Centre for Teaching Excellence

Support for Program Review

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Outline

• Four phases of curriculum development
• Approach to curriculum assessment
• Curriculum and degree level expectations
• Support available from CTE for all phases of curriculum renewal
Phases of Curriculum Development

- Design and Development
- Implementation
- Formative Assessment
- Program Review and Accreditation
Approach to Curriculum Assessment

• What do we want from our students?
• How are they developing these attributes?
• How are we (and they) assessing their progress?

What do we want from our students?

• Ideal graduate attributes
• Program outcomes
• Degree level expectations
  • UDLEs/GDLEs
Identify the Ideal Graduate

• How would you describe your ideal graduate?
  • Knowledge
  • Skills
  • Values/attributes

• What distinguishes your program from other programs?

• Value 20 years from now
Program Outcomes

• Reflect students’ knowledge, skills and values achieved as a result of program completion

• Incorporate disciplinary context of the program

• Help to set assessment criteria across the curriculum
Critiquing your Outcomes

• Consider design, function and discipline

• Key questions available on CTE website

• https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/critiquing-your-outcomes
Additional Sources for Program Outcomes

- OCAV degree level expectations (DLEs)
- Past program review documents
- Faculty-wide outcomes statements
- Accreditation bodies
- Professional associations (discipline-related but also librarian, graduate studies, etc.)
- Similar programs at other institutions
Sample Information Literacy Outcome

• Differentiate between primary and secondary sources, recognizing how their use and importance vary with each discipline.

Source: Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education.*
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#stan
Degree Level Expectations

• Developed by Ontario Council of Academic Vice-Presidents
• Same requirements for all programs at that degree level
  • General
  • Honours
  • Master
  • PhD
Undergraduate DLEs

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
7. Experiential learning
8. Diversity
Graduate DLEs

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application and knowledge
4. Professional capacity/autonomy
5. Level of communication skills
6. Awareness of limits of knowledge

Full description of UDLEs and GDLEs on CTE web site as well as mapping templates

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/curriculum-development-and-renewal/program-review-accreditation/8-degree-expectations
Describing your curriculum

- Show relationships among degree requirements, DLEs and outcomes
- Curriculum mapping
Opportunities to develop attributes

• How, when and where are students developing attributes?

• Show progression toward various points in a degree
  • Might uncover gaps or unintended redundancies

• Map program outcomes to UDLEs/GDLEs then courses to outcomes
Beyond Coursework

• Significant portion of degree, especially graduate degree, might not be course-based

• Need to capture how other work contributes to fulfilling DLEs
  • Thesis/dissertation
  • Comprehensive exams
  • Teaching assistantships
  • Supervising/research mentoring
  • Co-op and WatPD
Curriculum Mapping

• Visual representation of curriculum

• Can help to identify gaps/redundancies

• Map curriculum to program outcomes or DLEs

• For graduate programs, include the role of supervision in the map
Assessment

• Consider both typical and atypical assessments
  • e.g., exams, lab reports, presentations, projects, peer evaluations, case studies, etc.

• Might emphasize different assessments between undergraduate and graduate levels
### Sample Map - Undergraduate

<table>
<thead>
<tr>
<th>Introduce</th>
<th>Reinforce</th>
<th>Competency/Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Application of Knowledge</strong></td>
<td>113</td>
<td>154</td>
</tr>
<tr>
<td>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) develop lines of argument;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) where appropriate use this knowledge in the creative process; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) the ability to use a range of established techniques to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) propose solutions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) frame appropriate questions for the purpose of solving a problem;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) solve a problem or create a new work; and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Map - Graduate

Ma = Major contribution toward fulfilling the outcome  
Mi = Minor contribution toward fulfilling the outcome

<table>
<thead>
<tr>
<th>1. Depth and Breadth of Knowledge</th>
<th>Breadth of Discipline Requirements</th>
<th>Specialization Seminars</th>
<th>Comprehensive Examinations</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABC 700</td>
<td>ABC 800</td>
<td>ABC 900</td>
<td>ABC 901</td>
</tr>
<tr>
<td>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</td>
<td>Mi (Breadth)</td>
<td>Ma (Breadth)</td>
<td>Ma (Breadth)</td>
<td>Ma (Depth)</td>
</tr>
</tbody>
</table>

| 2. Research and Scholarship | | | |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; | | | | | Mi | Ma | Ma | Ma | Ma |
| b. The ability to make informed judgments on complex issues in specialized fields, sometimes requiring new methods; and | | | | Mi | Mi | Ma | Ma | Ma | Ma |
| c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication. | | | | Mi | Mi | Mi | Mi | Ma | Mi |
CTE Program Review Support

• Curriculum mapping
  • Sample survey: http://svy.mk/2dnqIRo

• Program outcomes
  • Design and critique

• Department discussions and retreats
  • SWOT, critiquing map and outcomes

• Consultations

• Stakeholder feedback – surveys, focus groups

https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal
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