

Bridging Curriculum and Assessment



A Mapping Methodology that Works

Mike Carson, Director of Curriculum & Assessment, Office of Curriculum and Instructional Support

Jodi Brookins-Fisher, Director, Division of Public Health, College of Health Professions

- I. Curriculum Mapping
 - II. Advantages of Curriculum Mapping
 - III. Mapping Methodology
 - IV. Achieving Vertical Alignment
 - V. Achieving Horizontal Alignment
 - VI. Key to Successful Mapping = Engaged Faculty
 - VII. Next Steps
 - VIII. Are We Teaching What We Should be Teaching?
 - IX. Discoveries
 - X. Lessons Learned
 - XI. Strategic Planning
-

I. Curriculum Mapping

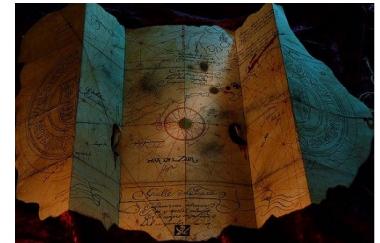
- Vertical Coherence: logically sequencing program and course components (top down) from the program mission, goals, program learning outcomes (PLOs), course learning outcomes (CLOs), course measures (evaluations, and artifacts) and teaching strategies.
- Horizontal Coherence: Courses across the curriculum are logically aligned by identifying dominant instructional levels (introduce, reinforce, and emphasize) to help students progress toward greater knowledge and skill attainment.

II. Advantages of Curriculum Mapping

- Unites faculty as a cohesive unit of professional subject matter experts.
- Identifies student-learning areas that are missing, weak, duplicated, etc.
- Provides a strategic approach to vertically aligning courses (supports course-level rationale).
- Provides a strategic approach to horizontally aligning course components such as objectives, teaching strategies, evaluations, and artifacts.
- Revises and enhances intended learning outcome statements.
- Revises and enhances measurement approaches.
- Revises and enhances data collection methods.
- Enhances pedagogical practices.
- Supports evidence for revising course content.
- Enhances student confidence in the learning process.
- Enhances advising across the entire program.
- Provides rationale for course and program changes that are evidence-based.
- Enhances the entire program to benefit faculty, students, parents, and other stakeholders.
- Know what students ACTUALLY are learning versus what we THINK they are learning.

III. Mapping Methodology

- Simple Mapping - Advantages: Extremely quick illustration of program learning outcomes coverage, provides indication of possible learning gaps. Disadvantages: This illustration can be misleading and is often used as a “check the box” philosophy if not further refined.
- Moderately Detailed Mapping - Advantages: Illustrates coverage of PLOs and instructional levels. Provides potential gaps/redundancies in coverage, and areas to enhance curriculum. Disadvantages: Does not provide enough detail to engage faculty in deep conversation to create true alignment; sequencing of courses are questionable; it is unclear if course objectives are aligned.
- Comprehensive Mapping – Provides a strategic plan for alignment of course components and program outcomes essentially leading to program improvement for learning.



Advantages:

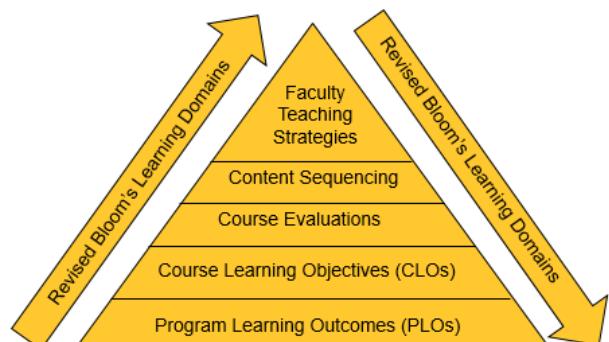
- Encourages faculty engagement through deep discussion of alignment.
- Enhances collaborative decision making.
- Provides valuable rationale for curriculum and program changes.
- Increases coordinated action planning among faculty.
- Enhances academic advising.
- Provides students with deeper insight into their own learning.

Disadvantages:

- Time consuming.
- Requires well planned processes to propose program/curriculum changes.
- Requires deep discussions of teaching and learning.
- requires a culture that is collaborative, open, safe and collegial.

IV. Achieving Vertical Alignment

- Core Values
- Program Mission
- Program Learning Goals
- Program Learning Outcomes (PLOs)
- Course Learning Outcomes (CLOs)
- Identifying Dominant Instructional Levels
 - Course Evaluations
 - Content Sequencing
 - Faculty Teaching Strategies



V. Achieving Horizontal Alignment

- Alignment of Dominant Instructional Levels.
- Identify/align PLO purpose according to knowledge, skills, abilities, attitude, or disposition.
- Scaffolding across the curriculum, a cognitive level approach.

VI. Key to Successful Mapping = Engaged Faculty

- Engage faculty and share governance before assessment.
- Be a champion of assessment vs. passing on the task.
- Be a planner and have a timeline to guide the process.
- Have a core group to do the base work.
- Make the assessment process part of your regular meeting agendas.

VII. Next Steps

- Update/Refine Course Outcomes.
- Map Course Assignments/Artifacts.
- Address curriculum revisions, accreditation, and credentialing domains.

VIII. Are We Teaching What We Should be Teaching?

Mapping will ensure:

- Course Content Alignment
- Appropriate Assignments and Projects
- Meeting Accreditation and Credentialling
- Proper Scope and Sequence

IX. Discoveries

- Helps avoid duplication among courses.
- Saves faculty time and effort making connections across courses.
- Provides a visual representation/connection among courses.
- Ensures faculty are teaching at the proper instructional level (I, R, E) across the curriculum.
- Much more...

X. Lessons Learned

- Being flexible on agreements.
- Utilize all resources (i.e. Graduate Assistant help).
- Matrix is a work in progress.
- Many more...

XI. Strategic Planning

- Implement mapping when developing a strategic plan.