Bridging Faculty and Institutional Priorities through Holistic Program Review

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The Context

Maritime Provinces Higher Education Commission

**MISSION**: As an Agency of the Council of Atlantic Premiers that provides advice to Ministers responsible for Post-Secondary Education in the Maritimes, (MPHEC) assists institutions and governments in enhancing the post-secondary learning environment.
The overall **objective of the program assessment process** is to ascertain the suitability of the program given its objectives, structure, institutional appropriateness, resources, and stated student outcomes and their relevance.
Institutional Priorities

• MPHEC – Higher Education Commissions
• Senate Policy – Program Review, Course Outlines
• Strategic Plans
• Academic Plans
This is where we started to draw taller bars to please you guys.
Continuous Quality Improvement

...a process to ensure programs are systematically and intentionally improving services and increasing positive outcomes for those they serve

...is a cyclical, data-driven process

...it is proactive, not reactive
Emphasizing the organic or functional relations between the parts and the whole.
OUR Grassroots Approach

Trust - the faculty
Faculty care about the students and learning
Faculty are committed to their program
We assume buy-in

Positive transformation is grounded in positive relationship
Preparing...

• Meeting with Program Chair/Director (overview)
• Review Documents
  – Strategic Plan
  – Course Syllabi
  – Curriculum Committee Reports
• Thematic Approach (what we found doing preliminary review of documents)
Retreat Day

• Logistics
  – Space
    • Off campus (ideally)
    • Promotes Collegiality
    • Accommodate whole group
    • Accommodate break out sessions
    • Space to hang Post-It Easel Sheets
  – Food & Time to share meals/snacks
Anchoring

BIG Picture: Focusing on Concepts

“A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”

(Meyer and Land, 2003)
Program Goal – Who do you want your students to BE?

Program Objective – What do you want students to DO?

Course Objective – How do you get them there? (by year)

Student Assessment – How do you know when they get there?

Program Evaluation – Measure across the student body; adjust curriculum (program/course) for improvement
Concept Map
## Ways of Knowing

<table>
<thead>
<tr>
<th></th>
<th>Absolute Knowledge</th>
<th>Transitional Knowledge</th>
<th>Independent Knowledge</th>
<th>Contextual Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role of Learner</strong></td>
<td>• Obtains knowledge from instructor</td>
<td>• Understands Knowledge</td>
<td>• Thinks for self</td>
<td>• Exchanges and compares perspectives</td>
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<td></td>
<td></td>
<td></td>
<td>• Shares views with others</td>
<td>• Thinks through problems</td>
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<td></td>
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<td></td>
<td>• Creates own perspective</td>
<td>• Integrates and applies knowledge</td>
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<td><strong>Role of Instructor</strong></td>
<td>• Communicates knowledge appropriately</td>
<td>• Uses methods aimed at understanding</td>
<td>• Promotes independent thinking</td>
<td>• Promotes application of knowledge in context</td>
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<td></td>
<td>• Ensures that students understand knowledge</td>
<td>• Employs methods that help apply knowledge</td>
<td>• Promotes exchange of opinions</td>
<td>• Promotes evaluative discussion of perspectives</td>
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<tr>
<td><strong>Nature of Knowledge</strong></td>
<td>• Is certain or absolute</td>
<td>• Is partially certain and partially uncertain</td>
<td>• Is uncertain—everyone has own beliefs</td>
<td>• Student and teacher critique each other</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>• Provides vehicle to show instructor what was learned</td>
<td>• Measures students’ understanding of material</td>
<td>• Rewards independent thinking</td>
<td>• Accurately measures competence</td>
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<td>• Student and teacher work toward goal and measure progress</td>
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Bloom’s Revised

Analyze  Evaluate  Create

Apply

Understand

Remember

Anderson & Krathwohl, 2001
# MATRIX – Curriculum Map

<table>
<thead>
<tr>
<th></th>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
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<tbody>
<tr>
<td>CRS 1000</td>
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<td>Honours</td>
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Following the Retreat

• Summary (written report)

• Follow-up Sessions
  – Strategic Planning
  – Curriculum Development & Mapping
  – Call to Action (who are your champions?)

• On-going Support/Consultation