



Walk on Stormy Seas: Implementation of Curriculum Mapping at a Rural National University in Japan

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Agenda

- 1. Yamagata University (YU) & Higher Education in Japan**

- 2. How YU Developed Curriculum Maps**
 - a. Curriculum Checklist
 - b. Curriculum Map

- 3. Conclusions and Questions for You**

**Yamagata University
&
Higher Education in Japan**

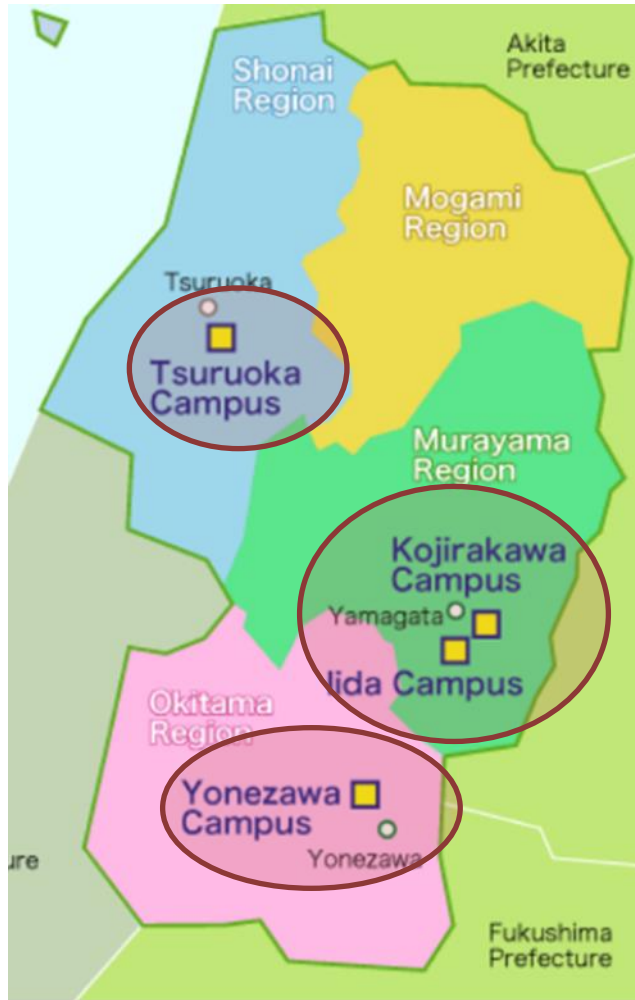


Where is Yamagata, Japan?



- Direct Distance from Tokyo: 190 miles
 - 3 hours by bullet train
 - 45 minutes by airplane

Yamagata University (YU)



■ Type: National University

- Year Founded: 1878
- Multi-Campus (4 campuses)
 - Kojirakawa Campus (K)
 - Iida Campus (I)
 - Yonezawa Campus (Y)
 - Tsuruoka Campus (T)

■ Six Colleges:

- Agriculture (T)
- Education, Arts and Science (K)
- Engineering (Y)
- Literature and Social Science (K)
- Medicine (I)
- Sciences (K)

- Kojirakawa Campus – Tsuruoka Campus: 60 miles
- Kojirakawa Campus – Yonezawa Campus: 30 miles

Yamagata University (YU)

■ Degree Programs

- Undergraduate: **22**
 - Master: **19**
 - Doctorate: **10**
- } **Same Tuition
\$4,800/year**

■ **2019-2020** FT Enrollment & FT Faculty/Staff

- Degree-seeking UG: **7,501**
 - Male: 64%
- Degree-seeking, new freshmen: **1,740**
 - Male: 65%; In-state: 23%
- Degree-seeking Grad: **1,278**
 - Male: 77%
- Faculty & Staff: **800+** & **300+**, respectively

Hot Topics in Japanese Higher Education

(in alphabetical order)

- **Assessment**
- **Enrollment Management**
- **Institutional Research (IR)**
- **Institutional Effectiveness (IE)**
- **Internationalization**
- **Key Performance Indicators (KPI)**
- **Program Review**
- **World University Rankings**

Key Characteristics of H.E. in Japan

- The academic year begins in **April** and ends the following March.
- Students **must decide on their major** when they apply for **admission**.
 - **Can't change the major** after enrollment
 - No double or more majors
 - No pre- program (e.g., Pre-Med, Pre-Vet, etc.)
 - Almost **impossible** to
 - **Transfer** to another university
 - Have **flexible study plan**
- **High expectation to graduate in four years**

Questions and Concerns from Public

- Questions have increasingly been asked about:

- How universities guarantee their **quality of education**?
- How universities spend our (tax) money?

【IE and Accountability】



- Japanese universities also need to **show accountability** to the **public and government** by assessing their effectiveness.

Visited to the U.S. Institutions (1)

■ 2016

- University of Wisconsin–Stout

■ 2017

- NILOA
- University of South Florida St. Petersburg
- University of South Florida Tampa
- University of Tampa

■ 2018

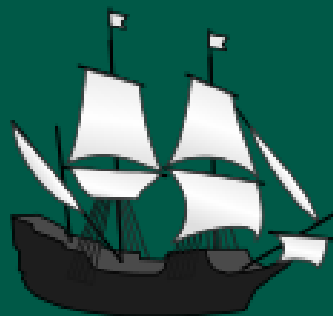
- North Dakota State University
- **Bemidji State University/Northwest Tech. College**
- IUPUI

Visited to the U.S. Institutions (2)

■ 2019

- Central New Mexico Community College
- Santa Fe Community College
- Northern New Mexico College
- New Mexico Highlands University
- University of New Mexico-Taos
- **IUPUI (Oct. 17)**

How YU Developed Curriculum Maps



How to introduce the new idea?

- Challenge: How do you introduce the idea of curriculum mapping to the campus community?
 - What is curriculum mapping?
 - What is the purpose?
 - Why important?
 - **How do you create?**

Japanese-specific Problem

- What is the difference between “**curriculum flow chart (or degree plan)**” and curriculum map?

How did we accomplish? - Step by Step

- Step 1: Convinced the president and VPs to **support** our ideas
- Step 2: **Got** associate deans and department chairs **on board**
- Step 3: **Revised current learning outcomes**
 - The learning outcomes should be **clearly-stated** and **measurable**.
 - We prepared the list of **measurable verbs**.



Curriculum Checklist (1)

- Step 4: Developed **curriculum checklist** for each instructional program

Image of Curriculum Checklist at YU

Required and Elective Courses														
Subject Code	Course Number	Course Title	Instructor	# Students			Course Purpose	Course Goals	Program Learning Outcomes (PLO)					
				2015	2016	2017			PL01	PL02	PL03	...	PL06	
EG	100	Example	John Doe	X	Y	Z			◎		△			○

Course Information

- **IR** prepared the data from "Course DB" and "Syllabus DB."

Program Learning Outcomes

- **How important** is this course to achieve those learning outcomes? (3 levels)
- Each department completed.

Curriculum Checklist (2)

Course Information								
Subject Code	Course Number	Course Title	Instructor	# Students			Course Purpose	Course Goals
				2015	2016	2017		
EG	100	Example	John Doe	X	Y	Z		

Course DB

Syllabus DB



How Important?				
Program Learning Outcomes (PLO)				
PL01	PL02	PL03	...	PL06
◎		△		○

Very Important

Slightly Important

Important

Curriculum Checklist (3)

■ Why we needed this process?

- Intended to provide opportunities to **review** the followings:

- ✓ **Current Curriculum:** how about enrollment?

Subject Code	Course Number	# Students		
		2015	2016	2017
EG	400	1	2	0

← This course may not be needed or merged with others.

- ✓ **Learning Outcomes:**

Subject Code	Course Number	Program Learning Outcomes (PLO)				
		PL01	PL02	PL03	...	PL06
EG	100	○		△		◎
EG	200			◎		△
EG	400	△				◎
...	...					
EG	499	◎		◎		◎

↑ This learning outcome needs to be reviewed.

Curriculum Checklist (4)

- Why we needed this process? (contd.)
 - **YU is quite new to the idea of curriculum mapping.**
 - So, it may be easier for YU faculty to **examine the importance of the course** to achieve each learning outcome as the first step.
 - ✓ **Level of Importance vs. Skill**
 - ✓ We thought that aligning the course with learning outcomes using **IRMA** at the very beginning was too complicated.



Curriculum Checklist (5)

- After the curriculum checklist process
 - # learning outcomes for each program (N = 22)
 - Max = **14** & Min = 6

 - # courses offered by each program per year
 - Max = 228 & Min = 62
 - **Total (as whole univ.) = 2,807**
 - Too many electives courses (1 credit or 0.5 credit)

 - Syllabus Check (ave. word count per program)
 - Course Purpose: Max = 212 & Min = 77
 - Learning Outcome: Max = **224** & Min = 89

Curriculum Map (1)

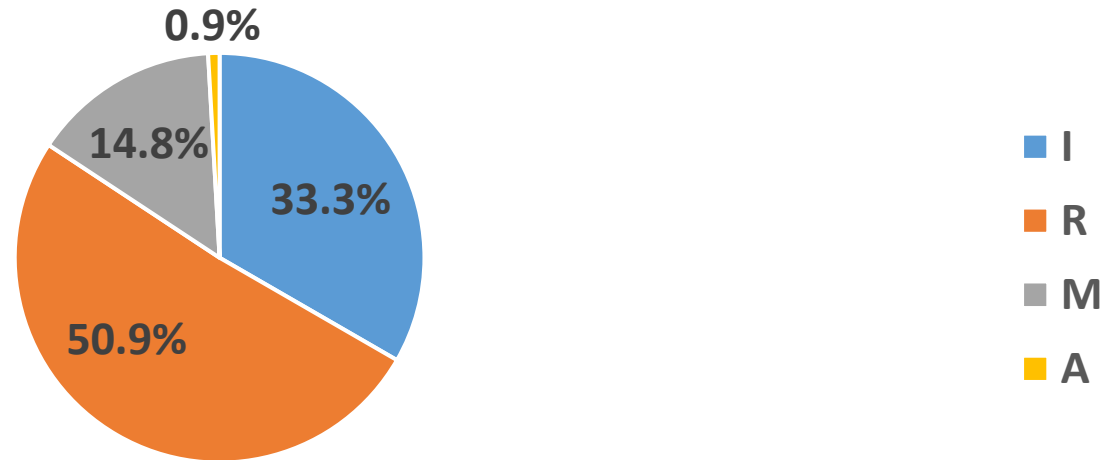
- Step 5: Developed **curriculum map** for each instructional program
 - Examine **when and how** learning outcomes will be achieved by the program
 - Examine where the outcomes are introduced (**I**), reinforced (**R**), mastered (**M**) and assessed (**A**)

Sample Image

Subject Code	Course Number	Program Learning Outcomes (PLO)				
		PL01		PL02	...	PL05
EG	100	○ I		△		◎ I
EG	200			◎ I/R		△ R
EG	400	△ R				◎ M
...	...					
EG	499	◎ M, A		◎ A		◎ A

Curriculum Map (2) Results and Analysis

IRMA Distribution (N = 2,807+, duplicated)



- ❑ Only **one academic program** assesses all of its learning outcomes.
- ❑ There are some programs those learning outcomes are **not assessed at all**.
 - We plan to encourage them to consider using **“Course-Embedded Assessment.”**

Conclusions and Questions for You



Conclusions (1)

- Our goal is to establish a **program review process** at YU.
 - to guide the **improvement** of academic programs on a **continuous** basis (IE and Accountability)
- As a first step, we tried to create **curriculum maps** for all **undergraduate & grad** programs.
 - As far as we know, **YU is the first Japanese university** that created those maps university-wide.

Conclusions (2)

- Since this is YU's first attempt, we included the activity of creating **curriculum checklist**.
 - We just wanted to make the entire process bit easier, but our **faculty did not like it**.

- The process of developing **curriculum checklist and maps** gave us important opportunities for **review** and **revise**:
 - Offered Courses and Syllabus (Course Purpose & Goal)

 - Program Learning Outcome

Conclusions (3)

- The progress was surprising!
 - Although we need to revise the developed maps, especially for the “**Assessment (A)**” part, the entire development process went better than expected.
- Key Factor for Success
 - Support from president, VPAA, associate deans, department chairs

Questions

- # Learning Outcomes

- IRMA Distribution on Page 21
 - A course with all IRMA

- Program Review
 - year cycle
 - How often to review a current curriculum map?
 - University Program Review Committee

THANK YOU!

ANY QUESTIONS, COMMENTS OR SUGGESTIONS?

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