

# CMU Assessment Plan Template

Program Bachelor of Applied Arts degree with a Major in Administration – Industrial Administration Concentration

Assessment Coordinator Al Zainea

Department(s) or Interdisciplinary Council Responsible for the Program UEDP

Five-Year Implementation Dates (2004-2005 to 2008-2009)

*The Bachelor of Applied Arts degree differs from the Bachelor of Science degree, in that the B.A.A. student is required to take a minor field of study, as well as the major in Administration. Just one of the available minor fields of study is administered through ProfEd: Community Justice (approved assessment plan attached).*

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

**Goal 1: ADMINISTRATIVE CONCEPTS and THEORIES** – Comprehension and demonstration of the concepts and theories related to administrative functions of profit and non-profit agencies.

**Objective A:** The student will have knowledge and understanding of the scope of administration through a profit and non-profit agency setting. The student will:

- Outcome 1:** comprehend concepts and theories as it relates to administration, economics, accounting, marketing, and finance.
- Outcome 2:** analyze organizational structures.
- Outcome 3:** recognize and identify social trends in industries.

**Objective B:** The student will have knowledge and be able to demonstrate basic research techniques and practices. The student will demonstrate:

- Outcome 1:** abilities to conceptualize research ideas and construct a research agenda.
- Outcome 2:** proficiency in applying software technology to report the research data.
- Outcome 3:** research outcomes through oral communication methods.

**Goal 2: ADMINISTRATION and DECISION-MAKING** – Demonstrate the knowledge and ability to administer, manage, and promote organizational programs, services, and activities.

**Objective A:** The student will have knowledge and understanding of administrative/management issues and features of profit and non-profit organizations. The student will:

- Outcome 1:** comprehend cultural factors in organizations.
- Outcome 2:** strengthen interpersonal relations and discover and understand applicable decision making theories and strategies.
- Outcome 3:** gain insight of an agency policy development.

**Objective B:** The student will have the ability to apply administrative techniques and strategies to lead an organization and/or its units e.g. (financial, human resource, marketing, and legal).  
The student will:

- Outcome 1:** apply basic accounting practices to support organizational success.
- Outcome 2:** utilize basic administrative skills in an organizational setting.
- Outcome 3:** demonstrate software packages to support unit/departmental needs.

**Goal 3: PROFESSIONAL COMPETENCIES** – Demonstrate and practice professional competencies needed for a career in administration.

**Objective A:** The student will gain the knowledge and have the ability to demonstrate various competencies in various profit and/or non-profit profession. The student will:

- Outcome 1:** comprehend professional and environmental ethics and practices.
- Outcome 2:** identify professional behaviors in the workplace.
- Outcome 3:** explain the roles of related professional associations.
- Outcome 4:** advocate multicultural diversity in the organization

**Objective B:** The student will communicate, design, and deliver presentations by using software technology. Therefore, the student will:

- Outcome 1:** demonstrate intelligible verbal presentation and communication skills.
- Outcome 2:** validate enhanced written communication skills.
- Outcome 3:** substantiate proper technical writing skills (i.e. professional business letters and e-mails.)

**Goal 4: CONCENTRATION OUTCOMES** – A graduate of the B.S. degree program with an Industrial Administration Concentration will be able to:

1. understand and be able to explain the basic principles of industrial management, industrial safety, production and planning, computer applications in industry, quality control and process control;
2. analyze the appropriateness of managerial activity, safety, production and planning, computer applications, quality control and process control in an industrial setting; and
3. affect, insure or improve the appropriateness of managerial activity, safety, production and planning, computer applications, quality control and process control in an industrial setting

**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									
	CPS 501	ECO 201	ECO 202	STA 282	ACC 201	ACC 202	FIN 332	MKT 300	MGT 312	MGT 495
1.A.1		I	I,E		I	I,E	E,R	I	I	
1.A.2.		I	I,E		I	I,E			I,E	
1.A.3.		I	I,E				I	I,E	I	R
1.B.1.	I			I				I		E
1.B.2.	I,E			I						E,R
1.B.3.	I,E			I				I		E,R
2.A.1.								I	I,E	E,R
2.A.2.		I	I,E				I	E	E	R
2.A.3.		I	I,E		I	I	E,R	I	I	E,R
2.B.1.					I	I	E,R			
2.B.2.									E	R
2.B.3.	E			I	I	I				
3.A.1.							I	I	I	E,R
3.A.2.									I	E
3.A.3.									I	E
3.A.4.								E	E	R
3.B.1.		I	I	I				E	E	R
3.B.2.		I	I	I	I	E		E	E	R
3.B.3.	R							E	E	R

I = Introduced E = Emphasized R = Reinforced

**Industrial Administration Concentration** – The concentrations for this major are designed to enable students to use prior learning credit (awarded for previous work and training), transfer credit, and CMU course credit to fulfill the **18 credit concentration**. There is no single course that is taken by all students completing a specific concentration. In all cases, the concentration courses are of an administrative nature and are designed to focus upon the application of administrative skills in the respective organizational setting.

Program Student Learning Outcomes	CONCENTRATION COURSES					
	IET 326	IET 327	IET 501	IET 502	MGT 340	MGT 542
1.A.1.		E	R		E	E
1.A.2.			R			
1.A.3.			E	R	E	
1.B.1.	E				E	E
1.B.2.	E					E
1.B.3.	E				E	E
2.A.1.		E	R			
2.A.2.		R	E		R	R
2.A.3.	E	R			R	R
2.B.1.					E	E
2.B.2.			E		E	
2.B.3.				R		
3.A.1.	E	R	R			
3.A.2.		R	R			
3.A.3.	E	R				
3.A.4.	I					
3.B.1.	E				E	
3.B.2.	E			E		E
3.B.3.		E		E		

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 of the student Learning Outcomes will be assessed during each of the five years? How will the results be reported for each of the five years?

<b>Outcomes to be assessed each year</b>	<b>Instruments to be used each year</b>	<b>Expected measures from the instrument</b>	<b>Academic Year</b>
All	Current Student Survey (supporting measure)	Data Analysis	2004-2005
	Common Core Assignments; Embedded Test Questions (direct measures)	Percent correct per outcome, evaluated by rubric	
All	Alumni Survey (supporting measure)	Data Analysis	2005-2006
	Employer Survey (supporting measure)	Data Analysis	
	Common Core Assignments (direct measures)	Percent correct per outcome, evaluated by rubric or other grading schema	
All	Common Core Assignments (direct measures)	Percent correct per outcome, evaluated by rubric or other grading schema	2006-2007
All	Current Student Survey (supporting measure)	Data Analysis	2007-2008
	Common Core Assignments (direct measures)	Percent correct per outcome, evaluated by rubric or other grading schema	
All	Alumni Survey (supporting measure)	Data Analysis	2008-2009
	Employer Survey (supporting measure)	Data Analysis	
	Common Core Assignments (direct measure)	Percent correct per outcome, evaluated by rubric or other grading schema	

**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 instruments	Affected stakeholders	Dates and locations for dissemination of results
2004 – 2005 Data Analysis and Student survey	<ul style="list-style-type: none"> <li>• Current Students</li> <li>• Faculty and staff</li> <li>• Prospective students</li> <li>• UEDP Council</li> <li>• Alumni and Friends</li> <li>• Employers</li> <li>• Univ. Assessment Council</li> </ul>	<ul style="list-style-type: none"> <li>• Web Site Posting</li> <li>• Fall Faculty/Staff Training</li> <li>• Fall UEDP Council Mtg</li> <li>• Annual Report (July 31)</li> </ul>
2005 – 2006 Data Analysis and Alumni survey		
2006 – 2007 Common Core Assignments – Percent correct per outcome, evaluated by rubric or other grading schema		
2007 – 2008 Test Embedded Questions – Percent correct per outcome		

**Date sent to the Assessment Council** \_\_\_\_\_  
**Date reviewed by the Assessment Council** \_\_\_\_\_  
**Approval date** \_\_\_\_\_