



An entry-level graduate with an Associate of Applied Science Degree in Procurement and Materials Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Demonstrate an understanding of the importance of purchasing and materials management.	PUR 201, 202, 220, 295
2. Develop an ethical and professional attitude toward the P/MM career.	PUR 201, 270, 295
3. Apply quantitative skills appropriate to the procurement and materials management career needs.	MAN 260; PUR 202, 295
4. Recognize and evaluate areas of P/MM requiring improved efficiency.	PUR 205, 210, 215, 220; MAN 216
5. Recognize and develop cost savings approaches in the purchase of materials/services.	MAN 216; PUR 202, 205, 210
6. Recognize basic marketing principles and impacts of marketing on the material management function.	MAR 105, 201, 202, Marketing elective
7. Demonstrate an understanding of computer applications at a level compatible with purchasing and material management needs.	MAN 260; CIS 119; PUR 208
8. Develop an understanding of the accounting function and the managerial application of the information provided.	ACC 111, 112, 113
9. Apply quantitative and analytical techniques used in the management process.	MAN 216, 260; PUR 201; Business electives
10. Apply human relations skills to job/interpersonal situations.	PUR 206, 220, 225; Management electives

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Methods(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Course-by-course assessment is the primary method for formative assessment. Course objectives and learning outcomes are carefully linked from one course to another. PUR 202 combines small group work and case studies that serve as end-of-sequence assessment

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is completed via two courses, MAN 295 and MAN 278. MAN 295, Management Seminar, requires that students complete case studies, research a current topic in management, and complete oral presentations. It is specifically required of all Business Management, Purchasing, Traffic, and Associate of Technical/Individualized Study students.

MAN 278, Management Capstone, is the capstone course for all business Management students (including purchasing, inventory control, logistics, and transportation majors) and assesses the level of preparation of students for their fields of work. As they progress toward the degree, students are asked to compile a portfolio of key assignments from their classes (which the department retains) and demonstrate integration of course content from the entire program. The MAN 278 course also asks for student critique of the curriculum (using an adaptation of the Bloom Taxonomy), provides student self-assessment of behavioral styles, requires teaming modules for skill building in that area, and provides for resume building in cooperation with Career Planning and Placement.

- \* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

The portfolio process is the highlight of the program. The process requires thinking and reflection for all involved. Student performance in MAN 278 has been very good. Students respond well to the course and indicate that it has been a useful learning experience.

The department would like to have data, which will provide better analysis of student skills. Portfolio assignments may not be consistent from one student or course to another. The department is considering the identification of key assignments inclusion in the portfolio.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Student participation in MAN 295 is calling for additional pre-requisites, including 205, 225, 216, 255, or instructor permission. The department is still concerned about the students' abilities in this integrative course.

A course in Electronic Commerce has been added to the curriculum. This is a course which is interdisciplinary and can support a number of degree programs, including this one.

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written assignments are given throughout the curriculum. The chair estimates that 75% of the faculty use the writing checklist for assessment of written skills. Student writing by end of the program is adequate although there is room for improvement.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentations are required in throughout the curriculum. Faculty assess the oral communication skills; it is not clear whether or not they use the oral communication checklist. Classroom discussion is a part of nearly all PUR courses. Individual instructors often use team assignments requiring students to interact effectively in small group environment. The capstone course utilizes small groups with the expectation of effective communication.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Students in MAN 105 are encouraged to reflect and consider issues of relevance to their field. Level of thinking complexity is increased as student progress through the program. High-level problem solving and critical thinking are particularly emphasized in MAN 278. Students are required to recommend solutions to case problems and are pre- and post-assessed on their abilities to identify the correct solution.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values, citizenship and community are underlying the entire program in MAN. These issues are addressed in nearly every if not every course. Ethical implications, community impact, assimilation into the community are all part of the program. Students are exposed to the American Management Association code of ethics in MAN-105.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.