

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 11/17/2022**Submitted by:** LuAnn Piccard, Professor and Chair, lpiccard2@alaska.edu**Program(s) covered in this report:** Project Management GC/MS

If you selected "Other" above, please identify. (100 characters or less)

College: College of Engineering**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Project Management Institute Global Accreditation Center for Project Management Education Programs

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: MSPM Degree, MSPM with Leadership Concentration and MSPM with Management Concentration, and the Graduate Certificate in Project Management are covered by PMI-GAC accreditation. All were awarded reaffirmation of accreditation in Dec 2021.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

These three courses were mentioned in the 21-22 report but not specifically submitted. All of our courses utilize active project-based learning principles. Three great examples are PM A623: Stakeholder Engagement and Collaboration, PM A641: Lean Six Sigma Green Belt, and PM A686A&B Capstone Project. We also provide elective course credit for internships that several students benefit from annually.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**

Each course in the MSPM program provides an opportunity to for active engagement in project-based learning through hands-on application of learning in the professional environment. Students have multiple opportunities to practice communication through formal presentations of individual and team-based assignments, stakeholder interviews, and regular project status briefings both in-person and virtually. Effective communication is 90% of a PM's job and practice with feedback is essential.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

PM A623 Stakeholder Engagement and Collaboration provides four class opportunities in four class sessions for students to interview four actual stakeholders associated with a project. Students practice interviewing, engaged listening, summarization, and presentations skills. They present their findings to the stakeholder panel and get targeted feedback.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

1. TECHNICAL EXPERTISE: Demonstrate the capability to manage end-to-end projects successfully across a broad range of scale, complexity, scope, environments and inherent risks and constraints through appropriate selection, tailoring and application of knowledge, processes, approaches, tools and techniques. - Met faculty expectations
2. PROFESSIONAL BEHAVIOR: Demonstrate ethical, versatile, and culturally aware leadership, stakeholder engagement, change leadership, and communication skills in a broad range of organizational contexts.- Met faculty expectations
3. STRATEGIC AWARENESS: Demonstrate ability to enhance success of organizations through alignment of project outcomes with strategic objectives and operational drivers. -Met faculty expectations
4. BUSINESS AND PROJECT ANALYTICS: Demonstrate a facility for comprehensive and objective analysis, structured decision-making, process optimization, and problem solving in the project management environment. - Met faculty expectations
5. CONTRIBUTION TO BODY OF KNOWLEDGE: Conduct research that contributes to and expands the diverse project management body of knowledge.- Met faculty expectations.

- 3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

End semester faculty review of student outcomes at the course level and program level for students graduating in that semester. Faculty and Advisory Board conversations regarding findings. Insights gained used for continuous improvement for following semesters. Data reported annually to PMI-GAC.

- 4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

Although students met our standards and are achieving learning outcomes. In recent years, some students enter the capstone project less prepared than we expected. Others far exceed expectations. The less ready students require a greater level of support that we expect at that point. We are concerned about the consistency across our student population and are taking measures to understand what is driving the difference in capstone readiness.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

We plan to address more stringent readiness measures at checkpoints in the middle core required series to assess readiness and provide earlier mentoring.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- ☒ Course curriculum changes
- ☐ Course prerequisite changes
- ☒ Changes in teaching methods
- ☒ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY22.

If you checked "Other" above, please describe. (100 characters or less)

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

In process learning. We are trying to assess some of the root cause issues and will revise curriculum accordingly. Additionally we plan a curriculum refresh in the next two years to align program with emerging industry expectations. This refresh will also us to revisit any systemic issues found, add new high-impact practices to reinforce learning, and include new content relevant to future workforce needs.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**
9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**
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DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

The Graduate Certificate in Project Management is new this year, so the fact that a separate report was not submitted for this program is fine, but the Department is asked to submit separate reports for both programs next year. We acknowledge the plans for continuous improvement to the MSPM on the basis of assessment results, and support these actions.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

The program is commended for continuing to grow its enrollments, and was the only CoEng program to experience growth in Fall 2022. The program is also commended for its especially active Advisory Board, which is evidence of its particular commitment to close contact with its constituencies.

Dean's signature:



Date: 1/23/2023