# Carolyn Speer, PhD, CPTM, CPACC

- Director of the Office of Instructional Resources
- 30 years in higher ed
- Formerly Assessment Director for Friends University
- Teach for Criminal Justice and Intervention Services & Leadership in Education
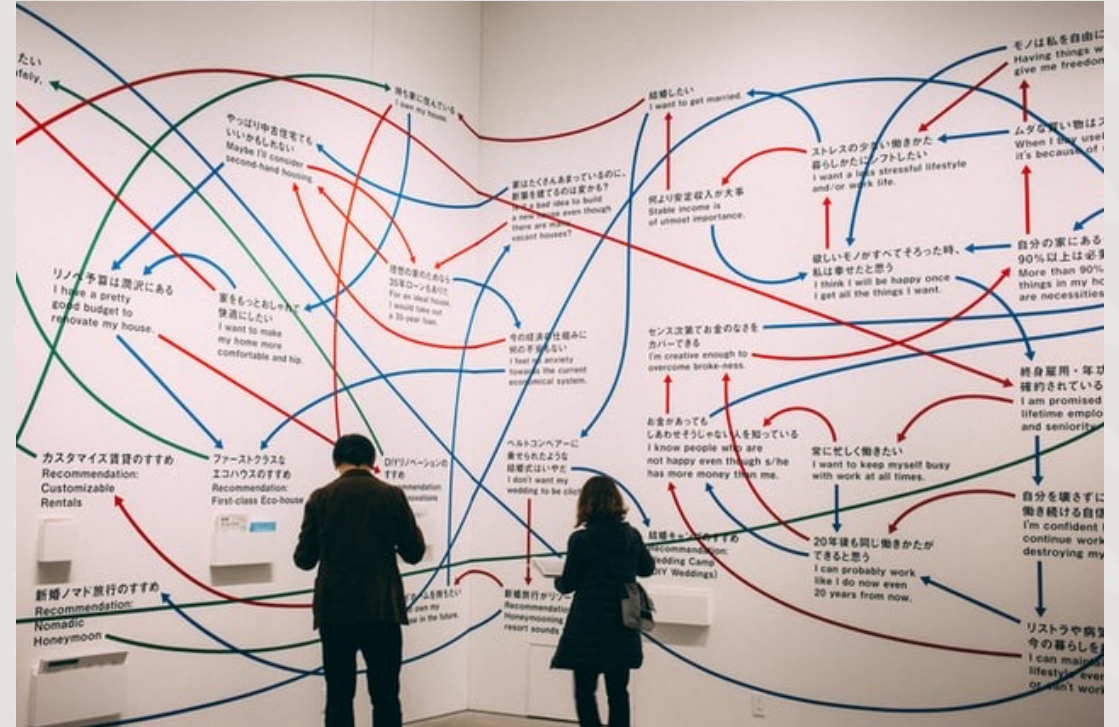- Self-avowed data nerd

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Session Outcome

Participants who complete this workshop will be able to list at least three things to love about curriculum mapping

Assessment can be fun!

CHANGE MY MIND
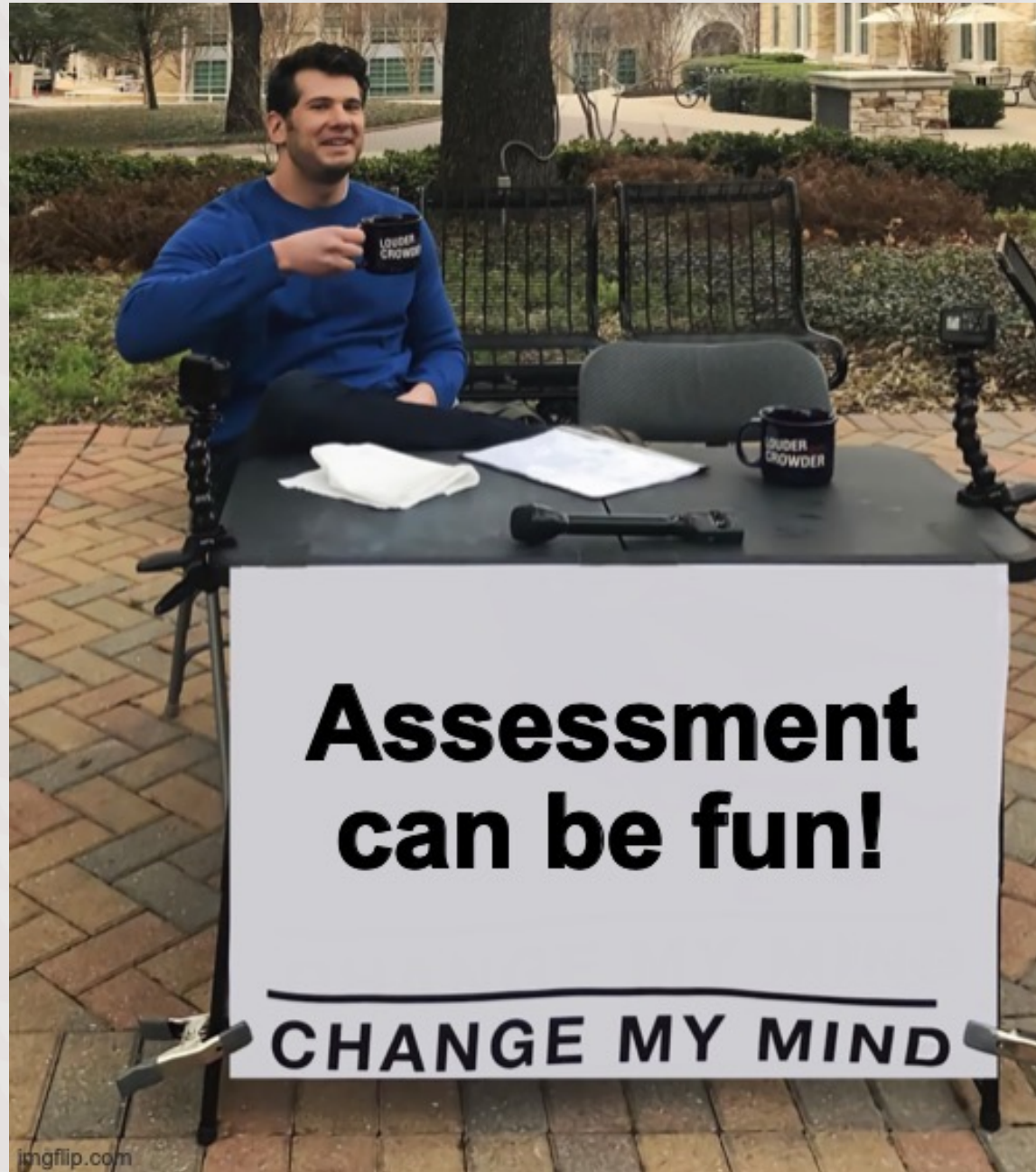
Agenda

- Who (Done!)
- What
- When
- Why
- How
- Practice
- Next Steps

What is mapping?

- Systematic way to track what is being both taught and learned throughout an educational experience

- Possible at the course level, program level, and institutional level

- **Produces data** that is useful for assessment at all levels as well

What does mapping require?

- Clear educational **goals** (aka: outcomes/objectives/standards)

- Information about the program's curriculum

- Some departmental agreement about acceptable measuring

- Regular review

What do you need?

- Program Goals: ideally these are mapped to the university mission and strategic plan
- Clear idea about what introduction, reinforcement, mastery, and assessment looks like for those goals
- A good understanding of individual course curriculum as it relates to the goals at the different levels

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Step One!

- Locate or create program goals/outcomes/objectives
- Locate course-level goals/outcomes/objectives for each course in the program.
  - If there is variety in courses with the same number, you're going to need all of them

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Step Two!

- Organize your courses by required individual courses, required course categories, and fully optional courses
- Identify the course outcomes for each course
  - If these vary by each section, you will need to "weed out" outcomes that are not shared across different versions of the course (they don't have to be word-for-word the same)
- Organize the outcomes so they can be easily used

Step Three!

- Organize the outcomes you've found into a table

- Don't let the table make decisions for you … YOU make the decisions for the table

- Be ready… problems start becoming clear at this stage…

Example of a program map: History BA (fictional)

Courses and Experiences	Program Learning Outcomes				
	Applied Learning or Research Requirement	Analyze secondary sources for their argument and use of supporting evidence	Demonstrate knowledge of U.S. history	Analyze a variety of primary sources	Discuss current concerns, new theories, new evidence and issues that shape historical interpretation ***
HIST 300	Master, assess	Master, assess		Reinforce	
HIST 698			Master, assess	Master, assess	
HIST 131 or 132*	Introduce	Introduce, reinforce	Introduce, reinforce	Introduce	Introduce
HIST 100, 101, 102, or 104 **		Introduce, reinforce		Reinforce	Introduce, reinforce (**note**: HIST 104 assesses)
Other: Service Learning Project	Reinforce				

- HIST 131/132 are mapped to the general education program
- ** HIST 100, 101, 102, and 104 are interchangeable in the program and **must satisfy the same program mapping requirements**
- ***This outcome supports WSU Gen Ed Outcome 2.1 (global mindedness and forward thinking)

Time to Practice

Courses and Experiences	Program Outcomes				
	Develop the ability to explain core economic terms, concepts, and theories	Demonstrate the ability to employ the "economic way of thinking"	Demonstrate an awareness of global historical, and institutional forces	Apply economic theories and concepts to contemporary social issues and analysis of policy	Recognize the role of ethical values in economic decisions
MATH 144 or Math 242					
ECON 201	Introduce, reinforce		Introduce	Introduce	
ECON 202	Introduce, reinforce		Introduce	Introduce	
ECON 231		Introduce			
ECON 232					
ECON 301	Master		Reinforce	Reinforce	
ECON 302	Master		Reinforce	Reinforce	
15 hours upper-division courses	Assess	Assess	Master, assess	Master, assess	Introduce, reinforce, master, assess

Courses and Experiences	Program Outcomes				
	Demonstrate critical thinking skills by analyzing social, political, and/or cultural arguments	Demonstrate sociological understandings of phenomena	Formulate effective and convincing written and/or oral arguments	Demonstrate the ability to use several of the major classical or contemporary perspectives in social theory	Demonstrate the ability to use several of the major social science research methodologies
SOC 111	Introduce	Introduce			
SOC 311	Reinforce	Reinforce			
SOC 312					Introduce
SOC 313					Reinforce
SOC 514 (Capstone)	Assess	Assess	Assess	Assess	Assess
Up to 6 hours related courses			??? maybe		
Minimum 9 hours other SOC coursework	Master			Reinforce	Master

The advantage of problems

- This process **often finds problems**
- That's GOOD as it allows departments to easily target improvements
- Setting the baseline where it *really is* will allow departments to show improvements over time more easily

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The **gift** of process (?!?)

- A deeper understanding about how all the pieces of a program **fit together**

- Insight into what can and what can**not** be changed in a program

- A way to tell your department's and your students' **stories …** you can tell stories **through time**

- Provides data that can be used to justify **resource requests**

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Does mapping undermine spontaneity?

- No!

- Provides structure for instructors, not limitations

- It can save class time by distributing program outcomes across multiple courses and not overburdening one or repeating content "just in case"

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Resources

- The Office of Instructional Resources can help with **all stages of the process** from outcome development through mapping and can provide statistics advice for assessment

- Book: An Educational Leader's Guide to Curriculum Mapping

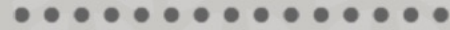# Final Assessment: What do you LOVE about mapping?

Thank you!

Questions?

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