OBA@CUHK

Using evaluation data to

inform curriculum planning

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Learning
Enhancement
And
Research

Outline

- Understanding programme level evaluation in an outcomes based framework

- How do we engage programmes

  – What is the value of student voice

- How has the data been used to improve:

  – Development of current curriculum

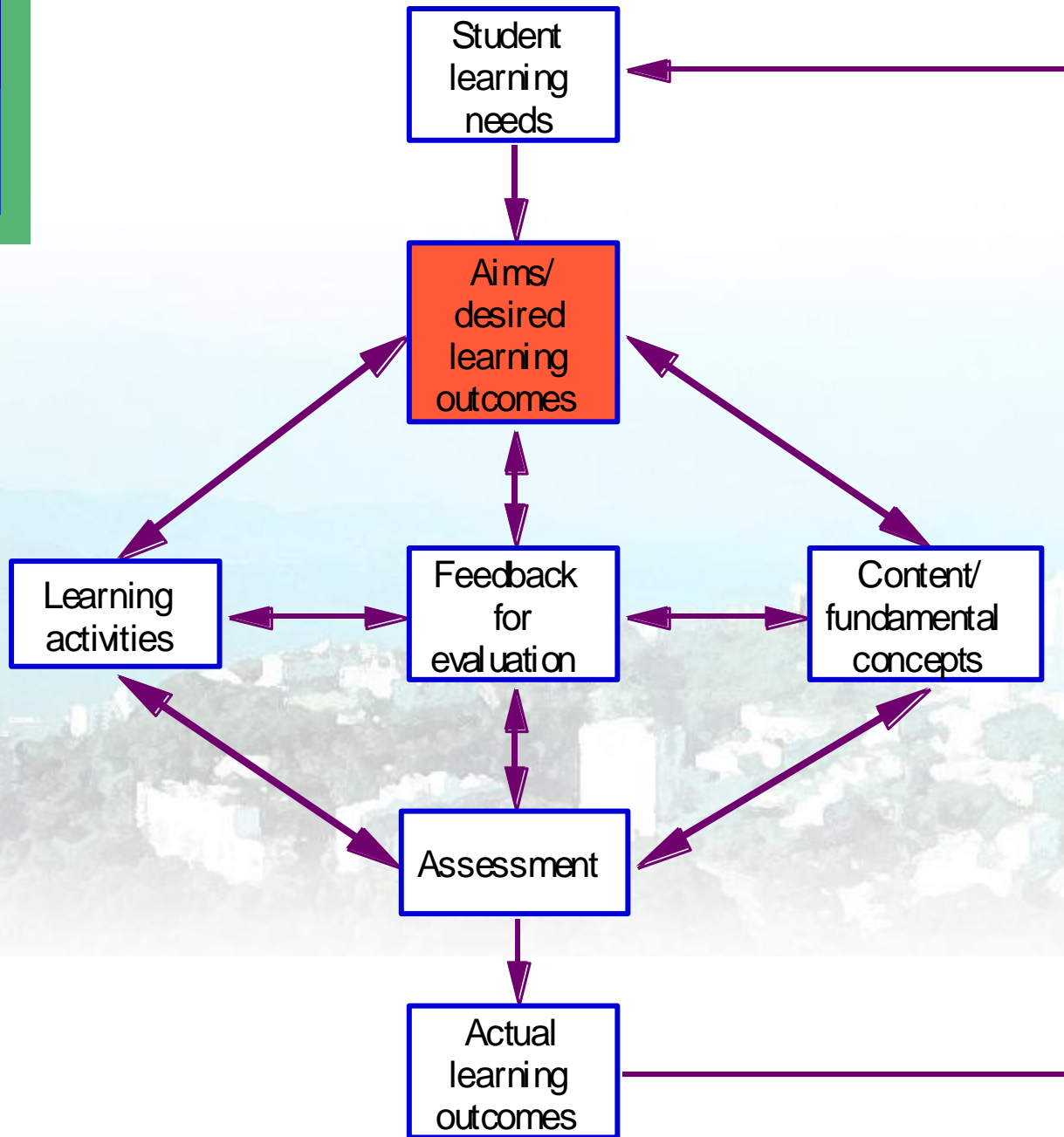 – Design of the new curriculum (Capstone)

Aim

To share some experiences
in supporting
programme level curriculum planning -
using 'student voice'

Understanding programme level evaluation

in an outcomes based framework

Student learning needs → Aims/desired learning outcomes → Learning activities / Feedback for evaluation / Content/fundamental concepts → Assessment → Actual learning outcomes

2

Focus on alignment to achieve outcomes

Student learning needs

Aims/ desired learning outcomes

Learning activities

Feedback for evaluation

Content/ fundamental concepts

Assessment

Actual learning outcomes

6

7

evaluation links

Student learning needs → Aims/ desired learning outcomes → Learning activities ← Feedback for evaluation → Content/ fundamental concepts → Assessment → Actual learning outcomes

1 and **3**
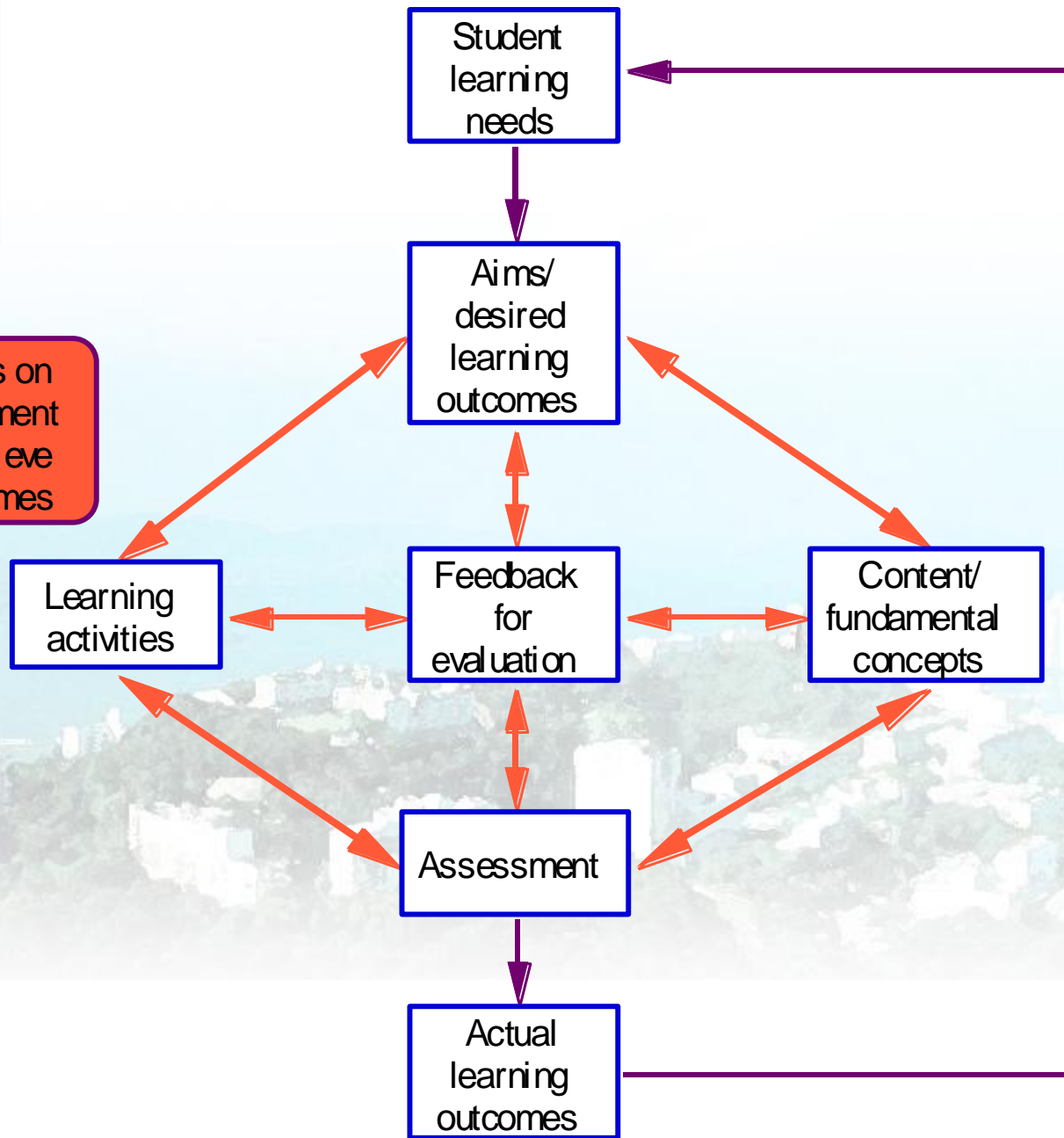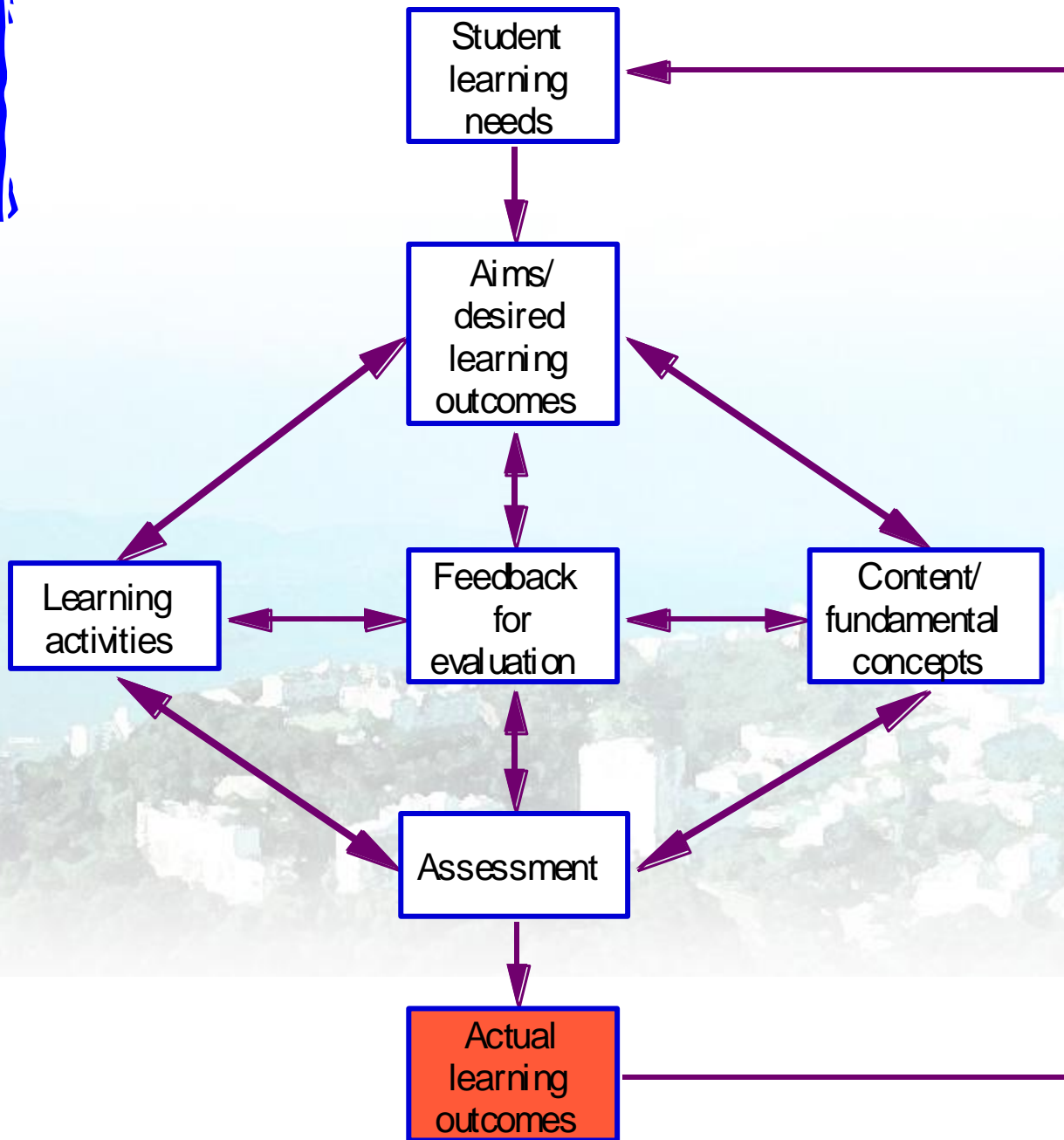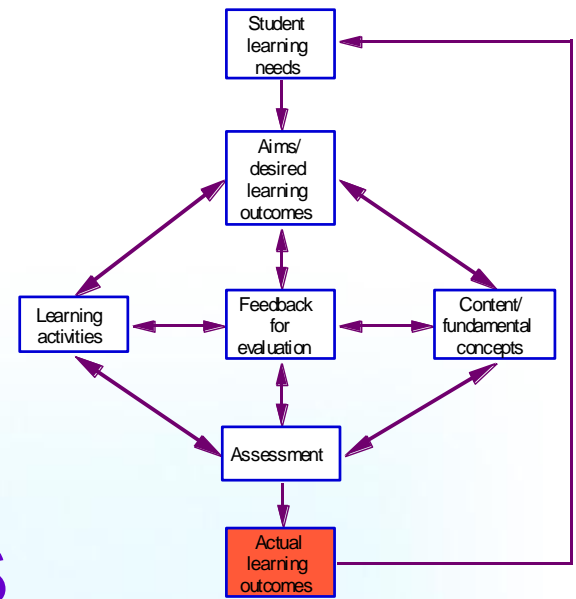
Desired   **Actual**

Learning Outcomes
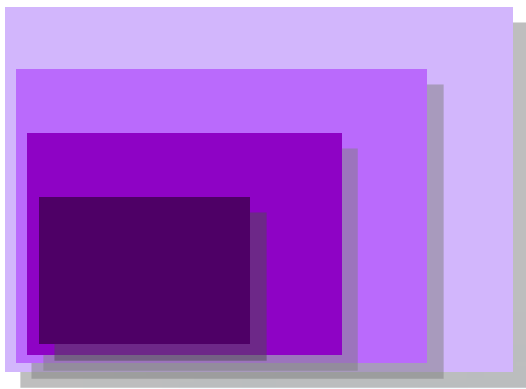
How do we get evidence at each level?

(Evaluation is crucial)

- Programme outcomes
  – Surveys, alumni, employers

- Course outcomes

  http://www.cuhk.edu.hk/clear/services/course_plan.htm
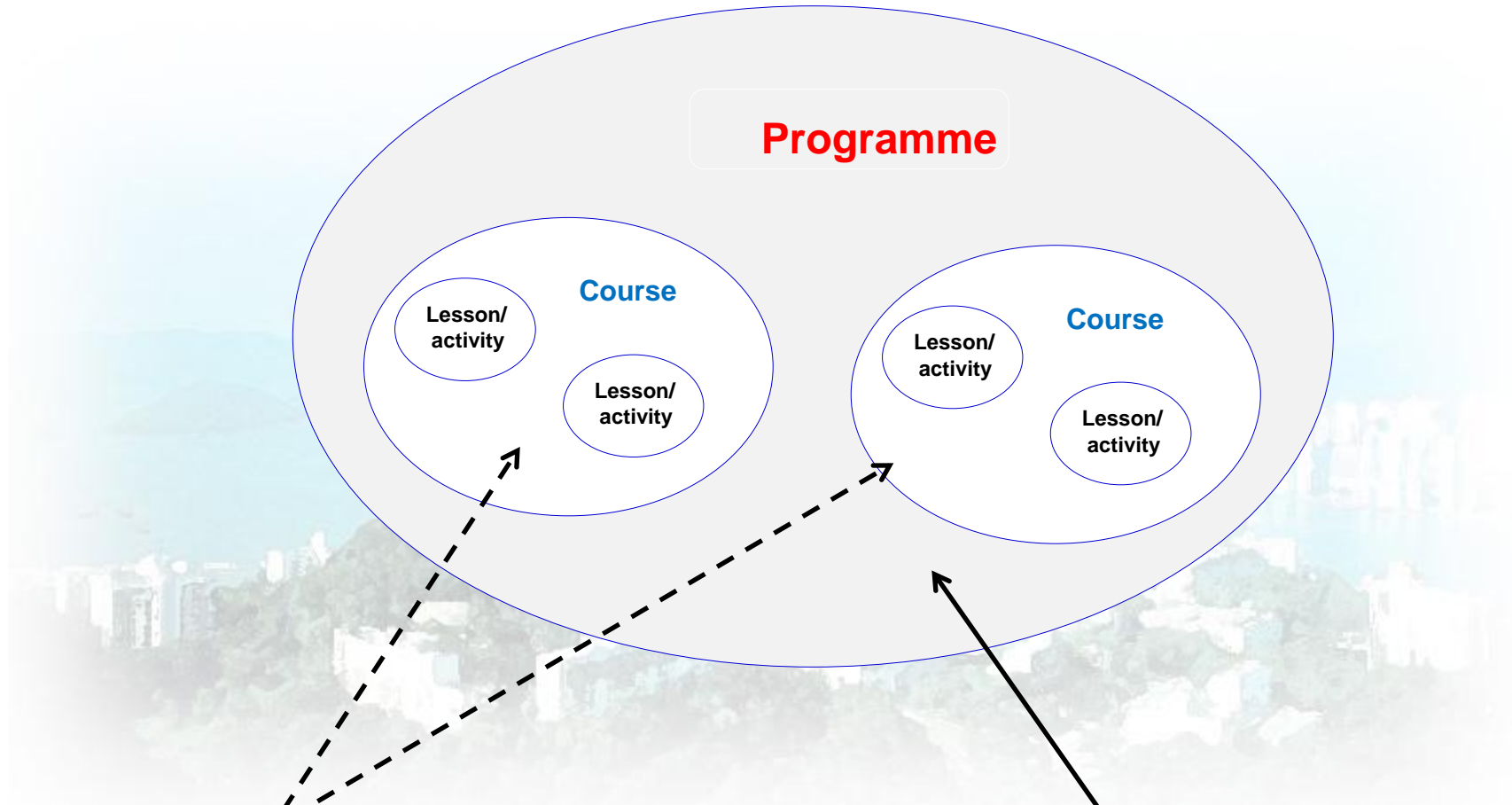
How do we engage programmes

using student voice

How do we engage programmes (using student voice)?
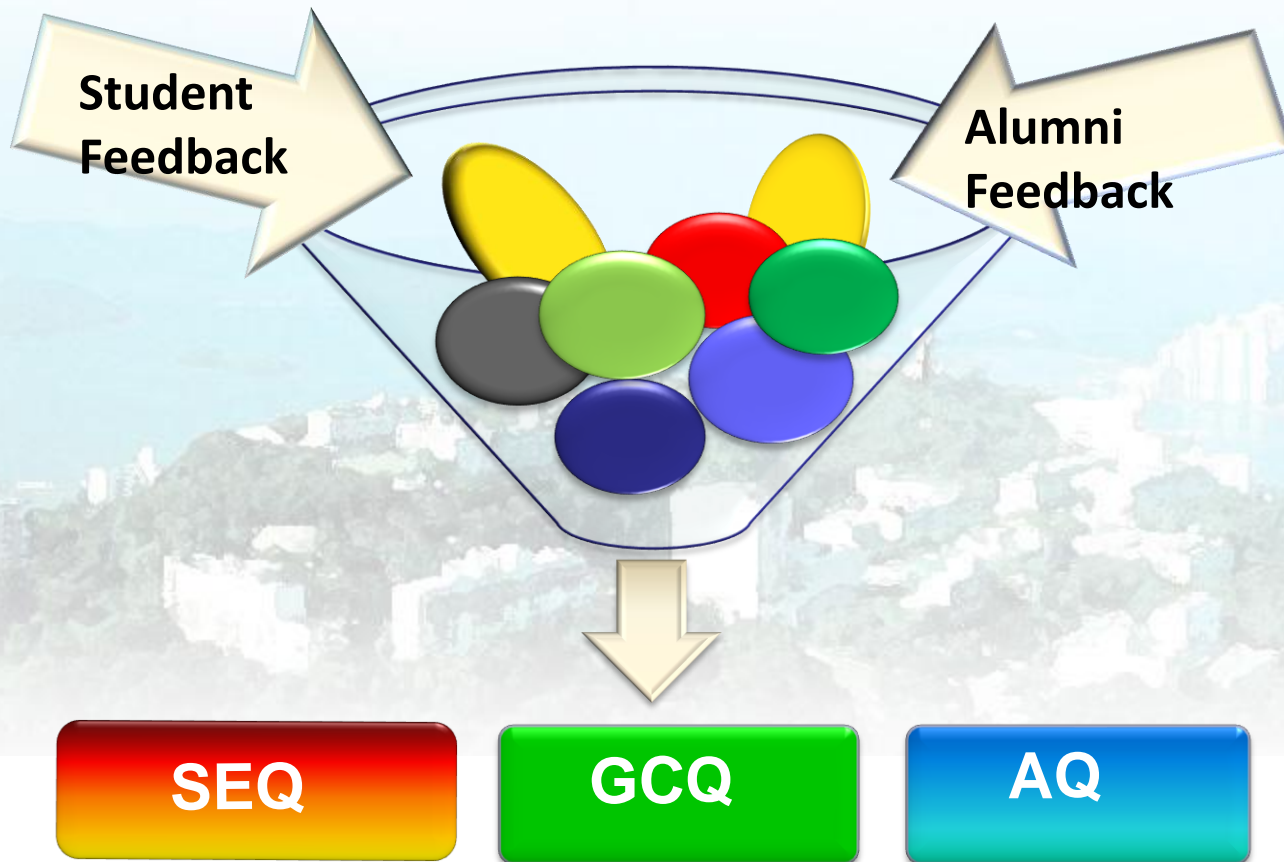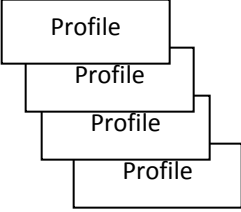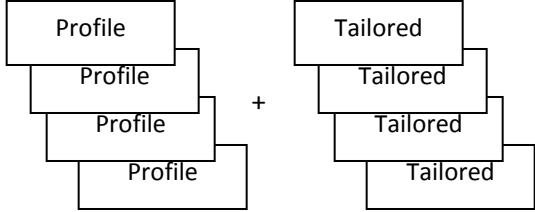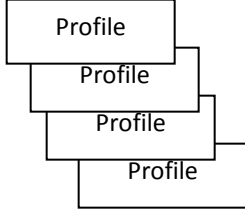
Longitudinal data collection on students' feedback

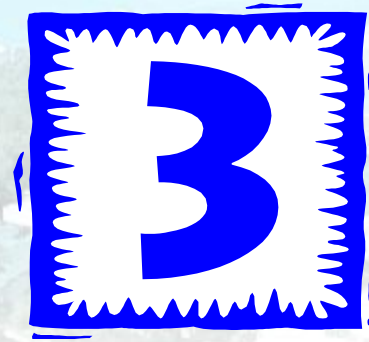| 1st data collection	2nd data collection	3rd data collection	4th data collection
SEQ (Apr)	**SEQ** (Apr)	**GCQ** (Jun)	**AQ** (Nov)

First Year

Final Year

One year post-graduation

Five years post-graduation
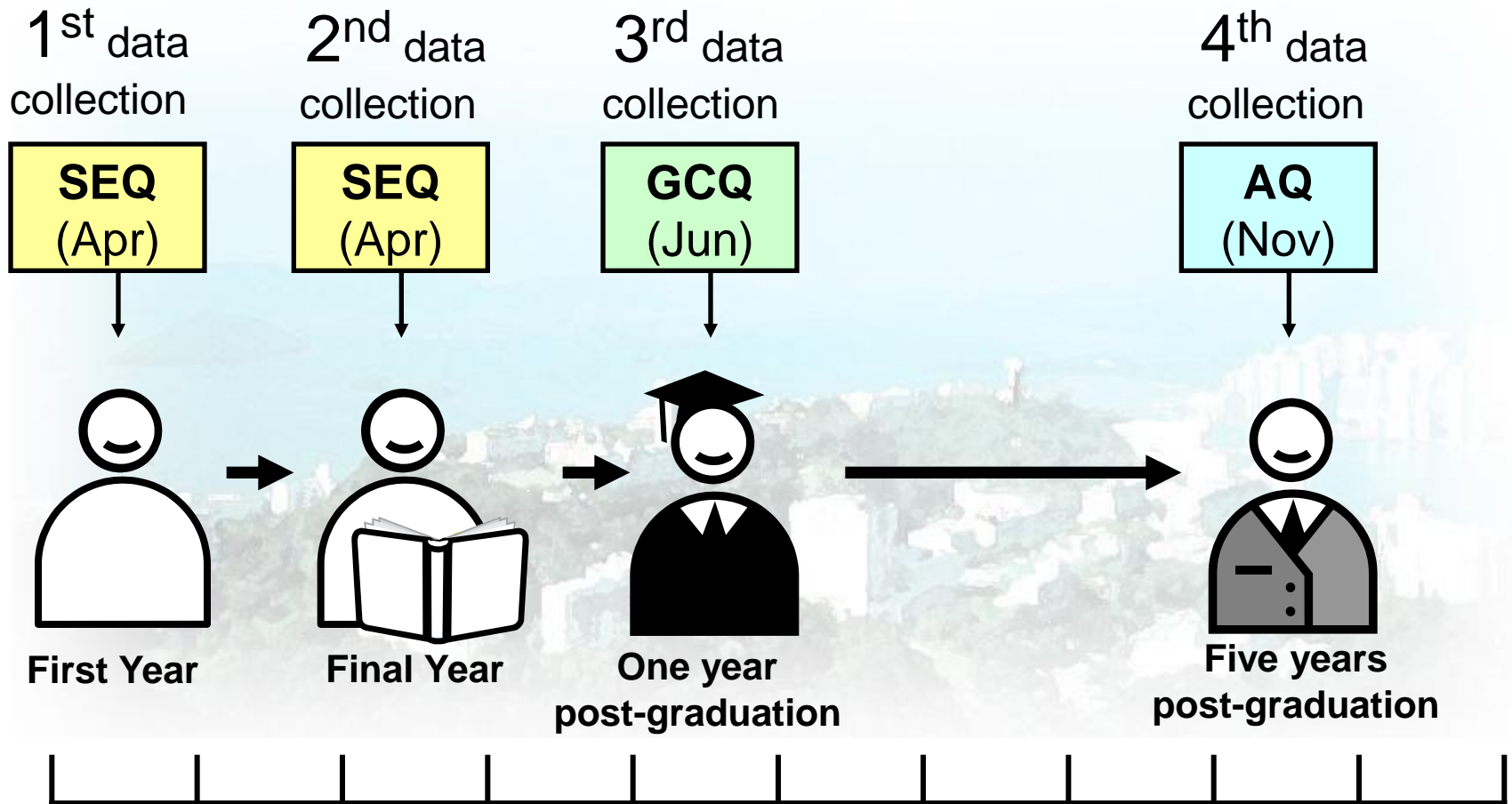
Student feedback - sources

Student Feedback

Alumni Feedback

SEQ (51 programmes)

| Profile |
| Profile |
| Profile |
| Profile |

GCQ (48 programmes)

| Profile |
| Profile |
| Profile |
| Profile |

+

| Tailored |
| Tailored |
| Tailored |
| Tailored |

AQ (46 programmes)

| Profile |
| Profile |
| Profile |
| Profile |

Students voice

Graduates voice

Alumni voice

Student feedback - categories

Student Feedback → **Alumni Feedback**

SEQ | **GCQ** | **AQ**

Development of capabilities

		Year 2009		Year 2008		Year 2009
	Strongly agree ■ Agree ■ Neutral □	Prog. Mean n=68	Uni. Mean N=51 (n=1560)	Prog. Mean n=17	Uni. Mean N=43 (n=1345)	z-score (differs from Uni. Mean)
Critical thinking		3.65	3.85	3.91	3.91	
Creative thinking		3.59	3.69	3.29	3.72	
Self-managed learning		3.80	3.82	3.50	3.78	
Adaptability		3.74	3.92	3.76	3.86	
Problem solving		3.74	3.78	3.62	3.67	
Communication Skills		3.74	3.65	3.59	3.52	
Interpersonal skills and groupwork		3.65	3.65	3.41	3.57	
Computer literacy		3.87	3.74	3.91	3.68	

Teaching and learning environment

		Year 2009		Year 2008		Year 2009
	Strongly agree ■ Agree ■ Neutral □	Prog. Mean n=57	Uni. Mean N=49 (n=1153)	Prog. Mean n=7	Uni. Mean N=46 (n=1126)	z-score (differs from Uni. Mean)
Active learning		3.20	3.50	3.57	3.42	
Teaching for understanding		3.45	3.71	3.71	3.67	
Feedback to assist learning		3.60	3.60	3.86	3.61	
Assessment		3.59	3.63	3.81	3.57	
Relationship between teachers and students		3.45	3.76	4.14	3.74	
Workload		2.63	3.16	3.50	3.12	
Relationship with other students		3.48	3.59	3.43	3.59	
Cooperative learning		3.39	3.56	3.57	3.51	
Coherence of curriculum		3.20	3.45	4.14	3.40	

Schematic evaluation feedback process

Evaluation data (SEQ)

Graduate capabilities

T & L environment

effect

Shared conversations

Discuss issues & devise possible intervention strategies

Graduate

Workplace

Post graduate studies
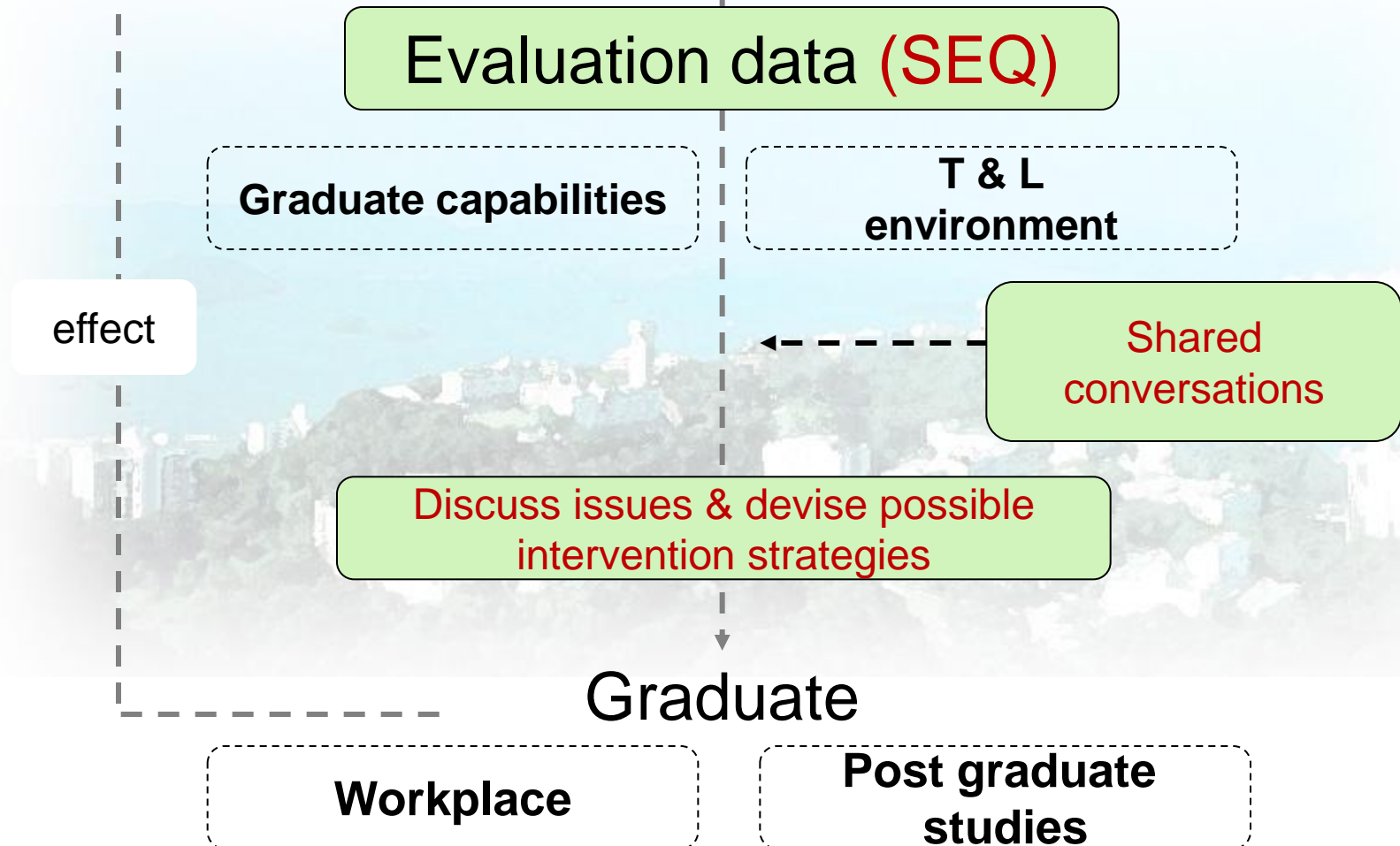
Illustrative SEQ (`09 & `08)

Development of capabilities

First Year

Final Year

C - Note a strong deterioration across all items between Yr 1 and Yr final

Illustrative SEQ (`09 & `08)

Teaching & Learning environment

First Year

Final Year

Teaching and learning environment (First Year)

	Year 2009 Prog. Mean n=68	Year 2009 Uni. Mean N=51 (n=1560)	Year 2008 Prog. Mean n=17	Year 2008 Uni. Mean N=43 (n=1345)
Active learning	3.51	3.57	3.12	3.46
Teaching for understanding	3.65	3.75	3.21	3.67
Feedback to assist learning	3.51	3.61	3.38	3.59
Assessment	3.66	3.66	3.22	3.65
Relationship between teachers and students	3.61	3.79	3.44	3.74
Workload	2.99	3.07	3.00	2.99
Relationship with other students	3.36	3.57	3.62	3.55
Cooperative learning	3.55	3.57	3.41	3.55
Coherence of curriculum	3.53	3.57	3.41	3.53

Teaching and learning environment (Final Year)

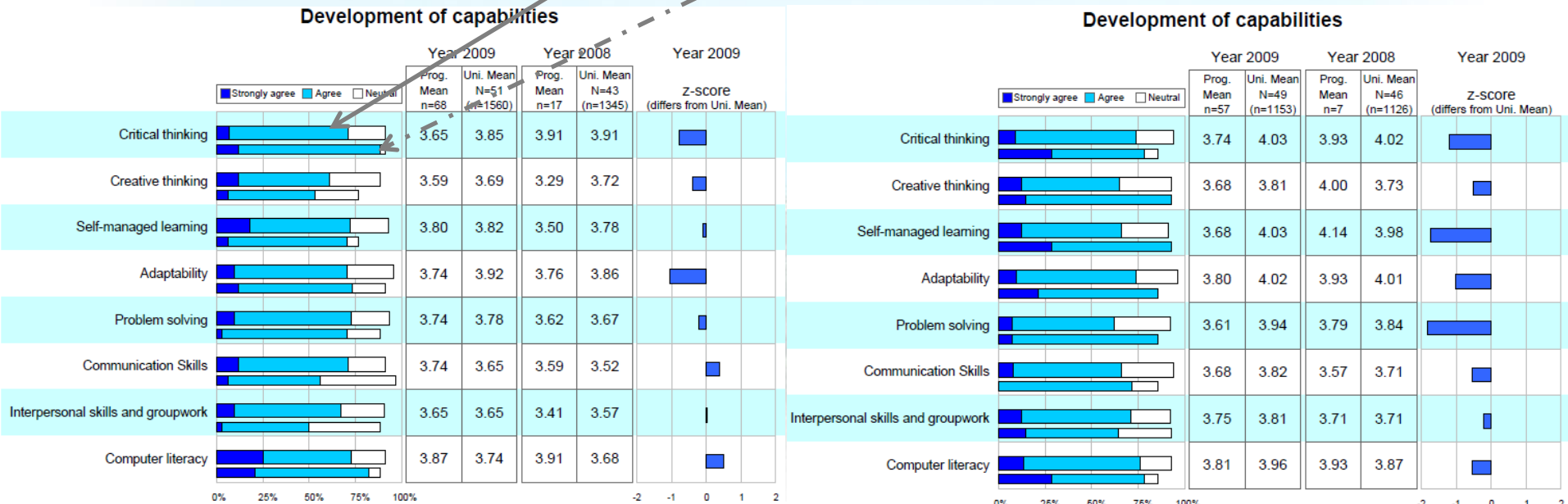|	Year 2009 Prog. Mean n=57	Year 2009 Uni. Mean N=49 (n=1153)	Year 2008 Prog. Mean n=7	Year 2008 Uni. Mean N=46 (n=1126)
Active learning	3.20	3.50	3.57	3.42
Teaching for understanding	3.45	3.71	3.71	3.67
Feedback to assist learning	3.60	3.60	3.86	3.61
Assessment	3.59	3.63	3.81	3.57
Relationship between teachers and students	3.45	3.76	4.14	3.74
Workload	2.63	3.16	3.50	3.12
Relationship with other students	3.48	3.59	3.43	3.59
Cooperative learning	3.39	3.56	3.57	3.51
Coherence of curriculum	3.20	3.45	4.14	3.40

C - Similar deterioration across many items between Yr 1 and Yr final; key issues in active learning, workload, relationship b/w teacher & students

How has the data been used to improve

Illustrative programme(J)

Final Year

Development of capabilities

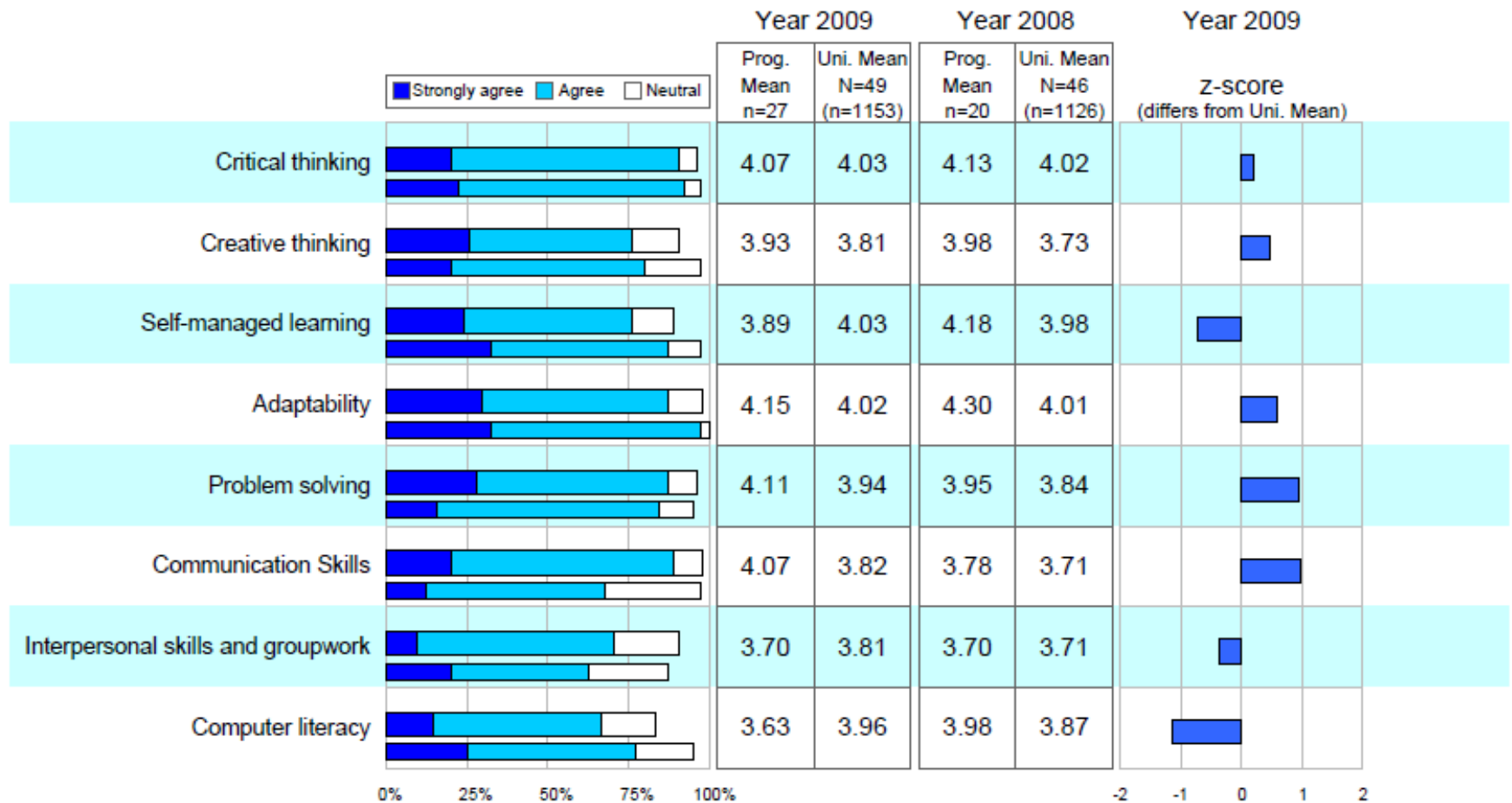|	Year 2009		Year 2008		Year 2009
	Prog. Mean n=27	Uni. Mean N=49 (n=1153)	Prog. Mean n=20	Uni. Mean N=46 (n=1126)	z-score (differs from Uni. Mean)
Critical thinking	4.07	4.03	4.13	4.02	
Creative thinking	3.93	3.81	3.98	3.73	
Self-managed learning	3.89	4.03	4.18	3.98	
Adaptability	4.15	4.02	4.30	4.01	
Problem solving	4.11	3.94	3.95	3.84	
Communication Skills	4.07	3.82	3.78	3.71	
Interpersonal skills and groupwork	3.70	3.81	3.70	3.71	
Computer literacy	3.63	3.96	3.98	3.87	

Strongly agree ■ Agree ■ Neutral □

3.1 Examples of programme interventions

Process

- Run once per year
- Post SEQ results
or
As requested (pre strategy planning

Data sources

SEQ +
Other information
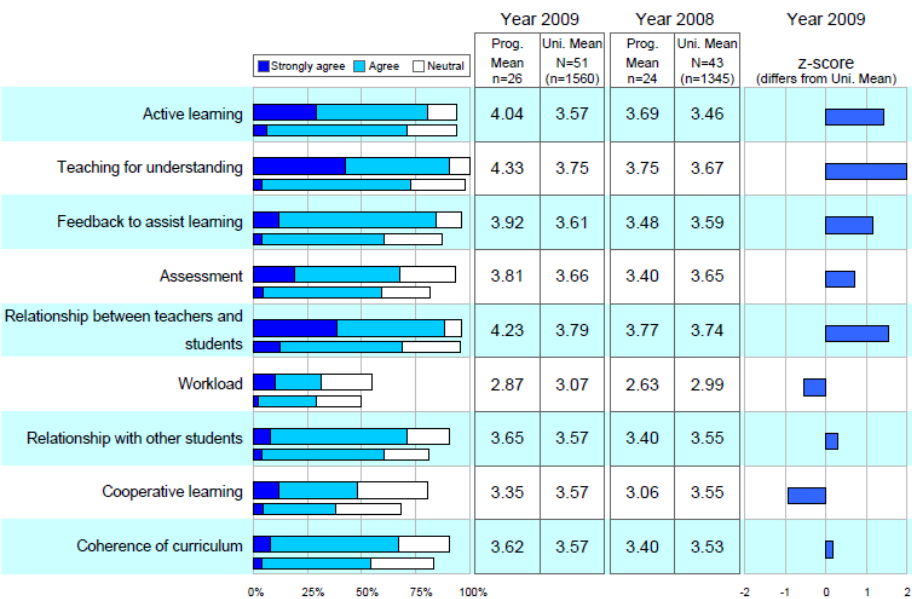Programme review
Focus group(s)
Transfer

Conversations

Student directed
small group exercises on web
Mutual confidence
Collegial
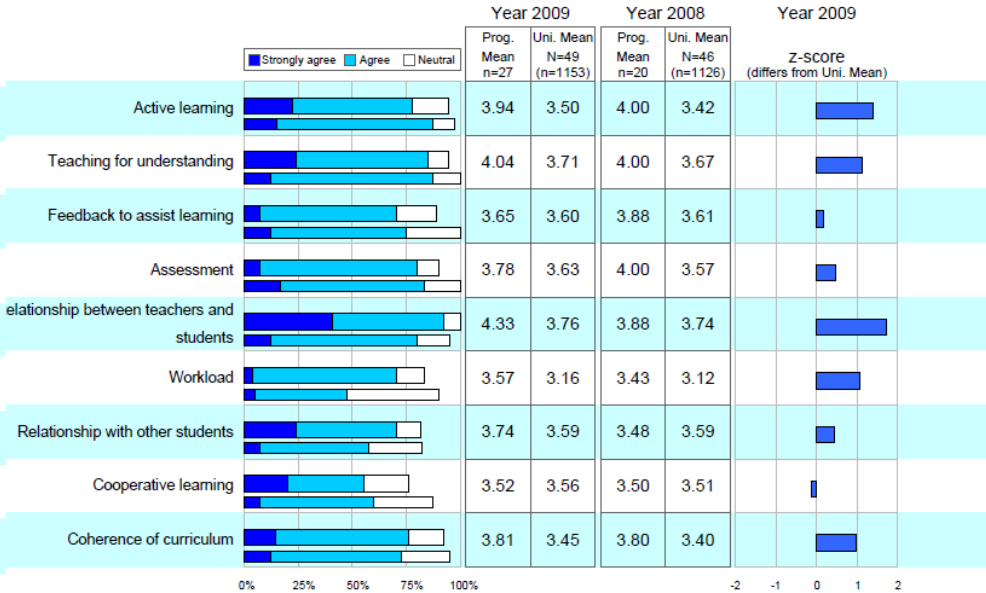On-going…

Teaching & Learning environment

First Year

Final Year

Teaching and learning environment (First Year)

| | Year 2009 | | Year 2008 | | Year 2009 |
	Prog. Mean n=26	Uni. Mean N=51 (n=1560)	Prog. Mean n=24	Uni. Mean N=43 (n=1345)	z-score (differs from Uni. Mean)
Active learning	4.04	3.57	3.69	3.46	
Teaching for understanding	4.33	3.75	3.75	3.67	
Feedback to assist learning	3.92	3.61	3.48	3.59	
Assessment	3.81	3.66	3.40	3.65	
Relationship between teachers and students	4.23	3.79	3.77	3.74	
Workload	2.87	3.07	2.63	2.99	
Relationship with other students	3.65	3.57	3.40	3.55	
Cooperative learning	3.35	3.57	3.06	3.55	
Coherence of curriculum	3.62	3.57	3.40	3.53	

Teaching and learning environment (Final Year)

| | Year 2009 | | Year 2008 | | Year 2009 |
	Prog. Mean n=27	Uni. Mean N=49 (n=1153)	Prog. Mean n=20	Uni. Mean N=46 (n=1126)	z-score (differs from Uni. Mean)
Active learning	3.94	3.50	4.00	3.42	
Teaching for understanding	4.04	3.71	4.00	3.67	
Feedback to assist learning	3.65	3.60	3.88	3.61	
Assessment	3.78	3.63	4.00	3.57	
Relationship between teachers and students	4.33	3.76	3.88	3.74	
Workload	3.57	3.16	3.43	3.12	
Relationship with other students	3.74	3.59	3.48	3.59	
Cooperative learning	3.52	3.56	3.50	3.51	
Coherence of curriculum	3.81	3.45	3.80	3.40	

Very positive and consistent; We discuss Yr 1 concern with cooperative learning + aware that Yr 2 are overseas on exchange and somewhat isolated….; trigger for an eLearning strategy to connect Yr 1 and 2, with subsequent changes in pedagogy.

3.2 Examples of programme interventions

Process

- On request

Data sources

SEQ +
Transfer

Year 1- final
Similar positive experiences

Bring student body closer
- blog for Yr 2, and
Language immersion for Yr 1 on web
Leverage off another programme for
eLearning strategy

3.3 Future curriculum design

Capstone project

Data source
Literature
Alumni & Final Year Student

Process
UGC funded APC project

Preliminary Insights on Alumni Feedback

Lack of emphasis on Interpersonal Skills

Expect FYP to be coherent with previous course work

Suggestions:

- Internships

- Group-based project

Course design:

- synthesize & **integrate** previous work

A capstone course
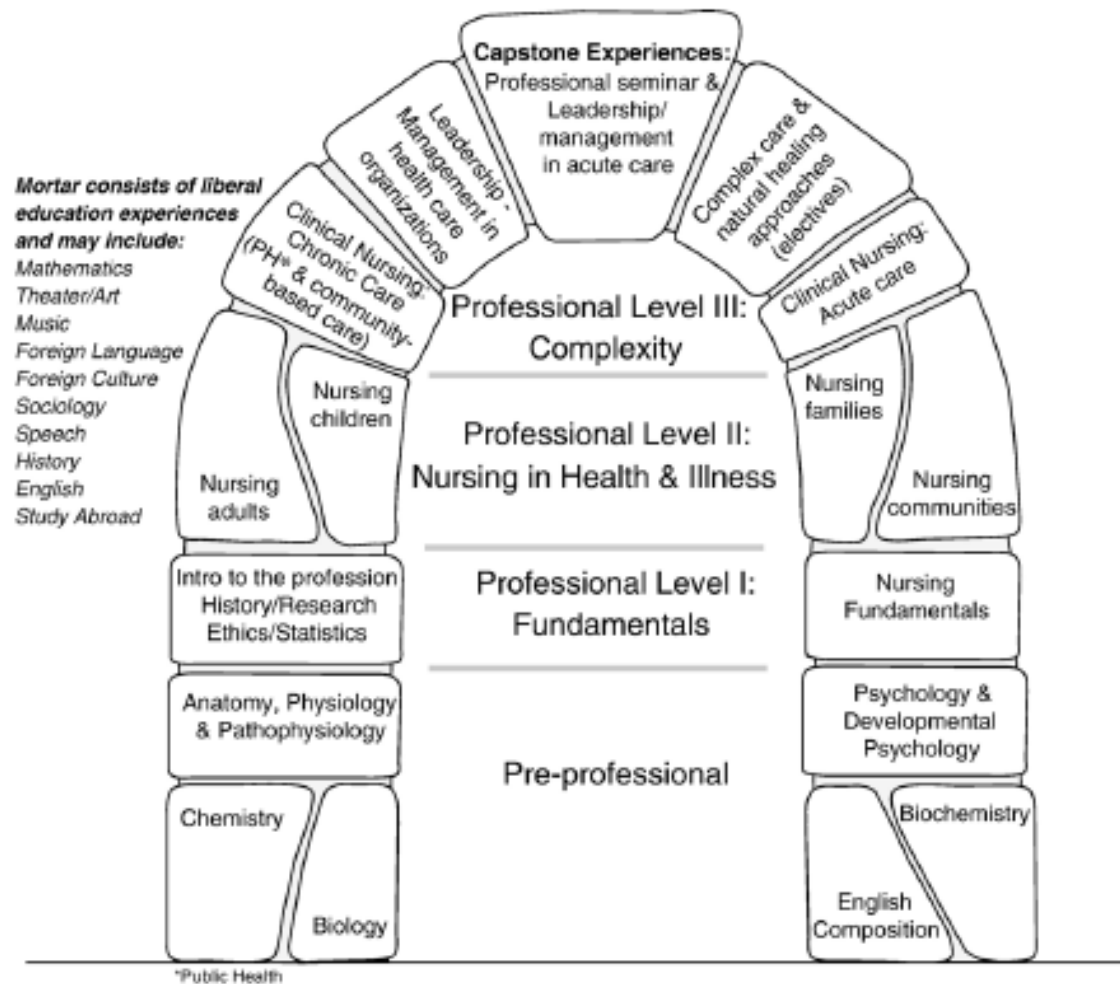
Figure 1. A case example of nursing education strengthened by a capstone experience in a liberal arts context.

S. A. Schroetter, M. C. Wendler (2008) Capstone Experience: Analysis of an Educational Concept for Nursing. *Journal of Professional Nursing*, Volume 24, Issue 2, Pp 71-79

Capstone course components

Integration

Reflection
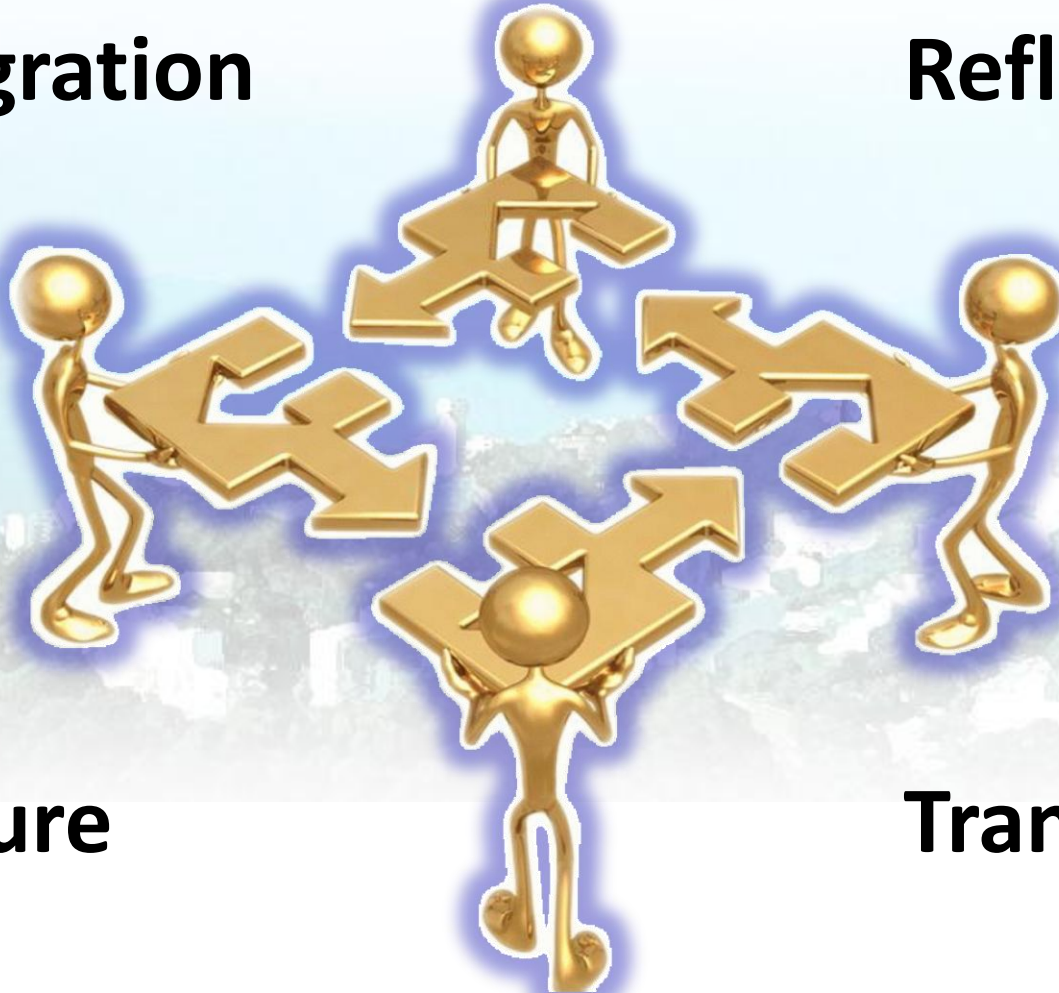
Closure

Transition

What is a Capstone Course?

- **Culminating experience** (across curriculum & co-curriculum) of overall university life - closure

- Encourage students to **synthesize** knowledge and skills (within) the programme experience - integration

- **Review student development** at the highest level achieved before graduation - reflection

- Facilitate **transition from undergraduate studies to postgraduate life (work / further studies) -** transition

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Indicative course design
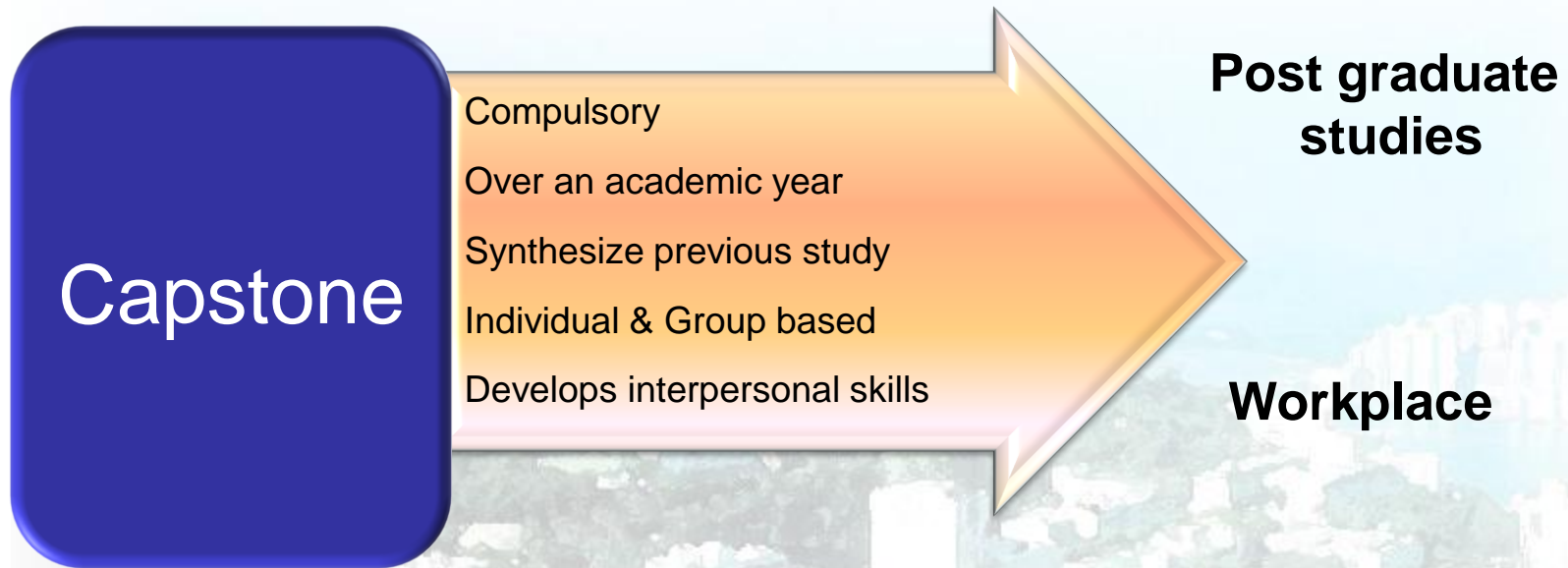
Capstone

- Compulsory
- Over an academic year
- Synthesize previous study
- Individual & Group based
- Develops interpersonal skills

Post graduate studies

Workplace

Illustrative activities:

Thesis, Research Project, Internship, Clerkship, Practicum

Looking ahead – curriculum challenges

1. Assessment (exams) – "Students like this…."

…..but do exams support learning

2. Content and active learning

Latter takes time and there is too much to cover
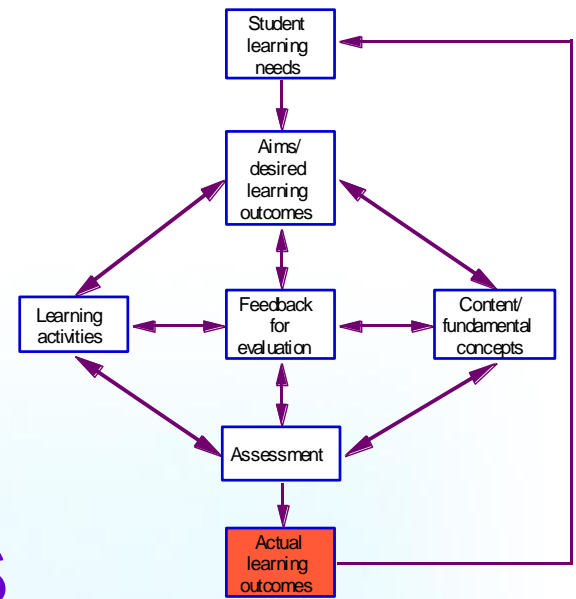
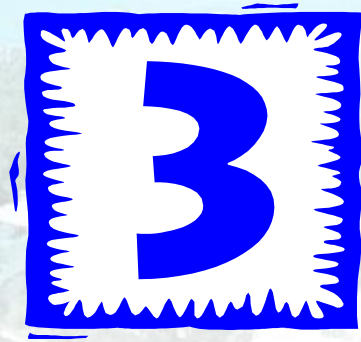## 3. Low response rates

Students being over-surveyed

Low buy-in

Risk of reduced confidence in data

Need to build a QA culture

evaluation links

1 and **3**

Desired   **Actual**
Learning Outcomes

Student learning needs → Aims/desired learning outcomes → Learning activities → Feedback for evaluation → Content/fundamental concepts → Assessment → Actual learning outcomes

Thank you

What **capabilities** do **future** graduates need and how should we **evaluate** their achievement?

The Chinese University of Hong Kong
http://www.cuhk.edu.hk
http://www.cuhk.edu.hk/clear/

Thank you!