Leading a program improvement process that does something

useful with your data

CEEA Workshop #2A

Presented by Sylvie Doré, Jake Kaupp & Peter Wolf
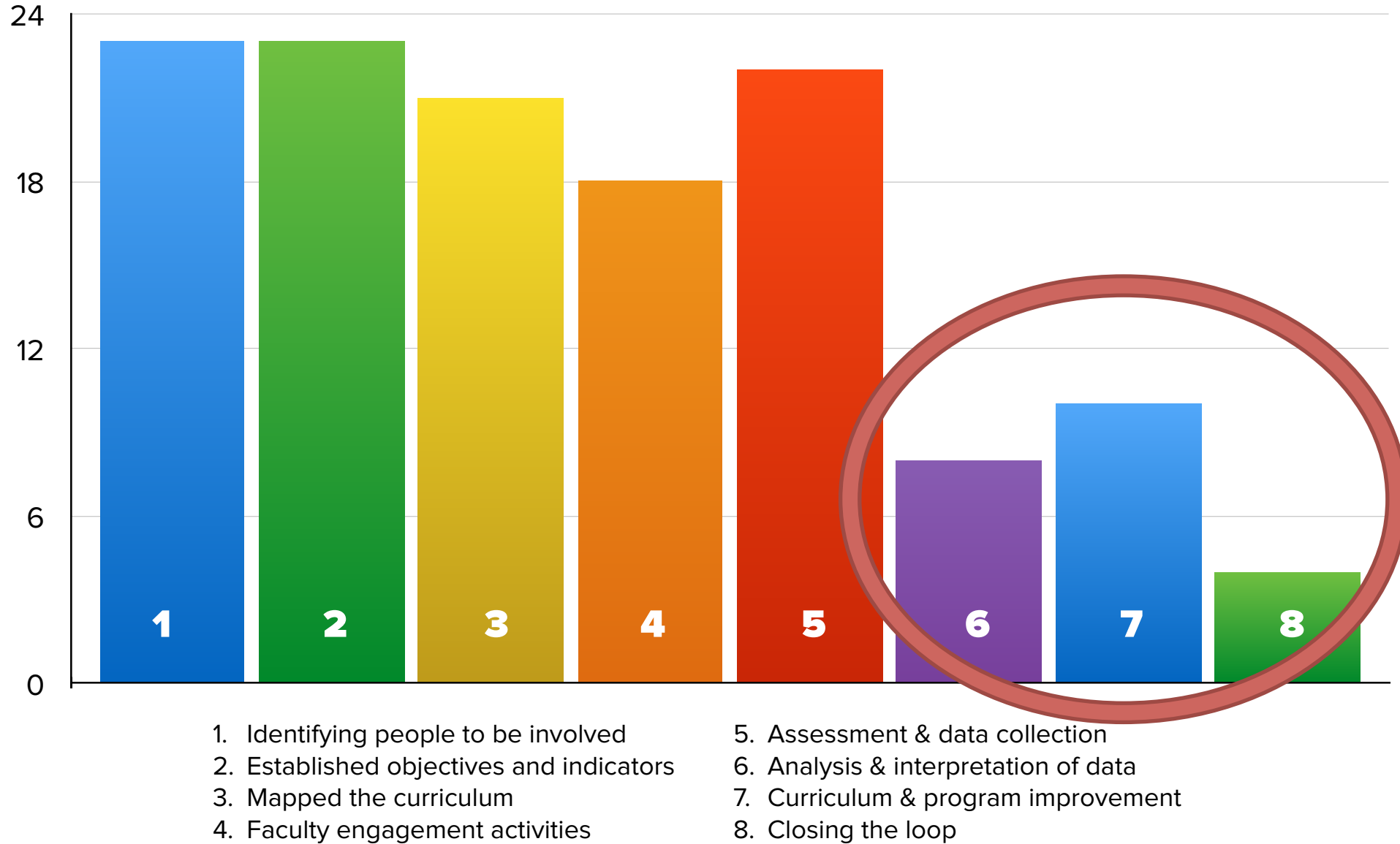
EGAD

National Snapshot

Survey

Interactive Session A2: June 9th 5:30-7:30

Which activities for outcomes-based curriculum improvement have you completed or already have in place?

1. Identifying people to be involved
2. Established objectives and indicators
3. Mapped the curriculum
4. Faculty engagement activities
5. Assessment & data collection
6. Analysis & interpretation of data
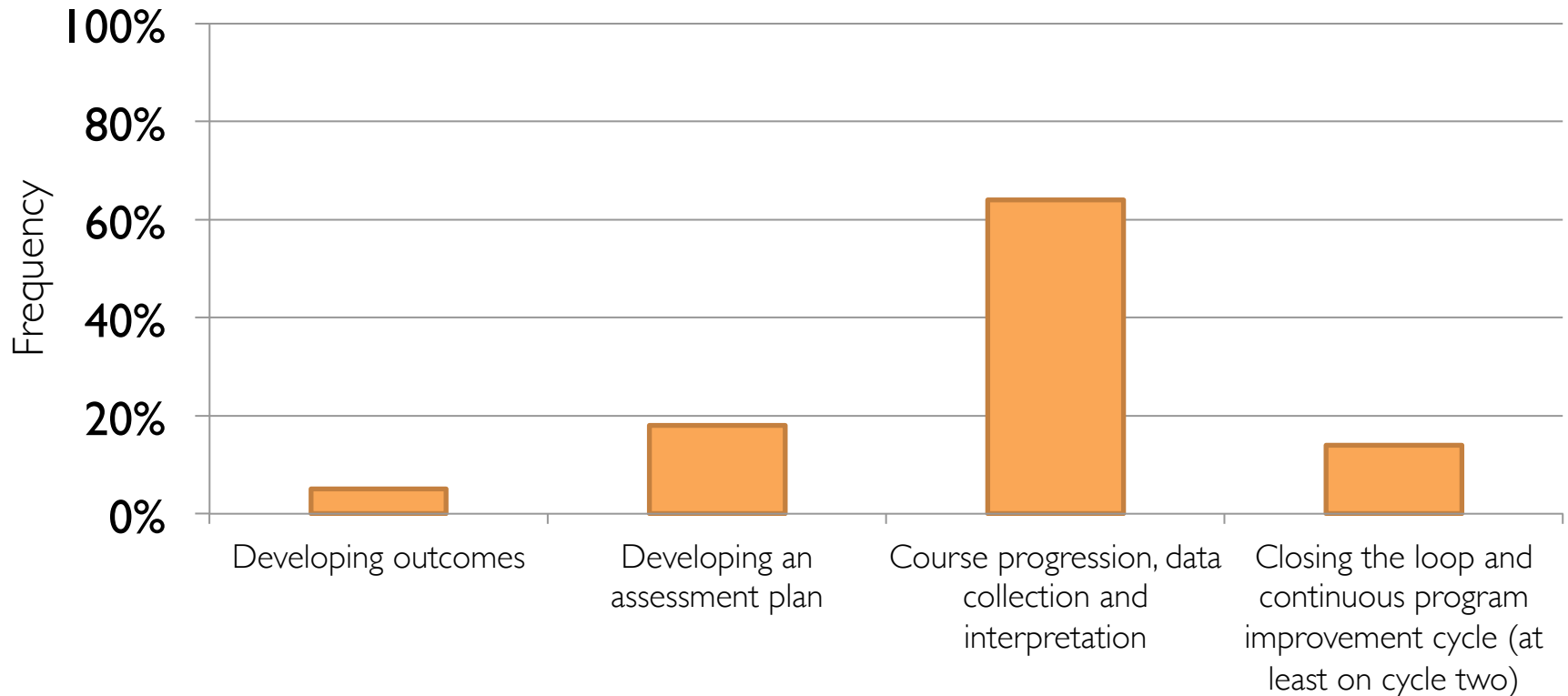7. Curriculum & program improvement
8. Closing the loop

With respect to the graduate attribute accreditation process, what are the key issues or questions at your institution?

1 **Faculty** engagement & buy-in

2 Resources, **time** & workload

3 Closing the loop

Pre-Workshop Questionnaire

Where would you place your institutions in the change process ?

Pre-Workshop Questionnaire

Do you feel on track to meet your goals?
What are the major barriers?

1 Managing, **collecting** & interpreting **data**

2 **Faculty** engagement & buy-in

3 Resources, **time** & workload

Pre-Workshop Questionnaire

What are your interests in attending this session?

"Learn what the Canadian engineering educators are doing."

"I would like to be more aware of best practices and experiences at other Canadian institutions."

"As we continue to develop the plan and start collecting data, I am quite interested on other people's views on how to best work this process and possible how to engage all faculty in the process."

"I'm interested in how people are approaching using multiple data sources to create a plausible picture of what's going on in order to guide processes of curriculum improvement."

"Get good ideas!"

Pre-Workshop Questionnaire

What would you like to have achieved by the end of the session ?

1^{**st**} Information on best practice

2^{**nd**} learn about other institutions approaches

3^{**rd**} insights about closing the loop

Pre-Workshop Questionnaire

Ways we can help you?

"I am looking to connect with other programs and universities who are facing similar challenges."

"Hints on how to engage all faculty in the process."

"Can we get guidance regarding where CEAB is headed as the Graduate Attribute and Curriculum Improvement approach matures in institutions across the country."

"I'm very curious as to whether others are developing automated tools to help with data collection and monitoring. I'd like to keep data collection as painless as possible (otherwise it is hard to get buy-in), while at the same time there seems to be a need to collect more than previously. So this is part of looking for guidance and direction on how to proceed."

This Workshop

…is primarily intended for **people** who are responsible **for leading or coordinating** their institutions **accreditation efforts**.

… is a **collaborative workshop** where you will **actively work in teams** through three scenarios, each with a specific **focus on elements of continuous curriculum development**:

1. **Assessment planning**
2. **Collection & interpretation**
3. **Closing the loop**

Scenario #1

Assessment Planning

Scenario #2

Collection & Interpretation

Why Collect Data?

Traditional

vs.

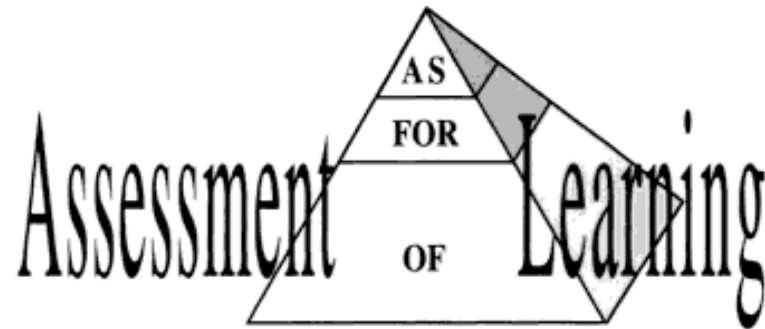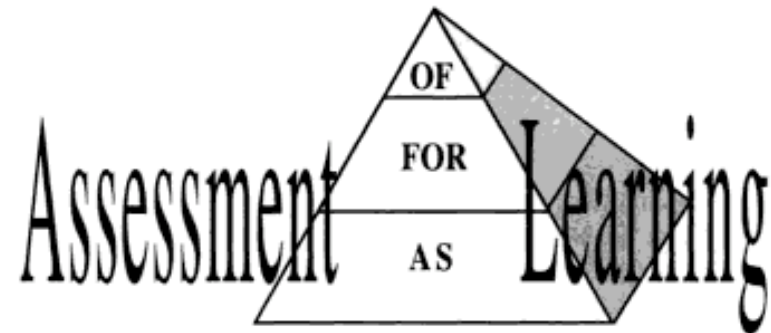Idealistic

Figure 3.1 Traditional Assessment Pyramid

Figure 3.2 Reconfigured Assessment Pyramid

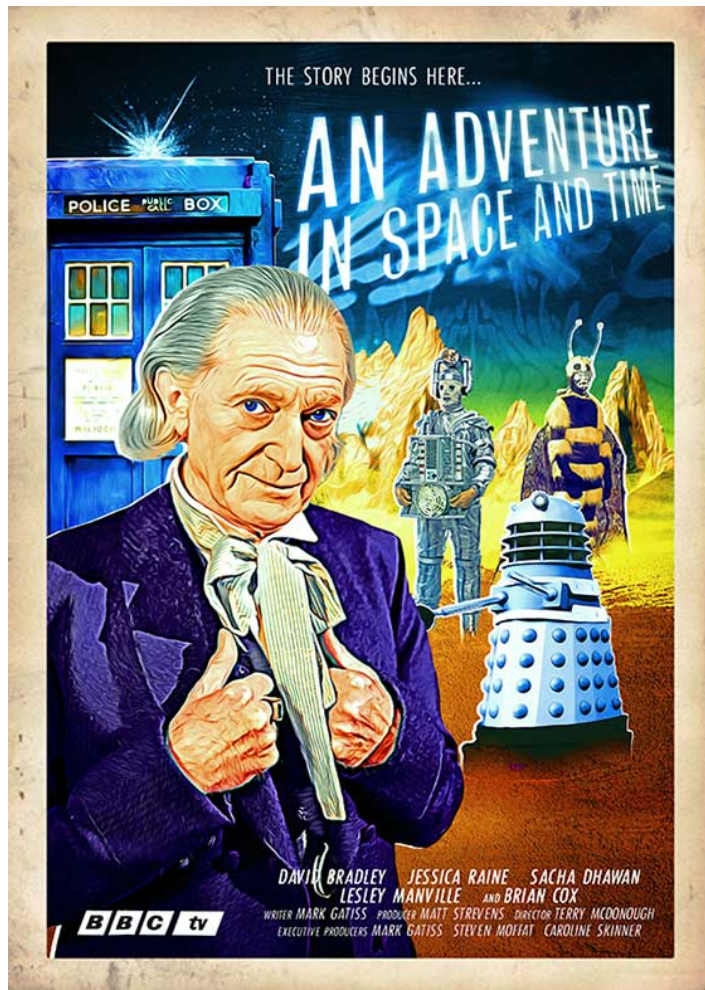# Streamlining **Data** Collection

① Architecture

② **Granularity**

③ Relevance

Form

ever follows

Function

Making meaning from **Data**

- **Understanding** *requires* **time**
- Provide **space & opportunity** for discussion
- Gather **multiple viewpoints**
- **Reflect broadly** on the **impact of change**

Knowing when *you have* enough

Scenario #3

Closing the Loop

Sustaining change

Royal Academy of Engineering (2012) . Achieving Excellence in Engineering Education: the ingredients of successful change.

Individual course(s)

- Trigger: perceived benefits
- 1 champion
- Little support
- Evidence-based
- Diffusion of best-practices

Program

- Trigger: perceived threat(s)
- Significant proportion of faculty
- (co-)Lead by department head
- Non evidence-based
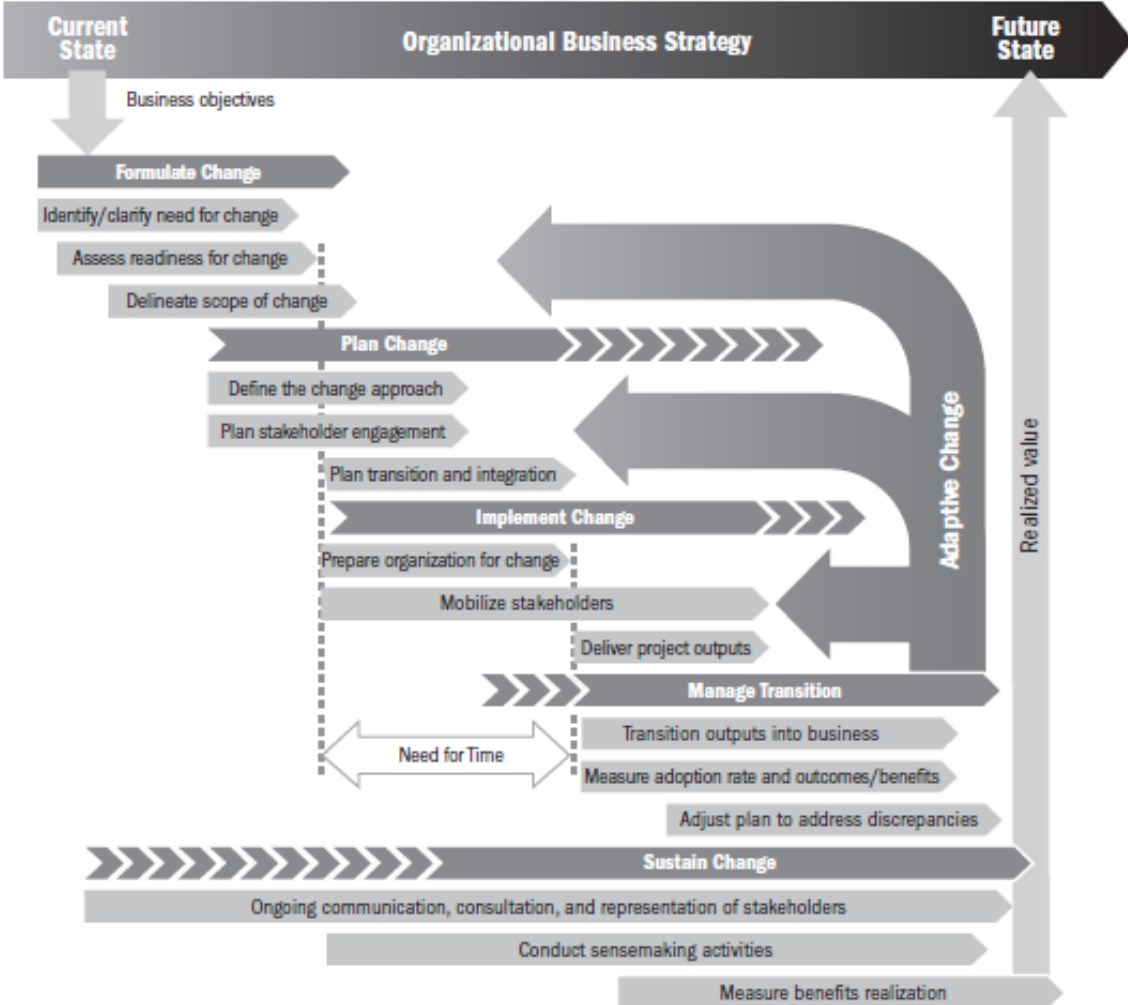- Diffusion

Characteristics

- Coherent and interconnected **curriculum** structure

- Fundamental assessment of **curriculum-wide goals** and realignment of curriculum structure

- Less than 20% new courses; high horizontal and vertical **interconnectivity**

3 critical moments

1. Following announcement

2. Early implementation
   - Resource driven

3. 10-15 years down the road
   - Maintaing feeling of "cutting-edge"
   - **Impact evaluation**
   - On-going focus on education innovation and reinvention (**continuous change and improvement**)

Managing change

PMI (2013). Managing Changes in Organizations: a Practice Guide.

Managing change

Lewin's model

0 • awakening

1 • unfreezing

2 • transformation

3 • freezing