

Program Assessment: *Annual Report*

Program(s): BS Project Management

Department: Project Management

College/School: School for Professional Studies

Date: May 2020

Primary Assessment Contact: Randy Robertson, Ph.D.

1. Which program student learning outcomes were assessed in this annual assessment cycle?

The two student learning outcomes that were assessed in the 2019-2020 cycle are:

Use data to prioritize project resource requirements (ABET-3).

Appraise project progress toward stated deliverables (ABET-4).

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

ABET-3

PMGT1030 = Project Data Analysis

PMGT2010 = Quality Plans

PMGT2020 = Final Project

PMGT3010 = Proposal Document

PMGT3020 = Budget Plans

PMGT4030 = Final Project

PMGT4960 = Final Capstone Project

ABET-4

PMGT1010 = Project Simulation

PMGT1020 = Contract Document

PMGT1030 = Project Scope Plans

PMGT2020 = Final Project

PMGT2030 = Course not offered in this cycle

PMGT3010 = Proposal Document

PMGT3040 = Final Project

PMGT4010 = Project Requirements Plan

PMGT4030 = Final Project

PMGT4960 = Final Capstone Project

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Assessment data were analyzed using:

- An assessment survey that was completed by each instructor at the end of the course
- Exit surveys that were completed by students at the end of the degree

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Students in an online environment place a high value on instructor participation, indicating that greater emphasis be placed on regular communication via discussion boards, announcements, and performance feedback.

Consistent deficiencies were identified in students' general writing skills and, particularly evident in PMGT 2020 Project Data Analysis, intermediate math skills, indicating greater emphasis in these areas.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

- Emphasizing greater participation during the week by instructors
- SPS Academic Coaches are actively maintaining with students
- Smarthinking Tutoring services are being offered to all SPS students free of charge to supplement writing and math skills where indicated

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

We will address this question once we have collected a second year's worth of assessment related data.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.