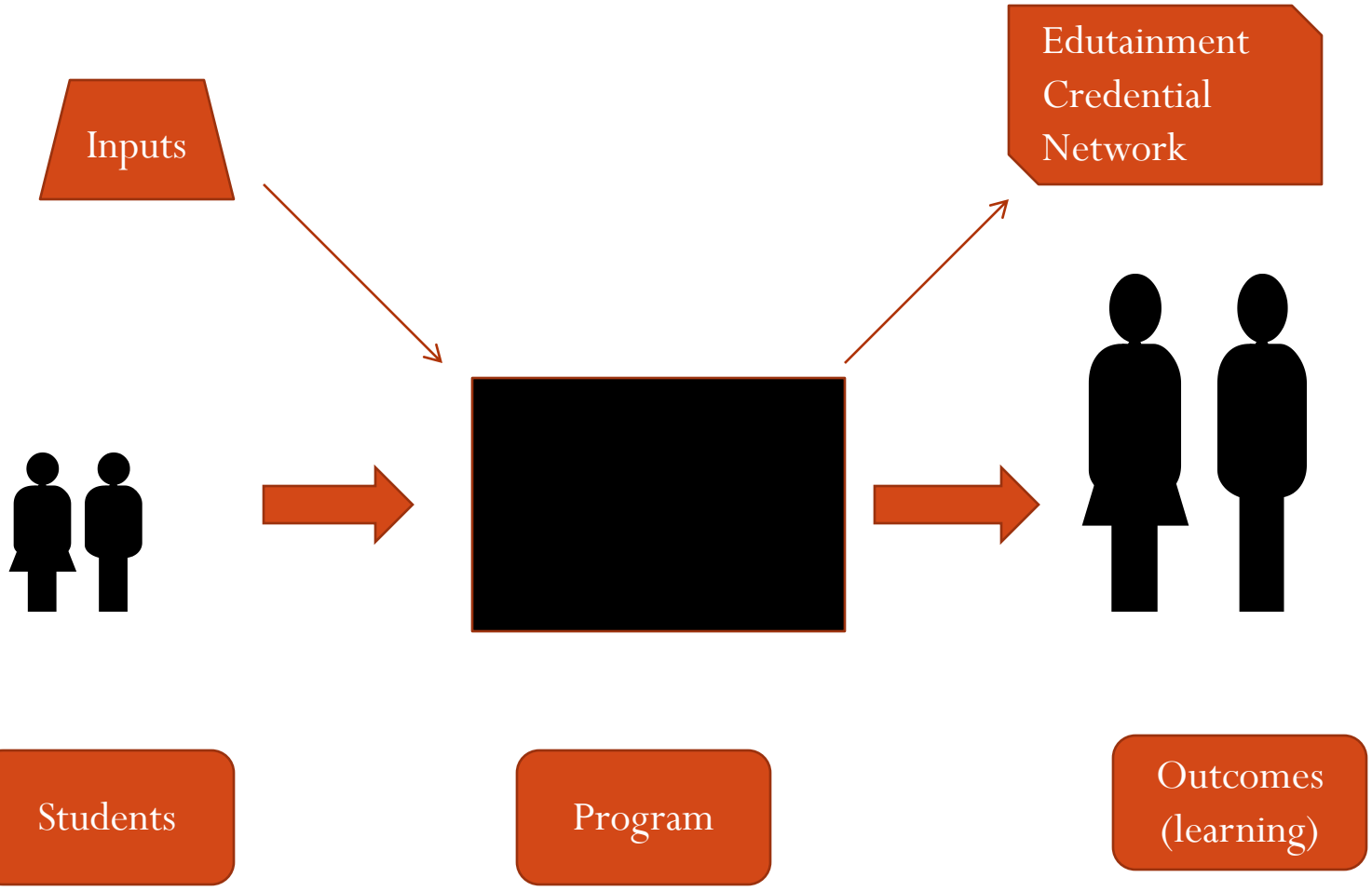
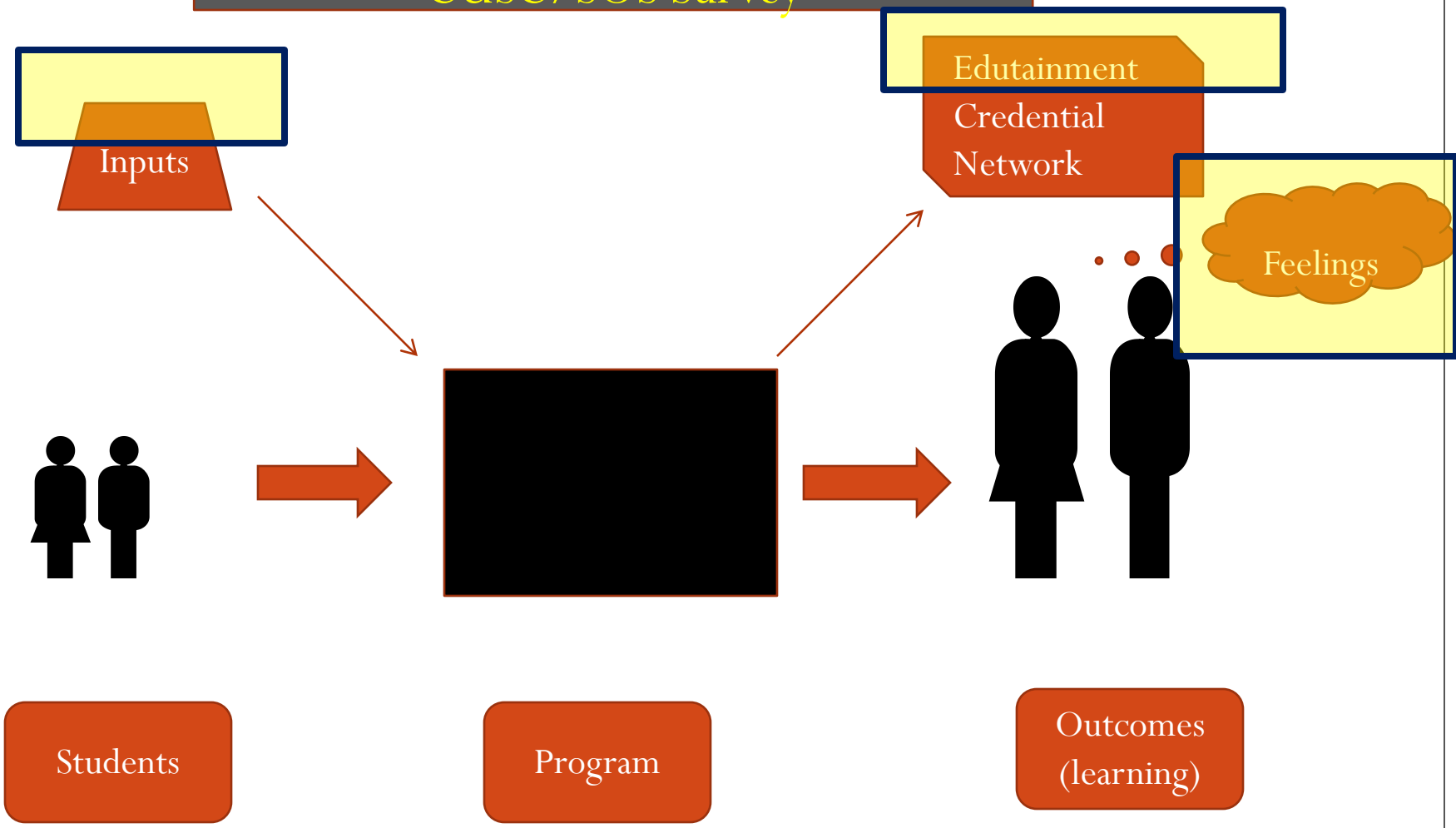
Dr. Pierre Zundel

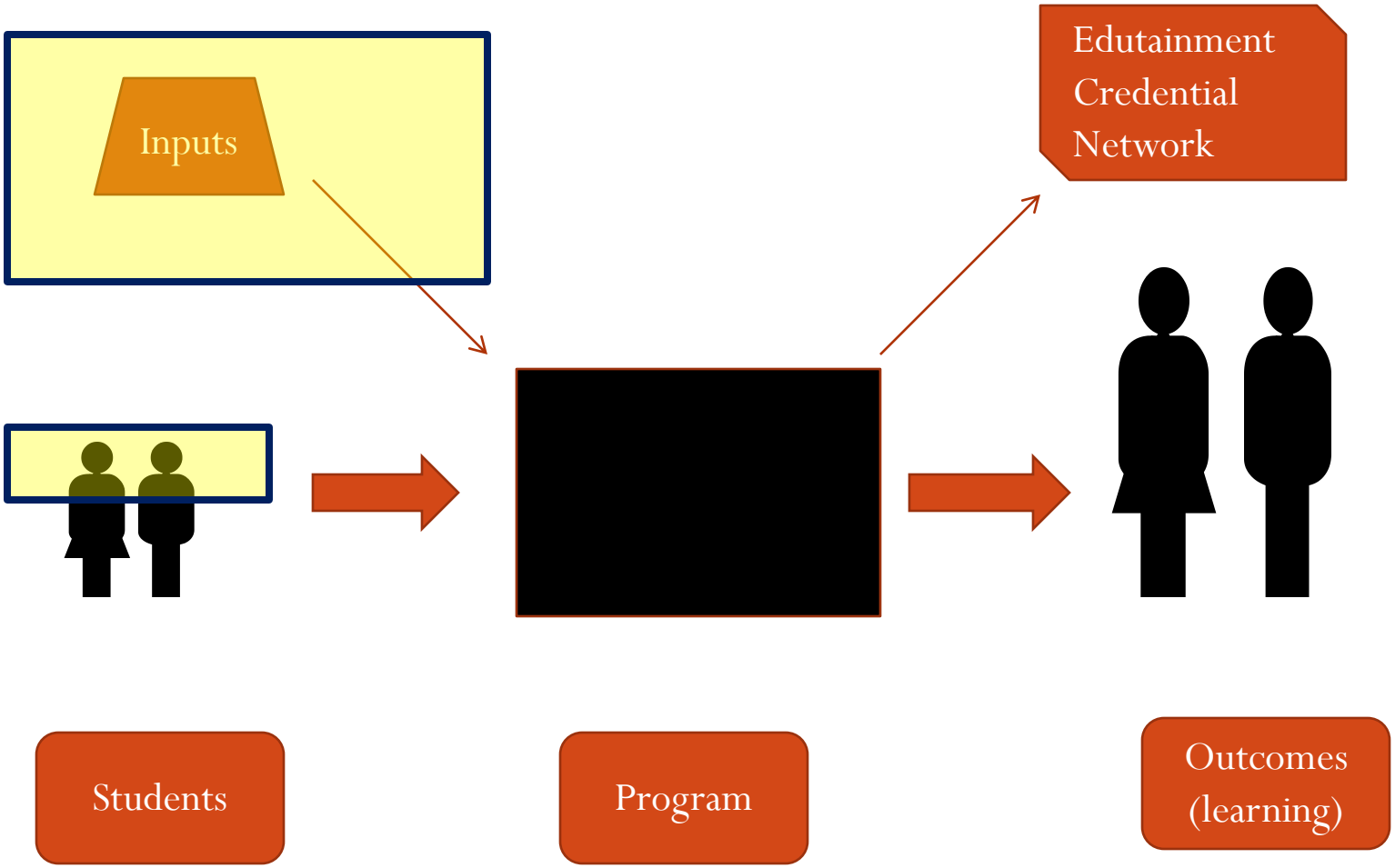
Education process model



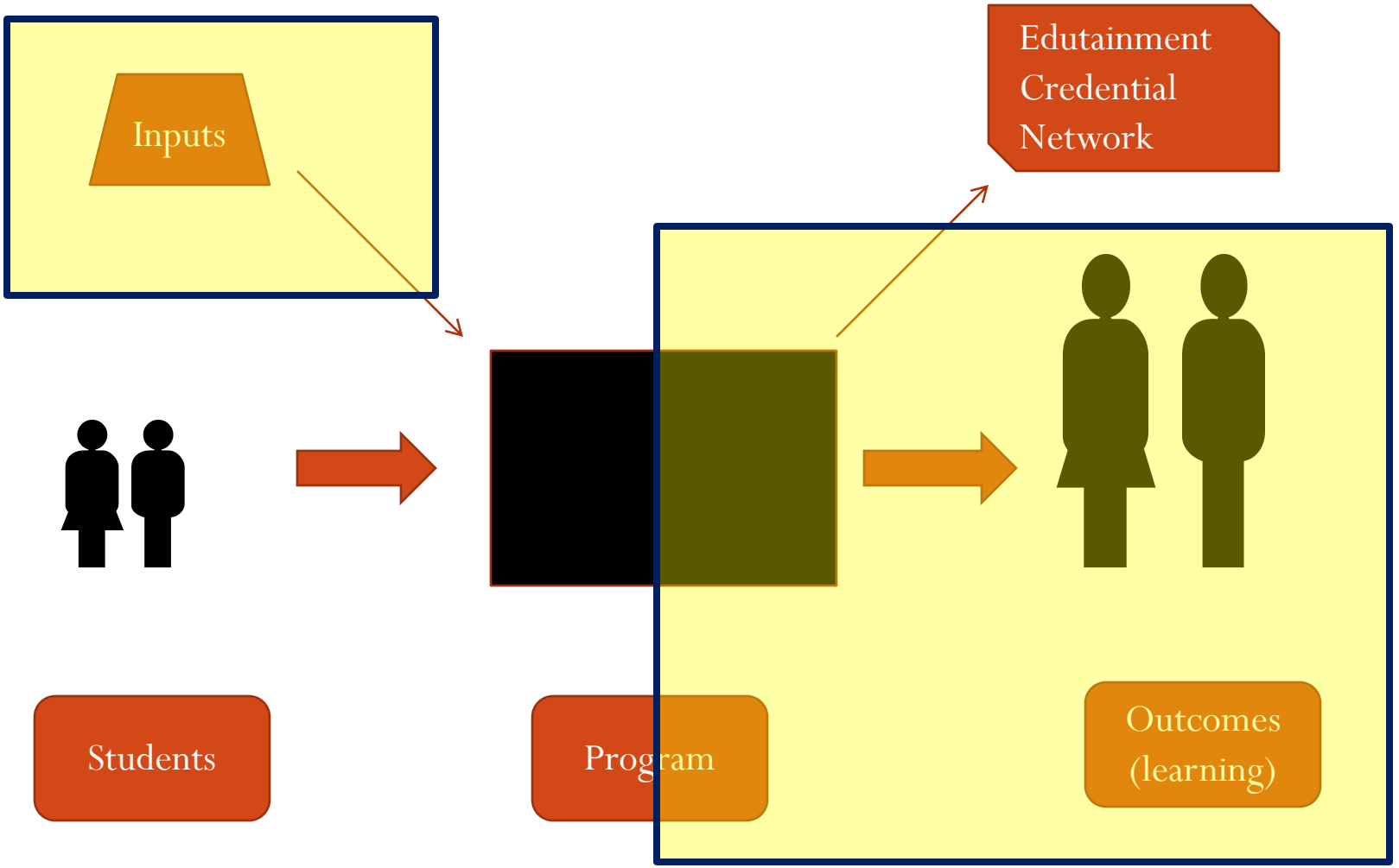
Education process model
CUSC/SOS Survey

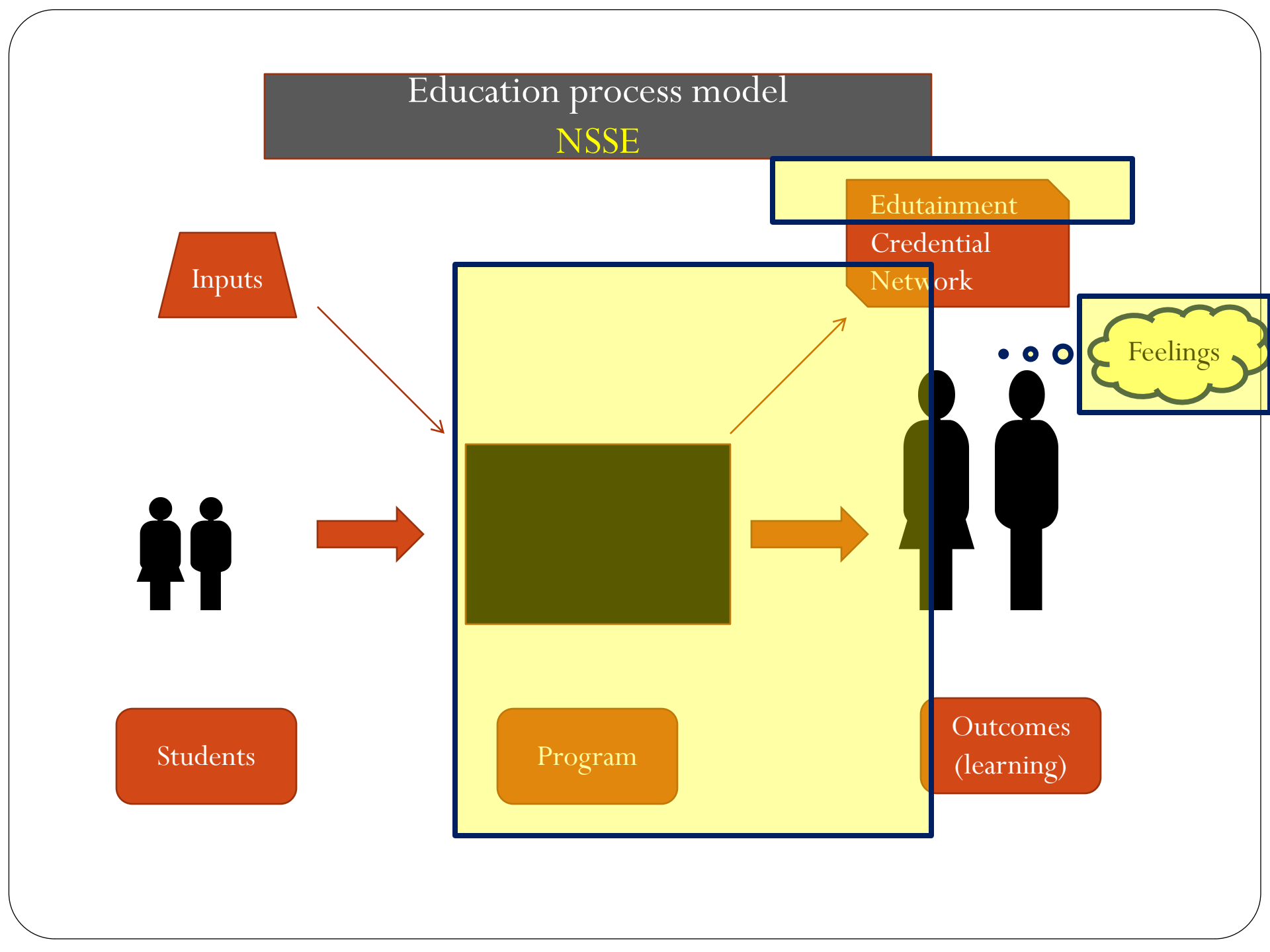


Education process model
Maclean's and accreditation



Education process model
Provincial QA reviews



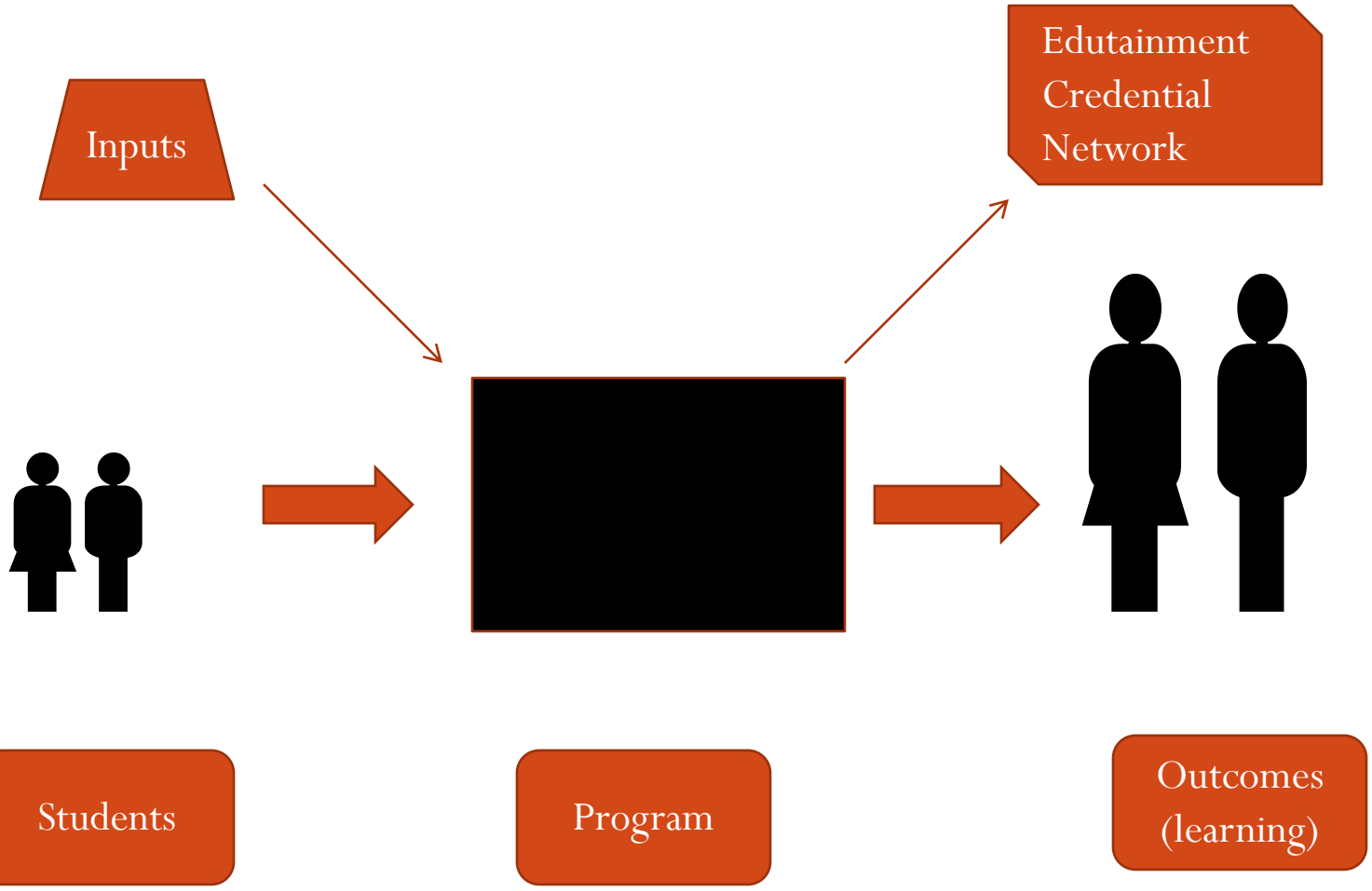

Education process model
NSSE
Edutainment
Credential
Network
Inputs
Feelings
Students
Program
Outcomes
(learning)

- Student experience of the institution
- Student perception of learning process
- Comparative review of inputs
- Strengths and weaknesses relative to peers
- Macro-level issues in programs and institutions
- Discrepant results

What can't we learn

- Net growth in student ability
- What is actually going on in the learning process
- Program or course level issues
- Disciplinary learning issues
- Reasons for discrepant results

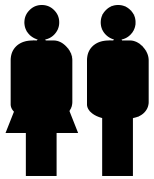
Education process model

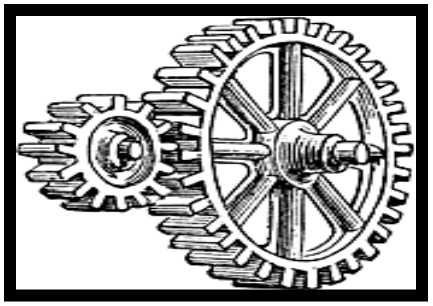


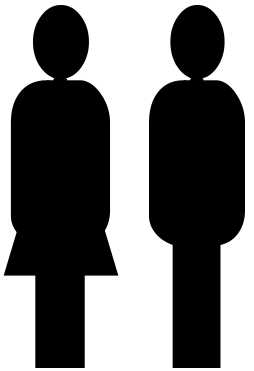
Education process model

Inputs

Edutainment
Credential
Network







Students

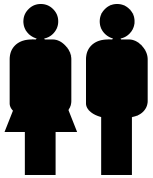
Program

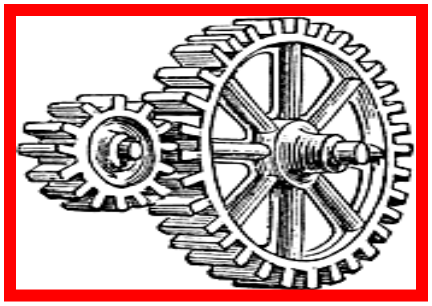
Outcomes
(learning)

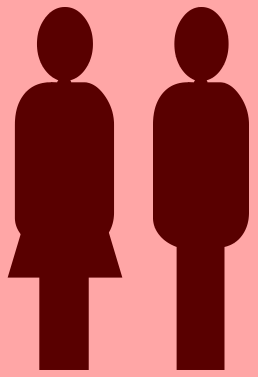
Education process model

Inputs

Edutainment
Credential
Network





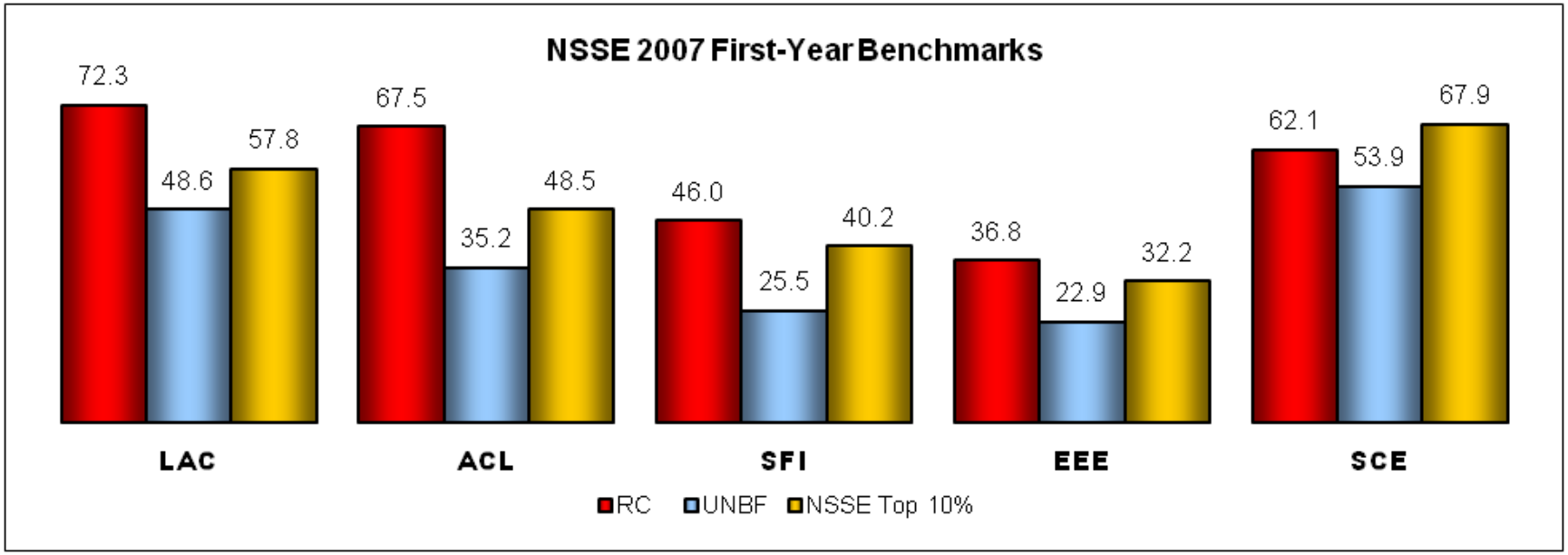


Students

Program

Outcomes
(learning)

UNB's Renaissance College

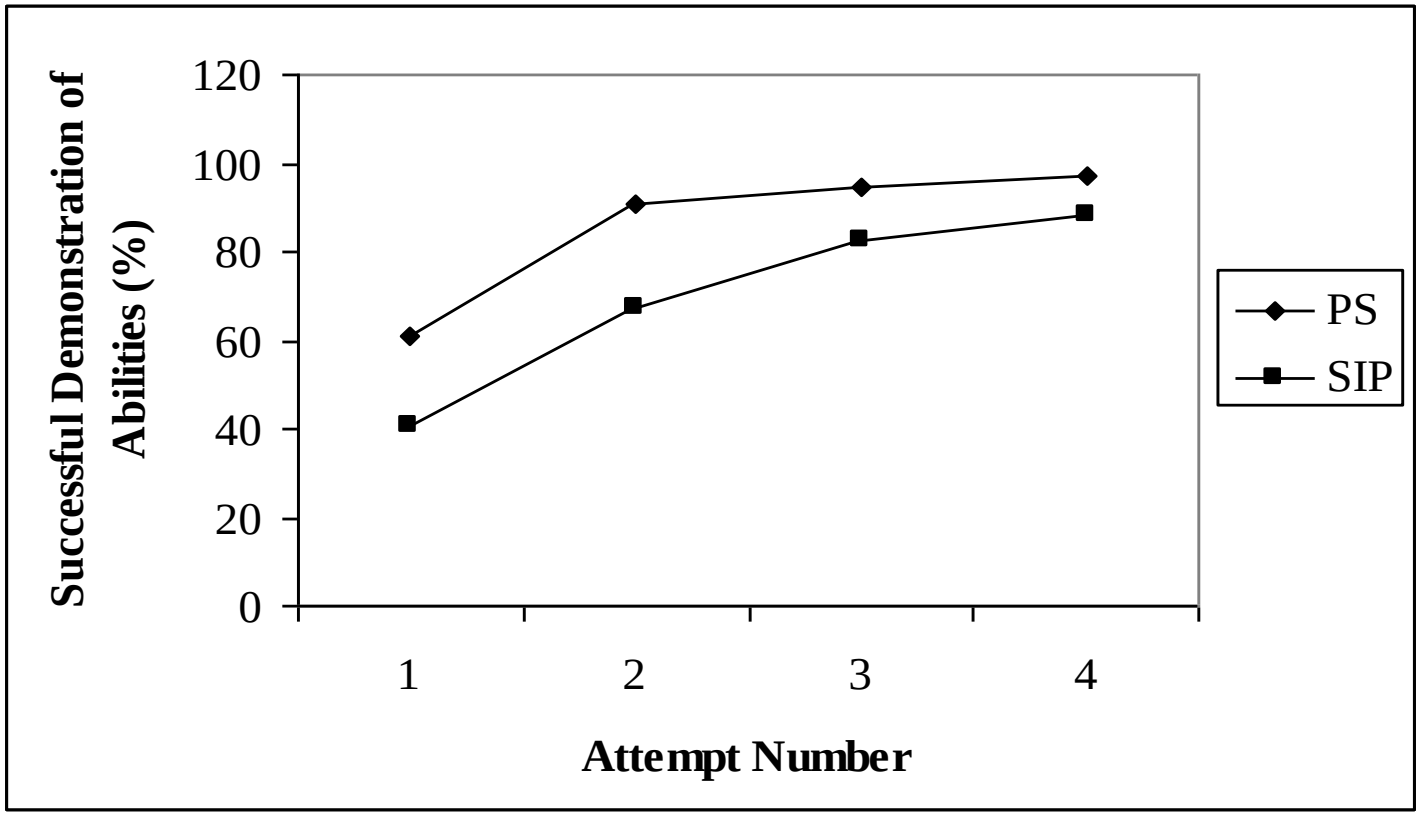

NSSE 2007 First-Year Benchmarks
72.3
48.6
57.8
67.5
35.2
48.5
46.0
25.5
40.2
36.8
22.9
32.2
62.1
53.9
67.9
LAC
ACL
SFI
EEE
SCE
RC
UNBF
NSSE Top 10%

RCLP 1052 Mathematical and economic approaches to problem-solving
Problem 1 Grading Sheet

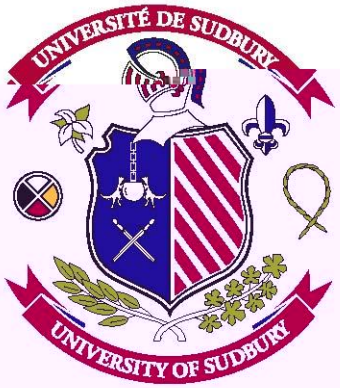
Student:

Outcome	Criterion Description	Adequate	Comments
Math Modelling	1. Calculate personal financial situation correctly		
	2. Make appropriate inferences about financial situation.		
	3. Spreadsheet model can be effectively used to carry out quantitative analysis on budget		
	4. Justified choice of variables for sensitivity analysis (SA)		
	5. Set reasonable range of values for SA		
	6. Made appropriate inferences from SA results		
Structured Problem-solving	1. Rephrase or describe problem accurately		
	2. Identify constraints, objectives and resources		
	3. Define key terms subject to ambiguity		
	4. Define at least 3 several possible strategies to improve financial situation		
	5. Predict performance of each strategy in terms of objectives and constraints		
	6. Select optimal strategy and justify choice		
	7. Identify assumptions and predict their effects on financial situation.		
	8. Observe own work accurately.		
	9. Analyse work with PS, MM and ML criteria		
	10. Judge quality of work accurately		
	11. Implement plan from last self assessment.		
Working with quantitative information (multi-literacy)	1. Use appropriate format to present information (table, type of graph or figure)		
	2. Labeling and caption is clear and effective		
	3. Appropriate use of quantitative information in report to support description and conclusions.		

Other comments


Successful Demonstration of Abilities (%)
120
100
80
60
40
20
0
1
2
3
4
Attempt Number
PS
SIP

- What student learning issues in your institution are raised by existing assessment processes?
- What SoTL questions do these raise?
- How could the results of this SoTL inform program and institutional responses?
- What are the challenges to doing SoTL on these issues



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