



individual leading the effort. If there is no staff member specifically assigned to lead the assessment procedures, this individual is often a member of the faculty which can promote collegiality and improve effectiveness since the individual leading the assessment is part of team delivering courses and promoting the curriculum. Provided that the faculty member in this leadership role is dedicated to maintaining and improving assessment procedures and is able to stay in an active leadership position, faculty can be continually engaged with the mapping process so that they have ownership of the process (Oliver and others 2010); assessment activities generally occur uninterrupted with this approach. However, if the role of leadership is not recognized, and is passed among faculty members without any continuity or proper trans-



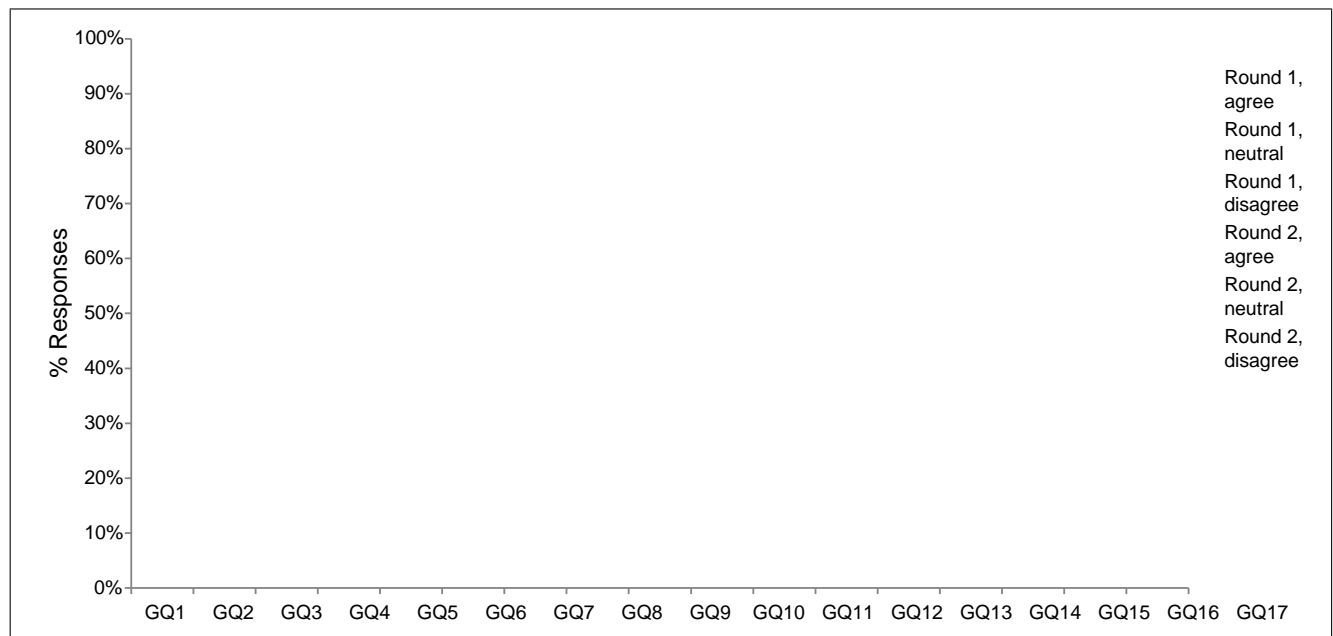


Figure 1 Responses to general curriculum questions.

objectives but do not like being told precisely what they should teach in their courses.

Statements that did show shifts in faculty responses involved the role of curriculum mapping in gap identification and an understanding the courses in the undergraduate curriculum. Overall, faculty members were more aware of how their course fit into the curriculum and the content and expected level of mastery in other courses. This outcome was likely a result of viewing and discussing the curriculum maps, indicating the benefits of curriculum mapping not only for obtaining a better understanding of the effectiveness of the curriculum, but improving faculty awareness of the curriculum as a whole.

One interesting result of faculty responses to the general mapping statements was that faculty members were in complete agreement that the curriculum map should be updated on a regular

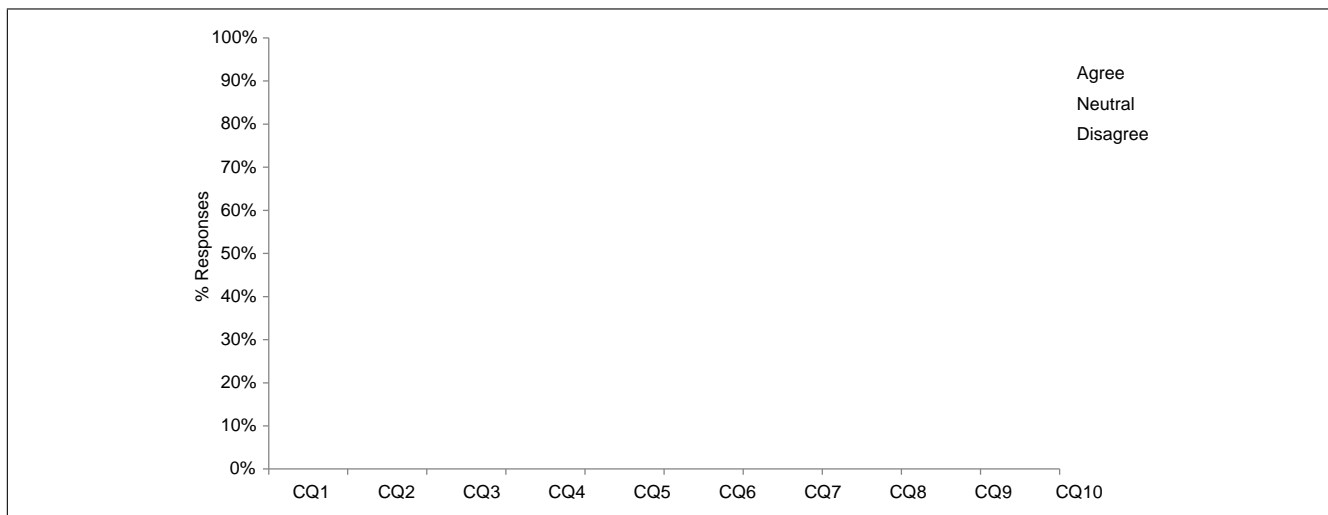


Figure 2 Responses to course questions (premapping).

Table 2 Responses to course-related questions (premapping only).

	% Instructors	% Courses
Course learning outcomes are developed and given to students	91%	90%
Course learning outcomes are developed but not given to students	9%	10%
Course versus curriculum alignment perception		
Course learning outcomes are in alignment with curriculum learning outcomes	73%	81%
Unsure about course and curriculum learning outcome alignment	18%	14%
No answer	9%	5%
Student learning outcomes in course used to		
Organize content	91%	90%
Select textbook/readings	64%	57%
Structure lectures	73%	67%
Develop class activities	73%	86%
Develop assessments	73%	71%
Student understanding of expectations	100%	100%
Comply with university requirements	100%	100%

Percent of course grade on low-stakes assignments

