



# *SAILing Forth!*

## Faculty-Led Assessment of Institutional Learning Outcomes

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



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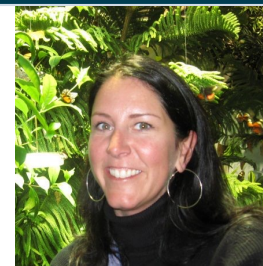
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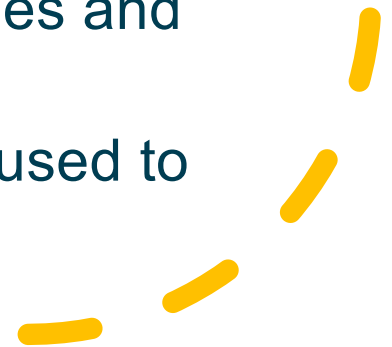


Catharine Dishke  
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# Session Objectives

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



## Who are we?

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

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## *Who are we?*

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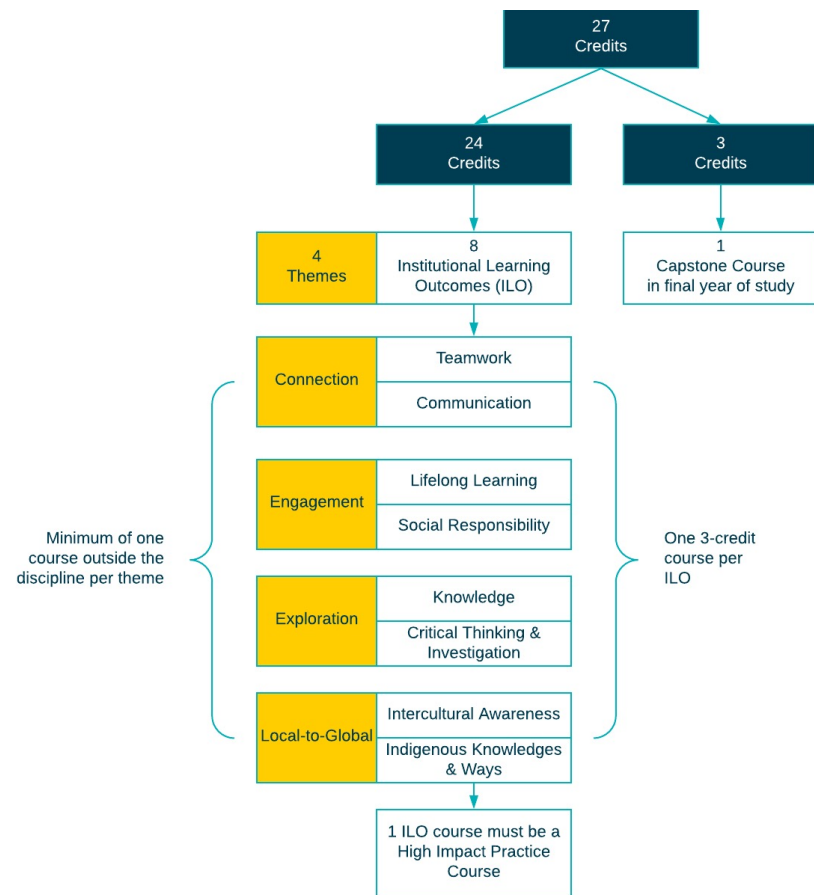
- Culture of Quality
- Voluntarily accredited
- Quality assurance is embedded within governance through faculty-led committees
- Supported by Office of Quality Assurance and Centre for Excellence in Learning and Teaching



# Institutional Learning Outcomes

## Emergent Participatory Process

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





# ILOs & Foci

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## Critical Thinking & Investigation

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



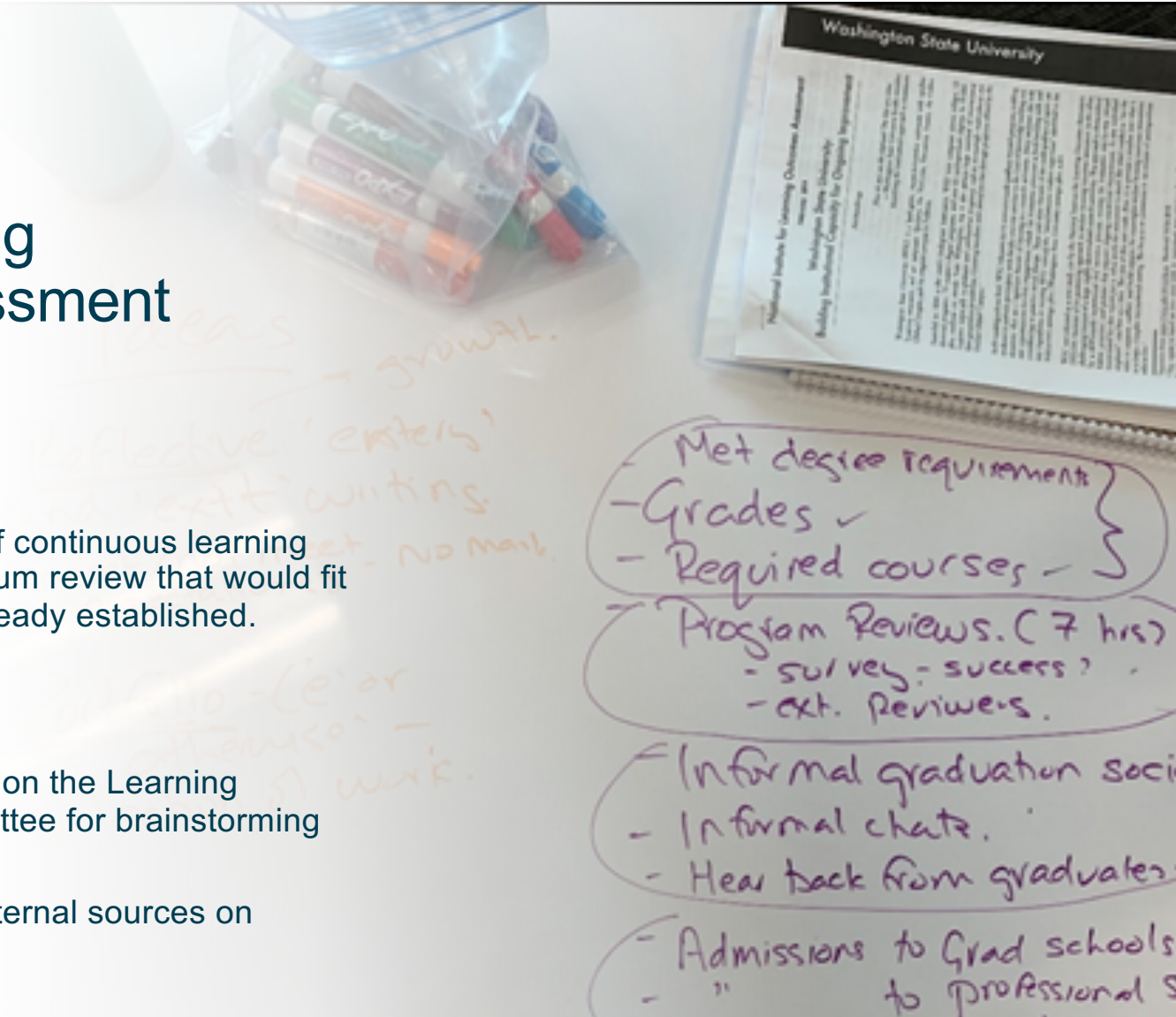
# Principles for Learning Outcomes and Assessment

## Aim

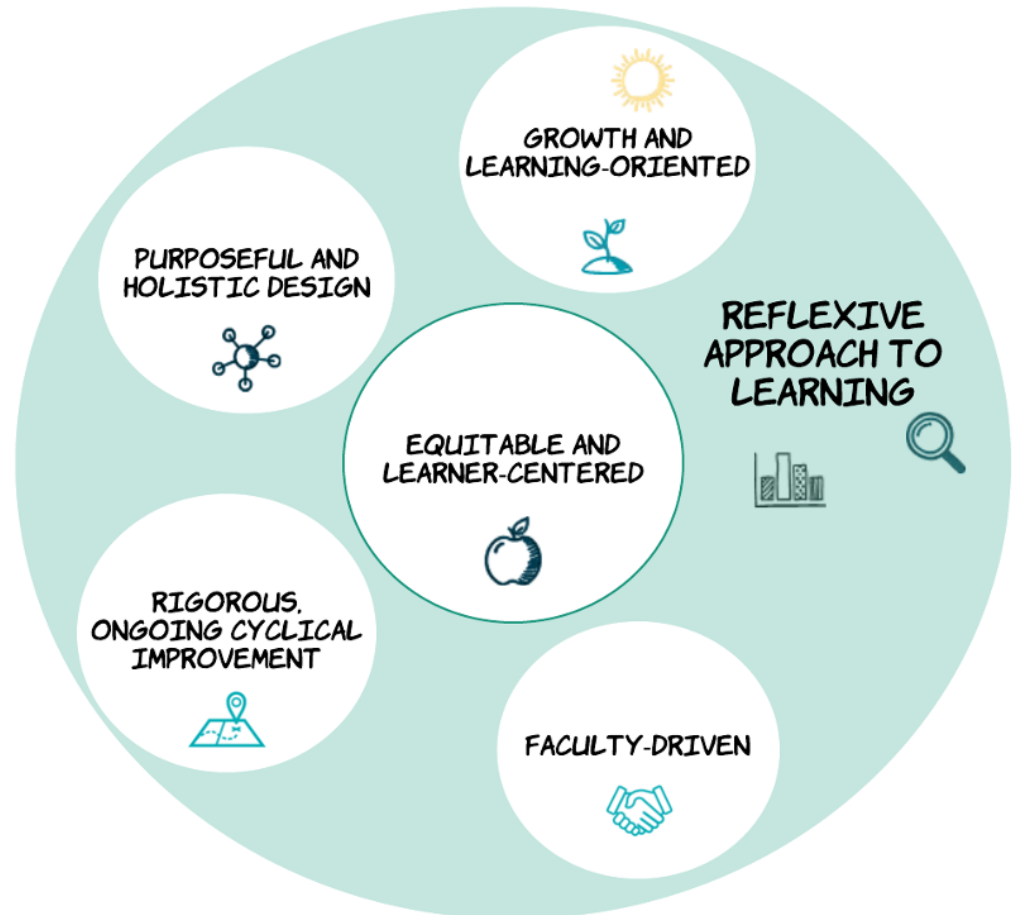
- Continuous quality improvement
- To develop principles for a model of continuous learning outcomes assessment and curriculum review that would fit within structures and processes already established.

## Strategy

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



# Principles for Learning Outcomes and Assessment



# Strategic Assessment of Institutional Learning (SAIL) Pilot

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

# Creating ILO Rubrics

## Critical Thinking & Investigation

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

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

# SWAN

- Strengths
- Weaknesses
- Aspirations
- Next Steps



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SWAN  
SWOT

# Strengths

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

# Weaknesses

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

SWAN  
SWOT

# Aspirations & Next Steps

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

To be Continued 2021-22



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## Learn More

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

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

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



## Assessor Instructions

### Step 1. Review the rubric

Any descriptions unclear?

Any progressions not sufficient?

### Step 2. Review the assignment description (if provided)

Any criteria (foci) not relevant?

### Step 3. Assess the (sample) assignment using the rubric

#### 3a. Provide your rating, strengths and areas to develop further on the Assessment template

Which level did the student achieve for each criteria?

Indicate any criteria that was not applicable (N/A)

Provide brief description of a strength (e.g., Efficient strategies for seeking info). These strengths will be themed across students.

Provide brief description of an area to further develop (e.g., Limited ambiguity addressed) These strengths will be themed across students.

Student	LLL_1_1	LLL_1_2	LLL_1_3	LLL_1_4
<b>Criteria 1. Rating or NA</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>
<b>1. A Strength</b>	Efficient strategies for seeking info	awareness of limits of knowledge	Adjusts strategies	Integrates limits of knowledge
<b>2. An area to further develop</b>	Limited ambiguity addressed	Limited strategies	Limited consideration of big picture still.	Relies on prompts
<b>Criteria 2. Rating or NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
...				

**Template options:** Assessor tracking sheets are provided as word document with students as vertical columns or as an excel file with students as horizontal rows or vertical columns

#### 3b. Feedback on rubric

Any criteria/descriptions difficult to assess? What made it difficult?

Any criteria that were clear or easy to assess? What made it clear?

Suggested changes for the rubric?

## Institutional Learning Outcome (ILO) Foci: Citizenship

*A TRU graduate should be able to critically evaluate and apply socially responsible, sustainable and ethical behaviours.*

	1 Beginning	2 Approaching	3 Meeting	4 Exceeding
<b>Foci</b>	(entry level, insufficient at the end of first ILO course)	(minimally sufficient after first ILO course)	(well-developed, sufficient at graduation)	(Exceptional at end of undergraduate degree)
<b>1. Theoretical Principles:</b> Students explore foundational knowledge of social responsibility, civic engagement, and/or sustainable and ethical practices and issues (for example: systems thinking <sup>1</sup> and its associated competencies).	Describes concepts and issues with simple definitions. Compares and contrasts key concepts.	Articulates the significance of concepts and their implication generally. Begins to integrate concepts and describe interconnections between concepts.  Begins to apply the concepts, for example, to interpret a scenario, analyze case studies, make an argument or evaluate the applicability of the concepts.	Identify implications with precision and for a specific audience. Sufficiently integrates and discusses the interconnections and relationships between concepts of social responsibility, civic engagement, and/or sustainable and ethical practices. Applies the concepts, for example, to interpret a scenario, analyze case studies, make an argument or evaluate the applicability of the concepts.	Sufficiently integrates and applies the concepts. Identifies the flaws and gaps in the theories to contribute new knowledge or novel, original or exceptional interpretation of the foundational concepts to a disciplinary or professional field. (plus meeting criteria)
<b>2. Emerging Knowledge:</b> Students explore contemporary issues related to ethics, civic engagement and/or sustainability	Names and describes stated contemporary issues in ethics, civic engagement and/or sustainability.	Articulates the significance of the issues and their relationship with the disciplinary or professional field. Begins to integrate connections between issues.	Sufficiently discusses the contextual factors of the contemporary issues (historical, social and cultural). Articulates relevant elements of the foundational concepts to the issues with consideration of the interconnections between issues and implications for the disciplinary or professional field. Consider and articulate different	Contributes a novel perspective, resolution, or interpretation of underlying causes that extends disciplinary or professional thinking in the field. Identifies emerging issues origins, or solutions by combining theories and concepts in a novel way. plus meeting criteria).

			perspectives as they relate to contemporary issues.	
<p><b>3. Critical Reflection:</b> Students examine and critically reflect on ethical principles, and decision-making processes (for example power dynamics, roles, responsibilities, and privileges in society).</p>	<p>Names and describes stated ethical principles and decision-making models related to the discipline or profession. Through a guided or structured reflection, considers the principles and decision-making processes within the context of the field.</p>	<p>States how decisions are made, communicated, and influenced by power and privilege in society. States how their own or others' position in society is influenced by physical, cultural, historical and social factors. Describes how roles and power dynamics in society impact individuals, including who benefits from positions of power and decisions, and who does not.</p>	<p>Critically evaluates and discusses the interconnections and relationships between physical, cultural, historical and social factors, benchmarks or paradigms, and their influence on ethical principles and decision-making. Examines how decisions are made (for example who benefits from those decisions, who has responsibility, or relevant power dynamics).</p>	<p>Critically evaluates how decisions are made and who benefits from those decisions and who does not. Reflects on own or others' position and role in perpetuating, understanding, and/or deconstructing power relationships. Contributes to new ideas to critical discussions within disciplinary or professional field.</p>
<p><b>4. Application:</b> Students apply sustainable, ethical, and/or socially responsible behaviours (for example, demonstrating respect, compassion, and social responsibility)</p>	<p>Names and describes sustainable, ethical, and/or socially responsible behaviours.</p>	<p>Begins to plan or apply sustainable, ethical, and/or socially responsible behavioural.</p>	<p>Sufficiently prepares and applies sustainable, ethical, and/or socially responsible behaviours.</p>	<p>Prepares, applies and evaluates exceptionally well-planned and well-executed application of sustainable, ethical, and/or socially responsible behaviours.</p>

<p><b>5. Strategic Action:</b> Students engage in action with communities to promote ethical, socially responsible, and/or sustainable action (for example: through projects, research, work-integrated learning, service-learning). <i>[growing sphere of influences; connection to something bigger]</i> <i>[LOATF: does this clarification align with how you see this foci]</i></p>	<p>Describe strategic action and engagement with communities in ethical, socially responsible, and/or sustainable ways within the context of your disciplinary or professional field.</p>	<p>Identifies effective engagement strategies to engage with community to promote action.</p>	<p>Uses strategic and effective engagement strategies to promote ethical, socially responsible, and/or sustainable actions that account for the larger context and their disciplinary or professional field..</p>	<p>Engagement leads to ethical, socially responsible, and/or sustainable strategic action their communities, disciplines or professional field, or takes a novel or original approach to engagement to promote action. (plus meeting criteria)</p>
<p><b>6. Collaboration:</b> Students collaborate with faculty, peers, and/or community members to build a relationship to tackle modern issues for the benefit of future generations (for example: reinforcing fairness, equity, equality, and/or sustainability). <i>[LOATF: does this clarification align with how you see this foci]</i></p>	<p>Names and describes ways that ideas could connect with local, global, peers, and/or community. Defines collaboration. Identifies stakeholders. Name relevant protocols.</p>	<p>Researches appropriate ways to reach out to stakeholders and plan ways to engage with stakeholders. Engages in basic collaborative behaviours.</p>	<p>Strategically identifies partners valuable to the collaboration. Engages respectfully and effectively in collaborative behaviours to build and maintain relationships and address modern issues for the benefit of future generations.</p>	<p>(Meeting plus) Co-creates original novel collaborative partnership, initiative, or opportunity. Critically reflects and evaluates their decision for partners and the process. Identifies gaps.</p>

<p>After ILO course (Year 1-3)</p>	<p>Not here hopefully</p>	<p>Hopefully here</p>	<p>Ideally here</p>	<p>(1 in a hundred here)</p>
<p>After Capstone</p>	<p>(hopefully rare)</p>	<p>Not here hopefully</p>	<p>Hopefully here</p>	<p>Ideally here</p>

## Institutional Learning Outcome (ILO) Foci: Critical Thinking & Investigation

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<b>2. Critical Evaluation:</b> Students assess, organize, and synthesize existing knowledge	Locates and identifies broadly relevant information. Creates descriptive summaries that may include some irrelevant information.	Analyzes information with tools provided with some initial selective screening, to decide if information aligns with the topic or question.	Synthesizes concisely, bringing multiple papers together with specific uses and insights. Speaks to themes and weakness across sources & integrating a variety of perspectives.	Critical engages beyond application of taught ideas, critiques, and interrogates. Evaluates the material that contributes new insights to the interpretative or professional community. (plus all of Meeting).
<b>3. Development:</b> Students generate information, data, products, and/or designs (for example: students problem solve by combining, adapting, and/or expanding on existing knowledge and practice resilience through adaption to challenging situations).	Identify simple, broadly relevant data, source, or tool. Often not the best tool or source.	Selects more specific information judges the value of the knowledge generation approach. In basic ways, combines existing knowledge.	Collects or generates relevant information, data, products, and/or designs. In depth, not superficial. Demonstrates persistence and adaptation to challenging situations. Adapts existing knowledge	Develops information, data, products, and/or designs independently with minimal instruction that is highly relevant and effective for adapting or expanding on existing knowledge. (plus all of Meeting).

<p><b>4. Critical Interpretation:</b> Students analyze quantitative and/or qualitative data, make evidence-based arguments, and draw disciplinary-informed conclusions using appropriate methodologies.</p>	<p>Mechanically applies simple analysis but not able to adapt or connect with research questions. Uses pre-prepared data or information. Often the conclusion repeats the question.</p>	<p>Uses prepared data and analysis to find basic arguments or evidence. Complete basic analyses as planned. Draws simple conclusions that respond to the question.</p>	<p>Analyzes data to make accurate, precise evidence-based arguments (often an iterative analytical process). Draws disciplinary-informed and conclusions.</p>	<p>Draw conclusions that are novel or original that contribute to and expand disciplinary or professional fields. (plus all of Meeting).</p>
<p><b>5. Critical and Creative Engagement:</b> Students disseminate information; communicate knowledge and the processes used to generate it; use effective formats to communicate quantitative and/or qualitative information.</p>	<p>States the full description point by point that is Organized within pre-set structure and format. Limid (e.g., one mode of communication. One familiar audience. No engagement.</p>	<p>Shows increased dynamism in structure and delivery. Highlights key points through emphasis (voice intonation, additional mode of communication). Organizes the structure with guidance and within context/requirements.</p>	<p>Selects, combines and uses effective formats to communicate quantitative and/or qualitative information. Shows selective inclusion of information to emphasize highlights. Generates or appropriately adapts a relevant format. Appropriate to specified audience and requirements. Any multi-modal components are effectively created, conveyed and aligned.</p>	<p>Adapts to specific and/or multiple stakeholder audiences, compelling means of conveying. Selects tools specifically relevant to the type of information they are sharing. (plus all of Meeting). Disseminates processes, information, and communicate in ways that expands disciplinary or professional dialogues.</p>
<p><b>6. Creative Innovation:</b> Students synthesize and apply knowledge in a novel or creative way (for example, use appropriate approaches in the creation and/or application of knowledge to address an issue or answer a question through critical and/or creative thinking).</p>	<p>Reuses an existing and established approach in the creation or application of knowledge. <i>[LOATF, a Creative innovation perspective needed, we have critically reflected and recognize our gaps]</i></p>	<p>Adapts an existing or established approach</p>	<p>Experiments with existing approaches to attempt something new. Identifies implications and application for disciplinary field or professional practice, community.</p>	<p>Create novel or original synthesis of, approach to or application of knowledge to address an issue or question. (plus all of Meeting).</p>
<p><b>7. Critical Reflection:</b> Students acknowledge context and assumptions (for example, critically reflect on assumptions, including one's own, and analyze the complexity of a problem or</p>	<p>Provides a basic description of the existence of gaps and differing perspectives exist in their knowledge generation processes. No or limited consideration of</p>	<p>Provide some reasons, connections and implications. Identify some gaps in their knowledge generation processes including how some of</p>	<p>Critically describe how own assumptions and thinking impacts their knowledge generation processes. Critically reflect on assumptions, including one's own assumptions, to</p>	<p>Informed critical reflection that connects the individual knowledge generation process with the wider context and existing disciplinary and professional fields.</p>

issue; critically account for the impact of assumptions and biases on knowledge generation processes).	multiple perspectives or assumptions.	the perspectives that would differ and their own assumptions. Begin to acknowledge the impact of those perspectives, gaps, and assumptions,	account for the impact of assumptions and biases on knowledge generation processes.	Considers the wider complexity of the issue, and accounting for the broader impact. (plus all of Meeting).
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After ILO course (Year 1-3)	Not here hopefully	Hopefully here	Ideally here	(1 in a hundred here)
After Capstone	(hopefully rare)	Not here hopefully	Hopefully here	Ideally here



## Institutional Learning Outcome (ILO) Foci: Lifelong Learning

***A TRU graduate should be able to reflect on and set goals for learning beyond their university experience.***

TRU graduates understand the limits of their knowledge and value opportunities to learn more. With active intent, they engage with their communities personally and professionally. They work independently and productively, identifying opportunities to further their careers, and establishing action plans to meet their goals. Not easily discouraged by setbacks, they reflect and apply learned strategies to adapt to changes in society.

	<b>1 Beginning</b>	<b>2 Approaching</b>	<b>3 Meeting</b>	<b>4 Exceeding</b>
<b>Foci</b>	(entry level, insufficient at the end of first ILO course)	(minimally sufficient after first ILO course)	(well-developed, sufficient at graduation)	(Exceptional at end of undergraduate degree)
<b>1. Curiosity and Awareness:</b> Students demonstrate self-awareness of the limits of their knowledge and the ongoing need to seek out new or novel information. Students investigate ways in which uncertainty, ambiguity, and ways of knowing influence decisions, interpretations, and conclusions within the subject and/or the field.	Demonstrates limited articulation and recognition of ambiguity or limits of knowledge. Seeks information, but does not discriminate between credible and suspect sources. Relies on or focuses on concrete and definite plans and answers. Where assessed over time, overreliance or refusal of feedback and guidance from others.	Articulates awareness of limits of knowledge. Recognizes ambiguity (never 100% conclusive) and uncertainty. Uses just one or a few strategies for seeking out new or novel information to address their needs. Investigates, seeks information and reflects when prompted. Embraces feedback and guidance from others	Demonstrates and integrates self-awareness of the limits of their knowledge and demonstrates efficient strong strategies for seeking out new or novel information to address their needs. Articulates and integrates uncertainty, ambiguity, and ways of knowing influence on decisions, interpretations, and conclusions.	Consistently and independently demonstrates self-aware of own limits and recognizes the limits of others. Consistently selects and adjusts their strategies to seek out new plans and new information. Remains curious and asks refined questions. Considers the big picture of multiple moving pieces within organization, community, team or field.

<p><b>2. Initiative and Reflection:</b> Students reflect on their learning and identify opportunities to expand knowledge, skills, and abilities. They articulate personal and professional values, interests, and goals</p>	<p>Investigates and reflects when guided. Reflects within a structured framework. Some awareness of personal strengths and passions.</p>	<p>Uses guided reflection with mid-level questions that look at connections beyond the specific experiences or context. States skills, values, goals, and tools required for some selection, based on relevance and implications, for future steps.</p>	<p>Describes relevant skills with examples. Independently investigates, reflects and seeks information within established sources. Integrates vision of values, interest, goals and skills. Identifies independently tracks &amp; documents learning, and identifies areas that require more learning.</p>	<p>Conveys outcome-based description of own skills (what problems can they solve or needs they address). Builds on prior learning to identify opportunities to expand knowledge, skills and abilities. Describes impact and contribution of their own growth and knowledge for their own projects, research, field and organizations.</p>
<p><b>3. Independence:</b> Students demonstrate self-directed learning, problem-finding, and/or problem-solving with minimal intervention (for example: independent research and/or work-integrated learning).</p>	<p>Depends on directions from others on how to solve problems, and adapts with guidance. Continued reliance on others to complete routine or similar tasks.</p>	<p>Identifies problems and tasks that already have solutions. When encountering new problems or uncertainty, identifies potential options, solutions and gaps prior to asking. Seeks confirmation. Learns from earlier solutions, and directions from others to describe a likely solution based on familiar pattern or best practice.</p>	<p>Engages in professional, disciplinary or clinical reasoning based on existing knowledge and context to identify multiple potential options. Describes the reasoning. Can articulate rationale. Takes ownership for decision-making of projects, or tasks.</p>	<p>(Meeting criteria plus...) Teaches, mentors, overseeing a project or becomes a resource for problem finding and solving for colleagues. Proactively engage as a colleague.</p>

<p><b>4. Transfer:</b> Students draw upon and integrate knowledge, skills, and/or values to explore complex problems across disciplines.</p>	<p>Demonstrates awareness of own knowledge and skills and draws on previous knowledge and skills to the same or very similar context or problem within their discipline.</p>	<p>Integrates and draws upon knowledge, skills and values to explore basic problems in similar contexts or when guided. Contributes and integrates with guidance the needs or goals of the larger team, organization, or project.</p>	<p>Independently draws upon existing interconnected knowledge and skills, recognizes key features to explore and address distinct problems across disciplines and contexts or complex problems within discipline and usual context.</p> <p>Independently integrates with the needs or goals of the larger team, organization, or project.</p>	<p>Demonstrates mastery of exploration within complex problems by integrating knowledge, skills and values across disciplines and contexts. Applies knowledge and skills to recognize what they have learned that is relevant and apply in a novel context. Demonstrates cross-disciplinary knowledge and applies and engages in transdisciplinary contexts and teams. Builds on knowledge integration with skills and values to explore complex problems across disciplines.</p>
<p><b>5. Flexibility and Resilience:</b> Students consider changes, explore alternatives, and adapt to achieve stated personal and professional goals.</p>	<p>Relies on being told why there is change and how to adapt and that navigation is possible.</p>	<p>Identifies and considers changes, adapts to change and explores alternatives with guidance. Change is seen as inevitable.</p>	<p>Pivots independently and adaptively to changing situations. Adapts and effectively navigates and addresses. Utilizes strategies to plan for and navigate change. Change is seen as navigable with skills.</p>	<p>Demonstrates being highly adaptable to changing situations to achieve personal, team, organizational or professional goals. Articulates intentional shift in goals and approaches, with consideration of alternatives. Can use adversity and leverage change to build opportunities and their own strengths.</p>

<p>Starting (e.g., Nursing T1, co-op 1000 or mid science degree)</p>	<p>mostly</p>	<p>few</p>		
<p>After ILO course (Year 1-3)</p>	<p>Not here hopefully</p>	<p>Hopefully here</p>	<p>Ideally here</p>	<p>(1 in a hundred here)</p>

After Capstone	(hopefully rare)	Not here hopefully	Hopefully here	Ideally here
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## Post in Moodle Course:

### Contribute your <assignment> to inform [ILO] at TRU

University aims to improve [ILO], which is one of the top 10 job skills. Your <assignment name> reflects this skill, and we would like your permission to re-assess your assignment (anonymized, aggregated results) to inform institutional directions and improve programming at TRU. Students who consent will be entered into a draw for one of three \$25 credits for TRU's bookstore. Your participation is voluntary and we appreciate it! To grant us permission to use your <assignment name> complete the consent form at <link to the survey monkey information and consent form.>

Thank you,

Alana Hoare  
Quality Assurance & Accreditation Liaison Officer  
[ahoare@tru.ca](mailto:ahoare@tru.ca)

Carolyn Hoessler  
Coordinator, Learning & Faculty Development  
[choessler@tru.ca](mailto:choessler@tru.ca)

Teresa Dickmeyer  
Coordinator, Centre for Excellence in Learning & Teaching  
[tdickmeyer@tru.ca](mailto:tdickmeyer@tru.ca)

-----Online survey----



## Pilot Project: Strategic Assessment of Institutional Learning (SAIL)

### Project Description and Consent Form

By completing this form, you are voluntarily agreeing to participate in the SAIL Project.

#### Privacy Notification and Consent – Strategic Assessment of Institutional Learning (SAIL)

Thompson Rivers University (TRU) collects, uses, discloses and retains personal information in compliance with the BC *Freedom of Information and Protection of Privacy Act* (FIPPA).

By completing this form, you are voluntarily agreeing to participate in the SAIL Project. Your personal information is being collected and will be used **for the purposes of assessing [ILO] in existing student assignments and providing an aggregate report on [ILO] to inform institutional program improvements**, or for purposes consistent with these uses. The collection of this information is permitted under section 26(c) of the FIPPA. This information will be retained in accordance with TRU's Records Retention/Destruction Policy.

By participating in the SAIL Project you are granting your permission for the SAIL team to use and retain the following personal information about you:

- a copy of your <assignment name> .
- your *Year of Study and Program* and work term [if co-op] to be able to sort the results and provide a summary to programs, if there is a sufficient number of participants from your program. The report to the course instructor will only include an overall (aggregate) set of scores for the samples from the class; it will not include the participating students' program or year.
- your *self-reported GPA range* to select assignments that reflect the range of student on campus.

## The SAIL Project - Key Notes

We are conducting a pilot project to assess institutional learning outcomes [Click for more information on the SAIL Pilot Project.](#)

The project is NOT part of your course and will NOT affect your grade on the assignment or your grade in this course.

- Your professor will NOT know who agreed to participate. Your professor will NOT know whose work was selected for scoring.
- You will not receive individual feedback on the results of these assessments.

Your participation will be CONFIDENTIAL, your assignment will be ANONYMIZED, securely stored and scored by faculty at TRU after the end of your course. Your anonymous scores will be included in the aggregated reports.

- Your instructor will receive a summary report across student work, with no information about individual students' performance. A second summary report aggregating across courses, with no identifying individual student information, will be given to Department and to the Learning Outcomes and Assessment Task Force.
- The assignments will be stored and assessed internally, by the SAIL team.
- Faculty scoring will only see anonymized assignments. If you prefer to check the name of who might be assessing your work, please contact Alana Hoare, Quality Assurance & Accreditation Liaison Officer, [ahoare@tru.ca](mailto:ahoare@tru.ca).
- The only people who will see your assignment with your name on it and know who consented will be the SAIL Project Team (Alana, Carolyn & Teresa) and we will not tell anyone.

Participation is VOLUNTARY.

- We will only collect the course work from those who consent to participate.
- There are no consequences for declining to participate.

You can choose not to participate and even to withdraw.

- You may choose not to consent by closing this window. If you sign the Consent Form but change your mind about participating, **you may withdraw from the project prior to April 1, 2020** by emailing Alana Hoare. After April 2, 2020 assignments will be anonymized, and no copies of identifiable assignments will remain, so they can no longer be removed.

## What do I need to do to participate?

To participate in this project, you must read this page and **provide consent by completing and submitting this form.**

You can save or print a copy of this page for your records. Copies of the final report will be in the public minutes of TRU Senate; to receive an earlier copy you may email Alana Hoare, Quality Assurance & Accreditation Liaison Officer, [ahoare@tru.ca](mailto:ahoare@tru.ca).

**Confirmation**

I have read the above description of this project and understand what my participation will involve. By typing my name in this form, **I consent** to have a copy of one of my <assignment name> in this course, linked to my program and year **or work term**, to be included in a pool of anonymized student samples that may be selected and scored internally by two faculty member or staff within the SAIL team, and included in aggregate reports (summary tables).

**Year of Study:** \_\_\_\_\_

**Program:** \_\_\_\_\_

We are looking for students with a range of GPA, please indicate your approximate GPA range

**GPA range:** 0-0.9, 1-1.9, 2-2.9, 3-3.9, 4-4.33 [multiple choice]

**[For Co-op courses] Work term:** \_\_\_\_\_

**To consent type your name:**

**Name:** \_\_\_\_\_ **Student number:** \_\_\_\_\_

Name and student number are requested to be able to locate your assessment.

[ ] I want to be included in the random draw for one of three \$25 credits for TRU's bookstore, and give permission to provide my name and email to the bookstore to ensure access to the credit.

<pop up question/branching>

Email for draw:

Questions about the collection of this information may be directed to Alana Hoare at 250-319-430, ahoare@tru.ca or by post to: Office of Quality Assurance, Alana Hoare, CT320, 805 TRU Way, Kamloops, BC, V2C 0C8. Alternatively, you may contact the Privacy Office at [privacy@tru.ca](mailto:privacy@tru.ca).

**SUBMIT BUTTON**