Curriculum Mapping

Questions to Ask!

1. Are intended PSLO explicitly communicated to students in individual courses?
   a. Review course syllabi
   b. Discuss with faculty

2. In how many courses is each program outcome addressed?
   a. Do all require courses contribute to one or more program-level outcomes?
   b. If not, is it possible to shift content?

3. How comprehensively is each PSLO addressed in the curriculum?
   a. Look at the number of I, R, and A indicators for each outcome.
   b. Does the curriculum give students adequate opportunities to learn and demonstrate learning of the PSLO?

4. Are students provided with diagnostic, formative, and summative feedback?
   a. Is each PSLO addressed at each developmental level of instruction?
   b. Look at the number of I, R, and A indicators for each outcome.

5. Does program course progression provide logical developmental scaffolding to students?
   a. I is followed by R is followed by A.
   b. Consider the courses in the order they are taught.

6. Do we teach what we assess? Do we assess what we teach?
   a. Are some outcomes NOT highly valued? Is so,
i. Eliminate and focus on higher valued outcomes – is it time to revisit the PSLO?

ii. Maybe eliminated outcomes need to be course objectives.

7. Do individual courses provide sufficient feedback to students on their achievement of outcomes?

8. What types of learning opportunities are used in the curriculum?
   a. Are these passive or active?
      i. *Active Learning*: learning opportunities that involves student engagement (giving presentations, labs, etc.)
      ii. *Passive Learning*: learning opportunities that involve little student engagement (didactic/lecture)