

# Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: Management and Supervision: A.S.

Semester: SP 2018

Faculty/Staff Assessing the Program:

## Part 1: Assessment Goals

**What do you want to learn about your students and their learning from this process?**

- What is/are your research question(s)? Why is this research question significant to your program?
  - What are their management skills and abilities as they relate to the new management culture

## Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<p><b>Enter all the PSLOs for your program below.</b> (Additional rows may be needed)</p>	<p><b>Identify and describe the assessment activity</b> (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.</p>	<p><b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?</p>	<p><b>Describe which student populations you assessed and how you chose those populations.</b> How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.</p>
<p><b>PSLO 1_ :</b> Differentiate the different components of management and the necessary skills, including human resources, supervision, legal, ethical, social responsibilities of management.</p>	<p>Weekly quizzes on employment laws and ramifications; research and presentations of case studies; exam covering California and Federal Laws and the correlation between the development of laws and their development within historical context.</p> <p>Description: Quizzes and exams assessed the knowledge of past and current employment laws within an historical context. Small group discussions were held on article research students did on employment laws and historical context.</p>	<p><b>Exceeds Proficiency:</b> Exceeds: A Level work =90% or above scores on tests and quizzes</p> <p><b>Meets Proficiency:</b> C level work= 70% or above scores on tests and quizzes</p>	<p>Management 075: Human Resources: 17 Students: This course is specialized and represents students whose goal is to complete the Management and Supervision degree and certificate. HR goes in-depth into the Human Resources component of management, including the legal, ethical, and social responsibilities.</p>

<p><b>PSLO _2_ :</b> Respond to critical problems faced by managers and supervisors in a diverse workplace.</p>	<p>Final writing assignment and discussion. MC and short answer. Students are asked how to use the concepts in class to solve real world examples in business.</p>	<p><b>Exceeds Proficiency:</b> Students are able to determine the difference between supervising and managing in a diverse setting. Students understand when it is important to use either one and the importance of both. They are able to apply the concepts to different individuals in the workplace.</p> <p><b>Meets Proficiency:</b> Students are able to understand the difference between managers and supervisors, but are unable to apply which one when.</p> <p><b>Needs Improvement:</b> Students do not understand the difference between managing and supervising and may not apply the concepts to diverse set of individuals.</p>	<p>Mangt 050: Introduction to Management: 17 students: This course covers several areas of management and goes into detail about the components of management, the 4 skills, the motivational theories, diversity, leadership styles</p>
<p><b>PSLO _3_ :</b> Demonstrate the technical, problem solving, and soft skills needed of managers and supervisors.</p>	<p>Test 1: Students discuss the details and traits of the 4 skills (technical, human resources, conceptual, political) and map them to each level of management.</p>	<p><b>Exceeds Proficiency:</b> Students are able to articulate which skills are needed at each level of management (technical, human resources, conceptual, political).</p> <p><b>Meets Proficiency:</b> Students are unable to understand the components of management and the 4 skills needed.</p> <p>Needs improvement: Students are unable to relate the skills to workplace scenarios.</p>	<p>Mangt 050: Introduction to Management: 17 students: This course begins with the difference between supervising and managing. It includes the key skills needed as managers, including soft skills and technical skills.</p>
<p><b>PSLO _4_ :</b> Utilize effective communication skills in intercultural environments.</p>	<p>Take home test: Students discuss the 7 stages of the communication process. They learn what this looks like in a variety of settings. They also discuss noise and other non-verbal communication and the cultural differences. They then apply this to different cultures as learned in class.</p>	<p><b>Exceeds Proficiency</b> Students are unable to effectively articulate the workplace demands to a diverse group of individuals. When communication breaks down, students understand where in the process this happened and how to resolve it.</p>	<p>Bus 059: Business Communications: students: This course discusses the importance of communication and intercultural environments. This course also has a diverse set of students in which to share experiences and relate to the topics. Diversity includes age, gender, ethnicity, family background, language, education, and living situation. Students learn</p>

		<p>Students clearly understand the stages in the communication process in a diverse setting. They can see where communication may break down, but may not apply all steps needed to resolve.</p> <p><b>Needs improvement:</b> Students clearly understand the stages in the communication process but do not apply to a diverse setting. They are unable to adopt the steps needed to ensure effective communication.</p>	about and work in a diverse setting.
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### Part 3: Assessment Findings

#### What are the findings from your assessment efforts?

- Summarize and interpret your data. How many students were at each proficiency level?

**PSLO 1:** Exceeds Proficiency = 8/14; # Meets Proficiency = 5/14; # Below Proficiency = 1

For success, it is critical that students do not fall behind in securing knowledge of the material, because it lays the foundation for other activities in this course. Four students dropped the course before the first exam.

**PSLO #2:** Exceeds Proficiency = 10/17; Meets Proficiency = 6/17; Below Proficiency 1/17 (did not answer the question due to personal issues)

**PSLO #3:** Exceeds Proficiency = 12/17; Meets Proficiency = 2/17; Below Proficiency 3/17

**PSLO #4:** Exceeds Proficiency = 22/47; Meets Proficiency = 20/47; Below Proficiency 5/17

- Describe what you discovered about your students and their learning from the assessment.

Students really progress with their critical thinking and application by the end of the semester. This is best accomplished through the extensive team work, scenarios, projects, and communication in class.

Students who have real world experience are more able to apply the concepts. Students who are working discuss in class how what they learn is exactly what is happening currently in their work. They are able to relate the lessons to real-world problems and are grateful to be learning the tools in class. They begin applying them well before the semester ends. They use the tools to walk through these concepts. These include understanding what motivates/demotivates people based on personality types, motivational theories, leadership styles, diversity (such as age brackets). This helps them to solidify the learning.

Students who are not currently, or have never been in, the work environment use other examples, including teams at school, sports, and personal organizations such as church. These students tend to be more at the “meets proficiency”.

Most students can identify the traits needed for management and differentiate between soft skills. They also recognize the importance of soft skills as not being taught from a book, but from experiential learning. Some students still focus on technical skills over soft skills.

Some students cannot map the level of skills (technical, human resources/interpersonal, conceptual, political) to the management level (intro management to high level). Students often see the lines blurred, especially with the current tech environment where young CEOs are seen as doing it all with blurred lines. These emerging leaders are the “techies”, the visionaries, and the CEO’s. Students should practice more scenarios and apply to the real world.

Students who have not had other critical thinking or English 100 level courses are not able to articulate and apply the concepts as well as students who have completed these courses. By the end of the semester students are better able to articulate and apply the materials

Overall, there is extensive application of concepts both within and across the courses.

#### **Part 4: Next Steps**

##### **What are your next steps?**

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?  
Continue to use case studies and examples. Continue scenarios and group learning. Continue to mix up the groups and encourage a “safe” environment for conversations.
- To what extent do your results point you to a need for professional development? Explain. Depends on the instructor. All would benefit from trainings on diversity. Some would benefit from training of technology. Some of our instructors are experts here, while others, such as myself, continue to need training. The technology is not to go online, however, to use resources for imbedding the case studies, and efficiency such as testing and grading that is accessible to students.
- What is the plan of action and timeline of your next steps? Who are the major players? Continue over the next 5 years to engage in appropriate professional development.

#### **Part 5: Report Summary**

**Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website’s Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:**

The majority of students in the management are performing exceptionally and applying the materials. This program is key for the managers in our community. Many students are already in management and bring relevant experience. They learn how to be better managers in the workplace based on the theories and concepts. It helps current managers to improve their outcomes, and helps employees to be prepared to advance. Additionally, it helps all students in managing life situations in and outside of work. Students engage well with the material because of the need and real-world applicability of the

content. Diversity in the workplace is consistently changing, and continued training and professional development will be key in keeping the content current and relevant.

**\*\* If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [*copy and paste into this same document to limit your report to one file*].\*\***