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# Curriculum Map: An Elegant and Powerful Tool in Your Assessment Toolbox

Facilitated by the Assessment Office  
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Assessment Office





## Session Outcomes

By the end of the session, you will

1. Know how to create a curriculum map
2. Know two ways faculty members and/or a program can use a curriculum map

## Program Assessment

**Program Assessment** → **Program Evolution**

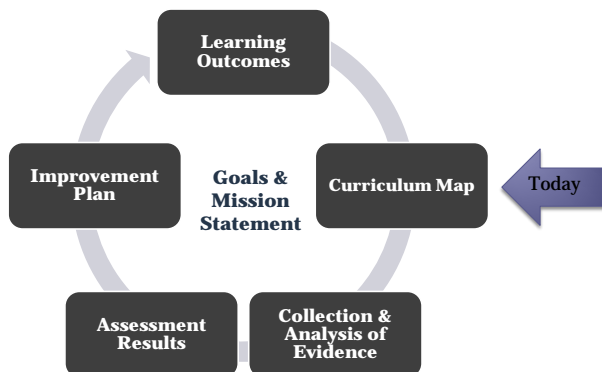


Photo: Star Bulletin

**Program Assessment** ≠ **Individual Evaluation**



## Program Assessment Cycle



## Curriculum map

A graphical illustration of the relationship between a program's course/requirement and the program's student learning outcomes.





## Basic Curriculum Map

Requirements	SLO 1	SLO 2	SLO 3	SLO 4
CRS 101	X	X		X
CRS 202	X		X	
CRS 301		X		X
CRS 480		X	X	
CRS 490	X	X	X	X
Exit interview	X	X		

## Basic Curriculum Map

PhD Requirements	SLO 1 Theory	SLO 2 Communication	SLO 3 Research
Required Courses	X	X	X
Qualifying Exam	X		X
Oral Exam	X	X	X
Dissertation	X		X
Dissertation Defense	X	X	X



## From Intro to Mastery

Requirements	SLO 1	SLO 2	SLO 3	SLO 4
CRS 101	I	I		I
CRS 202	R		I	
CRS 301		R		R
CRS 480		M	M	
CRS 490	M&A	M&A	M&A	M&A
Exit interview	A	A		

I=Introduced, R=Reinforced/Practices, M=Mastered (at exit or senior level), A=Assessed for program assessment

## Giant Grid Method

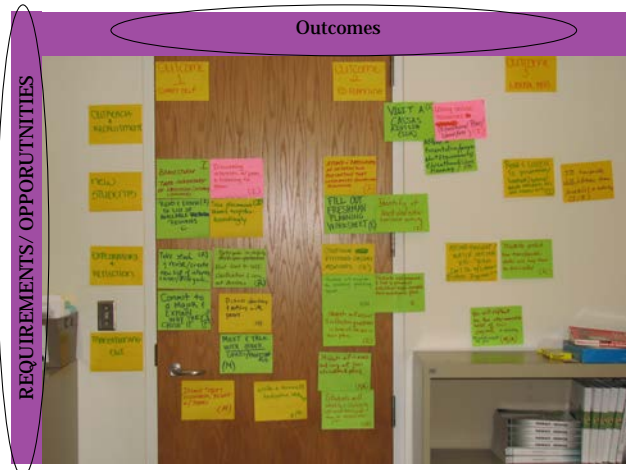




## "Key" or "Signature" Assignments

Requirements	SLO 2	SLO3
CRS 301	-Annotated Bibliography -Literature Review	
CRS 480	-Literature Review -Research Proposal	-Oral Presentation
CRS 490 (capstone)	-Research Proposal -Research Report	-Oral Presentation

## Giant Grid with Giant Post-it Note Method





## Your Turn . . .

- Groups of 2 or 3 analyze the curriculum map
- Is this a cohesive curriculum?
- What makes it cohesive or not?
- What recommendations, if any, would you make to the department?
- What value, if any, is there in mapping out the curriculum?

## Elegant

- Simple matrix



## Powerful for Programs

- Ensures students have sufficient opportunity to master specific outcomes
- Ensures all requirements contribute to student success
- Identifies where evidence for program level assessment can be collected

## Powerful for Faculty

- Identify how his/her course contributes to the entire curriculum
- Create assignments that support the outcome(s)
- Make connections for students



## Powerful for Students

- Understand the “big picture” of the curriculum
- Take responsibility for their learning

Thank You!

### **Assessment Office**

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## Curriculum Map: An Elegant and Powerful Tool in Your Assessment Toolbox

### Program X Curriculum Map

Requirements	SLO 1 Theory & Content	SLO 2 Research Methods	SLO3 Critical Thinking	SLO 4 Information Literacy	SLO 5 Communication	
					Oral	Written
CRS 101	I					
CRS 201		I		I		
CRS 224	I			I		I
CRS 300	I			I		I
CRS 340	I		I	I		I
CRS 350			R	R		R
CRS 380	R			R	M	R
CRS 410			R	R		R
CRS 420	M			M		M
CRS 460	M	M	M	M		M
CRS 470						
CRS 480						
CRS 490 Capstone	M, A	M, A	M, A	M, A	M, A	M, A

I=introduce, R=reinforce/practice, M=mastery at senior or exit level, A=assess for program level outcomes

### Your Turn...

- Groups of 2 or 3 analyze the curriculum map
- Is this a cohesive curriculum?
- What makes it cohesive or not?
- What recommendations, if any, would you make to the department?
- What value, if any, is there in mapping out the curriculum?



### Sample Curriculum Maps

#### Mechanical Engineering PhD

	<b>SLO 1 Methods</b>	<b>SLO 2 Communication</b>	<b>SLO 3 Research</b>	<b>SLO 4 Professional Performance</b>
<b>PhD Requirements</b>				
Course Requirements	X			
Qualifying Exam		X	X	
Comprehensive Exam	X	X		X
Dissertation	X	X	X	
Final Examination	X	X	X	X
Seminar Requirements		X		X

#### History MA (excerpts)

	<b>SLO 1 Theory &amp; Methods</b>	<b>SLO 2 Historiography</b>	<b>SLO 3 Research</b>	<b>SLO 4 Communication</b>
<b>Program Elements</b>				
HIST 602	P			P
Coursework	P	P	P	P
Thesis Proposal	P	P		P
Thesis & Defense	M&A	M&A	M&A	M&A

(P=practiced, M=master, A=assess)

#### American Studies (excerpts)

	<b>SLO 1 Broad Knowledge</b>	<b>SLO 2 Critical Thinking</b>	<b>SLO 3 Communication</b>	<b>SLO 4 Research</b>
<b>Courses</b>				
AMST 381	I	I	I	I
AMST 382	I	R	R	R
AMST 480	R	R	R	R
AMST 481	M/A	M/A	M/A	M/A

(I=introduced, R=reinforced and opportunity to practice, M=mastery at senior level, A=assessment evidence collected)

#### Botany BA & BS (excerpts)

	<b>Disciple Knowledge</b>	<b>Communication</b>	<b>Research Skills</b>	<b>Scientific Knowledge</b>
<b>BA &amp; BS Requirements</b>				
BOT 171/L	I		I	I
BOT 275/275L			R	R
BOT 375/375L	R	I	R	R
BOT 401	R	R	R	R
BOT 420/420L	MA	MA	MA	MA
BOT 450	R	M		MA
BOT 480	MA	MA	R	R

(I=introduce, R=reinforce, M=mastery)