

Map the Forest AND the Trees

- Later in this presentation, attendees will have an opportunity to play for prizes during a game of **Kahoot**.
- To participate, an electronic device connected to wi-fi (or a data plan) is necessary.
- If you are not equipped with such a device, please team up with someone who has access. (Max three per team)
- Now is an ideal time to organize your team!



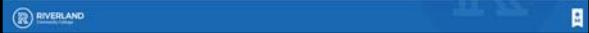
Map the Forest AND the Trees

Sheryl Barton & Kim Hansen




Learning Objectives:

- *Discuss how curriculum mapping is used to ensure program graduate outcomes are met*
- *Describe how curriculum mapping can be used for accreditation and transfer purposes*
- *Apply curriculum mapping techniques using a sample model*



Mapping Inspiration

“The QM review process is streamlined when curriculum mapping has been implemented. Course maps help facilitate the review of the alignment standards.”




Dan Wirkus, MBA, CPA, CMA, CGMA
Accounting Instructor
Riverland Community College
QM Master Reviewer




Overview

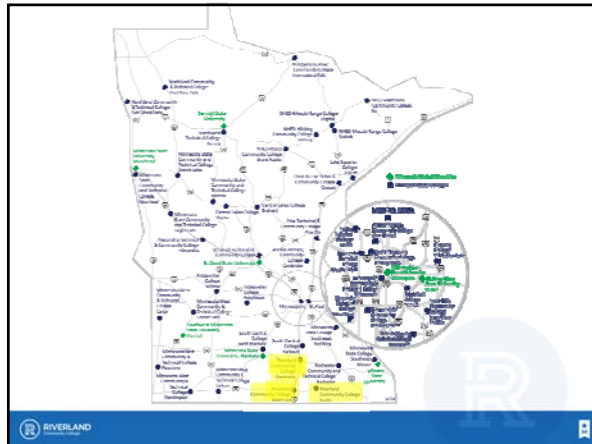
PART 1 – Riverland Community College
PART 2 – Without a Map
PART 3 – Let the Mapping Begin
PART 4 – Maps are Handy
PART 5 – Time to Kahoot



PART 1

Riverland Community College







Riverland Campuses



Albert Lea
Population: 18,016



Austin
Population: 24,718




Owatonna
Population: 25,599

Riverland Data - Students

Fall Semester 2017


- Headcount — 2,456
- Full-Year Equivalent — 844
- Full-Time (12 credits or more) — 49.9%
- Part-Time (less than 12 credits) — 50.1%
- Non-Traditional (age 24 and older) — 38.3%
- Students Exclusively Online — 29.4%



Riverland Data - Faculty

Number of Faculty

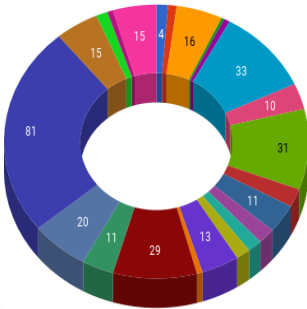
Full-Time – 71	Liberal Arts – 75
Part-Time/Adjunct – 81	Technical – 77



No Instructional Designer

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Riverland's QM Courses



As of July 2017, Riverland totaled 81 of the 463 QM certified courses in the Minnesota State and University of MN systems.

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PART 2

Without a Map

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Brief History & Perspective

- Somehow we found our way, even though we didn't have any maps
- The forest existed, we simply didn't have "proof" of its existence



Lewis and Clark

Our Destination?



- What is our destination?
- How will we know if/when students reach our destination?
- How did we get our students there?
- How can we document that our students have reached the desired destination?

PART 3

Let the Mapping Begin (slowly)

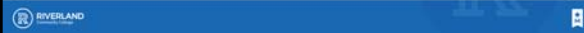
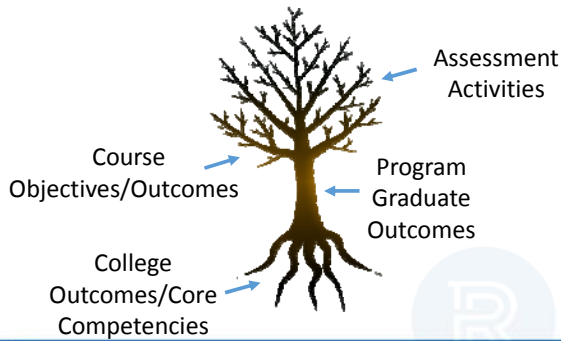
Starting Point



- Ours was not an orderly, start-here and end-here process
- We started in the middle of the forest
- The trees already existed; there just wasn't a map



Start Anywhere





Master Course Outlines

- This was our starting point – pushed by HLC/AQIP requirements
- MCOs provide the course objectives and outcomes
- Faculty developed – faculty not necessarily trained in curriculum writing and using Bloom's taxonomy



mCO Parts

- Course Name and Number
- Course Description
- Core Theme
- Major Content Areas
- Goal Types, Objectives, and Outcomes
- Special Information
- Course Coding Information

Sample mCO


MASTER COURSE OUTLINE

A. ACCT 2011 Principles of Financial Accounting

B. COURSE DESCRIPTION:

This course is an introduction to financial accounting concepts and principles through a study of business transactions and their effect on financial statements. Topics/concepts included are: accounting as an information system; transactions and the accounting cycle; financial statements (including the Income Statement, Statement of Owner's Equity, Balance Sheet, and the Cash Flow Statement); and analysis of profitability, liquidity, and risk. Accounting practices will be applied to measure, classify and report current and long-term assets, current and long-term liabilities, and equity. The course focus will be on corporate accounting. This course is part of the Associate in Applied Science Accounting degree which is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
(4 Cr – 4 lect, 0 lab)

C. **Core Theme: Critical Thinking




D. MAJOR CONTENT AREAS:

- Purpose of Generally Accepted Accounting Principles and the conceptual framework
- Application of the accounting equation to analyze business transactions
- Internal controls and integrity of financial information
- Financial statement preparation and interpretation
- Accounting for current assets (cash, receivables and bad debts, short-term investments, inventory and cost of goods sold, and prepaid expenses)
- Accounting for long-term assets (acquisition, use, depreciation, disposal)
- Accounting for current liabilities and long-term liabilities
- Accounting for stockholders' equity (issuance of stock, treasury stock, dividends)
- Effect of valuation methods and estimates on financial measures
- Impact of cash flows on performance and solvency
- Financial performance measures and ratio analysis

E. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

GOAL TYPE	OBJECTIVES Students will be able to	OUTCOMES The student will successfully
**Critical Thinking	gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.	1. complete entire accounting cycle for a service business and a merchandising business.



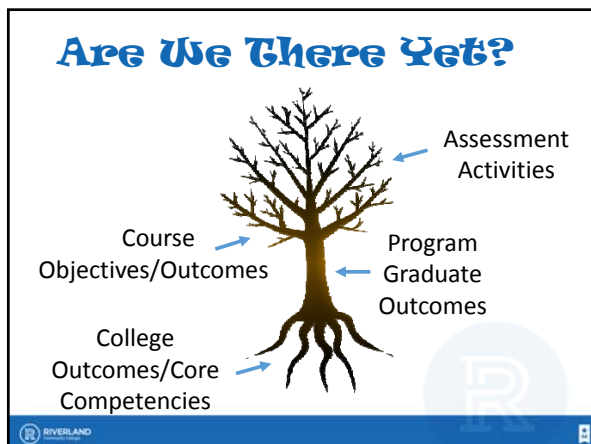
CS	understand the nature and purpose of generally accepted accounting principles (GAAP), the objective of financial reporting, the conceptual framework, the elements of financial statements, and related accounting assumptions and principles.	<ol style="list-style-type: none"> 1. summarize the role of accounting in society. 2. identify the different accounting entities involved in business events. 3. name and define the major elements of financial statements. 4. summarize how accounting assumptions and principles affect financial statements.
CS	apply the accounting equation to analyze business transactions and understand the impact on financial statements.	<ol style="list-style-type: none"> 1. construct an accounting equation and determine how business events affect the equation. 2. record business events using debit/credit terminology. 3. demonstrate the accounting cycle, including a trial balance, adjustments and closing.
CS	understand how internal controls are used to manage and control a firm's resources, minimize risk and ensure accurate reporting.	<ol style="list-style-type: none"> 1. identify the key elements of a strong system of internal control. 2. identify special internal controls for cash, including the use of petty cash. 3. prepare a bank reconciliation 4. summarize the auditor's role in financial reporting.

F. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact the instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

G. COURSE CODING INFORMATION: Course Code D/Class Maximum 30; Letter Grade

Revision date: 11/29/16
AASC Approval date: 1/17/17



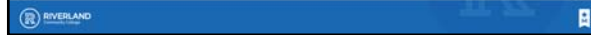
Program Graduate Outcomes

- Obtained input from advisory committees
- Identified employment competencies
- Met outcomes for transfer requirements
- Aligned “trunk,” “branches,” and “twigs” and adjusted as necessary
- Administered graduate outcome surveys



Assessments

- MCOs provide common course objectives/outcomes for all who teach the course
- Individual instructors or departments determine activities and assessments



Completing the Map

- With the components in place, the relationships can be mapped




- We do not have a standardized map layout at our college

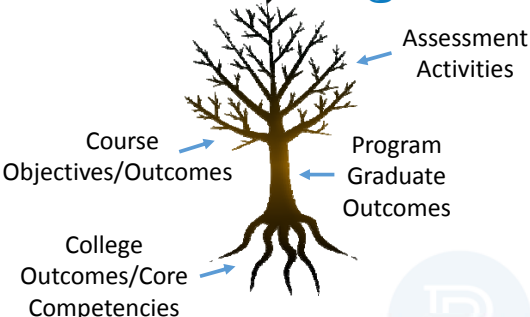


Map the Following

- The following are listed on your hand-out:
 - One College Core Competency
 - Two Program Graduate Outcomes
 - Four Course Objectives/Outcomes
 - Several Assessment Activities
- Using your sample map, place the items in the appropriate areas of the map
- Feel free to work together on this project



Reference Diagram




Assessment Activities

Program Graduate Outcomes

Course Objectives/Outcomes

College Outcomes/Core Competencies



PART 4

Maps are Handy



Everything is Easier with a Map!



- Maps identify relationships which ensure program graduate outcomes are met
- HLC and accrediting agency requirements met for public accountability reporting
- Alignment shown for Quality Matters™ standards

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Part 5

Time to Kahoot!

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Sign in to Kahoot

- www.kahoot.it
- Enter **Pin**— given day of session
- Enter **Nickname** (for you or your team)
- Select **Join Game**
- Questions will appear on projection screen only (not on your device.)
- On your device, select the symbol/color for the correct answer.
- Faster correct response = more points!!
- Stay logged into Kahoot for the remainder of the session—please keep your device awake.

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Key Take-Away Items

- *This CAN be done without a curriculum designer*
- *This isn't anything "new" – just asking for documentation*
- *There is more than one way to get there (several models to choose from)*
 - *Pick a starting point*
 - *Build around that point*
- *The maps serve several purposes*



Contact Information

Sheryl Barton
Business and Office Technology Instructor
507-379-3350
Sheryl.Barton@riverland.edu

Kim Hansen
Accounting Instructor
507-379-3342
Kim.Hansen@riverland.edu