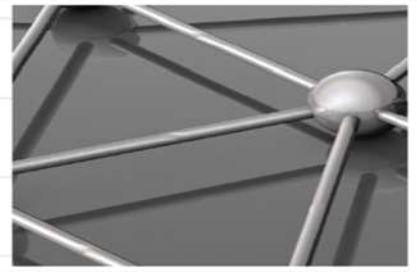


MOHAWK COLLEGE Academic Plan



Institutional Learning Outcomes: Five Year Implementation Plan Academic Plan 2014 Winter Term Project Team Status Report (April 2014)

Mohawk College's 2012 [Academic Plan](#) is a thematic accumulation of responses from both external and internal stakeholders when asked these three questions:

1. **What might make students want to come to Mohawk over the next ten years?**
2. **What core capabilities and skills might students need for the future?**
3. **How might we enable high-quality learning over the next 10 years?**

Stakeholder responses included:

- Develop three to five Mohawk learning outcomes – the key skills or attributes that all students will develop p. 7.
- Develop and update online course outlines and online content guides p.3.
- Implement a co-curricular transcript p. 5.
- Involve industry in assessment practices i.e. capstone projects p. 11.

Project Team Members & Task

Louisa Drost, Jenn Horwath, Pat MacDonald, Cathy Ozols, Valerie Parke, Margaret Thomson, Cynthia Williamson, Kai Zhao met Monday afternoons, 2-4:00 PM, February 3-April 3, 2014 in Rm i-208 of the Fennell Campus.

The Team's task was to research further and refine the [10 Assessment Strategies & Measurement Techniques](#) defined by 2013 Fall ILO Project Team and to propose a 2-5 year implementation and measurement plan.

Project Team's Objectives

1. Continue work of Winter 2013 ILO Project Team: [Graduate Profile](#) ; [Proposed Implementation Plan](#) and Fall 2013 ILO Project Team: [Report to Deans December 2013](#).
2. Develop a communication plan to inform both internal and external stakeholders about the value and measurement of Institutional Learning Outcomes (ILOs.)
3. Research further how existing Mohawk initiatives and programs can be more fully aligned with the ILOs: CCR Co-curricular Records, MAP *MyAcademicProgress* Statements, Annual Program Review, Assessments for Success, and KPI Surveys on Graduate and Employer Satisfaction.
4. Research further how new initiatives could measure and demonstrate the ILOs: capstone projects, eportfolio use, ILO Graduate designations/awards.

Project Team's Findings

1. It is important for an institution to communicate fully its Institutional Learning Outcomes as seen in the National Institute for Learning Outcomes Assessment's [Providing Evidence of Student Learning: A](#)

[Transparency Framework](#). Cathy Ozol's led the Project Team in developing an [ILO Communication Plan for Mohawk](#).

2. Capstone Projects/Courses are a recognized assessment of Institutional Learning Outcomes. Dr. Eleanor Pierre presented her environmental scan of capstones in Ontario Colleges and the four types of capstone activities and learning outcomes in higher education. [Capstone Activities and Learning Outcomes](#).
3. Aligning MTCU's mandated Essential Employability Skills to course, program, and institutional learning outcomes must occur. Leslie Marshall presented an overview of program review at Mohawk College: [MTCU Framework for Programs of Instruction](#) ; [Faggan Pegg Framework for Mapping of Skills](#) ; [Program Quality Assurance Process Audit](#) ; [Aligning Assessments to EEs and ILOs](#) .
4. Monitoring and recording of achieved learning outcomes is a cornerstone of ILOs. Mary Male and Lauren Mills from the Office of the Registrar demonstrated the soon to be implemented MAP Statements – Powered by *Degreeworks*. Since MAPs can be saved in .pdf format – their inclusion in students' eportfolios is essential.
5. Experiential Learning can be assessed/validated based on the Institutional Learning Outcomes. Lisa Dietrich (Workplace Integrated Learning) and Cathy Ozols presented on natural and documented alignments of co-op evaluations and Mohawk's CCR Program: [CCR as Artifact in Eportfolio](#).
6. The [Winter 2014 PIF-funded Eportfolio Project](#) had good rates of adoption from students and employees – specifically ePortfolio Leads and ePortfolio Early Adopters and Student Success Advisors. System Administration of the eLearn ePortfolio Tool- specifically the pushing of the ILO Presentation Eportfolio was problematic through the month of February and caused concern of the ePortfolio Tools capacity to support Mohawk's ILOs.
7. The consistent college-wide assessment of ILO Graduate Presentation Portfolios was well supported by the [Eportfolio Rubric](#) designed by Peggy French and used by a Faculty Assessment Team for the PIF-funded [ePortfolio Contest](#).
8. Research on assessing college and university learning outcomes continues – a multi-year pilot of the Council for Aide to Educations' College Learning assessments on the Community College Learning Assessment (CCLA) exams, revealed that exit testing for specific programs is effective but that further refinement and study as a comprehensive method of assessing the achievement of course, program, and institutional learning outcomes is required. Lennon, M.C. (2014). [Piloting the CLA in Ontario](#). Toronto: Higher Education Quality Council of Ontario.

Project Team's Single Recommendation

That the College's senior leadership initiates the implementation of Institutional Learning Outcomes in May 2014 with full cross-functional college-wide integration by September 2017 as defined in: [Five Year ILO Implementation Plan](#).

Project Team's Key Human and Digital Resources

All members of this project team researched and presented evidence of established and best practices in measuring the achievement of learning outcomes in postsecondary environments.

Gold, L., Rhoades, G., Smith, M., Kuh, G., (2011). [What Faculty Unions Say About Student Learning Outcomes Assessment](#). National Institute for Learning Outcomes Assessment.

Nunley, C., Bers, T. & Manning, T. (2011). [Learning Outcomes Assessment in Community Colleges](#). National Institute for Learning Outcomes Assessment.

Scott, L. & Campbell, A. (2011). [Skills and Productivity Action Plan for Canada](#). Conference Board of Canada.