

Policy #	AA-200	Revision #	02
Accessibility level	A	Effective date	01/20/2021

1. Scope

This policy applies to FBSU's learning outcomes.

2. Definitions

- 1) **Learning outcomes** are specific statements of what students will be able to do when they successfully complete a learning experience (whether it's a project, course or program). They are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable.
- 2) **Institutional Learning Outcomes (ILOs)** are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. ILOs are designed to help guide individual departments and disciplines in the development of learning outcomes for programs and courses and services. ILOs define the knowledge, skills, abilities, and values graduates are expected to develop from the responsive learning environment provided at the institution.

3. Policy

3.1 FBSU Graduates ILO

FBSU offers students advanced cognitive skills, knowledge and values that prepare them for fulfilling careers, for thoughtful and civic participation in society, and to work for sustainable, just societies. Upon completion of their programs, all FBSU's graduates will have:

- 1) Possess deep discipline knowledge in the field of specialty combined with contemporary pedagogical approaches to implement such knowledge. **(Knowledge)**
- 2) Describe and demonstrate proficiency of the knowledge and the skills they have gained. **(Knowledge)**
- 3) Think creatively and critically and be capable of providing sound and innovative solutions to academic and work-based challenges. **(Skills)**
- 4) Able to adapt to and use the latest technological advancement to better serve their stakeholders and improve their own careers; **(Skills)**
- 5) Ability to communicate with others and work in a team spirit. **(Skills)**
- 6) Exercise professional and ethical standards in their careers, workplace and community; **(Values)**

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- 7) Maintain a lifelong learning habit; **(Values)**
- 8) Provide a significant and positive contribution to their communities and the society at large. **(Values)**

3.2 Principles

- 1) ILOs are based on the University's mission statement, educational philosophy and educational objectives;
- 2) ILOs are approved by the University Council.
- 3) ILOs are designed before Program Learning Outcomes.
- 4) ILOs ensure educational quality and curricular coherence.
- 5) Are covered by LOs of each program offered at the University.
- 6) Are mapped with the PLOs and National Qualification Framework domains and criteria.
- 7) Address integrity, accountability, teamwork, creativity, and a recognition of diversity in responding to professional, personal, and civic challenges and opportunities.
- 8) ILOs are designed first but delivered to students last (after Course and Program Learning Outcomes).

3.3 Checklist for Writing Effective LOs

- 1) Focus on outcomes of student learning, not processes of how you'll teach etc.
- 2) Do the outcomes accurately describe what a graduate should know, value and be able to do? Do they describe adequately the unique strengths that a graduate of the program should possess? Are there any specific statements that should be added, consolidated and/or removed?
- 3) Start each outcome with an action verb
- 4) Use only one action verb per learning outcome
- 5) Avoid vague verbs such as know and understand
- 6) Check that the verbs used reflect the level of learning required
- 7) Ensure that outcomes are observable and measurable
- 8) Are the learning outcome statements concise and specific?
- 9) Could they be understood by multiple audiences (e.g. students, instructors, employers, administrators, across institutions)?

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- 10) Write the outcomes in terms of what the learner does, not what the instructor does
- 11) Check that the outcomes reflect knowledge, skills, or attitudes required
- 12) Are the outcomes reflective of the discipline? Would the discipline be clear if the statement were read in isolation? If not, what additional detail could be added to provide additional disciplinary context?
- 13) Include outcomes that are woven into the entire course
- 14) Check that there are the appropriate number of outcomes
- 15) List the sub-outcomes for each outcome (if required)
- 16) Check that the outcomes fit within program and course goals

4. Related Documents:

- 4.1. Guide to Writing Learning Outcomes (AA-200-G01)
- 4.2. Guide to Learning Outcomes Assessment (AA-200-G02)
- 4.3. Guide to Graduate Attributes Assessment (AA-200-G03))
- 4.4. New Program Design Policy (AA-210)
- 4.4. New Program Design Procedure (AA-210-P01)