

WEAVEonlineSM

Curriculum Mapping – Looking at Outcomes and Engagement Strategies through a New Lens

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What you will do today

- See a live demo of a web-based mapping approach developed at another Virginia school
- Engage in a dialogue with one developer about using technology in mapping
- Consider how you might incorporate curriculum mapping into program review processes
- Learn from others how else mapping is being done in Virginia and elsewhere

QUESTION:

What is
curriculum mapping?

Mapping Strategies

- *“Important to identify ‘where’ students are getting the opportunity to learn, apply and demonstrate the knowledge/skills that you want them to demonstrate.”*

session at AAHE workshop, November 14-16, 2003
Gloria M. Rogers, Rose-Hulman Institute of Technology

More on Mapping Strategies

- *“Mapping enables you to take advantage of what you are already doing and informs students of their opportunities to demonstrate the desired attributes.”*

Rose-Hulman's Map Columns

- Outcome Explicit – statement about being outcome for the specific course
- Demonstrate Competence – through homework, projects, tests, etc.
- Formal Feedback – given to students on their performance on this outcome

Linda Suskie's Question:

“Do all students have
sufficient opportunity
to achieve each learning goal?”

Assessing Student Learning: A Common Sense Guide, 2004, pp. 58-59

“Create a grid...”

Down the left side:

- *“Your institution’s or program’s major learning goals”*

Across the top:

- *“Required courses and other curricular requirements”*

What next?

“Then ask faculty to check off which goals are addressed in each course or requirement that they teach.”

What might you find?

Lack of Attention

- *“You may find that some important learning goals are not addressed anywhere or*
- *in only one or two elective courses that few students take.”*

Lack of Continuity

- *“Other important goals that should be addressed continually throughout the curriculum may be*
- *addressed only minimally.”*

Lack of Balance

- *“And some goals may suffer from overkill, taking up time in too many classes that could be devoted*
- *to other important goals that need increased attention.”*

What is the solution?

- *“If you and your colleagues decide that the match between goals and curriculum is inadequate,*
- *these exercises and conversations may lead to*
- *changes in curriculum and teaching methods.”*

Demo of WEAVEonlineSM

(still under development!)

New! Curriculum Mapping

- Added **tool for reflection** on how program and general education outcomes are developed through courses and other experiences in the curriculum
- Can **tie into program reviews**
- Also decided to include the **tracking of engagement strategies**, supporting VCU's Quality Enhancement Plan (QEP)

What Could Curriculum Mapping Contribute to Program Review?

Curriculum Mapping and Program Review

- “By establishing outcomes, every undergraduate unit on campus creates for itself a benchmark for everything that it does educationally.”

NCSU University Academic Program Review web site
- Mapping is a way to view student learning outcome achievement in a more developmental context.
- Mapping can be diagnostic, esp. when combined with assessment, in pinpointing areas that need more (or less!) attention.

Questions & Comments

- **Questions?**
- What else would you like to ask at this point?
- **Comments?**
- What other Virginia mapping examples do you know?

Thank you for joining me today!

Remember to complete an evaluation.

If you are interested in spending more time with WEAVEonlineSM, please go to:

www.weaveonline.net