

# Co-curricular Mapping Examples

Educational Assessment  
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## Co-curricular Program Mapping

“Outcomes Mapping” is a tool to ensure that students are provided plenty of opportunities to achieve the outcomes set for them and to identify which learning opportunities are most conducive to an assessment of learning outcomes. An Outcome Map is a chart that shows how the department’s learning outcomes are supported by the key learning experiences or opportunities. An Outcomes Map can also be called an “Alignment Matrix” since it is aligning learning opportunities with specific outcomes. While co-curricular departments may not have a formal curriculum, identifying how the key learning experiences map to the learning outcomes can provide insights into whether students are being offered the necessary opportunities to achieve the outcomes set for them.

This mapping will also help identify which learning opportunities can be used to assess each outcome. As noted by [Jankowski and Baker \(2020\)](#), “While mapping is a useful guidepost, it does not preclude diversity or variation in learning, flexibility, or the nature of learning that is emergent and unplanned. What mapping does indicate clearly is what faculty and staff have designed a learning experience to achieve for a student in alignment to shared learning goals of the institution.” Listing all experiences available to students, both intentionally designed to the outcomes or designed for other reasons (like community building), is creating an inventory. Inventories are a good first step to creating a co-curricular learning map.

### Step One: Create an Inventory of Experiences

To create an inventory of experiences offered by your office, make a list of every meaningful touchpoint with students that is considered part of your program. In this inventory, you may want to detail how frequently these events happen (once a year, every week, every quarter, etc.), who the intended participants are (all SCU students, first years, student employees, etc.), and if you already have a means of data collection for the experience. This list will identify everything you do, give you an overview of your offerings and help you to locate where you are working toward your outcomes.

Example Inventory Example for Campus Ministry			
Experience/activity	Intended audience	Frequency	Data collected/How so?
Break open the Word	All SCU Students	Weekly	Attendance
New Student Retreat	First year students	Annually	Attendance and reflection questions
Ignatian Family Teach-In	All SCU students	Annually	Attendance
Sundaes with the Jesuits (social/community building)	All SCU students	Quarterly	No data collected
SF Formation	Spirituality Facilitators	Annually	No data collected
Intern Retreat	CM Interns	Twice a year	No data collected
One on one's with students	All SCU students	When requested	No data collected

**Step Two: Create or Update Your Experience Map**

Create a table where you list your student learning outcomes across the top row, and your significant learning experiences in the first column, an example is provided below. Using your Inventory and your student learning outcomes as a reference, identify which experiences in the inventory are designed to move students towards fulfilling the learning outcomes. Focus on the ones that will have a considerable impact on helping your students achieve the outcome. From the example above, you may not use: “*Sundaes with the Jesuits*” as an intentional learning experience if it is designed to build community (still an important part of the program) but not work toward any of the office’s learning outcomes. You would include “Break open the Word” as it directly ties to one of the stated learning outcomes. One experience may work toward multiple outcomes or it may focus more specifically on a single outcome.

Example Map for Campus Ministry						
Student Learning Outcomes -->	Frequency of Experiences	Demonstrate active leadership within the SCU faith communities.	Foster a Sense of Belonging across faith communities	Reflect on issues of justice in the context of faith	Reflect on their unique call in life enlightened by faith	Exhibit respect for their own faith and the faith of others
Significant Learning Experience ↓						
Sunday Liturgy	Weekly					
Interfaith Dinners	Monthly					
Break open the Word	Weekly					
New Student Retreat	Annually					

### Step Three: Identify the Role of Each Learning Experience

You will then identify which particular experience contributes meaningfully to which student learning outcome and the depth of student learning. Ask, for each student learning outcome, if the experience:

- 1) introduce the content or skills of the learning outcome (addresses it at a basic level),
- 2 ) reinforce the content or skills of 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 (1), “R” for Reinforce (2) and “M” for Mastery (3). Place one of these letters in the cell that corresponds to the Experience:Outcome confluence, see below.

Example Map for Campus Ministry						
Student Learning Outcomes -->  Significant Learning Experience ↓	Frequency of Experiences	Demonstrate active leadership within the SCU faith communities.	Foster a Sense of Belonging across faith communities	Reflect on issues of justice in the context of faith	Reflect on their unique call in life enlightened by faith	Exhibit respect for their own faith and the faith of others
Sunday Liturgy	Weekly	R		I, R	I	I, R
Interfaith Dinners	Monthly	I, R	I, R		I, R	
Break open the Word	Weekly	I,R				I
New Student Retreat	Annually	I, R	I, R			I, R
I- Introduce, R- Reinforce, M - Mastery						

#### Step Four: Review the Map

Reviewing the map to identify areas where students are receiving numerous opportunities to work toward or master the outcomes or areas that are light on opportunities where achievement wouldn't be likely. Start by looking down each column to see how each outcome appears across the program. There should be multiple opportunities for students to work toward each outcome. You should also have varying levels of depth of learning that are logically ordered. If you expect students to master an outcome, there need to be experiences where they are introduced and are able to practice/reinforce the outcomes. This review can help you decide if there are experiences that need to be modified or created for students to achieve any of the outcomes.

#### Step Five: Identifying Assessments

Now that you have a completed map, the last step is to add a column to the right of each student learning outcome to detail assessment tools that will be administered, you should also add an "A" in the Learning Outcome column that shows the depth of learning. Be as detailed as possible in what kind of an assessment will occur and what will be measured. Assessment should occur at the highest expected level of achievement, so Mastery, then Reinforcement, then Introduction. This will be helpful when working on annual assessment plans and administration of actual assessment tools.

As you review the example map, there are a few important items to note:

- 1) Not every learning opportunity focuses on every outcome
- 2) Every outcome has multiple opportunities for students to learn and practice
- 3) Frequency of events can help with planning assessment since experiences may have different frequencies.
- 4) Assessment has been detailed so when an outcome is up for assessment, it's clear what will be used for the assessment.

### Example of Student Learning Outcome Map

Example Map for Campus Ministry											
Student Learning Outcomes --> Significant Learning Experience ↓	frequency	<i>Exhibit respect for their own faith and the faith of others</i>	Assessment	<i>Foster a sense of belonging across faith communities</i>	Assessment	<i>Demonstrate active leadership within the SCU faith communities.</i>	Assessment	<i>Reflect on issues of justice in the context of faith</i>	Assessment	<i>Reflect on their unique call in life enlightened by faith</i>	Assessment
Sunday Liturgy	Weekly	R				I, R, M, A	Pre/post test on leadership qualities and end of the year interview, about leadership skills	I		I, R, A	Pre/post test on spirituality and life meaning and focus group at end of the year about finding meaning skills
Interfaith Dinners	Monthly	I, R		I, R, A	pre/post belonging 3 times a year			I, R, A	Reflections at the end of each quarter		
Break open the Word	Weekly	I, R, A	Reflective journaling							I	
New Student Retreat	Annually	I, R, A	pre/post test about perspectives of faith of self and others.	I, R						I, R, A	Pre/post test on spirituality and life meaning
Ignatian Family Teach-In	Annually			I, R				I, R, A	Reflections at the end of each quarter		
SF Formation	Annually	I, R		I, R		I, R, A	Pre/post test on leadership qualities and end of the year interview, about leadership skills				
Intern Retreat	Twice - Annually	I, R		I, R		I, R					
Music Ministry	Weekly					I, R, A	Pre/post test on leadership qualities and end of the year interview, about leadership skills				