

CMU Assessment Plan Template

Program MSA – Vehicle Design
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 Vehicle Design and Manufacturing Administration (VDMA) Concentration prepares students to take leadership responsibility in vehicle design and manufacturing administration.

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 Vehicle Design and Manufacturing Administration, learners will be able to:

- 1. Be prepared to take leadership responsibility in vehicle design and manufacturing administration in the industry.**
- 2. Identify and apply production concepts to the administration of vehicle design and manufacturing processes.**
- 3. Apply industrial management principles to the vehicle design industry.**
- 4. Manage logistics systems in the industry.**
- 5. Apply the concepts of quality control.**
- 6. Manage inventory and materials in the vehicle design and manufacturing industry.**

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

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					
	IET 500	IET 501	MGT 542	MGT 543	MKT 665	MSA 610
1		I, E	I	E	I	I
2	E	E	E	E	E	
3	E	E	R	E	E	R
4	R	R	R	R	E	
5	R	E		E		R
6		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
<u>Direct Measures:</u>			
MSA outcomes 1, 3, 4, 7 Concentration outcomes 1, 3	Capstone Project (MSA 685) – scored by rubric	Percent of possible points	2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
MSA outcome 2	Problem-based project in MSA 640 , which will require paper and/or presentation – scored by rubric	Percent of possible points	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	Percent of possible points	2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008
MSA outcome 6	Project in Marketing and Organizational Communication, will require paper and/or presentation – scored by rubric	Percent of possible points	2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcomes 2, 4	Course-level assessment, using problem-based projects in IET 500	Percent of possible points	2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcome 5	Course-level assessment, using problem-based projects in MGT 543	Percent of possible points	2005 – 2006, 2006 – 2007, 2007 – 2008
Concentration outcome 6	Course-level assessment, using problem-based projects in MGT 542	Percent of possible points	2005 – 2006, 2006 – 2007, 2007 – 2008
<u>Supporting Measures:</u>			
MSA outcomes 1 – 7 Concentration outcomes 1 – 6	Alumni Survey – instrument attached	Detailed data analysis	2003 – 2004, 2005 – 2006, 2007 – 2008
MSA outcomes 1 – 7 Concentration outcomes 1 – 6	Current Student Survey – instrument being developed	Detailed data analysis	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		<ul style="list-style-type: none"> • Faculty Development workshops • Aggregate data will be placed on ProfEd website • ProfEd newsletters to faculty and alumni
Current Student Survey – detailed data analysis		
Alumni Survey – detailed data analysis		

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____