Assessment Results & Improvement Plan

Department/Program and Degree:	Assessment Office
Assessment Project Name:	*Curriculum Map: An Elegant and Powerful Tool in Your Assessment Toolbox*
Semester/Yr Evidence Collected:	Fall 2011
Program Assessment Coordinator:	Marlene Lowe & Monica Stitt-Bergh
Person Submitting:	Marlene Lowe
Date Submitted:	January 9, 2012

Executive Summary:

As part of the fall 2011 *Making Program Assessment Happen* workshops, the Assessment Office (AO) offered a workshop entitled *Curriculum Map: An Elegant and Powerful Tool in Your Assessment Toolbox* on December 13, 2011. The workshop was advertised as a beginner workshop. Using sample curriculum maps, the facilitator demonstrated how they could be used to reveal the contribution of individual courses to the goals of the program; identify courses in which students demonstrate mastery of specific program learning outcomes; serve as a useful advising tool.

Of the 16 workshop attendees, 15 completed and submitted a workshop evaluation (94% response rate). The learning objectives were met. Overall, participants found the workshop useful and effective in increasing their understanding of curriculum maps

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

Outcomes

By the end of the session, you will
1. Know how to create a curriculum map
2. Know two ways faculty members and/or a program can use a curriculum map

2.   State the Type(s) of Evidence Gathered

Evaluation survey

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

The evidence was gathered using an evaluation survey. The AO student worker ran descriptive statistics on the closed-ended questions. Open-ended responses were transcribed verbatim and grouped thematically.

4.   State How Many Pieces of Evidence Were Collected

15. Of the 16 workshop attendees, 15 completed an evaluation survey (94% response rate.)

5.   Summarize the Actual Results

- 100% of respondents indicated they could create a curriculum map on their own or with some assistance.
- 100% of respondents named two ways a faculty member and/or a program could use a curriculum map.
- 100% of respondents indicated the workshop was either "Very Useful" or "Useful."

- 87% of respondents indicated the workshop was either "Effective" or "Very Effective" in increasing their understanding of curriculum maps.
- Respondents found the examples and discussion to be valuable aspects of the workshop.

The assessment benchmark is 80%.

6. **In addition to the actual results, were there additional conclusions or discoveries?**
Number Registered = 17
Number of Registered Attendees = 12
Number of Registered Cancellations = 2
Number of Registered "No Shows" = 3
Number of Walk-ins = 4

Number of Attendees = 16

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 and at present has no plans for changes.

9. **Reflect on the Assessment Process**

10. **Other Important Information**

Appendix A

Curriculum Map:
An Elegant and Powerful Tool in Your Assessment Toolbox

Workshop Evaluation
(N=15)

1. As a result of this workshop, can you create a curriculum map?
   (n=15)

   81% (12) Yes
   20% (3) Yes, with some assistance
    0% (0) Probably not
    0% (0) No
    0% (0) Unsure

2. How can a faculty member and/or a program use a curriculum map? Name 2 ways.
   Possible responses: Faculty can use a curriculum map to identify how his/her course contributes to the entire curriculum, create assignments that support the program outcomes, help students make connections between outcomes and curriculum. A program can use a curriculum map to ensure students have sufficient opportunity to master program outcomes, ensure all requirements contribute to student success, identify where assessment evidence can be collected.

   - To determine that courses offered; actually help students achieve the outcomes; to determine whether too much or too little responsibility for SLO's appear in each course
   - Evaluate what classess are contributing to SLOs; Evaluate what SLOs are being adequately met and how
   - See where a course fits in; See that every goal is supported
   - For program/curriculum design; For a course syllabus design
   - to improve program and ensure SLO's are taught appropriately throughout a program; to help with designing assignments in courses to address SLO's accordingly
   - determine how SLOs are being address; for evaluating/improving their program's ability to meet student learning needs
   - map can be used to see course connection/significance to program; can be used to see program cohesion
   - To understand how their course fits into the entire curriculum/program; Help instructor to create assignments that support the SLO's
   - ID courses that are not contributing to the SLO's; ID lack of student practice of SLO in the curriculum.
   - To ensure all outcomes are being taught, in appropriate sequence; Ensure relevance of all courses, w/ regard to meeting SLO's
   - to help students understand curriculum (meaning of requirements); to see if all outcomes are being met
   - Understanding of the program; concerning ideas for program improvement

3. Please rate the overall usefulness of this workshop. (Check one)

(n=14)

64% (9) Very Useful
36% (5) Useful
 0% (0) Of little Use
 0% (0) Not Useful At All
 0% (0) No Opinion

4. To what extent was this workshop effective in increasing your understanding of the topic? (Check one)

(n=15)

60% (9) Very Effective
27% (4) Effective
13% (2) Somewhat Effective
 0% (0) Not Very Effective
 0% (0) Not Sure

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

- Learning about the different types of maps
- Different types of curriculum maps
- Examples of issues some departments had during/with the curr. Map process
- presentation and discussion
- The small group discussion
- It includes group discussion which provide the attendants an opportunity to apply what information they just got
- examples of different curriculum maps
- sample maps
- practice evaluating a map
- Chance to meet/learn/converse w/ other people from other departments or campus
- Stay in touch with Assessment Community
- We have already created a curriculum, but now I know we need to review to ensure that it is cohesive
- Understanding value of maps and to know how to explain to colleagues

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

- too much info repeated from yesterday-start w/ what is it examples, then tell us how and why we do it as we go along - maybe that is why time went slowly before the photos of the maps.
- none. All good
- none
- No previous prep on my part
- all was valuable

7. Other constructive comments?

- Positive approach was nice. Talking with my group on a specific topic was nice.
- Needs to happen in context.
- m&m advertisement is a good one! Could you please upload the PPT/PDF online
- A bit too basic, but considering the audience could have those with no experience with program assessment/curriculum mapping. I guess it might be hard to make it more complex.
- Very helpful in clarification of often used vocabulary
- Great job!
- Thank you, Marlene & Monica