Stevens Institute of Technology

School of Business

**AACSB
ASSURANCE OF LEARNING PLAN**

**Master of Science in Enterprise Project Management**

August, 2021

**Table of Contents**

[1. EPM Program Introduction 3](#_Toc78907053)

[2. Vision Statements 3](#_Toc78907054)

[3. Learning Goals 3](#_Toc78907055)

[4. Assurance of Learning Assessment Plan 4](#_Toc78907056)

[5. Curriculum Alignment Map 6](#_Toc78907059)

[6. Learning Goals, Objectives and Rubrics 12](#_Toc78907060)

[7. Implementation 21](#_Toc78907061)

[8. Continuous Improvement 23](#_Toc78907062)

# EPM Program Introduction

The M.S. in Enterprise Project Management (EPM) degree program prepares students and organizations for the future in project management by focusing on the business side of managing projects. It is designed for people who work or plan to work in project-driven organizations and who want to excel in managing enterprise-level projects and programs. The program develops a business mindset enabling the consideration of business aspects in the decision process.

The curriculum includes courses that provide a foundation in business management, courses that cover project management methodologies and techniques, and courses that enable students to understand and lead change in an enterprise. It is a 10 course, 30 credit program.

Students in this program can choose from three different concentrations, comprised of 4 courses each: General Management, Software Engineering, and Construction Management. The latter two concentrations are developed and administered by other schools within the university.

# Vision Statements

**School of Business Vision**
To be a leading business school widely recognized for superior technology-focused and student-centric educational programs and research.

**Master of Science in Enterprise Project Management Vision**Teach students to become project managers that can lead people in implementing projects that create business value for their stakeholders.

# Learning Goals

The Learning Goals for the EPM program are listed below.

1. Students can communicate effectively in written and oral presentations.
2. Students can interact effectively in teams.
3. Students demonstrate mastery of project management knowledge areas and tools to create value for key stakeholders of projects.
4. Students understand how to influence and lead enterprise projects.

ETHICS:
An ethics lecture is included as part of MGT 609 *Project Management Fundamentals*. The lecture covers both general business ethics issues as well as issues specifically faced by project managers

Global Perspective:
Students are exposed to a distinction in cultural values and what they mean for leadership development in MGT 612 *Leader Development*. Milton Rokeach’s work is also emphasized.

In addition, a portion of the module on organizational culture in MGT 619 *Leading Across Projects* is devoted to a discussion of global cultural values using the Global Leadership and Organizational Behavior Effectiveness (GLOBE) studies and Geert Hofstede's cultural dimensions model. The related assignment requires students to use the models to characterize the cultures of countries within which their organizations do business.

# Assurance of Learning Assessment Plan

Each learning goal is assessed in every semester. Every graduate student in the following programs MS in Management, MS in Information Systems, MS in Network and Communication Management and Services, MS in Technology Management and the MBA is assessed against the first two learning goals. A representative sample of EPM students is assessed against the last two learning goals.

The EPM Academic Committee will evaluate the results of the assessment annually and prepare recommendations if the students fail to achieve the specified criteria.

**EPM ASSURANCE OF LEARNING ASSESSMENT PLAN**

**Table 1: EPM Assurance of Learning Assessment Plan - Goals 1 through 4**

| **Table 1: EPM Assessment Plan** |
| --- |
| **#** | **Learning Goal** | **Where Measured?**  | **How Measured?** | **Criterion** |
| 1 | Students can communicate effectively in written and oral presentations. [Goal Owner: Thomas Lechler]  | MGT 609 Project Management Fundamentals | Sampling: A representative sample of EPM student every semesterDescription: MGT 609 contains an assignment that serves as both a deliverable for the course and vehicle for the writing evaluation. The writing assessment is performed by the faculty from the College of Arts and Letters (CAL) using Learning Goal 1 Rubric 1.MGT 609 also includes an oral presentation of a project plan. The oral assessment is performed by the faculty from the College of Arts and Letters (CAL) using Learning Goal 1 Rubric 2. | Students are required to get a passing grade for the writing assignment. Students who fail are enrolled in MGT 899 which is a remedial Computer-based Training (CBT) program and are required to complete the CBT program. |
| 2 | Students can interact effectively in teams.[Goal Owner: Aronson] | MGT 689Organizational Behavior and Design | Sampling: A representative sample of EPM students every semesterDescription: MGT 689  | At least 85% of students achieve Good or better. |
| 3 | Student demonstrates mastery of project management knowledge areas and tools to create value for key stakeholders of projects. [Goal Owner: Thomas Lechler] | After students have taken PM courses they will be contacted in different time intervals to respond to multiple choice and essay questions. | Sampling: A representative sample of EPM students every semesterDescription: Questions from MGT 609, 610 and 611 are sent out to students..Description: Average scoring each semester. | At least 85% of students achieve Good or better. |
| 4 | Students understand how to influence and lead enterprise projects. [Goal Owner: Aronson] | MGT 612Leader Development | Sampling: A representative sample of EPM students every semesterDescription: MGT 612 requires students to prepare a personal Skills Analysis Paper and to submit a personal development plan report. Both are evaluated using the Learning Goal 4 rubric. | At least 90% of students achieve Good or better. |

# Curriculum Alignment Map

The EPM program contains 10 courses. Each course has been mapped to each learning goal. Not all courses contribute to all learning goals and each course has content-specific learning objectives that are independent of this plan but aligned with this plan.

Table 2: EPM Curriculum Alignment Map shows how each of the 10 courses in the program aligns to the learning goals. The yellow shading indicates where the assessments are made.

Concentration courses and their respective descriptions from external schools are included below. As these courses are not administered by the School of Business, they are not included in the goal alignment.

|  |
| --- |
| **Table 2: EPM Curriculum Alignment Map** |
|  |  |  |  |  |
| **GOALS**[Owner] | **1. Students can communicate effectively in written and oral presentations.[Lechler/Stein]** | **2. Students can interact effectively in teams.[Aronson]** | **3. Student demonstrates mastery of project management knowledge areas and tools to create value for key stakeholders of projects..[Lechler]** | **4. Students understand how to influence and lead enterprise projects.[Aronson]** |
|  **Where measured****EPM courses** | **MGT 609 Project Management Fundamentals** | **MGT 689 Organizational Behavior and Design** | **MGT 609, 610 and 611** | **MGT 612Leader Development** |
| **MGT 609Project Management Fundamentals** **[Lechler]**  | ASSESSMENT: Each student in MGT 609 Project Management will produce two copies of a 4-page essay that is specified by the instructor and used also as part of the normal course requirements. MGT 609 also includes an oral presentation of a project plan. The oral assessment is performed by the faculty from the College of Arts and Letters (CAL) using Learning Goal 1 Rubric 2. | The in-class case studies as well as the final project are conducted via teams, as is the case with most real-world projects, encouraging the team-work necessary for real-world projects. | ASSESSMENT:Course covers a variety of project selection techniques that can be used to demonstrate the value of a project.The students’ capabilities will be assessed after finishing the course. |   |
| **MGT 610Strategic Perspectives on Project Management[Lechler]**  |  |   | ASSESSMENT: Students learn to analyze a project and show it creates business value. The students’ capabilities will be assessed after finishing the course. |   |
| **MGT 611 Project Analytics[Ben-Zvi]**  | Course includes written business case and scope statement for a project; presentation of an analysis of project simulation results |   | ASSESSMENT:Using simulations, students analyze various scenarios to respond to risk in projects. This provides the student an ability to quantify a positive or negative impact of risk on project value.The students’ capabilities will be assessed after finishing the course. |   |
| **MGT 612Leader Development[Aronson]**  | Students must prepare two papers. The skills analysis paper requires that they integrate personal assessment data with course theories, principles and concepts in order analyze their leadership skills and create plans for developing. The second paper is a Development plan report in which they must report on their development progress in relation to goals they established | This course relies heavily upon experiential and collaborative learning models to help people develop skills in relation to influencing, conflict management, interpersonal communication and team leadership in general. It's focused most specifically on how those team skills apply to the role of a project manager which typically requires people to rely heavily upon their ability to influence without formal authority |   | ASSESSMENT: Students in MGT 612 will beassessed on the extent theyunderstand how to influence and lead enterprise projects by the professor.Student’s individual Skills development papers will be used as the basis for the assessment using the rubric attached. Individual students will be assessed on their understanding of how to influence and lead enterprise projects. |
| **MGT 613** **Portfolio Management and the Project Management Office [Rohmeyer]** | Course includes a written final report and an oral presentation for both the mid-term and final. | Students work in teams to complete the mid-term and final reports |  |   |
| **MGT 619 Leading Across Projects and Programs[Dominick]** | The course includes two written reports and several brief presentations, It also includes a module on the role storytelling in effective communication | Students are introduced to important leadership practices for fostering collaboration, making team decisions and working across boundaries  |   | Course modules focus on three key dimensions of enterprise leadership- leading others in complex system decision-making; selecting and developing talent; and leading change initiatives  |
| **Concentration Courses** |
| **MGT 689Organizational Behavior and Design****[Aronson]** |  | ASSESSMENT: Students learn the fundamentals of what makes for an effective team. Topics covered include group decision making, collaborative problem solving, conflict management, effective team processes and communication skills. Students work in teams throughout the semester on group projects. 30% of their grade is based on team effectiveness as judged by the quality of the team project. 5% of the grade is based on Student’s “Interact effectively in teams” skills. |  |  |
| **MGT 641****Marketing Management****[Lynn]** | Each student team makes a formal presentation at the end of the course on the results of the simulation | Students work together in teams, competing against each other in a marketing simulation. Team effectiveness has an impact on the overall decision making process.  |  Students develop a comprehensive business understanding; in particular, understanding of markets and customer needs. Students realize how revenue generation and customer satisfaction drive the creation of value. |   |
| **MGT 699Strategic Management[Murphy]** | Each student writes two case memos that include an analysis of a business case discussed in class. Student teams also give a presentation at the end of the course on their chosen firm's strategy along with a detailed written report. | Students work together in teams throughout the course to create a technology strategy for their chosen company. At the end of the course, students evaluate their teammates' contributions to the team assignments. This evaluation is factored into the final grade  | Students learn how projects are expected to achieve results that align with the organization’s overall business strategy. |   |
| **FIN 615****Financial Decision Making****[Narcyz]** |   |   | Course includes the calculation of financial project selection criteria such as return on investment, payback period, net present value and internal rate of return. |   |
| **MIS 710 Process Innovation[Stohr]** | Student team presentations are graded; optional individual critiques are provided. | Students work in teams on two major projects; team self-evaluations are performed. |   |   |
|  |  |  |  |  |

**CONCENTRATION COURSES**

Students in this program can choose from three different concentrations, comprised of 4 courses each: General Management, Software Engineering, and Construction Management. The latter two concentrations are developed and administered by other schools within the university.

The courses for the external concentrations are as follows:

|  |  |
| --- | --- |
| **Software Engineering** | **Construction Management** |
| **Course** | **Description** | **Course** | **Description** |
| SSW 540 Fundamentals of Software Engineering | This course introduces the subject of software engineering, also known as software development process or software development best practice from a quantitative, i.e., analytic- and metrics-based point of view. Topics include introductions to software life-cycle process models from the heaviest weight, used on very large projects, to the lightest weight, e.g., extreme programming; industry-standard software engineering tools; teamwork; project planning and management; object-oriented analysis and design. The course is case history and project oriented. | CM 510 Fundamentals of Construction Management | This course introduces the student to the construction industry, built environment history, development and current theories. |
| SSW 565 Requirements Analysis | This course introduces students to the software design process and its models; representations of design/architecture; software architectures and design plans; design methods; design state assessment; design quality assurance; and design verification. Prerequisite: SSW 540 | CM 530 Strategic Responses to Cyclical Environments | In this graduate-level course students will develop an understanding of strategic planning and its place in successfully guiding built environment organizations and the careers of the industry’s professionals. Via case studies, the class will analyze specific real-world situations, consider various alternatives and produce successful outcomes. |
| SSW 555 Agile Development | In software problem areas that require exploratory development efforts, those with complex requirements and high levels of change, agile software development practices are highly effective when deployed in a collaborative, people-centered organizational culture. This course examines agile methods, including Extreme Programming (XP), Scrum, Lean, Crystal, Dynamic Systems Development Method and Feature-Driven Development to understand how rapid realization of software occurs most effectively. The ability of agile development teams to rapidly develop high quality, customer-valued software is examined and contrasted with teams following more traditional methodologies that emphasize planning and documentation. Students will learn agile development principles and techniques covering the entire software development process from problem conception through development, testing and deployment, and will be able to effectively participate in and manage agile software developments as a result of their successfully completing this course. Case studies and software development projects are used throughout. Cross-listed with: CS 555 | CM 560 Sustainable Design | A study of sustainable design principles and techniques. The course is designed to make the construction manager familiar with the procedures used by designers to achieve sustainable projects. Students will study the role of government mandates for sustainable design, the selection of materials and systems that meet sustainable requirements, the ecolabeling of buildings, and the economic and environmental impact of sustainable designs. |
| SSW 567 Software Testing | This course introduces students to systematic testing of software systems, software verification, symbolic execution, software debugging, quality assurance, measurement and prediction of software reliability, project management, software maintenance, software reuse and reverse engineering. | CM 590 Construction Management II | This course discusses the principles of construction marketing and strategic planning. Marketing engineering and construction company services and products are discussed with an eye towards the most economical and competitive sales techniques. Case studies and practical applications are presented for class analysis and discussion. |

**ETHICS**

Students are aware of their social responsibilities in a business environment and can reason about ethical issues in association with business and business decisions. Thread "course"; students are introduced to ethical issues related to relevant course material.

|  |  |
| --- | --- |
| **MGT 609 Project Management Fundamentals [Lechler]** | This course includes a lecture on basic ethical approaches and typical scenarios that require ethical and professional responses from project managers. ASSESSMENT: All students enrolled in MGT 609 take an ethics quiz. |

**GLOBAL CONTEXT**

Students are aware of the global context which businesses today must consider in planning their corporate and business strategies. Thread "course"; students are introduced to global issues related to relevant course material.

|  |  |
| --- | --- |
| **MGT 612 Leader Development[Aronson]****MGT 619 Leading Across Projects[Dominick]** | Students are exposed to a distinction in cultural values and what they mean for leadership development. Milton Rokeach’s work is also emphasized.Students are discussing and applying global cultural values using the Global Leadership and Organizational Behavior Effectiveness (GLOBE) studies and Geert Hofstede's cultural dimensions model. |

# Learning Goals, Objectives and Rubrics

Each learning goal is assessed using the rubrics included in this plan.

The following tables list the rubric for each of the four learning goals.

|  |
| --- |
| **Learning Goal #1** |
| **Learning Goal** | Students can communicate effectively in written and oral presentations. |  |
| **Goal Owner** | Lechler |  |  |  |
|  |  |  |  |   |
| **Rubric #1** |  |  |  |  |
| **Objective 1** | *Students will be able to write effectively* |  |  |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1 | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally, well structured to suggest connection between sub-topics. | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |
| Trait 2 | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | Generally, complies with standard English and grammar and sentence usage. | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |
| Trait 3 | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |
| Trait 4 | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, ideas explained with examples and written with sufficient explanation. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |
| **Criterion: 0-19: Does not meet expectations 20-29: Meets expectations 30-40: Exceeds expectations** |

|  |
| --- |
| **Learning Goal #1** |
| **Learning Goal** | Students can communicate effectively in written and oral presentations. |  |
| **Goal Owner** | Lechler |  |  |  |
| **Rubric #2** |  |  |  |  |
| **Objective 2** | *Students will be able to deliver presentations effectively* |  |  |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1 | Organization and logic | Fails to introduce topic, no evidence of or poor logical flow of topic, does not manage time. | Prepares listeners for sequence and flow of topic. Loses place occasionally. Maintains pace, without need to rush. | Engages listeners with overview, guides listeners through connections between sections, uses time to good effect. |
| Trait 2 | Voice and body language | Cannot be heard well due to volume, mumbling, speed, rote delivery, heavily accented English. Turns away from audience or uses distracting gestures, such as scratching or tugging clothing. | Clear delivery with well-modulated voice and self-carriage. | Exemplary delivery, using voice and gestures as part of medium. Uses vocal and physical resources to aid in communicating topic. |
| Trait 3 | Use of slides to enhance communications | Misspelled, too busy, too many slides for allotted time, poor use of graphics like charts. | Readable, containing reasonable amount of material per slide, good use of graphics or illustrations | Well written and designed, used as support to verbal content presentation. |
| Trait 4 | Ability to answer questions | Does not answer questions that are asked | Responds to questions well and provides sufficient response | Responds convincingly and addresses all aspects of question. Knows own material thoroughly. |
| **Criterion: 0-19: Does not meet expectations 20-29: Meets expectations 30-40: Exceeds expectations** |

| **Learning Goal #2** |
| --- |
| **Learning Goal** |  Students can interact effectively in teams. |  |  |
| **Goal Owner** | Aronson |  |  |  |
|  |  |  |  |  |
| **Rubric** |  |  |  |
| **Objective** | *Students will be able to facilitate task accomplishment within the context of project teams.* |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1 | Conflict Resolution | In the context of a problem-solving work team, the individual:• does not acknowledge/avoids conflict.• forces their view on others.• discounts or marginalizes others ideas.  | In the context of a problem-solving work team, the individual:• encourages diverse perspectives.• protects all views -- those of the majority and those of the minority.• ensures that differing perspectives are understood by all. | In the context of a problem-solving work team, the individual:• helps team evaluate differing alternatives against agreed upon “criteria for a good solution”.• works to resolve conflict by identifying where differing solutions are in agreement and where they diverge.• helps team synthesize ideas such that synergy is achieved – i.e. new ideas surface that are superior to what has come before. |
| Trait 2 | Collaborative Problem Solving | • Team members withhold information.• Team members protect self-interests.• Team members operate as individuals, each responsible for a discreet set of tasks.  | • Team members share knowledge, information, and expertise freely.• Team members demonstrate a willingness to influence others as well as be influenced by others.• Team members reinforce the team’s understanding of itself as working together toward a common goal. | • Team members facilitate the teams’ feeling “collectively accountable” for outcomes.• Team members operate such that the collective goal of the team is more important than self-interest. |
| Trait 3 | Communication/Active Listening | • Communication is abrasive, insensitive. • Individual(s) feel threatened or attacked as a result of the communication.• Aggression, anger, competitiveness, and/or avoidance result from the communication | • Communication is characterized by the use of clarifying, probing, and reflective statements.When communicating team members try to: • see the expressed idea and attitude from the other person’s point of view.• sense how it feels to the other person.• achieve the other person’s frame of reference about the subject being discussed | Team members feel understood and respected as a result of the communication process. • differences become more rational and understandable.• defensiveness decreases.• team members statements become less exaggerated. • members come closer to seeing the objective truth of the situation. • attitudes become more positive and oriented toward effective problem-solving. |
| Trait 4 | Team Leadership and Task Coordination | • No attempt is made to clarify roles or responsibilities.• No attempt is made to organize a process by which the team will work• Deliverables and critical dates are not identified. | • The team or the team leader facilitates a discussion of how the team will complete the task.• The team or the team leader facilitates the team’s understanding of roles, responsibilities, deliverables, and due dates.• The team or the team leader periodically reviews progress and due dates. | • The team achieves a common understanding of the task and how the team will achieve its collective goal.• Team members surface problems and generate solutions when needed.• The team defines priorities and contingency plans as needed. |
| **Criterion: 0-19: Does not meet expectations 20-29: Meets expectations 30-40: Exceeds expectations** |

|  |
| --- |
| **Learning Goal #3** |
| **Learning Goal** | Students demonstrate mastery of project management knowledge areas and tools to create value for key stakeholders of projects.  |
| **Goal Owner** | Thomas Lechler |  |  |  |
| **Rubric** |  |  |  |
| **Objective #1** | *Student has mastered the fundamental project management knowledge areas and methodology.* |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0-69%** | **70%-89%** | **90%-100%** |  |
| Trait 1: | Mastery over different knowledge areas of the project management standards. |  |  |  |   |
| Trait 2: | Mastery over different methods for project analytics. |  |  |  |   |
| **Criterion: Does not meet expectations: 0 – 69 %; Meets: 70- 89%; Exceeds: 90 – 100%** |

|  |
| --- |
| **Learning Goal #3** |
| **Learning Goal** | Students are able to develop a plan that shows how an enterprise project creates value for its stakeholders.  |
| **Goal Owner** | Thomas Lechler |  |  |  |
| **Rubric** |  |
| **Objective 2** | *Student has knowledge to integrate a business perspective into the project execution.* |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0-69%** | **70%-89%** | **90%-100%** |  |
| Trait 1: | Knowledge to identify the value proposition of a project. |  |  |  |   |
| Trait 2: | Knowledge to formulate specific project objectives and metrics reflecting the value focus. |  |  |  |   |
| **Criterion:** | **Does not meet expectations: 0 – 69 %; Meets: 70- 89%; Exceeds: 90 – 100%** |   |   |   |   |
| **Criterion: 0-9: Does not meet expectations 10-15: Meets expectations 16-20: Exceeds expectations** |

| **Learning Goal #4** |
| --- |
| **Learning Goal** | Students understand how to influence and lead enterprise projects.  |
| **Goal Owner** | Aronson |   |   |   |
| **Rubric** |   |   |   |
|  |  |
| **Objective**  | *Students will understand how to influence and lead enterprise projects* |
|  |  |  |  |  |
|   | **Assessment Measure** | **Poor** | **Good** | **Excellent** |
|   | **Value** | **0** | **5** | **10** |
| Trait 1 | Understanding of individual difference factors impacting personal effectiveness as a project /program leader | Unable to define and describe relevant personality facets, attitudes and behaviors | Understands key constructs and their implications for project /program leadership, can interpret individual difference assessments correctly and consider implications. Can support interpretations based upon actual examples and experiences | Demonstrates exceptional analytical skills as evidenced by the capacity to both differentiate and integrate amongst constructs. Uses thoughtful and detailed examples to diagnose effectiveness and propose plans for improvement |
| Trait 2 | Self-awareness | Demonstrates little or no capacity to engage in meaningful reflection; Resists feedback and fails to engage in reflective process | Can use leadership constructs and principles to articulate key strengths and development areas; Constructively solicits and processes feedback and input, can clearly convey personal values and objectives | Demonstrates exceptional personal insight as evidenced by the capacity to: a) see relationships between various strengths and areas for development; b) convey linkages between skills and personal values and objectives c) apply insights to personally improve |
| Trait 3 | Personal development planning | Fails to establish relevant development goals; Development plans lack sufficient clarity to be actionable and or are not related to project leadership skills  | Establishes actionable development objectives based upon an understanding of strengths, growth areas and broader personal ambitions | Demonstrates in depth understanding of behavioral improvement principles and strategies as evidenced by the creation of detailed and complex personal development plans |
| Trait 4 | Leadership and influence skill application | Unable to define and describe key skills impacting project leader and interpersonal effectiveness | Accurately describes and applies behavioral principles of project leader effectiveness to assess his or her own behavior as well as the effectiveness of others | Demonstrates an in-depth and nuanced understanding of behavioral principles and their application to real life leadership challenges. Identifies ways in which skills are inter-related and when appropriate contextual factors impacting when and how they are applied  |
| **Criterion: 0-19: Does not meet expectations 20-29: Meets expectations 30-40: Exceeds expectations** |

# Implementation

As noted in the Assessment Plan section, we are assessing most students for learning goals 1 and 2, and a representative sample of EPM students for learning goals 3 and 4.

Learning goal 1 is assessed by faculty in the College of Arts and Letters (CAL). Learning goal 2 is assessed by course instructors. Learning goal 3 is assessed by the learning goal owner and learning goal 4 is assessed either by the course instructor or the learning goal owner.

At the beginning of each semester, the EPM Learning Goal owners will meet with faculty teaching courses where assessments are made (MGT 609, 610, 611, 612) to review the assessment process. The Course Assessment Template shown below will record assessment results for individual courses.

**Course Assessment Template**



By the end of the academic year, the learning goal owner will aggregate the results into the Annual Assessment Template.

**Annual Assessment Template**



# Continuous Improvement

The EPM Academic Committee will meet annually to evaluate the results. The Committee will:

1. Evaluate the assessment plan results. If fewer than 85% of the students meet or exceed the criteria then a remedial plan is required. The remedial plan will review the learning goal, the assessment plan, the rubric and the course content and make recommendations for improvement.
2. Review curriculum changes. The Committee will review courses that have been significantly modified or added to the curriculum to assess their impact on the learning goals. A revised or new assessment plan and rubric may be required based on curriculum changes.