

Learning Outcome-Based Processes:

Tools to Support Strategic Priorities

Richard Hook, Vice President, Emeritus, Humber College

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AGENDA

Alignment of Strategic Direction, Policy and Practice
using **Learning Outcomes** in realizing:

- Program Innovation and Development
- Alignment of Teaching and Learning
- Collaboration and Transfer
- Evidence-Based Quality Assurance & Accountability



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Alignment of Strategic Direction, Policy and Practice using Learning Outcomes in realizing:

- Program Innovation and Development
- Alignment of Teaching and Learning
- Optimizing Resource Use
- Evidence-Based Quality Assurance & Accountability

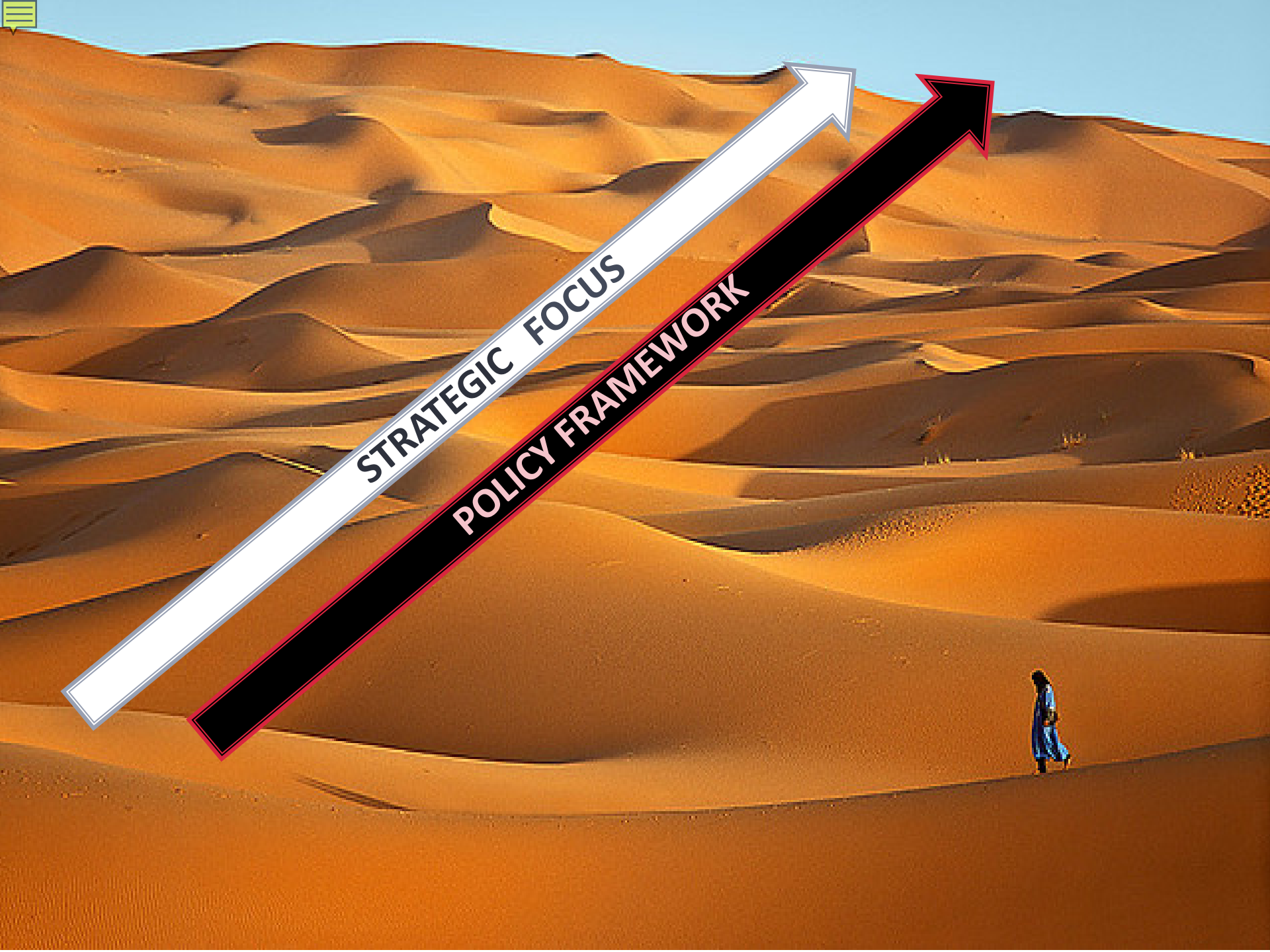
Question: Do your academic policies and practices further your strategic goals?



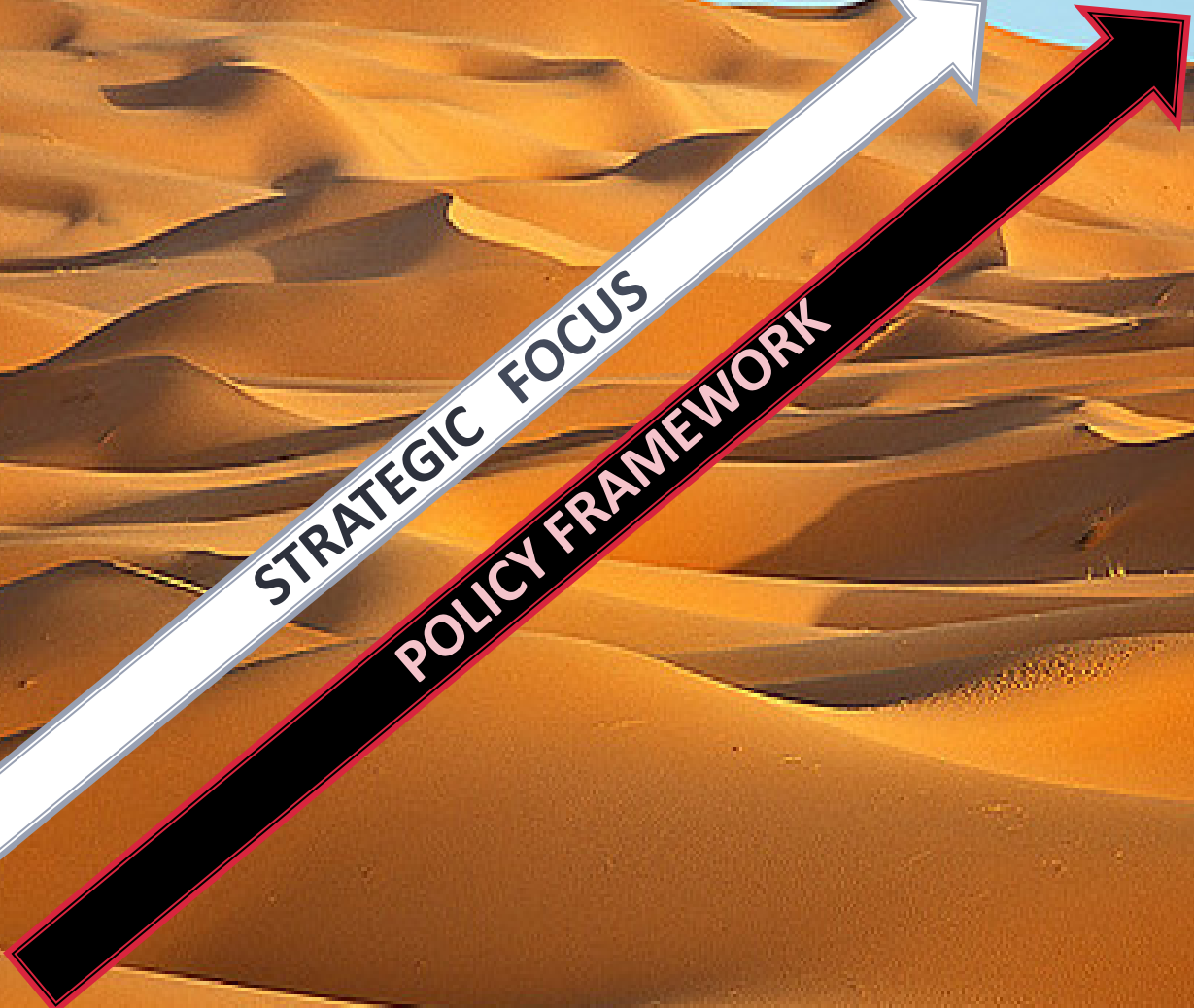




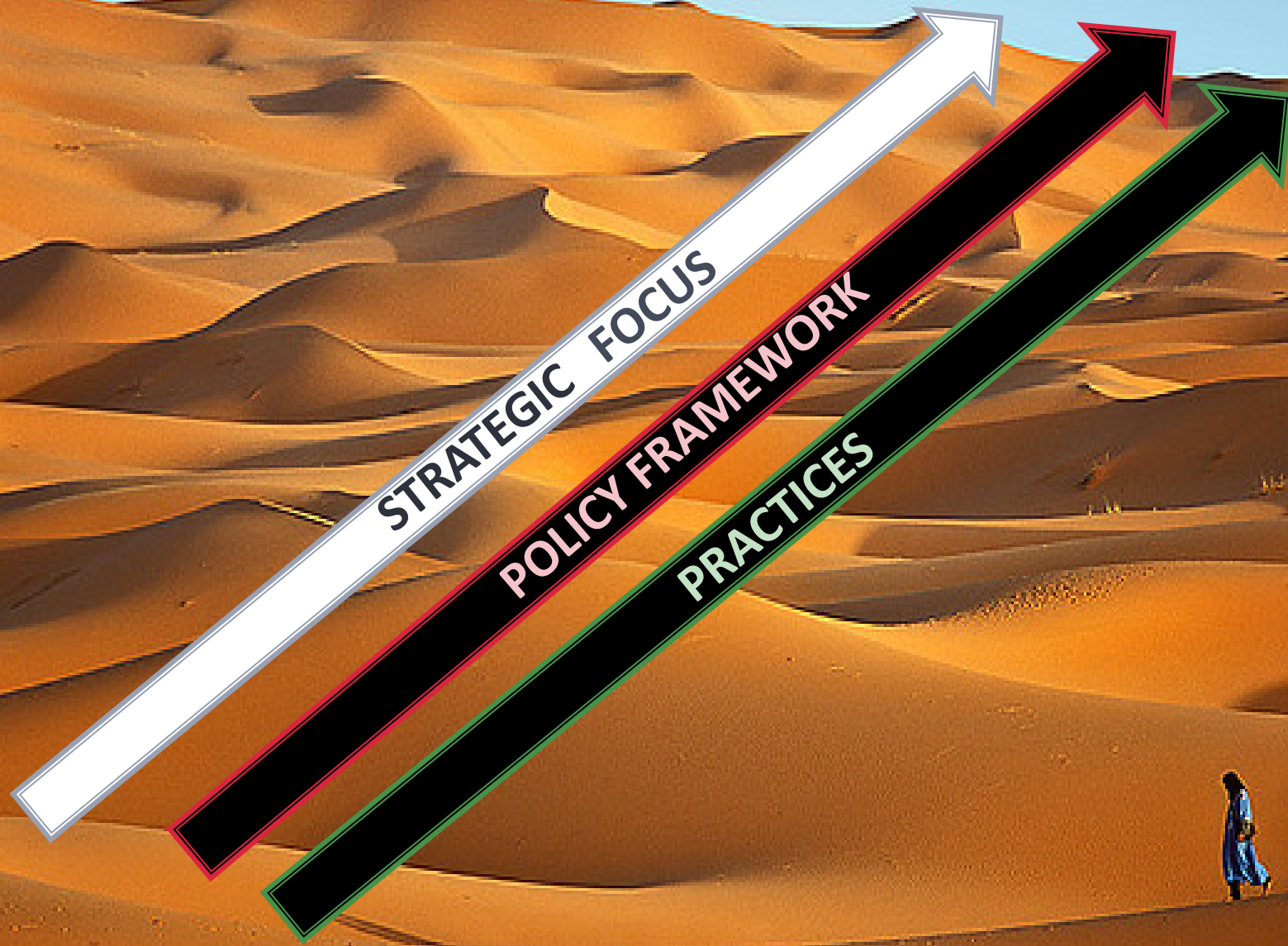




STRATEGIC FOCUS



POLICY FRAMEWORK



Alignment of Higher Education Strategic Focus, Policy & Learning Processes





Why Are We Rowing the Learning Outcomes Boat?



Why Are We Rowing the Learning Outcomes Boat?

Learning outcomes provide a **'measurable student performance benchmark'**

- **To define credentials, programs & courses** in terms students, faculty and employers can understand
- For demonstrating the relevance of higher education to the workplace
- For determining the effectiveness of alternative teaching/learning practices and sharing results
- To identify common ground on which to build transfer commitments, collaborative programs and academic partnerships
- Against which student performance and program quality can be measured
- To determine courses of action in the face of pressures for greater efficiency and productivity
- To define differentiation



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- To define differentiation

A photograph of a rowing team in a blue boat on water. The rowers are wearing red shirts and black pants. The boat is moving towards the right, leaving a wake behind it. The water is blue and the sky is not visible.

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With Thanks to ...

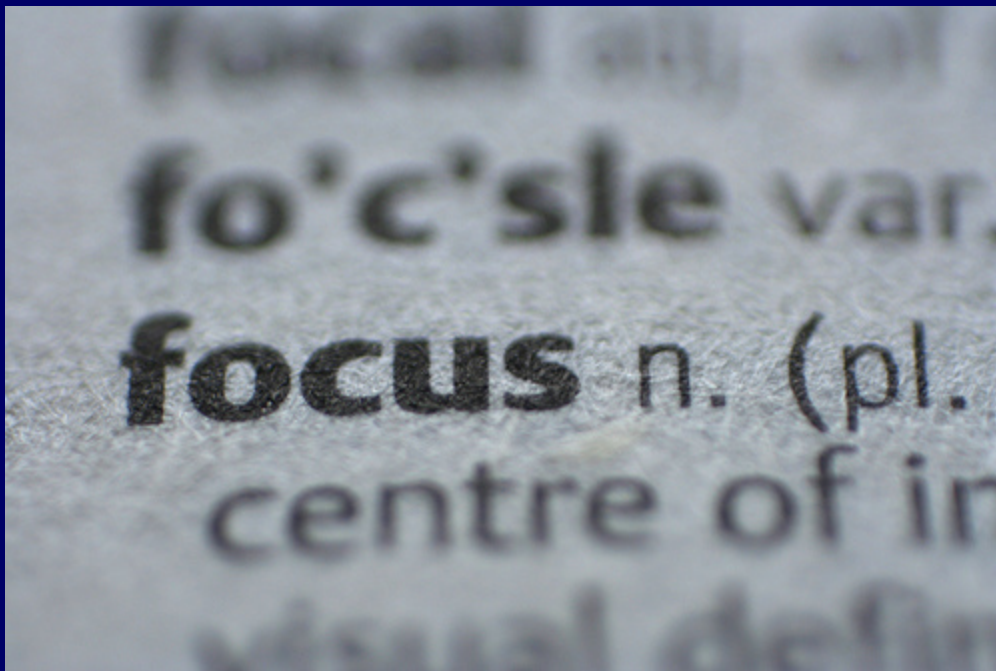
In Ontario: Algoma University, Algonquin College, Carlton University, Centennial College, College/University Consortium Council, Conestoga College, Fanshawe College, Fleming College, George Brown College, Georgian College, Higher Education Quality Council, Humber College, Lakehead University, Laurentian University, Laurier University, Niagara College, Nipissing University, Ontario College Heads of Business, Ontario College Quality Assessment Service, Ontario College Transfer Task Force, Ontario Council on Articulation and Transfer, Post Secondary Quality Council of Ontario, Seneca College, Sheridan College, Trent University, University of Guelph, University of Guelph-Humber, University of Ontario Institute of Technology, University of Toronto, University of Windsor, York University

In Canada Outside Ontario: Alberta Council on Admissions and Transfer, British Columbia Council on Admissions and Transfer, British Columbia Institute of Technology, South Alberta Institute of Technology, North Alberta Institute of Technology, Red River College, University of Calgary, University of New Brunswick, University of Northern British Columbia,

International Sources: Beijing Institute of Civil engineering and Architecture, Beijing, China; Beijing Polytechnic University, Beijing, China; Beijing Union University, Beijing, China; College of North Atlantic, Rayyan Campus, Qatar; Cork Institute of Technology, Cork, Ireland; Eastern Caribbean Colleges, CARACOM; English Further Education System; European Credit Transfer and Accumulation System; Institutes of Technology, Ireland; League for Innovation in the Community College, USA; National University Continuing Education Association sponsored project in "Principles of Good Practice for Continuing Education"; International Network of Quality Assurance Agencies in Higher Education (INQAAHE); Ngee Ann Polytechnic, Singapore; Ningbo University, Ningbo, China; Qingdao University, Shandong, China; Saudi Central Electric Company;



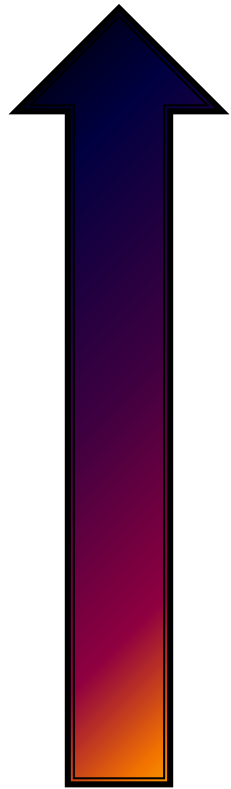
Strategic Focus: The Teaching & Learning Agenda



Program Innovation



Program Innovation

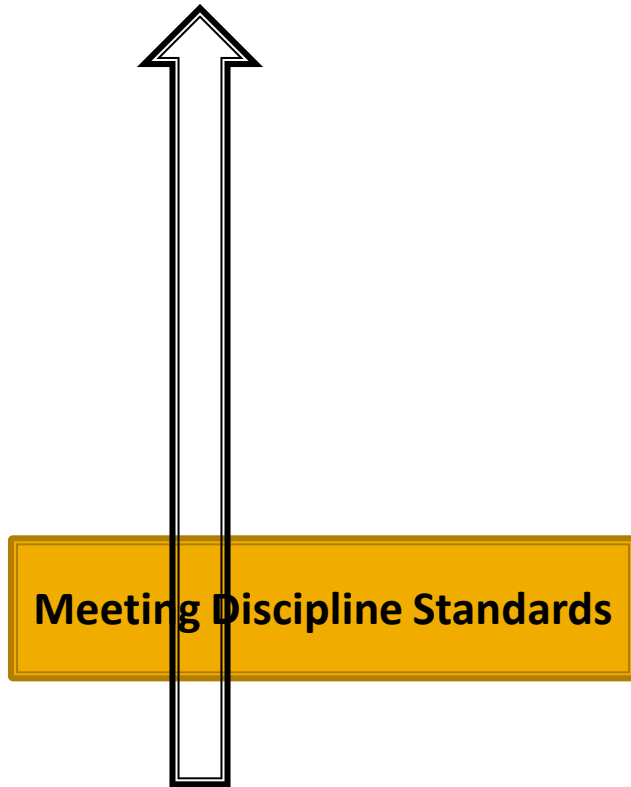


“new”

“adapting”

“adopting”

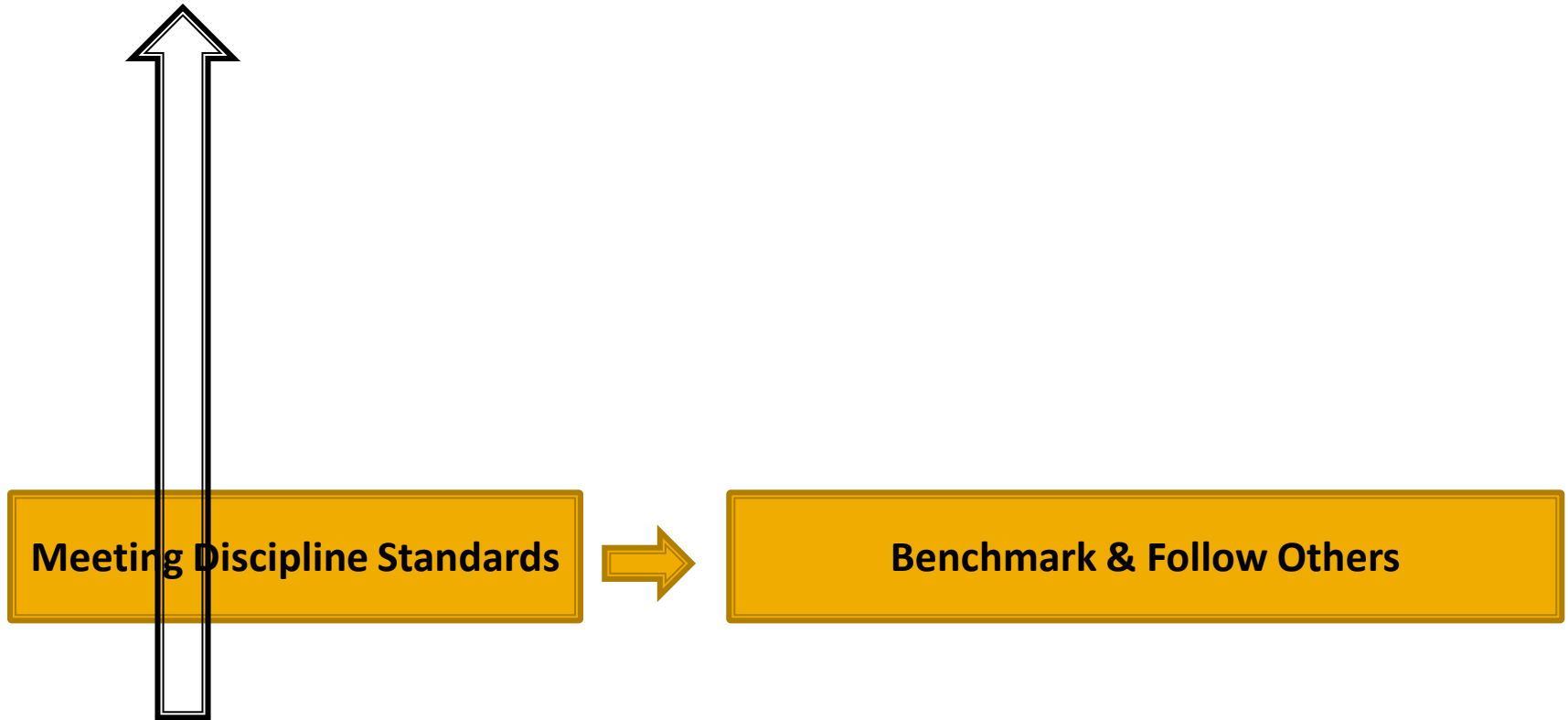
Program Innovation



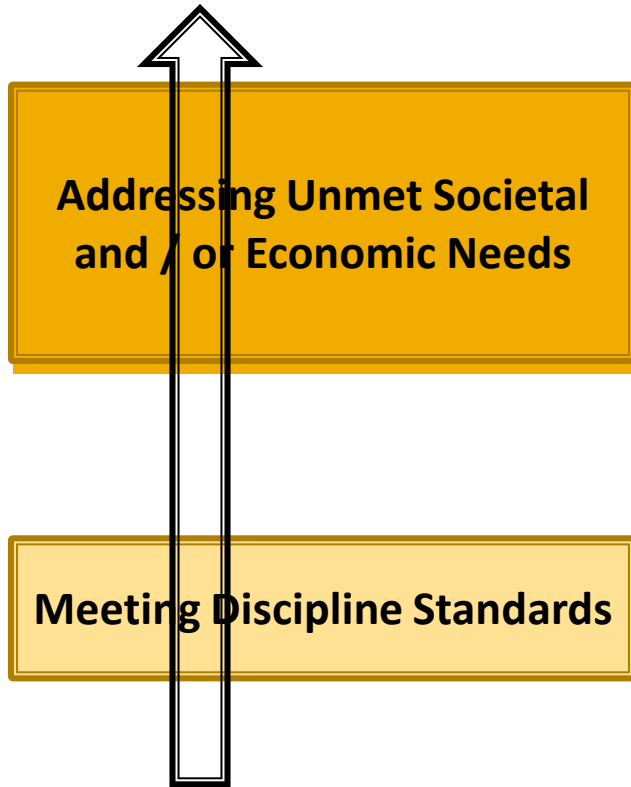
Program Innovation



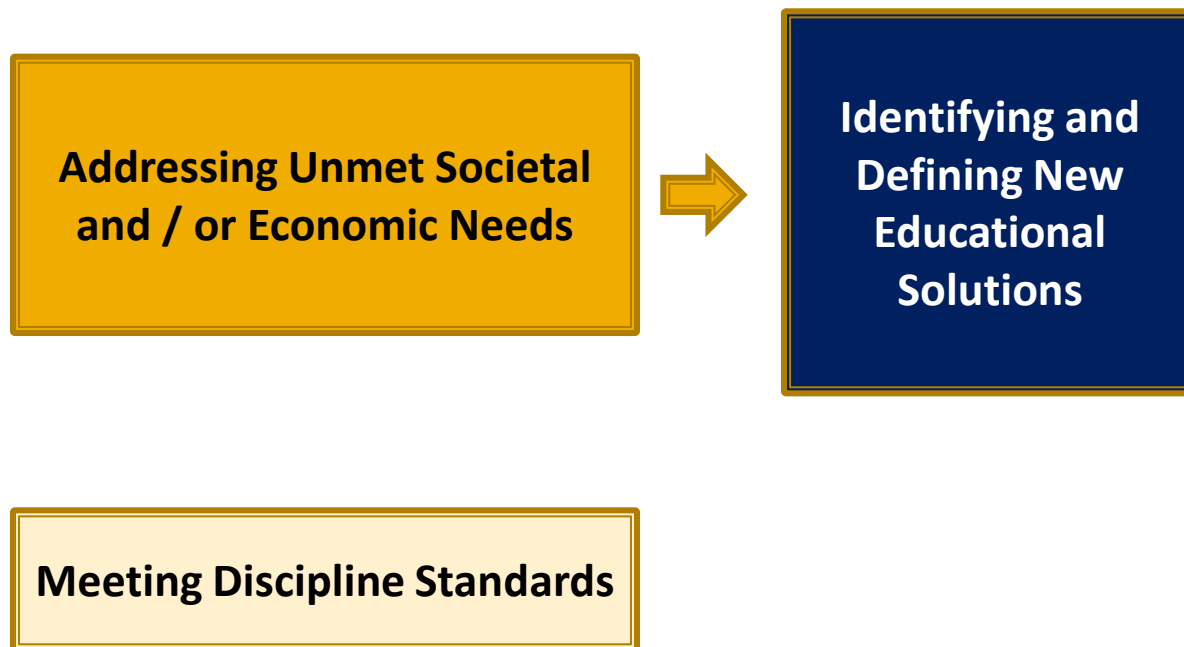
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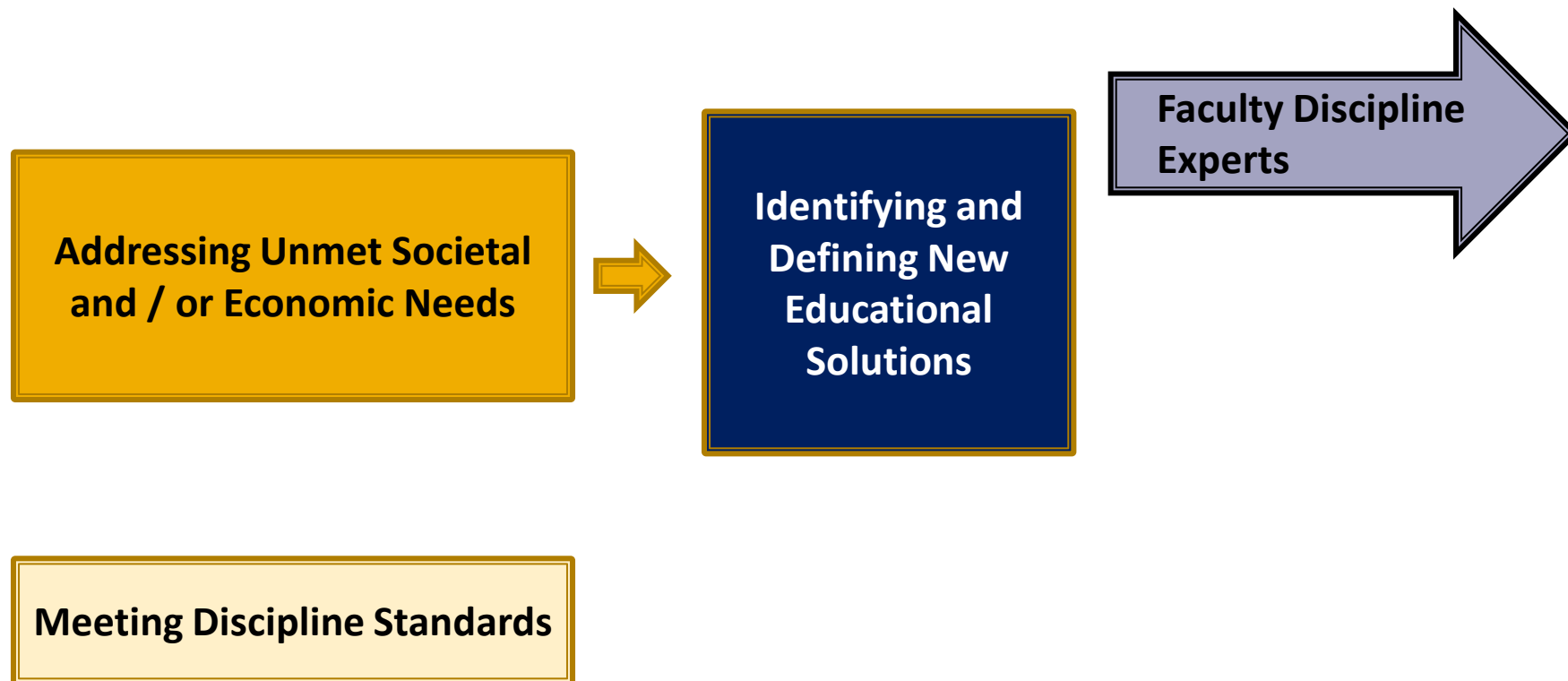
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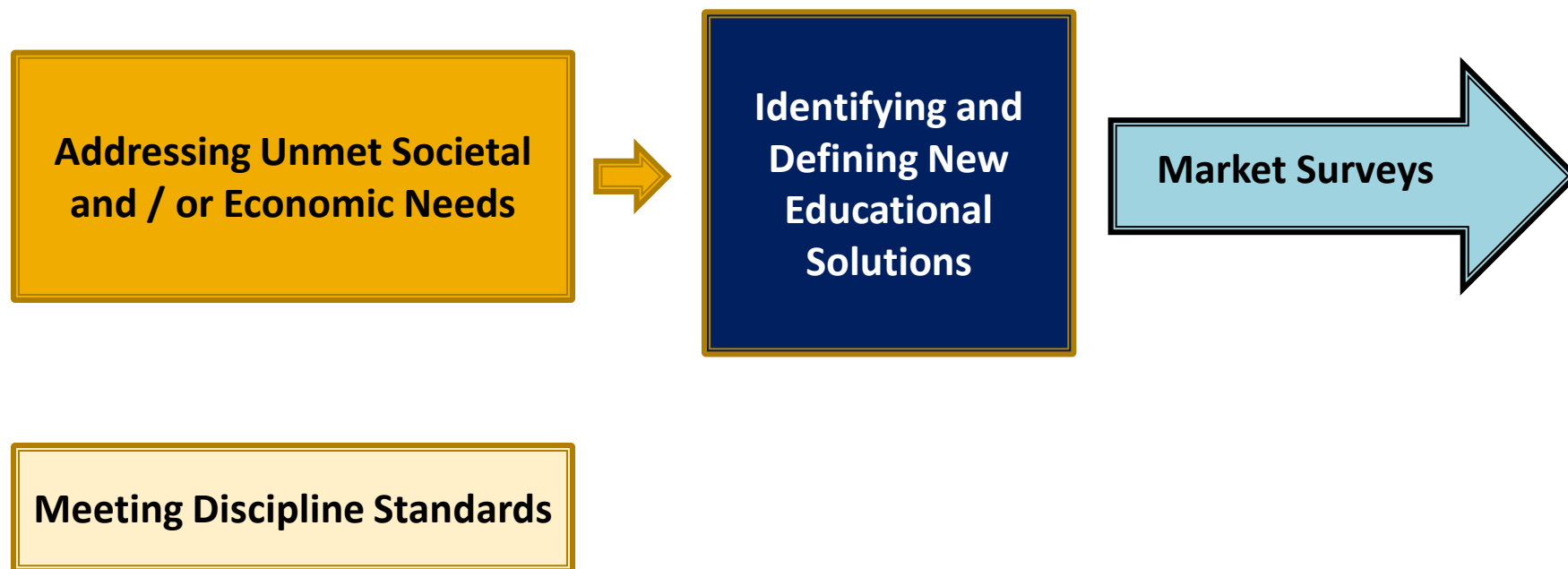
Program Innovation: Defining New Solutions



Program Innovation: Defining New Solutions

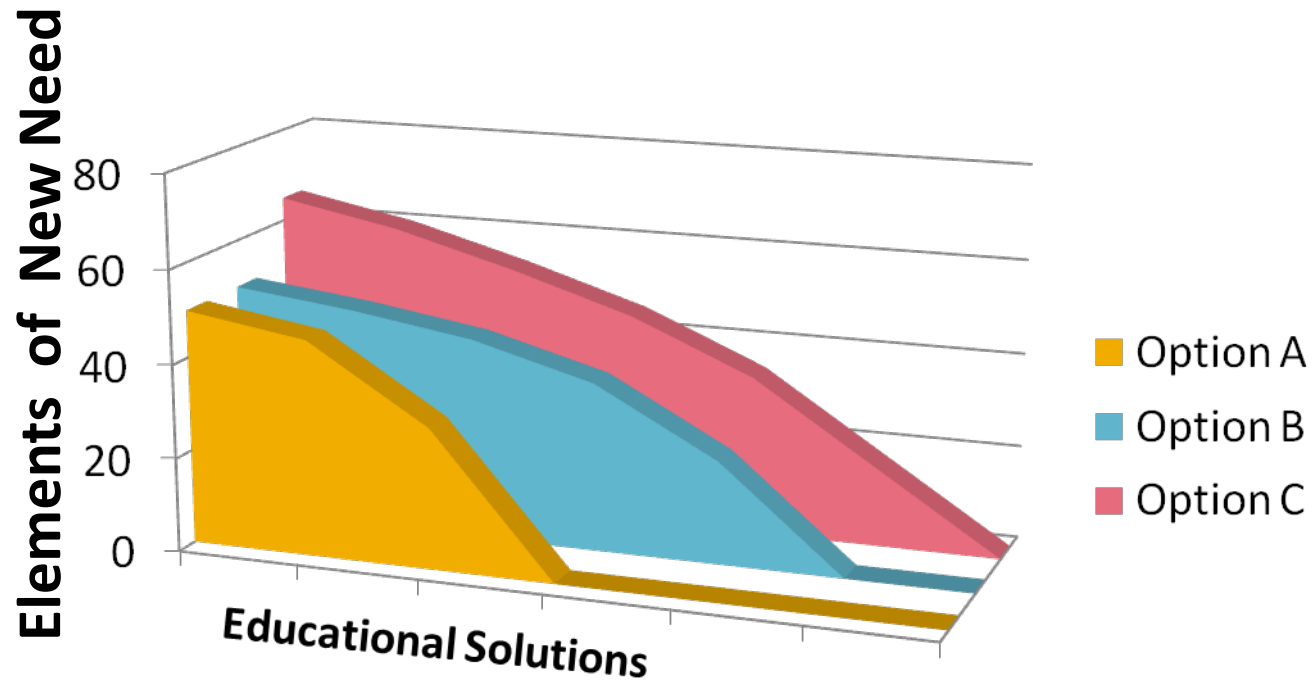


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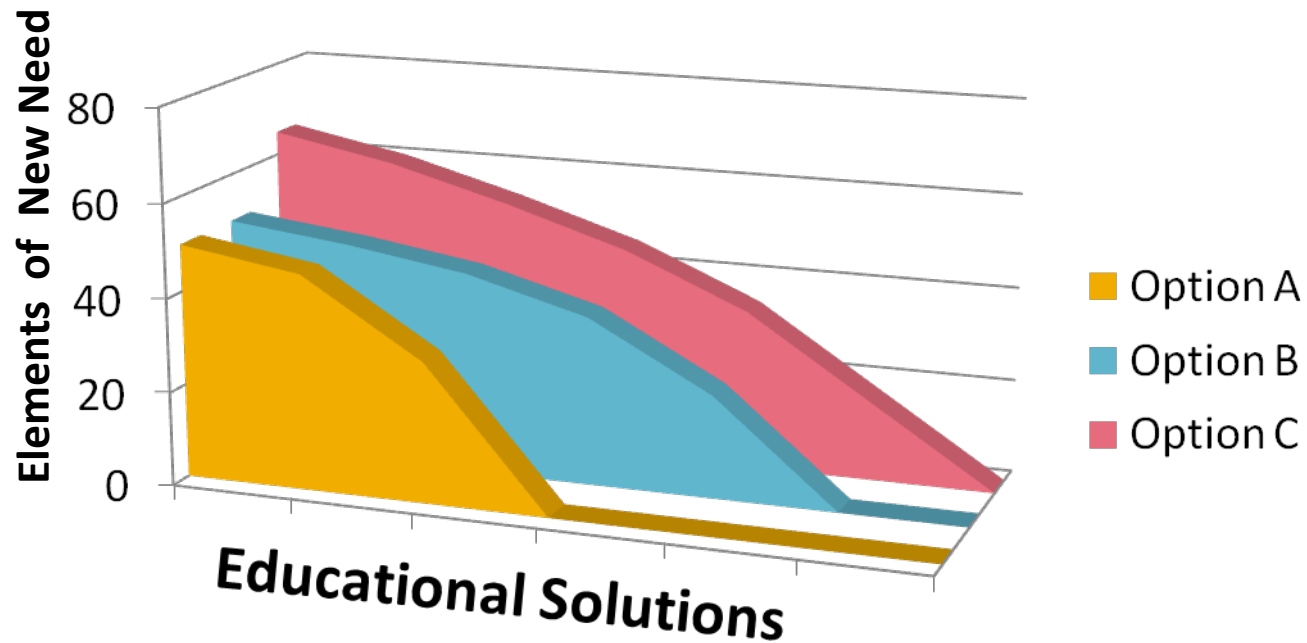


Program Innovation: Defining New Solutions

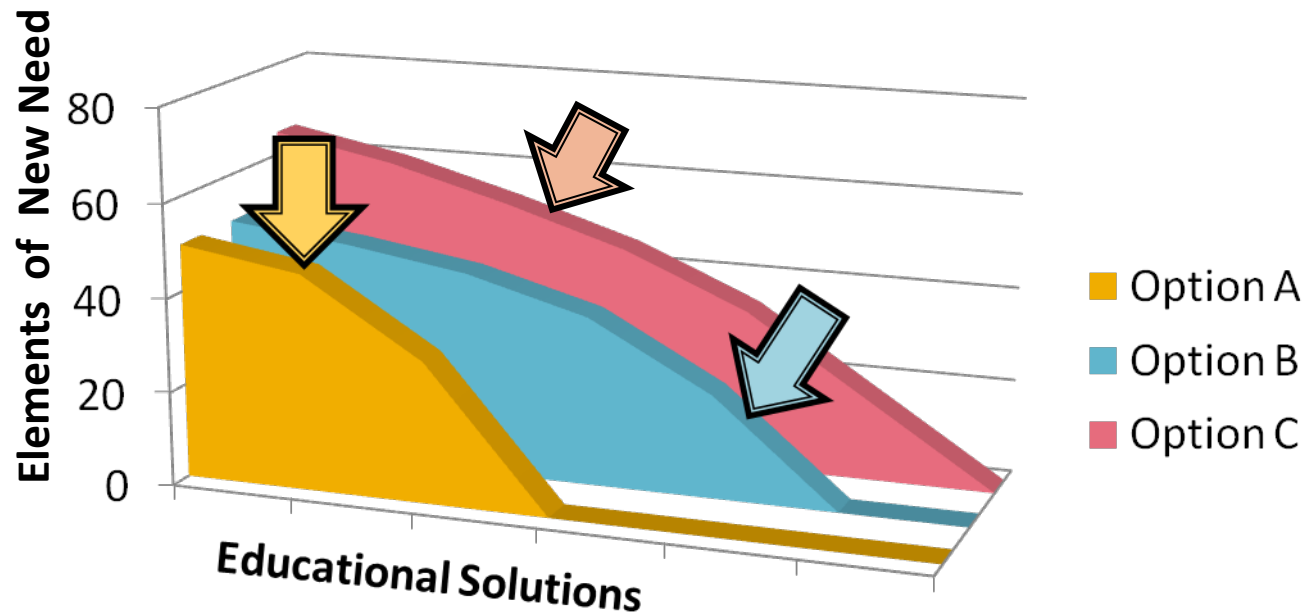




Program Innovation: Defining New Solutions



Program Innovation: Defining New Solutions





Program Innovation: Defining New Solutions

**Addressing Unmet Societal
and/or Economic Needs**

**Identifying and
Defining New
Educational
Solutions**

**Iterative Collaboration with
an Expert Panel**

Meeting Discipline Standards

Program Innovation: Defining New Solutions



Program Innovation: Defining New Solutions





Program Innovation: Defining New Solutions





Program Innovation: Defining New Solutions





Program Innovation: Defining New Solutions





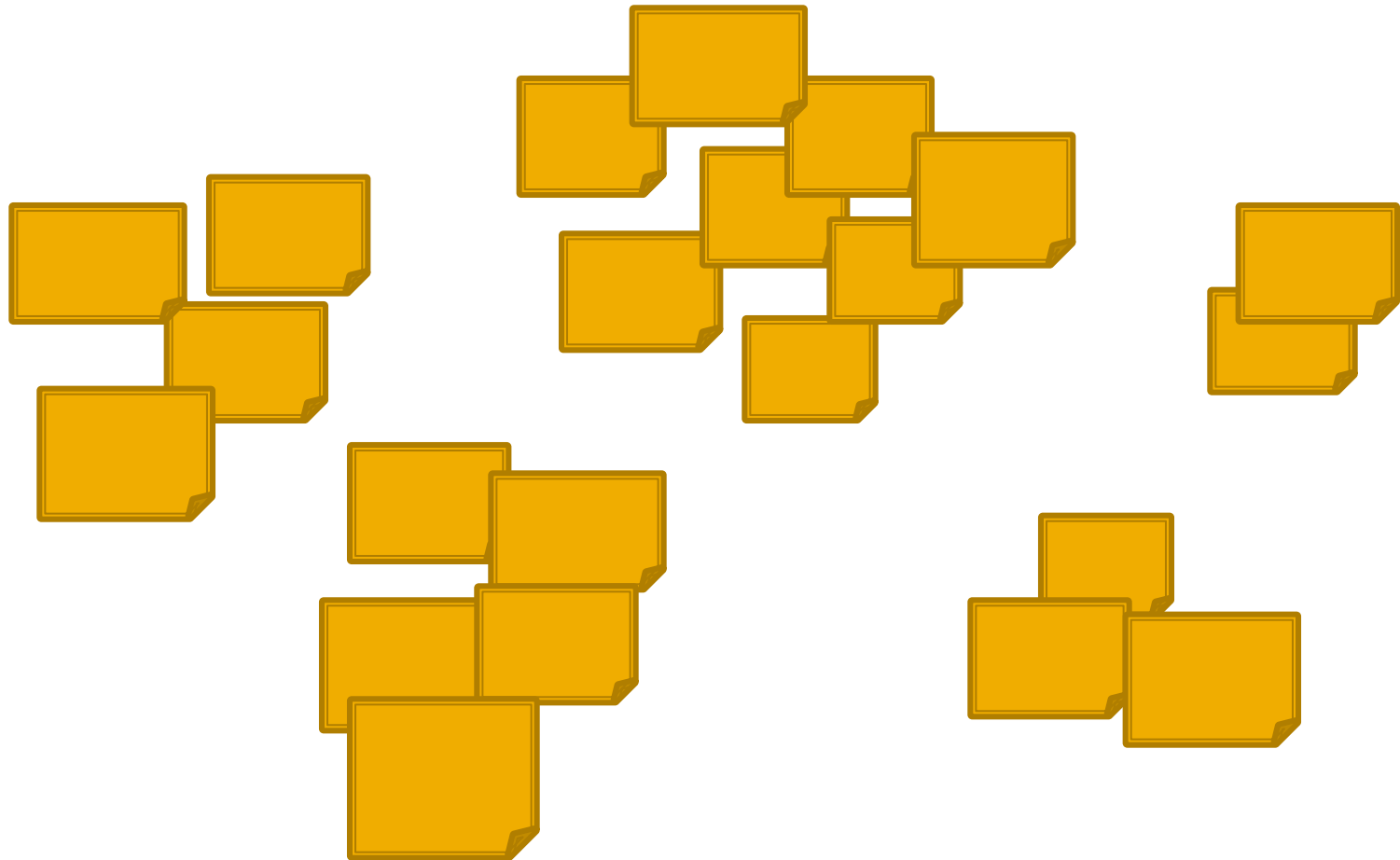
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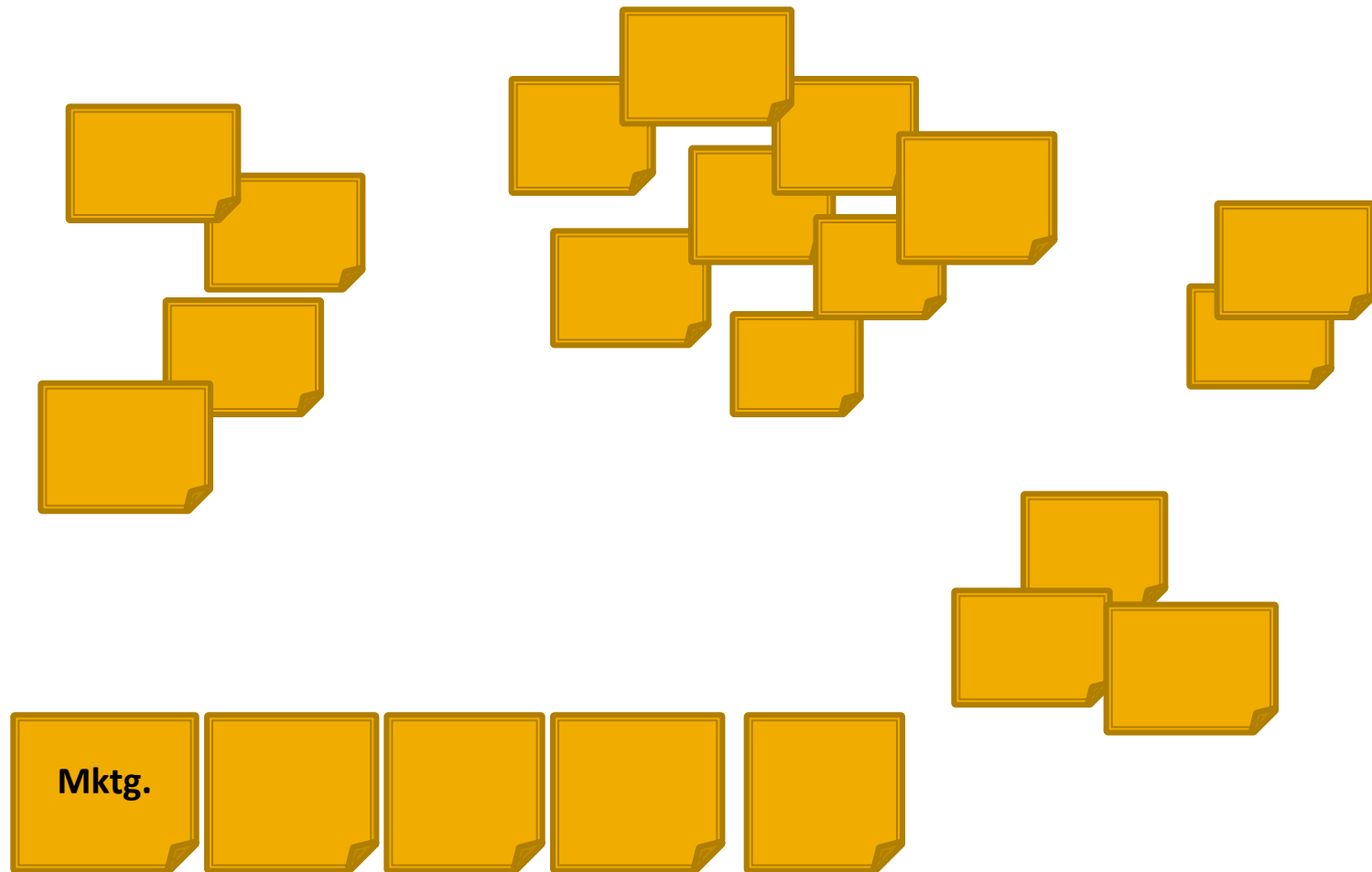
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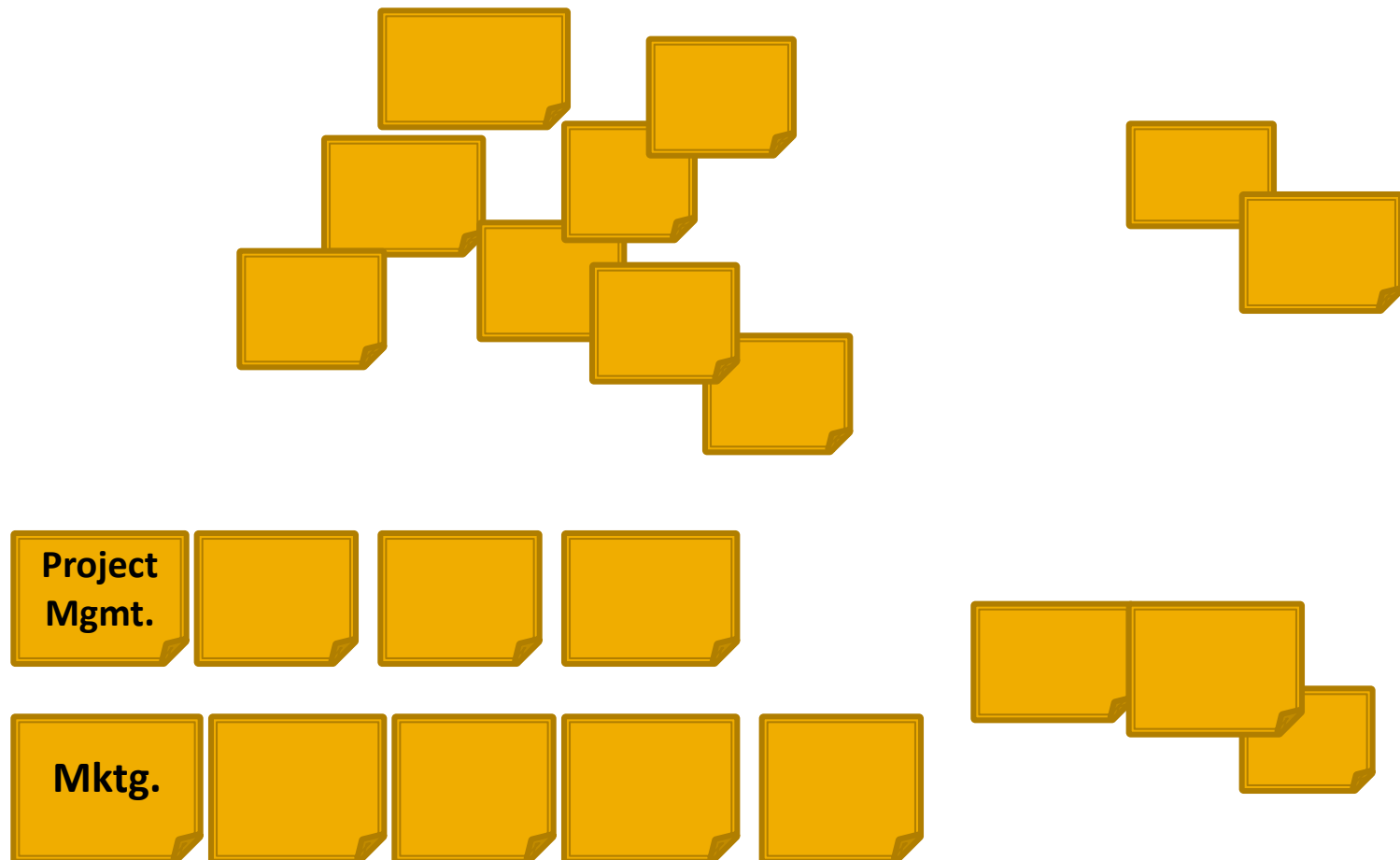
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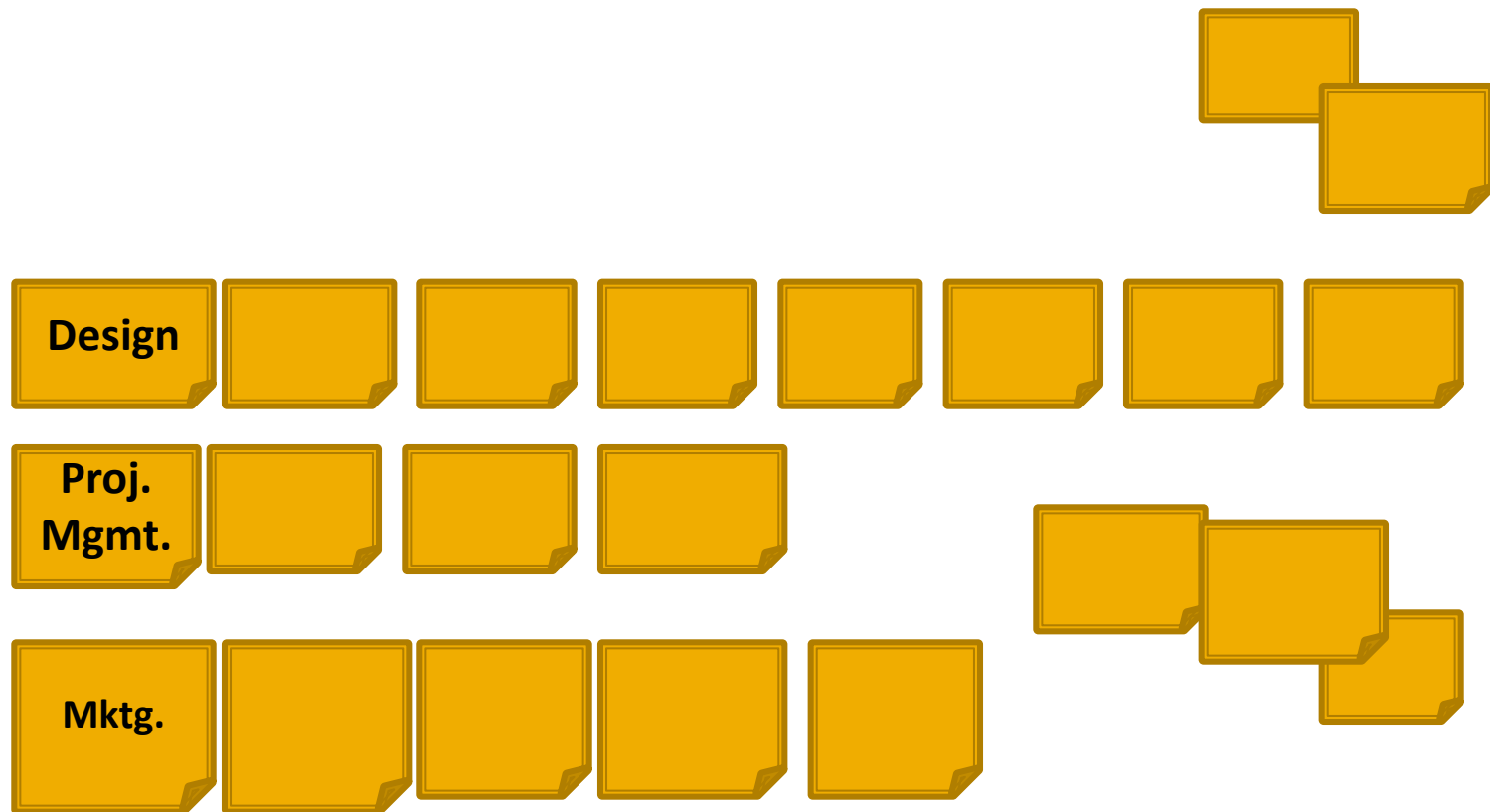
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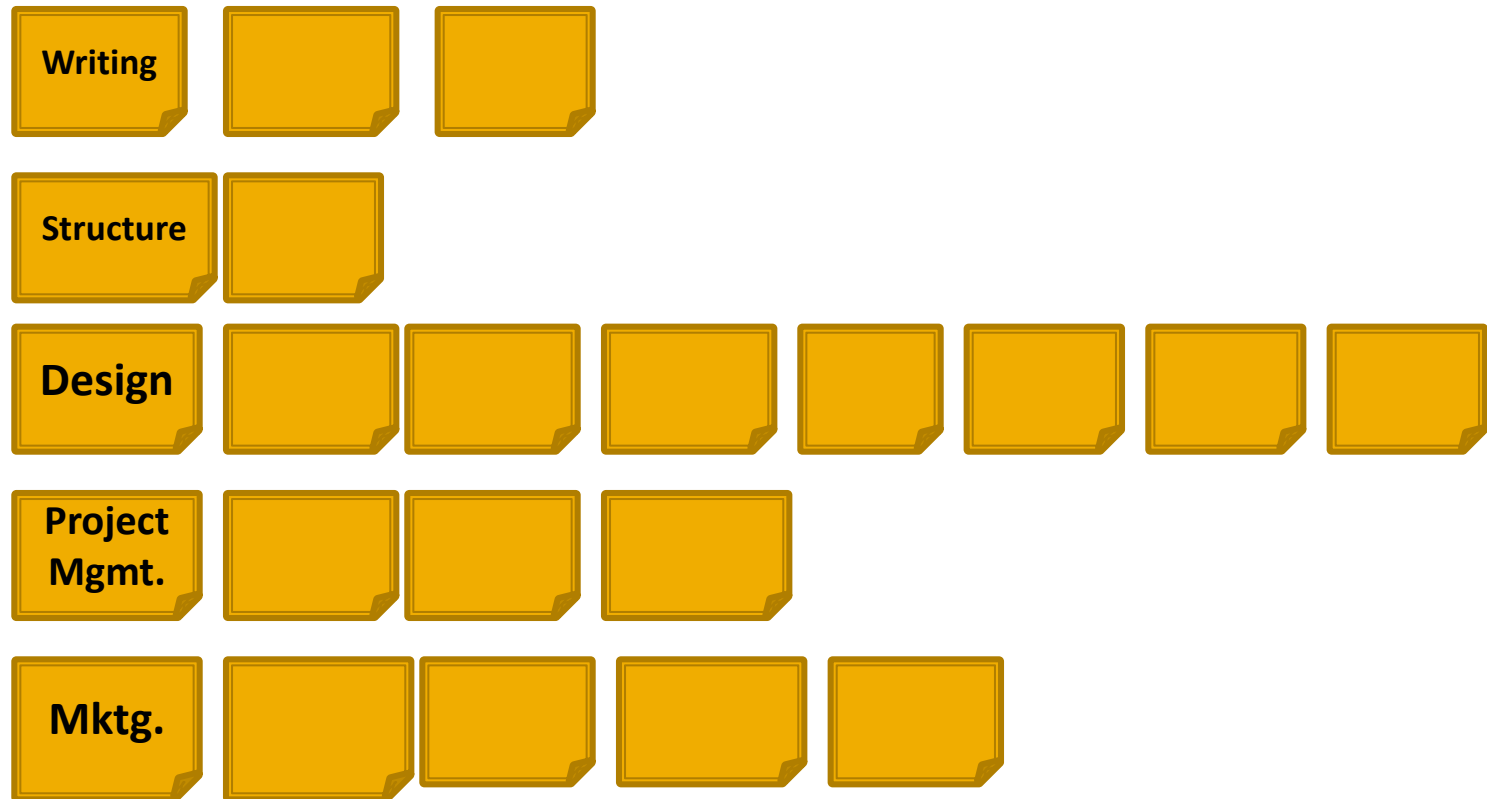


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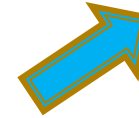
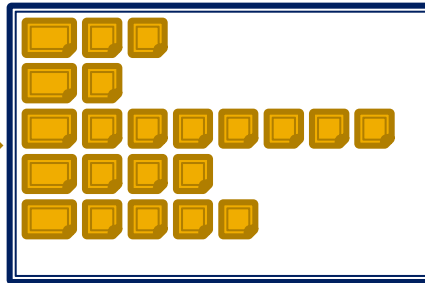


Program Innovation: Defining New Solutions



Program Innovation: Defining New Solutions

**Addressing Unmet Societal
and / or Economic Needs**



**Clarifying Fit
with Credential
Frameworks**

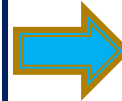
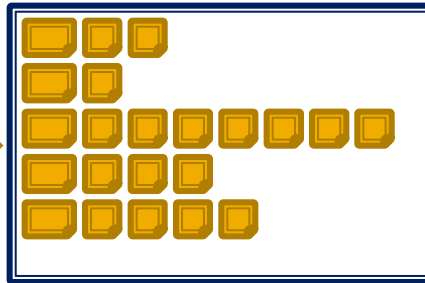
Rough Program
Outline (a
“straw man”)

Testing Market
Demand and
Refine

Verifying
Capacity,
Competence,
Mission-Fit

Program Innovation: Defining New Solutions

**Addressing Unmet Societal
and / or Economic Needs**



Clarifying Fit
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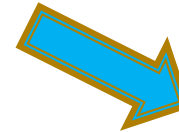
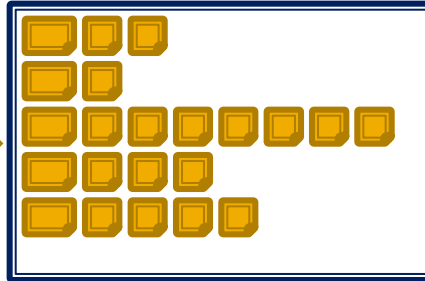
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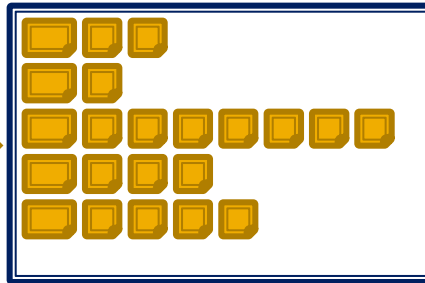
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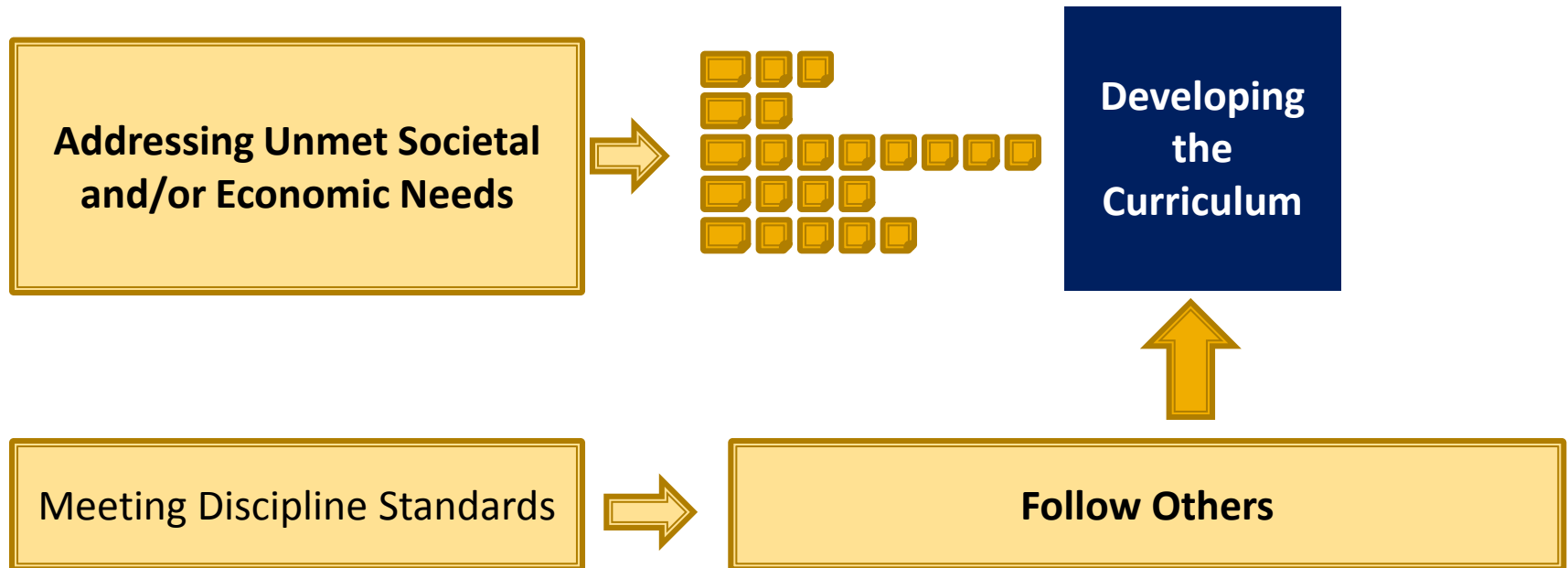
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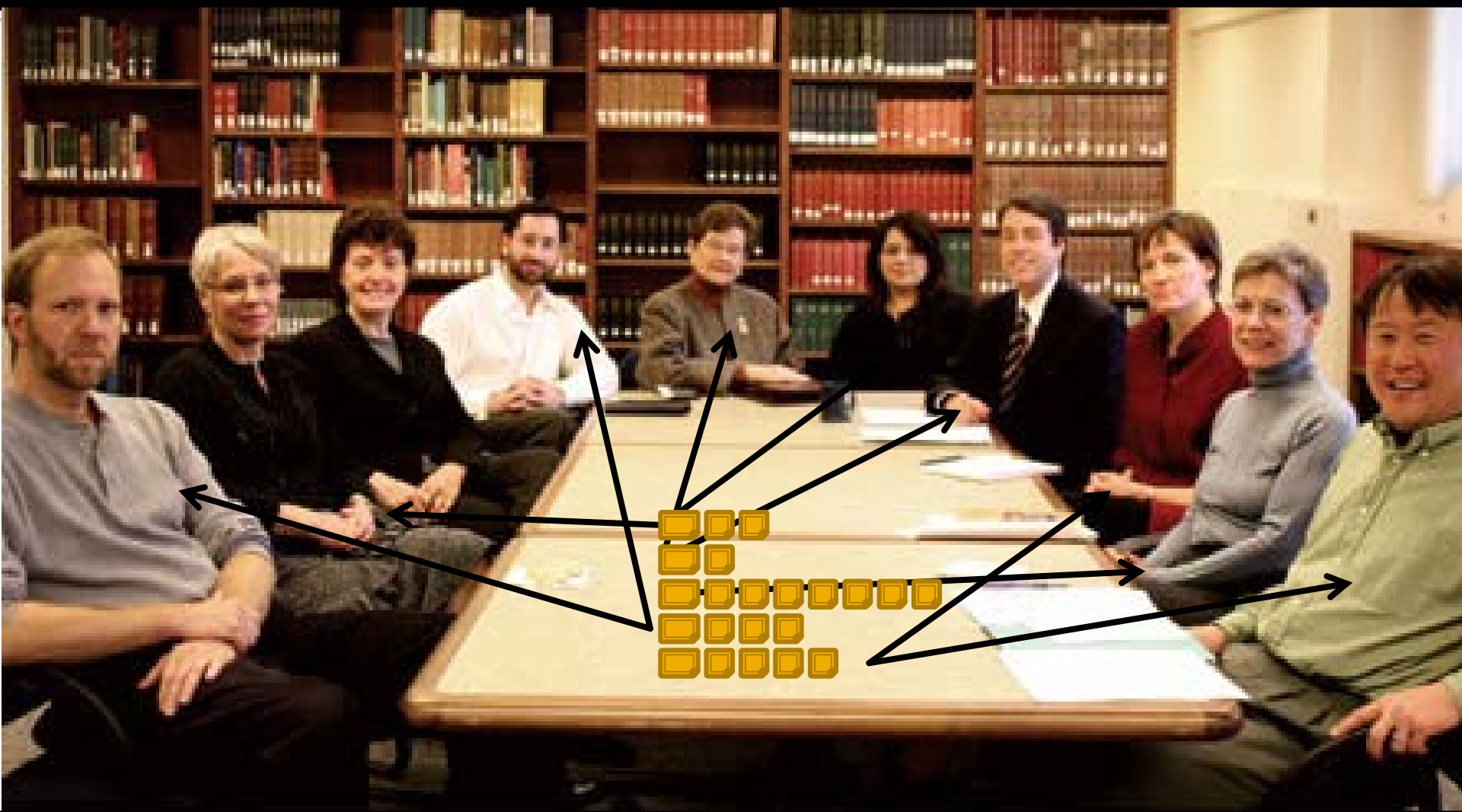
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Program Development





Aligning Teaching & Learning



Aligning Teaching and Learning



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Aligning Teaching and Learning

Who teaches what at what level?



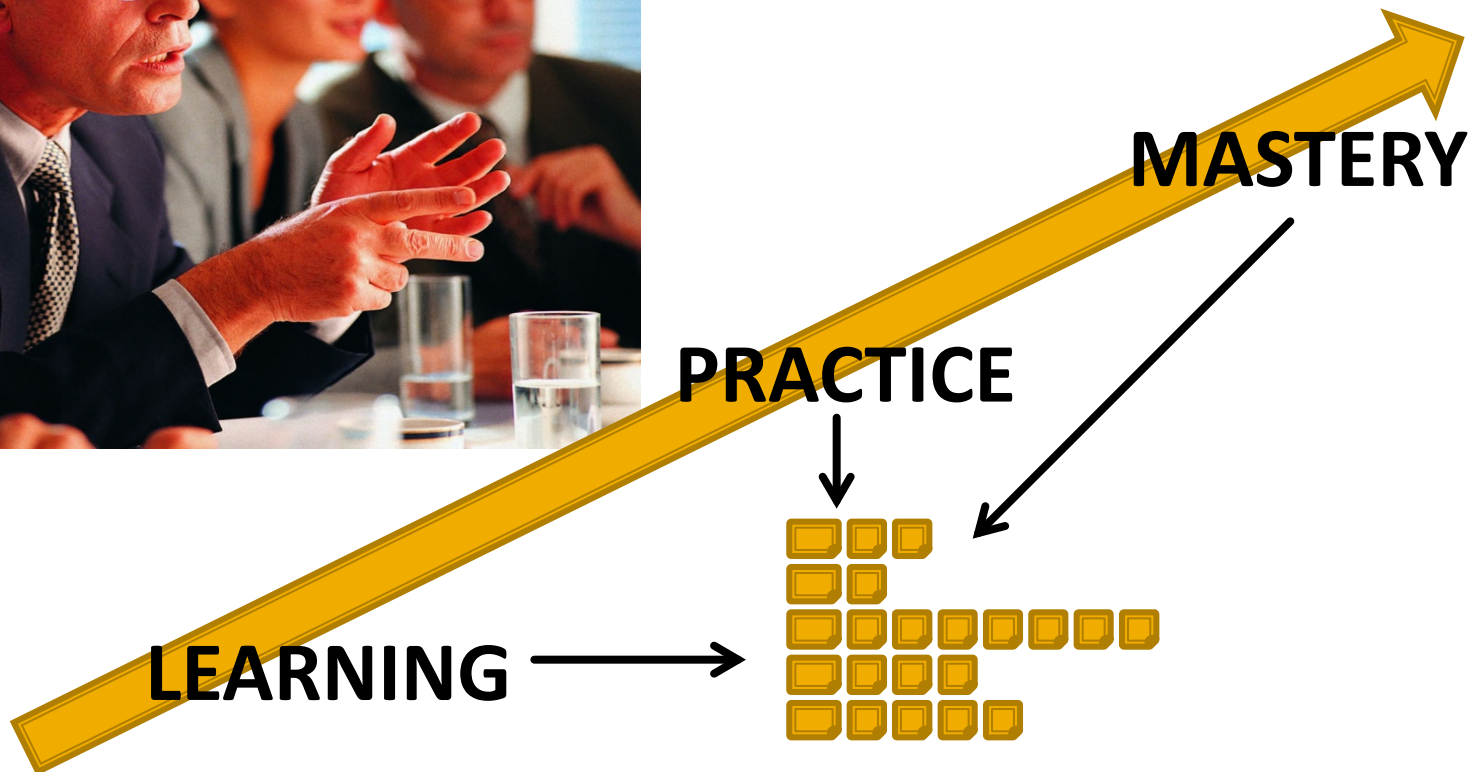
MASTERY

PRACTICE

LEARNING

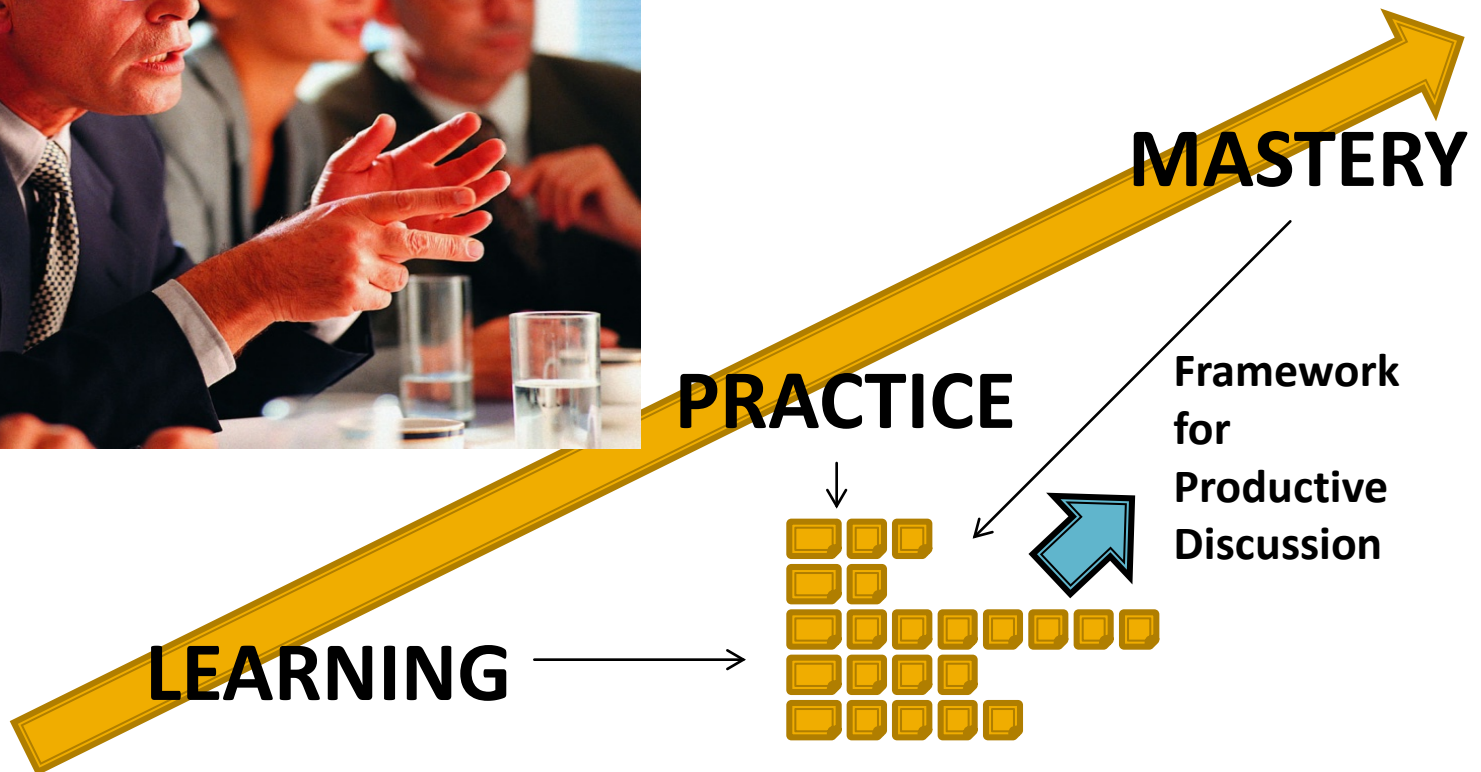
Aligning Teaching and Learning

What professor and course will ensure that each learning outcome is learned, practised and mastered?



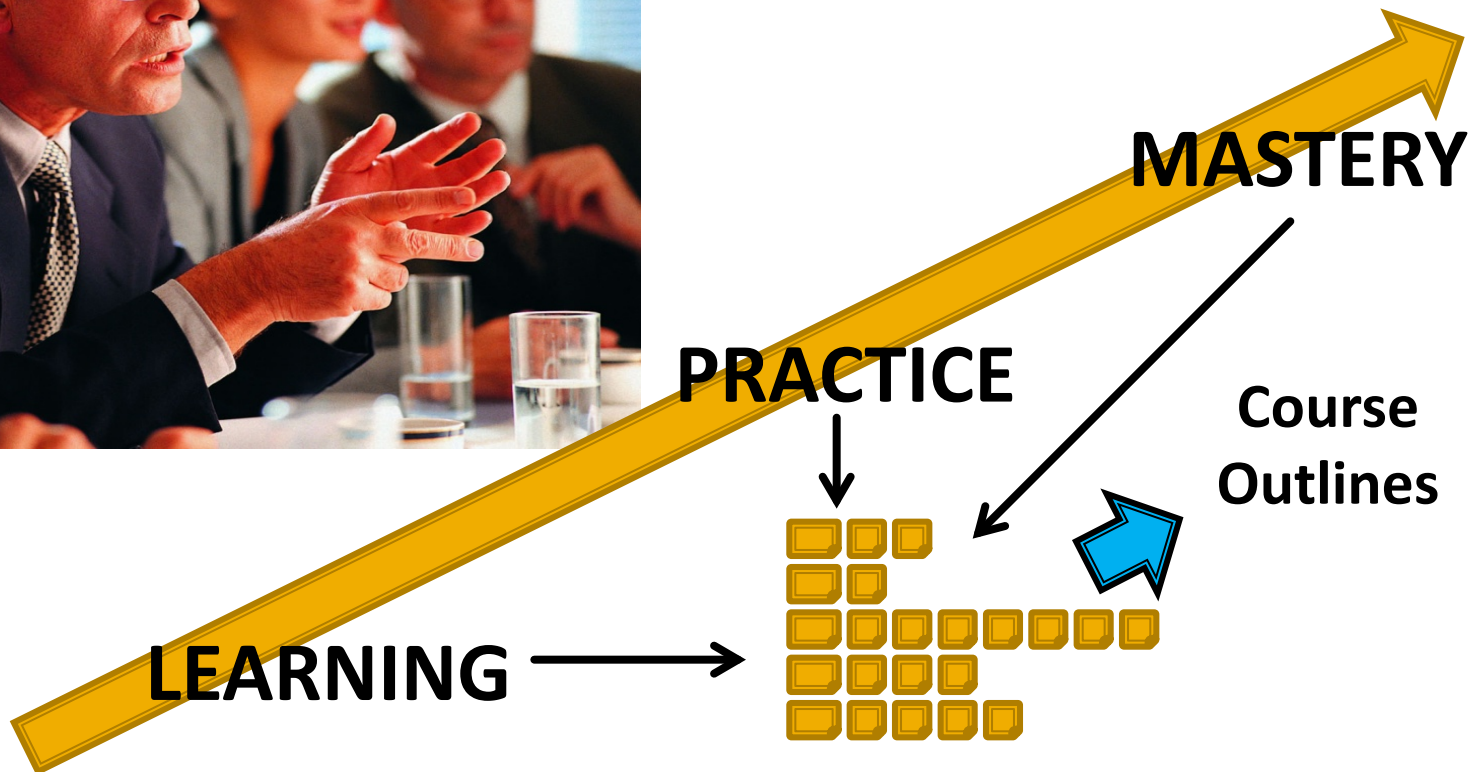
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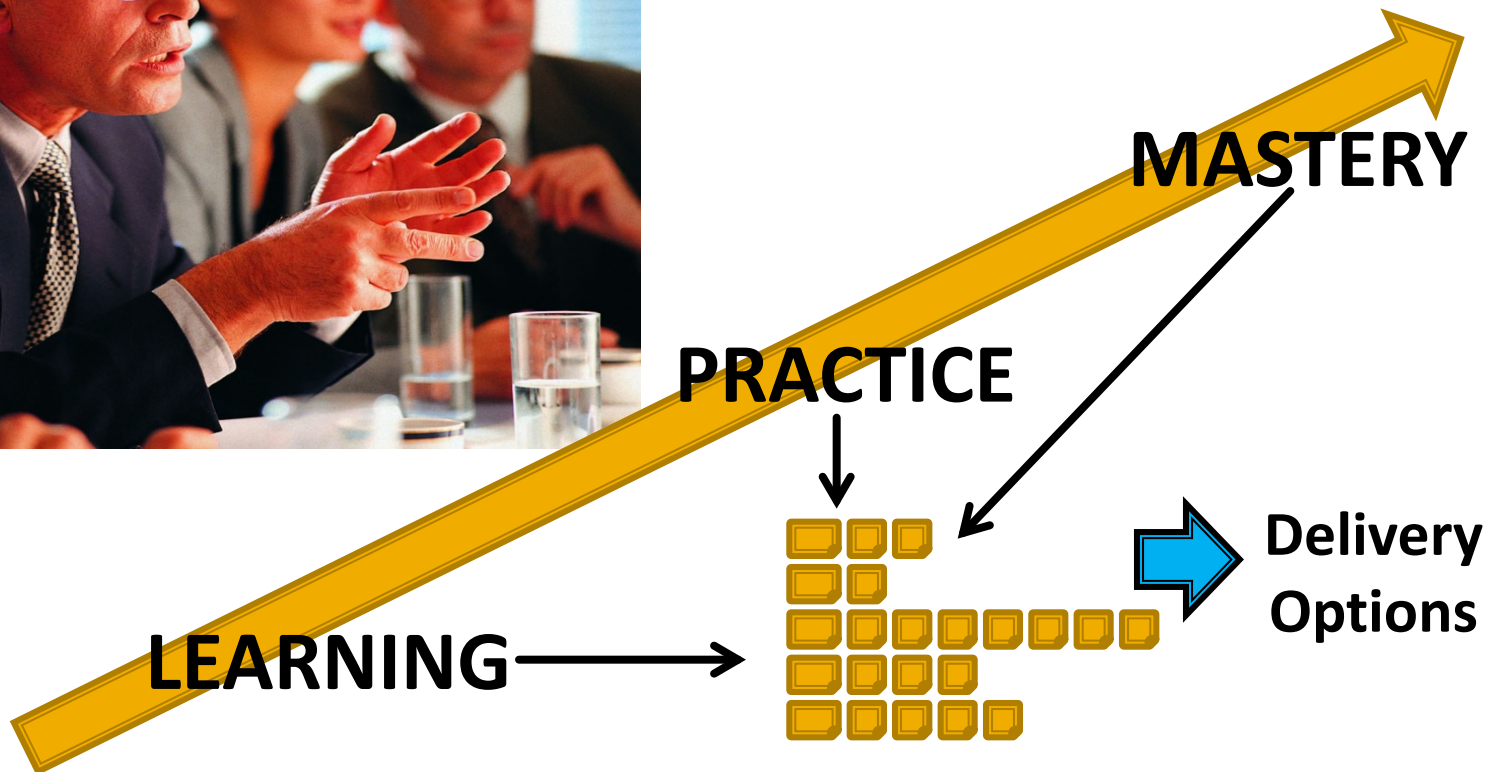
Aligning Teaching and Learning

What professor and course will ensure that each learning outcome is learned, practised and mastered?



Aligning Teaching and Learning

How will each of the learning outcomes be mastered?



Aligning Teaching and Learning

LEARNING OUTCOMES

- “appreciate the scope of...”,
- “understand”, “summarize”, “explain”,
- “practice”, “apply”
- “research”, “analyze”
- “critically analyze”, “apply”
- “integrate”, “synthesize”
- “lead”, “facilitate”
- “adapt”, “recommend”

DELIVERY OPTIONS

- **Classes**, on-line study, **secondary research**, independent study, trips
- **Writing assignments, quizzes**
- Field work experiences
- **Research projects**
- **Case studies**
- Broad-scope projects
- Team projects, consulting
- International study

Aligning Teaching and Learning

LEARNING OUTCOMES

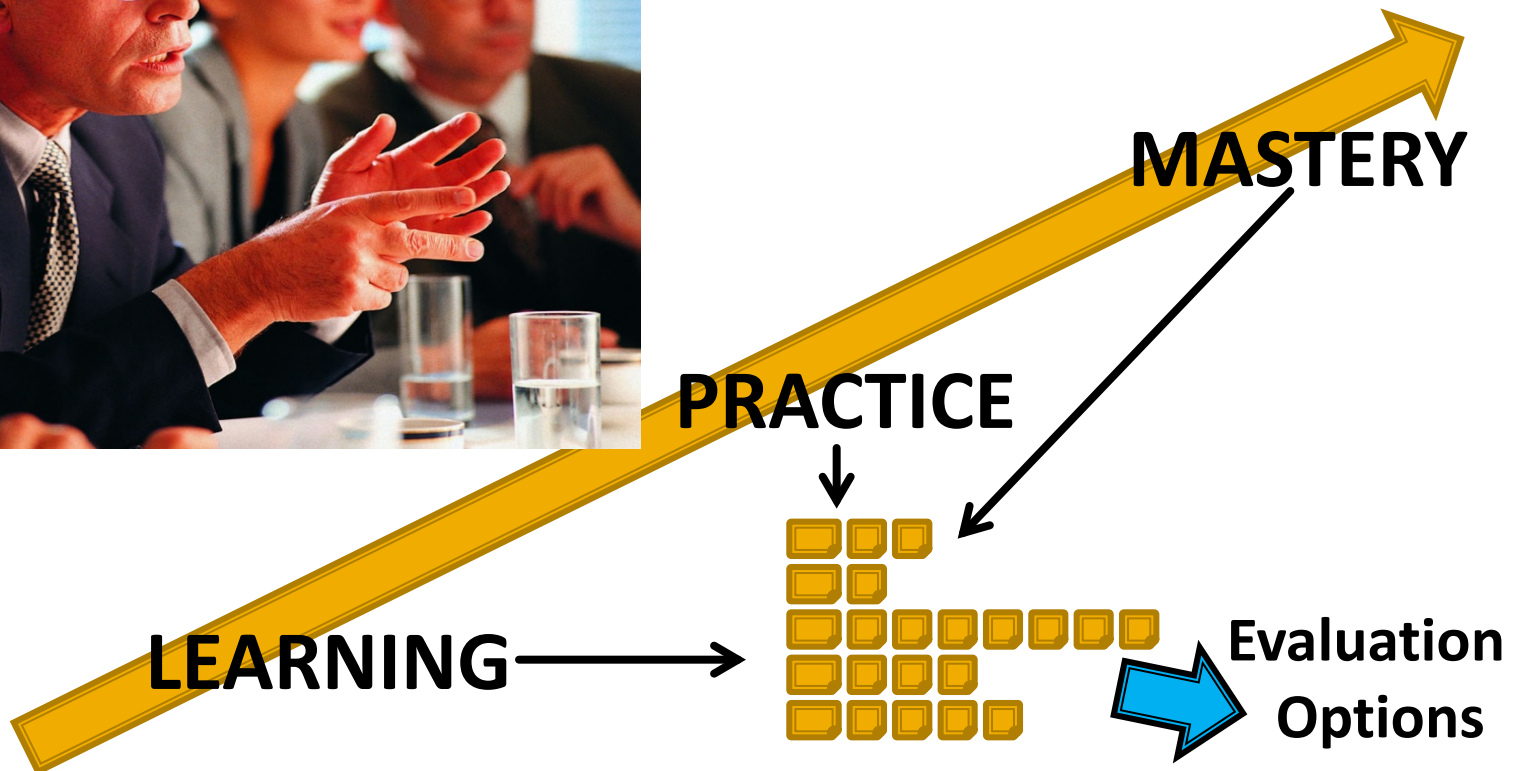
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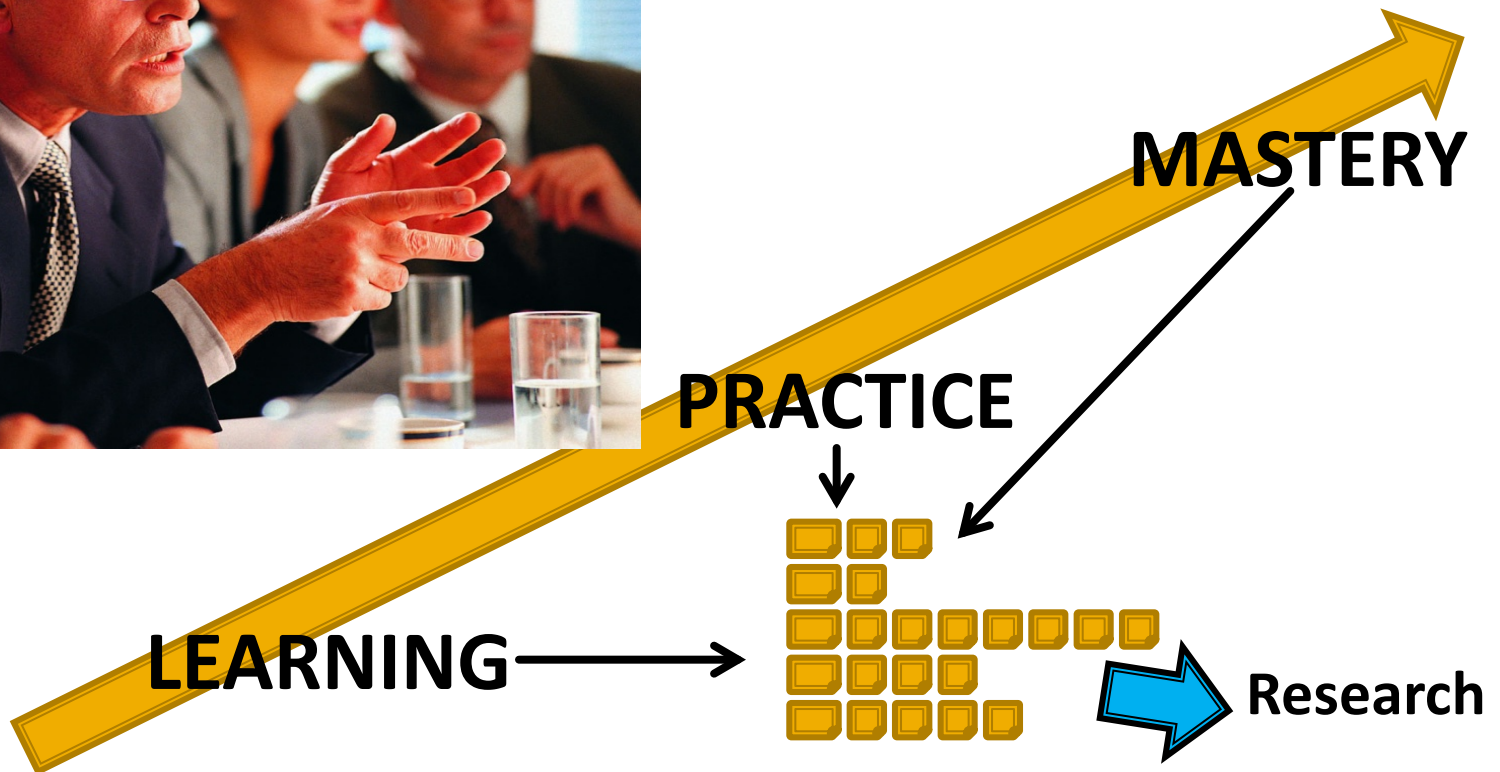
Aligning Teaching and Learning

How will we know each of the learning outcomes has been mastered?

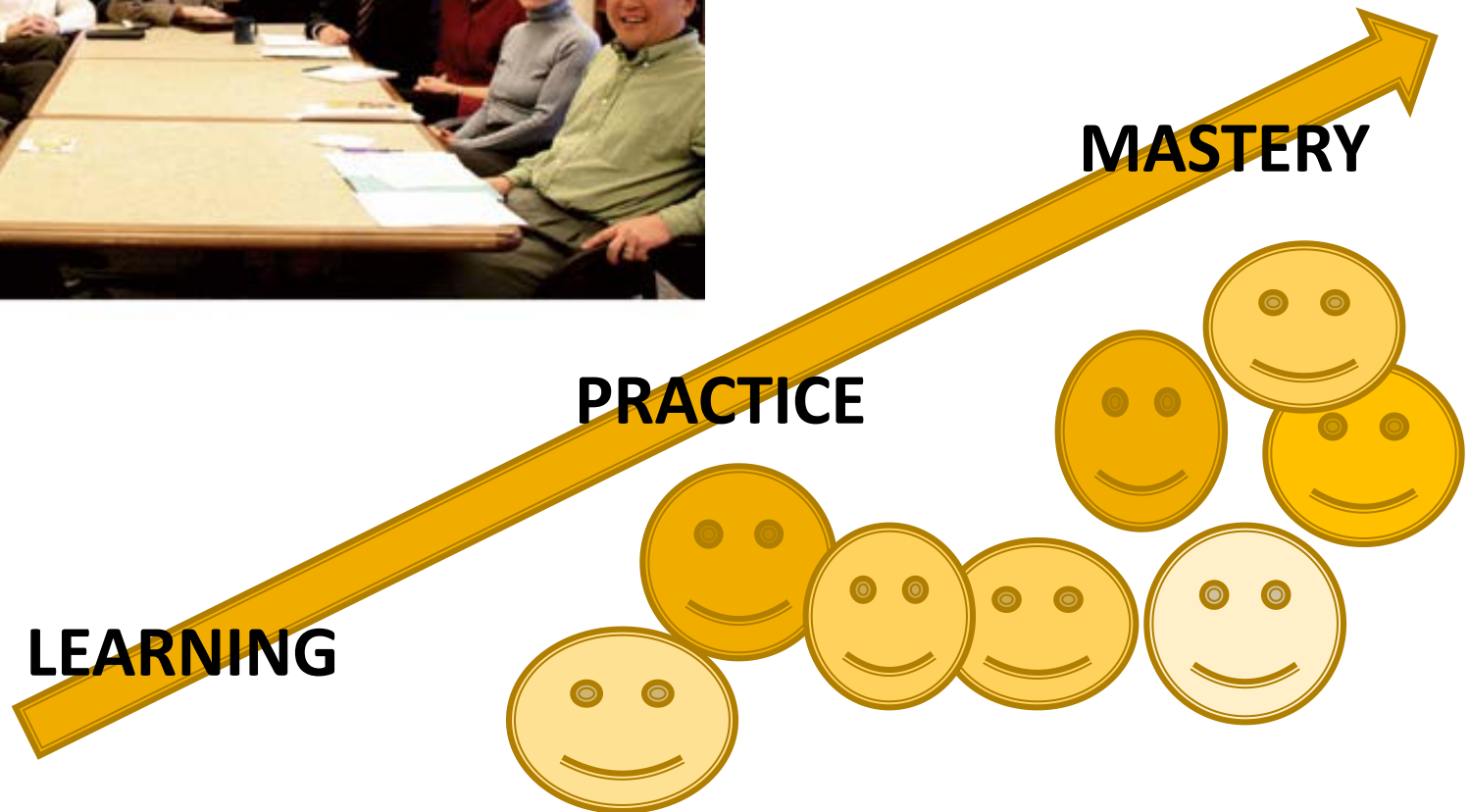


Aligning Teaching and Learning

How will know if our innovative ideas work?



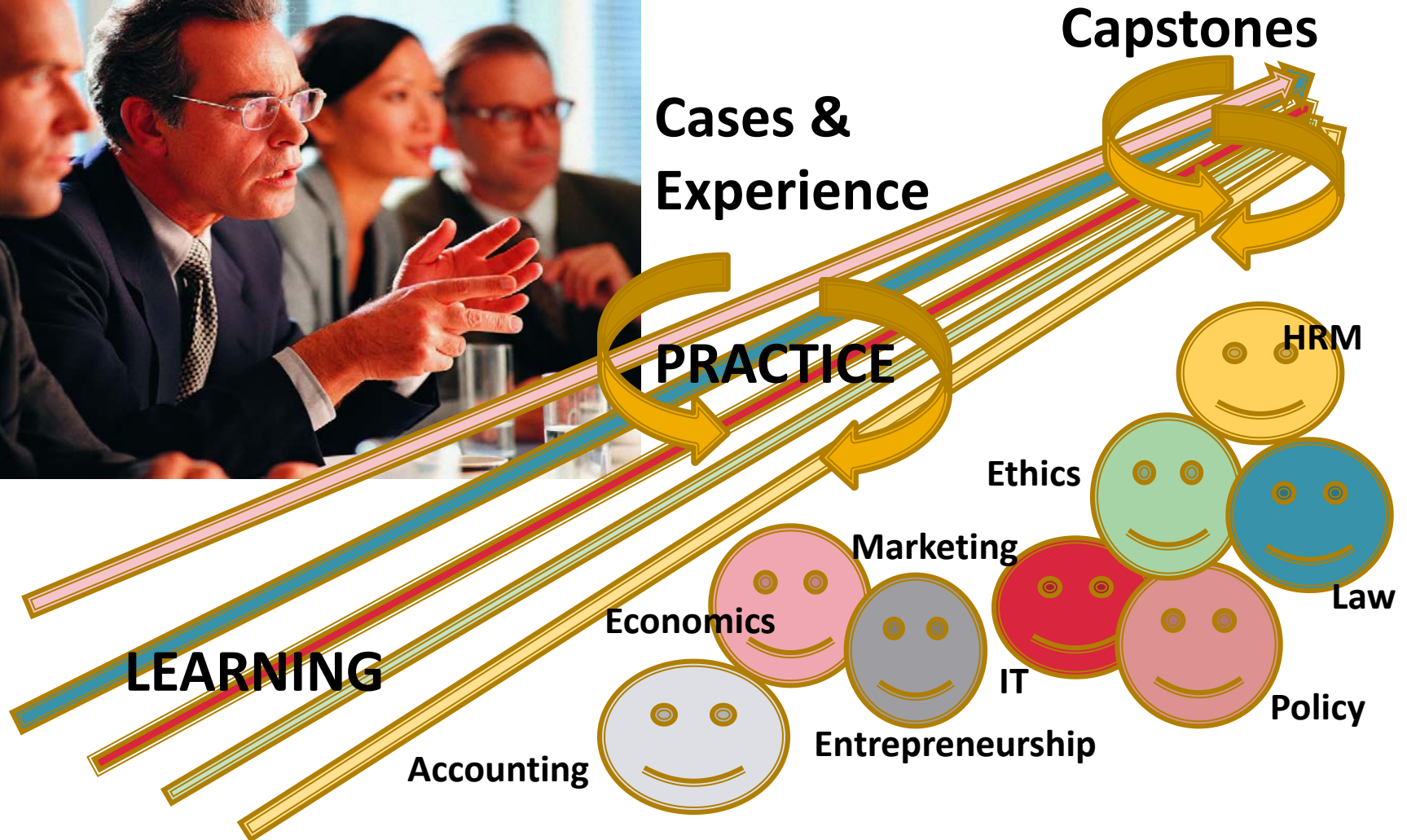
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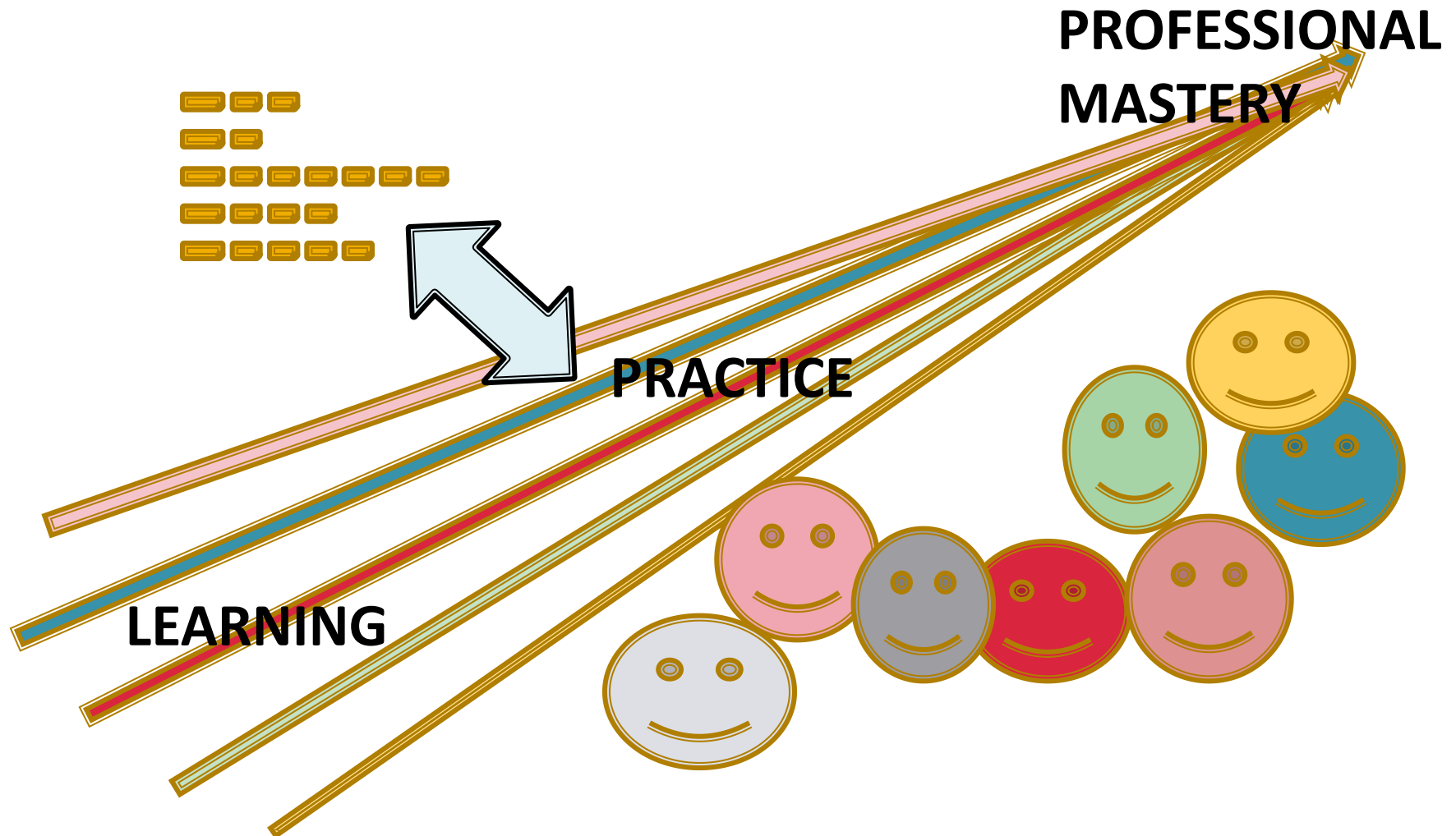
Aligning Teaching and Learning



Aligning Teaching and Learning



Aligning Teaching and Learning



Faculty to Lead Innovation & Alignment Processes

Senior Faculty

Tenured Faculty

Probationary Faculty

Faculty to Lead Innovation & Alignment Processes

Senior Faculty

Tenured Faculty

Probationary Faculty

Understand Learning Outcomes for the purpose of aligning their course outlines, teaching, assignments and student evaluation

Faculty to Lead Innovation & Alignment Processes

Senior Faculty

Tenured Faculty

Understand Learning Outcomes for the purpose of leading program enhancements to the teaching/learning process

Probationary Faculty

Understand Learning Outcomes for the purpose of aligning their course outlines, teaching, assignments and student evaluation

Faculty to Lead Innovation & Alignment Processes

Senior Faculty

Understand Learning Outcomes for the purpose of program development, review and adaptation

Tenured Faculty

Understands Learning Outcomes for the purpose of coordinating and laddering teaching and learning within the program

Probationary Faculty

Understands Learning Outcomes for the purpose of aligning course outlines, teaching, assignments and student evaluation

Common Strategic Commitments:

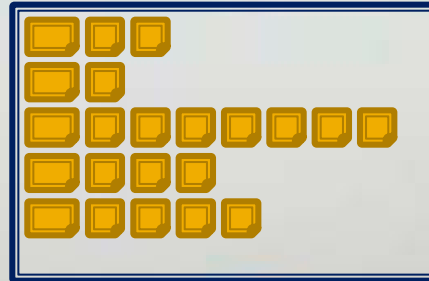
- the quality of teaching/learning
- Innovation
- demonstrate results that verify quality & drive improvement



Program Collaboration & Transfer



University/College Transfer Agreements



“We don’t see many transfer students so my colleagues wonder if this represents a significant market.”



“40% of advanced baccalaureate students at the University of Calgary started their higher education in a college.”



Over half of children from lower income families who have completed a US baccalaureate in the past 10 years began accumulating degree credits in a college.



The Transfer Market is Global ... Differences need to be bridged.



... Differences in the Definition of Academic Credits

North American
credit systems
tend to base
themselves on
**Faculty/Student
Contact Hours**



... Differences in the Definition of Academic Credits



**The European
Credit Transfer &
Accumulation
System (ECTS)
grounds credits in
Student Workload**

... Differences in the Definition of Academic Credits

**ECTS Higher Education
Academic Credits =**

**TIME FOR ALL IN-CLASS &
INDEPENDENT WORK
NEEDED TO “ACHIEVE
EXPECTED LEARNING
OUTCOMES” (*ECTS, 2009*)**



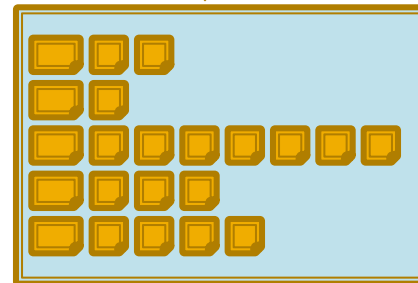
... Differences in the Definition of Academic Credits

North American credit systems tend to be based on **faculty/student contact hours**



**CORRELATES
WITH COST**

The European Credit Transfer and Accumulation System (ECTS) grounds credits in **Student Workload**



... Differences in Breadth ...

**North American
Baccalaureate Model**

The European Model

BACCALAUREATE BREADTH

... Differences in Breadth ...

**North American
Baccalaureate Model**

The European Model

**BACCALAUREATE BREADTH
REQUIREMENTS TEND TO BE
BASED IN A “LIBERAL”
CURRICULUM**

... Differences in Breadth ...

**North American
Baccalaureate Model**

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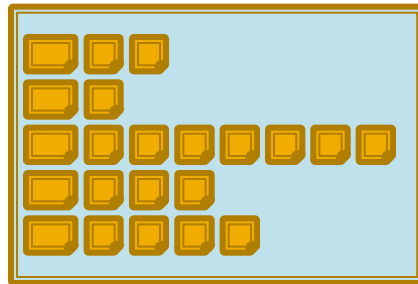
The European Model

**TYPICALLY NO LIBERAL
REQUIREMENTS**

... Differences in Breadth ...

**North American
Baccalaureate Model**

**Other jurisdictions'
Baccalaureate Models**





... Differences within sectors ...

- **No Provincial breadth learning outcome standard has been set for college diploma programs**



... Differences within sectors ...

- **No Provincial breadth learning outcome standard**



- **Colleges adopted different approaches**



... Differences within sectors ...

- **No Provincial breadth learning outcome standard**

- **Colleges adopted different approaches**

- **The inter-college breadth credit transfer varies by college**

... Differences within sectors ...

CREDIT TRANSFER STATUS

- **For diploma credit
but not degree credit**

... Differences within sectors ...

CREDIT TRANSFER STATUS

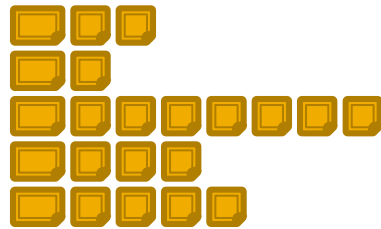
- For diploma credit
but not degree credit
- **Prorated degree
credit for a diploma
credit**

... Differences within sectors ...

CREDIT TRANSFER STATUS

- For diploma credit but not degree credit
- Prorated degree course credit for a diploma study
- **Full degree course credit for equivalent diploma study**

... Differences within sectors ...



CREDIT TRANSFER STATUS

- For diploma credit but not degree credit
- Prorated degree course credit for a diploma study
- Full degree course credit for equivalent diploma study

Does this raise any questions about the **alignment** of our commitment to collaboration and our admission, promotion, curriculum content, credit definition, recognition and application, registration policies and practices?

Program Collaboration



Common Strategic Commitments:

- Innovate
- Facilitate collaboration & transfer
- Show taxpayers that they are getting value for their investment

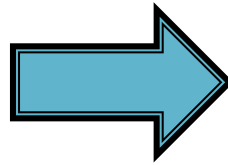


Quality Assurance



Professional Association Influence

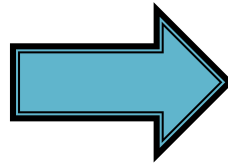
**Professional
Competencies
Set By
Certifying
Associations**



**Professional
Program
Curriculum**

Professional Association Influence

**Professional
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Certifying
Associations**



**Professional
Program
Curriculum**

- Faculty
- Program design & course outlines
- Student evaluation
- Student selection, promotion and graduation

Quality Assurance

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Program Quality Assurance Audit

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- All Ontario Colleges are subject to a **Program Quality Assurance Audit** which seeks to verify that: **Program-level learning outcomes for all programs of instruction are set, are consistent with the college mission and the program's intended purpose, and are appropriate for the credential offered upon successful completion of the program. (Criterion 1)**

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(Criterion 5)

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Quality Assurance

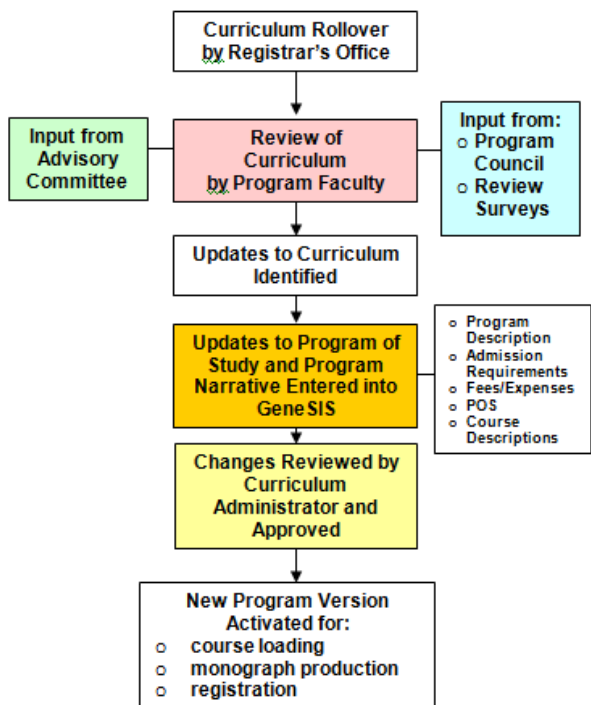
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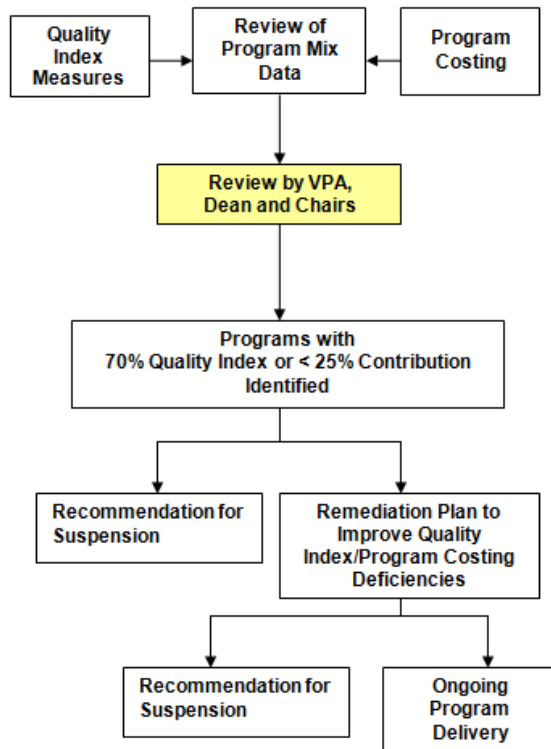
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PROGRAM QUALITY ASSURANCE AT ALGONQUIN COLLEGE

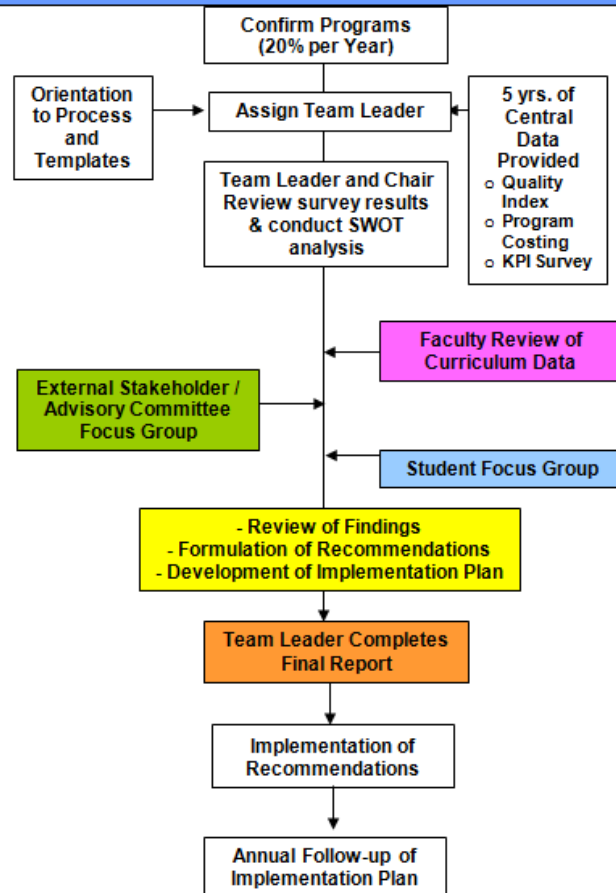
ANNUAL CURRICULUM REVIEW



ANNUAL PROGRAM MIX REVIEW

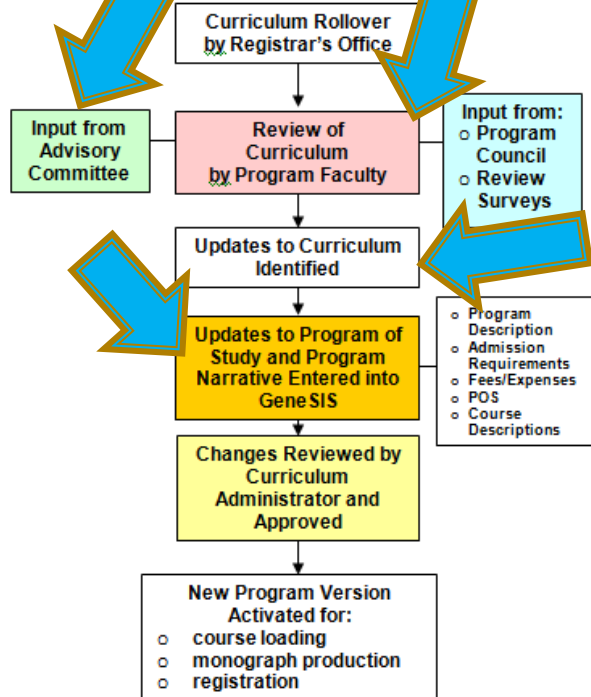


CYCLICAL PROGRAM QUALITY REVIEW

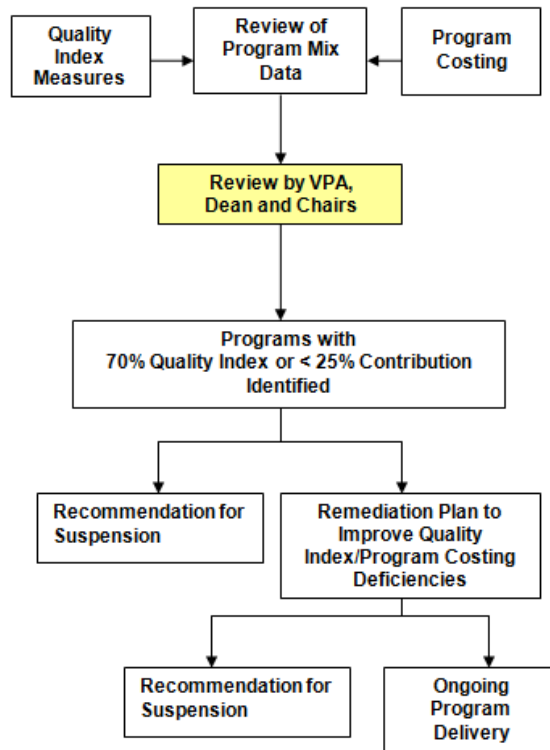


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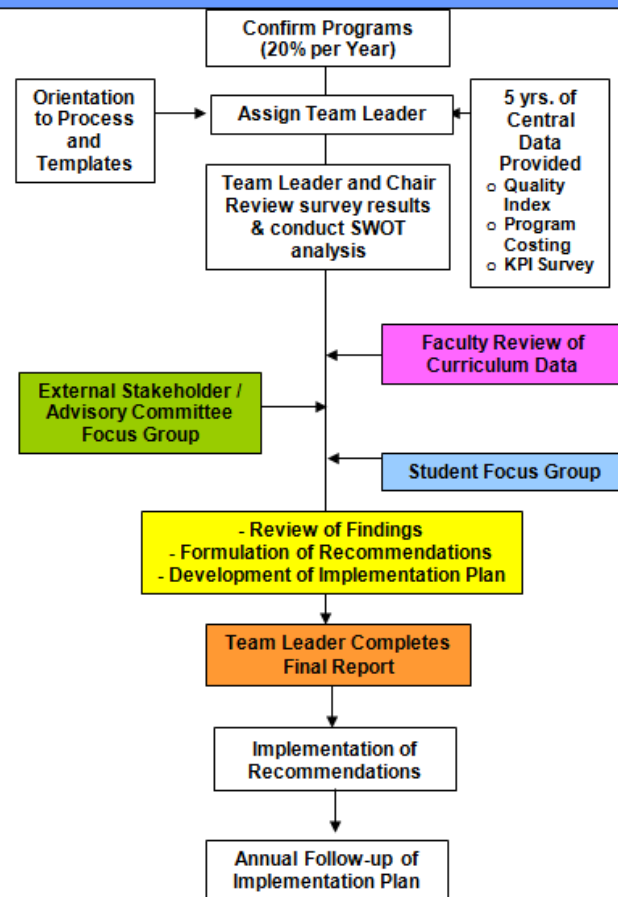
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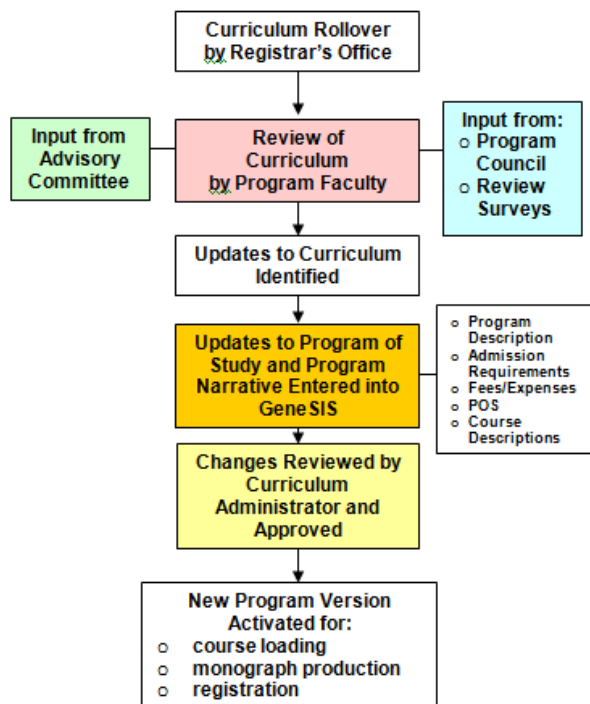


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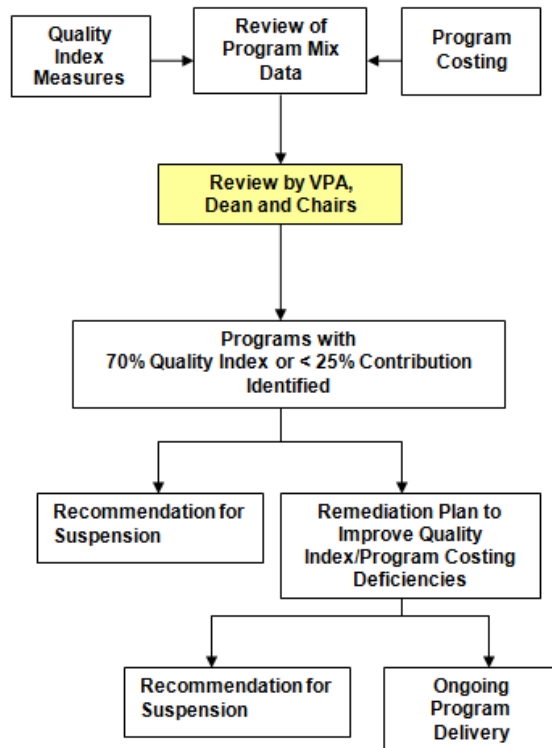


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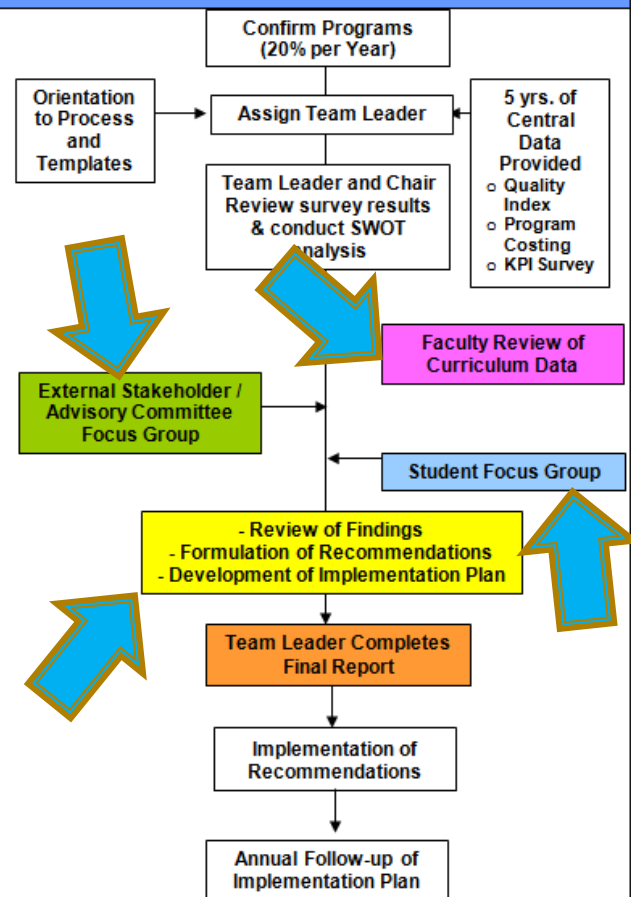
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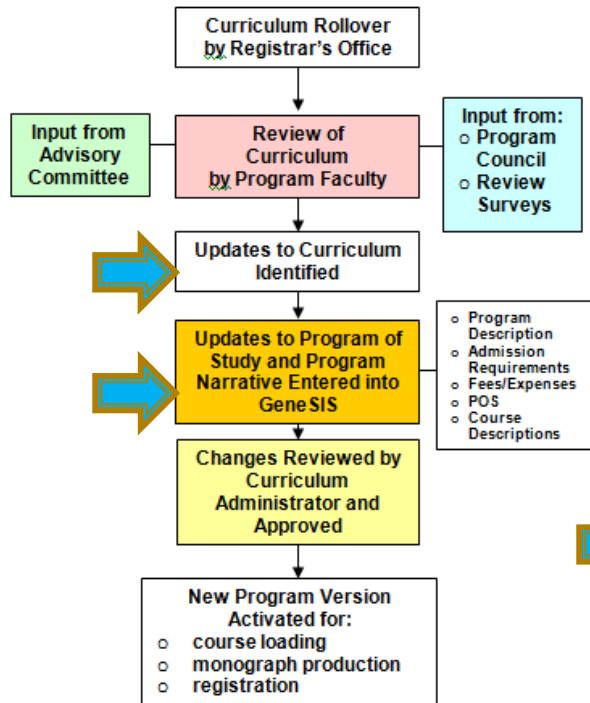


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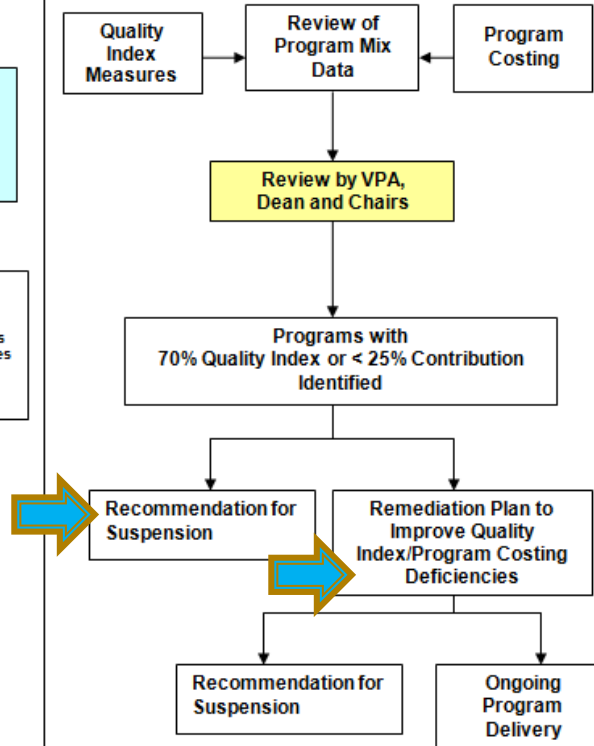


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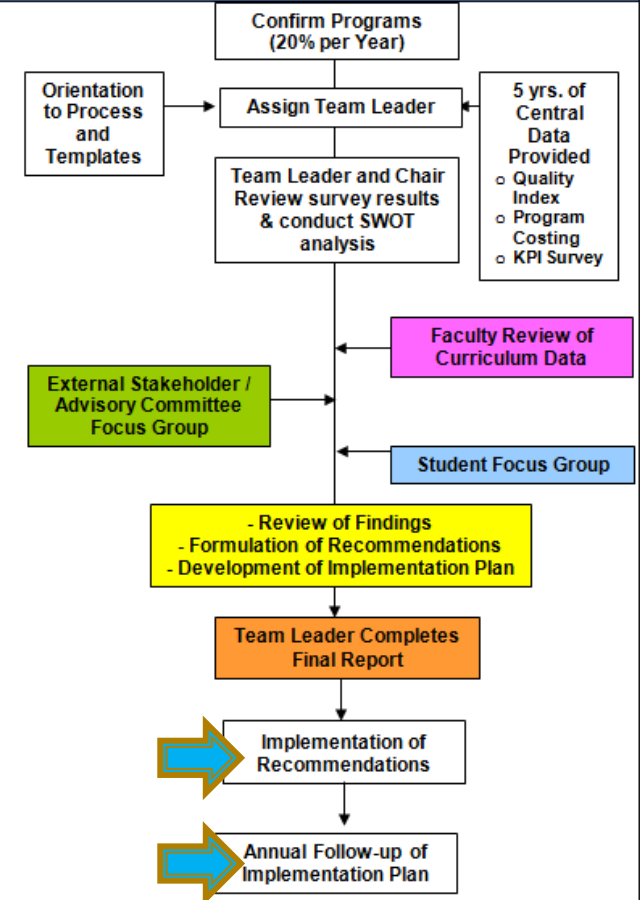
ANNUAL CURRICULUM REVIEW



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CYCLICAL PROGRAM QUALITY REVIEW



Common Strategic Commitments:

- **Innovate**

- Ensure the quality of teaching/learning
- Facilitate collaboration & transfer
- Demonstrate results that verify quality, drive improvement, and show taxpayers that they are getting value for their investment



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