Department of Institutional Effectiveness and Research

Program and Curriculum Mapping

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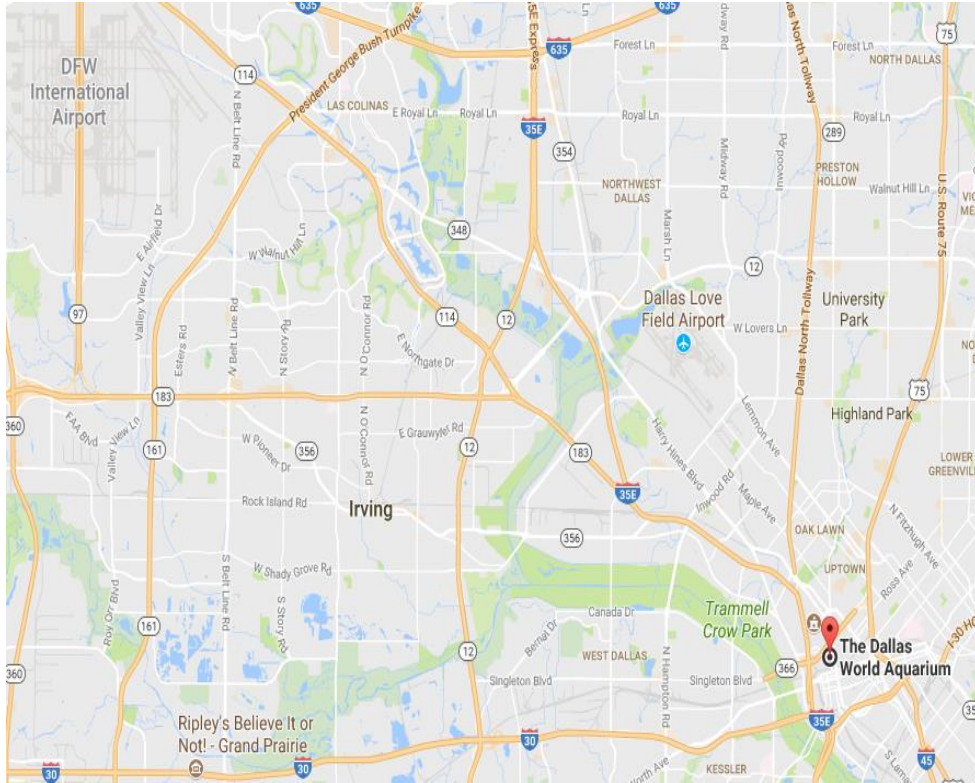SACSCOC Accreditation Liaison

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Choose a Path

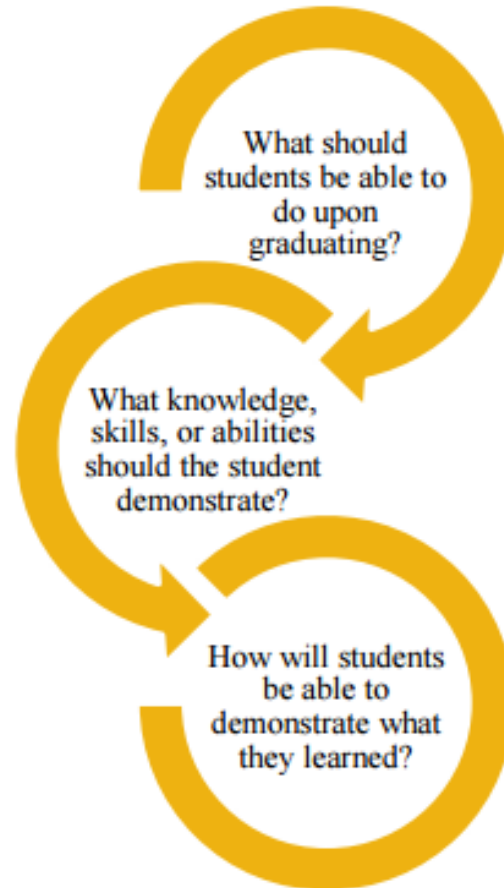

Dallas World Aquarium
1801 N Griffin St, Dallas, TX 75202

DFW Airport
2400 Aviation Drive North, DFW Airport, TX 75261
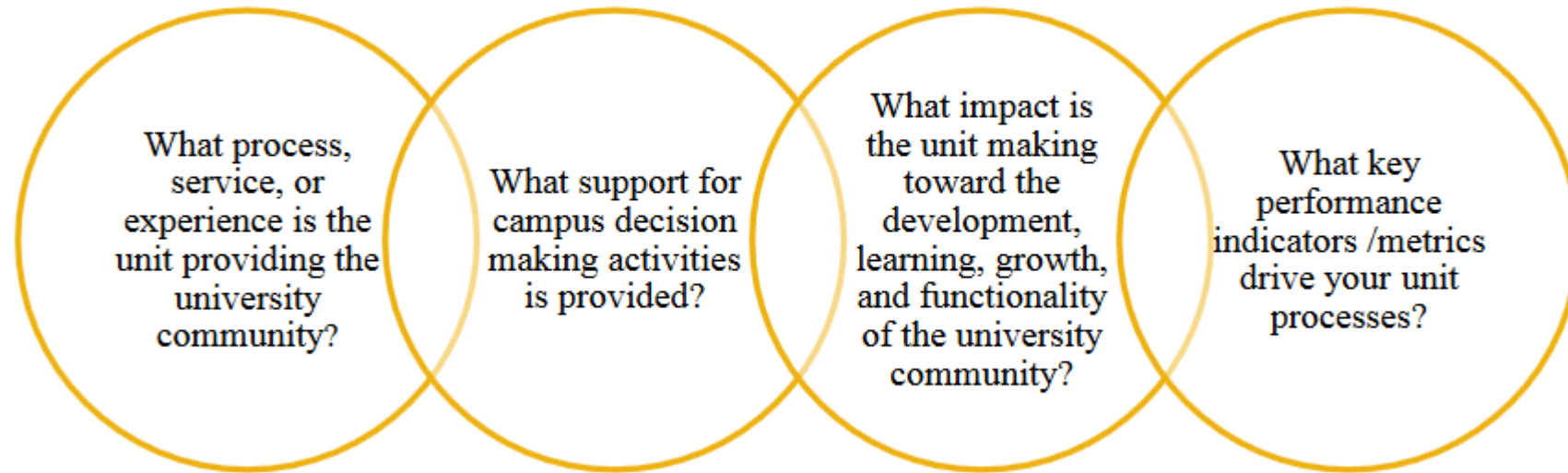
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Learning Frameworks/Taxonomies

Student Learning Outcomes

Goals

What process, service, or experience is the unit providing the university community?

What support for campus decision making activities is provided?

What impact is the unit making toward the development, learning, growth, and functionality of the university community?

What key performance indicators /metrics drive your unit processes?

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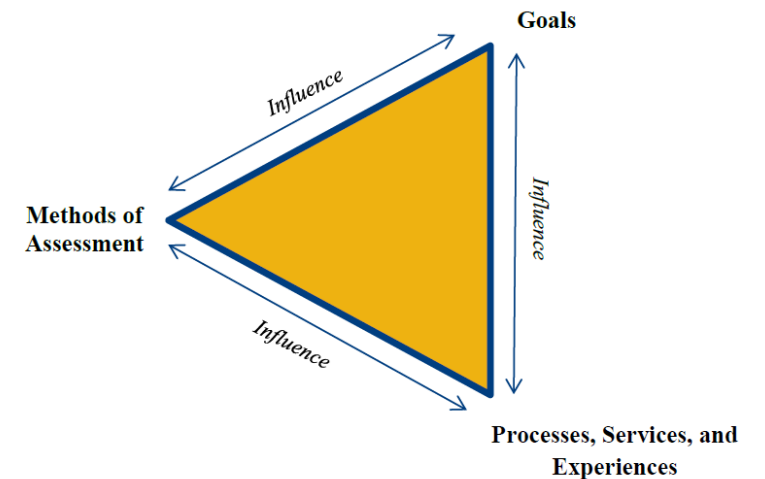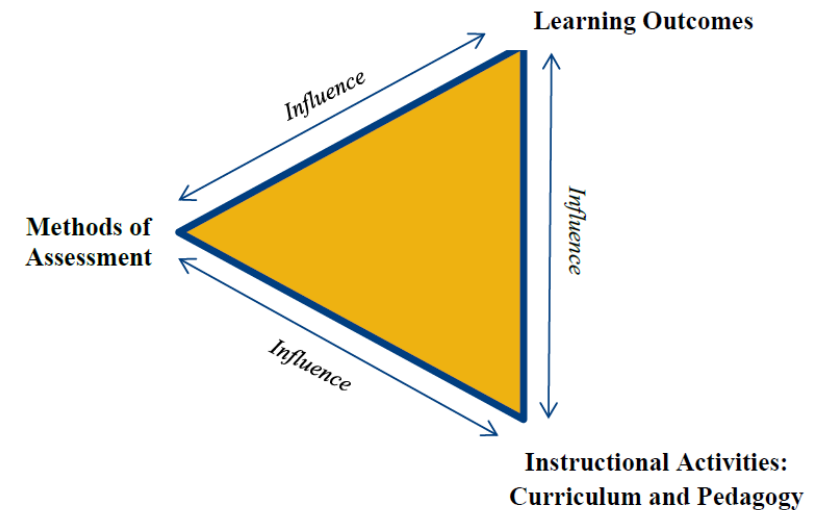
What is a program map?

A program map is a matrix that visually represents the alignment between program goals and their associated outcomes and the methods through which those outcomes are delivered.
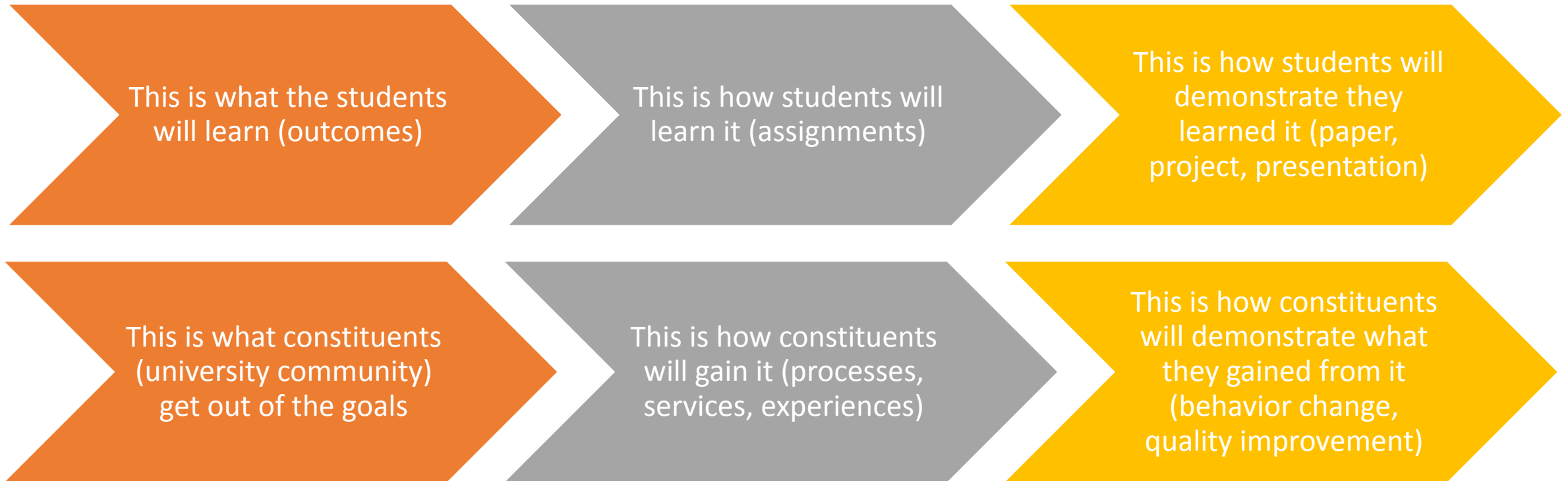
What is a curriculum map?

A curriculum map is a matrix that visually represents the alignment between program student learning outcomes and required courses/experiences.

Mapping – First Thoughts

This is what the students will learn (outcomes)

This is how students will learn it (assignments)

This is how students will demonstrate they learned it (paper, project, presentation)

This is what constituents (university community) get out of the goals

This is how constituents will gain it (processes, services, experiences)

This is how constituents will demonstrate what they gained from it (behavior change, quality improvement)

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Curriculum Map Example

Program-Level Student Learning Outcomes Upon graduation, students will be able to:	Program Courses						
	Course 100	Course 201	Course 301	Course 310	Course 320	Course 330	Course 401 Senior Seminar
1) Critique human behavior and social structure from a sociological perspective.	I	I	E	E	R	R	E/A
2) Analyze social issues using sociological theoretical perspectives.	I	I	E	E			E/A
3) Apply research techniques in a sociology-related project with real world implications.		I			I	R	E/A
4) Communicate knowledge of sociology through written and oral work.	I	I	E		R	E	E/A

Key
I = concept related to learning outcome introduced
E = concept related to learning outcome emphasized
R = concept related to learning outcome reinforced
A = concept related to learning outcome assessed

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Research Informed:

High Impact Practices

- First-Year Seminars and Experiences

- Learning Communities

- Common Intellectual Experiences

- Diverse/ Global Learning

- Interactions with faculty and peers about substantive matters

- Experiences with diversity

- Periodic, structured opportunities to reflect and integrate learning

- Public demonstration of competence

Research Informed:

Mindsets:

- I belong in this learning community.
- I can change my abilities through effort.
- I can succeed.
- This work has value and purpose for me.

Research Informed:

Student engagement is key:

A national study conducted in 2008 showed that higher levels of engagement in a variety of curricular and cocuricular activities significantly contribute to cumulative GPA and students' perception of the overall academic experience.

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Program Map Example

First-Year TRAC **Program Goals** As a result of participation or interaction with the Support Unit's processes, services, or experiences:	Program Delivery Methods				
	Mentor Group	Signature Course	First Year TRAC Programming	Common Read	Overall
1) Increase retention	X	X	X	X	X
2) Reduce time to degree	X	X	X	X	X
3) Satisfaction with campus experience	X	X	X	X	X
4) Disseminate knowledge about campus resources	X		X		
5) Provide a common intellectual experience		X	X	X	
6) Public demonstration of competence		X			
7) Provide opportunities for interactions with faculty and peers about substantive matters	X	X	X	X	X

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Creating a Map

1. Add all program learning outcomes/goals* to the matrix

Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										

*Goals here may also include *sub-goals* or *objectives* as well as desired *outcomes* of unit actions.

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Creating a Map

2. Add core program courses/key program delivery methods to the matrix

Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										
Add learning outcome										

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Creating a Map

3. Indicate where student learning outcomes/program goals are delivered and/or assessed

Program-Level Student Learning Outcomes: Upon graduation, students will be able to:	Program Courses									
	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course	Add course
Add learning outcome	x	x			x					x
Add learning outcome		x	x	x			x			x
Add learning outcome			x					x	x	x
Add learning outcome		x	x	x	x		x			
Add learning outcome					x	x	x	x	x	x

Activity

Analyzing the Maps

Every outcome delivered

Multiple delivery methods utilized

Delivery methods focused and simple

Research-informed strategies utilized

Suskie, 2015

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Benefits of Mapping

For Faculty

- Improves understanding of curriculum fit
- Helps course sequencing
- Reveals strengths, gaps, redundancies
- Leads to effective assessment

For Staff

- Assures quality services
- Justifies resources
- Demonstrates how events compliment academic experiences

Best Practices in Mapping

Map should reflect consensus and involvement from multiple faculty/staff

Publish map to faculty and students/constituents (university community)

Mapping allows for justification of courses and delivery methods by directly relating them to student learning outcomes and goals

Consider whether the program is trying to do too much and eliminate outcomes/goals that are not highly valued

Map should be revisited during the assessment cycle

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Mapping Resources

Mapping as a Tool For Assessment

Assessment Planning

- Check alignment between curriculum and student learning outcomes/program processes-services-experiences and goals
- Determine where to embed assessments

Assessment Results Analysis

- Identify factors influencing achievement of outcomes/goals
- Determine where to recommend modifications to curriculum or pedagogy/processes-services-experiences

Who is the Lucky Winner?

Questions?