

**Using Project Management  
Methodologies to Align General  
Education Assessment, Program  
Review, and Accreditation  
Simultaneously**

**IUPUI Assessment Institute  
Indianapolis Marriott Downtown  
October 27 – October 29, 2024  
(20 minute session)**



## Speakers

- Sterling Richards, PhD, Chicago State University
- David Fuentes, EdD, PharmD, MSOL, SHRM-CP, University of Portland
- Jeremy Hughes, EdD, PharmD, University of Washington

# Purpose of this Session

- New technologies and instruments are often sought out when engaging in urgent programmatic accreditation and evaluation of General Education curricula
- This may result in duplicative tools and organizational confusion
- Tested and basic methods, teamed with organizational leadership and systems thinking may help achieve the best results
- By applying an organizational systems approach and project management methodologies, including Scrum, assessment professionals can generate efficiency.

# Learning Objectives



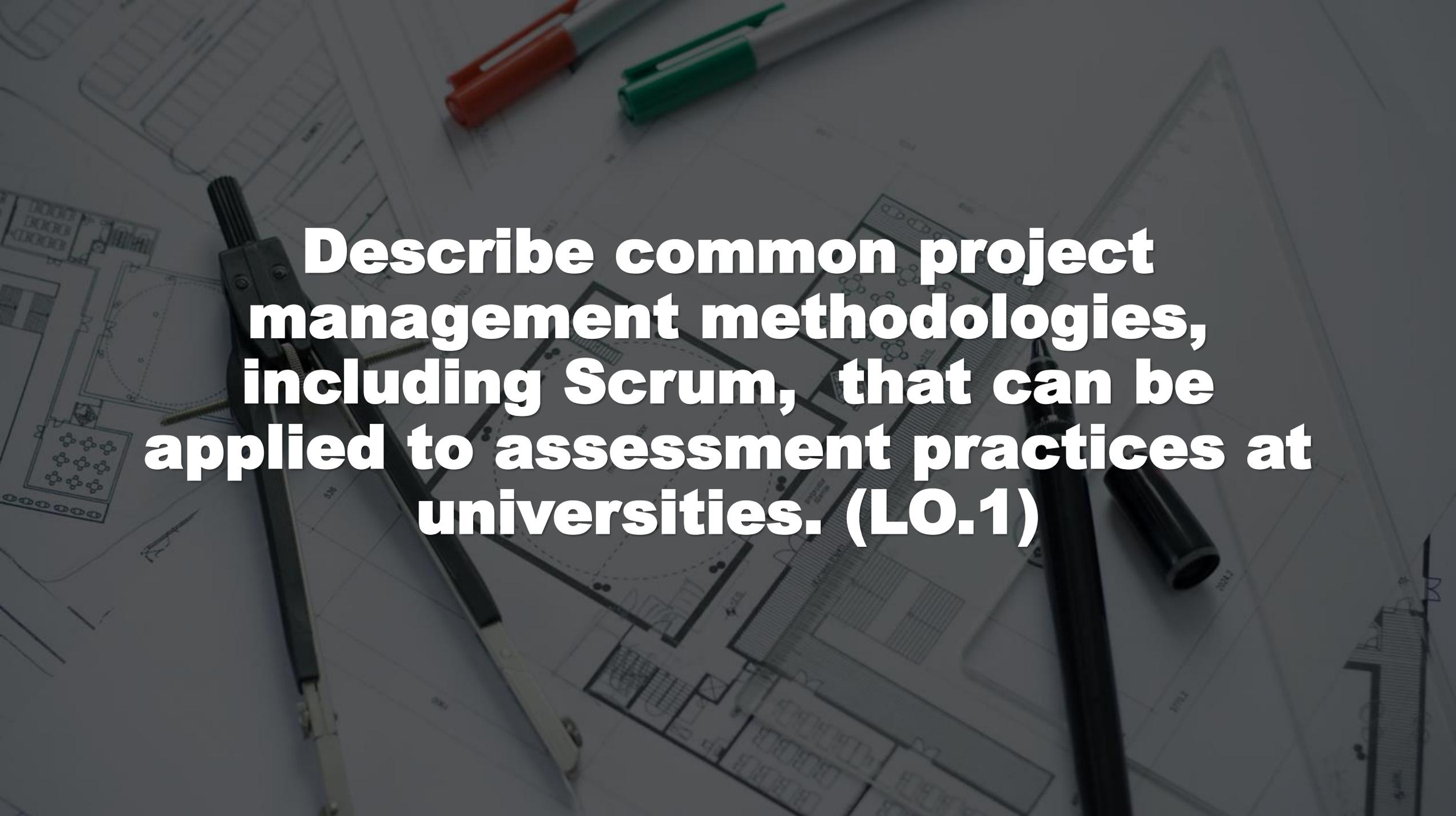
**Describe common project management methodologies, including Scrum, that can be applied to assessment practices at universities.**



**Develop approaches for aligning university assessment practices and instruments to assess student learning in general education, learning outcomes, and operations.**



**Establish project management approaches to create efficiency at the department, school/college, and institution level.**

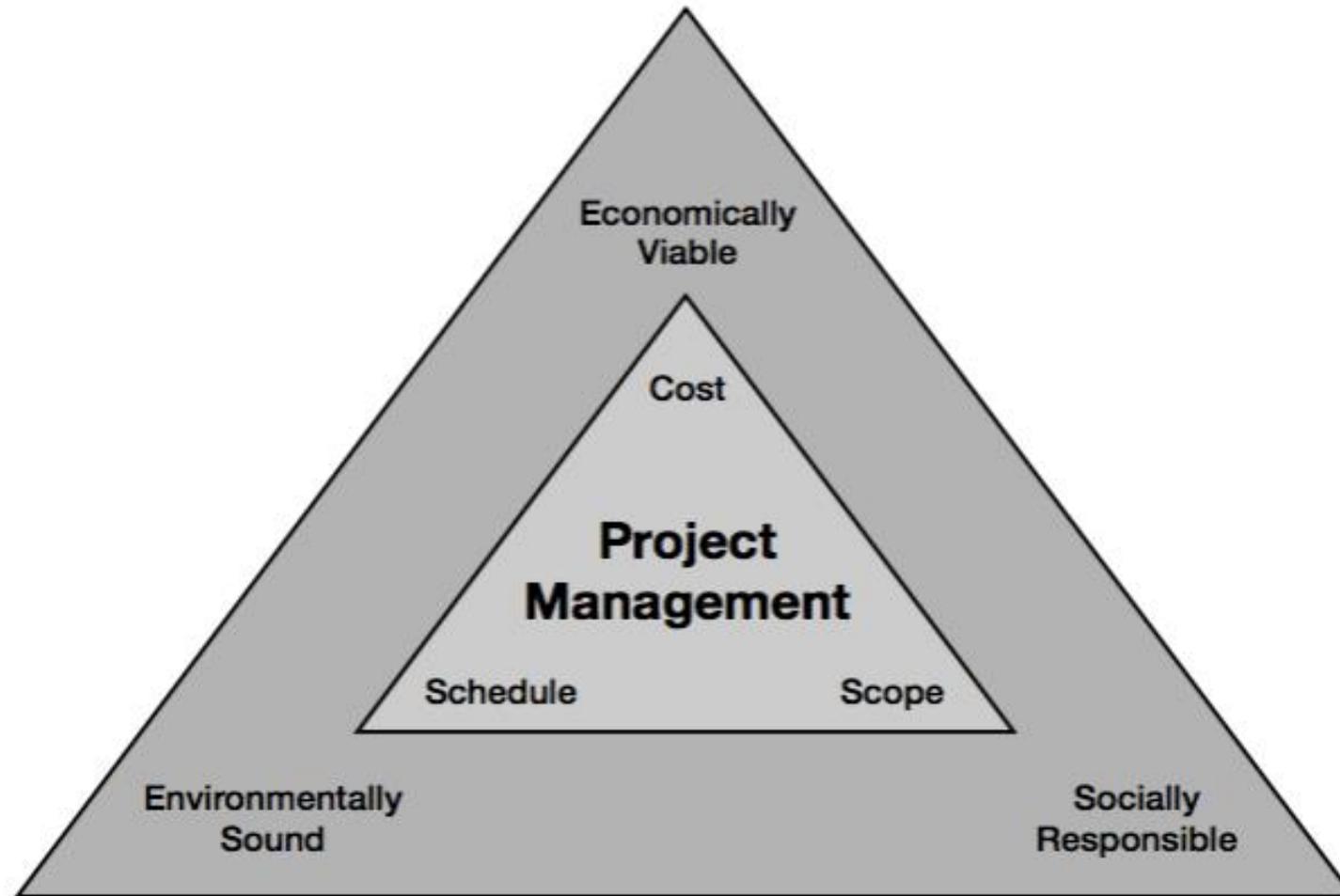
The background of the image is a dark, semi-transparent overlay on a photograph of architectural blueprints. The blueprints show various geometric shapes, lines, and text, including the words 'LIGHT', 'HEAVY', and 'LINKER'. A pair of black compasses is positioned on the left side of the image, and two markers, one orange and one green, are at the top. A black pen is on the right side. The overall scene suggests a professional or academic setting related to design or engineering.

**Describe common project management methodologies, including Scrum, that can be applied to assessment practices at universities. (LO.1)**

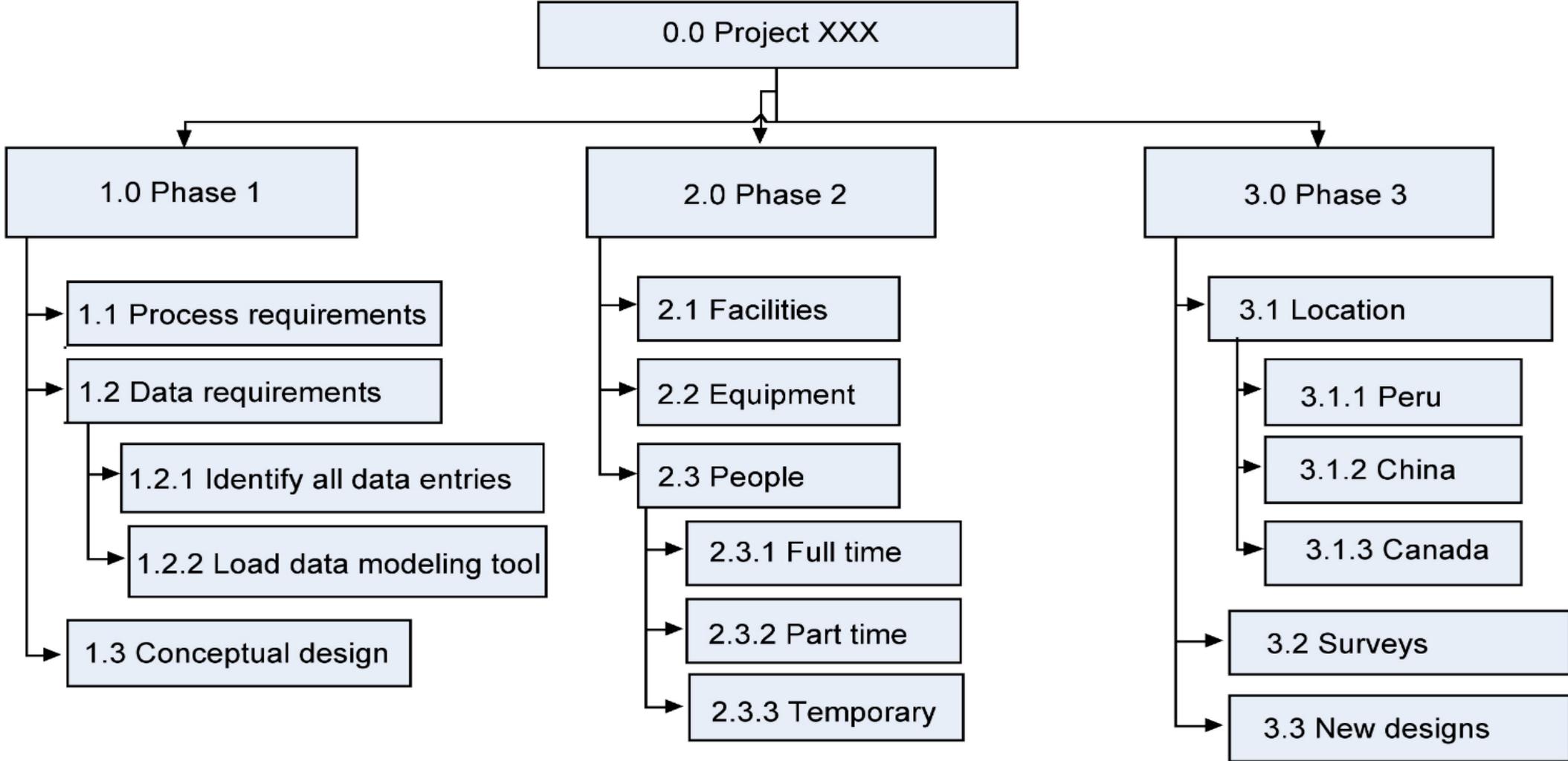
# Basic Project Management Principles

- Defining the Project (scope, time, and resources)
  - Work Breakdown Structures
  - Dependency and Relationship Maps / Collaboration Links
  - Slack analysis
  - Risk Mitigation
  - Contingency
  - SCRUM
- 
- A hand in a light-colored shirt sleeve is pointing towards the right side of the slide. The background is a dark, dimly lit wall with a faint, large-scale project management diagram or network map visible, consisting of various nodes and connecting lines.

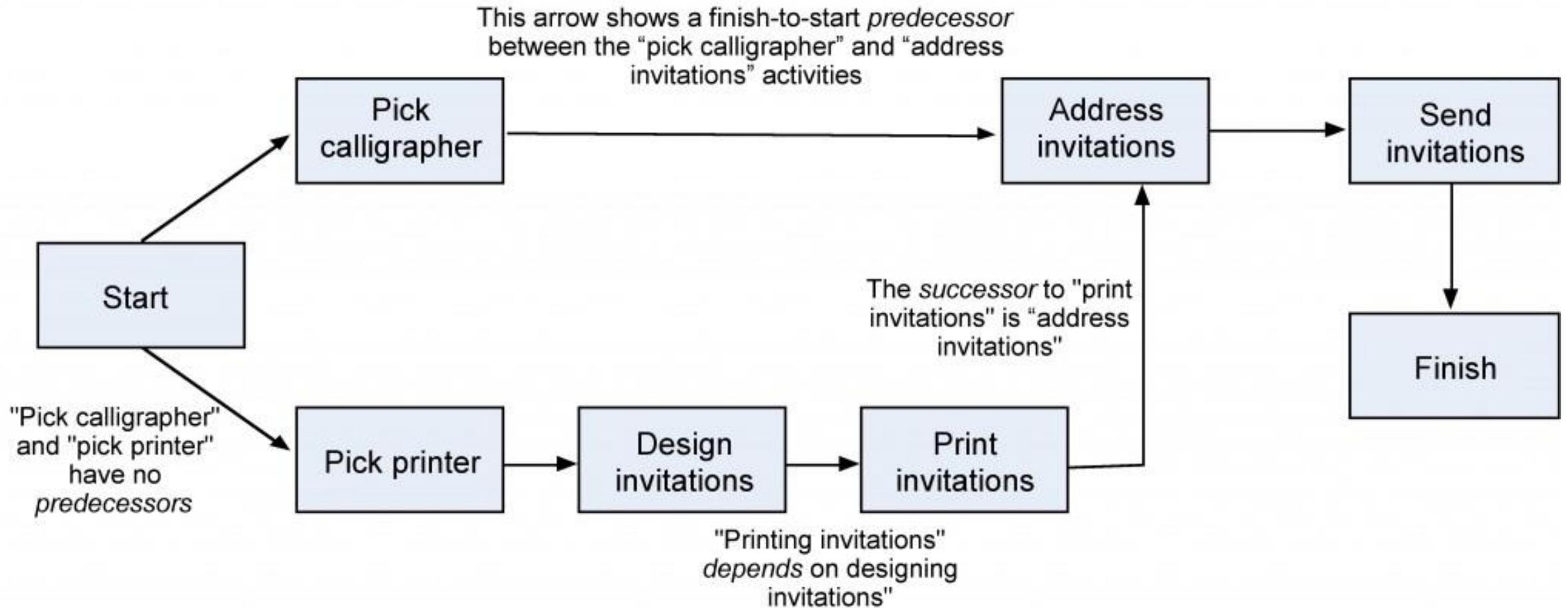
# Defining the Project Scope



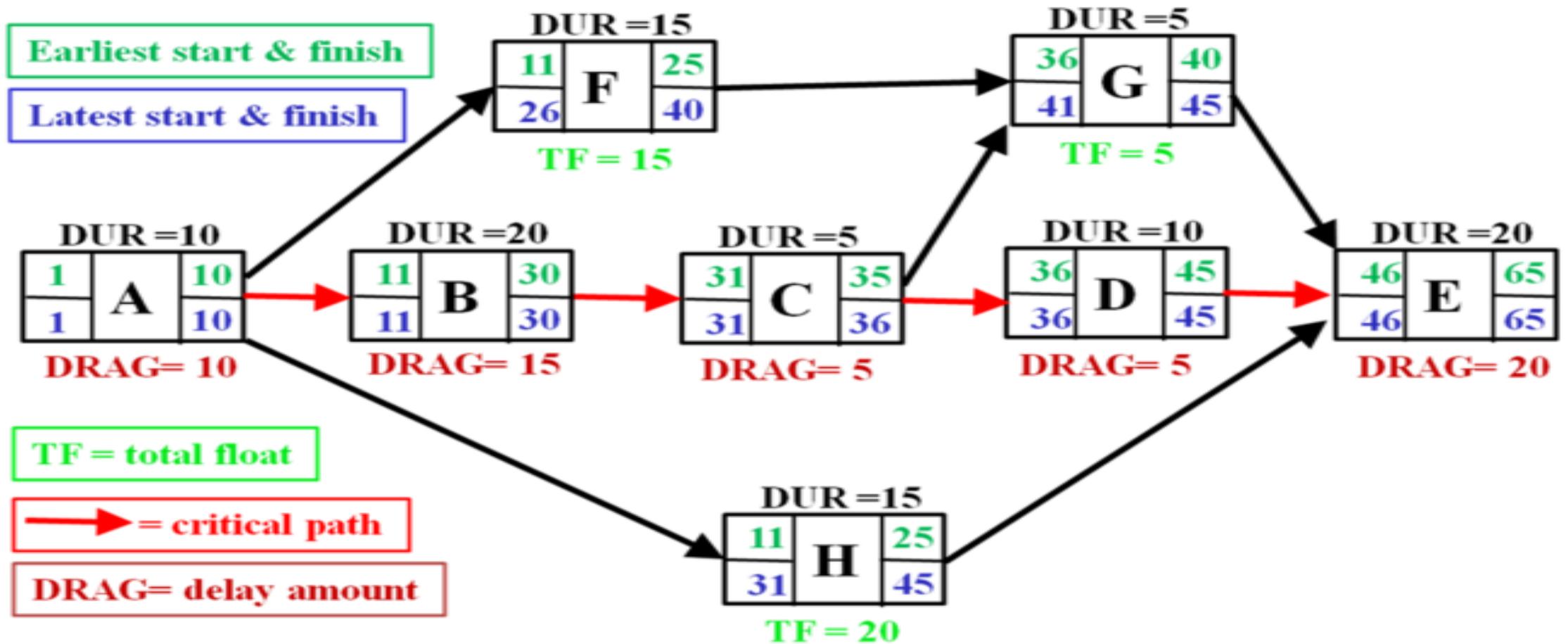
# Work Breakdown Structure



# Project Relationship Map



# Slack Analysis & Critical Path



	Mitigation	Closed
overs	Mover's insurance plus digital image inventory	Confirm all of the boxes are present a
ure	Mover's insurance plus personal supervision of wrapping and loading	Supervise unlo unwrapping; visu each pie
s	Ask Carlita to bring half of them in her van when she visits	Confirm that the healthy and th brought about h



# Risk Mitigation Vs. Contingency

- Risk mitigation tries to prevent the worst from happening.
- Contingency seeks to apply a corrective action after the worst has occurred.

**Develop approaches for aligning university assessment practices and instruments to assess student learning in general education, learning outcomes, and operations. (LO.2)**



# Start with the End in Mind!

- Leverage essentialism to find what matters most in the curriculum
- Design curriculum outcomes based on priorities
- Start with what is required first



# Bring the Team Together

- Collectively decide what to map
- Agree to how you will map
- Continue to gain stakeholder input on what matters most
- Iterate with ongoing feedback about what is learned



# Learn from your Curriculum Instruments



Use the curriculum to identify gaps and overlaps



Encourage breaking siloes



Prevent curricular bloat



Monitor and celebrate success

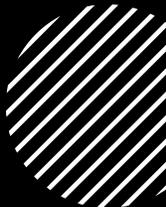
# Using Essentialism in Curriculum Mapping

Program Student Learning Outcomes	PE 2610	PE 2611	PE 3040	PE 4520	PE 4750
4 - Present evidence of their impact on student learning from data collected during professional practice to the learning community (COE 5)	A	K		A	S
3 - Exhibit verbal and non-verbal communication skills with K-12 learners of diverse backgrounds and learning styles (COE 4 & 5)	A	K	A	A	S
5 - Score at the acceptable or target level on reflective practice as evaluated by the field-based supervisor and campus-based supervisor during his/her culminating experience (COE 4)	K	K	K	A	S
1 - Increase fitness and motor skill acquisition from pre-test levels to post-test levels. (COE 7)	A	K	K	A	S
6 - Score at the acceptable or targeted level on unit plans during his/her culminating experience (COE 3)			S	A	S
2 - Display professional dispositions necessary to apply high standards in professional practice (COE 6)	K		A	A	S

**Establish project management approaches to create efficiency at the department, school/college, and institution level. (LO.3)**



# SCRUM to Maximize Team Performance



SCRUM combines all project management principles



Provides team leaders with updates and information to think strategically



Provides team members with an opportunity to brief the team leader on changes or challenges



Ensures project success by allowing the team to report up to the team leader regarding incremental progress

# SCRUM & Agile Processes

Example of a Scrum Task Board

Product Backlog	Sprint Backlog	In Progress	Peer Review	In Test	Done	Blocked	
							
							
							
							
							

# Case Activity – Thoughtful Reflection

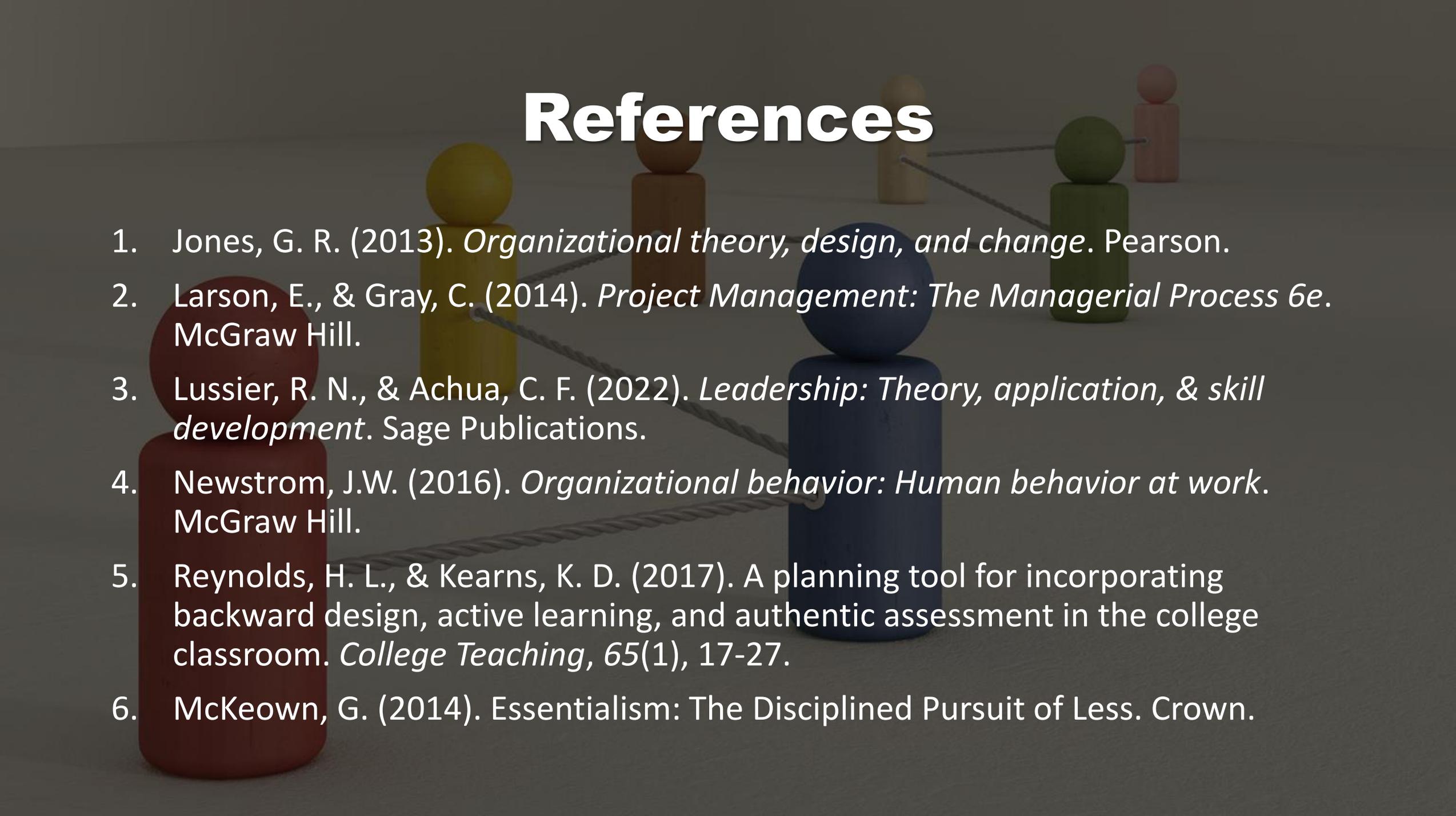
Trying to Achieve University (TAU) wants to develop their curricular approach to visibly mapping their learning outcomes university wide to promote greater awareness of learning and enhancing their ability to describe student learning and movement towards competencies. The faculty members involved are asking the university to purchase a new project management platform, however the funding for this is not present at the moment. A report of project success reveals that less than 20% of projects are implemented. Although the university completes projects well, the implementation suffers because faculty do not perceive there is adequate transparency and that they are not brought into the conversation. There is also an ongoing concern that no one knows who is in charge of projects and initiatives after they are established.

What elements of PM, Organizational Leadership, or SCRUM can help TAU?

The image features a dense field of 3D-rendered question marks. Most are dark grey and recede into the background, creating a sense of depth. In the center, one question mark is highlighted in a bright orange color, standing out prominently. The word "Questions" is written in a bold, white, sans-serif font across the middle of the image, partially overlapping the orange question mark.

**Questions**

# References



1. Jones, G. R. (2013). *Organizational theory, design, and change*. Pearson.
2. Larson, E., & Gray, C. (2014). *Project Management: The Managerial Process 6e*. McGraw Hill.
3. Lussier, R. N., & Achua, C. F. (2022). *Leadership: Theory, application, & skill development*. Sage Publications.
4. Newstrom, J.W. (2016). *Organizational behavior: Human behavior at work*. McGraw Hill.
5. Reynolds, H. L., & Kearns, K. D. (2017). A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom. *College Teaching*, 65(1), 17-27.
6. McKeown, G. (2014). *Essentialism: The Disciplined Pursuit of Less*. Crown.