The academic program's curriculum map helps faculty identify which course(s) to choose across all program offerings when assessing selected student learning outcomes. This approach offers a more robust examination of student learning in the program because it relies directly on faculty review of student work. Faculty notes can also supplement the use of student work to examine student learning.

Sample Curriculum Map: Undergraduate Sciences Program B.S.

Learning Outcomes		SYR 101	SYR 134	SYR 245	SYR 304	SYR 411	SYR 495	Indirect Measure
1. Apply problem solving skills	**Insert "I", "R", or "M"**	**I**		**R**	**R**	**M**	**M**	Course feedback data
	Insert potential assessment	Problem sets		Quizzes	Final exam quiestions	Group project	Capstone project	
2. Analyze statistical data and assess reliability of results	**Insert "I", "R", or "M"**	**I**	**I**	**R**	**R**			Grade distribution
	Insert potential assessment	Problem Sets	Research article critique	Midterm paper	Research critique			
3. Define advanced/field specific results	**Insert "I", "R", or "M"**		**I**		**R**	**M**		Self-assessment
	Insert potential assessment		Problem sets		Final exam questions	Presentation		
4. Interpret laboratory/research results and draw reasonable conclusion	**Insert "I", "R", or "M"**	**I**		**R**			**M**	Course feedback data
	Insert potential assessment	Lab assignment		Lab reports			Capstone project	
5. Identify the application of field specific tools and analytics	**Insert "I", "R", or "M"**		**R**	**R**			**M**	Alumni Survey
	Insert potential assessment		Exam questions	Final paper			Capstone website	

An outcome is I - Introduced, R - Reinforced, M - Mastered

1

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STEPS

Instructions for faculty members

1 Select

Select the student learning outcome(s) to be assessed in the upcoming academic year. Use the assessment cycle planning template to create a schedule for examining each outcome at least once over the University's four-year assessment cycle.

2 Choose

Choose at least one direct and one indirect measure, or two direct measures, to assess each learning outcome.

Measures

- **direct** — assignment, capstone, field assessment, portfolio, quiz, exam questions, performance etc.
- **indirect** — completion rate, grade distributions, interviews, surveys, etc.

3 Identify

Using the curriculum map, identify one or more courses and measures that will provide robust evidence of student achievement of the outcome(s).

4 Collect

At the end of the fall and/or spring semester, collect samples of below average, average, and above average student work or ask faculty to provide specific scores or rubric ratings for the identified measure(s).

5 Discuss

Discuss the student work in relation to each outcome being assessed with colleagues. Incorporate evidence from the indirect measure if used. Consider each measure's established criteria for success, student strengths and weaknesses, whether additional evidence from other measures may be helpful, and how learning in the program may be enhanced.

6 Act

Act on results and faculty discussions to improve student learning or program operations.