LEARNING AND TEACHING IMPROVEMENT CYCLE

"The place to begin is with our aim, our vision of what we seek in the lives of our young people. ... we must raise our sights." (Henry B. Eyring, Ensign, September 2004.)

1. Develop & Review Learning Outcomes
What: Knowledge or skills students should have at program or course end
Who: Dept. Chairs, IQ Committees, Faculty
How: See the Learning Outcomes Overview Tool

2. Implement
What: Teaching in a way that focuses on what students will do and experience in order to achieve desired Course & Program Learning Outcomes
Who: Faculty
How: Encourage faculty to take continuous improvement seriously through constant department reminders, emphasis on the college and university level, etc. Provide a means for reporting on what is being done at department, college and university levels

3. Assess / Analyze and Evaluate
What: Identify and measure the knowledge and skills students have at the course level, when exiting the program, and after they leave the University
Who: Faculty, IQ Committees, Institutional Research Office
How: Tools that are used to assess / measure the students’ achievements include:
- In-class quizzes & examinations
- Personal interviews & surveys
- Performance in competitions
- See also the Assessments Tool

4. Focus: Reflect & Plan
What: Reflect upon assessments of the outcomes to determine if the evidence indicates:
   A) program and course outcomes are appropriate and are being achieved
   B) teaching skills and methods are
appropriate to assist students in achieving the desired outcomes
C) whether the measurements being gathered are appropriate and efficient measurements for evaluation
D) a need to change teaching method or curriculum

Who: Everyone
How: Meet regularly as departments and teaching groups to review assessment results and determine what improvements in teaching and/or curriculum are needed. Individual faculty members regularly review the results of their in-class assessments and consider efforts for improvement.

Committees
Department Chairs organize standing IQ Committees (Instructional Quality Committees) to rewrite and refine outcome statements for each program within the department (using the Learning Outcome Overview tool and possible templates).

Writing Outcomes involves concurrent discussions at two different levels:
- Faculty Teaching Groups to write and/or refine Outcome Statements for each course
- IQ Committees work with Faculty Teaching Groups to align course outcome statements with program outcome statements and to create Curriculum Maps for each program.

Curriculum Mapping
A curriculum map is a grid showing the courses being taught in a given program on one axis and the stated outcomes of the program on the other axis. Its purpose is to track progression of course work through a series of classes, noting when concepts or skills are introduced, reinforced, or assessed.

Curriculum Maps help those responsible for the various BYU-Idaho programs determine when overlaps or gaps exist in content material or skills.

Analysis of curriculum maps includes asking the hard questions:
- Are there gaps in reaching the desired outcomes?
- Do we need to reexamine the sequence of our courses?
- Are there courses we can eliminate because of duplication?
- Do we need a new or a different course so that the desired outcomes are attainable?

The miracle of using the curriculum map is found in the discussions and modifications along the way; it is not in completing the map itself.

Quality Improvement Process
IQ Committees (at the program level) and Faculty Teaching Groups (at the course level) compare methods of assessment against the desired outcomes to determine which methods will most accurately assess the desired outcomes.

The IQ committees and Faculty Teaching Groups meet regularly, at least once per semester, to decide where and how to improve teaching and curriculum. In smaller departments, the IQ committees and Faculty Teaching groups may be the same, depending upon the needs of the department and/or program.

Once assessments are determined, these same groups analyze the assessment data to identify areas for improvement, and to develop plans for improvement. These groups should document issues found, action plans to resolve issues, and progress made since the last meeting and report such items to the Department Chair each semester.

The Department Chair summarizes this information and documents how the department is addressing continuous improvement in preparation for their annual stewardship review with their college dean.

KEY ARTICLES
- Article explaining Curriculum Mapping
- John Tanner: Building a Better House of Learning
- What is curriculum mapping PowerPoint

OTHER RESOURCES
- Curriculum Mapping How To website
- Curriculum Map Template
- Departmental Outcomes Worksheet

https://www.byui.edu/learning-and-teaching/instructional-tools