Program and Curriculum Mapping

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Choose a Path

DFW Airport
2400 Aviation Drive North, DFW Airport, TX 75261

Dallas World Aquarium
1801 N Griffin St, Dallas, TX 75202
Learning Frameworks/Taxonomies
Student Learning Outcomes

What should students be able to do upon graduating?

What knowledge, skills, or abilities should the student demonstrate?

How will students be able to demonstrate what they learned?
Goals

What process, service, or experience is the unit providing the university community?

What support for campus decision making activities is provided?

What impact is the unit making toward the development, learning, growth, and functionality of the university community?

What key performance indicators/metrics drive your unit processes?
What is a program map?

A program map is a matrix that visually represents the alignment between program goals and their associated outcomes and the methods through which those outcomes are delivered.
What is a curriculum map?

A curriculum map is a matrix that visually represents the alignment between program student learning outcomes and required courses/experiences.
Mapping – First Thoughts

This is what the students will learn (outcomes)

This is how students will learn it (assignments)

This is how students will demonstrate they learned it (paper, project, presentation)

This is what constituents (university community) get out of the goals

This is how constituents will gain it (processes, services, experiences)

This is how constituents will demonstrate what they gained from it (behavior change, quality improvement)

Suskie, 2015
Upon graduation, students will be able to:

1) Critique human behavior and social structure from a sociological perspective.

2) Analyze social issues using sociological theoretical perspectives.

3) Apply research techniques in a sociology-related project with real world implications.

4) Communicate knowledge of sociology through written and oral work.

**Key**
- **I** = concept related to learning outcome introduced
- **E** = concept related to learning outcome emphasized
- **R** = concept related to learning outcome reinforced
- **A** = concept related to learning outcome assessed

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Program Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon graduation, students will be able to:</td>
<td>Course 100</td>
</tr>
<tr>
<td>1) Critique human behavior and social structure from a sociological perspective.</td>
<td>I</td>
</tr>
<tr>
<td>2) Analyze social issues using sociological theoretical perspectives.</td>
<td>I</td>
</tr>
<tr>
<td>3) Apply research techniques in a sociology-related project with real world implications.</td>
<td>I</td>
</tr>
<tr>
<td>4) Communicate knowledge of sociology through written and oral work.</td>
<td>I</td>
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Research Informed:

High Impact Practices

• First-Year Seminars and Experiences
• Learning Communities
• Common Intellectual Experiences
• Diverse/ Global Learning
• Interactions with faculty and peers about substantive matters
• Experiences with diversity
• Periodic, structured opportunities to reflect and integrate learning
• Public demonstration of competence
Research Informed:

Mindsets:
• I belong in this learning community.
• I can change my abilities through effort.
• I can succeed.
• This work has value and purpose for me.
Research Informed:

Student engagement is key:

A national study conducted in 2008 showed that higher levels of engagement in a variety of curricular and cocurricular activities significantly contribute to cumulative GPA and students’ perception of the overall academic experience.
<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Program Delivery Methods</th>
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</thead>
<tbody>
<tr>
<td>As a result of participation or interaction with the Support Unit’s processes, services, or experiences:</td>
<td>Mentor Group</td>
</tr>
<tr>
<td>1) Increase retention</td>
<td>X</td>
</tr>
<tr>
<td>2) Reduce time to degree</td>
<td>X</td>
</tr>
<tr>
<td>3) Satisfaction with campus experience</td>
<td>X</td>
</tr>
<tr>
<td>4) Disseminate knowledge about campus resources</td>
<td>X</td>
</tr>
<tr>
<td>5) Provide a common intellectual experience</td>
<td>X</td>
</tr>
<tr>
<td>6) Public demonstration of competence</td>
<td>X</td>
</tr>
<tr>
<td>7) Provide opportunities for interactions with faculty and peers about substantive matters</td>
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Creating a Map

1. Add all program learning outcomes/goals* to the matrix

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<td>Add learning outcome</td>
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*Goals here may also include sub-goals or objectives as well as desired outcomes of unit actions.
Creating a Map

2. Add core program courses/key program delivery methods to the matrix

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Creating a Map

3. Indicate where student learning outcomes/program goals are delivered and/or assessed

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<td>x</td>
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**Note:** The table shows the delivery and assessment of student learning outcomes across different program courses.
Activity
Analyzing the Maps

- Every outcome delivered
- Multiple delivery methods utilized
- Delivery methods focused and simple
- Research-informed strategies utilized

Suskie, 2015
Benefits of Mapping

For Faculty
- Improves understanding of curriculum fit
- Helps course sequencing
- Reveals strengths, gaps, redundancies
- Leads to effective assessment

For Staff
- Assures quality services
- Justifies resources
- Demonstrates how events compliment academic experiences
Best Practices in Mapping

Map should reflect consensus and involvement from multiple faculty/staff

Publish map to faculty and students/constituents (university community)

Mapping allows for justification of courses and delivery methods by directly relating them to student learning outcomes and goals

Consider whether the program is trying to do too much and eliminate outcomes/goals that are not highly valued

Map should be revisited during the assessment cycle
Mapping Resources

Oakland University

Oakland University’s Office of Institutional Research and Assessment website is the monthly National Study in the category on Institutional Assessment Repository.

Student Success Education: Student, Faculty, and Employer Perceptions on the Value of AP/Prior in Assessing the Development of Essential Employability Skills

June 28, 2017 - Oakland University

Collaboration between industry, education, and government can be beneficial in terms of how to better prepare students for the job market upon graduation. The author offers five rules and 10 perspectives that undergraduate students can get to be better prepared for the job market, including communication, problem-solving, and teamwork skills.

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The Department of Institutional Effectiveness and Research (IER) serves Texas A&M University Commerce in a variety of capacities to ensure student success and promote strategic planning and continuous data-driven improvement.

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Hot Topics in IER

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How to access the Dashboards

Request Access to WebFOCUS

WebFOCUS Report Request Form

Information on the IE 16-17 Results and 17-18 Plan Forms

Substitution Change Focused Topic Webinars

Managing Off-campus Instructional Sites

Determining Significant Departures

How to Write a Report

What Not to Report

Dual Enrollment and Instructional Sites
Mapping as a Tool For Assessment

Assessment Planning
- Check alignment between curriculum and student learning outcomes/program processes-services-experiences and goals
- Determine where to embed assessments

Assessment Results Analysis
- Identify factors influencing achievement of outcomes/goals
- Determine where to recommend modifications to curriculum or pedagogy/processes-services-experiences
Who is the Lucky Winner?
Questions?