

**Strategies for Analyzing and Interpreting  
CURRICULAR MAPPING DATA**

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Describe curricular mapping strategies that can be used to facilitate the analyses and interpretation of curricular mapping data. Generate further discussion about curricular mapping analysis and interpretation.

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The Story Behind Curricular Mapping

**A CRASH COURSE...**

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## DEFINING CURRICULAR MAPPING

- × **A process** for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used.
- × **A tool** that visually demonstrates the relationship between curricular elements so that curricular data can be more effectively interpreted and communicated.

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## THE PURPOSE OF CURRICULAR MAPPING

- × We “must” because:
  - + ACPE places high value and emphasis on mapping
  - + It is considered “state of the art” by thought leaders
- × We “should” because:
  - + Curricular mapping makes the curriculum more transparent to stakeholders.
  - + If the data are sound, more informed decisions can be made

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A Walk-Through the Curricular Mapping Process

## CURRICULAR MAPPING AT NSU-COP

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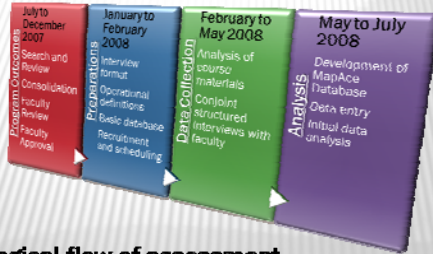
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## THE MAPPING PROCESS

Mapping began in mid-2007 and culminated in mid-2008.



A logical flow of assessment

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## SEMI-STRUCTURED INTERVIEW

- ✦ "Let's read the outcome. Does your course address that outcome in any way?"
- ✦ "At what level of alignment would you say the learning opportunities in your course support achievement of the outcome?"
- ✦ "What types of learning opportunities are used in your course to address that outcome?"
- ✦ "Do you use active learning to teach towards that outcome? If so, please describe those techniques."
- ✦ "How do you assess that students have learned the material related to that outcome?"
- ✦ "What kinds of items do you include in that assessment?"
- ✦ "Do students receive feedback about their performance on the assessment? Do they have opportunities to remediate, if necessary?"

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## DATA COLLECTED

Outcome

Learning Opportunity

Type

Level

Style

Assessment Measure

Type

Category

Class

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**• TYPE:** Lecture, skills laboratory, etc.

**• LEVEL (Alignment to Outcome):**

**• Background:** Provides background base and/or skills

**• Applied:** Allows student to apply knowledge and/or perform skills in a controlled setting.

**• Practice:** Allows student to apply knowledge and/or perform skills in an autonomous setting.

**• STYLE:**

- **Active:** maximum student engagement
- **Passive:** minimal student engagement
- **Hybrid:** engagement that is not planned

**• TYPE:** MC exams, practical exams, etc.


**• CATEGORY:**

- **A:** Measure knowledge only
- **B:** Measure critical thinking/problem solving
- **C:** Measure performance based tasks and/or skills


**• CLASS:**

- **Formative:** Students receive feedback allowing for remediation as necessary
- **Summative:** A "final" assessment where either no feedback is given or remediation is not offered

Learning Opportunity



Assessment Measure



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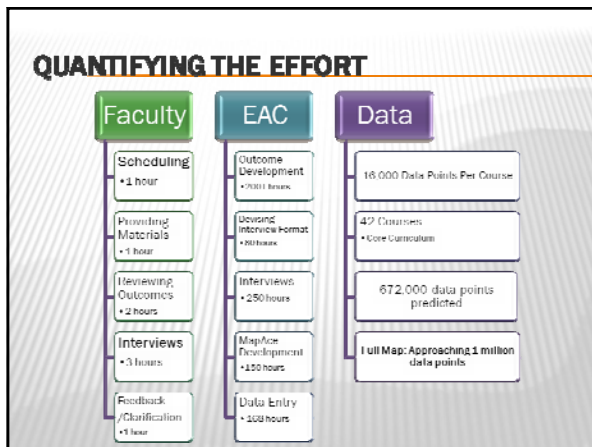
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### ANALYSIS AND INTERPRETATION OF DATA?

- ✘ *How can the mapping data optimally be used to answer key questions about the curriculum on an ongoing basis?*
  - + Graphic Representation
  - + Use of Questions

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### FOUR KEY QUESTIONS

1. Are there outcomes that are not being taught in the current curriculum?
2. Are outcomes being taught in a sequential, progressive manner?
3. What learning opportunities are used in the curriculum? Are these passive or active?
4. What assessment measures are used in the curriculum? Are these formative or summative?

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Data Analysis and Interpretation

### VISUALIZING CURRICULAR MAPPING DATA

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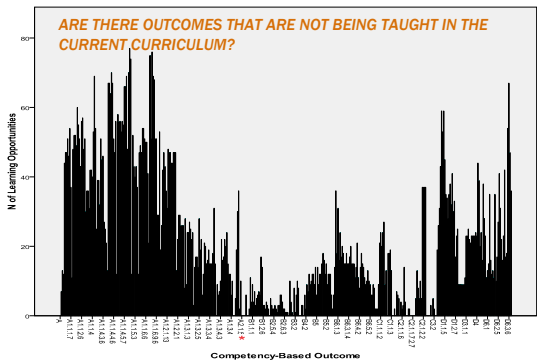
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### ANALYSIS FOR CURRICULAR HOLES



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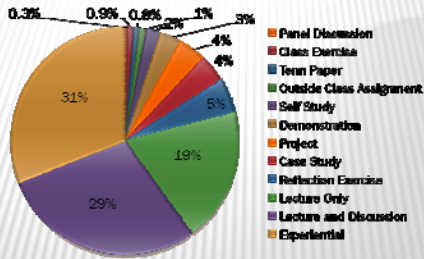
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## LEARNING OPPORTUNITY-TYPE

WHAT LEARNING OPPORTUNITIES ARE USED IN THE CURRICULUM?



• 8810 Learning Opportunities  
• 12 Major Types of Techniques

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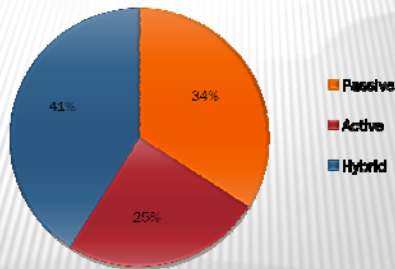
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## LEARNING OPPORTUNITY-STYLE

ARE LEARNING OPPORTUNITIES PASSIVE OR ACTIVE?



5317 Learning Opportunities in the Didactic/IPPE curriculum

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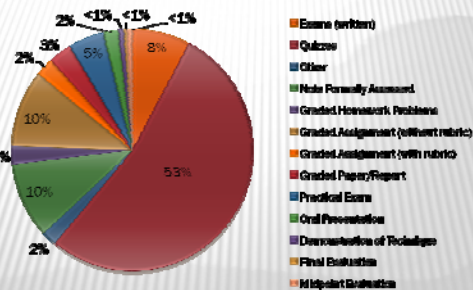
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## ASSESSMENT MEASURE-TYPE

WHAT ASSESSMENT MEASURES ARE USED IN THE CURRICULUM?



• 5317 Assessments  
• 12 Types of Assessment Measures

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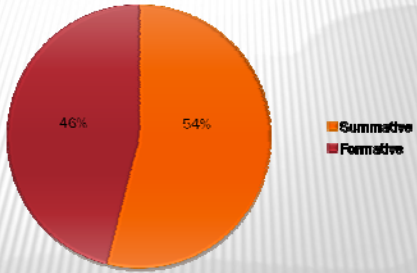
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## ASSESSMENT MEASURE-CLASS

ARE ASSESSMENT MEASURES FORMATIVE OR SUMMATIVE?



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