

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?

CIS

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

Communicate and problem solve effectively in teams and with others in developing information systems, project plans and to achieve common business or information technology goals.

ACERT1-CIS One-year Certificate; AAS-CIS

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.

Students work in teams of 4 to design, implement, test, and demonstrate a term-long, large software project using Agile software development methodology in our Capstone course, CIS 234A. The course is team-taught by two instructors who closely observe team interactions. At the end of the term, the instructors meet to assess Teamwork for each class participant, using the corresponding LEAP VALUE rubric (attached).

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

Our benchmark score is 2 or greater on each dimension of the Teamwork LEAP VALUE rubric. A score of 2 is recommended as an appropriate benchmark for 2-year degree seeking students by the AAC&U, and is the level that PCC will be using for our upcoming GenEd redesign.

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.

9 out of 12 students (75%) scored 2 or higher on each dimension of the Teamwork LEAP VALUE Rubric, with the exception of the "Responds to Conflict" dimension, which did not apply as the teams did not experience significant conflict during the term. 10/12 students (83.33%) scored an average of 2 or higher across all dimensions. Overall, students performed best on "Individual Contributions Outside of Team Meetings" (100% of students met the benchmark) and performed worst on "Contributes to Team Meetings" (75% of students met the benchmark).

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?)

The reported data reflect our observations in Fall, 2018 when the class was being taught face-to-face. We also attempted to assess teamwork during Spring, 2019 when the class was being taught online, but were unable to successfully do so. The reason is that in the online environment, teams tended to meet asynchronously online, and it was impossible for the instructors to fully observe the team dynamics in enough detail to apply the LEAP VALUE rubric. However, two full teams of students (8/24 students, or 33.33% of the class) in Spring, 2019 showed significant breakdowns in teamwork at some points during the term, and one of those teams in particular had major dysfunctions throughout the term (mostly due to

failure to communicate and collaborate as a team). The instructors believe that the class does not currently offer enough support for teamwork in the online environment, and the difficulty in directly observing team interactions contributes to this lack of support (in other words, it's easier to require interaction in the classroom, and it's easier to intervene when the instructors observe behavior that isn't contributing to team success).

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?

We believe that the class is working well in the face-to-face environment, but is not as successful in building and facilitating teamwork in the online environment. We will seek ways to improve our instructional process on this aspect of our online classes before we re-assess the outcome in 2020, and also look for ways for the instructors to more actively monitor team interactions in the online environment.

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

The LEAP VALUE rubric works well in the face-to-face environment, except for the "Responds to Conflict" dimension. This dimension requires conflict to exist before students can respond to it, and a 10 week class isn't long enough for significant conflicts to emerge for most teams. Therefore, most students don't have an opportunity to demonstrate mastery of this dimension of the rubric.

More significantly, it is difficult to apply the LEAP VALUE rubric in an online environment when teams are meeting asynchronously. While it was possible for the instructors to report high-level observations of teamwork, it was impossible to generate enough direct observation to score the individual dimensions of the rubric. We will need to either simplify the rubric for the online environment or increase the opportunities for direct observation, or both.

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

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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?

N/A

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.

We are assessing the Teamwork outcome in our Capstone course, which is co-taught by two full-time instructors. We have not, as yet, had any part-time faculty teach our capstone course. This is problematic for us, because the instructors for our Capstone course must be proficient in C# and Java, as well as Database and GUI design, and have experience with Agile Software development, and it has been hard for us to find PT faculty with this skillset. Since the assessment of teamwork requires direct observation of our students throughout the term, we have been unable to pull in outside scorers from our PT pool to help with the assessment of this outcome. However, we do understand the importance of having PT faculty involved in the assessment process, and have been using our PT faculty for the assessment of Oral Communication in our bi-annual reassessment of that outcome.

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

It will be discussed in the Fall SAC meeting.

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

Not at the moment, but I'll add that Susan Wilson has been an invaluable resource in helping our SAC begin to straighten out our TSA reporting requirements and our assessment process in general. Thanks, Susan!

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

I think it's great that the LAC has gotten rid of the point scores associated with the peer reviews. I'm looking forward to the peer reviewers' feedback, though!

Thank you for completing this report!

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