Management and Supervisory Development Department (MSD)
Portland Community College
2011–2012 Annual Report for Assessment of Degree Outcomes

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

During 2010-2012, MSD faculty revised and implemented a plan to assess student learning in accordance with all MSD program Outcomes and PCC Core outcomes. A baseline plan incorporated improvements documented in the 2011 Assessment Report to include:

A. Revision of:

- ❑ CCOGs for 6 MSD 3-credit core classes to create consistency in class outcomes and program outcomes. (6 out of 7 required 3-credit courses for MSD AAS Degree 2011-2012).

- ❑ The MSD program rubric as a measuring tool, connecting PCC core outcomes to MSD program outcomes.

- ❑ The student artifact collection process, ensuring all artifacts are relevant for assessment. (In the 2010-2011 Assessment we found 33% of the artifacts were not applicable to the rubric process we were using).

B. Assignments for MSD 101 and MSD 105 were modified during Fall 2011 to focus on specific class outcomes. These results were discussed in SAC. As a result, these modifications had a direct positive impact on the assessment process.

C. To create a greater awareness of all MSD course outcomes, faculty incorporated a discussion of the importance of course outcomes and their relationship to program outcomes into course introductions.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:
- ❑ Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks. How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.

Due to the results identified in the 2011 Program assessment, several modifications were made to the 2011 program rubric. A subcommittee was formed to redesign the rubric to address inconsistencies and concerns.

2011 Report concern: Attempting to use the rubric to measure achievement of the Program Outcomes raised a question about just how measurable the Program Outcomes are.

The 2011 Program rubric was revised to include measures along with student achievement. In 2010, faculty had aligned the PCC Program Outcomes with the PCC Core Outcomes. The consensus was to turn the PCC Core Outcomes into measures. (Refer to Appendix 2.)

Once the measures were identified, CCOG outcomes were matched to a Program Outcome. As a result, a specific rubric was designed for each of the 6 MSD classes, based on the course outcomes. The data from these course rubrics will provide us with a *baseline* (or benchmark) for 2013 improvements.

> # Core Outcomes → Standards → MSD Program Outcomes → Course Outcomes → Assignments

Example of 2011-2012 Revised Rubric (MSD 101)

Rubric for MSD 101: Principles of Management & Supervision

1st Program Outcome Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
Applied principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution.	☐ Critically evaluates the causes, consequences & solutions of environmental issues. **ENV** ☐ Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM** ☐ Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH** ☐ Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT** ☐ Creates a detailed, professional presentation or product to be presented in an academic, professional, or technical setting, to expand career opportunities. **PROF**	☐ Suggests a new unique solution to a current social &/or environmental issue. **ENV** ☐ Uses appropriate language with minimal errors. **COM** ☐ Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH** ☐ Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT** ☐ Creates a presentation or product missing a professional layout, yet has detailed objective information. **PROF**	☐ Identifies current social & environmental issues. **ENV** ☐ Briefly communicates thoughts & ideas. Major grammatical errors. **COM** ☐ Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH** ☐ Identifies one's own cultural perspectives, values & assumptions. **CULT** ☐ Creates a basic presentation or product. Some elements are missing or poorly designed. **PROF**	☐ Does not attempt to meet objective. ☐ Does not attempt to meet objective. ☐ Does not attempt to meet objective. ☐ Does not attempt to meet objective. ☐ Does not attempt to meet the objective

4th Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace.

CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.	☐ Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM** ☐ Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH** ☐ Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	☐ Uses appropriate language with minimal errors. **COM** ☐ Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH** ☐ Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	☐ Briefly communicates thoughts & ideas. Major grammatical errors. **COM** ☐ Identifies certain aspects of the problem & address their relationship to one another. **CRTH** ☐ Identifies one's own cultural perspectives, values & assumptions. **CULT**	☐ Does not attempt to meet objective. ☐ Does not attempt to meet objective. ☐ Does not try to meet objective.

❑ The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

2011 Report concern: With 33% of the artifacts rejected as not applicable for this assessment, it raised a question about alignment of our CCOGs to the Program Outcomes.

The subcommittee opted to re-write 5 of the 6 selected 3-credit, MSD core classes, updating the CCOG outcomes to more closely support the Program Outcomes. The 6 courses are in the MSD AAS Degree requirements. (One course was not included due to revisions that were not completed in time for the assessment).

1. The revised CCOGs were approved by SAC.
2. Artifacts were collected from the following approved classes.
3. The number of artifacts was determined by 2010-2011 class enrollment data.
4. The goal was to collect artifacts to represent a minimum of 5% per class.

Collecting Artifacts for 2011-2012 Assessment of MSD Program

Core MSD Classes	# of Instructors teaching this class	2011-2012 Class Enrollment	# of Artifacts collected per Instructor Fall term	# of Artifacts collected per Instructor Win. term	Total number of Artifacts	Total % of Artifacts
MSD 101	2 Instructors	183	2 2	2 2	8	4%
MSD 105	2 Instructors	182	2 2	2 5	11	6%
MSD 115	1 Instructor	55	2	2	4	7%
MSD 200	1 Instructor	52	2	2	4	8 %
MSD 222	1 Instructor	39	2	2	5	13%
MSD 279	1 Instructor	81	2	3	4	5%
TOTAL	8 Instructors	592	16	20	36	6%

❑   The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.)
     and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of
     mastery). Please give rationale for indirect assessments (direct assessments are preferable).

Direct Assessment:

Thirty-six artifacts from 6, 3-credit core classes were collected for assessment. These
included term projects, research papers, interview reports, case studies, and personal
reflections.

Faculty were asked to submit their assignment instructions with the artifacts to maximize
reviewer understanding of the expected student outcome(s) during the assessment process.
We hoped this would ensure all artifacts would be applicable for assessment ratings.

Indirect Assessment:

We made an attempt to survey MSD Program Graduates and recipients of MSD Certificates
and Professional Program Awards. The survey asks for student progress toward
accomplishment of Program Outcome #1. As of the date of this report, only 8 students have
responded. We plan to change the survey process in several ways over the course of 2012-
2012 but these changes require further SAC discussion.

❑   How you analyzed results, including steps taken to ensure that results are reliable (consistent from
     one evaluator to another.)

    1.   A rubric was developed for each of the 6 courses, mapping specific program
          outcomes to course outcomes.
    2.   Three faculty members read each artifact and completed the course rubric. To
          ensure objectivity, reviewers rated artifacts independent from one another, after
          doing a norming process.
    3.   With 36 artifacts, the total number of standards reviewed was 108. (See results of
          individual class rubrics, page 7-12.)

3.   Provide information about the results (i.e., what did you learn about how well students are meeting
      the outcomes)?
      ❑   If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any
           appropriate benchmarks.

     Assessment results in terms of student achievement

      a) Strongest results:
           Achievement of Program Outcome #3: Analyzes and demonstrates techniques
           in facilitating effective relationships focusing on resolving conflicts in a diverse
           workplace. 89% of the student artifacts met the outcome at some level. 21%
           achieved Mastery, 43% achieved Emerging, and 25% achieved Basic. 11% could
           not be assessed.

b) Achievement of Program Outcome #1: Enhance an organizations 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. 85% of the student artifacts met the outcome at some level. 18% achieved mastery, 36% achieved emerging, and 31% achieved basic. 18% of the artifacts could not be assessed.

c) Achievement of Program Outcome #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. 76% of the student artifacts met the outcome at some level. 29% achieved Mastery, 32% achieved Emerging, and 15% achieved Basic. 24% could not be assessed.

d) Over 61% of the artifacts achieved Mastery or Emerging for Program Outcomes #3, #5, and #8.

e) Over 50% of the artifacts achieved Mastery or Emerging for PCC Core Outcomes for Communication, Critical Thinking, Self Reflection, and Professional Development.

f) Similar to last year, we found ~32% of the artifacts could not be assessed using the standards designed for the specific course outcomes. Due to one of these possibilities:

1. Instructors did not design the assignments with these CCOG outcomes in mind.
2. Students did not attempt to meet the outcome(s).
3. We were attempting to assess artifacts that were not intended to meet all of the outcomes for the course (so an artifact might achieve mastery for one outcome, but not achieve any level for the other course outcomes).

MSD Assessment 2011-2012
OVERALL RESULTS FOR ACHIEVING MSD PROGRAM OUTCOMES

Program Outcome	Mastery	Emerging	Basic	Static
1	18%	36%	31%	18%
2	14%	33%	18%	35%
3	21%	43%	25%	11%
4	13%	30%	19%	38%
5	25%	41%	8%	26%
6	20%	27%	18%	35%
7	16%	21%	15%	48%
8	29%	32%	15%	24%

OVERALL RESULTS FOR ACHIEVING PCC CORE OUTCOMES

College Core Outcome	Mastery	Emerging	Basic	Static
Communication	35%	34%	8%	23%
Critical Thinking	16%	37%	22%	25%
Self Reflection	26%	32%	16%	26%
Professional Development	28%	26%	19%	27%
Culture	5%	23%	24%	48%
Environment	19%	28%	41%	12%

❏ Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning.   Please show those specific results.

Each of the 6, 3-credit course rubrics was analyzed according to the specific course outcome, the Program outcome and measures created from the PCC core outcomes. The results created a baseline for course improvement of curriculum and/or assignments to increase student learning of identified outcomes.

As a CTE program, we measured how overall we achieved Program Outcomes. (Refer to Appendix 1.)

PCC Core Outcomes:
❏ Communication: COM
❏ Critical Thinking: CRTH
❏ Self Reflection: SELFR
❏ Professional Development: PROF
❏ Culture: CULT
❏ Environment: ENV

Results of the MSD 101 Course Rubric

1st Program Outcome Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

CCOG Intended Outcome: Applied principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution.
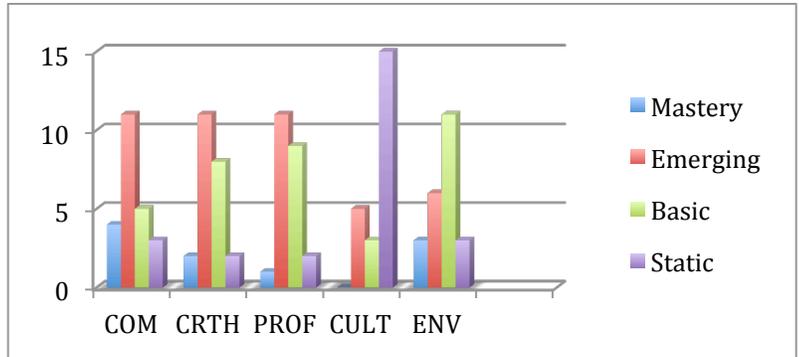
4th Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace.

CCOG Intended Outcome: Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.
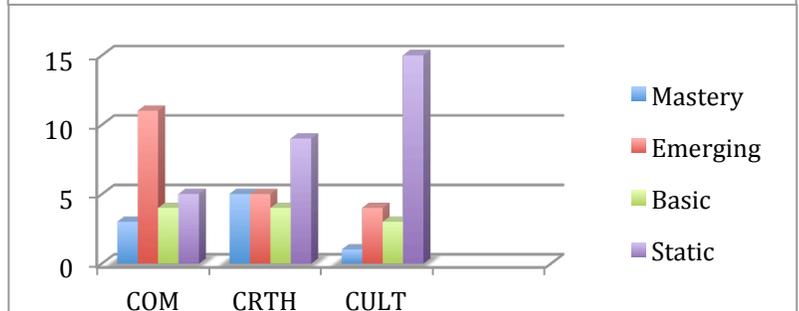
5th Program Outcome Objective: Develops goals, objectives, and plans that will enhance productivity, quality, and cost control.

CCOG Intended Outcome: Developed goals, objectives, and plans that will enhance productivity, quality and cost control.
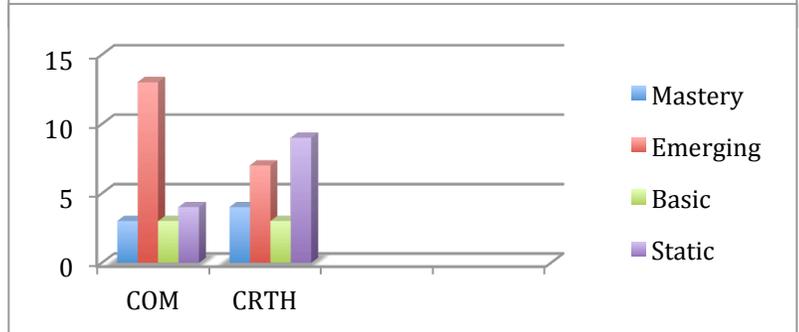
7th Program Outcome Objective: Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.

CCOG Intended Outcome: Applied an understanding of various supervision laws and policies in the current workplace.
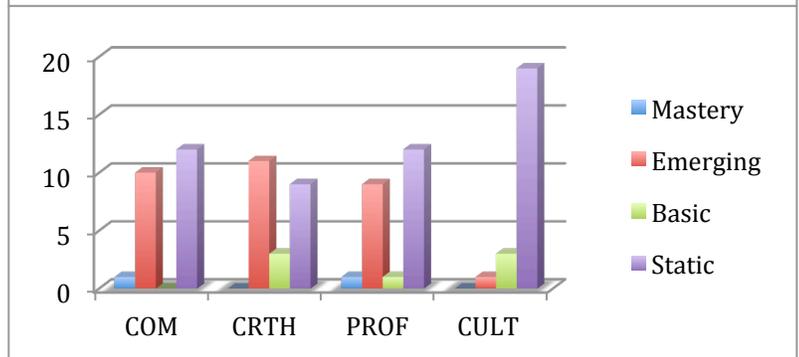
8th Program Outcome Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

CCOG Intended Outcome: Utilized skills in quality performance and supervision to enhance management career opportunities.
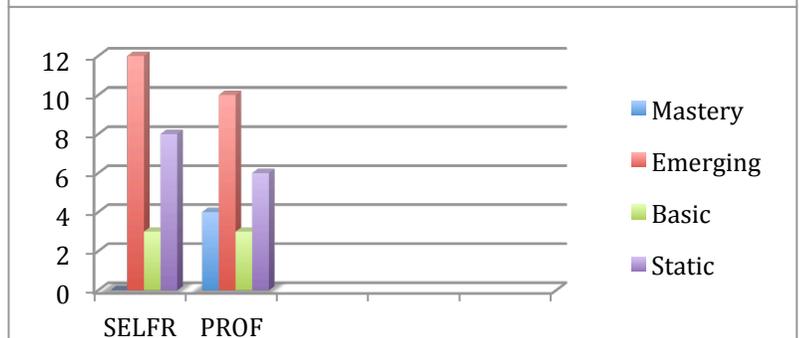
Results of the MSD 105 Course Rubric

2nd Program Outcome Objective: Identifies and implements key leadership strategies in coping with a more flexible and challenging workplace.

CCOG Intended Outcome: Analyzed the limits and benefits of using technology when participating in interpersonal interactions in the workplace and in social context.
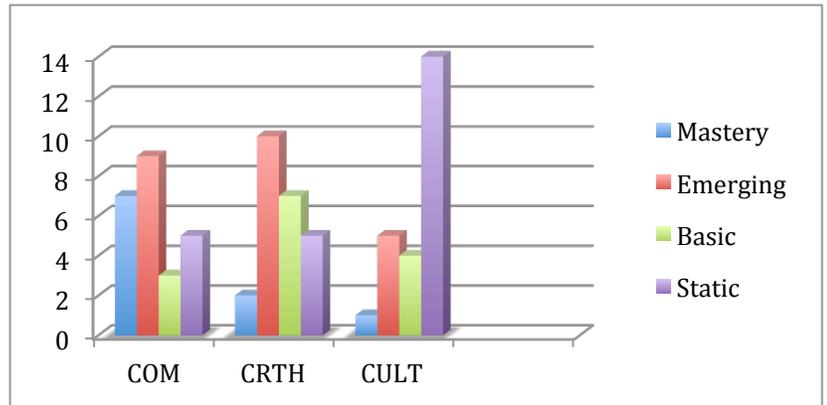
3rd Program Outcome Objective: Analyzes and demonstrates techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.

CCOG Intended Outcome: Implemented techniques in resolving conflicts utilizing a broad range of communication skills to effectively build work relationships.
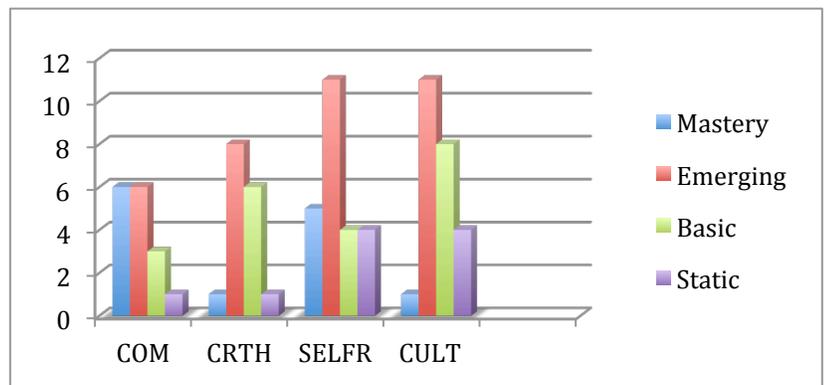
6th Program Outcome Objective: Compares and contrasts past and present customer service initiatives in an increasingly global environment. Applies problem-solving skills using a variety of strategies to identify and meet customer expectations.

CCOG Intended Outcome Applied principles of interpersonal communication to present information and convey needs clearly in a variety of communication contexts, including the diverse workplace.
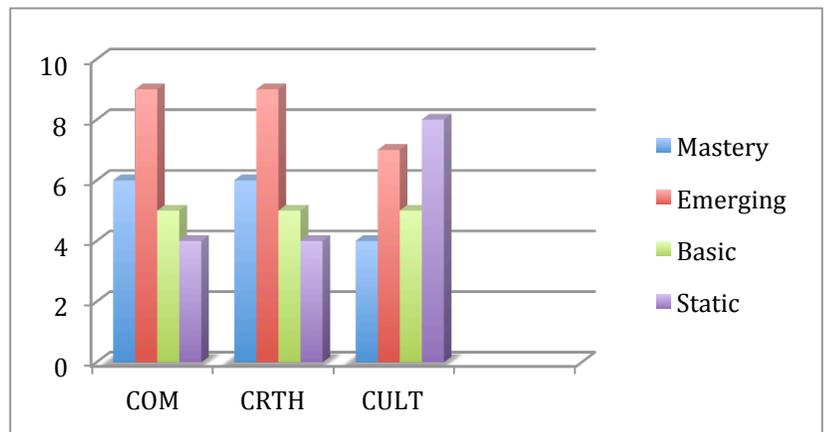
8th Program Outcome Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

CCOG Intended Outcome: Evaluated one's own behavior and adapted a communication style to enhance professional growth.
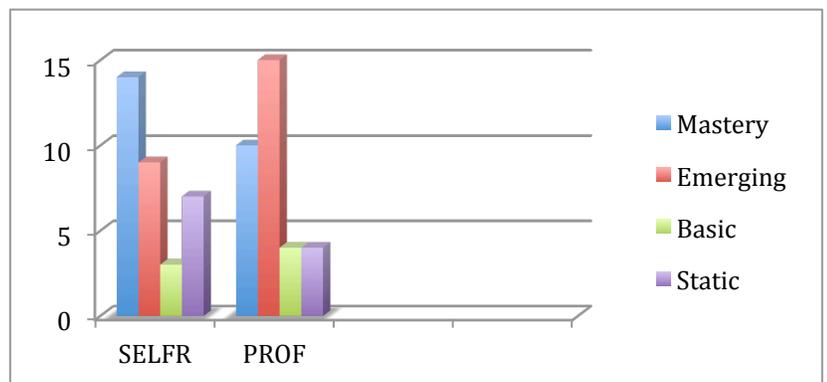
Results of the MSD 115 Course Rubric

1st Program Outcome Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

CCOG Intended Outcome: Applied productive management techniques to help an organization prosper while meeting the monetary, social, emotional and diverse needs of its workforce.
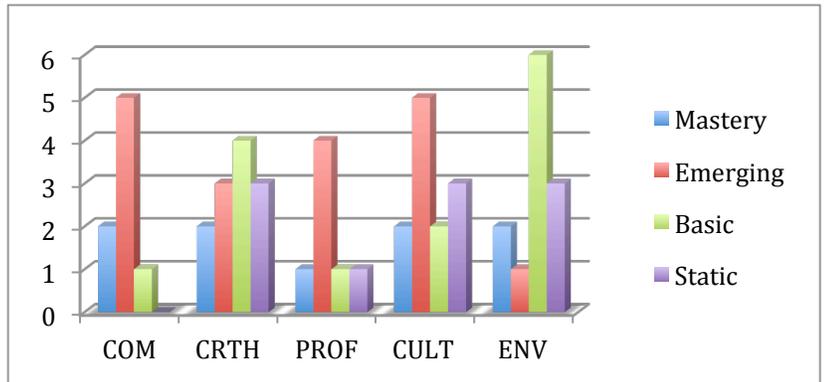
2nd Program Outcome Objective: Identifies and implements key leadership strategies in coping with a more flexible and challenging workplace.

CCOG Intended Outcome: Used a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industry/organizations.
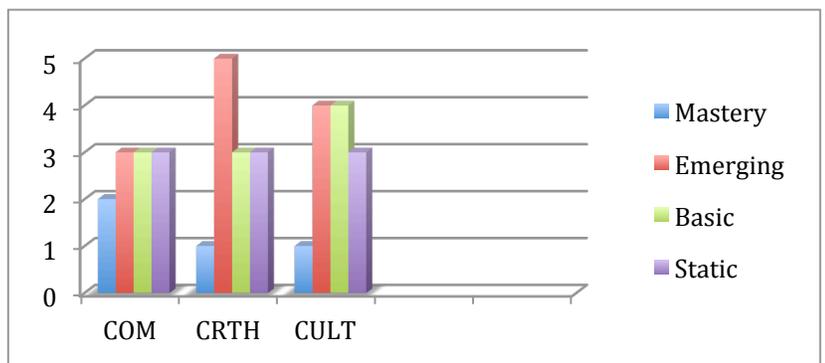
4th Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace.

CCOG Intended Outcome: Managed the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse teams, and positively impact organizational effectiveness.
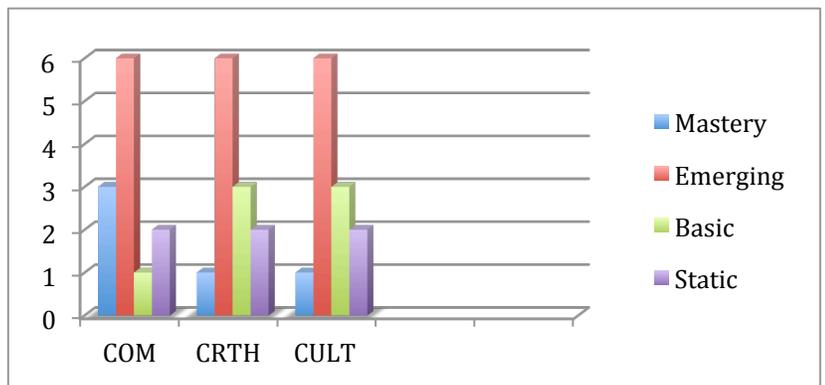
8th Program Outcome Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

CCOG Intended Outcome: Utilized principles of interpersonal relationship management to advance career opportunities.
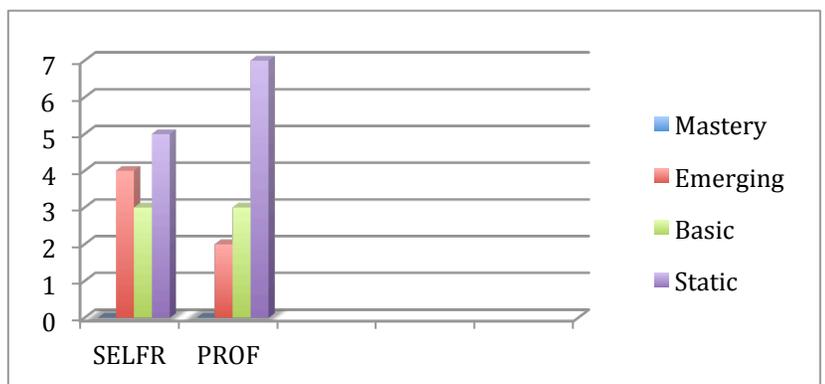
Results of the MSD 200 Course Rubric

1st Program Outcome Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

CCOG Intended Outcome: Applied corporate social responsibility standards to assess how organizations are meeting their social and ethical obligations.
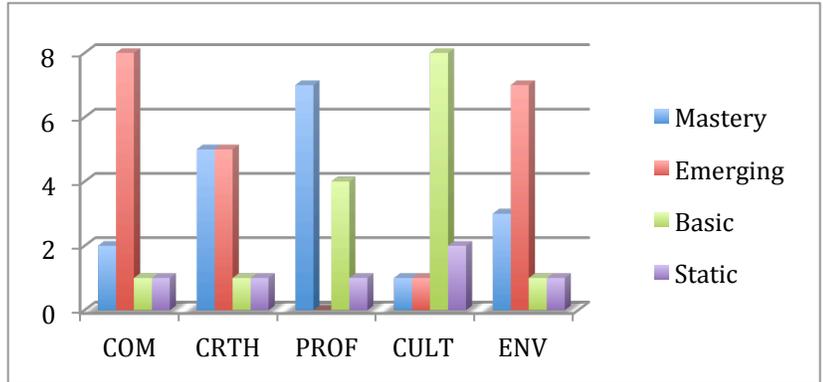
**6th Program Outcome Objective:** Compares and an increasingly global environment. Applies problem-solving skills using a variety of strategies to identify and meet customer expectations.

CCOG Intended Outcome: Built positive economic relationships with international stakeholders through the use of global corporate citizenship practices.
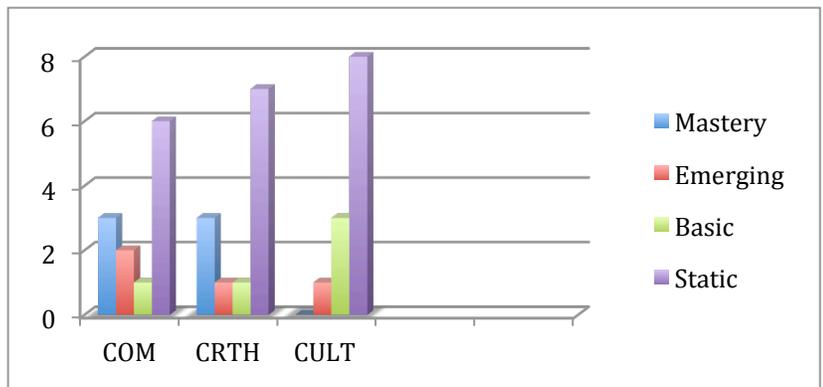
7th Program Outcome Objective: Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.

CCOG Intended Outcome: Applied corporate responsibility standards and practices to make ethical and informed market and non-market decisions.

CCOG Intended Outcome: Conducted business in an ethical manner in compliance with various environments, employment, and international laws.
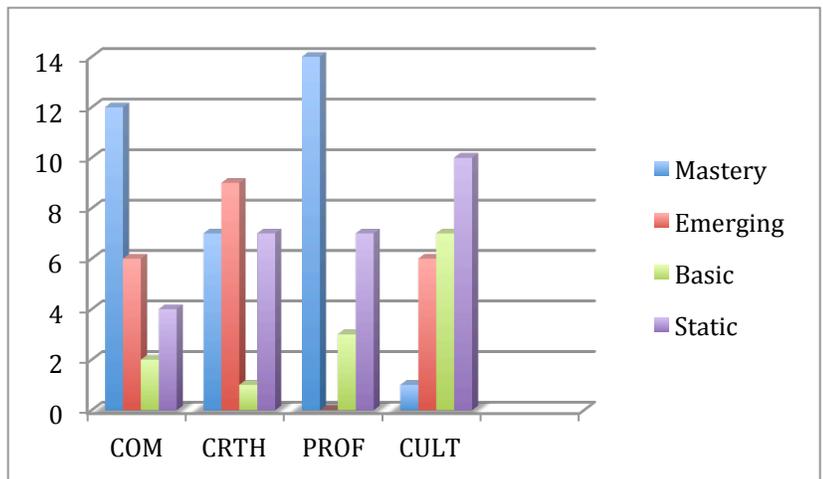
Results of the MSD 222 Course Rubric

1ˢᵗ Program Outcome Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

CCOG Intended Outcome: Integrate Human Resources functions, roles, responsibilities and policies into an organization's overall objectives, practices, and decisions.
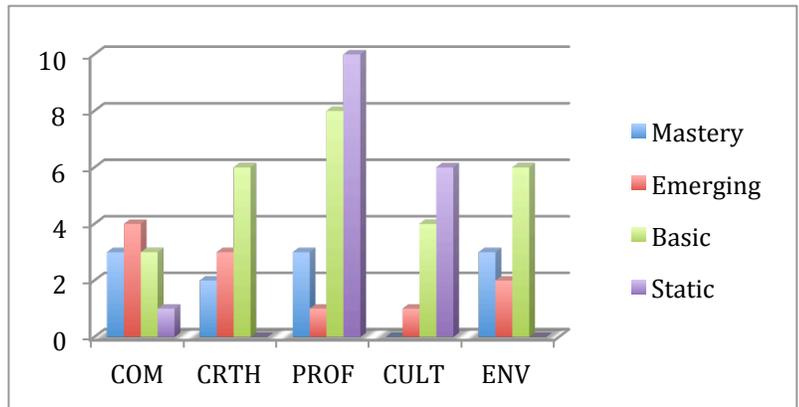
7ᵗʰ Program Outcome Objective: Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.

CCOG Intended Outcome: Evaluate the impact HR laws and legislation has on organizational processes and workforce.

CCOG Intended Outcome: Apply HR techniques in recruiting and hiring the most appropriate candidates to achieve a highly quality workforce.
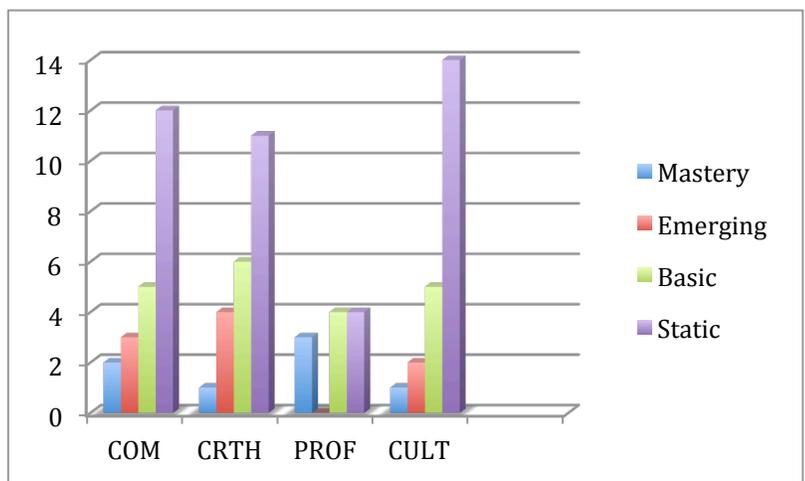
8ᵗʰ Program Outcome Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

CCOG Intended Outcome: Utilize principles of HR management to advance career opportunities in the workplace.
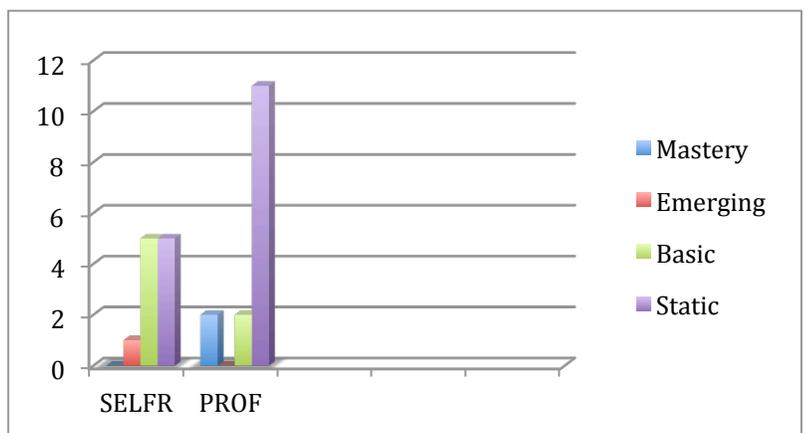
Results of the MSD 279 Course Rubric

5th Program Outcome Objective: Develops goals, objectives, and plans that will enhance productivity, quality, and cost control.

CCOG Intended Outcome: Used project management principles to participate in projects through all phases (from making proposals, planning, completing cost analysis, scheduling, and determining critical path to tracking and controlling) in order to meet customer needs.
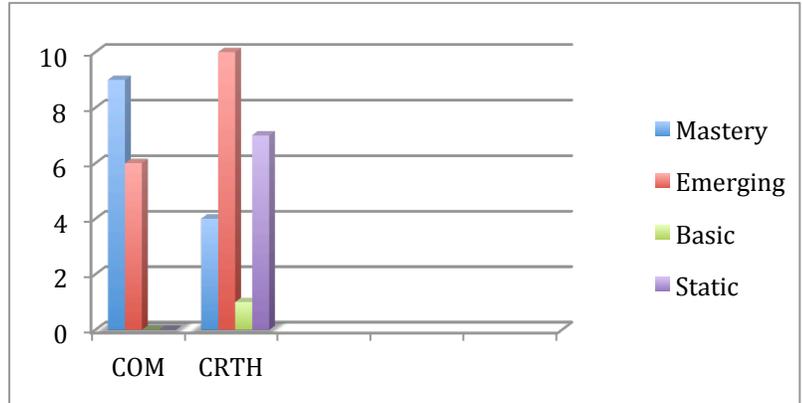
8th Program Outcome Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

CCOG Intended Outcome: Presented project proposals, plans, and progress reports to key stakeholders.

CCOG Intended Outcome: Applied project management fundamentals to successfully progress through more advanced project management courses, and to build a foundation potentially leading to the Project Management Professional (PMP) exam.
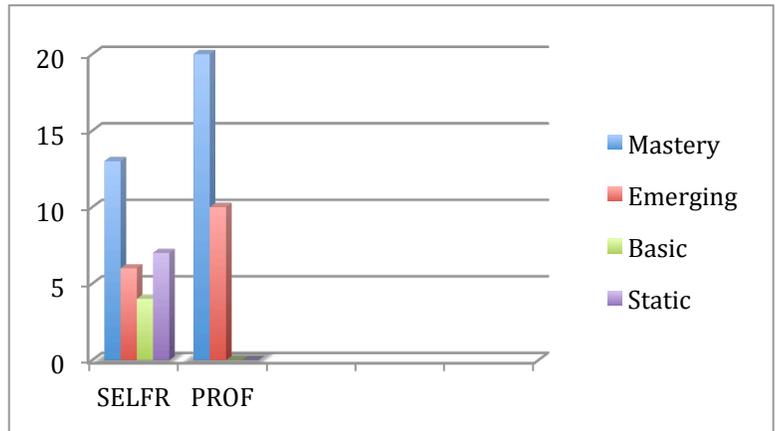
4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

    g) Assignment instructions should include the specific outcome the instructor is expecting students to achieve. Assignment outcomes should match course outcomes from CCOG.

    h) Faculty need to incorporate more focus on culture competence into all courses. Design cultural implications into each assignment. A second part is to be sure we are actually collecting the artifacts that are based on this outcome. Not collecting the right artifacts may be a partial cause of this gap.

    i) The SAC needs to address how MSD courses can incorporate a stronger focus on Community and Environmental Awareness. This Core Outcome correlates with MSD Program Outcome #1, although it is only one of 5 Core Outcomes supported by this particular Program Outcome. Again, this may be related to not collecting the artifacts that support this outcome. (The rubrics for 4 of the 6 assessed courses include Program Outcome #1).

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future?   If the assessment tool and processes does not need to be revised, please indicate this.

    a) We plan to use the same rubrics for our assessment process next year. This year established a baseline against which we will measure results in future years.
    b) One change will be the addition of two courses that are now required for the MSD AAS degree, and that have had their CCOGs updated.
    c) Another change will be an addition to what student work we are assessing. This assessment process focused only on written work. A major element missing is the ability to measure oral presentations. Recommendation would be to have a faculty member visit one or two of the 7 core classes, observing oral presentations, and rating student learning based on the course rubric.
    d) To increase the effectiveness of the course rubric, have those instructors identify which assignments pertain to a specific course outcome.

Appendix 1:
Assessment of Artifacts from 6 Core MSD Courses

MSD 101 Program Outcome	Mastery	Emerging	Basic	Static
1	10%	45%	32%	23%
4	13%	30%	19%	38%
5	13%	33%	11%	43%
7	2%	33%	5%	60%
8	9%	48%	13%	30%
MSD 122 Program Outcome	Mastery	Emerging	Basic	Static
1	20%	20%	44%	16%
7	9%	7%	23%	61%
7	7%	14%	30%	50%
8	0%	6%	39%	56%
MSD 200 Program Outcome	Mastery	Emerging	Basic	Static
1	30%	35%	25%	10%
6	17%	11%	11%	61%
7	38%	23%	10%	29%
7	33%	21%	17%	29%
MSD 105 Program Outcome	Mastery	Emerging	Basic	Static
2	14%	33%	18%	35%
3	21%	43%	25%	12%
6	16%	35%	21%	22%
8	24%	36%	13%	15%
MSD 279 Program Outcome	Mastery	Emerging	Basic	Static
5	43%	16%	1%	0%
8	53%	8%	2%	13%
8	57%	8%	2%	10%
MSD 115 Program Outcome	Mastery	Emerging	Basic	Static
1	15%	33%	25%	27%
2	14%	33%	28%	25%
4	14%	50%	19%	17%
8	0%	25%	13%	50%

Artifacts assessed by Course and Program Outcome: Number Rankings

MSD 101 Program Outcome	Total Rubric Ratings	#	Mastery	#	Emerging	#	Basic	#	Static
1	105	10	10%	47	45%	34	32%	24	23%
4	69	9	13%	21	30%	13	19%	26	38%
5	46	6	13%	15	33%	5	11%	20	43%
7	92	2	2%	30	33%	5	5%	55	60%
8	46	4	9%	22	48%	6	13%	14	30%
MSD 122 Program Outcome			Mastery		Emerging		Basic		Static
1	55	11	20%	11	20%	24	44%	9	16%
7	44	4	9%	3	7%	10	23%	27	61%
7	44	3	7%	6	14%	13	30%	22	50%
8	18	0	0%	1	6%	7	39%	10	56%
MSD 200 Program Outcome			Mastery		Emerging		Basic		Static
1	60	18	30%	21	35%	15	25%	6	10%
6	36	6	17%	4	11%	4	11%	22	61%
7	48	18	38%	11	23%	5	10%	14	29%
7	48	16	33%	10	21%	8	17%	14	29%
MSD 105 Program Outcome			Mastery		Emerging		Basic		Static
2	72	10	14%	24	33%	13	18%	25	35%
3	96	20	21%	41	43%	24	25%	11	12%
6	72	16	16%	25	35%	15	21%	16	22%
8	66	24	24%	24	36%	8	13%	10	15%
MSD 279 Program Outcome			Mastery		Emerging		Basic		Static
5	30	13	43%	16	16%	1	1%	0	0%
8	30	16	53%	8	8%	2	2%	4	13%
8	30	17	57%	8	8%	2	2%	3	10%
MSD 115 Program Outcome			Mastery		Emerging		Basic		Static
1	60	9	15%	20	33%	15	28%	16	27%
2	36	5	14%	12	33%	10	28%	9	25%
4	36	5	14%	18	50%	7	19%	6	17%
8	24	0	0%	6	25%	6	13%	12	50%

Appendix 2: 2012 Revised MSD Master Rubric
Using PCC Outcomes as Measures

PCC Core Outcomes:
- ❑ Communication: COM
- ❑ Critical Thinking: CRTH
- ❑ Self Reflection: SELFR
- ❑ Professional Development: PROF
- ❑ Culture: CULT
- ❑ Environment: ENV

1st Program Outcome: 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.

Objective: Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.

Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Critically evaluates the causes, consequences & solutions of environmental issues. **ENV**	Suggests a new unique solution to a current social &/or environmental issue. **ENV**	Identifies current social & environmental issues. **ENV**	Does not attempt to meet objective.
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.
		Creates a detailed, professional presentation or product to be presented in an academic, professional, or technical setting, to expand career opportunities. **PROF**	Creates a presentation or product missing a professional layout, yet has detailed objective information. **PROF**	Creates a basic presentation or product. Some elements are missing or poorly designed. **PROF**	Does not attempt to meet the objective

2st Program Outcome: Innovate change as a change-leader to assist an organization in coping with 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.

		Objective: Identifies and implements key leadership strategies in coping with a more flexible and challe workplace.			
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.

3rd Program Outcome: 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.

		Objective: Analyzes and demonstrates techniques in facilitating effective relationships focusing on reso conflicts in a diverse workplace.			
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.
		Uses self-appraisal to set well-defined personal goals. **SELFR**	Articulates the value and meaning of the learning experience. **SELFR**	Objectively & accurately identifies personal interests, knowledge and skills needed gained from learning experience. **SELFR**	Does not attempt to meet objective.

4ᵗʰ Program Outcome: Build enterprise value by developing, leading, and motivating diverse teams to continuously improve processes in a rapidly changing marketplace.

Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace.					
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.

5ᵗʰ Program Outcome: 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.

Objective: Developed goals, objectives, and plans that will enhance productivity, quality, and cost control.					
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.

6th Program Outcome: 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.

Objective: 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.					
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.

7th Program Outcome: 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.

Objective: Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.					
Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM**	Uses appropriate language with minimal errors. **COM**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM**	Does not attempt to meet objective.
		Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective.
		Analyzes how various ethnic systems, assumptions and theories impact relationships, overall. **CULT**	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events. **CULT**	Identifies one's own cultural perspectives, values & assumptions. **CULT**	Does not attempt to meet objective.
		Creates a detailed, professional presentation or product to be presented in an academic, professional, or technical setting, to expand career opportunities. **PROF**	Creates a presentation or product missing a professional layout, yet has detailed objective information. **PROF**	Creates a basic presentation or product. Some elements are missing or poorly designed. **PROF**	Does not attempt to meet objective.

8th Program Outcome: 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.

Objective: Identifies and assesses learning opportunities that contribute to personal and professional growth in supervisory or managerial role.

Course	Outcomes	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
		Uses self-appraisal to set well-defined personal goals. **SELFR**	Articulates the value and meaning of the learning experience. **SELFR**	Objectively & accurately identifies personal interests, knowledge and skills needed gained from learning experience. **SELFR**	Does not attempt to meet objective.
		Creates a detailed, professional presentation or product to be presented in an academic, professional, or technical setting, to expand career opportunities. **PROF**	Creates a presentation or product missing a professional layout, yet has detailed objective information. **PROF**	Creates a basic presentation or product. Some elements are missing or poorly designed. **PROF**	Does not attempt to meet objective.