



OFFICIAL COLLEGE PROCEDURE

EXIT PROFILE
(P-7210-3)

OFFICIAL COLLEGE PROCEDURE

EXIT PROFILE

Division or Sector: Academic
Responsibility: Academic Dean

Recommended by the Academic Steering Committee.

TABLE OF CONTENTS

Purpose.....	1
Procedures	1
Exit Profile Development	1
Exit Profile Revision	2
List of References	2
Appendix 1: Sample Exit Profile	3

EXIT PROFILE PROCEDURE

PURPOSE

An exit profile is a coherent, unified expression of the essential knowledge, skills and abilities students have mastered upon successful completion of their program. The exit profile is an essential tool for developing, revising and evaluating programs (Poirier & Gauthier as cited in Tremblay, 1995, p. 5). More specifically, the exit profile is used by a program to

- a) express succinctly an integrated vision of the essential knowledge, skills and attitudes (both general education and program-specific) attained by successful graduates of a given program;
- b) provide guiding principles for curriculum development that strengthen program relevance and coherence;
- c) provide a set of integrated standards for the program comprehensive assessment;
- d) encourage student-centered learning by providing students and faculty with a set of program-level learning outcomes that outline what graduates are able to do to demonstrate their learning;
- e) provide students and faculty with a vision of trans-disciplinary learning, that is, the program-approach.

For further details on the purpose of an exit profile, as well as a more detailed definition, see the Vanier [Developing an Exit Profile: Information and Tips](#) on the website of the Institutional Development and Research (IDR) Office.

PROCEDURES

Exit Profile Development

The program committee or its subcommittee, with the support of IDR and involvement of the Faculty Dean,

1. Meets with community stakeholders to ascertain the community's expectations for program graduates. Community stakeholders are individuals with relevant expertise and perspectives to offer regarding the program and its place in the community. If the program is able to strike an advisory board for this purpose, it is recommended that the board consist of selected members of the program committee or program revision sub-committee, university faculty or potential employers, and program graduates.
2. Drafts over-arching learning outcome statements that synthesize the fundamental skills, knowledge and attitudes expected of program graduates. As exit profiles should deal only with fundamental knowledge and should be concise, it is best if the outcomes are narrowed down to four to five per category (i.e., skills, knowledge and attitudes).
3. Ensures that the ministerial objectives (including those specific to general education), the program goals (as expressed in the program cahier), national professional standards (when applicable), and essential skills (either those deemed essential by the community stakeholders or required by the College) are all covered by the learning outcome statements.

4. Submits the exit profile draft to the community stakeholders for feedback, subsequently making any necessary revisions to the draft in response to the feedback provided.
5. Submits the exit profile to the following bodies as part of the pre-consultation process before presentation to Academic Council:
 - a) The Institutional Development and Research (IDR) Office for review;
 - b) The Program Committee for recommendation;
 - c) The Academic Dean's office via the Faculty Dean's office.

When the document is deemed ready, the Academic Dean will present the exit profile to Academic Council for recommendation to the College.

For detailed guidelines on writing an exit profile, see the Vanier document [Developing an Exit Profile: Information and Tips](#).

Exit Profile Revision

Exit profiles must be current documents. Consequently, programs must review their exit profiles on a regular basis, seeking feedback from Community Stakeholders on its continued relevance.

The program committee or its designate, in collaboration with community stakeholders, reviews the program's existing exit profile.

- a) If no revision is deemed necessary the program committee makes a note of the stakeholder's positive feedback in the program's annual report.
- b) If revision is deemed necessary the program committee, revises the exit profile, following the same steps outlined for the development of an exit profile in this document.

LIST OF REFERENCES

- Adam, S. (2007). An introduction to learning outcomes: consideration of the nature, function and position of learning outcomes in the creation of the European Higher Education Area. Retrieved from http://is.muni.cz/do/1499/metodika/rozvoj/kvalita/Adam_IH_LP.pdf
- Allaire, H. (1996, December). Profil de sortie et épreuve synthèse de programme. *Pédagogie Collégiale*, 10(2), 12-29.
- Desjardins, P. and Rioux J. (1996). *Le profil du diplômé: un instrument pédagogique*. Retrieved from http://www.cdc.qc.ca/actes_aqpc/1996/desjardins_rioux_6A21_7A67_actes_aqpc_1996.pdf
- Otis, F. and Ouellet L. (1996, October). Le profil de sortie, étape préliminaire à l'élaboration de l'épreuve synthèse de programme. *Pédagogie collégiale*, 10(1), 9-13.
- Tremblay, G. (1995, May). Quelques jalons de réflexion sur le profil de sortie. *Pédagogie Collégiale*, 8(4), 5-7.

APPENDIX I: SAMPLE EXIT PROFILE
Communications, Media and Studio Arts 500.AF

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Identify major historical and contemporary trends and transformations in the arts as expressed in a variety of cultures • Critique the dynamics inherent in the production, promotion and consumption of cultural objects. • Accurately use the language appropriate to the fields of arts and communications. • Identify the codes and conventions particular to a variety of cultural objects. 	<ul style="list-style-type: none"> • Apply basic technical proficiencies in the arts. • Apply creativity in a critical manner <ul style="list-style-type: none"> ➢ drawing on prior learning; ➢ engaging in self-reflection; ➢ effectively justifying and altering creative decisions; and ➢ building on constructive criticism. • Manage an original creative project through all stages: conception, planning and execution. • Analyse discourses and cultural objects—applying theoretical frameworks of analysis when appropriate. • Employ Information and Communications Technology in the production of cultural objects, inter-media works, and academic discourses. • Effectively employ sources (both English and French) in a discourse <ul style="list-style-type: none"> ➢ evaluating the appropriateness of sources; ➢ synthesizing source material into the discourse; and ➢ citing sources in accordance with the MLA style-guide. • Write well-structured essays, developing effective arguments. • Communicate effectively in written and oral English and demonstrate a basic knowledge of French. 	<ul style="list-style-type: none"> • Demonstrate academic integrity and a respect for intellectual property. • Work productively, both autonomously and collaboratively. • Demonstrate a respect for others and openness to socio-cultural diversities. • Pursue the development of a healthy and active lifestyle.