

Department of Institutional Effectiveness and Research

# Program and Curriculum Mapping

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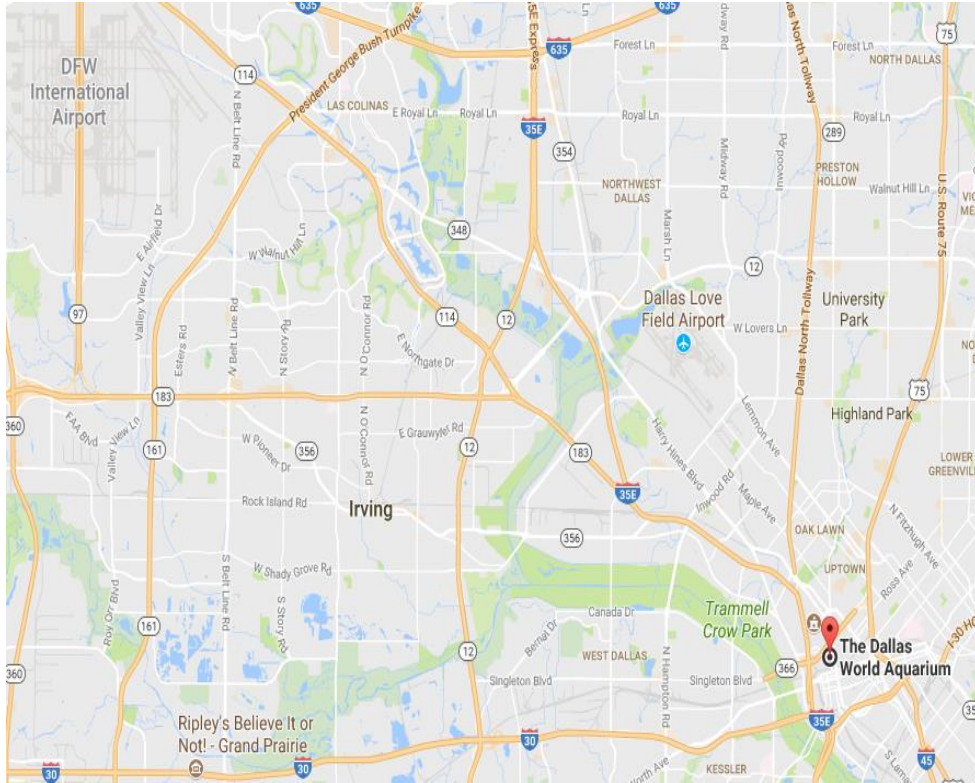
Dr. Tabettha Adkins

Dean, University College



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# Choose a Path



Dallas World Aquarium  
1801 N Griffin St, Dallas, TX 75202

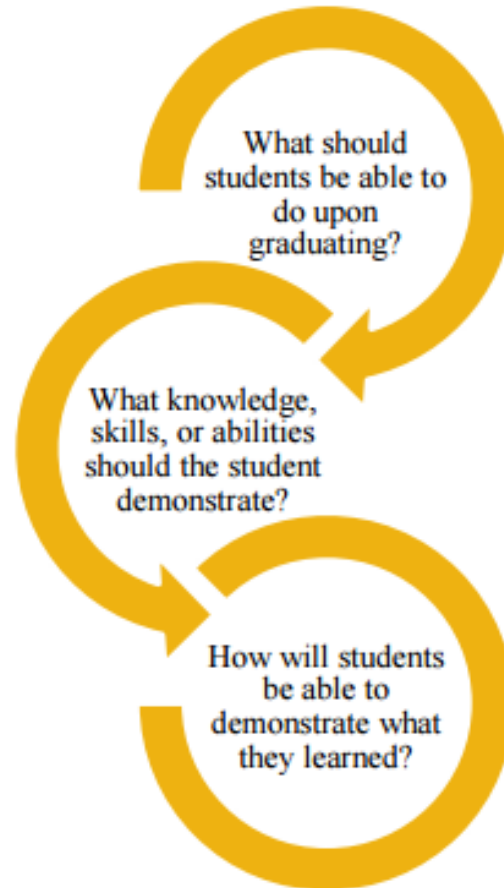


DFW Airport  
2400 Aviation Drive North, DFW  
Airport, TX 75261

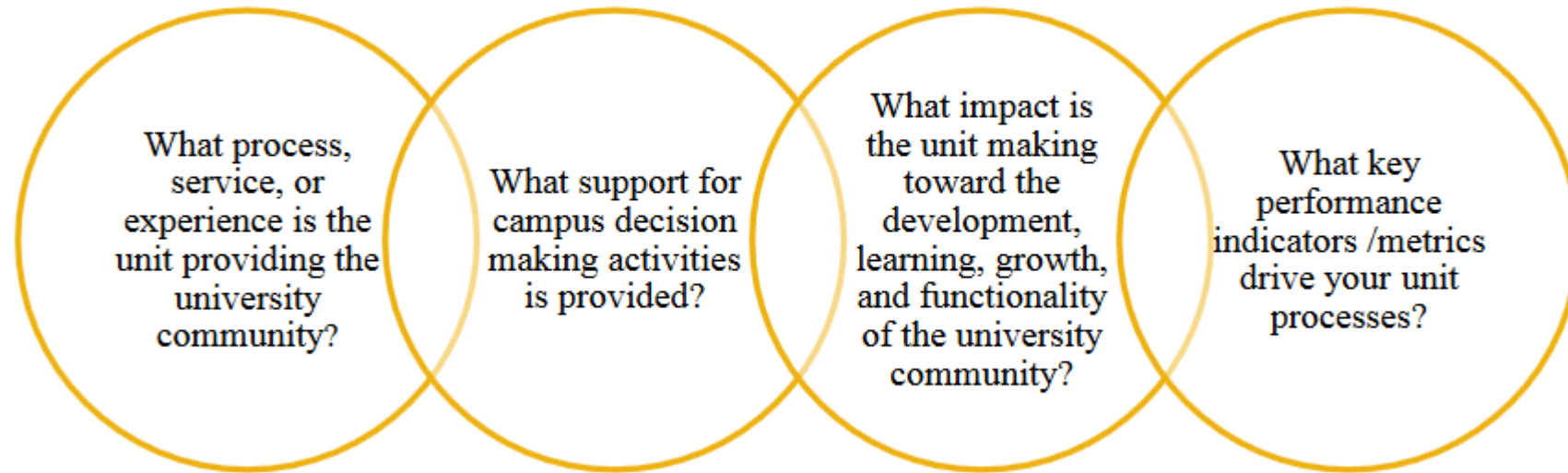
# Learning Frameworks/Taxonomies



# Student Learning Outcomes

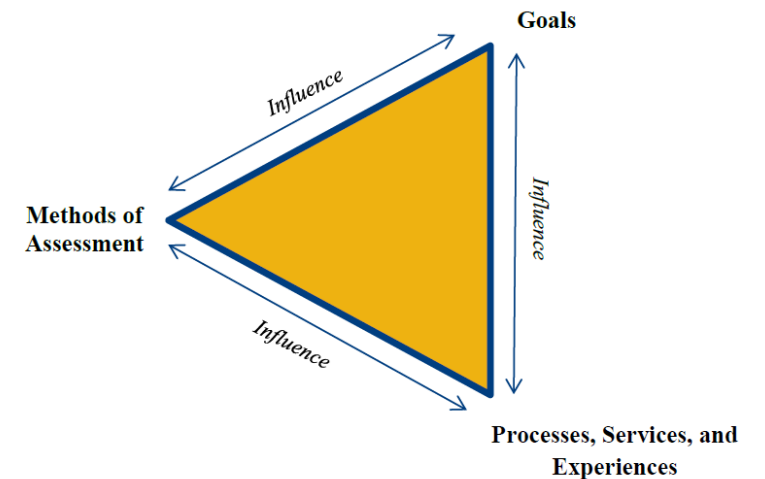


# Goals



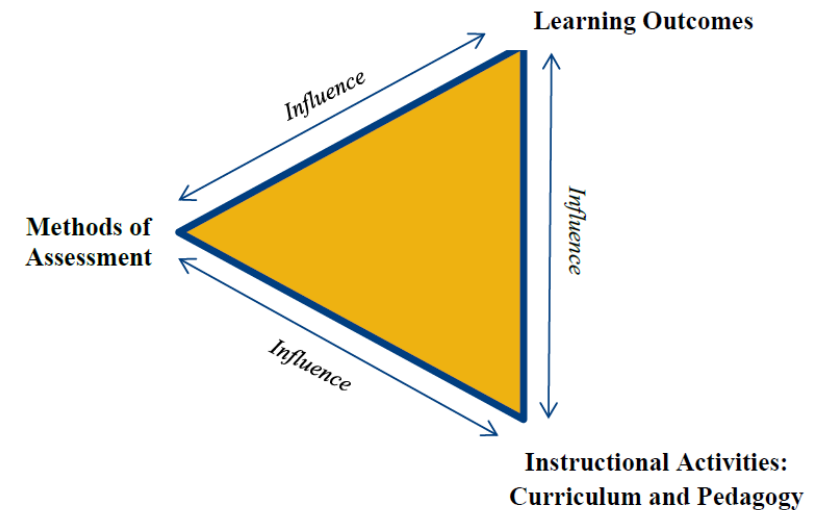
# What is a program map?

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.

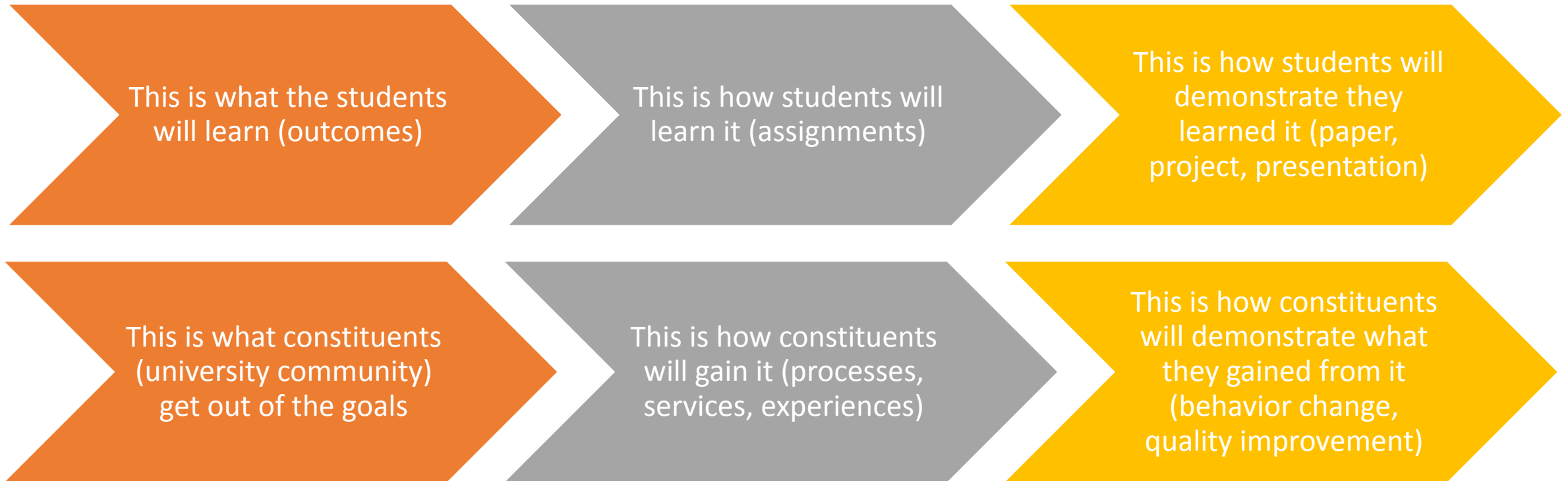


# What is a curriculum map?

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



# Mapping – First Thoughts



Suskie, 2015



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# Curriculum Map Example

Program-Level Student Learning Outcomes Upon graduation, students will be able to:	Program Courses						
	Course 100	Course 201	Course 301	Course 310	Course 320	Course 330	Course 401 Senior Seminar
1) Critique human behavior and social structure from a sociological perspective.	I	I	E	E	R	R	E/A
2) Analyze social issues using sociological theoretical perspectives.	I	I	E	E			E/A
3) Apply research techniques in a sociology-related project with real world implications.		I			I	R	E/A
4) Communicate knowledge of sociology through written and oral work.	I	I	E		R	E	E/A
<b>Key</b> 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							



# 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.




# Program Map Example

First-Year TRAC  Program Goals  As a result of participation or interaction with the Support Unit's processes, services, or experiences:	Program Delivery Methods				
	Mentor Group	Signature Course	First Year TRAC Programming	Common Read	Overall
1) Increase retention	X	X	X	X	X
2) Reduce time to degree	X	X	X	X	X
3) Satisfaction with campus experience	X	X	X	X	X
4) Disseminate knowledge about campus resources	X		X		
5) Provide a common intellectual experience		X	X	X	
6) Public demonstration of competence		X			
7) Provide opportunities for interactions with faculty and peers about substantive matters	X	X	X	X	X



# Creating a Map

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



Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										

\*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

Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										



# Creating a Map

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

Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome	x	x			x					x
Add learning outcome		x	x	x			x			x
Add learning outcome			x					x	x	x
Add learning outcome		x	x	x	x		x			
Add learning outcome					x	x	x	x	x	x





# Activity



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# Analyzing the Maps

Every outcome delivered

Multiple delivery methods utilized

Delivery methods focused and simple

Research-informed strategies utilized

Suskie, 2015



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# 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

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Map should reflect consensus and involvement from multiple faculty/staff

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

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

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

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Map should be revisited during the assessment cycle



# Mapping Resources


## National Institute for Learning Outcomes Assessment


Making Learning Outcomes Usable & Transparent

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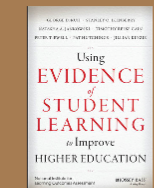
We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.





A suite of resources on general education assessment is now available.

- NILOA Newsletter
- Gen Ed Assessment
- 2017 EIA Release
- New Book!
- Equity Responses



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**Oakland University**

Oakland University's Office of Institutional Research and Assessment website is this month's Featured Website in the category Centralized Assessment Repository.

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**Student Success ePortfolio: Student, Faculty and Employer Perspectives on the Value of ePortfolios in Assessing the Development of Essential Employability Skills**

Mon, Oct 16, 2017 - 08:00 am  
Chris Hinton, Jacqueline Towell, Alexandra MacFarlane, Erica Reffling, and Judith Amesbury for Higher Education Quality Council of Ontario

A new study from the Higher Education Quality Council of Ontario (HEQCO) finds that faculty, employers, and students all see value in ePortfolios. ePortfolios research suggests increased student awareness of essential employability skills desired by employers.

**Five Things Undergrads Can Do Now to Prepare to Enter the Job Market**

Sun, Oct 15, 2017 - 08:00 am  
Peter Caven for the Globe and Mail

With students returning to campus, it is beneficial to think about how to better equip students to enter the job market after graduation. The author offers five skills and opportunities undergraduate students can get to be better prepared for the job market, including communication, problem-solving, and teamwork skills.

**Going All In on Personalized Learning**

Sun, Oct 15, 2017 - 08:00 am  
Paul Fain for Inside Higher Ed

National University has committed \$20 million to create a personalized education delivery system that combines adaptive learning, competency-based education (CBE), and predictive analytics. The hope is that this initiative will allow institutions to better serve adult learners.

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## INSTITUTIONAL EFFECTIVENESS AND RESEARCH

Institutional Effectiveness and Research

- Our Mission
- WebFOCUS Reporting Committee
- Program Approvals
- Institute for Competency-Based Education
- Strategic Planning for Institutional Effectiveness
- Data Center
- Resources
- Accreditations
- Quality Enhancement Plan
- HEOA
- Contact Us
- Our Staff
- IER Events
- Program Approvals

## WELCOME TO THE DEPARTMENT OF INSTITUTIONAL EFFECTIVENESS AND RESEARCH

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.

- Our Mission**
- IER Events**
- Strategic Planning for Institutional Effectiveness**
- Data Center**
- Resources**
- Program Approvals**

### Hot Topics in IER

- Access Dashboards
- 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
- Substantive Change Focused-Topic Webinars
  - Managing Off-campus Instructional Sites
  - Determining Significant Departure
  - How to Write a Prospectus
  - 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?



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Questions?



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