

Date Received _____

**Annual Assessment Report Form
DUE JUNE 1, 2005**

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 | MSA—General Administration Graduate Certificate |
| Department | MSA |
| College | Graduate |
| Academic Year | 2004-2005 |
| Report Submitted by | Larry L. Smiley |
| Phone/e-mail | 6525/ smile1ll@cmich.edu |
| Date Submitted | July 27, 2005 |

2. According to the Assessment Plan for this program, what were the planned assessment activities to be conducted during the 2004-2005 Academic Year? You may want to copy and paste from this 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 |
|--|--|---|
| Concentration outcomes 1,2,3,4,5 | Problem-based project in Quantitative Analysis | Percent of possible points |
| | Problem-based project in Finance | Percent of possible points |
| | Problem-based project in MSA 610 | Percent of possible points |
| Concentration outcomes 1,2,3,4,5 | Current student survey | Detailed data analysis |

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

Current student survey

Current student survey was not completed during 2004-2005 school year.

Problem-based project in Quantitative Analysis

Based on a sample of MSA 640 sections, two pieces of data were reported by instructors:

1. Percent of correct answers on problem solving exams was at 90%.
2. Students required to make-up problems that can be solved by using the quantitative techniques covered in the course. All students were able to do this satisfactorily.

Problem-based project in Finance

Two pieces of data were reported by a sample of instructors who taught MSA 635 during 2004-2005.

1. Assignments and exams focusing on FM's bench level technical demand. Students must effectively use math, relevant aspects of accounting data producing formulas, and accepted conversion to information techniques to achieve a successful outcome.

Distribution of grades are:

- A—22%
- B—50%
- C—21%
- E—7%

2. Students assigned in a group project to search information about stock market. Must apply financial theory learned in the course. They are required to analyze corporate financial and non-financial information, prepare financial ratios from income and balance sheet, track progress of stocks, and report findings to the class. Students' self-reporting was that they learned great deal about financial management by doing this project. Grade distributions were all at A and B level.

Problem-based project in MSA 610

Students are given a hypothetical problem and required to provide and argue for a specific public policy including social, economic, cultural, and political ramifications. On a 4.0 scale, students scored 3.75 in the activity.

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.

No changes were made based on results of assessments.

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

Findings were shared with appropriate instructors, advisors, and program administrators.