

Beyond the Collection of Data: Meaningful Mapping of Program Outcomes

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Session Outcomes

- Analyze and evaluate the output of curriculum mapping software. Discuss how these can be interpreted and the implications for program review support.
- Exchange and explain strategies that will foster greater participation and reciprocity in the curriculum analysis and enhancement process

Session Outline

- Introduction
 - Terminology
 - Context
 - Mapping Tools
- Data Collection to Sense-Making
 - Group Activity
- Fostering Participation and Reciprocity
 - Group Activity
 - Possible Strategies



What We Mean?

Terminology

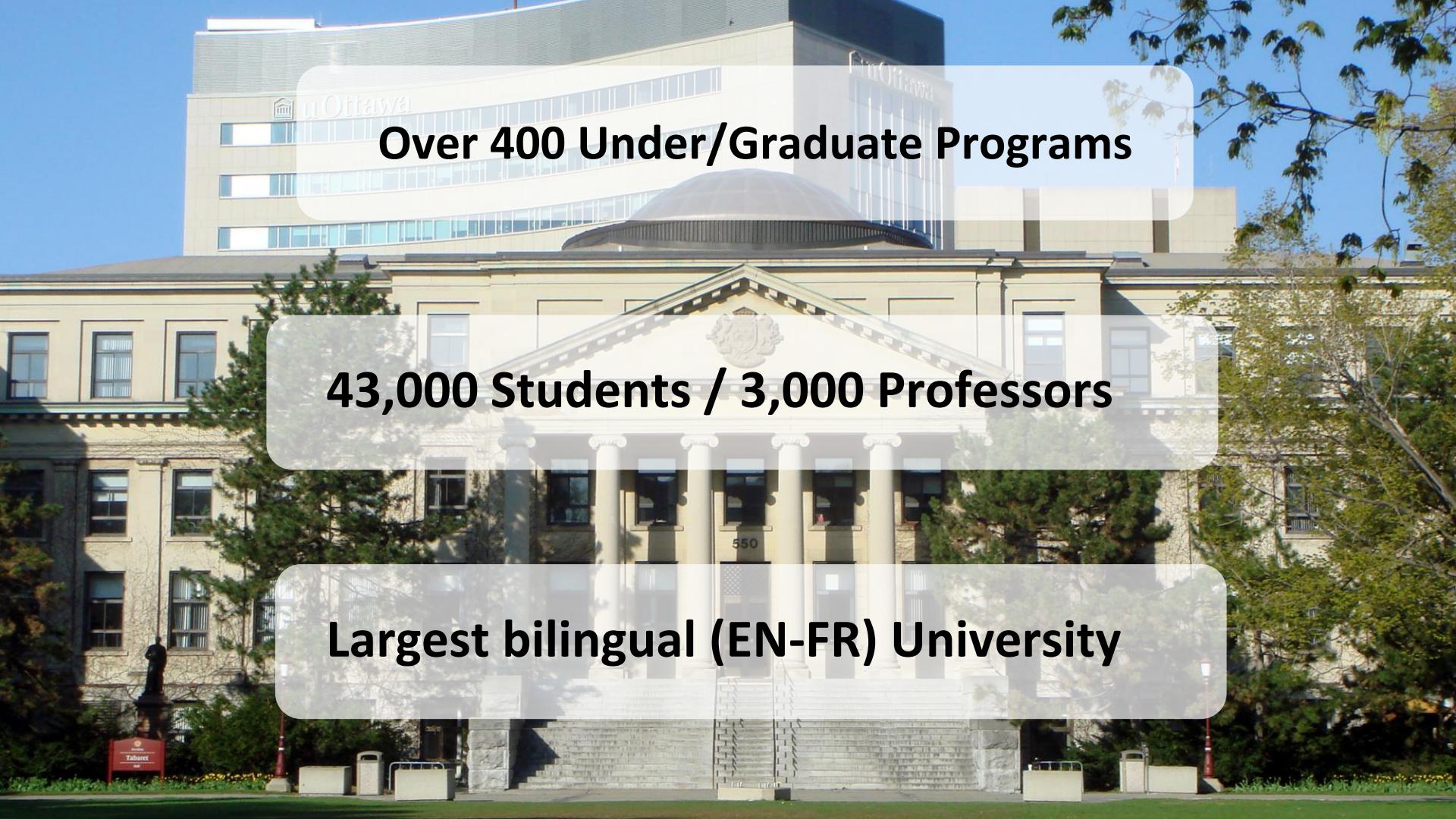
Curriculum:

A group of outcomes or desired values which are enacted by a development process and end with effective student learning experiences (Wiles, 2009).

Curricular Alignment:

Alignment among learning outcomes, teaching approaches, instructional activities, and evaluation methods which enhance student learning (Bateman et al., 2007).

What's Our Context?



Over 400 Under/Graduate Programs

43,000 Students / 3,000 Professors

Largest bilingual (EN-FR) University

QA at uOttawa

- Two administrative bodies (process management):
 - Vice-President Academic and Provost (undergraduate)
 - Faculty of Graduate Studies (graduate)
- One curriculum support unit (Centre T/L)
 - Specialists independent to administration
 - Accountable to Teaching and Learning Service

Centre for University Teaching Services



Development/Revision of Learning Outcomes

SWOC Analyses

(Strengths, Weaknesses, Opportunities, Challenges)

Curriculum Analysis

Curriculum Analysis

- Create visual representations of the principal characteristics of a program.
- Track the evolution of a program over time.
- Validate how accreditation standards are covered (or not).

What Are Our Tools?

English ▾

Curriculum Analysis - Name of program

50%

PROGRAM LEARNING OUTCOMES:

Information provided in this section will enable your program committee to map how each course contributes to the program learning outcomes (PLOs), whether gaps, inconsistencies and/or redundancies exist and roughly determine how well the outcomes are being achieved by students.

For each PLO below, please indicate if it is covered by your course.

PLO 1 - Vita est illis semper in fuga uxoresque mercenariae conductae ad tempus ex pacto atque.

Does your course help students gain a certain level of mastery of this program learning outcome?



EXTERNAT

[View](#) [Edit](#) [Permissions](#)[Course Identification](#) [Professor Identification](#) [Objectives](#) [Evaluation](#) [Course Calendar](#) [Other Information](#) [Bibliography](#) [Curriculum](#) [Plagiarism](#) Show Accreditation Standards/Program Learning Outcomes on the syllabus

This course contributes to the achievement of the following program learning outcomes:

Program Learning Outcomes/Accreditation Standards Agent de changement compétent: Communiquer le rôle et les avantages de l'ergothérapie.**Development**

Not Taught - Not Practiced - Assessed ▾

Inclusion

Secondary ▾

Main Instructional Approach

Guest lectures ▾

Included course learning outcomesRésultat d'apprentissage 1 Résultat d'apprentissage 3 **Main Assessment**

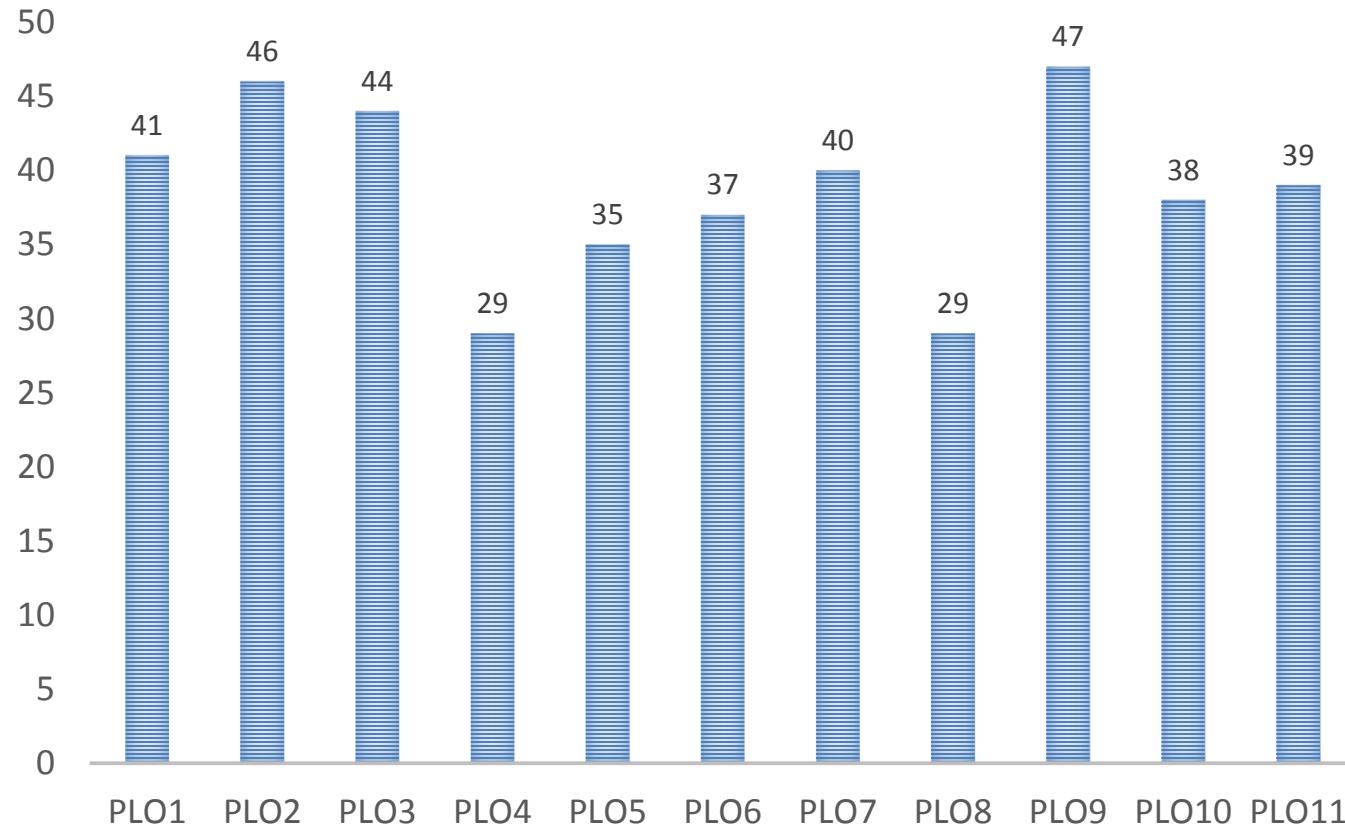
Case Study - 2015-08-14 - ▾

(If assessed) Class average for the assessment listed above (%)

uoSyllabus

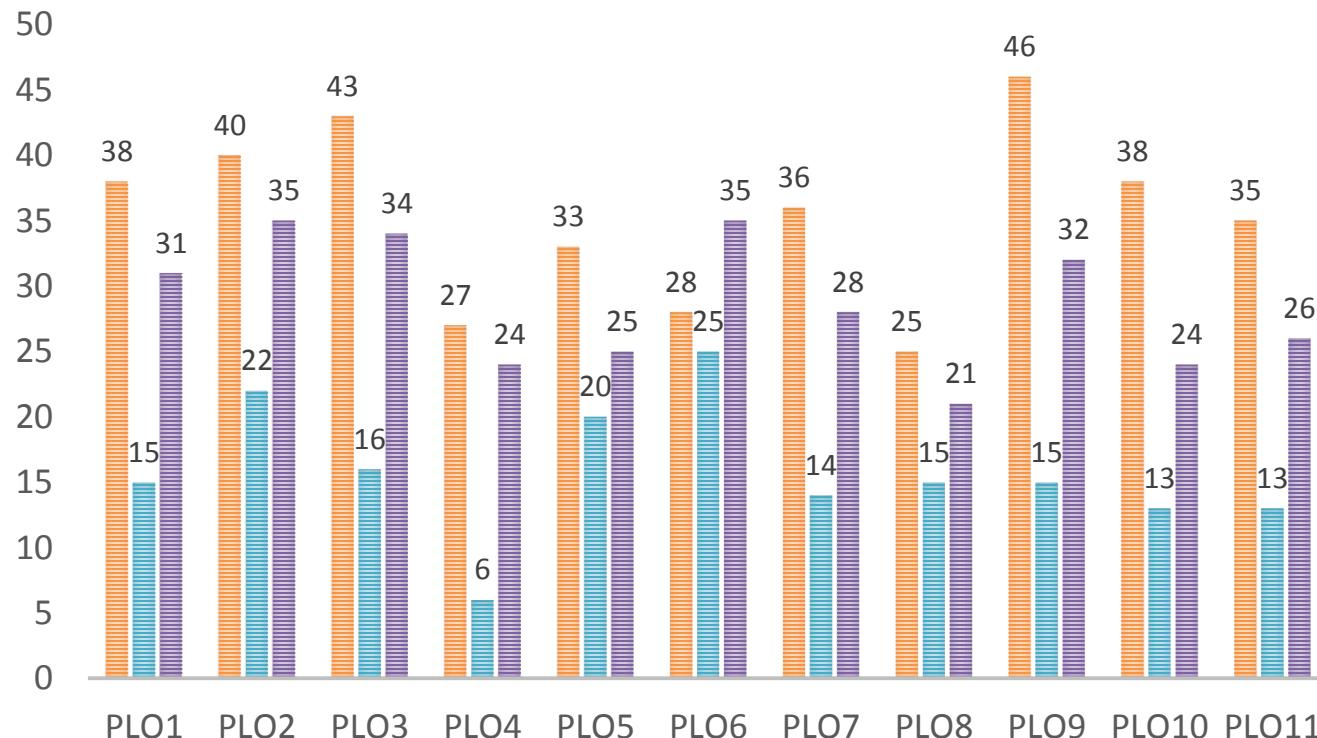
What Does the Data Look Like?

FREQUENCY OF PLOS COVERED

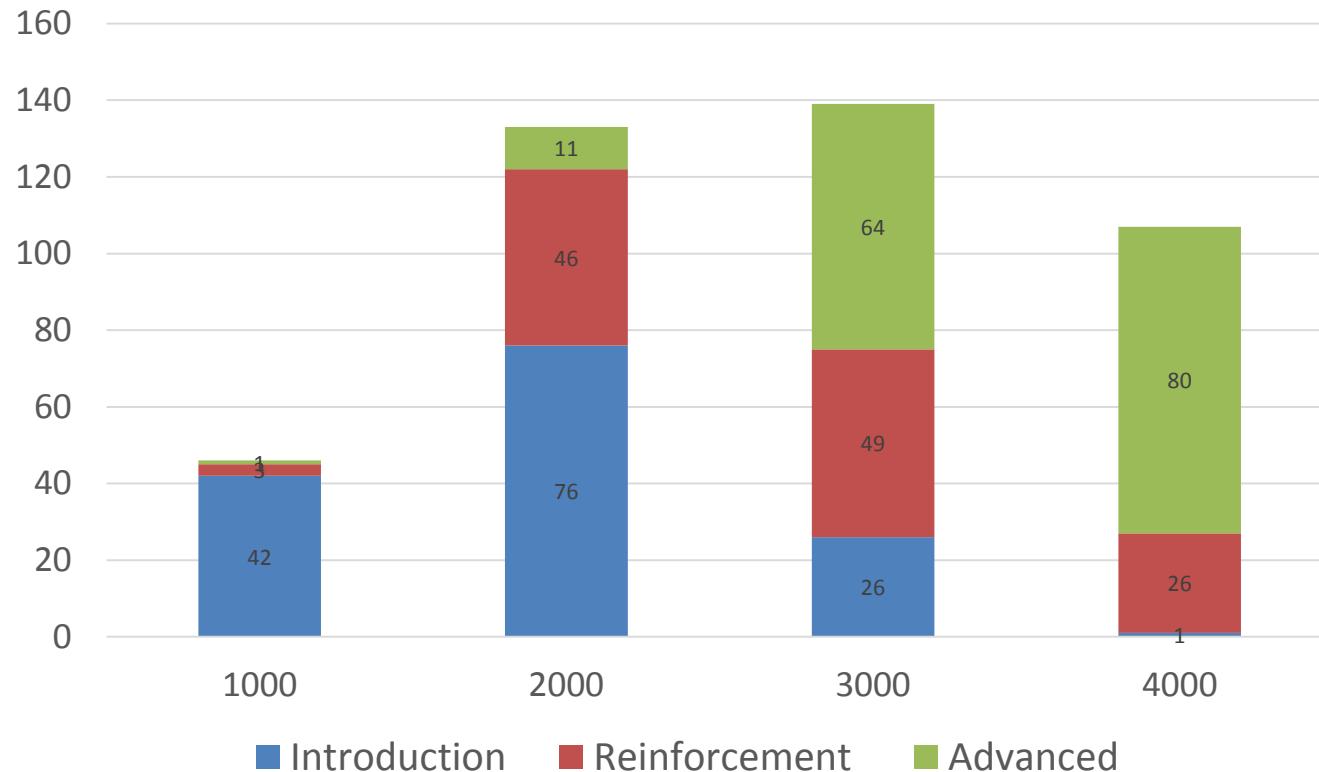


PLO DEVELOPMENT

■ Taught ■ Practiced ■ Assessed



INCLUSION X PROGRAM LEVELS

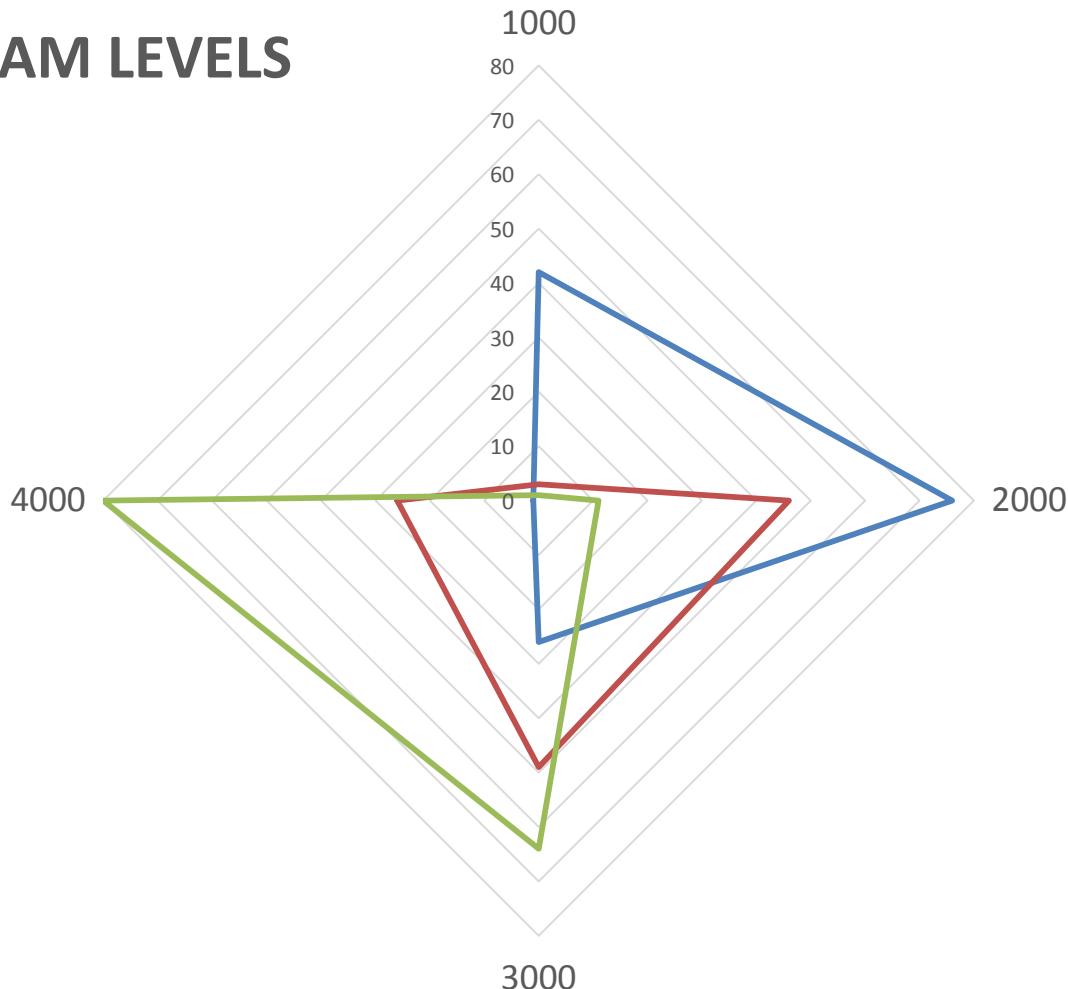


INCLUSION X PROGRAM LEVELS

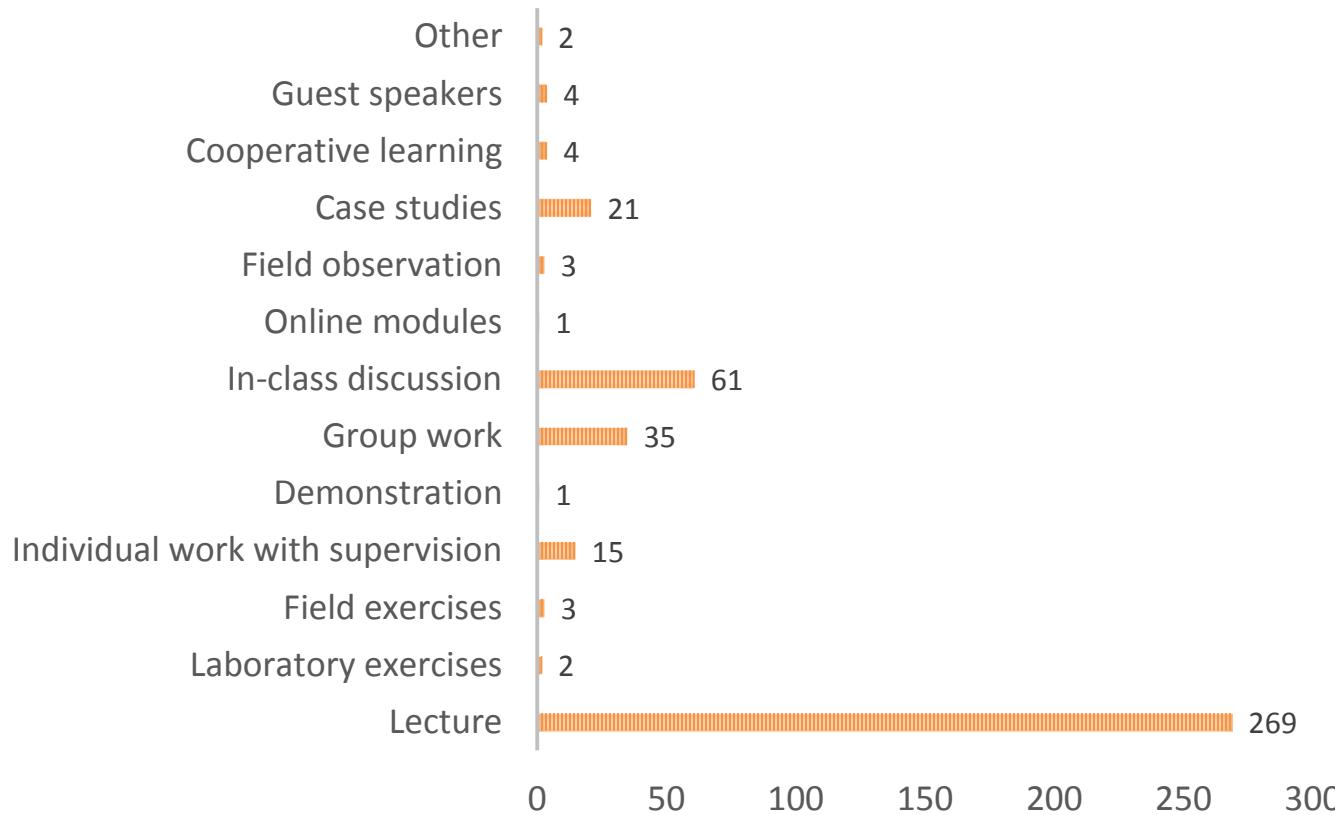
— Introduction

— Reinforcement

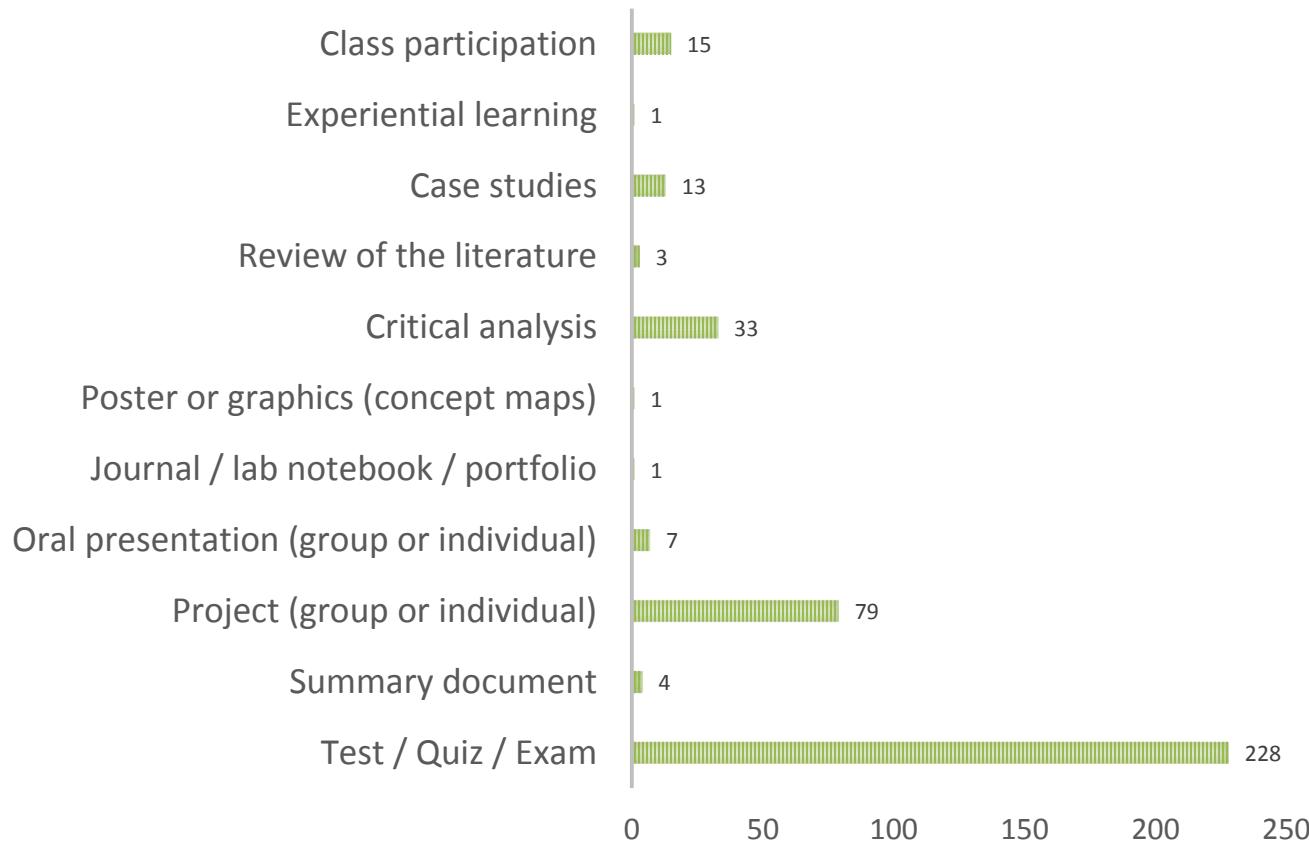
— Advanced



TEACHING STRATEGIES



ASSESSMENT METHODS



Group Activity

10 minutes

At your tables, examine the sample analysis outcomes and discuss:

- What might these mean?
- How do we use visuals like these to guide professors?
- What questions can we ask?
- What should we be mindful of?



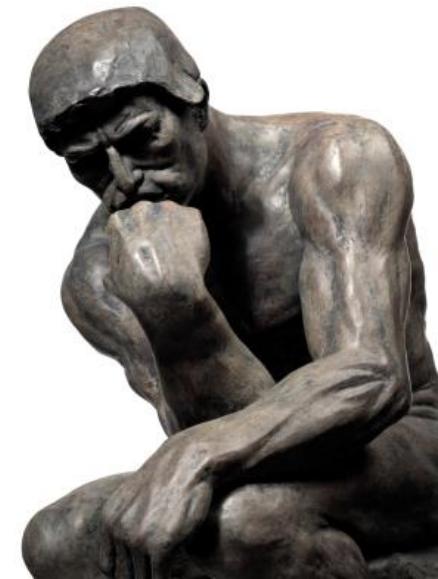
Types of Questions

- What learning outcomes are we most/least emphasizing?
- Where are the strengths and gaps in teaching and assessment across the program when working toward the established learning outcomes?
- Do the instructional and assessment methods that we are using best align with the intended learning outcomes?
- How is student workload distributed across the semester?

Adapted from the University of Guelph Curriculum Mapping Resource

From Data Collecting to Sense-Making

The answer concerning a program's quality is not found in those tables, but rather in professors' reflections on, and discussions about, the information contained in those tables.



Mindful of a Sense of Reciprocity

- Value of participatory nature of exercise.
- Importance of program stakeholders in interpretation and sense-making of curriculum data.

Professors Central to Process

Professors' knowledge, beliefs, and attitudes with regards to quality assurance processes and their perception of leadership, resources, and of their work environment influence their decision to become involved in those processes (Emil and Cress, 2014).

Professors Central to Process

- Professors anticipate a potential lack of resources to conduct these quality processes and believe that they will contribute to a bureaucratic exercise which will increase administrative control on their activities (Stensaker et al., 2011).
- Faculty see in QA a potential limitation on their academic freedom (Palomba and Banta, 1999).

Group Activity

10 minutes

At your tables, think about and discuss the following questions:

- What strategies do you use to develop a culture of sustained program enhancement?
- What lessons have you learned?



Fostering Participation and Reciprocity

QA tools, and the data they collect, can distract us from our core purpose. Working from a place of common understanding, we need to create an environment conducive to discussions focused on students and their learning.

Recognizing Key Factors

- A common understanding between Ed. developers and Professors is often the outcome of co-developed objectives and methods to get to the nature of quality in a specific program.
- A common understanding of the terminology and the process needs to be developed by all parties involved.
- This is complex work where each individual and program is unique. There are no one size fits all solutions or templates.
- QA tools and their metrics are only means, not an end.
- Tools need to be flexible enough to be adapted to a variety of needs and contexts.

What We Are Working Toward

- Collaborative work that is increasingly centered on support and discussion with Professors;
- A process where we accept to not control each step, rather define each jointly with professors;
- Guidance provided by a “support specialist” to help programs attain their full potential and develop graduates who meet their expectations.

Thoughts?
Continued discussion?

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Continued discussion?

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