Building Curriculum for Strategic Alignment & Assessment
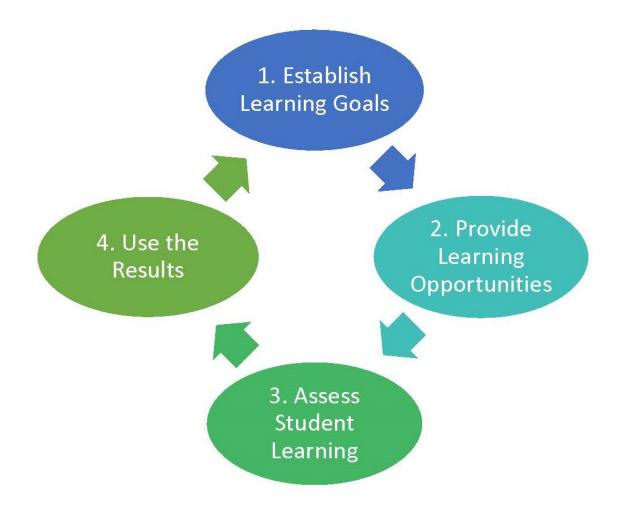
TIM FOWLER & ERIN SCHROEDER | CTE WORKSHOP 2020

Introduction and Overview

Workshop Outcomes

- Understand the benefits of alignment between assignments, course learning outcomes, and program learning outcomes

- Incorporate practical tools for mapping and building curriculum that is aligned with outcomes for meaningful assessment and curriculum improvements

- Understand more about program assessment and curriculum maps and why they are useful

- Understand how assignments and courses build into a logical sequence in the program

- Begin thinking about how you as faculty can contribute to stronger alignment of curricular sequence when planning courses and assignments and discussing findings and curriculum development

Defining Our Terms

Assessment: the ongoing process of

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning (Table 1.1. from "Assessing Student Learning", Suskie (2009), p. 4

Purpose of Program Level Assessment

Evaluate and ensure the effectiveness and quality of individual student learning and **program curriculum as a whole**

Figure 1.1. from "Assessing Student Learning", Suskie (2009), p. 4

Program vs. Course vs. Assignment

A Case for Streamlined Curriculum Design and Assessment

> *"Good learning and good assessment does not happen by magic. This only happens by design. Before data, there is design." - Kate McConnell, AAC&U*

The best assessments are those that are clearly developed to assess the key learning outcomes of

the material. The best material is the material that is built intentionally and cohesively to move towards a certain aim.

> *"If you don't know where you're going, you'll end up someplace else." - Yogi Berra*

Implementation Fidelity: The validity of the assessment is dependent on the alignment of the assignment with the aim of the assessment.

> *"Give me six hours to chop down a tree and I will spend*

> *the first four sharpening the axe." - Abraham Lincoln*

> *"In life, most short cuts end up taking longer than taking the longer route." - Suzy Kassem*

Academic Freedom & Multiple Learning Pathways

> *"A plan is not putting you in a box and forcing you to stay there. A plan is a guide to keep you on course, efficient, and safe." - Amber Hurdle*

How to Build Curricular Strategic Alignment

Curriculum Mapping

"Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness" -
https://www.edglossary.org/curriculum-mapping

Curriculum Map Examples - University of Hawai'i at Manoa

Curriculum Map Template

Where do students get introduced, practice, master, and get assessed? I = Introduce R = Reinforced and opportunity to practice M = Mastery at the exit level A = Assessment evidence collected to examine mastery of the PLO	Program-level Outcome1	Program-level Outcome 2	Program-level Outcome 3	Program-level Outcome 4	Program-level Outcome 5	Program-level Outcome 6
Upper-level courses (electives)						
Upper-level courses (requirements)						
Lower-division courses						
Extra-curricular programs & requirements						

Example from UC Berkley

Using the Key below, please map proposed curriculum to the PLOs on the Curriculum Proposal Endorsement Form (CPEF) by listing the courses in the first column and listing the PLOs in the columns to the right across the table.
Place "I", "E", or "R" to indicate which course introduces, emphasizes, or reinforces the PLO in the curriculum.
Submit this Curriculum Map to the Office of Institutional Effectiveness with the completed CPEF and Degree Completion Plan (DCP).

Program/Major Title:	Concentration/Cognate:

Course \ PLO							

Key:
    I – Introduced -- The student begins to develop necessary skills.
    E – Emphasized -- The student works to develop necessary skills to the appropriate level of proficiency.
    R – Reinforced -- The student works to maintain and enhance skill proficiency.

Current Liberty Curriculum Map Template

Guiding Questions from UC Berkeley

1. At what point in the curricular sequence do you expect students to be mastering the program-level outcomes?

2. Besides a set of courses, what other learning opportunities does your program (or partnering programs) offer (e.g., cultural events) and how are they tied into the curricular sequence and program outcomes?

Review Questions from UC Berkeley

1. Are the current learning opportunities sufficient to expect that your students (can/will) demonstrate the program-level outcomes?

2. Are there any PLOs that are not addressed in the courses? If so, how do you need to modify in order to reinforce student learning?

3. Are the curriculum components aligned and consistent so students have ample and incremental learning opportunities to build their competency, skills, and dispositions? If not, how do you need to modify the curriculum?

4. Does the outcome have a place where assessment data is collected? If not, determine how and where assessment data should be gathered.

Activity

In this activity, you will be provided with several different curriculum maps and a set of assignment cards. With your group, please **choose one PLO** from **each curriculum map** and **select which assignments best support the intended learning expectation of the courses supporting that PLO**. After you choose, we will come back as a larger

group and discuss which assignments you selected
for which course and why.

Athletic Training DCP