CURRICULUM MAPPING

BRISTOL
COMMUNITY COLLEGE

Curriculum mapping: The first step in a series of Program Review steps that will occur over the next 5 years. It is an outcomes assessment process involving an analysis of the curriculum. Mapping is an evidence-based way that organizes a visual matrix/tool used to identify relationships between different institution learning structures. The map can demonstrate the types of learning taking place and how that learning occurs. For example, maps demonstrate relationships as follows: Assignment → Course Learning Outcomes, HIPS → Courses, Courses → Program Learning Outcomes and Program Learning Outcomes → GenEd Competencies.

The Goal: To ensure that program [and discipline] curriculum provides appropriate conditions for student achievement of intended program [and discipline] learning outcomes (Palomba & Banta, 1999).

Alignment: Mapping is inherently about alignment in educational environments around learning, and as Jankowski (2017) observes, alignment is "a mechanism by which to counteract incoherence and fragmentation of the college experience." Mapping, therefore, is a strategy for visualizing the areas of where we think learning is happening as it relates to specific learning outcomes (NILOA, 2018). The process examines the connections (and/or misconnections) within a program's progression of student knowledge/skill/application of subject matter, identifies general education competency pathways, and incorporates institutional goals/mission.

Use: Identify program strengths and gaps in addressing student learning outcomes / Recommend optimal sequence of student learning (Introduced/Exposed/Mastered or Limited/Moderate/High / Opportunities to deliver practices of equity / Provides an overview of the program structure and contribution to individual courses in relation to program goals/outcomes. Jankowski, N. (2014) Mapping learning outcomes: What you map is what you see [PowerPoint Slides]. Retrieved 2022, website.

Program Mission Statement: The Program Statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards (Retrieved, 2022 Uconn Assessment Program Statement).

Program Goals (optional): Goals inform the development of a program and Student Learning Outcomes. Goals are broad strokes that are not measurable. They indicate what is expected to be accomplished; an end result and are overarching. They reflect the program mission statement (Uconn Assessment Program Goals Retrieved, 2022)

Program Learning Outcomes: Program learning outcomes are statements of what students will learn as a result of completing a program/discipline/certificate/career pathway. The statements are focused on student learning, follow the ABCD model and are SMART.

Step One: Know Your Definitions

Please reference the Instructional Curriculum Map document for expanded definitions and guidance/resources.
General Education Competencies: 10 General Education Competencies. For additional information please reference Course Catalog.

Program Statement: The Program Statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards (Retrieved, 2022 Uconn Assessment Program Statement).

Program Goals: Goals inform the development of a program and Student Learning Outcomes. Goals are broad strokes that are not measurable. They indicate what is expected to be accomplished; an end result and are overarching. They reflect the program statement (Retrieved, 2022 Uconn Assessment Program Goals)

Program SL Outcomes: Program learning outcomes are statements of what students will learn as a result of completing a program/discipline/certificate/career pathway. Additionally, for the purposes of a department, learning outcomes reflect the department goals. The statements are focused on student learning and are SMART.

Step Two: Types of Curriculum Mapping
Please reference the Instructional Curriculum Map document for expanded definitions and guidance/resources. Below illustrate the relationships needed within the Curriculum Map

	GenEd Comp	**Program LO #1**	**Program LO #2**	**Program LO #3**	**Program LO #4**
Course #1	Written/Critical	Introduced		Introduced	
Course #2	Oral/Critical	Exposed	Mastered		
Course #3	Mult/Scientific	Introduced	Introduced	Exposed	
Course #4	Human Expression		Exposed		Mastered

Step Three: Questions Curriculum Mapping Can Answe**r**

- In the key courses, are all outcomes addressed, in a logical order?
- Do all the key courses address at least one program outcome?
- Do multiple offerings of the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then practiced and demonstrated?
- Are students expected to show high levels/demonstrate of learning too early?
- Do students get practice on all the outcomes before capstone?
- Do all students experience a coherent progression and coverage of all outcomes?
- How do electives, if present, contribute to the achievement of student learning outcomes?

Jankowski, N. (2014) Mapping learning outcomes: What you map is what you see [PowerPoint Slides]. Retrieved 2022, website.

Step Four: Submit Summary Report
1. Program Statement   2. Program Goals   3. Program SLOs   4. Curriculum Map
        **General Education Competencies // Program Student Learning Outcomes // Courses