

Addressing Learning Outcomes through Multiple, Simultaneous Strategies

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Implementing Learning Outcomes:
How do we recognize different levels of interest and various sources of motivation for engaging in the work of defining and assessing learning outcomes?



Milestone 1

- Academic Plan (December 2011)
- Student consultation results: “Provide information on how programs can lead to specific careers”
- TRU Academic Foundation “Inquiry-based and Creative Learning” includes the objective “**Clearly defined and measurable learning outcomes** for all TRU courses across all delivery modes”
- <http://www.tru.ca/about/academics/academicplan.html>



Milestone 2

- Learning Outcomes and Assessment Advisory Committee (April 2013)
- Pan-university group of faculty, students and staff
- Led by TRU's Centre for Student Engagement and Learning Innovation
- <http://www.tru.ca/ctl/learning-outcomes/resources.html>



Milestone 3

- TRU Strategic Priorities (February 2014)
- Priority “Increasing Student Success” includes the objective “Student transitions to work or further study through skills-based, competency-based and learning outcomes-based education and training”
- <https://www.tru.ca/president/strategicpriorities.html>



Milestone 4

- Learning Outcomes and Assessment Implementation Plan (May 2014)
- Institutional learning outcomes will be approved by December 2014
- All TRU programs will have program-level outcomes by December 2015
- All TRU courses will have course-level outcomes in line with the TRU 7-year program review cycle
- Guiding principles: faculty-driven, student-focused, continuous improvement model aligned with existing workflows and resourced by the Centre
- <http://www.tru.ca/ctl/learning-outcomes/resources.html>



Multiple Strategies


- Institutional strategic planning documents
- Curriculum approval process
- Program review process
- Continuous improvement curriculum development
- Accreditation
- Faculty professional development
- Grassroots facilitators/champions
- Training sessions by Peter Wolf, University of Guelph





Include engaged, articulate student representatives



A photograph of a modern, multi-story glass skyscraper. The building features a prominent glass facade with vertical mullions. At the top of the building, a dark, abstract sculpture is visible against the sky. The building is surrounded by lush green trees and foliage. The sky is bright blue with some light clouds. The overall scene is bright and clear.

Make an early
connection with one
consistent external
expert



Use momentum
from a variety of
sources to engage
faculty in defining
and assessing
learning outcomes



Questions?

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