

The Office of Assessment
Duke University

How'd We Get Here?

Curriculum mapping as the cornerstone
to good assessment

Why Maps Matter...

Where did we come from and where are we going?

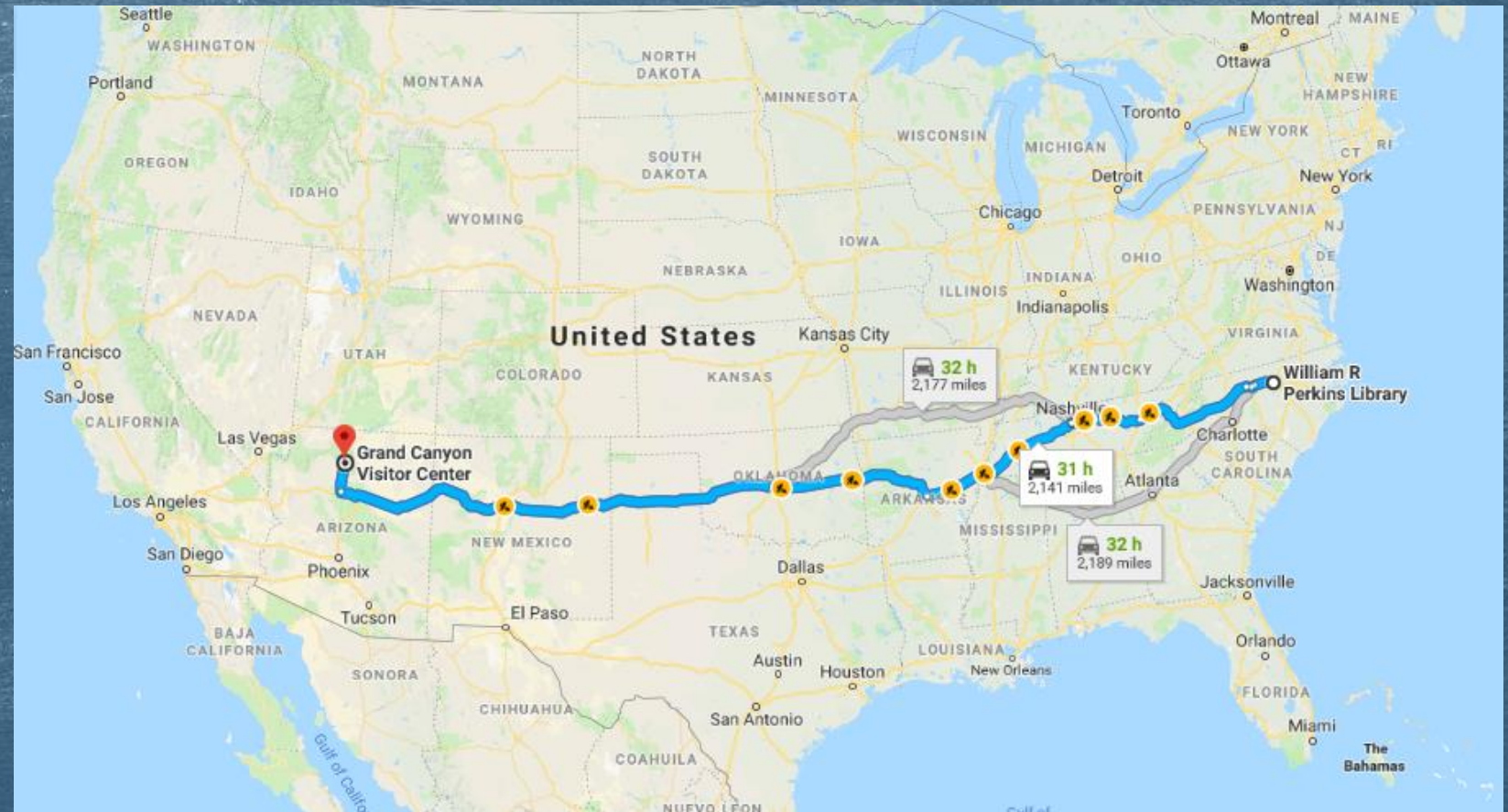
← from William R Perkins Library, Campus Dr, Durham, N...
to Grand Canyon Visitor Center, S Entrance Rd, Grand...

31 h (2,141 miles) via I-40 W

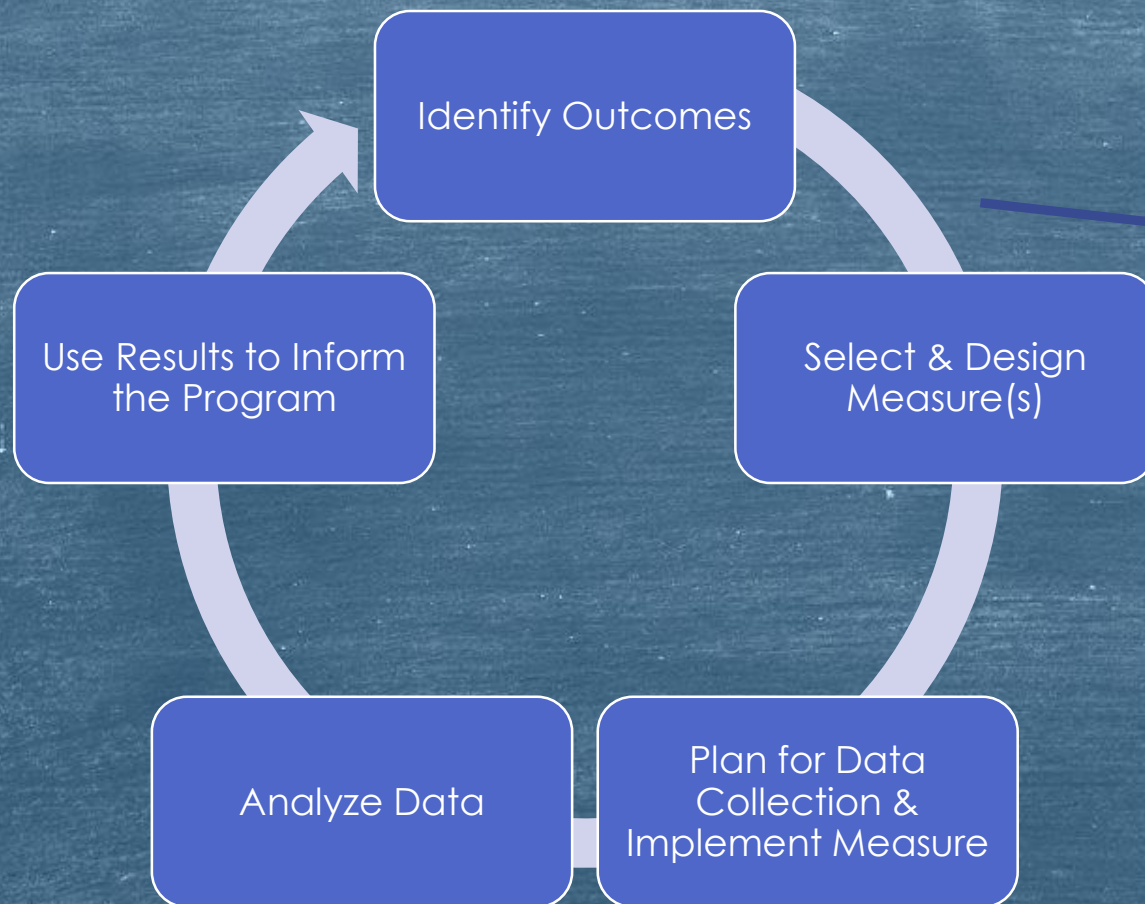
Fastest route, the usual traffic
⚠ This route has tolls.
⚠ Your destination is in a different time zone.

William R Perkins Library
Campus Dr, Durham, NC 27708

- Get on NC-147 N from Chapel Dr, Campus Dr and Swift Ave
7 min (1.6 mi)
- ▼ Follow I-40 W to AZ-64 N in Williams. Take exit 165 from I-40 W
30 h (2,082 mi)
- 🚶 Merge onto NC-147 N
3.4 mi
- 🚶 Merge onto I-85 S
40.6 mi
- 🚦 Use the right 3 lanes to take exit 131 for I-40 W toward I-785 N/Greensboro/Winston-Salem
0.4 mi
- 🚦 Keep left to continue on I-40 W/I-85BL S
7.3 mi
- 🚦 Keep right at the fork to continue on I-40 W, follow signs for Interstate 40 W/US 220



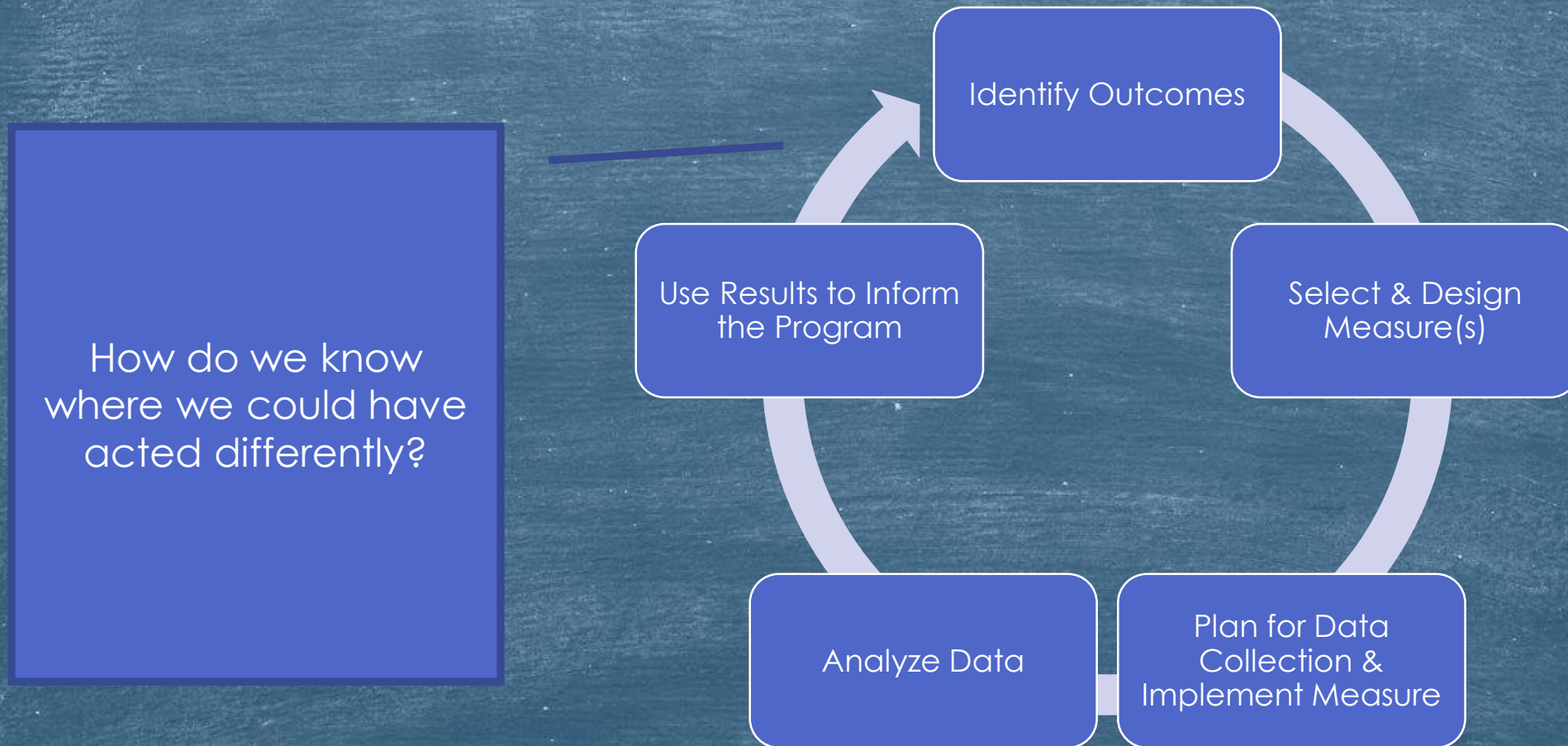
Why Maps Matter...



How do we know WHAT
to measure?

How do we know
WHEN to measure it?

Why Maps Matter...



Why Maps Matter...

What if we missed a turn?

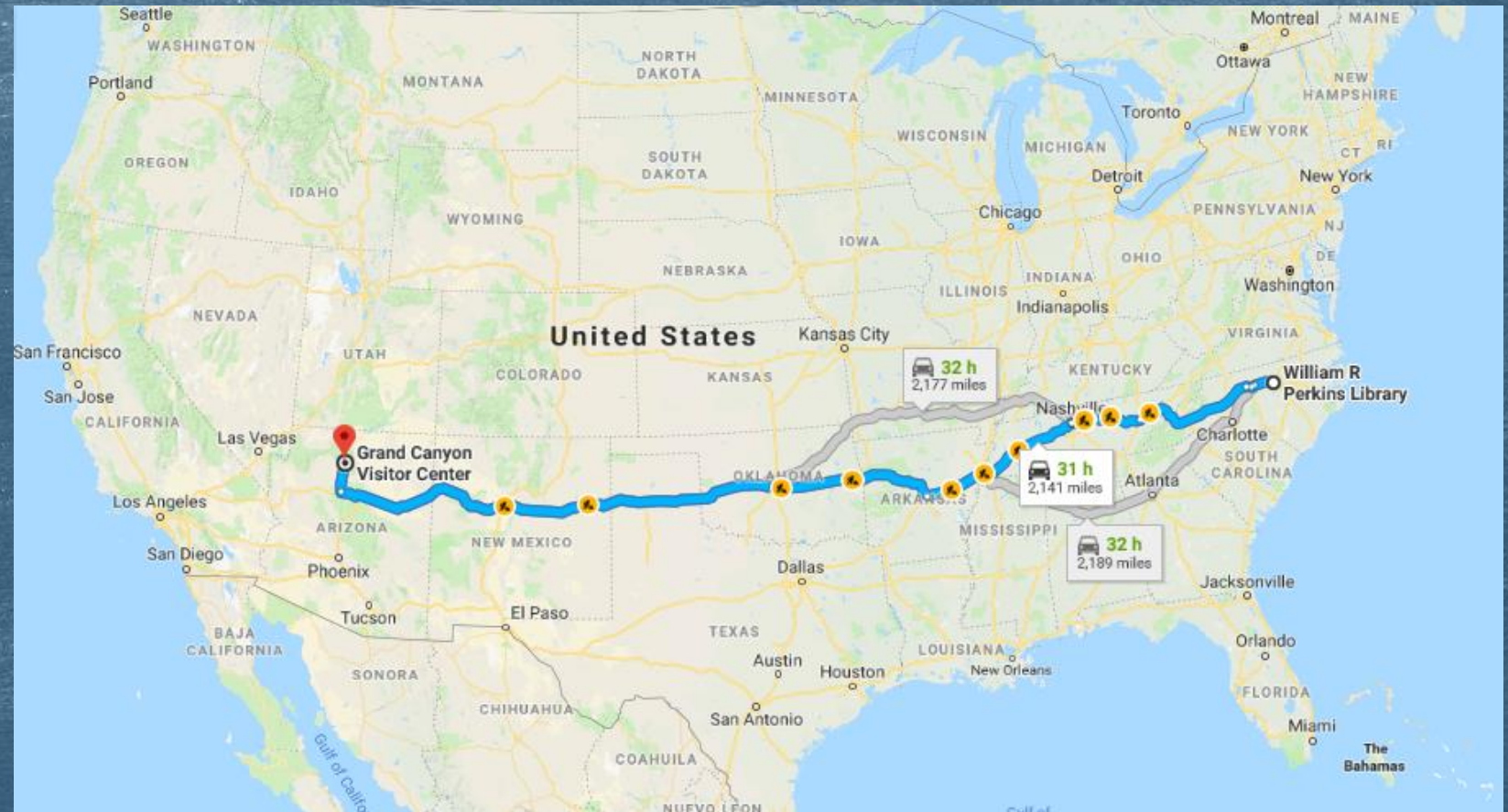
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Overview

- ▶ Curriculum maps - What makes them so valuable?
- ▶ Share strategies and templates for developing a curriculum map
- ▶ Discuss opportunities and challenges when implementing or developing curriculum maps

Overview

- ▶ Curriculum maps - What makes them so valuable?
- ▶ Share strategies and templates for developing a curriculum map
- ▶ Discuss opportunities and challenges when implementing or developing curriculum maps
- ▶ **Keep the conversation going!**

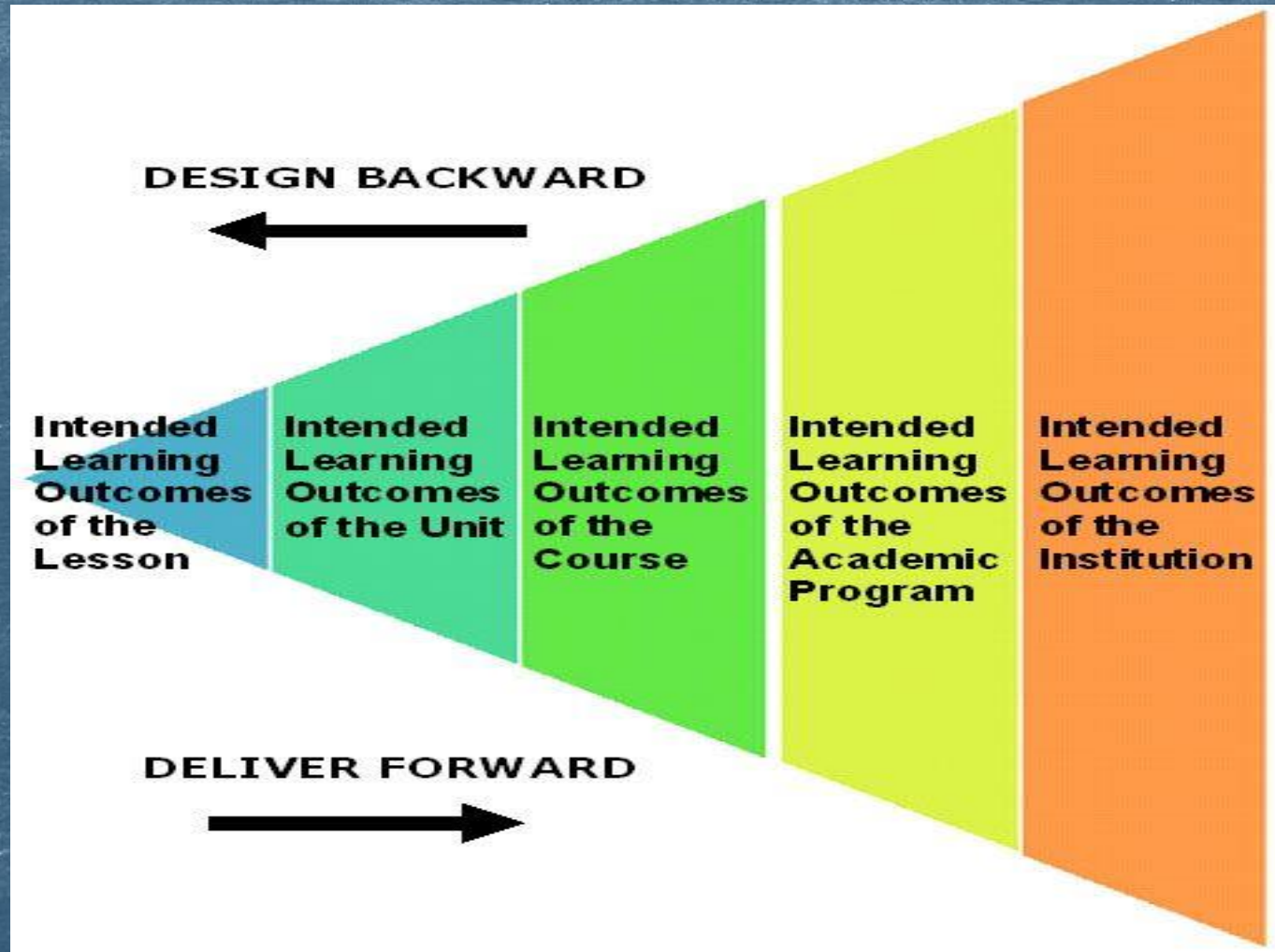
What Is A Curriculum Map?

- ▶ Curriculum mapping is a systematic process to document and visualize student learning at a higher level, identifying gaps and redundancies, and affording an opportunity to align a program's learning outcomes with that of an institution (Archambault & Masunaga, 2015)
- ▶ Curriculum mapping is a consideration of when, how, and what is taught, as well as the assessment measures utilized to explain achievement of expected student learning outcomes (Harden, 2001)

What Else Is A Curriculum Map?

- ▶ It is a foundational process that is key to understanding the story of student learning and how the student experience unfolds
- ▶ It is an opportunity for reflective thinking
- ▶ It is a strategy for collaboration (Uchiyama & Radin, 2009)
- ▶ It is a common ground which helps guide behaviors, expectations, and future actions
- ▶ It is the “glue” of the curriculum (Harden, 2001).





Building A Curriculum Map







Recognize...

- ▶ Meeting student learning outcomes shouldn't be a gamble
- ▶ By effectively mapping learning outcomes to specific student experiences we know how the story of student learning should unfold.


Finding A Need...






[Save](#)[Preview](#)[I want to...](#)

[Contents](#)[Start here!](#)[Foundation](#)[Closing the loop](#)[Indicate your learning outco...](#)[Student Learning Outcome 1](#)[Student Learning Outcome 2](#)[St](#)





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Your program's portfolio of student learning begins here.
2018-19

Finding A Need...





Save

Preview

I want to...

Contents

Start here!

Background

Indicate your learning outcome...

Student Learning Outcome 1

Student Learning Outcome 2

Student Learning Outcome 3

Student Learning Outcome 4

DIRECT measures for SLO number 1

If you utilized multiple *direct* measures to measure this SLO, please separate them into multiple rows. The table can accommodate as many rows as you need.

Clarification of the difference between Direct and Indirect measures (i.e., sources of evidence) is located [here](#).

We selected the following direct measure(s) to collect evidence of students learning...	We set the following target for each of our direct measures. These targets are what we expect to see from the direct measure described at left...	When evidence was collected via this direct measure, we found the following...	Did we meet this target for this measure? (Yes / No)
Enter text...	Enter text...	Enter text...	Enter text...
Enter text...	Enter text...	Enter text...	Enter text...
Enter text...	Enter text...	Enter text...	Enter text...
Enter text...	Enter text...	Enter text...	Enter text...
Enter text...	Enter text...	Enter text...	Enter text...

Building A Curriculum Map

- ▶ Can be very simple or extremely detailed
- ▶ It's ok to start small
- ▶ The more detail the better – but recognize trade offs

Building A Curriculum Map

<i>Courses and Experiences</i>	<i>Program Learning Outcomes</i>			
	Outcome 1 - Foundational Knowledge	Outcome 2 - Research Methods	Outcome 3 - Writing in the Discipline	Outcome 4 - Critical Thinking
COURSE 101				
COURSE 202				
COURSE 303				
COURSE 404				
Other: Portfolio/Thesis/ Etc.				

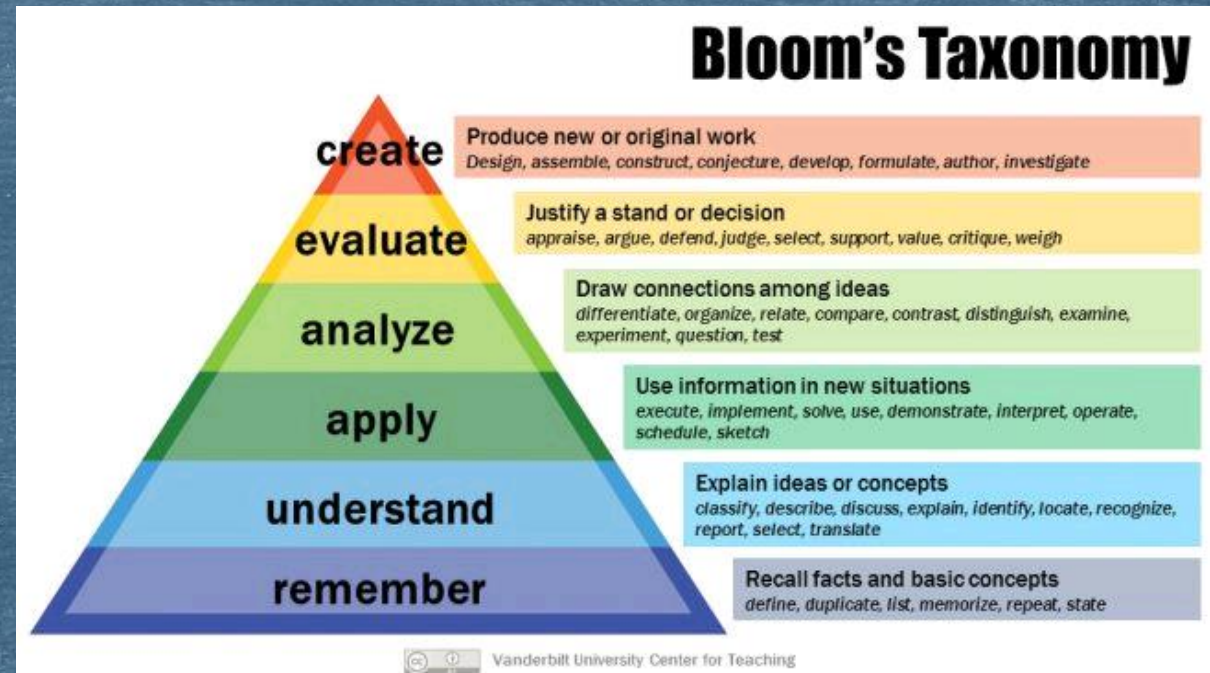
Building A Curriculum Map

<i>Courses and Experiences</i>	<i>Program Learning Outcomes</i>			
	Outcome 1 - Foundational Knowledge	Outcome 2 - Research Methods	Outcome 3 - Writing in the Discipline	Outcome 4 - Critical Thinking
COURSE 101	X	X		
COURSE 202	X	X	X	
COURSE 303	X	X	X	
COURSE 404	X		X	X
Other: Portfolio/Thesis/ Etc.				

Building A Curriculum Map

Determine the scale you wish to use:

- ▶ I - Introduce
- ▶ R - Reinforce
- ▶ E - Emphasize
- ▶ B - Beginner
- ▶ I - Intermediate
- ▶ A - Advanced



See:

Oliver, B., Ferns, S., Whelan, B., & Lilly, L. (2010). Mapping the curriculum for quality enhancement: Refining a tool and processes for the purpose of curriculum renewal. *Proceedings of AuQF 2010. Quality in Uncertain Times.*, 80-88;

Watts, L., & Hodgson, D. (2015). Whole curriculum mapping of assessment: Cartographies of assessment and learning. *Social Work Education*, 34(6), 682-699.

Building A Curriculum Map

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	Outcome 1 - Foundational Knowledge	Outcome 2 - Research Methods	Outcome 3 - Writing in the Discipline	Outcome 4 - Critical Thinking
COURSE 101	I	I		
COURSE 202	R	R	I	
COURSE 303	R	E	R	
COURSE 404	E		E	I
Other: Portfolio/Thesis/ Etc.				

Building A Curriculum Map

	3 SH	3 SH	Course Cluster 1 (3 SH) (Students Select One Course)			3 SH	2 SH	Course Cluster 2 (3 SH) (Students Select One Course)		Course Cluster 3 (3 SH) (Students Select One Course)			4 SH
Program SLOs	XXX 2234 Course Title	XXX 3244 Course Title	XXX 3324 Course Title	XXX 3335 Course Title	XXX 3472 Course Title	XXX 3367 Course Title	XXX 4291 Course Title	XXX 4735 Course Title	XXX 4459 Course Title	XXX 3738 Course Title	XXX 4931 Course Title	XXX 4482 Course Title	XXX 4976 Course Title
Content													
Critical Thinking													
Communication													
Integrity / Values													
Department Name										Program Name: B.A. in XXXXX			
Department URL										Creation Date:			

Building A Curriculum Map

Columns in the Curriculum Map list <u>Required Courses</u> (do not list electives)	3 SH	3 SH	Course Cluster 1 (3 SH) (Students Select One Course)			3 SH	2 SH	Course Cluster 2 (3 SH) (Students Select One Course)		Course Cluster 3 (3 SH) (Students Select One Course)			4 SH
Enter one program-level SLO in each row of this column	XXX234 Introductory Course	XXX3234 Research Methods	XXX3235 Cluster 1 Course A	XXX3246 Cluster 1 Course B	XXX3247 Cluster 1 Course C	XXX3348 Laboratory / Practicum Course	XXX4437 Laboratory / Practicum Course	XXX3398 Cluster 2 Course A	XXX4798 Cluster 2 Course B	XXX4234 Cluster 3 Course A	XXX4235 Cluster 3 Course B	XXX4236 Cluster 3 Course C	XXX4698 Capstone Course
Content	<div> <div>Content of Cells Describes -</div> <div>How Course Supports Learning for this SLO (option 1):</div> <div>OR</div> <div>Embedded Assignment used to Assess the SLO (option 2):</div> </div>												
Full program-level SLOs appears on the ALC or ALP document (do not abbreviate or truncate). Examples below represents SLOs from a hypothetical program.	Cell describes how course supports learning on this SLO	Leave Blank if Course has no SLO or assessed work		Introduced (example)	Reinforced / Practice (example)	Mastery / Assessed (example)		Exam Questions	Class Project	Term Paper	Lab Paper	Project Client Feedback	
Identify and describe key concepts, principles and themes of Discipline X.								Reflection Essay	Annotated Bibliography	Class Presentation	Poster Presentation	Supervisor Evaluation	
Describe the research methods used to investigate scholarly problems within the discipline.								IRB/ACUC Proposal	Peer Review of Team Skills	Capstone Project / Portfolio	Other Graded Work in Course (Describe)		
Describe the application of disciplinary research and theory for real-world problems.													
Critical Thinking													
Use scientific reasoning to interpret phenomena investigated in the discipline.													
Design, conduct, and interpret basic disciplinary research.													
Communication													
Produce clear, readable prose for a targeted audience that is free of problems with grammar, punctuation, or spelling.													
Spoken communication is professional and uses appropriate language for the targeted audience.													
Integrity / Values													
Articulate and adhere to ethical standards of the discipline.													
Articulate and adhere to ethical academic standards of the University of West Florida.													

Department Name
Department URL

Curriculum Map Example Based on Template
Center for University Teaching, Learning, and Assessment

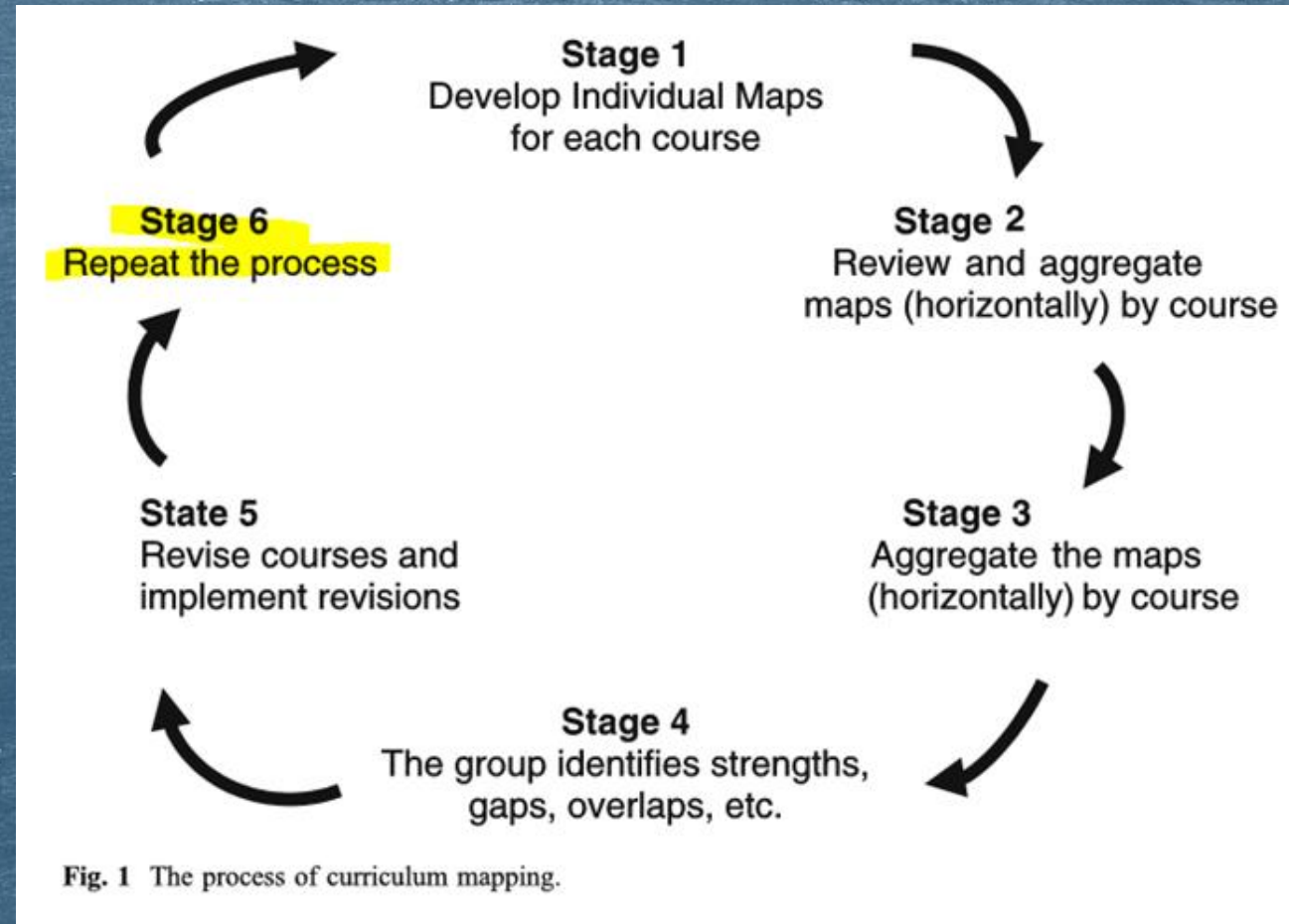
Program Name: B.A. in XXXXX
Date Created: November 2016

<http://uwf.edu/offices/cutla/>

Building A Curriculum Map

- ▶ Identifying and reflecting on goals
 - ▶ Course
 - ▶ Department
 - ▶ Program
 - ▶ College
- ▶ Identifying student learning opportunities
- ▶ Identifying moments in which assessment can and should take place (both formative and summative)
- ▶ Clarifying the desired level of comprehension and mastery for relevant knowledge and skills

Building A Curriculum Map



How Curriculum Maps Support Our Work

- ▶ Improve communication about curriculum among faculty
- ▶ Improve program coherence
- ▶ Increase the likelihood that students achieve program level outcomes
- ▶ Encourage reflective practice
- ▶ In a study of Higher education faculty, participants' indicated an increased sense of collaboration and collegiality amongst department

Examples and challenges

Program A:

- ▶ Lots of goals - student should be able to do everything!
- ▶ A high number of contingent faculty
- ▶ Concerns about programmatic drift
- ▶ Unclear on value of assessment measures being used

Actions Included:

Document analysis of course syllabi

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COURSE 202				
COURSE 303				
COURSE 404				
Other: Portfolio/Thesis/ Etc.				

Examples and challenges

Program B:

- ▶ Courses aren't scaffolded – flattened curriculum
- ▶ Wide variety of available electives credited towards major
- ▶ Many niche courses representing faculty expertise
- ▶ Faculty leadership in transition

Actions Included: A survey of instructors

For which course are you completing this questionnaire? Please return to the questionnaire to complete it on behalf of multiple courses.

Instructor Survey

How does their course support the learning outcomes of the program?

Please indicate the level to which each Departmental Student Learning Outcome (SLO) is applicable to this course.

	This SLO is not applicable to this course	Elementary Level	Intermediary Level	Mastery Level
[Placeholder] SLO 1. Students will identify relevant assumptions underlying an argument in a scholarly paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Placeholder] SLO 2. Students will be able to deliver a persuasive argument in an oral presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Placeholder] SLO 3: Students are able to identify and evaluate multiple strategies for solving a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What (if any) additional student learning outcomes does this course address?

Actions Included...

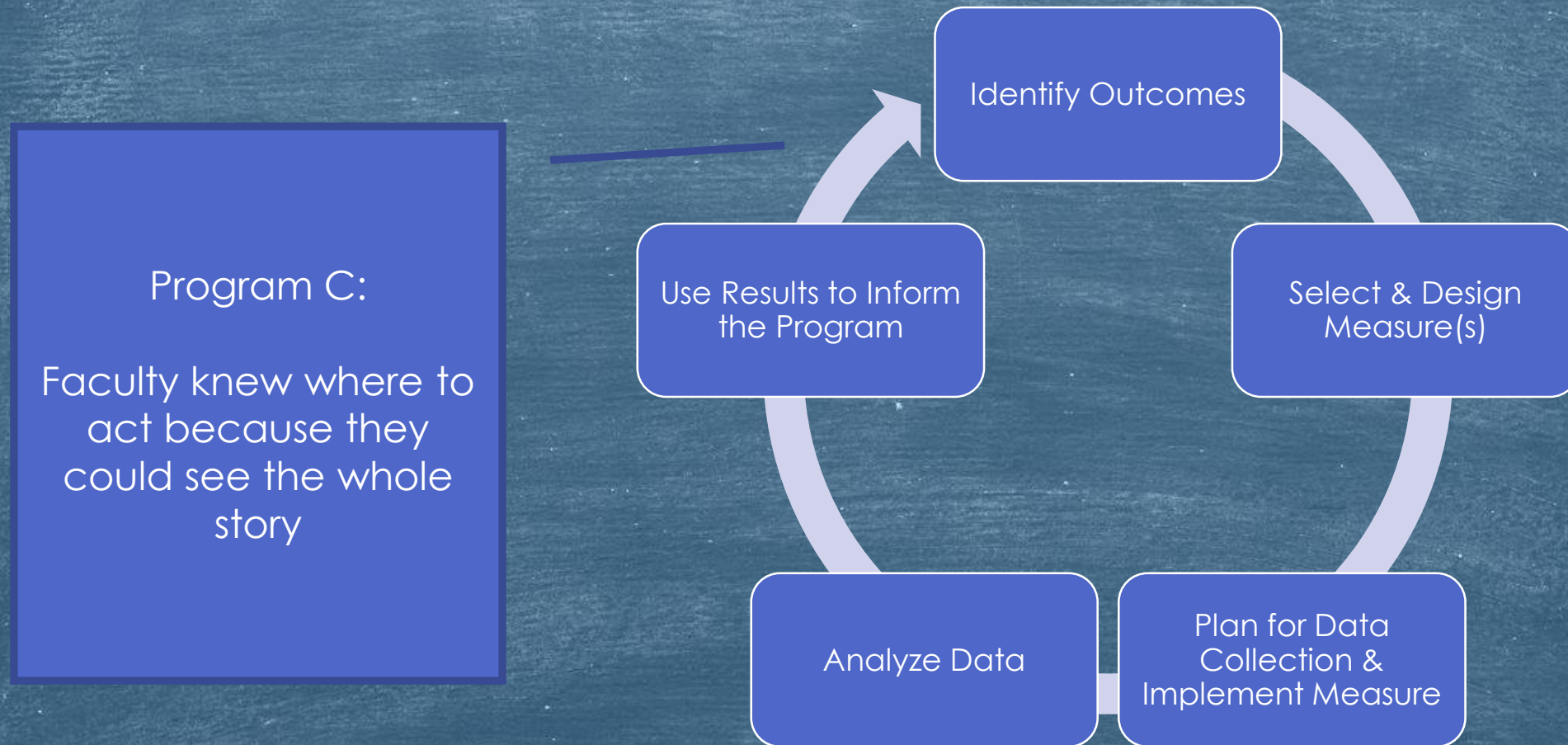
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Critical Thinking													
Communication													
Integrity / Values													
Department Name										Program Name: B.A. in XXXXX			
Department URL										Creation Date:			

Examples and challenges

Program C:

- ▶ Shifting landscape – fewer students and faculty
- ▶ Meeting their goals but also needed to adapt to current climate
- ▶ Recognizing an over emphasis of certain core concepts and skills

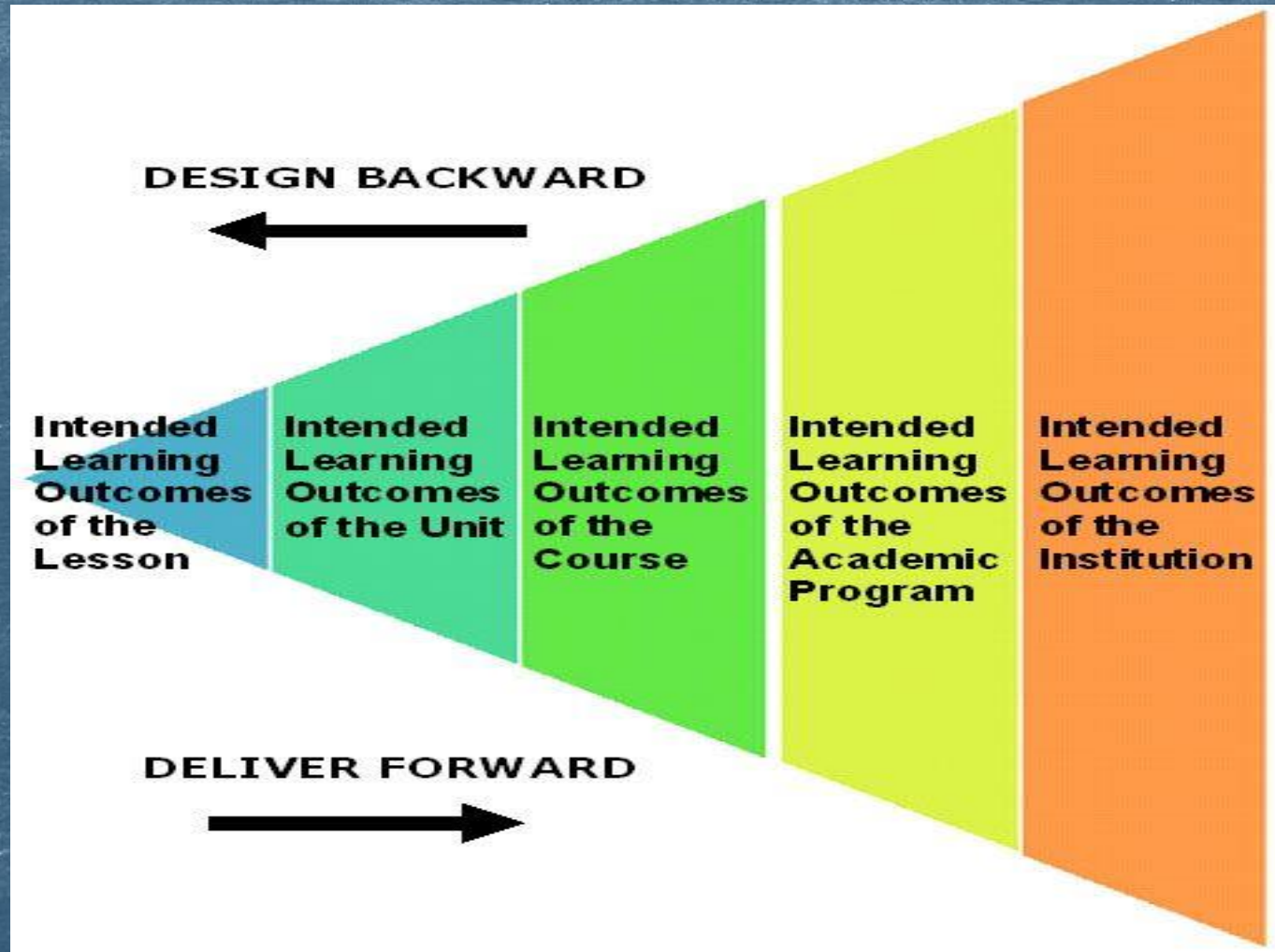
The Map Mattered...



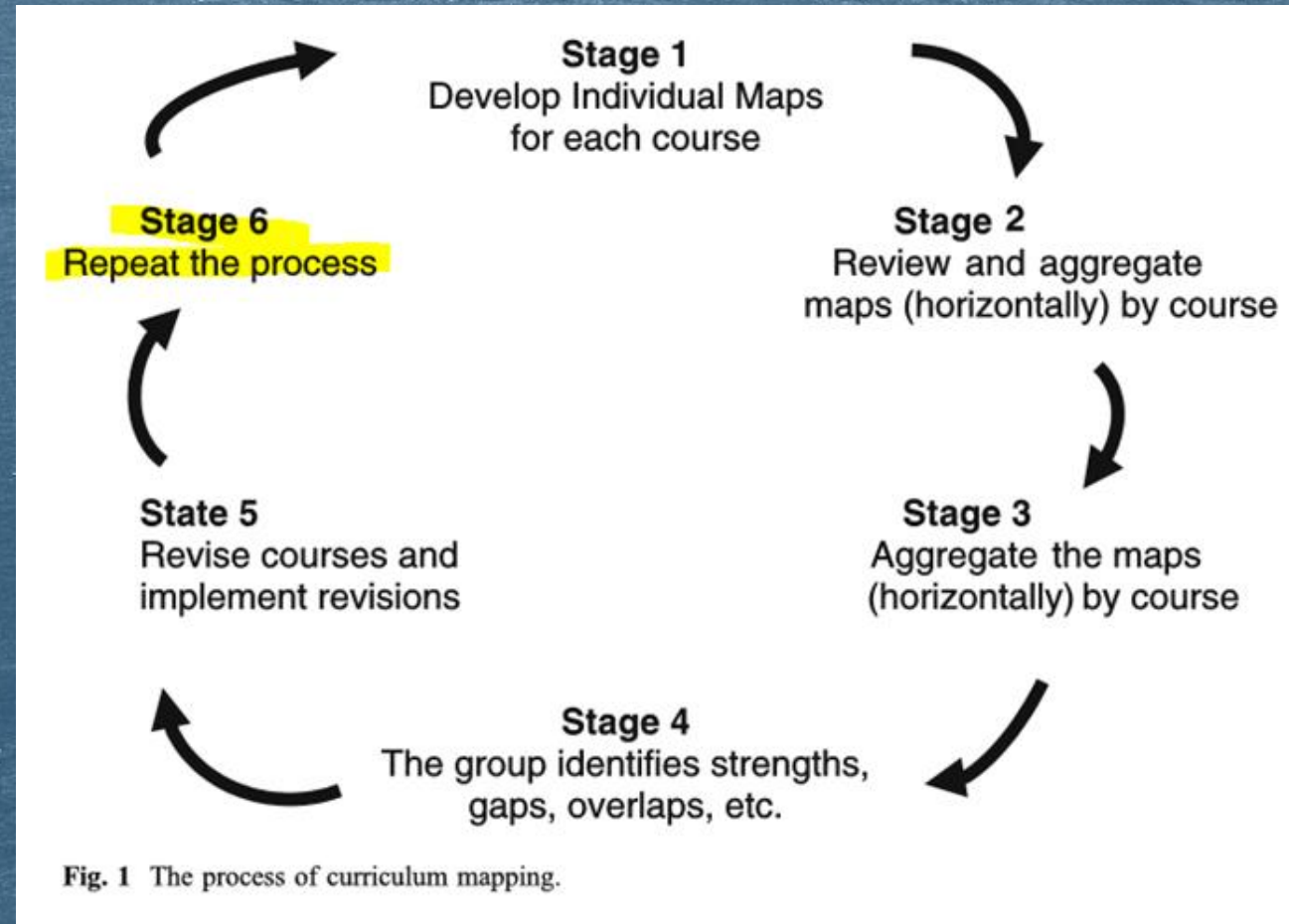
Remember...

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- ▶ By effectively mapping learning outcomes to specific student experiences we know how the story of student learning should unfold.

Envisioning & Delivering The Curriculum



Building A Curriculum Map



Questions & Discussions

Contact: Assessment@duke.edu

What other information might be helpful:

- ▶ What courses are students taking and when?
- ▶ How do students evaluate the courses that we offer?
- ▶ What are some of the co-curricular activities of our students that support our curriculum map?
- ▶ Assessment Liaisons:
<https://assessment.trinity.duke.edu/assessment-and-oatc-liaisons>
- ▶ Assessment Tableau Dashboards:
<https://assessment.trinity.duke.edu/tableau-dashboards>

Bringing Outcomes, Curriculum Maps and Graduation Requirements Together

- ▶ How do we translate our outcomes into requirements?
- ▶ How can we ensure our requirements reflect the intellectual philosophy which guides our teaching?
- ▶ How do we map courses and student requirements onto a framework that is easy to understand?

