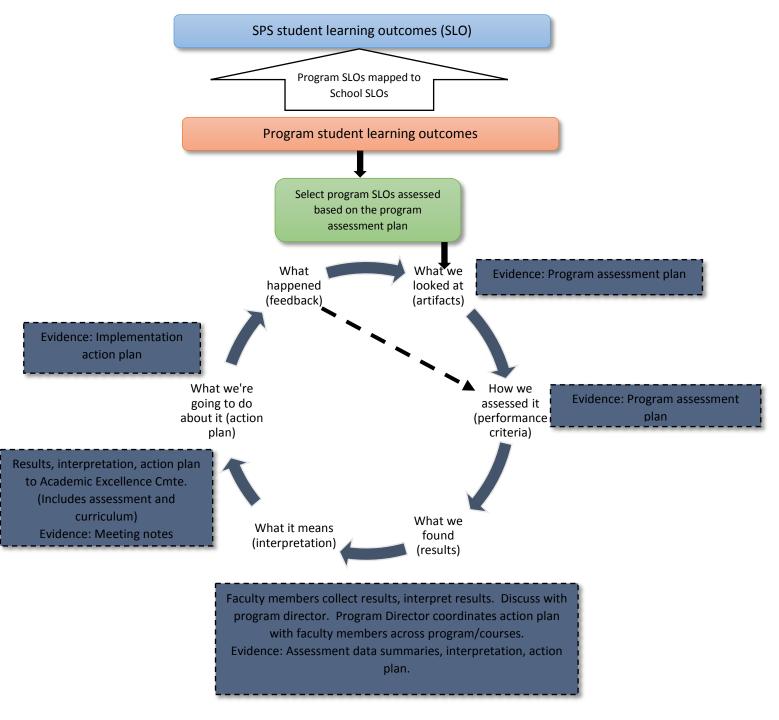The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.

SPS student learning outcomes (SLO)

Program SLOs mapped to School SLOs

Program student learning outcomes

Select program SLOs assessed based on the program assessment plan

What happened (feedback)

What we looked at (artifacts)

Evidence: Program assessment plan

Evidence: Implementation action plan

What we're going to do about it (action plan)

How we assessed it (performance criteria)

Evidence: Program assessment plan

Results, interpretation, action plan to Academic Excellence Cmte. (Includes assessment and curriculum)
Evidence: Meeting notes

What it means (interpretation)

What we found (results)

Faculty members collect results, interpret results. Discuss with program director. Program Director coordinates action plan with faculty members across program/courses.
Evidence: Assessment data summaries, interpretation, action plan.

# Program Assessment Plan

**Program: Project Management BS**

**Department: N/A**

**College/School: School for Professional Studies**

**Date: 7-24-2018**

**Primary Assessment Contact: Randy Robertson**

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

| # | Program Learning Outcomes<br><br>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?<br>■ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).* | Assessment Mapping<br><br>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable. | Assessment Methods<br><br>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?<br>■ *Note: the majority should provide direct, rather than indirect, evidence of achievement.*<br><br>Please note if a rubric is used and, if so, include it as an appendix to this plan. | Use of Assessment Data<br><br>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?<br><br>How and when will the program evaluate the impact of assessment-informed changes *made in previous years*? |
|---|---|---|---|---|
| 1 | Describe the project management framework, addressing individual, team and organizational needs. | PMGT1010, PMGT1020, PMGT2020, PMGT3030, PMGT3040, PMGT4010, PMGT4960 | 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.<br><br>2. Exit survey completed by students at end of degree. | 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.<br><br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

| | | | | |
|---|---|---|---|---|
| | | | 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. | |
| 2 | Integrate leadership and management competencies to influence stakeholders. | PMGT1030, PMGT2030, PMGT3020, PMGT4020, PMGT4960 | 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.<br><br>2. Exit survey completed by students at end of degree.<br><br>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. | 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.<br><br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 3 | Use data to prioritize project resource requirements. | PMGT1030, PMGT2010, PMGT2020, PMGT3010, PMGT3020, PMGT4030, PMGT4960 | 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.<br><br>2. Exit survey completed by students at end of degree.<br><br>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. | 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.<br><br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

| 4 | Appraise project progress toward stated deliverables. | PMGT1010, PMGT1020, PMGT1030, PMGT2020, PMGT2030, PMGT3010, PMGT3040, PMGT4010, PMGT4030, PMGT4960 | 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.<br><br>2. Exit survey completed by students at end of degree.<br><br>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. | 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.<br><br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 5 | Arbitrate trade-offs in delivering project success. | PMGT2010, PMGT3020, PMGT3030, PMGT4010, PMGT4020, PMGT4960 | 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.<br>2. Exit survey completed by students at end of degree.<br>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. | 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.<br><br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

**Additional Questions**

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is not recommended to try to assess every outcome every year.)*

**Program Assessment Schedule**

The following schedule provides an annual timeline for assessing the program's student learning outcomes.  The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

| | SLO1 | SLO2 | SLO3 | SLO4 | SLO5 |
|---|---|---|---|---|---|
| **AY 2018-19** | PMGT1010, PMGT1020, PMGT2020, PMGT3030, PMGT3040, PMGT4010, PMGT4960 | PMGT1030, PMGT2030, PMGT3020, PMGT4020, PMGT4960 | | | |
| **AY 2019-20** | | | PMGT1030, PMGT2010, PMGT2020, PMGT3010, PMGT3020, PMGT4030, PMGT4960 | PMGT1010, PMGT1020, PMGT1030, PMGT2020, PMGT2030, PMGT3010, PMGT3040, PMGT4010, PMGT4030, PMGT4960 | |
| **AY 2020-21** | PMGT1010, PMGT1020, PMGT2020, PMGT3030, PMGT3040, PMGT4010, PMGT4960 | PMGT1030, PMGT2030, PMGT3020, PMGT4020, PMGT4960 | | | PMGT2010, PMGT3020, PMGT3030, PMGT4010, PMGT4020, PMGT4960 |
| **AY 2021-22** | | | PMGT1030, PMGT2010, PMGT2020, PMGT3010, PMGT3020, PMGT4030, PMGT4960 | PMGT1010, PMGT1020, PMGT1030, PMGT2020, PMGT2030, PMGT3010, PMGT3040, PMGT4010, | |

| | | | | PMGT4030, PMGT4960 | |
|---|---|---|---|---|---|

**Program Curricular Map**

The curriculum map indicates where SLOs are introduced (I), reinforced (R), and evaluated.   The map demonstrates how each course contributes to students' meeting the SLOs and help ensures student learning is designed to scaffold from initial introduction to the knowledge/skills/attitudes (KSA), to the opportunity to apply the KSAs to different situations, to evaluation of student's degree of achievement of each SLO.

| Project Management Student Degree Learning Objectives | 1. Describe the Project Management Framework, addressing individual, team and organizational needs. | 2. Integrate leadership and management competencies to influence stakeholders. | 3. Use data to prioritize project resource requirements. | 4. Appraise project progress toward stated deliverables. | 5. Arbitrate trade-offs in delivering project success. |
|---|---|---|---|---|---|
| **Project Management Core (42 Credits)** | | | | | |
| **PMGT 1010** - Fundamentals of Project Management | I | | | I | |
| **PMGT 1020** - Fundamentals of Contract Management | R | | | R | |
| **PMGT 1030** - Project Selection and Scope | | I | I | R | |
| **PMGT 2010** - Communications - Stakeholder and Quality Management | | | R | | I |
| **PMGT 2020** - Project Data Analysis | R | | R | R | |
| **PMGT 2030** - Certifications* | | R | | R | |
| **PMGT 3010** - Proposal Management | | | R | R | |
| **PMGT 3020** - Time, Cost and Risk Management | | R | R | | R |
| **PMGT 3030** - Contract Supplier Administration | R | | | | R |
| **PMGT 3040** - Project Management Leadership Ethics | R | | | R | |
| **PMGT 4010** - Requirements Analysis | R | | | R | R |
| **PMGT 4020** - Multi-Project Management | | R | | | R |
| **PMGT 4030** - Project Management Laboratory | | | R | R | |
| **PMGT 4960** - Project Management Capstone | E | E | E | E | E |
| *Will be replacing *PMGT 2030* with *PMGT 3050 - Government Contracting and FAR* prior to Spring 1 2018 | | | | | |

*Program learning outcome data collected and evaluated in "R" and "E" courses.

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.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

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.

SAINT LOUIS UNIVERSITY.