

From BINGO Cards to Curriculum Maps: A Curriculum Alignment Initiative

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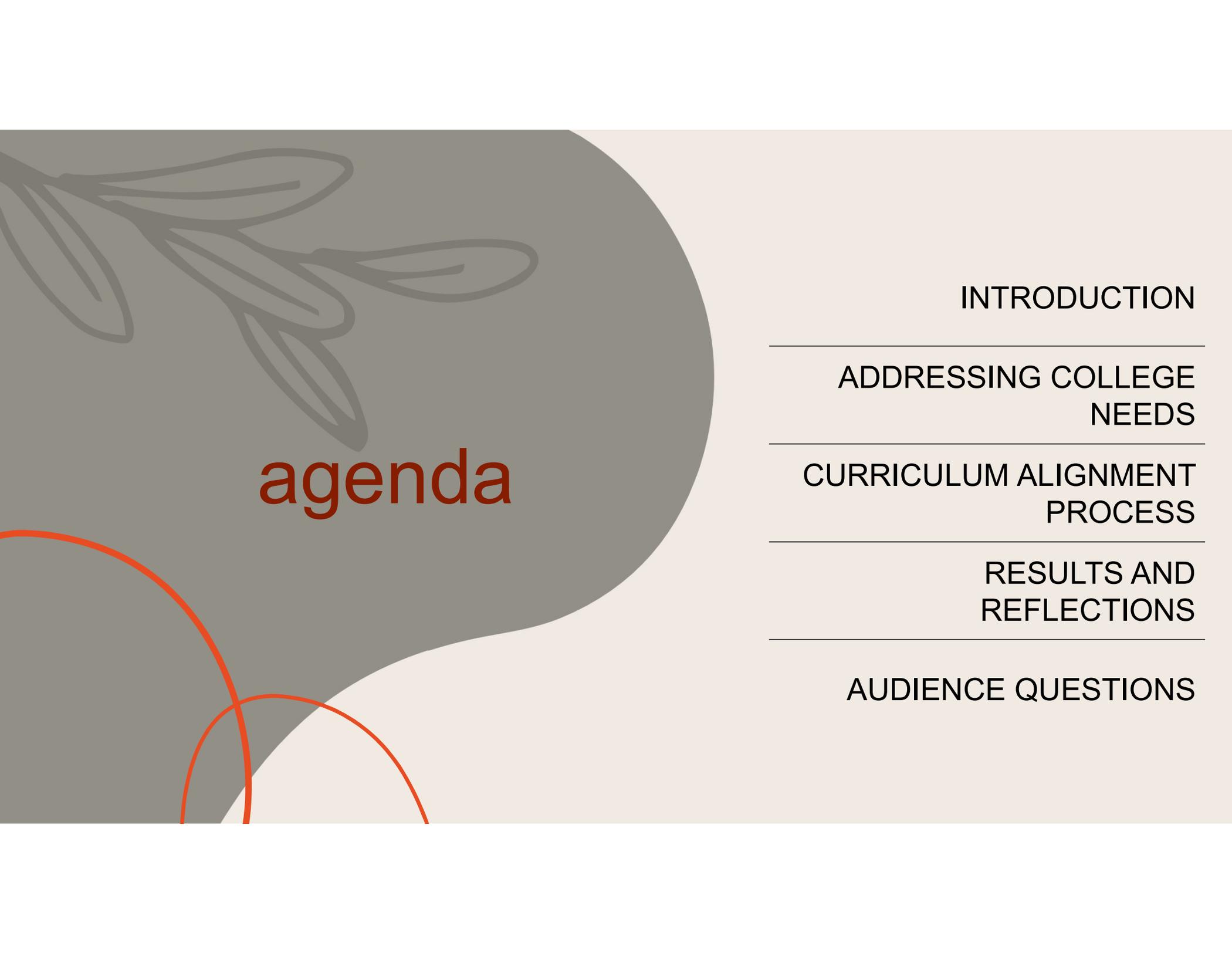
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IUPUI Assessment Institute, October 2022



agenda

INTRODUCTION

ADDRESSING COLLEGE
NEEDS

CURRICULUM ALIGNMENT
PROCESS

RESULTS AND
REFLECTIONS

AUDIENCE QUESTIONS

Learning Outcomes

- After participating in our presentation, participants will be able to
 - Consider how relationship-building can help faculty value program assessment,
 - Reflect on structures and processes that engage faculty with curriculum mapping, and
 - Identify key process steps to developing living curriculum maps for program assessment and curriculum revision.

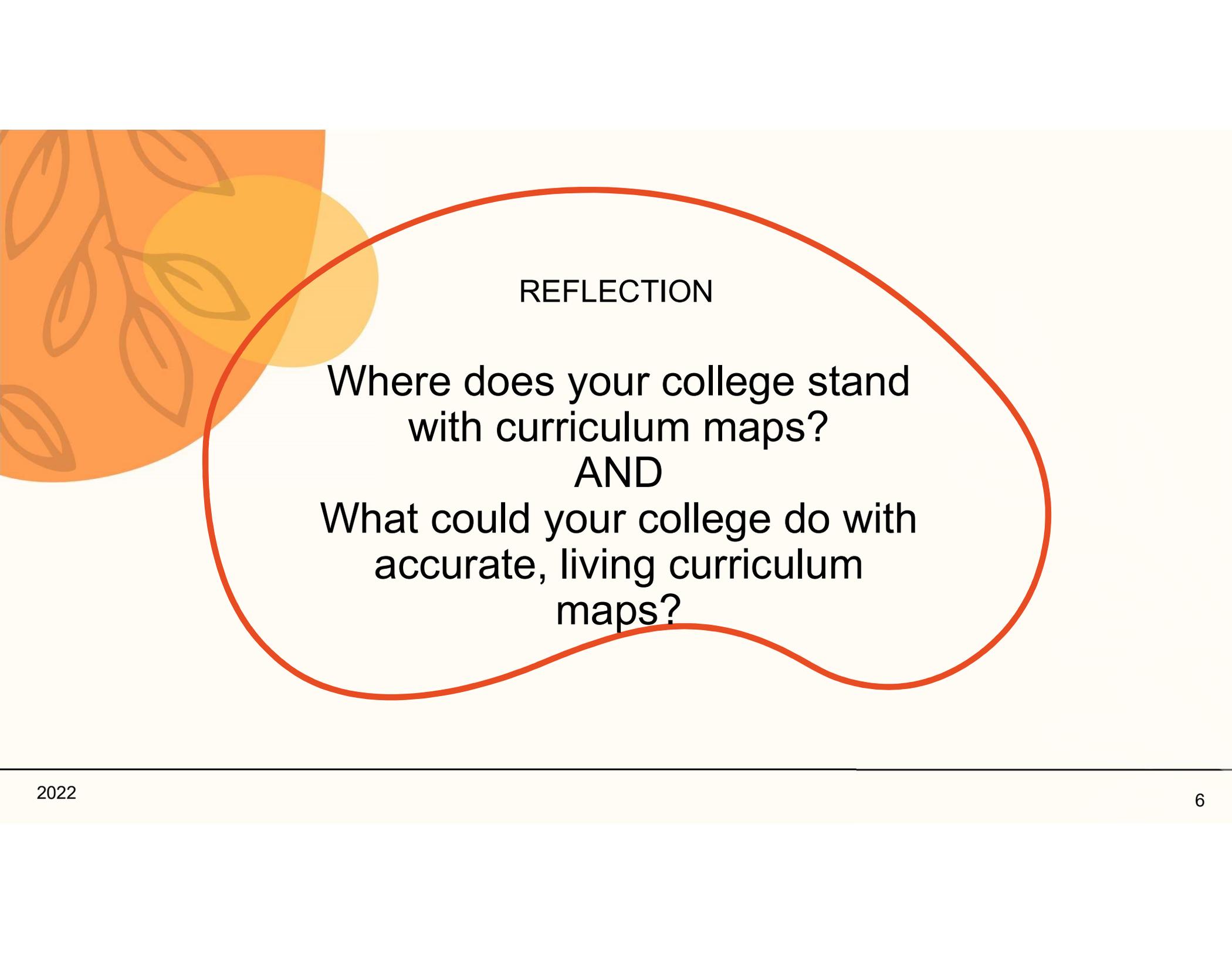
Background Information

- College Overview
- Student Learning Assessment Committee
 - Overview
 - Where we were with mapping



What We Needed

- Student Learning Assessment plans
- Curriculum Revision Conundrum
- HLC Requirements for Program Review
- **What We Had: BINGO Cards**
- **Our Hopes and Dreams**



REFLECTION

Where does your college stand
with curriculum maps?
AND
What could your college do with
accurate, living curriculum
maps?

Knowing Our College Culture

- What Faculty Expected
 - How Faculty Approached Assessment
 - Fall Forum
- Why It Matters



Overview of Committee Strategy

COLLABORATION Curriculum Committee, Administration, Faculty Senate

PRIMING All-faculty Workshop on Program Goals, Informational Sessions

DESIGN Pairs of SLA Committee members, creating TEAMS folders

STRATEGY Specific due dates and deliverables

**COMMITTEE
CHECK-INS** Share challenges, questions, and successes

Timeline for Programs

SEPTEMBER 2021
Collect Syllabi for analysis
Preparing TEAMS

OCTOBER 2021
Drafting Map and Outcome
Criteria

NOVEMBER 2021
Curriculum Alignment Template
completed
Develop Rubrics for
Assessment

DECEMBER 2021
Complete Template and
5-year Assessment Cycle

JANUARY 2022
Submit complete Alignment
Project (Narrative for Program
Review)

But What Did We Do?

- **Reflection on process**

- So much depended upon where a program was
- Changed up order of activities to fit with program
- Relationship building

- **SLA Committee workload**

- Setting up files and organizing
- Teaching and guiding
- Weekly or bi-weekly meetings



REFLECTION

How would your faculty
approach a project like this?
AND

In what ways can roles and
values be clarified so that faculty
feel invited to participate?

Reflections and Lessons

PROCESS

- Timeline effective--adjusted for individual programs
- Capturing what programs already do
- Liked team approach
- Committee reflections

VALUE OF PROCESS

- Useful for noting what needs to change
- Survey Results
- Help make annual assessment easier
- Preparation for Program Review
- A culture of talking about assessment and curriculum

"More deliberately connect the dots between the curriculum, learning outcomes, and assessment artifacts. To be more strategic in providing the students with the necessary tools for success."

-Faculty Member

Questions?

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The background is a solid dark orange color. It features several abstract elements: a cluster of stylized leaves in a lighter orange shade in the upper left; a large, semi-transparent light orange circle on the right side; and a large, semi-transparent light orange shape in the lower left corner. A thin, light orange line outlines a shape on the right side, overlapping the large circle.

thank you

Curriculum Alignment Template

This document is a guide for both faculty and students. For students, it demonstrates which skills students need and when students are getting them. The outcomes reflect what students should be learning to be prepared for professional and educational opportunities ahead of them.

For faculty, it is a resource in curriculum development and revision, annual student learning assessment, and program assessment. The alignment helps ensure that the program offers a curriculum to students that is comprehensive, relevant, and cohesive.

The two parts of this form offer different ways of looking at Program Learning Outcomes. First, the list of outcomes and criteria analyzes skills, values, and knowledge that students gain by achieving the outcomes. The second chart assists programs in determining the sequencing and cohesiveness of the outcomes. Developing the alignment can show gaps or overlap in the curriculum. Once in place, this chart shows the logic of the program.

1. List Learning Outcomes and Criteria for each outcome. In the last column, please note the academic year the program plans to assess each outcome.

Learning Outcome Statement. At the end of the program, students will	Criteria. What are the assessable elements of the outcome? Please make sure these elements are measurable.	Year assessed
1. <i>Ex: Collaborate effectively with others.</i>	<ul style="list-style-type: none"> • <i>Contributes substantially to team meetings</i> • <i>Facilitates contributions of members</i> • <i>Individual contributions outside meetings to accomplish goals</i> • <i>Fosters constructive team climate</i> • <i>Responds to conflict</i> <p style="text-align: right;"><i>(from the AAC&U Teamwork Rubric)</i></p>	20-21
2.		
3.		
4.		
5.		
6.		

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Program Learning Outcome Statement. At the end of the program, students will	Criteria. What are the assessable elements of the outcome? Please make sure these elements are measurable.	Year assessed
1. Evaluate the political or historical implications of one's own and others' language choices. [4.1, 4.2, 5.1]	<ul style="list-style-type: none"> • Examine political, historical, linguistic or literary aspects of a non-dominant social or cultural group in the United States • Compare and contrast aspects of a culture or cultural tradition outside of the U.S. to culture(s) or tradition(s) within the U.S. • Evaluate the political or historical implications of language choices. 	20-21
2. Interpret and analyze one's own and others' creative work, including close reading and analysis of texts in different genres. [2.1, 3.1]	<ul style="list-style-type: none"> • Use comprehension skills and context to make sense of the work • Analyze (interacting with texts in parts and as a whole) • Recognize and consider implications of genre • Apply lenses of literary criticism 	
3. Create and exhibit original work in a variety of forms that synthesizes critical awareness of traditions, aesthetics, prosody, technical skills and literary craft, paying particular attention to audience and purpose. [3.1, 3.2, 6.1, 6.2]	<ul style="list-style-type: none"> • Demonstrates awareness of craft traditions in own work • Synthesizes craft skills in own work • Articulates choices in writing with respect to audience and purpose 	
4. Synthesize/ integrate information and knowledge of forms, including information	<ul style="list-style-type: none"> • Integrate factual information learned from academic database searches into one's own writing. 	

from primary and secondary sources, into one's own writing. [2.1, 6.1]	<ul style="list-style-type: none"> • Integrate knowledge of styles, modes, and approaches learned from primary and secondary sources into one's own writing. • Ability to effectively find sources. 	
5. Assess and revise one's own and others' writing to strengthen ideas, form, and voice, as well as edit mechanics, punctuation, grammar, and syntax for correctness and style. [1.1, 6.2]	<ul style="list-style-type: none"> • Demonstrates graceful use of language • Ability to assess own and other's work for higher order revisions • Ability to assess own and other's work for correctness and style. 	
6. Collaborate effectively with others to develop an online and/or print publication. [1.2, 6.1]	<ul style="list-style-type: none"> • Contributes to team meetings • Facilitates contributions of members • Individual contributions outside meetings • Fosters constructive team climate • Responds to conflict <p style="text-align: right;"><i>From the Teamwork AAC&U Rubric</i></p>	
7. Model integrity in writing through attention to language, truthfulness in professional relationships, and ethical consideration of others' stories, taking into account the stakeholders, the situation's context, and potential impacts on others after the fact. [<ul style="list-style-type: none"> • Recognizes ethical issues • Applies ethical perspectives • Provides critical and supportive feedback for others' work. • Takes a position and understands and defends position from multiple perspectives. <p style="text-align: right;"><i>From the Ethical Reasoning AAC&U</i></p>	

Instructions for Aligning the Curriculum and Program Learning Outcomes

- List all the courses in the discipline (whether required or not) in the column on the left. Mark electives in the major with an (E).
- Using the listed outcomes in the syllabus for each course, mark which outcomes are addressed in each class. For each course, indicate which level of knowledge construction is most appropriate. *Level of student learning:*
 - *I – Introduced.* Students will see modeling in class, receive instruction in how to perform the task, review samples that exhibit the successful execution of the task, and perform the task (often with guidance).
 - *R – Reinforced.* After receiving additional review and instruction, students will perform the task with opportunity to practice.
 - *M – Mastery at the senior or exit level.* This involves an ability to demonstrate the skill through independent work and/or transfer the skill to career applications.
- Indicate the artifact that will be used to assess each Program Learning Outcome addressed in the class. Examples of artifacts include projects, papers, exam, portfolios, oral presentations, internships, or other.

3/400-level ENG	M	Major Essay	M	Major Essay			R							
ENG 310	R		R		R				R		R		R	
ENG 320	M		M		M				M	Editorial Process Project	M	Semester Group Project	M	Semester Group Project
IDS 390											M		M	
ENG 420			M		M	Manuscript	M	Critical Analysis	M		M			

** Students will be introduced to this Program Learning Outcome in WRT 112, a required course for all students.