

Integrating Program Outcomes & Service Standards



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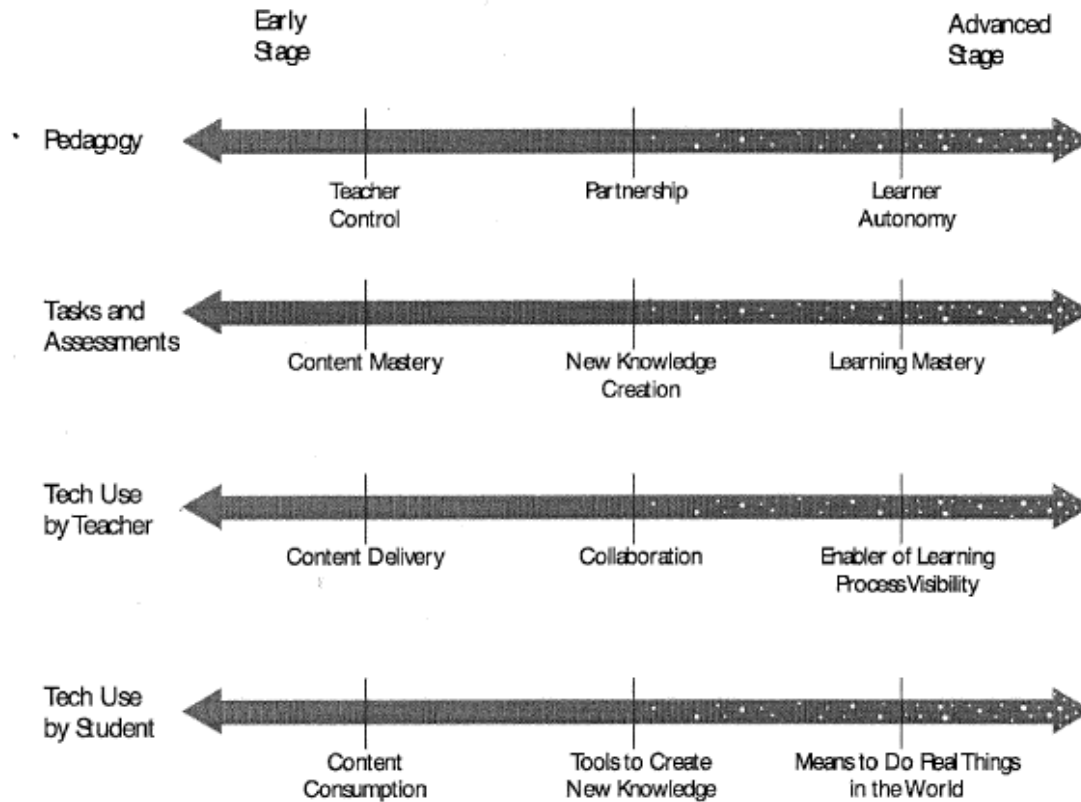
What is an outcome?

What do my students need to be able to **DO** “out there” that we are responsible for “in here” (course/program/college)?

The Outcomes Primer, Stiehl and Lewchuk, 2008

Shifts that Outcomes Facilitate

Figure 10: Continuum of New Pedagogies Effectiveness



From: Fullan, Michael and Langworthy. *A Rich Seam – How New Pedagogies Find Deep Learning*. Pearson, 2014.

2014-15 Program Outcome Pilots

- Early Childhood Education
 - Rural Pre Med Program
- Academic Upgrading and Development
 - Culinary Management

In Progress: Business, University Arts & Science,
and Aviation

½ Day Program Outcomes – Validation – Mapping –
Implementation of Recommended Changes

- 12-15 POs paint a picture/make an offer for our students
- Staff engage with each other, with employers and community
- Education becomes a negotiation between student and instructor - the end goal is clear but the path is walked together

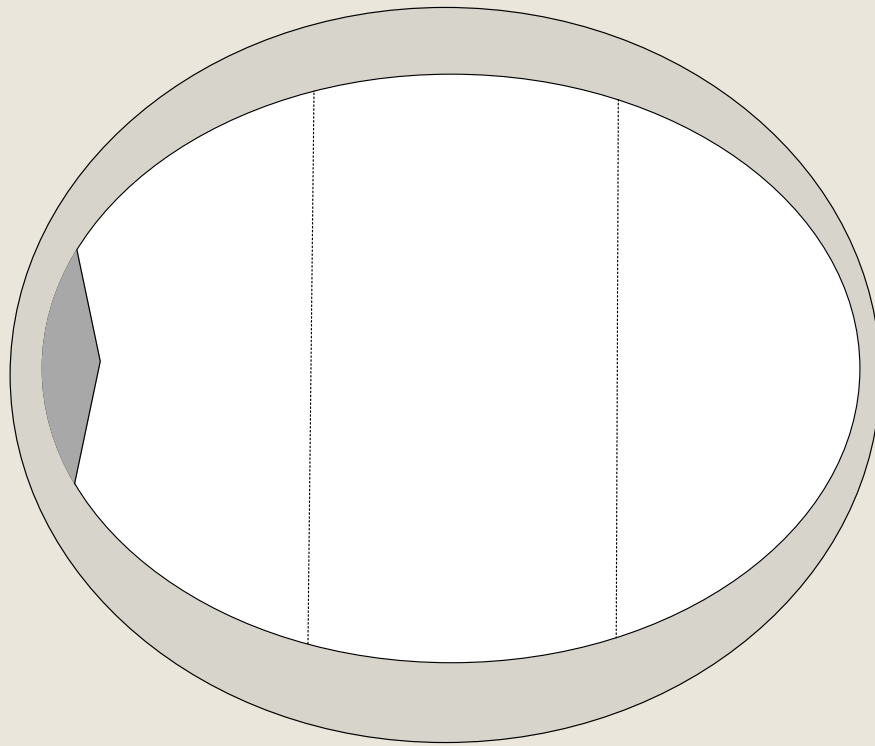


Exemplary Program Outcome from Early Childhood @ Selkirk

Guide and facilitate learning
developed through
intentional provocations that
support all domains of
development.

Validation of Early Childhood Education Program Outcomes





nseling

- Aboriginal Services

Staff Generated Recommendations

- | |
|--|
| <ul style="list-style-type: none">• Classroom Retrofit• Service Courses – Support Instructors to Level and Diversify Assessment/Provide Relevant Context for Assignments• Revitalize connection with daycare |
| <ul style="list-style-type: none">• Special Education requires more time to map.• AUD creates a common set of textbooks and course outlines. |
| <ul style="list-style-type: none">• Must consider International intake timing and ensure students are ready• Marketing implications? |
| <ul style="list-style-type: none">• Professional development for instructors in learning outcomes, more integration, i.e. sharing of and building towards program outcomes. |

EXCEPTIONAL SERVICE STANDARDS



Synchronicities

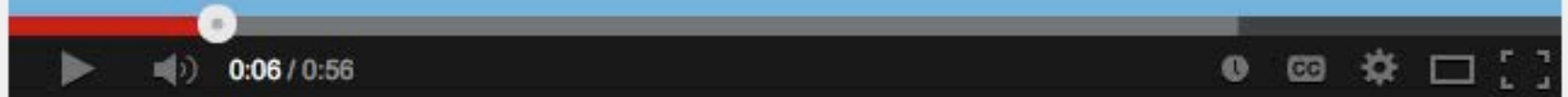
	Exceptional Service – Pilot Projects	Program Outcome Implications
Teaching and Learning	Applied Research – Student Expectations Outside of the Classroom	Classroom Retrofits Diversify Context/Assessment in Service Courses
Community Connection	Community “hires” Selkirk graduates identity program	Revitalize Relationship with Onsite Daycare
Student Focus	Social Life for Students on Campus Student Ambassadors	Reconsider International Intake Timing
Staff Support	Regular Formal Training in Customer Service	Professional Development in Writing Learning Outcomes

Next Steps 2014-15

- Complete 4-5 additional programs
- Make progress on service standard and program outcome projects
- Integrate!!!



What is the most important thing
to remember as an educator?



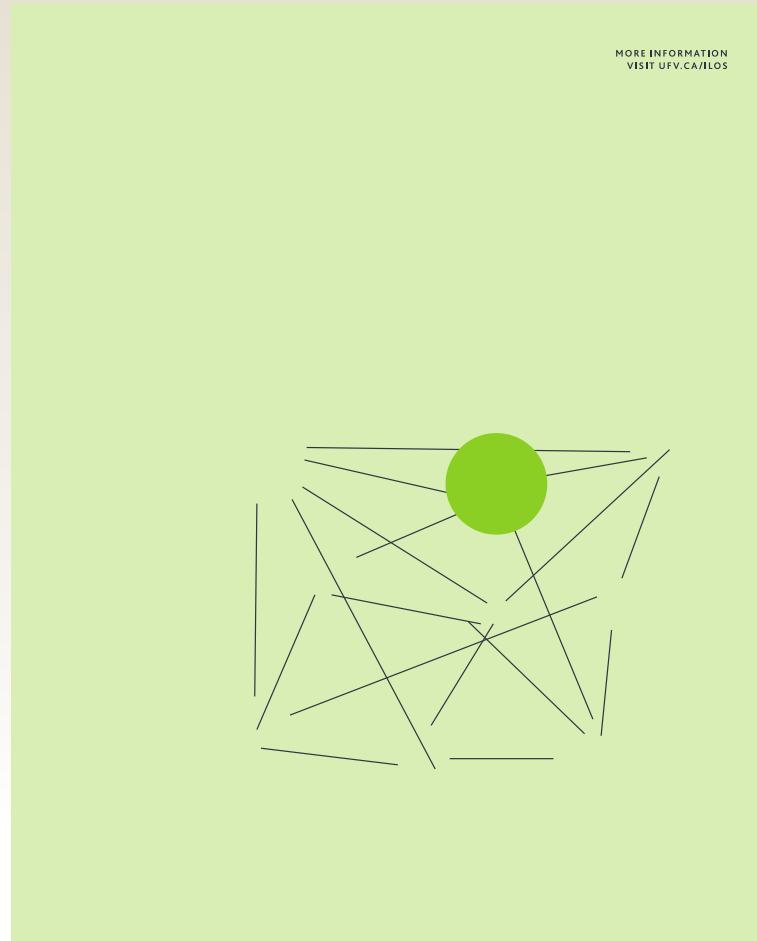
Author Stephen Brookfield on good college teaching

Notes from “Tuning”

- process whereby program outcome work leads to institutional outcomes
- bottom-up process to articulate learning outcomes that are relevant, appropriate and useable
- employed around the world by regions, systems and disciplines wanting to create common and transparent expectations for student learning
- In Ontario: resulted in five common competencies (Knowledge, Critical and Creative Thinking, Communication, Social Responsibility, Personal and Interpersonal Capacities) and one competency (Practice and Methods) that had distinct learning outcomes for each sector

Adapted from Tuning: Identifying and Measuring Sector-Based learning Outcomes in Postsecondary Education, Lennon et al., Higher Education Quality Council of Ontario, 2014.

Institutional Outcomes – Where Program Outcomes and Strategic Plans Meet



Thank-you!

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