Curricular Mapping: Process AND Product

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Attendees Profile

- Knowledge/understanding of Standards 2007
  - Minimal
  - Moderate
  - Advanced

- Assessment plan or process at your school/college
  - Just starting out
  - Fairly well defined
  - Well defined
Attendees Profile

- Knowledge of curricular mapping
  - Minimal
  - Moderate
  - Advanced
- Progress of mapping process at my school or college
  - Just starting out
  - In process
  - “Completed”

Objectives

- Review key theoretical frameworks relevant to curricular mapping
- Overview ACPE Standards 2007 that relate to curricular mapping
- Explore elements that can be included in your map
- Discuss faculty involvement in the process
- Discuss utilization of the data collected
By the end of this session you will have produced a workbook with:

- List of resources on mapping
- List of “data” to collect with your map
- Ideas for how to include faculty in your process
- Plan for analysis of map and use of data

What is curriculum?
Theoretical Framework

- Intended curriculum
  - What we are accredited based on (ACPE Standards)
- Enacted curriculum
  - What we do
- Learned curriculum
  - What students achieve
- Assessed curriculum
  - What we test

Porter & Smithson, 2001

Curricular Frameworks

- Intended
  - Enacted
    - Learned
      - Assessed
- Designed
  - Delivered
    - Experienced
      - Expectational

Porter & Smithson, 2001
Ewell, 1997
Curricular Mapping

- Helps make explicit connections between ability outcomes and courses
- Assessment tool
  - Helps determine gaps or over-coverage of knowledge, skills or attitudes
  - Helps track change over time

How can we capture elements of curricular conceptual frameworks in a way that helps us visualize, learn about, and improve what is happening?
Curricular Elements/Dimensions

- Topic coverage or content
- Level of coverage or time
- Cognitive demand
- Mode of presentation

Porter & Smithson, 2001

Topic Coverage and Level of Coverage

- Content
  - What we teach
  - What is included
- Relative emphasis
  - How much of it we teach
  - How important it is relative to other content
Cognitive Demand

- How students engage with the subject matter
- Activities or functions that enable learning to occur
  - E.g. Conceptual understanding, skills, and application
  - Expectations that instructors have for students in the class

Porter & Smithson, 2001

Mode of Presentation

- How the material is delivered to the students
  - Pedagogy
  - Teaching and learning methodologies
ACPE Standards

- Standards 9-15 deal with curriculum
- Guideline 10.2
  - Awareness by faculty of each other’s courses including content, depth, methodologies used and relationship to adopted curricular competencies and outcomes
  - Application and reinforcement of curricular content
  - Use of proven teaching and learning methodologies

ACPE Standards

- Standard 11 requires that faculty members use a variety of teaching and learning techniques
- Standard 12 requires a map linking curriculum to expected outcomes and competencies
- Standard 13 how program content aligns with the recommended content list in Appendix B of Standards
GROUP ACTIVITY (PART I)

- List and share resources you have found useful related to curricular mapping

See references section

Edu-speak

- Content or knowledge (i.e. ACPE Appendix B)
- Outcomes and Competencies (Standard 12)
- Ability-based outcomes or program outcomes or competencies
Concordance

- Intended to Delivered
- Delivered to Received
- Intended to Received
- Intended to Assessed
- Assessed to Delivered
## Curricular Map Sample

<table>
<thead>
<tr>
<th>Ability Outcome</th>
<th>I. Counsel patients on drug therapies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Knows pharmacologic effects of therapy</td>
</tr>
<tr>
<td>B.</td>
<td>Adapt communication to audience</td>
</tr>
<tr>
<td>C.</td>
<td>Exhibit empathy toward patient</td>
</tr>
</tbody>
</table>

Ziatric, 2000

## Mapping Example – Program-Level

<table>
<thead>
<tr>
<th>I – Introduced</th>
<th>R – Reinforced</th>
<th>E - Emphasized</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome</td>
<td>PHR 661</td>
<td>PHR 673</td>
<td>PHR 664</td>
</tr>
<tr>
<td>1. Verbally communicate a complex concept, idea or educational message in simple terms</td>
<td>I</td>
<td>R</td>
<td>E</td>
</tr>
</tbody>
</table>
Curricular Mapping

- What did we (OSU) want to know?
  - Location – which courses
  - Degree of connection – what level of emphasis
  - How taught – teaching methods used
  - How assessed – how do we measure what students learn

Curricular Mapping

- Code
  - Degree of connection between course and outcome
    - Introductory / Level 1
    - Intermediate / Level 2
    - Emphasized / Level 3
Curricular Mapping

- Code
  - Pedagogy – how taught in the curriculum
    - Lecture
    - Lecture/discussion
    - Cases
    - Experiential
    - Independent study

Curricular Mapping

- Code
  - Assessment – how is the outcome evaluated in the curriculum
    - Building blocks
    - Application or synthesis
    - Demonstration
Curricular Mapping

Other Considerations

- From whose perspective?
  - Student?
  - Faculty?
  - Preceptor?
  - Employer?

GROUP ACTIVITY (PART II)

- List in your workbook the elements you would like to explore at your home institution
  - Consider: What pressing questions about your curricular structure/delivery would you like to answer
  - Consider: Which of the preceding mapping elements may help answer these questions OR can you think of others
  - Example: What teaching methods are we using to deliver curriculum?
Curricular Mapping

Process

- Literature scan
- Developed code with curriculum committee input
- Pilot tested with curriculum committee members

Mapping Process
### Example Map Excerpt

<table>
<thead>
<tr>
<th>Professional Practice Lab</th>
<th>ABO = Ability based outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>P</td>
</tr>
<tr>
<td>3</td>
<td>LD/E</td>
</tr>
<tr>
<td>3</td>
<td>LD/E</td>
</tr>
</tbody>
</table>

L = level of connection; P = pedagogy; A = assessment
LD = lecture discussion E = experiential A = application D = demonstration

### GROUP ACTIVITY (PART III)

- List ways to involve faculty in the process
- Example: group meetings with faculty by course sequence
Assessment Loop (Mapping Loop)

(Maki, 2001)

Consider

- Plan for analysis
  - Who will analyze?
  - How will data be used?
- Objective here is to create a plan for how to address your local questions or issues that you generated in Group Activity II
GROUP ACTIVITY (PART IV)

☐ Write at least 2 objectives for what you will do with or how you will use the data in the map.

☐ Example: Ask teaching enhancement committee to review compiled data on pedagogy and produce a plan for improvement.

Questions?
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