Curriculum Mapping for the Future

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Abstract

Program effectiveness is evaluated by university administrators and accrediting bodies. This presentation will describe ways to effectively develop, implement, and evaluate degree programs using curriculum maps including formative and summative assessment of student knowledge and skills. Opportunities will be available for participants to share resources and methods for curriculum mapping.

Speaker Disclosures

- Jayne Brandel is employed by West Virginia University which pays her salary. As a member of the CAPCSD Conference Planning committee, she also received travel reimbursement related to participation in the conference.

- Mark DeRuiter is employed by the University of Arizona which pays his salary. He is a member of the CAPCSD Board of Directors and has received travel reimbursement related to his participation at this conference.
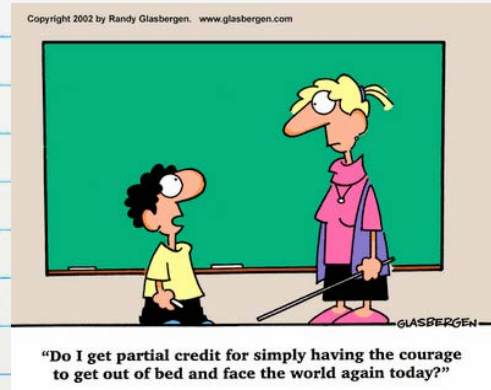
Learning Objectives

- Recognize the need for purposeful curriculum and assessment mapping of degree programs.

- Construct a plan for mapping and assessing student knowledge and skills.

- Evaluate program effectiveness utilizing student assessment data.

Identifying the Need

- Common thoughts:

  - CAA
  - Verifying CFCC standards

- These are certainly valid reasons!
- However, program assessment can meet a variety of other needs

Basic Premises of a Program

- Cohesion
- Adult Learning
- Clinical Instruction vs. Academic Instruction

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"Do I get partial credit for simply having the courage to get out of bed and face the world again today?"
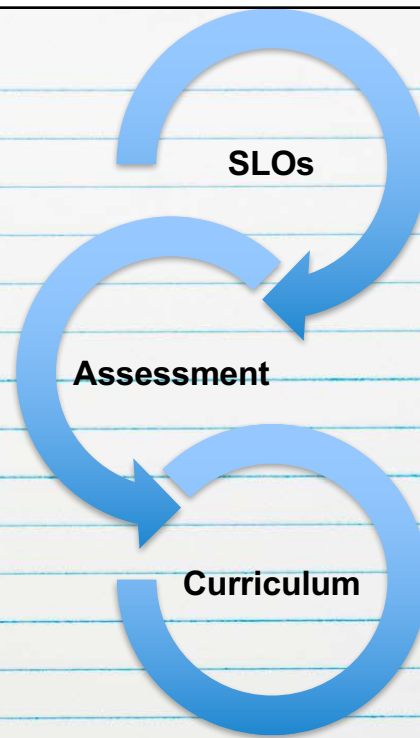
We Operate in an Age of "Quality"

- Quality matters
- Higher education is under intense scrutiny (aka accountability)
  - Political climate
  - Recent events

- How do we know what we're doing is working?
  - Data driven evaluation of quality

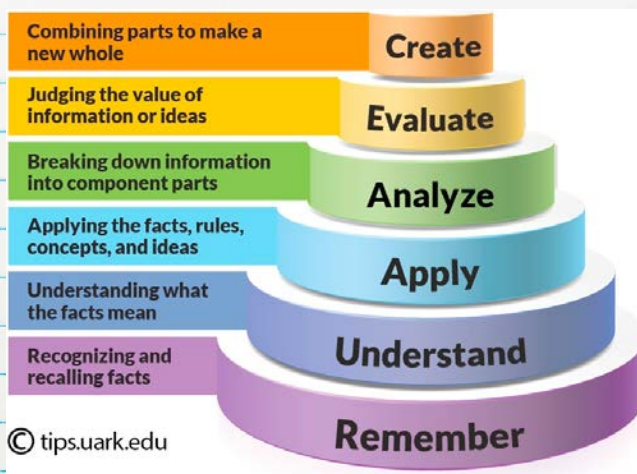# In an Ideal World…

SLOs

Assessment

Curriculum

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Assessment

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Student Learning Outcomes

- What do you want students to know and do?

What is the purpose?

UG = learning enough to learn more

Grad = CF/Practice ready

Utilize resources like ASHA Preferred Practice Patterns, CF checklist, Practice Portals for SLP-As, A-As

Beginning with the end in mind…

- Adult Motor Speech Assessment
  - Auditory perceptual assessment of speech characteristics including assessment of the phonatory-respiratory system (pitch, loudness, voice quality), resonance, articulation, and prosody

  - Hearing aid selection and fitting: "defines electroacoustic characteristics based on frequency-gain characteristics, maximum output sound pressure level, and input-output characteristics"

Assessment vs. Mapping

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Assessment Myth Busters

- Do it at the end
- Ongoing

- Written assessments alone
- Clinical skill?

- Artifacts are the answer
- Reflection

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How are you assessing?

Accreditation Standards

Lather, Rinse, Repeat

Most basic of maps

CAA Accreditation Application and Annual Report
Audiology Knowledge and Skills within the Curriculum

Instructions:
Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the audiology curriculum.

Save and upload this document to Section 3.1B of your on-line application.

	Academic Course Title and #	Clinical Course Title and #	Practicum Experience Title and #	Labs Title and # or Description	Research Title and # or Description	Other Title and # or Description
3.1.1A PROFESSIONAL PRACTICE COMPETENCIES						
Accountability						
Integrity						
Effective Communication Skills						
Clinical Reasoning						
Evidence-Based Practice						
Concern for Individuals Served						
Cultural Competence						
Professional Duty						
Collaborative Practice						
3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE						

AUD Knowledge and Skills within the Curriculum Data Collection Worksheet – 2017 Accreditation Standards
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Making It Happen

Different Experiences…

- Going it alone

- Forming Committees

- Hybrid approaches

Going it Alone for Certification Standards

- One tired man's journey….

Developing a Survey (past example)

This form is automatically collecting email addresses for University of Minnesota Twin Cities users. Change settings

First and Last Name *

Short answer text

Course Number and Name *

Ex: SLHS 5801: Aud Assessment I

Short answer text

What curriculum does this course fall under? *

○ AUD

○ SLP

○ Both

Section 2 of 4

AUD ASHA Certification Standards

Description (optional)

Indicate which AUD ASHA Certification Standards this course meets. *

Select all that apply. Use the ASHA site for reference: http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

☐ None

☐ All

☐ IV-A, 1

☐ IV-A, 2

☐ IV-A, 3

☐ IV-A, 4

Section 3 of 4

SLP ASHA Certification Standards

Description (optional)

Indicate which SLP AUD ASHA Certification Standards this course meets. *

Select all that apply. Use the ASHA site for reference: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

☐ None

☐ All

☐ IV-A, Biological Sciences

☐ IV-A, Physical Sciences

☐ IV-A, Statistics

☐ IV-A, Social/Behavioral Sciences

Section 4 of 4

Comments

Description (optional)

Comments

Long answer text
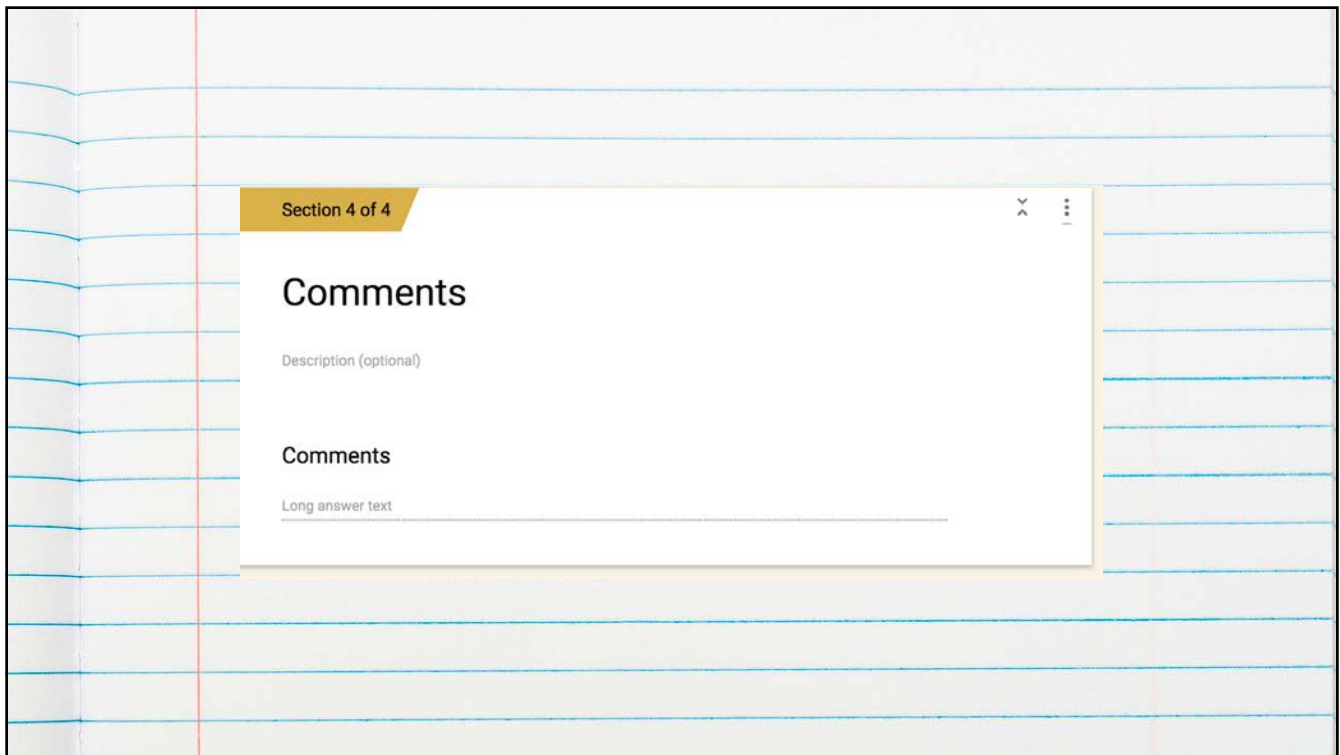
Using Comments and Questions to Inform the Process!

- Determining where you can be a stronger leader
- Learning when/what to let go
- Getting into the conversation of the 'nitty gritty'

Another Approach for One Person

- Do you have the map for either accreditation *or* certification? Create a spreadsheet to map them to each other and build your initial map.
  - This can work remarkably well for a conversation starter with faculty

Two Very Different "Team" Experiences

Team Experience 1

- Had program level student learning outcomes

- Began with previous map
  - University was also requiring a transition to campus-wide mapping of programs

- Completed the *Academic Program Self Assessment (ASHA)*

- Evaluated courses and what

Team Experience 2

- Creating buy-in
  - What is a map?
  - Why do we care?

- Work groups were created (Undergraduate, SLP, AuD)

- Created
  - Clarified current policies and procedures

Mistakes in Team Experience #2

- Not all groups are the same

- Not all tools will work with all teams

Forming Committees*

- Having a dedicated group of people may:
  - Create buy-in
  - Reduce workload on one person
  - Start conversations regarding curriculum and assessment earlier in the process

*If staff are going to have significant ownership of the work, include them early

Initial Considerations

Taking the Data and Building the Spreadsheet

- Having "something" to bring into an initial meeting

Starting the Conversation…

- Learning from comments and questions
  - "Why are we doing this?"
  - "I'm so thankful this isn't my problem"
  - "I probably am doing this wrong"
  - "They don't leave my class competent"
  - "How much do I have to cover it for it to 'count'?"

In summary…

4/11/19

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And Just Remember

What are You Doing?

- What works?

- What are your "lessons learned"?

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