Assessment Is Learning

Aligning Learning Outcomes to the Curriculum

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UNC

Session Goals

Explain	Explain the role of curriculum mapping in the assessment cycle
Describe	Describe the benefits of constructing curriculum maps
Analyze	Analyze sample curriculum maps to draw inferences about the curriculum
Construct	Construct a curriculum map

Assessment Temperature

What is the first word that comes to mind when you hear the phrase, "student learning outcomes assessment?"
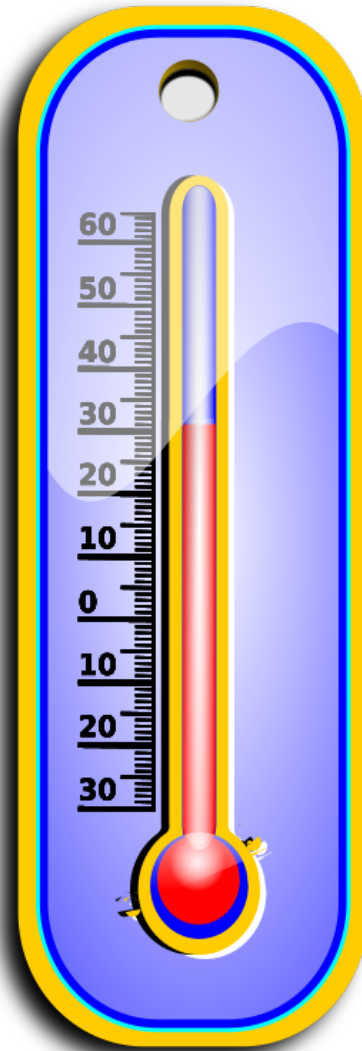
Assessment . . .

"is a framework for **focusing faculty attention** on student learning and for **provoking meaningful discussion** of program objectives, curricular organization, pedagogy, and student development" (Allen, 2004).

"begins with **collaboration**, in **dialogue** that builds **consensus** and shapes a sense of **purpose**" (Aasand, Amidon, & Huffman, 2010).

"[is] **intellectual curiosity** about what and how well our students learn" (Maki, 2010).

Assessment Cycle
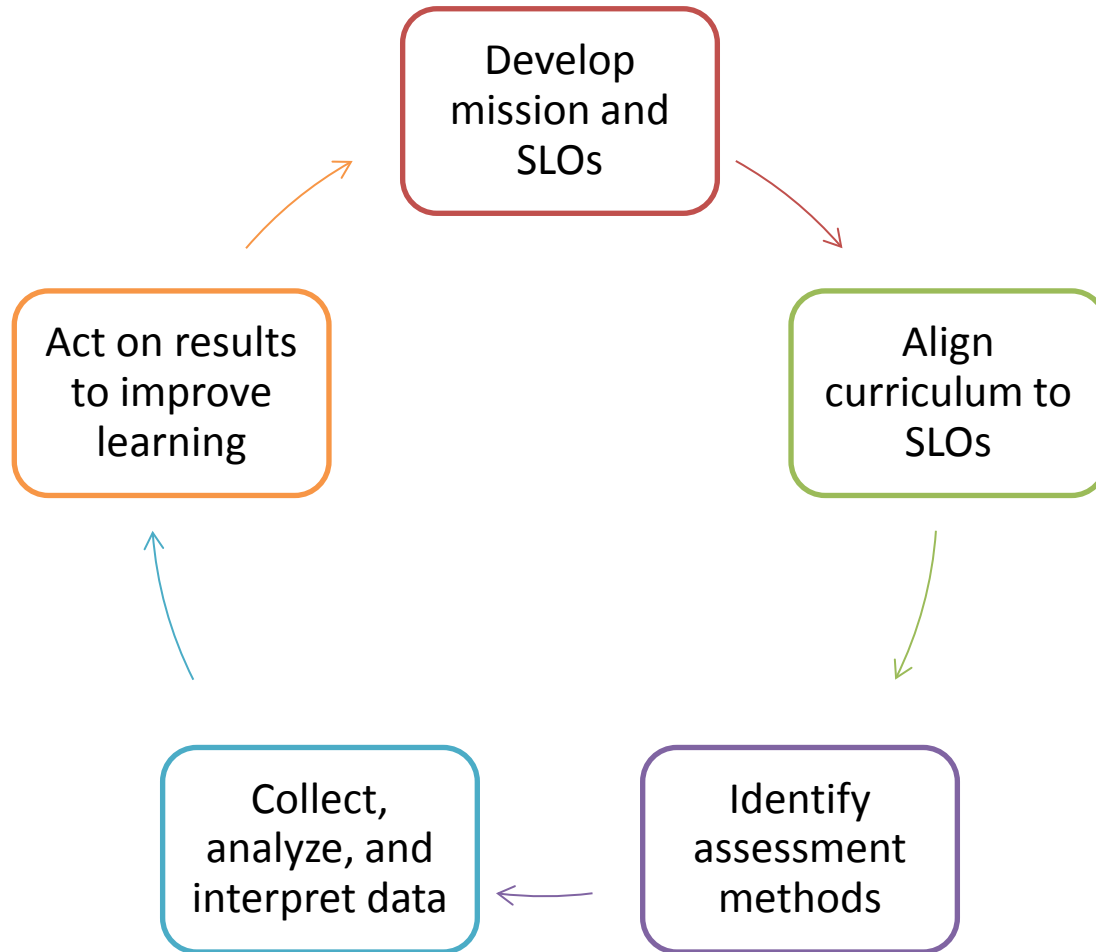
What is a curriculum map?

Graphical representation of the curriculum as it actually exists.

Document that shows where the program's SLOs are being taught.

Tool to identify and address gaps in the curriculum.

Basic Curriculum Map

	Course 1	Course 2	Course 3	Course 4	Course 5
SLO 1	X		X	X	
SLO 2	X	X			X
SLO 3				X	

X = Course addresses SLO

Detailed Curriculum Map

	Course 1	Course 2	Course 3	Course 4	Course 5
SLO 1	P		I	M	
SLO 2	I	I			I
SLO 3				M	

I = Introduced, P = Practiced, M = Mastered

Why do we need curriculum maps?

- Stimulate discussion and reflection about program learning priorities

- Encourage intentional alignment between courses and program learning priorities

- Provide visual representation of where learning opportunities do/do not exist

- Help students to think about learning as cumulative

Source: Maki, P. (2010). *Assessing for learning*. (2nd ed.). Sterling, VA: Stylus.

Let's Take a Look

	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1	X		X		X
Course 2		X			X
Course 3					
Course 4	X				X
Course 5	X		X		X
Course 6		X	X		X

Remember that we start with required courses only.

Take 2

	SLO1	SLO2	SLO3	SLO4	SLO5
Course 100	I		P		I
Course 120		I			I
Course 204					
Course 224	P				P
Course 301	P		P		P
Course 480		M	M		M

I = Introduced, P = Practiced, M = Mastered

How to Create a Curriculum Map

- What you will need
  - Program SLOs
  - List of all required courses that every student must complete
  - If available, learning outcomes for each course
  - If possible, all faculty who teach required courses
  - A blank matrix or grid
    - Word table
    - Excel spreadsheet
    - Large poster board

Instructions

Write	Write the program SLOs along one axis of a grid and the course numbers along the other axis.
Decide	Decide whether you will start with a basic or detailed map.
Mark	Mark intersecting cells in the grid to indicate which courses support which SLOs.
Analyze	Analyze the map for gaps and address curriculum issues as needed.

Completed Curriculum Map

Student Learning Outcomes	Program Courses							
	CRJ 110	CRJ 220	CRJ 230	CRJ 240	CRJ 360	CRJ 380	CRJ 480	CRJ 470
SLO 1: Students will describe a research method to investigate a CRJ issue	I	I	P	P	P	M/A		
SLO 2: Students will interpret statistical research data results related to a CRJ issue	I	I			P	P	M/A	
SLO 3: Students will identify criminological theories to explain criminal or deviant behavior	I	I	P	M	M/A			
SLO 4: Students will describe how ethical issues inherent in the CRJ system affect organizations, groups, and individuals	I	I			P	P	P	M/A

Key: I = introduce; P = Practice; M = Mastery; A = Assess

Practice

Option 1: 2 or more faculty from the same program – work together to create a curriculum map.

Option 2: single faculty from program – start with mapping the courses you teach to your program's SLOs; add other required courses and estimate the SLOs you think are addressed in these.

Options for Mapping

- All Faculty Involved
  - Each faculty member completes a map working alone
  - Compare everyone's map and discuss similarities and differences
  - Resolve any differences
  - Address any curriculum gaps as needed

- Few Faculty Involved
  - Use course syllabi to construct a map
  - Distribute to all faculty in the department for feedback
  - Discuss and resolve any differences in a department meeting
  - Address any curriculum gaps as needed

Involving Students

- Option 1: Students construct a curriculum map

- Option 2: Students provide feedback on a curriculum map

Potential Challenges

Which courses to include

Single course with multiple instructors

Courses from other programs

Single course per SLO

Every course teaches every SLO

Gaining faculty buy-in

CURRICULUM AND PROGRAM REVIEW

DEPARTMENT MEETINGS AND RETREATS

COMMUNICATING VALUE

ONBOARDING NEW FACULTY & INSTRUCTORS

Making Meaning

THANK YOU!

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