

Illustrative Example for Addressing QAF 2.1.2.4.a) and b)

McMaster University, BA Honours, Combined Major in Leadership and Civic Studies and Another Subject

McMaster University's BA Honours program was recognized by the Quality Council's Appraisal Committee as a good illustration of how the requirements of QAF 2.1.2.4.a) and b) can be addressed in a new program proposal.

For the QAF 2.1.2.4.a) content, the Committee noted that assessment methods are presented in point form with clear reasonable descriptions in Section 5.2. Atypical assessment methods – such as “Leadership Portfolios” and “Capstone Project and Reflective Essay” – are described in greater detail in sub-sections 5.2.1 and 5.2.2. The example also includes a list of Program – level Learning Outcomes (PLOs) in Section 1.4, which are mapped to Degree Level Expectations (DLEs) in Section 1.5.

The Committee further highlighted Appendix C, which contains a detailed curriculum map linking PLOs, DLEs, assessment methods, and the program's core courses. A distinctive feature of this map is its organization by course year level, offering students greater clarity regarding the courses they are expected to take each year, the types of assessments involved, and how these courses and assessments align with each PLO.

For the QAF 2.1.2.4.b) content, the Committee noted that the example clearly outlines the academic structure responsible for supporting and monitoring the program (Section 5.1). Additional information on demonstration student achievement is provided in Section 7, “Quality and Other Indicators”. While the Committee found this information useful, it recommended that it be consolidated with the rest of the QAF 2.1.2.4.b) content for improved coherence and accessibility.

On a separate note, the Committee observed that this example includes a wide range of information, which may reflect the unique nature of the program as a combined major.

1.4 PROGRAM LEARNING OUTCOMES

By the end of the program, students will be able to:

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.
2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.
3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.
4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.
5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.
7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.
8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

<ol style="list-style-type: none"> 1. Identify and critique diverse models of leadership in their application to a range of local and global social problems. 2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed. 3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. 4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences. 5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. 6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. 8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development. 	<p>1. Depth and Breadth of Knowledge</p>
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<ol style="list-style-type: none"> 1. Identify and critique diverse models of leadership in their application to a range of local and global social problems. 3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. 4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences. 5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. 6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. 7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats. 8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development. 	<p>2. Knowledge of Methodologies</p>
<ol style="list-style-type: none"> 1. Identify and critique diverse models of leadership in their application to a range of local and global social problems. 2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed. 3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. 4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences 5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. 6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. 7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats. 8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development. 	<p>3. Application of Knowledge</p>
<ol style="list-style-type: none"> 1. Identify and critique diverse models of leadership in their application to a range of local and global social problems. 	<p>4. Communication Skills</p>

<ol style="list-style-type: none"> 2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed. 3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. 4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences. 5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. 6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. 7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats. 8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development. 	
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<ol style="list-style-type: none"> 3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. 5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. 6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. 	<p>6. Autonomy and Professional Capacity</p>

5 ASSESSMENT OF LEARNING

5.1 OVERALL PROGRAM QUALITY

The proposed WCLCS program will be the first degree to be offered by McMaster's first college. One of the Academic Director's top priorities will be to collect data and feedback regarding the program's first years of operation, with the aim of ensuring that the PLOs, curriculum, cocurricular activities, and outreach programming are supporting the mission and values of the college and meeting the educational and career needs of students and society. This will require collecting feedback and data as detailed in **Section 7.1**, below. The AD will share this with the Deans and Associate Deans of Social Sciences and Humanities at informal meetings over the course of the academic year, and with an annual report delivered at a meeting of the Internal Governing Board. In the report, the AD will compare feedback gathered from WCLCS students with existing surveys from both McMaster and external sources. Examples of McMaster surveys are the In-Program Survey for undergraduate students, the Early Leaver Survey, and the Student Census and Experience Surveys (SCES). Examples of external surveys that will help the AD interpret data collected about the WCLCS program are the Canadian University Survey Consortium (CUSC), the Canadian Bureau for International Education (CBIE) International Student Survey, the Canadian Campus Wellbeing Survey (CCWS) and the World Mental Health International College Student (WHM-ICS) Survey.¹ The program will also conduct its own surveys at key moments of student progress through the program. There will be an annual WCLCS program retreat of all affiliated faculty to assess what is working well, what is not working well, and how to address issues of concern, all with the intent of maintaining and improving the quality of the program, adherence to the PLO/DLEs, and monitoring how the program integrates with other elements of Wilson College.

With the first cohort of students planned to enter the WCLCS program in the fall of 2025, there will not be graduates of the program until 2029. At this time, the AD will work closely with the college's support staff to maintain connections with college alumni with the aim of gathering feedback regarding the ways in which their experiences at the college have informed their career paths and lives. It is part of the WCLCS program's collegial mission to cultivate a sense of identity and belonging that will extend beyond graduation. Graduates will be invited to college events such as speaker series, workshops, and Engagement Commons, as well as to the annual Research Symposiums where WCLCS students display their community-informed capstone projects. These and other opportunities, such as guest talks by graduates, will provide mentorship and inspiration to students in the program, and allow graduates to maintain an ongoing relationship with the college. They will also be opportunities for faculty and the AD to assemble profiles and feedback about graduate experiences, which will contribute to the ongoing assessment and adjustment of the WCLCS program and the college's outreach programming.

5.1.1 References

1. For links and information about these surveys, please see:
<https://ira.mcmaster.ca/surveys/>

5.2 METHODS FOR ASSESSING STUDENTS

The multidisciplinary nature of Wilson College's curriculum will require multiple methods to assess student progress and development. These methods are linked to the PLOs and DLEs articulated in **Sections 1.4** and **1.5** and are designed to gauge and advance student learning by delivering assessments through multiple modalities. These methods will include:

- Formative and summative testing and examination: these might take the form of short quizzes or longer in-class tests, as well as formal, end of term examinations.
- In-class and take-home assignments: these might include short, in-class or take-home assignments such as thesis statement writing and workshops, bibliography writing and workshops, research question writing and workshops, workshops and assignments for using communicative media, and assignments related to different genres of writing, such as policy, briefs, platform and mission statements, etc.
- Formative feedback, such as progress meetings, peer evaluation, project stakeholder evaluation, etc.
- Student self-evaluation and reflection: workshops and assignments that might contribute to the Leadership Portfolios described below.
- Leadership Portfolios (please see **Section 5.2.1**, below).
- Creative/critical essay writing, written proposals, and reports. Essays tend to be more interpretive and critical; reports tend to be more descriptive and analytical.
- Verbal presentations and demonstrations
- Presentations utilizing creative media work, such as video, audio, and podcasting, etc.
- Experiential projects, such as collaboratively designing a community service program, either as a simulation or in collaboration with actual community partners.
- Course engagement, such as attendance and participating in discussions either in class or asynchronously.
- Level IV capstone project (please see **Sections 5.2.2** and **7.1.1**, below).

The WCLCS core curriculum will balance assessment by instructors with student self-evaluation and peer feedback to give students a sense of agency and collaboration in shaping their growth and development as leaders. For the community-informed elements of the curriculum such as the level IV capstone placements, Engagement Commons, workshops, guest talks, and the level IV capstone project itself, community and stakeholder feedback will also play a vital role. This will occur through formal processes, such as stakeholder evaluation at various stages of the capstone project development, or through feedback and follow-up with guest speakers, workshop hosts, community partners etc. Less formal feedback will also occur through social events such as the student symposium for sharing their work and achievements, and social interactions with the External Director and members of the External Advisory Council.

5.2.1 Leadership Portfolios

WCLCS students will begin assembling their Leadership Portfolios in the first year of their studies and contribute to them over the course of the program. Portfolios may take the form of an online document, such as a blog or website, or a physical, paper document. They will consist of student reflections on their work, interests, and projects, descriptions, and associated media (photos, videos, etc.) of cocurricular activities students have participated in or found particularly inspiring, and reflections about how these activities have informed their overall development as researchers and leaders. The portfolios will also provide a space for students to set goals and learning objectives, and to record questions, difficulties, and accomplishments that develop in relation to these. The portfolios will thus help students frame a personal narrative that synthesizes the various aspects of the degree: the WCLCS core curriculum, cocurricular programming, the second major, and engagements with professionals and communities outside of McMaster. The portfolios will be handed in once per year in one of the core WCLCS courses (WILSON 1B03, 2D03, 3C03, and 4A06) and graded on a pass/fail basis, with the opportunity to re-submit in the case of a potential failure. The portfolios are not designed to test student's knowledge or skill, but rather to help them identify key goals, challenges, accomplishments, and ongoing questions, and to chart their own unique path as researchers and leaders. To this extent, they will be useful in multiple ways: as an important resource for students' meetings with the college's academic advisors, and for coaching sessions with faculty mentor; as a key resource to which students can refer while developing their level IV capstone projects and accompanying reflective essays (please see **Section 5.2.2**, below); as basis for portfolios, resumes, and cover letters that students develop as they enter their careers, as well as for applications to graduate schools, grants, and other professional opportunities.

5.2.2 Capstone Project & Reflective Essay

All WCLCS students will complete a capstone project during the two-semester level IV **Civic Leadership and Placement Project** course. This project will use the inquiry method described in **Section 4.3.3** to complete an original, community-informed project that responds to an identified social problem or need. As part of this project, students will complete a placement in locations such as municipal, provincial, or federal government, NGOs, and community organizations, with supports offered through McMaster's Office of Community Engagement in collaboration with the course instructor, AD, and college administration. Because these projects will be original and complex works that involve collaborating with groups within and/or outside of McMaster, students will be provided with skilled mentorship and peer support at all stages of their work. This will include workshopping their initial ideas and research questions with peers and instructors, communicating with community partners and soliciting feedback, determining best practices and obtaining permission from the McMaster Research Ethics Board when necessary, identifying modes of reciprocity for working with outside partners, identifying challenges and framing solutions as they emerge during the project, communicating findings and results with instructors, peers, and partners and soliciting further feedback. At various stages of the project, students will thus have opportunities to reflect, incorporate feedback, and adjust their work, giving them the support and instruction needed to take risks and produce original work.

Towards the end of the course, students will be required to submit a reflective essay about their project that outlines such topics as their research questions and process, the resources and theories that have informed their work, the challenges and unexpected developments they

encountered and how students navigated these, the way partner/community knowledge and resources have shaped their project and outcomes, and the best practices and modes of reciprocity they have used. Part of the materials for this essay might be drawn from the Leadership Portfolios to which students have been contributing over the course of their studies. The reflective essay accompanying the capstone project will thus be an opportunity for students to reflect upon, synthesize, and articulate what they have learned in the course of their work.

5.3 CURRICULUM MAP

Please see **Appendix C** for a full curriculum map of the proposed program.

SCAFFOLDED LEARNING

WCLCS' core curriculum is designed to develop skills, knowledge, and methodologies in a way that introduces new elements while reinforcing key elements at higher levels of study. This scaffolded approach ensures that concepts and skills are introduced at an appropriate level and revisited at later levels and in different contexts, enabling students to incrementally build confidence and familiarity with the program content, and to relate to this content in increasingly more sophisticated ways, leading to a wholistic understanding of the discipline at upper levels of the program. In scaffolded learning, knowledge is also reinforced through specific modes of practical activity so that students have specific tasks associated with each new component of their learning. In the WCLCS core curriculum, methods, concepts, and skills are incrementally introduced and reinforced as the components necessary to complete the level IV capstone project detailed in **Section 5.2.2**, above.

At the introductory level, students are expected to remember and understand concepts, and to demonstrate the ability to summarize, explain, interpret, and discuss course materials. At the intermediate level, there is a greater emphasis on applying and analyzing course content, with such skills as comparing and contrasting, demonstration, and problem solving highlighted. At the advanced level, the emphasis is upon students being able to apply knowledge and skills already gained in service of evaluating new situations and creating innovative ideas and responses to these situations.

5.4 DEMONSTRATING STUDENT ACHIEVEMENT

The mission WCLCS is to provide the mentorship, knowledge, skills, supports, and resources that students need to emerge as creative, capable leaders with a sense of responsibility for the common good. Such leadership entails the ability to actively listen to and collaborate with diverse communities and individuals; to assemble and utilize resources, knowledges, and expertise from different fields of expertise in response to collaboratively identified needs and goals; to communicate with diverse publics via multiple modalities; to understand, analyze, and frame policy decisions; and to understand and implement leadership practices that respond to complex situations, histories, and social responsibilities. The proposed WCLCS program's interdisciplinary approach and emphasis on experiential learning are designed to provide students a broad, nuanced understanding of leadership, political processes, and social contexts alongside the practical skills and confidence needed to work towards positive change in a complex and changing world. The program's scaffolded core curriculum will offer an integrated, structured program that fosters diverse critical knowledges in tandem with practical skills and

experience, while the program-related humanities and social sciences courses and second major will provide a broad, individually tailored learning path. This combination of skills, knowledge, and experience from both the social sciences and humanities will provide graduates with the practical capacities, confidence, knowledge, and connections to communities they need to effect positive social change in a variety of professional and civic realms. The breadth and depth of knowledge and skills cultivated by WCLCS students will also entail foundational, transferrable skills that will aid graduates in their lifelong growth as leaders.

In-course assessments, peer feedback, community consultation, and reflective self-assessment will be used in the WCLCS core curriculum to provide students with the structured support and guidance they need to develop as effective researchers, communicators, and leaders. In accordance with inquiry-based methodologies, students will play an active role in determining and defining success, guided by instructors, peers, and informed community members. Skillful instruction and feedback from WCLCS faculty, Wilson Fellows, and external partners will ensure that student progress is shaped and informed by the PLOs defined in **Section 1.4**. The symposium of student work designed to showcase the capstone projects will also be an important moment of celebration and transition for both students and community partners.

Program Learning Outcomes

(For reference only. Please see **Section 1.4**)

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.
2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.
3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.
4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.
5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.
7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.

8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

Level I Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name	
			WILSON 1A03 – Introduction to Leadership and Civic Engagement	WILSON 1B03 – Inquiry & Contemporary Issues
PLO 1.	1, 2, 3, 4, 5,	Teaching	Introduced	Introduced
		Assessment	Written essays & reports, oral presentations, student self-reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 2.	1, 3, 4, 5,	Teaching	Introduced	Introduced
		Assessment	Written essays & reports, oral presentations, student self-reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 3.	1, 2, 3, 4, 5, 6	Teaching	Introduced	Introduced
		Assessment	Collaborative work, oral presentations, student self-reflection, course engagement	Assignments, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	Teaching		Introduced
		Assessment		Assignments, collaborative work, oral presentation, written reflection,

				experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	Teaching	Introduced	Introduced
		Assessment	Collaborative work, oral presentations, student self- reflection, course engagement	Assignments, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	Teaching		
		Assessment		
PLO 7.	2, 3, 4	Teaching		Introduced
		Assessment		Assignments, collaborative work, oral presentation, written reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	Teaching	Introduced	Introduced
		Assessment	Collaborative work, oral presentations, student self- reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement

Level II Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name		
			WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity	WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication	CMTYENGA 2A03 – Foundations of Community Engagement
PLO 1.	1, 2, 3, 4, 5,	Teaching	Intermediate	Intermediate	introduced
		Assessment	Written essays & reports, collaborative work, oral presentations, student self- reflection,	Assignments, collaborative work, student self- reflection, course engagement	Assignments, collaborative work, student self- reflection, experiential projects, course engagement

			experiential projects, course engagement		
PLO 2.	1, 3, 4, 5,	Teaching	Intermediate	Intermediate	introduced
		Assessment	Written essays & reports, collaborative work, oral presentations, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, student self-reflection, course engagement	Assignments, collaborative work, student self-reflection, experiential projects, course engagement
PLO 3.	1, 2, 3, 4, 5, 6	Teaching	Intermediate	Intermediate	introduced
		Assessment	Collaborative work, written reports, oral presentations, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, student self-reflection, course engagement	Assignments, essays, collaborative work, student self-reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	Teaching	Intermediate	Intermediate	Intermediate
		Assessment	Written reports, collaborative work, oral presentations, peer feedback, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer feedback, written reflection, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	Teaching		Introduced	Introduced
		Assessment		Assignments, collaborative work, peer feedback, oral presentations, written reflection, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	Teaching	Introduced		Introduced
		Assessment	Written reports, collaborative work, oral presentation, peer feedback, student self-reflection, experiential projects,		Assignments, collaborative work, peer feedback, student self-reflection,

			course engagement		experiential projects, course engagement
PLO 7.	2, 3, 4	Teaching		Introduced	Introduced
		Assessment		Written & multi-media assignments, oral presentations, peer feedback, student self-reflection, course engagement	Assignments, oral presentations, peer feedback, student self-reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	Teaching	Intermediate	Intermediate	
		Assessment	Assignments, essays, oral presentation, student self-reflection, course engagement	Assignments, essays, collaborative work, student self-reflection, course engagement	

Level III Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name	
			WILSON 3E03 – Future of Canada Challenges	WILSON 3F03 – Leadership & Civic Engagement Skills and Methods
PLO 1.	1, 2, 3, 4, 5,	Teaching	Advanced	Advanced
		Assessment	Written essays & reports, oral presentation, student self-reflection, experiential projects, course engagement	Assignments, essays, collaborative work, written reflection, experiential projects, course engagement
PLO 2.	1, 3, 4, 5,	Teaching	Advanced	Advanced
		Assessment	Written essays & reports, oral presentation, student self-reflection, experiential	Assignments, essays, collaborative work, written reflection, experiential projects, course engagement

			projects, course engagement	
PLO 3.	1, 2, 3, 4, 5, 6	Teaching	Advanced	, experiential projects, course engagement
		Assessment	Collaborative work, written reports, peer feedback, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	Teaching	Advanced	Advanced
		Assessment	Assignments, collaborative work, written essays, oral presentation, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer reflection, student self-reflection, experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	Teaching	Intermediate	Intermediate
		Assessment		Assignments, collaborative work, peer reflection, written reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	Teaching	Intermediate	Intermediate
		Assessment	Assignments, written reports, oral presentations, experiential projects, course engagement	Assignments, collaborative work, peer reflection, oral & multimedia presentations, written reflection, experiential projects, course engagement
PLO 7.	2, 3, 4	Teaching	Intermediate	Intermediate
		Assessment	Assignments, written reports, oral & multi-media presentations, experiential projects, course engagement	Written assignments, oral & multimedia presentations, student self-reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	Teaching	Advanced	Advanced
		Assessment	Assignments, written essays, oral & multi-media presentation, student self-reflection, experiential	Assignments, written essays & reports, oral & multimedia presentations, peer feedback, student self-reflection, experiential

		projects, course engagement	projects, course engagement
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Level IV Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name
			WILSON 4A06 – Civic Leadership Placement and Project
PLO 1.	1, 2, 3, 4, 5,	Teaching	Advanced
		Assessment	Capstone project, written reports, peer & community feedback, student self-reflection, course engagement, reflective essay
PLO 2.	1, 3, 4, 5,	Teaching	Advanced
		Assessment	Capstone project, community feedback, written reports, course engagement, reflective essay
PLO 3.	1, 2, 3, 4, 5, 6	Teaching	Advanced
		Assessment	Capstone project, written reports, student self-reflection, course engagement, reflective essay
PLO 4.	1, 2, 3, 4, 5,	Teaching	Advanced
		Assessment	Capstone project, community consultation, written reports, student self-reflection, course engagement, reflective essay
PLO 5.	1, 2, 3, 4, 5, 6	Teaching	Advanced
		Assessment	Capstone project, community consultation, written reports, student self-reflection, course

			engagement, reflective essay
PLO 6.	1, 2, 3, 4, 5, 6	Teaching	Advanced
		Assessment	Capstone project, community consultation, written reports, student self-reflection, course engagement
PLO 7.	2, 3, 4	Teaching	Advanced
		Assessment	Capstone project, community consultation, written reports, oral & multi-media presentations, student self-reflection
PLO 8.	1, 2, 3, 4, 5	Teaching	Advanced
		Assessment	Capstone project, written reports, oral & multi-media presentations, course engagement, reflective essay

7 QUALITY AND OTHER INDICATORS

7.1 ACADEMIC QUALITY OF THE PROGRAM

Wilson College's Academic Director will collaborate with the Internal Governing Board and, when appropriate, with the External Director and External Advisory Board to conduct and review ongoing evaluations of the WCLCS program's curricular, cocurricular, and outreach programming. These evaluations will include feedback and profile data gathered from students, graduates (once graduate data becomes available), community partners and leaders, and Wilson College affiliated faculty. It will be one of the AD's responsibilities to assemble and review this data, with the help of the college's administrative staff. The AD will share this summary with the IGB via annual reports, and more frequently during informal meetings with the Deans and associate Deans of Humanities and Social Sciences. The aim of these meetings and reports is to shape and improve the program's curriculum, cocurricular programming, and outreach in ways that further the PLOs and, when necessary, adjust the PLOs and priorities of the program to respond to the changing needs of students and society.

Feedback that will inform the day-to-day operation of the program will include:

- Student feedback regarding faculty and courses
- Student feedback regarding the capstone project and community placement
- Student feedback regarding the cocurricular and residential elements of the program
- Feedback from the External Director and External Advisory Board
- Feedback from off-campus partners involved in placements and other college initiatives and events
- Feedback from faculty, Fellows, and administrative staff such as the Experiential Learning Manager and Academic Advisor
- Review of capstone projects and learning portfolios
- Surveys of graduates of the program pursued six months, one year and three years after graduating from Wilson College.
- Key program statistics, including enrolments, grades, placements offered, placements taken up, participation in cocurricular programming, etc. This data will be crucial, especially in the early years of the program before data on graduates is available.
- Surveys of employers in the public and private sectors that would be likely to hire Wilson College graduates
- Application numbers and completion rates
- Rates of employment gathered from the graduate surveys mentioned above
- External reviews