Program: **BIT Graduate Certificate in Business Project Management (BPM)**

Fogelman College of Business & Economics - Spring 2019

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Executive Summary

2018-2019 [Updated in 2020 for Follow-up Actions]

<u>Summary</u>: For the BIT Graduate Certificate in Business Process Management (BPM), three (3) learning outcomes were assessed directly with students enrolled in selected BPM course sections over the Fall 2018 and Spring 2019 semesters. Faculty teaching the identified sections were provided with a pre-defined rubric for evaluating student skills across the three learning outcomes. For the BPM certificate, there were three (3) learning outcomes: LO1: Students can participate in, or manage a project team effectively, LO2: Students can review project documentation, identify problems & risks, and adjust when the project is out of alignment with deadlines, budget or requirements, LO3: Students can define project requirements, risks and goals, in order to develop documentation and lead a team to successful completion. A rubric of Fair (score=1), Good (score=2), or Exemplary (score=3) was used to assess each student's skills within a given LO. The scores of all students were consolidated and a benchmark of no more than 10% at the fair level (score=1) for a given LO was established for corrective actions.

<u>Results</u>: A total of 57 BPM students were assessed in this cycle (Fall 2018/Spring 2019) with only one LO2 (Students can review project documentation, identify problems & risks, and adjust when the project is out of alignment with deadlines, budget or requirements) identified for corrective action with an overall score of 9% at the fair (score=1) level.

<u>Improvements taken</u>: To address the shortfall on LO2, the BPM program has expanded the emphasis on high performance team behavior across multiple courses as follows:

- In MIS-7610, MIS-7671 & MIS-6672, courses now include team projects that require a deconstruction and analysis of completed project planning documents with focus on identifying problems & risks along with adjustments related to deadlines, budgets, or project requirements.
- Faculty teaching sections of these courses have been asked by the BIT department chair to implement these improvements in their respective sections for the upcoming 2020-21 academic year.

OUTCOMES	MEANS OF ASSESSMENT & BENCHMARKS/TASKS	RESULTS	ACTION TAKEN & FOLLOW-UP
LO1: Students can participate in, or manage a project team effectively. **Outcome Status:** Active	**Course Embedded Assessments –** In Fall 2018 / Spring 2019 semesters students were assessed in identified BPM course sections using a predefined rubric. A total of 73 students were assessed across multiple sections by multiple faculty. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee. **Benchmark (and how determined):** The department's goal is that any LO with a Fair (score=1) of 10% or more required corrective action.	**Reporting Cycle:** 2018 - 2019 **Result Type:** Criterion Met A review of results from the assessment process showed that 93% of the assessed BPM students scored at the Good (2) or Exemplary (3) levels on LO1. This met the program's benchmark with only 7% scoring at the Fair (1) level.	**Action Taken:** The 7% Fair level met the benchmark. Thus, no recommendations for improvement were merited at this time.
LO2: Students can review project documentation, identify problems & risks, and adjust when the project is out of alignment with deadlines, budget or requirements. **Outcome Status:** Active	**Course Embedded Assessments –** In Fall 2018 / Spring 2019 semesters students were assessed in identified BPM course sections using a predefined rubric. A total of 73 students were assessed across multiple sections by multiple faculty. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.	**Reporting Cycle:** 2018 - 2019 **Result Type:** Criterion Not Met A review of results from the assessment process showed that 9% of the assessed BPM students scored at the Fair (1) level on LO2. While this did not exceeded the 10% benchmark, the committee identified this as the most significant opportunity for program improvement.	**Action Taken:** The 9% Fair level was close to exceeding the program's benchmark and identified for improvement. To address this, the BPM program faculty have expanded emphasis on content and activities that develop high performance team behavior in selected courses in the program.

	Benchmark (and how determined): The department's goal is that any LO with a Fair (score=1) of 10% or more required corrective action.		
LO3: Students can define project requirements, risks, and goals, in order to develop documentation and lead a team to successful completion. **Outcome Status:** Active	**Course Embedded Assessments –** In Fall 2018 / Spring 2019 semesters students were assessed in identified BPM course sections using a predefined rubric. A total of 73 students were assessed across multiple sections by multiple faculty. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee. **Benchmark (and how determined):** The department's goal is that any LO with a Fair (score=1) of 10% or more required corrective action.	**Reporting Cycle:** 2018 - 2019 **Result Type:** Criterion Met A review of results from the assessment process showed that 93% of the assessed BPM students scored at the Good (2) or Exemplary (3) levels on LO3. This met the program's benchmark with only 7% scoring at the Fair (1) level.	**Action Taken:** The 7% Fair level met the benchmark. Thus, no recommendations for improvement were merited at this time.