Trends and Insights from Analyzing Program Review Self-Study Documents

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Why embark on this project?

- 5 years since the initiation of the IQAP (QUQAP)
- If you invest resources, you have an obligation to evaluate the impact
- How have changes to the self-study template and support structures lead to enhancement of student learning
- Findings will inform changes to the QA process and institutional strategic planning

Types of QA support currently offered

- Start 2 years in advance
- Individual unit orientation sessions
- Fall sessions on learning outcomes
- Winter sessions on curriculum mapping and data visualization
- Spring informal conversations
- Progress-check meetings with Heads
- Print and web-based resources
- Support units: library, institutional planning, equity office
- Curriculum retreats
- Self-studies reviewed for feedback

What types of support do you offer for Quality Assurance at your institution?

Longitudinal project

Phase 1:
Baseline Data Collection
Proof of Concept

Phase 2:
Extending Reach Internal
Stakeholder Engagement

Phase 3:
Extending Reach External

How is the implementation of IQAP progressing across the institution?

Archival Analysis of Self-Studies

How has the IQAP process impacted all levels of the institution?

Outcome Harvesting
Questionnaires
Focus Groups

Repeat Phase 1 and 2 with participating institutions

Phase 1: Methodological approach

Archival Analysis

- 39 self-studies
- Constructivist grounded theory
- Master codebook based on inter-rater reliability

Write on a post-it note some trends that you anticipate from analyzing your institutional self-studies.

Areas of focus include:

- Curriculum exemplars
- Data Collection & Integration
- Curriculum Alignment
- Resources: Faculty, Facility, Finance
- Program Opportunities
- Approaches to QA: Demonstrating, Defending, Enhancing Quality

Curriculum exemplars

- Internships
- Practicums
- Community service learning
- Case studies
- Inquiry-based learning
- Performance as research
- Role playing
- Studio-based learning
- Design charrettes
- Photo montages
- 2-stage exams
- Amazing race

Data collection means within self-studies

- 59% Institutional Research Office data
- 38% designed their own means for data collection

Data collection within self-studies

- Only 7 units meaningfully integrate data and discuss next steps based on that information

"Numerous changes to enhance the student experience with the programme have incurred as a result of these discussions, including reorganisation of the core courses; the introduction of a stand-alone professional seminar and fieldwork courses; more focused training of MA students as TAs; and a separate careers seminar towards the end of the year"

Alumni data

- 72% have no means to collect graduate information or their current methods of tracking their graduates are ineffective.

"The self-study process has identified the collection of such data as a major departmental shortcoming"

"A global problem at Queen's—not only to those students graduating from [our program]"

Curriculum mapping findings

- 21% indicated the curriculum mapping endeavor held promise for enhancement

- Little to no difference in the articulation of learning outcomes through the years, however scaffolded and versatile assessment strategies

- “The self-study has made the department very aware of the need for a greater and more precise articulation of learning outcomes and degree level expectations. The department should perhaps set out in more concrete terms what is expected from the students and focus more on how the courses are taught and the students assessed in order that they meet those expectations”

- “Explicitly thinking of how our courses promote the degree level expectations, particularly the development of skills in research, writing, and analytical thinking, has led to a desire to organize our program more consciously, with a view to attaining these outcomes”

- “We draw on the expertise of the Centre for Teaching and Learning (CTL) to encourage faculty members to participate in workshops, information sessions, or retreats addressing articulation of course learning outcomes”

Resource implications

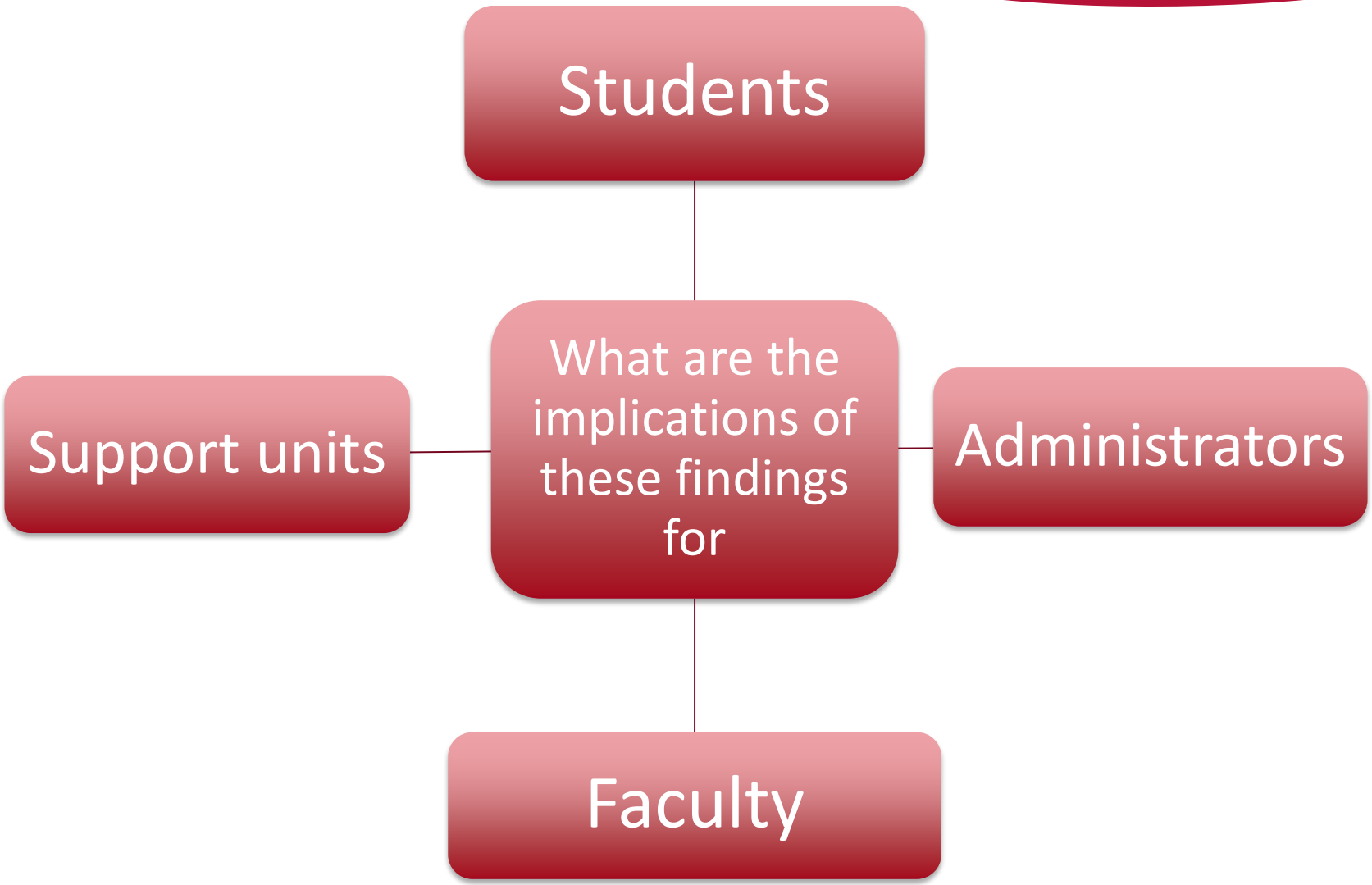
- 70% report lack of faculty as a major challenge
- 43% report facing space issues in terms of both quality and quantity
- Financial sustainability

Program opportunities

- Collaborations: internal and external
  - 50% noted as an area of opportunity

- Curricular reform
  - 43% foresee opportunities in restructuring their curriculum
  - New modules/courses/programs
  - Revisiting comprehensive exams at the doctoral level
  - Create or restructure the curriculum committee
  - Align their offerings with student needs
  - Introduce capstone experiences
  - Expand the instructional methods and modes of delivery
  - Better preparation needed for TAs

- Better career guidance for students at all levels


Students
What are the implications of these findings for
Support units
Administrators
Faculty

Phase 2: Next Steps

- Outcome Harvesting (Wilson-Grau & Britt, 2012)
  - What has changed?
  - Factors contributing to it?
  - Why is this important?
  - What do we do with the findings?

- Interviews and Focus Groups