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Outcomes-Based Education Initiatives in Ontario Postsecondary Education: Case Studies – Appendix

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Appendix 1: Information Request Form

1. To the best of your knowledge, does your institution have outcomes-based educational initiatives, programs or projects?

Outcomes-based educational initiatives are defined as purposeful actions undertaken by postsecondary providers directed at defining, teaching toward, and assessing learning outcomes in their educational practice (modified from Jones, Voorhees & Paulson, 2002).

- No, I am not quite familiar with this notion (i.e., outcomes-based education).
- Yes, we have quite a few such initiatives. I can provide the details.
- Yes, we have quite a few such initiatives. I am not able to provide the details but I am willing to refer you to someone else.

Please specify the name and the contact information of the referral: _____

2. Does your institution have the following institutional-level outcomes-based educational initiatives?

- Online resources about learning outcomes development and/or assessment
- A curriculum mapping tool available to use across the institution
- A faculty or student survey instrument available to use across the institution to help develop or assess learning outcomes
- Workshop or training opportunities with a focus on learning outcomes
- Staff dedicated to learning outcomes development and/or assessment
- Staff dedicated to supporting the institutional quality assurance process (new program development, program modifications and cyclical program review)
- Other, please specify _____

3. Could you provide a bit more information about some of those institutional-level initiatives or program-level initiatives?

Initiative 1:

A brief description: _____

Academic unit: _____

Does the outcomes-based educational initiative involve the following characteristics? Please check all that apply.

- Well-articulated learning outcomes or competencies through a set of outcome/competency statements
- Curriculum or program design and development process starts with pre-defined outcome/competency statements
- Assessment tools and methods are available to measure pre-defined outcome/competency statements
- Teaching strategies are aligned with pre-defined outcome/competency statements

The educational environment is oriented toward learning outcomes or competencies rather than educational resources or inputs

Who is the best person to contact for more information on this initiative?

Initiative 2:

A brief description: _____

Academic unit: _____

Does the outcomes-based educational initiative have the following characteristics? Please check all that apply.

- Well-articulated learning outcomes or competencies through a set of outcome/competency statements
- Curriculum or program design and development process starts with pre-defined outcome/competency statements
- Assessment tools and methods are available to measure pre-defined outcome/competency statements
- Teaching strategies are aligned with pre-defined outcome/competency statements
- The educational environment is oriented toward learning outcomes or competencies rather than educational resources or inputs

Who is the best person to contact for more information on this initiative?

Appendix 2: Outcomes-Based Education Implementation Inventory

Institution: _____

Initiative: _____

Academic unit: _____

To your best knowledge, to what extent do you agree or disagree that the following statements truthfully reflect the initiative?

Scale: 1: Strongly disagree; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Strongly agree; 9: No idea

Statements	1	2	3	4	5	9
There is a comprehensive documented statement of student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic staff are made fully aware of the existence of the stated learning outcomes and are very familiar with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students are made fully aware of the existence of the stated learning outcomes and are very familiar with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The educational strategies (e.g., problem-based learning, community-based learning etc.) fully reflect the stated learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning opportunities (e.g., labs, tutorials, etc.) are selected to properly match the stated learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course contents are planned to fully reflect the stated learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning outcomes are used to assess students' progress towards the stated exit learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment methods adopted (e.g., use of portfolios, work-based assessment) reflect the stated learning outcomes and inform decisions taken as to whether students have or have not achieved the stated outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The stated learning outcomes inform what is seen as a desirable learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student admission decisions are based on the level of achievement expected of students prior to entry in stated learning outcome domains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(constructed on the basis of Harden's (2007) OBE implementation inventory)

Is there anything else distinctive about the initiative?



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