



Workshop Evaluation & Improvement Plan

Department:	Assessment Office
Workshop Title:	<i>An Introduction to Curriculum Maps</i>
Semester/Yr:	Fall 2009
Workshop Facilitators:	Monica Stitt-Bergh, Marlene Lowe
Person submitting results:	Marlene Lowe
Date submitted:	February 2, 2010

Executive Summary:

As part of the Fall 2009 *Get Your Assessment In Gear* workshop series, the Assessment Office (AO) offered a workshop entitled *An Introduction to Curriculum Maps* on December 16, 2009. Twenty-six people participated in the workshop and 24 participants completed the workshop evaluations. The learning outcomes included: participants can summarize the role of learning outcomes in program assessment and write good learning outcomes. The outcomes were assessed through a curriculum map activity, a pre-test/post-test assessment and a satisfaction survey.

Overall, participants met the learning outcomes and were satisfied with the quality and usefulness of the workshop.

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

At the end of the workshop, participants can:

- 1) Summarize the role of curriculum maps in program assessment.
- 2) Create a curriculum map.

Participant satisfaction with the quality and usefulness of the workshop

2. State the Type(s) of Evidence Gathered

- 1) Curriculum map
- 2) Pre-test/Post-test assessment
- 3) CTE workshop evaluation form

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

The AO student worker compiled the data; Marlene analyzed the data then discussed it with Monica.

4. State How Many Pieces of Evidence Were Collected

- Participants worked in groups to complete a curriculum map



- Twenty-four of the 26 participants completed the pre-test/post-test assessment.
- Twenty-four of the 26 participants completed the CTE workshop evaluation form.

5. Summarize the Actual Results

See Appendix.

- 100% of participants were able to complete the curriculum map exercise.
- 100% of participants were able to summarize the role of curriculum maps.
- 74% of participants indicated they felt more confident in their ability to create a curriculum map while 26% of participants indicated no change in their ability to create good learning outcomes.
- At the end of the workshop, 100% of participants indicated they were at least “somewhat confident” in their ability to create a curriculum map.

Overall, participants were satisfied with the quality and usefulness of the workshop.

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

Of the 32 people registered, 28% (9) did not attend the workshop
Of the 26 participants, 23 registered and 3 were walk-ins

These results are similar to the Learning Outcomes workshops. This information will help the AO better plan future workshops. We will use this information to: a) estimate the number of handouts needed; b) determine workshop topics; c) determine workshop scheduling.

7. Briefly Describe the Distribution and Discussion of Results

Results were distributed and discussed informally.

8. Use of Results/Program Modifications:

At present, the AO is satisfied with the results and does not have plans to make changes this to this workshop.

9. Reflect on the Assessment Process

10. Other Important Information



APPENDIX

Key: NC=Not Confident, SC=Somewhat Confident, C=Confident, VC=Very Confident

ID	Page 1: Question #1	#2	Page 2: Question #1	#2 (2)	#3 (2)
1	Do you know what a curriculum map is? Or, the purpose it serves? I'm not sure about what curriculum map is so I wouldn't mind sitting in to learn more about it.	NC	Hey, you might think it's a waste of time but we still need to go through it so that our goals/SLOs are aligned, I make sure that we aren't just doing anything we want.	SC	Having been introduced today to curriculum maps, it gives me the drive to research more on the topic.
2	To achieve a learning outcome, a plan is needed in order to get there.	NC	It's important to see how current programs are helping units to meet it's learning outcomes. Once that is clear, a better idea emerges on to what programs are needed or what should be fixed.	SC	A better understanding of curriculum maps role and function.
3	How do you know what your teaching? How do you know if your curriculum flows or makes sense or cohesive?	C	Same as first response	C	Not familiar with the UHM curriculum mapping. I am more familiar with DOE style curriculum mapping – as it's what's needed for my job as a UHM employee.
4	What is a curriculum map? What is its purpose and benefit to your program?	NC	A curriculum map should be a priority to improve your program.	C	After today's workshop and group exercise my confidence level increased.
5	A curriculum map help drive your lesson towards student learning and it makes things flow from one lesson to another.	C	Same as other response plus: It provides a space for dialoguing with peers and yourself about what the goal of your course/teaching is doing.	C	This particular curriculum map was different because it looked at very broad areas (course & programs) – so this is different and helpful to see curriculum map from a different perspective and purpose.
6	Don't know.	NC	Because our budget had decreased we need to do a curriculum map to make sure that all the courses are needed.	SC	Know more about curriculum map.
7	Do you know what a curriculum map is? What's more important than ensuring our curriculum delivers to the students the education we are giving them?	NC	To help make our program the best learning experience it can be for our students.	SC	In lingo of program assessment (curriculum mapping, this course was an "I" – I'd need some more "R" experiences to feel confident.
8	How do you know where to start and where you are going in your class? What is your game plan, and the sequence of your lessons? Did you prepare a syllabus? Are you meeting (matching) your SLOs? Do students achieve SLOs?	SC	Does your class fulfill the SLOs of the program? Do your activities fulfill the SLOs of your class?	C	I am able to look at curriculum maps with a more critical "eye"!
9	What's a curriculum map? Why is it not important to you?	NC	It is the most valuable activity to ensure learning.	SC	Still learned a great deal, but started as below a novice. Very excited to go to the



					next level.
10	I have never seen a curriculum map I hope you can explain it to me.	NC	I would ask the colleague to show me where my class fit the SLOs.	SC	I gained confidence by doing the activity hands on group map.
11	Need to evaluate if our courses are addressing what we think collectively our students should be learning. Everyone knows what we expect from students at each level.	SC	Previous answers and all faculty know how each course fits into the curriculum. All faculty know what their course should incorporate in terms of addressing SLOs	C	Feel more confident about making a curriculum map after the exercise, but see the difficulty if each course is not defined well with course adjectives.
12	What is more important than planning the curriculum?	NC	The map will be the department's key to continuing courses and content of the curriculum. If you want your voice to be heard you might want to join the planning.	N/R	No response.
13	You and your students might benefit. It supports everyone; department, faculty & administration, informs students about expectations.	SC	Better meets the needs of students. Most students want to learn and have a successful meaningful learning experience. This reinforces student successful learning and helps students see the big picture and connect all their learning. Helps faculty to design their classes.	SC	Need more practice and reinforcement. Suggest resources for further inquiry-books?
14	I would explain what a curriculum map is and why we need one.	NC	I would show an example of a good curriculum map and explain what we can get out of our curriculum map.	C	I feel confident because I am not going to create a curriculum map by myself. It seems to be a cooperative work for all the faculty members in my department. It looks simple but can yield a lot of useful information and good conversation.
15	Yes, exactly, that's why a plan such as a curriculum map will help us to be focused, meet the SLOs and use our time, expertise and other resources effectively.	VC	Same as reverse side of sheet.	VC	Because I would ensure the curriculum map is developed through group process with lots of discussion and "departmental anchors" (conceptual frame work, specialization strands) to which the courses could be linked.
16	Curriculum map will make your time more valuable. When you get stuck, just look at it again and it will help a lot to save your time.	C	More head is better than one, you see the curriculum map will help you to plan and implement your program. You will save more valuable time if you have curriculum maps.	VC	The workshop and example gave me a clear model to do that.
17	It might be worth a try if it helps with your teaching.	NC	It's important for both program and teaching because the techniques help you think through the coherence of the course(s) from both learner and teacher perspectives. Also, it	VC	I already do those things in my class but not necessarily think so specifically of how to organize the course in blocks or overall. This helps me think of what I can do to



			leaves open student's own way of putting the program together, plus what department's mission is.		improve my teaching immediately for next semester (not just talk to my chair about it).
18	Understandable (precious time) – how do you know what students are learning?	NC	See the assessment office to assist.	SC	No response.
19	It won't take a lot of your time. This will help us determine if we are providing opportunities for students to learn and master the various skills we expect them to demonstrate by end of program. This will help us identify gaps in our curriculum.	C	This will help us see the curriculum graphically to ensure we are addressing and allow for mastery of learning goals. Will allow for conversation about curriculum.	VC	No response.
20	I don't know because I do not know enough about curriculum maps.	NC	Okay! What are those important things? Get list, tie the items from the list to the curriculum map purpose and process.	C	But not confident as far as getting the faculty to work together.
21	How do you know your courses cover what you're determined to be important content in your discipline without looking at current course offerings? If content is developed to greater levels of complexity, depth are students adequately prepared?	SC	No response.	SC	Limited experience with curriculum mapping – I learn best by doing over time – I → R → M!
22	Maps help provide coherence to our curriculum – and provide useful information to students.	SC	Same as previous response.	C	No response.
23	What is more important?	VC	This is important to our program and your reputation. It is intellectually challenging and not fooling around.	VC	It is a quite straightforward process. It is the faculty discussion that makes it interesting and complex.
24	Yes, you're right but with thinking of the map, first the "important" things would become more important and more realistic.	NC	Same	C	Group discussion Q and A helped me get there.



Confidence Results
(8 Increased, 13 Unchanged)

Key: NC=Not Confident, SC=Somewhat Confident, C=Confident, VC=Very Confident

Confidence Level	Total	Percent
NC to SC	7	30%
NC to C	4	17%
NC to VC	1	4%
SC to SC	2	9%
SC to C	3	13%
C to C	2	9%
C to VC	2	9%
VC to VC	2	9%





APPENDIX

CENTER FOR TEACHING EXCELLENCE EVALUATION FORM N=24 (92% response rate)

Please rate the following:

	Low 1	2	Medium 3	4	High 5	N/A
Presentation:			4%	17%	79%	
Discussion			13%	21%	66%	
Handouts:		4%	8%	33%	54%	
Overall Usefulness to You:		4%		21%	75%	

What was most helpful to you?

- Group discussion & hands-on exercise
- Exercise
- Group activity
- Learning about the purpose of curriculum maps. The activity was awesome.
- Group project
- Group activity
- Hands-on activity to develop a curriculum map
- Exercise
- The activity & discussion with the follow up.
- The exercise, though was reluctant in the beginning
- Activity
- Presentation, especially tips at the end
- Exercise
- The mapping activity
- Seeing and doing, not feeling put on the spot.
- Examples
- Group discussion to make curriculum maps
- Map framework, usable & applicable. Experiential based learning activity.
- Activity
- Description of group process and curriculum map

What would you recommend for future workshops on this topic?

- Multiple workshops that will enable us to learn more about curriculum maps, thus leading us into being confident when creating curriculum maps.
- More on curriculum mapping, more details, specific for our disciplines or our specific classes vs. programs.
- You've covered it all.
- Different assessment tools (example: other than tests or surveys)
- This was good, maybe along with useful tips include common pitfalls?



- I like the amount of information presented. It helped to focus on one topic.
- Reinforce lecture with handouts of power point notes.
- Waiting for your next workshop!
- I missed earlier exercise, but would like some more information on the Assessment (exit) options.