

Curriculum Mapping

Implementation Workshop

University of Alberta
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Workshop Objectives

- Understand the concept and benefits of course and curriculum alignment
- Understand how a curriculum map shows the relationship of courses to the curriculum
- Learn the process to develop a Curriculum Map in your program
- Discuss issues of design and use



What are the Benefits?

- Helps “see” the whole curriculum at a glance.
- Helps understand why outcomes are or are not being achieved.
- Facilitates faculty discussion and understanding of the curriculum.
- A guide to help “align” the curriculum.



Alignment Matters

- The Four Curricula
 - Written
 - Taught
 - Received
 - Assessed



Outcome: A Driver's License

- Written (the brochure):
 - You will learn everything you need to pass your driving test;
- Taught (what happens in class):
 - Gory films of accidents; instructor stories about bad drivers; DMV driver's manual
- Received (what students learn):
 - It's scary out there; traffic signs; speed limits
- Assessed (what is evaluated):
 - Merging on to the Interstate; parallel parking; insurance requirements; right of way



Our Curriculum Alignment

- Written:
 - Course catalog; syllabus; program Web site
- Taught:
 - Class activities; assignments
- Received:
 - What I understand; motivated to learn; can fit with my prior learning; believe counts in grading
- Assessed:
 - What is tested; how assignments are graded; what students are expected to know in class



From courses to degree programs,

A **Curriculum Map** helps
insure curriculum alignment



What is a Curriculum Map?

A graphical portrayal of the relationships among the program curriculum (courses) and intended program outcomes.



PROGRAM LEARNING OUTCOMES

REQUIRED COURSES	How Outcomes are Addressed and Assessed	Outcome #1 Understand major theories in developmental psychology	Outcome #2 Understand major theories in behavior psychology	Outcome #3 Understand major theories in social psychology	Outcome #4 Write well reasoned and data supported papers using proper APA format.	Outcome #5 Understand basic research designs and statistics in developmental, behavioral and social psychology.
Psych 101: Introduction to Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Not Assessed	
Psych 102: Foundations of Modern Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 201: History of Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Paper	
Psych 202: Comparative Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 301: Introduction to Behavioral Psychology	Level:	Not Addressed	Reinforced	Not Addressed	Reinforced	Reinforced
	Emphasis		Extensive		Moderate	Moderate
	Assessed:		Exams, Paper		Project	Not Assessed

What The Map Shows

- The map enables a course-by-course analysis by showing the relationships between **course-level objectives** and **program-level outcomes**:
 - Where they coincide;
 - How they relate;
 - If and how they are assessed.



Map the Curriculum

Course by Course

Program: **Alternative Arts and Sciences - BS**

Level / Emphasis / Assessment

Outcomes → Courses ↓	Students can tell the future	Students can read minds
Palm Reading 102	Introduce concepts Moderate Not Assessed	Introduce skills/concepts Moderate <i>What's My Sign Test</i>
Crystal Ball Analysis 480	Advanced Extensive <i>The Madam Celeste Simulation</i>	Reinforce concepts Moderate <i>Student Clairvoyance Assessment Method (SCAM)</i>



Before You Begin . . .

- Prerequisites:
 - Someone to facilitate and coordinate the process;
 - Willingness of faculty to participate;
 - Major courses have learning objectives;
 - Program outcomes are established.



Program Learning Outcomes

Example


Masters in Atmospheric Science

1. Understanding of the theoretical basis and observational methods for study of atmospheric physics, air chemistry, hydrometeorological and climate-scale processes in the Earth's atmosphere.
- 2.
- 3.
- 4.
- 5.



Assessment Plan

(where outcomes are born)

- Program Mission
- Student Learning Outcomes (3-5 recommended)
 - Performance Indicators  Assessment Measures
- Use of Results
- Implementation Plan

Build Your Curriculum Map

What ?

- Gather information about the curriculum
- Organize and display course information
- Create a draft **CM** to share with faculty
- Share and discuss with faculty – modify as needed

How ?

- Instructors complete **Course Worksheets**
- Combine on **CM Worksheet**
- Use **CM Worksheet** (Consider **color coding**)
- Dedicate a faculty meeting or retreat to this discussion



Using the Curriculum Map to Plan Program Assessment

Reviewing the Curriculum Map helps faculty consider:

- Does this curriculum make sense?
 - Do we have the right program outcomes?
 - Are they supported by our courses?
- How will we know if the curriculum works as planned?
 - What are the “benchmarks” we should monitor?
 - Are there existing assessments we can use?



Using the Curriculum Map With Program Assessment Data

*Distribute the CM and assessment data to faculty
for review, discussion and action*

The Curriculum Map is a useful tool to begin a faculty discussion of why assessed student performance met, exceeded or fell short of expectations for one or more program-level student learning outcomes.



Using Curriculum Mapping

How two UNR programs have adapted Curriculum Mapping to work for them.



CM in HDFS for Course Realignment & Accreditation

Karen Kopera-Frye, Ph.D.
Human Development & Family Studies,
University of Nevada-Reno



Preparing our Course Map (Realignment)

- Started by crossing our Student Learning Objectives (SLOs) under HDFS Departmental Mission for each course
- Additional ratings were conducted:
 - Level of instruction, degree of presentation, Bloom's levels, and products
- Then each of the courses were combined onto the grid



Our Department Course Grid

- Each of the courses tapping each of the departmental mission goals were ordered under columns
- Color coded for level of instruction
- Courses examined in light of levels of instruction with an eye to overlap



Next Steps

- Met as a Teaching Faculty with Dept. Chair and went over grids
- Course information was clarified with instructor present
- Several courses were deemed as not serving student interests in light of mission, thus were reconfigured
- Content instruction level was changed in some courses
- Agreed to try new configuration and monitor
- Minutes used for assessment indicating improvement of course structure for our assessment reports
- Meeting minutes will be used as assessment evidence for accreditation



Challenges

- Getting down to decisions about what to do with overlapping courses
- Course ownership issues became a challenge
- Getting forms completed
- Could be confusing at times when trying to do a number of courses quickly
- If your Departmental Mission goals are not specific enough, it could be problematic



Our Possible Solutions

- Still ongoing—some issues are harder to deal with (restructuring level/intensity of instruction)
- Discussing purpose and value of approach for assessment with faculty
- Documenting assessment process for Dean
- Turning the process into topic of publications, trainings, talks
- Turning to grid focuses on courses, not personalized to instructors



Recommendations for Administrators and Faculty

- Needs to be a faculty-initiated process
- Start early and document the progress through regular Resident Instructional meetings
- Incentives may help get the process underway
- Share results with higher administration, University Assessment Office
- Get word out through newsletters, spotlights
- Present findings, where applicable, at national conferences (Teaching Conferences)



Another Use of CM.....Briefly

- Used CM process for a Program of Merit designation by AGHE for UNR's Gerontology Certificate Program
- Mapped SLOs from certificate course syllabi onto Knowledge, Skills, and Abilities (KSAs) required by accreditation body
- Then slotted our courses under our Certificate Program Goals as crossed with AGHE's SLO mandates
- Same level of mapping (e.g., products)
- AGHE indicated they have never seen the CMs in an application and appreciated the clarity, brevity



Curriculum Mapping in the School of Social Work



Two Examples

1. Mapping the Received Curriculum
2. Mapping the Research Sequence



Mapping the Received Curriculum



Goals

- 1) Outcome assessment data to support our reaccreditation process
- 2) Input from student perspective
- 3) Compare taught (instructor perspective) and received (student perspective) curriculum



CM Procedure Used

- Each major course in the foundation year curriculum addressed at least 1 of the 10 CSWE learning objectives.
- All 10 learning objectives were listed on a rating sheet. Using Bloom's taxonomy, students were asked to rate the extent to which the course addressed each objective.
- The course instructor completed a parallel form asking the extent to which he or she taught to each of the 12 learning objectives.



Administration of CM

- Student mappings were completed along with student teaching evaluations
- Graduate student assistants conducted focus groups with students for feedback about the curriculum mapping process



Lessons Learned

- 1) CM is a dynamic process as well as an assessment tool.
- 2) Bloom's taxonomy needs to be clearly defined so that there is consistency in interpretation.
- 3) Unanticipated value judgments were made about Bloom's taxonomy
- 4) When students completed the CM at the same class as the STE, they rushed through both.



Lessons Learned - continued

5. Findings from data collected for reaccreditation purposes were broad. More detailed information was needed for program changes.



Curriculum Mapping of Research Sequence



The Problem

- Research courses elicit anxiety.
- Evidence-Based Practice is being integrated into CSWE requirements.
- Faculty and agencies differ in their expectations of research competence.



Goal: More Effective, Practical, and Relevant Research Curriculum

Step 1: Identify agreed-upon core research competencies.

Step 2: Identify where in research curriculum each core research competency will be taught.

Step 3: Map core research competencies onto research sequence.

Step 4: Map core research competencies onto entire social work curriculum.



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Some Data on Benefits & Problems of CM

- (n = 22 Adm., n = 20 Fac.)
- **Top 3 Benefits of CM:**
 - Curriculum Alignment
 - Clarification of Program Goals & Objectives
 - Accreditation
- **Top 3 Problems with CM:**
 - Faculty buy-in
 - Time/ Effort involved
 - Use-Faculty evaluation, etc?

Recent data from UNR 2007 Workshop Evaluations

- N = 18
- Based on a 90-minute training
- 89% found training useful
- 72% were moderately or very likely to use CM
- Stimulated ideas from workshop:
 - Develop steps/ plan
 - Course curriculum approval should include CM
 - Prevent redundant teaching
 - Use with career counselors
 - Use with new assignments
 - Other forums like distance education, etc



“It is unlikely that you will get the curriculum map right the first time.”

- Harden



Thank You!

For more information and copies of blank forms to download:

<http://www.unr.edu/assess/>

University Assessment Model

Step 3

Align Your Curriculum

