Mapping Common Ground:
Connecting Curricular and Co-Curricular Learning

• Jennifer M. Harrison • Assistant Director for Assessment • Faculty Development Center •
• Vickie Williams • Director of Student Services • Department of Education •

Learning Outcomes

Did our session help you to achieve the learning outcomes? Please assess your learning by checking the boxes below.

This session has helped me to …

❏ Explain curriculum mapping and outcome alignment.

❏ Analyze a curriculum map for a sample program.

❏ Discuss ideas for improving student learning using a sample curriculum map.

Common Ground Questions

As participants gather for our session, please respond to the questions below. Chat with people around you to see where you have common ground.

1. Have you used curriculum maps before?
    a. Yes, I've used maps created by colleagues
    b. Yes, I've used maps created by colleagues, and I've created my own
    c. No
    d. I'm not sure
2. What can curriculum maps do?
    a. Reveal gaps between learning outcomes and opportunities
    b. Align learning across multiple levels
    c. Create common ground for closing-the-loop interventions
    d. All of the above
3. What is the *ultimate* purpose of learning assessment?
    a. To monitor faculty teaching performance
    b. To gather information on student learning
    c. To improve student learning outcomes
    d. To show accountability to outside accreditors

Minute Paper

Please help us assess our session by completing this minute paper.

What is the most useful thing you learned during this session on learning assessment? How will you use it?

What is still unclear?

Leave us a note with your email and any questions we didn't have time to address, and we'll respond later:

Mapping A Diverse Division

"Our students… are amazingly hungry for the knowledge" and know that "nothing takes the place of hard work," explains UMBC President Freeman Hrabowski. "We are the House of Grit. Hard work makes the difference."

Grit & Greatness at UMBC

Undergraduate Academic Affairs and Student Learning Assessment

The Division Undergraduate Academic Affairs (UAA) includes seven distinct programs ranging from the signature Meyerhoff Scholars Program to the developmental Learning Resources Center. Each program is designed to support student learning in different ways:

- The Honors College
- Interdisciplinary Studies
- Meyerhoff Scholars Program
- Learning Resources Center
  - Supplemental Instruction
  - Tutoring
  - First-Year Intervention Program
- Office of Undergraduate Education (OUE)
  - First-Year Seminars

- Discovery Scholars LLC
- New Student Book Experience
- Transfer Seminars (TRS)
- Introduction to an Honors University
- Collegiate Success Institute
- Sherman STEM Teacher Scholars Program
- The Women's Center

Currently, faculty and staff are analyzing each program through the curriculum mapping process. As the programs explore student learning across curricular and co-curricular learning opportunities, they collaborate through the common ground of institutional-level learning outcomes. Other shared learning outcomes have emerged through this process. For example, many programs work to build social justice and integrative learning outcomes.

University of Maryland, Baltimore County

UMBC is a research university located near Baltimore, Maryland and is part of the University of Maryland system. Student enrollment is 13,839 with 11,243 undergraduate and 2,594 graduate students.

Academic programs include 55 undergraduate majors, 35 minors, and 24 certificates in the arts, engineering and information technology, humanities, sciences, pre-professional studies and social sciences. Graduate programs include 41 master's degrees, 24 doctoral degrees, and 24 certificate programs.

Vertical Alignment & Closing the Loop

How UMBC Links Institutional, Program, and Course Outcomes

Curricular Alignment

Achieving integrated learning across programs requires aligning levels as illustrated in the figure below. Alignment allows faculty and staff to aggregate learning data across assignments and courses, discuss the results with colleagues, and collaborate on interventions at the course-, program-, and institutional-levels.
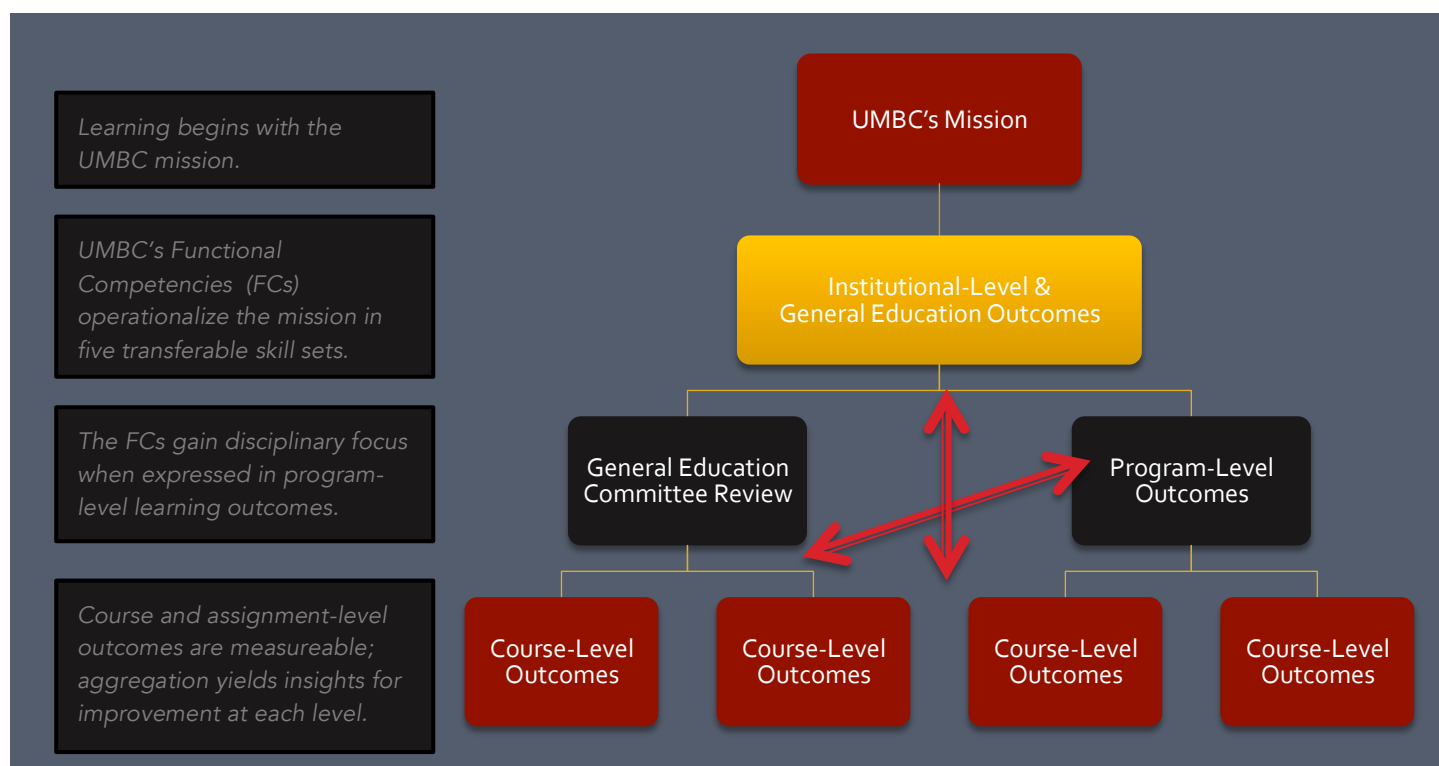
Common Ground for Integrated Learning

UMBC's mission creates common ground for learning across the curriculum. Our institutional-level

UMBC's Mission

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

learning outcomes, called the General Education Functional Competencies express the mission in cognitive skills that students need to contribute to society:
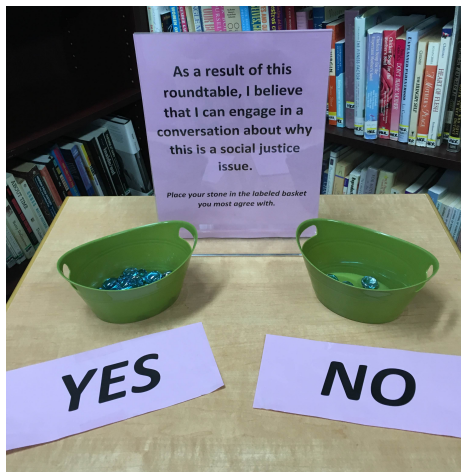
- Oral and Written Communication

- Scientific and Quantitative Reasoning
- Critical Analysis and Reasoning
- Technological Competence
- Information Literacy

Learning begins with the UMBC mission.

UMBC's Functional Competencies (FCs) operationalize the mission in five transferable skill sets.

The FCs gain disciplinary focus when expressed in program-level learning outcomes.

Course and assignment-level outcomes are measureable; aggregation yields insights for improvement at each level.

UMBC's Mission

Institutional-Level & General Education Outcomes

General Education Committee Review

Program-Level Outcomes

Course-Level Outcomes

Course-Level Outcomes

Course-Level Outcomes

Course-Level Outcomes

Each level of learning outcomes nests within the level above: at the higher levels, outcomes are general, transferable skills; at the lower levels, outcomes are specific, discipline-focused iterations of these skills.

• Jennifer M. Harrison • UMBC • 1000 Hilltop Circle • Baltimore, MD 21250 • jharrison@umbc.edu •

Undergraduate Academic Affairs
Collaborating to Educate the Whole Student

After a co-curricular learning opportunity at UMBC's Women's Center, students assess their learning using a creative version of the minute paper.

Curriculum Mapping Results

Curriculum mapping helps the Division of Undergraduate Academic Affairs (UAA) to see how seven programs work together to foster student learning. Each of the UAA programs contributes to student learning of the institutional-level learning outcomes in different ways.

Curriculum mapping has revealed other shared outcomes. For example, both the Women's Center (see photo) and FYS 102 (see rubric detail) are working to build student learning through social justice learning outcomes assessed with direct measures.

At the Women's Center, staff work to develop students' awareness of a range of social justice issues. In the photo to the left, students assess their learning after a roundtable about Trans Identities and Mental Health. The data show that 96% of students learned to dialogue about social justice issues. Other direct measures, notably the creative and free Plickers (https://plickers.com), a variation on clickers, reveal that 100% of students participating in a Microaggressions Workshop were able to define the term.

In *FYS 102*, Dr. Williams uses a rubric to map out the learning outcomes at each level of learning. Her course outcomes align to student learning in the *First-Year Seminar* program, and curriculum mapping reveals how each assignment rubric documents where the course contributes to program and institutional outcomes. Curriculum mapping also highlights new outcomes for the First-Year Program to explore.

As these examples show, curriculum mapping reveals common ground across curricular and co-curricular programs. Students have multiple opportunities to achieve the institutional-level competencies—in courses and in activities—which diversifies and strengthens their learning experiences.

Glossary

- *Assessment Cycle:* the assessment cycle has four parts: setting *student learning outcomes* (measurable goals), *offering learning opportunities* (courses and activities), *measuring* (direct and indirect), and *closing the loop*, or applying results to continuous improvement.
- *Direct measures*, like rubrics, tests, and minute papers look directly at evidence of student learning.
- *Indirect measures*, like satisfaction surveys and grades, look at factors related to learning.
- *Curriculum mapping* is a process of outcome alignment that maps outcomes to learning opportunities and defines how programs scaffold student learning.

Detail of FYS 102 Rubric	Novice	Competent	Proficient	Exemplary
Social Justice: Cultural Identity and Personal Perceptions *FYS 102 Course SLO 1*	Does not address your personal cultural identity or how your perception of others' identities have changed	Addresses either your personal cultural identity or how your perception of others' identities has changed as a direct result of your service placement	Addresses both your personal cultural identity and how your perception of others' identities has changed as a direct result of your service placement	Addresses your personal cultural identity and how your perception of others' identities has changed as a direct result of your service placement and the seminar experience

• Vickie Williams • UMBC • 1000 Hilltop Circle • Baltimore, MD 21250 • vwilli5@umbc.edu •

Curriculum Map Template

Try using this template to begin your own curriculum map. What are your student learning outcomes (SLOs)? What opportunities (courses, co-curricular activities) help students to achieve the outcomes? Insert your SLOs in the first column; align them to your institutional outcomes in column two. Add your courses and activities at the top. Use the key to map the intersections. Then share with colleagues to discuss how your program helps students learn.

UMBC
AN HONORS UNIVERSITY IN MARYLAND

Your Program's Curriculum Map

Your Program's Student Learning Outcomes (SLOs)

1. Write in your program student learning outcomes below. 2. Align and add your institutional-level learning outcomes. 3. Add courses and co-curricular learning opportunities to the columns. 4. Use the key below to define the intersections between SLOs and learning opportunities.

Program-Level SLOs	Aligned Institutional-Level SLOs	Core Courses			Electives			Co-Curricular Learning		
		100...			Note electives or other requirements			Include internships, service learning, living learning communities, undergraduate research, etc.		
		Add your core course numbers above								
1										
2										
3										
4										
5										

Key: In this course, students …

1	Do not focus on this outcome
2	Gain fundamental knowledge and skills in this outcome
3	Practice and build their learning in this outcome
4	Complicate and refine their learning in this outcome
	Demonstrate mastery of this learning outcome