



Mapping Matters - Program Assessment, Faculty Engagement, and Student Outcomes

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INDIANA UNIVERSITY SOUTH BEND





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Who are we?

**Vera Z. Dwyer School of Health
Sciences**

Division of Health Sciences

- Health Promotion
- Speech Language Pathology
- Sports and Exercise Science
- Rehabilitation Science



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LEARNING

TRAINING

TEACHING

COACHING

KNOWLEDGE


DEVELOPMENT

Skill

Assessment conference 20...

5 questions

[Change Kahoot](#)

 Change to Slide Show View to play this kahoot.

Kahoot!

Starting with the basics



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Starting with the basics

Key Terms

- Program goals
- Program learning outcomes
- Course learning outcomes
- Assessment or evaluation mechanisms
- Assignments





Introduction to Curriculum Mapping

- 1 Process that ensures logical **progression of learning** across a program
- 2 **Creates a connection** between course learning outcomes and program level outcomes

? Why is this important?



If you don't know where you are going, how do you
know if you've arrived?

OR...

“If you don't know where you are going, you might
wind up someplace else”

~Yogi Berra



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“They should already know this!”
“Why am I taking this class? I already know this!”

Starting with the basics

Coherent student experience

- Ensures logical **sequencing** of courses and content
- Promotes **consistent learning experiences** across sections
- Helps students see **clear connections** between courses and career goals





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“Why am I taking this? I already know this!”

Starting with the basics

Enhancing student engagement

- Creating learning pathways → clear path of progression
- Avoiding redundancies → no more repetition...at the same level of learning



Course Number	HSC Goals		Components of diversity and social justice and our role to the diverse we serve	5. Facilitate life-long learning among HSC students
	1. Connect professional standards of conduct to ethical behavior and personal growth			
HSC-A291	x			
HSC-A491	x			
HSC-H101 (online)	x			
HSC-H101 (in-person)	x			
HSC-H322 (QM - online)				
HSC-H322 (in-person)				
HSC-H327	x			
HSC-H411	x			
HSC-H492	x			
HSC-H499	x			
HSC-W314	x			
PALC-B190	x			



Mapping program level curriculum for shared student learning

H492

LOs

- WRITE; DECIPHER; DESCRIBE; CRITIQUE
- (IDENTIFY; JUDGE; EXPLAIN; ILLUSTRATE; COMMUNICATE; INTERPRET; IDENTIFY; UNDERSTAND; DEMONSTRATE; CRAFT)

1. ACTIVE LIT SEARCH (PVD); ANNOTATED BIB⁺; POSTER PRES.
2. ANNOTATED BIB⁺; POSTER PRES
3. QUIZZES; ANNOTATED BIB⁺
4. ANNOTATED BIB⁺; POSTER PRES
5. ANNOTATED BIB⁺; POSTER PRES.
6. QUIZZES; ANNOTATED BIB⁺
7. ETHICS CRT CITI TR.; POSTER PRES
8. ETHICS CRT CITI TR.; POSTER PRES
10. ANNOTATED BIB⁺; POSTER PRES
11. ANNOTATED BIB⁺; POSTER PRES
17. ANNOTATED BIB⁺; POSTER PRES
13. QUIZZES; POSTER PRES
14. POSTER PRES
15. ANNOTATED BIB⁺; POSTER PRES



Assessment conference 20...

4 questions

[Change Kahoot](#)



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Kahoot!



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Mapping program level
curriculum

“They should be ready for my course”

“We need to add another class to help prepare them for my class”

“Students don't have time to catch them up”

“<blank class>”

Consistency and Collaboration

- Coordinated efforts → different courses support and reinforce key skills
- Scaffolding learning



Take a moment and jot down key concepts in your course that fit with your program learning outcomes

Concept(s): health behavior, health outcomes, influences on health

Program learning outcome:

Integrate theory guided, evidence-based health care practices for optimum health outcomes

Ready to dive in?





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Aligning Course Learning Outcomes with Program Learning Outcomes

What skills, abilities, concepts, or themes do you expect your students to have when they come to you?

Are those part of your course learning outcomes? Are they part of the program learning outcomes? Are they appropriate to the taxonomy indicated in your course outcomes?

Example 1

CLO: Identify factors influencing and hindering community health

PLO: Integrate theory guided, evidence-based health care practices for optimum health outcomes

Example 2

CLO: Explain the relationship between behavior and disease

PLO: Integrate theory guided, evidence-based health care practices for optimum health outcomes

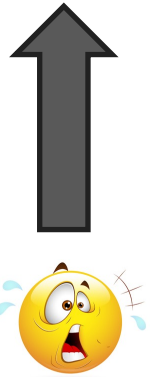
Assessment Map H411 Psychosocial Behavior Modeling for Fitness and Health	1. Connect professional standards of conduct to ethical behavior and personal growth	2. Integrate theory guided, evidence-based health care practices for optimum health outcomes	3. Synthesize the principles of prevention, assessment, intervention, evaluation related to the health of the community at the local, regional, and/or global levels	4. Assimilate components of health equity and social justice that reflect social consciousness and our commitment to the diverse populations we serve	5. Facilitate life-long learning among HSC students
Course Objectives--At the end of this course, students will be able to					
1. Describe the role and range of individual, social, cultural, and multi-level theories useful in health promotion programs, and the relationship of those theories to an ecological framework of health determinants. (M)		<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	
2. Explain the relationship between behavior and disease outcome for a selection of major health issues. (M)		<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	
3. Describe the public health recommendations for the minimum required physical activity and different techniques and skills for encouraging physical activity. (M)					
4. Analyze an existing health promotion program in terms of its origins in social/behavioral theory, and how the theory was implemented. (M)		<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	
5. Explain the role of best practice for health promotion program development, implementation, and evaluation. (M)		<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>	



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<i>Course Number</i>	HSC Goals--Upon graduation BS Health Science HSC students will be able to:				5. Facilitate life-long learning among HSC students
	1. Connect professional standards of conduct to ethical behavior and personal growth	2. Integrate theory guided, evidence-based health care practices for optimum health outcomes	3. Synthesize the principles of prevention, assessment, intervention, evaluation related to the health of the community at the local, regional, and/or global levels	4. Assimilate components of health equity and social justice that reflect social consciousness and our commitment to the diverse populations we serve	
HSC-A291	x			x	
HSC-A491	x	x	x	x	
HSC-H101 (online)	x	x (IPE)	x (IPE)	x	
HSC-H101 (in-person)	x	x (IPE)	x (IPE)	x	
HSC-H322 (QM - online)		x	x		
HSC-H322 (in-person)		x	x		
HSC-H327	x	x	x	x	
HSC-H411	x	x	x	x	
HSC-H492	x	x	x	x	
HSC-H499	x		x	x	
HSC-W314	x	x		x	
PALC-B190	x	x	x	x	

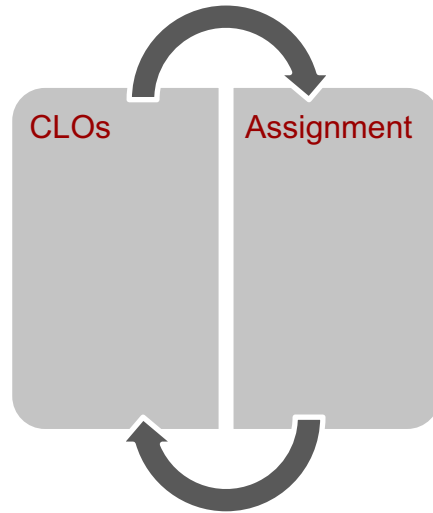
Ensuring Coherence Across Courses





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Aligning assignments to Course Learning Outcomes

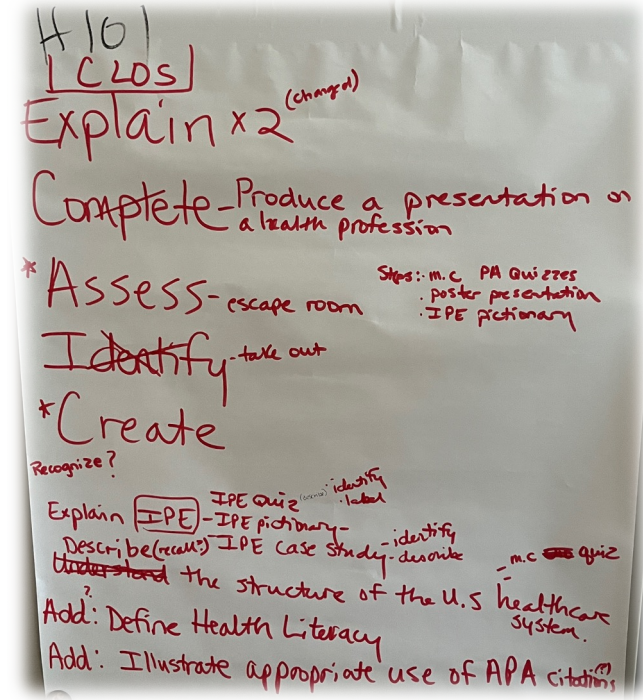




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Example

- HSC H101
 - **CLO:** Assess the differences, similarities, education necessary, and the job duties involved with various health professions
 - **Assignment:** Escape Room

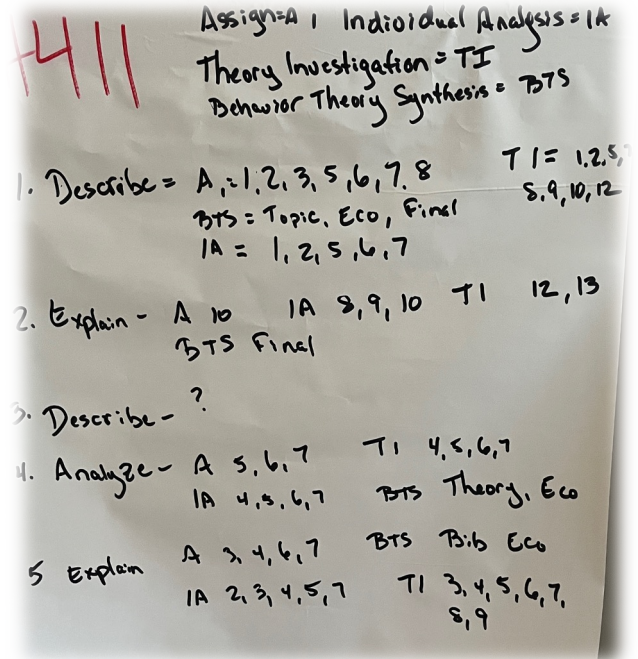




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Example

- HSC H411
 - **CLO:** Explain the relationship between behavior and disease outcome for a selection of major health issues.
 - **Assignment:** Theory Investigation



Assessment Map H411 Psychosocial Behavior Modeling for Fitness and Health	1. Connect professional standards of conduct to ethical behavior and personal growth	2. Integrate theory guided, evidence-based health care practices for optimum health outcomes	3. Synthesize the principles of prevention, assessment intervention, evaluation related to the health of the community at the local, regional, and/or global levels
Course Objectives--At the end of this course, students will be able to 1. Describe the role and range of individual, social, cultural, and multi-level theories useful in health promotion programs, and the relationship of those theories to an ecological framework of health determinants. (M)		Assignment 1 Chapter 1, Individual analysis 1 Why do people do what they do, Theory investigation 1 Behavior and Health; Assignment 2 Chapter 2, Behavior Theory Synthesis Topic, idea, line of inquiry, Theory investigation Applying SEM; Assignment 3 Chapter 3, Behavior Theory Synthesis Annotated Bibliography Part I Individual analysis 2 Internal and external forces; Assignment 4 Chapter 4, Individual analysis 3 SCT and its role in your life, Theory investigation 3 Relating SCT to your profession; Assignment 5 Chapter 5, Individual analysis 4 Grit and Growth mindset worksheet and discussion, Theory investigation 4 Motivational Interviewing; Assignment 6 Chapter 7, Theory investigation 5 TRA and TPB in practice; Behavior Theory Synthesis Individual Behavior Theory, Theory investigation 6 HBM and IMB in practice; Individual analysis 5 Goals and objectives (done online); Behavior Theory Synthesis Ecological Framework, Individual analysis 6 How do those objectives measure up?, Theory investigation 8 Self-efficacy concept map, Theory investigation 9 SEM application; Assignment 7 Chapter 6, Individual analysis 7 Applying SNT/SIT – your sociogram; Assignment 8 Chapter 9, Theory investigation 10 Say what?; Assignment 9 Chapter 10, Theory investigation 11 Change agents; Behavior Theory Synthesis Intentions; Assignment 10 Chapter 11, Individual	Assignment 1 Chapter 1, Individual analysis 1 Why do people do what they do, Theory investigation 1 Behavior and Health; Assignment 2 Chapter 2, Behavior Theory Synthesis Topic, line of inquiry, Theory investigation Applying SEM; Assignment 3 Chapter 3, Behavior Theory Synthesis Annotated Bibliography Part I Individual analysis 2 Internal and external forces; Assignment 4 Chapter 4, Individual analysis 3 SCT and its role in your life, Theory investigation 3 Relating SCT to your profession; Assignment 5 Chapter 5, Individual analysis 4 Grit and Growth mindset worksheet and discussion, Theory investigation 4 Motivational Interviewing; Assignment 6 Chapter 7, Theory investigation 5 TRA and TPB in practice; Behavior Theory Synthesis Individual Behavior Theory, Theory investigation 6 HBM and IMB in practice; Individual analysis 5 Goals and objectives (done online); Behavior Theory Synthesis Ecological Framework, Individual analysis 6 How do those objectives measure up?, Theory investigation 8 Self-efficacy concept map, Theory investigation 9 SEM application; Assignment 7 Chapter 6, Individual analysis 7 Applying SNT/SIT – your sociogram; Assignment 8 Chapter 9, Theory investigation 10 Say what?; Assignment 9 Chapter 10, Theory investigation 11 Change agents; Behavior Theory Synthesis Intentions; Assignment 10 Chapter 11, Individual

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Assessing Shared Student Learning Outcomes to Inform Assignment Design → bigger picture curriculum design

- Continuous improvement
- Data driven decisions

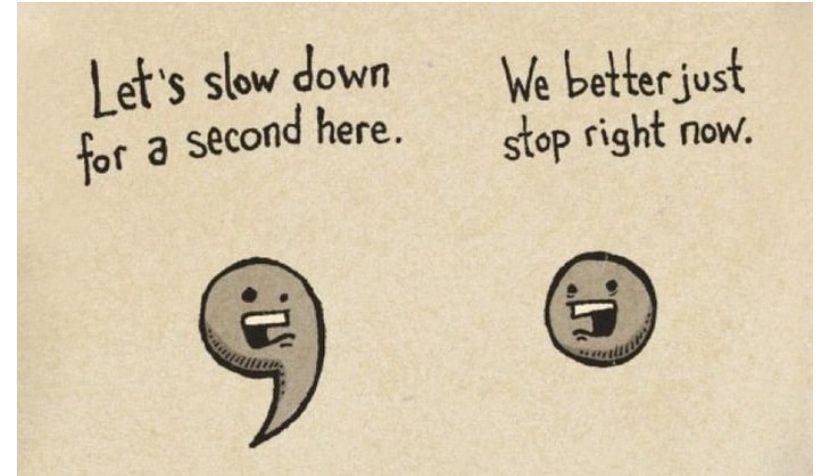




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Key take aways

- Shared language is critical
- Knowing the big picture and how YOU fit into that picture is important
- Mapping matters – it creates consistency, collaboration, and a better student experience





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THANK YOU!

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