

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>
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1. Which SAC do you represent?

Management & Supervisory Development

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

Program Outcome #1: Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.

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.

Prior to assessment, the rubric was revised to include more descriptive indicators for the evaluator’s use and to better align with program outcome. SAC realized that by utilizing a rubric with descriptors would help the evaluators to be more consistent and less likely to have personal perceptions and assumptions impacting their rating results. In Spring 2019, MSD SAC collected artifacts from MSD 107 for the designated assignment (Appendix I) to assess program outcome #1.

Step 1: All student artifacts were numbered (names removed.) to ensure anonymity.

Step 2: A norming session between raters occurred reviewing the rubric and determining how consensus will be reached.

Step 3. A direct assessment was conducted using a rubric directly reflecting the program outcome in relationship to the course assignment designated for assessment.

Interrater reliability was at 100%. Raters independently rated each student artifact then compared results. Discussion took place over the disparity in those artifacts. Raters came to an agreement.

Below chart demonstrate the summary of student rating result, out of 25 enrolled students, 16 student completed the assignment and their artifacts were assessed from MSD 107 Organization & People course in Spring 2019.

Program Outcome Objective	Advanced Level 4	Mastery Level 3	Developing Level 2	Basic Level 1
Clearly identifies key supervisory and managerial skills by analyzing how these skills reflect workplace ethics, sustainability, and social	4	10	2	0

responsibility				
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- Advanced Level 4: Went the distance demonstrating knowledge and skills: Thoroughly applied key strategies in developing, motivating and leading teams in a diverse workplace. No errors
- Mastery Level of 3 = Substantial demonstration of knowledge and skills in applying key strategies in developing, motivating and leading teams in a diverse workplace. A few minor errors.
- Developing level 2: Student exhibited limited skill and knowledge: Marginally identified applied key strategies in developing, motivating and leading teams in a diverse workplace and had several errors in responding to defined measures identified in rubric. Major errors
- Static Level 1: No demonstration of knowledge and skills.

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

SAC determined and voted on the level of competency that would be effective in achieving the Program outcome. Students are to achieve at least level Mastery level 3. Meeting all criterion defined under this measure. We decided mastery level 3 meets required student learning attainment of all program outcomes.

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.

16 student artifacts were collected & reviewed, 88% of students reached the benchmark of Level 3 and above.

- 25% artifacts attained Advanced level 4
- 63 % artifacts attained Mastery level 3
- 13 % artifacts attained Developing level 2
- 0% artifacts attained Basic level 1

Program Outcome Objective	Advanced Level 4	Mastery Level 3	Developing Level 2	Basic Level 1
Clearly identifies key supervisory and managerial skills by analyzing how these skills reflect workplace ethics, sustainability, and social responsibility	4 25%	10 63%	2 13%	0

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?)

We learned that by providing clear instructions on the assignment with the key words from the rubric help students understand the expectation and quality of the work they need to meet. By aligning the rubric with program outcome provided more meaningful data to reflect student learning attainment.

One surprise occurred during the norming session was added value to the rating process by understanding each other's rating approach.

The raters found was by evaluating each artifacts separately and reviewing the areas where differences in scoring existed, the raters learn each other's different perspectives, coming to a more objective consensus on what actually demonstrated the skills pertaining to the rubric.

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?

Yes, SAC will consider a final project or paper to better reflect student attainment of the program outcome rather than rely on a specific assignment.

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

1. Design rubrics that for each certificate and degree required course to align with the program outcome. The result will provide a comprehensive picture of how students are attaining the program outcome.
2. We plan to include more courses to align with each program outcomes. We realize that one course per program outcome doesn't provide sufficient data on student learning attainment.

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?

No

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.

This project involved only Full-Time faculty since part time faculty were not available to participate due to schedule conflicts.. In the future we will plan to give part time faculty advance notification to encourage assessment participation.

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

We will share the result and the design of the rubric with our SAC via email and in our next SAC meeting in Fall 2019.

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

Our CTE coach was a great resource to help us complete the assessment project.

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

We recommend to have the peer review form available by the end of winter term for us to better understand the expectations of the LAC and peer reviewers.

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Thank you for completing this report!

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

Appendix I

MSD 107 Week 5 Leadership

Chapter 11 Assignment - Leadership, Ethics, and Social Responsibility (20 points)

1. Explain your understanding of the Transformational Leadership style - 3 points
2. Explanation with examples of how these skills reflect upon (A) professional ethics – 4 points, (B) sustainability – 4 points, and (C) social responsibility – 4 points
3. Use three references to the reading with quotes to support your thoughts - 3 points
4. Use one or more links to external articles and reference specific parts of the articles to support your thoughts - 2 points

Use this Format: four paragraphs (600 words)

My understanding of the Transformational Leadership style is..... (write an explanation) (use a reference)

(A) Here's how this style might/does make ethical decisions....(write an explanation with an example) (use a reference)

(B) Here's an example of how this style might/does help an organization incorporate sustainable practices for products, services and employee management....(write an explanation with an example) (use a reference)

(C) Here's an example of how this leadership style might/does help an organization act in a socially responsible manner as it delivers its products or services....(write an explanation with an example) (use a reference)

2018-2019 Assessment Rubric
MSD Program Outcome #1 aligned to AAS degree & ACERT1 Certificate

(Class assessed MSD 107: Organizations & People)

1st Program Outcome: Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.

Program Outcome Objective	Advanced: Level 4	Mastery: Level 3 Benchmark	Developing: Level 2	Static: Level 1
<p>Clearly identifies key supervisory and managerial skills by analyzing how these skills reflect workplace ethics, sustainability, and social responsibility.</p> <p><i>Key words: Managerial skills, techniques, global environment.</i></p>	<p>Thoroughly identified various managerial skills and offered a comprehensive analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.</p>	<p>Substantially identified various managerial skills and offered a general analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.</p>	<p>Marginally identified various managerial skills and offered a partial analysis how these skills reflect upon professional ethics, sustainability, and social responsibility</p>	<p>Does not attempt to meet objective.</p>
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2018-2019 Assessment Rubric

MSD Program Outcome #1 aligned to AAS degree & ACERT1 Certificate

(Class assessed MSD 107: Organizations & People)

Daphne's

1st Program Outcome: Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.

Program Outcome Objective	Advanced: Level 4	Mastery: Level 3 Benchmark	Developing: Level 2	Static: Level 1
<p>Clearly identifies key supervisory and managerial skills by analyzing how these skills reflect workplace ethics, sustainability, and social responsibility.</p> <p><i>Key words: Managerial skills, techniques, global environment.</i></p>	<p>Thoroughly identified various managerial skills and offered a comprehensive analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.</p>	<p>Substantially identified various managerial skills and offered a general analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.</p>	<p>Marginally identified various managerial skills and offered a partial analysis how these skills reflect upon professional ethics, sustainability, and social responsibility</p>	<p>Does not attempt to meet objective.</p>
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2018-2019 Assessment Rubric

MSD Program Outcome #1 aligned to AAS degree & ACERT1 Certificate

(Class assessed MSD 107: Organizations & People)

Sonia's

1st Program Outcome: Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.

Program Outcome Objective	Advanced: Level 4	Mastery: Level 3 Benchmark	Developing: Level 2	Static: Level 1
Clearly identifies key supervisory and managerial skills by analyzing how these skills reflect workplace ethics, sustainability, and social responsibility. <i>Key words: Managerial skills, techniques, global environment.</i>	Thoroughly identified various managerial skills and offered a comprehensive analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.	Substantially identified various managerial skills and offered a general analysis how these skills reflect upon professional ethics, sustainability, and social responsibility.	Marginally identified various managerial skills and offered a partial analysis how these skills reflect upon professional ethics, sustainability, and social responsibility	Does not attempt to meet objective.
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