address work schedules, communication methods and timeliness, meeting cadence, and conflict management strategies.
- **Midterm Paper and Presentation** – Student teams completed a paper and delivered a presentation at the midpoint of the term.
- **Final Paper and Presentation** – Student teams completed a paper and delivered a presentation at the midpoint of the term.

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

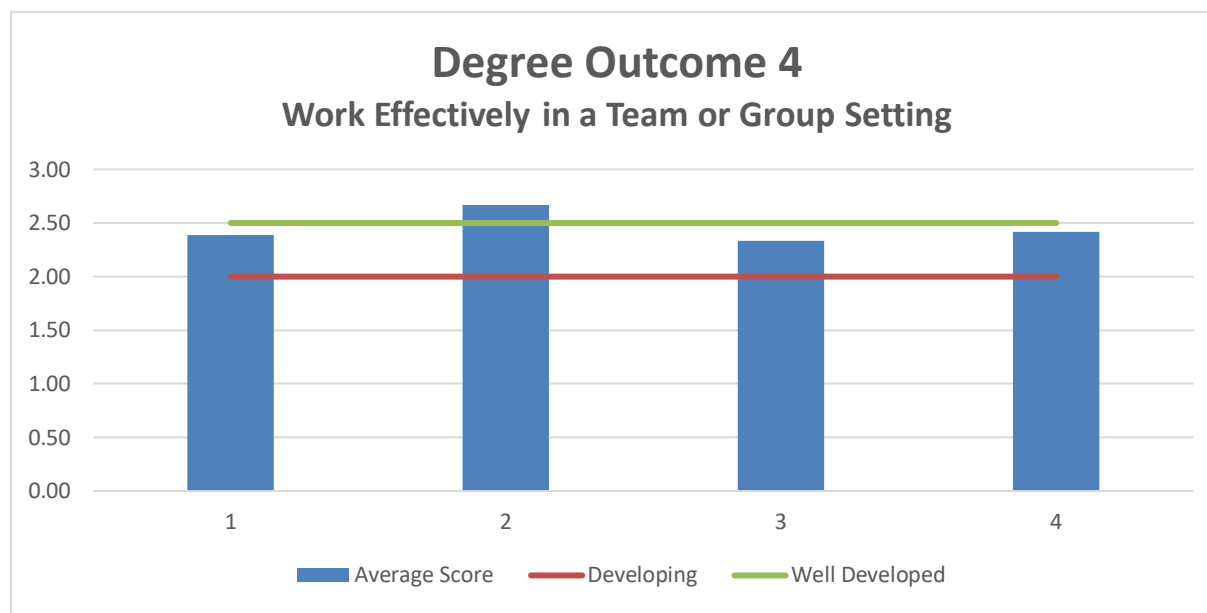
A score for each skill being assessed was developed by averaging the performance of the teams. Individual team data and attempts have been preserved and was used to develop conclusions.

The BA SAC has not approved a benchmark for successful attainment of the outcome. Thus far, we have looked for a range between 2-2.5 as a benchmark for students at this level.

5. Please provide data collected in the assessment of this outcome (including score distribution and percentage meeting benchmark). We understand that some SACs will need to present work that is not redacted when reporting to TSA. For this report, please do not include student G#,s, but do assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion. Include your principal data in the box below. Attach supplemental information or appendices when this form is turned in.

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

- Students exceeded the developing level for all four outcomes.
- Student exceeded the well-developed level for their ability to develop a communications plan.



Individual results are summarized in the following table:

<b>Outcome</b>	<b>Emerging</b>	<b>Developing</b>	<b>Well Developed</b>
Ability to establish an effective team work schedule (O4-1)	1/3 Teams		2/3 Teams
Ability to develop a team communication plan (O4-2)			3/3 Teams
Ability to establish team norms, manage conflict, and effectively manage time (O4-3)		1/3 Teams	2/3 Teams
Ability to make a presentation with a team (O4-4)		1/3 Teams	2/3 Teams

Two of the three teams were consistent in their demonstration of well-developed team skills while the third team performed at varying levels depending on the outcome being assessed.

6. Please discuss your overall findings regarding student learning. (Were there any surprises? Do data points make sense? How much confidence does the SAC have on these results? How does this information relate to student learning?)

Students in the Business Program are exposed to team projects and presentations in a variety of the required courses. As such, it's not surprising that most students are able to work effectively in a team. Being able to work in a team or group setting is a critical success factor for success in the workplace for our students. At some level, all organizational work is group work. This drives the emphasis on team work throughout the program both in course content and in team assignments.

In this course, the two groups with the more effective team skills had better results on the remaining elements of their team assignments while the team with the less developed team skills struggled with the remaining content and professionalism of their assignments.

While the scores of all teams averaged above the developing level of mastery on all four of the outcomes, the scores for all groups were lowest for establishing regular team meetings and managing time.

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? How will the SAC use the results to reassess this outcome in the future?

Results will be shared with the BA SAC to reinforce the importance of team assignments throughout the program. This will include a discussion on the fact that students can continue to improve in the areas of establishing regular team meetings and managing time. Since team skills are taught throughout the program, faculty can discuss best practices for teaching these skills.

Each AAS-Mktg degree outcome is assessed every year and trends are evaluated even when the outcome is not the focal outcome. Outcomes are evaluated periodically to ensure they are in line with current industry practices and expectations.

**If this is a Reassessment (that is, the outcome has been assessed before), please answer question 8; otherwise, write N/A and continue with question 9.**

8. 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?

N/A

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

9. 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

10. Has this information been shared with all members of your SAC?

Since the Marketing Capstone runs each year in the spring term, marketing assessment results are shared at the In Service SAC meeting in September.

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

We do not need any help from our CTE coach for the AAS-Mktg assessment.

12. If the project/assignment was assessed by more than one faculty member, how did the SAC ensure that all faculty or scorers were scoring in a consistent manner, also known as norming?

This course is team taught. Each faculty member individually scored all student artifacts using a common grading rubric. The two faculty members meet after the initial scoring and review the artifacts and come to consensus on the student scores.

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

The rubric used to assess this outcome is attached here.



AAS-Mktg Degree  
Outcome 4.docx

**Thank you for completing this report!**

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