

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 is well suited for programs that are new or find it challenging to directly collect 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 questions	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

**STEPS**

**Instructions for faculty members**

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**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.
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**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.
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**Identify** Using the curriculum map, identify one or more courses and measures that will provide robust evidence of student achievement of the outcome(s).
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**Collect** At the end of the fall and/or spring semester, collect observations for the selected course measure(s) using the [faculty notes template](#). Based on their review of student work, faculty describe students' strengths and areas of underperformance relative to the program-level outcome. Faculty of the selected course(s) may also outline recommendations for program-level improvement.
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**Discuss** Discuss the faculty notes for 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.
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**Act** Act on results and faculty discussions to improve student learning or program operation.