

Lessons Learned: Curriculum Map as an Assessment Tool

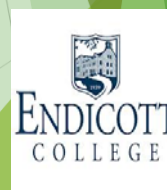


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2021 Assessment Institute: Leading Improvements in Higher Education



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- ❑ Director of Assessment - Office of the Provost, Endicott College
- ❑ Affiliated Board Member - New England Educational Assessment Network
- ❑ Assistant Professor - Management Department, Girard School of Business, Merrimack College (7 years);
- ❑ Director of Business Programs - Granite State College (1 year);
- ❑ Taught more than 100 undergraduate and graduate courses over the past 15 years;
- ❑ Retired Fire Chief: 20 years in the fire/EMS field.

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- ❑ Ph.D. Interdisciplinary Education
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Endicott College - Quick Facts

- ▶ **Academics:**
 - ▶ AD, BD, MD, DD, Certificates (*1453 degrees, 2019*)
 - ▶ Four-Year Internship Program
- ▶ **Student & Faculty:**
 - ▶ 5,038 Total Enrollment
 - ▶ 112 Full-time Faculty
 - ▶ 478 Part-time Faculty
 - ▶ 16.5 Average Class Size
- ▶ **Main campus in Beverly, Mass. (235 acres, 56 buildings)**
 - ▶ Academic site in Boston, MA
 - ▶ International sites: Czech Republic, Spain, and Switzerland
 - ▶ 18 instructional locations in New England



Learning Outcomes:

- 1) Discuss lessons learned on the steps taken to use curriculum mapping as an assessment tool.
- 2) Discuss the strengths and weaknesses to building a shared governance assessment process with curriculum.
- 3) Describe when and how program outcomes are assessed in each course, while creating an assessment cycle for assessment.

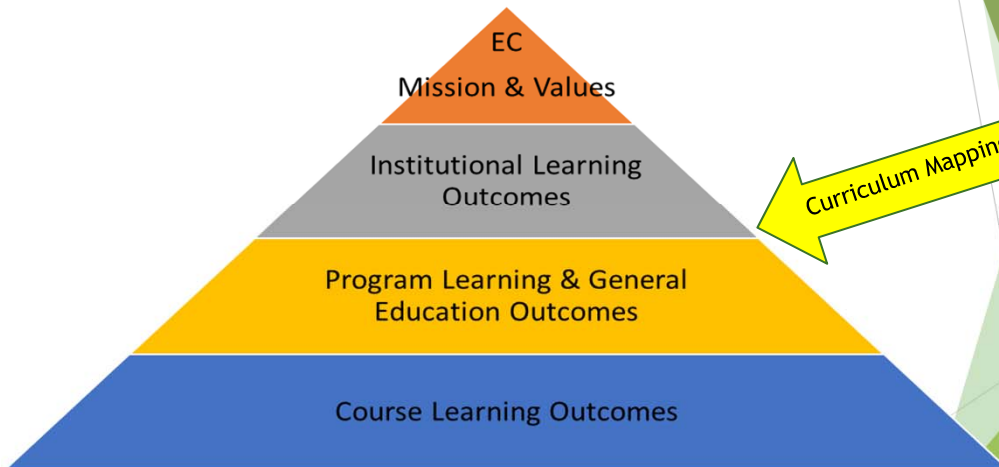
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*The assessment process is to improve **student learning**.*

*The goal of the assessment process is to allow for **data-based decisions***

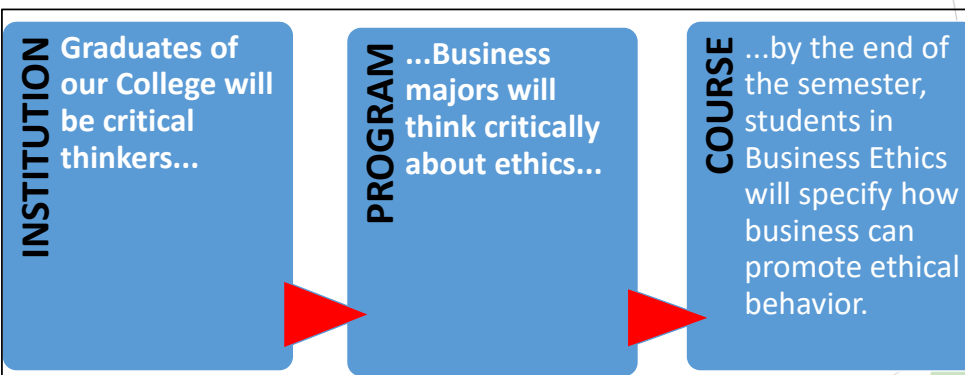
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Alignment of Student Learning Outcome



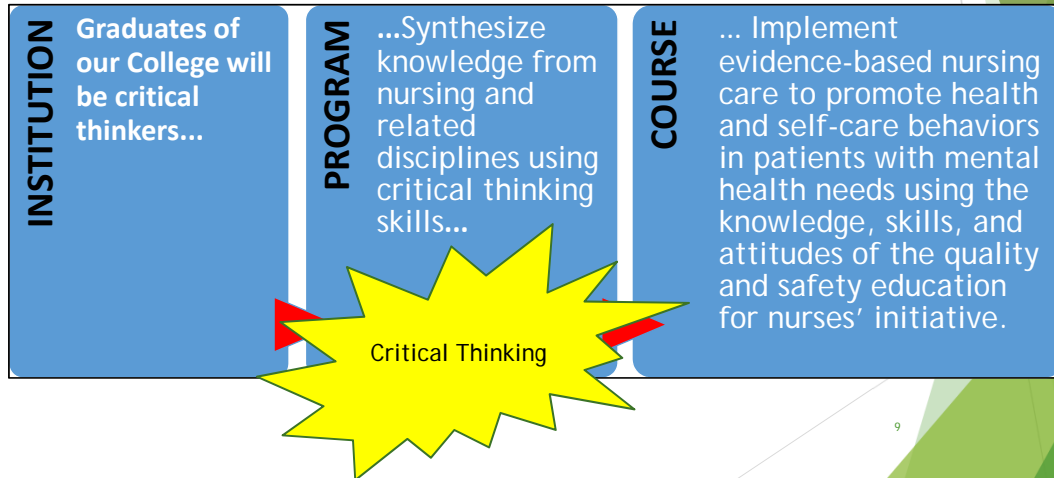
Aligning Institution, Program, and Course Outcomes.

BUSINESS PROGRAM -- **Critical Thinking**



Aligning Institution, Program, and Course Outcomes.

NURSING PROGRAM - Critical Thinking



General Education - Level Assessment

The general education level assessment explores how well undergraduate students are achieving the general education learning goals.

The general education can be considered as a "*curriculum*" compared to a program area for the purpose of assessment.

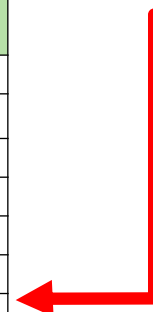
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What is a curriculum map?

Required Course offered
by the program

Program Student
Learning
Outcomes (SLOs)

| Address Program Outcomes 1-4 | International Education Administration Courses |
|------------------------------|---|
| 1, 3, 4 | MIEA 501 Introduction to School Leadership |
| 1, 2, 4 | MIEA 580 Innovative Practices in International Education Administration |
| 1, 2 | MIEA 515 Negotiation, Communication and Mediation to Improve Schools |
| 2, 4 | IED 582 Research Methods |
| 1, 2, | MIEA 502 Facilitating Teaching and Learning |
| 2, 4 | MIEA 574 Research Project in Administration |
| 1, 2, 3, 4 | MIEA 510 Leadership in International Education |
| 2, 4 | MIEA 564 Leveraging Technology |
| 1, 2, 3, 4 | MIEA 537 Operational and Financial Strategies |
| 1, 2, | MIEA 530 Marketing of Organizations |
| 1, 4 | MIEA 520 Strategies for Change in International Schools |
| 1, 2, 3,4 | MIEA 587 Leadership Development Seminar |



Why do curriculum mapping?

- **Accreditation**
 - Program Design – How many opportunities does a student have to learn each of the program outcomes?
- **Communication Tool**
 - Full-time & Adjunct Faculty, Students, and Administrators
- **Teaching**
- **Strategic Planning**
- **Reflection Tool**
 - Identify strengths and opportunities for improvement.

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Sample format of curriculum map

| Program Outcomes | Required Courses | | | | | | | Pick Two Courses | | | | Capstone | |
|--|------------------|--------|--------|--------|--------|---------|--------|------------------|--------|--------|--------|----------|--------|
| | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 489 | CJ 490 |
| 1) Effectively communicate in writing and through oral communication. | | | | | | | | | | | | | |
| 2) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | | | | | | | | | | | | |
| 3) Apply lessons and make connections between the General Education curriculum and the study of criminal justice. | | | | | | | | | | | | | |
| 4) Design, execute, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization. | | | | | | | | | | | | | |
| 5) Demonstrate foundational knowledge of criminal justice and criminology, including practical and technical skills and competencies required by many law enforcement agencies and private security firms. | | | | | | | | | | | | | |

I: Introducing,
D: Developing,
C: Capstone

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Phase 1: Identifying the level of learning: Introducing, Developing, and Capstone

| Program Outcomes | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 490 |
|--|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|
| 1) Effectively communicate in writing and through oral communication. | | | | I | | D | D | D | | | | C |
| 1) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | I | I | D | | D | | | D | D | | C |
| 1) Apply lessons and make connections between the General Education curriculum and the study of criminal justice. | | | | | I | | | D | | | D | C |
| 1) Design, execute, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization. | | | | | | I | | | | | | C |
| 1) Demonstrate foundational knowledge of criminal justice and criminology, including practical and technical skills and competencies required by many law enforcement agencies and private security firms. | I | I | D | | | | D | | D | D | | C |

Faculty
asked to
identify

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Analysis & Discussion Points

- ✓ Adequate coverage across the map? Any gaps?
- ✓ Any need for restructure of course learning outcomes?
- ✓ Logical order: Introducing, Developing, and Capstone?
- ✓ Does each course contribute to one or more program outcomes?
- ✓ Is each program outcome addressed? From Introducing, Developing, and Capstone.

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Curriculum Audit Identifying Gaps in the Curriculum

| Program Outcomes | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 490 |
|---|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|
| 1) Effectively communicate in writing and through oral communication. | | | | I | | D | D | D | | | | C |
| 1) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | I | I | D | | D | | | D | D | | C |
| 1) Apply lessons and make connections between the General Education curriculum and the study of criminal justice. | | | | | I | | | D | | | D | C |
| 1) Design, create, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization. | | | | | | I | | | | | | C |
| 1) Demonstrate foundational knowledge of criminal justice and criminology, including practical and technical skills and competencies required by many law enforcement agencies and private security firms. | I | I | D | | | | D | | D | D | | C |

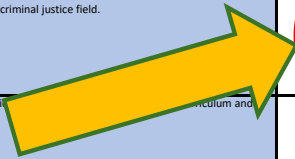
What do we do with the gaps?

- ▶ Deep dive into the course student learning SLO's
- ▶ Does SLO need to be revised?
- ▶ Do we need the course in the program?
- ▶ Is the level of learning proper? Bloom's Taxonomy
 - Revising/rewriting course outcomes & submitting to curriculum committee (*Time-consuming process*)
 - Wait or keep going?

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Phase 2: Curriculum Maps & Planning: Which Outcomes will be Assessed? When? Which Course?

| Required Courses | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHIE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 490 |
|--|--------|---------------------|---------------------|--------|---------------------|------------|------------|--------|--------|--------|--------|------------|
| 1) Effectively communicate in writing and through oral communication. | | | I FA/19 SP/20 | | | D | D FA/19 | D | | | | C SP/20 |
| 1) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | I FA/18 SP/19 | D | | | D SP/20 | | | D | D | | C SP/22 |
| 1) Apply lessons and make connections to the study of criminal justice. | | | | | I SP/20 FA/20 | | | D | | | D | C SP/21 |
| 1) Design, execute, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization. | | | | | | I | | | | | | C |



Phase 3: Curriculum Maps & Planning: Assignments used to Assess Program Outcomes

| Required Courses | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 490 |
|---|--------|--|--------|------------------------------|-----------------------------|---------------------------------|-----------------------------|--------|--------|--------|--------|-----------------------------------|
| 1) Effectively communicate in writing and through oral communication. | | | | I FA/19 SP/20 ESSAY | | D | D FA/19 FINAL EXAM | D | | | | C SP/20 CAPSTONE PROJECT |
| 1) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | I FA/18 SP/19 EXAM QUESTIONS | I | D | | D SP/20 RESEARCH PAPER | | | D | D | | C CAPSTONE PROJECT |
| 1) Apply lessons and make connections between the study of criminal justice. | | | | | I SP/20 FA/20 QUIZ | | | D | | | D | C SP/21 CAPSTONE PROJECT |
| 1) Design, execute and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization. | | | | | | I SP/21 Simulation | | | | | | C |

Signature Assignments

Discussion Points

- Are we collecting data at the right time(s)?
- Data Collection through the most appropriate medium?
- Type of Program:
 - Undergraduate (*Enrollment? Credit Transfer in?*)
 - Graduate (*Cohort Plan? Enrollment?*)
 - Professional Studies (*Enrollment? Credit Transfer In?*)

Might impact your data collection points as you start to think about signature assignments.

Phase 4: Curriculum Maps & Planning: Rubric & Threshold

| Required Courses | CJ 100 | CJ 151 | CJ 200 | CJ 205 | CJ 230 | CHE 230 | CJ 215 | CJ 354 | CJ 400 | CJ 350 | CJ 341 | CJ 490 |
|---|--------|--|--------|------------------------------|-----------------------------|---|-----------------------------|--------|--------|--------|--------|---|
| 1) Effectively communicate in writing and through oral communication. | | | | I FA/19 SP/20 ESSAY | | D | D FA/19 FINAL EXAM | D | | | | C SP/20 CAPSTONE PROJECT |
| 1) Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the criminal justice field. | | I FA/18 SP/19 EXAM QUESTIONS AAC&U RUBRIC Threshold: 3.4/4 | I | D | | D SP/20 RESEARCH PAPER AAC&U RUBRIC Threshold: 3.4/4 | | | D | D | | C SP/22 CAPSTONE PROJECT DEPT. RUBRIC Threshold: 80% |
| 1) Apply lessons and make connections between the General Education and the study of criminal justice. | | | | | I SP/20 FA/20 QUIZ | | | D | | | D | C SP/21 CAPSTONE PROJECT |
| 1) Design, execute, and present a personal project and applies, selected knowledge, skills and experiences appropriate to personal and professional goals and/or their chosen area of specialization. | | | | | | I SP/21 Simulation | | | | | | C |

Lessons Learned: Mapping

- Illustrate program & institutional outcomes alignment
- Transparent process with stakeholders: Before, During and After
 - Establish a culture of *continuous improvement* and *collaboration*.
 - Emphasize the small wins, not the final win!
 - Balance academic freedom with the need for assessment
 - Develop your own model to achieve a culture of collaboration
 - Developed a 15 min video on how to use mapping (*one voice*)

Lessons Learned: Mapping

- Helps students visualize how courses and education fit into the program learning.
- Stimulate discussion & critical reflection on learning priorities
 - Logic of curricular design
 - Gap analysis
 - **Methods** to assess outcomes
 - **Criteria & standards** to judge artifacts

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Lessons Learned: Mapping

No clear journey: Speedbumps, Alternative Route, Traffic, Accidents!

- *The road does not end here!!*

*The assessment process is to improve **student learning**.*

*The goal of the assessment process is to allow for **data-based decisions***

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Learning Outcomes Review:

- ▶ Steps taken to use curriculum mapping as an assessment tool *(14 slides)*
- ▶ How curriculum maps identify program strengths and weaknesses within a shared governance assessment process *(13 slides)*
- ▶ When and how program outcomes are assessed in each course, while creating an assessment cycle for assessment *(10 slides)*

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References

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