

Undergraduate Curriculum Mapping Examples

Educational Assessment
Santa Clara University

Undergraduate Program Curriculum Mapping

The curriculum map provides evidence that, regardless of the choice of classes and experiences, all students have enough learning opportunities to prepare them to meet exit-level standards of performance for each SLO. In addition, each required course or experience in the program should address at least one program learning outcome. The curriculum map is also a good place to indicate alignment with SCU's undergraduate learning goals (ULGs). As many programs include capstones that allow students to demonstrate their mastery of learning in the major, this is often an important place to integrate program-level student learning outcomes assessment.

These examples show you how you can create or update your curriculum map.

1. Start by creating a table that lists your student learning outcomes and your program's courses. Include required courses, electives, and any other learning experiences that are not course-based, but expected of all students, such as an internship or externship, or field work. Be sure to include culminating courses, such as capstones, in which students are presenting their learning at critical stages of the program.

	Student Learning Outcomes				
Course	SLO 1	SLO2	SLO3	SLO4	SLO5
LD Course 1					
LD Course 2					
UD Course 3					
UD Course 4					
Elective 1 Elective 2 Elective 3					
Other required experiences					

2. Next, faculty evaluate whether a particular course contributes meaningfully to the student learning outcome and the depth of student learning. When there are required courses or sequences, the question to ask for each SLO is: Does the course 1) introduce the content or skills of the learning outcome (addresses it at a basic level), 2) reinforce the learning outcome (where students work more with the relevant concepts or skills, and have more opportunities to practice or apply this material), or 3) allow the students to achieve and demonstrate their proficiency or mastery of the outcome.
- Use the designation “I” for Introduce, “R” for Reinforce and “M” for Mastery.
 - Where a learning outcome is “mastered,” there is an opportunity for assessment. Mark all of these with an A. Proficiency exams and capstones should always be used as primary assessment opportunities.

Course	Student Learning Outcomes				
	SLO1	SLO2	SLO3	SLO4	SLO5
LD Course 1	I	I			
LD Course 2		R	I		I
UD Course 3		M (A)	R		
UD Course 4	R			I	
UD Course 5					
Elective 1 Elective 2 Elective 3	M (A)			R	
Internship			R, M (A)	M (A)	
Capstone	M (A)	M (A)	M (A)	M (A)	

3. Review the map and look for courses that do not address any of the SLOs and consider whether they need to be part of the program or what other courses need to be modified or created for students to achieve the outcome. In this example, consider why Course 5 is required. Either address SLOs in the course and experience; address them in a different course(s); or remove them as requirements.

	Student Learning Outcomes				
Course	SLO1	SLO2	SLO3	SLO4	SLO5
LD Course 1	I	I			
LD Course 2		R	I		I
UD Course 3		M (A)	R		
UD Course 4	R			I	
UD Course 5					
Elective 1 Elective 2 Elective 3	M (A)			R	
Internship			R, M (A)	M (A)	
Capstone	M (A)	M (A)	M (A)	M (A)	

4. Review your map and look for any outcomes that are not addressed through the curriculum to the point of mastery. In this example, SLO5 is introduced in course 2, but is never further developed and students do not have an opportunity to show mastery. Also, be sure that if a course indicates “mastery,” that students would have had enough encounters with it to develop that learning. For example, the elective courses for SLO1 should not be taken before Course 1 and Course 4.

Course	Student Learning Outcomes				
	SLO1	SLO2	SLO3	SLO4	SLO5
LD Course 1	I	I			
LD Course 2		R	I		I
UD Course 3		R	R		
UD Course 4	R			I	
UD Course 5					
Elective 1 Elective 2 Elective 3	M (A)			R	
Internship			R, M (A)	M (A)	
Capstone	M (A)	M (A)	M (A)	M (A)	

5. One last step: After completing the curriculum map for your program’s courses and student learning outcomes, the map should be checked against the SCU undergraduate Learning Goals. It’s important to confirm that there is at least one major assessable student work product at the upper division level that would allow for a university assessment of the ULGs. While there’s no need to demonstrate every point in the curriculum where a ULG is being addressed, the place in the curriculum where there is an assessable artifact should be labeled with an “A”. Sometimes an Undergraduate Learning Goal (ULG) will align with an existing SLO. In this example, SLO1 aligns with ULG1a, but the others do not.

Course	Student Learning Outcomes					SCU Undergraduate Learning Goals							
	SLO1	SLO2	SLO3	SLO4	SLO5	ULG 1a	ULG 1b	ULG 1c	ULG 1d	ULG 1e	ULG 2	ULG 3	ULG 4
LD Course 1	I	I											
LD Course 2		R	I		I								
UD Course 3		M (A)	R										
UD Course 4	R			I								A	
UD Course 5							A						
UD Elective 1 UD Elective 2 UD Elective 3				R							A		
Internship			M (A)	M (A)									A
Capstone	M (A)		M (A)	M (A)		A		A	A	A			

SCU Undergraduate Learning Goals

1. Development of Intellectual Abilities and Lifelong Learning Skills

Specifically, students will develop competencies in:

- Critical, Creative, and Reflective Thinking - the ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments.
- Quantitative Reasoning - analytical and logical thinking and the habit of drawing conclusions based on quantitative information.
- Written Communication - the development and expression of ideas in writing.
- Oral Communication - a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener’s attitudes, values, beliefs, or behaviors.
- Information Literacy - the ability to identify, locate, evaluate and effectively and responsibly use and share information.

2. Engagement with Diverse Communities, Locally and Globally – Students will develop the dispositions and abilities to participate meaningfully within diverse communities, and as engaged citizens and globally-minded professionals.

3. Promotion of a More Humane, Just, and Sustainable World – Students will develop social justice values and make choices to act in light of the world’s greatest needs.

4. Cultivation of Ethics and a Life of Meaning and Purpose – Students will engage in ethical reflection and self-examination of their life’s meaning and purpose, and these will inform their values and actions.