

Implementing Learning Outcomes in a Post- Secondary Institution

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The Central Challenge: *Faculty Resistance*

- **Cynicism**
- **vs Accountability**
- **Ignorance**
- **Fear that they will become labourers producing a product**
- **Loss of academic freedom**

**How might an institution
develop Learning Outcomes
and get buy-in from faculty?**

Engaging in a Learning Outcomes Exercise

Bottom Up ✓

Not

Top Down ✗

Engaging in a Learning Outcomes Exercise

**Need to be clear on
what and why**

Learning Outcomes are:

The abilities, skills, or knowledge students can demonstrate they possess upon completion of a course or program or upon graduation.

Why?

3 Sources:

1) Bologna Process
**(student & labour
mobility)**

2) Quality Assurance
& Accountability

3) Pedagogical --Stress this one



**“From Teaching to Learning: A
New Paradigm for Undergraduate
Education” Robert B. Barr and John
Tagg (1995)**



**Student
learning**

Faculty teaching



Strategic and educational reasons for engaging in a Learning Outcomes exercise:

- **strengthen undergraduate education by improving the quality and real-world relevance of student learning**
- **communicate with policy makers, families, and other stakeholders**

Begin by establishing Institutional Learning Outcomes

**Institutional Learning
Outcomes (ILOs)**
are the abilities that **all**
graduates of an institution
can demonstrate that
they possess

***Institutional Learning
Outcomes (ILOs) allow focus
on undergraduate education
writ large***

**This focus includes the
integration of everything
that students do—in and
out of class**

ILOs:

- Emphasis on the overall **student experience.**
- **Integration** of service areas with academic areas in a **shared mission.**

**Staff and support units
are a key ally!**

UFV Institutional Learning Outcomes were the product of a collective and democratic year-long exercise.

Provost's Forum, September 2011

2 messages

1st

ILOs our way of doing Quality Assurance on our own terms as educators and students before the government does it to us

2nd

**Year-long conversation
about what matters
most to us as educators:
student learning**

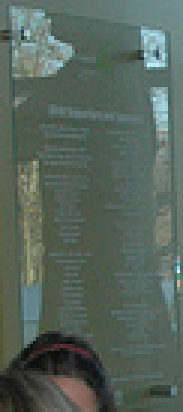
**An expression of our
identity, a visioning
exercise**

Action Plan:

- Teaching and Learning Advisory Council facilitates process
- Blog
- Faculty, staff, student, and community discussions, forums, charettes

Art Matters
What can you help?

Helping support the local
art world class exhibitions,
events and community programs.
It's so simple to find out how you
can help. A group of friends, supporters
and neighbors.







CRIMINOLOGY AND CRIMINAL JUSTICE

Skills
Leadership
- 2014
- 2015
- 2016

Education
contacts

local history & forms
community + global links +
intelligence
- 2014
- 2015
- 2016

will provide you with the information and

forms

- **January deadline for suggested ILOs from departments and units**
- **February: Interactive Charette**

MAKING SENSE OF THE ABSTRACT

On the following pages, including the plinths, submitted but not finalized, institutional learning outcomes (ILO) are presented by each department and activity.

NOV 28TH ILO @ THE REACH GALLERY MUSEUM, ILO CREATED

Communicate effectively and respectfully to various audiences through a variety of mediums.
Demonstrate through self-reflection a transformation.
Demonstrate an active participation in a learning community.
Learners will find, evaluate, and use information effectively to support decision-making, participation in discourse, and overall claims and ideas. 🌟🌟🌟🌟
Learners will contribute to the social, environmental, and economic advancement of our "20 world."

- A UFV graduate will:
- Identify a learning plan to support personal and professional growth in higher-level fields of practice. 🌟🌟🌟
 - Demonstrate informed respect for the diversity and inclusivity based on respect of our global awareness. 🌟🌟🌟
 - Communication effectively in various modes to apply learning in a variety of situations. 🌟🌟🌟
 - Demonstrate thoughtful engagement with the local context and its global implications. 🌟🌟🌟

- Student will be able to:
- Gather, organize and critically examine written and visual and numerical information.
 - Effectively communicate in a variety of forms.
 - Actively reflect and contribute.

Demonstrate knowledge, skills, attitudes and dispositions.
Demonstrate a curiosity about the world around you.
Behave in an ethical, equitable, respectful manner with those in your community.
UFV graduates will demonstrate active participation as citizens of the global community.
As educated persons, UFV graduates will demonstrate awareness of their capacities as lifelong learners. 🌟
To synthesize subject matter in a clear and concise manner within their area of work.
Self-reflection.
To enhance our student's capacity for self-reflection as demonstrated by their ability to communicate to others a narrative that explains how they've grown in their education.

Integration:
Enhance our student's integration as demonstrated in their ability to create a narrative of their future, often in collaboration with others that is open to a program's evolution to problems, whether personal or social. 🌟🌟🌟🌟🌟

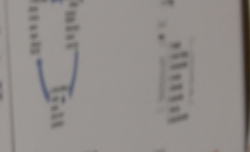
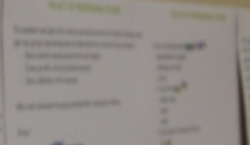
THESE

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- STUDENT SERVICES
1. To develop skills in writing, reading, and research.
 2. To develop skills in communication, critical thinking, and problem-solving.
 3. To develop skills in self-reflection and personal growth.
 4. To develop skills in social and cultural awareness.
 5. To develop skills in leadership and teamwork.
 6. To develop skills in ethical and professional conduct.



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To have curiosity and the 
desire to contribute positively and
meaningfully to the communities
 they find themselves in that 
results in reflective practice and a
commitment to lifelong learning.

 *v & living*



Able to communicate effectively and respectfully regardless of context or context

communities of discourse
each, code-switching
simple, from less formal to
social to professional.

What does it mean?
to communicate effectively with different audiences - their specific needs/interests etc...

Types of Creativity?
Innovative
Imaginative
Uninhibited thinker
Like 'Tomlinson' or 'strongly number' (in the study account)
E.L. Taylor
S.E. Taylor
S.E. Taylor

Total Evaluation
with the purpose of applying learning
Imaginative
Analytical
I see the world change
Journal

responsibility
responsibility & morally

A curious and critical thinker who can ethically navigate changing state of their profession, their society, and our world

AVS
Career
On-going
Innovation's
Water &...
...of...



One faculty member takes all submissions and creates a synthesis draft:

- **available on the blog and at numerous meetings**

March-April:

- **Discussed at Provost's Forum**
- **All of UFV had the opportunity to send in revisions to the draft ILOs**

May 1 PD Day:

- **152 participants attended a UFV-wide professional development day**

- **At the end of the day a penultimate draft was created by four volunteer editors**
- **Presented their final version of 9 ILOs at the Teaching and Learning Advisory Council on May 18, 2012**

In September 2012, the UFV Senate approved the UFV statement of Institutional Learning Outcomes

YEAR 2

ILO Showcase



University & Upgrading



Trudy Archie

Biology



Gregory Schmaltz

Teacher Education Program



Barbara Salingre

English 105



Rhonda Schuller

Theatre



Bruce Kirley

Hospitality & Event Planning



Nancy Barker

Adult Education



Seonagh MacPherson

Early Childhood Education



Les Stagg

ILO Showcase

40 YEARS
UNIVERSITY
OF THE FRASER VALLEY





Core

DOMAINS AND CLASSES?

FOUNDATION

- Business Administration
- Business Management
- Business Information Systems
- Business Law
- Business Ethics
- Business Writing

- Leadership Studies
- Entrepreneurship
- International Business
- Project Management
- Business Strategy

- Human Resources Management
- Organizational Behavior
- Business Communication
- Business Negotiation

- Business Law
- Business Ethics
- Business Writing

- Business Law
- Business Ethics
- Business Writing

UNIVERSITY OF THE FRASER VALLEY

What my students told they learned...

A collection of approximately 20 green speech bubbles, each containing a small graphic of a graduation cap.

Without industry...

It's all about attitude...

The customer - I want to...

One of the first things I've...

Focus on a task, his...

who can take a...

on, and profes...

on, apply the sk...

er of food is also...

THE CONTEXT OF INSTITUTIONAL LEARNING OUTCOMES ALIGNMENT FOR CYC

While aligning with the UOCC...
ILOs, it is important to...
consider if...
Profession...
have...
of...

This...
how...
work...
bookers...
quality...
through...
learning...
mainly at...
and na...

Even m...
is the...
the...



THE CONTEXT OF INSTITUTIONAL LEARNING OUTCOMES ALIGNMENT FOR CYC

While aligning with the UOCC...
ILOs, it is important to...
consider that our...
Professional Programs...
have additional sources...
of accountability.

This graphic sets the...
context by showing...
how our programs...
work with external...
bodies to establish...
quality and rigor...
through our...
learning outcomes...
mainly at provincial...
and national levels.

Even more important...
is the need to recognize...
that our...



- **A) Access and use biological knowledge in order to interpret and engage in discussions on contemporary biological and social issues on a regional and global scale. 1, 4, 9**
- **B) Foster critical thinking to analyze, interpret, integrate, and critique the existing and emerging body of biological knowledge in both independent and collaborative settings. 2, 6, 7**

- 9. Contribute regionally and globally**
- Demonstrate understanding of how the Halq'eméylem language expresses the Stó:lō way of learning and relating to the world.**

- **Aligning Course Learning Outcomes with Program Learning Outcomes**
- **Begin discussions with School Districts about aligning their learning outcomes with ours**

Some Lessons:

- **Need Provost front and centre, but hands-off; give power to institution**
- **Have an expert or experts you can rely on**
- **Align process with your institution's culture (at UFV=bottom-up)**
- **Involve the whole institution: gives buy-in, critical mass, momentum**
- **Make the process about student learning**

