

Generating Effective Assessment and Evaluation Tools that Identify Community Service Learning's Ability to Achieve Ontario Council of Academic Vice Presidents' (OCAV) Degree Level Expectations – Update Report

Following the fall semester of 2009 and the winter semester of 2010, York University and Queen's University distributed approximately 600 post course self-response surveys to students involved in community based education courses. The survey questions were derived from the The Ontario Council of Academic Vice Presidents (OCAV) Guidelines for University Undergraduate Degree Level Expectations, which include six goals that should be achieved by all undergraduate programs:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of Limits of Knowledge
6. Autonomy and Professional Capacity

Results from the surveys were presented at an April, 2010 conference at Wilfrid Laurier University entitled: "Teaching and Learning Conference Series - Reaching Potential: Assessment as a Transformative Process." <http://www.wlu.ca/eDev/reachingpotential> The large majority of the twenty-five individuals who attended the presentation by Geoff Webb were largely unfamiliar with OCAV's Degree Level Expectations. Hence much of the presentation was focussed around how DLE's were embedded in the design of community based education (CBE) courses. Also discussed were how the survey results are and will be used to support and strengthen community-centric teaching pedagogies/approaches at York , Queen's and Brock University during the fall, 2010 semester.

The most significant addition for the fall, 2010 semester will be the deployment of pre and post-course surveys to students enrolled in CBE courses – thus providing staff and faculty better insights into the effectiveness and utility of students enrolled in CBE offerings to achieve DLE benchmarks. Pre and post surveys will also be used for winter, 2011 courses and wherever possible, the survey will

be provided to students in courses where there are multiple sections in which both a CBE and non-CBE element is deployed. This will permit us a 'rough set' of comparator groups that will provide additional insights into the utility and effectiveness of CBE teaching approaches as compared to non-CBE methods.

The survey document that was used in the winter, 2010 semester accompanies this update.

Any questions should be directed to Geoff Webb at gwebb@yorku.ca

Thank you.

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