

UH-West O'ahu Assessment Committee

PD Workshop Report: The Power of Curriculum Mapping
Committee members: Natalie Szymanski and Rebecca Romine

WSCUC's Assessment 101 Workshop

Thursday, May 17, 2018 // Chaminade University, Honolulu, HI

OVERVIEW

10:30–11:30 // "The Power of Curriculum Mapping" // Facilitated by Monica Stitt-Bergh

An introduction to curriculum mapping with examples; strategies for developing and using a curriculum map for learning improvement and curriculum alignment; activity to create and analyze a curriculum map.

SESSION NOTES

- 1. Curriculum Map Definition:** A graphical illustration of the relationship between a program's requirements/learning opportunities and the program's student learning outcomes (an at-a-glance interpretation of curriculum coherence)
 - **What they accomplish programmatically:** document what is taught and when; reveal gaps in curriculum coherence; aid in assessment planning
 - **What they help faculty accomplish:** Improve communication about teaching and learning expectations; improve curriculum (program) coherence; increase likelihood that students achieve outcomes; promote reflective practice
- 2. Overall, curriculum maps help us** build and deliver a curriculum that is cohesive, developmental, intentional, and based on a shared set of institutional/program learning expectations
- 3. Tips for getting started**
 - Options for collaborative creation: giant paper grid with post-it notes; shared document/table in cloud
 - In person session: schedule during a regular department meeting, committee meeting, or faculty retreat; allow 90 minutes for the initial

mapping & discussion; plan follow-up conversations to refine the map.

- 4. After maps are created:** share with advising staff, new faculty, and students; post in hallway or dept. office; confirm course outcome alignment in follow up meetings; use to aid in the creation and interpretation of assessment projects

Basic Curriculum Map Layout: SLOs along top, tracks/courses listed vertically, X for covered in course, X* for covered and assessed

Finance MS		1 Analyze data	2 Financial modeling	3 Achieve portfolio objectives	4 Business valuation
	Requirements				
Core	552, 553, 554, 555	X	X	X	X
Track 1:	601	X	X		
Corporate Finance	602			X*	
	603				X
Track 2:	641	X	X		
Entrepreneurial Finance	642			X*	
	643				X
Track 3:	661	X	X		
Financial Analyst	662			X*	
	663				X
Capstone	690	X*	X*		X*

Advanced Curriculum Map:

SLOs along top, tracks/courses listed vertically, incremental I, D, M, and A labels to show curricular development

Inroduce

Develop [or **R**einforce or **P**ractice]

Master at exit level

Assess for program-level decision making

Degree requirements	Student Learning Outcomes			
	1. Core knowledge & skills	2. Problem solving & analytical thinking	3. Lab & research skills	4. Literature & communication skills
150	Introduce		Introduce	
250	Introduce	Introduce	Introduce	Introduce
315	Develop	Introduce		Introduce
315 Lab		Introduce	Develop	
320	Develop	Develop		
325	Develop	Develop		Develop
325 Lab		Develop	Develop	Develop
380	Develop	Develop		
381	Develop	Develop		
415 + Lab			Develop	Develop
425 + Lab		Develop	Assess*	Develop
455	Develop			Develop
470	Assess*	Assess*		Assess*
490	Assess*	Assess*	Assess*	Assess*

Assessment-Based Curriculum Map:

SLOs along top, tracks/courses listed vertically, signature/key assignments identified

Signature assignment or key assignment map

See legible version in your binder.

Degree requirements	Student Learning Outcomes			
	1. Core knowledge & skills	2. Problem solving & analytical thinking	3. Lab & research skills	4. Literature & communication skills
150	Exam		Reflection on lab visit	
250	Exam		Analysis of lab report	Annotated bibliography
315	Exam	Exam		Summary of issue with sources
315 Lab		Data interpretation	Observation of lab skills	
320	Critical issue paper	Critical issue paper		
325	Exam	Critical issue paper		Critical issue paper + oral presentation
325 Lab		Data interpretation	Observation of lab skills	Lab report
380	Policy paper	Policy paper		
381	Critical issue paper	Critical issue paper: ethical issue		
415 + Lab			Observation of lab skills	Lab report
425 + Lab		Data interpretation	Observation of lab skills	Lab report
455	Policy paper			Policy paper
470	Exam	Policy or issue paper		Policy or issue paper
490	Exam	Capstone project: experiment	Capstone: experiment design	Capstone report & presentation

ACTION ITEMS FOR UHWO

After the session, we concluded that it was necessary for all the concentrations in the Humanities Division to revisit and revise both the **purpose** and **specifics** of their curricular maps.

1. Revisiting the **Purpose** of Curricular Maps at UHWO:

We want to help faculty members differentiate these types of maps from the timeline-based maps that advising staff creates and uses.

- We want to emphasize that these curricular maps need to be created FIRST, as they provide the **what** and **why** for a concentration's curricula and sequence of courses.
- On the other hand, advising maps come SECOND and are used to help guide students through the **how** of registering and sequencing courses for completion of the degree in 4 years.

2. Revising the **Specifics** Curricular Maps at UHWO:

We concluded that the best option of HUM faculty member is to create these maps collaboratively via shared google docs. We create [this general template](#) which we will then customize for each concentration by inserting their CLOs and current courses (as per the official catalog). We will then ask that concentration members collaborate in whatever way they deem most appropriate (face-to-face during their own concentration meetings or asynchronously on their own time in the doc) to complete the map for inclusion in program review reports. When completing this general template, faculty members may want to consider the following:

- For assessment, to "reinforce" means that students already have content knowledge and can utilize it in the specific course whereas mastery indicates students can demonstrate the knowledge gained over sequential courses.
- Non-sequential undergraduate programs may want to consider organizing the curriculum map with preference of skills over content. For programs with specific MATH or ENG requirements, it may be helpful to include prerequisites taught outside the program.