PROGRAM: Leadership and Management (M.S.)
SUBMITTED BY: Dr. Lorri Cooper
DATE: 30 September
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Student assignments (direct measures) are electronically maintained by the students and the teaching faculty both through Canvas submissions and e-mail attachments. Surveys (indirect measures) are provided by office of Institutional Effectiveness or electronically conducted by program director through use of survey monkey.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

2018-2019 Graduate Catalogue
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This master's degree program is for managers focused on the effective practice of organization management.

Upon successful completion of the leadership and management program, students will be able to:

- Develop leadership capabilities for leading change and executing mission-driven organizational strategies.
- Develop and lead an effective work group or team.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations.
- Determine personal and interpersonal competencies for effective management applications within organizations.
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
Integrate creative and critical thinking skills for leading and executing mission-drive organizational strategies.	'14-'15	Yes	'18-'19
Create a vision and encourage collaborative behaviors to successfully lead a diverse group or team in an organization setting.	'15-'16	No	'19-'20
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	'15-'16	No	'19-'20
Synthesize information from a variety of disciplines to devise management strategies for application in diverse organizational settings.	'14-'15	Yes	'18-'19
Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.	'15-'15	No	'18-'19

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan *(generally not more than two paragraphs, may use bullet points)*:

The program's outcomes support the University's mission in terms of "emphasizing academic excellence," "career preparation," "professional development," and "the moral growth of the individual." Additionally, the program's outcomes are consistent with, and support, the SBA's mission in "educating current and future professional managers" with "knowledge that has value for the business community and society."

Each learning outcome links directly to both the University and the School mission.
- Create a vision and encourage collaborative behaviors to successfully lead a diverse group or team in an organization setting along with integrate creative and critical thinking skills for leading and executing mission-driven organizational strategies are extremely important skill sets for managers. This outcome links to University's "career preparation" emphasis and the SBA's "knowledge that has value for the business community" focus.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations links to the University's belief in the importance of "the moral growth of each individual" and the SBA's statement concerning "instilling in its students and ethical framework."
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message is consistent with the University's focus on professional development and is an increasing important skill required and highly valued in the business community (SBA mission).
- Synthesizing information from a variety of disciplines to devise management strategies for applications in diverse organizational settings is highly valued by the business community (SBA mission) and a component of career preparation (University mission).

Provide a <u>brief</u> description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment *(generally not more than two paragraphs, may use bullet points)***:**

Process:
- Program director ensures assignments offer potential for measurement in courses taught through coordination with teaching faculty;
- Engages students with explanation and requests to submit work for assessment;
- Find other person (s) to review material who are not faculty member teaching course.

Strengths:
- Provides focus especially when considering which elements to choose for measurement;
- Consultation with other faculty offers opportunity to affirm place of content in program;
- Collecting information such as survey data on how students perceive application of learning outcomes both informs and provides direction for potential change;
- Discovery of how and why a standard is met or not met.

Challenges:
- Collection of information and discovering individuals (not faculty teaching course) willing to review assessment materials;
- Creating rubrics for assessment, not for grading.

Planned improvement:
- Solicitation of SBT dean, other program directors, department chairs – for designing some school-wide, all-programs initiative around ethics for potential assessment measurement applicable to each program and/or each level (graduate, undergraduate). Preliminary agreement on idea September '18.

- Fall '19 follow-up – this initiative was not undertaken during AY '18-'19. While agreement on such activities being important was reached, undertaking other matters with higher priority within the school did not allow for timely preparation.

- ***NOTE -- Fall '19 – Due to continuing low enrollment in the program, admissions to the program will be suspended, with teach-out plans and course substitutions established enabling students in-progress of the degree to graduate.***

Evidence of culture of continuous improvement:

According to long-time organization culture scholar Ed Schein, culture comprises the values and patterns of basic assumptions experienced deeply through an organization. While preparing this report two specific instances are noted.

<u>Students taking MGT 585 as study-abroad trip – first time in program's history!</u>

- In Spring '19, 4 program students took MGT 585 Global Business Management, joining with MBA 585 Global Business Experience students on a study-abroad trip to Spain. They were also taking the program's capstone MGT 590 and shared their before- and- after experiences with others. Prior to the trip as they did their research preparation and due diligence in examining select topics, they reported being curious both about the trip and what might be discovered AND there were most determined to be prepared and gracious in all the planned experiences.

- Upon return, their excitement could not be contained! They spoke animatedly about the trip and all they experienced. They were anxious to encourage any student considering a study-abroad – and were especially articulate about the impact on the more experienced, professional students. They shared completed assignments including prepared briefing books and personal reflection papers.

- If the program were not being suspended due to low enrollment, these students would definitely become representative marketers for the program and for this unique opportunity!

<u>Combined class day – MGT 565 Business Communication and MGT 590 Organization Strategy & Learning</u>

- In the planning for Spring '19, there was an opportunity to join a program capstone class meeting and an MGT 565 Communication class meeting. The two instructors and a guest speaker for the day designed learning activities around the topic "Leaders and Strategic Narrative." The joining of the two classes allowed for the newer program students (plus students from other programs) to blend with the graduating program students across activities and across lunch.

- Everyone involved in the day reported high engagement and the guest speaker was most impressed with and inspired by the student participation!! Students shared their positive comments and especially noting the several minute spontaneous exchange among both professors and the guest – as a model of a true learning opportunity!!

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Develop leadership capabilities for leading change	Improve assessment of "reflection" as leadership capability.	

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
and executing mission-driven organizational strategies.	1) Confer with Dr. Speranza, fellow leadership colleague and scholar on refinement of "reflection" rubric and informally compare student reflection assignment from first leadership course in program with final reflection assignment in program capstone. 2) Request "reflection" assignment in OD 523 and MGT 565. 3) Experiment with "collective reflection" (completed by group) in MGT 590 program capstone.	1) Dr. Speranza helped with some minor changes in the rubric. A sample comparison from 2 student's early reflection and final reflection did not indicate a difference. 2) Discussed with each faculty, adding a structured reflection assignment did not fit with course plan this academic year. Faculty open to future consideration. 3) Students opted for no group assignment in MGT 590.
Determine personal and interpersonal competencies for effective management applications within organizations.	1) A business case requiring knowledge of key financial concepts was an assignment in MGT 590 Organization Learning & Strategy (program capstone) in Spring '19. 2) FIN 500 Key Financial Concepts for Managers enrolled 3 students in Summer '19. The intent was to repeat the "application" assignment (student proposal within their organization for which there are financial components).	1) Reading the case analyses by the students demonstrated the question posed did not elicit information sought around financial concepts. The assignment will be repeated in MGT 590 Spring '20 with more focused questions. 2) The instructor chose a different final assignment – a prepared spreadsheet for Budgeted Statement of Activities (Income Statement).

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:`

Anne Boudinot-Amin suggested altering some of the Learning Outcome statements. Those are reflected in the listing above and below.

Outcomes Assessment 2017-2018

Learning Outcome 1: Synthesize information from a variety of disciplines to devise management strategies for application in diverse organizational settings.

Learning Outcome 3: Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.

Note – Both of these outcomes were planned for '18-'19. The first-time opportunity to examine the briefing books in MGT 585 Global Business Management as a direct measure covered both outcomes.

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Assessment Activity

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Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct measure Briefing books prepared for MGT 585 Spr'19 Attached as Appendix #1	3 of 4 (75%) of students reach "Substantially developed" in 3 of the 4 categories of the assessment rubric. Attached as Appendix #2	In Spr'19, four students in the MS in Leadership & Management (MSL&M) program enrolled in the required course MGT 585 Global Business Mgt. The course was delivered as a one-week study abroad in Spain. Two of the required assignments -- a "Briefing Book" (slide presentation) along with a reflection paper were sent by each of the four students to the program director upon request. The director reviewed the briefing books using the attached rubric.	Category #1 Identify relevant knowledge 2 students "Substantially Developed" 1 student "Moderately Developed" 1 student between the 2. Category #2 Analysis & Synthesis 3 students "Substantially Developed" 1 student between "Substantially and "Moderately" Category #3 Inference 3 students "Substantially Developed" 1 student between "Substantially" and "Moderately." Category #4 Slide format and content 4 students "Substantially Developed." The standard is reached
Indirect measure 2018 Alumni Survey data for a total of 6 students on the questions "Find appropriate sources of information;" "Apply knowledge and skills to new situations;" and "Work Collaboratively with people from diverse backgrounds." 2018-19 Graduating Student Survey data for a total of 6 students on the questions "I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences;" "Awareness	85% or more of respondents report "Good or Excellent 85% or more of respondents report "Good or Excellent"	Alumni Survey data and Graduating Student Survey data is collected and presented by the Office of Institutional Effectiveness.	6 of 6 (100%) of respondents report "Good" or "Excellent" on all 3 questions. 6 of 6 (100%) of respondents report "Good or Excellent" on all 3 questions.

Outcome Measures	Performance Standard	Data Collection	Analysis
Explain how student learning will be measured and indicate whether it is direct or indirect.	*Define and explain acceptable level of student performance.*	*Discuss how the data was collected and describe the student population*	*1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
of global issues;" and "Interest in cultures different from your own." "Find appropriate sources of information" and "Evaluate the quality of information."	85% or more of respondents report "Good or Excellent"		5 of 6 (83.3%) of respondents report "Good or Excellent" on both questions. The standard -- 85% and above of respondents report "Good or Excellent" – is reached.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**

Combining results from direct and indirect measures demonstrates the learning outcome is achieved.

Henry Mintzberg, highly respected modern-day management scholar, writes about the 5 "minds" of a manager – reflective (targeting self), analytical (targeting organization), collaborative (targeting relationships), plus action (targeting change).

The 5th mind, worldly (really more of a mindset), targets "context" (some describe as "climate and culture") with a manager more experienced in life in both sophisticated and practical ways. One who spends time in worlds beyond their own to experience and learn about other people's circumstances, habits, cultures, etc.. One who spends time away from the office where products are produced, customers served, and environments threatened. And he writes that managing "context" is akin to managing on the edges, between the organization and the various worlds surrounding it.

There is truly no better classroom for students in the L&M program than to actually visit another country and in an informed and focus way discover: 1) other management systems; 2) elements of a different economy; 3) how a different form of government may influence management within organizations; and 4) how a different culture may influence the people comprising those organizations.

And earlier note above describes the excitement of the students and the depth of experience reported by each who studied abroad. Examining the briefing books they produced clearly conveyed their commitment to excellent work! (And the program director's pride in them all increased!!) Applying the rubric for assessing the learning outcome demonstrated achievement of desired levels of Bloom's taxonomy for higher learning expected in the program.

Briefly describe program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:

Engagement, motivation, and excitement – key words expressed by the students and the course instructor. To pull together analyses of organizational, political, and economic factors with a large "overlay" of culture, different from the one in which they work; served to not only increase student's confidence but also demonstrated to anyone they spoke with – the power of experience. In some sense, that is an inwardly and outwardly visible element of the program.

To discover, analyze and then synthesize information is the science of management and leadership – and is an overarching aim of the program. L&M students consistently demonstrate their capabilities to do this across the program. To then present (communicate) the information in a manner that creates knowledge alongside engagement for the receiver, is the art of management and leadership.
And one capability students seek to learn across their program – not just in the Communication course.

If, in the future, the program is re-opened and students admitted, global coursework will definitely have a place in the curriculum. If the re-opening occurs, the potential for all students to have the study-abroad experience has certainly been a high recommendation. And if the students who had the experience in Spring '19 are available, having them speak as ambassadors will most certainly win over any person considering the program at Marymount.

Discuss planned curricular or program improvements <u>**for this year based on assessment of outcome:**</u>

None are planned. In AY '19-'20, as program admissions are suspended, there will be 9 students enrolled in various required courses and electives. The possibility 5 or more are in the same course with potential to use an assignment for assessment purposes is low.

Learning Outcome 2: Integrate creative and critical thinking skills for leading and executing mission-drive organizational strategies.

<div align="center">Assessment Activity</div>

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct measure Strategy Case Write-up in MGT 590 Spr '19 Attached as Appendix #3	70% of students marked "Substantially developed" for two of three categories -- "Influence of Content and Assumption;" "Innovative Thinking;" "Synthesis."	The assignment was not a graded assignment in MGT 590. The program's director (also instructor for MGT590) read the student submissions and completed the rubric. Attached as Appendix #4	Using the rubric, "Influence of Content and Assumption" 8 of 10 (80%) of students were marked "Substantially Developed" and 2 of 10 (20%) of students were marked "Moderately Developed." "Innovative Thinking" 7 of 10 (70%) of students were marked "Substantially Developed" and 3 of 10 (30%) of students were marked "Moderately Developed." "Synthesis" 6 of 10 (60%) of students were marked "Substantially Developed" and 3 of 10 (30% of students were marked "Moderately Developed" and 1 of 10 (10%) was marked "Insufficient." Standard is reached.
Indirect measure 2018 Alumni Survey data on the questions " Use quantitative/qualitative techniques in your professional field" "Solve problems in your field using your knowledge and skills."	85% or more of respondents report "Good or Excellent" on the selected questions.	Alumni Survey data and Graduating Student Survey data is collected and presented by the Office of Institutional Effectiveness	2018 Alumni Survey data 6 of 6 (100%) of respondents report "Good or Excellent" on both questions.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
2018-19 Graduating Student survey data on the questions : "Develop a coherent written argument," "Use quantitative/qualitative techniques within your professional field," "Solve problems in your field using your knowledge and skills."			2018-19 Graduating Student survey data: 6 of 6 (100%) of respondents report "Good or Excellent" on all 3 questions. The standard is reached.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**

The results of the direct measure and the indirect measure (results from Alumni Survey data and Graduating Student Survey) indicate the learning outcome is met.

The critical thinking rubric used for the assessment included 6 categories. The three selected for the learning outcome (Influence of Context and Assumption – actually is the "culture" question – Synthesis, and Innovative Thinking) are core elements of leadership. As such, they are intentionally targeted by course selection, content, and assignments throughout the L&M program. Two categories met the 70% – Influence of Context and Assumption plus Innovative Thinking and the category, "Synthesis" did not. The standard stated 70% in 2 categories and thus, the standard was met.

Synthesis brings thoughts into a coherent whole – connecting ideas and solutions. And the expectation is for students to do as well in this category as the others. In this instance, fewer students met the 2 designated thresholds. The case assignment occurred at the end of the semester – typically a high stress time for students as they race the clock to complete all assignments. Some students shared they were unable to devote the time to be as thoughtful and focused as they like to be on assignments.

For the indirect measure, having 100% respond to the selected questions on the Graduating Student Survey and the Alumni Survey not only exceeds the standard set but also affirms the program is delivering what students seek and expect both during their studies and afterwards in their professional life.

Briefly describe program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:

MGT 590 is the capstone course for the L&M program. It is usually taken at the end of a student's program, however, due to low program enrollment, this spring several students took the course out of rotation based on their hoped-for graduation semester. To the instructor, there were occasions throughout the course when lack of exposure to content and insufficient skill development was evident. In the overall, it did not have an effect on the class as a whole.

The fact that the direct measure indicated the learning outcome was achieved provides evidence that the level of professional experience (for most students 12 years or more) has much influence over critical thinking capabilities. Time spent in the L&M program does much to enhance and extend the capabilities students bring with them.

In some sense, measuring critical thinking across the program _is_ the program. Using a case study assignment is a traditional method for determining what levels and elements of critical thinking a student displays. For this outcome measure 3 elements of critical thinking were selected. Potentially there may be one additional opportunity, as part of the "teach-out" of the program, for an assessment in Spring '20. Based on the result of this measure, more than one written case-study assignment will be offered and the other elements of critical thinking – explanation of issues, evidence, and conclusion will be looked at for an assessment.

For the indirect measure, having 100% respond to the selected questions on the Graduating Student Survey and the Alumni Survey not only exceeds the standard set but also affirms the program is delivering what students seek and expect both during their studies and afterwards in their professional life.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>

None are planned. In AY '19-'20, as program admissions are suspended, there will be 9 students enrolled in various required courses and electives. The possibility 5 or more are in the same course with potential to use an assignment for assessment purposes is low.

Appendix #1

MGT 585 Global Business Management   Spring 2019

3) Group Project - Briefing Book
Due: Feb 22
As part of the preparation for MGT 585, the first assignment will be the creation of a briefing book containing useful information on the political, economic, socio-cultural, technological, human resources and organizational design in the current business environment of Spain. To create the briefing book, each group must prepare a report on a specific area of interest and post on Blackboard. All students must read the entire Briefing Book before arrival in Spain.

Format: Presentation Format
Include items such as tables, charts, suggested websites and readings.
No less than seven references, must be cited using APA style (in-text as well as reference list)

Organization of the presentation:
The presentation should have 4 major sections:
- General introduction to the topic
- Specific responses to the topic for Spain
- How does Spain compare to the US
- Conclusions

Topics: Each group will be assigned to the corresponding topic area number:
1. Human Resources and Employment Law (Chapters 14)
    (suggested areas of research)
    - Recruitment and Selection of Employees
    - Training and Development of Employees
    - Expatriates and Repatriation
    - Compensation for International Assignments
    - Labor conditions in Spain; workforce, labor unions, immigrant workers

2. Leadership, Organizational Design and Control (Chapters 10,11)
    (suggested areas of research)
    - How Global leadership differs from domestic leadership
    - Models for developing global leaders
    - Impact of organizational design on management practice
    - Decision-making in wholly owned subsidiaries and joint ventures

Appendix #2

MGT 585 Briefing Books   *(first draft rubric)*

1st category – Identifies existing, relevant knowledge and views

     Minimally Developed
- Uses some appropriate literature sources to discover what is already known
- Presentation omits key aspects

     Moderately Developed
- Uses appropriate literature sources to discover what is already known
- Uses adequate variety of resources
- Mostly re- or paraphrases information from resources

Substantially Developed
- Provides thorough and relevant review of literature resources
- Excellent variety of resources
- Creates sound and focused linkages among readings and focus of presentation topic

2nd category – Analysis & Synthesis

     Minimally Developed
- Vague presentation of detail
- Little insight analysis; that which is provided is conventional or underdeveloped

     Moderately Developed
- Adequate presentation of detail
- Adequate depth of insight and analysis

Substantially Developed
- Excellent presentation of detail
- Impressive depth of insight and analysis

3rd category – Inference

     Minimally Developed
- Does not convincingly connect ideas to applications

     Moderately Developed
- Communicates connections among ideas to application

Substantially Developed
- Convincingly connects ideas to applications
- Suggests further ideas and applications for development

Briefing Slides – Moderately and Substantially

Lettering size, font, placement

Correct spelling, grammar, sentence structure, reference format

Consistent spacing and style

Graphs, charts, etc. appropriately selected to both convey information accurately and be visually

Organization of slides invites logical flow

Referencing/sources presented accurately at end

Appendix #3

MGT 590 Organization Strategy   **Spring 2019**

Case Analysis Assignment – 7 pages double-spaced (approximate)

NetApp 2017   Stanford b-case

From page 4 – Desire to be a "flat" organization AND grow to massive global organization. As an "informed" leader and strategist, what wisdom might you offer to guide their thinking? To help them with select considerations?

As you read through the case, there is a fair amount of "technical " information to digest. What clues were you specifically seeking to help make sense of the organization and its history?

Place Transformation 1.0 with the 5 objectives alongside Transformation 2.0 with the the 5 objectives.
What is your view of the success of 1.0? How might it influence the decisions and success of 2.0? Is there information from the outcome of 1.0 useful when considering a strategy for 2.0?

If you offered advice on the execution of a strategy for 2.0 – what information do you wish you knew? i.e. If you could sit with key individuals, what questions might you ask?

If you were a key adviser as the case ends, what might you tell them to "keep" from their strategy and outcomes of 1.0 and what might you tell them to walk away from as they actively seek another change?

They express a desire to retain the "respect" part of their culture and now add "accountability" as part of the foundation. What are your suggestions for doing so? How might some of our readings and discussions this semester offer some direction for accomplishing?

Were you to channel Mintzberg, what strategy might you formulate for them as they go from 1.0 to 2.0?

How might Porter's work influence any considerations?

We had readings and a good discussion of strategic thinking. Apply some of that to this case.

Appendix #4

Critical Thinking Rubric (1st draft)   **Spring '19**
 For Case Analysis
(adapted from Critical Thinking Faculty Learning Community, 2010)

Explanation of Issues
        Substantially developed
        Issues/problems considered critical stated and described comprehensively.

Moderately developed
Issues/problems considered critical stated, described, and clarified.

Insufficient

Issue/problem considered critical only stated.

Evidence
Substantially developed
Information noted with interpretation/evaluation to develop comprehensive analysis and synthesis.

Moderately developed
Information noted with enough interpretation/evaluation to develop coherent analysis and synthesis.

Insufficient
Information taken from sources with some interpretation/evaluation, but no enough to develop coherent analysis or synthesis.

Influence of Context and Assumptions
Substantially developed
Systematically and methodically analyzes own and other's assumptions. Carefully evaluates relevance of contexts.

Moderately developed
Identifies and examines own and others' assumptions and notes several relevant contexts.

Insufficient
Identifies some contexts when presenting position.

Conclusion
Substantially developed
Conclusions logically tied to range of information including opposing viewpoints. Related are clearly identified.

Moderately developed
Conclusion logically tied to information. Some related consequences and implications clearly identified.

Insufficient
Conclusion inconsistently tied to some of the information discusses. Related consequences and implications are oversimplified.

Innovative Thinking
Substantially developed
Creates novel and/or unique ideas, questions for further consideration.

Moderately developed
Partially creates new or novel idea.

Insufficient

Reformulates collection of available ideas

Synthesis
Substantially developed
Synthesizes ideas into a coherent whole.

Moderately developed
Connects ideas and solutions in novel ways.

        Insufficient
            Recognizes existing connections among ideas or solution