

# Curriculum Mapping:

Where are you going and how do you get there

Faculty Senate Assessment Committee

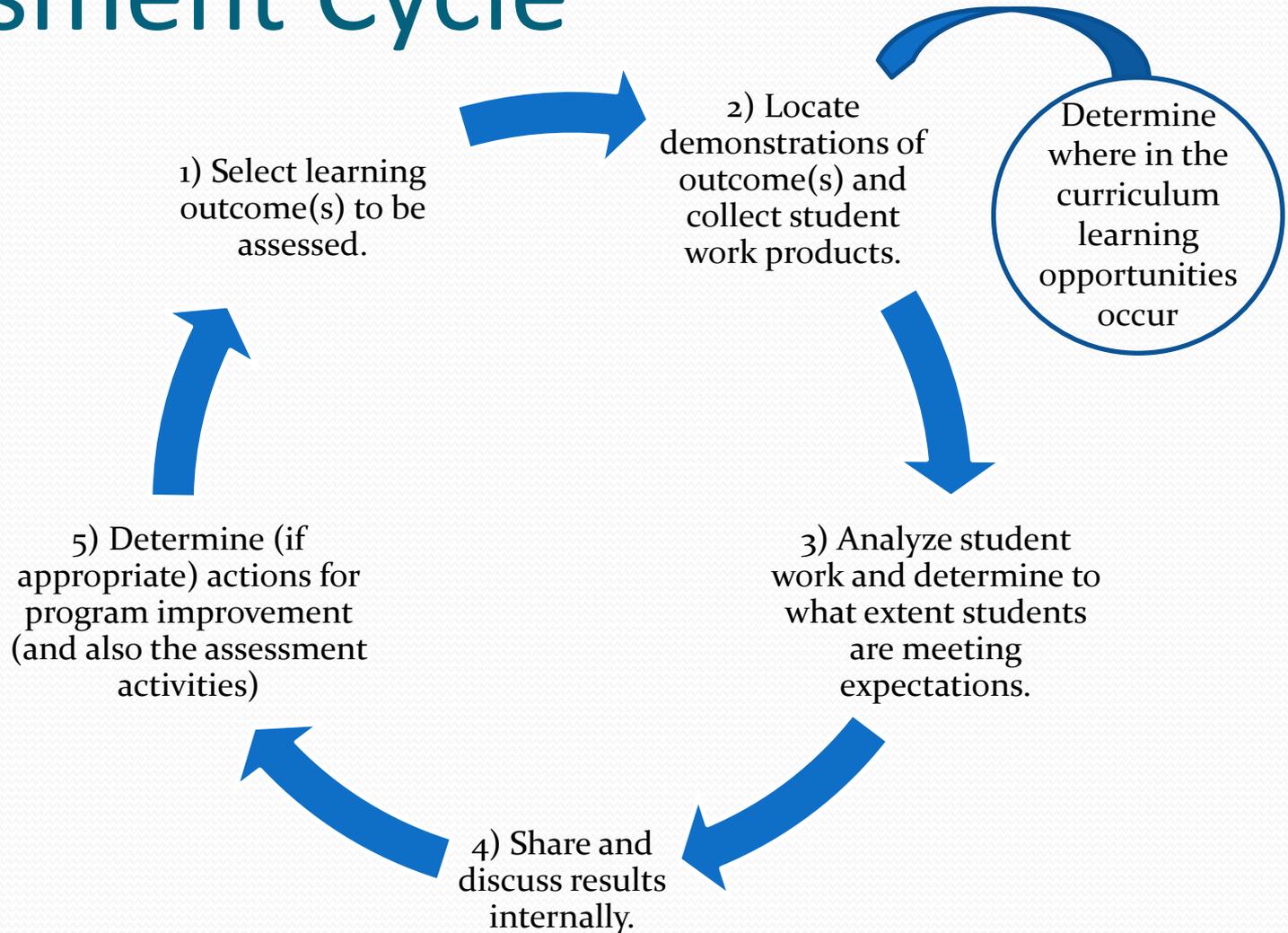
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# Today's Outcomes

- Participants will be able to:
  - Identify different types of curriculum maps and explain their uses.
  - Create a curriculum map.
  - Use a curriculum map to evaluate a curriculum.

# Assessment Cycle



# What is a curriculum?

- The courses offered by an educational institution
  - "Curriculum." *Merriam-Webster.com*. Merriam-Webster, n.d. Web. 14 May 2014. <<http://www.merriam-webster.com/dictionary/curriculum>>.
- A programme or plan of activities
  - curriculum. *Dictionary.com*. *Collins English Dictionary - Complete & Unabridged 10th Edition*. HarperCollins Publishers. <http://dictionary.reference.com/browse/curriculum> (accessed: May 14, 2014).
- ... the means and materials with which students will interact for the purpose of achieving identified educational outcomes.
  - Curriculum Definition. *Education.com*. <http://www.education.com/reference/article/curriculum-definition/> (accessed: May 14, 2014).

# What is a curriculum map?

- A visual illustration (map/chart/matrix/grid) that shows the relationship between a program's structure (courses and required learning experiences) and its student learning outcomes.
- Three Common Formats
  - Basic (Yes/No)
  - Level of Ability
  - Key Assignment/Embedded Assessment

# Basic Curriculum Map

<b>Learning Outcomes</b>  <b>Courses</b> 	<b>LO 1:</b> Students will ... (Content Application)	<b>LO 2:</b> Students will ... (Oral Communication)	<b>LO3:</b> Students will ... (Written Communication)	<b>LO4:</b> Students will ... (Apply Evidence)	<b>LO5:</b> Students will ... (Project Management)	<b>LO6:</b> Students will ... (Research)
<b>ANY100</b> (Intro)	X			X		
<b>ANY200</b> (Content A)				X		
<b>ANY210</b> (Content B)	X	X		X		
<b>(ANY220)</b> (Content C)	X		X	X		
<b>ANY340</b> (Research Methods)	X		X	X		X
<b>ANY400</b> (Capstone)	X	X	X	X		X

Courses in blue required. Courses in green 1 of the 3 required.

# Basic Curriculum Map

Learning Outcomes →	LO 1: Students will ... (Content Application)	LO 2: Students will ... (Oral Communication)	LO3: Students will ... (Written Communication)	LO4: Students will ... (Apply Evidence)	LO5: Students will ... (Project Management)	LO6: Students will ... (Research)
Courses ↓						
ANY100 (Intro)	X		Is LO 4 covered too much?	X		
ANY200 (Content A)	Should ANY200 have more LO's? Overlap with the 2 other options?			X		
ANY210 (Content B)	X	X		X	LO 5 isn't covered.	
(ANY220) (Content C)	X	Should there be more oral communication practice before ANY400?	X	X		
ANY340 (Research Methods)	X		X	X		X Enough research?
ANY400 (Capstone)	X	X	X	X		X

Courses in blue required. Courses in green 1 of the 3 required.

# Level of Ability Format (IRMA)

<b>Learning Outcomes</b>  <b>Courses</b> 	<b>LO 1:</b> Students will ... (Content Application)	<b>LO 2:</b> Students will ... (Oral Communication)	<b>LO3:</b> Students will ... (Written Communication)	<b>LO4:</b> Students will ... (Apply Evidence)	<b>LO5:</b> Students will ... (Project Management)	<b>LO6:</b> Students will ... (Research)
<b>ANY100</b> (Intro)	Introduced			Introduced		
<b>ANY200</b> (Content A)				Reinforced		
<b>ANY210</b> (Content B)	Reinforced and Assessed	Reinforced		Reinforced		
<b>(ANY220)</b> (Content C)	Reinforced and Assessed		Reinforced	Reinforced		
<b>ANY340</b> (Research Methods)	Introduced		Reinforced	Reinforced and Mastered		Introduced
<b>ANY400</b> (Capstone)	Mastered and Assessed	Mastered and Assessed	Mastered and Assessed	Mastered and Assessed		Reinforced and Assessed

Courses in blue required. Courses in green 1 of the 3 required.

# Level of Ability Format (IRMA)

Learning Outcomes Courses	LO 1: Students will ... (Content Application)	LO 2: Students will ... (Oral Communication)	LO3: Students will ... (Written Communication)	LO4: Students will ... (Apply Evidence)	LO5: Students will ... (Project Management)	LO6: Students will ... (Research)
<b>ANY100</b> (Intro)	Introduced			Introduced	--Should LO 1 be Introduced twice?	
<b>ANY200</b> (Content A)				Reinforced	--No introduction to LO 2 and LO 3	
<b>ANY210</b> (Content B)	Reinforced and Assessed	Reinforced		Reinforced	--Should ANY340 be before the 200 sequence for LO 1? --ANY400 assesses everything except LO 5.	
<b>(ANY220)</b> (Content C)	Reinforced and Assessed		Reinforced	Reinforced		
<b>ANY340</b> (Research Methods)	Introduced		Reinforced	Reinforced and Mastered		Introduced
<b>ANY400</b> (Capstone)	Mastered and Assessed	Mastered and Assessed	Mastered and Assessed	Mastered and Assessed		Reinforced and Assessed

Courses in blue required. Courses in green 1 of the 3 required.

# Key Assignments/ Embedded Assessments

<b>Learning Outcomes</b>  <b>Courses</b> 	<b>LO 1:</b> Students will ... (Content Application)	<b>LO 2:</b> Students will ... (Oral Communication)	<b>LO3:</b> Students will ... (Written Communication)	<b>LO4:</b> Students will ... (Apply Evidence)	<b>LO5:</b> Students will ... (Project Management)	<b>LO6:</b> Students will ... (Research)
<b>ANY100</b> (Intro)	Exam Items			Exam Items (Database)		
<b>ANY200</b> (Content A)				Exam Items (Database)		
<b>ANY210</b> (Content B)	Exam Items*	Exam Items and Presentation		Exam Items (Database)		
<b>(ANY220)</b> (Content C)	Exam Items*		Paper	Exam Items (Database)		
<b>ANY340</b> (Research Methods)	Research Paper		Research Paper	Research Paper		Portfolio and Class Project
<b>ANY400</b> (Capstone)	Poster Session*	Poster Session*	Research Paper*	Research Paper*		Poster Session and Paper*

Courses in blue required. Courses in green 1 of the 3 required.

# Program Uses:

- Ensure that students have sufficient learning opportunities to master outcomes.
- Ensures that all required courses or other educational experiences contribute to the program's essential outcomes.
- Indicates where evidence for program level assessment can be collected.

# Faculty Uses:

- Identifies how courses fit within the curriculum
  - What has already been taught/learned (avoid repetition)
  - What needs to be taught/learned (support later courses in curriculum)
  - Help students make connections about their learning.

# Other Uses:

- Provide a birds-eye view of a program's entire curriculum.
  - Promote dialogue about the program as a whole
- Document the alignment between learning outcomes and the curriculum for accreditors (ABET requires)

# Your Turn

- List learning outcomes
- List learning opportunities
  - Include all required courses (including clusters of courses that students choose among) and activities
  - Consider including electives to make sure they contribute
- Identify where learning outcomes occur in the curriculum.
  - Yes/No
  - Level of Ability
- Consider how the outcomes might be assessed
  - Key Assignments/Embedded Assessments



# Resources

- At USNA:
  - Katherine Cermak
    - [cermak@usna.edu](mailto:cermak@usna.edu)
  - Rae Jean Goodman
    - [goodman@usna.edu](mailto:goodman@usna.edu)
  - Faculty Senate Assessment Committee Members
- On-Line
  - <http://manoa.hawaii.edu/assessment/howto/>
  - [http://uwf.edu/cutla/curriculum\\_maps.cfm](http://uwf.edu/cutla/curriculum_maps.cfm)