

Introduction

Elevating Student Potential with College-Wide Learning Outcomes

RRC's Strategic Plan 2012-2015 identifies Renewal of College-Wide Learning Outcomes as a strategic action related to the Support Teaching Excellence Initiative under the Strengthen Student Achievement theme.

College-Wide Learning Outcomes:

- Articulate clearly what is expected of every RRC graduate. They define RRC students, graduates, and alumni.
- Define RRC as a unique institution of higher learning.
- Help to ensure our programs are of high quality by infusing competencies for career and personal success into the development of program and course learning outcomes.
- Add to the student experience by:
 - Challenging students to balance theory and practice through the mastery of content knowledge and the demonstration of field related skills.
 - Requiring students to actively demonstrate skills.
 - Providing opportunities for students to focus on personal development as it supports professionalism.
 - Helping students acquire knowledge and internalize behaviours that support career and personal development throughout their lives.

Learning outcomes, whether at the course, program or college-wide level, facilitate effective teaching and learning in a number of ways:

- The student is clear as to what is expected in terms of learning and assessment of learning; this can facilitate the student becoming an active player in the learning process.
- Outcome statements make clear to the student how they will use what they are learning, therefore allowing students to see why it is important.
- Outcome statements encourage reflection on the question "What will I be able to do at the end with what I have learned in this (course/program/college education?)"

- From a faculty perspective, having learning outcomes on course outlines facilitates awareness of what students: 1) have learned in prior courses; 2) are learning in concurrent courses; and 3) will learn in future courses.
- Outcome statements that focus on how students will use what they have learned can provide cues as to integrative student assessment strategies.
- Articulating outcomes at the program and course level facilitates rational curriculum planning curriculum development with the end in mind, minimizing unnecessary overlap and duplication, and avoiding gaps.

Integrating College-Wide Learning Outcomes into Curriculum

Many programs already have some or all of the new College-Wide Learning Outcomes embedded and may only need to document where they are taught and assessed. The priority for implementing the new outcomes is:

- When new programs are being developed.
- When programs are in renewal.
- Other programs at the discretion of the Dean, Chair and faculty.

All outcomes will need to be addressed at the program level but not all six outcomes need to be addressed at the course level.

It is expected that every program will reflect the outcomes at competency levels appropriate to the discipline. For example, a program may determine that it is appropriate to develop the Leadership outcome at the first competency level and the Communication outcome at Competency level 3.

Definitions

Definitions of terminology used with each outcome are provided on outcome overview sheets and rubric documents. There are, however, a number of definitions that have been adopted by the CWLO team and are important to note when interpreting outcome, competency level, and rubric descriptions.

Community is defined as people or groups with a common interest who collaborate to share ideas, information and other resources. Communities can be formal or informal and local or global.

- “Common interest who collaborate” – self-organized network is implied
- Virtual community is included as there is no physical component in the definition
- Community members can play an active or passive role

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is an evolving process to improve the economy, the environment and human health & well-being for the benefit for current and future generations.

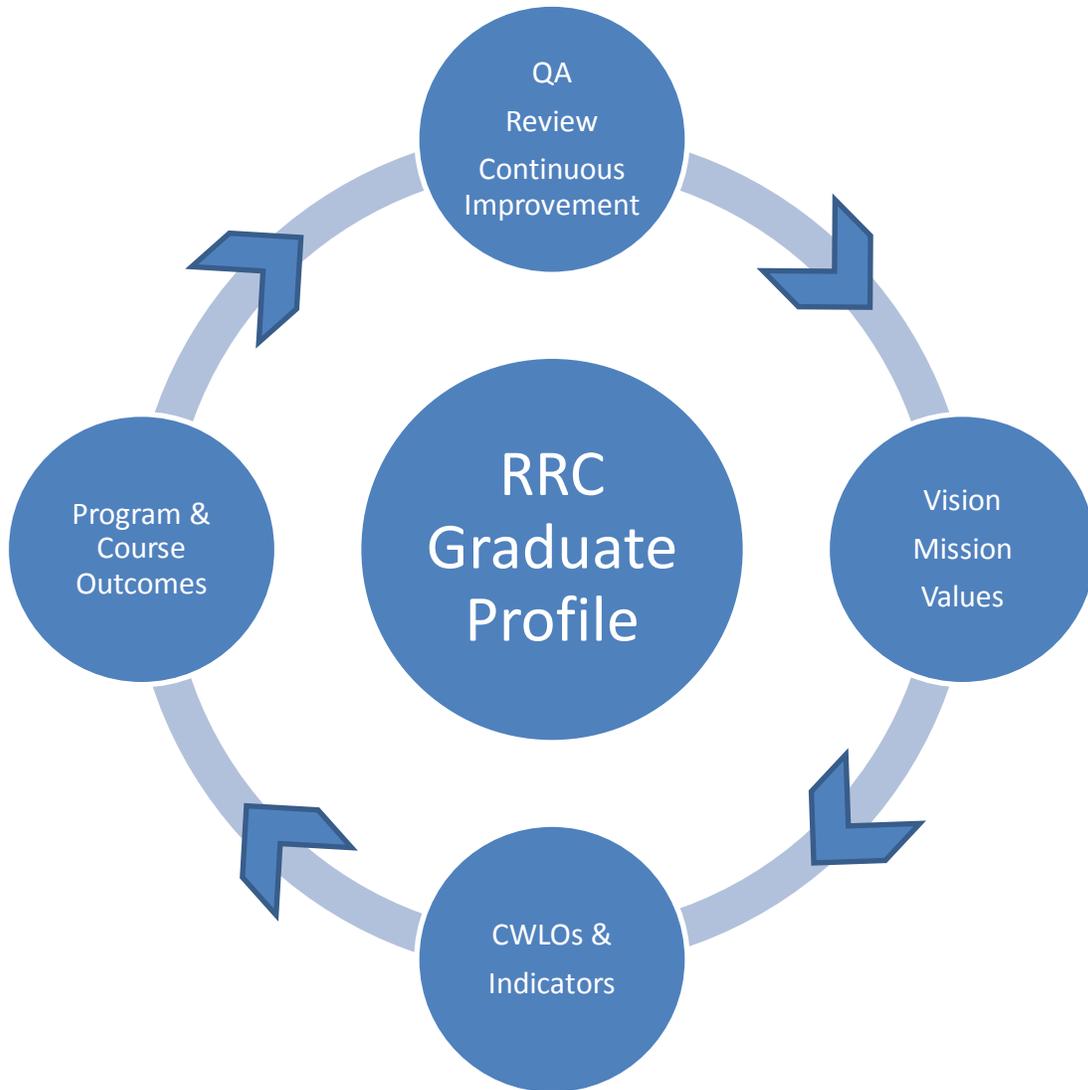
Sustainability requires:

- A long- term perspective
- A systems approach 1) systems that connect space 2) systems that connect time
- Fairness
- Creativity & innovation

Intercultural Competence is the ability to interact effectively and appropriately with people from diverse backgrounds. It is the ability to recognize, acknowledge, respect and incorporate an understanding of world views and the impact on relationships.

The dimensions of diversity include but are not limited to race, ethnicity, culture, nationality, language, gender identity, sexual orientation, socio-economic status, age, physical and cognitive abilities, spiritual beliefs, marital/parental status.

A **Global Citizen** is aware of the interdependent nature of the world, understands how local and global issues affect people around the world, and commits to taking actions to create a more just and sustainable world.



A. THE FOUNDATION

1) RRC Vision

Red River College is renowned for providing accessible, innovative, applied learning and research in an advanced environment, creating skilled graduates to drive the Manitoba economy.

2) RRC Mission

To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research

3) RRC Values

Learning

We cherish learning and have clear and high standards for learning for all members of the college community.

Respect

We believe in honouring the worth of others by demonstrating fairness, courtesy and compassion.

Inclusiveness

We believe in fostering a diverse community and striving for greater inclusiveness.

Integrity

We maintain at all times the highest level of honesty, communication, cooperation and credibility in relationships and fulfilling our commitments, including managing the resources entrusted to us.

Healthy environment

We believe in promoting creativity, wellness and flexibility through a safe and sustainable learning environment.

Contribution to Community

We serve the broader needs of the people of our community and strive to involve the community and contribute to the enhancement of the overall quality of life.

4) Learning Assessment at RRC

At RRC, assessment is seen as an important formative component of learning for students. However, it also provides feedback to our institution to tell us how well we are doing at helping the students reach the intended outcomes. Assessment is a critical part of our quality assurance and continuous improvement cycle.

5) RRC Strategic Plan

RRC's Strategic Plan 2012-2015 identifies Renewal of College-Wide Learning Outcomes as a strategic action related to the Support Teaching Excellence Initiative under the Strengthen Student Achievement theme.

6) CWLO

College-Wide Learning Outcomes apply to all graduates of any length of program at any at any College physical or virtual campus. All outcomes should be addressed at the program level but not all outcomes need to be addressed in every course within a program.

It is expected that every program will reflect the outcomes at competency levels appropriate to the discipline. For example, a program may determine that it is appropriate to develop the Leadership outcome at the first competency level and the Communication outcome at Competency level 3.

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- Articulate clearly what is expected of every RRC graduate. They define RRC students, graduates, and alumni.
- Define RRC as a unique institution of higher learning.
- Help to ensure our programs are of high quality by infusing competencies for career and personal success into the development of program and course learning outcomes.
- Add to the student experience by:
 - Challenging students to balance theory and practice through the mastery of content knowledge and the demonstration of field related skills.
 - Encouraging students to actively demonstrate skills (students not able to hide in class).
 - Providing opportunities for students to focus on personal development as it supports professionalism.
 - Helping students acquire knowledge and internalize behaviours that support career and personal development throughout their lives.

B. THE INTEGRATION

7) Program LO (adapting and/or integrating CWLO)

- 1) Development of Program LO
- 2) Linked (mapped) to CWLO



8) Course LO (common LO for all courses of same name in program(s?))

- 3) Mapped to Program Outcomes and/or CWLO

C. QUALITY: ASSESSMENT AND CONTINUOUS IMPROVEMENT

9) Institutional Effectiveness (QA process) – possible components

- a. Program review: Outcomes assessment at course, program and institutional level (on rotational basis).
- b. Assessment of CWLOs with random students in final semester.
- c. Outcomes support – assessment of administrative support/areas.
- d. Outcomes assessment of co-curricular activities towards CWLO. Consider additional transcript?
- e. Graduate exit surveys.
- f. Employer surveys/interviews.
- g. Communication of results and use of results for quality improvement.
- h. Review and revision of courses, programs and college-wide outcomes, teaching strategies and activities (& policies, resources etc).

