

CMU Assessment Plan Template

Program MSA – General Administration
Assessment Coordinator Dr. Larry Smiley
Department(s) or Interdisciplinary Council Responsible for the Program Off-Campus
Programs (ProfEd)
Five-Year Implementation Dates (2003-2004 to 2007-2008)

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

The General Administration Concentration is designed to serve the needs of a very heterogeneous group of students. The intent is to offer a program of study which provides moderate structure through study in areas which are applicable to a wide variety of administrative settings. In addition, the student is afforded considerable flexibility in designing a program of study which avoids duplication of previous course work, training, or experience by allowing additional study in areas of choice.

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. Be able to 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 General Administration, learners will be able to:

- 1. Articulate and apply the systems, issues and problems which impact upon dynamic organizations operating within a global environment.**
- 2. Explain the nature of legal and political systems and how they impact the operation of organizations and individual decision making.**
- 3. Analyze how the organizational environment and processes affect the behavior of individuals within the work organization.**
- 4. Identify and explain methods for improving communication of individuals and groups within and between organizations.**
- 5. Explain the nature of social and economic systems and how they constrain control and impact the operational effectiveness of 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	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	
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	
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

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Program Student Learning Outcomes	CONCENTRATION COURSES											
	BIS 601	CPS 603	ECO 532	IET 500	MKT 555	FIN 573	IPC 667	MGT 667	MKT 560	PSC 555	ECO 515	PSC 514
1	I, E	I, E	I, E	I, E	I, E	I, E	I, E	I, E	I, E	I, E	R	R
2						R	R	R	R	R	E, R	I, E
3	I	I		I			R				R	
4						R	E, R	R	R	R	R	
5			E			R	R	R	R		E	E

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Program Student Learning Outcomes	CONCENTRATION COURSES										
	PSC 522	IPC 665	MGT 643	MGT 646	PSC 711	PSC 785	IPC 535	EAD 610	IPC 560	IPC 561	JRN 670
1	E, R		R	R	R	R	R		R	R	R
2	E	R	R	E, R	E, R	R				R	
3		E	E	E	E	R	E		R	E, R	
4		E	R	R	R	R	E		E	E	E, R
5	E	R	R	R	R	E	E, R	R		R	

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Program Student Learning Outcomes	CONCENTRATION COURSES						
	ECO 603	ECO 625	ECO 660	IET 524	PHL 518	PSC 774	SOC 512
1	R	I	R	E	E	E, R	R
2		E	E		R	R	
3	R			R	R		E, R
4					R		R
5	E	R	R		E, R	R	E, R

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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>			
MSA outcomes 1, 3, 4, 7 Concentration outcomes 1, 3, 4, 5	Capstone Project (MSA 685) – scored by rubric	Percent of possible points	2004 – 2005, 2005 – 2006 2006 – 2007, 2007 – 2008
MSA outcome 2 Concentration outcome 2	Problem-based project in MSA 640 , 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 MSA 635 , which will require paper and/or presentation – scored by rubric		2004 – 2005, 2005 – 2006 2006 – 2007, 2007 – 2008
MSA outcome 6	Project in Marketing & Organizational Communication, will require paper and/or presentation – scored by rubric		2005 – 2006, 2006 – 2007 2007 – 2008
Concentration outcome 6	Course-level assessment, problem-based projects in MSA 610		2004 – 2005, 2005 – 2006 2006 – 2007
MSA outcomes 1 – 7 Concentration outcomes 1 – 6	Alumni Survey – instrument attached		Detailed data analysis
MSA outcomes 1 – 7 Concentration outcomes 1 – 6	Current Student Survey – instrument being developed	2004 – 2005, 2006 – 2007	

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 • ProfEd 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 • ProfEd newsletters to faculty and alumni
Course-level problem-based projects		
Current Student Survey – detailed data analysis		<ul style="list-style-type: none"> • Faculty Development workshops • Aggregate data will be placed on ProfEd website • ProfEd newsletters to faculty and alumni
Alumni Survey – detailed data analysis		

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____