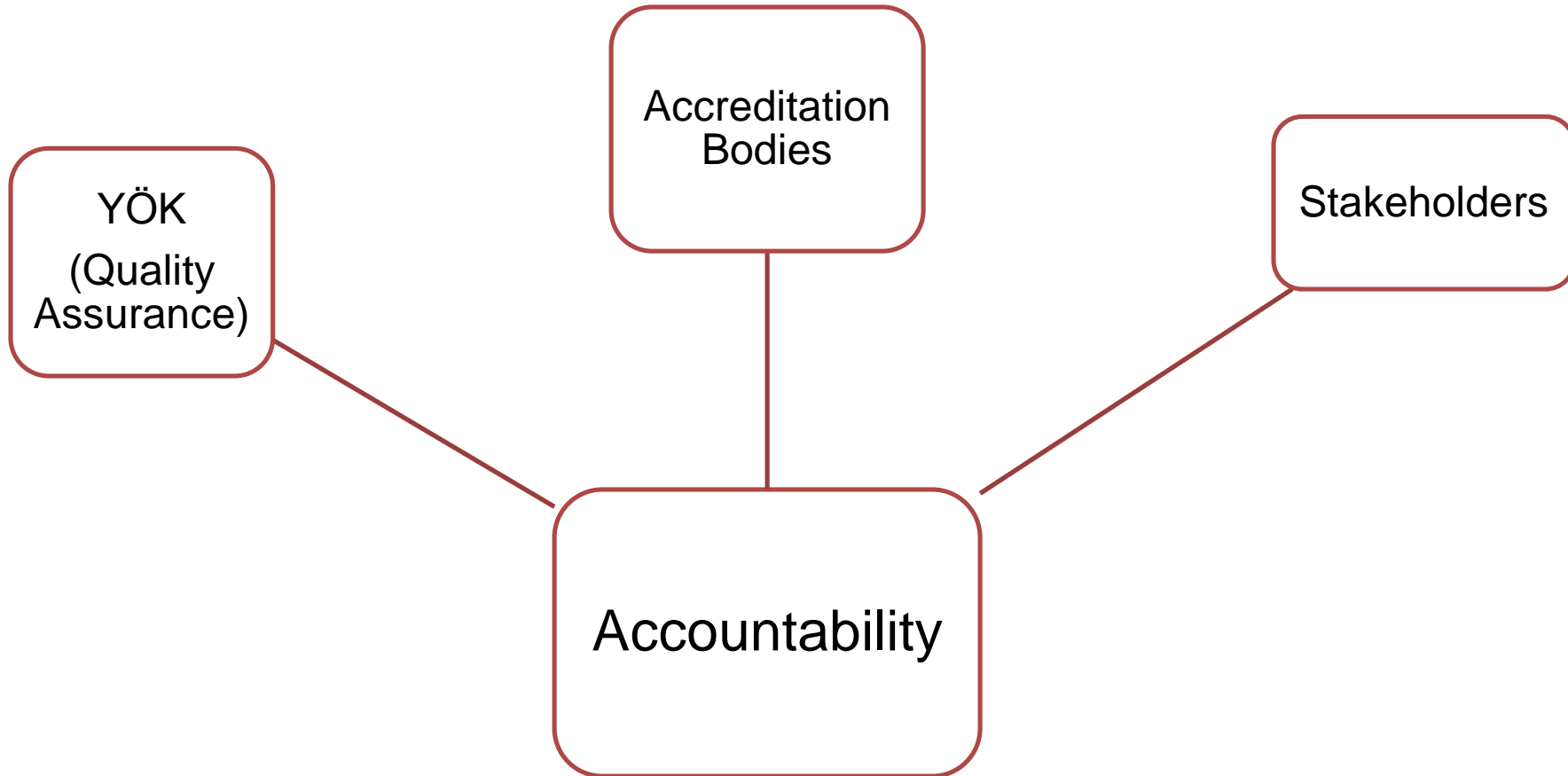




**KOÇ  
UNIVERSITY**

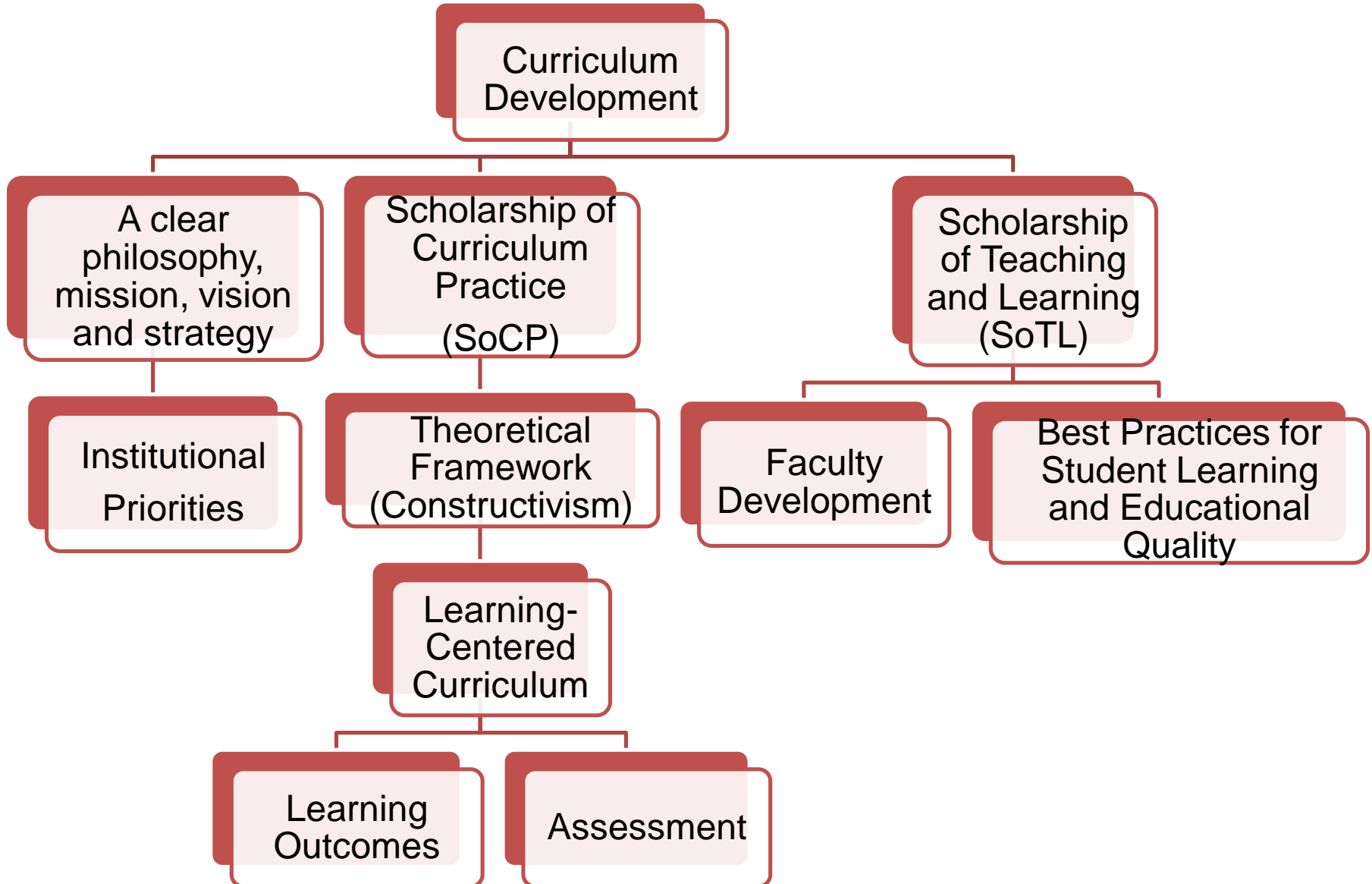


# The reason for Continuous Curriculum Development and Evaluation





# Curriculum Development





# A Proposed Model for Curriculum Development and Evaluation at Koç University

## Curriculum Development & Evaluation

### 1. Curriculum Assessment

Identify stakeholders  
(faculty, students, alumni,  
etc.)

Collect data (surveys,  
interviews, focus groups,  
SWOT analysis, etc.)

Analyze data

Report and discuss  
results to make an  
improvement plan

### 2. Curriculum Design (Based on Improvement Plan)

Re/Identify Program-Wise  
Goals

Describe your ideal  
graduates

Re/Identify Program  
Learning Outcomes

Describe what you expect  
your students to know  
and to be able to do

Identify the Focus and  
Expected Learning  
Experiences

Determine the program  
content and pedagogies

### 3. Curriculum Mapping

Create Curriculum  
Mapping Matrix

Identify where outcomes  
are covered (at what level)

Determine how you  
assess the achievement  
of learning outcomes

### 4. Reiterate the Process (3-5 years)

Report the process to  
identify strengths and  
weaknesses



# 1. Curriculum Assessment

- **Who are our stakeholders?**
- **Who will be involved in the assessment process?**
- **What assessment methods will be used?**
- **What about using a common survey (e.g. National Survey of Student Engagement in the U.S.) to show the quality of undergraduate education at Koç University?**
- **What are the strengths and weaknesses of the program?**



## 2. Curriculum Design

Program-Wise Goals	Description
1.	
2.	
3.	
4.	
5.	

Program Learning Outcomes
1.
2.
3.
4.
5.
6.
7.



# A sample from Kelley School of Business (Indiana University)

<b>Program-Wise Goals</b>	<b>Description</b>
1. An integrated point of view	Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.
2. Ethical Reasoning	Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.
3. Critical Thinking and Decision Making in Business	Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.
4. Communication and Leadership	Communicate effectively in a wide variety of business settings employing multiple media of communications.
5. Quantitative Analysis and Modeling	Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.
6. Team Membership & Inclusiveness	Collaborate productively with others, functioning effectively as both members and leaders of teams.



# A sample from Kelley School of Business (Indiana University)

<b>Program Goals</b>	<b>Program Learning Outcomes</b>
An integrated point of view	<p>SLO 1.1: Identify the relationships between two or more business functions; explain how actions in one functional area affect other functional areas.</p> <p>SLO 1.2: Describe how the relationships among the functional areas relate to the goals of the organization.</p> <p>SLO 1.3: Use integrative techniques, structures, or frameworks to make business decisions.</p>
Ethical Reasoning	<p>SLO 2.1: Identify the ethical dimension(s) of a business decision.</p> <p>SLO 2.2: Recognize the tradeoffs created by application of competing ethical theories and perspectives.</p> <p>SLO 2.3: Formulate and defend a well-supported recommendation for the resolution of an ethical issue.</p>
Critical Thinking and Decision Making in Business	<p>SLO 3.1: Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives.</p> <p>SLO 3.2: Evaluate the integrity of the supporting evidence and data for a given decision.</p> <p>SLO 3.3: Analyze a given decision using critical techniques, structures, or frameworks.</p>

<http://kelley.iu.edu/ICWEB/Assurance/ProgramLearningGoals/Bloomington/page25254.html>





# Design Learning Experiences

- **What needs to be taught?**
- **What kind of improvements are needed in existing courses?**
- **What kind of courses need to be included/excluded from the program?**
- **What additional learning experiences (labs, tutorials, PS, etc.) need to be included into the program?**
- **How are the courses taught?**
- **How are the learning outcomes assessed?**



# Curriculum Mapping Matrix

Curriculum Mapping		Course A	Course B	Course C	Course D	Course E	Course F	Course G	Course H	Course I	Course J	Course K	Course L	Course M	<u>Assessment Techniques</u> How do we know that learning outcomes are achieved upon the completion of the program?
Goals	Program Learning Outcomes	I	I	R	E	R	R	I	I			E			Course A: Course B:
1.	1.														
	2.														
2.	3.														
	4.														
3.	5.														
	6.														
4.	7.														
5.	8.														

Introduce (I)  
 Reinforce (R)  
 Emphasize (E)



# Assessment Plan

Please complete this form for ONLY ONE assessment method that you will use to assess to what extent your students achieve program SLOs?

Course	
Semester	

Program Goal Assessed	
SLOs Assessed	

## Assessment Methods

<input type="checkbox"/> Quiz	<input type="checkbox"/> Paper	<input type="checkbox"/> In-class Activities	<input type="checkbox"/> Performance	Other (Please specify:
<input type="checkbox"/> Mid-term exam	<input type="checkbox"/> Project	<input type="checkbox"/> Group work	<input type="checkbox"/> Discussion	
<input type="checkbox"/> Final	<input type="checkbox"/> Presentation	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Assignments	

## Short write description of Exceptional, Acceptable, and Unacceptable Work

Exceptional work:
Acceptable work:
Unacceptable work:

What are the strengths and weaknesses of students with respect to this assessment?



# Guidelines for Program Coordinators

## Writing program-wise goals

- Organize an informal meeting **with faculty** to identify program goals.
- Use **nouns or noun phrases** that describe knowledge, skills or attitudes that students will have upon completing the program (Think of goals that are at the core of your program).
- Integrate **skills and competencies** that students need in the future.
- Write **no fewer than 4**, no more than 8-10 goals\*.
- Write a **short and simple description** of each goal's meaning.

## Writing program learning outcomes

- Think of what students need to **know**, do or show **to be able to** achieve each program goals.
- Turn them into verbal statements that are **clear, measurable, directly observable** and **comprehensive**.
- Refer to Bloom's **Revised Taxonomy of Educational Objectives** for writing learning outcomes.

## Creating Curriculum Mapping

- Bring your **goals and program learning outcomes** together.
- Think of how each course in your program are associated with a particular SLO.
- Ask instructors to provide **evidence of student learning** associated with a particular SLO (What assessment techniques are used in each course that provide evidence for the achievement of program learning outcomes? What are the evidences of success? What do they look like?)
- Give a standard **assessment plan template** to each instructor to complete.
- Set a **deadline** for the submission of the assessment plans.



# Guidelines for Program Coordinators (cont'd)

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## Assessing Curriculum Mapping Matrix

- Look for courses that do not address the curriculum well
- Look for courses that claim to address too many goals or learning outcomes
- Look for goals or learning outcomes that are over-addressed



# A Proposed Model for Course Development

Identify Course Goals	Description
1.	
2.	
3.	
4.	
5.	

Identify Student Learning Outcomes (SLOs)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



# Course Development Matrix

<b>Program Goals (the ones selected in curriculum mapping table)</b>	<b>Program SLOs (the ones selected in curriculum mapping table)</b>

<b>Course Goals</b>	<b>Course Learning Outcomes</b>	<b>Assessment methods</b>	<b>Content</b>	<b>Learning Activities</b>



# Backward Course Design

<b>Student Learning Outcomes (SLO)</b>	<b>Assessment Techniques</b>	<b>Content</b>	<b>Learning Activities</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			





# Guidelines for Instructors

## How to write course goals

- What are your desired results for your course?
- What are the big ideas? Not too big not too small.
- What will your students be able to know and do upon completing your course?
- Make them clear and consistent (avoid using vague language)

## How to write Student Learning Outcomes (SLOs)

- Familiarize yourself with Bloom's taxonomy or Fink's taxonomy
- Do not forget that "know" refers to acquiring knowledge from readings or lectures, but "understand" happens as a result of well-structured and well-facilitated experience

## How to determine the components and the amount of content

- What are the big ideas and core tasks that you expect your students to know?
- What are the important things that they need to know and do?
- How are they related to your SLOs?

## How to design learning activities

- What kind of activities do you integrate into your course to maximize student learning?

## How to gather evidence of the achievement of SLOs (Assessment)

- What assessment techniques will you use to assess to students' achievement of SLOs?

## How to help students produce Personal Study Plan

- How to help students work on effective teaching strategies for your course?



# References

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1. Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, Va: Association for Supervision and Curriculum Development
2. Wolf, P. & Hugher, C. J. (2007). Curriculum Development in Higher Education: Faculty-Driven Processes and Practices. *New-Directions for Teaching and Learning*, 112.
3. Kelly School of Business, Indiana University,  
<http://kelley.iu.edu/ICWEB/Assurance/page25275.html>