Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

Learning Goal Assessment Guide

**Master of Science in Enterprise Project Management**

**LEARNING GOAL # 4**

**Student understands how to influence and lead enterprise projects.**

**Responsibility: Zvi Aronson**

April 2022

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# Introduction: Learning Goal #4

This guide documents the assessment process for one of the four learning goals in the Master of Science in Enterprise Project Management (EPM) program. The assessment process is done in accordance of the Assurance of Learning (AoL) plan for the EPM program.

The Learning Goals for the EPM program are listed below. The first two learning goals cover general skills and are common across the following programs within the School of Business: MS in Management, MS in Information Systems, MS in Telecommunications Management, MS in Technology Management and the MBA. The last two goals are program-specific and cover topics related to project management.

1. Our students can communicate effectively in writing and oral presentations.
2. Our students will interact effectively in teams.
3. Student understands and is able to develop a plan that shows how an enterprise project creates value for its stakeholders.
4. Student understands how to influence and lead enterprise projects.

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

This guide covers Learning Goal #4: Student understands how to influence and lead enterprise projects.

Students in MGT 612 will be assessed on the extent they understand 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.

In addition, there are **specific competencies** that this goal will address. The skills are soliciting constructive feedback for self-awareness development and influencing without formal authority.

1. **Learning Objectives And Traits**

The following table shows the traits for the Howe School’s project leadership assessment.

Objective 1: Student understands how to influence and lead enterprise projects.

|  |  |
| --- | --- |
| Trait 1 | Understanding of individual difference factors impacting personal effectiveness as a project /program leader |
| Trait 2 | Self-awareness |
| Trait 3 | Personal development planning |
| Trait 4 | Leadership and influence skill application |

# Rubric

**Learning Goal**

Student understands how to influence and lead enterprise projects.

**Goal Owner**

Zvi Aronson

**Rubric**

**Trait**

**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**

**Learning Goal #4**

# Assessment Process

A representative sample of EPM students will be assessed in MGT 612 *Leadership Development*. The 4 traits will be assessed by reviewing the students’ skills analysis papers.

|  |  |  |
| --- | --- | --- |
| **Where & When Measured?** | **How Measured?** | **Criterion** |
| Students in MGT 612 will be assessed on the extent they understand how to influence and lead enterprise projects by the professor  Indirect measurements will be taken periodically.  These measures could be gathered using booster questions sent by Web Canvas to students. | 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. | If the grand mean of the assessment results is less than 20 Pts on the dimension (see attached rubric), remedial action will be taken.  Indirect measures include:  In addition, there are **specific competencies** that this goal will address. The skills are soliciting constructive feedback for self-awareness development and influencing without formal authority. The information will be gathered from students following course completion. |

# RESULTS OF LEARNING GOAL ASSESSMENT - INTRODUCTION

The results of the initial learning goal assessments carried out to date are included below.

**Explanation**

Each learning goal has a couple of learning objectives and performance on each objective is measured using a rubric that in turn contains a number of desired “traits”. Students are scored individually on each trait.

The grading sheets for each student are used to develop a Summary Results Sheet for each learning goal objective. A selection of these Summaries is included below.

The first table in the Summary Results Sheet for a learning objective and trait gives the counts of students falling in each of the three categories:

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

The right-hand column in the table is used to record the average score of the students on each trait. This table provides an indication of the relative performance of students on each trait.

The second table on each sheet provides the counts of students who fall in each of the above three categories for the overall learning objective.

The person doing the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations improve content or pedagogy changes for the next time the course is given.

**Explanation for indirect measurements:**

Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen a diagnostic tool will be selected for analysis.

One possibility is to gather indirect measures on soliciting constructive feedback for self-awareness development and influencing without formal authority is by using booster questions sent by Web Canvas to students.

# RESULTS OF ASSESSMENTS SPRING 2022

THE DIRECT ASSESSMENT WILL BE DONE FOR ON CAMPUS; WEBCAMUS AND COMBINED, WHICH IS NOW A REQUIREMENT FOR AOL.

WE WILL START ASSESSMENTS IN SPRING OF 2022

## The direct measurement is the “Student understands how to influence and lead enterprise projects” evaluation.

1. An indirect measurement will be used periodically. The indirect tool includes gathering data on soliciting constructive feedback for self-awareness development and influencing without formal authority using booster questions sent by Web Canvas to students.

**LEARNING GOAL #: 4 Our Students understand how to influence and lead enterprise projects**

**ASSESSMENT DATE: Spring, 2022 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 20 Course: MGT 612**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number of Students** | | | | |  | |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | | **Exceed Expectat-ions** | | **Avg. Grade on Trait** | |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 14 | | 6 | | 8.50 | |
| **2:** Self-awareness |  | 14 | | 6 | | 8.40 | |
| **3:** Personal development planning |  | 14 | | 6 | | 8.41 | |
| **4:**  Leadership and influence skill application |  | 18 | | 2 | | 7.60 | |
| **Average Grade** | | | | | | **8.22** | |
|  | **Not Meet Expectations** | | **Meet Expectations** | | **Exceed Expectations** | |
| **Total Students by Category** (Based on Average score across all traits) | **0** | | **12** | | **8** | |

**COMMENTS:** The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:** No remedial actions are necessary. This course is running well, e.g., the students’ comments illustrate that the course remains a robust experience.

|  |  |
| --- | --- |
| **Indirect measure**: There are **specific competencies** this goal will address, detailed above. | N |
| Number of students - soliciting constructive feedback for self-awareness development at work | 13 |

# 7.OUTCOMES: EPM LEARNING GOAL # 4 AFTER ROUNDS OF ASSESSMENT

**Outcomes from Previous Assessments:**

The following table shows the average scores on each goal objective over time.

We will add to this over time

|  |  |
| --- | --- |
| Measurement Date | Objective 1  Influence and lead enterprise projects |
| 2022 Spring | 8.22 |
|  |  |
|  |  |

# 8. CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

**Program:** Master of Science in Enterprise Project Management

**Goal 4:** Student understands how to influence and lead enterprise projects.

**Goal Owner:** Zvi Aronson

**Where Measured:** Students in **MGT 612** will be assessed on the extent they understand how to influence and lead enterprise projects by the professor

**How Measured:** Student’s individual Skills analysis and 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.

**Closing the Loop: Actions taken on specific objectives**

|  |  |
| --- | --- |
| Objective 1 | Our Students understand how to influence and lead enterprise projects |
| When Assessed: | Spring 2022 |
| Remedial Action | *No remedial actions essential. This course is going well, e.g., based on comments from students, the course continues to be a robust experience.* |
| Outcome from previous assessment: | The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.  The faculty continued to use the Skills Analysis and Development Paper from MGT 612 *Leading People and Projects* for the assessment of this learning goal.  The Skills Analysis and Development Paper is an assessment of the student’s strengths and development opportunities in relation to the traits assessed, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |

APPENDIX – Students’ feedback on MGT 612

|  |  |
| --- | --- |
| Academic Year | Sample written feedback |
| 2021-2 | So well organized and concisely presented. I enjoyed the group exercises and the self-assessments. I learned so much about myself and what it really means to be a leader (what the class is about). |
|  |  |