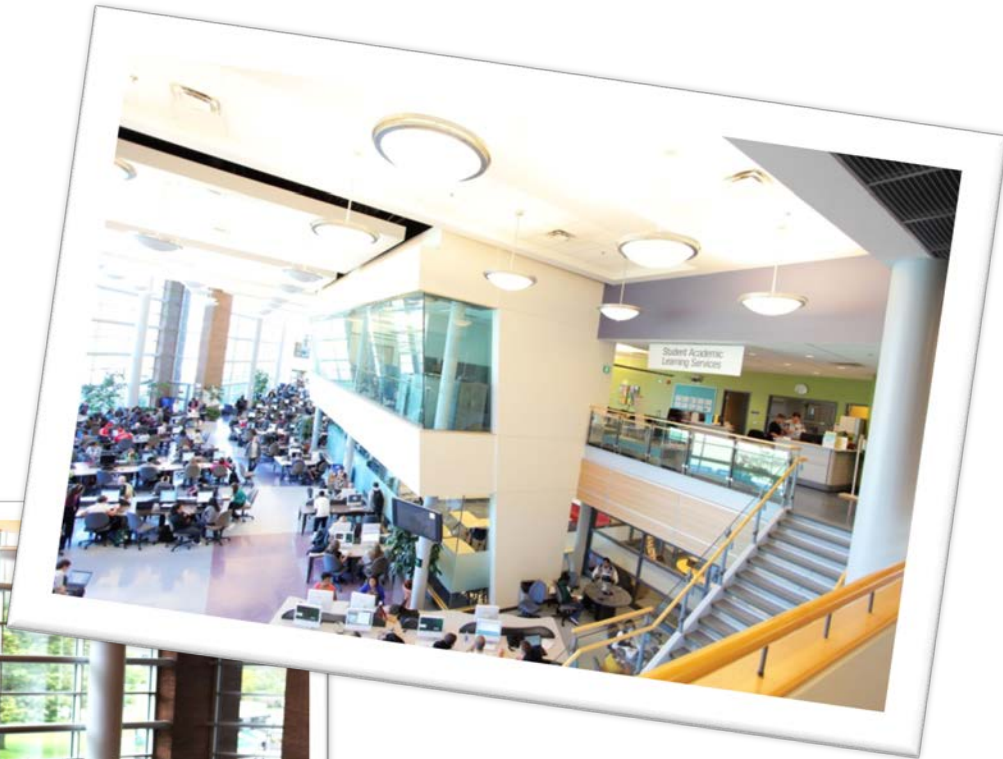




Building a Better Program: A Workshop on How to Create Authentic and Relevant Assessments

Great programs **start with great outcomes** and **end with great assessments**. In this interactive workshop, participants will explore **methods** of **selecting** relevant, authentic, and real world assessments **which are aligned to course and program level outcomes**.

Our home away from home!





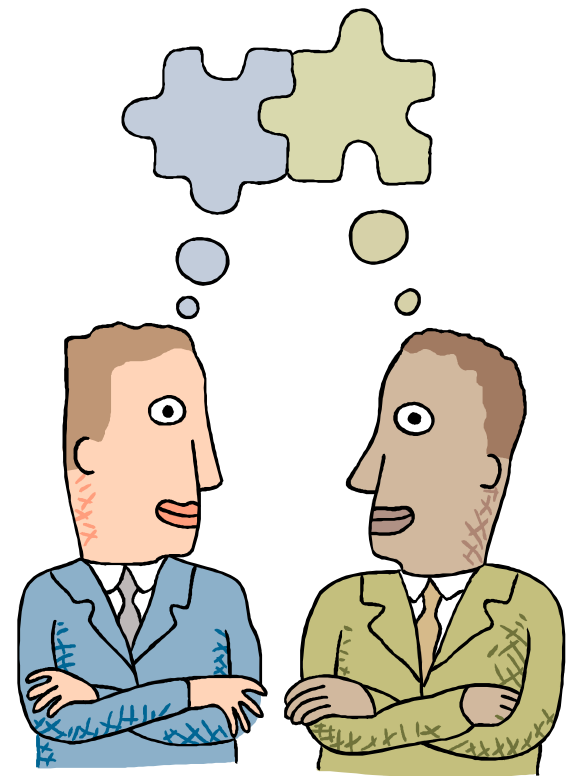
Session Outcomes:

- explore methods of selecting relevant, authentic, and real world assessments which are aligned to course and program level outcomes.
- Reflect on how curriculum review and mapping can identify opportunities for authentic assessment.



What does authentic assessment mean to you?

- What does authentic assessment mean to you?
- Take a minute to record individually
- Share with the person beside you
- Share with all of us





“Great programs start with great outcomes and end with great Assessments ”

Authentic Assessment

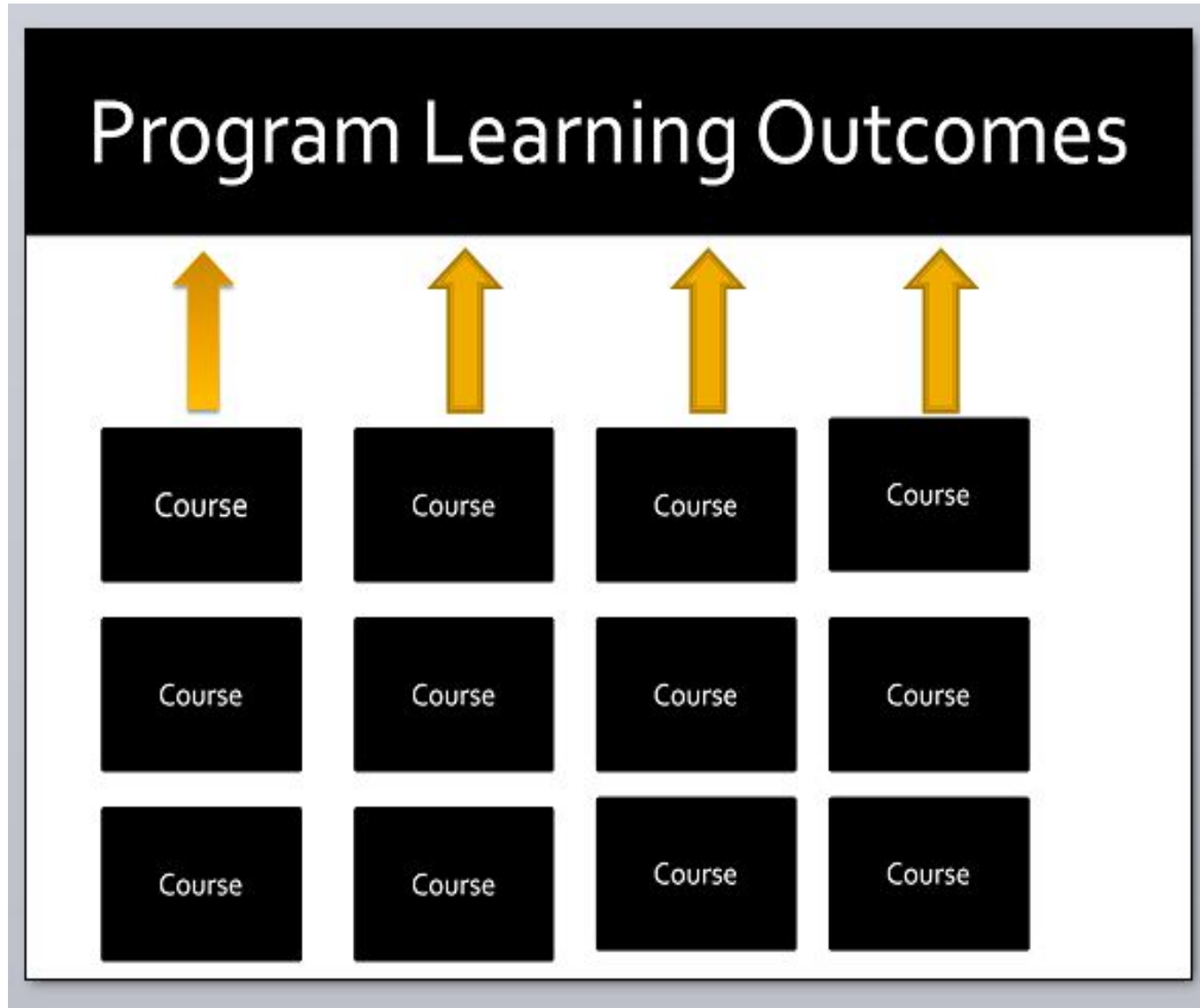
- Performance based
- Leveled for the learner
- Current and relevant
- Measures achievement
- Observable
- Realistic and achievable
- Integrative (KSA)
- Meaningful/“real world”

Learning Outcomes

- Performance based
- Leveled for the learner
- Current and relevant
- Measurable
- Contain active verbs
- Realistic and achievable
- Integrative (KSA)
- Transferable



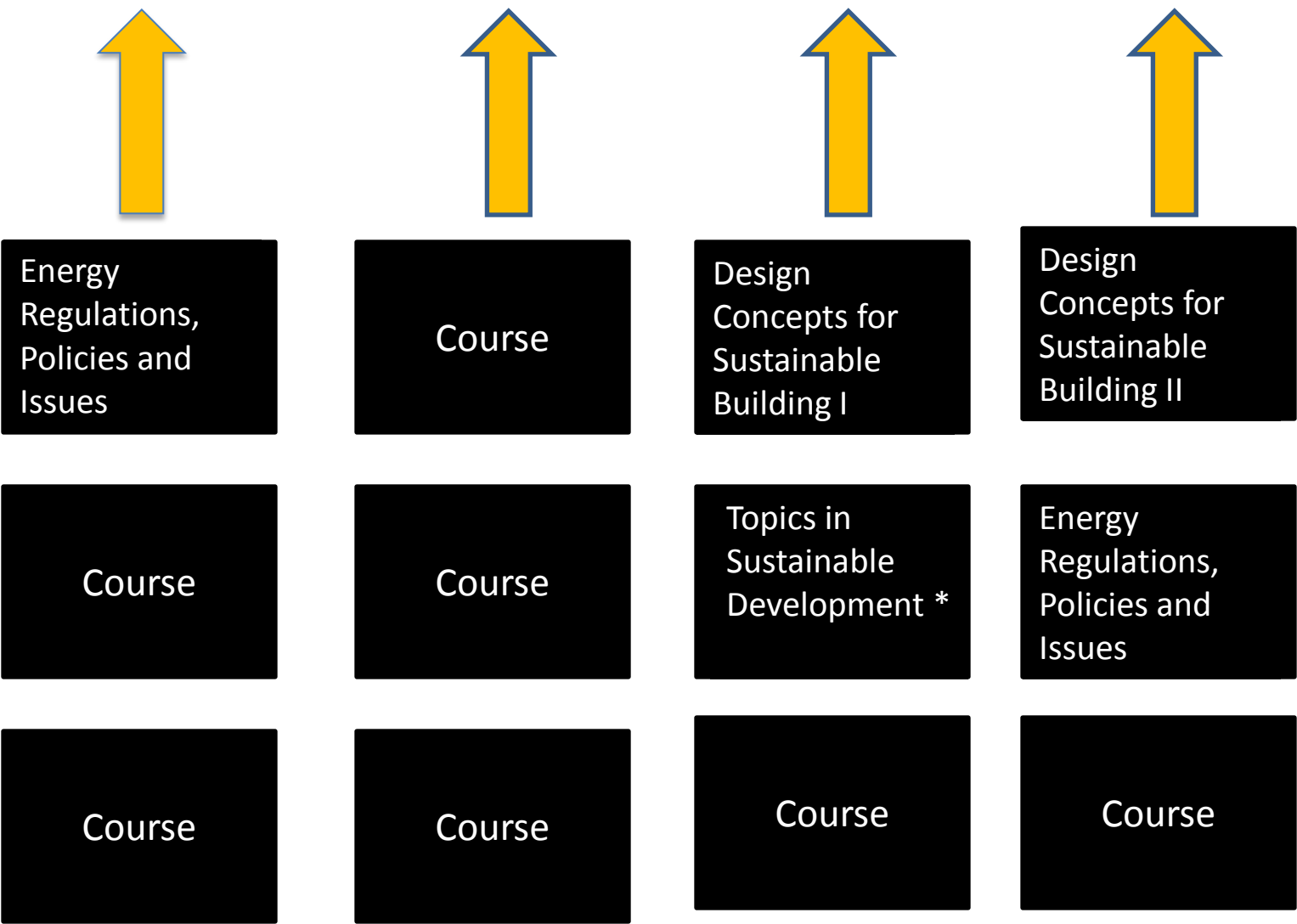
Relationship between Course and Program Learning Outcomes





Example:

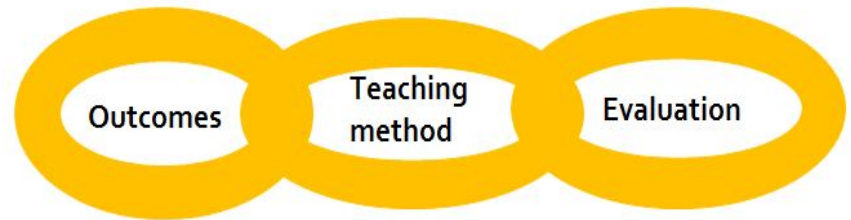
PLO #8 Apply the principles and ethics associated with environmental management issues.





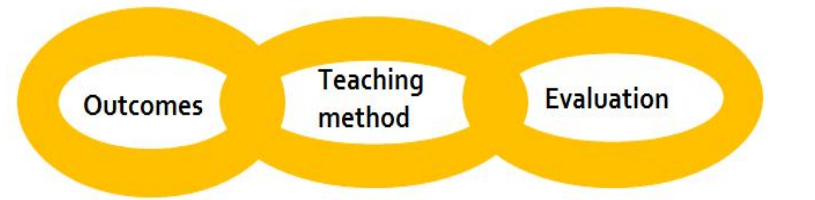
Why is Authentic Assessment important?

- Student Success
- Employability
- Quality Teaching and Learning
- Closes the “loop” on learning



Course Learning Outcome, teaching method, and evaluation are an unbreakable chain!

Example: Does this follow the rules of the Golden Chain?



Course Learning Outcome, teaching method, and evaluation are an unbreakable chain!

Outcome:

- Create an energy efficiency plan for residential and industrial buildings using safety, ethical and sustainable building standards

Teaching Methods:

- Students learn the principle of developing energy plan
- Complete a number of case studies that allow students to critique energy efficiencies in industrial buildings.

Evaluation Methods:

- Students work in groups to create an energy efficiency plan for a local business (community partnerships).



We talked about **what** authentic, relevant, and “real-world” assessments are but where do I start and ...





Let's start with an experiential activity
and practice doing this together!

Join us as a member of a **Curriculum Review
and Mapping session** with one of our
programs.....well sort of!

Everyone will now magically **transform** into
a Durham College Faculty member for the
next hour!



**Welcome to your Curriculum Review
and Mapping meeting for....**

Durham College's one and only



Management Program!





Background: Zoo Management



(As far as we know, photo is public domain)

- Started 5 years ago
- Dean has requested a program review.
- First step in program review is Curriculum Review and Mapping by the program team
- **Dean has asked whether the program is assessing the students using “real-world” and “authentic assessments.”**
- **You are the faculty in this program!**



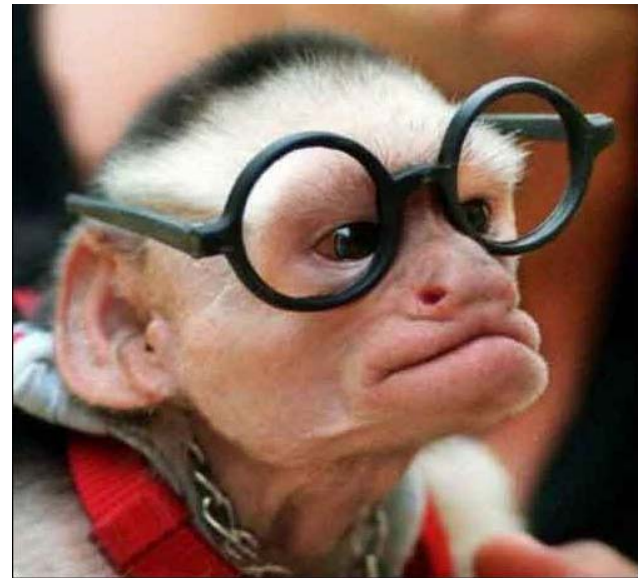
Some of the ...

Program Learning Outcomes

1. Establish and maintain policies and procedures to ensure the safety and security of staff, visitors, and the animals.
2. Manage the maintenance, development, and expansion of the physical footprint of a zoo or theme park with a diverse animal population.
3. Generate financial plans that ensure the viability of the organization and encourage alternative growth strategies.
4. Coordinate, supervise, and evaluate a diverse group of technical, financial, and client service personnel who collectively keep the operation running efficiently and effectively

Rules

- No monkey business!
- Please put your Zoo “hats” on.
- Have some good discussion.
- Keep all arms and leg’s inside the vehicle





Today's "warped" Curriculum Review and Mapping Agenda

- ✓ 1. Program Learning Outcomes Map
- Done! 2. Course Outline/syllabus self-audit
- Done! 3. Essential Employability Skills/Generic Skills Map
- ✓ 4. Evaluation Map
- Done! 5. Teaching Methodologies Map

For more information, please visit our website: <http://cafe.durhamcollege.ca>





Good News Report!

The Zoo Management Program Learning Outcomes were:

- designed by a team of experts
- recently reviewed and updated by our Program Advisory Committee
- Written to ensure that each statement represents “**significant integrated learning**” and a “**culminating demonstration of learning and achievement**” (Ministry of Training, Colleges, and Universities, "Published College Program Standards." (updated June 22, 2007))





Resources

Highlight this text and enter school name

Highlight this text and enter course name

2011-2012

Program	Year	Semester

Course code: _____ Cont. Est. code: _____

Course hours: _____ GPA weighting: _____

Prerequisite: _____ Corequisite: _____

Prepared by: _____

Stop course: yes ☐ no ☐

Entered by (Dean): _____ Date: _____

Contact information: _____

**Course
Outline**

1

**PLO course
capture sheet**

2

**Evaluation
Course
Capture
Sheet**





Data Collection: PLO Map

Course Learning Outcomes

Course Specific Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

1. Plan for the care and maintenance of ruminants from at least two different habitats.
2. Create feeding plans that will provide recommended nutritional requirements at appropriate intervals for land-based animals.
3. Relate observed behaviors in pack animals to expected behaviors of the same or similar animals in both their natural habitat and in captivity
4. Schedule and communicate zoo activities based on knowledge of the social habits of herd animals.

Essential Employability Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources
8. Execute mathematical operations accurately.
9. Use a variety of thinking skills to anticipate and solve problems.

**Complete the document #1 entitled Program Learning Outcome (PLO)
Course Capture Sheet**

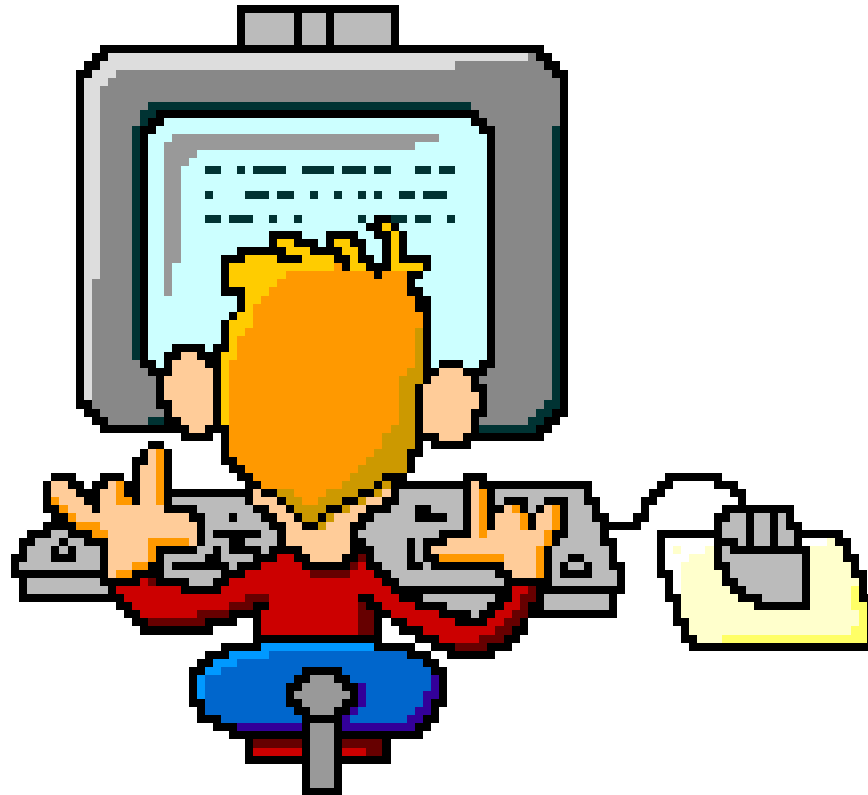


5 minutes

Find

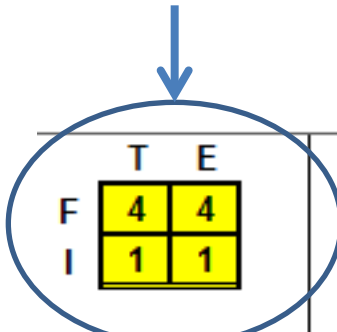
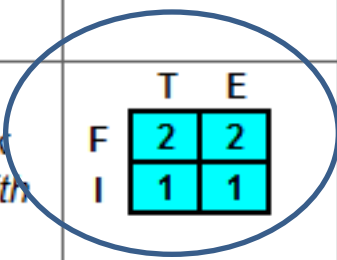
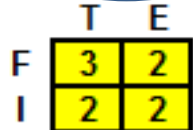
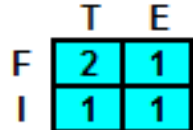
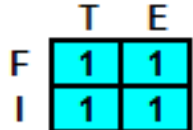
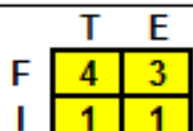
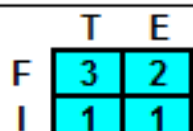
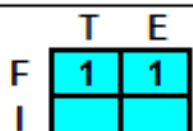
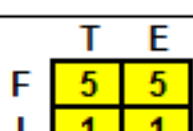
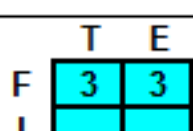
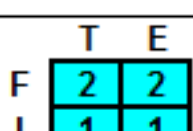
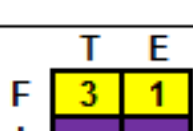
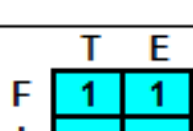
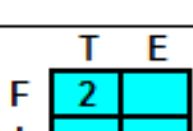
**Complete
1**

Give us a minute...



Program Learning Outcomes Data Analysis

How many times over the entire program

		SEMESTER1	SEMESTER2
	1. <i>plan the layout for a small to medium sized zoo or animal-related theme park that is visitor friendly and consistent with local laws and guidelines.</i>		
	2. <i>develop a daily animal care plan that meets the needs of a selected number of large and small animals.</i>		
	3. <i>promote activities to the public and other stakeholders.</i>		
	4. <i>establish and maintain policies and procedures to ensure the safety and security of staff, visitors, and the animals.</i>		
	5. <i>manage the maintenance, development, and expansion of the physical footprint of a zoo or theme park with a diverse animal population.</i>		



Are there any Recommendations?

- It depends!
- We ask Faculty
- Only they will know if the numbers are right or wrong.

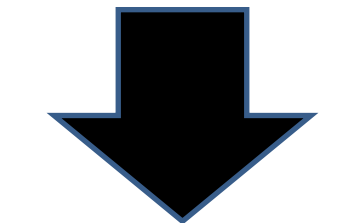


Explore opportunities to teach and evaluate PLO#1 in ZOO 2020 and ZOO 2345 at a higher level in semester 2 to allow students the opportunity to reliably demonstrate the outcome

Data Collection: Evaluation Map

Sequence of Instruction							Evidence of Learning	
Semester 1 CLASS	Intended Learning	Resources and References	Est. Class Hours	Learning Outcome References	Intended Learning Activities		Evaluation	Weighting
1	Unit 1 Animal Behaviour - relate observed behaviours in pack animals to expected behaviours of the same or similar animals in both their natural habitat and in captivity - schedule and communicate zoo activities based on knowledge of the social habits of herd animals.	LMS Handouts Textbook Ch 1	3	3,5-9	PP, lecture, discussion, active learning strategies			
2	Unit 1 : Animal Behaviour Continued - observe zoo animals in their environment -Use Noah's scale of animal stress to determine necessary actions	LMS Handouts Textbook Ch 2	3	3,5-9	PP, lecture, discussion, active learning strategies			
3	Unit 2 Care and Maintenance of Zoo Animals - plan for the care and maintenance of ruminants from at least two different habitats. - create feeding plans that will provide recommended nutritional requirements at appropriate intervals for land-based animals.	LMS Handouts Textbook Ch 3	3	1,5-9	Fieldtrip			
4	Unit 2 continued Case Studies: (on-going) - plan for the care and maintenance of ruminants from at least two different habitats. - create feeding plans that will provide recommended nutritional requirements at appropriate intervals for land-based animals.	LMS Handouts Textbook Ch 4	3	1,5-9	PP, lecture, discussion, active learning strategies			
5	- Unit 2 continued relate observed behaviours in pack animals to expected behaviours of the same or similar animals in both their natural habitat and in captivity - schedule and communicate zoo activities based on knowledge of the social habits of herd animals.	LMS Handouts Ch 5		1,5-9				
6	Test 1	LMS Handouts Textbook Ch 6	3	1,3,5-9	PP, lecture, discussion, active learning strategies	Test 1		20%

Complete #2 document entitled Evaluation Course Capture Sheet



5 minutes

Find

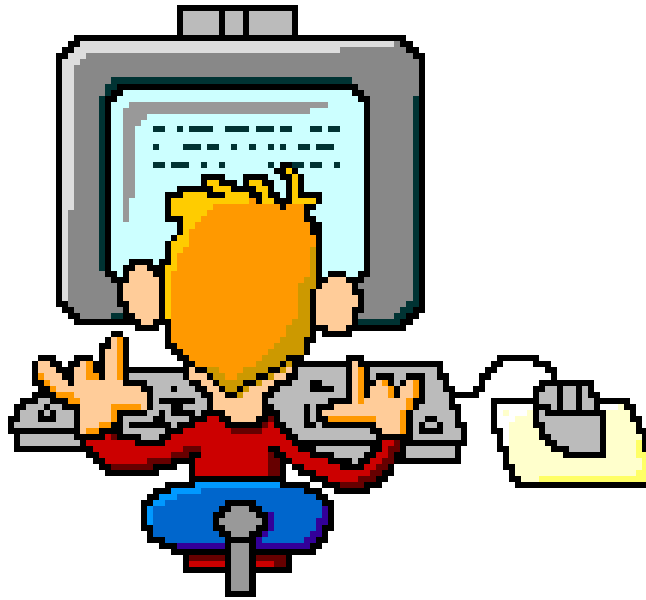
Complete
2



Evaluation Capture Sheet

	Evaluation Course Capture Sheet	
Course Code:	ZOO 1070	
Faculty Name:	Dr. Doolittle	
Week	Evaluation Type (click in cell and choose from drop down list)	Weight (%)
1		
2		
3		
4		
5		
6	Multiple Choice	20
7		
8		
9	Multiple Choice	25
10		
11		
12	Multiple Choice	25
13		
14		
15	Final Exam	30

Give us a minute...



Evaluation Methodologies Data Analysis

L3 

	A	B	C	D	E	F	G	H	I	J
1	Evaluation Mapping and Analysis Tool									
2										
3										
4		ZOO 1060		ZOO 1070		ZOO 1080		ZOO 1090		ZOO 2010
5	Week	Evaluation Type	%	Evaluation Type	%	Evaluation Type	%	Evaluation Type	%	Evaluation Type
6	1									
7	2									Lab Reports
8	3							quizzes	10	Lab Reports
9	4	test	25							Lab Reports
10	5									Lab Reports
11	6	test	25	Test	20	Short Answer Test	20%	test	20%	Lab Reports
12	7									Lab Reports
13	8	Paper	20							Lab Reports
14	9			Test	25	Test	20%			Lab Reports
15	10									
16	11							paper	30	Test
17	12			test	25	Report	20%			
18	13									
19	14									
20	15	final exam	30	final exam	30	final exam		final exam	40%	final exam

Questions we ask faculty

- Do you give students options/choices for evaluations?
- Are you using assessment and evaluation tools that ask students to perform real-world, complex and meaningful demonstration of the Course Learning Outcomes?
- Do you use evaluation techniques that evaluate the course learning outcomes in the same domain and at the same level?
- Are you using capstone/culminating evaluation methods?



Evaluation Mapping Questions/Observations and Recommendations



ZOO 1070

Evaluation Methodologies Data Analysis

Course Learning Outcomes

Course Specific Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

1. Plan for the care and maintenance of ruminants from at least two different habitats.
2. Create feeding plans that will provide recommended nutritional requirements at appropriate intervals for land-based animals.
3. Relate observed behaviors in pack animals to expected behaviors of the same or similar animals in both their natural habitat and in captivity.
4. Schedule and communicate zoo activities based on knowledge of the social habits of herd animals.

L3									
	A	B	C	D	E	F	G	H	I
1	Evaluation Mapping and Analysis Tool								
2									
3									
4		ZOO 1060		ZOO 1070		ZOO 1080		ZOO 1090	ZOO 2010
5	Week	Evaluation Type	%	Evaluation Type	%	Evaluation Type	%	Evaluation Type	%
6	1								
7	2								Lab Reports
8	3						quizzes	10	Lab Reports
9	4	test	25						Lab Reports
10	5								Lab Reports
11	6	test	25	Test	20	Short Answer Test	20%	test	20%
12	7								Lab Reports
13	8	Paper	20						Lab Reports
14	9			Test	25	Test	20%		Lab Reports
15	10								
16	11						paper	30	Test
17	12			test	25	Report	20%		
18	13								
19	14								
20	15	final exam	30	final exam	30	final exam		final exam	40%



What is one possible Authentic Assessment for your course?

- Work in partners
- Share with table
- Choose your favorite
- Share with us





What did the team decide about ZOO 1070?

- Students will visit Toronto Zoo and complete a daily animal care plan for one of the pavilions.
- Decided they are going to create a cross curriculum assignment with 1030. students will complete part A in 1030 and part B in 1070.
- Since this is a final semester the will revise the course learning outcomes to ensure that one or more the PLO are fully evaluated in this course.
(PLO2)





Program Implementation Plan

Recommendations:

- The program team will work on recommendations and plan a time line for implementation.





Back to reality

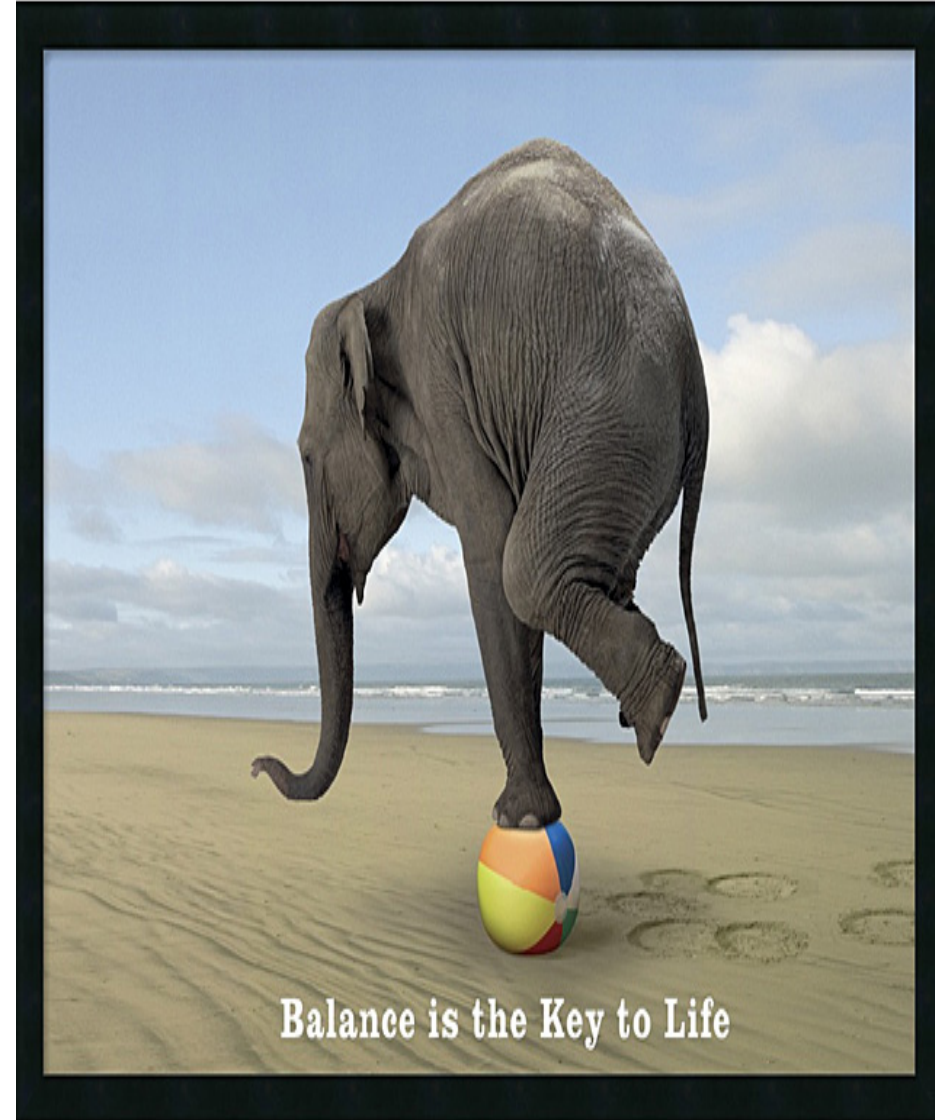
- Things to consider
- Collaboration
- Leadership
- Feasibility
- Action Plan
- Timelines
- Poorly written outcomes



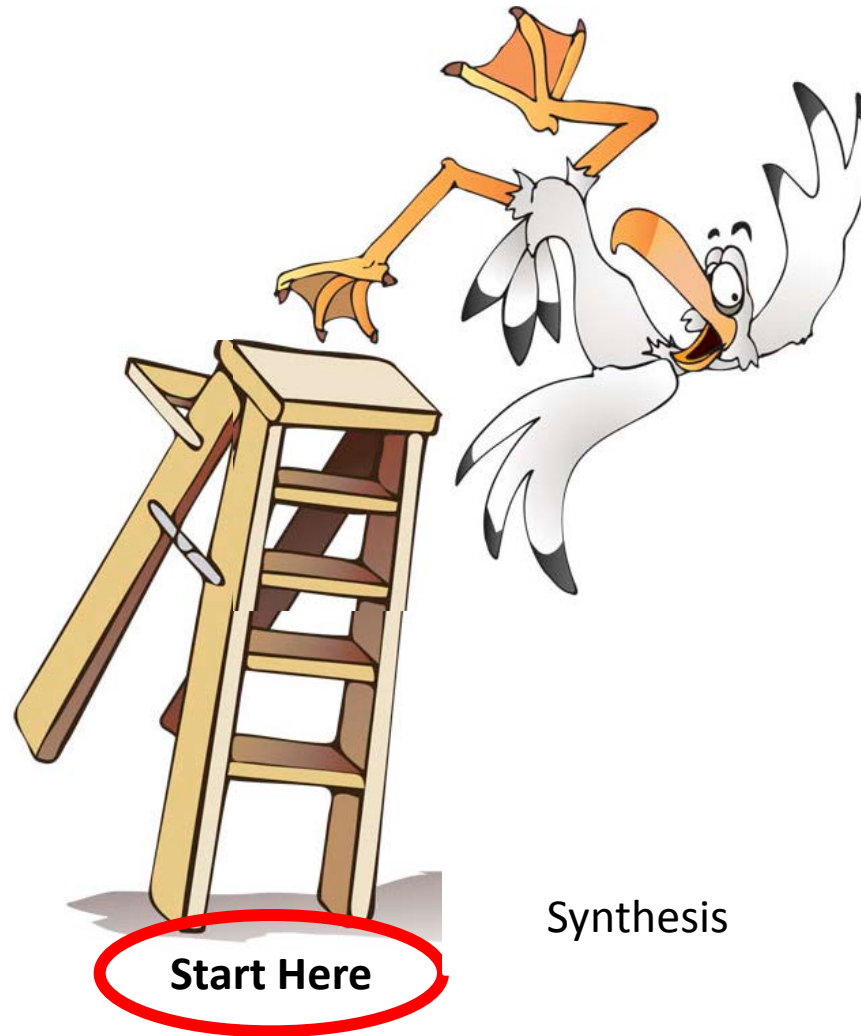


Summary: Balance

- it is important to remember that traditional and authentic assessments can be complementary models



Scaffolding the Curriculum



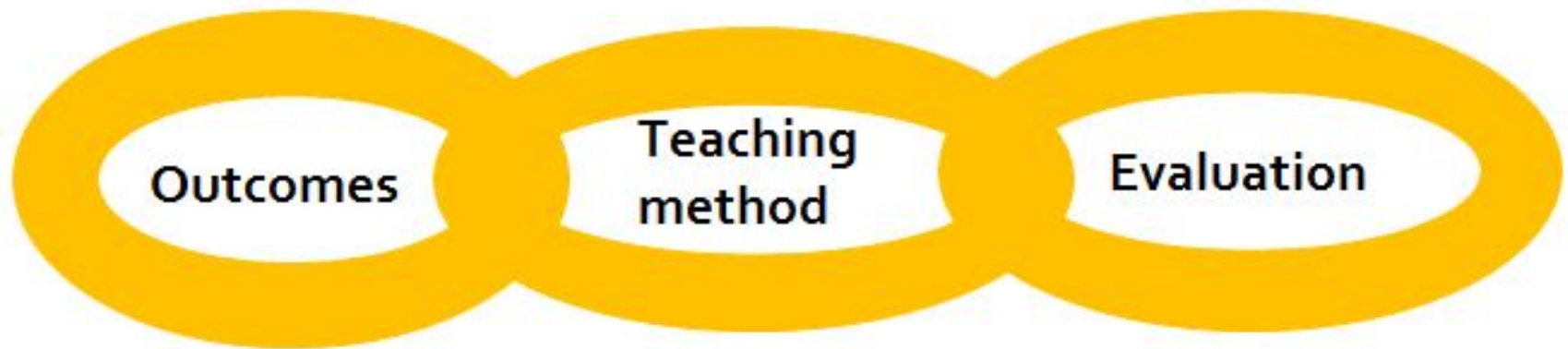
Summary: Evidence of Scaffolding

SCHOOL: Business, IT & MANAGEMENT
PROGRAM: Computer Systems Technician
DATE: May 30 2012

		SEMESTER1	SEMESTER2	SEMESTER3	SEMESTER4
T E F 9 9 I 6 6	1. <i>analyze and resolve information technology problems through the application of systematic approaches and diagnostic tools.</i>	T E F 4 4 I 1 1	T E F 4 4 I 1 1	T E F 1 1 I 2 2	T E F 1 1 I 3 3
T E F 8 8 I 6 6	2. <i>support the implementation and administration of computer systems.</i>	T E F 3 3 I 1 1	T E F 3 3 I 1 1	T E F 1 1 I 3 3	T E F 1 1 I 3 3
T E F 8 8 I 7 7	3. <i>support the implementation and administration of networking solutions.</i>	T E F 2 2 I 1 1	T E F 3 3 I 1 1	T E F 2 2 I 2 2	T E F 1 1 I 3 3
T E F 7 7 I 6 6	4. <i>install, configure, troubleshoot, maintain, and upgrade components of computer systems.</i>	T E F 1 1 I 1 1	T E F 4 4 I 1 1	T E F 2 2 I 1 1	T E F 1 1 I 3 3
T E F 6 6 I 5 5	5. <i>install, configure, troubleshoot, maintain, and upgrade components of networks.</i>	T E F 1 1 I 1 1	T E F 3 3 I 1 1	T E F 2 2 I 1 1	T E F 1 1 I 3 3



Summary: The Golden Chain



Course Learning Outcome, teaching method, and evaluation are an unbreakable chain!



Back to the outcomes

Session Outcomes:

- explore methods of selecting relevant, authentic, and real world assessments which are aligned to course and program level outcomes.
- Reflect on how curriculum review and mapping can identify opportunities for authentic assessment.

Questions



Resources



<http://gototheexchange.ca/>



<http://cafe.durhamcollege.ca>

<http://enrichment.durhamcollege.ca>

Contact us

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Sandy.odrowski@durhamcollege.ca

Jacqueline Towell

905-721-2000 x3296

jacqueline.towell@durhamcollege.ca

Thank you

