

Program: Project Management	Degree Level (e.g., UG or GR certificate, eC T/TT0 1 T1232 4B.4)
School for Professional Studies	
Date (Month/Year): August 2022	Primary Assessment Contact: Randy Robertson, PhD

Note: Each cell in the table below will expand as needed to accommodate your responses.

<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>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.).</p>	<ol style="list-style-type: none"> <li>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</li> <li>2.</li> </ol>
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Integrate leadership and management competencies to influence stakeholders.

PMGT1030, PMGT2030, PMGT3020, PMGT4020, PMGT4960

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. The Capstone Projects completed in PMGT4960 will be evaluated by the Program Director at the end of each capstone offering 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.





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2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

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1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (