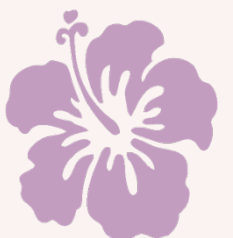
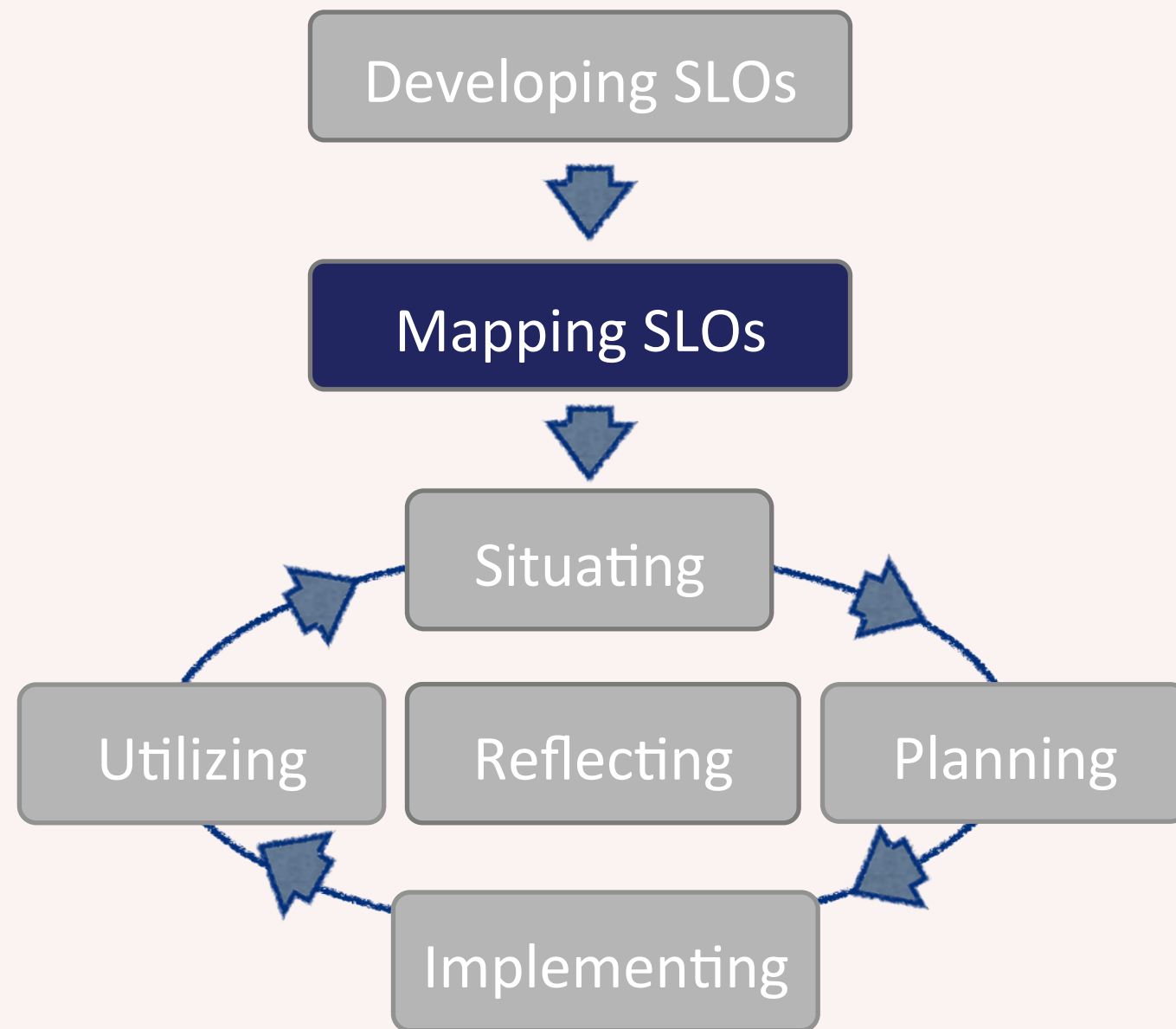


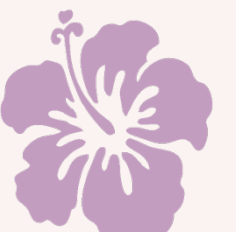
Module III

Mapping outcomes to the curriculum



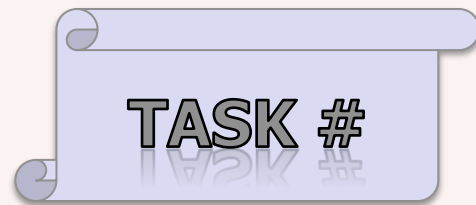
About Module III

Module III introduces you to curriculum mapping, which is a process of aligning a curriculum with program-level student learning outcomes. Curricular mapping aims to ensure opportunities for incremental student learning towards program-level outcomes. The mapping exercise often results in identification of redundant or missing curricular content and areas in need of development. Furthermore, the curriculum mapping process facilitates faculty communication and collaboration, and generates a shared understanding of curricular levels and instructional practices.



How to use the module

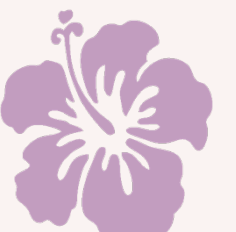
Because outcomes assessment should be a collective endeavor, we encourage you to go through this module together with your colleagues. The module includes tasks and resources that will help facilitate your outcomes assessment planning.



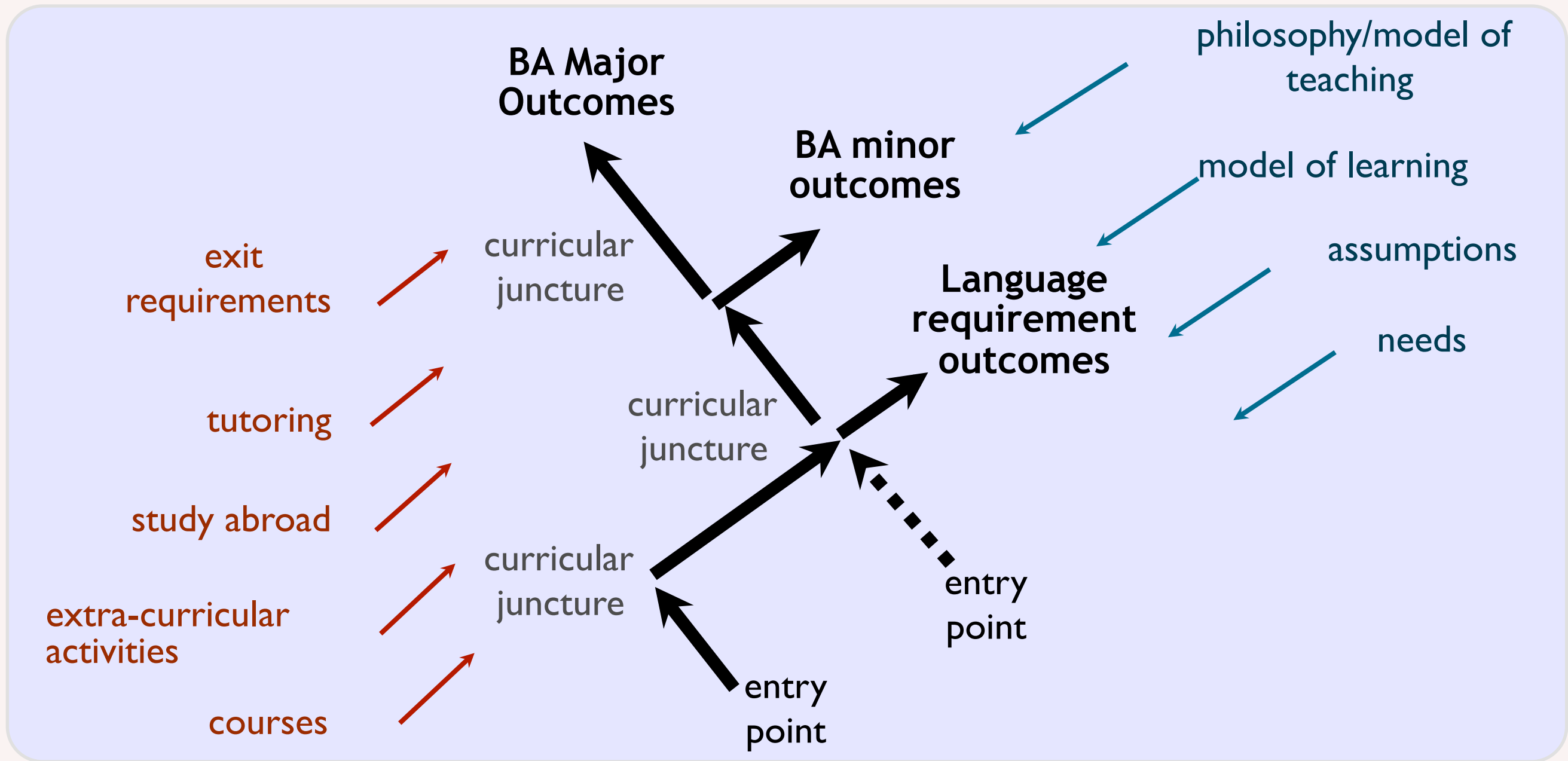
→ Work on the questions with your colleagues.



→ If you see this icon, access the resources for further information and examples by clicking on the link provided.



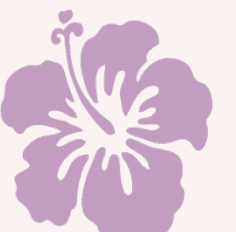
Pathways to outcomes?



How do students get from where they enter to the outcomes? What is the roadmap of your program? How does your program intend to contribute to learners' outcomes across the curriculum? One way to clarify these pathways is called *curricular mapping*.

Curriculum map

- Curriculum mapping is a way to clarify how courses and additional learning opportunities contribute to program-level outcomes. By documenting the relationships between the curriculum and the program-level SLOs, it can reveal redundancies, misalignments, gaps, and inconsistencies in the curriculum.
- In the course of reviewing your curriculum with your colleagues, the discussion will inherently involve pedagogical assumptions, beliefs, and values about teaching and learning, instructional models, stakeholder needs, and various program constraints (e.g., funding, available instructors). Therefore, curriculum mapping is an opportunity to reveal hidden assumptions, identify curricular gaps, and create a shared understanding of a program's logic.

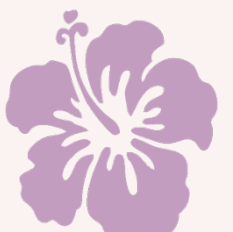


Curriculum map: Intended uses

TASK 9

As in the case of outcomes statements, the starting point for useful curriculum mapping should also be the following question: “What purposes does the curriculum mapping serve for whom?” Below are some example intended uses of curriculum mapping. Which one(s) apply to your program?

- to ensure learning opportunities for students so that they achieve the outcomes
- to ensure that the program-level outcomes are incrementally learned across the program
- to identify gaps in the curriculum and provide program coherence
- to increase intentionality of each course and other program deliverables
- to build consensus and gain a shared understanding of the program logic
- to clarify assumptions about the curriculum
- to determine resource allocation for curricular areas in need of revision
- to communicate to stakeholders what is taught in the program and the pathways to learning outcomes



Mapping learning opportunities

Where do they get introduced, practiced, mastered, & assessed?	Program outcome
Course 1	I
Course 2	R
Course X	R
Extra-curricular activities	M
Study abroad	M
Senior projects	M,A
...	

Here is an example (simplified) curriculum map. A curriculum map is typically documented in a matrix format with program-level learning outcomes listed across the top of the table (one program-level outcome per column) and courses and non-course program learning opportunities (e.g., study abroad) listed on the left hand side of the table (one course, activity, or requirement per row). Then, for each learning opportunity, the intended level of learning for the corresponding program-level outcomes is indicated using the following notation system:

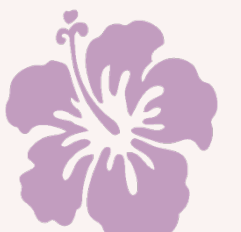
I = Introduce

R = Reinforced and opportunity to practice

M = Mastery at the exit level

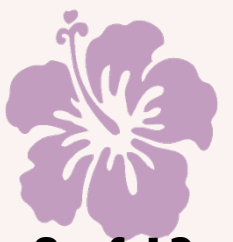
A = Assessment evidence collected

Note: Some programs use I (introduce), D (develop), and M (master).



Curriculum map: Guiding questions

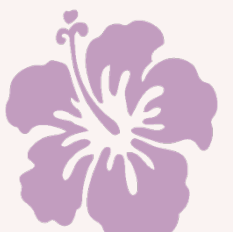
1. At what point in the curricular sequence do you expect students to be mastering the program-level outcomes?
2. Besides a set of courses, what other learning opportunities does your program (or partnering programs) offer (e.g., cultural events), and how are they tied into the curricular sequence and program outcomes?



Curricular map examples

There are different ways to organize the curriculum map table, for example switching the column and the row. What is most important is that the format you choose is easily interpretable and communicates the relationships between curriculum, outcomes, and assessment accurately to the intended audience. Below are links to example curriculum maps for foreign language BA degree programs.

- Chinese ([Univ of Hawaii](#))
- Classics ([Univ of Hawaii](#))
- French ([Cal State Univ Fullerton](#), [Univ of Hawaii](#))
- German ([Univ of Rhode Island](#), [Univ of Hawaii](#))
- Japanese ([Univ of San Francisco](#), [Univ of Hawaii](#))
- Korean ([Univ of Hawaii BA](#) & [BA for professionals](#))
- Russian ([Lehman College](#), [Univ of Hawaii](#))
- Spanish ([Cal State Univ Fullerton](#), [Univ of Hawaii](#))



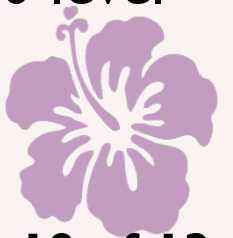
Map learning opportunities

Where do they get introduced, practiced, mastered, & assessed?	Program outcome 1	Program outcome 2	Program Outcome 3
Arab 101, 102	I	I	
Arab 201, 202	I	M	
Arab 310, 320	R	M	I
Arab 330 Intro to literature	R		R
ARAB 380: History of North Africa			R
ARAB 385: Arab-Israeli conflict			
Study abroad	R	M	
Cultural event: Demo and presentations	M/A	M	
Senior thesis	M	A	M
Exit interview			

Here is an example curriculum map. Can you spot any curricular issues, gaps, questions?

- Arab 385 course doesn't seem to contribute to any of the program-level outcomes. Action → Discuss how 385 course should contribute to the outcomes. Perhaps include unique outcomes that the 385 course offers in the program-level outcomes statements.
- Students do not have an opportunity to reinforce outcome 2. Consider incorporating practice opportunities in Arabic 200 level or 300 level courses.

I = Introduce R = Reinforced and opportunity to practice
M = Mastery at the exit level A = Assessment evidence collected



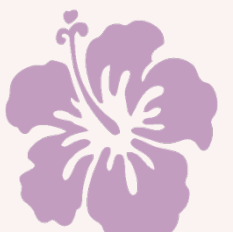
Create your own

TASK 10

Create your own curriculum map with your colleagues (assessment WG). Download a curriculum map template [[here](#)]. When drafting, ask yourselves: (1) At what point in the curricular sequence do you expect students to be mastering the program-level outcomes? (2) Besides a set of courses, what other learning opportunities does your program (or partnering programs) offer (e.g., cultural events), and how are they tied into the curricular sequence and program outcomes?

RESOURCES

- University of West Florida, Center for University Teaching, Learning, and Assessment: [Guidelines for curriculum maps](#)
- University of Hawaii at Manoa, Assessment Office: [Curriculum mapping](#)
- Westminster College: [Assessment primer: Curriculum mapping](#)
- Udelhofen, S. (2005). *Keys to curriculum mapping: Strategies and tools to make it work*. Thousand Oaks, CA: Corwin Press.



Review your curriculum map

TASK 11

Review your curriculum map and discuss the questions below in the Assessment WG.

- Are the current learning opportunities sufficient to expect that your students (can/will) demonstrate the program-level outcomes?
- Are there any learning outcomes that are not addressed in the courses? If so, how do you need to modify the curriculum in order to reinforce student learning?
- Are the curriculum components aligned and consistent so students have ample and incremental learning opportunities to build their competency, skills, and dispositions? → If not, how do you need to modify the curriculum?
- Does the outcome have an obvious place where assessment data is collected?
→ If not, go to Module IV to determine how and where assessment data should be gathered.



Conclusion

A curriculum map is a useful visual tool for communicating to program stakeholders the learning trajectories and opportunities your program offers. It is also useful for identifying where assessment should be happening within the curriculum, especially when a program decides to use course-embedded assessments.

If you have identified curriculum areas in need of development through the curriculum mapping process, move on to the next module (Module IV) to learn how assessment can help resolve curricular issues.

