

**ASSESSMENT REPORT
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Fall 2011 – Summer 2012
(Assessment Period Covered)

June 18, 2012
(Date Report Submitted)

See definitions for each category in Assessment Process document

Choose one:			
Gen Ed Area (see definitions) _____	or	Program _____	Business Administration _____
AA/AS <input type="checkbox"/>		Certificate <input type="checkbox"/>	X <input type="checkbox"/>
AAS <input type="checkbox"/>		AA/AS <input type="checkbox"/>	<input type="checkbox"/>
		AAS <input type="checkbox"/>	<input type="checkbox"/>
Discipline Area (see definitions) _____			
Outcome(s) assessed:			
<ol style="list-style-type: none"> 1. Develop marketing strategies 2. <i>Evaluate and apply financial data for decision making (not being assessed in this cycle)</i> 3. Recognize and demonstrate effective teamwork skills 4. <i>Research and use data to effectively evaluate and solve business problems (not being assessed in this cycle)</i> 			
Classes/Cohort Assessed:			
BA2222, Principles of Marketing, Fall 2011 and Spring 2012 BA1131, Business Interpersonal Skills, Fall 2011 and Spring 2012			
Measurement tool(s):			

Marketing Plan Rubric for outcome 1

Team Evaluation Rubric for outcome 3

Type of tool (for each tool listed above, indicate type of tool):

Marketing Plan Rubric

Team Evaluation Rubric

Achievement Target (if more than one measurement tool, list target for each tool separately):

Marketing Plan: 80% scoring at least 80%

Team Evaluation Rubric: 80 scoring at least 80%

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Marketing Plan Data

**33 Student grades were collected in 2 sections of BA2222 over the Fall 2011 and Spring 2012 terms.
The following is the grading breakdown for the 33 students on the Marketing Plan Rubric:**

Possible Score	Number of Students	% of Sample
91-100	9	28%
81-90	16	48%
71-80	1	3%
61-70	4	12%
Below 61	3	9%

Team Evaluation Rubric Data

**244 student grades were collected in 10 sections of BA1131 over the Fall 2011 and Spring 2012 terms.
The following is the grading breakdown for the 244 students on the Team E valuation Rubric:**

Possible Score	Number of Students	% of Sample
91-100	123	51%
81-90	73	30%
71-80	22	9%
61-70	6	2%
Below 61	22	8%

Action Plan (close the loop):

MARKETING PLAN GRADING RUBRIC – **THE PERFECT PLAN!**

Student: _____

Class/Section: _____

- [] Is there a cover page and table of contents? (5 points)
- [] Are there page numbers, correct usage of grammar, spelling, etc.? (10 points)
- [] Have all six external environmental forces been adequately researched and defined? (20 points) – **support your writing with extensive secondary resources and references**
- [] Is the corporate review complete? (20 points) – **details about the company**
- [] Is the industry review complete? (20 points) – **extensive secondary research**
- [] Is the competitive analysis adequately researched and detailed? (25 points) – **5 competitors – primary research proof**
- [] Is the consumer analysis adequately researched and detailed? (25 points) – **25 surveys completed with analysis; questionnaire in appendix; excel spreadsheet in appendix.**
- [] Is the SWOT analysis adequately researched and detailed? (20 points) – **all four areas covered completely**
- [] Are marketing objectives offered? (5 points) – **numbers/sales/market share**

[] Are the marketing strategies well researched and detailed? (5 points) – **a strategy from the book is offered and explained fully for the business.**

[] Is the target market outlined? Segments? (5 points) – **demographics must be included**

[] Is a competitive advantage offered? (5 points) – **explain/compare to competition**

[] Has the product/service been positioned? (5 points) – **explain/compare to the competition**

[] Are the marketing mix objectives, strategies and tactics well researched and defined? (20 points) – **extensive details on all four Ps; Current AND suggested (be creative; think it through)**

[] Is the control and evaluation section complete? (10 points) – **how do you know the success is from your plan/suggestions? Tie it back / attribution.**

_____ **Total points** (200 possible points)

Team Evaluation Rubric

TEAM TOPIC _____ TEAM MEMBER BEING RATED _____ DATE: _____

OBJECTIVES	Beginning 0 -2 points	Developing 3 – 5 points	Accomplished 6- 8 points	Exemplary 9 -10 points	SCORE
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Participate in team meetings	<i>Was present for only a few in-class team meetings, and/or missed most outside class team meetings. During meetings does not contribute much to the discussion/planning.</i>	<i>Was present for most, in-class team meetings, and/or came to outside class team meetings but arrived late or left early. During meetings infrequently contributes to the discussion/planning</i>	<i>Was present for most or all team meetings. If cannot be present, contacts other team mates and provides any expected work to the team prior to the meeting. During meetings contributes to the discussion/planning.</i>	<i>Was present, prepared, and on time for all team meetings. During meetings takes an active role in discussion/planning. Takes on a leadership role when appropriate.</i>	
Accept responsibility for goals and volunteer	<i>Does not understand team goals. Does not volunteer for tasks, takes on only what the team assigns.</i>	<i>Basically understands the team goals. Volunteers for the minimum amount of the work, and/or agrees to take on the easy tasks.</i>	<i>Fully understands the team goals and suggests steps/tasks. Volunteers for tasks.</i>	<i>Fully understands the team goals, helps team to develop steps/tasks and timeline for completion. Volunteers for the more difficult tasks.</i>	
Research and gather information	<i>Does not collect any information that relates to team topic.</i>	<i>Collects very little information that relates to team topic.</i>	<i>Collects some basic information and most of it relates to team topic.</i>	<i>Collects a great deal of information that is all relevant to team topic.</i>	
Share information	<i>Does not share any information with team mates. Team is in the dark as to what this person is doing.</i>	<i>Shares a little information with team mates, but team mates do not really know what to expect from this person.</i>	<i>Shares basic information with team mates. Team generally knows what to expect.</i>	<i>Shares a great deal of information with team mates. Team knows exactly what to expect.</i>	
Contribute equally	<i>Always relies on others to do the work.</i>	<i>Rarely does the assigned work and often needs reminding.</i>	<i>Usually does the assigned work and rarely needs reminding. Might remind others.</i>	<i>Always does the assigned work and never needs reminding. Takes responsibility to remind others.</i>	
Interact smoothly with other team members	<i>Usually argues with team mates, or withdraws from team discussions.</i>	<i>Sometimes argues with team mates and/or sometimes withdraws from the team discussions.</i>	<i>Expresses views, offers ideas, listens to others, often seems to enjoy working with team mates</i>	<i>Expresses views, offers ideas, listens to others, enjoys working with team mates, and works to create team synergy. Demonstrates effort to build team trust.</i>	
Seek/listen to others' ideas	<i>Does not ask others' opinion/ideas and/or does not listen to others' opinions/ideas.</i>	<i>Sometimes asks others' opinions/idea, and/or sometimes listens to others' opinions/ ideas</i>	<i>Asks others' opinions/idea, and listens to others' opinions/ ideas</i>	<i>Asks others' opinions/idea, and listens to others' opinions/ ideas. Makes sure everyone's opinions/ideas are heard and valued.</i>	
Give and receive constructive	<i>Does not give feedback to team mates and/or reacts negatively to any</i>	<i>Gives some feedback to mates but it is not given in a constructive manner. Sometimes responds in a negative</i>	<i>Gives some constructive feedback and usually responds positively to</i>	<i>Consistently gives constructive feedback and always responds</i>	

feedback	<i>feedback he or she receives.</i>	<i>manner to received feedback</i>	<i>constructive feedback.</i>	<i>positively to any feedback received.</i>	
Make fair decisions	<i>Usually wants to have his or her own way.</i>	<i>Often sides with friends instead of considering all views.</i>	<i>Usually considers all views.</i>	<i>Always helps the team to reach a fair decision that helps the team reach its goals.</i>	
Become knowledgeable on the topic	<i>At the end of the project, still is not knowledgeable on team topic.</i>	<i>Is knowledgeable only about his or her own section of the project. Could not cover for team mates.</i>	<i>Has basic knowledge of the whole project. Could give an overview of any section of the project.</i>	<i>Has become an expert on the topic. Could cover for any team mate.</i>	

TOTAL POINTS	
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RATED BY:

Please complete a Participation Rating Sheet for each team member, including yourself. Use back of page for comments

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2011 – Summer 2012
 (Report Period)
 Scott Clapp/sclapp@cnm.edu/224-3896
 (Contact Person/email/phone)

10/12/2012
 (Date Report Submitted)

Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

<p>Gen Ed Area (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p>Program Business Administration</p> <p>Certificate <input checked="" type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p>Or Discipline Area (see definitions) _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): Fall 2011 – Spring 2012</p>		
<p>Action Plan (close the loop): Develop a new rubric for BA1131 to better measure teamwork. In Fall 2012 (and possibly Spring 2013) run a pilot program for a business plan assignment in at least two sections of BA 1101.</p>		

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ASSESEMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

<p>1 Plan Description This assessment plan measures the skills identified by the program as necessary for success of our students in the workplace. The measurement tools are an accurate reflection of a student’s learning outcomes identified by the plan.</p>

2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):

1	Develop marketing strategies
2	Evaluate and apply financial data for decision making
3	Recognize and demonstrate effective teamwork skills
4	Research and use data to effectively evaluate and solve business problems

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1	2012-2016	BA2222	Marketing Plan – BA2222; direct/internal
2	2013-15	ACCT 1210	Financial Analysis project; direct/internal
3	2012-16	BA1131	Team Project; direct/internal
4	2012-14	BA1101	Business Plan – BA1101; direct/internal