



# Curriculum Mapping

Assessment Working Team

Institutional Effectiveness & Assessment



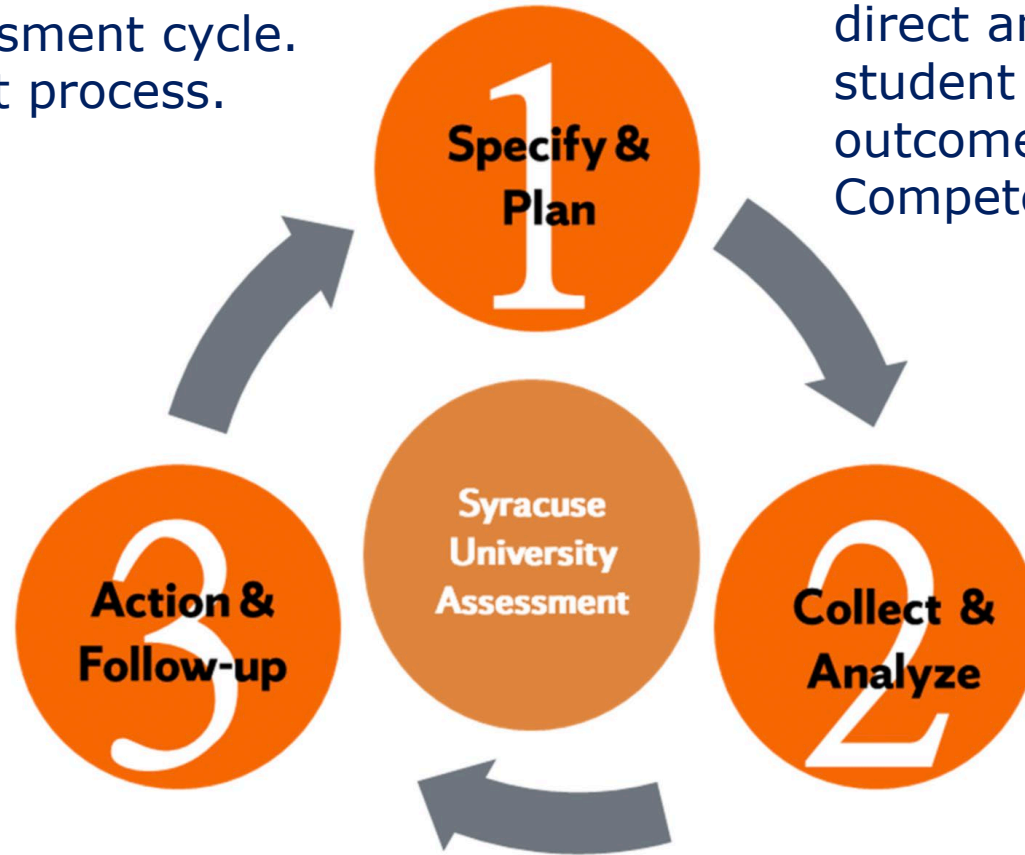
# Agenda

- Introductions
- Curriculum mapping overview
- Work together to critique a curriculum map example
- Practice with your own program curriculum map
- Debriefing

# Assessment Framework

**Sustaining Assessment:** Each outcome is assessed at least once over the University's four-year assessment cycle. Faculty lead the assessment process.

**Phase 3:** Identify actions based on results to maintain or enhance student learning and create a follow up plan to assess the impact of the actions.



**Phase 1:** Identify learning outcomes, create a curriculum map, and identify direct and indirect measures to assess student learning. Undergraduate outcomes are mapped to the Shared Competencies.

**Phase 2:** Collect assessment measures and analyze results. Faculty discuss student strengths and areas where they may be underperforming.

# Curriculum Mapping

## What is a curriculum map?

A curriculum map is a matrix that shows how student learning outcomes are addressed in the courses and experiences that make up the academic program's curriculum. A rating is attributed to each course using the following scale:

**I = Introduced** indicates a course where students are introduced to the knowledge and skills related to the program-level learning outcome.

**R=Reinforced** indicates a course where students reinforce and practice the knowledge and skills related to the learning outcome.

**M=Mastered** indicates a course where students can be expected to show that they have achieved or mastered the learning outcome.

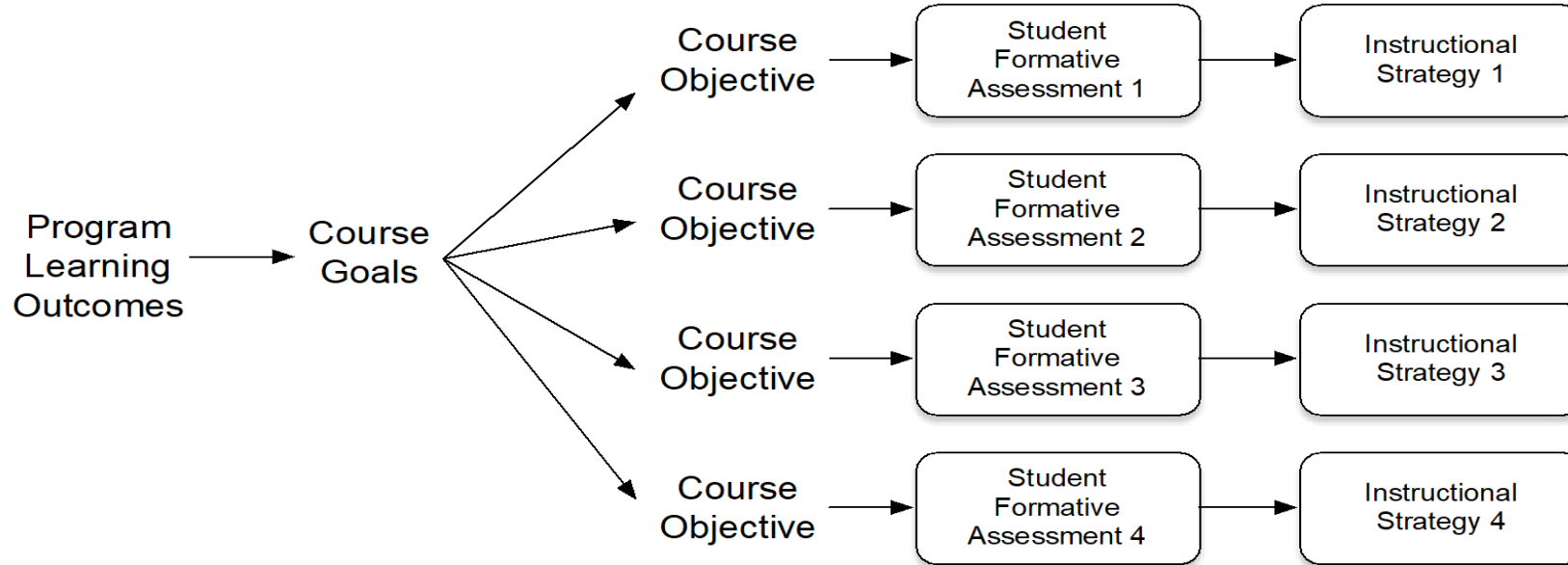
The map also details where evidence for the outcome can be gathered (i.e., the measures).

# Curriculum Map Purpose

## **Why map the curriculum?**

- ✓ Show the relationship between the academic program's student learning outcomes and courses/experiences
- ✓ Demonstrate progression of student learning in the academic program
- ✓ Identify gaps in the curriculum
- ✓ Use as a planning tool to identify which courses provide the best evidence of students' development or achievement of the student learning outcome
- ✓ Communicate expectations to students
- ✓ Promote discussion among the faculty

# Mapping Courses to Outcomes



## Questions for Faculty to Consider

- How do my course learning objectives align with program learning outcomes?
- How do I assess student learning and what are the criteria for success?
- When I assess student learning, what is the best evidence of their development or achievement of the program learning outcome?

# Program Coherence Questions to Consider

## **Do we offer students sufficient learning opportunities for each outcome?**

- An example of where this is not the case is an outcome with an introductory rating and a few “reinforced” ratings, but no “mastered” rating.

## **Does each course contribute to the student learning outcomes in some way?**

- A course should be associated with one or more outcomes.

## **Is any course taking on too much for the program-level outcome?**

- It is rare for a course to address each outcome in depth. A capstone course is often the exception here.

## **Are there high-risk courses?**

- A high-risk course is one in which students struggle in or even fail, which may impact future learning.

## **Are there high-risk outcomes?**

- A high-risk outcome is one that is difficult for students to achieve at high quality levels

## **Are the potential measures aligned well to the outcomes?**

- An example of a mismatch is a higher-level outcome (e.g., analyze...) with a planned assessment using a multiple-choice exam.

# Curriculum Mapping

1. Shared Competencies	2.a Learning Outcomes		SYR 101	SYR 134	SYR 168	SYR 202	SYR 245	SYR 304	SYR 380	SYR 411	SYR 441	SYR 495	
Competency 1: SIRS	1. Apply problem solving skills	3. Insert "I," "R," or "M"	I			R	R	R		M	M	M	<b>5. Indirect Measures</b>
Competency 2: CCT		4. Insert potential assessments	Problem sets			Midterm paper	Quizzes	Final exam		Group project	Fieldwork assessment	Capstone project	
Competency 1: SIRS	2. Analyze statistical data and assess reliability of results	3. Insert "I," "R," or "M"	I	I			R	R			M		Course feedback data, Grade Distribution
Competency 2:		4. Insert potential assessments	Problem sets	Research article critique			Midterm paper	Research critique			Fieldwork assessment		
Competency 1: SIRS	3. Define advanced/field specific vocabulary	3. Insert "I," "R," or "M"		I	I		R	R		M	M		Alumni Survey, Employer survey
Competency 2:		4. Insert potential assessments		Problem sets	Final exam			Final exam		Presentation	Final fieldwork paper		
Competency 1: SIRS	4. Interpret laboratory/research results and draw reasonable conclusions	3. Insert "I," "R," or "M"	I				R					M	Course feedback data, Grade Distribution
Competency 2:		4. Insert potential assessments	Lab assignments				Lab reports					Capstone project	
Competency 1: SIRS	5. Identify the applications of field specific tools and analytics	3. Insert "I," "R," or "M"		R			R					M	Alumni Survey, Employer survey
Competency 2:		4. Insert potential assessments		Exam			Final paper					Capstone website	



# Best Practices for Curriculum Mapping

- Engage all program faculty in revising the curriculum map.
  - How do faculty see their course(s) aligning with program learning outcomes?
  - What rating (I,R, or M) would faculty give the course(s) in relation to the program learning outcome achievement?
  - What are best course-embedded measures that will provide evidence of students' development or achievement of the program learning outcome?
- Talk through the program coherence questions.
- Share and discuss teaching practices and course assessment strategies for the program learning outcomes.
  - A shared Google doc can foster collaboration and provide opportunities for revisions and additions and long-term access to the information.
- Set priorities as a program/department.



# Questions

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