

Program Curriculum Mapping and Analysis Guide

This guide is intended to help you as you move through the curriculum mapping process for mapping courses to program learning outcomes and the analysis of your curriculum map. The type of curriculum map described in this guide is a ‘Program Level Outcomes to Courses’ curriculum map. The curriculum mapping process should be completed separately for each program in your department/program/unit. To understand the process and purpose of curriculum mapping, and to complete this process effectively, we recommend reviewing the [Curriculum Mapping Primer](#) first.

In this guide, we have divided the process into 4 steps.

1. Gathering Data
2. Mapping Your Curriculum
3. Analysis and Discussion
4. Taking Action

If you get stuck anywhere along the way The Centre for Teaching and Learning (CTL) is here to help! Or if you have comments or recommendations please contact us. Visit us at <http://ctl.uwindsor.ca/>

Step 1. Gathering Data	Yes	No	Action item and resources
<p>Are you creating a curriculum map for a new program or to revise an existing program?</p>			<p>If yes to either - you may want to start with program visioning before you begin curriculum mapping. This will help focus your curriculum development on the program goals and outcomes, and the attributes you want your students to have when they graduate. You may also need to create new program learning outcomes (PLOs). The CTL can assist with this process through facilitating a retreat or workshop to discuss strategic curriculum/program design. This resource can help you think about your program in a strategic way.</p> <p>If no to both – continue on</p>
<p>Are you creating a curriculum map to visualize your program to see if it is meeting the PLOs, to assist in a self-study, or to satisfy IQAP or accreditation requirements?</p>			<p>If yes to any - you may want to book a departmental/program/unit meeting to provide your instructors information about the curriculum mapping process and prepare them for the information you will be requesting from them.</p> <p>If no to all – clarify the goals you are attempting to achieve and see if there are</p>

		<p>other forms of mapping or tools that might be more appropriate.</p>
<p>Do you have PLOs?</p>		<p>If yes – gather your PLOs and continue on</p> <p>If no – you will need to develop PLOs. Please refer to the Learning Outcomes Resources section on the CTL website. The CTL can provide assistance in developing and providing feedback on learning outcomes.</p> <p>If you are unsure – log into the Curriculum Mapping Aid (CuMA) tool and go to “UWindsor Courses and Programs” and search for your program. Alternatively, you can check the Academic Calendar to see if you have Senate approved PLOs. If you cannot find them either place, inquire within the department/faculty in case they exist but are not approved.</p>
<p>Are your PLOs approved by Senate?</p>		<p>If yes – your PLOs will have been entered into the CuMA for you along with your approved courses and course learning outcomes. To view them, log into the CuMA and go to “UWindsor Courses and Programs” and search for your program. Continue on.</p> <p>If no – you should aim to have them approved at some point by submitting them to PDC.</p> <p>Note: Approval is not required to complete a curriculum map; however, if the purpose of creating a map is to visualize your program to see if it is meeting your PLOs, to assist in a self-study, or to satisfy IQAP/accreditation requirements you should be sure to map to previously approved PLOs</p> <p>If you are unsure – log into the CuMA and go to “UWindsor Courses and Programs” and search for your program. Alternatively, you can check the Academic Calendar or contact the University Secretariat</p>

<p>Are your PLOs aligned to all of the undergraduate or graduate degree level expectations?</p>		<p>If yes – continue on</p> <p>If no - you will need to ensure your PLOs align to all of the undergraduate or graduate degree level expectations. This will require changes to your current PLOs. The CTL can provide assistance in developing and providing feedback on learning outcomes. You can also refer to the Learning Outcomes Resources section on the CTL website.</p>
<p>Do you have the complete list of required and elective courses for each program?</p>		<p>If yes – continue on</p> <p>If no - refer to the Academic Calendar to gather a complete list.</p>
<p>Do you know which PLOs each course achieves/aligns to?</p>		<p>If yes to all – make sure you have all of the information on hand before you begin mapping your curriculum.</p> <p>If no to any - You may want to consider developing a survey for instructors to collect the information needed to develop a curriculum map. At a minimum you will need to collect information on which PLOs each course achieves/aligns to and the level of expectation each course meets (Introduction, Reinforcement, Mastery) for each PLO. Alternatively, you can conduct a course outline review to gather some of the information.</p>
<p>Do you know the level of expectation each course meets (Introduction, Reinforcement, Mastery) for each PLO?</p>		<p>We have created a guide for developing a survey. If there is other information that would be useful to your department, gather it at this time and include it in your survey.</p>
<p>Do you know if each PLO is taught and/or assessed?</p>		<p>Be sure to provide the instructors a list of the PLOs and any relevant definitions, such as the levels of expectation.</p>
<p>Do you know the teaching methods and assessments used in each course?</p>		
<p>Do you know if the assessment(s) is/are a High Impact Practices (HIPs)?</p>		

Step 2a. Mapping Your Curriculum	Action item and resources
<p>Once you have gathered the course information from your instructors, look at the completed curriculum map samples available on the CTL website.</p>	<p>Go to the hypothetical program curriculum map sample.</p>
<p>Are you choosing to use the online curriculum mapping tool? Note: We encourage you to use the online tool.</p>	<p>If yes – The login link and instructions to the Curriculum Mapping Aid (CuMA) tool can be found here. Please contact the CTL if you would like further guidance on how to use the CuMA tool. Once you have completed your curriculum map online, return to Step 3 on this sheet.</p> <p>If no – continue with Step 2b below</p>
Step 2b – Curriculum Mapping with the Excel template	Action item and resources
<p>Download the curriculum map template (Excel file).</p>	<p>The program curriculum map template is available on the CTL website.</p>
<p>Choose your preferred layout and format for creating your curriculum map (portrait or landscape).</p>	<p>Select the desired tab in the Excel template.</p>
<p>Change the number of courses and outcomes/outcome categories to match your program.</p>	<p>Edit the spreadsheet according to your needs</p>
<p>Add in your course numbers.</p>	<p>Edit the spreadsheet according to your needs</p>
<p>Using the information gathered about each course, for the first course, type in the level of expectation for each PLO (I or R or M).</p>	<p>Refer to the hypothetical program curriculum map sample. and curriculum mapping primer for guidance.</p>
<p>For the first course, add in the teaching methods and types of assessments completed in the course, if you collected this data. If the assessment is a high impact practice indicate with (H).</p>	
<p>Complete the grid for each course.</p>	

Step 3. Analysis and Discussion - Questions to Ask	Yes	No	Action item and resources
Has at least one PLO been created for all UWindsor Undergraduate Attributes (UGA)? UGA = A,B,C,D,E,F,G,H,I			<p>If yes – continue on</p> <p>If no – develop further PLOs to ensure at least one PLO has been created to align to each UGA.</p>
Are there any gaps (are any PLOs not achieved)?			<p>If yes – discuss which courses can have the PLO added to it as part of a course outcome or remove the PLO if you collectively determine it is not essential (revisit your PLOs).</p> <p>If no – continue on</p>
Are any PLOs <i>unintentionally</i> overemphasized (are they unnecessarily repeated)?			<p>If yes – consider refining the course outcomes in some courses, if needed. Note: you will need to collectively discuss if the overemphasis is intentional or not</p> <p>If no – continue on</p>
Are any PLOs <i>unintentionally</i> underemphasized?			<p>If yes – discuss what courses can have the PLO added to it? Note: you will need to collectively discuss if the under emphasis is intentional or not</p> <p>If no – continue on</p>
Are there any <i>unintended</i> redundancies (is the same level of expectation of a PLO repeated over and over unnecessarily)?			<p>If yes – discuss where you might consider changing the level of expectation in a course or removing the PLO from the course. Note: you will need to collectively discuss if the redundancies are intentional or not</p> <p>If no – continue on</p>
Does the level of expectation for each outcome progress from Introduction to Reinforcement to Mastery (progression misalignment)?			<p>If yes – continue on</p> <p>If no – discuss how to realign level of progression in courses.</p>

<p>Is the level of expectation at the proper year of progression (e.g. are students expected to achieve mastery level a PLO in first year)?</p>		<p>If yes – continue on</p> <p>If no - discuss how to realign level of progression in courses.</p>
<p>Is each course contributing adequately and appropriately to the expectation of PLOs? (e.g. is there a course that only contributes to achieving one PLO?)</p>		<p>If yes – continue on</p> <p>If no – consider the role each course plays in the overall program. This can be ok if intentionally planned.</p>
<p>Are there required pre-requisites students take that should be included in the map?</p>		<p>If yes – be sure to include them and what PLO they meet in your map.</p> <p>If no – continue on</p>
<p>Is the mastery level of each PLO achieved by graduation?</p>		<p>If yes – continue on</p> <p>If no – discuss which courses can sustain an increase the level of expectation of the PLO to mastery level.</p>
<p>Is the program trying to do too much? Note: your program should meet all of the PLOs you have developed. If it does not, you may need to either revise your PLOs, or revise the program.</p>		<p>If yes – revisit your program PLO to see if they need revising. You may want to get feedback from past and current students, faculty and other interested parties on your PLOs to help inform you.</p> <p>If no – continue on</p>
<p>What have we done well in our program curriculum? Where are our strengths?</p> <hr/> <p>Reflect on how the curriculum functions as a whole and how courses are connected to each other</p> <hr/> <p>How can any issues be remedied? - Develop recommendations/discuss challenges</p>	<p>If you need help identifying strengths, weakness, and issues or need help developing recommendations, please contact the Centre for Teaching and Learning.</p>	

Step 4. Taking Action – Determine as department/program/unit what actions will be most meaningful

Review recommendations that you have developed from discussion and analysis

Determine which recommendations are feasible and/or desirable

Develop a plan of action

Consider revisiting and revising your program learning outcomes

Consider course modification or redesign to meet missing outcomes

Assess impacts of any changes made with students and faculty

Make the map available to students and faculty

Other actions? Discuss other actions your department/program/unit might want to consider

Don't forget to revisit this process to contribute to continuous program improvements. Your program and students needs will change over time!

Stuck on anything? Go to the CTL website <http://ctl.uwindsor.ca>, book an appointment with a Learning Specialist, or attend a CTL workshop.