

Program-Level Assessment: Annual Report

Program Name (no acronyms): Project Management Department:
Degree or Certificate Level: Undergraduate Certificate College/School: School for Professional Studies
Date (Month/Year): June 2021 Primary Assessment Contact: Randy Robertson, PhD
In what year was the data upon which this report is based collected? Academic Year 2020-2021
In what year was the program's assessment plan most recently reviewed/updated? Academic Year 2020-2021

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the actual learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The two student learning outcomes that were assessed in the 2020-2021 cycle are:

- SLO 3 - Use data to prioritize project resource requirements.
- SLO 4 - Appraise project progress toward stated deliverables.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

All courses were offered online.

Course Name & Artifact Used:

SLO 3

- PMGT1030 Project Selection and Scope – Project Data Analysis
- PMGT2010 Communications - Stakeholder and Quality Management – Quality Plans
- PMGT2020 Project Data Analysis – Final Project
- PMGT3020 Time, Cost and Risk Management – Budget Plans
- PMGT4030 Project Management Laboratory – Final Project

SLO 4

- PMGT1010 Fundamentals of Project Management – Project Simulation
- PMGT1030 Project Selection and Scope – Project Scope Plans
- PMGT2020 Project Data Analysis – Final Project
- PMGT4030 Project Management Laboratory – Final Project

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

- Instructors have outcomes set up and added to their artifact rubric via Canvas outcomes. At the end of their courses, a Canvas Outcomes report was run to collect data about student performance and artifacts used to assess learning outcomes. Data was used to analyze and make changes as needed to assessments of learning outcomes.

- Exit surveys that were completed by students at the end of the degree.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Among the questions in the graduating student survey were the following, which deal with the outcomes under consideration:

- As a student in this program, to what extent have you learned to use data to prioritize project resource requirements?
- As a student in this program, to what extent have you learned to appraise project progress toward stated deliverables?

The possible responses were:

0. Not at all
1. To a small extent
2. To a moderate extent
3. To a great extent

The average response for each of these two questions was 3.0, indicating a uniform response that the two outcomes were achieved to a great extent. There were some suggestions, however, that dealt with these two learning outcomes and could contribute to further improvement. These include using a business simulation scenario that persists throughout the program and expands in scope to encompass each individual project management topic as it is studied. Another respondent talked about the value of real-life examples in class to help relate the concepts being studied to actual events and circumstances.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

It appears that the program is supporting achievement of the learning objectives under study. Further improvement might be achieved by greater use of project simulations within the program, and instructors might find greater success in teaching concepts by relating examples from their careers to enhance the examples that are given in the study materials.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Each year a complete report is distributed among key faculty and administrators associated with the program for feedback. Recommendations and action items are discussed, shared, and implemented.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The program strives for continual improvement. The program director will explore opportunities for enhancing students' ability to use data effectively and to assess project progress.

The program also seeks to take further advantage of the artifact collecting and reporting capabilities of the Canvas LMS to enhance the ability to assess student progress.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Last year's assessment revealed issues with the writing ability of many of the students. In response SPS has promoted the use of Smarthinking Tutoring, an online application that offers one-on-one writing assistance.

B. How has this change/have these changes been assessed?

In June 2021, a survey was sent to instructors to measure the level of impact that Smarthinking was having on their students.

C. What were the findings of the assessment?

On a scale of 1 to 5, with 5 being extremely dissatisfied and 1 being extremely satisfied, the mean measure of overall satisfaction with the results of Smarthinking was 2.8. This indicates only a small positive overall view of the utility. Another year of data will be useful in determining if Smarthinking is the best approach or if other options should be considered.

D. How do you plan to (continue to) use this information moving forward?

Continue evaluating effectiveness of Smarthinking Tutoring by monitoring usage and satisfaction.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report.