

# Project Management Approach for Quality Assessment and Data-Informed Program Improvement

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**Stephen U. Egarievwe**  
Alabama A&M University  
Normal, AL 35762

[stephen.egarievwe@aamu.edu](mailto:stephen.egarievwe@aamu.edu)



## Presentation Outline

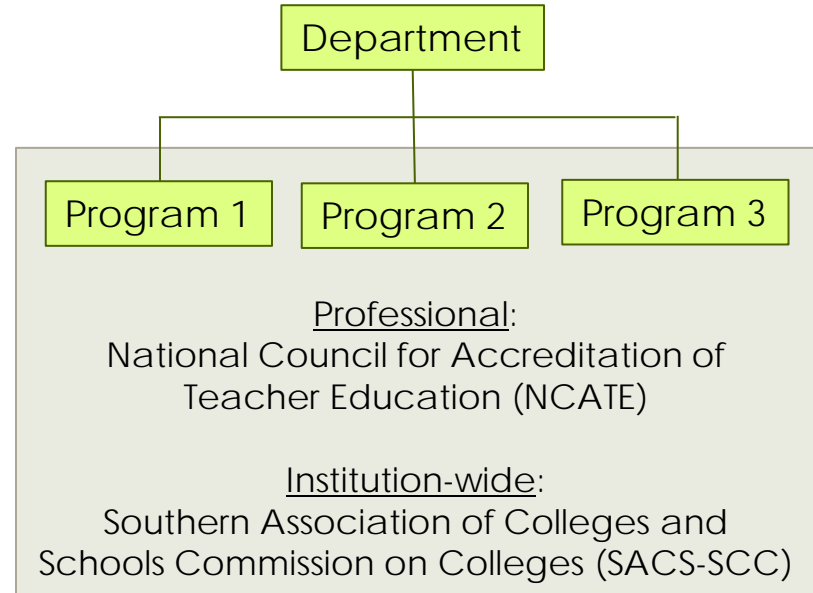
- Learning Outcomes
- Assessment Process for Single/Multiple Programs
- Project Management (PM) Approach
- Applying PM to Program Assessment
- Section Activity: Hands-On Practice/Exercise
- Summary

## Learning Outcomes

- Participants will be able to:
  - Apply the basic principles of Project Management in creating and managing a quality assessment process for improving teacher preparation programs.
  - Use Project Management principles to design an assessment coordination plan that includes data collection, analysis, documentation, reporting, and data-informed improvement relevant to achieving accreditation.
  - Use Project Management principles to optimize resources in colleges/departments with multiple teacher preparation programs and multiple accrediting organizations.

# Assessment Process for Single/Multiple Programs: Academic Unit Structure

- Multiple programs
  - Two or more degree programs within the same academic unit (e.g. department level).
  - These programs have some similarities in their goals and objectives.
  - Programs share some common resources.
- Multiple accreditation organizations
  - Programs:
    - With professional/specialized accreditation, and
    - Participate in institution-wide regional accreditation processes.
  - Focus is on multiple programs.
  - Also applicable to multiple accreditation organizations.



# Assessment Process for Single/Multiple Programs: Key Elements and Overview

- Planning
  - All components of the assessment and continuous improvement process, flow charts, timeline and resources.
  - Resources: personnel, funds, office space, computers, etc.
- Implementation
  - All aspects of the assessment and continuous improvement plan.
- Assessment
  - Set achievement levels, select assessment methods, collect data, use selected assessment methods, assessment results.
- Evaluation
  - Evaluate assessment results and give improvement recommendations.
- Feedback
  - Feedback process to use improvement recommendations.
- Changes for Improvement
  - Implement changes based on improvement recommendations.

# Assessment Process for Single/Multiple Programs: Management and Coordination

- Management/Coordination Goals
  - Quality assessment for continuous improvement and maintain accreditation.
- Expected Management Outcomes
  - Maintain accreditation requirements.
  - Assessment and continuous improvement culture.
  - Documented and consistent process.
  - Efficient reporting and recordkeeping.
- Itemize Needs and Resources
  - Itemize needs and identify resources.
- Outlaying Tasks and Assignments
  - Outline tasks based on needs, and assign personnel and other resources.
- Timeline
  - Develop a timeline and deadlines that fit into the periodic assessment.

# Assessment Process for Single/Multiple Programs: Assessment Culture

- Collaboration of faculty, staff and administrators with a common understanding that assessment is part of our job.
- Planning of assessment, evaluation and continuous improvement processes.
- Identifying tasks, needed resources, assignment of tasks, and timeline for the various operations and reporting.
- Training of faculty, staff and administrators in the general area of accreditation processes and in specific areas relevant to their responsibilities and assigned tasks.
- Training avenues include assessment workshops on campus and at conferences.
- Provision of resources to accomplish assessment goals and tasks. This include personnel, external assessment and accreditation experts and consultants, personnel training costs, and costs of materials, documentation, accreditation fees, and travels.
- Set up committees that oversee the completion, documentation, and reporting on major tasks such as alumni and industry data collection, collection of assessment data from instructors and program coordinators, evaluation and analysis of assessment data, implementation of improvement recommendations and tasks.
- Periodic progress meetings, including committee meetings.

## Assessment Process for Single/Multiple Programs: Documented and Consistent Process

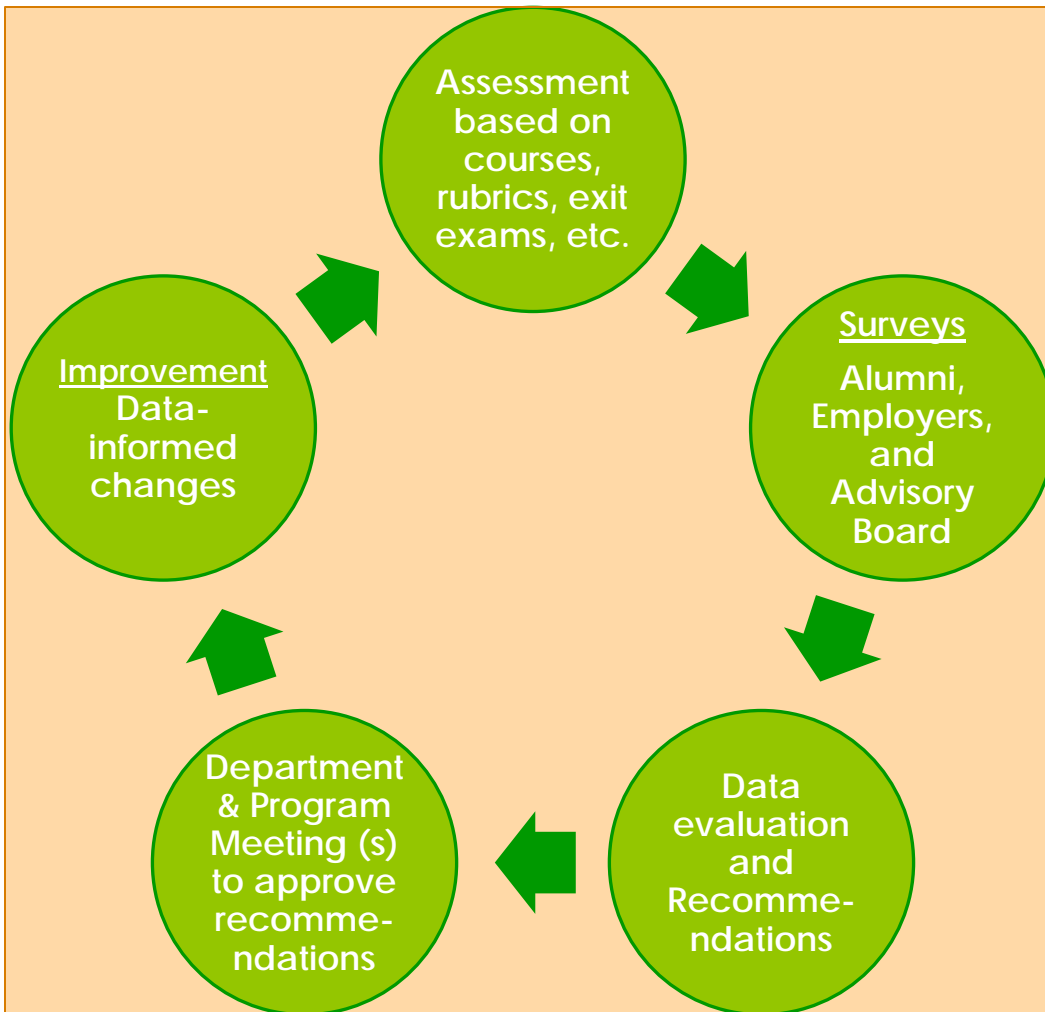
- Importance of a documented process:
  - It ensures a consistent and regular assessment of program educational objectives and program outcomes.
  - Supports use of assessment-based results to provide feedback for continuous improvement.
- What documentation entails:
  - Written records.
  - Records of plans, meetings, work done, and actions.
  - Collection of documents.
  - Proper organization of documents.



# Assessment Process for Single/Multiple Programs: What Needs to be Documented

- Processes for establishing program educational objectives and program outcomes.
- Established plans/procedures for continuous assessment and improvement of the program.
- Relevant data to regularly assess program educational objectives and program outcomes.
- Process and data to evaluate the extent to which the program educational objectives and program outcomes are being met.
- Assessment methods, grading rubrics and achievement levels.
- Results of evaluations, resulting improvement actions and their implementation plans.
- Implementation of improvement plans and completed actions.
- Who did what and when? Including meetings and assigned tasks.

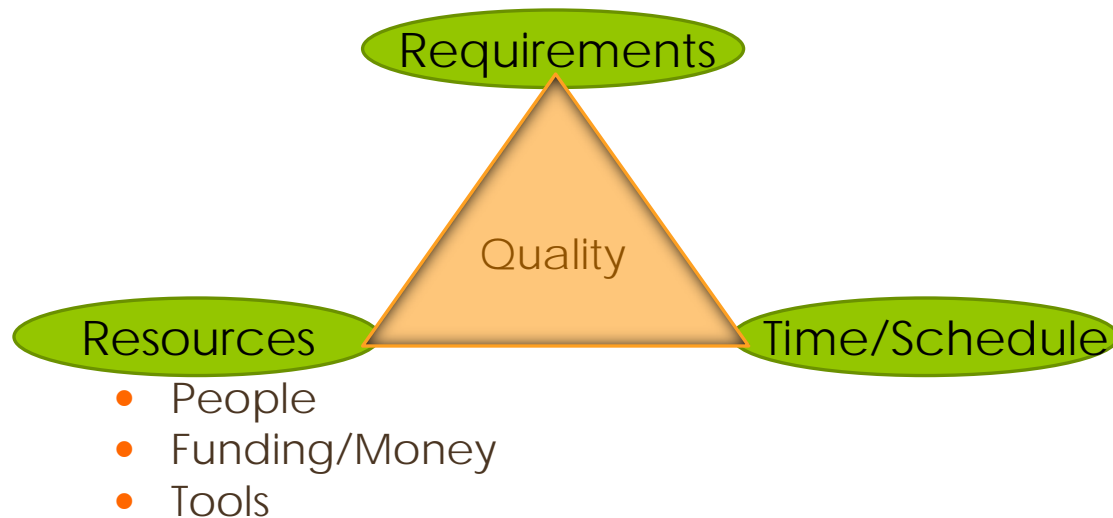
# Project Management (PM) Approach: Assessment Operation and Projects



- **A Project:** ●
  - Has beginning and end.
  - Is unique.
  - Needs **PM** for effective completion.
- **An Operation:** □
  - Is an ongoing endeavor (continuous cycle).
  - Is repetitive (expected inputs and outputs).
- **Continuous Improvement:**
  - Is an operation that has project(s) in each cycle.
  - The projects need **Project Management** for effective completion.

# Project Management (PM) Approach: Basic Principles

- Project Management
  - Application of skills, knowledge, tool and techniques to meet the needs and expectations of stakeholders for a project.
- Triple Constraints



# Project Management (PM) Approach: PM Objectives

- Achieve project goal.
- Keep stakeholders happy.
- Keep the team focus on the goal.
- Everyone shares the load.
- Make sure that team members work well.
- Meet deadlines.
- Etc.

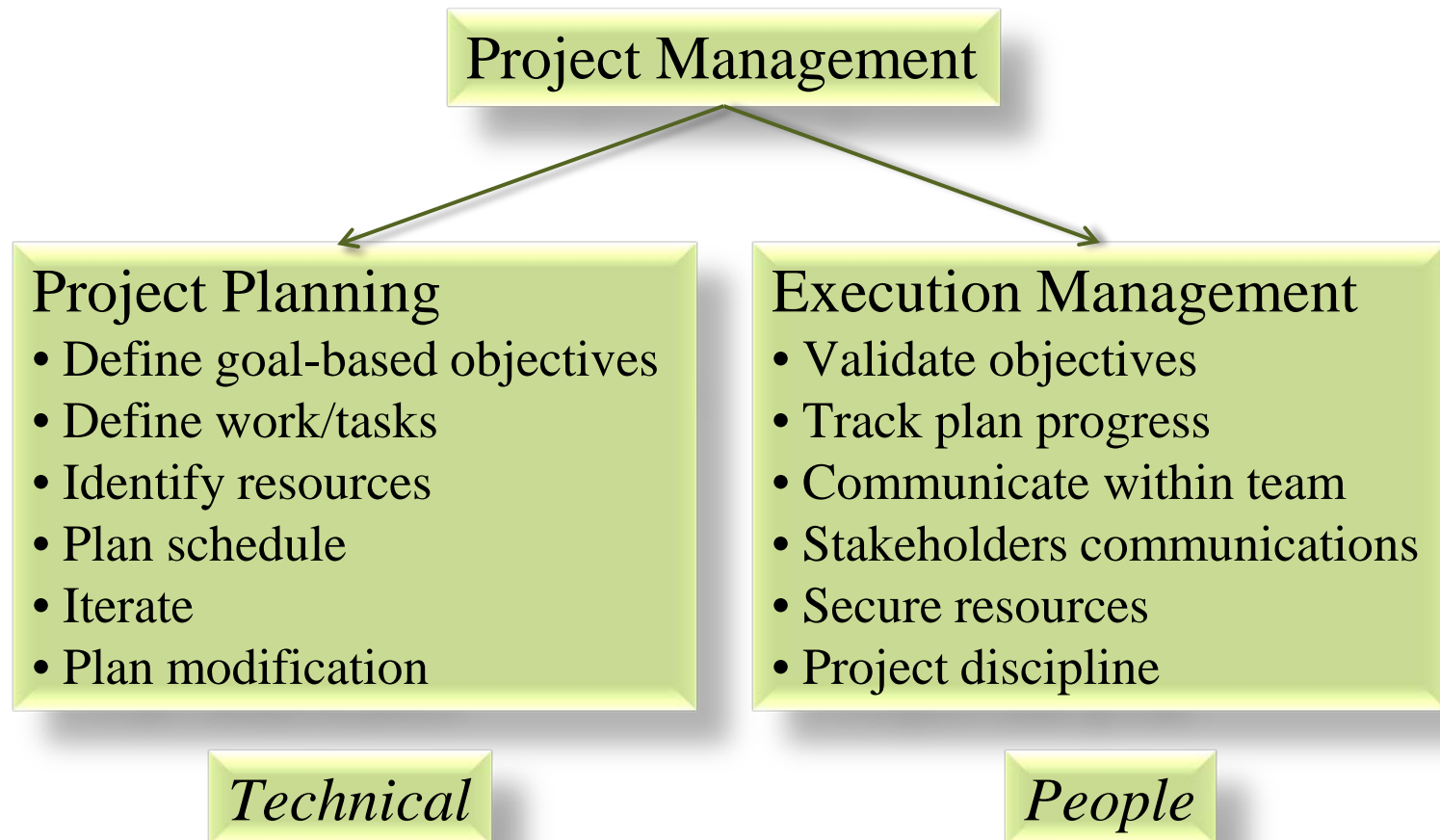


# Project Management (PM) Approach: Key Areas of PM

- Project Initiation
- Project Planning
- Scope Management
- Issue Management
- Cost Management
- Quality Management
- Communications Management
- Risk Management
  - Risk Assessment & Control Planning
- Change Control Management
- Project Tracking & Closure Analysis

# Project Management (PM) Approach: Project Planning and Execution Management

## Key Components of Project Planning and Execution Management



# Project Management (PM) Approach: A Typical Project Life Cycle

- Initiation Phase
  - Define the need and identify resources
- Definition Phase
  - Project scope
  - Requirements (functional & technical requirements)
  - Risk management planning
- Planning Phase
  - Work breakdown structure, resources, schedule, management
- Implementation Phase
  - System build and quality assurance
- Deployment Phase
  - Review product and deploy
- Closing Phase
  - Final report, closeout, post production transition, lessons learned

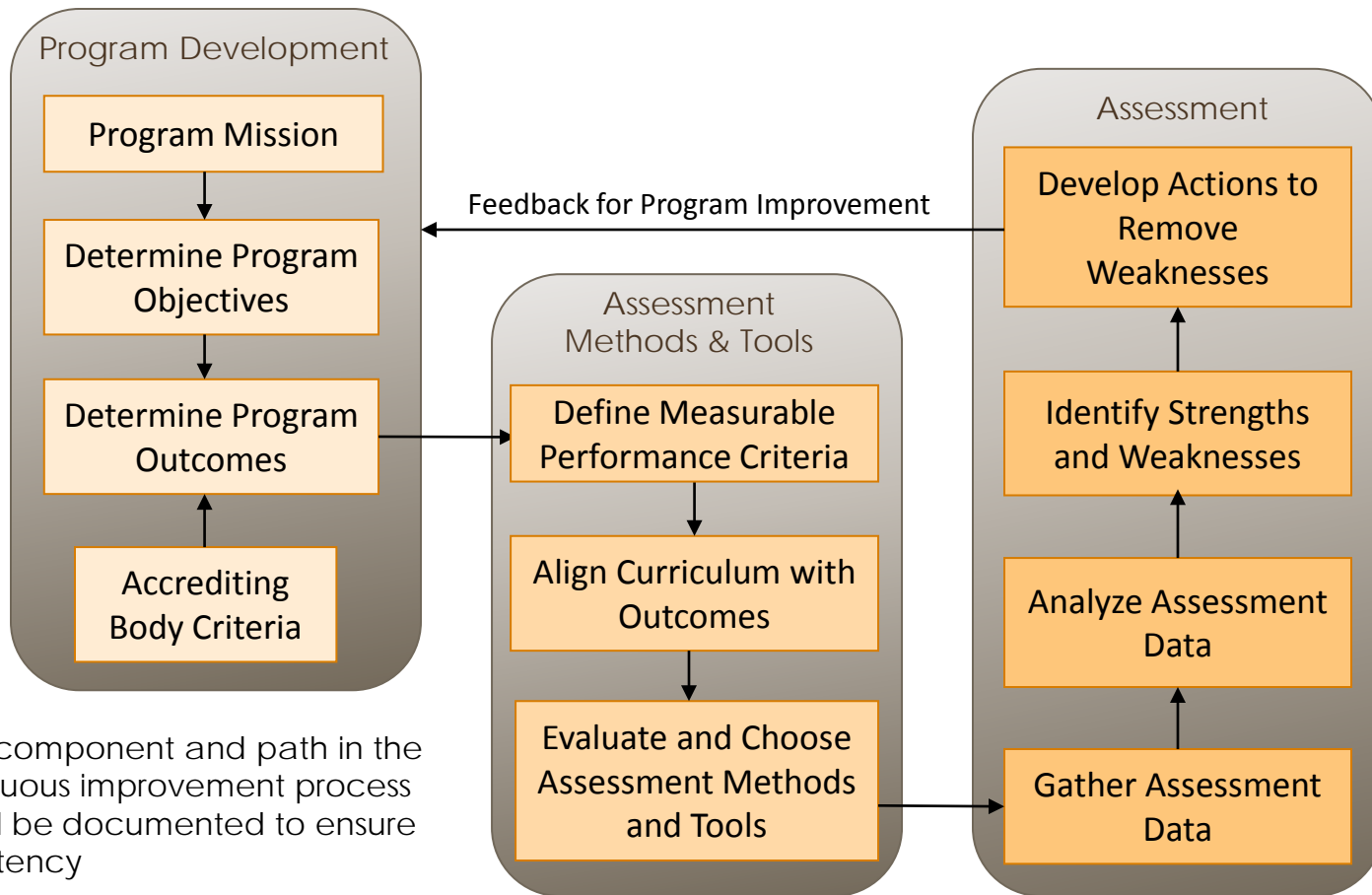
# Applying PM to Program Assessment: Getting Started

- Have the essence of what you are trying to do
- Draw block diagrams of the system – Architecture
- Do high level flow chart followed by subsequent levels
  - Identify modules and sub-modules
  - See examples in the next few slides
- Postulate the end result of the prototype
  - E.g. a single document describing the entire assessment process and continuous improvement
- List all possible tasks that need to be done
  - Task breakdown
  - Organize tasks



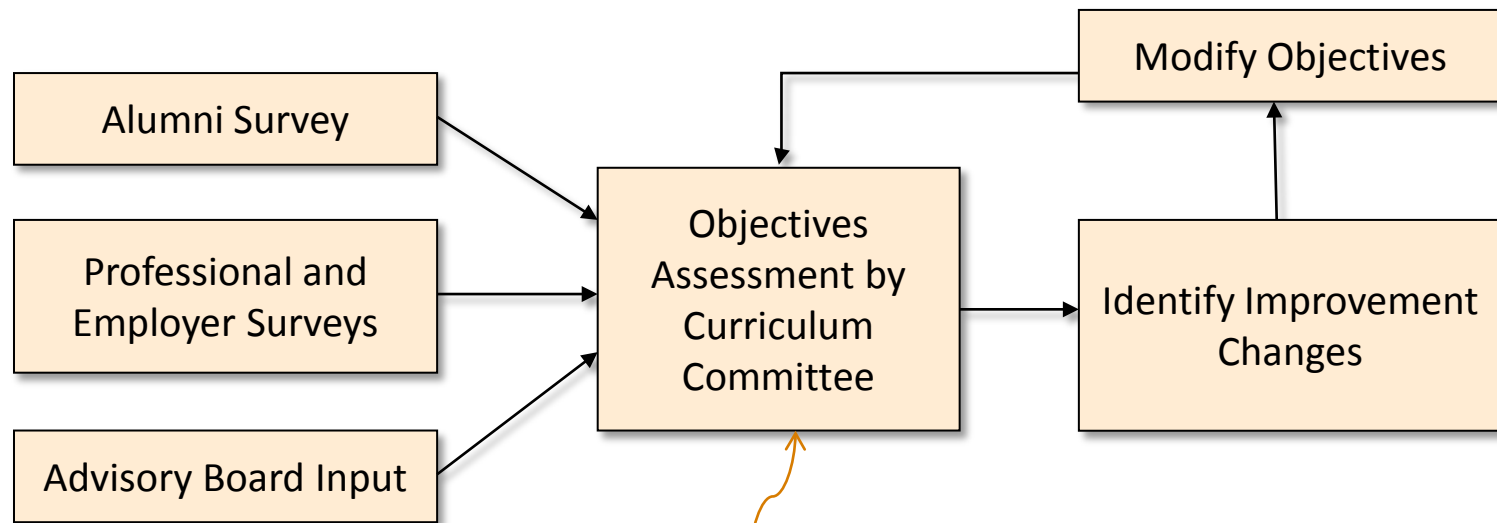
# Applying PM to Program Assessment: Block Diagrams & Flowcharts

## An Example of the Overview (Top-Level) of Program Continuous Improvement Process



# Applying PM to Program Assessment: Block Diagrams & Flowcharts

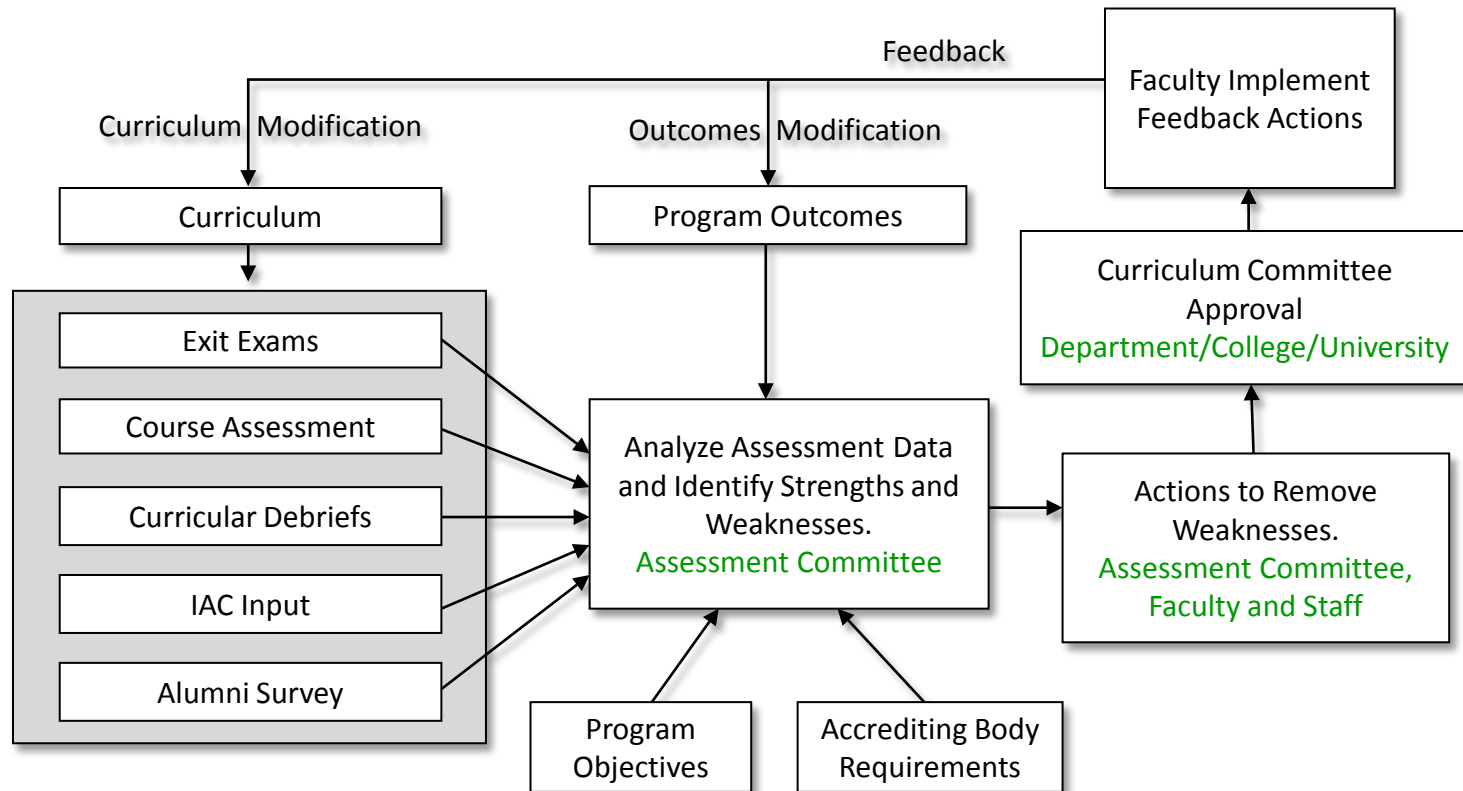
An Example of Second-Level (Detailed) View of Program Continuous Improvement Process: **Program Objectives**



Note that this step must include and document data collection, analysis and results on which recommendations for improvement changes are based.

# Applying PM to Program Assessment: Block Diagrams & Flowcharts

An Example of Second-Level (Detailed) View of Program Continuous Improvement Process: **Program Outcomes**



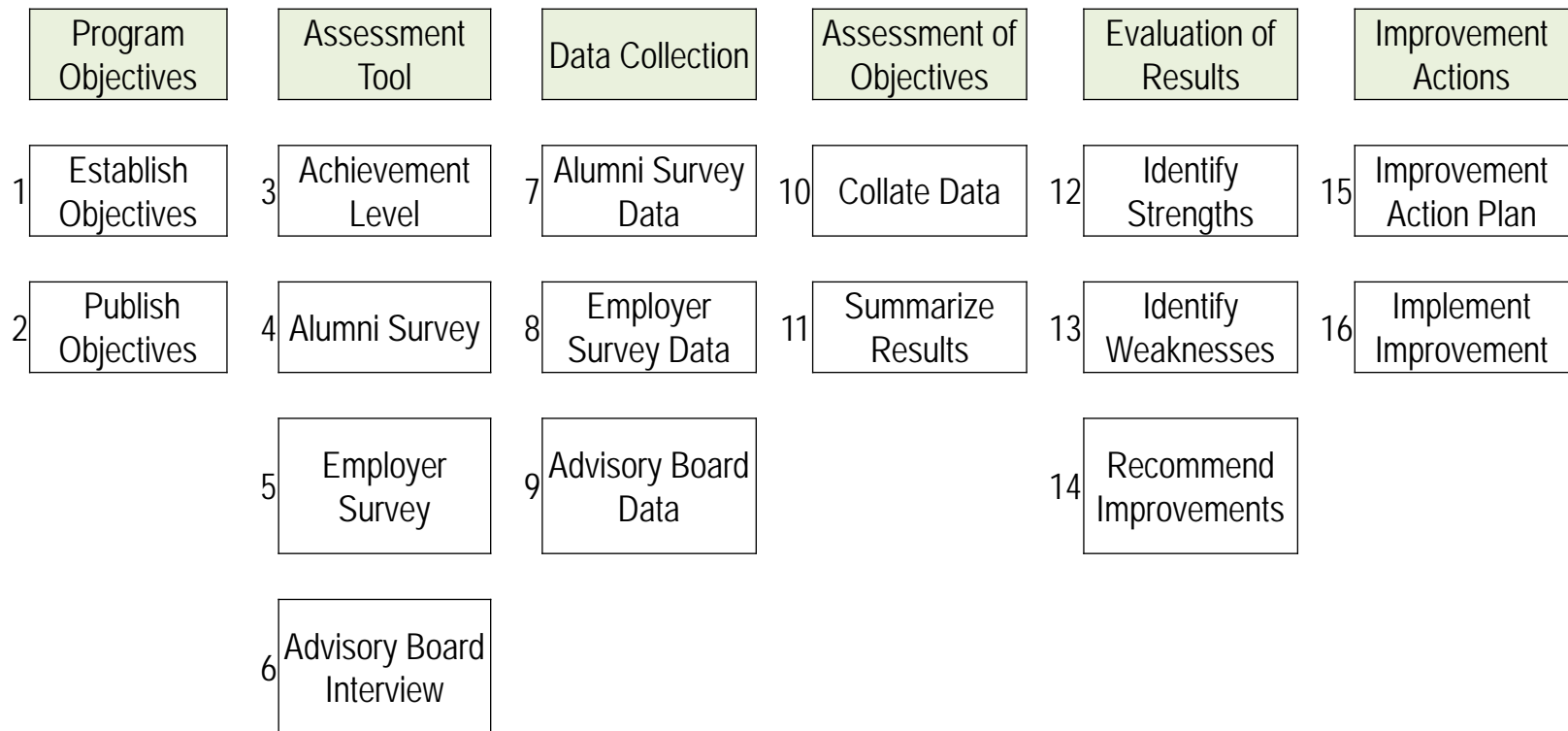
# Applying PM to Program Assessment: Mechanism Planning

- Define project objective
  - E.g., Continuous improvement of Educational Objectives
- Define work breakdown structure (WBS)
  - Identify tasks and subtasks – deliverables
- Identify tasks relationship
- Identify possible risks
- Estimate work packages (people, time, etc.)
- Create initial schedule
- Iterate plan
- Document

# Applying PM to Program Assessment: Work Breakdown Structure

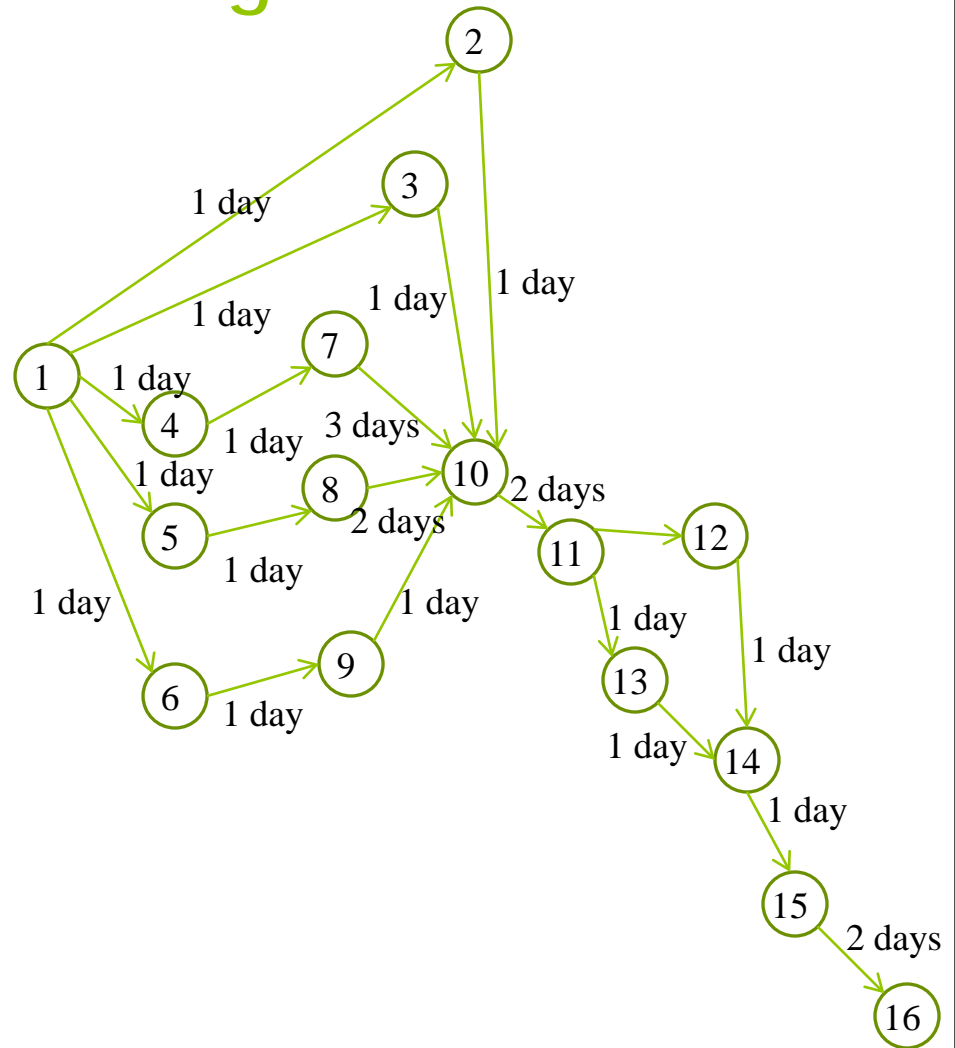
## Top-Down Decomposition, Elemental Tasks

### Program Educational Objectives Continuous Improvement



# Applying PM to Program Assessment: Network Diagram / PERT Diagram

TASK	PREDECESSOR	TIME
1. Establish Objectives		1 day
2. Publish Objectives	1	1 day
3. Achievement Level	1	1 day
4. Alumni Survey	1	1 day
5. Employer Survey	1	1 day
6. Advisory Board Interview	1	1 day
7. Alumni Survey Data	4	1 day
8. Employer Survey data	5	1 day
9. Advisory Board Data	6	1 day
10. Collate Data	7,8,9,2,3	2 days
11. Summarize results	10	1 day
12. Identify Strengths	11	1 day
13. Identify Weaknesses	11	1 day
14. Recommend Improvements	12, 13	1 day
15. Improvement Action Plan	14	1 day
16. Implement Improvement	15	2 days





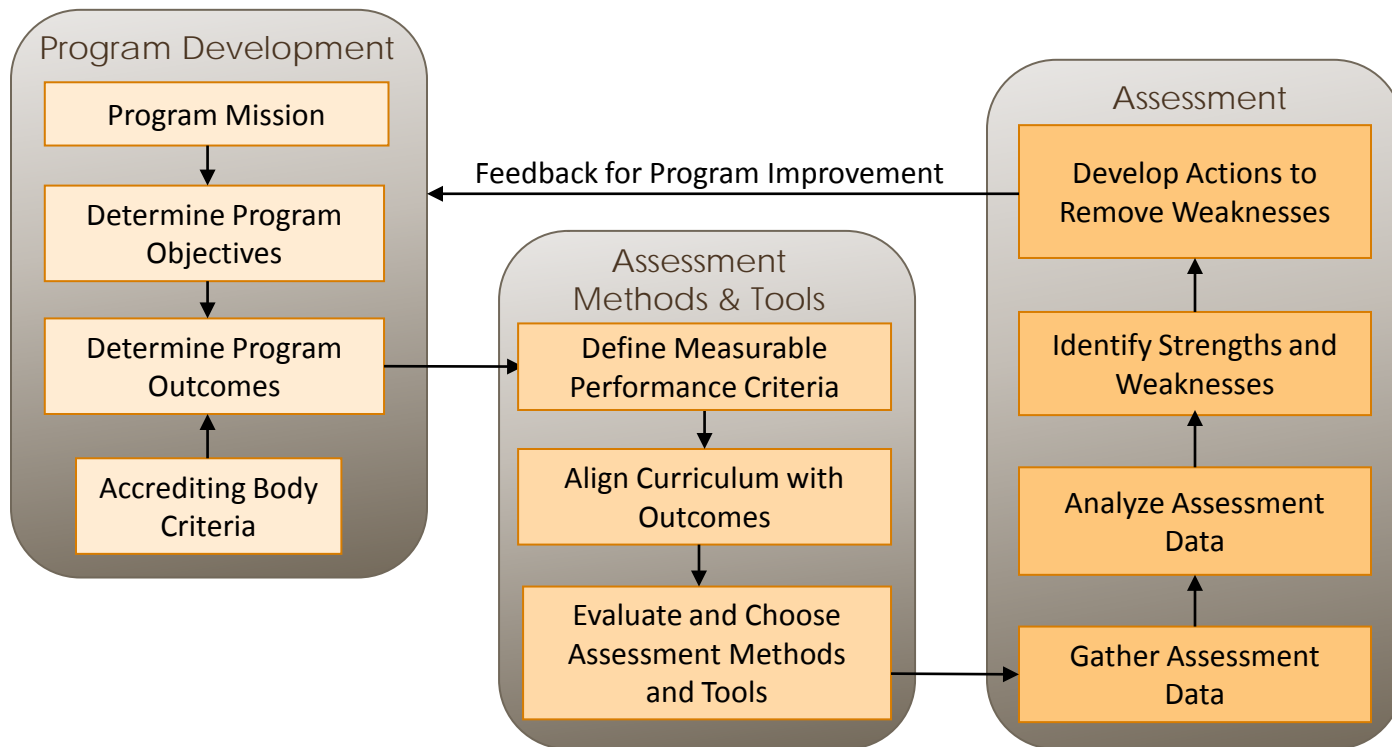
# Applying PM to Program Assessment: Hands-On Practice

For each exercise, perform:

- a) Mechanism planning
- b) Work break down structure
- c) Simple Gantt Chart View (Table)

Exercises:

- 1. Data Collection
- 2. Analyze Assessment Data





## Summary

- Assessment Process for Single/Multiple Programs
- Project Management (PM) Approach
- Applying PM to Program Assessment
- Section Activity: Hands-On Practice/Exercise

**Thanks for Participating**