

# **TUTORIAL: USING IS MAPPING FOR CURRICULUM IMPROVEMENT AND ACCREDITATION**

**John H. Reynolds**

[john.reynolds@cis.gvsu.edu](mailto:john.reynolds@cis.gvsu.edu)

**George Nezelek**

[nezeleg@gvsu.edu](mailto:nezeleg@gvsu.edu)

**School of CIS, Grand Valley State University  
Allendale, MI 49401 USA**

**Jeffrey P. Landry**

[jlandry@usouthal.edu](mailto:jlandry@usouthal.edu)

**Herbert E. Longenecker, Jr.**

[HLongenecker@usouthal.edu](mailto:HLongenecker@usouthal.edu)

**School of CIS, University of South Alabama  
Mobile, AL 36688 USA**

The second of a two-part tutorial will demonstrate the usefulness of the mapping process demonstrated in the first tutorial. A set of aggregate and detailed reports will be used to demonstrate how curriculum assessment and improvements can be made, and how accreditation self-studies can be facilitated.

The tutorial will demonstrate how to use mapping reports to answer such questions as "how does my curriculum measure up against accreditation standards?", "what learning units are not covered in our curriculum?" and "where are our areas of strength both in breadth and/or depth?"