



DURHAM  
COLLEGE  
SUCCESS MATTERS



# Curriculum is **Messy**: A Practical Approach to Creating and Maintaining Outcomes-Based Assessment and Evaluation for New and Existing Programs

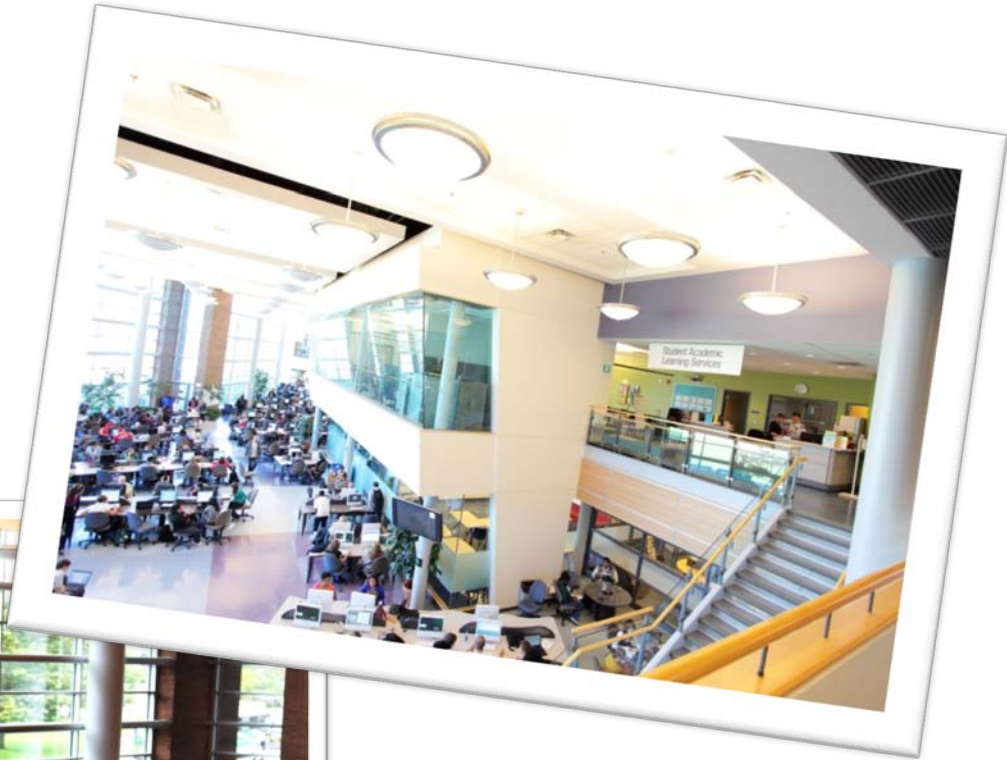
Sandy Odrowski

Jacqueline Towell

Curriculum Specialists

Centre for Academic and Faculty Enrichment, Durham College<sub>1</sub>

# Durham College: Our home away from home!



# Our Objectives

- Discuss challenges when developing **Outcomes Based Evaluation (OBE)** with new and existing programs
- Discuss best practice strategies to help achieve **OBE** with new and existing programs
- Review strategies used at Durham College to “maintain” **OBE**.

# Program Learning Outcomes

- identify and describe *culminating* demonstrations of learning and achievement.

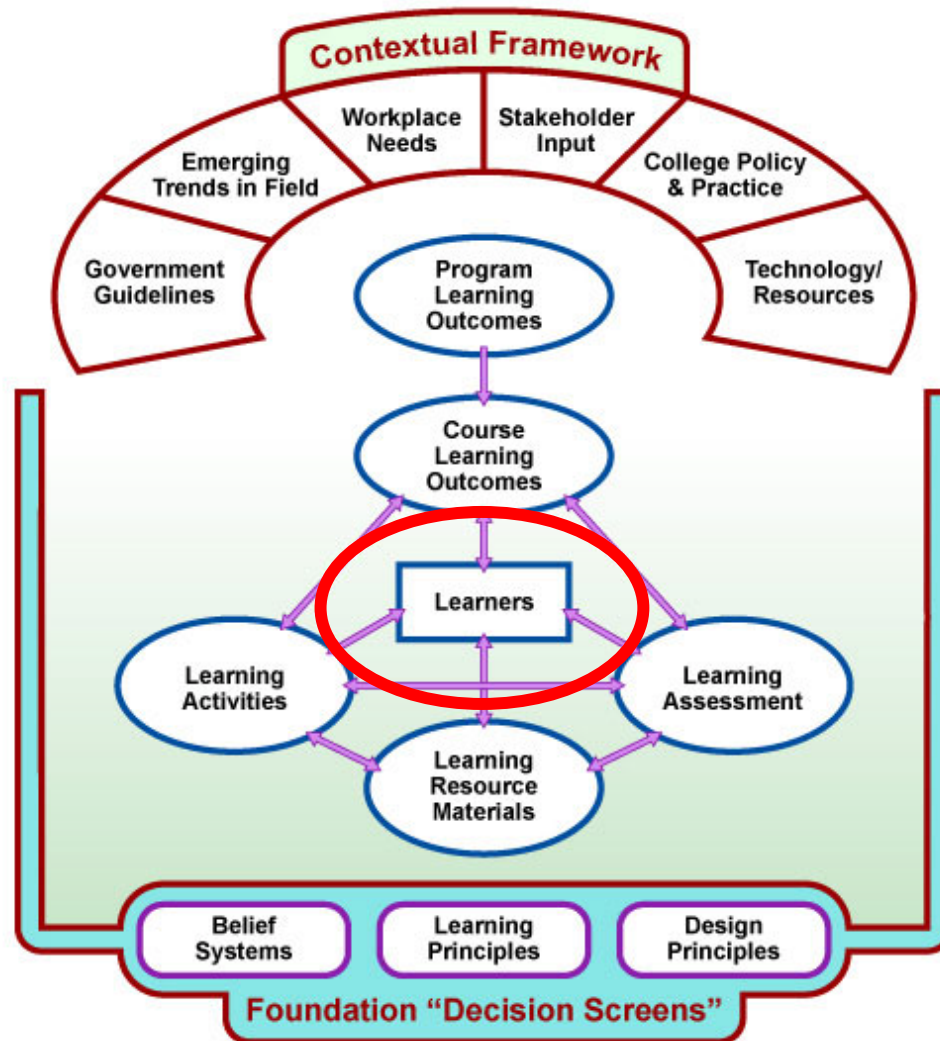


# Outcomes Based Evaluation

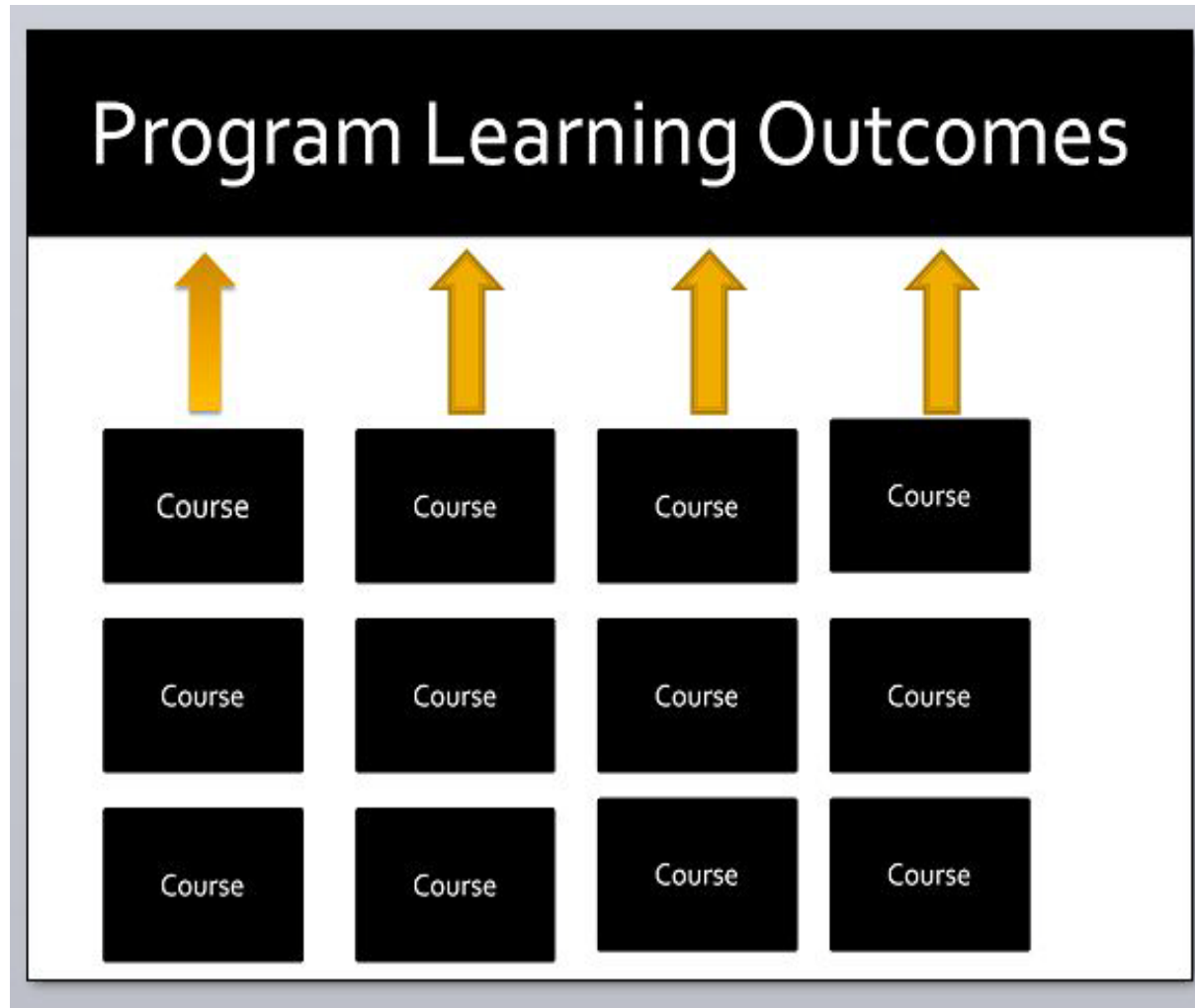
- students can reliably demonstrate the program learning outcomes using a formal evaluation process



# Curriculum Framework



# What makes curriculum so messy??



# Challenges

- What are some curriculum challenges at your institution?

big small  
**CHALLENGES**

# Challenges

- No Time
- Needs Teamwork
- Lack of awareness/expertise
- Requires commitment at multiple levels
- Lack of processes, policies, and procedures

# How do we grow and maintain a healthy and vibrant curriculum?



What are our **best practices** in OBE with new and existing programs?

Best  
Practice

A hand is shown on the right side of the image, holding a piece of white chalk and writing the words "Best Practice" in a cursive script on a green chalkboard. The word "Best" is on the top line and "Practice" is on the bottom line. The hand is positioned at the end of the word "Practice", having just finished writing it.

# Curriculum @ Durham

Deliver Authentic Assessments


Shari Helmstetter


## Curriculum@Durham

*When*

<i>Who</i>	<i>Every Year</i>	<i>Every 5-7 Years</i>	<i>As needed</i>
<i>Faculty</i>	<i>Course Outlines</i>		
<i>Program Team</i>	<i>Annual Curriculum Review</i>	<i>Mapping &amp; Analysis</i>	
<i>Program Review Team</i>		<i>Program Review &amp; Renewal</i>	
<i>New Program Development Team</i>			<i>New Program Curriculum Development</i>

*Need a definition of a role? Roll over the questionmark.*

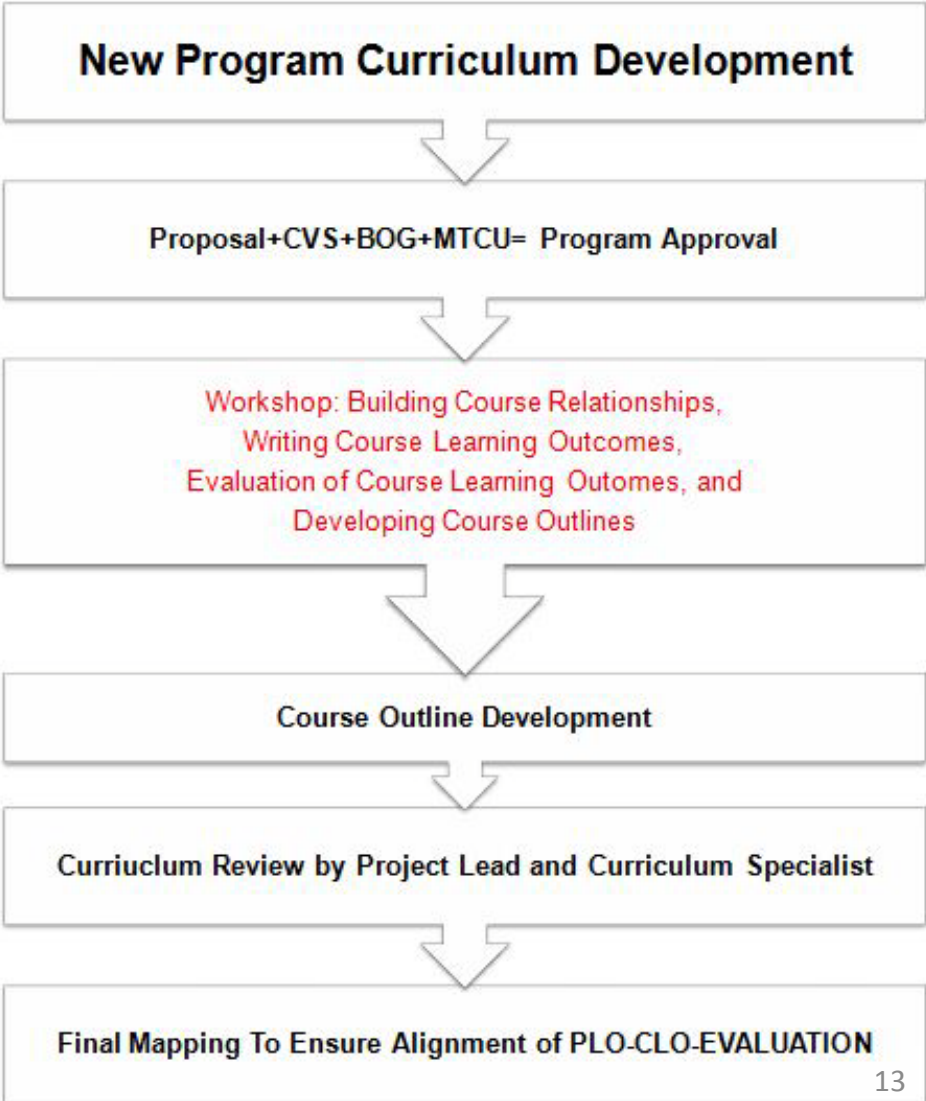
 WebCT Curriculum Training Course



Centre for Academic and Faculty Enrichment, Durham College

<http://enrichment.durhamcollege.ca>

# New Program Development Model



**DURHAM COLLEGE**  
SUCCESS MATTERS

**NEW PROGRAM DEVELOPMENT RESOURCE PACKAGE**

CENTRE FOR ACADEMIC AND FACULTY ENRICHMENT

# Templates and Resources

Course Title:

Semester	Course Code*	Coreq/Prereq	Course topics/Weekly intended learning	What do you want the student to reliably demonstrate by the end of your course? (COURSE LEARNING OUTCOME)	How will you know that the student has reliably demonstrated the learning outcome? (TYPE OF EVALUATION)

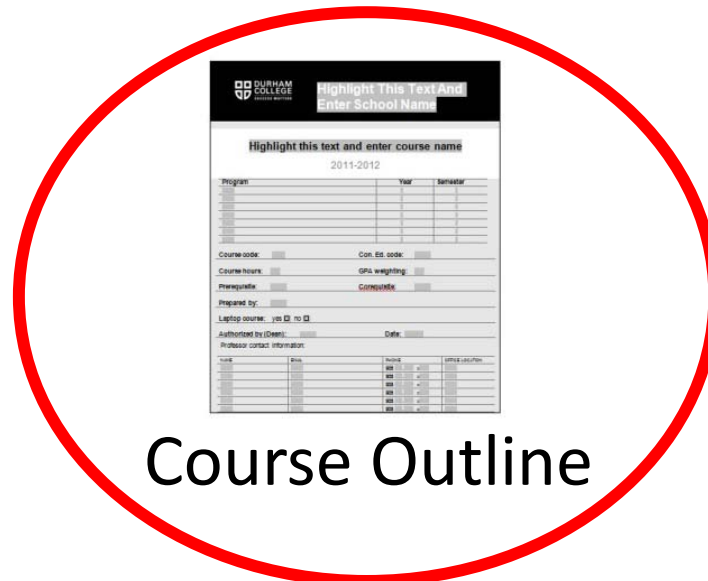
Outcomes-Topics-Evaluation

Centre for Academic and Faculty Excellence

Final Mapping of PLO-Courses

Program: Program Description/Standard: MTCU Code:	Instructional: Which courses contribute to the Program Learning Outcome? Which courses teach and/or evaluate part/all of each Program Learning Outcome? Include (in brackets) the course learning outcomes which contribute to each PLO COURSES (Course Learning Outcomes)
PROGRAM LEARNING OUTCOMES	

Final Map



Course Outline


# How does this help us achieve OBE?

**team of experts + OBE curriculum design + curriculum coaching**  
**=**  
**current, relevant, and OBE curriculum**

# Durham College Course Outline

“The Durham College course outline template is..... comprehensive... and recognized as **exemplary** among other Canadian College outlines.”

CDAC Accreditation group  
2012


Highlight This Text And Enter School Name

Highlight this text and enter course name  
 2011-2012

Program	Year	Semester

Course code:       Con. Ed. code:   
 Course hours:       GPA weighting:   
 Prerequisite:       Corequisite:   
 Prepared by:   
 Laptop course:    yes     no   
 Authorized by (Dean):       Date:   
 Professor contact information:

NAME	EMAIL	PHONE	OFFICE LOCATION
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# Course Outline: Sequence of Instruction

- ✓ Week
- ✓ Intended Learning
- ✓ Resources
- ✓ Class hours
- ✓ Learning Outcomes References
- ✓ Intended Learning Activities
- ✓ Evaluation
- ✓ Weighting

## Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes References	Intended Learning Activities	Evidence of Learning	
						Evaluation	Weighting
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

*Course outlines are planning guidelines; actual delivery of content may vary with circumstances. Students will be notified in writing of changes that involve the addition or deletion of content, learning outcomes or evaluation, prior to changes being implemented. Faculty can find the procedures for implementing changes in the [Course Outline Guide](#).*

*Professors are responsible for following this outline and facilitating the learning as detailed in this outline.*

# How does this help us achieve OBE?

- Reinforces curriculum alignment between outcomes – teaching - evaluation



- not optional
- clearly documented

# Annual Curriculum Renewal

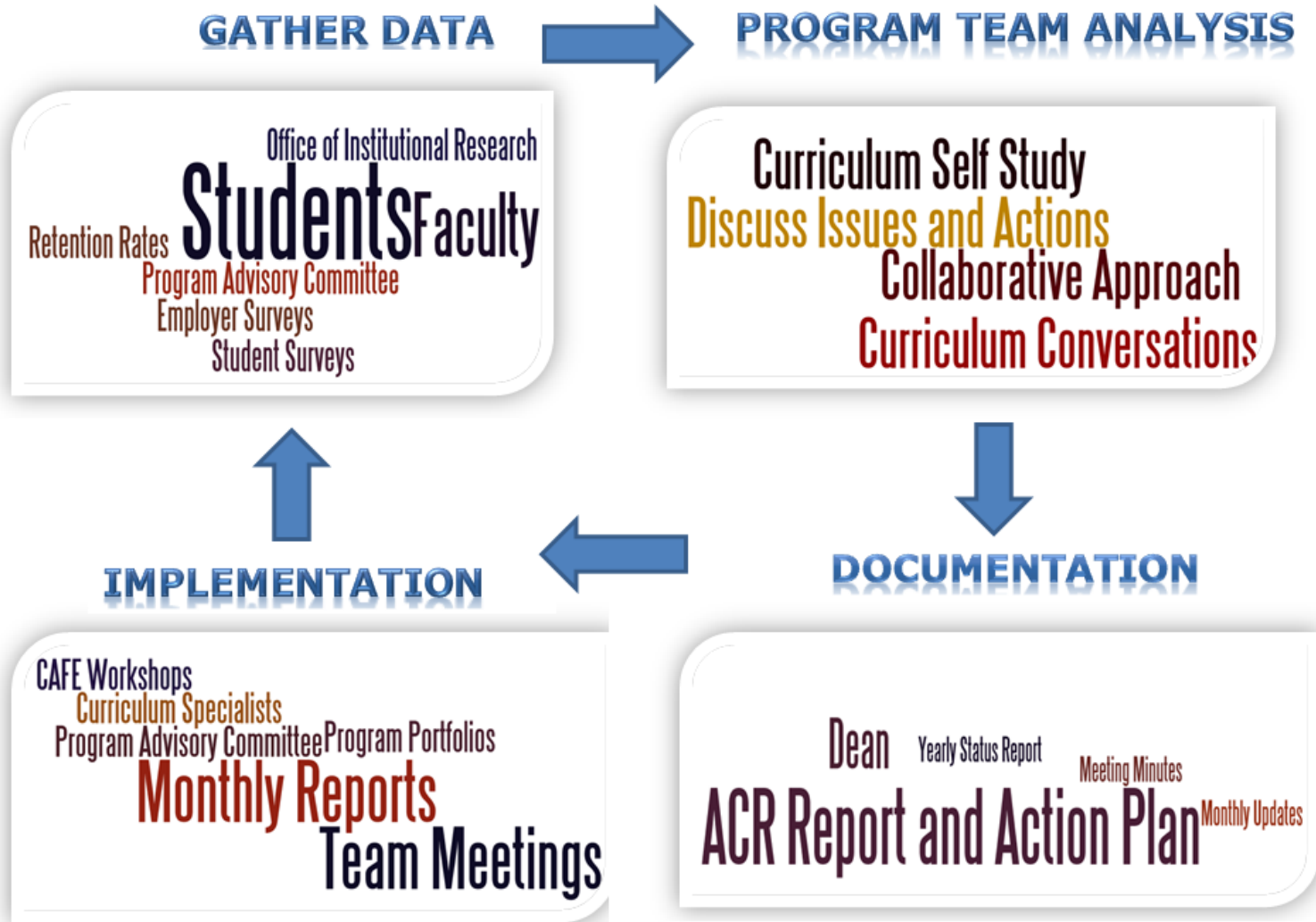


There is a constant process of **renewal** that is always visible among plants, which means that when you're a gardener, **there's always hope.**

The magnificent thing about a garden is that it is **never, ever the same** from one hour to the next. The light, the wind, the angle of the plants' leaves, the energy levels—they're **always changing.**

- Tending the Earth, Mending the Spirit

# Annual Curriculum Renewal Process



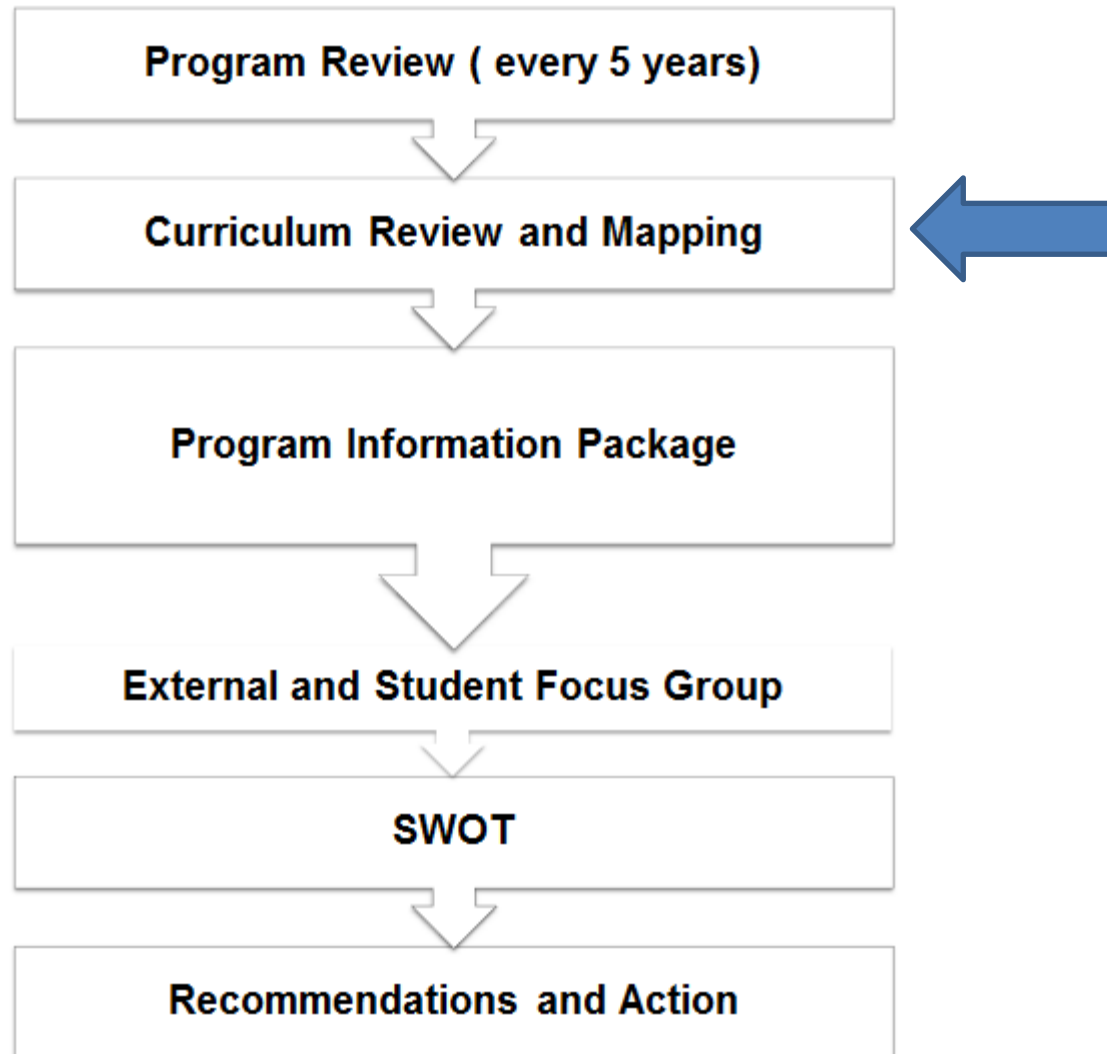
# How does this help us achieve OBE?

- Review of current and relevant data on a yearly basis allows the team to **re-focus** and **re-align** the curriculum to the Program Learning Outcomes.
- It's evidence-based
- It's a collaborative approach
- It's not optional
- It's documented



# Program Review

## Curriculum Review and Mapping



# Curriculum Review and Mapping

## Program Learning Outcomes Map

		SEMESTER1	SEMESTER2																											
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# How does this help us achieve OBE?

- Evidence that all Program Learning Outcomes are evaluated and at the **at the correct level and in the correct domain with in the Program of Study.**
- It's evidence-based
- It's a collaborative approach
- It's not optional
- It's documented



# Curriculum @ Durham

## Curriculum@Durham

*When*

**Who**

*Need a definition of a role?  
Roll over the questionmark.*

	Every Year	Every 5-7 Years	As needed
<i>Faculty</i>	<i>Course Outlines</i>		
<i>Program Team</i>	<i>Annual Curriculum Review</i>	<i>Mapping &amp; Analysis</i>	
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 **WebCT** Curriculum Training Course



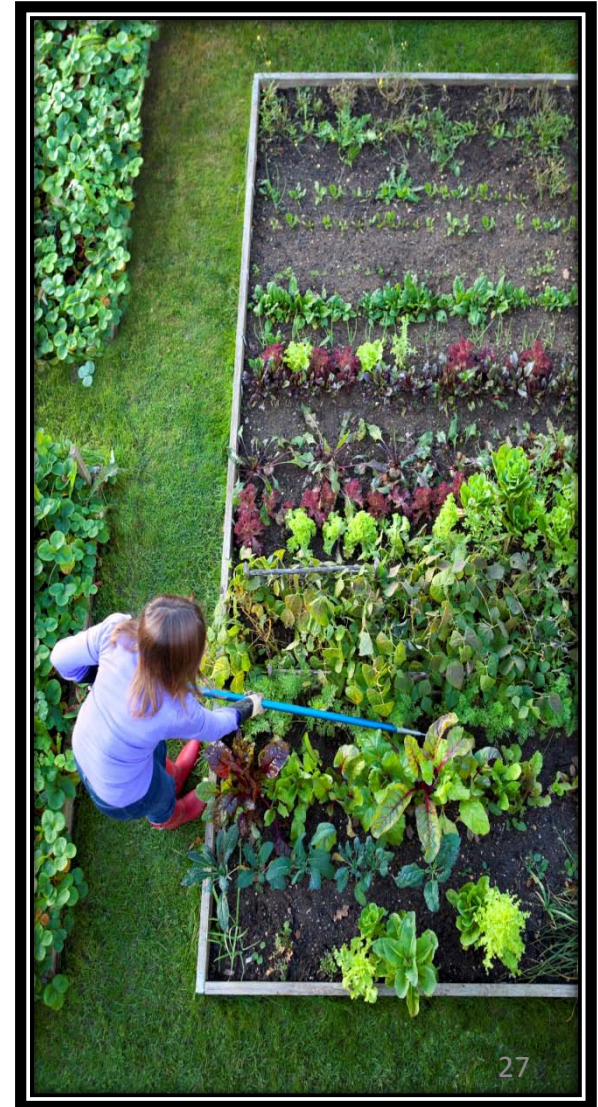
Centre for Academic and Faculty Enrichment, Durham College

<http://enrichment.durhamcollege.ca>

# Key principles to maintaining curriculum using OBE

## Curriculum Maintenance

- Annual/Cyclical Renewal Processes
- Documentation
- Program Portfolio
- Collaboration
- Networks
- Build Capacity
- Celebrate and recognize excellence



# Resources



# Questions



# Thank you!



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# Sample Sequence of Instruction

## Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes References	Intended Learning Activities	Evidence of Learning	
						Evaluation	Weighting
1	<p>In Class: Introduction to Course Expectations for Class Learning Environment ( field trip process) Overview of the Greenhouse Industry locally and beyond. Discuss the categories of greenhouse production.</p> <p>Lab/Fieldwork: Introduction to indoor plants, i.e. Cacti, orchids and tropicals. Discuss indoor landscaping and terrarium culture.</p>	<p>Course Outline Textbook Ball Redbook Crop Production (BRCP) Horticulture Principles and Practices (HPP)  HPP Chapter 25</p>	<p>.25 .25 2.5  2</p>	5, 6	<p>Icebreaker, Introduction Exercise Discussion and development of learning environment Lecture</p>		
2	<p>In Class: Crop planning. Crop forecasting for maximizing profit.</p> <p>Lab/Fieldwork: Visit local greenhouse to discuss market trends.</p>		<p>3  2</p>	5, 6, 7	<p>PowerPoint/lecture/discussion Active Learning  Demonstration/Practice/Fieldwork Field Trip to Greenhouse ( location TBA)</p>		
3	<p>In Class: Discuss water quality and media. Understand the pros and cons of soil vs. soilless mixes and other media. Sterilizing soil.</p> <p>Lab/Fieldwork: Handling of soilless mixes and amendments. Quiz. Weeks 1 to 3.</p>	<p>BRCP Chapters 1 &amp; 2</p>	<p>3  2</p>	2, 3, 5, 6	<p>PowerPoint/lecture/discussion Active Learning  Demonstration/Practice/Fieldwork</p>	Quiz	10%