

New handbook helps practitioners assess program-level learning outcomes

Ontario's colleges and universities have made strides in developing learning outcomes, yet effective assessment remains a challenge. ***Learning Outcomes Assessment: A Practitioner's Handbook*** is a step-by-step resource to help faculty, staff, academic leaders and educational developers design, review and assess program-level learning outcomes.

The handbook explores the theory, principles, reasons for and methods behind developing program-level learning outcomes; emerging developments in assessment; and tips and techniques to build institutional culture, increase faculty involvement and examine curriculum-embedded assessment. It also includes definitions, examples, case studies and recommendations that can be tailored to specific institutional cultures.

Learning Outcomes Assessment: A Practitioner's Handbook was written by Lori Goff, McMaster University; Michael K. Potter, University of Windsor; Eleanor Pierre, EJPCommunications & Mohawk College; Thomas Carey, Transforming Learning Together/San Diego State University/Kwantlen Polytechnic University; Amy Gullage, McMaster University; Erika Kustra, University of Windsor; Rebecca Lee, McMaster University, Valerie Lopes, Seneca College; Leslie Marshal, Mohawk College, Lynn Martin, McMaster University; Jessica Raffoul, University of Windsor; Abeer Siddiqui, McMaster University; and Greg Van Gastel, McMaster University.