Connecting Outcomes Assessment to Accreditation:

One Example

Granite State College

AGENDA

Objectives

- Designing around professional competencies
- Performing direct assessment
- Generating useful assessment results
- Continuous improvement program
- Connecting to accreditation

Welcome!

Ana Gonzalez

- Program Coordinator for Graduate Studies and Academic Effectiveness
- Graduate Accreditation (Visit and Report) Coordinator

Dr. Karen RJ White, PMI Fellow, PMP

- Program Director, MS in Project Management (Recently re-accredited!)
- Team lead for PMI's Global Accreditation Teams

Now, your turn:

- Name
- College
- Department
- Accreditation body and program (if there is one)

Before You Begin…

Choose a Tool!

Types:

- Within the course environment; or
- An external tool that connects with the course environment

Must contain:

- Rubric setup with levels and descriptions
- If external, integrates with **your** course's environment
- Results that each **stakeholder** needs
- Easy results access
- Raw data download availability

Designing Around Professional Competencies

Designing Around Professional Competencies

- Establish multi-level assessments
  - Consider using Dreyfus Model
  - 5 levels represent student growth
  - Progressive assignments across the program
    - Introductory material – Level 1 competency
    - Practice assignment – Level 2 or 3 competency
    - Analysis assignment – Level 4 or 5 competency
- Example:
  - Introduction to Project Management: Define a work breakdown structure
  - Planning a Project: Identifying and Estimating Tasks, building a WBS
  - Executing the Project: Monitoring and leading the execution of the work identified in the WBS

Competencies to Expected Levels Map

	Master of Science in Project Management Competencies to Courses Map	PM800	PM811	PM813	LD804	PM815	PM817	PM819	PM850 (PM808)	Tota
1.1	Execute project with the urgency required to deliver business value									
1.1.1	Assess opportunities to deliver value incrementally	Novice		Emerging			Emerging		Basic	4
1.1.2	Examine the business value throughout the project	Novice		Emerging					Basic	2
1.1.3	Support the team to subdivide project tasks as necessary to find the minimum viable product	Novice	Emerging						Basic	3
1.2	Manage communications									
1.2.1	Analyze communication needs of all stakeholders	Novice	Emerging		Emerging		Emerging		Basic	5
1.2.2	Determine communication methods, channels, frequency, and level of detail for all stakeholders	Novice	Emerging				Emerging		Basic	4
1.2.3	Communicate project information and updates effectively	Novice		Emerging					Basic	3
1.2.4	Confirm communication is understood and feedback is received	Novice		Emerging					Basic	3
1.3	Assess and manage risks									
1.3.1	Determine risk management options	Novice	Emerging				Emerging		Basic	4
1.3.2	Iteratively assess and prioritize risks	Novice		Emerging			Emerging		Basic	4

Competency Levels Described

	Master of Science in Project Management Competencies	Key Word	Novice	Emerging	Basic	Proficient	Exemplary
1.1	Execute project with the urgency						
1.1.1	Assess opportunities to deliver value incrementally	Delivery	Understands the vision for the project and alignment to organizational strategy.	Can reiterate the business value of the project with the project team.	Shares the vision and business value of the project to the project team and all stakeholders, ensures understanding.	Can ensure alignment of the stakeholders' goals/objectives with the business value/vision of the project; takes responsibility for delivering value.	Able to measure the value delivered by the project, throughout the project lifecycle and at project implementation.
1.1.2	Examine the business value throughout the project	Delivery	Understands the importance of delivering value to the business.	Checks in on occasion to ensure project is still delivering value when prompted to do so.	Shares the vision and business value of the project to the project team and all stakeholders, ensures understanding.	Develops and implements against a plan to ensure project continues to deliver value through project; takes responsibility for delivering value, gets team members involved.	Measures business value delivered by project at regular increments and at project implementation; makes adjustments as necessary to ensure value is delivered.
1.1.3	Support the team to subdivide project tasks as necessary to find the minimum viable product	Delivery	Recognizes the need to break down project tasks to ensure a minimum viable product.	With support, can develop a Work Breakdown Structure that breaks down project tasks sufficiently to find the minimum viable product.	Able to identify problem areas and collaborate with team to subdivide tasks to find the minimum viable product.	Collaborates with team early on and throughout the project to subdivide tasks to find the minimum viable product.	Makes adjustment to project team's tasks, reallocates resources as necessary to continue to deliver a viable project.
1.2	Manage communications						
1.2.1	Analyze communication needs of all stakeholders	Communications	Identifies key stakeholders.	Recognizes varying communication needs of stakeholder groups and individuals.	Integrates stakeholder communication needs into an overall communications matrix.	Implements communications matrix.	Continuously reviews and updates the communications matrix as the project progresses.

Linking Competencies to Assignments

- Integrate competency assessments into course learning activities
- Consider assessing multiple competencies within one assignment
- Look across the program for opportunities to associate that set of competencies with assignments in multiple courses, to show a progression

Competencies to Assignments Map

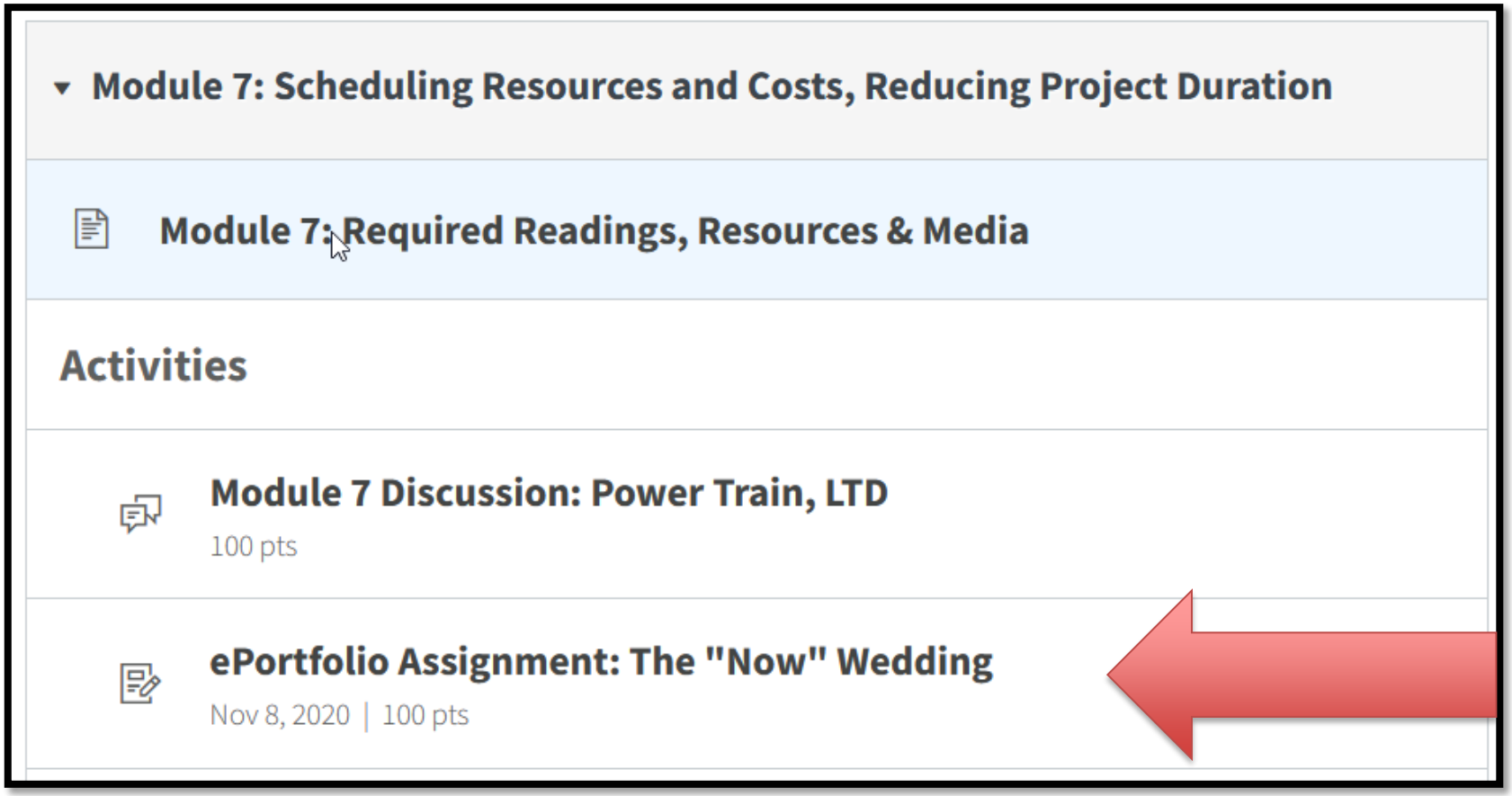
	Master of Science in Project Management - Technical Competencies	PM800	PM800 Where Assessed	PM811 (new)	PM811 Where Assessed	PM813 (new)	PM813 Where Assessed	
1.1	Execute project with the urgency required to deliver business value							
1.1.1	Assess opportunities to deliver value incrementally	Novice	Forum 1: Value of PM			Emerging	Forum 2: Delivering Business Value	
1.1.2	Examine the business value throughout the project	Novice	Forum 2: Projects and Strategy			Emerging	Forum 2: Delivering Business Value	
1.1.3	Support the team to subdivide project tasks as necessary to find the minimum viable product	Novice	Forum 4: Sharp Printing, AG	Emerging	Module 3: Work Breakdown Structure (WBS) for the party project			

Initial Implementation

- Implement across the program
  - Explain the difference between grade (knowledge) and competency score (ability)
  - Identify specific achievements associated with each performance level
  - Review for progressive assignments supporting student learning over time by giving them progressively more complex tasks (scaffolding)
- Validate with a pilot
  - Select certain courses to implement assessment
  - Gather feedback and adjust competence maps as needed

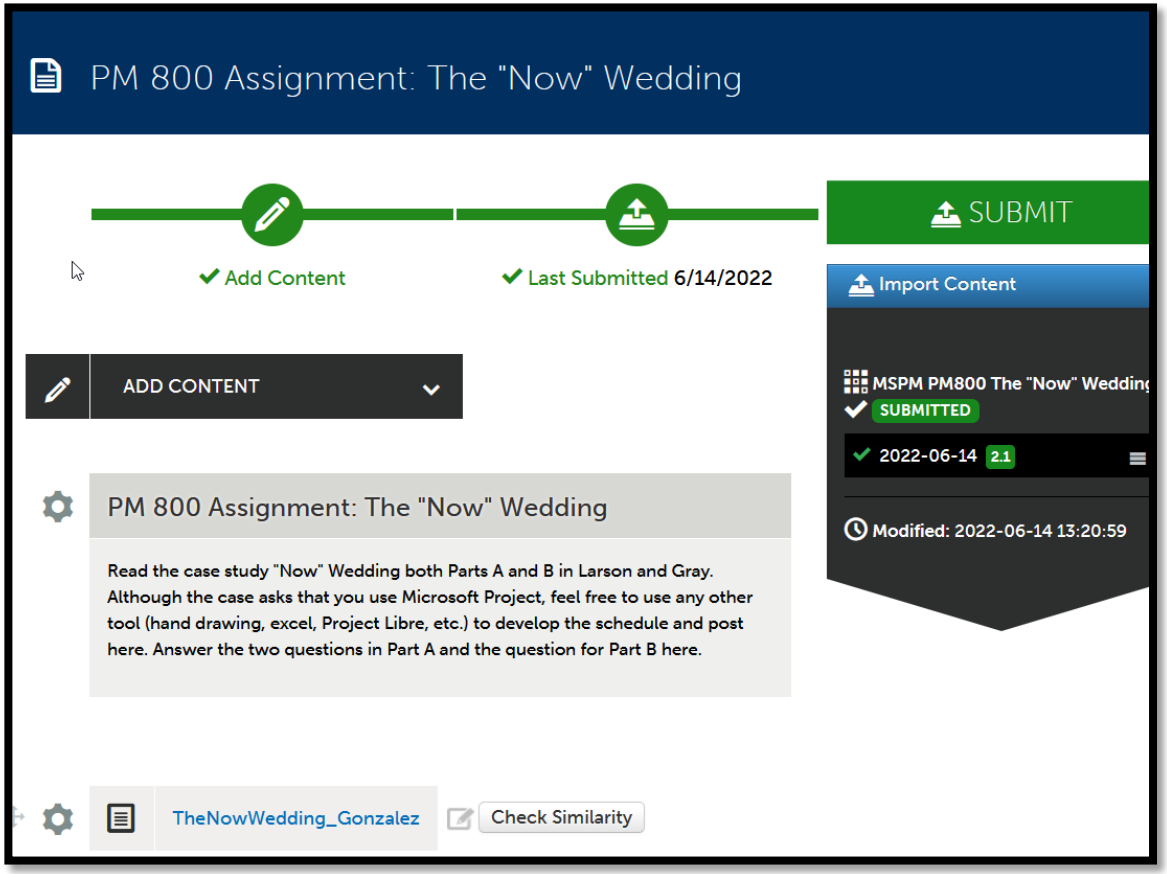
Conducting the Assessment

Course View


Module 7: Scheduling Resources and Costs, Reducing Project Duration
Module 7: Required Readings, Resources & Media
Activities
Module 7 Discussion: Power Train, LTD
100 pts
ePortfolio Assignment: The "Now" Wedding
Nov 8, 2020 | 100 pts

Tool Sample

Student Assignment



Tool Sample

Rubric

MSPM PM800 The "Now" Wedding

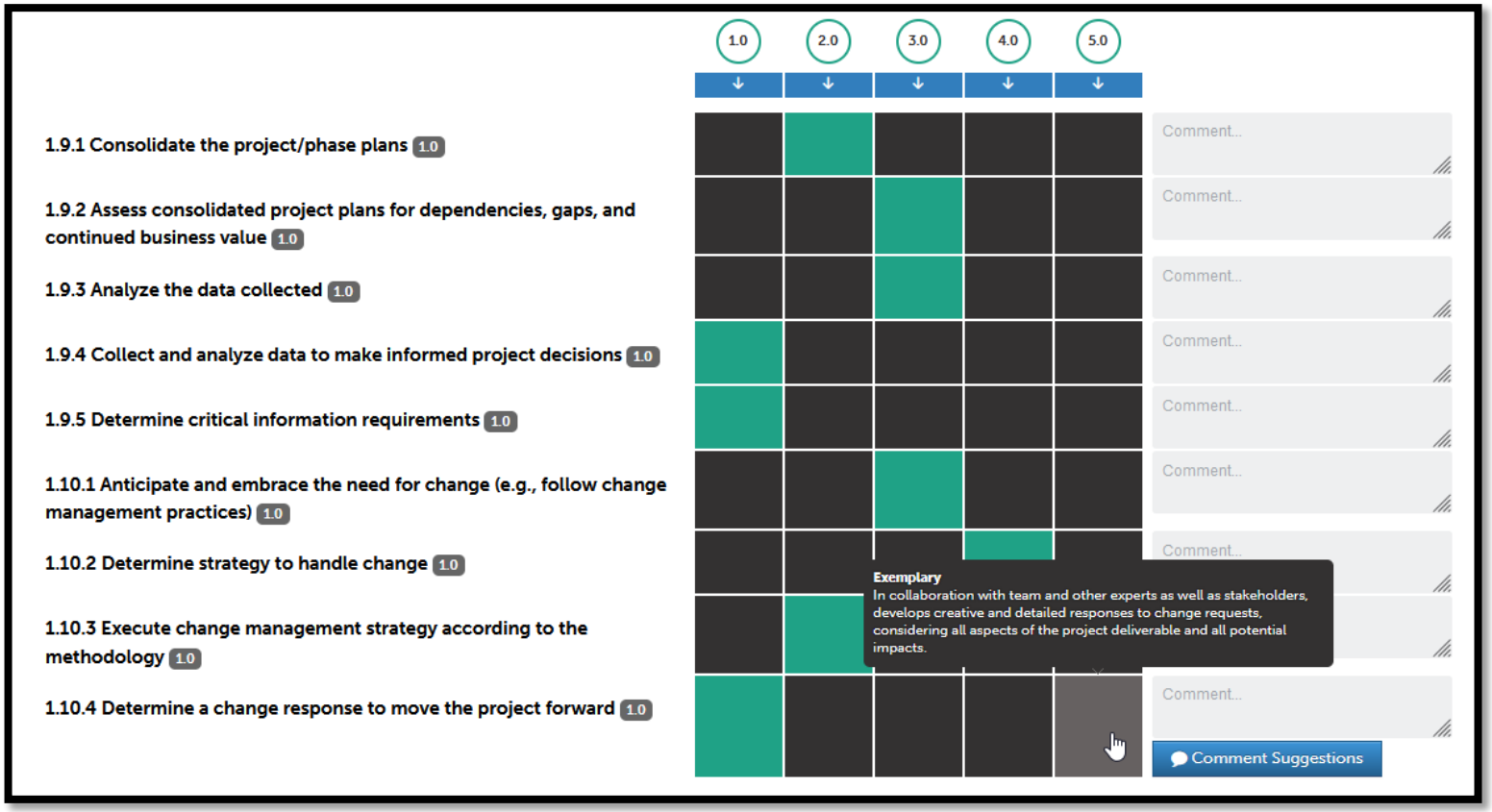
Outcome Links

1.0 1.9.1 Consolidate the project/phase plans	1.0 Novice	2.0 Emerging	3.0 Basic	4.0 Proficient	5.0 Exemplary
	Identifies the various plans that should be consolidated.	Integrates plans into one comprehensive plan, with a high level of assistance.	Integrates plans into one comprehensive plan, with assistance.	Integrates plans into one comprehensive plan.	Integrates plans into one comprehensive plan, serves as a resource for others.

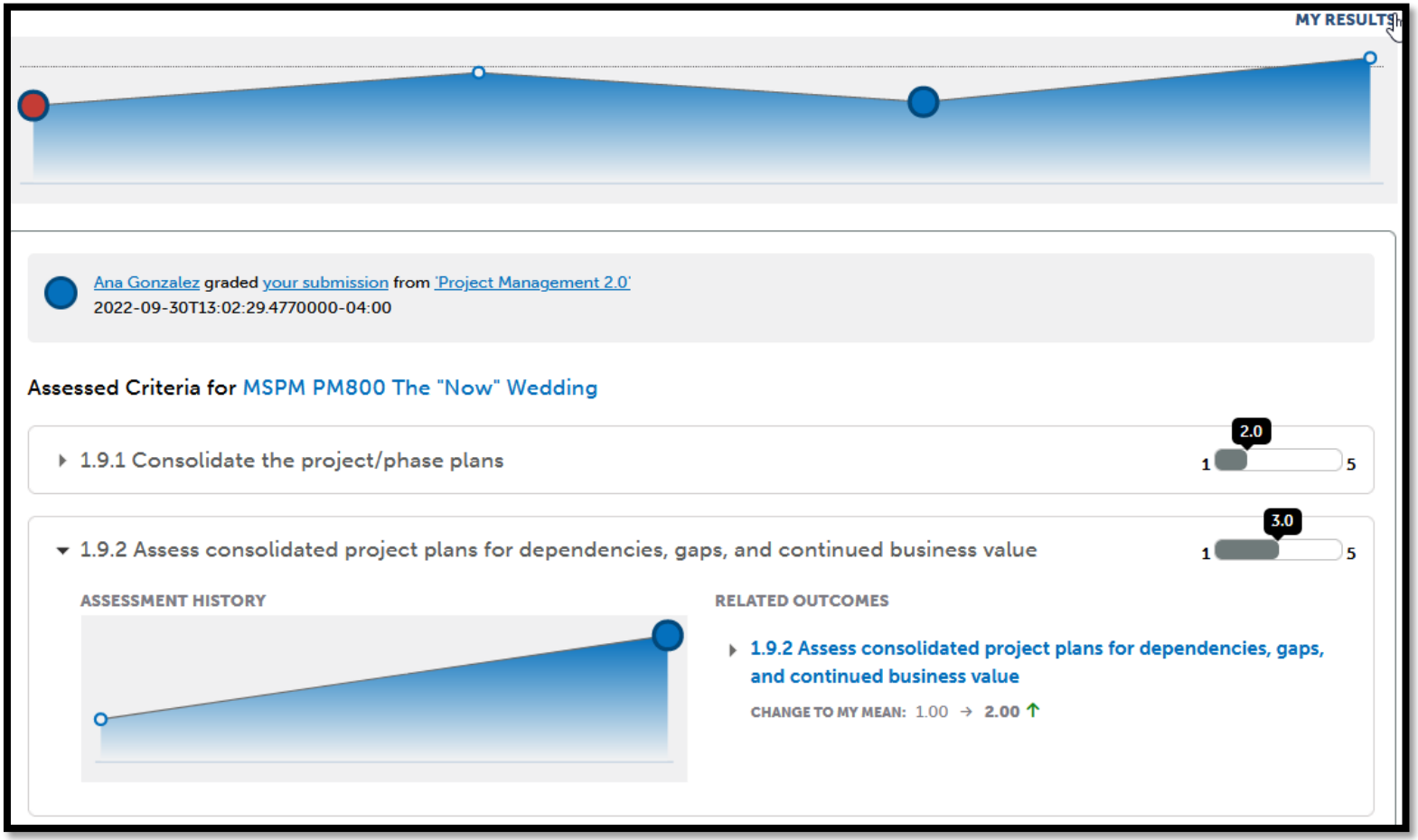
Outcome Links

1.0 1.9.2 Assess consolidated project plans for dependencies, gaps, and continued business value	1.0 Novice	2.0 Emerging	3.0 Basic	4.0 Proficient	5.0 Exemplary
	Integrates plans into one comprehensive plan, serves as a resource for others.	Reviews consolidated plan to identify any inconsistencies; initiates corrective action to address them, with a high level of assistance.	Reviews consolidated plan to identify any gaps and inconsistencies; initiates corrective action to address them, with assistance.	Reviews consolidated plan to identify any gaps and inconsistencies, and to reaffirm business value remains; initiates corrective action to address them.	Reviews consolidated plan to identify any gaps and inconsistencies, and to reaffirm business value remains; initiates corrective action to address them; serves as a resource for others.

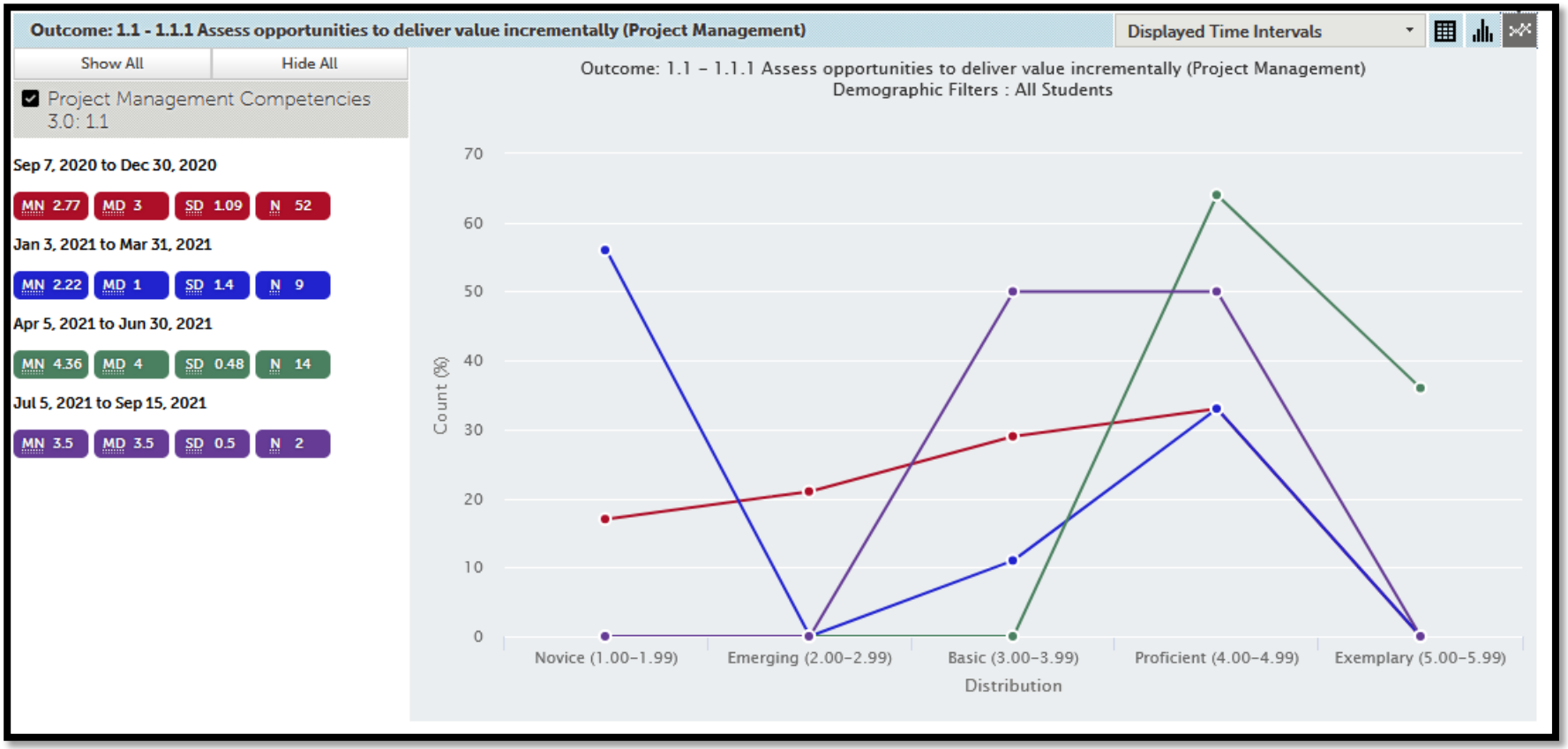
Faculty's View



Student's View



Staff View


Outcome: 1.1 - 1.1.1 Assess opportunities to deliver value incrementally (Project Management)
Displayed Time Intervals
Show All
Hide All
Project Management Competencies 3.0: 1.1
Sep 7, 2020 to Dec 30, 2020
MN 2.77 MD 3 SD 1.09 N 52
Jan 3, 2021 to Mar 31, 2021
MN 2.22 MD 1 SD 1.4 N 9
Apr 5, 2021 to Jun 30, 2021
MN 4.36 MD 4 SD 0.48 N 14
Jul 5, 2021 to Sep 15, 2021
MN 3.5 MD 3.5 SD 0.5 N 2
Outcome: 1.1 – 1.1.1 Assess opportunities to deliver value incrementally (Project Management)
Demographic Filters : All Students
Count (%)
70
60
50
40
30
20
10
0
Novice (1.00–1.99)
Emerging (2.00–2.99)
Basic (3.00–3.99)
Proficient (4.00–4.99)
Exemplary (5.00–5.99)
Distribution

Using the Assessment Results

Potential Uses of Assessment Data

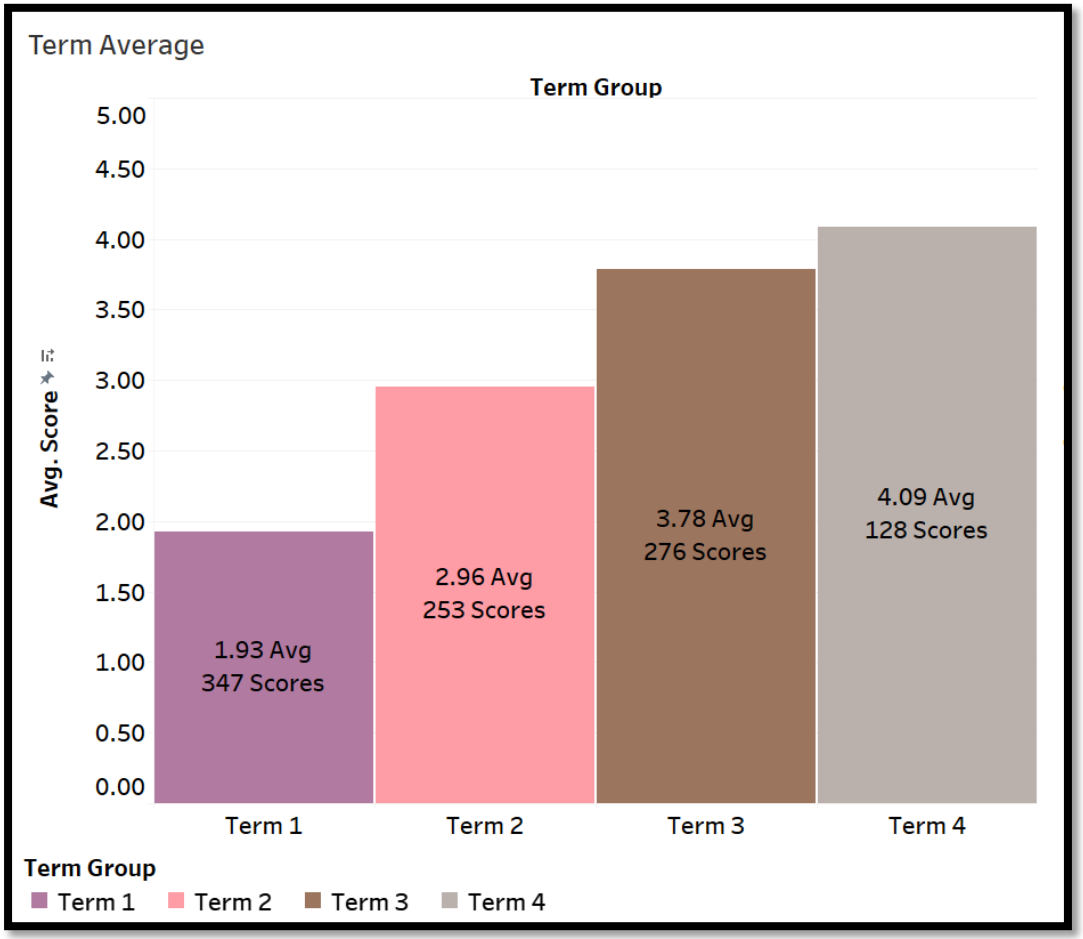
1. Who needs access?	2. What they look for:
Director/FT Faculty	**Program**, **student**, faculty, **course** performance on assessments
Teaching Faculty	**Course** performance
Dean/Provost	**Program** performance (high level) and performance across programs **Program Outcomes Mapping**
Assessment Staff (Other)	**Program Outcomes Mapping** *(Ex. Institutional Research – External Surveys & Reporting)*
Accreditation	**Program Outcomes Mapping** **Student** performance *(Standards met)*

Accreditation Support

In preparation for an accreditation report and visit, ask yourselves:

- What message do we want to convey to the accreditors?
- Does our displayed evidence support our statements?
- How do we want to depict that supportive evidence?

Results of Term Average



Continuous Improvement Program Support

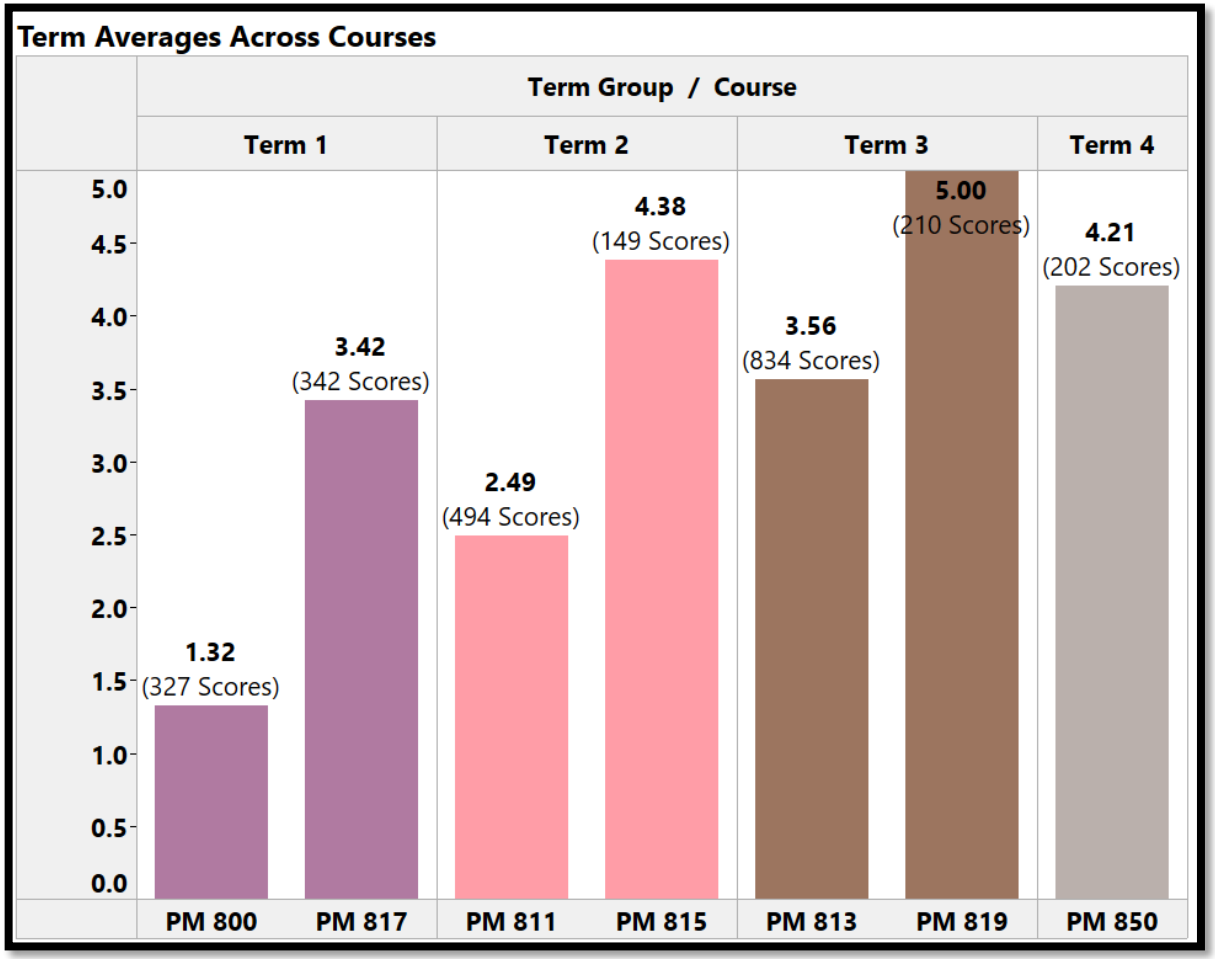
As part of a Term-based Review (Program Director)

- Do the assessment results indicate areas for curriculum improvement?
- Are competence level achievements aligned with program expectations?
- Is there an indication of possible “mis-assessment?”

As part of an Annual Review (Program Director, Academic Effectiveness)

- Does the mapping of program outcomes, course outcomes, and expected student competency performances align?
- Is there appropriate scaffolding of student learning experiences?

Results by Term and Course

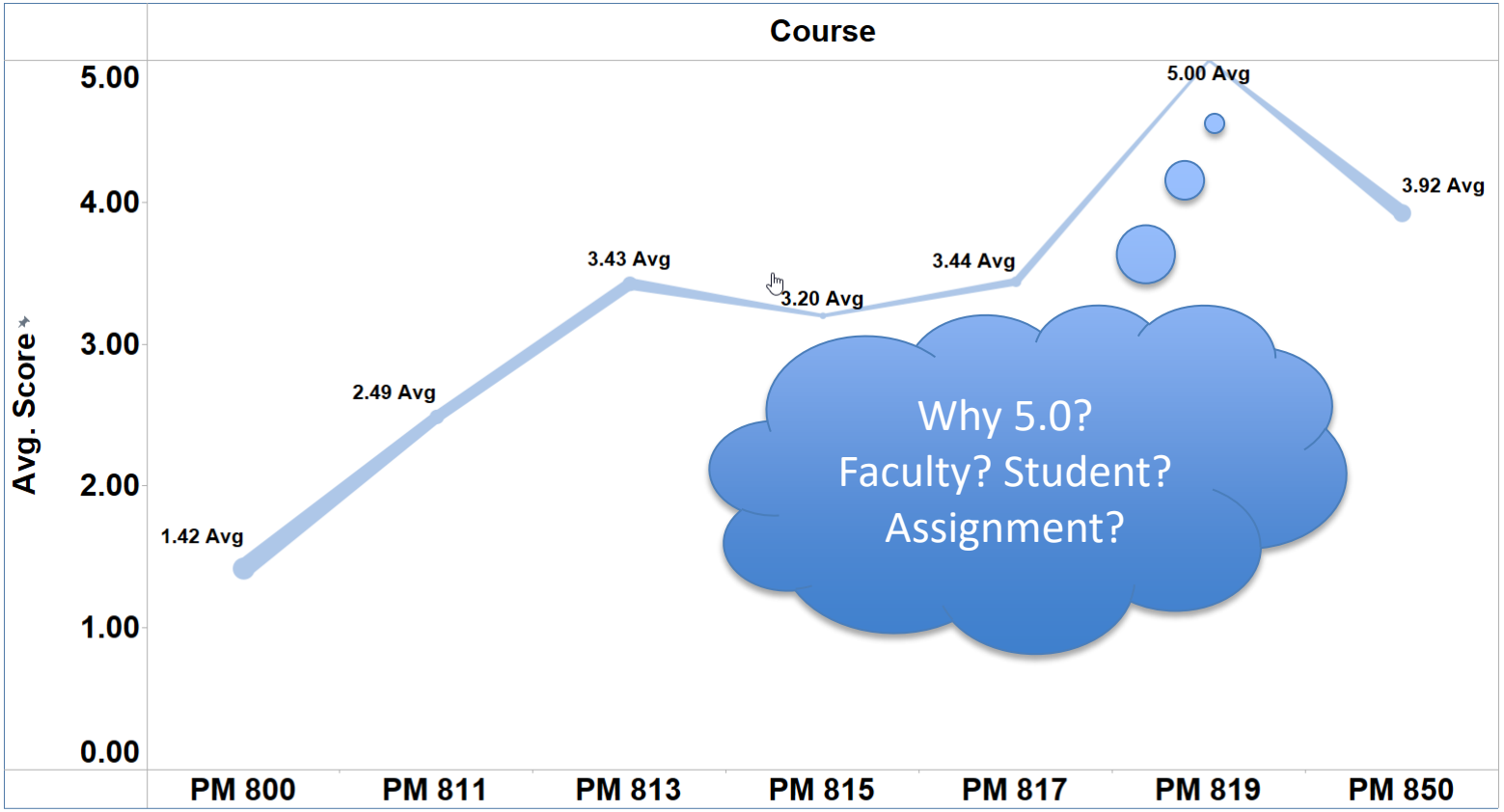


Student Performance Support

As part of the Term End Review (Program Director):

- Review student summary competency assessment
- Share analysis results with the student's academic advisor – could be an improving or worsening situation
- Develop an appropriate improvement plan

Student Performance Support

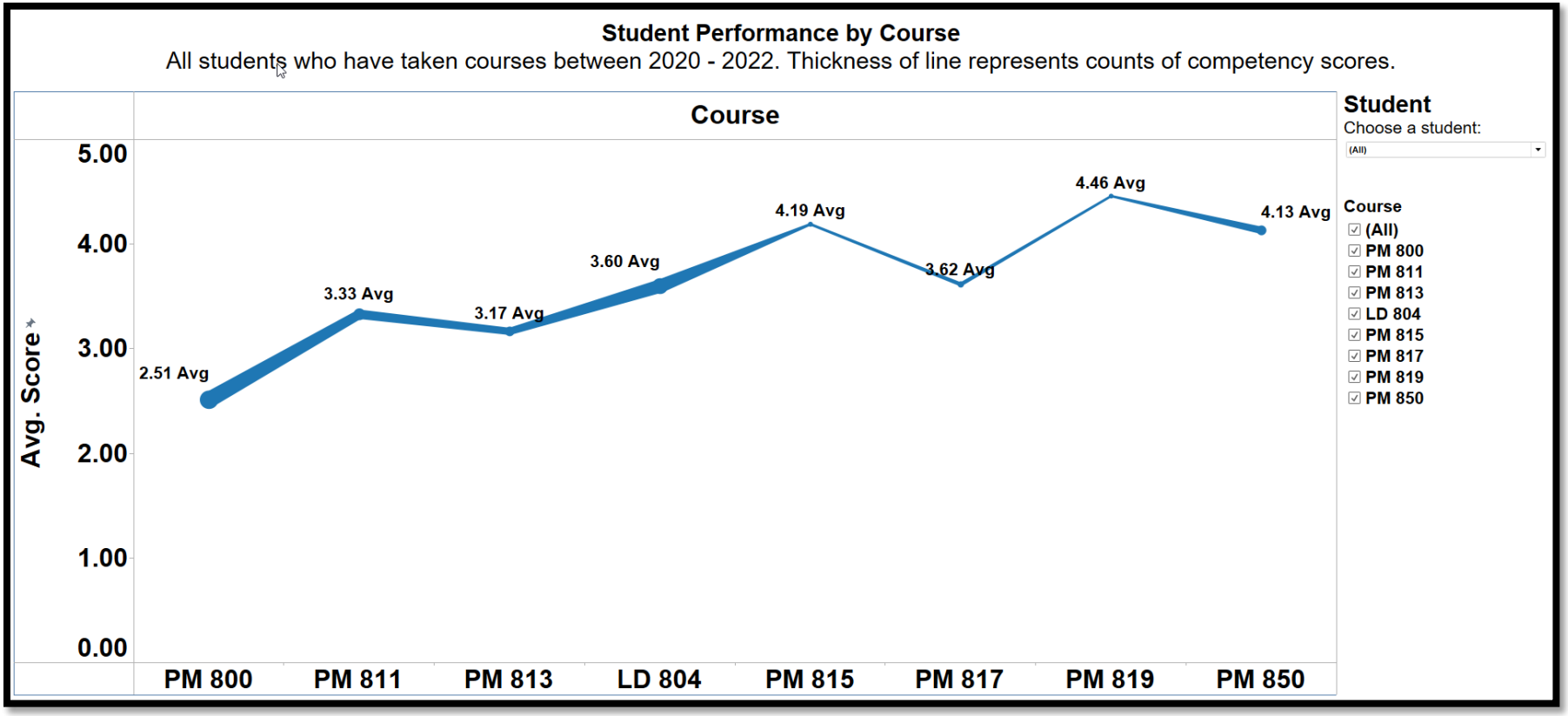


Visual Charts Activity

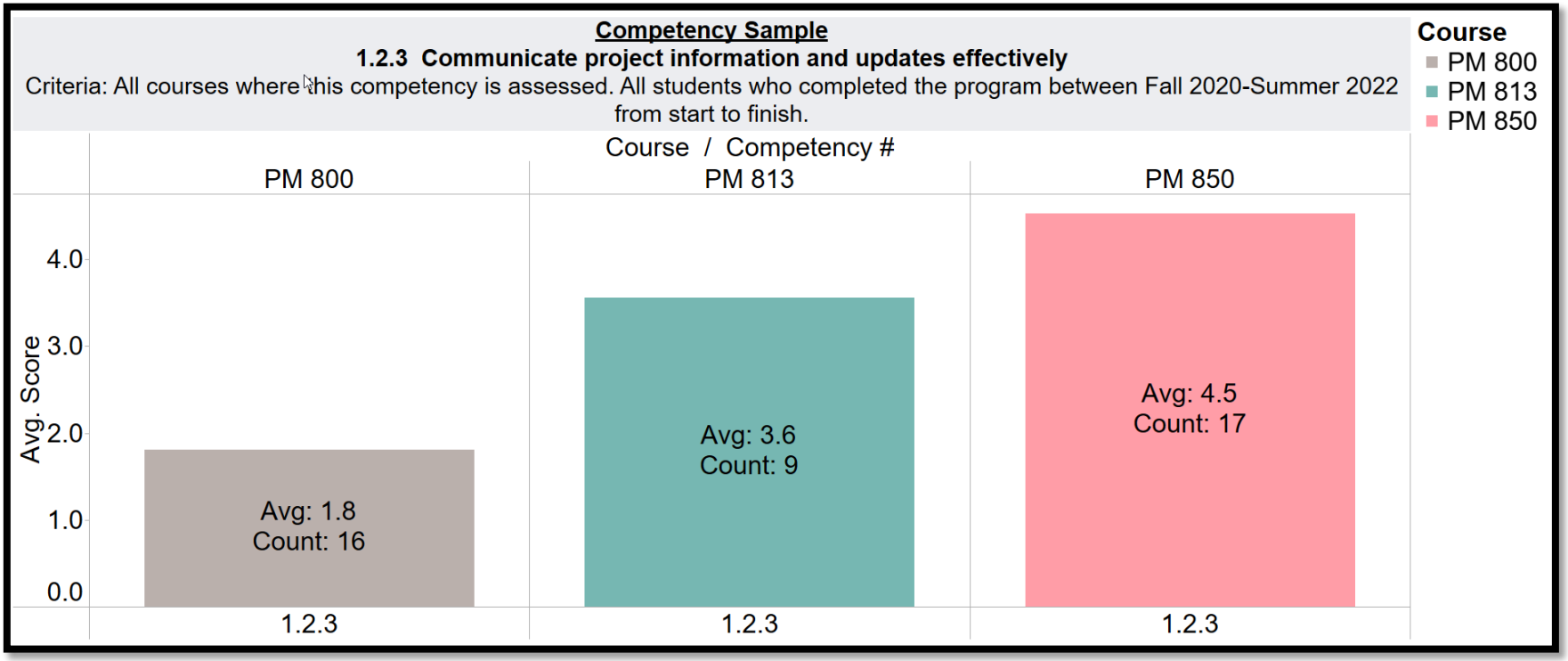
Take a look at the handouts provided:

- What does each chart tell you?
- What message are you receiving?
- Which one would you share with the accreditor?

Visual Charts Activity
(Chart 1)



Visual Charts Activity
(Chart 2)



Application to Other Institutions

- Decide what competencies you want to measure and track
- Choose the “right” outcome assessment tool
- Map the outcomes
- Implement the assessment, as mapped, into the tool and courses
- Analyze, save, & share results periodically
- Take action

Key Points

- Do some planning before diving in – what questions will you need to answer with the assessment results
- Determine how you will collect and store assessment results
- Map your competencies to assignments across your program
- Integrate competency assessments into your existing assignment review process, generating useful assessment results
- Use those results within your accreditation report and within a continuous curriculum improvement program

Discussion & Questions

In your experiences:

- How did you determine the competencies to measure?
- How have you been documenting your assessments?
- What tools do you use?
- How have you used your assessment results?

Contact Information

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