

Annual Report for Assessment of Outcomes
AAS Degrees Business Administration

1. The prerequisites (Reading 115, Writing 115, and Math 20) implemented fall 2010 for all BA courses are still required. The prerequisites continue to support the PCC core outcomes.

BA 213 faculty continues to use the project developed to measure the Critical Thinking core outcome in their classes.

BA 205 faculty continues to use the project developed to measure Communication and Professional Competence in their classes.

2. The cultural awareness core outcome was assessed spring term 2012.

Describe the method used: BA Faculty decided that the course BA 285 Human Relations/Organizations could be used to assess the Cultural Awareness core outcome as it is **mapped** to an AAS Marketing Degree outcome.

The AAS-Marketing Degree outcome states: Identify situations unique to the global environment and evaluate possible marketing solutions in the context of the business setting. The BA 285 course teaches cultural awareness and is a requirement for each of the BA AAS Degrees. It is also used for lower division transfer credit

BA Faculty developed a project/rubric to use as the assessment tool.

Spring 2012 two of five sections were chosen for our outcome assessment. A part-time faculty taught both sections. The part-time instructor contributed the project. The project was completed during the sixth week of term. The faculty graded the project and submitted the results.

The results have been analyzed and this report written by the June deadline.

Results: What did you learn?

We evaluated the project summary report. We found that overall 61% of our students exceeded expectations. We found that some students did not have the critical thinking/organizations skills to complete the task.

3. We found we need to explore other possible prerequisites for BA courses. We found we need to review "all" BA Degree outcomes to be sure that the PCC core outcomes are included. We also need to review wording of "all" degree outcomes to be able to map them to the core outcomes. We found we need to share the project with 'all' instructors teaching BA 285.

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Maria Chen was working as an education aide for a third grade class while taking a human relations course a night. She was especially intrigued by the chapter in her textbook on motivation, since she had a number of underachievers in her third grade class. She spent a couple of hours each day working with this small group of students. Working with them was frustrating, since nothing she did seemed to motivate them. Stacy sat like a stone all during their small group time. Jorge and Mike squirmed and giggled with each other while she worked with them. Ayako complained that everything was 'too hard!' Jamal just looked out the window, yawning in boredom. Recess was different story; they each had different routine. Stacy always wants to eat her lunch early, during morning recess. By lunchtime she was asking the other children for their throw-away food. Ayako clung to Maria's hand due the recess pleading with her to stay with her. Jorge and Mike tried hard almost every day to get into the soccer game with a big group of kids, but usually to no avail. Jamal showed off his skills at baseball, calling out the whole time, "Ms. Chen! Ms. Chen! Look at me! "This is so weird "thought Maria one day, "it's almost like the hierarchy of needs model. They all seem to want – well, that is, to need – something different. I wonder if Maslow could lead me to some motivational tools to use with the kids."

1. Is Maria right? Does it seem Stacy, Ayako, Jorge, Mike and Jamal are on different levels of Maslow's hierarchy of needs? On what level would you place them?
2. How can Maria use this theory to motivate the children in their school work?
3. Compare Maslow's needs model to McClelland's. Which of McClelland's needs seem to be important for each child?

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