CURRICULUM MAPPING: INTEGRATING INSTITUTIONAL ASSESSMENT PROCESSES

2013 Assessment Institute
Indianapolis, Indiana
October 28-29

Maureen Andrade, Utah Valley University
Session Learning Outcomes

- Develop a broad perspective of the purpose of assessment in terms of student success & completion.
- Understand the benefits of an integrated assessment approach that accounts for both program and institutional learning outcomes.
- Recognize the value of curriculum maps to plan and track assessment activities, identify gaps in students’ learning, and close the assessment loop.
- Know how to create a comprehensive curriculum map that connects student learning at program and institutional levels.
Discussion

- How many of you are familiar with curriculum maps?
- How many of you are using them and for what purposes?
- What are the advantages/disadvantages?

BUZZ - 60/60/30/30
The Big Picture

- Purpose of assessment?
  - Student learning
  - Retention & completion
  - Compliance

- Initiatives
  - 15 to finish
  - Degree program maps
  - Developmental Math
  - Reverse transfer & stackable degrees
  - Plateau tuition

- How are curriculum maps & assessment related to these?
Guided Pathways to Success

Boosting College Completion

COMPLETE COLLEGE AMERICA

Complete College America
TIME

CHOICE

STRUCTURE

60/60/30/30
Default Pathways
Meta-Majors
Academic Maps
Milestone Courses
Intrusive Advising
Curriculum maps are a means of not only demonstrating pathways through a degree, but also a viable and effective way to integrate, plan, and track assessment activities at program and institutional levels. They can be used to demonstrate connections to both general education and discipline-specific major programs (Allen, 2006; Driscoll, 2007).

These connections help integrate the learning experience for students as they recognize the knowledge, skills, and abilities they are expected to have upon leaving the institution and how all of their coursework—general education, major, and electives—will help them achieve these outcomes.
INSTITUTIONAL LEVEL

Utah Valley University
33,000 students
University status in 2008
Carnegie – Community Engaged
Certificates – graduate programs
Assessment Challenges

• Top 3-5 assessment challenges?

• UVU context –
  • Differences in stakeholder opinions – how, what, when, where…
  • Multiple assessment requirements – GE, G/I, program outcomes, ELOs, accreditation, program review
  • Workload

• Goal
  • Simplify
  • Integrate course/program/institution
  • Create a seamless process to address multiple needs
**Process**

**Ongoing** stakeholder input, discussion, support-building –
- assessment directors/AVP/VP
  - deans
  - assessment committee
    - GE committee
    - curriculum director

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Initial Maps  →  COMET & Insight  →  Full Implementation
Dialogue & the ELOs

“Building a collective commitment to assessing student learning . . . involves establishing . . . opportunities for dialogue” (Maki, 2010, p. 4).
The Essential Learning Outcomes (ELOs) are a comprehensive set of learning goals that are fostered and developed across a student's entire educational experience. They reflect the knowledge, skills, and competencies needed to meet the challenges of an ever-changing and complex world.

The ELOs prepare students for future employment, life, and citizenship. With the achievement of these outcomes, UVU graduates will possess breadth and depth of knowledge, highly developed intellectual and practical skills, commitment to personal and social responsibility, awareness of the interdependence of communities, and the ability to synthesize and apply their learning to solve complex real-world problems.

http://www.uvu.edu/academicassessment/elo.html
Essential Learning Outcomes (ELOs)

Integrative & Applied Learning
• A student will engage in discipline-appropriate experiences with the academic and broader community through integrated and applied learning.

Intellectual & Practical Skills Foundation
• A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning, and technical and information literacies.

People of Integrity
• A student will become personally and socially responsible by acquiring, developing, and demonstrating skills in ethical reasoning and understanding.
Essential Learning Outcomes (ELOs)

Professional Competency
• A student will demonstrate professional competence by meeting the established standards of the discipline, working as a valued member of a team, effectively formulating and solving problems, and actively seeking and honing lifelong learning skills.

Stewards of Place
• A student will demonstrate stewardship of local, national and global communities by cultivating awareness of: interdependence among those communities; issues within those communities; and organizations and skills that address such issues.

Knowledge Foundation
• A student will demonstrate knowledge of human cultures and the physical and natural world in the following areas of essential study: arts, history, humanities, languages, science and mathematics, and social sciences. Knowledge Foundation refers to GE Distribution courses and other courses and experiences within the major.
People of Integrity

A student will demonstrate professional competence by meeting the established standards of the discipline, working as a valued member of a team, effectively formulating and solving problems, and actively seeking and honing lifelong learning skills.

• **Ethical Reasoning and Understanding**
  A student will be able to:
  • Recognize ethical Issues
  • Develop critical thinking and self-confrontation skills

**Personal and Social Responsibility**
A student will be able to:
• Cultivate tolerance toward disagreement and the inevitable ambiguities in dealing with ethical problems
• Elicit a sense of moral obligation and develop a personal code of ethics
• Integrated and Applied Learning
  • Engaged Learning
  • Integrated Learning
  • Applied Learning
• Intellectual and Practical Skills Foundation
  • Communication
  • Quantitative Reasoning
• Stewards of Place
  • Local Community
  • Global Community
  • Interdependence Among Communities

• People of Integrity
  • Ethical Reasoning and Understanding
  • Personal and Social Responsibility
• Professional Competency
  • Ability to Adapt and Change
  • Teamwork
  • Problem Formation and Solution
• Knowledge Foundation
  • Distribution & Major
Professional Competency
Engaged, Integrated and Applied Learning

Stewards of Place
People of Integrity

Intellectual and Practical Skills Foundation

Knowledge Foundation

UVU Mission: prepares professionally competent people
UVU Mission: foster engaged learning
UVU Mission: serve as stewards of a globally interdependent community
UVU Mission: prepares people of integrity
UVU Mission: serve as stewards of a globally interdependent community
UVU Mission: prepares people of integrity

Regents purpose: Integrative Learning
Regents purpose: Personal and Social Responsibility
Regents purpose: Intellectual and Practical Skills
Regents purpose: Knowledge of Human Cultures and the Physical and Natural World
Regents purpose: Intellectual and Practical Skills
Regents purpose: Knowledge of Human Cultures and the Physical and Natural World
Continuing ELO Dialogue

• Presentations – advisors, departments, student support services
• Events – orientation, faculty convocation
• Website
• Media/social media
• Digital signage
• Training
• Trinkets & trash
# Intellectual & Practical Skills

**Department/Course:** Communication Department  
**Comm 350R Special Topics:** Communication Field Experience

**Assessment Period:** Fall Semester

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**UVU General Education Mission Statement**

General Education assists students to become independent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime, regardless of their career paths.

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**Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)**

A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies.

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<table>
<thead>
<tr>
<th>GE Essential Learning Outcome</th>
<th>Plan</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012-2013: Critical Thinking</strong></td>
<td>Course Objectives or Outcomes which align with Critical Thinking</td>
<td>Means of Assessment: Signature Assignment &amp; Rubric</td>
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<tr>
<td></td>
<td>Demonstrate critical thinking skills in the form of abilities to:</td>
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<tr>
<td></td>
<td>1) Connect classroom discussion to real-world application.</td>
<td>Students will create and submit a blog as the signature assignment with the ePortfolio project. The blog will be a compilation of learning outcomes and reflection expressed in words, images and video.</td>
</tr>
<tr>
<td></td>
<td>2) Identify career possibilities available in various communication fields.</td>
<td>A rubric will assess the learning outcomes associated with this project and class.</td>
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<td></td>
<td>3) Demonstrate improved strategic skills in research, relationship development, and creative problem solving.</td>
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</table>

**Plan submission date:** May 11, 2012

**Submitted by:** Stephen L. Whyte

**Department Chair:**

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**Report submission date:**

**Submitted by:**

**Department Chair:**
Welcome
Welcome to your Utah Valley's accreditation, planning, and program review site.

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community.

Enjoy our site!
Number: 1

Title: Success in Quantitative Literacy (QL) courses

Outcome

Students who complete their dev. math courses will be successful in their Quantitative Literacy (QL) course.

Description of Assessment Method(s)

There are three indicators:
A. QL success rates: Track developmental math students (including by sex, age, and ethnicity) who enroll in MATH 1030/1040/1050 and check their success rates compared with students who directly entered a QL course. Rates will be by grade (percentage of students enrolled at the end of the term who earned A’s, B’s, etc.) to include a total percentage who pass.
B. Dev. math success rates:
Success rates (including by sex, age, and ethnicity) in each of the courses offered. “Success rate” is defined here as the percentage of students enrolled at the end of the term who received a grade that allows them to proceed to the next math class.
C. Retention rates:
The percentage of students who enrolled in a course and received a letter grade at the end of the term.
Summary/Analysis of Assessment Results

We have yet to get all of the data in the form we want. In the meantime, we have used a standard data set for years at department retreats to analyze how well we are doing. This year’s data is attached.

In fall 2011 this was the assessment:

Pass, success, and retention rates are relatively flat over the last seven semesters after a rise from the lower 04-05 results. Retention remains high at 91% for spring 2011. National benchmarks are being examined. By course, 950 pass/success rates continue to have minor fluctuations. 990 results have improved in recent semesters likely due to the previous initiative to better align 990 and 1010. There is some concern for a slight decline in 1010 over the previous three semesters.

Last year, the department used GPA in MATH 1050 to compare former DM students with those who tested directly into 1050. The Planning Committee recommended a different measure which compares percentages of students who passed as well as the percentage of students at each grade. This information is not yet available for analysis. We will be working with IRI to be able to get that information in a more user-friendly format. Also, demographic information (per the department program plan) should be available in the future.

Data was also collected on the common final exams (see attached) to see where students are having difficulty and to gain insight on how to improve the exams and/or the teaching emphasis (and thereby improve success rates further). Several questions on the finals were missed by a majority of the students. Further analysis is required.

Retreat stats 2012-2013 retreat
Use of Results

There are three goals:

<table>
<thead>
<tr>
<th>Conduct a literature review to see if there are any national benchmarks for student success, retention, and time to completion.</th>
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<tbody>
<tr>
<td>Work with IRI to get reports in more user-friendly format and related to the indicators. In the meantime, use the current data set to organize data by demographics and mode as well as success in 1030/40/50. Also, develop a “time to complete” measure.</td>
</tr>
<tr>
<td>For each course, item analysis will be conducted and recommendations will be made for improving the exams and/or improving teaching and emphasis.</td>
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<tr>
<td>UVU Essential Learning Outcome</td>
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<td>UVU Essential Learning Outcome</td>
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</table>

**Quantitative Reasoning**

A student will be able to:

- Understand, interpret and represent mathematical information using symbolic, visual, numerical and verbal conventions
- Solve problems using numeric, algebraic, geometric and statistical methods
- Use quantitative information in context, and determine reasonableness of results
- Use appropriate mathematical tools in problem solving (e.g. calculators, computers, measurement instruments and manipulatives)
How We Plan at UVU

- UVU's Planning Efforts
- UVU's Planning Model

Step 1: Reflect & Report
- Taking Stock of Your Department
- SWOT Analysis

Step 2: Define & Align
- Alignment to UVU’s Mission
- Creating a Mission Statement
- Creating a Vision Statement
- Creating Value Statements
- Crafting Department Objectives
- Working in Insight - Planning Module Overview
- Working in Insight - Mission Statement
- Working in Insight - Objectives

Step 3: Plan & Assign
- Aligning Your Department to UVU
- Working in Insight - Linking Objectives
- Defining Department Goals
- Working in Insight - Goals
- Working in Insight - Linking Goals
- Action Plans
- Creating Action Plans to Achieve Goals
- Integrated Assessment at UVU
- Student Learning Outcomes
- Student Learning Outcomes at UVU
- Essential Learning Outcomes at UVU
- Working in Insight - SLOs
- Working in Insight - Linking SLOs
Step 4: Prioritize & Budget

- Prioritizing and Budgeting Overview
- UVU PBA Guidelines 2013-2014

Step 5: Act & Assess

- Assessing for Improvement, Innovation, and Sustainability
- Designing Assessment Instruments
- Utilizing UVU’s Institutional Data

Closing the Loop

- Back to Step 1: Reflect & Report
- Working in Insight - Assessment

Reports

- Reports
- Adding New Reports
- Step 1: Report Information and Master Reports
- Step 2: Data Types
- Step 3: Data Fields
- Step 4: Related Items
- Step 5: Filtering
- Step 6: Sorting and Grouping
- Step 7: Permissions
- Step 8: Report Summary
- Exporting, Editing, and Deleting Reports

Resources

- Department Trainings and Support
- Assessment Resources
- UVU’s Core Themes
- UVU’s Administrative Imperatives
- UVU’s Essential Learning Outcomes
- Glossary
Department Profile

Welcome to UVU's department profile site. Each department at UVU annually reviews its mission, objectives, resources, and organization to determine how it can become more effective in its contribution to our mission as a university. As noted in our administrative imperative "Operative Effectively", UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources. These department profiles are central to that effort.

Department profiles serve four functions:

- Provide an opportunity for departments to reflect on their own efforts, resources, and organization to make improvements and recommend changes to resource allocation.
- Facilitate systematic internal review of programs and departments by UVU administration and faculty.
- Meet the accountability requirements of external agencies, including the USHE Board of Regents, Northwest Commission for Colleges and Universities, etc.
- Provide transparency within and outside of the campus.
Criterion 1—History, development, and expectations. What was the original intent of the department’s degree programs? How have the degree programs evolved over the years? How have they adapted to meet change?

Criterion 2—External demand. What external indicators show the need for and attractiveness of the department’s degree programs? Consider national and local statistics and trends over time. Consider employer demand for broad educational outcomes.
The level to which a degree SLO is addressed in each course is entered where it is applicable: Introduce, Reinforce, Apply.
I have always been interested in history, particularly the history of the western United States. My history courses in my...
### Critical, analytical, and integrative thinking (Program Goal / College Wide Goal)

| Students will be able to make connections between concentration areas within psychology. | E | E | E | E | E | E | E | E | M |
| Students will be able to integrate various psychological theories into coherent hypotheses. | E | E | E | E | E | E | E | E | E | M | E | E | E | M |
| Students will be able to apply theoretical perspectives to personal experiences and current events/problems | E | E | E | E | E | E | E | E | M | E | E | M |

### Writing and other communication skills (Program Goal / College Wide Goal)

| Students will communicate in a coherent manner | E | E | E | E | E | E | E | E | M | E | E | M |
| Students will be able to produce a written logical development of a thesis. | E | E | E | E | E | E | E | M | E | E | E | M |
| Students will be able to demonstrate effective formal oral presentation skills (including proficiency with presentation technology) | E | E | E | E | E | M | E | E | M | E | E | M |
1. Understand the history of second language teaching methodology.
2. Understand the major systems of human language (phonology, semantics, morphology, syntax).
3. Understand the major theories of second language learning and how they inform practice.
4. Demonstrate professionalism and a familiarity with professional resources and organizations.
5. Have a personal philosophy of second-language education.
6. Be familiar with and apply language learning technology.
7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement.
8. Assess learners for placement and instruction.
9. Demonstrate effective tutoring techniques with ESL learners (one-on-one).
10. Demonstrate a knowledge of the qualities and strategies of effective language learners.
11. Demonstrate a knowledge of the socio-cultural variables which affect language learning and use.
12. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching.
13. Recognize appropriate methods and statistical procedures in second-language research.
14. Demonstrate effective teaching skills in a classroom environment.
### UVU Computer Science Program Outcome Mapping to ELOs

**January 2013**

<table>
<thead>
<tr>
<th>Essential Learning Outcome</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
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<th>#6</th>
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<td>Integrated and Applied Learning</td>
<td>A4, B2</td>
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<td>A1</td>
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<td>Intellectual &amp; Practical Skills</td>
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<tr>
<td>Foundation</td>
<td>B, C, E</td>
<td>E1-3</td>
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<td></td>
<td></td>
<td>A, B</td>
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<tr>
<td>People of Integrity</td>
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<tr>
<td>Professional Competency</td>
<td>C1, C2, C4</td>
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<td>B1-2</td>
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<td>Stewards of Place</td>
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<tr>
<td>Knowledge Foundation</td>
<td>A</td>
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<td>A</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>C1</td>
<td>A1-2</td>
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### AS/BS Elementary Education

**School of Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Elementary Math Methods II</td>
<td>EDEL 4550</td>
</tr>
<tr>
<td>Differentiations for Special Populations</td>
<td>EDEL 4620</td>
</tr>
<tr>
<td>Student Teaching, Grades K-3</td>
<td>EDEL 4890</td>
</tr>
<tr>
<td>Student Teaching, Grades 4-6</td>
<td>EDEL 4890</td>
</tr>
<tr>
<td>Teacher Education Capstone Seminar</td>
<td>EDEL 4980</td>
</tr>
<tr>
<td>Exceptional Students</td>
<td>EDSP 3400</td>
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</table>

### General Education

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Introduction to Writing</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>Intermediate Writing: Humanities/Social Science</td>
<td>ENGL 2010</td>
</tr>
<tr>
<td>Intermediate Writing: Science/Technology</td>
<td>ENGL 2020</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Math 1050</td>
</tr>
</tbody>
</table>
Advantages?

• Benefits a variety of stakeholders
• Encourages purposeful curriculum design & sequencing
• Considers student learning
• Addresses student completion
• Identifies gaps in curriculum & assessment practices
• Assists with follow-up on assessment findings
• Provides a consistent format for all programs
• Integrates general education, program, institutional SLOs
• Increases accountability for GE; overall learning
Curriculum maps provide departments with a strategic approach to designing the learning process and identifying gaps related to learning outcomes. These gaps are apparent in the design phase as departments identify in which courses outcomes are introduced, emphasized, and assessed, if they are not receiving sufficient attention, or are missing entirely. Additionally, once an assessment cycle is completed, departments can refer back to their maps to see where an outcome is taught and to what level, and make needed adjustments. Curriculum maps also improve accountability at the department level when they include not only program learning outcomes but general education or institutional outcomes and the means of achieving these outcomes. In this way, departments recognize that they are responsible for a student’s overall academic experience and for building on foundational knowledge and skills that may be introduced in general education coursework.
Implementation Challenges

• What are they?

• Common objections to change/implementation
  • Too much work
  • Chairs/faculty already overworked
  • Busy work
  • Results not used for decision-making
  • Lack of communication about rationale

• Strategies for common goals & shared vision?
  • Marketing/communication
  • Assessment grants – PLOs linked to ELOs; maps completed
  • Success videos
  • Visible leadership support – address to faculty
  • Training – faculty center, curriculum, assessment office
Progress