Curriculum Mapping
Levels of Assessment

Institutional Assessment
- Determination of institutional performance

Program Assessment
- Determination of how well an academic program is meeting student learning outcomes

Course Assessment
- Determination of how well a course is meeting student learning outcomes and objectives

Classroom Assessment
- Determination of individual student performance at course level by instructors

Includes General Education

- To Improve
- To Inform
- To Prove
- To Support
Types of Assessment

**Pre Assessment** (Early)
- What do students know?

**Formative Assessment** (Midpoint)
- What are students learning?

**Summative Assessment** (Exit)
- What have students learned?
The Assessment Process

Provide Opportunities for Learning: faculty achieve consensus on learning outcomes to be assessed, and map outcomes to curriculum.

Describe selected methods: faculty identify both direct and indirect evidence, and assessment tool, for each learning outcome.

Gather Data: faculty develop timeline for gathering assessment data; pre, formative, and/or summative assessment.

Evaluate and Interpret Data: faculty and staff collaborate to interpret assessment data and develop strategies to improve student learning opportunities.

Plan Improvements: faculty and staff implement strategies to improve student learning; changes to curriculum or pedagogy.

Reflection: Faculty and staff reflect on the strategies implemented and determine impact.
Intended Learning Outcomes of...

Design Backward

Lesson | Unit | Course | Academic Program | Institution

Deliver Forward

Design Backward through Mapping

• See how student learning outcomes are taught through curriculum
• Identify content that needs to be introduced, reinforced, applied
• Increase program quality through intentional organization of connections between outcomes and course topics, materials, assignments
Curriculum Map Components

- Student Learning Outcomes
- Outcome Exposure
- Courses
- Direct Evidence
Student Learning Outcomes

• Statements that are focused on student performance of learning – what students should know and be able to do as a result of the learning.

• Statements should be written in a SMART way (Specific, Measurable, Attainable but aggressive, Results-oriented, and Timebound)
Outcome Exposure

• A way to identify the level of exposure for each student learning outcome.

  • Introduced (alternate – Introductory level)
  
  • Reinforced
  
  • Mastered (alternate – Advanced level)
Courses for Mapping

• A map links all program student learning outcomes to program courses.

• It’s clear in the map where outcomes are covered (or not covered) in the Curriculum.

• The level of exposure is identified for each outcome.
### Basic Curriculum Map

<table>
<thead>
<tr>
<th>Program Outcomes / Courses</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
<th>Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1100</td>
<td>![I]</td>
<td>![R]</td>
<td>![I]</td>
<td>![I]</td>
<td></td>
</tr>
<tr>
<td>Course 1200</td>
<td></td>
<td>![R]</td>
<td>![M]</td>
<td></td>
<td>![M]</td>
</tr>
<tr>
<td>Course 1300</td>
<td>![R]</td>
<td>![M]</td>
<td>![R]</td>
<td>![R]</td>
<td></td>
</tr>
<tr>
<td>Course 1400</td>
<td>![M]</td>
<td></td>
<td></td>
<td>![M]</td>
<td></td>
</tr>
<tr>
<td>Course 1500</td>
<td>![M]</td>
<td></td>
<td></td>
<td></td>
<td>![R]</td>
</tr>
</tbody>
</table>

**Legend:**
- **I** = Outcome is introduced
- **R** = Outcome is reinforced
- **M** = Outcome is mastered

*LSU Office of Institutional Effectiveness*
Mapping Activity #1: Creating a Curriculum Map
Direct Evidence (Artifacts) for Mapping

- The direct evidence (artifact) that is chosen for programmatic assessment, per outcome.
- Examples of direct evidence (course assignments that require performance of learning):

<table>
<thead>
<tr>
<th>Capstone projects</th>
<th>National/state normed exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>Portfolios</td>
</tr>
<tr>
<td>Dissertations</td>
<td>Pre-Post Tests</td>
</tr>
<tr>
<td>Essays</td>
<td>Reflective Essays</td>
</tr>
<tr>
<td>Embedded test questions</td>
<td>Research</td>
</tr>
<tr>
<td>Licensure/Certification testing</td>
<td>Thesis</td>
</tr>
</tbody>
</table>
Artifact Map

• A map that links direct evidence to both program courses and discrete program student learning outcomes

• Identifies what and when assignment(s) will be collected for programmatic assessment
<table>
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<th>Outcome 3</th>
<th>Outcome 4</th>
<th>Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1100</td>
<td>I (A): Final Exam</td>
<td>R</td>
<td>I (A): Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 1200</td>
<td></td>
<td>R</td>
<td>M</td>
<td></td>
<td>M(A): Lap Report</td>
</tr>
<tr>
<td>Course 1300</td>
<td>R</td>
<td>M</td>
<td>R</td>
<td></td>
<td>R(A): Final Exam</td>
</tr>
<tr>
<td>Course 1400</td>
<td></td>
<td>M</td>
<td></td>
<td>M(A): Final Project- Essay and Oral Presentation</td>
<td></td>
</tr>
</tbody>
</table>

I= Outcome is introduced  
R= Outcome is reinforced  
A= Outcome is mastered  
(A) = Outcome is assessed
Mapping Activity #2: Artifact Map

Mapping Activity #3: Map Analysis
Best Practices

• Build in practice and multiple learning trials for students: I, R, M
• Start with the curriculum map and build to include the learning opportunities (direct evidence/artifacts).
• Allow faculty members to teach to their strengths. Determine which course/instructor is best suited to teach particular outcomes.
• Question what the map is showing you. Are all courses highly valued? Are there any courses that do not ‘teach’ a learning outcome?
• Set priorities as a department/program. Everyone working together toward common outcomes can increase the likelihood that students will meet or exceed expectations.
• Communicate: Publish the curriculum map and distribute to students and faculty.
• Communicate: Each faculty member can make explicit connections across courses for the students. Remind students what they were introduced to in another course and explain how the current course will have them practice or expand their knowledge.

Adapted from the University of Hawaii at Manoa, Office of Assessment
LOVE Purple
LIVE Gold
GEAUX Assess, but first...COFFEE

Join us for Geaux Assess Coffee Talks every month from 8-9am in 336 T Boyd Hall (fall/spring semesters only).

This is an informal opportunity for colleagues to share their assessment for learning experiences, ask questions about Taskstream, or just enjoy good company and good coffee.

No reservation needed – just show up.
Getting in touch is easy!

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