# Practical steps and tips for transforming curricular map into course design dashboard

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## About the dashboard At the University of California, San Francisco, School of Pharmacy, we utilized data visualization techniques and low-cost technology to transform curricular and assessment map data into a dynamic report that integrates into a continuous quality improvement process. **Process** Course directors Assessment staff 4mo Mapping rolled over Update session info and before from last year objectives, exam items, and mapping Share session objectives During with students Course Data check, data archive, course Mapping completion dashboard update 2mo after: Report consult Takeaways & course **Debrief** improvement plan Workload reduction tips Automate coding Reduce coding CAPE · Eliminated a coding vLookup category that was not **Course Objectives** Reduced number of Mapped to. tags for coding Session objectives & categories exam items



Automate data extraction

## **Choosing Technology**



- · Maximize campus licensed applications (Smartsheet)
- Align with faculty's course development process and comfort with tech for buy-in (MS Office)
- Consider expertise of the support staff for system maintenance (loss of developer resulted in dropping SQL and Tableau)



#### Data Cleaning & Validation **Data Data Data Input Validation Transformation** Compile all Identify data Summarize and mapping data filter data Use **Excel** Use pivot ⊚ Use **IF** tables to function and tables to format and conditional summarize formatting sort data data to flag typos . Use Power Use slicers or blanks Query to to filter by import data year/course **Dashboard Tips** Choose graph type Keep section carefully layouts consistent -⊚- Back-to-back graphs • Use colors to highlight similarities provide meaningful between distributions information Make Excel work for your dashboard -⊚- Use **conditional** Freeze the sheet's top rows so slicers scroll down the page data bars and highlight or hide text • Use INDEX and MATCH to display customized comments depending on year and course How we get done Course debrief • Closing report out at 0 0 x the curriculum 000 Loop Committee Meeting Accountability

## Conclusion

When the mapping process is educative and reporting responds to faculty data needs, it can result in increased buy-in and an ongoing evidential basis for course improvement. The insights and learning gained through mapping become catalysts for pedagogical shifts, influencing adjustments to performance targets and improvements in learning objectives. Our approach and analytic insights are adaptable, making them particularly valuable for any schools facing resource constraints.

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