

CMU Assessment Plan Template

Program Graduate Certificate – Leadership
Assessment Coordinator Dr. Larry Smiley
Department(s) or Interdisciplinary Council Responsible for the Program ProfEd
Five-Year Implementation Dates (2004-2005 to 2008-2009)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

The graduate certificate program is designed for regularly admitted graduate students who desire advanced training in the field of administration.

With a Certificate in Leadership, learners will be able to:

- 1. Apply their knowledge and skills in the area of leadership.**
- 2. Apply the principles of group dynamics in organizations.**
- 3. Facilitate organizational change.**
- 4. Manage conflict in organizations.**
- 5. Apply the principles of negotiation within an organization.**
- 6. Enhance culture diversity and communication in organizations.**

2. **Curriculum Alignment of Student Learning Outcomes.** Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Program Student Learning Outcomes	CERTIFICATE COURSES										
	PSC 785	ECO 515	MGT 646	IPC 560	IPC 561	IPC 665	IPC 667	MGT 649	PSY 531	MSA 620	PSY 535
1	E	R	R	R	E	R	R	E	E	E	E
2	E			R	E	E	R	R	E	R	R
3	E			E	E	R	R	E	R	E	E
4	R		R	R	E	E	R	R	E	E	E
5	R	R	E	R	R	E			R	R	R
6	R			E	R	R	E		R	R	R

I = Introduced E = Emphasized R = Reinforced

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed each Year	Instruments to be used each Year	Expected Measures from Instruments	Academic Year
<u>Direct Measures:</u>			
Outcomes 1 and 3	Course-level assessment, using problem-based projects in MSA 620 and PSY 785 , scored by rubrics and embedded test questions	Percent of possible points	2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009
Outcome 2	Course-level assessment, using problem-based projects in MSA 620 and PSY 531 , scored by rubrics and embedded test questions		2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009
Outcome 4	Course-level assessment, using problem-based projects in IPC 561 , scored by rubrics and embedded test questions		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
Outcome 5	Course-level assessment, using problem-based projects in IPC 565 , scored by rubrics and embedded test questions		2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009
Outcome 6	Course-level assessment, using problem-based projects in IPC 667 , scored by rubrics and embedded test questions		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
<u>Supporting Measures:</u>			
Outcomes 1 – 6	Alumni Survey – instrument attached	Detailed data analysis	2004 – 2005, 2006 – 2007, 2008 – 2009
Outcomes 1 – 6	Current Student Survey – instrument being developed		2005 – 2006, 2007 – 2008, 2009 – 2010

3. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and locations for dissemination of results
Alumni Survey – detailed data analysis	<ul style="list-style-type: none"> • Faculty • Students • MSA Council • Dean of ProfEd • Academic Senate • Board of Visitors 	<ul style="list-style-type: none"> • Faculty Development workshops each Fall • Aggregate data will be placed on CEL website • Aggregate data will be placed in CEL newsletters to faculty and alumni
Current Student Survey – detailed data analysis		
Capstone project – percent of possible points assigned using rubric		<ul style="list-style-type: none"> • In classes • Faculty Development workshops each Fall • Aggregate data will be placed on CEL website • Aggregate data will be placed in CEL newsletters to faculty and alumni
Course-level problem-based projects – percent of possible points		

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____