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Curriculum Mapping as a Path for Success

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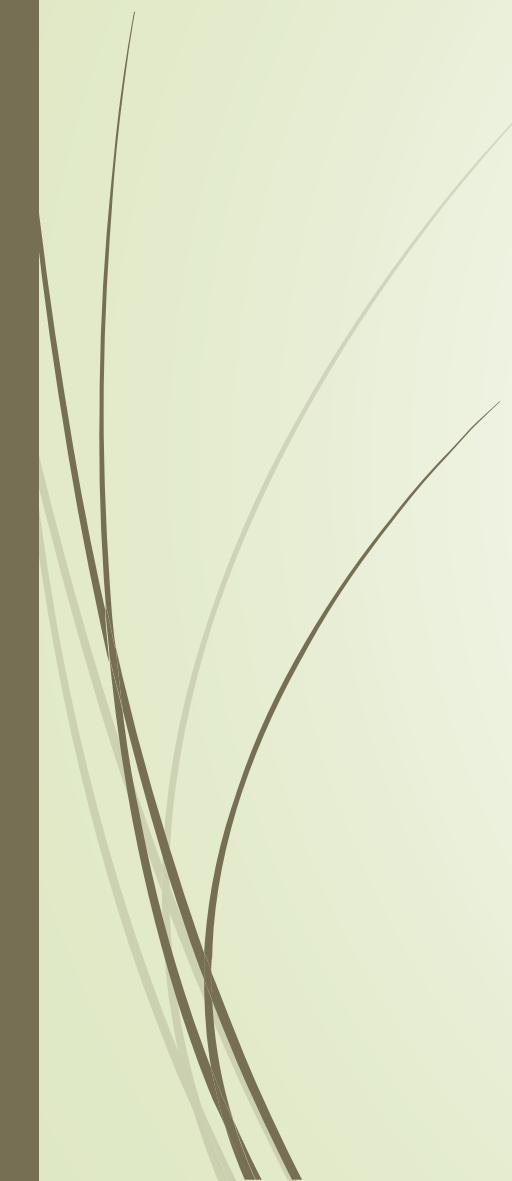
Workshop Objectives

➢ Consider Program Level Objectives and Learning Outcomes

➢ Review a Likert Scale Pre & Post Assessment Tool

➢ Demonstrate Curriculum Mapping as a Tool for Program Level Assessment

➢ Practice Developing Objectives and Outcomes
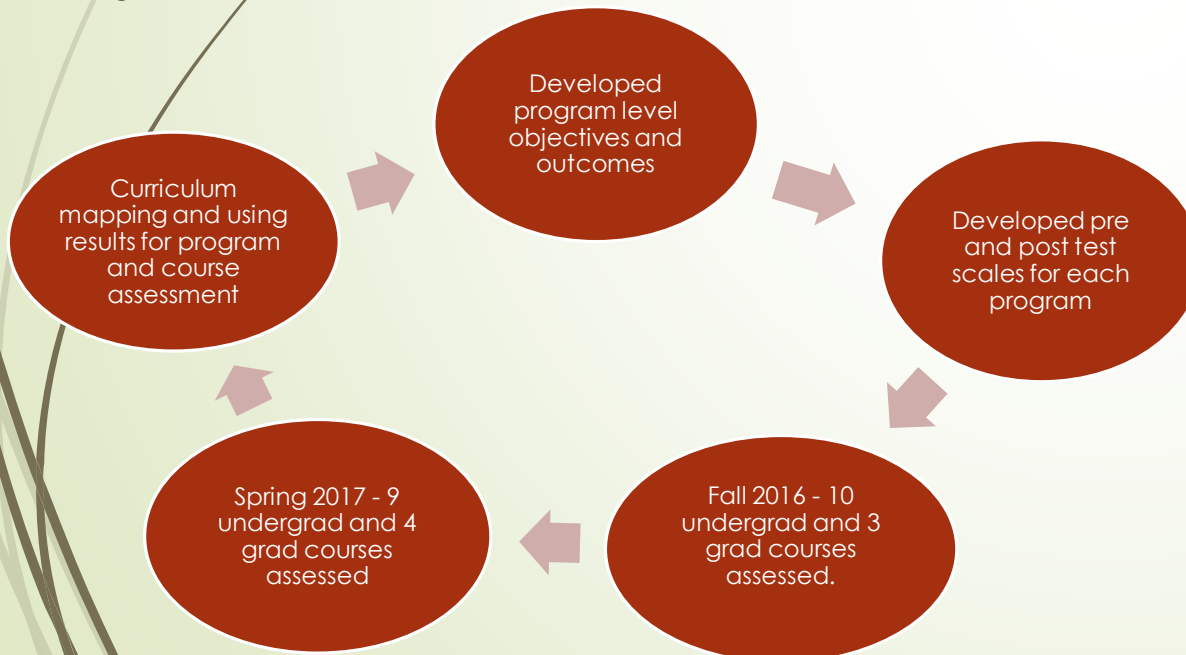
A Case Demonstration

Applying an Assessment Measurement Instrument to Curriculum Mapping

Diane Riggs, Cynthia Visscher, Natalie St. Clair, and Krista Major – Department of Comparative Religion

Project goals:
➢ To discover whether a Likert scale assessment tool that had been used in course level assessment could be scaled up to effectively assess learning outcomes in all of our programs
➢ To provide an opportunity to introduce graduate students to assessment tools, both as instructors of record and as assistants in analyzing survey data.
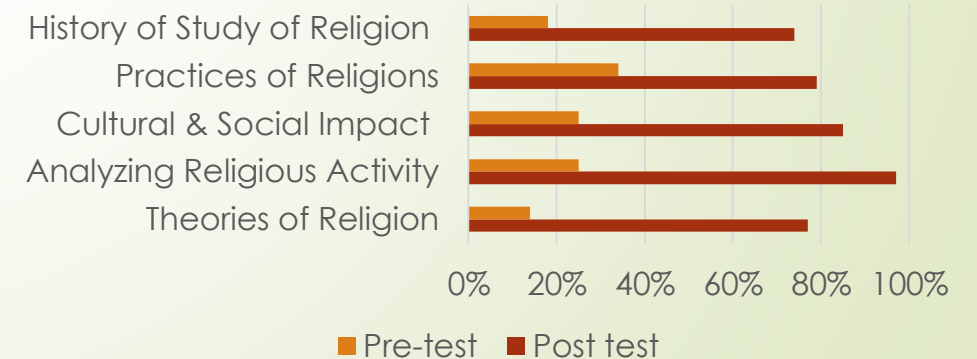
Comparative Religion Major and Minor - Pre and Post Assessment Program Learning Objectives

Please check the box that most closely describes your knowledge level

	1	2	3	4	5
History of the study of religion: On a scale of 1 to 5 with "5" meaning that you could competently describe historical definitions of religion, how would you rate your ability to discuss at least two different definitions of religion?					
Beliefs and practices of religions of the world: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain the fundamental belief structures and practices of one or more world religions, how would you rate your ability to explain these beliefs and practices?					
Cultural and social impact of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain and analyze the cultural or social impact of a religion (or religions) in a specific culture, how would you rate your ability to explain the cultural and social impact of religion?					
Dimensions of religious activity: On a scale of 1 to 5 with a score of "5" meaning that you could competently use a method to explain various dimensions of religious activity such as ritual and doctrine, how would you rate your ability to explain religious activity?					
Using academic definitions and theories of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently analyze and apply academic definitions and theories of religion, how would you rate your ability to discuss at least two academic theories of religion?					

Curriculum mapping and using results for program and course assessment → Developed program level objectives and outcomes → Developed pre and post test scales for each program → Fall 2016 - 10 undergrad and 3 grad courses assessed. → Spring 2017 - 9 undergrad and 4 grad courses assessed →

Results REL 3180

History of Study of Religion
Practices of Religions
Cultural & Social Impact
Analyzing Religious Activity
Theories of Religion

0% 20% 40% 60% 80% 100%

■ Pre-test ■ Post test

Undergraduate Major Program

Objective: Students will be trained in close reading and analysis of historical definitions of religion.
Outcome: Students will be able to compare and analyze definitions of religion in a closely argued essay.

Objective: Students will gain a foundation in and knowledge of the central beliefs and practices of specific religions from around the world and through history.
Outcome: Students will be able to articulate the fundamental belief structures and practices of specific world religions through written essays.

Objective: Students learn to analyze religion as a part of specific cultures.
Outcome: Students will be able to explain and analyze the cultural impact of religions in a specific culture as demonstrated through written or oral presentations.

Objective: Students will be trained to identify and analyze the patterns of components found in religious traditions: myth, ritual, doctrines, and institutions.
Outcome: Students will be able to implement a methodology for analyzing various components of religious activity as demonstrated through analytic essays.

Objective: Students will be trained to compare, evaluate and use academic definitions and theories of religion.
Outcome: Students will demonstrate an ability to analyze and apply academic definitions and theories of religion in well-argued essays.

Comparative Religion Major and Minor - Pre and Post Assessment Program Learning Objectives

Please check the box that most closely describes your knowledge level

	1	2	3	4	5
History of the study of religion: On a scale of 1 to 5 with "5" meaning that you could competently describe historical definitions of religion, how would you rate your ability to discuss at least two different definitions of religion?					
Beliefs and practices of religions of the world: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain the fundamental belief structures and practices of one or more world religions, how would you rate your ability to explain these beliefs and practices?					
Cultural and social impact of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain and analyze the cultural or social impact of a religion (or religions) in a specific culture, how would you rate your ability to explain the cultural and social impact of religion?					
Dimensions of religious activity: On a scale of 1 to 5 with a score of "5" meaning that you could competently use a method to explain various dimensions of religious activity such as ritual and doctrine, how would you rate your ability to explain religious activity?					
Using academic definitions and theories of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently analyze and apply academic definitions and theories of religion, how would you rate your ability to discuss at least two academic theories of religion?					

Comparative Religion Major and Minor - Pre and Post Assessment Program Learning Objectives

REL 3180
Dr. Visscher

Please check the box that most closely describes your knowledge level

Pre-test

Post-test

	1	2	3	4	5
History of the study of religion: On a scale of 1 to 5 with "5" meaning that you could competently describe historical definitions of religion, how would you rate your ability to discuss at least two different definitions of religion?	18%				89%
Beliefs and practices of religions of the world: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain the fundamental belief structures and practices of one or more world religions, how would you rate your ability to explain these beliefs and practices?	24%				96%
Cultural and social impact of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently explain and analyze the cultural or social impact of a religion (or religions) in a specific culture, how would you rate your ability to explain the cultural and social impact of religion?	24%				92%
Dimensions of religious activity: On a scale of 1 to 5 with a score of "5" meaning that you could competently use a method to explain various dimensions of religious activity such as ritual and doctrine, how would you rate your ability to explain religious activity?	12%				83%
Using academic definitions and theories of religion: On a scale of 1 to 5 with a score of "5" meaning that you could competently analyze and apply academic definitions and theories of religion, how would you rate your ability to discuss at least two academic theories of religion?	15%				83%

33 students

24 students

Curriculum Map - Major and Minor

Learning Objective	REL 1000 Team Taught Fall	REL 1000 Team Taught Spring	REL 1000	REL 1000	REL 1000	REL 1000	REL 2000	REL 2000	REL 2010	REL 3015	REL 3180	REL 3180	REL 3190	REL 3111	REL 4000	REL 3145	REL 3360	REL 4500*
1. Definitions of Religion -																		
at 70% +			X	X	X			X	X	X	X	X	X				X	X
at 40% increase	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	
2. Beliefs and Practices - Religions of the World -																		
at 70% +			X	X	X	X		X	X	X	X	X	X			X	X	X
at 40% increase		X	X	X	X	X		X	X	X	X	X	X		X	X	X	
3. Cultural and Social Impact of Religion -																		
at 70%+			X	X	X	X	X	X	X	X	X	X	X			X	X	X
at 40% increase	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	
4. Dimensions of Religious Activity -																		
at 70% +			X	X				X	X	X	X	X	X					X
at 40% increase	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	
5. Using Academic Definitions and Theories of Religion -																		
at 70% +			X	X		X		X	X	X	X	X						X
at 40% increase	X		X	X	X	X	X	X	X	X	X	X	X		X		X	

Note - in several cases pre-test percentages were too high for a 40% increase to be possible.

Interdisciplinary Health Services Program

Program Mission: Our mission is to prepare competent health care leaders to work in interdisciplinary teams, provide patient and family centered services, build health literacy skills, develop quality improvements, and utilize informatics for evidence based research and practice.

I: Introduced   R: Reinforced   E: Emphasized

Core Competencies	HSV 3650*	HSV 3700*	HSV 3900*	HSV 4780*	HSV 4800*	HSV 4100*	HSV 4200*	HSV 4400*	HSV 4860*	HSV 4880*	HOL 4700	PHL 3340	HSV 4890*	HSV 4900*
Learning Competency #1 *Demonstrates knowledge of the structure and function of U.S. health delivery systems* across *the continuum of care:* Recognizes the basic structure of the system and disparities in access and services based on economic, environmental, political and social factors		E			R	R			R					R
Learning Competency #2 *Provides patient and family centered care:* Recognizes, listens to, and respects patients' experiences of illness, their preferences, and expressed needs (whether based on internal, familial, or cultural experiences). Shares decision making with patients and their designated support systems			I		R					E	E			R
Learning Competency #3 *Applies interdisciplinary team skills to decision making:* Recognizes the unique contribution of many professional disciplines, presents his/her own perspective and uses communication skills to integrate input and make conjoint health services decisions			I		E	R								R
Learning Competency #4 *Uses research skills to develop evidence based plans:* Formulates practice questions and uses search skills and quality recognition skills to develop an evidence-based plan	I		I					E	R				E	
Learning Competency #5 *Measures and plans improvement in health care quality:* Examines the structure, process and outcomes of care, implementing safety			I		E				R	R				

Learning Competency														
design principles and quality assurance methods to improve health services														
Learning Competency #6 *Uses clear and effective oral and written communication skills*	E	I		E	R		E	E	E	E	E	R		E
Learning Competency #7 *Designs health literacy communications: Recognizes low health literacy, adjusts complex concepts to write and speak in plain language; uses teach-back methods to assess communication*			I						E	R				R
Learning Competency #8 *Uses critical thinking to solve problems and make decisions: Examines and weighs options for accuracy, quality, and perspective, and allows this examination to inform decisions*	I		I	E	R	R	E	E	R	R		R	E	R
Learning Competency #9 *Makes ethical decisions, while acting in ethical ways: Uses ethical decision-making processes, and a code of ethics to solve ethical dilemmas*		I		R	R	E		R	R	R			E	R
Learning Competency #10 *Uses technological tools and informatic systems: Accesses, analyzes, documents, and interprets information using current technologies appropriate to the task*	I	I	I	R	R?		E		R				R	R
Learning Competency #11 *Uses health policy and law in planning and practice: Critically reads, analyzes and understands the effects of current U.S. policy in health and human services on practice and the community at large; uses this knowledge to advocate for clientele and health service needs as appropriate*				E	R	E			R					R
Learning Competency #12 *Uses knowledge about diversity, health disparities, health inequities and cultural humility to inform work in health*		I						E						
Learning Competency #13: *Uses knowledge of the physiology of health and disease across the life span in planning and practice: Recognizes physiology of health and illness. Can recognize the classification of disease, risk factors, and protective factors, and diseases relating to aging.*														