

CTE Annual Assessment Report Template

This is a template. Please make a copy of this document, rename it with "[your SAC name] CTE Annual Assessment Report", delete these red instructions, and then fill out and submit as described below.

CTE Annual Assessment/Reassessment 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** or more of the degree and/or certificate outcomes that were 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 both first-round assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome). Note that questions marked with an asterisk* indicate that the accompanying [help document](#) includes information relevant to that question.

Submission checklist

Due by June 24, 2022:

- Full report
- Numerical results (disaggregated data or raw data) and data analysis as an appendix.

On completing the full report, please email it and attachments 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(s) is/are reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

Reassessment of Degree and Certificate Outcome
#2. Analyze and apply a broad range of problem-solving strategies in a creative and equitable

manner by examining biases to successfully resolve the conflict and foster collaborative work relationships across differences.

AAS-MSD: Management/Supervisory Development AAS Degree
ACERT1-MSD: Management/Supervisory Development One-Year Certificate

3. Please share **how** the outcome(s) were assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.*

For this re-assessment, a signature assignment, identified in the past assessment year 2019-2020 was used which incorporated specific language, methods, techniques, and strategies addressed in the course outcome. Faculty chose to modify the assignment for greater consistency between assignment and course outcome this year from the previous assessment year to improve student learning attainment from the 2019-2020 assessment results.

In Spring of 2022, SAC collected artifacts for MSD 105 (Fall term, 2021,) MSD 105 (Winter term (2022,)) and MSD 206 (Winter term, 2022) assessing #2 MSD Degree/Certificates Outcome.

(Refer to appendix: MSD Rubrics & Assignments)

Step 1: Our evaluation process required only remote access. We chose to create various files in Google Drive to include the corresponding rubric attached to a document containing assignment instructions along with student numbered artifacts (names were removed to ensure anonymity). All raters were sent this information a week in advance.

Step 2: A separate Zoom norming session between raters occurred reviewing the inter-reliability process and rubrics. Collectively, raters practiced rating one artifact, ensuring mutual understanding of the rating process and rater consistency.

Step 3. A direct assessment was conducted using the course rubric directly reflecting the program outcome designated for assessment. Each artifact was assessed by two raters.

Raters chose to assess artifacts independently over three Zoom sessions (one session per each of the 3 courses) to avoid any bias from the other rater. Once all scoring was completed, the raters shared results. If there were any disparities in scores, each rater was given an opportunity to discuss their reason immediately,

then both raters would re-read the artifact and collaborate to reach consensus.

Using this system, inter-rater reliability was at 100% for assessing all MSD 105 and MSD 206 artifacts.

4. Please include information about your benchmarks (the scores that indicate successful attainment of the outcome), and how they were determined.*

Benchmark: SAC discussed and voted on the level of competency determining Emerging 3. Student artifacts meeting all criteria defined under this measure, would be conducive in achieving required student learning attainment of all Degree and one-year Certificate outcomes.

Benchmark for completion: For this reassessment year, we also chose to revisit student completion rates. SAC set a completion rate benchmark % for designated assessed assignments at a minimum of 80%, factoring in the possibility not all students will complete the course assignments for various personal reasons. For most classes, students are encouraged to complete assignments, with the option to submit late work within an acceptable timeframe.

Term/Class	# of Completed Assignments	Student Course Completion #	Completion rate	
			2018-2019	2021-2222
Fall Term 2019, MSD 105	15	18	83%	
Fall Term 2021 MSD 105	11	15		73%
Winter Term 2020, MSD 105	12	18	66%	
Winter Term 2022, MSD 105	12	15		80%
Winter Term 2020, MSD 206	13	13	100%	
Winter Term 2022, MSD 206	9	10		90%
Fall Term 2019, MSD 117	13	24	54%	
Fall Term 2021, MSD 117	18	21		86%
Completion rate meeting benchmark of 80%			76%	82%

Overall, SAC has achieved our benchmark of 80% for student completion rate for 2021-2022 assessment year, except for MSD 105 Fall term. Please refer to Question #9 on improvements made MSD 105 Winter term increasing the completion rate to meet the benchmark.

- 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 and instructor identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

MSD 105: Workplace Communication Skills comparing from Fall 2019 with Fall 2021 results

CCOG Intended Outcome Identified and analyzed communication techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace

Assessment year	Mastery Level 4		Emerging Level 3 (benchmark)		Basic Level 2		Static Level 1		# student completion	
	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022
# of students	8	5	6	5	1	1	0	0	15 out of 18	11 out of 15
Percentage of students completed	53%	45%	40%	45%	7%	9%	0%	0%	83%	73%
# students reach benchmark	2019-2020— 14 or 93%		2021-2022 –10 or 91%							

MSD 105: Workplace Communication Skills comparing from Winter 2019 with Winter 2021 results

CCOG Intended Outcome Identified and analyzed communication techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace

Assessment year	Mastery Level 4		Emerging Level 3 (benchmark)		Basic Level 2		Static Level 1		# student completion	
	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022
# of students	10	11	2	0	0	1	0	0	12 out of 18	12 out of 15
Percentage of students completed	83%	92%	17%	0%	0%	8%	0%	0%	69%	80%
# students reach benchmark	2019-2020—12 or 100% 2021-2022 –11 or 92%									

MSD 105 Rubric criteria:

- **Mastery Level 4:** Thoroughly identified and analyzed techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.
- **Emerging Level 3:** Substantially identified and analyzed techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.
- **Basic Level 2:** Marginally identified and analyzed techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.
- **Static Level 1:** Does not attempt to meet objective.

MSD 206: The Troubled Employee; comparing Winter 2021 with Winter 2022 results *(This class is only offered once a year)*

CCOG Intended Outcome Explained strategies to assess, advise, listen to, and document the troubled employee to help him/her change counterproductive behaviors, as well as achieve company objectives.

Assessment year	Mastery Level 4		Emerging Level 3 (benchmark)		Basic Level 2		Static Level 1		# student completion	
	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022
# of students	7	7	4	2	2	0	0	0	13 out of 13	9 out of 10
Percentage of students completed	54%	78%	31%	22%	15%	0%	0%	0%	100%	90%
# students reach benchmark	2019-2020— 11 or 84%		2021-2022 –9 or 100%							

MSD 206 Rubric criteria:

- **Mastery Level 4:** Thoroughly explained strategies to assess, advise, listen, and document the troubled employee to help him/her change counterproductive behaviors, as well as achieve company objectives.
- **Emerging Level 3:** Substantially explained strategies to assess, advise, listen, and document the troubled employee to help him/her change counterproductive behaviors, as well as achieve company objectives.
- **Basic Level 2:** Marginally explained strategies to assess, advise, listen, and document the troubled employee to help him/her change counterproductive behaviors, as well as achieve company objectives.

(Refer to appendix: MSD Rubrics & Assignments)

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

Our goal was to assess final signature projects or papers to determine student attainment of the program outcome. For the 2020-2022 Assessment, Final projects for MSD 105 and MSD 206 were assessed reflecting a more comprehensive representation of student learning attainment of course outcome.

MSD 105 was used as a test course to determine if there was a verifiable difference between the Fall 2019 assignment versus the revised version offered Fall 2021 and Winter 2022. From the data we collected comparing the two there was an 83% improvement in student artifacts reaching Mastery Level 4.

Overall, we continue to see the value using signature assignments along with faculty collaboration in modifying assignments for greater clarification and providing different modalities students can choose from accommodating our diverse student population.

As a result, students continue to demonstrate an ability to apply various concepts, skills, and strategies in meeting course outcomes providing us with relevant data reflecting actual student learning attainment.

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

SAC plans to continue collaborating with faculty in selecting and modifying assignments, to better reflect our course outcome language, concepts, and skills.

Regarding the MSD assessment process, SAC does not plan to make any changes in 2022-2023. We feel confident this process provided realistic data on student learning attainment on outcomes.

The data from this assessment will continue to be used in future reassessments of this Degree and Certificate outcome, analyzing data for continuous improvement of diverse student learning attainment.

8. What changes do you plan to make to your teaching and/or your assessment of this outcome in the future?*

All MSD classes are all online, as such increasing student engagement between faculty and all students of diverse backgrounds, offering greater flexibility for students, and taking advantage of using media student feedback (examples: video discussion feedback, virtual Q & A sessions) are viable goals toward increasing student completion success and superseding our student learning attainment benchmarks.

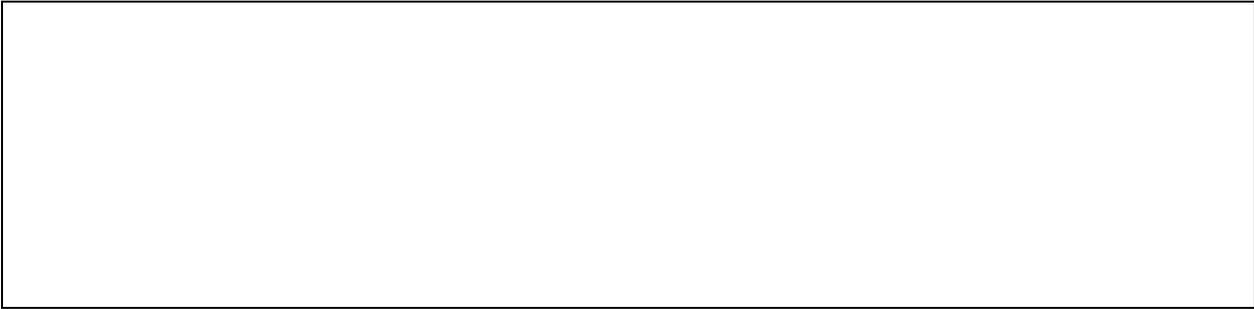
Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the SAC use the information from the initial assessment to inform the reassessment of the outcome (i.e. "closing the loop.")? How did the assessment methods and results compare with the prior assessment?

Comparing MSD assessment results from 2019-2021 and 2021-2022, we noticed data between the two assessment years were fairly consistent, and benchmark rates were high, superseding the 80% mark. Though we were surprised to see that Fall 2021 and Winter 2022 results dropped a very small percentage in reaching benchmarks even though faculty embedded a final project instructional video in the 6th week of class and edited the final project for better clarification of expectations, in Fall 2021. For Winter 2022 faculty reminded students, during various weeks, to watch the instructional video, provided greater access to due dates, which were added in the class "Announcements" D2L Homepage, in each weekly lesson and provided students options in creating their final projects in a PowerPoint presentation, short video, or write a paper. As such, the data reported an improvement in Mastery level 4 and completion rates for Winter 2022 in comparison to Fall 2021.

Improvement: Increasing faculty use of the various student engagement tools and techniques may increase student motivation and success in completing quality final projects.

Regarding MSD 206, comparison of Win. 2020 with Win. 2022, we were pleased to see an increase in student rates of mastery, and benchmark attainments in 2022 results. During 2022 the signature assignment was edited for greater clarification, a D2L Rubric was created, and students were given the option of using PP presentations or write a paper which seemed to produce higher results.



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

1a. 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.

Two PT and one FT faculty participated in assessing artifacts.

1b. How do you plan to share this information with all members of your SAC?

We will be sharing the results of this assessment at our next SAC meeting in Fall 2022.

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

Not at this time.

2b. Identify any barriers to participation in learning assessment within the SAC. Describe any external factors that got in the way of learning assessment this year -- for example, funding, time constraints, cancelled courses, faculty workload, etc.

There were no barriers regarding funding. There were no cancellations of courses scheduled for this re-assessment year.

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

Our raters did a fabulous job. One reason is they were experienced in the process, participating in past artifact assessments which was extremely beneficial. Though assessing artifacts in person rather than remote provides for immediate interaction and engagement, SAC was able to compensate, spending time on Zoom sessions discussing all issues due to working remotely that may arise during assessing artifacts and identifying solutions prior to implementing our process of assessing student artifacts. As such, assessors felt we were able to accomplish this task of collecting meaningful information and data on student learning attainment of our outcomes, in a remote setting.

Thank you for completing this report!

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