



**PROGRAM ASSESSMENT REPORT  
AY 2008-2009**

**Report Date:** June 1, 2009  
**School/College:** College of Professional Studies  
**Department/Program:** M.S. degree program in Project Management  
**Person completing the Report:** Linda S. Henderson, Ph.D., Director

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
  - a. which program learning outcomes were assessed this year.
  - b. who in your department/program was involved in the assessment of the above learning outcomes

The assessment of program learning outcomes was preceded by a second round of synthesis in the number of learning outcomes relative to the five program goals. Specifically, this synthesis led to a reduction in the original learning outcomes from 22 to 13. Further refinement will take place during the 2009-10 academic year. Dr. Linda Henderson conducted this portion of the assessment based on input from several adjunct instructors, and reviews of current knowledge areas in project management and the organizational sciences. The resulting 13 learning outcomes are listed below according to their corresponding program goals:

1. Program Goal: Strategically manage simple to complex projects from a strong theoretical as well as practical curriculum.
  - a) Evaluate the degree of strategic fit between projects, organizations and environment.
  - b) Use quantitative and qualitative methods to analyze and manage project scope, schedule, costs and control.
  - c) Gather and analyze project plan inputs and requirements, and create measurable success criteria.
  - d) Appraise an organization's procurement management process and develop and respond to requests for proposals (RFPs).
2. Program Goal: Integrate ethical, analytical, economic and organizational knowledge for managing projects within a variety of industry and organizational settings.
  - a) Identify the ethical, theoretical and practical challenges of the project management framework and applications of outsourcing and off shoring.



- b) Apply financial principles, computer tools and algorithms to assist in estimating, tracking and managing project resources and milestones.
    - c) Distinguish among project quality policies, standards, and tools and techniques for quality management, assurance, and control.
  3. Program Goal: Organize, define, plan and implement a real-life service learning project that will also count as project work experience toward the Project Management Professional (PMP) credential.
    - a) Examine the initiation and authorization process for defining the scope of a project in order to enhance decision-making among stakeholders.
    - b) Disseminate project plans and implementation changes to viable stakeholders, and manage the interpretive process of a service learning project.
    - c) Apply methods for analyzing and managing change on a service learning project including baseline changes and those in response to uncertainty and complexity.
  4. Program Goal: Lead, manage and work effectively with persons of diverse backgrounds and cultures.
    - a) Identify the underlying dynamics of perception, judgment, analysis and choice in decision-making methods.
    - b) Identify how to manage dispersed, virtual project teams including communication methods for building trust across organizational boundaries and cultures through technology and appropriate application of project management methods.
  5. Program Goal: Create and prepare a culminating project management portfolio that unifies and documents comprehensive learning and knowledge.
    - a) Analyze and appraise the lessons learned from the learning outcomes in the program, include in a culminating portfolio, and write a future perfect strategy for the role of project manager within complex, dynamic organizational settings.
2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
  - a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

The primary learning outcomes that were assessed this year are 3a, 3b, and 3c. These learning outcomes are all part of the service learning component developed for



a key course toward the end of the program, Project Planning and Implementation. Linda Henderson, Program Director, Suzanne Garrett, Lead Adjunct Instructor, Darin Danforth, Adjunct Instructor, and students in two cohorts were involved in the assessment of these learning outcomes.

Linda Henderson and Suzanne Garrett designed a method for assessing the learning outcomes of the service learning project (3a, 3b, and 3c). Our assessment included

- periodic checks of students' work throughout the entire service learning project;
- realtime feedback reports to students that enabled them to self-correct their progress and quality in the service learning project;
- an ongoing self-reflective journal that students maintained and discussed regarding their insights and learning during the service learning projects;
- a final presentation on their projects to the CPS Deans and program faculty; a culminating "lessons learned" session led by the students;
- summary feedback by instructors; student evaluations of instructors;
- and overall evaluation by the program director, Dr. Linda Henderson.

**b. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Strengths in student learning:

- Presentation and professionalism exceeded expectations
- Work breakdown structures and subsidiary plans
- Well-written proposals
- Student reflections (most essential)
- Positive feedback from client organizations
- Enthusiasm
- Understanding planning and communication
- Application of knowledge from previous courses

Weaknesses:

- Final reports did not meet all requirements, e.g., revised overall scope statements, few progress reports, summaries of five process areas.
- Project needs more time for the implementation phase.

**c. What will be done differently as a result of what was learned?**



## 2008-2009 Assessment Plan Report

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

As a result of what was learned in these pilots of a service learning project, I plan to extend this project over three courses beginning with fall 2009 cohorts. The students need more time to effectively develop the three major phases of the SLP: identifying and defining the project; implementing the project; closing out the project. During summer 2009, I will be strategizing with several adjunct faculty about the best placement of each of the three phases within three courses of the major. This is a model that has been used successfully within an undergraduate major within CPS. It will also enable project management students to gain more applied experience and additional work hours that they can use if choosing to apply for professional certification through the Project Management Institute.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
  - a. Program Mission
  - b. Program Learning Goals
  - c. Program Learning Outcomes (**Please see answer to #1 above**)
  - d. Program Learning Rubrics aligned with outcomes
  - e. Curriculum map that shows the courses that pertain to the outcome

**Please return to: Provost Office by June 1, 2009**

**You can send your replies as either a Word attachment (to: [marin@usfca.edu](mailto:marin@usfca.edu)) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4<sup>th</sup> floor.**

**If you have any questions, please contact: William Murry, Director of Institutional Assessment ([wmurry@usfca.edu](mailto:wmurry@usfca.edu) or x5486).**