

## Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	<i>Make the Most of Your Curriculum Map</i>
Semester/Yr Evidence Collected:	Spring 2011
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Date Submitted:	May 4, 2011

### Executive Summary:

As part of *Springing into Assessment Action!* the Assessment Office (AO) offered a workshop entitled *Make the Most of Your Curriculum Map* on March 17, 2011. The workshop was advertised as a beginner/introductory level workshop. Using examples, the facilitators demonstrated how a curriculum map could be used to align student learning outcomes and the curriculum, design a syllabus, create assignments, guide departmental course scheduling, and identify artifacts for program-level assessment.

Of the 13 workshop attendees, 11 completed and submitted a workshop evaluation (85% response rate). The learning outcome which was assessed was met. Overall, participants found the workshop useful and effective in increasing their understanding of curriculum mapping.

### 1. State the SLO(s) that was Assessed, Targeted, or Studied

Outcomes:

You will leave knowing

- A) The location of your program's curriculum map
- B) At least two ways a curriculum map can be used

### 2. State the Type(s) of Evidence Gathered

Workshop evaluation

### 3. State How the Evidence was Interpreted, Evaluated, or Analyzed

The AO student worker ran descriptive statistics on the closed-ended questions and categorized the open-ended responses thematically.

### 4. State How Many Pieces of Evidence Were Collected

11. Of the 13 workshop attendees, 11 completed a workshop evaluation (85% response rate).

### 5. Summarize the Actual Results

- 90% of respondents correctly identified 2 ways a faculty member and/or a program can use a curriculum map
- 91% of respondents indicated the workshop was "Very Useful."
- 91% of respondents indicated the workshop was "Very Effective" in increasing their understanding of curriculum maps

- 82% of respondents rated the level of information presented as “About Right.”
- Respondents found the examples to be a valuable aspect of the workshop.

The assessment benchmark is 80%.

**6. In addition to the actual results, were there additional conclusions or discoveries?**

Number Registered = 19

Number of Registered Attendees = 12

Number of Registered Cancellations = 3

Number of Registered “No Shows” = 4

Number of Walk-ins = 1

Number of Attendees = 13

This information is being tracked in order to better plan future workshops.

**7. Briefly Describe the Distribution and Discussion of Results**

Results were distributed and discussed informally.

**8. Use of Results/Program Modifications:**

Overall the AO is satisfied with the assessment results.

Outcome A was not assessed. If this workshop is conducted again, the AO must decide if Outcome A is important and if it is, assess it. If it is not important then the AO should remove it as a workshop outcome.

**9. Reflect on the Assessment Process**

*Outcome A: You will leaving knowing your program’s curriculum map* was not assessed. Most likely this was an oversight. If this workshop is conducted again, the AO must decide if it is an important outcome and if it is assess it or remove it as an outcome.

**10. Other Important Information**

Appendix A  
*Make the Most of Your Curriculum Map*  
**Workshop Evaluation Results**  
(N=11)

**1. What are 2 ways a faculty member and/or a program can use a curriculum map?**

n=10, 9 correct responses (90%)

X Incorrect => To assess course goals. To assess cognitive development.

- To make sure all the program courses are serving the program competencies and meet student's needs for obtaining employment.
- Developing syllabi and assignments and course objectives. Identifying evidence to pull for program assessment. Scheduling.
- To determine when to schedule courses. To understand the relationship "key" assignments may have to link courses within the map.
- To determine if all SLOs are being taught/achieved by the time a student graduates. To determine relevance of all courses – that is, do they address outcomes. Sequencing of curriculum, attention to transference of knowledge and skills.
- To identify the ways students can master the SLOs. To improve the program.
- To evaluate how assignments fulfill SLOs. To determine which courses to offer for a semester. To demonstrate how courses are linked to each other.
- For scheduling rotation. To meet SLOs. Sequence skills.
- Update course offering using curriculum map to make it more effective. Use curriculum map and align course assignment.
- To better align our course offerings and integrate courses taught by multiple instructors.

**2. Please rate the overall usefulness of this workshop.**

10 (91%) Very Useful

1 (9%) Useful

0 Of Little Use

0 Not Useful At All

0 No Opinion

**3. To what extent was this workshop effective in increasing your understanding of the topic?**

10 (91%) Very Effective

1 (9%) Effective

0 Somewhat Effective

0 Not Very

0 Not Sure

**4. Please rate the level of information presented.**

2 (18%) Too Basic

9 (82%) About Right

0 Too Advanced

**5. What was the most valuable aspect of the workshop? Why?**

- Examples of curriculum maps, with different types of measurements/assessments of meeting SLOs.
- Practical application of tips for map and courses. Examples in PPT.
- Examples of 4 different curriculum maps.
- Examples of different curriculum maps.
- Two examples of curriculum maps.
- Feedback to questions.
- Learning different options to improve programs.
- Put things into greater perspective – clarifying what I’ve read. Helps us to know how to explain more effectively to our colleagues.
- I really appreciated the inclusion of Bloom’s taxonomy and assignments in the curriculum map. I think that will help me convey the importance of the Curriculum Map!
- The idea that you can set up a curriculum map with assignments/projects in mind.
- Types/uses of course maps and cognitive development.

**6. What was the least valuable aspect of the workshop? Why?**

- Intro-same as last (but necessary for others and useful as review)
- Formal view of process.
- Wish more interactive.
- All of it was useful to me.

**7. Other constructive comments?**

- I got confused by 3 questions & transform – what was supposed to be the difference?
- Offering copies of slides to attendees.
- Thanks for offering your expertise.
- Mahalo!
- Thank you!
- Thank you!
- Thank you!