

Subject Area Committee Name: Business Administration

Focal Outcome Being Assessed: AAS Degree Outcome 6: Utilize computer applications for appropriate marketing analysis, presentations and reports.

Contact Person:

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

This form is for the initial assessment of a focal 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 NRS)
- **File name:** SACInitials_ARF_2016 (Example: NRS_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 CTE. Available [here](#)).

1. Outcome Chosen for Focal Analysis

1A. *How does your field interpret the outcome you are assessing?*

The industry considers utilization of computer applications for appropriate marketing analysis, presentations and reports to be an essential entry-level skill set in the marketing discipline..

1B. *If the assessment project relates to any of the following, check all that apply:*

Degree/Certificate Outcome – if yes, include here: Utilize computer applications for appropriate marketing analysis, presentations and reports.

PCC Core Outcome – if yes, which one:

Course Outcome – if yes, which one: Present the outcome of a marketing plan using appropriate presentation tools and format

Exploratory Outcome – if yes, briefly describe:

2. Project Description

2A. *Assessment Context*

Check all the applicable items:

Course-based assessment.

Course names and number(s): Marketing Capstone - BA 289

Type of assessment (e.g., essay, exam, speech, project, etc.): Team marketing plan project that includes both a written plan and oral presentations

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

If yes, include the course outcome(s) from the relevant CCOG(s): For BA 289 itself, outcome #3 "Present the outcome of a marketing plan using appropriate presentation tools and format." directly aligns with the assessed outcome.

- 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.): **Group project including assessment of technology elements of the team plan and associated analysis, along with technology tools deployed in presenting the plan.**
- 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:
- TSA.** Please attach the relevant portions of the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
- Survey**
- Interview**
- Other.** Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe it:

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:

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

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

If you selected 'Indirect Assessment', please share your rationale:

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

<input type="checkbox"/> Aligned the benchmark to within-discipline post-requisite course(s) <input type="checkbox"/> Aligned the benchmark to out-of-discipline post-requisite course(s) <input type="checkbox"/> Other (briefly explain: _____)
<p>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.</p> <p> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Other (e.g., if work is collected between terms) </p>
<p>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.'</p> <p>All marketing AAS degree seekers (note: all AAS degree seekers must take this course)</p>
<p>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?</p> <p> <input checked="" type="checkbox"/> To measure established outcomes and/or drive programmatic change <input type="checkbox"/> To participate in the Multi-State Collaborative for Learning Outcomes Assessment <input type="checkbox"/> Preliminary/Exploratory investigation </p> <p>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:</p>
<p>2H. Which will you measure?</p> <p> <input checked="" type="checkbox"/> the population (all relevant students – e.g., all students enrolled in all currently-offered sections of the course) <input type="checkbox"/> a sample (a subset of students) </p> <p>If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):</p> <p> <input type="checkbox"/> Random Sample (student work selected completely randomly from all relevant students) <input type="checkbox"/> 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) </p>

- 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.**)

N/A

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:

N/A

Sample size calculator

What margin of error can you accept?
5% is a common choice

10 %

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. **Use 10% and 90% in these boxes.**

What confidence level do you need?
Typical choices are 90%, 95%, or 99%

90 %

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. **Enter the total number of students currently enrolled in all sections of the courses you are assessing here.**

What is the population size?
If you don't know, use 20000

105

How many people are there to choose your random sample from? The sample size doesn't matter for populations larger than 20,000.

What is the response distribution?
Leave this as 50%

50 %

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. **Measure this many students.**

Your recommended sample size is

42

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.

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 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.)

Currently, the competence of our students in meeting the degree outcomes is unknown. Each of the degree outcomes is measured using rubrics and converted to a percentage. It is felt that 75% achievement across the degree outcomes is a minimally acceptable benchmark and that 85% is a desired long-term target. While the first capstone ran in spring of 2016 generated scores for the outcomes, we feel that the spring 2017 capstone course will be better suited for establishing baseline scores for two primary reasons: 1) the capstone instructors are refining both structure and mechanics in response to experience teaching the first-ever capstone course in 2016; and 2) the population of students in the course will better reflect the ideal population since students are now completing the marketing degree under revisions that went into the catalog beginning fall 2015.

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.**

Course instructors collaboratively assess student work. No exposure of student or instructor information is contemplated outside the capstone environment.

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):

Capstone students are all admitted based on their status as being within two terms of completing their degree.

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 explain why:

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:

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

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

If so, summarize those changes below:

5. Narrative

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

For the most part, students are well developed in their ability to use technology to deliver professional presentations and do well to interact with technology as they deliver presentations. Students are developing their proficiency to use charts, tables, and illustrations to inform their audience. Students struggle to professionally integrate charts, tables and illustrations into written documents.

Student performance for this outcome was relatively consistent.

6. Results of the Analysis of Assessment Project Data

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 8
 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? 8

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? (Contact your LAC Coach if you would like help calculating this.)

- 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 Your Results

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.

While we did not establish benchmarks for this assessment, we observed the following - all teams met the 85% level for three skills - the ability to use technology in a presentation, the ability to use charts, tables, and illustrations, in a presentation, and the ability to develop presentation materials that meet professional standards. All teams exceeded the 75% level, but did not meet the 85% level for one skill - the ability to develop illustrations that are easy to understand and inform an audience. Neither team achieved the 75% level for one skill - the ability to use and integrate tables, illustrations, and graphs in written reports.

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."*

N/A

6D. *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.

Given that students struggle with the ability to integrate and use tables, illustrations, and graphs in written documents, the program should develop a standards for teaching the use of illustrations, graphical elements, and tables in professional documents. These should include identifying when a table, illustration, or graph should be used, selecting the correct format for the data, and professionally inserting it into the document. We also have an opportunity to partner with the CAS faculty on student abilities to professionally insert tables, charts, and illustrations into document and determine how we can collaborate to build student skills in both business and CAS courses.

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

We will be meeting with faculty in the fall with planned implementation for 2018-19 school year.

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).

We need to develop a method for assessing student ability to analyze and communicate marketing information using Excel.

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):

At this point, we don't plan any changes to the assessment tools. The rubrics have been developed for all of the outcomes for the AAS-Marketing Degree.

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 checked="" 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.

Collaboration will be required to develop standards for integrating tables, charts and illustrations into written documents. We will also be collaborating with the CAS faculty on opportunities to build student skills in the courses in that department that are required for the marketing degree.

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

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.

The development of the marketing capstone course and the ability to provide on-going assessment to inform instruction within the course has been fully supported by the BA SAC.