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

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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 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
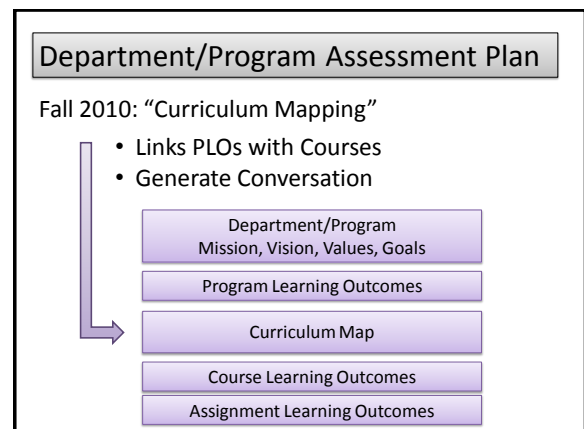

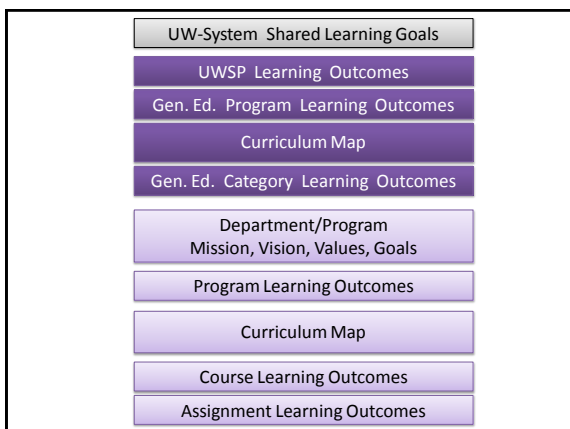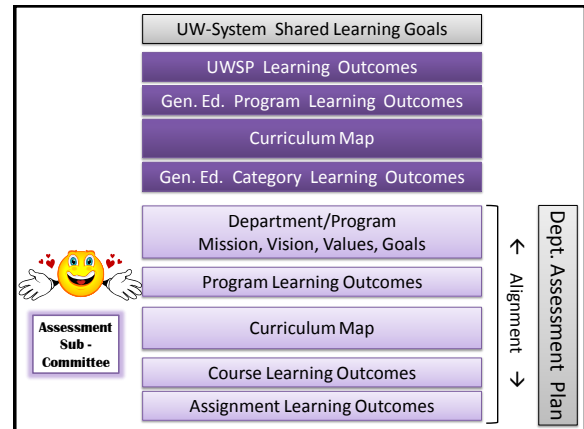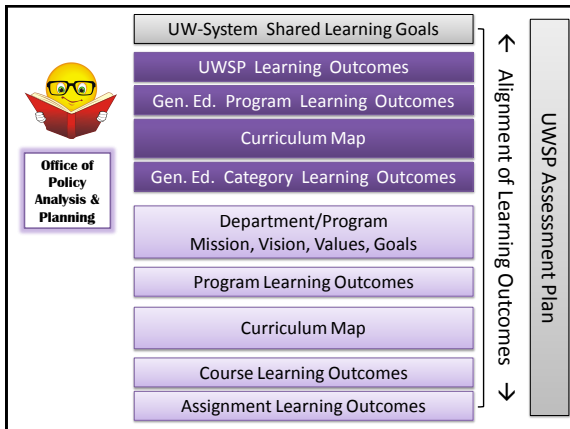## What Specifically is a Learning Outcome?

- 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.

Slide 1

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

Slide 2

- UW-System Shared Learning Goals
- UWSP Learning Outcomes
- Gen. Ed. Program Learning Outcomes
- Curriculum Map
- Gen. Ed. Category Learning Outcomes
- Department/Program Mission, Vision, Values, Goals
- Program Learning Outcomes
- Curriculum Map
- Course Learning Outcomes
- Assignment Learning Outcomes

Slide 3

Office of Policy Analysis & Planning

- UW-System Shared Learning Goals
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- Assignment Learning Outcomes

↑ Alignment of Learning Outcomes ↓

UWSP Assessment Plan

Slide 4

Assessment Sub-Committee

- UW-System Shared Learning Goals
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↑ Alignment ↓

Dept. Assessment Plan

Slide 5

- UW-System Shared Learning Goals
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- Course Learning Outcomes
- Assignment Learning Outcomes

Slide 6

Department/Program Assessment Plan

Fall 2010: "Curriculum Mapping"

- Links PLOs with Courses
- Generate Conversation

- Department/Program Mission, Vision, Values, Goals
- Program Learning Outcomes
- Curriculum Map
- Course Learning Outcomes
- Assignment Learning Outcomes

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.

Curriculum List: Linear

Program Learning Outcome #1	**Program Learning Outcome #4**
CRS 101	CRS 102
CRS 201	CRS 490
CRS 333	
CRS 490	**Program Learning Outcome #5**
	CRS 101
Program Learning Outcome #2	CRS 201
CRS 102	CRS 202
CRS 333	CRS 333
CRS 490	CRS 490
Program Learning Outcome #3	**Program Learning Outcome #6**
CRS 101	CRS 102
CRS 102	CRS 202

Curriculum Map A

	CRS101	CRS102	CRS 201	CRS 202	CRS 333	CRS 490
Program Learning Outcome #1	X		X		X	X
Program Learning Outcome #2		X			X	X
Program Learning Outcome #3	X	X				
Program Learning Outcome #4		X				X
Program Learning Outcome #5	X		X	X	X	X
Program Learning Outcome #6		X		X		

X = This course "addresses" or "covers" this PLO

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 a the skills, knowledge, or abilities corresponding to each Program Learning Outcome…

Curriculum Map B

	CRS101	CRS102	CRS 201	CRS 202	CRS 333	CRS 490
Program Learning Outcome #1	I		D		D	M
Program Learning Outcome #2		I			D	M
Program Learning Outcome #3	I	D				
Program Learning Outcome #4		I				M
Program Learning Outcome #5	I		D	D	D	M
Program Learning Outcome #6		I		M		

I = Introducing   D = Developing   M = Mastering

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

	CRS101	CRS102	CRS 201	CRS 202	CRS 333	CRS 490
Program Learning Outcome #1	I-3		D-3		D-1	M-2
Program Learning Outcome #2		I-1			D-3	M-3
Program Learning Outcome #3	I-1	D-1				
Program Learning Outcome #4		I-2				M-1
Program Learning Outcome #5	I-3		D-2	D-3	D-3	M-3
Program Learning Outcome #6		I-2		M-2		

Level:	I = Introduce D = Develop M = Master
Emphasis:	1 = Little 2 = Some 3 = A lot

Curriculum Map D

	CRS101	CRS102	CRS 201	CRS 202	CRS 333	CRS 490
Program Learning Outcome #1	I-3		D-3		D-1	M-2
Assessment Methods	PQ,ME		EE, E		OP	P/I,RP
Program Learning Outcome #2		I-1			D-3	M-3
Assessment Methods		PQ			E,OP	EE,RP
Program Learning Outcome #3	I-1	D-1				
Assessment Methods	LR	LR				

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

Curriculum Map E

	CRS101	CRS102	CRS 201	CRS 202	CRS 333	CRS 490
Program Learning Outcome #1	I-3		D-3		D-1	M-2
Sub-Outcome 1	I-1					M-1
Sub-Outcome 2			D-2			M-1
Sub-Outcome 3	I-3		D-3		D-1	
Program Learning Outcome #2		I-1			D-3	M-3
Sub-Outcome 1					D-3	M-2
Sub-Outcome 2		I-1				
Sub-Outcome 3		I-1				M-2

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…

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

"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.

STRETCH BREAK!

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)

Curriculum Alignment with Program Learning Outcomes

Enter Raw Data into Template

Tables Generated: Program Summary Matrix

Table 1: Summary of Faculty Ratings of Instructional Emphasis by Learning Outcome
(0 = Does not apply, 1 = Limited, 2 = Somewhat, 3 = A great deal)

- Provides birds-eye view

Tables Generated: Course/Outcomes Matrix

Table 2: Faculty Ratings of Instructional Emphasis by Learning Outcome and Course
(0 = Does not apply, 1 = Limited, 2 = Somewhat, 3 = A great deal)

- Illustrates emphasis on outcomes by course

Tables Generated: Instructional Emphasis by Course Level

Table 3: Faculty Ratings of Instructional Emphasis by Learning Outcome and Course Level
(0 = Does not apply, 1 = Limited, 2 = Somewhat, 3 = A great deal)

Count of Rating (0-3)	0	1	2	3
1				
Students will apply the scientific method, using appropriate theoretical and practical skills to design research studies, answer biological questions, and/or solve problems.				
Level I	20%	40%	20%	20%
Level II	8%	23%	23%	46%
2				
Students will critically read, evaluate, and discuss peer-reviewed literature relevant to the				
Level I	40%	40%	0%	20%
Level II	8%	17%	8%	67%

• 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

Apply Theory to Practice
- Class discussion including current issues and theory (3)
- Case study or analysis (3)
- Apply reading and class discussion in practical experiences such as practicum or assistantship (3)
- Using statistical methods to test theories or hypotheses (2)
- Invited speakers or panel presentation (2)
- Self-assessment/reflection paper (2)
- Journaling

Demonstrate Effective Oral Communications
- In-class presentation (10)
- Focused class discussion (5)
- Group discussions (3)

Effectively Communicate in Writing
- Journal (3)
- Reaction papers (2)
- Project paper (2)
- Reflective paper (2)
- Weekly written assignment or abstracts (2)
- Website analysis
- Field study reports
- Classroom discussion
- Portfolio

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