SAIL Pilots 2020-2021

STRATEGIC ASSESSMENT OF INSTITUTIONAL LEARNING

SAIL

➤ Charting the Seas
o Informs Options for Assessing Institutional Learning

➤ Built by TRU faculty and community
o Assessing institutional learning outcomes developed by General Education Taskforce (GET) in consultation with TRU community
o Rubrics will build on existing foci tools for institutional learning outcomes developed by GET in consultation with TRU community
o Aligned with Draft Learning Outcome Assessment Principles by the Learning Outcomes and Assessment Taskforce (LOATF)

➤ Steered by faculty with on-the-ship training
o Faculty-led pilot projects (January – May)

SAIL – Charting the Waters

➢ Informs Options for Assessing Institutional Learning

SAIL will inform LOATF recommendations for a model of continuous learning outcomes assessment and curriculum review that fit within structures and processes that are already established.

Eight Colleague-Created Institutional Learning Outcomes

Connection	Teamwork
	Communication
Engagement	Lifelong Learning
	Citizenship
Exploration	Knowledge
	Critical Thinking & Investigation
Local to Global	Indigenous Knowledges & Ways
	Intercultural Awareness

Colleague-Created Foci (descriptions) for Each ILO

Connection	Teamwork	
		Theoretical Principles: Students understand the theories underpinning teamwork and/or leadership.
		Application of Teamwork: Students demonstrate research-informed practice in team-based projects
		Application of Leadership: Students demonstrate effective leadership skills (for example: interpersonal, administrative, and conceptual skills).
		Ethics: Students explore the ethical responsibilities and complexities of leadership.
		Team Dynamics: Students contribute to a respectful team dynamic, recognizing the strengths of diversity in its many forms.
		Awareness of Self and Others: Students demonstrate self-awareness of one's own role and responsibilities within a team through reflective practice; and, understand the contribution of team members and their roles in promoting effective team functioning.

Colleague-Created Assessment Principles
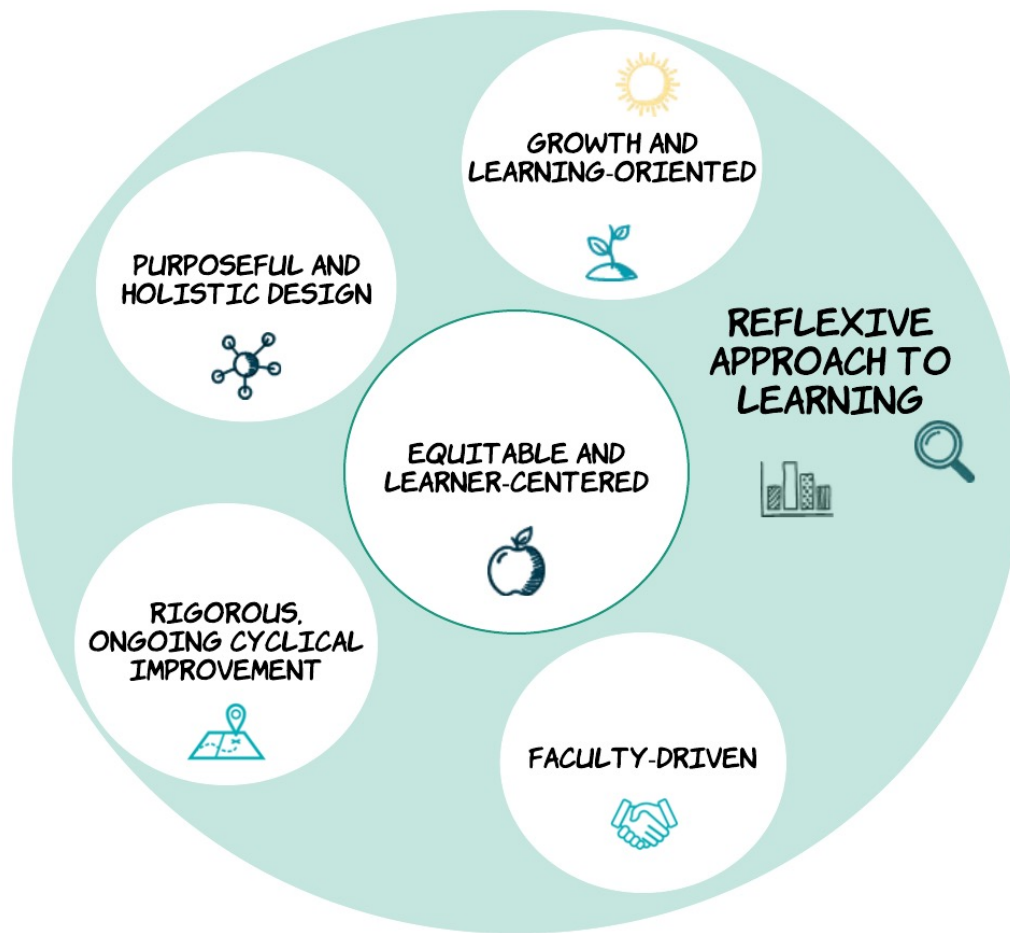
1. Equitable and Learner-Centered

2. Growth and Learning-Oriented

3. Purposeful and Holistic Design

4. Rigorous, Ongoing Cyclical Improvement

5. Faculty-designed for Learning

6. Reflexive Approach to Learning (intentionally reviewing and using assessment data to inform change)

SAIL - Steered by faculty

Faculty-led pilot projects

➢ Select the Institutional Learning Outcome(s) to focus on

➢ Co-create a useful and relevant rubric with colleagues based on ILO foci & disciplinary program learning outcomes

➢ Identify relevant artifacts (student assessments) in Winter 2021 courses

➢ Assess two sets of artifacts with the rubric you helped to create

➢ Provide feedback on the process.

SAIL - Steered by faculty

Provisions

o Plan for consent, privacy, and data storage processes.

o Professional development in assessment of learning; community of practice

o Compensation ($250 Professional Development Supplement)

o Guidance, and the possibility to publish or present findings.

SAIL - Steered by faculty

Timeline and Time Commitment (tentative)
January – May 2021

Dec. 2020	Initial info session and faculty opt-in to participate	1 hour
Jan. - Feb. 2021	Co-creation of multi-disciplinary institutional rubrics; selection of assignments	7 - 10 hours
Apr. - May 2021	Assessor training and assessment of student work using rubrics; follow up sessions to debrief	15 – 25 hours
	Total	**23 – 36 hours**

SAIL Pilots Q & A

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FAQ

➢ Student Consent & Sampling

o Students will be asked to consent for use of their assignment and any use of grades for stratified sampling (ensuring have students with a range of academic performance)

o A subset of students' assignments will be assessed. Approximately 10-15 per class, dependent on student consent.

➢ Contextualized yet keeping it simple

o Focus on a subset of ILOs; 3-4 faculty per ILO ideally.

o Aim for shared rubrics that focus on the similarities across courses based on the foci while considering the individual needs of each course in the pilot.

o Faculty participating will be asked to provide a note about the context and their thoughts on the results to contextualize the data. Focus reporting on the process and experience.

➢ Not about assessing faculty

o Faculty will be provided with a course-specific report for their class for their own use to reflect on and consider improvements to student learning. All other reports will be aggregated data with no courses or faculty identified.

➢ Consultations with TRU community

o LOATF: December 1, 2020 presentation, monthly updates
o TLC: monthly updates
o Open info session: December 9, 2020
o Intercultural committee: November 23, 2020

Drafting Rubrics in January

Institutional Learning Outcome (ILO) Foci: Communication

Foci	1 Weak (entry level, insufficient at the end of the first ILO course)	2 Initial Competence (somewhat developed; minimally sufficient after first ILO course)	3 Strong Competence (well-developed, strong student entering capstone)	4 Exceptional (Exceptional at end of undergraduate degree)
Technical: Students use language and grammatical conventions that convey meaning with clarity.				
Cognitive: Students demonstrate how to articulate the complexities of an issue or idea from a variety of perspectives.				
Affective: Students listen and respond with empathy to others' subjective worldviews in order to build respectful relationships and improve knowledge generation.				
Theoretical: Students recognize and use relevant rhetorical, visual, numerical, aesthetic and/or technical theories.				
Scholarly: Students articulate the characteristics of academic and non-academic sources; demonstrate accuracy and integrity using appropriate citation styles; compose and synthesize ideas using appropriate disciplinary conventions.				
Comprehension: Students demonstrate comprehension and fluency through regular and sustained communicative practice (such as through reading, witnessing and/or listening).				
Ethical: Students adopt ethical communication strategies. Respond with integrity to ethically challenging communicative contexts				
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