

# Using Learning Outcomes in Establishing College to University Credit Transfer

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## **Goals of session** (not in any particular order)

- Tools and definitions – finding common ground and a common language
- Issues – identifying the collective challenges
- Moving forward –
  - What are other jurisdictions doing?
  - What are the effective practices and the next practices we could be thinking about?

- **Learning outcomes** are:
  - Cumulative, integrated, transferable, exit performances that describe what students know, understand or are able to do (the anticipated change in the student)
- A **program standard** defines:
  - The expected outcome of the learning process leading to the award of a qualification
- The Ontario college **program standards** promote:
  - Program 'consistency', a 'broader' program focus and 'public accountability' for 'quality and relevance'.
- **UUDLES** - University Undergraduate Degree Level Expectations
- **OQF - Ontario Qualifications Framework:**
  - Distinguishes between levels of knowledge/skill across post secondary programs on a continuum

Issue –

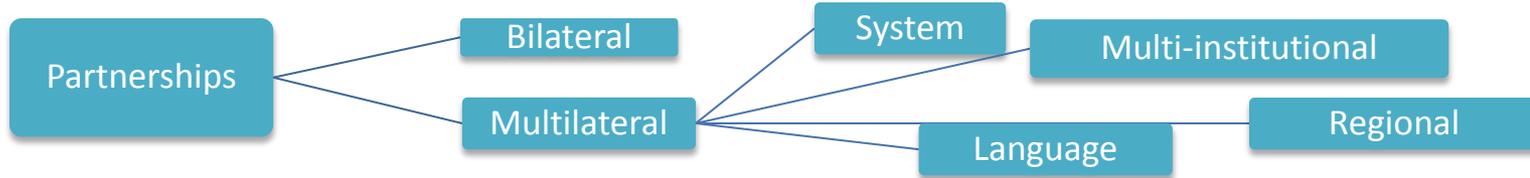
If we're making pathways and negotiating credit transfer, we need to be speaking the same language or at least know what each other means

So –

What are our options?

How do we begin the translation?

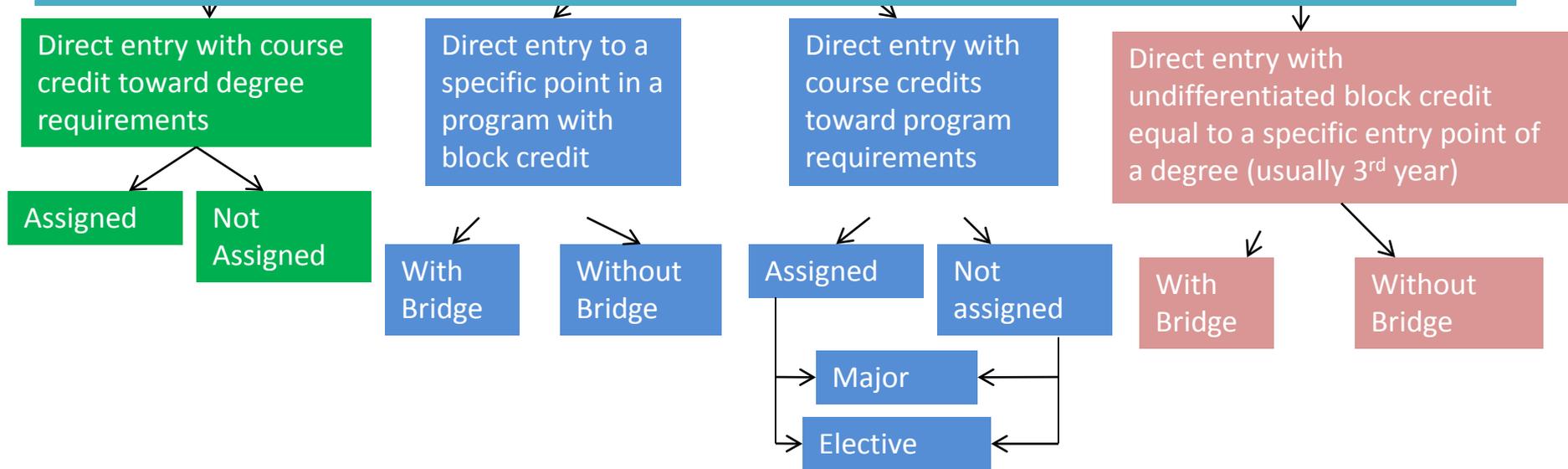
# Ontario Credit Transfer Models



## Curriculum Analysis



## Transfer Credit Mechanism



## **Some case studies:**

- Ontario
- Inter-jurisdictional

## **Findings, observations, reflections...**

# Thinking about Learning Outcomes

Why is it so difficult to “read” or translate outcomes across post secondary?

What are the merits and challenges of using outcomes in credit transfer processes?

## What are other jurisdictions doing?

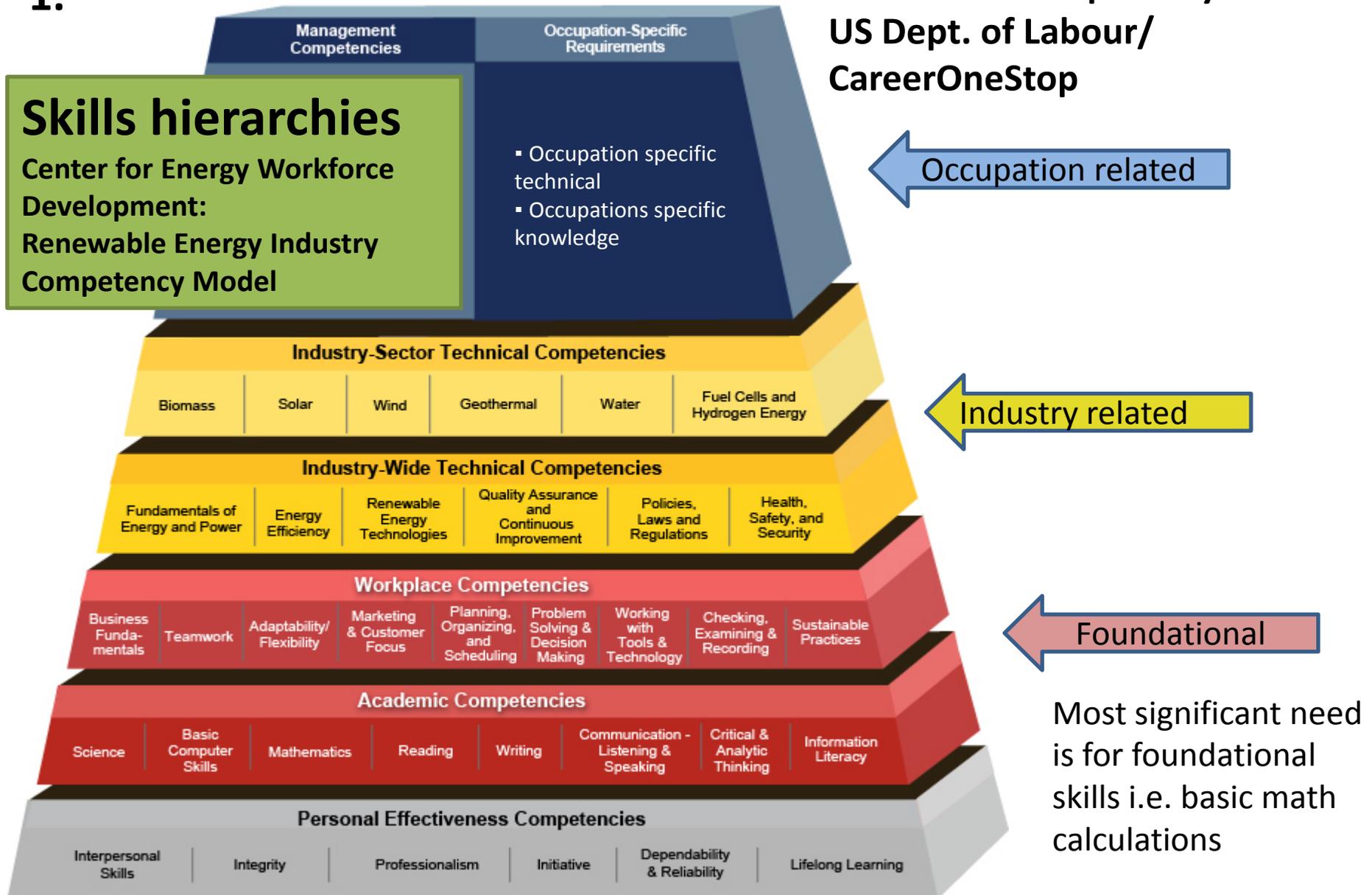
- a) Adapting to existing systems and curriculum conventions
- b) Developing meta-frameworks (thinking 'big picture' across disciplines, sectors, program clusters)
- c) Refining or re-thinking the way outcomes-based curriculum is, or standards are, expressed and/or assessed

1.

# Interactive Competency Model US Dept. of Labour/ CareerOneStop

## Skills hierarchies

Center for Energy Workforce  
Development:  
Renewable Energy Industry  
Competency Model



Most significant need is for foundational skills i.e. basic math calculations

<http://www.careeronestop.org/CompetencyModel/pyramid.aspx?RE=Y>

## 2. AHELO - Engineering (Tuning)

**Engineering processes (engineering competence)**

**Specialised skills – core depth**

Analysis

Design

Practice

**Basic/engineering sciences**

Branch-specific (core-breadth)

General (non core – breadth)

**Generic skills**

Engineering  
(core depth or breadth)

Non-  
engineering

- An evaluation of common generic (general academic) skills and discipline-specific skills across multiple jurisdictions
- Standard methodology for identifying common elements
- Focus on high level convergence and common outcomes

# 3. Subject Benchmark Statements

## Health Studies, Quality Assurance Agency, UK, 2008

### 1. Nature & scope of health studies

- The human experience
- Factors affecting
- Discourses on.. etc.,

### 2. Informed by academic disciplines:

e.g. social sciences, sociology, social policy, ethics, law, physiology, geography

Benchmark standards – threshold & typical levels of performance

**3. Subject knowledge & understanding**  
e.g. contemporary issues, social policy, role of research in health studies

**4. Subject specific skills**  
e.g. analyze health & health issues; compare health contexts, articulate central arguments

**5. Transferable skills**  
e.g. communication, interpersonal, negotiation, presentation of ideas & arguments

Underpinning teaching, learning & assessment strategies for health studies programs

If we're thinking about

**“Using Learning Outcomes in Establishing  
College to University Credit Transfer”**

What might we be considering?

- Next steps...
- Interested? Stay in touch

## Contact information

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