

4. Ongoing Cyclical Improvement

Assessment methods receive regular review by faculty at the program and departmental level. Dialogue about student achievement and program effectiveness is informed by the evolving nature of best practices within the discipline. Assessment methods are sustainable and reflect established and emerging knowledge in the field. Assessment results are used for improvement. Furthermore, an institutional framework supports a scaffolded approach to curriculum development and follows a clear, transparent, and collegial process that is time-bound in accordance with cyclical program review.



Do structured opportunities exist for cross-disciplinary, cross-functional, and diverse teams to collaborate and reflect upon the effectiveness of courses and programs?

5. Faculty-designed for Learning

Faculty are the experts and are best positioned to make decisions with regard to the ways and means by which assessment of learning takes place. Assessment planning is led by faculty with the intent to benefit student learning and development, and follows existing governance structures, including Faculty Council Bylaws. Assessment strategies reflect the work and knowledge of the discipline and are purposefully tied to program and departmental values.



Do assessment strategies reflect the principles and knowledge of the discipline? Do faculty-led committees have established practices for reviewing curricula, analyzing student learning, and planning for instructional improvement?

6. Reflexive Approach to Learning

As part of scholarly teaching, faculty regularly collect and use assessment data to inform teaching and learning. A reflexive approach is a process towards better assessment and learning that involves intentionally reviewing and regularly collecting and using assessment data to inform teaching and learning as part of an ongoing learning towards change. Students and faculty recognize that learning involves continuous improvement that is driven by curiosity and creative inquiry. To ensure that student evaluation and assessment methods, and the tools and activities used to measure student achievement, are supporting a process of continuous improvement, they must be reviewed critically and collegially.



Is what we are doing effective? How do we know? Are we consumed with counting things at the expense of measuring impact and outcomes?

Procedures

Integrating and translating the six *LOA Principles* into practice requires intention. The *LOA Principles* should guide conversations and decisions about program and course design. When the principles are explicit points of reference about how we can engage in effective assessment practices at TRU, learning activities and evaluation methods will reflect the university's values of curiosity, lifelong learning, diversity and inclusion, and sustainability.

Table 1 shows the alignment between the six *LOA Principles* and TRU policies. In addition, it identifies the institutional procedures for enacting the principles at the course, program, and institutional level. Further, individual and collective responsibilities for enacting the principles are outlined.

Table 1

Policies, Procedures, and Oversight for Enacting Principles of LOA Assessment

Principle	Description	Level	Policy and Procedure	Oversight / Responsibility
Equitable and Learner-Centered	When appropriate, students have a choice regarding how they demonstrate their learning.	Course	BRD 10-0 Academic Accommodations	Faculty
Growth and Learning-Oriented	A variety of assessment methods are used, including peer and self-assessment and authentic tasks. Methods of evaluation are transparent and provide a variety of ways to demonstrate learning, they reflect cultural and individual diversity.	Course	BRD 10-0 Academic Accommodations ED 8-3 Course Outlines	Faculty
Purposeful and Holistic Design	Learning activities and evaluation methods are deliberate and aligned to course learning outcomes.	Course	ED 8-3 Course Outlines Program Review Handbook (Curriculum and Assurance of Learning)	Faculty in consultation with Program Chair
	Students are aware of the course learning outcomes and can clearly see the linkage between outcomes and course assignments.			
	There is coherency between course, program, and institutional learning outcomes.	Program Institutional	Program Review Handbook (Curriculum and Assurance of Learning) EPC <i>Operating Procedures</i> (PLOs and Curriculum Map) DQAB Criteria and Guidelines	Faculty in consultation with EPC; APPC; Senate
	Student learning is scaffolded across their program for increasing depth and level of student learning, which students demonstrate through multiple methods of assessment.			

Principle	Description	Level	Policy and Procedure	Oversight / Responsibility
Rigorous, Ongoing Cyclical Improvement ❖ Faculty-Driven ❖ Reflexive Approach to Learning	Faculty-led committees have established practices for reviewing curricula, analyzing student learning, and planning for improvement. Faculty-led cross-disciplinary teams, representative of the courses that comprise programs of study, review student learning outcomes and work collaboratively to improve student achievement of learning outcomes.	Program	ED 8-4 Program Review Faculty Council Bylaws	Faculty in consultation with Curriculum Committee; Program Chair; Centre for Excellence in Learning and Teaching
	TRU has a well-defined system for evaluating the effectiveness of institutional and program level learning outcomes assessment. The system includes professional development, timelines for review, and accountability measures to ensure student learning outcomes are being achieved.	Program Institution	ED 8-4 Program Review Program Review Handbook (Curriculum and Assurance of Learning) Educational Programs Committee (EPC) Terms of Reference Academic Planning and Priorities Committee (APPC) Terms of Reference	Faculty-led Program Review Teams with APPC oversight; EPC; Dean; Program Chair; Centre for Excellence in Learning and Teaching

Faculty Resources

TRU will invest resources in appropriate professional development and program-level support in order to ensure faculty have the required knowledge and guidance when developing assessment strategies.

The Office of Quality Assurance and the Centre for Excellence in Learning and Teaching offer support and resources to assist in the development of effective assessment procedures. This includes, but is not limited to:

- a dedicated, interactive webpage that will engage the university community in collaboratively building resources and examples from diverse disciplines to illustrate specific principles in action;
- examples for how each principle statement can be applied to include disciplinary diversity, course-level applications, or signature pedagogies;
- communication strategies to increase students' knowledge of the principles and how they can use it to inform their conversations with faculty; and,
- opportunities to participate in interdisciplinary communities of practice that include regularly scheduled teaching and learning events and peer-to-peer learning.

Ongoing Review

To ensure that the implementation of the procedures effectively addresses the principles set forth in this document, the procedures outlined here will be revisited every three years by the Senate Teaching and Learning Committee, and necessary adjustments made in consultation with TRU stakeholders.