



# **Bridging Faculty and Institutional Priorities through Holistic Program Review**

## ***Presenters:***

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**Centre for Academic and Instructional Development**



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# The Context



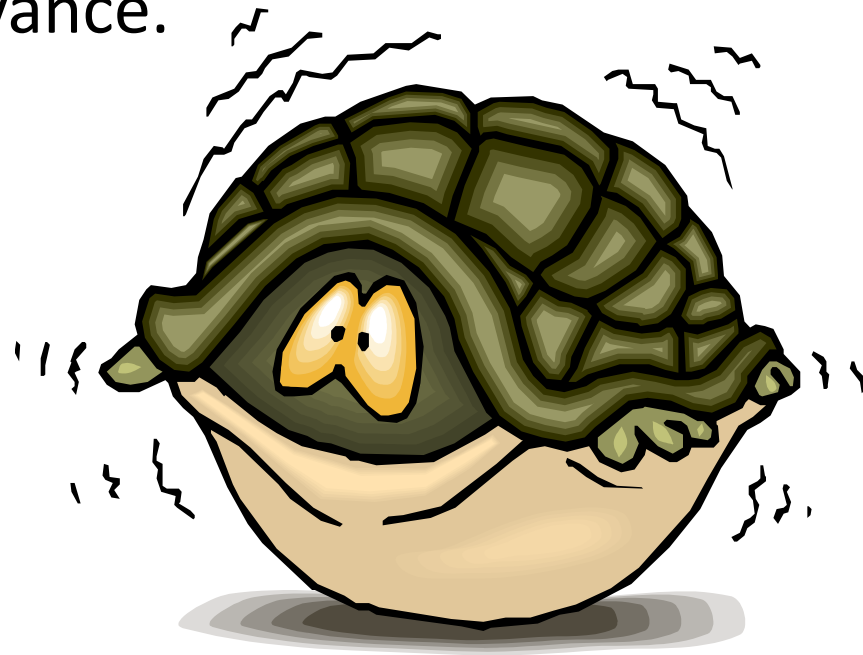
## Maritime Provinces Higher Education Commission

**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.

# MPHEC Quality Assurance



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



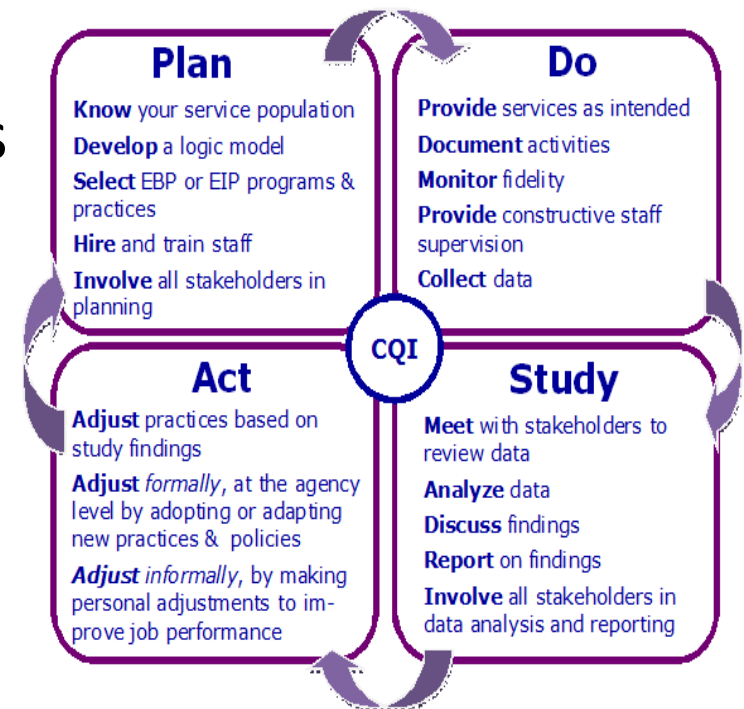
# Continuous Quality Improvement



...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



# Holistic



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)

# EDU-Speak vs. Inquiry



*Program Goal* – Who do you want your students to BE?

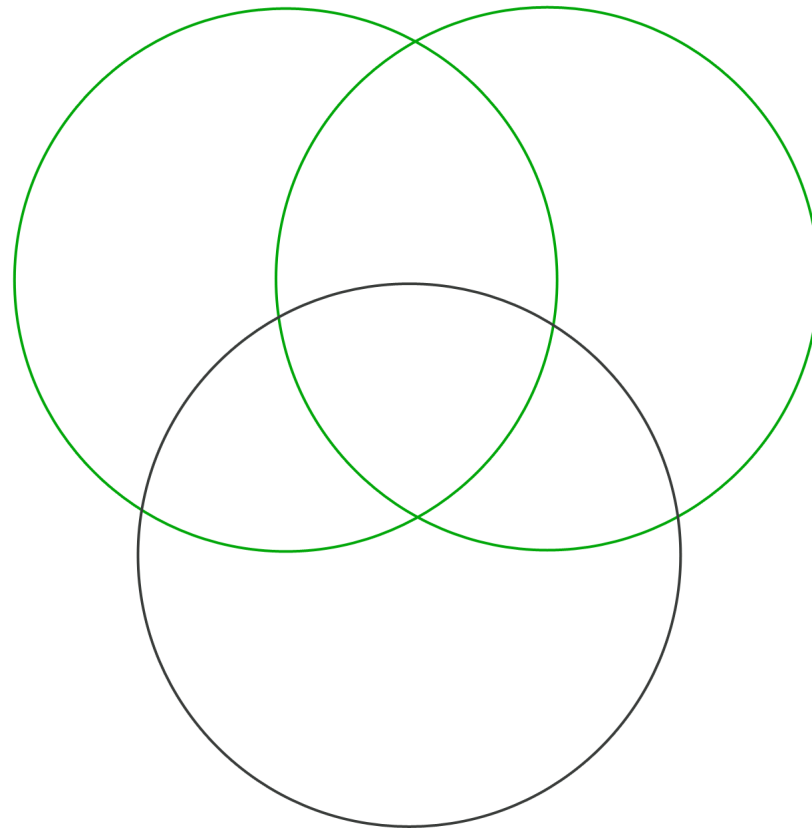
*Program Objective* – What do you want students to DO?

*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

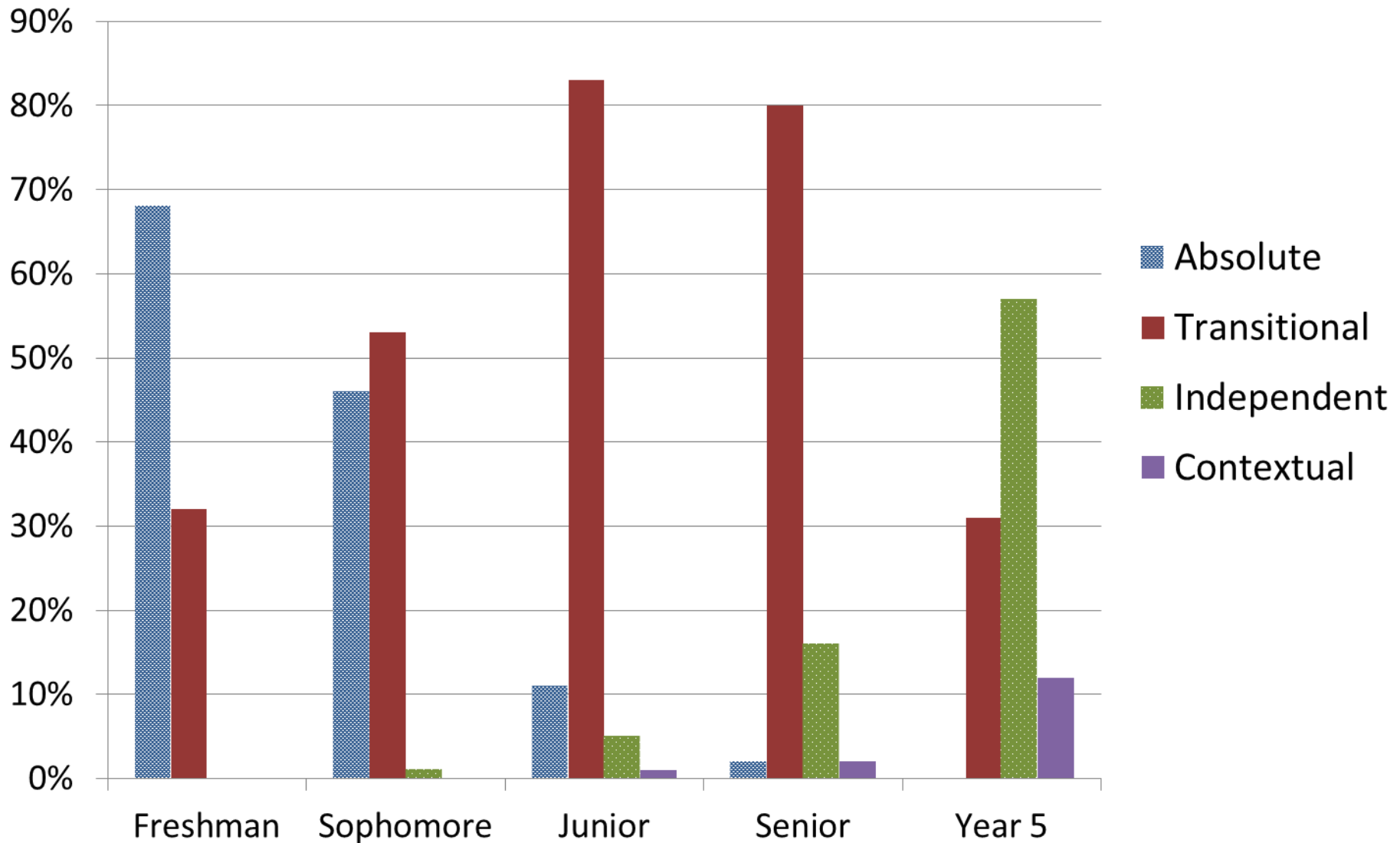


# Ways of Knowing

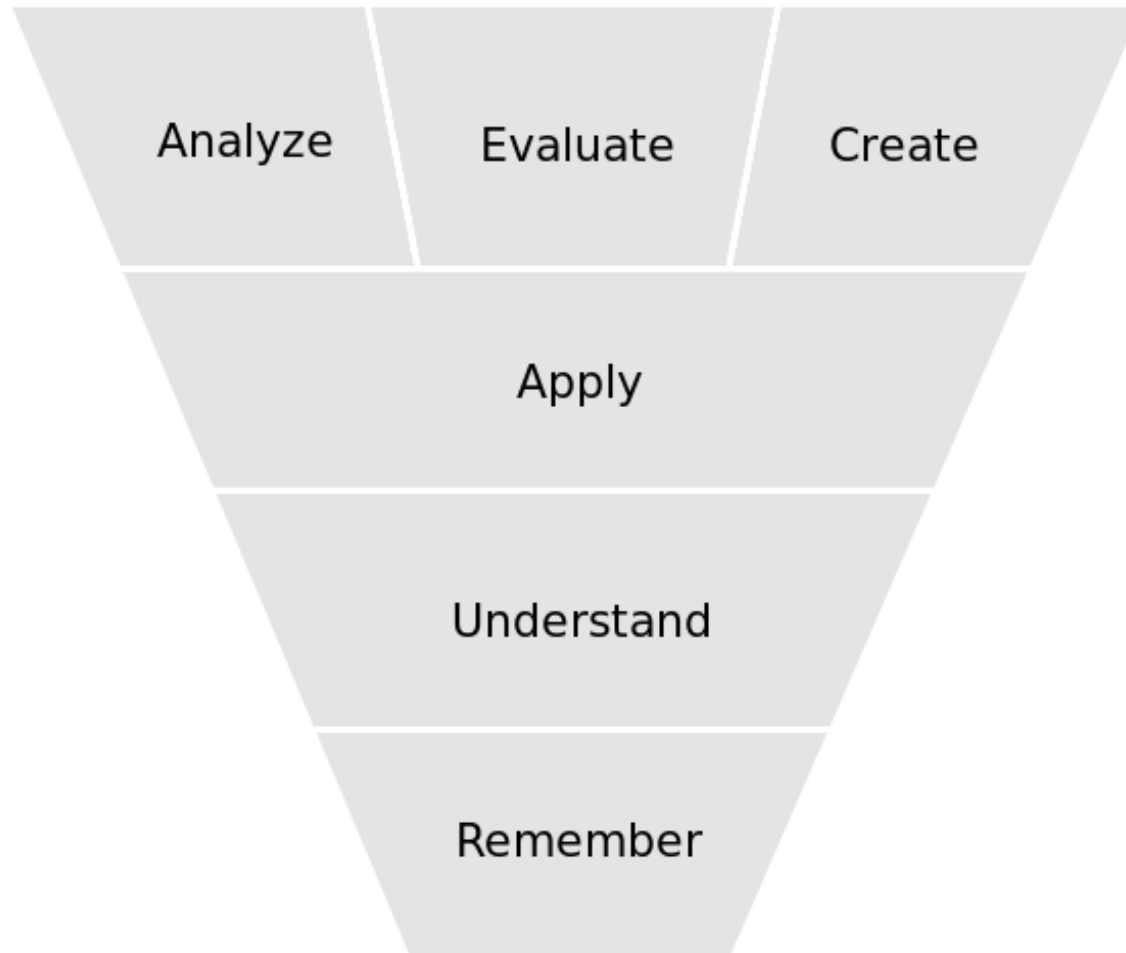


	Absolute Knowledge	Transitional knowledge	Independent Knowledge	Contextual Knowledge
Role of Learner	<ul style="list-style-type: none"> <li>Obtains knowledge from instructor</li> </ul>	<ul style="list-style-type: none"> <li>Understands Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Thinks for self</li> <li>Shares views with others</li> <li>Creates own perspective</li> </ul>	<ul style="list-style-type: none"> <li>Exchanges and compares perspectives</li> <li>Thinks through problems</li> <li>Integrates and applies knowledge</li> </ul>
Role of Instructor	<ul style="list-style-type: none"> <li>Communicates knowledge appropriately</li> <li>Ensures that students understand knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Uses methods aimed at understanding</li> <li>Employs methods that help apply knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Promotes independent thinking</li> <li>Promotes exchange of opinions</li> </ul>	<ul style="list-style-type: none"> <li>Promotes application of knowledge in context</li> <li>Promotes evaluative discussion of perspectives</li> <li>Student and teacher critique each other</li> </ul>
Nature of knowledge	<ul style="list-style-type: none"> <li>Is certain or absolute</li> </ul>	<ul style="list-style-type: none"> <li>Is partially certain and partially uncertain</li> </ul>	<ul style="list-style-type: none"> <li>Is uncertain—everyone has own beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Is contextual; judge on basis of evidence in context</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Provides vehicle to show instructor what was learned</li> </ul>	<ul style="list-style-type: none"> <li>Measures students' understanding of material</li> </ul>	<ul style="list-style-type: none"> <li>Rewards independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>Accurately measures competence</li> <li>Student and teacher work toward goal and measure progress</li> </ul>

# Ways of Knowing by Year



# Bloom's Revised



Anderson & Krathwohl, 2001



# MATRIX – Curriculum Map



	Concept 1	Concept 2	Concept 3
CRS 1000			
CRS 2000			
CRS 3000			
CRS 4000			
Honours			

# 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