

Program: Project Management

Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): Master's

Department:

College/School: School for Professional Studies

Date (Month/Year): June 2021



			point rubric. Comments and recommendations will be recorded.	
Appraise project progress toward stated deliverables.	PMGT1010, PMGT1020, PMGT1030, PMGT2020, PMGT2030, PMGT3010, PMGT3040, PMGT3050, PMGT4010, PMGT4030, PMGT4960		<ol style="list-style-type: none"> <li>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.</li> <li>2. Exit survey completed by students at end of degree.</li> <li>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.</li> </ol>	<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>
Arbitrate trade-offs in delivering project success.	PMGT2010, PMGT3020, PMGT3030, PMGT3050, PMGT4010, PMGT4020, PMGT4960		<ol style="list-style-type: none"> <li>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.</li> <li>2. Exit survey completed by students at end of degree.</li> <li>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.</li> </ol>	<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>

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.

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.)

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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.