

Date Received _____

**Annual Assessment Report Form
DUE NO LATER THAN OCTOBER 1**

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Denise Webster at x7714. **Send the report form via e-mail to devin1lk@cmich.edu.**

1. Program Information:

Program	Bachelor of Science/Bachelor of Applied Arts
Department	Off-Campus Programs
College	ProfEd
Academic Year	2006-2007
Report Submitted by	Al Zainea, Director, Undergraduate Extended Degree Programs
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Date Submitted	October 10, 2007

2. According to the Assessment Plan for this program, what were the planned assessment activities for this Academic Year? You may want to copy and paste from your program's assessment plan (Section 3: Evidence and Artifacts).

Outcomes assessed for this academic year	Way this assessment was carried out	Expected measures from these assessment instruments
All: Goals 1 through 3. All objectives <u>Concentration</u> Building Code Adm	The process was a highly collaborative one, in which major stakeholders and CMU/OCP staff were asked to assess their needs for data from a survey of alumni. The first administration of the survey to alumni of our undergraduate programs was performed during 2006 – 07. The Office of ORA has compiled the following analysis of data.	Measures include data analysis, feedback from focus groups which include objectives from Best Learning Practices (quality indicators).

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results? Describe below or attach to the form.

Results, conclusions, and discoveries

Subjects were presented with six questions that directly reflect the **B.S. in Administration program core learning objectives**. These questions posed a choice of “levels of improvement” in the alumnus’ learning in each objective. (Each concentration has its own learning objectives. Likewise, they were developed as questions, and included in the question #4 matrix. See the Appendix for analysis of concentration objectives.)

To what extent did your program help improve your ability to:	Stated “Substantial” or “Moderate” Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Std Dev
Apply administrative concepts and theories to the workplace, in both profit and nonprofit organizations.	434	88.0	3.22	0.695
Understand and demonstrate basic research techniques in administrative issues.	431	87.4	3.21	0.684
Understand cultural factors and processes that make organizations effective.	432	88.0	3.26	0.695
Apply administrative techniques and strategies to lead an organization.	422	86.3	3.25	0.705
Demonstrate a high level of professional behavior, especially regarding organizational morale, professional ethics and multicultural awareness.	437	89.0	3.31	0.713
Delivery of high quality professional presentations regarding administrative issues and solutions.	403	81.8	3.18	0.802

NOTE: Building Code Administration concentration has very few alumni in the field based on the enrollment in the concentration. However, ALL students must graduate with the **Administration Core Competency program** courses being assessed in the alumni survey.

Conclusions

Between 81.8% and 89.0% of alumni stated they had experienced “substantial improvement” or “moderate improvement” in their understanding of these objectives during their B.S. in Administration program. On a scale 1 (no improvement) – 4 (substantial improvement), no mean score fell below 3.18 (between “substantial” and “moderate” improvement), and standard deviations were not large.

The UEDP Council will review this student focus group request and work with the necessary department to locate or create a course which meets student learning outcomes.

In addition, cross-tabulations were performed using χ^2 analysis to determine observed and expected values and possible differences between them. Differences that reached statistical significance are highlighted in the table below. SPSS output is included at the end of this section.

Reviewing percentage differences in the table below, show that alumni from the Organizational Administration concentration benefited from the all of the learning outcomes to a greater degree than alumni in Industrial Administration and Service Sector concentrations, particularly with reference to “*understand cultural factors*”, “*apply administrative techniques and strategies*”, and “*delivery of high quality presentations*”. One other learning outcome, “*demonstrate a high level of professional behavior*”, was also rated higher by Organizational Administration compared with either the Industrial Administration or Service Sector alumni.

To what extent did your program help improve your ability to: (Stated “substantial” or “moderate” improvement)	Industrial Administration (n = 108)		Organizational Administration (n = 367)		Service Sector (n = 29)	
	Freq	% of 108	Freq	% of 367	Freq	% of 29
Apply administrative concepts and theories to the workplace, in both profit and nonprofit organizations.	87	80.5	322	87.7	25	86.2
Understand and demonstrate basic research techniques in administrative issues.	89	82.4	318	86.6	24	82.7
Understand cultural factors and processes that make organizations effective.	86	79.6	324	88.3	22	75.8
Apply administrative techniques and strategies to lead an organization.	83	76.8	316	86.1	23	79.3
Demonstrate a high level of professional behavior, especially regarding organizational morale, professional ethics and multicultural awareness.	86	79.6	326	88.8	25	86.2
Delivery of high quality professional presentations regarding administrative issues and solutions.	74	68.5	309	84.2	20	68.9

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

The results of the alumni survey have indicated the need to potentially capture direct measures of student learning. A capstone course with a well defined rubric for the BS/BAA Major in Administration will be discussed and created in conjunction with the UEDP Council. The director will also develop a potential BSinBA online degree completion program with CBA.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The information is available through the CMU Intranet and it will also be posted on the web site for students and shared with the UEDPC.

A copy of this record will be stored in the Office of Organizational Research and Assessment (Off-Campus Programs).