

CURRICULUM MAPPING STEPS

Step 1: Intended Curriculum (proxy: Statements of intended program-level student learning outcomes)

Statements of intended program outcomes provide a coherent starting place to begin examining program curricula. Practice shows that six to eight outcomes is an optimal number for program mapping exercises. Six to eight program outcomes effectively reflect the nature of the program and demonstrate its scope and, at the same time, keep the mapping process manageable. Statements of intended program outcomes are listed in the top horizontal row of the matrix.

Step 2: Designed Curriculum (proxy: Program course sequence)

Program core courses are listed in the left vertical column. Generally, core courses include required program-specific courses and two or three of the most popular program-specific electives. The courses are arranged in the order that a “typical student” takes to progress through the program curriculum. Some programs might find it necessary to analyze transcripts of recent graduates to identify a typical curriculum progression path. It also might be necessary to develop different maps for different program concentrations if the transcript analysis uncovers substantially different pathways for different student populations.

Step 3: Communicated Curriculum (proxy: Syllabus information – course outcomes/activities related to the program outcomes)

This step involves an analysis of each course listed in the matrix to determine whether each *program* outcome is explicitly or implicitly reflected in the *course* outcomes on the syllabus. An **eX**PLICIT statement of intended outcome indicates that a program outcome is fully and directly expressed or referenced in a course syllabus. An **iM**PLICIT statement of intended outcome indicates that the program outcome is indirectly expressed or referenced in a course syllabus. The appropriate code is entered in the first sub-column for the given program outcome.

Step 4: Enacted Curriculum (proxy: Content/Pedagogies – scope and depth of material delivered in the course in the context of program outcomes)

Faculty reflect on the level of instruction, make professional judgments, and indicate whether each *program* outcome is **I**ntroduced, **E**mphasized, **R**einforced, or **A**dvanced in the given *course* by listing an appropriate code (I, E, R, A) in the second sub-column for each outcome. The *level of instruction* refers to the scope and complexity of the knowledge and skills (program outcomes) that are expected to be taught and learned in a course and “provides a systematic way of describing how a learner’s performance grows in complexity when mastering many academic tasks”; it describes the development of outcomes “in terms of, first, a quantitative accrual of the components of a task [intended outcome], which then become qualitatively restructured” (Biggs, 1996, p. 350).

Step 5: Assessed Curriculum (proxy: Course assessments in the context of program outcomes)

Faculty review course syllabi assignments and indicate whether students in the given *course* have opportunities to demonstrate what has been learned in each *program* outcome **and** receive feedback in a formal way (e.g., grade, score, written feedback). If students are asked to demonstrate their learning on the given outcome through homework, projects, tests, etc., and are provided formal feedback, then the faculty member would indicate “**F**” (**F**eedback) for that course in the third sub-column for the outcome.

Step 6: Key Quantitative Indicators (optional)

<i>Quantitative Indicators</i>	<i>Computation Procedures</i>
(i) Outcome Communication score	Sum the codes in the first sub-column: X (explicit) = “2,” M (implicit) = “1”
(ii) Outcome Saturation score	Sum the codes in the second sub-column: I (introduced) = “1,” E (emphasized) = “2,” R (reinforced) = “3,” A (advanced) = “4”
(iii) Outcome Feedback Points score	Sum the codes in the third sub-column: F (feedback) = “1”
(iv) Course Breadth score	Count the number of program outcomes addressed by the course
(v) Course Depth score	Sum the codes for each row that reflect how each program outcome is addressed in a given course: I (introduced) = “1,” E (emphasized) = “2,” R (reinforced) = “3,” A (advanced) = “4”
(vi) Course Assessment Focus score	Count the number of program outcomes assessed by the course