SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Project Management	Department:
Degree or Certificate Level: Post-Baccalaureate 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.)

In the Fall 2022 semester the Post-Baccalaureate Certificate in Project Management program will enter its third year of existence. To date there have been no graduates of the program, so there are no exit surveys available for analysis.

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 1 - Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework.

PMGT5000 Project Management Principles – Final Project
PMGT5010 Project Selection and Initiation – Final Project
PMGT 5020 Planning Projects – Final Project
PMGT 5030 Project Execution and Delivery – 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.

- (In future) 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)?

The courses were all taught via the same modality (online). The program is entering its third year, and there are as of yet no graduates. There is not yet a great deal of data available for analysis. The majority of information obtained has been gleaned by discussions with students who are in the later stages of the program.

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. Students are excited about the opportunities that are becoming available as a result of their education. Several are using their program knowledge to improve their careers.

Further improvement might be achieved by greater use of project management software in courses where that would be applicable. In addition, some felt a greater emphasis on certain common planning tools such as Gantt charts would be helpful in their current or prospective positions.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> 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.

I am exploring the feasibility of creating an additional course or adding content to a current course on Project Management Software Systems.

   If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

Due to newness of the program no prior assessments have been completed.

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

N/A

   C. What were the findings of the assessment?

N/A

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

N/A

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