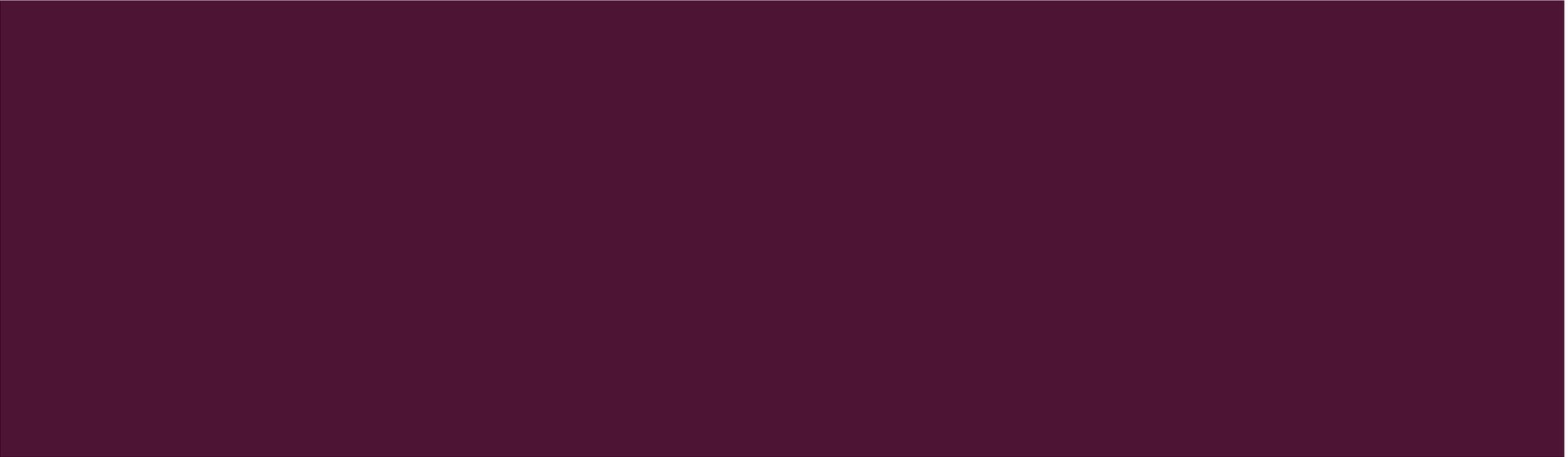




# USING YOUR CURRICULUM MAPS

PROGRAM ASSESSMENT COMMITTEE MEETING



## CURRICULUM MAP CHECK-IN

- How is your curriculum mapping process going?
  - What barriers or challenges have you encountered?
  - What do you still need to do to complete your curriculum map?

## DISCUSSION:

- What have you learned about your program(s) during the curriculum mapping process?
- What do you think you might be able to use curriculum maps for in the future?

# CURRICULUM MAPS HELP ALIGN OUR GOALS WITH OUR REALITY



Curriculum Maps can:

- Identify where in the curriculum students are learning what we say we want them to learn
- Bring up class learning outcomes that don't align with learning outcomes but are something important we want students to learn
- Highlight learning outcomes that aren't being covered deeply enough in the curriculum
- Provide opportunities to discuss learning outcomes that are vague, confusing, or misleading

# CURRICULUM MAPS HELP GATHER EVIDENCE OF STUDENT LEARNING



Once we know where students have the opportunities to learn and demonstrate their learning, we can gather evidence from those places.

- Select a Learning Outcome to review
- Identify courses that align with that learning outcome
- Select an assessment artifact (assignment, exam, presentation, group discussion, etc.) that allows students to demonstrate their learning
- Develop a common method of evaluating those artifacts
- Aggregate results from assessments and discuss.

## MAKING AN ASSESSMENT PLAN

- Each year, programs report on their goals for the year
- Every six years, programs undergo Program Review, which requires reporting on assessment of program learning outcomes. You will present:
  - The Program Learning Outcomes (and any Concentration LOs as well)
  - Your curriculum map
  - A description of the assessment process for the PLOs
  - Assessment data that has been gathered since the last Program Review a discussion of how the results were used to guide program improvement.
  - HINT: This last part is much easier if you do a little bit of assessment each year, rather than a whole lot of assessment in one year.

## WHAT QUESTIONS PROGRAM ASSESSMENT IS ANSWERING

- ~~“Did your students meet the student learning outcomes?”~~
  - “What do your students know?”
  - “Are students learning what you hope they will learn?”
  - “What is most challenging for students in this program?”
  - “What did you learn about your students as a result of this assessment?”
  - “What can you do to best support students in their learning?”

## EXAMPLE: MAKING AN ASSESSMENT PLAN

- Our goals:
  1. Between now and our next program review, assess each PLO and Concentration LO.
  2. Make sure to leave time to get buy-in from instructors, identify assessments, develop rubrics, and come up with plans for collecting data
  3. Make a plan to close the loop: Discuss findings with your faculty and decide what changes to make to the program based on what you've learned.

# EXAMPLE: MAKING AN ASSESSMENT PLAN

- Demo