

Project Management MS

Leadership Development

Goal Description:

The goal of the MS in Project Management degree is to develop business professionals prepared for leadership roles.

Providing Department: Project Management MS

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Communication

Learning Objective Description:

Graduates of the MS in Project Management program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.

RELATED ITEM LEVEL 2

Communication Written Assignments

Indicator Description:

Written assignments throughout the MS in Project Management courses will be assessed using a common rubric on four skills: 1) organization of ideas and content; 2) mechanics or writing; 3) professional format and use of conventions; and 4) professionalism. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four written communication skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5530 for Dr. Jason Riley in Spring of 2022. In this course, 12 students out of 16 reached the threshold of a 3.75 average score or better on this assessment criterion. While we had hoped that all students would meet this criteria, the increasing size of the program has led to a larger variability in the initial capabilities of the students in the program, and Dr. Riley reports seeing dramatic improvement from students, even those that fell below the criteria. We will discuss how to best implement this for a growing program over the next assessment cycle. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Communication Written Assignments

Action Description:

This is the learning objective that our students seem to have the hardest time meeting our stated goals for their performance. We recognize this as a struggle for students, particularly those that may have been out of education for a while. Our plan is to do two things: 1) implement more

writing assignments earlier in the program for project management students, and 2) to encourage project management faculty to better use writing resources available to us and our students, such as the writing center and the COBA writing initiative.

RELATED ITEM LEVEL 1

Critical Thinking

Learning Objective Description:

Graduates of the MS in Project Management program should be able to distinguish between relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.

RELATED ITEM LEVEL 2

Critical Thinking Writing Assignments

Indicator Description:

Written assignments throughout the MS in Project Management courses will be assessed using a common rubric on seven skills: 1) identify and summarize the problem/issue; 2) identify and present the student's own hypothesis, perspective, and position; 3) identify and consider other salient perspectives and positions; 4) identify and assess the key assumptions; 5) identify and assess the quality of supporting data/evidence; 6) identify and consider the influence of context on the issue; 7) identify and assess conclusions, implications, and consequences. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the seven critical thinking skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5338 for Dr. Pam Zelbst in Spring of 2022. In this course, 7 students out of 8 reached the threshold of a 3.75 average score or better on this assessment criterion. Furthermore, the one student that did not meet this score has some extenuating circumstances which negatively impacted their performance during the semester. As a group, we are satisfied with the outcomes on this learning objective. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Critical Thinking Writing Assignments

Action Description:

Overall, we are happy with the performance of the students on this learning objective. While one student did not meet the criteria set forth in the learning objective, the general performance of the students in the project management program has met our expectations. We will continue to develop this learning objective; we are currently discussing the use of simulations and other tools in some program classes which might help the last student or two meet this learning objective.

RELATED ITEM LEVEL 1

Strategic Decision-making

Learning Objective Description:

Graduates of the MS in Project Management program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.

RELATED ITEM LEVEL 2

Strategic Decision Making Written Assignments

Indicator Description:

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) perform environmental scanning; 2) identify and retrieve needed and relevant business information; 3) integrate and synthesize strategic information; and 4) generate plausible and innovative solutions to problems. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four strategic decision-making skills should be at least 3.75 out of 5 (75%) for all MS in Project Management students.

Findings Description:

This learning objective was assessed in MGMT 5530 for Dr. Jason Riley in Spring of 2022. In this course, 14 students out of 16 reached the threshold of a 3.75 average score or better on this assessment criterion. While we had hoped that all students would meet this criteria, the increasing size of the program has led to a larger variability in the initial capabilities of the students in the program. Furthermore, we recognize that this is likely the hardest skill to develop in the program. We will discuss how to help every student get more practice with this learning objective earlier in the program. Specific data for this criterion can be found in the 2021-2022 Assessment sheet in the attached excel data file.

Attached Files

 [Project Management MS Assessment Data.xlsx](#)

RELATED ITEM LEVEL 3

Strategic Decision Making Writing Assignments

Action Description:

The student's performance on this learning objective has been mostly satisfactory, with only a couple of students not meeting our criteria for this learning objective. We are pursuing some simulations that might help us with this learning objective in earlier courses in the program; while this isn't completely done we are talking about various programs we might be able to use in some capacity.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Concluding Summary

As a faculty, we plan on increasing the data gathering for our assessment efforts to be every semester instead of every year. This will allow for us to follow the growth of students as they go through the program, which will help us better isolate how our courses are helping students grow through their time at the program. This might be a bit ambitious, as the size of the program is still relatively small, but as a group of faculty we believe that it's worth considering for this year.

Update of Progress to the Previous Cycle's PCI:

The program has grown tremendously, and as a results of this we had to scale back our data collection ambitions. We are still only collecting every year, and we've discussed that this might be enough for our assessment efforts now that the program's size has grown tremendously. The problem with previous semesters has been that we only had a few students to collect data from, but now we have around 10 project management students in each project management class, with some classes having almost 20.

New Plan for Continuous Improvement Item

Closing Summary:

We are planning on gathering enough data next year in our assessment plan that we can start making data driven decisions about how we can improve our student's performance on our learning objectives. Dr. Kevin Sweeney will be responsible for setting the assessment timeline for our students, as well as providing data to the rest of the project management faculty about the performance of the students. This will be the catalyst for making changes into the way that certain learning objectives are approached and taught in courses, because we'll now have the data that suggests which learning objectives the students struggle with the most. The data from 2022, combined with 2023, will provide enough data for this effort.