OBA@CUHK

Using evaluation data to inform curriculum planning

Keith Thomas
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

Content/ fundamental concepts

Feedback for evaluation

Assessment

Actual learning outcomes

Learning activities
evaluation links

Desired Learning Outcomes

and

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
Course level Questionnaires

Programme level questionnaires
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
SEQ (Apr)

2nd data collection
SEQ (Apr)

3rd data collection
GCQ (Jun)

4th data collection
AQ (Nov)

First Year → Final Year → One year post-graduation → Five years post-graduation
Student feedback - sources

SEQ (51 programmes)
- Profile
- Profile
- Profile
- Profile

GCQ (48 programmes)
- Profile
- Profile
- Profile
- Tailored
- Tailored
- Tailored

AQ (46 programmes)
- Profile
- Profile
- Profile

Students' voice
Graduates' voice
Alumni voice
Student feedback - categories

Student Feedback

Alumni Feedback

Development of capabilities

SEQ

GCQ

AQ

Teaching and learning environment

Critical thinking

Creative thinking

Self-managed learning

Adaptability

Problem solving

Communication Skills

Interpersonal skills and groupwork

Computer literacy

Year 2009

Year 2008

Year 2009

Prog. Mean

n=57

Uni. Mean

N=155

n=155

Z-Score (differs from Uni. Mean)

Active learning

Teaching for understanding

Feedback to assist learning

Assessment

Relationship between teachers and students

Workload

Relationship with other students

Cooperative learning

Coherence of curriculum

Prog. Mean
n=51

Uni. Mean
N=150

n=150

3.65 3.69 3.91 3.91

3.59 3.59 3.29 3.72

3.80 3.32 3.50 3.76

3.74 3.92 3.76 3.86

3.74 3.78 3.62 3.67

3.74 3.65 3.59 3.52

3.65 3.65 3.41 3.57

3.87 3.74 3.91 3.68

3.20 3.50 3.57 3.42

3.45 3.71 3.71 3.67

3.60 3.60 3.86 3.61

3.59 3.63 3.81 3.57

3.45 3.76 4.14 3.74

2.63 3.16 3.50 3.12

3.48 3.59 3.45 3.59

3.39 3.56 3.57 3.51

3.20 3.45 4.14 3.40

3.60 3.60 3.86 3.61

3.59 3.63 3.81 3.57

3.45 3.76 4.14 3.74

2.63 3.16 3.50 3.12

3.48 3.59 3.45 3.59

3.39 3.56 3.57 3.51

3.20 3.45 4.14 3.40
Schematic evaluation feedback process

Evaluation data (SEQ)

Graduate capabilities

T & L environment

Shared conversations

Discuss issues & devise possible intervention strategies

Graduate

Workplace

Post graduate studies

effect
C - Note a strong deterioration across all items between Yr 1 and Yr final
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)
### Development of capabilities

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<th>Year 2008</th>
<th>Year 2009 (differs from Uni. Mean)</th>
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**Final Year**
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…
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

Suggestions:
- Internships
- Group-based project

Expect FYP to be coherent with previous course work

Course design:
- synthesize & integrate previous work
A capstone course

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
Indicative course design

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

Illustrative activities:
- Thesis
- Research Project
- Internship
- Clerkship
- Practicum

Post graduate studies
Workplace
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

Desired Learning Outcomes

and

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!