

Departmental/Program Assessment Report Form 2019-20

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment report per learning outcome that you are reporting on.

Name Please identify your department or program and the name of your assessment liaison:

Department/Program: MBA F2F and Online

Assessment Liaison: Dr. Michele Gee

Report Prepared By: Sabha Museteif

Q1 1. What learning outcome did you assess for this report? (Reminder - if you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

PLLG 4. Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.

Q2 2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- Reasoned Judgment (2)**
- Social and Personal Responsibility (3)

Q3 3. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)**
- Assignment from a course or courses (4)**
- Student portfolios (5)
- Direct observation of student work or performance (6)
- Other (7) _____

Q4 4. What type of measurement did you utilize?

- Direct (asking students to demonstrate their learning) (1)**
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

Q5 5. What type of methodology did you use?

- Qualitative (1)
- Quantitative (2)**
- A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.

- Face to face (1)**
- Online (2)
- Hybrid (3)
- Flex Option (Competency Based)
- A combination of the above (4)
- Other: Please Specify: _____

Q7 7. What was the process of analysis? How did you involve your department in the process of analysis? (100 words)

In MBA716 (F2F section), students learn and utilize various technology tools such as Microsoft Project to learn the various phases of project management cycle. Students were led by the instructor (Sabha Museteif) in the classroom on using the technology prior to completing homework assignments and in-class exams. In Fall 2019, the instructor gave multiple assignments to students where students needed to manage a project from start to finish by completing certain deliverables such as a project charter, stakeholder register, scope management plan, requirements management plan, project management plan, budget, etc. They needed to leverage MS Project to create their project schedule, sequence activities, identify resources, durations, predecessors/successors, and associated costs, etc.

The previous rubric for this learning goal assessed student performance along the following dimensions: Understanding of case studies. The instructor felt that the rubric was generic and did not reflect project management in the workplace. By allowing the students to work on a real-life projects and complete deliverables each week. We focused on mastering of concepts, development of deliverables, team collaboration.

Q8 8. What were the results of this analysis? (250 words)

Students needed to identify a project that could be designed from the start to finish. Each week students provided deliverables that were directly related to the process groups and knowledge

areas. The following table and chart depict the percentage of students in each rubric dimension and the percentage of students for overall score in terms of their performance.

Week 1	Exemplary	Satisfactory	Unsatisfactory
Mastering of Concepts	80	15	5
Development of Deliverables	75	15	10
Team Collaboration	85	10	5

Week 4	Exemplary	Satisfactory	Unsatisfactory
Mastering of Concepts	85	10	5
Development of Deliverables	80	10	10
Team Collaboration	85	10	5

Week 7	Exemplary	Satisfactory	Unsatisfactory
Mastering of Concepts	90	5	5
Development of Deliverables	85	10	5
Team Collaboration	85	10	5

We can see in the above table over the course of the week, I was able to pivot and adjust accordingly meeting the demands of the students. We were able to provide templates and requirements to better their understanding. This is evident in the percentages improving over the course of the class.

Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)

- Special faculty meeting (1)
- Part of a regular faculty meeting (2)
- Shared electronically (3)**
- Advisory board (4)
- Other (5) _

Q10 10. As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

See response to Question 12.

Q11 11. Looking back at your last assessment report, what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)

- Proposed (1)
- In consideration (2)
- Implemented (3)
- Being assessed (4)
- Other (5)**

Q12 12. Indicate all changes made to your program to improve student learning since the last assessment report you submitted. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

In person (F2F) changes implemented 2019-20:

Students were put into groups and needed to collectively work on a project from start to finish. Each student took on role of a key stakeholder and contributing team member of project team. Each week the teams needed to produce and deliver artifacts that were relevant to the content following the phases in the project management lifecycle methodology. Groups critiqued one another other offering feedback giving variety in projects. Additionally, students needed to complete their own individual project leveraging real world project work or something of interest. Further, rubric was changed.

Online:

In the next academic year, students will be given case studies. Students will need to work on each case and deliver artifacts based on the weeks course content. In parallel, students must individually work through a project of their own. One possible change would be to make use more of a visual platform to allow students to present their artifacts and findings versus submitting a case study; this change may also work well for F2F students with the current pandemic.

Q13 13. Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to your program since the last assessment report (see questions 11 and 12). This abstract will be the basis of the assessment poster that

the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

Abstract:

In MBA 716, students should master the concepts of project management and be able to apply to real world projects. Students decide on a real world project and, over the course of seven weeks, they are working through an assimilation and going through the work of a project manager. Students were placed into groups and needed to collectively work on a project from start to finish. Each student took on role of a key stakeholder and contributing team member of the project team. Each week the teams needed to produce and deliver artifacts that were relevant to the content following the phases in the project management lifecycle methodology. Groups critiqued one another other offering feedback giving variety in projects. Additionally, students needed to complete their own individual project leveraging real world project work or something of interest. Further, the rubric was changed. Over the course of the seven-week class, student performance improved. A few changes for future include dissemination of more structured templates and have students develop a portfolio of deliverables. In the next academic year, especially for the online sections, students will be given case studies. Students will need to work on each case and deliver artifacts based on the weeks course content. In parallel, students must individually work through a project of their own. One possible change would be to make use more of a visual platform to allow students to present their artifacts and findings versus submitting a case study; this change may also work well for F2F students with the current pandemic.