Management/Supervisory Development CTE Program

2011 Report for Assessment of Degree Outcomes

This report addresses questions requested by the Portland Community College Learning Assessment Council. To ensure clarity, all MSD Program Responses are in dark blue.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

- **Developed and launched an MSD Groups page for all faculty to discuss various teaching, student, and learning issues.**
- **Added 3 core courses to the MSD AAS degree.**
- **Developed and received approval for two new courses (MSD 122A and MSD 123A)**

2. Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

I. DIRECT ASSESSMENT

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?)

  Forty two students from 11 3-credit classes ranging from entry level to more complex. Our program does not have a prescribed order for taking the courses.

- The nature of the assessment (written work, projects, quizzes)

  The Plans submitted in November 2010:

  1. Collect student artifacts: projects, papers, essays, exams, from Fall and Winter Term classes. Instructors will select 3 artifacts, graded high/medium/low and get written student permission to use their work for this assessment.
  2. MSD SAC will apply a rubric to assess what level of competency students are demonstrating in achieving the program outcomes via their artifacts.
  3. MSD SAC will modify the 2009-2010 student survey to incorporate all the MSD Program Outcomes. The survey will be via Survey Monkey. Target will be sent to all the program award recipients & graduates (2010). (In 2009 we sent 85 surveys).

  - **The Assessment looked at how MSD Courses are supporting student achievement of each of the 8 MSD Program Outcomes.**
  - **Each of the 11 courses were mapped to the particular program outcome(s) they support.**
  - **We collected 42 artifacts from 11 3-credit classes. These included quizzes, term projects, research papers, interview reports, and personal reflections.**
  - **Instructors were asked for end of term artifacts, but we used everything they collected.**
  - **Our assessment team developed an MSD Program Outcome Rubric for evaluating student artifacts against our Program Outcomes.** ***(rubric below)***

MSD Program Outcome Assessment Rubric

	Program Outcome	Objective	Mastery	Emerging	Static	N/A
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.	Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
2.	Innovate change as a change-leader to assist an organization in coping with a new, more challenging workplace by using an understanding of what causes change initiatives to fail and how to manage the human and technological challenges of change.	Identifies and implements key leadership strategies in coping with a more flexible and challenging workplace.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
3.	Strengthen organizational effectiveness by facilitating effective work relationships and resolving conflicts in a diverse workplace with skillful application of a broad range of communication skills.	Analyzes and demonstrates techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
4.	Build enterprise value by developing, leading, and motivating diverse teams to continuously improve processes in a rapidly changing marketplace.	Applies key strategies in developing, motivating, and leading teams in a diverse workplace.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
5.	Strengthen an organization by developing goals, objectives, and flexible plans to manage and monitor project scope, resources, time schedules, and budgets for dynamic projects in alignment with company goals.	Develops goals, objectives, and designs flexible plans to manage and monitor project scope, resources, time schedules, and budgets for projects in alignment with goals.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
6.	Respond to diverse customer needs in an increasingly global environment by applying problem solving skills with a variety of customer service strategies to identify, assess, predict, and achieve customer expectations.	Compares and contrasts past and present customer service initiatives in an increasingly global environment. Applies problem solving skills using a variety of strategies to identify and meet customer expectations.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
7.	Support the primary mission of an organization by using an understanding of the history, current practices, and legal aspects of human resources standards to make effective on-the-job supervisory and managerial decisions.	Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.
8.	Actively build skills by identifying, assessing, and taking advantage of learning opportunities that contribute to personal and professional growth in a supervisory or managerial role.	Identifies and assesses learning opportunities that contribute to personal and professional growth in a supervisory or managerial role.	Clearly meets objective & goals. Goes the distance with detailed responses.	Presents some elements, however some aspects are incorrect or missing key details.	Does not attempt to meet objective.	Not enough information on assigned objectives.

- How was the assessment evaluated?

  - **Three faculty members read each of the 42 artifacts, completing a rubric for each of the related Program Outcomes.**
  - **This resulted in many of the artifacts being rated quite a few times, depending on how many outcomes each course supports.**
  - **With 42 artifacts, the total number of reviews by three faculty was 471.**
  - **We reviewed the compiled results and drew conclusions about the process and the results.**

Results: what was learned from the direct assessment:

1. **43% achieved Mastery**
   24% achieved Emerging
   0% achieved Static (not enough information on assigned student objectives)
   33% were not-applicable (not enough information on assigned student objectives)

2. **Removing the N/A artifacts:**
   64% achieved Mastery
   36% achieved Emerging

3. **The final project/paper assignments tended to support the Program Outcomes to a great (Mastery) or to some (Emerging) degree.**

4. **The "static" category was disregarded, after initial attempts to assess the artifacts, due to lack of information on assignment objectives. It wasn't possible to determine if a student did not try do what was asked.**

5. **With 33% of the artifacts rejected as not-applicable for this assessment, it raised questions about alignment of our CCOGs to the Program Outcomes.**

6. **Due to a temporary shift in our student population base, there has been an increased percentage of unemployed students, resulting in an increased number of home projects which do not directly correlate to program outcomes. This is a trend for which we have no control over.**

7. **Additional questions were raised regarding alignment of individual course teaching/learning objectives to the Program Outcomes**

8. **Attempting to use the rubric to measure achievement of the Program Outcomes raised questions about just how measurable the Program Outcomes are.**

MSD Outcome Assessment 2011

Program Outcome	Artifacts Reviewed	# Reviews	Mastery		Emerging		N/A *	
(Refer to Rubric pp)		*(3 reviewers)*	#	%	#	%	#	%
1	**34**	**102**	41	40.2%	29	28.4%	32	31.4%
2	**24**	**72**	29	40.3%	21	29.2%	22	30.5%
3	**30**	**90**	41	45.5%	25	27.8%	24	26.7%
4	**10**	**30**	17	56.7%	2	6.7%	11	36.6%
5	**3**	**9**	9	100.0%	0	0.0%	0	0.0%
6	**12**	**36**	13	36.1%	12	33.3%	11	30.6%
7	**15**	**45**	14	31.1%	5	11.1%	26	57.8%
8	**29**	**87**	38	43.7%	21	24.1%	28	32.2%
Overall	**157**	**471**	**202**	42.9%	**115**	24.4%	**154**	32.7%
Without * N/A		**317**	**202**	**63.7%**	**115**	**36.3%**		

*** N/A = parameters of artifacts did not reach the overall outcome.**
Artifacts that were class projects met the criteria of mastery or emerging.
Smaller assignments did not apply.
Not a teaching issue, simply the wrong artifacts for this assessment.

3. Identify any changes that should, as a result of this DIRECT assessment, be implemented towards improving students' attainment of outcomes.

Improvements to teaching for all Program Outcomes:

1. **Faculty are currently reviewing the CCOGs for their classes to identify gaps in class delivery and student performance.**

2. **SAC will rewrite those CCOGs which need immediate alignment with Program Outcomes.**

3. **The SAC will examine strategies to assist faculty in closing gaps between class core outcomes and actual class delivery and student performance. These include forming a subcommittee to:**
    - **Reframe assessment artifacts expectations for the 2012 MSD Program Assessment.**
    - **Provide a sampling of rubrics for faculty to encourage student involvement in meeting class outcomes.**

Improvements to assessment process:

1. **Require faculty to provide more information on the actual assignments, rather than just the artifact. Often it wasn't clear what the assignment objectives were. This made it necessary to reject some of the artifacts as not-applicable. By doing this, we would increase the number of artifacts viable for the assessment.**
2. **Require faculty to submit comprehensive artifacts that cover a wide spectrum of class outcomes. Examples might be final projects, term papers, or final exams, rather than small, weekly type assignments.**
3. **Require assessment team to write more specific guidelines on the Rubric. Including a list of specific actions to look for with each Program Outcome. Also define a detailed measuring tool for Mastery, Emerging, and Static.**
4. **Require assessment of artifacts from a cross section of MSD Courses, including 1 credit classes, to fully evaluate each outcome.**

II. INDIRECT ASSESSMENT:

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?)

An electronic survey *(see at end of document)* was sent to 2010/2011 recipients of the MSD AAS Degree (24) and also to recipients of one or more MSD 18-hour Professional Program Awards (65). Seventeen students (19%) responded regarding their perspectives on their achievement of 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.

- **4 earned the AAS Degree**
- **1 earned the AAS Degree and a Professional Program Award**
- **4 earned the MSD Certificate (1 year)**
- **2 earned one Professional Program Award**
- **6 earned more than one Professional Program Awards**

- The nature of the INDIRECT assessment

The survey (developed with assistance from Institutional Effectiveness) asked 8 questions, 6 of which identified various components of the Program Outcome #1 (identified above).

- **The first question helped identify the status of each student in terms of degree, certificate, or PPA.**
- **The second question asked about changes in job responsibilities due to impact of MSD courses.**
- **The third question asked about preparedness for managing a diverse workforce.**
- **The fourth question asked about preparedness for dealing with rapid workplace change.**
- **The fifth question asked about preparedness for managing in a global business environment.**
- **The sixth question asked about preparedness to manage with professional standards and ethics.**
- **The seventh question asked about preparedness for managing with sustainability practices.**
- **The eighth question asked about preparedness for managing in a socially responsible manner.**

MSD Student Survey RESULTS
Outcome Assessment 2011

Student Responses	Q3 Diverse workforce	Q4 Rapid Change	Q5 Global Bus Env	Q6 Prof Standards Ethics	Q7 Sustainability Practices	Q8 Socially Responsible	Tot	%
Solid Skills	11 = 65%	10 = 59%	6 = 36%	9 = 53%	6 = 36%	11 = 65%	53	52%
Good Skills	3 = 18%	4 =24%	8 = 47%	5 = 30%	5 = 30%	2 = 12%	27	26%
Need confidence in skills	1 = 5%	3 = 17%	2 = 12%	2 = 12%	3 = 17%	2 = 12%	13	13%
Need work on skills	0	0	0	0	0	0	0	0
DK or N/A	2 = 12%	0	1 = 5%	1 =5%	3 = 17%	2 = 11%	9	9%
Total Responses	17	17	17	17	17	17	102	

- How was the assessment evaluated?

Student responses were compiled and percentages calculated. SAC will see the results in the Fall SAC Meeting.

Results: What did you learn?

Overall results:

I developed solid skills that make me feel confident:	**52%**	**78%**
I developed good skills that help my confidence:	**26%**	
I still need to develop confidence in my skills:	**13%**	
My skills need a lot of work:	**0%**	
I don't know or not applicable:	**9%**	

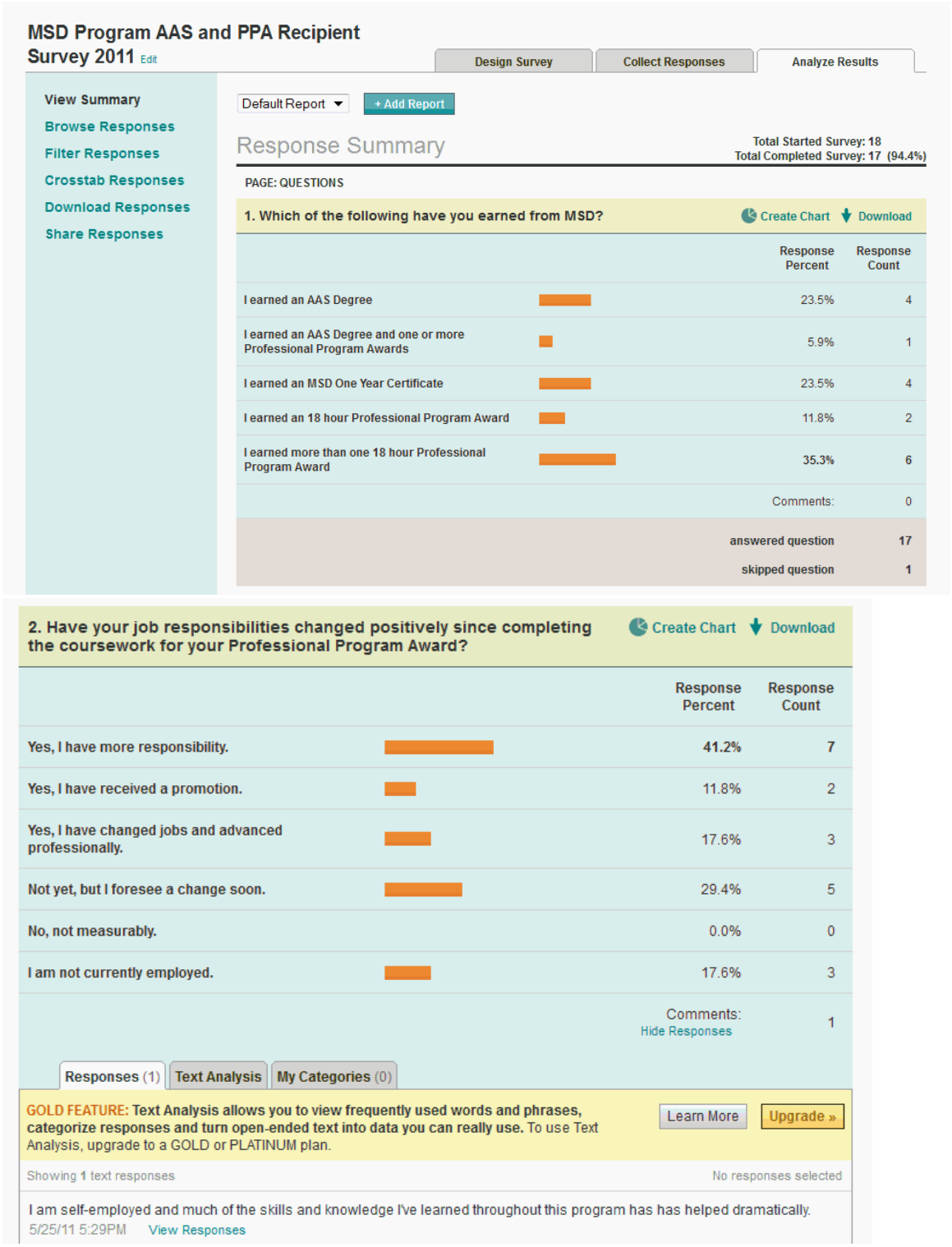
Students answer this survey on a voluntary basis.
While we don't know specifically what motivates a student to respond, the results and comments certainly indicate that the majority of the responders are happy with their MSD program experiences.

That being said, the results indicate that 78% of the students feel they developed skills that make them feel confident facing a number of managerial or supervisory challenges (as described in Outcome #1).

4. Identify any changes that should, as a result of this INDIRECT assessment, be implemented towards improving students' attainment of outcomes.

We plan to continue using surveys to ask students directly for their self assessment regarding the MSD Program Outcomes.
Plans for change:

1. **Identify more effective strategies for soliciting student responses.**
   - **Send the survey link individually throughout the year, as students earn their PPAs, prior to issuing the Professional Program Award confirmation, rather than sending all emails at the same time.**
   - **Ask MSD Advisor's to send the link to students who come in for graduation reviews.**
   - **Ask faculty to distribute the link during Spring term and to encourage students to complete the survey.**
2. **It would be useful to learn more about the 13% who feel they still need to develop confidence in their skills. This may be a reflection of the unemployed status of so many MSD Students.**
   - **Review survey results with SAC to brainstorm follow up actions.**
   - **SAC review instructional strategies to help students learn to transfer classroom learned skills into their future workplaces.**



MSD Program AAS and PPA Recipient Survey 2011 Edit

Design Survey | Collect Responses | Analyze Results

View Summary
Browse Responses
Filter Responses
Crosstab Responses
Download Responses
Share Responses

Default Report + Add Report

Response Summary

Total Started Survey: 18
Total Completed Survey: 17 (94.4%)

PAGE: QUESTIONS

1. Which of the following have you earned from MSD? Create Chart Download

	Response Percent	Response Count
I earned an AAS Degree	23.5%	4
I earned an AAS Degree and one or more Professional Program Awards	5.9%	1
I earned an MSD One Year Certificate	23.5%	4
I earned an 18 hour Professional Program Award	11.8%	2
I earned more than one 18 hour Professional Program Award	35.3%	6
Comments:		0
answered question		17
skipped question		1

2. Have your job responsibilities changed positively since completing the coursework for your Professional Program Award? Create Chart Download

	Response Percent	Response Count
Yes, I have more responsibility.	41.2%	7
Yes, I have received a promotion.	11.8%	2
Yes, I have changed jobs and advanced professionally.	17.6%	3
Not yet, but I foresee a change soon.	29.4%	5
No, not measurably.	0.0%	0
I am not currently employed.	17.6%	3
Comments: Hide Responses		1

Responses (1) | Text Analysis | My Categories (0)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a GOLD or PLATINUM plan. Learn More Upgrade »

Showing 1 text responses — No responses selected

I am self-employed and much of the skills and knowledge I've learned throughout this program has has helped dramatically.
5/25/11 5:29PM View Responses

3. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager of a diverse workforce? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	64.7%	11
I developed good skills that help my confidence.	17.6%	3
I still need to develop confidence in my skills.	5.9%	1
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	11.8%	2
Comments: Hide Responses		1

Responses (1) | Text Analysis | My Categories (0)

GOLD FEATURE: **Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use.** To use Text Analysis, upgrade to a GOLD or PLATINUM plan. Learn More Upgrade »

Showing 1 text responses — No responses selected

I have refused to take Algebra it's the only classes standing between me and my AAS but I don't want to know it. I think Business Math or another Accounting class would be more appropriate.
5/31/11 3:33AM View Responses

4. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager who needs to deal with rapid change in the work environment? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	58.8%	10
I developed good skills that help my confidence.	23.5%	4
I still need to develop confidence in my skills.	17.6%	3
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	0.0%	0
Comments: Hide Responses		1

Responses (1) | Text Analysis | My Categories (0)

GOLD FEATURE: **Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use.** To use Text Analysis, upgrade to a GOLD or PLATINUM plan. Learn More Upgrade »

Showing 1 text responses — No responses selected

Not only did this course help with understanding people in the work place. It has changed my perception about everything in my life. I look at the bigger picture more often.
5/26/11 8:50AM View Responses

5. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager in our increasingly global business environment? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	35.3%	6
I developed good skills that help my confidence.	**47.1%**	8
I still need to develop confidence in my skills.	11.8%	2
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	5.9%	1
Comments:		0
answered question		**17**
skipped question		**1**

6. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager in a way that reflects professional standards and ethics? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	**52.9%**	9
I developed good skills that help my confidence.	29.4%	5
I still need to develop confidence in my skills.	11.8%	2
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	5.9%	1
Comments:		0
answered question		**17**

7. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager with concern for sustainability practices? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	35.3%	6
I developed good skills that help my confidence.	29.4%	5
I still need to develop confidence in my skills.	17.6%	3
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	17.6%	3
Comments:		0
answered question		17
skipped question		1

8. How well did completing the MSD AAS degree or Professional Program Award prepare you to fulfill the duties of a supervisor or manager in a socially responsible manner? Create Chart Download

	Response Percent	Response Count
I developed solid skills that make me feel confident.	64.7%	11
I developed good skills that help my confidence.	11.8%	2
I still need to develop confidence in my skills.	11.8%	2
My skills need a lot of work.	0.0%	0
I don't know, or question is not applicable to me.	11.8%	2

Question 9: What else would you like us to know about your experience that might help us improve the MSD Program?

I was very fortunate to have found these courses in the MSD program. Although I'm not working right now (I'm on disability), I value the information that I was given and the experience of the instructors and I'm sure that I will put it all together one day soon.

I really enjoyed taking these MSD classes and the instructors. I have learned so much. I didn't even know how to log on to a computer when I started or turn one on for that matter. For the most part I received straight A's in all my classes.

The MSD Program is great just how it is! It has helped me immensely in the progression of my professional development here at PCC! Thank you!

I think that role playing should be a part of the program. It would be very challenging for the instructors to set-up unexpected scenarios that we have to respond to by creating our own dialogue and our own systematic response to a given situation. I think that "hands-on" conflict would be a good strategy to use in terms of teaching actual skills. I did take away a lot of valuable information, and I review my notes (regularly). Yet, at times, I struggle with deciding on the dialogue and the steps when I am in a spur-of-the-moment situation.

Taking the classes on-line are the only way I could have gotten as far as I have while I was working shift work. Thank you!

nothing at this time

The program is pretty good. having classes that are easier to take online and in evening hours would be good

I would the course MSD 122 to be online!

I enjoyed the Saturday classes and interacting with other managerial students.

Nothing

Having the course completely available on line made it possible for me to take the course.

Work a little more closely with other universities to make sure all of the credits carry over towards a bachelors degree.

Nothing else, thank you.

No need for improvement!

Great Program- I recommend it to anyone lookig for a direction in the job and education arenas.

I want to commend you on the quality of your programs. I took a masters prepared class at the same time that I took one of your classes and they had some of the same up-to-date, hot-off-the-press information. Amazing, in my opinion.