



ESTRELLA MOUNTAIN
COMMUNITY COLLEGE

Curriculum Map

Fall 2010

Estrella Mountain Community College Curriculum Map Fall 2010

Produced by the Office of Institutional Planning and Effectiveness



I. Background and Purpose

The Estrella Mountain Curriculum map was conducted in the fall 2010 semester. Both residential and adjunct faculty members were invited to complete a survey. Ninety six faculty representing 228 sections participated. There were several purposes for conducting the curriculum map survey. These include:

- Identify classes that are most likely to integrate and assess select EMCC abilities
- Determine the level of exposure to EMCC abilities in classes most often taken by students completing an Associate of Arts degree
- Increase faculty awareness of the EMCC Abilities
- Identify faculty to recruit for future EMCC abilities assessment

II. Methodology

The survey (included as Appendix A) was distributed to all residential and adjunct faculty in either a paper format or as an attachment to an email. In an attempt to increase survey response rate, the Student Academic Achievement Committee (SAAC) Co-Chairs and Faculty Division Chairs personally encouraged faculty teaching the most popular classes to participate in the survey.

All faculty members were provided an opportunity to complete a survey however; the analysis focuses on the top 33 courses taken by students completing an Associate of Arts. The survey included three questions. The first question related to the *frequency of teaching the ability*, the second addressed the *ability level taught as measured by Bloom's Taxonomy*, and the third asked *whether the EMCC Ability was assessed within the class*.

A map of the top 33 courses was created using a color coded system. The curriculum map identifies courses that integrate the EMCC ability. A high level indicates the ability is frequently taught at the highest level of Blooms taxonomy and is formally assessed. A color coding scheme was developed based on the percentage of course sections reporting this level of integration. The color green indicates that 75% of the course section met the integration criteria for the EMCC ability. The yellow code indicating 40%-74% of all sections met the criteria, and the color grey was used if the number of sections ranged between 20% and 39%. Anything less than 20% was left blank. See Appendix B for the Curriculum Map.



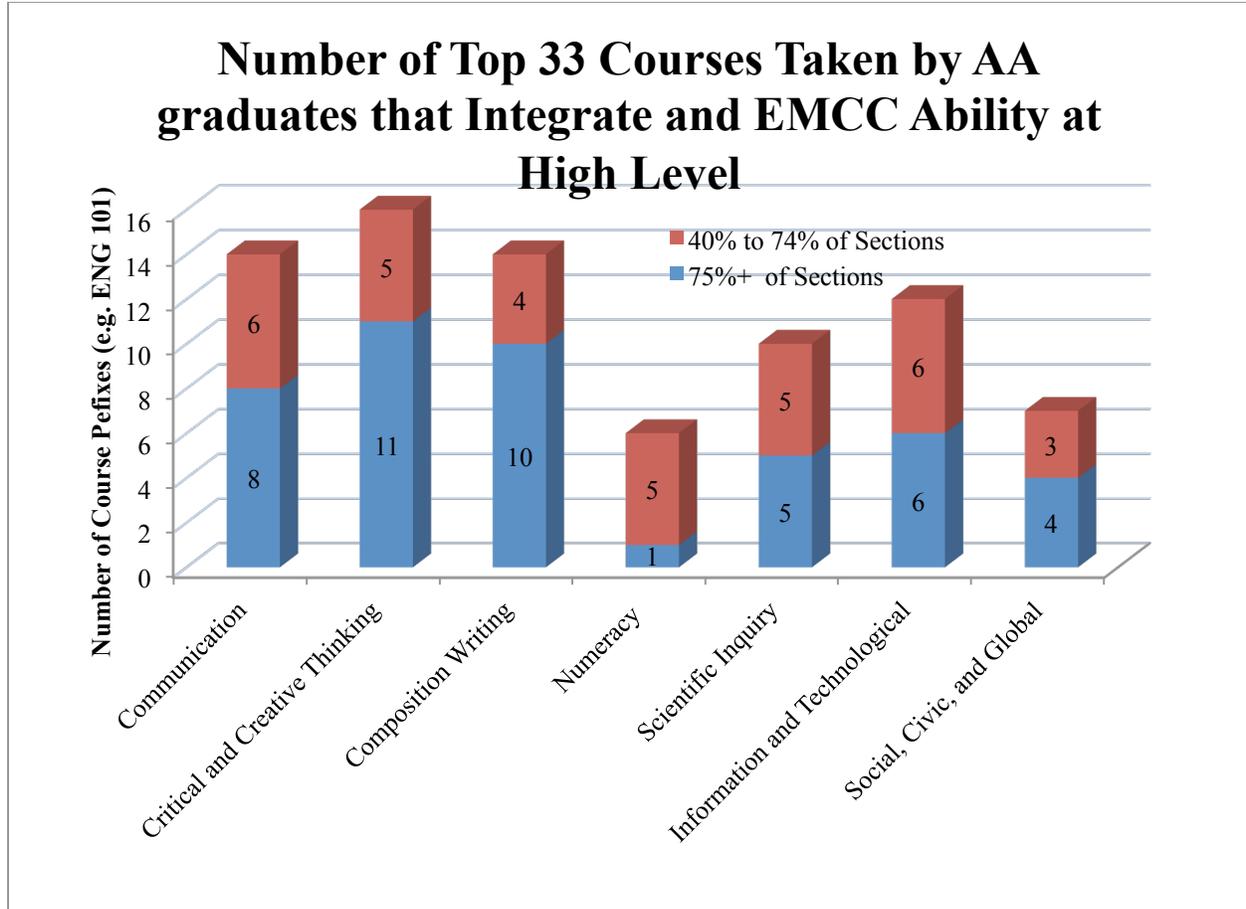
III. Limitations:

The Curriculum MAP's primary limitation is within findings based primarily on faculty perceptions, which may not always recognize a full understanding of Blooms Taxonomy. For example, a developmental math faculty may include classroom activities that require the highest level Blooms Taxonomy for numeracy, but lower the rating for the ability simply because the course is developmental math.

An additional limitation relates to faculty's decision to modify the seven abilities soon after the Curriculum Map was completed. The redefined abilities include critical thinking as a component of all abilities. Additionally Technology and Information literacy was split into two abilities. While these primary limitation remain, the map still communicates where faculty believe EMCC Ability are receiving the highest level of integration within the curriculum.

IV: Findings:

All seven EMCC abilities were featured in one or more of the top 33 classes taken by students completing an AA degree. Communication, Creative and Critical Thinking, and Compositional Writing were the most features abilities in the top 33 courses (at least 10 or more course prefixes). Scientific Inquiry and Information and Technology Literacy were featured in at least 10 separate course prefixes. The two abilities with the least amount of integration (at the highest level in the curriculum) are Numeracy and Social, Civic, and Global Engagement.





Appendix A: Curriculum Map Survey

EMCC General Education Abilities Course Survey							
Course Prefix (e.g. ENG101) _____		How many sections of this course are you teaching in the fall 2010? _____					
Instructor Name: _____							
Please return survey to a SAAC Chair (Erik Huntsinger or Michelle Breaux) as soon as possible.							
Questions	General Education Abilities						
	Communication	Critical and Creative Thinking	Composition & Writing	Numeracy	Scientific Inquiry	Information and Technological Literacy	Social, Civic, and Global Responsibility
How frequently* is this ability taught in the course? 0=Not Taught 1= Rarely 2= Occasionally 3= Frequently 4 = Very Frequently							
What level is this ability taught in your course? Use the levels listed in the General Education Abilities Matrix (1-6) Leave this blank if this ability is not taught in your course.							
Do you assess** for this ability in the Course? F = formal evaluation of the ability as part of the student grade I = informal feedback, but not part of the grading system 0 = ability is not assessed							
* Frequency: Answer "1" (rarely) if this ability is represented in less than 10% of class activities, "2" (occasionally) if the ability is featured in 10-30% of class activities, "3" (frequently) if the ability is featured in 31% to 60% of class activities, and "4" (very frequently) if the ability is featured in more than 60% of the class activities.							
** Formal assessment means that a student's grade is impacted by how well they perform the ability (e.g. 10% of an assignment is graded for writing and composition ability). Informal assessment is when you provide students feedback (e.g. you need to have more eye contact during a speech), but you don't include the evaluation as part of the grade.							



Appendix B Curriculum Map

EMCC General Education Abilities Curriculum Map (Based on Faculty Surveys as of January 5, 2011)									
Course	# of Sections Represented / # Sections Offered	% of AA Grads Taking Course	Communication	Critical and Creative Thinking	Composition/ Writing	Numeracy	Scientific Inquiry	Information and Technological Literacy	Social, Civic, and Global Responsibility
BIO100	1/14	39%		◆			◆		
BIO181	8/28	19%	●	●			◆	●	
BIO201	3/22	17%					◆	◆	
CHM130	4/9	29%		◆			◆		
CIS105	17/40	85%	◆	●	●	●	●	◆	
COM100	7/11	33%	◆	◆	◆		●	◆	◆
COM110	4/8	21%	◆	◆	◆		◆	◆	◆
COM225	4/9	35%	◆	◆	◆		◆	◆	
COM230	1/4	36%	◆	◆	◆		◆	◆	
CRE101	4/9	39%	◆	◆	◆	◆	◆	◆	◆
EDU221	4/4	18%	◆	◆	◆	●	◆	◆	◆
EDU230	3/5	17%	◆	◆	◆	◆	◆	◆	◆
ENG101	30/59	81%	◆	◆	◆			●	●
ENG102	11/21	92%	◆	◆	◆			◆	
ENH251	3/7	22%	◆	◆	◆				
GLG101	0/5	27%							
GLG103	0/5	27%							
HIS103	3/4	17%	●						
HIS104	3/5	23%	●	●	●				●
HIS273	3/5	19%			◆				
MAT092	8/12	24%				●			
MAT121	16/28	48%				●			
MAT142	6/6	43%	◆			◆			
MAT151	4/12	49%				◆	◆		
MAT212	1/3	17%		◆		◆			
PED115	2/8	22%							
PHI101	3/10	25%							
PSY101	14/36	70%	◆	◆	◆	●	●	◆	●
PSY230	2/3	20%							
PSY231	1/3	18%							
PSY240	1/3	17%			◆				
SOC101	5/11	32%	◆	◆	◆	◆	◆	◆	◆
SOC212	4/5	24%	●	◆	●				◆
Total Highest %	180		8	11	10	1	5	6	4
Total Substantial %			6	5	4	5	5	6	3
Total Small %									
High Percentage at the Highest Level = ◆ is 75% or above in all categories									
Substantial Percentage at the Highest Level = ◆ 40%-74% in all categories									
Small Percentage at the Highest Level = ● indicates at least 20% in all categories									
Courses represent the top 33 courses taken at any MCCCDC for AA Degree completers Spring 2009 and Spring 2010 at EMCC as of 9/10/10									
Ability frequency taught (3=Frequently, 4=Very Frequently), Level of Ability = Create (C), Assess=Formal evaluation									