Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: Project Management	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): GR 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	
			Artifacts of Student Learning (What)	**Evaluation Process (How)**
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	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.).	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework.	PMGT5000, PMGT5010, PMGT 5020, PMGT 5030	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. Masters applied research projects completed in PMGT5961- 5963 will be evaluated by the Program Director at the end of the research project using a	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.

			three-point rubric. Comments and recommendations will be recorded.	
2	Graduates will be able to utilize argumentation skills appropriate for a given problem or context.	PMGT5010	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. Masters applied research projects completed in PMGT5961- 5963 will be evaluated by the Program Director at the end of the research project 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. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.
3	Graduates will be able to implement the project management framework across a portfolio of programs, addressing individual, team, and organizational needs.	PMGT5000, PMGT5010, PMGT5020	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. Masters applied research projects completed in PMGT5961- 5963 will be evaluated by the Program	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.

			Director at the end of the research project using a three-point rubric. Comments and recommendations will be recorded.	
4	Graduates will be able to make data-driven decisions regarding project opportunities to align project activity with strategic objectives.	PMGT5010	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. Masters applied research projects completed in PMGT5961- 5963 will be evaluated by the Program Director at the end of the research project 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. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

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?

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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 <u>not recommended</u> 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
AY 2021-22	PMGT5000, PMGT5010, PMGT 5020, PMGT 5030			
AY 2022-23		PMGT5010		
AY 2023-24			PMGT5000, PMGT5010, PMGT5020	
AY 2024-25				PMGT5010

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.