Curriculum Map Visualization: Promoting Learning Outcome Alignment

Jyenny Babcock, Su Swarat, Michael Shafae & Sara Hariri

WSCUC ARC 2018
Align assessment at a large institution

- > 40,000 students
- > 4,000 faculty and staff
- 109 degree programs

- Undergraduate Learning Goals
- Graduate Learning Goals
- University Strategic Plan Goals
- WSCUC Core Competencies
Curriculum map

• Provide an overview of the structure and relationship between individual courses and program learning goals;

• Explore alignment within a program, or between general education and institutional goals, etc.;

• Identify where and how particular outcomes are expected, taught, and assessed;

• Identify program strengths and gaps

• Provide students with an overview of the role of each course in the curriculum.
Curriculum map (cont.)

**Program SLOs**

<table>
<thead>
<tr>
<th>SLG</th>
<th>101</th>
<th>201</th>
<th>215</th>
<th>394</th>
<th>300</th>
<th>301</th>
<th>305</th>
<th>310</th>
<th>325A</th>
<th>325B</th>
<th>321</th>
<th>322</th>
<th>323</th>
<th>AdvPr</th>
<th>490</th>
<th>491</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Describe and explain relevant theories, concepts, and related research findings</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D/M</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>1b. Identify and describe normative differences</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>1c. Describe individual, cultural, and environmental differences</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>*</td>
<td>*</td>
<td>*D</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. Identify funding, service, and delivery strategies at the local, state, and international levels that impact developing and supporting young children, their families, and their caregivers</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Identify, access, analyze, and synthesize relevant sources</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>2b. Critically analyze research questions, data, and conclusions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>3a. Write effectively in APA style, focusing on relationship to topic and audience</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>*</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>3b. Make effective oral presentations, taking into account purpose and audience</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>4a. Apply theories, concepts, and research findings to determine child well-being</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>4b. Identify relevant ethical and legal issues and the impact of possible actions in real-world situations</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

**Courses**

- Undergraduate or Graduate Learning Goals
- University Strategic Plan Goals
- WSCUC Core Competencies
Solution: A visualization tool

*Conceptual illustration*
Use appropriate technology to analyze, critique, and support research oriented inquiry of professional practice in movement-related fields. (113-005-BSKNES-SLO10)
SLO alignment: Example 2

<table>
<thead>
<tr>
<th>SLO-01</th>
<th>SLO-03</th>
<th>SLO-05</th>
<th>SLO-04</th>
<th>SLO-06</th>
<th>SLO-07</th>
</tr>
</thead>
</table>

| 1: Intellectual Literacy | 2: Critical Thinking | 3: Communication | 4: Teamwork | 5: Community | 6: Global |
SLO alignment: Example 3
Sources of information

**SLO alignment**
- Assessment management system
- Assessment annual report

**Courses**
- University catalog

**SLO - Course mapping**
- Faculty

Data refreshed on an annual cycle
Catalog “scrape”

- Read-only *database* updated annually
- Identifies colleges, departments, programs, courses
- General education requirements and exceptions
- Degree *requirements*
Demo

- Representation of SLOs and ULGs
- Map courses and save for later use
- Easy to draw if you have data
- Curriculum Map abstracted and stored separately
- Live editing of Curriculum Map tracking per user changes (forthcoming)
Challenges

• Change...(catalog, SLOs, technology, process)

• Tracking changes in course mappings

• Maintenance and integration with existing services

• Integration with existing business processes
Thank you

Contact: data@fullerton.edu