

performance
science
excellence
substance
perseverance
experience
confidence
balance
proficiency
relevance
intelligence
vibrance
influence

**Are you
evaluating
what you
think
you are?**

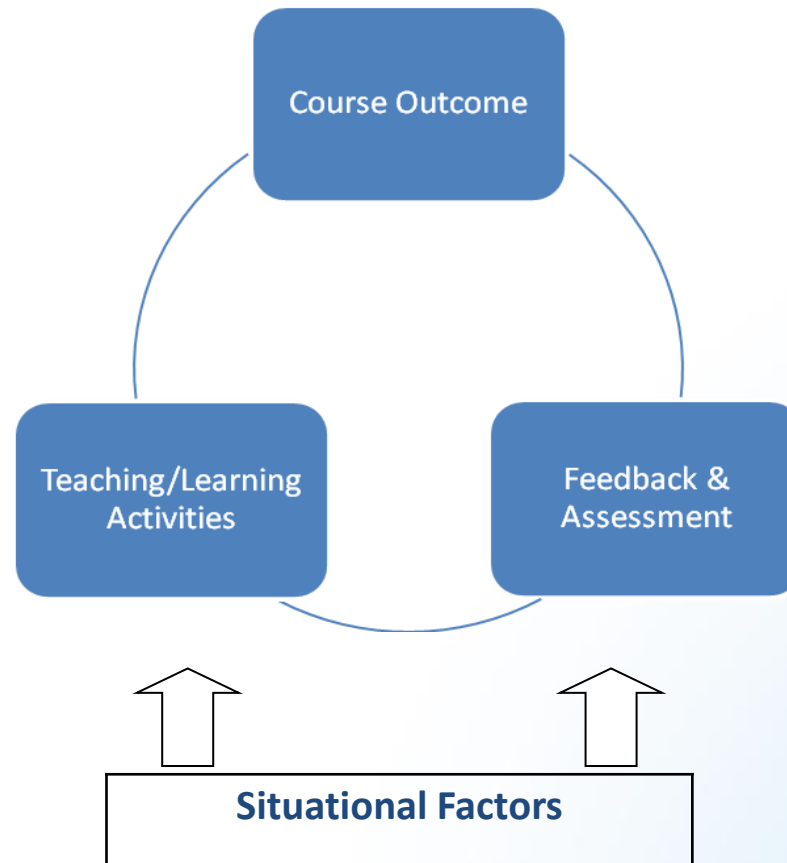


NiagaraCollege.ca

Why focus on evaluation?

Overview of Integrated Course Design

L. Dee Fink, 2003



Program Mapping

Vocational Outcomes

Essential Employability Skills

Evaluation

Niagara College											Level 3				Level 4	
Paramedic																
Vocational Outcomes																
Communicate and interact effectively and appropriately with patients and others	S	AP					AP	AP	S	AN	AN	AP	AP	S	S	
Assess patients using relevant theory and practices and in compliance with current legislation, regulations, standards, and best practice guidelines	S	AP			S		AP	AP	S		S	S	AP	S	AN	
Establish patients' treatment and transport priorities based on assessment findings		S					S	AP	AP		S	AP	AP	S	AN	
Implement preventive and therapeutic patient management strategies to maintain and promote patients' well-being in compliance with current legislation, regulations, standards, and best practice guidelines.		S	AP				S	AP	AP	AN	E	S	E	AP	S	
Integrate and perform delegated controlled medical acts in a simulated, clinical, and field setting										AN	AP	AP	AP	S	S	
Evaluate in an ongoing manner the effectiveness of patient management strategies used and adapt or change strategies to provide optimal care for patients		E					E	AP			S	AP	AN	S	S	
Report and document patient information completely, accurately, and in a timely manner, in compliance with current legislation, regulations, standards, and applicable policies and procedures in a simulated, clinical, and/or field setting.	S							AP		E		AP	AN	S	S	
Ensure personal safety and contribute to the safety of partners, patients, and others			AP	AN			S	AP	AP		AN	S	AN	AP	AN	
Ensure the operational safety and preparedness of an ambulance and its equipment and operate an ambulance-type vehicle in a simulated setting.							S		AP				AP	S	S	
Collaborate with a broad range of personnel such as first responders, paramedics, emergency services personnel, health care professionals, and other allied health care workers	E							AP	AP		S	S	AP	E	AN	
Integrate and meet legal, ethical, and professional responsibilities while providing optimal care for patients	E	AP						AP		S			AP	E	S	

D	Duplication
K	Knowledge
C	Comprehension
AP	Application
AN	Analysis
S	Synthesis
E	Evaluation
X	To be identified

Niagara College		Level 1			Level 2			Level 3			Level 4			Level 5			Level 6		
Dental Hygiene																			
The graduate has reliably demonstrated the ability to:		ANAT110: Oral and Maxillofacial Anatomy I BIO1103: Microbiology and Infection Control BIO1170: Anatomy and Physiology COMM1103: English for Health Sciences			DENT101: Dental Radiography I DENT102: Oral Health Promotion DENT103: Principles and Professionalism I DENT1145: Clinical Placement I ANAT1218: Oral and Maxillofacial Anatomy II			BIO1109: Anatomy and Physiology II BIO1210: Microbiology II DENT1128: Introduction to Dental Computer Concepts DENT1201: Dental Radiography II DENT1207: DH Principles and Professionalism II DENT1300: Oral Health Promotion II DENT1301: Histology and Embryology DENT145: Clinical Placement II			DENT1204: Community Health I DENT1211: Oral Pathology DENT1232: Human Pathophysiology DENT1206: Pharmacology DENT1307: DH Principles and Professionalism III DENT1313: Dental Biomaterials and Lab DENT1345: Clinical Placement III PUBH100: Dental Pharmacology DENT1360: Dental Radiography DENT1365: Dental Radiography DENT1407: DH Principles and Professionalism IV DENT1448: Clinical Placement IV DENT1222: Ethics, Appl. of Research I HLTH100: Nutrition and Diet Concepts I HLTH100: Health Care in Canada SOC1100: Introduction to Diversity in Canada			BUSN1162: Business Finance Entrepreneurship DENT1328: Evidence-Based Practice DENT1301: Evol. Practice & Jurisprudence DENT1302: Dental Specialties DENT1307: DH Principles and Professionalism V DENT1445: Clinical Placement V DENT1301: Dental Radiography DENT1304: Community Health II DENT101: DH Principles and Professionalism VI DENT145: Clinical Placement VI DENT145: Clinical Placement VI HLTH100: Introduction to Diversity in Canada HLTH103: Health Policy & Advocacy					
Vocational Outcomes																			
Practice in a professional and competent manner within the defined scope of practice and consistent with current regulations and standards of practice.		S	E	AN	S	AN	S	S	AN	S	S	AN	S	S	AN	S	S	AN	S
Evaluate clients' oral health status using determinants of health and risk analysis to identify needs, justify treatment decisions and provide appropriate referrals to other health care professionals as required.		S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN
Design, implement and evaluate a range of primary, interceptive, therapeutic, preventative, and on-going oral health care services to meet the unique needs of clients.		AN	S	AN	S	AN	S	S	AN	S	S	AN	S	S	AN	S	S	AN	S
Analyze oral health issues in need of advocacy, identify networks and promote actions that will support change and facilitate access to care.		AN	E	S	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN	AN
Identify, select, implement and evaluate quality assurance standards and protocols which contribute to a safe and effective working environment.		S	E	S	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN
Establish and maintain professional and interprofessional relationships which contribute to client care safety and positive health care outcomes.		S			AFF	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN
Facilitate the development of specific oral health attitudes, knowledge, skills, and behaviours in clients by selecting and utilizing principles of teaching and learning.		S	S	S	AN	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN
Develop and present a model for a DH practice that addresses relevant business principles, current legislation and standards of practice.		S	AN	AN	AFF	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN	S	AN	AN

?	hybrid
K	knowledge
C	comprehension
AP	application
AN	analysis
S	synthesis
E	evaluation
AFF	effective

LEVEL ONE									
Dental Hygiene		ANAT1119 Orofacial Anatomy I	BIOL1103 Microbiology and Infection Control	BIOL1170 Anatomy and Physiology I	COMM 1153 English for Health Sciences	DENT1101 Dental Radiography I	DENT1120 Oral Health Prevention	DENT1127 DH Principles and Professionalism	DENT1145 Clinical Placement
MTCU Vocational Outcomes									
The graduate has reliably demonstrated the ability to:									
1	Practise in a professional and competent manner within the defined scope of practice and consistent with current regulations and standards of practice.	S	E	AN	S	AN	AP		
						AFF	AFF		
2	Evaluate clients' oral health status using determinants of health and risk analysis to identify needs, justify treatment decisions and provide appropriate referrals to other health care professionals as required.	S	AN	AN	S	AN	AP		
						AFF	AP		
3	Design, implement and evaluate a range of primary, interceptive, therapeutic, preventative, and on-going oral health care services to meet the unique needs of clients.	AN	S	AN	S	AN	S	AN	AP
								AFF	AFF
4	Analyze oral health issues in need of advocacy, identify networks and promote actions that will support change and facilitate access to care.		AN	E	S	AN		AN	AP
5	Identify, select, implement and evaluate quality assurance standards and protocols which contribute to a safe and effective working environment.	S	E	S	AN			AN	AP
								AFF	AP
6	Establish and maintain professional and interprofessional relationships which contribute to client care safety and positive health care outcomes.	S						AFF	AP
								AFF	AFF
7	Facilitate the development of specific oral health attitudes, knowledge, skills, and behaviours in clients by selecting and utilizing principles of teaching and learning.	S		S		S		AP	AP
								AFF	AFF
8	Develop and present a model for a DH practice that addresses relevant business principles, current legislation and standards of practice.	S	AN		AN	S		AFF	AP
								AFF	AFF

Accreditation

National Competencies By Course Level	Level 1							Level 2							Level 3							Level 4							Level 5							Level 6																																			
A. The dental hygienist as a professional "An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society."																																																																							
The entry level dental hygienist has reliably demonstrated the ability to:																																																																							
A1. Promote healthy behaviours of self, colleagues, clients and the public.	AE			I	AP IE	AP IE	A		AE	I	I	A1			DI	AD P IE			I		AE	I	I	A			AP IE	A E	I	IP		A	A				AE	AP IE		AE	I	IE		A	AE	I	P	I																							
A2. Apply Codes of Ethics in all endeavors while acting with personal integrity.		I			AP IE	AP IE						I	PA			AI					I	A P I	A1	A	P1	AP IE	I	A1	I				A	A			AE	AP IE			I	A1			I	I	A1																								
A3. Apply principles of risk reduction for client, colleague and practitioner safety, health and wellbeing.	AE			I	AP IE	AP IE	A		AI			I	A1			IE			P		A IE	I	IE	A	I	I	A IE	IE										AP IE			AP IE	IE			P	A IE	IE																								
A4. Practice within personal limitations and legal scopes of practice including federal, provincial and territorial laws and regulations.		I			AP IE	AP IE					AP	I	AD P IE			I					I	I	I	A		I	I	I										A	AP IE	AD P IE	I	I			I	I	I																								
A5. Report unethical, unsafe and incompetent services to the appropriate regulatory organizations.		E			A								A								I			A		AI	I		I																																										
A6. Respect the autonomy of clients as full partners in decision-making.		P			A							D	PD			P					AP	P				A P I	P	P										P	AP IE		P	P	P I		P	P	P I																								
A7. Evaluate clients' health and oral health status using determinants of health and risk assessment to make appropriate referral(s) to other health care professionals.		A											AD P I			AI					E	AP	A					A	AI								A	A	E	A	AI	AE		A	AI	P I																									
A8. Promote social responsibility to advance the common good.																																																																							
A9. Respect diversity in others to support culturally sensitive and safe services.		AP				AP IE	AP IE					P	P I			AP	AP				AP			AP		A	P I		AP												AP	AD P IE																													
A10. Design and implement services tailored to the unique needs of individuals, families, organizations and communities based on best practices.																																																																							
A11. Self- assess professional performance in relation to standards of practice.		E			I E	A	AP IE																																																																
A12. Recognize political, social and economic health issues in the interests of population health.																																																																							
A13. Create personal plans for continuing competence and professional development.																																																																							
A14. Demonstrate ownership of the profession through community service activities and affiliations with professional organizations.																																																																							
A15. Prepare to assist in the prevention and management of outbreaks and emergencies.						P	P																																																																

Where do you introduce the theoretical elements for this competency?
 Where are these elements further presented/explored?
 Where are these elements applied and practiced?

- A - Assessment
- D - Dental Hygiene Diagnosis
- P - Planning
- I - Implementation
- E - Evaluation

National Competencies By Course Level		Level 1							
A. The dental hygienist as a professional <small>"An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society."</small>		ANAT1119	BIOL1103	BIOL1170	COMM1153	DENT1101	DENT1120	DENT1127	DENT1145
The entry level dental hygienist has reliably demonstrated the ability to:									
A1. Promote healthy behaviours of self, colleagues, clients and the public.		AE			I		AP IE	AP IE	
A2. Apply Codes of Ethics in all endeavors while acting with personal integrity.		I					AP IE	AP IE	
A3. Apply principles of risk reduction for client, colleague and practitioner safety, health and wellbeing.		AE			I E	I	AP IE	AP IE	
A4. Practice within personal limitations and legal scopes of practice including federal, provincial and territorial laws and regulations.		I			I		AP IE	AP IE	
A5. Report unethical, unsafe and incompetent services to the appropriate regulatory organizations.		E			A				
A6. Respect the autonomy of clients as full partners in decision-making.		P			A				
Where do you introduce the theoretical elements for this competency?									
Where are these elements further presented/explored?									
Where are these elements applied and practiced?									
		A - Assessment D - Dental Hygiene Diagnosis P - Planning I - Implementation E - Evaluation							

Mapping Evaluation

Evaluations are mapped by category and percentage for each course in the program

Each evaluation is attached to a course outcome

Benefits:

- ✓ *Matching level of evaluation to level of performance articulated in specific course outcome*
- ✓ *Identifying variety in types of evaluation tools*
- ✓ *Balancing workload across a term*

The Evaluation Process

What?

Why?

How?

What?

What skills, knowledge, and/or attitudes must the student perform/demonstrate?

Does the performance level correspond to the level identified in the course outcome?

Is it the best method to measure student performance?

Does the weight of this evaluation reflect the importance of the outcome in the course?

Is there a balanced variety of evaluation methods to accommodate different learning styles?

Why?

Formative?

How will the student get feedback? What is the timing?

Summative?

Has the student had ample practice and feedback?

How?

What are the performance criteria?

How will you communicate it to your students?

When should you give this to students?

Authentic Assessment

- ✓ Reflect real world tasks
- ✓ Meaningful
- ✓ Reliable
- ✓ Worthwhile applications

Evaluation Design

Step 1: Identifying the outcome(s)-

Upon successful completion of this assignment, learners will have demonstrated the ability to:

Step 2: Linking the outcome(s) and method of evaluation-

Step 3: Assuring authentic and engaging tasks-

Step 4: Identifying which skills, abilities, attitudes will be evaluated, including Essential Employability Skills

Step 5: Providing Supports and Structures

Evaluation Methods

Blog

Budget, Estimate, Business Plan,
Financial Plan

Business Documents

Case Study, Scenario

Checklist

Clinical Experience, Practicum, Work
Experience

Cyberography

Data Analysis, Decision Analysis

Debate

Demonstration

Discussion Board

Essay

Essay Exam or Test

Project

Presentation

Interview, Mock Interview

Lab

Multiple Choice Exam or Test

Oral Test

Portfolio, E-Portfolio, Profile

Poster

Problem Solving

Proposal, Plan

Reflective self-assessment Essay/Journal
Report

Research Paper/Report

Role Play, Simulation

Short Answer Exam or Test

Student Product, Story Board

Visual Presentation

Webpage

Wiki

Evaluation Methods Example

Rubrics

A rubric clearly articulates the level of performance required to meet expectations for each assignment

Many resources are listed in the Evaluation Guide available on our website. (see next slide)

Here is an excellent resource for rubric use in post secondary institutions posted by the Association for the Assessment of Learning in Higher Education:

<http://course1.winona.edu/shatfield/air/rubrics.htm>



The Niagara College Evaluation Guide

<http://cepd.niagaracollege.ca>

Click on Academic Support

Click on Curriculum Development

Click on Evaluation Guide (Draft)

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