

2017-2018 Assessment Data

Appendix 1: Inter-rater reliability

Critical Thinking	
Artifacts	% Reliability
MSD 117: Assignment 1 Fall	100 %
MSD 117: Assignment 1 Win.	100 %
MSD 101: Assignment B Win.	100%
Cultural Awareness	
Artifacts	% reliability
MSD 117: Assignment 2 Win.	100%
MSD 117: Assignment 2 Fall	87%
MSD 101: Assignment A Win.	100%

Appendix 2

Results: College Core Outcome compared to Benchmark (2017-2018)

Cultural Awareness	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	15/46	33%	75%
MSD 101	8/13	62%	75%
Critical Thinking	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	42/45	93%	75%
MSD 101	2/17	15%	75%

Results: College Core Outcome compared to Benchmark (2016-2017)

Cultural Awareness	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	10/16	63%	75%
MSD 101	7/20	35%	75%
Critical Thinking	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	15/19	79%	75%
MSD 101	3/19	16%	75%

Appendix 2B**Results: Program Outcome compared to Benchmark**

Program Outcome 4	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 101: As. A Win. (CA)	8/13	62%	75%
MSD 101: As. B Win. (CT)	2/17	12%	75%
	10/30	33%	75%
Program Outcome 6			
MSD 117: As 1 Fall (CT)	21/22	95%	75%
MSD 117: As 1 Win. (CT)	21/23	91%	75%
MSD 117: As 2 Win. (CA)	6/25	24%	75%
MSD 117: As 2 Fall (CA)	8/22	36%	75%
	56/92	61%	75%

Appendix 3: Result Artifacts and levels achieved

Cultural Awareness Total Student Artifacts	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
59	1	20	16	11
Critical Thinking Total Student Artifacts				
64	22	22	4	13

Appendix 4: Collecting Artifacts for 2017-2018

We collected 100% of assignments for each class. A small percentage of students did not complete the assignment. Class enrollment is based on the number of students who completed the class.

PCC Core Outcome	CRN, Name & Assignment ID	Class enrollment	# Artifacts collected Fall term	# Artifacts collected Winter term	Total % of students assessed
Critical Thinking	40425 MSD 117 As.1	25	22		88%
Critical Thinking	17718 MSD 117 As. 2	27		23	85%
Critical Thinking	10478 MSD 101 As. B	21		17	81%
Cultural Awareness	40425 MSD 117 As.4	25	21		84%
Cultural Awareness	17718 MSD 117 As. 3	27		25	93%
Cultural Awareness	10478 MSD 101 As. A	21		13	62%

Appendix 5: Assessment Rubrics for 2017-2018

**2017-2018 Cultural Awareness
Rubric for MSD 101: Principles of Management & Supervision**

<p>3rd Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace. <i>Key words: Quality teams; Team building strategies focus on diverse workplace</i></p>				
CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
<p>Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.</p>	<p>Applied leadership techniques analyzing how various cultural systems, assumptions and theories impact motivating employee & building relationships, overall. CULT</p>	<p>Applied leadership techniques analyzing how motivating employees of 2 or more cultures have been impacted by their various social and/or economical events. CULT</p>	<p>Applied leadership techniques identifying one's own cultural perspectives, values & assumptions. CULT</p>	<p>Does not attempt to meet objective.</p>

**2017-2018 Critical Thinking Rubric for
MSD 101: Principles of Management & Supervision**

3rd Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace. <i>Key words: Quality teams; Team building strategies focus on diverse workplace</i>				
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.	Applied leadership techniques in motivating and leading employees -- analyzing, identifying and discussing conclusions, implications & consequences of issues considering context, data & evidence. CRTH	Applied leadership techniques in motivating and leading employees -- identifying and addressing the validity of key assumptions that underlie the issue. CRTH	Applied leadership techniques in motivating and leading employees --identifying certain aspects of the problem & addresses their relationship to one another. CRTH	Does not attempt to meet objective.

2017-2018 Cultural Awareness
Rubric for MSD 117: Customer Relations

<p>5th 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.</p> <p><i>Key words: Meeting diverse customer expectations-skills, strategies, techniques</i></p>				
CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
Utilized a variety of organizational customer service strategies to identify, assess, predict, and measure customer satisfaction in response to diverse customer needs.	Applied various service strategies by analyzing how various cultural systems, assumptions and theories impact relationships, overall. CULT	Applied various service strategies by analyzing how individuals of 2 or more cultures have been impacted by various social and/or economical events. CULT	Applied various service strategies by identifying one's own cultural perspective, values & assumption. CULT	Does not attempt to meet objective.

2017-2018 Critical Thinking

Rubric for MSD 117: Customer Relations

5th 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.

Key words: Meeting diverse customer expectations-skills, strategies, techniques

CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
Utilized a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs.	Applied service strategies identifying & discussing conclusions, implications & consequences of issues considering context, data & evidence. CRTH	Applied service strategies identifying and addressing the validity of key assumptions that underlie the issue. CRTH	Applied service strategies identifying certain aspects of the problem & addressing their relationship to one another. CRTH	Does not attempt to meet the objective

Appendix 6: Activity Instructions by Class

MSD 117:Customer Relations(CRN#40425 & 17718)

MSD Program Outcome #6: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.

MSD 117 Course Outcome:

Utilized a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs.

PCC Course Outcome:Critical Thinking

Assignment 1 & 2 Instructions:

Read the section in your text: "Managing Your Customers," pages 148-156. Next respond to the following Steps below. (Each response should be at least 1-2 paragraphs) Step 1: Describe how you would get your customers to help you improve your current processes Step 2: Describe what you would do to entice customers to talk with you about their complaints. Step 3: Describe the value of using an online support forum (in your current business or use PCC) for information. Step 4: Describe how you would "sell" the idea that developing a partnership with customers will be a benefit to your business.

MSD 117: Customer Relations (CRN# 40425 & 17718)

MSD Program Outcome #6:

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.

MSD 117 Course Outcome:

Utilized a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs.

PCC Course Outcome: Cultural Awareness

Assignment 3 & 4 Instructions:

Refer to the research study: [Values and Beliefs](#), Explain the significance of respecting customers' value and norms. Explain the importance of being empathetic to the different languages and dialect of customers.

MSD 101: Principles of Management & Supervisory (CRN 10478)

MSD Program Outcome # 3 :

Applied key strategies in developing, motivating, and leading teams in a diverse workplace.

MSD 101 Course Outcome:

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

PCC Course Outcome:Critical Thinking

Assignment B Instructions:

Identify a small to medium task/project (with 8-12 steps or more) you need to plan. It can be workplace job you need to do or it can be a home project (organizing, fixing or installing project. If you have very recently completed a small project you may reflect back on it and write it up using the info and tools provided.) You will be planning this for at least two workers to do. If you want to review a top graded example paper please scroll down and open the second attached document below.

You will do the following:

- 1.) Introduction of your paper: Share what you selected, why you selected it and what your paper will cover.
- 2.) Body of the paper:
 - a. Write out the goal of the project you selected and use the goal to write a S.M.A.R.T. objective(s).
 - b. Plan the project - by breaking down the project into 8-12 steps (steps/tasks)
 - i. Look at the steps/tasks and state what their dependencies. Which task cannot be done until another is done first. Which can be done in any order. etc. (For example, you cannot paint the a room until you go to the paint store pick out the paint and buy paint and supplies and you cannot start painting until you have patched the holes etc Which do you need to do first, second and third and so on.)
 - ii. Use your own or use a table or one like this - Work Action Plan (See Word attachment below)

c. Estimate the time you will take to achieve the tasks to complete the objective.

d. What type of controls did you set for your assistant?

3.) Summarize your experience:

a. What did you learned, what went as planned and any re-planning you had to do?

4.) Use, as always the checklist provided. (I encourage you to look at the example paper below to see how a student did this assignment and received a top grade.)

MSD 101: Principles of Management & Supervisory (CRN 10478)

MSD Program Outcome # 3 :

Applied key strategies in developing, motivating, and leading teams in a diverse workplace.

MSD 101 Course Outcome:

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

PCC Course Outcome: Cultural Awareness

Assignment A Instruction:

Harvard Business Review Critique Assignment

The assignment due no later than Mon. 11:30 pm and please use this outline and the MSD 101 Checklist!

Purpose - the point of this assignment is to provide the student with an opportunity to critique a full-length (4-6 pages) article from the Harvard Business Review (HBR), a respected management periodical. In doing so, the paper should contain the elements of description, criticism and merits, and a summary. You will do this in a rational, readable manner and compare this HBR to what you have already learned this term. You should also state, at the end of your summary, what you know about your leadership style, skills and what you are working on to improve. Finally, what you learned from finishing this assignment – it's impact. Follow all the directions below.

Assignment Steps:

1. Read the article below selected from the Harvard Business Review (HBR) and critique it using the outline provided below. This is your assignment for this week and it is worth 15 points!

- HBR article - [How to Run a Meeting of People from Different Cultures](#)
2. Review week 1, 3 and 4: In week 1 we covered the diverse workforce and in week 3 we covered how to run a meeting. Please compare the information from those two weeks to the information with the HBR article. Also, be prepared to discuss your leadership style and skills from the assessment you took in week 4. What your strengths and areas you need to improve.
 3. Your critique should be at least three to four double-spaced and typed pages.

The HBR Critique Outline

This is a description of what you should be included in your paper. Please use the outline headings provided below when writing your paper.

First, head your paper like this:

- At the top of the first page- your name, course, date and your proofreader's initials. (per the 101 Checklist as usual)
- Title of the Paper: The student should identify the article title and format it this way: "James R. Stengel, Andrea L. Dixon, and Chris T. Allen, "Listening Begins at Home", Harvard Business Review, Volume 8 Number 11, November 2007 issue, Pages 106-112".

I. Introduction:

1. Introduce the article you read. Locate the thesis and summarize the thesis of the work as briefly as possible (usually stated in one or two brief sentences). The thesis focuses on what the author intends to do in the following pages. (For example: "The authors illustrate how listening to your employees is key to building morale and improving the bottom line. They use an example of how Procter & Gamble and a consulting team carried out a company-wide program to find out what their employees were thinking about various production and human resource issues.")
2. Give an overview of the steps you will take to critique this article

II. Body

- Describe the work to be critiqued: In this portion, the student should attempt to provide a general summary of the study and highlight key points supporting the thesis. Use your own words. (As you develop this section of your project, keep these questions in mind: After reading the description, will the reader acquire a sound general knowledge of the key elements presented by the author? Was the thesis supported? Is my "picture bigger" about this leadership topic now that I have read this?)
- Analysis: For this section of your critique answer these questions:

- Was the thesis supported by information shared by author?
- Did you agree or disagree with the thesis? Why or why not?
- What was new and what did you already know? Did you enjoy it?
- How does it compare to other readings you have done with regards to Diversity?
 - Relate this article's suggestions about leading culturally diverse meetings and how it syncs with what you learned about diversity in week 1 and running meetings in week 3? Or, if they didn't sync what did they differ? How did the article add to your knowledge? Explain briefly.
 - What does the article say about leading a diverse team? What are your leadership style strengths and areas to work on when leading a diverse team? What will you need to work on? (Week 4)
- What were the pros and cons of this article?

III. Summary: Please answer these questions in your summary:

1. Summarize what your paper was about.
2. In what ways was the work informative? What did you learn about the material that will help you lead a diverse workforce?
3. Summarize your main take-away? What will you use and what do you plan to work on when leading diverse team?

Please cover all sections of the critique format above (this is your outline) and reference the textbook and chapter section you selected for comparison.

Again, with clear and organized thinking, this project should not exceed a critique of three to four double-spaced and typed pages.