

GUIDE FOR ANALYSIS AND INTERPRETATION OF CURRICULUM MAPS

	<i>Indicators</i>	<i>Guiding Questions</i>	<i>Measures</i>
Outcomes Integration	A1= Outcome Discourse	How explicitly is each intended program outcome communicated to students in individual courses?	<ul style="list-style-type: none"> Number of courses explicitly and implicitly reflecting the given program outcome on the syllabus (“<i>Outcome Communication</i>” score)
	A2= Outcome Coverage a. Outcome Scope b. Course Breadth	a. In how many courses is each program outcome addressed? b. How many program outcomes are addressed in each course?	<ul style="list-style-type: none"> Number of courses addressing each program outcome (“<i>Outcome Scope</i>” score) Number of program outcomes addressed by each course (“<i>Course Breadth</i>” score)
	A3= Outcome Weight a. Outcome Saturation b. Course Depth	a. How comprehensively is each program outcome addressed in the program curriculum? b. What is the level of instruction in the given course in the context of program outcomes?	<ul style="list-style-type: none"> Sum of I, E, R, A scores for the given program outcome (“<i>Outcome Saturation</i>” score) Sum of I, E, R, A scores for the given course (“<i>Course Depth</i>” score)
	A4= Outcomes Assessment	a. How many assessment points for each program outcome are provided in the curriculum? b. Are students provided with diagnostic, formative, and summative feedback?	<ul style="list-style-type: none"> Number of courses integrating assessment of the given program outcome (“<i>Outcome Feedback Points</i>” score) Number of courses integrating assessment of the given program outcome at each level -- I (diagnostic feedback), E/R (formative feedback), and A (summative feedback) (“<i>Developmental Assessment</i>” score).
Alignment of Structural Components	B1= Syllabus/Course Activities Alignment	Do we teach what we tell students we will?	<ul style="list-style-type: none"> Ratio of the number of times a given program outcome was mentioned in the syllabi to the number of times it was actually addressed in the courses
	B2= Course Sequence / Course Activities Alignment	a. Is each program outcome addressed at each developmental level of instruction? b. Does program course progression provide developmental scaffolding to students?	<ul style="list-style-type: none"> Number of courses addressing a given program outcome at I level, E level, R level, and A level Developmental progression (logical order) in the level of instruction for the given program outcome (I is followed by E, E is followed by R, R is followed by A)
	B3= Course Activities / Assessment Alignment	Do we teach what we assess? Do we assess what we teach?	<ul style="list-style-type: none"> Ratio of the number of times a given program outcome was addressed in the curriculum to the number of times it was assessed
	B4= Syllabus/ Assessment Alignment	Do we assess what we tell students we will?	<ul style="list-style-type: none"> Ratio of the number of times a given program outcome was mentioned in the syllabi to the number of times it was assessed in the curriculum.
	B5= Program Outcomes / Course Assessment Alignment	Do individual courses provide sufficient feedback to students on their achievement of program outcomes?	<ul style="list-style-type: none"> Number of program outcomes assessment points in the given course (“<i>Course Assessment Focus</i>” score).
	B6= Program Outcomes /Course Syllabus Alignment	Do individual courses explicitly communicate program outcomes that will be addressed in the course?	<ul style="list-style-type: none"> Number of times program outcomes were mentioned explicitly or implicitly in the syllabus of the given course