

Report on Alberta Forum on Post-Secondary Student Learning Outcomes: Sharing Principles, Effective Practices and Challenges

I. INTRODUCTION and BACKGROUND

On 18 May 2016, with the support of the Provosts and Senior Academic Officers group, the Alberta Council on Admissions and Transfer (ACAT), the Campus Alberta Quality Council (CAQC), and the Ministry of Advanced Education (Ministry) jointly organized and hosted an *Alberta Forum on Post-secondary Student Learning Outcomes* which brought together representatives from across the Alberta post-secondary system for a conversation about the extent to which establishing and assessing student learning outcomes can enhance student learning.

Over a year in the making, participants came together for a day to talk about the role for student learning outcomes, how they can be effectively implemented, the need for assessment, and experiences with and plans for the use of learning outcomes in the Alberta post-secondary system. External experts on student learning outcomes brought provincial, national, and international perspectives and experiences to stimulate and guide the discussion.

Building on existing initiatives within Alberta, the three organizing partners were aware of both the value and challenges in focusing more systematic attention on learning outcomes. Other drivers for the Forum included suggestions for a forum on learning outcomes received from participants at the March 2015 *Forum on Quality Assurance* for the 26 publicly funded post-secondary institutions, organized by CAQC and the Comprehensive Academic Research Institutions, and an environmental scan of effective practices nationally and internationally. ACAT is in the midst of developing a new transfer system through its Learning Outcomes Modernization Initiative and is interested in the discussion of how Learning Outcomes can inform credit transfer and how it will be integrated into this new system. And the Ministry is cooperating on national efforts by the Council of Ministers of Education, Canada to create conversations across provincial jurisdictions.

The Forum took place on 18 May 2016 and was graciously hosted by Mount Royal University in Calgary, Alberta in its Roderick Mah Centre for Continuous Learning, with an informal reception held the evening before in the Wyckham House Student Centre. The Ministry also provided generous financial support to make the Forum possible.

Pre-Forum Survey

To prepare for the Forum, the organizing committee surveyed all Alberta post-secondary institutions in the Fall of 2015 to obtain a snapshot of Alberta institutional practices and interest in the use of student learning outcomes at the course, program and institutional levels. The purposes of the survey were (a) to provide information that would help the organizing committee plan the Forum, and (b) to share current practices and issues of common interest to be reported back to the Forum. Ninety-five percent of institutions surveyed responded to the questionnaire, and the results supported the need for the forum and suggested how it should be focused. The following key survey results were shared at the Forum.

In terms of institutional practices,

- self-assessment of the implementation of learning outcomes is high, especially at the course and program levels;
- within institutions, substantial differences exist in implementation at the program level;
- almost all responses highlight the importance of attending to the assessment of learning outcomes;
- there is value in sharing practices about the use of assessment of learning outcomes in quality assurance and course and program transfer; and
- help is needed to incorporate institutional/program and course learning outcomes into an institutional strategy that reflects mission and values.

Regarding the organization of the Forum, survey respondents indicated they hoped the day would be as interactive as possible, and that the presentations would provide an overview and examples of effective practices around ...

- curricular alignment between outcomes, learning activities, and assessment;
- what meaningful information the assessment of college-wide outcomes would provide (i.e., would it result in student benefit or institutional improvement?);
- how to obtain increasing buy-in by faculty;
- how to make learning outcomes work on campus without them being viewed as just another administrative, form-filling burden; and
- developing plans for institutional level strategies for assuring clear and aligned statements of outcomes across courses, programs, faculties and the institution.

Forum Objectives

1. To share experiences and effective practices within Alberta institutions around the use of learning outcomes at the institutional level, in the design of new programs and courses, in the review of quality of programs and courses, and in the assessment of course and program transfer.
2. To provide an overview of the potential role for learning outcomes and their assessment in quality assurance in Alberta, Canada, and internationally.
3. To provide an overview of the potential role for learning outcomes and their assessment in course and program transfer in Alberta, Canada, and internationally.
4. To inform CAQC, ACAT, and the Ministry of Advanced Education with respect to the use and assessment of learning outcomes.
5. To identify the necessary conditions and opportunities for effectively using learning outcomes in the quality assurance and transfer arrangements at the institutional and system levels.
6. To identify next steps in sharing of information or collaboration within Alberta with respect to learning outcomes.

Facilitators

The organizing committee developed the Forum program around the three themes of the *Why*, the *How* and the *Assessment* of learning outcomes, and invited three speakers to provide an Alberta, Canadian, and international perspective on these three aspects:

- **Dr. Jim Zimmer** – Associate Vice-President of Teaching and Learning at Mount Royal University;
- **Dr. Sandy Welsh** – Vice-Provost, Students, at the University of Toronto and Vice-Chair of the Appraisal Committee of the Ontario Universities Council on Quality Assurance; and
- **Dr. Trudy Banta** – Professor of Higher Education and Senior Advisor to the Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis.

Participants

This was truly an Alberta-wide Forum. Participation was by invitation only and included approximately 120 attendees from the 35 Alberta ACAT member institutions, members of CAQC and ACAT, Advanced Education staff, and post-secondary students. Institutional representatives from each of the six Campus Alberta sectors were present, as well as First Nations institutions and private institutions.

The final program is included in Appendix I, and the list of participating institutions and stakeholders is included in Appendix II.

II. FORUM SESSIONS

A brief summary of each of the forum sessions follows.

The Path to Learning Outcomes – Dr. Trudy Banta

In this opening session, Dr. Banta outlined introductory elements of learning outcomes for any institution to consider, including how professional development can assist with terminology and reaching common goals, and suggestions for how to organize and plan for assessment at various levels, always beginning with the student in the classroom, and out to the discipline, college, campus, provincial, regional and national levels. She shared the Indiana University-Purdue University Indianapolis (IUPUI) eight year process for articulating and assessing learning outcomes that involved both academic and student affairs units of the university. She then outlined examples of competence-based education experiences in the US, England, Europe, and discussed guidelines for working with online courses and suggestions for involving students in constructing outcomes, developing measures for assessment, and defining levels of learning. Finally, Dr. Banta shared an academic approval journey from IUPUI outlining some consequences of learning outcomes usage.

[Link to the PowerPoint presentation](#)

[Link to the video presentation](#)

Why Learning Outcomes – Dr. Sandy Welsh

As an academic administrator and a member of the Ontario Quality Council, Dr. Welsh shared her experiences of working with faculty in using learning outcomes for reviewing new programs and proposed program changes. She gave examples of how to manage outcome data and suggested processes for articulating learning outcomes in established programs that hadn't previously had clear outcome statements. Dr. Welsh outlined how learning outcomes can assist administrators with decisions about programs, program review, understanding content changes and justifying program resources. Dr. Welsh outlined a typical case she managed in terms of how a program change can affect admissions, resources, faculty and quality assurance.

[Link to the PowerPoint presentation](#)

[Link to the video presentation](#)

Best Practices in Alberta: Challenges and Opportunities – Dr. Jim Zimmer

Dr. Zimmer began this presentation by describing his twenty year history of learning outcomes work at Mount Royal University, as the institution has evolved from a community college to a degree granting university. Dr. Zimmer described Mount Royal University's efforts as still being "a work in progress," noting the challenges of developing college wide learning outcomes, and the complexity of working with a variety of program credentials from certificates and diplomas to university transfer and university degree programs. The presentation outlined the development of faculty expertise and leadership as key strategies in implementing course, program and institutional learning outcomes and their consequential resource requirements. Dr. Zimmer shared the results of a faculty survey as well as outlining nine key lessons learned including the value of the learning outcome conversation.

[Link to the PowerPoint presentation](#)

[Link to the video presentation](#)

Group Discussions

For the group discussions, Forum participants were assigned to different tables for the morning and afternoon sessions.

For the morning discussion following the keynote presentations, participants were asked to discuss and record five questions for "The Why and the Path to Learning Outcomes" and the "How" in terms of implementing learning outcomes. The morning questions included:

The Why and the Path to Learning Outcomes questions:

1. What would motivate an institution to implement learning outcomes?
2. What would compel faculty to fully engage in the work required to develop and express learning outcomes?
3. Would someone who has initiated learning outcomes care to share what motivated them?
4. What concerns do you have about trying to motivate anyone on your campus to initiate learning outcomes?
5. Why does the adoption of learning outcomes promote the quality of: a) student experience? b) instructor experience? c) programs?

How

1. What types of institutional resources are most helpful in adopting and sustaining learning outcomes?
2. What is the most effective strategy to engage faculty and motivate them to value the opportunities in the work of learning outcomes?
3. How do learning outcomes influence program bridging/laddering?
4. Is there a preferred strategy for development: institutional outcomes first, then program, then course: or the reverse – course outcomes, program outcomes, institutional outcomes?
5. What are the lessons already learned in the development of learning outcomes?

Discussion Feedback on the Why and the How

Table reporters including students, faculty and administrators provided the Forum participants with a summary of group discussions. The student reporters reflected on the value of learning outcomes as an opportunity to define and explain their institution, which can have particular benefits for transfer. It was noted that the practice of how transcripts are developed and used needs to change to reflect learning outcomes, including the development of badges and co-curricular transcripts.

Other participants noted that outcomes can be used as a tool to assess the actual focus of learner achievement, creating a learning contract between the student and the institution as well as a learning tool which engages students. Some noted that learning outcomes focus on quality; however, students noted that this provides a balance between what is taught and what is learned. Participants outlined some uses of learning outcomes, including: program reviews, outcome articulation for employers, and accreditation process requirements.

Institutional outcomes can be seen as aspirational or assessable with the use of appropriate metrics; it is worth noting these outcomes can be assessed directly or indirectly. A concluding student table presenter noted that student success is the ultimate motivator, equipping students to be excellent workers and/or scholars.

[Link to the video presentation](#)

Panel Presentation

Facilitated by Dr. Jim Zimmer, individuals from five Alberta institutions shared their best practices and lessons they learned from using learning outcomes within their organizations and responded to questions.

Northern Alberta Institute of Technology (NAIT) – Dr. Sue Fitzsimmons, Senior Advisor to the Provost, documented the NAIT learning outcomes journey since 2009 as an institutional focus. She outlined the five phases of this journey, and the lessons learned. The NAIT journey as an institutional effort involved curriculum review, renewal and the quality assurance process. Dr. Fitzsimmons expressed a willingness to share the lessons learned by NAIT and identify potential resources acquired throughout its curriculum renewal process.

Southern Alberta Institute of Technology (SAIT) – Dr. Samantha Lenci, Associate Vice President of Academic Services outlined the outcomes approach to program design and curriculum development, which aligns with program outcomes, SAIT graduate Outcomes, course learning outcomes and assessment. Dr. Lenci also described the role of industry, the support systems in place for faculty, the emphasis on authentic assessment and lessons learned.

University of Calgary – Dr. Patti Dyjur, Curriculum Development Specialist outlined the curriculum review process as part of its Quality Assurance initiative. Dr. Dyjur described the process of mapping, the application to online learning and lessons learned from the University of Calgary experience.

Norquest – Dawn Witherspoon, Manager of Curriculum Development outlined Norquest's experience utilizing licensed software by WIDS, the Practical Nurse program mapped updated competencies from the profession to current curriculum learning outcomes.

Red Deer College – Dr. Maureen Toews, Manager, Centre for Teaching and Learning presented a six year institutional journey of policy development and the process of incorporating program outcomes throughout the college's program offerings. The policy process was supported through the governance structure of Academic Council and eventually became embedded within the college culture. Dr. Toews closed by describing their lessons learning.

[Link to the video presentation](#)

What Does Learning Outcomes Assessment Look Like? – Dr. Trudy Banta

In this afternoon session, Dr. Banta's presentation on outcomes assessment outlined the process of providing credible evidence of resources, implementation processes, and outcomes. This presentation also described how to improve effectiveness of instruction, programs, and services in higher education.

[Link to the PowerPoint presentation](#)

[Link to the video presentation](#)

Group Discussion on Assessment

Questions that guided the afternoon group discussions on assessment included:

1. Has anyone at this table been involved in learning outcomes assessment? If so:
 - a) what type of data is most helpful in the assessment process?
 - b) what have you done with the data you have collected?
 - c) who did you involve in the assessment process?
2. What is the connection between preparing learning outcomes and assessing them?
3. How do you manage evidence of learning outcomes achievement within a course, program, or institution relative to faculty concerns about distribution of results?

Discussion Feedback on Assessment

Table reporters presented their discussion regarding direct and indirect or qualitative and anecdotal evidence related to learning outcomes. In addition, discussion of who is engaged in such assessment was discussed. Some reported that data management was an important issue to be resolved, and suggested that the need for confidentiality and trust within the assessment process needs to be affirmed. Communication of assessment expectations from students needs to be included in the conversation.

Discussion suggested that balancing the emphasis on what a student is to know, do and value along with a diversity in assignments is all part of the system of knowledge and values. It was recognized there is a tension surrounding learning outcomes in terms of what is hoped for and what actually results. Working with stakeholders is an important validation of the assessment. Determining who owns the outcomes has implications for who is involved in the assessment design. Participants noted that individual course assessments may not reflect program assessment. Concluding comments noted that the cultural context is important to designing and assessing learning outcomes.

Final Panel Discussion

The three keynote speakers and a student representative offered their reflections on the outcomes of the day.

Dr. Trudy Banta – Dr. Banta reminded participants that articulating and assessing learning outcomes is a long process and having a five year plan allows one to have multiple stages for various groups. Dr. Banta encouraged participants to continue to share what they were doing and find ways to engage faculty and to connect to what faculty value. Lastly, Dr. Banta reminded participants to search for a variety of internal resources to assist with the process and to include those responsible for co-curricular initiatives such as student affairs professionals as partners in the process.

Dr. Sandy Welsh – Dr. Welsh echoed Dr. Banta's advice about the need for institutions to take time with developing robust policies for incorporating learning outcomes into the development of new programs and the quality assurance of existing programs. Dr. Welsh advised institutions to start with what they have, which may be at the course level, and to build out from there. If systematic attention has not been paid to the use of learning outcomes in programs, this can be

done incrementally at the time of each cyclical program review, and different processes will be appropriate for different programs. Dr. Welsh also noted the importance of strategies to engage faculty and students as partners in the process. Dr. Welsh suggested that quality assurance agencies such as the CAQC have a role in supporting efforts by institutions in their work on learning outcomes and noted that CAQC already has engaged institutions with the purpose of developing a mutual understanding of how learning outcomes may serve in quality assurance of new programs and program reviews. Reflecting on her own experience as a member of the Ontario Quality Council, Dr. Welsh reminded CAQC to embrace the role as one of helping institutions with learning outcomes, particularly in terms of “playing the long game.”

Jim Zimmer – In this summary, Dr. Zimmer outlined what he called the C’s of the day – collaboration, co-operation, and co-ordination, as well as courage, conversation, culture and context. Dr. Zimmer noted that while we need to work at our institutional levels, we also need to work at the ministry level. Dr. Zimmer encouraged participants to work with the levers at their disposal, including course and program approval policies, periodic program review policies and the CAQC itself – and not in a punitive way but rather in a helpful and supportive and generative way. Dr. Zimmer advised that while systematically incorporating learning outcomes is complex and requires labour intensive work, there is a simplicity and elegance of what this work looks like at its essence.

He noted it doesn’t have to be rocket science, as we have the tools at our disposal to do this work and to do it well.

Mikayla Schaffer (VP External, SAIT Student Association) – Mikayla, as the student representative, reflected on her experience in high school where learning outcomes were integrally embedded at the course and program level. However, upon graduation, she could not explain her actual learning outcomes. She noted that learning outcomes are harder to pin down than assessments. She also noted that as a polytechnic student the whole area of transferability is a challenging issue and she provided an example of this.

The panel discussion concluded with questions from the floor.

[Link to the video presentation](#)

Concluding Remarks from the Co-Chairs

To wrap-up the forum, co-chairs Robin Fisher and Peter Mahaffy summarized some take home messages from the conference and suggestions for next steps:

Robin Fisher’s concluding remarks are summarized below:

- With the Learning Outcomes discussion and work being to a large extent around generic skills, how does this work fit in a post-secondary system where the conversation is dominated by skills, training and employment and the programs that primarily teach generic skills feel devalued?

- It is important to constantly think, not just about assessment, but also about the validity of the assessment tools that we use, given that some of the assessment methods that were used only a few years ago are now thought to be unreliable.
- The important role of student success in motivating our work around learning outcomes. The objective, after all, is a better educated student.
- Going forward, the ACAT Learning Pathways Modernization Initiative will provide an opportunity to articulate learning outcomes as new transfer agreements are implemented.
- The ACAT Articulation Committees that are largely made up of faculty members in their disciplines at institutions should be useful places to advance the discussion of learning outcomes among faculty.

Peter Mahaffy's concluding remarks are summarized below:

- Learning outcomes can be your friend. But you may not want to call them learning outcomes at the beginning – in fact you might want to avoid the jargon at the beginning and just get people engaged in describing academic outcomes for students in various programs.
- We are all here today because we care about student outcomes and experiences. Students need to understand their learning and explain what they have learned to others, including employers, other institutions, etc. Students want to be and need to be full participants in our institutional and system wide conversations about how to improve student learning. And student feedback can be one of the best ways to get faculty buy-in and authentic reflection.
- The journey through learning outcomes takes time, and the journey is as important as the destination. This is not something we will do once and then move on. It's an ongoing process that has to be owned within an institution at all levels on an ongoing basis. Multiple measures over time are needed like course outline policies, new program development processes, cyclical review processes, etc.; these can be helpful.
- The most important experts are right in our institutional backyards – the challenge to the people in this room is to play a crucial role in giving leadership, and then to motivate, inspire, involve, resource, and incentivize on campuses.
- It takes a campus to raise a student – include resources such as those available in student affairs, student associations, teaching and learning centres, assessment experts, etc. Include external resources such as employers.
- The articulation and assessment of learning outcomes is valuable in making academic decisions about resources, program change, future directions, etc.
- Outcomes assessment needs to provide credible evidence of resources, implementation processes and outcomes to improve effectiveness of instruction, programs, and higher education services. If we take care of this well at the institutional level, this sets us on the right path toward good outcomes at the system level.
- For learning outcomes to become embedded in QA and transfer processes, system wide support and incentives should guide that support and incentivize initiatives at the institutional level – this implies a role for CAQC and ACAT in giving leadership to mutually determining, with the system, expectations for the use of learning outcomes in QA and transfer. It can be helpful for administrators within an institution to be able to say that there is an expectation that this will be done, and that there is some accountability outside of the institution for doing it well.

- Assessment of student learning through tests of generic skills is not a valid way to compare institutional performance.
- If you aren't systematically doing this now, don't panic! A good starting point is to begin to roll this out with each new program that is being developed and each upcoming cyclical program review. Assessment starts with the things you have and are currently doing in courses, and can build out from there.

[Link to the video presentation](#)

III. FEEDBACK FROM PARTICIPANTS

We asked for feedback on the Forum through a printed survey administered at the end of the day and fifty-three questionnaires were returned. Rather than providing a summary of responses, the raw feedback was transcribed and the complete set of comments is provided in Appendix III, unedited and without analysis or comment. The organizing committee hopes that this rich and diverse set of comments, which includes suggestions from participants for moving forward, will allow all stakeholders to analyze and interpret the feedback on outcomes in ways that will help to guide their own next steps.

Each feedback questionnaire was numbered prior to recording the responses, so although no individual respondent can be identified, it is possible to see all responses for each individual questionnaire. A blank entry next to a question indicates that the respondent did not answer that particular question. In a few cases, the handwriting was illegible, and these responses have not been included.

IV. SUGGESTIONS ABOUT PROCESS FOR NEXT STEPS

Following the Forum, the three organizing partners and the institutions have the opportunity to reflect on the Forum with the video and slides available and the feedback from Forum participants to consider how each will move forward with learning outcomes and their assessment. CAQC, ACAT, and the Ministry may wish to share their thoughts about how they intend to follow up on their websites. Following this reflection, it may be helpful for a broader consultation with stakeholders to gauge whether there is interest in a more concerted effort to move forward as a system on the issue of learning outcomes and their assessment.

APPENDIX I – Forum Program

Alberta Forum on Post-secondary Learning Outcomes: Sharing Principles, Effective Practices, and Challenges

Mount Royal University
4825 Mount Royal Gate SW, Calgary

Wednesday, 18 May 2016 – 8:00 am – 4:30 pm
Roderick Mah Centre for Continuous Learning - Rooms EC1050 and EC1060

Informal reception: 17 May 2016 – 5:30 – 7:00 pm
The Hub – Wyckham House Student Centre (West Entrance of Main Campus)

The *Alberta Forum on Post-secondary Student Learning Outcomes* will be an opportunity to hold a conversation across the Alberta post-secondary system about the extent to which establishing and assessing student learning outcomes can enhance student learning.

The Forum is jointly organized by the Campus Alberta Quality Council (CAQC), the Alberta Council on Admissions and Transfer (ACAT) and the Ministry of Advanced Education. We are working together on this Forum because we share the view that student learning outcomes should play a greater role in quality assurance and the transfer of credits and, as a result, the success of students.

The plan is to spend a day talking about the role for student learning outcomes, how they can be effectively implemented and the need for their assessment, and to share experiences with and plans for the use of learning outcomes in the Alberta post-secondary system. External experts on student learning outcomes will bring provincial, national, and international perspectives and experiences to stimulate and guide the discussion.

FORUM OBJECTIVES

7. To share experiences and effective practices within Alberta institutions around the use of learning outcomes at the institutional level, in the design of new programs and courses, in the review of quality of programs and courses, and in the assessment of course and program transfer.
8. To provide an overview of the potential role for learning outcomes and their assessment in quality assurance in Alberta, Canada, and internationally.
9. To provide an overview of the potential role for learning outcomes and their assessment in course and program transfer in Alberta, Canada, and internationally.
10. To inform CAQC, ACAT, and the Ministry of Advanced Education with respect to the use and assessment of learning outcomes.

11. To identify the necessary conditions and opportunities for effectively using learning outcomes in the quality assurance and transfer arrangements at the institutional and system levels.
12. To identify next steps in sharing of information or collaboration within Alberta with respect to learning outcomes.

PRESENTERS

	<p>TRUDY BANTA – Professor of Higher Education and Senior Advisor to the Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis, has developed and coordinated 26 US national assessment conferences and 15 international conferences, publishes widely on assessment, and serves on the National Advisory Panel for the (US) National Institute for Learning Outcomes Assessment.</p> <p>http://www.learningoutcomesassessment.org/AdvisoryPanel.html and https://education.iupui.edu/faculty-research/directory/banta-trudy.html</p>
	<p>SANDY WELSH – Vice-Provost, Students, at the University of Toronto and Vice-Chair of the Appraisal Committee of the Ontario Universities Council on Quality Assurance, has experience in the implementation of learning outcomes at both the institutional level and as part of the assessment of quality assurance at the provincial level. Prof. Welsh has extensive previous administrative experience at the University of Toronto as Vice-Dean of Graduate Education and Program Reviews and special advisory roles to both the Dean of the Faculty of Arts and Science and the Vice-President and Provost.</p> <p>http://www.viceprovoststudents.utoronto.ca/contact/Sandy_Welsh.htm</p>
	<p>JIM ZIMMER – Associate Vice-President of Teaching and Learning at Mount Royal University in Calgary, has extensive involvement over several decades in some of the earliest institutional efforts in Alberta to systematically implement student learning outcomes.</p> <p>https://www.mtroyal.ca/AboutMountRoyal/OfficesGovernance/OfficeofProvostandVice-PresidentAcademic/OfficeoftheAVPTeachingLearning/index.htm</p>

FINAL PROGRAM

Tuesday, 17 May 2016 – 5:30 pm to 7:00 pm
The Hub – Wyckham House Student Centre

- Informal Reception (No-Host Cash Bar)
- Purpose: Provide registrants with an opportunity to connect with Forum presenters, colleagues, government officials and members of ACAT and CAQC.
- Location: THE HUB – Wyckham House Student Centre
- Entrance: West Entrance of Main Campus, 4825 Mount Royal Gate SW

- Parking: Paid gated open parking outside of West Entrance (pay inside of West Entrance on departing).
- Casual Dining Option: *The Hub* will be open after the reception as a casual dining option for guests who might enjoy dinner in the same area.

Wednesday, 18 May 2016 – 8:00 am to 4:30 pm
Roderick Mah Centre for Continuous Learning - Rooms EC1050 and EC1060

8:00 am – 8:30 am REGISTRATION AND COFFEE

- Your name tag will indicate your table selection for the morning and afternoon sessions.
- Display Tables – be sure to check out the participant information.

8:30 am – 9:00 am WELCOME AND FORUM OVERVIEW

- Co-hosts Robin Fisher (ACAT) and Peter Mahaffy (CAQC) will provide information on the organization of the day, what we heard from the survey feedback you provided, and your role throughout the day.
- Greetings from the Ministry.

9:00 am – 11:00 am KEYNOTE AND INTRODUCTORY PRESENTATIONS

9:00 am – 9:20 am – The Path to Learning Outcomes – Trudy Banta

- How learning outcomes have developed over time and what currently constitutes “best practices.”

9:20 am – 9:25 am – The Path to Learning Outcomes – Q + A

9:25 am – 9:45 am – Why Learning Outcomes? – Sandy Welsh

- The University of Toronto experience – why focusing on learning outcomes benefits a variety of constituents.

9:45 am – 9:50 am – Why Learning Outcomes? – Q + A

9:50 am – 10:05 am– Refreshment Break

10:05 am – 10:40 am Small Group Discussion

- At each table participants will discuss the morning presentations within the context of questions provided. Each table is asked to select a recorder of the discussion and nominate a presenter.

10:40 am – 11:00 am Table Feedback from Discussion

- Given time constraints, tables will be randomly selected to provide feedback of their discussion. The written table reports will be collected.

11:00 am – 1:30 pm ALBERTA BEST PRACTICES AND LESSONS LEARNED

11:00 am – 11:20 am – Best Practices in Alberta: Challenges and Opportunities
– Jim Zimmer

11:20 am – 11:25 am – Best Practices in Alberta – Q + A

11:25 am – Greetings from Mount Royal

11:25 am – 12:15 pm – A ‘touring’ Lunch: Time to eat and explore

- Take a tour around the room and see what participants have brought to share.

12:15 pm – 1:25 pm – Panel Presentation

- This session will highlight some of Alberta’s best practices and will be facilitated by Jim Zimmer.

1:25 pm – Time to change tables; check your name tag for location

1:30 pm – 3:00 pm LEARNING OUTCOMES ASSESSMENT

1:30 pm – 2:00 pm – What Does Learning Outcomes Assessment Look Like? – Trudy Banta

2:00 pm – 2:05 pm – What Does Learning Outcomes Assessment Look Like? – Q + A

2:05 pm – 2:40 pm Small Group Discussion

- At each table participants will discuss reactions to the assessment questions. Each table is asked to select a recorder of the discussion and nominate a presenter.

2:40 pm – 3:00 pm Table Feedback from Discussion

- Given time constraints, tables will be randomly selected to provide feedback of their discussion. The written table reports will be collected.

3:00 pm – 3:10 pm – Stretch Break

3:10 pm – 4:00 pm PANEL DISCUSSION

- This session, facilitated by our co-hosts, will feature the three speakers and a student representative to provide brief impressions of the day and receive participant questions.

4:00 pm – 4:30 pm WHERE DO WE GO FROM HERE?

- This session will discuss next steps and some takeaway items institutions might consider. Participants will be given a short forum feedback survey to complete before departure.

4:25 pm – Thank You and Good Bye from the Co-Chairs

IMPORTANT INFORMATION

- Your dietary requirements have been noted and passed on to the caterer.
- Accommodations and dining – please see below for a list of suggested accommodations and dining.
- Parking – please refer to the attached parking map. Suggested parking is the East Gate Parkade (\$3.75 hourly / \$16.00 per day). There are also day lots A and B (\$8.00 per day).
- Please note that video will be used to help record the event and may be used in future communication. If you have any privacy concerns about appearing in any of the videos please let us know at caqc@gov.ab.ca, or speak with someone at registration on the day of the Forum.

WE INVITE YOU TO PREPARE

Pre-reading

To obtain maximum benefit from this one-day forum, we have provided the following reading resources. We ask you to familiarize yourself with these resources in advance of the Forum. All of these are available by clicking on the URL, except for the last resource, which has been attached to the e-mail.

- [Deller, F., Brumwell, S., & MacFarlane, A. \(2015\). *The Language of Learning Outcomes: Definitions and Assessments*. Toronto: Higher Education Quality Council of Ontario](#)
- [Goff, Lori et al. \(n.d.\). *Learning Outcomes Assessment: A Practitioner's Handbook*. Toronto: Higher Education Quality Council of Ontario](#)
- [FitzGibbon, John. \(2014\). *Learning Outcomes and Credit Transfer: Examples, Issues, and Possibilities*. Vancouver: British Columbia Council on Admissions and Transfer](#)
- [Ensuring the Value of University Degrees in Ontario. \(n.d.\). Toronto: Council of Ontario Universities](#)
- Kennepohl, Dietmar K. (2016, forthcoming). “Incorporating Learning Outcomes in Transfer Credit: The Way Forward for Campus Alberta?” *Canadian Journal of Higher Education* [ATTACHED]

Engage in the Forum

This is an interactive Forum! We want to draw upon your knowledge and experience, and encourage you to contribute to the Forum by coming prepared to participate in the best way you can. Options include:

- bringing your questions to the table
- sharing your experience, tools, and challenges
- creating a poster to display, bringing a sample of your learning outcome documents to share, or bringing a case study
- engaging in the post-Forum opportunities for follow-up

Posters, Best Practices Material and Case Studies

Posters will be displayed during the Forum and samples of learning outcomes documents can be displayed and shared during the lunch hour.

Table Discussion Questions

The questions below are intended to guide the table discussion for the morning and afternoon session. They will be made available at the Forum and are included here to assist you in your preparation. Participants may choose to focus on selected questions. Each table will be asked to select a recorder to take notes as well as someone to act as speaker. At the end of the discussion time, a few tables will be asked to verbally report. The recorded information from the templates will be collected from each table.

THE WHY AND THE PATH TO LEARNING OUTCOMES

1. What would motivate an institution to implement learning outcomes?
2. What would compel faculty to fully engage in the work required to develop and express learning outcomes?
3. Would someone who has initiated learning outcomes care to share what motivated them?
4. What concerns do you have about trying to motivate anyone on your campus to initiate learning outcomes?
5. Why does the adoption of learning outcomes promote the quality of:
 - a) student experience?
 - b) instructor experience?
 - c) programs?

HOW

1. What types of institutional resources are most helpful in adopting and sustaining learning outcomes?
2. What is the most effective strategy to engage faculty and motivate them to value the opportunities in the work of learning outcomes?
3. How do learning outcomes influence program bridging/laddering?
4. Is there a preferred strategy for development: institutional outcomes first, then program, then course; or the reverse – course outcomes, program outcomes, institutional outcomes?
5. What are the lessons already learned in the development of learning outcomes?

ASSESSMENT

1. Has anyone at this table been involved in learning outcomes assessment? If so:
 - a) what type of data is most helpful in the assessment process?
 - b) what have you done with the data you have collected?
 - c) who did you involve in the assessment process?
2. What is the connection between preparing learning outcomes and assessing them?
3. How do you manage evidence of learning outcomes achievement within a course, program, or institution relative to faculty concerns about distribution of results?

SUGGESTED RESTAURANTS

Closer to campus:

<p>Spot On 2 Richard Way SW (403) 240-3619 http://www.spotoncalgary.com/</p>	<p>De Thai Cuisine 2215 33 Ave SW (403) 705-2203 http://dethaicuisine.com/</p>
<p>Golden Bell (Vietnamese) 5255 Richmond Road SW (403) 240-4048 http://goldenbellsaigon.com/</p>	<p>Fergus & Bix Restaurant 2018 33 Ave SW (403) 457-1227 http://fergusandbix.com/</p>
<p>Phoenix Grill 5620 Signal Hill Centre SW (403) 452-9915 http://www.phoenix-grill.com/</p>	

Closer to Macleod Trail:

<p>Redwater Rustic Grille 9223 MacLeod Trail SW (403) 253-4266 http://redwatergrille.com/</p>	<p>Tango Bistro 6920 Macleod Trail South (403) 252-4365 http://www.tangobistro.ca/</p>
<p>Smuggler's Inn (steakhouse) 6920 MacLeod Trail South (403) 253-5355 http://www.smugglers.ca/</p>	<p>Open Sesame 6920 Macleod Trail South (403) 259-0123 http://www.open-sesame.ca/</p>

APPENDIX II – Participating Institutions and Stakeholders

Campus Alberta Public Institutions

Alberta College of Art + Design
Ambrose University
Athabasca University
Bow Valley College
Burman University
Concordia University of Edmonton
Grande Prairie Regional College
Grant MacEwan University
Lakeland College
Lethbridge College
Medicine Hat College
Mount Royal University
Northern Alberta Institute of Technology
NorQuest College
Northern Lakes College
Olds College
Portage College
Red Deer College
St. Mary's University
Southern Alberta Institute of Technology
The King's University
University of Alberta
University of Calgary
University of Lethbridge

Private Institutions

Rocky Mountain College

First Nations Institutions

Blue Quills First Nations College / University nuhelot'ine thiyots'į nistameyimâkanak Blue
Quills
Maskwacis Cultural College
Nechi Institute
Red Crow Community College

Stakeholders

Alberta Advanced Education
Alberta Council on Admissions and Transfer
Campus Alberta Quality Council
eCampusAlberta

APPENDIX III – Feedback from Participants

1. What key ideas are you taking away from this Forum?

1. The need for further system wide work related to outcomes in support of institutions
2. Involve the students / provide resources to develop outcomes (and recognition for participation) / need to assess outcomes and follow up with change
3. that there is appetite to bring cohesion and excellence in Alberta's post-secondary system
4. how to engage students, faculty, staff in working together
5. tons of resources to follow up on
6. enjoyed the tangible look at outcomes / appreciated the look at the tools, discussion about push back and concerns from faculty / hearing from different institutions
7. encouraged about the day's conversation regarding the importance of connecting learning outcomes and assessment
8. curriculum mapping / values / building points of contact / role of LOs in online learning
9. learning outcomes = what we want students to learn?
10. learning outcomes and their assessment need to go together and be developed together / have to show the benefit to faculty of developing learning outcomes for their courses and programs
11. that using LOs helps to define learning from the perspective of the student, the program, the institution, and industry (some case)
12. too many learning outcomes may dilute their impact
13. learning outcomes are not a for sure thing / no universal method, but we're trying
14. the best way to engage faculty members is by linking outcomes analysis to the program goals, not presenting them as serving institutional needs / involving students in assessments of programs can be very motivating for institutions
15. student benefit of SLOs and their involvement to initiate
16. expectations regarding LOs and their assessment
17. learning outcomes need to be "sold" by using plain language reference to students / they have value to evaluate degree of change and to communicate requirements to non-specialists / embedding assessment in regular learning is valued
18. don't know where to start – so many / very practical/concrete ideas provided that I will take back to my institution and implement
19. it's all for the benefit of the students
20. we need to develop college-wide learning outcomes
21. enhanced understanding of the value of outcomes at the student, faculty and administrative level
22. lots of great work underway / some very important work to come / the system needs to continue to 'talk', collaborate and become more consistent
23. lead from behind with LOs / LO is a journey
24. there is a need to develop program level outcomes at my institution
25. communication with faculty → faculty ownership over the process
26. connectedness between program development, LOs, assessments and QA
27. LOs help to structure program reviews
28. importance of continuing down this path even if it's long and hard / need more conversation about assessment of outcomes and its relation to grades / what is happening across the province – some good work

- 29.
30. there is a substantive commitment to and use of learning outcomes
31. that Alberta as a system appears to be doing a lot on the front; commendable
32. need to articulate what is often implicit
33. learning outcomes from all spectrum – courses, programs, institution are essential / assessment and plans to accompany learning outcomes
- 34.
35. involve students more
36. more concrete ideas about implementing learning outcomes (LO)
37. approaches to gaining buy-in within the institution
38. that using course outcomes are closely aligned to what we want students to learn and very necessary for students to understand what they have learned
39. learning outcomes and assessment of same are integral for both individual institutions and collaboration/transfer between institutions / working with learning outcomes requires input and work from faculty, staff, administration, and students
40. the need for there to be well designed outcomes with proper assessment and student understanding of both
41. learning outcomes (adoption of) means quality assurance in education / LOs need to be delivered and reassessed on a 5 year cycle
42. co-curricular transcript designations / that assessment and the use of assessment remains uneven terrain
43. learning outcomes need to be credible, substantiated by valid assessments / development of learning outcomes takes time (5 years +) / need to have a solid plan
44. a more positive view of learning outcomes assessments / I'm new to this conversation and this was a very helpful introduction
45. connecting all levels
46. importance of learning outcomes to improve the student experience and teaching effectiveness
47. the importance of developing outcomes at course, program and institutional level – value to students and faculty / the challenges involved in doing so and some useful strategies
48. be careful regarding labelling the conversations / learning outcomes can help to focus the conversations / decisions away from emotional agendas regarding resources if faculty are permitted to lead
49. it takes a campus to develop a graduate / support for integrating college wide LO into program curriculum
50. not all assessment ->> credible evidence / curiosity is a motivator / give time and resources
51. investment required at institutional level / engage students in process / find faculty champions → cmtc
52. (1) program learning outcomes can help simplify academic life and make better resource allocation decisions (2) the scholarship of teaching needs to be a core component of assessing LOs (3) develop generic and discipline specific learning outcomes that can be used across the province (4) sponsor and support research in the measurement of learning outcomes (5) faculty development sessions on LOs (6) LOs as part of academic plan (7) talk about “faculty protection” for instructors taking pedagogic risks
53. importance and complexity of assessment

2. What are the next steps the Alberta post-secondary system might take to work together on learning outcomes?

- 1.
2. structured sharing of tools and best practices – perhaps through direct collaborations between teaching and learning centres
3. follow up
4. how would First Nations colleges become more involved in Alta PSE system / FN colleges have expertise in Cree, Dene, Blackfoot epistemologies / Alta PSIs could be involved in indigenizing academies
5. sharing is a great 1st step / make institutional resources readily available
- 6.
7. observation: the word evaluation was not used / how is assessment and evaluation viewed? What is the connection between assessment and evaluation? Perhaps a definition of each would help / another question: how was it decided that we use learning outcomes as opposed (to) for example learning expectations? Should further conversations start with establishing some common understanding of terminology? Would that ground us?
8. Incorporation of PLAR
9. all institutions collaborate to train the interested staff / train the trainer
10. how about a portal or clearing house for documents, processes, and templates? how about regional workshops for faculty from different institutions?
11. have some examples of before and after and share some examples
12. Alberta deans of Business are working on a “Pathways Project” that may inform this process
13. lean less on empirical material data, and integrate a less objective outlook on outcomes / learning and the acquisition of knowledge are inherently subjective / look more at normative evaluations
14. CAQC needs to (carefully) write learning outcomes more fully into its documentation ... from the Handbook to individual outcomes / Council’s leadership role has just begun
15. start to develop standardized SLO classes to maximize transferability
16. development of a dictionary of standard LO descriptors could be useful especially for transfer credit assessment, i.e., to provide clear definition of the meaning of specific LOs
17. follow up with institutions and ask for best practices in assessment
18. presidents could send a message that this is the route we are going – will roll out from there
- 19.
20. continue to share promising practices
21. require outcomes in the program approval process
22. there appears to be great variance in the protocols in place and the readiness; however, there is a great opportunity to implement a consistent LO framework in Alberta
23. repeat workshop for and with faculty
24. when ACAT has a running catalogue there would likely be need to help institutions align their program outcomes to assist in transfer
25. how do the traditional structures such as formal makes impede the movement toward competency-based teaching and learning
26. more resources, workshops, especially for smaller institutions (IAs and tribal colleges)

27. look at findings from AB Education and findings from AISI – much transferable information
28. learning and developing together – provide faculty P.D. opportunities where faculty from a discipline could come together from all 26 institutions and FN colleges / pilot transfer agreements based on mapped learning outcomes
29. disseminate info and examples, best practices, research / work on how transfer – course and program – will work / impact on quality assessment?
30. we need to incorporate them into transfer credit and PLAR
31. get a faculty committee together with reps from all types of institutions and engage them
32. more work on assessment → maybe by sector
33. to ask various institutions about where they are in terms of learning outcomes
34. these pan-sectoral meetings are fine, but we need institutions with similar programs to discuss unique or at least focused issues for those programs
35. Let's explore the question. What do we believe about transferability? Do we believe, for example, that some institutions are simply more rigorous than others, thus limiting transfer opportunities?
36. to not impose them from on high but to let it grow more slowly (over years) in institutions (and provide support and guidance)
37. recognize different players at different stages with different challenges
- 38.
39. continue to share institutional successes and strategies, develop a formal way to do so and collaborate
40. setting a standard of language or assessment strategies
41. (1) administrators and teachers need to gain a better appreciation for LOs and their role in “learner-centric” education (2) administrators and teachers need to engage more with stakeholders in developing LOs
42. to investigate the use of outcomes across the six-sector model to enhance and increase transfer agreements
43. sharing of ideas, templates, experiences (positive and the not so great) / continue to organize workshops
- 44.
45. provide all the slides from this session
46. like the Ontario PSE system, continue with these workshops and advance the whole Alberta system with regard to learning outcomes
47. develop a “community of practice” SharePoint site re: experiences and “best practices” / hold another forum next year – “update”
48. sharing of templates and assessments as well as training sessions for faculty
49. use LO/competencies for transfer credit across programs instead of course-based transfer
50. disciplinary opportunities for faculty to discuss dimension of field expectation
51. sharing experiences is useful – need faculty to be here too and hear the stories
- 52.
53. Other follow-up sessions/days

3. a. How will you use any of the information you gained today within your own institution?

1. will share with others and will inform further direction

2. to inform the process of developing the spectrum of LOs from course to institution (from aspirational to practical)
3. socialize the language, highlight examples
4. getting students, faculty, staff to engage in change through course/program reviews / “always did it this way” not good enough answer for change
5. Trudy Banta’s framework for student assessments (6 Qs) – awesome
6. to bolster our emerging learning outcomes integration into program review and program development
- 7.
8. to inform PD
9. #1 ask myself the question, ‘what will my students learn?’ ‘How will this look?’
10. with learning outcomes in their embryonic stage, I have obtained a good overview of a possible direction we can proceed to develop learning outcomes / do see the need for a designated person on my campus who can spearhead the development of learning outcomes
11. how to improve co-curricular records through LOs
- 12.
13. bring this information to my student union exec to address learning outcomes from a student perspective on faculty committees
- 14.
15. share with instructors how it can help students
- 16.
17. it will help motivate acceptance and use of LO
18. although most of our programs have learning outcomes – not formalized – will start that process
19. discussing opportunities with faculty to improve practices, identify required resources
20. reflect on what I have heard here, discuss with my team who have attended and determine next steps
21. to revitalize our current review of where we are with our LOs and where we have yet to go
22. the ‘promising practices’ panel – especially RDS – offered some hints that I might be able to use in my context / useful / co-curricular also
- 23.
24. refocus growth on program outcome → ensure that these items are appearing in the course level outcomes
25. hopefully help to develop this capacity on campus
26. develop resources / lead a process of policy and process review and deepening quality assurance through LOs and assessment
27. guide reviews
28. will connect with other institutions that are further down the path / engage others in the institution in these types of discussions
29. conversations / presentations / changes to policies?
30. further develop and enhance outcomes development, assessment and program/institutional development
31. TBA (not sure) / must think about Manitoba jurisdiction and how it compared /

32. good discussion with other institutions on how they are using assessment – to their system
33. strengthen our fledgling teaching and learning committee / start conversations with faculty, administration and students about learning outcomes
34. some of the models and templates will be used as examples for future development
35. I will use the info to influence changes to practice, and seed fruitful conversations
36. begins discussions about LOs
37. will have some contact people for sharing experiences
38. it reinforces the fact that we are on the right track in revising our course outlines to include the course outcomes that we want new students to “come away” when they finish the programs
39. I am not in an institutional role allowing this, but I will use what I’ve learned today in my role on ACAT and understanding transfer processes, etc. better
40. to be mindful in academic council of the courses we are approving, to be able to educate student body on pathways and being mindful of quality and assessment
41. I will be sure to incorporate LOs in all programs in my faculty / I will develop a plan to reassess LOs on a 5 year cycle
42. to keep the work now underway vital and evolving
43. support executive team to encourage faculty to develop learning outcomes for courses and programs / assist to make an institutional PLAN
44. to reevaluate my courses, programs, goals of the institutions
45. we are working on these outcomes and will share with other program heads, with IT and with the Dean of College Advancement – also president and board
- 46.
47. to leverage the development and implementation of learning outcomes at all 3 levels of our institution
48. I have several action items that I plan to follow up / we have started our journey from course level outcomes and defined program level outcomes but we do not have the assessment bridge
49. integrate into current college wide learning outcomes / strengthen framework, investigate rubric
50. take back conversations and Banta’s slide
51. will change requirements for cyclical review through dept workshops on LO
- 52.
53. Much of it provides “food for thought and action” in my leadership role in a teaching/learning centre

b. Some elements of this Forum are being recorded. Do you have any suggestions for how you could use this video to follow up within your institution or within your organization?

1. break the video into parts
2. if these were in small packages (6-10 mins), people could watch and use them as discussion points
3. make the files available – segment presenters so we can use them as a threaded learning experience to wrap learning around
4. video could be used for P.D. in our college to facilitate change in academics

5. I could add a link of the video to my website: curriculummapping.weebly.com
- 6.
- 7.
8. Notification of when video is ready
9. it would be great to present this video to the staff / to begin the process of learning outcomes
- 10.
- 11.
12. could use it as information for my curriculum committee
- 13.
14. show an edited version, with powerpoints, to “new chairs and deans school” / write representatives of the faculty association, and student leaders
15. none / others may wish to review keynotes
- 16.
17. It could be made available to groups involved in School of Teaching and Learning
18. could show it to faculty if organized by themes / can be reviewed in smaller chunks
19. it will be a useful tool to spark discussion around specific concerns and topics
20. will use portions to reinforce concepts as needed with faculty
21. could use the presentations to spark a facilitated discussion at P.D. day session within and across departments
22. it might be useful for our academic chairs and deans to listen to Sandy’s presentation
- 23.
24. share with faculty development teams at other institutions
25. not sure
26. the presentations would be helpful, if we could access them
- 27.
28. not sure / much of the value was synthesizing with the table groups / maybe a webinar – intro speak followed by online discussion
29. show segments to faculty?
30. (1) Banta and Welsh presentations would be helpful for professional development for faculty especially (2) panel and Zimmer presentations to provide staff teaching and learning and admin/department leadership
31. it would be useful (is this possible?) to send each participating institution a package of videos
32. might use some of the sessions in 15/20 min segments
33. segments of video could serve as resource for faculty colloquium, teaching and learning centers
34. carefully edited clips might be helpful PD tools
35. having the video presentations available for use would be helpful
36. show the speaker from UofT – Sandy W.
- 37.
- 38.
39. perhaps making them available to those working in these areas at institutions who weren’t able to attend
40. offer it to members of faculty/registrar for professional development

41. the video recordings from this forum could serve as a discussion forum within an “LO” workshop to encourage organization-wide adoption
42. not at this time / I would prefer the slides used by presenters
43. a copy of the video to share with others, and to review as there has been a great deal of information discussed and concepts to explore
- 44.
45. we need the slides and notes / we could use some of the videos to show board
- 46.
47. I'd like to show this to (1) Dean's Council, (2) Deans and Chairs Council, and to our teaching and learning staff – for awareness and discussion
48. I would like clips of the presenters and panel sessions that I can share with my institution
49. PD, curriculum meetings in my institution
50. share with designers
51. see #2 / if we could share values with faculty influencers this would be useful!
52. can embed and show some of the videos with faculty
53. sorry, none at this time

4. Please provide any feedback you may have on the following sessions:

1. “The Path to Learning Outcomes” – Trudy Banta

1. campus level goals that program outcomes align to is important and the establishment of institutional outcomes is a direction that could/should be considered by institutions
2. examples were very helpful / thank you for the permission to act over a long time frame
3. very good
4. very useful information on what LOs are, challenges addressed in accreditation, encourage staff, faculty, students, college leadership to address change
5. just wanted to know more
6. appreciated the specifics in Trudy's presentation
7. although Trudy was knowledgeable, I believe that we have experts in Canada and Alberta that would have done an excellent job and able to provide the Alberta context
8. enjoyed / whole panel was excellent
9. great info! would love to spend more time on the topic / use it to get better! / not to punish!
10. found her contributions not overly helpful / much of it was very basic
11. keeping the presentation together – LOs and assessment
12. very interesting critique of institution assessment comparison test
- 13.
- 14.
- 15.
- 16.
17. first talk seemed a bit general and didn't convey true value
18. morning was a bit hard to follow – please send out her PP / got better in afternoon
- 19.
- 20.
21. clear, straightforward, accessible presentation

22. a solid overview of the LO landscape → however, an American focus in the afternoon not always helpful
23. well-grounded in experience and theory
24. great image → planning for learning and assessment
25. all three really helped to demonstrate or illustrate the long time horizon that the development of this process will have
26. good info but she went so fast I couldn't take adequate notes – I sure hope we can get PowerPoint slides / the model presented seems more straightforward and less nuanced than applicable for some disciplines and programs
- 27.
28. successful implementation is aspirational / appreciated discussion of successes and “wants”
29. ok
- 30.
31. good overview
32. not much help – too general an overview
33. excellent presentation / be able to assess whether top-down or bottom-up approach will be better
34. this presentation was not very good / too much information too fast, without a systematic thread connecting the ideas
35. I enjoyed Trudy's blend of idealism and practicality / she has much to offer us
36. bit too low level for this group – more stories would have been helpful
- 37.
- 38.
39. no specific feedback, but was useful and thought-provoking
40. I appreciated the acknowledgement that faculty need to be supported to buy in as well as students being engaged
41. informative on how to go about approaching the issue of using LOs in institutions that may resist the concept or are ignorant about LOs
42. I affirm the comprehensive and admirably simple overview: thank you
43. clear explanation of learning outcomes and their uses to improve courses, programs, funding, transfer and quality of courses and programs
44. very useful, practical and accessible
45. needs mike more attached – hard to hear – for some low level speakers / great details on how to
46. very good
47. excellent presentations – great suggestions re: linking outcomes to the assessment of outcomes and program review process
48. some great tools in the presentation / looking forward to getting the PPT
49. including college wide LO into program and course outcomes
50. great high level overview
51. seemed a bit repetitive with other talks
52. good – like the matrix for planning and measuring LOs
53. enjoyed all of these – they provided many important ideas and thinking points on the topic of LOs / Thank you!

2. **“Why Learning Outcomes” – Sandy Welsh**

1. found the perspective on how learning outcomes make resource needs more clear very valuable and how learning outcomes can contribute to other discussion in the institution
2. very practical suggestions
3. great presentation
4. address community of quality PSE offered on tribal community
5. very interesting, thank you
6. excellent presentation – took tons of notes and will be thinking further about Sandy’s perspective and material
7. same as above – where are the Alberta experts beside Jim Zimmer?
8. Excellent
9. great info! need more time
10. one of the best presentations / spoke from her experience at UofT / found her input very helpful
11. good to hear about a Canadian institution
- 12.
- 13.
- 14.
15. incredibly informative – gave insight at an institution it was implemented at
- 16.
17. excellent – one of best presentations / presented in a realistic way recognizing issues but conveying real values
18. very good – concrete, realistic
19. well presented and relevant, useful take-aways
20. her presentation was very practical
21. interesting focus on the value of LOs across the academy
22. really appreciated her perspective on how administrators can use LOs – a very realistic and engaging perspective
23. practical – energetic
24. co-curricula component was interesting / comments about how are you going to really do assessment? “What makes sense for this program?”
25. all three really helped to demonstrate or illustrate the long time horizon that the development of this process will have
26. very relevant and useful, especially practical experience with processes working with faculty
- 27.
28. liked the idea of linking learning outcomes to resources / incenting the faculty to participate
29. good
- 30.
31. more granular, more attuned to Canadian (and Ontarian) realities
32. very engaging → connects to actual experience
33. excellent presentation / reasons articulated well
34. this was a very helpful process oriented presentation / it too could have been enhanced by examples of templates, but was very helpful

35. I loved Sandy's energy and storytelling / she made the process simple and understandable and non-threatening
36. very illuminating – implementation in the Canadian context in very large university
37. very much appreciated hearing experience and perspectives at UofT
- 38.
39. no specific feedback, but was useful and thought-provoking
40. learning the opportunities that exist with learning outcomes was impactful and tangible
41. instructional on the value of LOs and the strategic advantages of developing LOs for courses and programs
42. immensely practical
43. positive, encouraging presentation on the validity of learning outcomes to improve programs, courses, student experiences and the good for institutes
44. very useful, practical and accessible
45. great info on connections
46. very good
47. helpful advice on how to speak to, and convince, faculty of the importance, value, and inevitability of outcomes
48. excellent – so practical and will be easy to transfer some of the lessons learned
49. LO provide incredible articulation of program content, quality and relevancy / And resources! Mind blowing!
50. great application from admin perspective
51. nicely done
52. great – improving peer review and program review / “improved modular classroom space helps fulfill team work LOs”
53. enjoyed all of these – they provided many important ideas and thinking points on the topic of LOs / Thank you!

3. “Best Practices in Alberta: Challenges and Opportunities” – Jim Zimmer

- 1.
2. interesting to see the history / liked the list of suggestions (best practices)
3. nice authentic leadership on display
4. good info on success and challenges facing other colleges/universities
5. Jim – can we assess PLOs or institution-level LOs at the course level? Or through portfolios?
6. interesting to consider the long view
7. Jim was great! Appreciated the Alberta context / K-12 education, AISI projects went through this work – there are lessons learned that would be very useful in this work!
8. Excellent
9. hats off!
10. great to have the MRU story / good that he brought other people to the podium, telling their story at their institution / gave me a good list of possible resource persons
11. good to hear about an Alberta perspective
12. very informative: learning outcomes need to be consistently revisited
- 13.
- 14.
15. saw some walls that can be presented by faculty, and their thoughts

16. in all presenters were non-faculty, unfortunately the faculty aspect of LO creation and assessment was missing
17. interesting compendium but given “fatigue factor” a bit harder to follow / 4. the session on assessment was informative and worthwhile – T. Banta
18. excellent, clear presentation
- 19.
20. interesting and practical
21. great, authentic case study
22. an interesting overview of MRU’s experience – good suggestions found in lessons learned
23. superb panel / include student next time
24. really enjoyed seeing the history and evolution at their institution
25. all three really helped to demonstrate or illustrate the long time horizon that the development of this process will have
26. useful case study that shows process and highlights challenges and useful responses
- 27.
28. learned about the importance of patience and understanding that this is a whole organizational change that is multi-year and complex
29. good! Helpful
- 30.
31. very good overview of MRU history
32. enjoyed the institutional history – how they worked through a major transition
33. excellent presentation / wondering if PowerPoint will be made available to participants
34. this was quite interesting but I think would have been improved by having a multi sector panel to respond to how these insights might help developments elsewhere
35. I enjoyed Jim’s look back at history, and his ability to set the work in context
36. helpful to see implementation in a local context
37. the timeline and history at MRU provided a useful context
- 38.
39. no specific feedback, but was useful and thought-provoking
40. “promising practices”
41. eye opening as to how much LOs are being used in many Alberta colleges and universities
42. the case-study style was worthwhile, especially with respect to faculty investment and ownership
43. thank you for sharing the processes followed by Mt. Royal
44. very useful, practical and accessible
- 45.
46. Excellent! Lesson learned for the organizers – sometimes the experts are in your own backyard – not from another province/country
47. Jim’s experience was very interesting and instructive and his suggestions re: process offered an excellent starting point – if not an actual blueprint
48. great reinforcement of the concept that this is a journey which will evolve over time / a great story in patience and success
49. such great work and models to follow
50. frank discussion of challenges but not clear on achievements

51. useful ideas and challenges
52. AWESOME
53. enjoyed all of these – they provided many important ideas and thinking points on the topic of LOs / Thank you!

5. What was most beneficial to you and/or your institution through your participation in the Forum?

1. learning what others are doing and sharing what we are doing
2. practical suggestions for action / understanding the pitfalls
3. great idea to showcase what is happening at Alberta institutions
4. knowing that other colleges/universities all are challenged by course reviews and program reviews / tensions of faculty
5. meeting others in a similar role to mine / great opportunity to better understand the Alberta context
- 6.
7. gave some great ideas about moving forward at my institution
8. new ideas / sharing / networking
9. learning outcomes = involvement for all! / students/faculty/admin / foundation to improve
10. by bringing 2 other members of my institution along the learning outcomes discussion will broaden at their home institution
11. to listen and learn together / to hear from others
12. to understand that the processes/challenges are not unique to my institution
- 13.
- 14.
15. revision of possible impacts on instructors, seeing how students can take ownership of helping move this forward
16. general discussion with representatives of other institutions to understand their status
17. it helps CAQC understand where institutions are with LO and to learn about assessment
18. the AB expert panel – what great expertise here!
19. awareness of where we sit relative to other institutions in outcomes process / strategies for implementation and support of learning outcomes and assessment
20. the morning panel and the table talk
21. include students in the discussion and involvement in the long and ongoing game of embedding LOs and assessment in the academy
22. hearing what others are doing and where they are at / I do wonder who the intended audience for the day actually is ... because it seems like we were focused on the ‘ladders’ vs the leaders
23. understanding the role(s) of LO / link to assessment
24. time needed to work on program level outcomes is needed / need to inspire the coordinators in terms of the need to go in this direction
25. provision of a number of process ideas for engaging stakeholders in a meaningful process
26. overview of issues, meeting others with whom I can consult, getting titles of some resources from people further along in the process than we are
27. contextualizing this topic
28. awareness / linkages with other PSIs

29. range of ideas around LOs
- 30.
31. sitting at two tables with a wonderful variety of committed educators
32. enjoyed the round table discussion and connections with other people and their ideas
33. the fact that we now need to think seriously about learning outcomes
34. resource discussions are converted to academic discussions by using learning outcomes
35. connecting with colleagues, understanding the richness of expertise in the province and for the nuggets I can take back to my institution
36. networking / learning about what others have done / learning about templates and tools available
37. learning where other institutions are at and what receptions have been
38. (sounds redundant with #3) / that we are on the “right track” or at least consistent with other institutions in introducing/revising course outcomes whether it is the Arts and Science courses we “model” after other institutions or infusing our content in new courses/programs
39. hearing the perspectives and thoughts from various institutions
40. the student lens I am able to take back to the college to understand my own course work and advocate for student education quality
41. learning more about the resources and body of research already available on LOs
42. there were a number of take aways – too many to list here / that said, the sense and reality that so many institutions are at work on learning outcomes (at all levels) is heartening, for it can be isolating and difficult work within one’s own institution
43. linking of outcomes and assessment
44. helpful in thinking about program revision, course expectations, etc.
45. learning to connect course, program and institutional plan
46. to see where each of the Alberta PSIs are on their LO journey
47. I learned a great deal about: process re: development and implementation of outcomes / how to involve faculty and students re: above / the exchange of experiences and information / what “not to do” / variety of approaches and progress made
48. the entire forum was very timely / lots of lessons that can be directly translated / also thank you for the pre-reading material – very helpful
49. validation of work being done / great examples of how to advance
50. hearing the range of activities
51. timely for us now – next phase of cyclical reviews starting
52. Jim Zimmer’s lesson learned, especially “value the conversations” / panel discussion
53. thinking more about LO and our journey re: same

6. What advice, if any, would you provide on ways of improving the structure of future fora that involve the Campus Alberta system?

- 1.
2. more face-to-face time led by experienced practitioners / move people more often, very active session after lunch
3. keep engaging the system on the issues that matter / choosing the agendas helps inform the system what matters / inspire system thinking – “the ocean will raise all boats”
4. include our First Nations college involvement / like to know what Alta PSE institutes are doing to indigenize their academy

5. pre reading was a great idea / at least 10 minute breaks please, and 45 min for lunch – allows more time to discuss with colleagues
6. rethink filming the discussion / groups were reluctant to report out
7. I can't stress enough the importance of involving experts from within our province – experts do not necessarily need to come from far away
8. alignment within Alberta Ed
9. include all institutions in Alberta to create the acceptable norms
10. this was a well organized forum / kudos to ACAT and CAQC / however, involving more faculty members would be the next move
- 11.
- 12.
- 13.
14. acknowledge forum is taking place on traditional lands of the indigenous treaty group or first nation / especially important if indigenous colleges have been invited / student participation was inspiring – reminded me of why we're involved in the learning outcomes project
- 15.
- 16.
17. a bit more time for moving about and visiting even at expense of "content"
18. I think we need to keep having the conversation
19. finish by 3:00
20. please end at 3:00 pm / long day and many still need to travel for a few hours / nice to be able to miss the traffic rush hour that starts at 3:30
21. good structure to mix up discussion with presentations and panels / provide list of participants
22. much more focus on bringing Alberta up-to-date with Canadian/international standards around LOs and the associated quality practices, accountability and transfer protocols
- 23.
- 24.
25. Workshops for institutions at particular stages in this process
26. great structure! Thank you for keeping to the time / appreciate the body breaks
27. develop specific learning outcomes for further sessions
28. perhaps some of the activities could involve standing or moving around / perhaps consider a "case study" format
29. no – today was well done
- 30.
31. Involve more faculty members
32. this was good – perhaps a little too full
33. invite all student VP Academics from all the schools
34. narrow the topics – a forum on writing outcomes; a forum on assessment; a forum on program review use of outcomes, etc.
35. I would like more opportunities to discuss the foundational assumptions people hold that may represent barriers to change
36. too long a day – perhaps focus on one part (today was a lot of parts)
- 37.
- 38.

39. More group interaction (because it was useful) / more faculty member involvement
40. more time for engaged, invested conversations
- 41.
42. to invite ACAT to speak into the content of any particular forum; to continue to involve AB Advanced Education in all future fora
- 43.
- 44.
45. hard to sit and listen to any one speaker just talking and not interacting – more interaction
46. MRC facility was excellent / select similar venues for future forums
47. none / great job! BUT don't lose momentum / hold another forum next year / focus on assessment – related to outcomes
48. none – great balance of presenters and small group work
49. more breaks – barely enough time to have bathroom break and make a phone call / however, I don't want a longer day – I recognize it is a tradeoff (-:
50. more faculty connection opportunity
- 51.
52. this was great – good spacing
53. none at this time

7. What suggestions, if any, do you have for how learning outcomes and their assessment could be used at the system level by the post-secondary system in Alberta for:

a. Course and program transfer in Alberta (to facilitate the work of the Alberta Council on Admissions and Transfers)?

1. program outcomes as drivers/key info to support transfer
2. if learning outcomes are to be used this way, there needs to be a clear definition (likely discipline specific) of learning outcomes assessment techniques (what are they and how should they be designed/tracked)
3. facilitate and expedite simplicity in transfer agreements for learner pathways and increased student mobility / encourage block transfer, help remove institutional barriers to students – celebrate mobility
4. ACAT should have or encourage FN colleges to contribute to ACAT transfer system / so all Alta PSE students can learn about FNMI groups
- 5.
- 6.
- 7.
- 8.
9. the common language sent to all institutions with examples of acceptable courses and program transfers / a definition booklet
- 10.
- 11.
12. Include registrars and transfer officials / sometimes these people are the real obstacles (in addition to faculty)
- 13.
- 14.
15. need to have provincial standards to maximize transferability

16. I believe this to be the best use of LOs / currently syllabi are often not sufficient
17. It will be increasingly critical for developing and reviewing transfer agreements / PLAR and other need to be looked at in a separate forum
18. Make it mandatory – we will support (SAOs/provosts)
19. establish Essential Learning Outcomes that every first-year, second-year student should have
- 20.
21. base it on outcomes (equivalent as opposed to the same)
22. there seems to be a lot of confusion about how LOs are used for transfer / block transfer LOs seems to be very risky and require a lot of thought and time
- 23.
24. sharing of program outcomes from one institution to help others grow in a similar manner
25. develop ways to transfer credits without necessitating the use of marks/GPAs
26. be careful not to implement too extensive or cumbersome a system, especially for institutions without financial, people and structural resources
27. clarified and articulate outcomes required for T & ART
28. it would initially be cumbersome to redo all the old – perhaps we could start → moving forward position / it is do-able – we do it right now when mapping with K-12 on dual credit
29. dialogue with all types of institutions
30. champion that LO be reviewed to assess transfer – particularly for elective credit
31. use LOs as an integral part of assessment of transferability of courses and programs
32. probably using course learning outcomes for transfer
- 33.
34. These are complex issues! Learning outcomes are inputs when considering a transfer agreement / they are helpful but are not a revolutionary approach / for PLAR, however, learning outcomes may be very helpful in matching informal learning to programs and courses
35. yes / but see my comments in #2
36. I worry this will lead to very defined subject based topics to ensure courses are equivalent
- 37.
- 38.
39. database of assessment and methods / database of outcomes / continued work with the articulation committees
40. learning outcomes can be used as information for what is transferable / integrating into course outlines advances the student appeals for transfer
- 41.
42. there is an invidious hierarchy in the six-sector model whereby the CARI sector seldom participates in ACAT articulation sub-committees / perhaps a system level emphasis on outcomes could level the hierarchy and forge agreement that all sectors aim at student success?
43. if courses from different institutes have similar learning outcomes, transfer would be easier / as well this would facilitate the use of PLAR when assessing “non” formal acquisition of skills and providing “credit”
- 44.
45. makes it easier to assess other courses

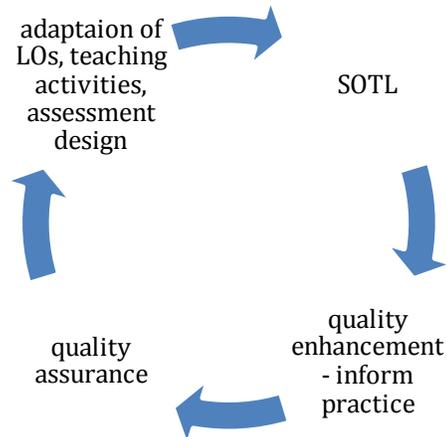
46. get on the LO bandwagon to facilitate greater student mobility
47. encourage PSIs to look at outcomes to determine transferability of courses
48. as we are all loading our learning outcomes in the system to provide an advisory role where a lack of alignment may get in the way of transfer
49. authentic assessment linked to learning outcomes and/or competencies to support student PLAR
50. until tuning completed this is not likely to be fruitful
51. suggest common course LO for college transfer at 1xx level especially
52. I don't know enough about this – leave to the CATs
- 53.

b. Quality assurance (To facilitate the work of the Campus Alberta Quality Council)?

1. transparent demonstration of programs and curriculum consistent method
2. to articulate whether these are a top priority, and how they would be used for new program assessment and ongoing program review
3. integrate outcomes, program cohesion and assessment / suggest cycle for review
4. does Quality Council have any expertise in First Nations cultural courses / these courses do transfer and how would cultural courses LOs be addressed?
- 5.
- 6.
7. if assessments (both formative and summative) are done correctly and appropriately, program improvement happens simultaneously / I suggest we put more effort in program and course assessment – the rest will fall into place
- 8.
9. those that are inside the criteria, can be helped to meet criteria
- 10.
11. what are the models and how are they resourced
12. course transfer assessment includes an element of learning outcome review, i.e., has the LO been assessed via a course deliverable?
- 13.
14. discussions of learning outcomes in proposals for new degree programs should identify the institution systems/protocol for using assessment results to actually improve the proposed degree (for cyclical reviews, existing programs)
15. again agreed upon provincial standards
16. as suggested by Trudy, assessment of LO should not be used to “penalize” / so use by CAQC may be counter productive
17. having proposals and review informed by LO will be a great value to CAQC / not useful – use by Ministry in funding of institutions – potential concerns / look at value added change
18. sounds like they have already made it mandatory (stick) / offer carrots – e.g., PD, support, training
- 19.
- 20.
21. don't be rigid about inputs / require alignment and assessment of outcomes in program review requirements

22. I wonder about the opportunity for CAQC to support change by being more explicit about what would define best practices and what the Council would like to see and potentially expect from AB institutions for review of LOs / this would bring AB in better alignment with others and motivate change
23. for all new degrees – provide a handbook/template on how to develop an include LOs and how they will be assessed
24. presentation provided to institutions at internal PD events to really outline the benefit of learning outcome process to increase student understanding and faculty buy in / demonstrate best practices → provide examples to other institutions
25. perhaps the development of aspirational targets for particular disciplines
26. LOs and assessment can be a vital part of QA but we need time and resources to implement, learn, etc.
27. required for new programs right down to course proposal level / required for program review reporting
28. demonstrated in new program approvals and renewals – but can't be a cumbersome process
29. getting to know people involved is a big step
- 30.
31. use LOs as vital component of assessing quality of courses
- 32.
33. program outcomes to be demanded
34. I would like to see much more explicit direction on what CAQC is expecting / in particular, what level of change requires CAQC review?
35. yes / I believe outcomes provide a wonderful framework to guide quality standards/continuous improvement
36. I do like the idea of continuous improvement – linking LOs to student learning (and improvement) is important / CAQC can help drive this with reviews
37. emphasize a process of continuous improvement (CI) over an absolute achievement of a quality level / the standards set for CI are aspirational and lift us up / the standard set for quality assurance will be easily attainable and will at best (be?) status quo
- 38.
- 39.
40. having standardized language and assessment
- 41.
42. that self-study – that is, cyclical review – foreground learning outcomes
43. comparable assessments for learning outcomes, to review quality of programs/courses between institutions and CAQC prior to suspension
- 44.
- 45.
46. greater link of program outcomes with institutional outcomes / greater link of how course outcomes map to program outcomes / the importance of CAQC – for all Alberta degree programs except for divinity (God ensures quality in these programs)
47. use outcomes rather than inputs (instructor qualifications, etc.) as major measure(s) of institution or program's quality

48. policy guideline and procedure sharing / an analysis of best practice / gathering of training opportunities even if it is just a list of potential presenters / perhaps literature gathering going forward on quality assurance and program structure matters
- 49.
50. conversations supported like this session but not prescriptive given the varying level of maturity
51. program review and external evals / need emphasis on LO if we are to sell this as valuable to faculty depts
52. Assessment of student learning for continuous improvement in instruction



53.

8. Do you have any suggestions for topics for a future forum involving the post-secondary system?

- 1.
- 2.
3. data analytics for student success / disruption and how to prepare and respond / open education practice / landscape of credentialing
4. have all First Nations colleges present their cultural course/programs and how transfers are dealt with
5. where does indigenization of the program fit in?
- 6.
- 7.
- 8.
9. professional development for those institutions that need to be more clear about outcomes
- 10.
11. program review (how to)
- 12.
- 13.
14. we need to focus on assessment / people seem most at sea about this issue
- 15.
16. how to use LOs for transfer credit assessment / it appears that LOs are primarily directed at programs leading to professions and careers / discussion of their usefulness in an “education” setting would be useful
- 17.

- 18.
19. credentials – is Academia losing relevancy by privileging paper over experience and achievement?
- 20.
21. update and discussion of status of high level international outcome initiatives, e.g., Bologna, Copenhagen
22. (1) specific LOs associated with credentials (2) institutional LOs from a Campus Alberta perspective (3) practice with practices used to establish LOs with programs and faculty – like a case study or development of a program assessment
- 23.
24. a framework for e-portfolios → how to manage and implement for a program / co-curricular discussion
25. a plenary across institutions that enables us to see what students feel is good practice or continue to struggle with
26. please make room for faculty involvement in whatever topic is chosen
27. how to move from GLOs to SLOs / instructional design based on course SLOs / rubric design
28. I think if we want to move this along, we need to stick with this topic for a while – more of a showcase implementation – more discussion on assessment
- 29.
- 30.
31. yes / get faculty, admin, and students – aim for a group of 100 – in a room to discuss the future of the post-secondary system – challenges and opportunities / include 2/3 presidents and the DM and M of Education
32. as suggested earlier → developing assessment processes → distinguish the discipline specific challenges
33. traditional, on-line and blended courses
- 34.
35. Credentials in Alberta – how we understand these / how we measure quality / how we take a truly systems view
- 36.
37. it will take 5-10 years to make this work / do we need a standardized approach to a co-curricular transcript?
- 38.
39. accessibility to students, particularly students from low income backgrounds, who are indigenous, who have disabilities, who are from rural backgrounds, or mature students
- 40.
- 41.
42. a forum that invites employees from all sectors into a conversation on curriculum design, delivery, and outcomes
43. learning outcomes in relation to PLAR / path towards transfer between provinces
44. teaching effectiveness (i.e., what is it?) / effective program/course design
45. how to assess alignment of all levels to ensure program and institution and courses are aligned
46. teaching effectiveness

47. (1) student mental health issues/supports, etc. (2) run this forum again – next year (“update”) focus on assessment(?) (3) teaching effectiveness/pedagogy
48. Assessment tools – best practices / both program and course assignments – specifically aimed at faculty members
- 49.
50. alternative credential and CBE supported by analytics
- 51.
52. Learning analytics – personalized, adaptive learning strategies
- 53.

9. Do you have any other comments on the Forum?

- 1.
2. thank you for an interesting day!
3. thank you! Great idea, timely forum!
4. good but no First Nations cultural courses mentioned and how they transfer to mainstream colleges/universities
- 5.
- 6.
7. thank you for this day / assessment of student learning is very dear to me heart – alignment of learning outcomes, instructional strategies and assessment has been my doctoral work!
- 8.
9. great! informative
- 10.
- 11.
- 12.
13. overall very informative in the pursuit of academic integrity
14. (1) I think the Forum was highly motivating for participants – showing the high level of commitment to learning outcomes in the system and (2) the participants who find this project challenging are not alone, not somehow lacking, but rather are on a learning journey that lots of others are travelling / this validates their efforts
- 15.
- 16.
17. a good but very tiring day
- 18.
- 19.
- 20.
21. well-organized / nice to see this – a joint venture of CAQC and ACAT / good co-chair roll-up
22. a great idea – more! / an opportunity to address the potential ‘power imbalance’ by including some people with CAQC roles at the tables
23. well-paced
24. overall great event!
- 25.
26. well organized / planning docs were clear and well communicated / the readings ahead of time were useful

- 27.
28. Well organized, well run, engaging speakers, aspirational and inspirational
- 29.
- 30.
31. very helpful / thanks very much!
- 32.
33. well done to the organizers
- 34.
35. thank you / it was a wonderful opportunity
36. thank you!
- 37.
- 38.
39. great opportunity to engage with other institutions
40. wonderful opportunity to understand what can be viewed as administrative/boring paperwork and understand its true power for quality of education and student mobility
- 41.
42. Thank you! The day was very much worthwhile
43. awesome day with quality presenters / enjoyed interactions and discussion points with a variety of stakeholders
44. very engaging
45. well done! Great to keep on time / no sandwiches! healthier food / would have been good to have the Indigenous Colleges together – even for a short time / P.S. Taylor Centre was closed
46. well done to the organizers / the Alberta panel – Sue from NAIT was impressive and her offer to share all NAIT developed material was awesome
47. it's a long day – hot soup?
48. Wonderful day! Thank you to the organizers
49. this was my 1st one – I really appreciated the experts you brought in, and at the knowledge around each table
50. good networking opportunity
- 51.
52. follow-up: authentic assessments – came up a lot
53. enjoyed it – thank you! / great to meet with and speak with others