



USING YOUR CURRICULUM MAPS

PROGRAM ASSESSMENT COMMITTEE MEETING



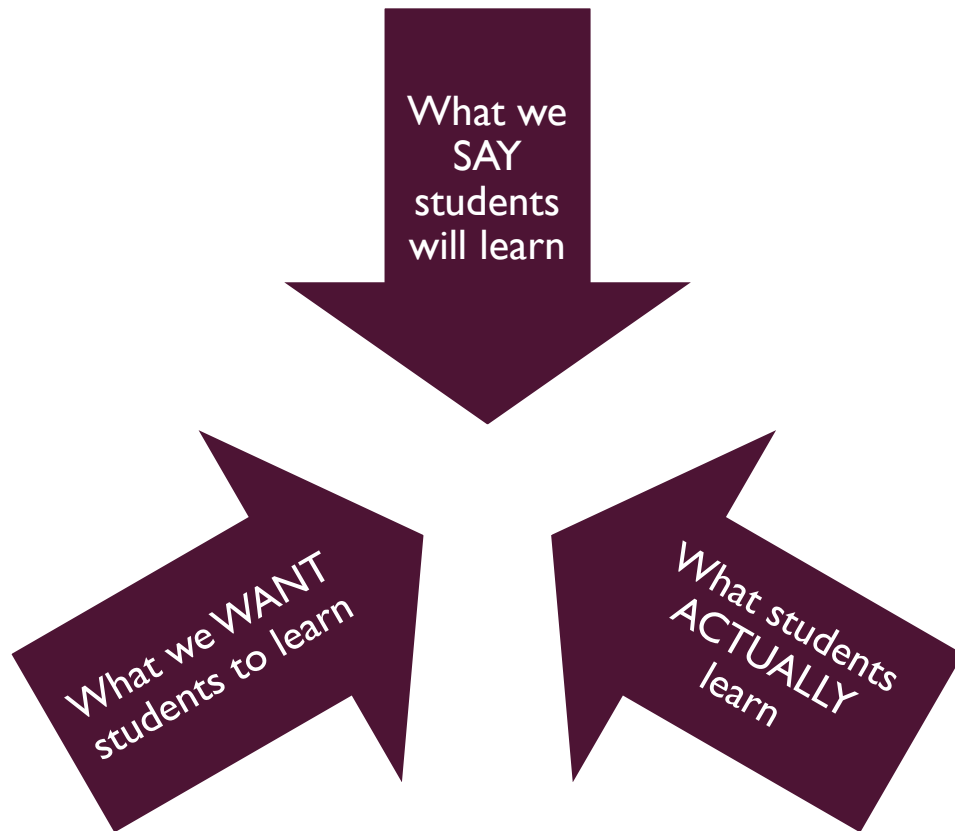
CURRICULUM MAP CHECK-IN

- 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