Using Curriculum Mapping to Help Drive Assessment Plan Development

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Director of Assessment
How Much Do You Know About Curriculum Mapping?

- I know nothing about curriculum mapping.
- I know a little about curriculum mapping.
- I know a lot about curriculum mapping.
- I’m a curriculum mapping EXPERT!
Program faculty should collectively determine:

- ...the appropriate course/programmatic student learning outcomes.

- ...what should be taught within courses and how the course/program curriculum should be structured.

- ...what should be assessed, when it is assessed, and how.

- ...what actions should be taken for improvement in response to the collected student learning data.
What can curriculum mapping do for you?

- Help identify key programmatic student learning outcomes (SLO).
- Help understand the path of student learning through your program or field of study.
- Help identify any gaps in programmatic SLO coverage.
- Help aid in curriculum planning and design.
- Help identify locations for programmatic assessment of student learning.
Levels of Assessment

- Assignment-level
- Course-level
- Program-level
- Institutional-level
Levels of Curriculum Mapping

- **Assignment-level**
  - Mapping an assignment to a specific SLO(s)

- **Course-level**
  - Mapping specific SLOs across an entire course

- **Program-level**
  - Mapping specific SLOs across an entire degree program or course of study.

- **Institutional-level**
  - Mapping specific SLOs across an entire university curriculum.
Regardless of Level, All Mapping (and Assessment) Starts with the Student Learning Outcomes (SLOs)
So, what is a student learning outcome?

- “...the expected student learning or behavior in precise terms, providing guidance for what needs to be assessed.”
  - Banta and Palomba, 2015, p. 66.

- “The stuff and things you expect your students to be able to know and do because you taught it to them.”
  - Jeff Roberts, Right Now
Programmatic Student Learning Outcomes

The necessary knowledge, skills, and abilities gained by students through the course of their degree programs, which they should be able to successfully demonstrate by graduation.
Without Clearly Defined Student Learning Outcomes, Effective Curriculum Mapping (and Assessment) Is Not Possible
A good SLO should... 

- not be overly broad or generic.
- detail the specific knowledge or skill the students are expected to demonstrate.
- be stated in a way that can be conceivably measured.
What are NOT good examples?

- Students will demonstrate a mastery of all knowledge necessary for the discipline.
- Students will get an A in EDLD 6345: Research Methods.
- Students will successfully defend their dissertation.
What are examples of learning outcomes from your programs?
# Example Curriculum Map

<table>
<thead>
<tr>
<th>SLO #1</th>
<th>UBAW 1330</th>
<th>UBAW 1620</th>
<th>UBAW 2680</th>
<th>UBAW 2290</th>
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Characteristics of a Curriculum Map

- SLOs clearly identified along one axis
- Programmatic course offerings/course sequence along the other axis.
- The locations where SLOs are incorporated into specific courses are identified.
  - Many maps will have levels of emphasis (e.g., Introduced, Reinforced, Mastered)
Finding Gaps in the Map

- Maps help identify programmatic SLOs that are not being covered within your curriculum
  - SLO #9

- Maps help identify programmatic SLOs that may be inadequately addressed
  - SLOs #3, #5, #7, and #10

- Maps help identify courses that are not covering any of your programmatic SLOs
  - See UBAW 3420
Does your program curriculum HAVE a design?

Do you have a clear sequence of courses through which students progress?
  ◦ Is that course sequence addressing all of your program SLOs?

Can students pick and choose from a menu of multiple courses?
  ◦ How are you ensuring that students are getting all of your program SLOs?

Do you have outside accreditation requirements or professional standards impacting your curriculum?
# A More Robust Example Map

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Does your program have outside accreditation requirements or professional standards driving your program assessment?

What type of assessment are you interested in?

- Formative?
- Summative?
- Pre/Post Assessment?
- All of the Above?
Reflect Upon Your Program’s Current/Future Assessment Needs

- Are you wanting to use course-embedded assessment, artifact sampling, or a mixture?
- What assessments do you currently have in place?
- Are your current assessments in the RIGHT places within your curriculum?
Curriculum Maps Can Help Identify the Best Locations for Assessing SLOs

- Look for the intersections between courses and SLOs
  - These intersections represent potential points for embedded assessment or artifact collection

- Identify locations where different levels of learning can be assessed
  - Allows you to conduct formative/summative assessment
  - Allows you to conduct assessment at the appropriate level
Curriculum Maps Can Help Identify the Best Locations for Assessing SLOs, ctd.

- Are course-level data for these outcomes already available?

- Are student learning artifacts available that could be used for programmatic evaluation?
  - e.g., papers, projects, assignments

- Could new assessments be introduced to evaluate attainment of programmatic SLOs
Curriculum Mapping **CAN** be helpful to programs think about and organize their programmatic learning outcomes.

It **CAN** be used to help design and implement an effective assessment plan.

It **IS NOT** a magic bullet and takes some work and effort.
Programs need to have a good understanding of their SLOs and their curriculum.

Poorly developed SLOs and a haphazard curriculum design makes curriculum mapping difficult.

Poorly developed SLOs and a haphazard curriculum design also make for problematic student learning...
Are you ready for the secret?
Program faculty should collectively determine:

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Questions?