

Program-Level Assessment Plan

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| Program: Project Management | Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): UG Certificate |
| Department: | College/School: School for Professional Studies |
| Date (Month/Year): June 2021 | Primary Assessment Contact: Randy Robertson |

Note: Each cell in the table below will expand as needed to accommodate your responses.

| # | Student Learning Outcomes | Curriculum Mapping | Assessment Methods | |
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| | | | Artifacts of Student Learning (What) | Evaluation Process (How) |
| | <p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p> | <p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p> | <p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p> | <p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p> |
| 1 | <p>Students will be able to describe the project management framework, addressing individual, team and organizational needs.</p> | <p>PMGT1010, PMGT2020</p> | <p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.</p> | <p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p> |

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| 2 | Integrate leadership and management competencies to influence stakeholders. | PMGT1030, PMGT3020 | <ol style="list-style-type: none"> 1. 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. 2. Exit survey completed by students at end of degree. 3. 3. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded. | <p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p> |
| 3 | Use data to prioritize project resource requirements. | PMGT1030, PMGT2010, PMGT2020, PMGT3020, PMGT4030 | <ol style="list-style-type: none"> 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three- | <p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p> |

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| | | | point rubric. Comments and recommendations will be recorded. | |
| 4 | Appraise project progress toward stated deliverables. | PMGT1010, PMGT1030, PMGT2020, PMGT4030 | <ol style="list-style-type: none"> 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded. | <p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p> |
| 5 | Arbitrate trade-offs in delivering project success. | PMGT2010, PMGT3020 | <ol style="list-style-type: none"> 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree. 3. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded. | <p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p> |

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.

Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

See answer to number 1.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcome can be distinguished and evidence towards achievement reported.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.