Beyond Reporting - Meaningful Quality Insurance and Curriculum Improvement

October 25, 2019
Peter Wolf, Higher Education Consultant
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Current Ontario landscape

• Increasing accountability
• Increasing attention on curricular experience
• Ubiquitous focus on outcomes
Cyclical program review - ideal

- Years 1 & 2: Unit self-study & external review
- Year 3: Implementation & stakeholder feedback planning
- Years 4-7: Implementation plan & stakeholder feedback
UNIV1000
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5

UNIV1030
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6
Course Objective 7
Course Objective 8

UNIV1000
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6

UNIV3200
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6

UNIV4200
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6

Learning Outcomes
Outcome 1
Outcome 2
Outcome 3
Outcome 4
Outcome 5
Outcome 6

Provincial
Degree Level Expectations:
1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Awareness of limits of knowledge
6. Autonomy and professional capacity
UNIV1000
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5

UNIV1030
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6
Course Objective 7
Course Objective 8
Course Objective 9

UNIV2100
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6
Course Objective 7

UNIV3200
Course Objective 1
Course Objective 2
Course Objective 3
Course Objective 4
Course Objective 5
Course Objective 6

UNIV4200
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Learning Outcomes
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Provincial
Degree level Expectations:
1. Depth and breadth of knowledge
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Curriculum Fatigue

Attrition rates and final-year academic achievement

Appropriate & effective delivery of academic awards

Applications and registrations

Program Report

Calendar Copy

Student Self-Assessment

Course Enrolment
time-to-completion
Outcome measures of student achievement
Course Descriptions
Student Profiles
Student Surveys

Appropriate & effectiveness assessment of final-year academic achievement
Un idéal ...

1. Auto-évaluation & évaluation externe
2. Planification de la mise en œuvre & rétroaction des intervenants
3. Plan de mise en œuvre & rétroaction des intervenants

pas très idéal ...

Années 1 & 2
Années 3 & 4
Années 5-7
https://www.anitian.com/top-five-soc-2-compliance-questions-answered/

https://tlef.ubc.ca/application/special-call/uper/ubc-curriculum-cycle/
Wise practices for the continuous improvement of curriculum

- Evidence-based
- Faculty-driven
- Stakeholder-informed
- Administratively-aligned
- Outcomes-focused
- Recognized and valued
- Ongoing engagement
Curriculum development & evaluation

- Forecasting Skills & Abilities
- Curriculum Mapping
- Student Input
- Environmental Scan
- Educators
- Employment Rates
- Retention Rates
- Employer Feedback
From Taxonomy to Frameworks


http://www.centerod.com/framework/
Pratiques recommandées pour l'amélioration continue des programmes d'études

Efficacité

• Fondée sur des données probantes
• Dirigée par le corps professoral
• Informée par les parties prenantes
• Alignée à la vision administrative
• Axée sur les résultats
• Reconnue et appréciée
• Basée sur un engagement continu

Efficience

continu

systémique

collaboratif

14
Développement de la qualité des programmes à l’Université d’Ottawa
Quality Assurance and Continuous Improvement of Curriculum

Components of Sustainable Practices

- Supports & Structures
- Evidence
- Recognition
# Program Evaluation Framework

<table>
<thead>
<tr>
<th>Key questions / Assessment Methods</th>
<th>Do students appreciate/value it?</th>
<th>Can graduates do it?</th>
<th>Does the achievement of the PLO transfer? Have impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct methods</strong> (Student demonstration of learning outcome achievement and impact)</td>
<td>Exiting student focus groups or surveys</td>
<td>Accumulation of embedded course-based assessments</td>
<td>Cross-course assessments (e.g. iterative assignments across core courses)</td>
</tr>
<tr>
<td></td>
<td>Accumulation of course-based student evaluations</td>
<td>Cross-course assessments (e.g. iterative assignments across courses)</td>
<td>Program-wide assessments</td>
</tr>
<tr>
<td></td>
<td>Confidence student self-rating on outcomes development</td>
<td>Program assessments (e.g. ePortfolios)</td>
<td>Experiential education supervisor surveys/feedback</td>
</tr>
<tr>
<td><strong>Indirect methods</strong> (Stakeholder perceptions demonstration of learning outcome achievement and impact)</td>
<td>enrolment summary (required for CPR)</td>
<td>Curriculum mapping (required for CPR)</td>
<td>Graduate surveys</td>
</tr>
<tr>
<td></td>
<td>Student surveys (required for CPR)</td>
<td>Educator/faculty feedback</td>
<td>Alumni surveys</td>
</tr>
<tr>
<td></td>
<td>NSSE (required for CPR)</td>
<td>Accumulation of course-based student evaluations</td>
<td>Advisory groups</td>
</tr>
<tr>
<td></td>
<td>Alumni Surveys</td>
<td></td>
<td>Employer surveys</td>
</tr>
<tr>
<td></td>
<td>Graduate Surveys</td>
<td></td>
<td>Employment / Ongoing education stats</td>
</tr>
<tr>
<td></td>
<td>Other indicators (e.g. enrollment trends, program retention rates, etc.)</td>
<td>Alumni surveys</td>
<td>Experiential education supervisor surveys/feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External expert review</td>
<td>Other indicators as appropriate</td>
</tr>
</tbody>
</table>
# Curriculum Evaluation Plan

<table>
<thead>
<tr>
<th>Stakeholder/Evidence</th>
<th>Questions</th>
<th>Frequency</th>
<th>Method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (entering and graduating)</td>
<td>• What do you hope to experience/did you experience while in the program?</td>
<td>Yearly</td>
<td>• group pizza lunches to be run by student association</td>
</tr>
<tr>
<td>Student achievement</td>
<td>• Review of course-based assignments</td>
<td>3, 5</td>
<td>• Use common rubric</td>
</tr>
<tr>
<td>Alumni Employers</td>
<td>• Benefits of the program – career, lifelong learning, personal development?</td>
<td>Years 2, 4, 6</td>
<td>• Alumni surveys (in coordination with Alumni Affairs)</td>
</tr>
<tr>
<td></td>
<td>• Impact(s) of the program?</td>
<td></td>
<td>• Employer focus group (facilitated by program advisory group)</td>
</tr>
<tr>
<td></td>
<td>• Suggestions to strengthen the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyclical program review</td>
<td>• NSSE, retention, employment/further studies, student demographics, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and instructors</td>
<td>• What have we done and what should we to enhance the program?</td>
<td>Year 3, 7</td>
<td>• Retreat</td>
</tr>
</tbody>
</table>
# Plan d’évaluation du Curriculum

<table>
<thead>
<tr>
<th>Parties prenantes/Données probantes</th>
<th>Questions</th>
<th>Fréquence</th>
<th>Méthode(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Étudiants (entrants et diplômés)</td>
<td>• Quel type d’expérience d’apprentissage espérez-vous vivre/avez-vous vécu pendant le programme ?</td>
<td>Annuel</td>
<td>• déjeuners pizza en groupe organisés par l'association étudiante</td>
</tr>
<tr>
<td>Rendement des étudiants</td>
<td>• Révision des travaux assignés pour le cours</td>
<td>3, 5</td>
<td>• Utilisation d'une rubrique commune</td>
</tr>
</tbody>
</table>
| Anciens Employeurs                  | • Avantages du programme - carrière, apprentissage continu, développement personnel ?  
• Impact(s) du programme ?  
• Suggestions pour améliorer le programme ? | Années 2, 4, 6 | • Enquêtes auprès des anciens (en coordination avec le Bureau des anciens)  
• Groupe de discussion des employeurs (animé par le groupe consultatif du programme) |
| Revue périodique des programmes     | • NSSE, rétention, emploi/études ultérieures, données démographiques sur les étudiants, etc. |            |                                                                           |
| Professeurs et instructeurs         | • Qu'avons-nous fait et que devrions-nous faire pour améliorer le programme ? | Années 3, 7 | • Retraite                                                               |
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