



EGAD Project

A Year in the Life of the Accreditation Committee

GACIP 2016 Workshop

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Administrative issues

Slides, handouts and any material highlighted in the presentation will be posted to the EGAD website later. However, everything is available now at:

<http://bit.ly/GACIP2016>

Goals of this workshop session

1

To help you be more confident in recommending who should serve on an accreditation committee and the mandate for the committee.

2

To help you be more confident in determining planning what data to collect to draw meaningful conclusions.

3

To create an annual timeline for a program improvement committee.

Common issues for many programs:

- 1 Describe sustainable ongoing processes for cyclical improvement involving people and governance(Criterion 3.2)
- 2 Integrate external stakeholders' perspectives in the continual improvement process. (Criterion 3.2)
- 3 Determine what evidence is necessary to trigger course or program changes
- 4 Demonstrate assessment and evaluation processes can support student abilities and decisions to make changes.

Effective

Practise

1 Have a **key goal or focus** to guide your approach

2 **Leadership** – because it works!

T. W. Banta and C. F. Blaich, “Closing the Assessment Loop,”
Change: The Magazine of Higher Learning, vol. 43, no. 1, pp. 22–
27, Dec. 2010.

Effective

Practise

3

Making meaning &
Improving

4

Resource identification
& allocation

C. F. Blaich and K. Wise, “From Gathering to Using Assessment Results,” NILOA, 2011

Effective Practise

5 Clear & Coherent Assessment Plan

G. R. Baker, N. A. Jankowski, S. Provezis, and J. Kinzie, “Using Assessment Results: Promising Practices of Institutions That Do It Well,” NILOA 2012

Approach: Provide three tasks and encourage discussion

- 1 Determine makeup and mandate of the committee overseeing the continuous improvement process.
- 2 Evaluate (fictitious) data arising so far, determine action.
- 3 Plan out the actions of the committee over the next year.

Group Exercise – Task 1

You are collectively responsible for determining the makeup and mandate for the committee that will oversee the Graduate Attribute process

Determine:

1. The type of people who are on the committee
2. The goal of the committee
3. Data the committee is planning to collect.

Take examples of what is actually happening at your institution and use that to inform the your group's committee here.





Task 1

Committee Makeup and Mandate

Individuals on
committee (role)

Key goals of the Committee

Data being gathered



Task 1

Committee Makeup and Mandate

Individuals on committee (role)

Think about: Who has stake in the process?

Who needs input? Who is perceived to represent interests? Who has expertise to make recommendations/decisions?

Key goals of the Committee

Should mandate be broader than “get accredited”?

Are there existing committees/groups with related mandates?

Data being gathered

What existing data should be pulled together by this group? What needs to be started?



Task 1 Debrief

Committee Makeup

and Mandate

Individuals on committee (role)

Might involve some combination of students, student support staff, faculty, administration, industry, co-op rep, curriculum committee member, UG chair??

Key goals of the Committee

Instructor attitude/behaviour? Adoption of evidence-based practices? Student engagement? Enhancing practical competence?

Data being gathered

Course outcomes. Town hall/focus group input from students. Industry advisory board input. Graduating survey. Co-op reports. ePortfolios.

Retention/graduation rates. Course fail/drop rates.

Governance of Continuous Improvement Processes



This is a key aspect that CEAB visiting teams are looking for in programs. The expectation is that there is a **committee** in place **to manage the process** and **has the authority to enact changes to programs based on data**.



Recommended Structure



Undergraduate
Chair



Student
Representative



Curriculum Chair
/Faculty Member



Student
Representative



GA Representative/
Faculty Member



Alumni
Representative

A Simple Approach to Analyzing Data

- 1 Find a common theme
- 2 Compare/contrast the data
- 3 Do they tell you the same thing?

Some Things to Consider....

- 1 Triangulation
- 2 Student Development
- 3 Patience

Group Exercise – Task 2

You are now the committee that will oversee the Graduate Attribute process, evaluating data for your program (handouts).

What is the data telling you? Are there issues? Should they trigger action? Do you need to supplement the data with other sources?

Take examples of what is actually happening at your institution and use that to inform the committee at your table.





Task 2

Committee deliberation: Identify issues with this program or data collection.

Issue

Why is it an issue?

What to do

1

2



Task 2 Debrief

Data analysis and collection

Trusting data

Do **multiple sources** agree?

If you measured something **again** would it agree?

Do you trust the **methods** behind the assessment/survey/focus group?

Understanding

Visualizing can help view relationships, changes, trends

Collecting

Start with what's available

Collect what's necessary

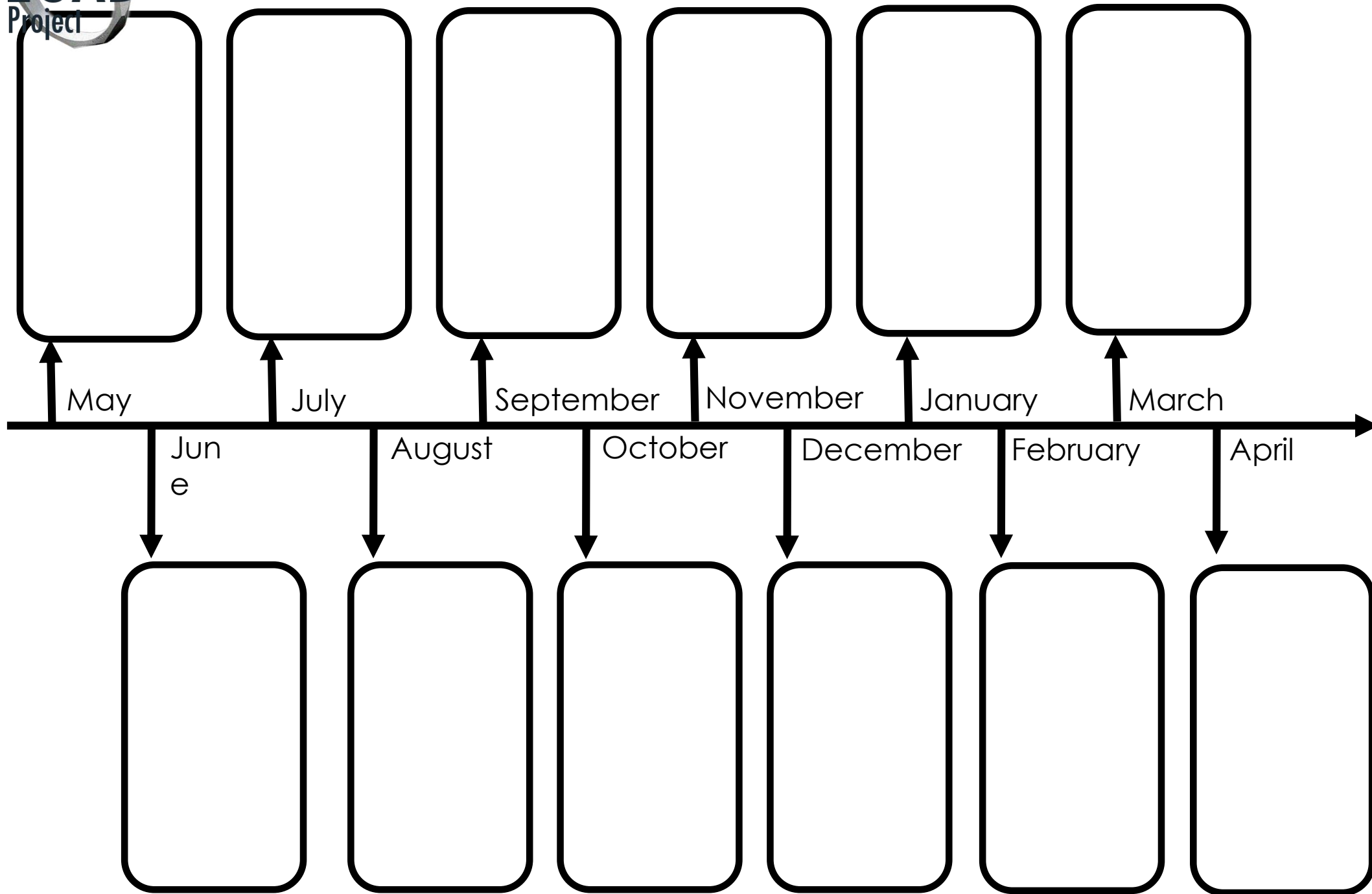
Group Exercise – Task 3

- 1 Determine what your overall process will look like.
- 2 Create your plan for the committee for the next year, keeping in mind the discussion for the past two tasks.
- 3 Write down what events will occur, when they will occur, what drives each event, what each event triggers, and how they are all connected.



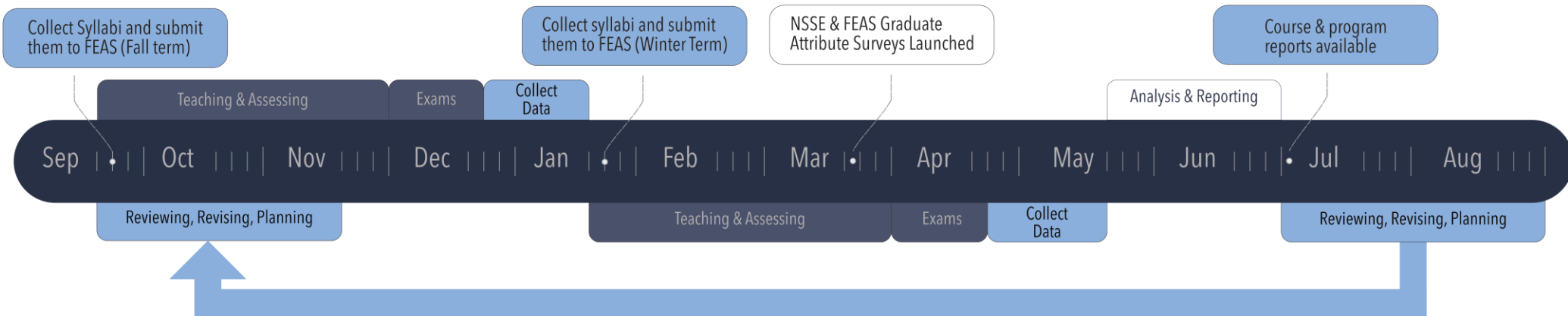


The Timeline



Task

FEAS Graduate Attribute Timeline



Course and Program reports will be ready at the end of June. The reports should be reviewed by both committee and faculty members, according to the workflow outlined below. To facilitate reflection on the data, there are a series of questions attached to each course report.

Report Reviewing Workflow:

1. FEAS shares reports with committee via ownCloud
2. Committee distributes reports to faculty members
3. Faculty members complete reflective memo questions, submit report to Committee
4. Committee submits completed reports to FEAS via ownCloud
5. FEAS archives reports

Committees should then review the program and course reports, along with additional data (e.g. NSSE, FEAS GA Survey) and develop potential suggestions and plans for program improvement. These plans should be reviewed and approved by programs, and the proposed changes should be submitted to the Faculty Curriculum Committee for approval.

The findings from review, potential and final improvements should be documented for both CEAB and program use.

Legend

Department faculty members

Graduate Attribute Committee

Assessment & Quality Assurance Coordinator

A close-up photograph of a metal ring, possibly a wedding band, lying on a light-colored surface with dark speckles. The ring is positioned in the center of the frame, slightly tilted. The text 'EGAD' is overlaid in a large, bold, dark blue font on the left side of the ring.

EGAD

Project

Share
Significant
Ideas