

## Curriculum Map Check List

### Program Level Goals

- ☐ Do the program learning goals accurately reflect the program and the department's goals for the program?
- ☐ Do the program level learning goals focus on what students should be able to know, do, and value by the end of the program?
- ☐ Are the levels stated from the student perspective, i.e. what students will know or be able to do?
- ☐ Are the program learning goals measureable?
  - Can course artifacts provide a good assessment of the skill?
  - If not, how will you measure student learning?

### Curriculum Map

- ☐ Is the curriculum progressive, with a logical route through it for students?
  - Are key concepts introduced and reinforced to allow time for students to gain proficiency with the outcome?
  - Is the curriculum structured so that students have to take the fundamentals they need before taking a P level course?
  - Is there at least one course with a P designation on the map for each program learning goal?
- ☐ Is the curriculum complete?
  - Are all the courses in the program's curriculum on the map?
  - Are there gaps (important program learning goals addressed by too few courses)?
  - Are there redundancies (excessive coverage of a less important skill)?
  - Are important learning goals addressed only in electives?
- ☐ Is the curriculum distributed?
  - Are any single courses trying to address too many of the program learning goals?
  - Are any single courses addressing a goal on too many levels?
  - Do any courses fail to address at least one goal on the map at *some level*.
  - Do any key courses fail to address at least one outcome?
- ☐ Is the curriculum assessable?
  - Do any courses lack an associated assessment measure that will allow the department to know students have achieved that proficiency?

**Examples (adapted/modified from University of Hawaii)-Parenthesis denote presence of an assessment method**

***Good map***

<i>Requirements</i>	<i>Program Learning Goal 1</i>	<i>Program Learning Goal 2</i>	<i>Program Learning Goal 3</i>
Course 301	I	I	I
Course 302	R		R
Course 430		R	R
Course 480	PQ	R	
Course 490		PQ	PQ

***Poor Map***

<i>Requirements</i>	<i>Program Learning Goal 1</i>	<i>Program Learning Goal 2</i>	<i>Program Learning Goal 3</i>
Course 301			
Course 302	I	I	
Course 430		R	
Course 480		R	R
Course 490		PQ	P

**Some reasons why this is a poor map:**

- Course 301 not related to any goal at any level
- No proficiency level for goal 1
- Only one learning opportunity for goal 1
- No introduction of material of goal 3 anywhere
- No assessment method specified at the P level for goal 3 (nor any note as to why)

*This is the important theory piece:*

***“Multiple learning opportunities in programs.*** *Students should have repeated opportunities to achieve major program goals throughout the program. If a program goal is that students write effectively, for example, the curriculum should ensure that all students, regardless of curricular choices, take multiple courses in which they learn how the discipline defines good writing, learn how to write in the discipline, and receive constructive feedback on their writing.” (Linda Suskie-Assessing Student Learning – 2009 p.43)*

**Various Sources**

- Linda Suskie-Assessing Student Learning 2009
- Trudy Banta/Catherine Palomba- Assessment Essentials-1999 (She has an updated book, I don’t have it at the office so I can’t cite that version)
- University of Hawaii Manoa
- University of Waterloo
- CSU Pomona
- NILOA (National Institute for Learning Outcomes Assessment)