

Curriculum Mapping

**Professional Development Day
Truman Assessment Committee
Jan. 7, 2019**



CITY COLLEGES of CHICAGO
Harry S Truman

II. Curriculum Mapping

What is a Curriculum Map?

A method for depicting the alignment within AAS and certificate curriculum, course pre-reqs and co-reqs, and the sequence of courses which prepare students for transfer into a university major

That is, it's a visual representation of what you do in your courses to foster desired knowledge, skills, and values



II. Curriculum Mapping

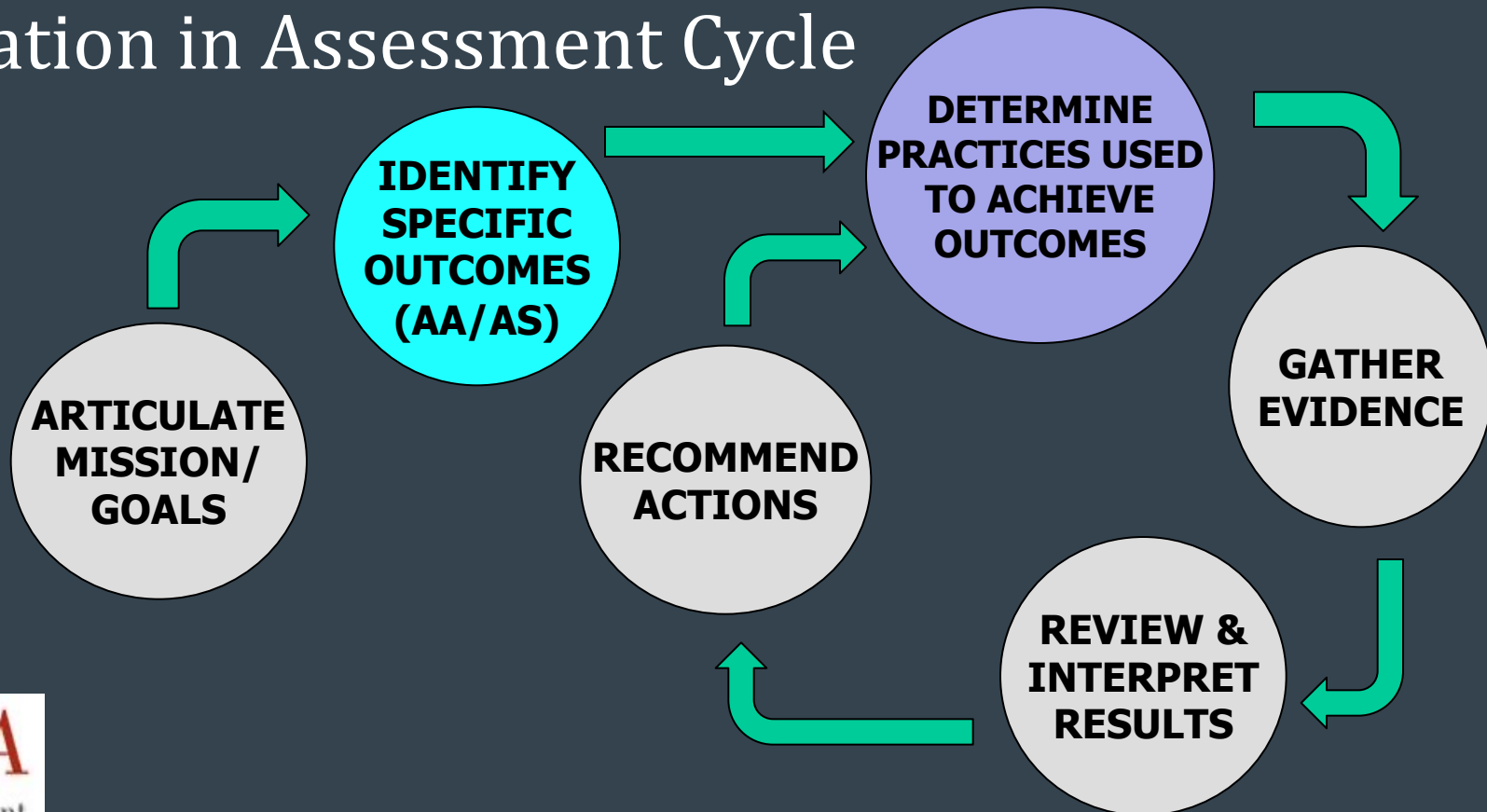
Applicability at Truman

- General Education
- AAS degrees
- Departments with recommended series of classes leading to transfer (AA and AS)



II. Curriculum Mapping

Location in Assessment Cycle



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Creating Maps

- Start with blank table that has learning outcomes along the vertical axis and courses or experiences horizontally across the top

Basic – Is an outcome addressed in a given course?

Intermediate – At what level is an outcome addressed?

Advanced – How is an outcome addressed (e.g., content, pedagogy, assignments)?



Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	//	Week 13	Week 14	Week 15	Week 16
1.a) <u>Provide</u> reflection on career/major									
1.b) <u>Explain</u> steps to meet career goals									
1.c) <u>Explain</u> importance of academic advising									
1.d) <u>Prepare</u> business communications									



Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	//	Week 13	Week 14	Week 15	Week 16
1.a) <u>Provide</u> reflection on career/major	X			X					
1.b) <u>Explain</u> steps to meet career goals						X		X	
1.c) <u>Explain</u> importance of academic advising			X				X		
1.d) <u>Prepare</u> business communications	X		X			X			

Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	//	Week 13	Week 14	Week 15	Week 16
1.a) <u>Provide</u> reflection on career/major	I			R					
1.b) <u>Explain</u> steps to meet career goals						R		M	
1.c) <u>Explain</u> importance of academic advising			I				I		
1.d) <u>Prepare</u> business communications	I		I, R			I, R			

I = Introduce R = Reinforce M = "Master"

Example: INTDSP → ENG

Outcome	INTDSP 101	ENG 101	ENG 102	SPEECH 101
3.b) Analyze and evaluate texts to identify main ideas and supporting elements	I	I, R, M	R, M	
3.e) Communicate orally in an effective and professional manner	I, R	?	?	I, R, M
3.f) Use library and technology resources to gather information	I, R	I, R, M	I, R, M	I, R, M

I = Introduce R = Reinforce M = "Master"



Example: Biology sequence

Courses and Experiences	Program Learning Outcomes			
	Apply the scientific method	Develop laboratory techniques	Diagram and explain major cellular processes	Awareness of careers and job opportunities in biological sciences
BIOL 101	I	I		I
BIOL 202	R	R	I	
BIOL 303	R	M, A	R	
BIOL 404	M, A		M, A	R
Other: Exit interview				A

"I"=Introduced; "R"=reinforced with practice; "M"=mastery at the exit level; "A"=assessment evidence collected

Child Dev and NAEYC

Course & Assessment	NAEYC Standards																							
	1a	1b	1c	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	4d	5a	5b	5c	6a	6b	6c	6d	6e	7a	7b
KA 1: Observation CD 101	X	X	X	X				X	X	X													X	X
KA 2: Child Study CD 201	X	X	X	X				X	X	X													X	X
KA 3: Philosophy CD 120 & 258																		X	X	X	X	X		
KA 4: Activity Plan CD 259			X			X	X			X	X	X	X	X	X	X	X						X	X
KA 5: Family/Practitioner Interview CD 262		X	X	X	X	X				X													X	X
Key Element Totals	2	3	4	3	1	2	1	2	2	4	1	1	1	1	1	1	1	1	1	1	1	1	4	4
Standard totals	9			6			9			4				3			5					8		



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Why Map Curriculum?

“Curriculum mapping provides an opportunity for faculty to focus on their program’s curriculum and ensure that it is designed to produce their desired educational outcome.”

Jill Allison Kern, PhD,
Director of Assessment and Accreditation



Eastern Washington University



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Why Map Curriculum?

“Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses.”

“An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.”

Uchiyama, K.P. & Radin, J.L. Innov High Educ (2009) 33: 271.
<https://doi.org/10.1007/s10755-008-9078-8>

II. Curriculum Mapping

10 minute activity!

Convene with your department colleagues to discuss:

1. **What will be the most useful applications of curriculum mapping for your department?**
2. **What course sequences that already exist within your department lend themselves to mapping?**
3. **To what extent has your department already implemented curriculum mapping?**