REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 9/21/2023

Assessment Plan covered in the report: Project Management GC/MS

College: College of Engineering

Campuses where the program(s) is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Submitted by: LuAnn Piccard, Professor and PM Department Chair, lpiccard2@alaska.edu, 786-1917

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

1. **Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

   MSPM and Graduate Certificate in Project Management Program Learning Outcomes:

   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 facutly 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.

2. **Describe your assessment process in AY23 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.** *(1000 words 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. Program and assessment data and progress reported annually to PMI-GAC (MSPM and GCPM programmatic accrediting body).

3. **What are the findings and what do they tell the faculty about student learning in your program?** *(1000 words or less)*

    Our students met our standards and are achieving learning outcomes. However, 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 anticipated by 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. In particular we are assessing the middle "core" courses taken before entering the PM A686A/B 2-semester Capstone series: PM A603: Initiating and Planning, PM A604; Executing and Controlling and PM A605: Closing and Transitioning to Operations. Essentially these three courses should prepare students to excel in the capstone course. With new adjunct instructors and pending new full-time faculty, we will take a more critical look at course learning objectives, syllabus content and assessment methods to determine shortfalls for those courses or propose a curriculum redesign.

    Additionally, prior to COVID, we delivered our program in a hybrid in-class + virtual synchronous modality. At that time, approximately 80% of students attended in-person with 20% virtual. During COVID 100% were virtual. Since COVID, we find that only 20% of students attend in person and 80% virtually. In some cases classes are fully virtual. Although this modality provides great flexibility for our students and hands-on learning environment, we have also found verifying levels of student engagement.

    Although we feel our learning outcomes have mostly satisfied faculty expectations, they are not the best they could be. Further analysis, reflection and redesign is necessary to enhance learning and align with evolving workforce expectations.

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes?** Select Yes or No.

    i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision.** *(1000 words 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.

    We will also address the nuances of the in-person/virtual participation shift. This situation will challenge us to identify ways to enhance the learning environment under these new circumstances and to assess whether it will persist or revert to pre-COVID environment.

    We will be hiring two new faculty members, one to fill a vacancy due to a retirement and another to help develop a Bachelor's in PM program. These new faculty members will bring additional insights and ideas on how to reshape the graduate curriculum (planned for a refresh) and introduce new concepts for assessment and high-impact practices. They will also help design the new undergraduate program which will further challenge our assessment strategies.

5. **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 AY23. *(If no options above were selected)*

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

6. **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.** *(1000 words or less)*

We continue to assess root cause issues and will revise curriculum accordingly. New adjunct faculty have been hired that will also take a critical look at existing curriculum and address identified issues. Additionally we plan a curriculum with our two pending faculty hires to better align program with emerging industry expectations, in particular AI and other technology impacts. This refresh will address systemic issues found, add new high-impact practices to reinforce learning, and include new content relevant to future workforce needs.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(200 words or less)*

We acknowledge the plans for continuous improvement to the MSPM on the basis of assessment results, and support these actions. Now is a particularly good time to re-examine the courses that lead up to capstone, since the resignation of a faculty member has lead to significant changes in the teaching lineup in the department, including hiring and training new adjunct faculty. Regarding AI and technology impacts, discussion with other units already working in this space (particularly CS&E and CBPP) should occur to see if alignments exist.

2. **Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc.** *(200 words or less)*

The program is commended for maintaining its enrollments (it was the only program in the college that increased its enrollments last year), and for providing a model of an active and engaged Advisory Board.

Dean's signature: _____   **Date:** 1/15/2024