Introduction to Curriculum Maps

Presented by the Assessment Office
December 2009

Today’s Agenda

1) Program assessment overview
2) Curriculum maps
   - Small group activity
3) Tips to get started
4) Workshop assessment

Workshop Outcomes

At the end of the workshop, you can:
1) Summarize the role of curriculum maps in program assessment.
2) Create a curriculum map.
Program Assessment is . . .

“a rich conversation about student learning informed by data” (Marchese)

“the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning” (Walvoord)

Assessment Cycle

LEARNING OPPORTUNITIES (AKA: CURRICULUM MAPS)
Role of Curriculum Maps

- Aligns instruction with SLOs
- Improves communication
- Encourages reflective practice

### Example: Good Curriculum Map

<table>
<thead>
<tr>
<th>Requirements</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 301</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CRS 302</td>
<td>R</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>CRS 430</td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>CRS 480</td>
<td>M &amp; A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>CRS 490</td>
<td>M &amp; A</td>
<td>M &amp; A</td>
<td></td>
</tr>
<tr>
<td>Exit interview</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

I=Introduced; R=Reinforced/Practiced; M=Mastered; A=Assessed

### Example: Poor Curriculum Map

<table>
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Your Turn...

- Groups of 4 (or 3)
- Create a cohesive curriculum
- Use the post-its & marker to align instruction with outcomes where
  - I = introduce
  - R = reinforce/practice
  - M = master (at senior level)
  - A = assess
- Modify courses & outcomes as needed

Check In

- In your group, discuss:
  - Is this a cohesive curriculum?
  - What makes it cohesive or not?
  - What recommendations, if any, would you make to the psychology department?
- Share

PhD Program Curriculum Map

<table>
<thead>
<tr>
<th>Requirements</th>
<th>SLO 1 Methods</th>
<th>SLO 2 Communication</th>
<th>SLO 3 Research</th>
<th>SLO 4 Professional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Exam</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Comprehensive Exam</td>
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<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Dissertation</td>
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<td>X</td>
<td></td>
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<tr>
<td>Final Examination</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Seminar Requirements</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Assessment is a rich conversation about student learning informed by data.

(Marchese)

Tips to Get Started

• Start small: Choose one program to map
• Schedule during a regular dept. meeting or faculty retreat
• Allow 2 hours for the initial mapping process
• Don’t expect to finish in 2 hours

Tips to Get Started

• Decide on room and materials
• Room arrangement
  - Arrange so everyone can comfortably stand or sit around the map
Giant Grid Method

- Newsprint with grid drawn
- Grid large enough to fit all required courses and non-course requirements
- 3x4 post-it notes (lots!)
- Markers
- Printed outcomes & courses/titles

Post-it Note Method

- COURSES/ACTIVITIES
- Outcomes
- Key Assignments & Activities

Whiteboard or Roll-up Laminate

- Draw grid to fit required courses & non-course requirements
- Large post-its for outcomes & courses
- 3x4 post-it notes (lots!)
- Dry-erase markers
Workshop Assessment

- Evidence we will collect today:
  - Group curriculum maps
  - Questionnaire responses
  - Evaluation form

We use what we learn from you to improve what we do.

Thank You!

Assessment Office
airo@hawaii.edu
http://manoa.hawaii.edu/assessment

Marlene Lowe, 956-4283
mplowe@hawaii.edu

Monica Stitt-Bergh, 956-6669
bergh@hawaii.edu