Keywords: assessment, curriculum, faculty, learning outcomes, perceptions

## Introduction

Curriculum mapping is a process of developing a visual map of all courses in the curriculum and evaluating course content to determine if any gaps or excessive overlap exist and to ensure all courses meet curriculum learning outcomes (Harden 2001; Koppang 2004; Plaza and others 2007). Curriculum assessment involves both qualitative and quantitative assessment of student achievement of curriculum learning outcomes (Liu and others 2010; DeBoy and others 2013) through data obtained from surveys, interviews, selected course assessments, and student performance metrics (for example, GPA) (Swanson 2015). Furthermore, it is an evaluation of students' ability to integrate the information learned in individual courses into a cohesive whole (Palomba and Banta 1999). Curriculum mapping and curriculum assessment are becoming more common in higher education, since they can provide data to monitor college and departmental

MS 20151595 Submitted 21/9/2015, Accepted 4/2/2016. Author is with School of Food Science, Univ. of Idaho, MS 2312, Moscow, Idaho 83844, U.S.A. Direct inquiries to author Helen S. Joyner (Formier @ uidaho.)edu

individual leading the effort. If there is no staff member speci-cally assigned to lead the assessment procedures, this individual is often a member of the faculty which can promote collegiality and improve effectiveness since the individual leading the assessment is part of team delivering courses and promoting the curriculum. Provided that the faculty member in this leadership role is dedicated to maintaining and improving assessment procedures and is able to stay in an active leadership position, faculty can be continually engaged with the mapping process so that they have ownership of the process (Oliver and others 2010); assessment activities generally occur uninterrupted with this approach. However, if the role of leadership is not recognized, and is passed among faculty members without any continuity or proper trans-

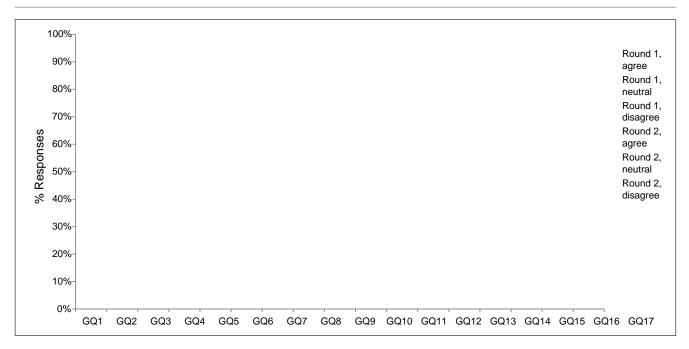


Figure 1DResponses to general curriculum questions.

objectives but do not like being told precisely what they should teach in their courses.

Statements that did show shifts in faculty responses involved the role of curriculum mapping in gap identi cation and an understanding the courses in the undergraduate curriculum. Overall, faculty members were more aware of how their course t into the curriculum and the content and expected level of mastery in other courses. This outcome was likely a result of viewing and discussing the curriculum maps, indicating the bene ts of curriculum mapping not only for obtaining a better understanding of the effectiveness of the curriculum, but improving faculty awareness of the curriculum as a whole.

One interesting result of faculty responses to the general mapping statements was that faculty members were in complete agreement that the curriculum map should be updated on a regular

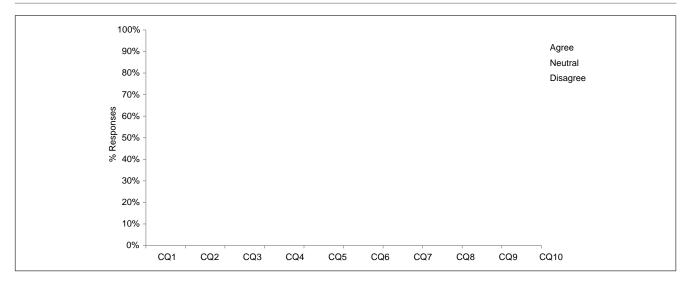


Figure 2ĐResponses to course questions (premapping).

Table 2ĐResponses to course-related questions (premapping only).

	% Instructors	% Courses
Course learning outcomes are developed and given to students	91%	90%
Course learning outcomes are developed but not given to students	9%	10%
Course versus curriculum alignment perceptio	n	
Course learning outcomes are in alignment with curriculum learning outcomes	73%	81%
Unsure about course and curriculum learning outcome alignment	18%	14%
No answer	9%	5%
Student learning outcomes in course used tox		
Organize content Select textbook/readings Structure lectures Develop class activities Develop assessments Student understanding of expectations Comply with university requirements	91% 64% 73% 73% 73% 100% 100%	90% 57% 67% 86% 71% 100%

Percent of course grade on low-stakes assignments

## Curriculum mapping...

