Assessment Subcommittee: Fall 2010 Curriculum Mapping Workshops

Workshop #1: Friday, October 8, 2:00-4:00 pm, CPS 210
Workshop Leaders: Estanich, Sage, Ellertson

Detailed Agenda

1. Overview of the Assessment Subcommittee’s Activities & Goals

2. Overview of Last Spring’s Program Learning Outcomes Workshops

   Small Group Activity 1: Given your existing PLOs, ask yourselves:
   
   a) How do you know which courses help your students achieve each PLO?
   b) How are your PLOs consciously enacted throughout your curriculum?

3. Overview of Alignment & Curriculum Mapping

4. Examples of Curriculum Maps: From Simple to Complex

   Break

5. An Expanded Assessment Mapping Tool & Pilot Program

6. Examples from Departments on Campus

   Small Group Activity 3: Planning ahead:
   
   a) Identify the type of curriculum map that will be useful for your program.
   b) Formulate a strategy/process for collecting information for your curriculum map.
   c) Anticipate the various questions or issues that might arise throughout this process.

7. Summary, Next Steps & Curriculum Mapping Workshop #2 (Dec. 3, 2-4 pm, CPS 210)

   ➢ How to make sense of your Curriculum Map.
   ➢ How to begin identifying Assessment Measures/Strategies (Spring 2011)

As a result of participating in this workshop, participants will be able to:

- Identify and familiarize themselves with their own Program Learning Outcomes.
- Describe curricular alignment and explain how curriculum mapping serves to understand alignment at (and between) various levels.
- Describe the basic features of a curriculum map and the different levels of complexity that are possible.
- Explain the value of curriculum maps at different levels of complexity.
- Identify an appropriate “level of complexity” for their department/program.
- Formulate a strategy for collecting needed information in their department/program.
- Formulate a plan for generating a curriculum map and identify the types of questions that might arise throughout the process.

Sponsored by the Assessment Subcommittee with assistance from the Center for Academic Excellence and Student Engagement