Welcome & Overview of Workshop

1. ASC Activities & Goals
2. Overview of PLO Workshops (Spring 2010)
3. Alignment & Curriculum Maps
4. Examples: From Simple to Complex
5. Expanded Curriculum Mapping Tool
6. Examples from Summer Pilot Program
7. Next Steps & Workshop #2: Dec. 3, 2-4 pm, CPS 210

Assessment Academy
Curriculum Mapping Workshop Part 1

Friday, October 8, 2010
2:00 pm – 4:00 pm
CPS 210

Today’s Presenters:
– Michael Estanich (Dance)
– James Sage (Philosophy)
– Shari Ellertson (Office of Policy Analysis & Planning)

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

Assessment Subcommittee: Updates

• Faculty governance approved an additional year hiatus (2010-2011) on assessment reporting with the understanding that the ASC would continue to gather information and develop a new process for assessment across campus.
• Visiting Departments
• Review of Program Learning Outcomes
• Gathering Resources/Developing Workshops
• Making changes to the Assessment Plan, rubrics, and reporting schedule
• Working with governance to ensure that assessment is:
  – meaningful and helpful with respect to improving teaching/learning
  – implemented and systematic across campus

Looking Ahead: Assessment Timeline

What we have been doing:
• Spring 2010: Program Learning Outcomes

What we are doing now:
• Fall 2010: Curriculum Mapping
  – Finding gaps, strengthening student learning experiences
• Spring 2011: Assessment Measures & Whole Plan
  – Identifying assessment strategies
  – Preparing to offer new General Education Courses
• Fall 2011: Reporting Schedule Resumes

What Specifically is a Learning Outcome?

• A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
• Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
• Learning outcomes can be measured (evidence of learning can be produced)

How Can Learning Outcomes Enhance Teaching and Learning?

• With each lesson, course, and program, instructors are urged to ask, “What knowledge, skills, and dispositions do I want students to get from this?” and “What evidence do I have that students are getting it?”
• Connects students with what is at the heart of the discipline; what students need to know, be able to do, and appreciate to live rich, full, productive lives.
• Helps instructors decide what is important to include and what can be let go.
• Facilitates communication among faculty about what is important for students to know, be able to do and appreciate.
• Assessment evidence provides valuable data for improving instruction and increasing student learning in courses and programs.
Small Group Activity 1: Given your PLOs...

• How do you know which courses help your students achieve each PLO?
• How are the PLOs consciously enacted throughout your curriculum?
• Discuss within small groups, then report back to larger group
Curriculum Mapping

- **What is a “curriculum map”?**
  - A way to check the “alignment” of our Program Learning Outcomes with what’s going on in our courses.
  - Typically represented visually in a matrix or table.
- **What’s the value of a curriculum map?**
  - Helps us to see the “big picture” of a shared curriculum (i.e., our department, program, major)
  - Helps us to identify places where we’ve identified important learning outcomes that may not be supported by our courses.

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**Curriculum List: Linear**

<table>
<thead>
<tr>
<th>Program Learning Outcome #1</th>
<th>Program Learning Outcome #4</th>
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<tbody>
<tr>
<td>CRS 101</td>
<td>CRS 102</td>
</tr>
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<td>CRS 201</td>
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**Curriculum Map A**

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</table>

**Curriculum Mapping**

- **Examples of how to generate SIMPLE maps:**
  - Sticky notes on whiteboard / flip chart
  - Word document with a big table
- **But sometimes, we might want a bit more information.**
  - For example, we’d like to know which courses INTRODUCE, DEVELOP, and/or MASTER the skills, knowledge, or abilities corresponding to each Program Learning Outcome...

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**Curriculum Mapping**

- **Examples of how to generate MORE DETAILED maps:**
  - Sticky notes on whiteboard/flip chart with: I, D, M
  - Word document with a big table with: I, D, M
  - Excel file with a series of columns and rows with: I, D, M
- **But sometimes, we might want a bit more information.**
  - For example, we’d like to know HOW MUCH EMPHASIS each course places on the skills, knowledge, or abilities corresponding to each Program Learning Outcome...
**Curriculum Map C**

<table>
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</tbody>
</table>

**Level:**
- **I** = Introduce
- **D** = Develop
- **M** = Master

**Emphasis:**
- **1** = Little
- **2** = Some
- **3** = A lot

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**Curriculum Map D**

<table>
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<tr>
<th>Program Learning Outcome #1</th>
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<th>CRS102</th>
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</table>

**Assessment Methods:**
- **PQ** = Pop Quizzes
- **EE** = Essay Exams
- **ME** = Multiple Choice Exams
- **LR** = Lab Reports
- **OP** = Oral Presentation
- **P/I** = Practicum/Internship
- **RP** = Research Paper

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**Curriculum Map E**

<table>
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<tr>
<th>Program Learning Outcome #1</th>
<th>CRS101</th>
<th>CRS102</th>
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**Curriculum Mapping**

- Examples of how to generate EVEN MORE DETAILED curriculum maps:
  - Sticky notes with: **I, D, M** and **1, 2, 3**
  - Word document table with: **I, D, M** and **1, 2, 3**
  - Excel file with: **I, D, M** and **1, 2, 3**
- Now we are getting some interesting information!
- But... let’s not forget what’s MOST important...

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**What’s MOST important:**
- What does a curriculum map allow us to do?
  - Allows us to HAVE A CONVERSATION about our shared curriculum.
  - Gives us an opportunity to MAKE CHANGES:
    - Revise our Program Learning Outcomes (PLOs)
    - Revise our Curriculum (requirements, sequencing)
    - Revise our Courses (learning outcomes, assignments)
  - As we make these changes, our curriculum map changes, and we repeat the process.
  - In short, a curriculum map allows us to engage in CONTINUOUS IMPROVEMENT of student learning

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**“Closing the Loop”**

- Assessment of student learning allows us to be accountable for what we do as educators.
- However, the main focus of Assessment really is CONTINUOUS IMPROVEMENT.
  - By assessing what students are learning, we can better respond to their needs, we can make adjustments, we can support them as we challenge them... and, as a bonus, our teaching is more meaningful and rewarding at all levels.
Developing Curriculum Maps

- Pilot Project – Summer 2010
  - Biology
  - Business and Economics
  - Communication

- Template
  - Excel format with pre-formatted Pivot Tables
  - “Shovel ready”

Collect the Data

- Audit current practices
- Example Survey (handout)

Enter Raw Data into Template

Tables Generated: Program Summary Matrix

Table 1: Summary of Faculty Ratings of Instructional Emphasis by Learning Outcome

- Provides birds-eye view

Tables Generated: Course/Outcomes Matrix

- Illustrates emphasis on outcomes by course
Tables Generated:
Instructional Emphasis by Course Level

<table>
<thead>
<tr>
<th>Course of Rating (0-3)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply the scientific method, using appropriate theoretical and practical skills to design research studies, answer biological questions, and/or solve problems.</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 1:</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Students will critically read, evaluate, and discuss peer-reviewed literature relevant to the field.</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
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</tr>
<tr>
<td>Level 2:</td>
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<td>40%</td>
<td>0%</td>
<td>20%</td>
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</table>

- Can provide a sense of the scaffolding/layering of the outcomes in the curriculum.

Tables Generated:
Inventory Pedagogical Practices

- Stimulates discussions of pedagogy and cross-pollination of ideas

Examples from Colleagues

- Chris Yahnke, Biology
- Scott Wallace, Business

- Describe where you’ve been in the outcomes assessment process.
- Describe the process of gathering information from colleagues for mapping.
- Envision how you think the curriculum maps will inform your work.
- General tips and suggestions.

Small Group Activity 2: Planning ahead...

a) Identify the type of curriculum map that will be useful for your program.
   - For our program, what information would be useful to get from a curriculum map?
   - What level of detail/sophistication will be useful in our program?
   - What kinds of information can a curriculum map provide to our colleagues?

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.

Summary: Benefits of a Program Curriculum Map

- Represent the underlying logic of a curriculum
- Illustrate where contributions to student learning are integrated
- Identify gaps in learning opportunities
- Can also reflect co-curricular opportunities
- Stimulate faculty discussion
- Promote curricular coherence
- Contribute to continuous improvement loop

Looking Ahead: Curriculum Maps #2

- December 3, 2:00-4:00 pm, CPS 210
- What to have prepared...
  - Reasonably complete Curriculum Map
- What we will do...
  - How to make sense of your Curriculum Map?
  - Share ideas/frustrations
  - Begin to identify Assessment Measures/Strategies