



# 30-Minutes Thursday Curriculum Mapping

Dr. Sherill Morris-Francis

Director Academic Assessment

Institutional Research and Effectiveness

Mississippi Valley State University

September 8, 2022

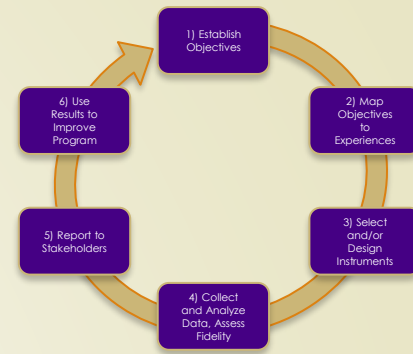
# Workshop Outcomes

1. Before you map: Student Learning Outcomes
2. What is curriculum map? Why is it valuable?
3. Identifying a need for curriculum maps
4. Strategies and challenges for implementing curriculum maps
5. Discussion

# The Assessment Cycle

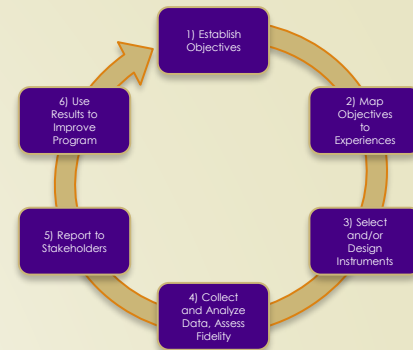


# Assessment Questions and Associated Steps



1. What should program graduates know and be able to do? (Steps 1 & 2)
2. How do we know whether graduates know and can do these things? (Step 3)
3. Did student performance meet our expectations? (Step 4)
4. How can we improve student learning? (Steps 4 & 5)
5. What will it take for us to improve student learning? (Steps 5 & 6)

# Before you map: What is a Student Learning Outcome?

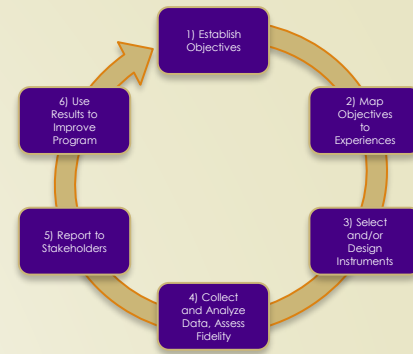


Specific, measurable statements of what students know or are able to do by virtue of participation in your program.

## EXAMPLES:

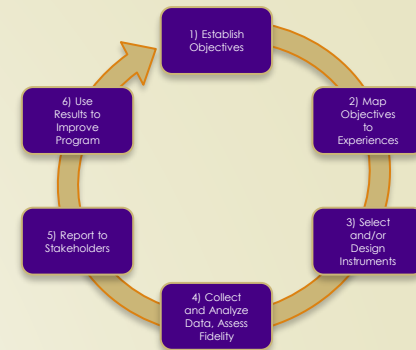
- Students will explain the structure, key functions, and principles of the main components of the criminal justice system.
- Students will apply criminal justice management and organization theories and principles to address “real-life” criminal justice workplace-related issues.
- Students will utilize children’s literature as an instrument of literacy instruction.

# Good Student Learning Outcomes



1. Actor: WHO is demonstrating the learning or change? This is the student, not the program.
2. Behavior: WHAT will the student be able to do to demonstrate the knowledge or learning?
3. Context: What is the CONTEXT? What is the thing they are using, making, delivering, or acting upon?

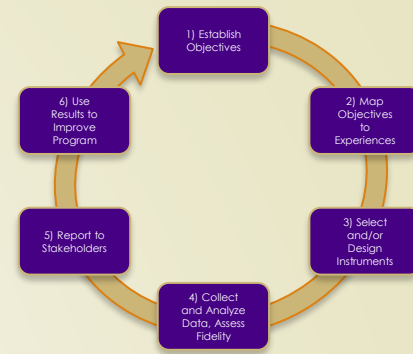
## What does SACSCOC have to say about your learning outcomes? (2 of 5)



1. Principle 1: *The role of student learning in accreditation.* The institution defines educational quality – one of its core purposes – by how well it fulfills its declared mission on student learning.
2. Principle 2: *Documentation of student learning:* The institution demonstrates that student learning is appropriate for the certificate or degree awarded and is consistent with the institution’s own standards of academic performance.

<https://sacscoc.org/app/uploads/2019/08/GuideForInstitutions.pdf>

## Step 2: Map to Courses

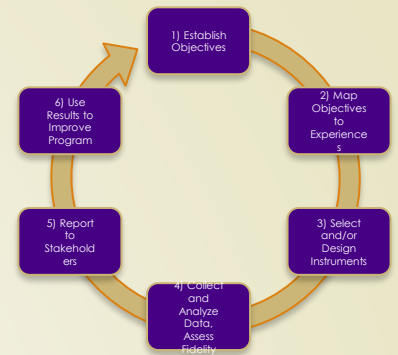


Multiple types of Mapping - Common purposes include aligning:

1. *Course content, learning experiences, objectives, and assessment*
2. Course content or objectives to program outcomes
3. Course assessments to program outcomes



# Step 2: Curriculum Mapping



9

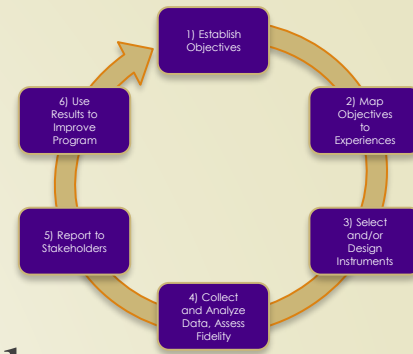
## What is a Curriculum Map?

1. 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 the program's learning outcomes with that of an institution (Archambault & Masunaga, 2015).
2. Curriculum mapping is a consideration of when, how, and what is taught, as well as the assessment measures utilized to explain the achievement of expected student learning outcomes (Harden, 2001).
3. It is the “glue” of the curriculum (Harden, 2001).

# What is a Curriculum Map?

10

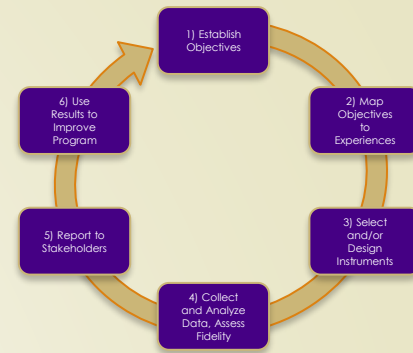
4. A curriculum map diagrams relationships between learning outcomes and learning opportunities to show how the curriculum components work together to help learners achieve the outcomes.
5. Curriculum mapping helps institutions and programs identify common ground, so faculty can share student learning successes, challenges, and ways to collaborate on interventions.
6. Maps are flexible enough to be developed for an entire institution, college, or division, for degree and general education programs, or for courses.



# What is a Curriculum Map?

11

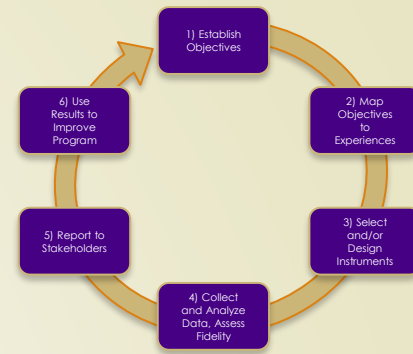
7. It is a foundational process that is key to understanding the story of student learning and how the student experience unfolds.
8. It is an opportunity for reflective thinking.
9. It is a strategy for collaboration (Uchiyama & Radin, 2009).
10. It is a common ground that helps guide behaviors, expectations, and future actions.



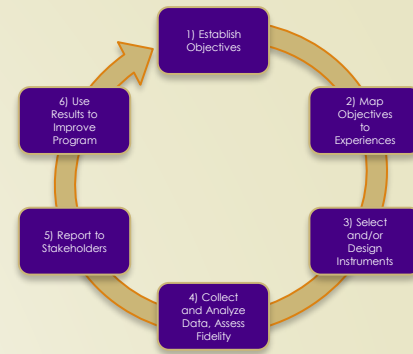
# What is a Curriculum Map?

12

11. A Matrix/table to identify where learning outcomes are addressed.
12. An important source of clarity and dialogue for faculty.
13. An opportunity to build coherence within a broader learning experience, a way to be intentional and plan for learning.
14. A place to note the contribution of multiple activities or sources to the overall learning experience.
15. A great way to find gaps...and courses not aligned with overall goals.
16. A time to focus on the *required courses* (ignore electives).



# Why is a Curriculum Map valuable?



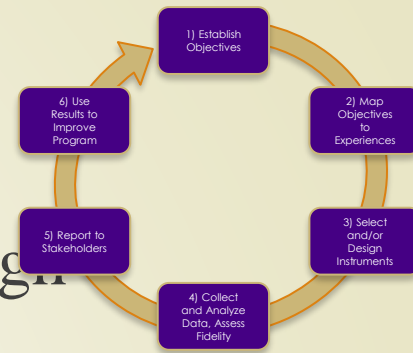
1. What are our students learning?
2. Where are they learning it?
3. How do we keep on course?
4. How do we know where we could have acted differently?

# Mapping Considerations: Finding the Need.

14

- ❖ Is the curriculum designed to ensure that every student has enough opportunity to achieve each of the key learning goals?
- ❖ Is the curriculum appropriately coherent?
- ❖ Does the curriculum give students ample and diverse opportunities to achieve its learning goals?
- ❖ Does the curriculum have appropriate, progressive rigor?
- ❖ Does the curriculum conclude with a capstone experience?
- ❖ Is the curriculum sufficiently focused and simple?
- ❖ Is the curriculum responsive to the needs of students, employers, and society?

**Source: Suskie, L. (2009).**



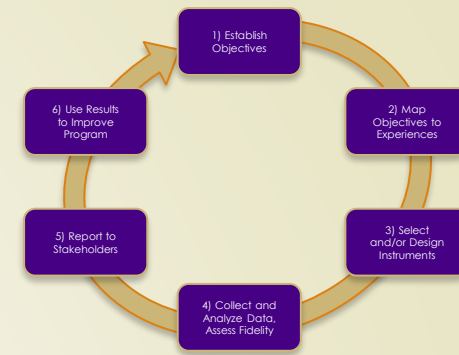
# Mapping SLOs to Courses

15

Identify courses in which students should be learning knowledge/skills articulated in SLOs

Program theory: how the design of the program should theoretically affect students

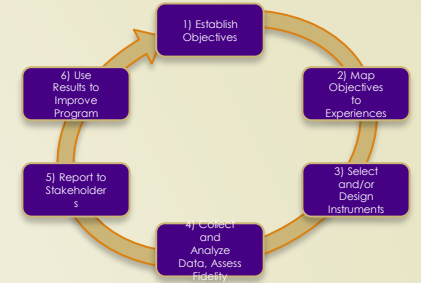
Opportunities to learn



## High Quality Indicators:

- Clear mapping helps interpret results
- Each objective should map to at least one element of the program or curriculum
- Be specific!
  - To what extent is the objective covered in that class?
  - What specific components of the activity or items on the test address the objective?

# Student Learning Outcome Mapping



1. Prepare a “matrix” of courses and outcomes
2. Check marks – indicate the presence of material
3. Can include assessments
4. Determine the scale you wish to use –that is, indicate if an outcome is covered in a course and at what level:

I – Introductory

R- Reinforced

M - Mastered

B. Beginner

I - Intermediate

A - Advanced



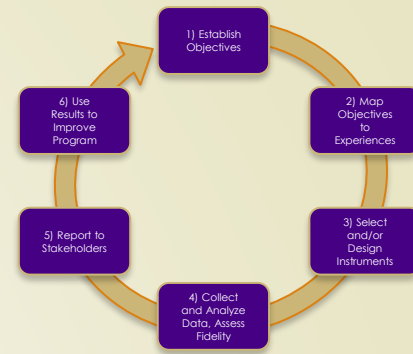
# Going beyond the ✓

17

- (Being more specific, clear, and focused)

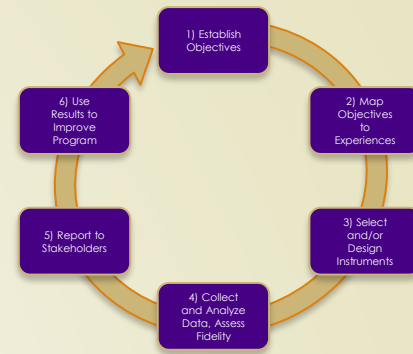
- |                |                |                |
|----------------|----------------|----------------|
| ■ C – Covered  | I – Introduced | I - Introduced |
| ■ A – Assessed | R – Reinforced | R - Reinforced |
|                | E – Emphasized | M – Mastered   |
|                |                | A - Assessed   |

- KEYS:
- INTRODUCED: First time a concept is introduced (Remembering, Understanding)
- REINFORCED: (Applying, Analyzing, Evaluation, and Creating)
- ASSESSED: Assessment evidence collected



# Mapping Considerations

- ❖ Discuss with all faculty
- ❖ Verify each outcome addressed at each level (I, R, M)
- ❖ Examine map for gaps and unnecessary duplication
- ❖ Please note: If all boxes are checked, may indicate:
  - ✓ Map filled out incorrectly
  - ✓ Outcomes too broad

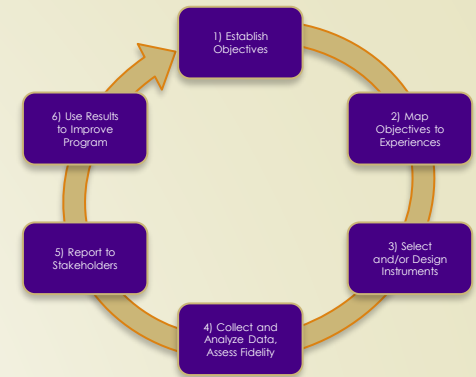




# A Basic Curriculum Map

❖ QUESTIONS

❖ COMMENTS



# Sources

- ▶ Archambault, S. G., & Masunaga, J. (2015). Curriculum Mapping as a Strategic Planning Tool. *Journal of Library Administration*, 55(6), 503-519
- ▶ Baker, Wanda, K. (2020). *Assessment 101: Academic Assessment: Five Steps to Continuous Improvement of Student Learning*. Council Oak Assessment
- ▶ Harden, R. M. (2001). Guide NO. 21: Curriculum Mapping: A Tool for Transparent and Authentic Teaching and Learning. *Med Teach*, 23, 123-137.
- ▶ Miller, R., & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Association of American Colleges and Universities. Washington. DC
- ▶ Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company.
- ▶ Walvoord, B. E. (2004, 2010). *Assessment Clear and Simple: A practical guide for institutions, departments, and general education* (2<sup>nd</sup> ed.). San Francisco, CA: Wiley & Sons, Inc.

# CONCLUSIONS

- ▶ Want more information?
- ▶ Have questions or comments?

Please contact:

Dr. Sherill Morris-Francis at 662-254-3641 or  
[sherill.morris@mvsu.edu](mailto:sherill.morris@mvsu.edu)

Dr. Sharon Freeman at 662-254-3811 or  
[sharonf@mvsu.edu](mailto:sharonf@mvsu.edu)