



# *SAILing Forth!*

## Faculty-Led Assessment of Institutional Learning Outcomes

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Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tâilhqot'in, Dakelh, and Syilx peoples.



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# Session Objectives

- Describe a faculty-led process for assessing institutional learning outcomes.
- Describe successes, challenges and lessons learned that are relevant to own context.
- Consider how to address variation in rubric creation across disciplines and levels of courses.
- Consider examples of rubrics used to assess ILOs.



## Who are we?

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- Located in Kamloops in the interior of British Columbia
  - Population ~ 96,000
  - ~ 350km east of Vancouver
- 30,400 students (17,200 online learners)
  - 10% Indigenous
  - 30% International
- Comprehensive
  - Over 200 programs
  - Trades and preparatory courses to graduate degrees

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## *Who are we?*

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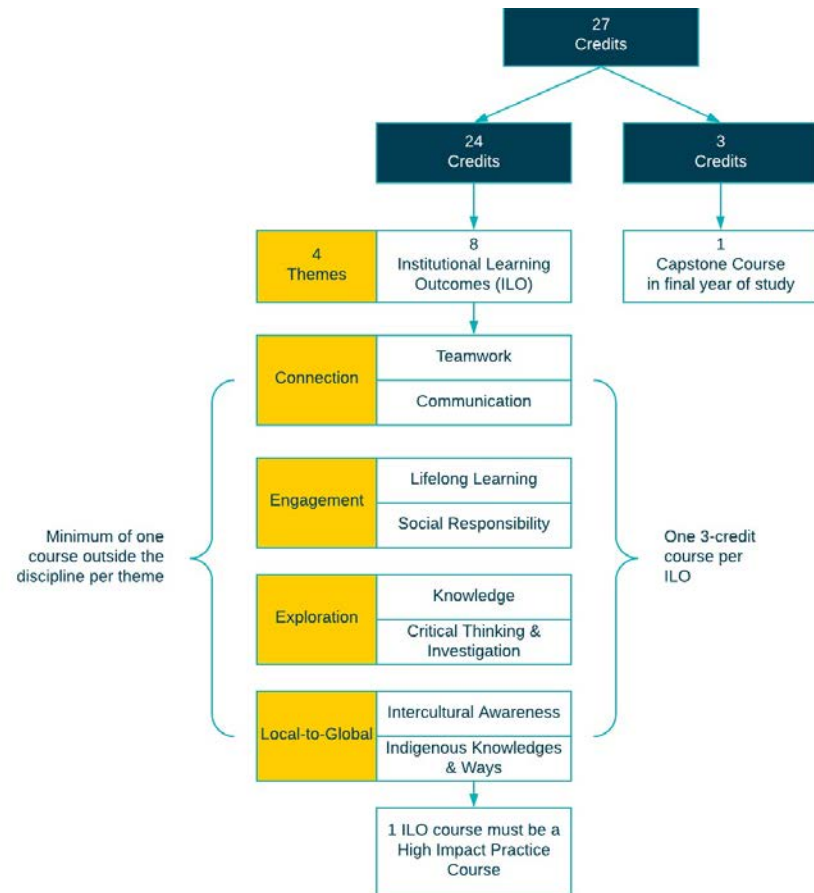
- Culture of Quality
- Voluntarily accredited
- Quality assurance is embedded within governance through faculty-led committees
- Supported by Office of Quality Assurance and Centre for Excellence in Learning and Teaching



# Institutional Learning Outcomes

## Emergent Participatory Process

- Faculty-led and Faculty-chaired General Education Taskforce
- Researched both internal and external
- Senate-approved Graduate Attributes
- Aligned with mission





# ILOs & Foci

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## Critical Thinking & Investigation

Foci of ILO
Critical <sup>i</sup> and Creative <sup>ii</sup> Exploration: Students investigate a topic, issue, or assumption (for example, formulate a position, topic, question, perspective, thesis, hypothesis)
Critical Evaluation: Students assess, organize, and synthesize existing knowledge
Development: Students generate information, data, products, and/or designs (for example: students problem solve by combining, adapting, and/or expanding on existing knowledge and practice resilience through adaption to challenging situations).
Critical Interpretation: Students analyze quantitative and/or qualitative data, make evidence-based arguments, and draw disciplinary-informed conclusions using appropriate methodologies.
Critical and Creative Engagement: Students disseminate information; communicate knowledge and the processes used to generate it; use effective formats to communicate quantitative and/or qualitative information.
Creative Innovation: Students synthesize and apply knowledge in a novel or creative way (for example, use appropriate approaches in the creation and/or application of knowledge to address an issue or answer a question through critical and/or creative thinking).





# Principles for Learning Outcomes and Assessment

## Aim

- Continuous quality improvement
- To develop principles for a model of continuous learning outcomes assessment and curriculum review that would fit within structures and processes already established.

## Strategy

- Ensure faculty-wide representation on the Learning Outcomes and Assessment Committee for brainstorming sessions.
- Consult a variety of internal and external sources on assessment models.

Met degree requirements

- Grades ✓
- Required courses -

Program Reviews (7 hrs)

- survey - success?
- ext. Reviewers.

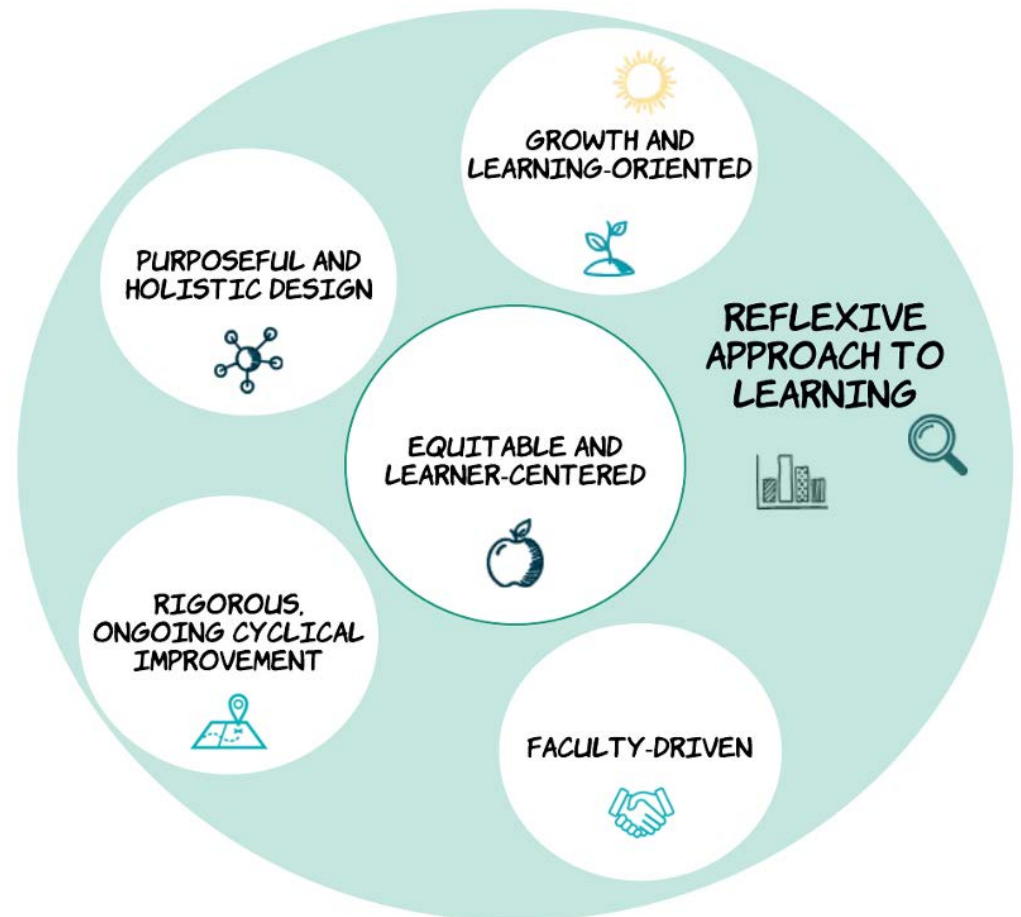
Informal graduation social

- Informal chats.
- Hear back from graduates.

Admissions to Grad schools

- " to Professional S

# Principles for Learning Outcomes and Assessment



# Strategic Assessment of Institutional Learning (SAIL) Pilot

- Purpose
- January - June 2021 Timeline
  - Co-create rubrics, student consent, student assignment collection, assessor training, faculty peer assessing students assignments, debrief
- Faculty members in 3 ILO Pods
  - Citizenship (new name: Social Responsibility)
  - Critical Thinking & Investigation
  - Lifelong Learning

# Creating ILO Rubrics

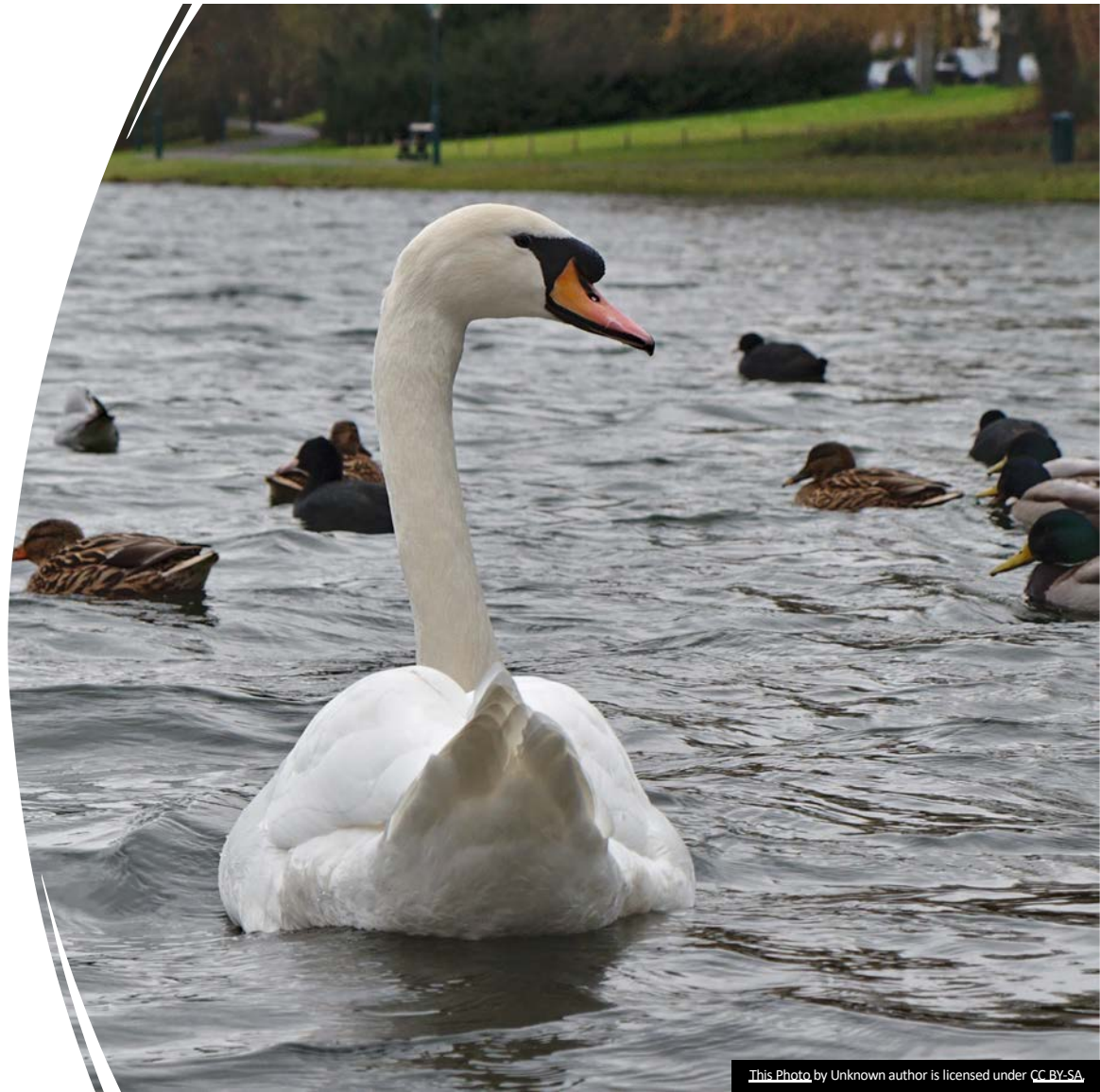
## Critical Thinking & Investigation

*A TRU graduate should be able to construct meaning from information by applying creative and critical thinking through research.*

	<b>1 Beginning</b>	<b>2 Approaching</b>	<b>3 Meeting</b>	<b>4 Exceeding</b>
<b>Foci</b>	<i>Entry level, insufficient at the end of first ILO course</i>	<i>Minimally sufficient after first ILO course</i>	<i>Well-developed, sufficient at graduation</i>	<i>Exceptional at end of undergraduate degree</i>
<b>1. Critical and Creative Exploration:</b> Students investigate a topic, issue, or assumption (for example, formulate a position, topic, question, perspective, thesis, hypothesis)	Identify a broad problem or topic to explore, describes a problem in broad terms, to broadly define a question or issue.	Articulates a perspective, position, question, or hypothesis based on research and/or theory.	Formulates a nuanced question, position, framed from a particular perspective, using appropriate methodology of investigation. Typically, occurs through a refinement process (e.g., feedback loop, considering literature, drafts)	Investigates a novel question that could contribute to the interpretative or professional community.
<b>2. Critical Evaluation:</b> Students assess, organize, and synthesize existing knowledge	Locates and identifies broadly relevant information. Creates descriptive summaries that may include some irrelevant information.	Analyzes information with tools provided with some initial selective screening, to decide if information aligns with the topic or question.	Synthesizes concisely, bringing multiple papers together with specific uses and insights. Speaks to themes and weakness across sources & integrating a variety of perspectives.	Critical engages beyond application of taught ideas, critiques, and interrogates. Evaluates the material that contributes new insights to the interpretative or professional community.
<b>3. Development:</b> Students generate information, data, products, and/or designs (for example: students problem solve by combining, adapting, and/or expanding on existing knowledge and practice resilience through adaption to challenging situations).	Identify simple, broadly relevant data, source, or tool. Often not the best tool or source.	Selects more specific information judges the value of the knowledge generation approach. In basic ways, combines existing knowledge.	Collects or generates relevant information, data, products, and/or designs. In depth, not superficial. Demonstrates persistence and adaptation to challenging situations. Adapts existing knowledge	Develops a information, data, products, and/or designs independently with minimal instruction that is highly relevant and effective for adapting or expanding on existing knowledge.

# SWAN

- Strengths
- Weaknesses
- Aspirations
- Next Steps



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SWAN  
SWOT

# Strengths

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- Colleague Collaboration in Pods
  - Co-Created Rubrics
  - Peer-to-Peer Feedback
  - Trust
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SWAN  
SWOT

# Weaknesses

- COVID-19 context
- Vulnerability
- Low consent rate
- Timing

SWAN  
SWOT

# Aspirations & Next Steps

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- Keep focus on growth & learning
- Pods
- Assessments, clarifying which ILO foci
- Consent process & Faculty-student engagement
- Scale & fit with context

To be Continued 2021-22



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## Learn More

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- Rubric samples
- Student consent form
- Assessor instructions
- Slides
- Draft Report

To contact the team: [celt@tru.ca](mailto:celt@tru.ca)

Visit our website:  
[www.tru.ca/celt/learning-outcomes/sail-initiative-pilot.html](http://www.tru.ca/celt/learning-outcomes/sail-initiative-pilot.html)

