2012-2013 Assessment Report

Management & Supervisory Development

CTE Degree Assessed: AAS Degree Management & Supervision
Contacts: Linda Paulson & Rebecca Robinson

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments.

During 2012-2013, MSD SAC implemented a plan focusing primarily on improving student learning attainment of our program outcomes with a specific focus on the connection to the Cultural Awareness PCC Core Outcome. Results in the MSD 2011-2012 Assessment Report revealed a need to revise course assignments and projects to include a stronger emphasis on cultural competence. (See Appendix 3, page 21, for outcome descriptions and mapping).

2011-2012 MSD Artifact Assessment Results

in Student Attainment of 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%

The lasting measure of good teaching is what the individual student learns and carries away.

-Stanford Erickson

These modifications included:

☐ Designing specific MSD course rubrics as measuring tools emphasizing those course outcomes directly related to PCC Cultural Awareness Core Outcome.

☐ Targeting the artifact collection process, ensuring all artifacts and curriculum are relevant for assessment.

☐ Providing faculty with access to rubrics and information on the program assessment process prior to collection of artifacts.

In addition, assignments for MSD 105: Workplace Communication Skills were adjusted to augment writing skills targeting the PCC Communication Core Outcome. As a result, these adjustments had a direct impact on the program assessment results.

*For **each outcome assessed this year**:*

2. Describe the assessment design (tool and processes) used. Include relevant information about:

 The nature of the assessment

Benchmarks
The MSD 2011-2012 Assessment Process included establishing benchmarks for the PCC core outcomes in 6, 3-credit core MSD classes required for the MSD AAS Degree. Course rubrics were developed to ensure alignment of the PCC Core Outcomes to Standards to MSD Program Outcomes to Course Outcomes to Individual Assignments. (Refer to Appendix 2 & 3)

> **PCC Core Outcomes →Standards →MSD Program Outcomes →Course Outcomes →Assignments**

Of these 6 MSD core classes, 5 were identified as having course outcomes that support MSD Program Outcomes (1,2,4,6,7) which are directly associated with the PCC Cultural Awareness Core Outcome. These 5 classes included MSD 101, 105, 115, 200 and 222. (Refer to Appendix pages 7, 8, 9).

A special independent assessment regarding PCC Communication Core Outcome was implemented for MSD 105, face-to-face course due to a decline in writing skills during Fall term 2012. Curriculum and assignments were modified for Winter Term 2013 in an attempt to address this issue.

Direct Assessment:
Seventy artifacts from the 5, 3-credit core classes, benchmarked in the 2011-2012 MSD Assessment Report, were collected for review and assessment. These artifacts were in the form of assignments and class projects.

The sixteen artifacts collected for MSD 105 were assessed using both measures from PCC Core Outcomes: Cultural Awareness and Communication.

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 to ensure all artifacts would be applicable for assessment ratings.

 Any rubrics, checklists, surveys or other tools that were used to evaluate the student work.

A MSD SAC subcommittee modified the rubrics specifically addressing cultural competency and communication in student learning attainment. Each instructor teaching one of the 5 courses was given a course specific rubric Fall term 2012. Over the course of Fall and

 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.

The number of artifacts was determined by 2011-2012 class enrollment data. A standard of 20% collection rate was set for the number of artifacts collected per each class.

Collecting Artifacts for
2011-2012 Assessment of MSD Program

Core MSD Classes	# of Instructors teaching this class	2012-2013 Class Enrollment*	# of Artifacts collected Fall term	# of Artifacts collected Win. term	Total number of Artifacts	Total % of Artifacts
MSD 101	2 Instructors	120	10	11	21	18%
MSD 105	1 Instructor	66	7	9	16	24%
MSD 115	1 Instructor	28	6	6	12	43%
MSD 200	1 Instructor	27	5	5	10	37%
MSD 222	1 Instructor	23	5	6	11	48%
TOTAL	7 Instructors	264	31	35	70	26%

(* Class enrollment is based on the number of students who completed the class.)

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

Two faculty members read each artifact, measuring student learning attainment in program outcomes, cultural competence and communication using the specified course rubric. To ensure objectivity, reviewers rated artifacts independently from one another, after completing a norming session. With 70 artifacts, the total number of standards reviewed was 140.

3. Provide information about the results.

If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

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

MSD Program Assessment Strengths

The 2012-2013 Assessment Report identified a net improvement of 280% from the 2011-2012 Assessment Report in the "Mastery" level of cultural competence: "Analyzes how various ethnic systems, assumptions and theories impact relationships, overall." Though there is more room for improvement, student artifacts demonstrated a greater understanding of cultural implications in the workplace, overall, from the previous year.

Comparison of 2011-12 and 2012-13 Overall Percentages
PCC Cultural Awareness Core Outcomes for MSD Artifacts

Assessment Report Year	Mastery	Emerging	Basic	Static
2011-2012	5%	23%	20%	52%
2012-2013	19%	28%	15%	38%

The "Static" level: "Does not attempt to meet objective," shows a 27% improvement rate possibly signifying an effort by instructors to either change their curriculum or submit artifacts that more closely pertain to the designated PCC Core Outcome and MSD Program Outcome.

Results from the MSD 105, PCC Communication Core Outcome assessment on changes in curriculum and assignments from Fall term to Winter term netted a 370% improvement percentage. We feel this demonstrates how carefully crafted assignment instructions can help students achieve mastery of an outcome. This can serve as a model for amending assignment instructions for our other core classes.

MSD 105: Course Artifact Assessment: PCC Communication Core Outcome Comparison Results in Student Attainment for Fall 2012 & Winter 2013

Term	Mastery	Emerging	Basic	Static
2012 Fall Term Artifacts	17%	33%	50%	0%
2013 Win. Term Artifacts	80%	20%	0%	0%

In our previous benchmarking process, we identified how cultural competency fits into each of our Program Outcomes, and then identified the courses that help students achieve this outcome. As shown in the two charts below, we saw an increase of student learning attainment in cultural competence from 2011-12 to 2012-13, in each of the MSD Program Outcomes (except for Program Outcome #6).

MSD Assessment 2012-2013 Results for Achieving Cultural Awareness in Program Outcomes

MSD Program Outcome	Mastery	Emerging	Basic	Static
1	20%	29%	15%	36%
2	8%	21%	17%	54%
4	21%	20%	9%	50%
6	22%	50%	25%	35%
7	18%	27%	14%	41%

MSD Assessment 2011-2012 Results for Achieving Cultural Awareness in Program Outcomes

MSD Program Outcome	Mastery	Emerging	Basic	Static
1	0%	19%	18%	63%
2	8%	33%	33%	25%
4	6%	29%	17%	48%
6	17%	29%	21%	33%
7	5%	9%	23%	64%

As a CTE program, MSD needed to assess Program outcomes, as well as, the College Core Outcome. With a focus on cultural competence, the SAC also measured how each of the 5, 3 credit core classes performed for each course outcome and MSD Program outcome.

Data was compiled and compared to the 2011-12 benchmark established for course and program assessment.

Individual class results are shown on the following pages (7-9).

Cultural Competence 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.
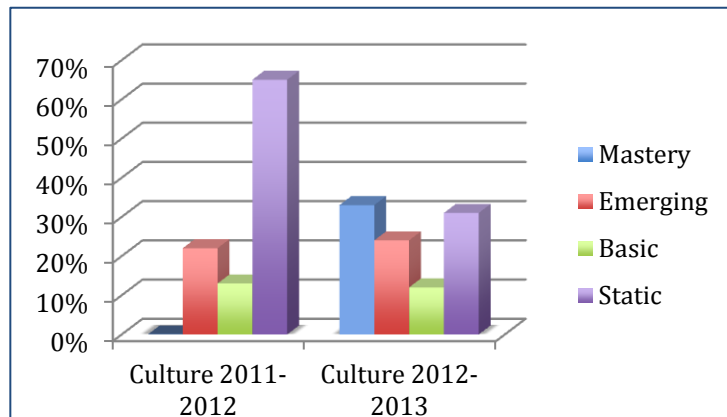
4th Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace.
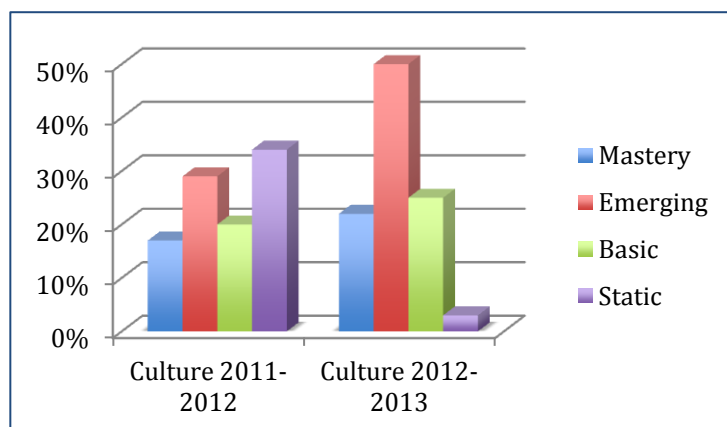
CCOG Intended Outcome: Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.
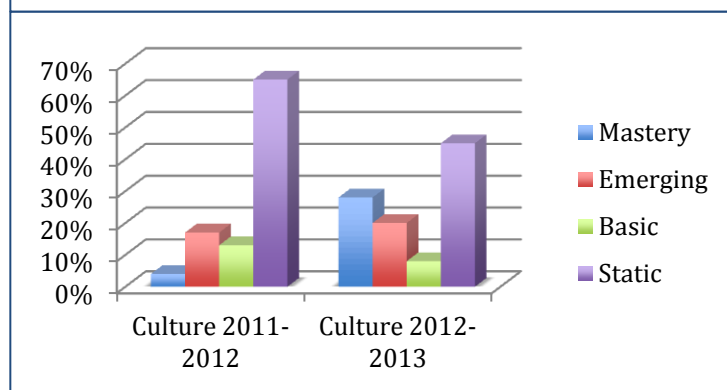
Cultural Competence Results of the MSD 105 Course Rubric

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.
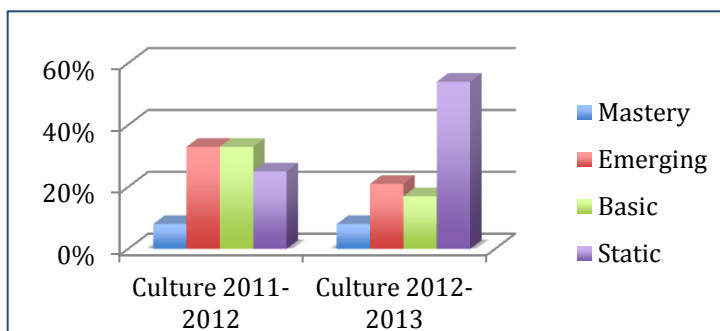
CCOG Intended Outcome Applied principles of interpersonal communication to present information and convey needs clearly in a variety of communication contexts, including the diverse workplace.

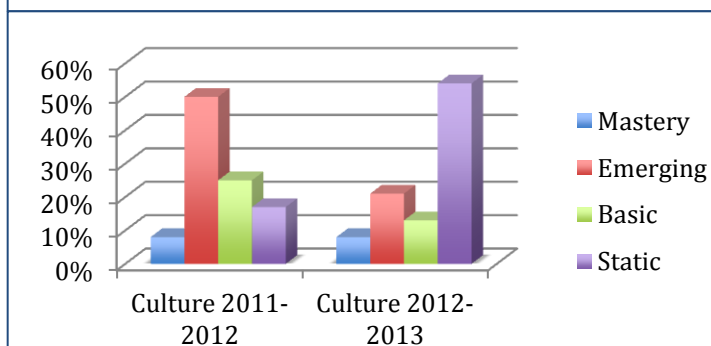**Cultural Competence Results of the MSD 115 Course Rubric**

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: Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.

Cultural Competence 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.
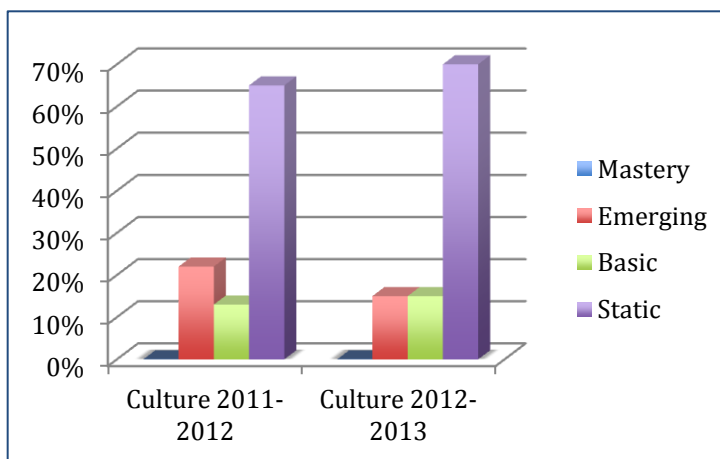
Cultural Competence Results of the MSD 222 Course Rubric

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.
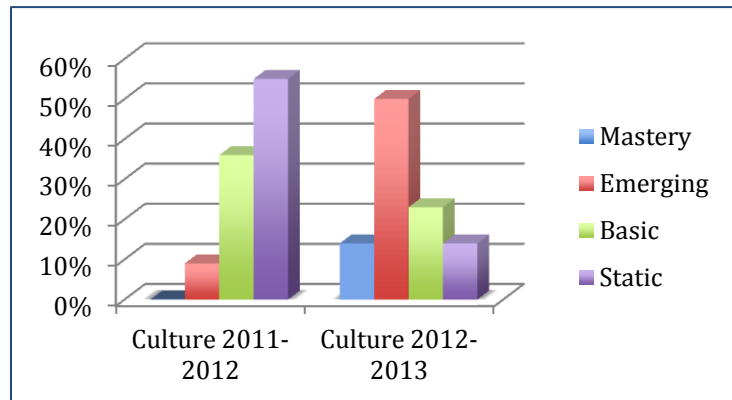
7th Program Outcome Objective: Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions.

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.
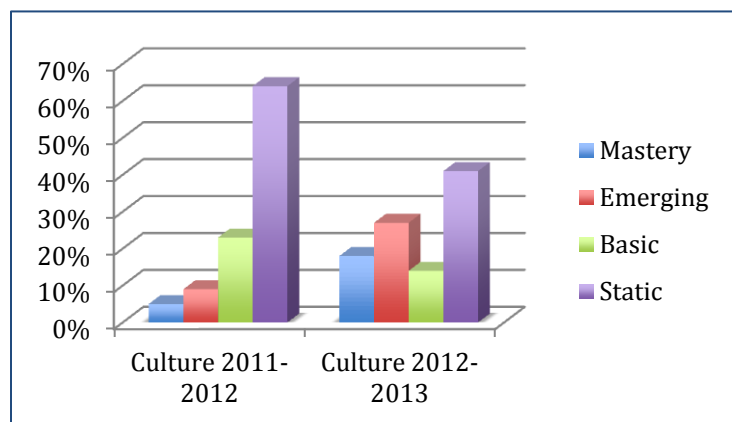
MSD Program Assessment Issues

The individual course results for 2012-2013 reported a continued need to improve cultural competence. MSD 200 and MSD 115 showed an increase percentage in the "Static" level: "Does not attempt to meet the objective."

Possibilities of these low percentages may be:

- Instructors did not design the assignments with these CCOG outcomes and the course rubric in mind.

- Students did not attempt to meet the outcome(s).

- SAC was 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).

- Assessment resources and continuous support focusing on curriculum improvement was not readily available for MSD adjunct faculty. Faculty received the rubrics at the Fall SAC meeting.

It has always seemed strange to me that in our endless discussions about education so little stress is laid on the pleasure of becoming an educated person, the enormous interest it adds to life. To be able to be caught up into the world of thought - that is to be educated.

-Edith Hamilton,
1867-1963

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).

 Revise Rubrics

Some of the PCC core outcome measures did not specifically apply to the course. After reviewing the various artifacts and having an opportunity to analyze specific outcomes the MSD reviewers determined not all PCC core measures previous identified in last year's rubrics and "Mapping MSD Classes In Support of MSD Program Outcomes and PCC Core Outcomes" (refer to Appendix 2) were relevant. Some revisions of the rubrics are required to help this process.

 Encourage Instructor Involvement

Since many of the collected artifacts did not pertain to all Program outcomes identified in rubrics, SAC will ask instructors to:

1. Identify which program outcome the specific assignment addresses.
2. Submit an array of assignments addressing all program outcomes pertaining to the specific PCC core outcome measure. This will ensure a fair analysis of the class as a whole in meeting Program outcomes and PCC core outcomes.
3. Identify for students the specific outcome the assignment is intended to help them achieve. This will create alignment between the instructor intention and the student's efforts.

 Provide Online Interaction on Assessment for Instructors

SAC plans to create a D2L assessment site for instructors to access their course rubric throughout the assessment cycle. This will offer a communication forum to reinforce instructors' focus on specific program outcomes measured for the next Assessment Report year and reinforce any necessary curriculum change.

SAC plans to engage instructors in making recommendations to improve assignments and projects to reflect the Program outcome and PCC core measures. Also under consideration is to explore the possibilities of developing some template assignments designed to help students achieve specific outcomes. Instructors can modify them based on their specific course content.

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.

- Constant Improvement of the Assessment Process

MSD SAC is choosing to use the same assessment process focusing on continued improvement of the Cultural Competence PCC core outcome, in addition to one other PCC core outcome decided by SAC.

Fine tuning the process is a natural outcome of program assessment that we expect to do each year. Continuing to educate the faculty about the assessment process is part of our improvement plan, in creating better alignment between the outcomes, assignments, activities and student assessment. This will occur during our Fall SAC meeting, as well as one-on-one.

To increase the effectiveness of the course rubric, SAC will ask the instructors to identify which assignments pertain to a specific course outcome.

We also plan to provide samples of artifacts that meet each of the rankings on the rubric: Mastery, Emerging, Basic, or Static, to provide faculty with "benchmarked" assignments.

SAC is also developing plans to revamp the indirect assessment survey used during the first couple years of our assessment process. With improved contact with our program graduates, SAC plans to ask for feedback and self-reflection once students have completed the program. This plan is in progress and will be developed during the 2013-2014 academic year.

- Expanding and Improving Assessment Tools

SAC will be exploring options for posting rubrics and instructor information online through D2L site or Google Drive.

Modifications of rubrics and "Mapping MSD Classes In Support of MSD Program Outcomes and PCC Core Outcomes" (refer to Appendix 2) will be made to increase overall effectiveness in measuring student learning attainment of program outcomes, PCC core outcomes and course outcomes.

Appendix 1:

Cultural Awareness
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.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	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.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective.

Cultural Awareness Rubric
MSD 105: Workplace Communication Skills

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	Mastery	Emerging	Basic	Static
Applied principles of interpersonal communication to present information and convey needs clearly in a variety of communication contexts, including the diverse workplace.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective.

Cultural Awareness Rubric
MSD 115: Improving Work Relationships

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

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Used a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industry/organizations.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective.

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

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Managed the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse teams, and positively impact organizational effectiveness.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not try to meet objective.

Cultural Awareness Rubric
MSD 200: Organizations & Social Responsibility

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

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Applied corporate social responsibility standards to assess how organizations are meeting their social and ethical obligations.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet the objective

Cultural Awareness Rubric
MSD 222: Human Resource Management

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

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Integrate Human Resources functions, roles, responsibilities and policies into an organization's overall objectives, practices, and decisions.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective.

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	Mastery	Emerging	Basic	Static
Evaluate the impact HR laws and legislation has on organizational processes and workforce.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective.

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	Mastery	Emerging	Basic	Static
Apply HR techniques in recruiting and hiring the most appropriate candidates to achieve a highly quality workforce.	Analyzes how various ethnic systems, assumptions and theories impact relationships, overall.	Analyzes how individuals of 2 or more cultures have been impacted by various social and/or economical events.	Identifies one's own cultural perspectives, values & assumptions.	Does not try to meet objective.

Communication Rubric
MSD 105: Workplace Communication Skills

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

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Analyzed the limits and benefits of using technology when participating in interpersonal interactions in the workplace and in social context.	Conveys detailed complex ideas & thoughts clearly without technical flaws.	Uses appropriate language with minimal errors.	Briefly communicates thoughts & ideas. Major grammatical errors.	Does not attempt to meet objective.

3rd Program Outcome Objective: Analyzes and demonstrates techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.

CCOG Intended Outcome	Mastery	Emerging	Basic	Static
Implemented techniques in resolving conflicts utilizing a broad range of communication skills to effectively build work relationships.	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.

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	Mastery	Emerging	Basic	Static
Applied principles of interpersonal communication to present information and convey needs clearly in a variety of communication contexts, including the diverse workplace.	Conveys detailed complex ideas & thoughts clearly without technical flaws.	Uses appropriate language with minimal errors.	Briefly communicates thoughts & ideas. Major grammatical errors.	Does not attempt to meet objective.

Appendix 2:

Mapping MSD Classes

In Support of MSD Program Outcomes and PCC Core Outcomes

MSD Program Outcomes	MSD Program Objectives	PCC Core Outcomes	Sample of MSD 3 Credit Core Classes
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.	➢ Community & Environmental Responsibility ➢ Communication ➢ Critical Thinking ➢ Cultural Awareness ➢ Professional Competence	MSD 101 Principles of Management MSD 115 Improving Work Relations MSD 200 Orgs & Social Respons. MSD 222 Human Resource Mgt. MSD 107 Organizations & People MSD 117 Customer Relations
2. 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.	Identifies and implements key leadership strategies in coping with a more flexible and challenging workplace.	➢ Communication ➢ Critical Thinking ➢ Cultural Awareness	MSD 105 Workplace Comm. Skills MSD 115 Improving Work Relations MSD 107 Organizations & People
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.	➢ Communication ➢ Critical Thinking ➢ Cultural Awareness ➢ Self-Reflection	MSD 105 Interpersonal Communication MSD 111 Corres. Effect. Work MSD 117 Customer Relations
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.	➢ Communication ➢ Critical Thinking ➢ Cultural Awareness	MSD 101 Principles of Management MSD 115 Improving Work Relations MSD 107 Organizations & People
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.	Developed goals, objectives, and plans that will enhance productivity, quality, and cost control.	➢ Critical Thinking ➢ Communication	MSD 101 Principles of Management MSD 279 Project Management MSD 117 Customer Relations

MSD Program Outcomes	MSD Program Objectives	PCC Core Outcomes	Sample of MSD 3 Credit Core Classes
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.	➤ Critical Thinking ➤ Communication ➤ Cultural Awareness	MSD 105 Workplace Comm. Skills MSD 111: Corres. Effect. Work MSD 279 Project Management MSD 117 Customer Relations
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.	➤ Critical Thinking ➤ Communication ➤ Cultural Awareness ➤ Professional Competence	MSD 101: Principles of Management MSD 200 Orgs. & People MSD 222 Human Resources Manag.
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 supervisory or managerial role.	➤ Professional Competence ➤ Self-Reflection	MSD 101 Principles of Management MSD 105 Workplace Comm. Skills MSD 115 Improving Work Relations MSD 222 Human Resources Manag. MSD 279 Project Management MSD 107 Organizations & People

Blue: Signifies MSD 3 credit core classes benchmarked in the 2011-2012 Assessment Report.

Appendix 3:
MSD Program Master Rubric Using PCC Outcomes as Measures

PCC Core Outcomes

- ⑧ Communication: COM
- ⑧ Critical Thinking: CRTH
- ⑧ Self Reflection: SELFR
- ⑧ Professional Development: PROF
- ⑧ Culture: CULT
- ⑧ 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	Emerging	Basic	Static
		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	Emerging	Basic	Static
		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 resolving conflicts in a diverse workplace.					
Course	Outcomes	Mastery	Emerging	Basic	Static
		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	Emerging	Basic	Static
		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	Emerging	Basic	Static
		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	Emerging	Basic	Static
		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	Outcome	Mastery	Emerging	Basic	Static
		Conveys detailed complex ideas & thoughts clearly without technical flaws. **COM** Identifies & discusses conclusions, implications & consequences of issues considering context, data & evidence. **CRTH**	Uses appropriate language with minimal errors. **COM** Identifies and addresses the validity of key assumptions that underlie the issue. **CRTH**	Briefly communicates thoughts & ideas. Major grammatical errors. **COM** Identifies certain aspects of the problem & addresses their relationship to one another. **CRTH**	Does not attempt to meet objective. 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	Emerging	Basic	Static
		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.