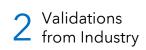# Northeastern University

MS Project Management

MS PROJECT MANAGEMENT
- Faculty champion who has lead efforts for Constructive Alignment
- Program Faculty Director meets with College of Professional Studies Director of Assessment every other week
- Accredited by Project Management Institute (PMI)
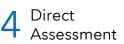
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1 Industry Demands

- Allows program to leverage emerging trends to develop curriculum
- Publications from PMI
- Example:
  - Realization from publications and review of curriculum that ethics needed to be focused upon
  - Therefore, added an assignment at the beginning of the program, assignments that allow for integration within, and culminating with a capstone presentation

2 Validations from Industry

- PMI data reports
- Part-time faculty consists of professionals
- Seeks feedback to understand if the curriculum in evolving
- Program relies on professionals to develop and teach courses

3 Student Voice

- Surveys distributed at the end of course that seeks feedback about:
  - Course curriculum
  - Content
  - Textbook
  - Relevancy of material to students' context/environment
- Project Management Club
  - Panels
  - Meetings
  - XN/Co-ops

4 Direct Assessment

- Originally reviewed papers for ethics topic
- Upon assessment, found that international students did not understand the technical skills related to the field (e.g., scope, skills, risks, writing a cost estimate based on developing technologies).
  - Implementation as a result of data collected: Co-developed , CMN 6005, Professional Communication Skills, to support students' success.

Annual Academic Program Report 2018

Degree Granting Program	CIP-521301 Project Management
Date Submitted	**5/4/2018**
Owner	Connie Emerson
Email	c.emerson@northeastern.edu

Program faculty leads complete reports in consultation with other relevant faculty. These reports provide program faculty with current data for decision-making and planning, reinforcement of best practices, and assist with systematic data collection for program evaluation and accreditation processes. The reporting includes the following steps:

- **Step One**: Review and update program mission and student learning outcomes (SLOs), based on changes to frameworks or market analysis of relevant industry, as needed.
- **Step Two**: Review and revise direct and indirect measures tied to the SLOs, as needed. Review and revise benchmarks tied to the SLOs and assessments. Review syllabi for all required and elective courses in each degree program against any changes to the SLOs and the degree to which the course is "Introducing," "Developing," or "Practicing" each learning outcome. Evaluate curriculum-course mapping to account for all SLOs, confirm appropriate course sequencing, and identify any gaps in the curriculum.
- **Step Three**: Examine and analyze both *direct* and *indirect* measures' data/evidence on SLOs (NEASC E-Series forms), and any *educational effectiveness* data/evidence (NEASC Data First forms) collected for the program. Craft the Report, a narrative on the **Findings** and **Changes** in relation to defined goals, previous reporting cycles, and any internal or external benchmarks.
    - *Direct* (exam and/or rubric scores or grades) and *indirect* measures (surveys) data/evidence analysis findings
    - *Educational effectiveness* data/evidence findings (retention, graduation rates, course completions, licensure and/or job placement rates)
    - Progress on past *Progressive Refinement Plans* (PRP): What changes have been made to the program because of using this data/evidence?
- **Step Four**: Develop a new *Progressive Refinement Plan* based on the data analysis findings in the previous step.

NOTE REGARDING THE TIMELINE: Each Academic Program Report reflects and reports on assessment data from the PREVIOUS year. This report should use data from calendar year 2017 (January to December).

I: Mission and Student Learning Outcomes (SLOs)

Academic Program Mission Statement
Why does your program exist and how does this fit with mission to the overall mission of CPS?

The mission of The Master of Science in Project Management in the College of Professional Studies is to prepare learners as project management practitioners capable of applying project management processes and the technical, professional, and strategic expertise necessary for managing projects successfully. With emphasis on experiential learning, the program provides dynamic opportunities for learners with varying degrees of work experience to practice their knowledge both globally and collaboratively while implementing traditional and innovative project management concepts to real-life and complex projects.

Program Student Learning Outcomes *(to be included in official CPS and [NEU program website](#))*
What students will learn in the entire program; a mix of skills and discipline-specific content knowledge. They are assessed via a collection of evidence over the course of a program.

SLO1 Specialized Knowledge	Assess and articulate significant challenges involved in managing project scope, risk, quality, schedule, budget, quality and performance metrics, while effectively communicating with different project stakeholders.
SLO2 Broad and Integrative Knowledge	Articulate and defend the significance and implications of project management in terms of challenges and trends in your professional or organizational context.
SLO3 Applied and Collaborative Learning	Design and articulate effective implementation of a complex project plan to meet business goals in a real-world setting, while avoiding common project management pitfalls.
SLO4 Civic, Global, Intercultural Learning	Assess and develop a position on an ethical issue in project management; justify its civic and global significance.
SLO5 Experiential Learning	Synthesize and transfer learning to new, complex situations within course work or beyond the classroom.

II: Measures & Benchmarks

Measures and Benchmarks
Other than GPA, what data/evidence is used to determine that graduates have achieved the stated learning outcomes for the degree (e.g., capstone course, portfolio review, licensure examination)? Define direct and indirect assessments related to outcomes (at least two measures are required). NEASC E-Series forms.

Direct Measures: observes student learning directly – reviewing a capstone project, practicum paper, master's thesis, published paper, or some other demonstration of learning. Another measure of direct assessment could be pass rates or average scores on licensure, certification, or major field tests that are subject specific.

List your benchmarks to measure each of your Student Learning Outcomes.

	SLO1 Specialized Knowledge	SLO2 Broad and Integrative Knowledge	SLO3 Applied and Collaborative Learning	SLO4 Civic, Global, Intercultural Learning	SLO5 Experiential Learning
Student Learning Outcomes (program level SLOs)	SLO1: Assess and articulate significant challenges involved in managing project scope, risk, quality, schedule, budget, quality and performance metrics, while effectively communicating with different project stakeholders.	SLO2: Articulate and defend the significance and implications of project management in terms of challenges and trends in your professional or organizational context.	SLO3: Design and articulate effective implementation of a complex project plan to meet business goals in a real-world setting, while avoiding common project management pitfalls.	SLO4: Assess and develop a position on an ethical issue in project management; justify its civic and global significance.	SLO5: Synthesize and transfer learning to new, complex situations within course work or beyond the classroom.
Assessment-Direct Measures	Comprehensive Exam in PJM6910.	Capstone Reflection Paper in PJM6910.	Capstone– Integrated Project Plan in PJM6910.	Ethics Assignment (Essay or Presentation) in PJM6910.	Capstone Integrated Project Plan in PJM6910.
Benchmarks	65% of students will receive at least an 85% on the exam.	65% of students will receive at least an 85% on the Reflection Paper.	65% of students will receive at least an 85% on the Integrated Project Plan	65% of students will receive at least an 85% on the Ethics Assignment.	65% of students will receive at least an 85% on the Integrated Project Plan

Indirect Measures: provides self-reported information on student learning quickly. However, these measures rely on student, teacher, or outsider's perceptions of what students have learned. Examples may include student surveys, licensure and/or job/graduate school placement rates, or employer surveys. Other indirect measures include educational effectiveness data such as retention, graduation rates, course completions, and market analysis. Measures available as of now are listed below. Description of the data are located within the indirect measures list.

- Program Insight Sheets
- Time to Completion
- PAN Retention
- Failure/Withdrawal/Incomplete
- Graduating Student Survey
- Alumni Survey
- Student Experience Survey, NPS survey (Student Academic Satisfaction Survey)
- Experiential Learning

III: Assessment Data Analysis

Findings & Changes: *Include findings and changes in relation to defined benchmarks, previous reporting cycles, and any internal or external benchmarks. (NEASC E-Series and Data First forms).*

Direct Measures

Overall data is below, for details and data by term, refer to the dashboard: Performance on Student Learning Outcomes.

Program Student Learning Outcomes (SLOs)	Direct Measures Benchmarks	Major Findings (Data/Analysis)	What Actions Resulted from Findings? (Program Changes)
SLO1: Assess and articulate significant challenges involved in managing project scope, risk, quality, schedule, budget, quality and performance metrics, while effectively communicating with different project stakeholders.	65% of students will receive at least an 85% on: Comprehensive Exam in PJM6910.	**Meets** Overall, 75% of students achieved at least an 85% on the comprehensive exam. *Excluded 0's as some students were given option of exam/paper	We piloted a choice of a paper or exam to see which might be a better measure for this SLO. Both were piloted with two different faculty members over 3 terms. Recommendation to move forward with only the exam after Winter 2018 term.
SLO2: Articulate and defend the significance and implications of project	65% of students will receive at least an 85% on:	**Meets**	

management in terms of challenges and trends in your professional or organizational context.	Capstone Reflection Paper in PJM6910.	Overall, 96% of students achieved at least an 85% on the Reflection Paper. *Excluded 0's as they represented not participated	
SLO3: Design and articulate effective implementation of a complex project plan to meet business goals in a real-world setting, while avoiding common project management pitfalls.	65% of students will receive at least an 85% on: Integrated Project Plan	**Meets** Overall, 91% of students achieved at least an 85% on the Integrated Project Plan. *Excluded 0's	
SLO4: Assess and develop a position on an ethical issue in project management; justify its civic and global significance.	65% of students will receive at least an 85% on: Ethics Assignment (Essay or Presentation) in PJM6910.	**Meets** Overall, 69% of students achieved at least an 85% on the Ethics Assignment. *Excluded 0's	Assignment changed to be a better measure of the SLO, students examine an ethical issue in project management, summarize and analyze it, and identify risks. Grades changed from winter/spring to fall due to the change in assignment. Original assignment had some issues in writing in right format as well as plagiarism issues. (new CMN course on professional writing/communication added for all incoming direct admit students as a highly recommended general elective)
SLO5: Synthesize and transfer learning to new, complex situations within course work or beyond the classroom.	65% of students will receive at least an 85% on: Integrated Project Plan	**Meets** Overall, 91% of students achieved at least an 85% on the Integrated Project Plan. *Excluded 0's	

Indirect Measures

Description of the data are located within the indirect measures list.

Surveys Other Metrics	Indirect Measures	Major Findings (Data/Analysis)	What Actions Resulted from Findings? (Program Changes)
Program Insight Sheets			

Time to Completion			Time to completion averages 6.1 quarters	This number matches an analysis done by the program earlier this year. A map of the program shows that – given the recommended order of courses and mapping to F1 compliance of 8 credits per term – it will generally take this long to navigate through the program. Worked with OGS and Advising to raise the standard time approved to complete the program from 5 quarters to 6 quarters – this begins Fall 2018.
PAN Retention	PAN 2016 to 2017 Retention		CPS retention is (as reported) overall, 80.2% - 77.7% domestic and 84.3% international. Overall, the MS in PJM retention is 91.1%. 76.9% domestic (in line with the overall CPS reported number) and 93.4% international (exceeding the CPS reported number).	No direct actions to be taken re: this number – however, a number of PRP recommendations will contribute to the learner experience and this may contribute to a high retention number. It is not clear from the retention number if this includes students who were dismissed for academic reasons (integrity, low GPA).
Withdrawal/Failure/Incompletes	W/F/I report		Nothing on this report suggests anything out of the ordinary	No actions
Graduating Student Survey (Exit Survey)			85% of students reported good or very good teaching quality; 94% reported knowledge of faculty good or very good. 79% reported courses available when needed. 37% indicated they participated in a co-op, internship or XN project while 58% reported they did not.	We are proud of our practitioner faculty and will continue to ensure they are prepared to teach in a quality way. Work done in 2018 on Instructor Presence and Feedback should support this. As new faculty were hired, Master Teachers for core courses were available to support them. In addition, Master courses were implemented for all core courses – these courses are well designed and align with learning outcomes, rubrics and signature assignments and also ensure consistency through the program towards the capstone experience. It seems that more students should take advantage of the experiential experience – it is not clear from the data why they did not. Was there not an experiential experience available? Did they

			not know how to apply for an experiential experience? Was one offered and they chose not to take it – and why not? Or was one not available.
Alumni Survey	No data available		
Student Experience Survey (Student Academic Satisfaction block)	No data available		
Experiential Learning	No data available		
Course Evaluations	Summary reports for Winter 2017, Spring 2017, Summer 2017, Fall 2017	In a review of summary reports, students shared their appreciation and concerns - there were some students concerns expressed around instructor presence and feedback, syllabus errors, discussion board participation, Examity, case study information, the workload demand.	Instructor presence and feedback, as well as standard syllabus templates will be a key part of faculty development in 2018 – along with consideration of a syllabus tool which should address some of the student concerns. The use of master classes for core courses – rolled out in Fall 2017 - should also address consistency issues between different sections as well as provide part-time faculty with well-defined content to work with. Examity is a way of life for our program given the issues faced in academic integrity/ plagiarism. We will continue to work with our provider to ensure as a good student experience. One option to consider is a set of common case studies that our faculty can use – that address different project topics – to provide more consistency in the program (as well as the right size for the course and topics that our students can be familiar with). It may also be important to remind students that the expectation is 12 – 15 hours of week for the 6-week classes in the syllabus – and to ask them to get in touch with their faculty if they are spending more time than that.

Lead Faculty Narrative: Add a brief overview to expand upon how the program evolved in the past year in relation to the university, industry, student needs, or other. *While AQA is here for support in drafting your narrative, only you can interpret the data in the context of*

your program. We hope this information will help you in your decision making process, whether it is through curriculum changes, adjustments in assessments, or for sharing success stories. However, we understand the notion that data cannot explain everything, and that data is only one element of decision-making. Thus, take this information and select findings that you find most appropriate for your program and students.

In FY2017, our focus was on aligning with our GAC recommendations which also integrate with our AQA work. Our mission statement was reviewed, revised and published on our website. Learning outcomes for all core courses were reviewed against Bloom's taxonomy (Apply and higher), revised to meet these graduate levels and course content was confirmed against these outcomes.

Regarding our program growth, 30% from 2016, we hired 3 new full-time faculty members and 12 new part-time faculty members. One of the new full-time hires has been a part-time faculty for several years and was up to speed with our program and its quality process. For the new full-time faculty members, the faculty lead met individually with each one every week (or more frequently if necessary) to ensure they had the resources and knowledge they need to be successful in their classrooms. Part-time faculty members completed BB orientation training, attended an on-ground evening orientation, and were coached by Master Teachers.

This is the year we formally rolled out the use of Master Courses for all core classes. Partial conversion was completed by the end of 2017 and continues in 2018. We are hopeful that this will decrease student complaints around the quality of the course content and promote consistency in the program. We are continuing to move to consistent use of rubrics through all classes. This has been completed through many of the core courses to ensure effective grading feedback and consistency between sections.

The table below provides an update to our FY 2016 <u>progressive refinement plans</u> progress.

Previous Year's PRP Reflection

Plan	Description	Progress Update (Complete, Incomplete, In-Progress)
Plan 1	Standardizing rubrics for all capstone assignments, so the rubric measure will be consistently utilized across sections.	These rubrics have been completed and integrated into the Capstone Master Course. All core courses also incorporate rubrics for grading.
Plan 2	Revise course learning outcomes (core and elective courses, PJM) across the curriculum will be conducted based on GAC visit in April, 2017 recommendations - Review all learning outcomes to ensure at graduate level and validate that course content meets these. Alignment with the program SLO's and measures will also be part of the work.	All core course learning outcomes have been revised to the higher (Apply and above) levels of Bloom's taxonomy and also the courses have been modified to integrate these. Our annual GAC report has been submitted acknowledging this alignment.
Plan 3	Curriculum remapping based on new SLOs - Aligning the courses with the new SLOs for accurate levels (I,D,P) AND begin the	AQA is working with the program now to finalize the I,D,P mapping.

	alignment work for course outcomes and assessments with the program level measures	
Plan 4	Finalize new benchmarks or SMART goals to align with the new SLO's to meet NU vision - New SMART goals to be finalized and each curriculum course mapped to these. Course Learning outcomes to be compared to SLO's.	This has been completed and is integrated in the assessment above.
Plan 5	Design, build and implement Agile Project Management Concentration/Certificate - A five-course concentration will be implemented in Fall 2017. This is being done to stay current with the industry as well as response to student and employer requests. This curriculum is being developed through our new process to ensure quality and integration between courses. A blueprint is drafted that includes course learning outcome, lesson objectives, signature assignments and assessments. This is approved by faculty director/ full-time faculty before the course is approved for development.	This curriculum was implemented in Fall 2017. PJM 6810 and PJM 6815 have been developed and taught. PJM 6820 and PJM 6825 are designed. Final development will be completed in time for their launch in Fall 2018/Winter 2019 based on student demand.
Plan 6	Launch Program and Project Portfolio Management - In response to the interest in our Program and Portfolio Management Concentration, a 45-credit masters is being implemented in the fall. This same process will be used as the one for creating the Agile curriculum, noted above.	The MS in PPPM has been launched. By end of 2017, no students had registered for the MS program. 8 students will have completed the PPM concentration/certificate by end of Spring 2018. We are continuing to market this degree to expand enrollment. We met with the NC BOG to pursue licensure for this program in CLT and hope this more advanced PM market will be favorable for this program. The concentration has been approved for Seattle and we are hoping to attract the advanced PM market there as well.
Plan 7	Collecting data by term instead of annually and then being able to take proactive actions on an ongoing manner. - Define Direct Measure template for 2017 with AQA and share with program managers and NU Online to facilitate data collection by term.	This is in place and being collected by our Program Manager with support from AQA.
Plan 8	Redefine the mission statement based on recommendation from GAC April 2017 visit - New mission statement be crafted and published consistently across websites and documents	This has been completed – see above mission statement update.

Discussion/Dissemination

The faculty lead met with other program faculty to share the findings and discuss program changes and plans on **<Insert Date here>**

<Insert Here>

State the specific location (filepath on a shared drive *if different from SharePoint*) for data, analyses, results, and minutes of program faculty meeting: **AQA SP site.**

IV: Progressive Refinement Plan (2018-19)

Based on the data/evidence reviewed in the previous section (Findings/Changes), you can identify if outcomes are being met and if there is room for improvement or raising standards in the benchmarks. This will help you create PRP goals for next year. If an Outcome does not need improvement, explicitly state so. SLO Improvement needed: must include who is responsible for implementing the improvement actions (i.e., the what) and the supports necessary for success, as well as completion date (i.e., the when). If SLOs were recently updated, state the change and future plans for data/evidence collection, based on the new SLOs.

Plan 1	**Launch new concentration in Project Business Analysis**
Relevant SLO	Operational
Who	Faculty lead and concentration lead
What	This new concentration includes 4 new course and one existing course. Blueprints will be created by full time faculty for the new 4 courses. The courses will be created based on these blueprints and made available in FY 2018.
When	Fall 2018 – Spring 2019
Plan 2	**Continue mapping SLO's to all other PJM courses (non-core)**
Relevant SLO	**ALL SLOs**
Who	Faculty Lead and full-time faculty
What	All non-core courses will be reviewed to ensure their learning outcomes are written at the graduate level, that the course curriculum aligns with those learning outcomes, and to revise the I,D,P mapping for each of these courses.
When	Throughout FY 2018
Plan 3	**Investigate using XN projects in Capstone**
Relevant SLO	**SLO3, SLO5**
Who	Faculty lead, Master teacher for PJM 6910, full time faculty for PJM 6910
What	Work with XN team to pilot using an XN project in Capstone course
When	Meeting with C. Kilfoye Spring 2018 to consider this for a Fall 2018 pilot.

Plan 4	**Ensure that all faculty are integrating IP&F guidelines**
Relevant SLO	**ALL SLOs**
Who	Faculty Lead and Master Teachers
What	Work with leadership to provide on-going support for IP&F guidelines – working with OEL to create more detailed courses on grading/feedback and on-ground course facilitation. These may be part of the Faculty Development Day offerings
When	All year
Plan 5	**Ensure use of Core Master Classes**
Relevant SLO	**ALL SLOs**
Who	Faculty Lead/ Master Teachers
What	Ensure that all faculty are teaching from the master classes – including learning outcomes, key topics and signature assignments
When	All year
Plan 6	**Academic Integrity**
Relevant SLO	**ALL SLOs**
Who	Faculty Lead/ All PJM faculty
What	Continue to investigate reasons for and address academic integrity issues in courses – this includes implementation of new CMN 6005 course to provide international students with learning on APA/ plagiarism, academic and professional writing, 100% exam monitoring by faculty, use of turnitin, additional support for all students in expectations of academic integrity
When	All Year
Plan 7	**Experiential Opportunities**
Relevant SLO	**SLO5**
Who	Faculty Lead/ Full time faculty
What	Work with Learner Success to ensure co-op process is evident to students, that faculty are supporting this effectively, that co-op opportunities are available (this may not ensure that all students have a co-op but at least the opportunity to apply), increase number of XN projects to support students who do not land a co-op (co-op also includes internship)
When	All Year
Plan 8	**Operational Effectiveness - Improved curriculum planning/ scheduling techniques**
Relevant SLO	**NA**
Who	Faculty Lead/ Master Teacher 6000/ Program Manager
What	Work with Advising to be sure order of classes is clear to students (we are unable to use pre-reqs to do this due to limitations of Banner at the term A or B level) as well as include content in PJM 6000 that clarifies this to students

	and includes development of a Course Map (plan of what courses will be taken when) and selection of concentration. Investigate how to use this info to better schedule courses. Operationally, we will investigate the options of scheduling system (student enters their 2 year plan- can modify it – and operationally, we can extract that info to better create our Quarter offerings.
When	Pilot Spring 2018 B, full roll out Fall 2018
Plan 9	**Operational Effectiveness – Syllabi Quality**
Relevant SLO	**NA**
Who	Faculty Lead/ Program Manager
What	Project to pilot and then implement a syllabus tool – providing efficiency and quality at all levels of syllabi management – tool being considered allows syllabus info to be entered at different levels and reports created around these.
When	All year – hoping to pilot in PJM in Fall 2018
Plan 10	**Curriculum – Case Study Library**
Relevant SLO	**SLO3, SLO5**
Who	Faculty Lead/ Full-time faculty
What	Create a library of case study project scenarios that can be used by full and part-time faculty for experiential learning in the classroom. This would allow students to build on these projects as they move through the core curriculum.
When	All year – hoping to pilot in PJM in Fall 2018

Table 1- 2018 AQA Report - Direct Measures - MS in PJM

Program Student Learning Outcomes (SLOs)	Direct Measures Benchmarks	Major Findings (Data/Analysis)	What Actions Resulted from Findings? (Program Changes)
SLO1: Assess and articulate significant challenges involved in managing project scope, risk, quality, schedule, budget, quality and performance metrics, while effectively communicating with different project stakeholders.	65% of students will receive at least an 85% on: Comprehensive Exam in PJM6910.	**Meets** Overall, 75% of students achieved at least an 85% on the comprehensive exam. *Excluded 0's as some students were given option of exam/paper	We piloted a choice of a paper or exam to see which might be a better measure for this SLO. Both were piloted with two different faculty members over 3 terms. Recommendation to move forward with only the exam after Winter 2018 term.
SLO2: Articulate and defend the significance and implications of project management in terms of challenges and trends in your professional or organizational context.	65% of students will receive at least an 85% on: Capstone Reflection Paper in PJM6910.	**Meets** Overall, 96% of students achieved at least an 85% on the Reflection Paper. *Excluded 0's as they represented not participated	
SLO3: Design and articulate effective implementation of a complex project plan to meet business goals in a real-world setting, while avoiding common project management pitfalls.	65% of students will receive at least an 85% on: Integrated Project Plan (Team Assignment)	**Meets** Overall, 91% of students achieved at least an 85% on the Integrated Project Plan. *Excluded 0's	
SLO4: Assess and develop a position on an ethical issue in	65% of students will receive at least an 85% on:	**Meets**	Assignment changed to be a better measure of the SLO, students examine an ethical issue in

project management; justify its civic and global significance.	Ethics Assignment (Essay or Presentation) in PJM6910.	Overall, 69% of students achieved at least an 85% on the Ethics Assignment. *Excluded 0's	project management, summarize and analyze it, and identify risks. Grades changed from winter/spring to fall due to the change in assignment. Original assignment had some issues in writing in right format as well as plagiarism issues. (new CMN course on professional writing/communication added for all incoming direct admit students as a highly recommended general elective)
SLO5: Synthesize and transfer learning to new, complex situations within course work or beyond the classroom.	65% of students will receive at least an 85% on: Integrated Project Plan (Team Assignment)	**Meets** Overall, 91% of students achieved at least an 85% on the Integrated Project Plan. *Excluded 0's	