Assessment, Curriculum Mapping, and Student Learning

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Assessment Retreat

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How to Foster and Where to Measure Outcomes

• A process to determine where outcomes will be introduced, further developed/practiced, or reinforced
  • Encourage transfer of learning - does not occur readily
  • Prepare students for more advanced levels of learning
  • Identify appropriate places to measure student learning
Curriculum Mapping

• A process used to:
  • Determine where in a curriculum learning outcomes are addressed and can be measured
  • Foster a curriculum that is cohesive, intentional, and effective
What is it?

• A plan/diagram showing where educational opportunities address program-level student learning outcomes

• A process for identifying appropriate places for (or gaps in) learning opportunities – to measure progress toward summative outcomes

Assessment Cycle

1. Select or develop measurable student learning outcomes
2. Identify classes, instructional strategies, assignments, and activities to foster outcomes
3. Select or develop measures that are able to provide information about outcome achievement and progress
4. Make adjustments in curriculum and/or teaching and learning strategies to address weaknesses and strengths
5. Analyze assessment results
6. Measure student learning outcomes

Academic Assessment Process
Three Approaches to Curriculum Mapping

• Planning Approach (new curriculum)

• Guiding Assessment Approach (Accreditor is coming!)

• Evidence Approach (“Why aren’t students learning this?”)
Conversation

• In all approaches, conversations among faculty members drive curriculum mapping

• How do courses contribute to student achievement of the program’s learning outcomes?

• How do course outcomes align with program outcomes?
To Foster Outcomes

Plan “learning levels” appropriate for courses – introductory, intermediate, advanced/ introduce, practice, reinforce
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Plan “learning levels” appropriate for courses – introductory, intermediate, advanced/ introduce, practice, reinforce

# Verbs to Use for Developing Outcomes based on Bloom’s Taxonomy (Cognitive Domain)

## Level 4: Analysis, Synthesis, Evaluation

<table>
<thead>
<tr>
<th>Level 4 Verbs</th>
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<tbody>
<tr>
<td>discriminate</td>
<td>plan</td>
<td>weigh</td>
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<tr>
<td>infer</td>
<td>organize</td>
<td>evaluate</td>
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<tr>
<td>compare</td>
<td>generate</td>
<td>combine</td>
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<td>contrast</td>
<td>appraise</td>
<td>conclude</td>
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<tr>
<td>create</td>
<td>critique</td>
<td>support</td>
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<td>design</td>
<td>judge</td>
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## Level 3: Application

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<th>Level 3 Verbs</th>
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</thead>
<tbody>
<tr>
<td>determine</td>
<td>use an approach</td>
<td>apply a principle</td>
</tr>
<tr>
<td>chart</td>
<td>develop</td>
<td>solve a problem</td>
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<tr>
<td>implement</td>
<td>choose an appropriate</td>
<td>relate</td>
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<tr>
<td>prepare</td>
<td>procedure</td>
<td>demonstrate</td>
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## Level 2: Comprehension

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<tr>
<th>Level 2 Verbs</th>
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<tbody>
<tr>
<td>describe</td>
<td>estimate</td>
<td>illustrate</td>
</tr>
<tr>
<td>generalize</td>
<td>classify</td>
<td>give an example of</td>
</tr>
<tr>
<td>paraphrase</td>
<td>explain</td>
<td>state in your own words</td>
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<tr>
<td>summarize</td>
<td>predict</td>
<td>translate</td>
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## Level 1: Knowledge

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<th>Level 1 Verbs</th>
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</thead>
<tbody>
<tr>
<td>define</td>
<td>list</td>
<td>name</td>
</tr>
<tr>
<td>identify</td>
<td>match</td>
<td>report</td>
</tr>
<tr>
<td>label</td>
<td>recall</td>
<td>select</td>
</tr>
<tr>
<td>state</td>
<td>recite</td>
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</table>
Planning Approach

Bloom’s taxonomy can be useful in designing the curriculum to guide students from basic knowledge to the higher levels of learning that we expect

- Introductory = Recognize/Comprehend
- Intermediate = Comprehend/Apply
- Advanced = Analyze/Evaluate/Create

Can deconstruct program level outcomes
Guiding Assessment Approach

Assessment plan needs revising

- Curriculum is in place and may have been developed a number of years ago
- Curriculum mapping can be a way to find appropriate places to measure student learning

See example: University of West Florida Department of Art, BFA Fine Arts
Evidence Approach

- Used when curriculum is in place but summative evidence suggests areas for enhancement
- Where in the curriculum are the gaps?
- A curriculum map will help pinpoint the problems
Activity

• Develop a curriculum map for your program outcomes

• Think about the levels of achievement and when students are/should be introduced to this outcome, when they will practice, and when they will master it

• Determine appropriate places to gather assessment data

• Develop outcomes that reflect lower level or developing levels of program outcome achievement
Activity continued

• Identify teaching strategies needed/used to foster the outcomes at varying levels
• Develop assignments for one outcome at each level (use Bloom’s Taxonomy for this process)
• Share
After Reviewing the Curriculum

• You will have identified which student artifacts from which courses can be evaluated to judge student achievement of learning outcomes

• If student progress is not satisfactory, the mapping process can provide direction
Benefits

• Can guide curriculum planning to increase cohesiveness

• Can help identify what (specifically) to assess

• Can help identify appropriate methods of assessment and places to measure progress
Benefits

• Puts assessment into the larger context of student learning

• Can help students see how the curriculum is interconnected and how courses are related (if the maps are shared with students)
Further Benefits

• Helps foster an understanding that assessment is ultimately about improving student learning

• Can help redirect focus from compliance to improvement of student learning
Next Step in the Assessment Process

Selecting or Developing Appropriate Measures