

CMU Assessment Plan Template

Program MSA – Acquisitions Administration
Assessment Coordinator Dr. Larry Smiley
Department(s) or Interdisciplinary Council Responsible for the Program Off Campus Programs (ProfEd)
Five-Year Implementation Dates (2004-2005 to 2008-2009)

The Acquisitions Administration concentration prepares administrators with a focus on acquisitions by providing a knowledge base in purchasing, regulatory concepts and related factors in acquisitions administration.

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

MSA PROGRAM LEARNING OBJECTIVES

Graduates of this program will be able to:

- 1. Apply administrative and managerial theories/perspectives as they relate to problem solving within a wide range of organizational structures.**
Domain(s): affective, cognitive, behavioral
Evidence: papers, case studies, capstone projects, alumni surveys
- 2. Apply quantitative methods when examining, understanding and solving administrative problems within the broad social, economic, technological and political environments of private, public or not-for-profit organizations.**
Domain(s): cognitive, behavioral
Evidence: exams, case studies, assignments, capstone projects, alumni surveys
- 3. Select strategies/tools for solving complex administrative problems and conduct appraisals and evaluations of recommended programs and projects that serve organizations.**
Domain(s): cognitive, behavioral
Evidence: case studies, papers, capstone projects
- 4. Take a position on an organizational issue, compile and synthesize information on the issue, and defend the position in oral and/or written forms at multiple levels of management.**
Domain(s): cognitive, behavioral
Evidence: papers, presentations, case studies, capstone projects
- 5. Apply the concepts of finance as practiced in the private sector and the general concepts of governmental budgeting and funds allocation in the public sector.**
Domain(s): cognitive
Evidence: tests, case studies, capstone projects

- 6. Apply the concepts of marketing practices as they relate to organizational administration.**
Domain(s): cognitive
Evidence: case studies, tests

- 7. Maintain the fundamental competencies needed to manage information systems in different types of organizations.**
Domain(s): cognitive, behavioral
Evidence: computer proficiency, statistical analysis of data, capstone projects

With a concentration in Acquisitions Administration, learners will be able to:

- 1. Articulate production concepts.**
- 2. Measure performance.**
- 3. Identify and ensure manufacturing quality.**
- 4. Carry out project management.**
- 5. Evaluate manufacturing operations.**
- 6. Identify and negotiate pricing concepts.**
- 7. Procure and contract with suppliers**
- 8. Maintain supplier relations.**
- 9. Make strategic purchasing decisions.**
- 10. Maintain inventory management and control.**
- 11. Explain regulatory and legal processes.**
- 12. Assure quality.**

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	REQUIRED COURSES					ELECTIVE COURSES					
	MSA 600	MSA 634 OR	MSA 635	MSA 640	MSA 685	MSA 610	MSA 620	MSA 650	MSA 660	MSA 675	MSA 661
1	I	I, E	I, E	E	E, R	I, E	I, E	E	E	E, R	
2	I	E	E	E	R					R	E
3	I	I, E	I, E	E	E, R	I	I, E	I, E	R	R	
4	I	E	E	E	R	I	I	I, E	R	E, R	E
5		E	E							R	
6					R		E	E	I, E	R	
7		R	R	E, R	R		R	R		R	

I = Introduced E = Emphasized R = Reinforced

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*.

Concentration Student Learning Outcomes	CONCENTRATION COURSES								
	MGT 533	PSC 522	IET 500	IET 527	MGT 542	MGT 543	PSC 514	PSC 712	PSC 714
1	R		I, E	R	R	R			
2			I	I		I		R	E
3	R		R	R		E			R
4			R	R	R	E			R
5			E	R		R			R
6	I, E				R		R		R
7	I, E	R			R		R		R
8	I	R		R	R	E	R	R	R
9	E	R	R	R	R	R			R
10	R		R		E	R			R
11	R	E		I	R		I, R	R	
12		R	I		R	E			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
Direct Measures:			
MSA outcomes 1, 3, 4, 7	Capstone Project (MSA 685) – scored by rubric	Percent of possible points	2004 – 2005, 2005 – 2006
Concentration outcome 1	Course-level assessment in IET 500 , scored by rubric or embedded test questions		2006 – 2007, 2007 – 2008
Concentration outcome 2	Course-level assessment in IET 500 and 527, MGT 542, PSC 714 , scored by rubric or embedded test questions		2005 – 2006, 2007 – 2008
Concentration outcome 3	Course-level assessment in MGT 543, PSC 714 scored by rubric or embedded test questions		2005 – 2006, 2007 – 2008
Concentration outcome 4	Course-level assessment in MGT 543 , scored by rubric or embedded test questions		2005 – 2006, 2007 – 2008
Concentration outcome 5	Course-level assessment in IET 500, MGT 543 scored by rubric or embedded test questions		2006 – 2007, 2008 – 2009
Concentration outcome 6	Course-level assessment in MGT 533 , scored by rubric or embedded test questions		2006 – 2007, 2008 – 2009
Concentration outcome 7			2005 – 2006, 2007 – 2008
Concentration outcome 8			2005 – 2006, 2007 – 2008
Concentration outcome 9			2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcome 10	Course-level assessment in MGT 542 , scored by rubric or embedded test questions		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcome 11	Course-level assessment in IET 527, PSC 522, PSC 514, PSC 712 , scored by rubric or embedded test questions		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcome 12	Course-level assessment in IET 500, MGT 543, PSC 714 , scored by rubric or embedded test questions		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
MSA outcome 2	Problem-based project in Quantitative Analysis, which will require paper and/or presentation – scored by rubric		2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
MSA outcome 5	Problem-based project in Finance, which will require paper and/or presentation – scored by rubric		2005 – 2006, 2006 – 2007, 2007 – 2008
MSA outcome 6	Project in Marketing and Organizational Communication, which will require paper and/or presentation – scored by rubric		2005 – 2006, 2006 – 2007, 2007 – 2008

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 the Instruments	Academic Year
<u>Supporting Measures:</u>			
MSA outcomes 1 – 7 Concentration outcomes 1 – 12	Alumni Survey – instrument attached	Detailed data analysis	2003 – 2004, 2005 – 2006 2007 – 2008
MSA outcomes 1 – 7 Concentration outcomes 1 – 12	Current Student Survey – instrument being developed	Detailed data analysis	2004 – 2005, 2006– 2007 2008 – 2009

4. 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
Capstone project – percent of possible points assigned using rubric	<ul style="list-style-type: none"> • Faculty • Students • MSA Council • Dean • Academic Senate • Board of Visitors 	<ul style="list-style-type: none"> • In classes • Faculty Development workshops • Aggregate data will be placed on ProfEd website, and • Aggregate data will be placed in ProfEd newsletters to faculty and alumni
Alumni Survey – detailed data analysis		
Current Student Survey – detailed data analysis		
Course-level problem-based projects – percent of possible points on rubric or test questions		

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____