

Mapping Student Learning Outcomes through the Curriculum

A curriculum map tells *where* in the curriculum the students obtain the knowledge and skills associated with the goal or learning outcome. This can include specific classes as well as any extra-curricular opportunities that provide students with the opportunity to gain knowledge or skill in the goal area.

Develop a curriculum map

1. List the program outcomes across the top of table and all required program courses (in the order in which they are generally taken) down the left hand side of the table.
2. As a faculty, examine each outcome in the context of each course to determine if the course addresses the outcome in a meaningful way. There are 3 ways a course might be related to an outcome:
 - I = Student **Introduction** to the learning to occur;
 - R = Student **Reinforcement** of the learning;
 - D = Student **Demonstration** that learning has occurred.
3. In building a map, place an I, R, or D in the table cell for each course that meaningfully assesses something related to the outcome at one of those levels. Simply touching on a topic is not sufficient; the topic related to the outcome should be covered in some depth and assessed (e.g., by a paper, test, presentation) in some way in the class. Every course should contribute to at least one learning outcome.

Sample curriculum map:

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Course # 101	I			
Course # 201	R		I	I
Course # 230		I	R	
Course # 310	D	R		R
Course # 401		D		
Course # 480			D	D
Internship		D		D

Assess the overall alignment of the curriculum with the learning outcomes

1. Each learning outcome (each column) should be introduced, developed and mastered at least once across multiple courses.
 - If every cell in the column is filled, it suggests the outcome might be over-covered in the curriculum.
 - If few cells are filled or an I, D, or M is missing, it suggests the curriculum might not be covering the outcome as completely as faculty would like.
2. Each course (each row) should support at least one and ideally more than one learning outcome.
 - Meaningfully addressing all learning outcomes in a single course is difficult, unless it is at an introductory level in a survey course.
 - If a required course does not seem related to any program learning outcomes, address whether the course should still be required or whether an important learning outcome has been missed.