

## **Lessons Learned: Curriculum Map as an Assessment Tool**

### **Academic Chairpersons Conference**

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### **Primary Presenter Biography**

Dr. Paul J. Antonellis is the Director of Assessment at Endicott College (Beverly, MA). His higher educational experience spans ten years in higher education as a fulltime professor in the Business School at several New England Colleges. Dr. Antonellis holds a Doctoral of Education degree specializing in Leadership and Management. His research area is employment phone interview screening procedures, labor relations, and human resource management. He has been teaching online for 10 years and more than 15 years in the traditional classroom. Dr. Antonellis has taught more than 100 graduate and undergraduate courses over the past 10 years. He has lectured to emergency service providers nationally and internationally. He has authored and published more than 35 articles and three books. Dr. Antonellis authored a text book with PennWell Publishing, "Labor Relations for the Fire Service". He authored Chapter 23: Labor Relations in the "Company Officer Handbook" set to be released in late Spring 2021. He also co-authored a book, "Post Traumatic Stress Disorder in Firefighters. The calls that stick with you."

### **Description of the session:**

During this session, participants will learn about the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward at the graduate and undergraduate level. The program will demonstrate how the program curriculum map can be linked to the general educational outcomes and aligned with intuitional outcomes (Banta, 2014; Hundley & Kahn, 2019). Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meet the identified outcome. Completed curriculum maps should be shared with faculty who teach in the program so they can see how the program learning outcomes are aligned with courses. The information should be shared with all part-time (adjunct faculty) members. Once the curriculum mapping for the program has been completed, the next logical step will be to design an assessment method to test whether students in a given course have achieved the outcome. The curriculum mapping process creates a matrix/table of the required assignments and the program learning outcomes. The matrix/table will provide a visual as to gaps, redundancies, and inconsistencies between the program course and the program learning outcomes. Curriculum mapping will reveal program strengths and weaknesses before beginning the assessment process, avoiding costly mistakes in the assessment process. The mapping process will assist

in determining which outcomes are assessed, when the outcome is assessed, and in which course the outcome will be assessed creating a comprehensive assessment cycle for assessment.

Learning Outcomes:

List three learning outcomes for the session. 1) Discuss lessons learned on the steps taken to use curriculum mapping as an assessment tool. 2) Discuss the strengths and weaknesses to building a shared governance assessment process with curriculum mapping. 3) Describe when and how program outcomes are assessed in each course, while creating an assessment cycle for assessment.