



CURRICULUM MAPS

ESTABLISHING SLOs AND COURSE ALIGNMENT

EBONEIGH HARRIS, DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

TRAINING RESOURCES

Resources for this training can be found at <https://msutexas.edu/institutional-effectiveness/trainings-and-workshops.php>

EXPLORE IE

Planning and Assessment <

Data Analytics and Reporting <


SACSCOC Accreditation <

Trainings and Workshops

Data Request Form

Training Resources

All of the resources shared during trainings or workshops led by the Office of Institutional Effectiveness can be found below.

Curriculum Maps: Establishing SLOs and Course Alignment 

[PSLOs worksheet](#)

[Curriculum map template](#)

[Curriculum map template instructions](#)

[Curriculum map template example](#)

[Slide deck \(to be uploaded\)](#)

Assessment Maps: Developing Measures and Targets 

ASSESSMENT OVERVIEW

- **No longer using Weave to submit assessment plans**
 - Expensive
 - Inflexible
 - Difficult to navigate
 - Login and access issues
- **Moving toward more analog system that relies on resources we already have (namely Microsoft products, possibly Qualtrics)**
- **Under the new system, academic programs are required to submit**
 - Curriculum Maps by May 31st, 2024
 - Assessment Maps by Nov 1st, 2024
- **This will be a phased process. Programs will only need to identify information for **three outcomes** this first year**
- **At least 3 outcomes should be assessed each year** and each outcome should be assessed, at minimum, every two years
- **One direct measure per PSLO is required**

TIMELINE

- **Year 0: Fall 2023-Spring 2024 (Planning year)**
 - Programs will submit a **curriculum map** with at least 2-3 outcomes by May 31st and an **assessment map** for these outcomes by Nov 1st. Assessment reports for 2023-2024 will not be due.
- **Year 1: Fall 2024-Spring 2025**
 - Assess outcomes identified in Year 0, with **findings and assessment narratives** due in Fall 2025 and every fall thereafter. In Spring 2025, add 2-3 more outcomes to curriculum maps and assessment maps.
- **Year 2: Fall 2025-Spring 2026**
 - Assess outcomes identified in Years 0 and 1, with findings, and assessment narratives, and **action reports** due in Fall 2026 and every fall thereafter. In Spring 2026, programs will add 2-3 more outcomes to curriculum maps and assessment maps if not yet complete.
- **Year 3: Fall 2026-Spring 2027**
 - Assess outcomes identified in years 0, 1 and 2. Ensure all assessment maps are fully complete by Fall 2026.

SLO 1	1. Outline student learning outcomes for the program
SLO 2	
SLO 3	
SLO 4	
SLO 5	
SLO 6	
SLO 7	
SLO 7	

Degree Requirements ⁺	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7

2. Align degree requirements with student learning outcomes

PSLOs WORKSHEET

- PSLOs typically include ~5-7 statements that describe the breadth of knowledge, skills, or abilities students will be able to demonstrate *by the end* of a program of study.
- PSLOs help faculty and students develop a shared understanding about the purpose of their program, which functions to guide instruction and align expectations.
- SLOs should be:
 - clearly stated and easily understood by students, faculty, etc.
 - observable and measurable
 - rigorous, yet realistic
 - grounded within the discipline
 - broad enough to extend to multiple courses within a program

BLOOM'S TAXONOMY



KNOWLEDGE TYPES

- **Factual Knowledge** – The basic elements students must know to be acquainted with a discipline or solve problems
- **Conceptual Knowledge** – The interrelationships among the basic elements within a larger structure that enable them to function together
- **Procedural Knowledge** – How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods
- **Metacognitive Knowledge** – Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition

Anderson, L. W. & Krathwohl, D.R., et al (2001) A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

EXAMPLE PSLO

- **Weak** – Students will be able to describe the historically important systems of psychology.
- **Moderate** – Students will be able to describe the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.
- **Strong** – Students will be able to describe the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

EVALUATING OUTCOMES

- Questions for evaluating outcomes (University of Nevada, Office of Academic Assessment):
 - Would the program be impaired if this outcome was excluded?
 - Does another outcome measure the same concept, or provide similar guidance?
 - Is it feasible to measure this outcome given resources, time, and methodologies?

DEVELOPING STUDENT LEARNING OUTCOMES

- Outline student learning outcomes at the onset and design the program based on these PSLOs
- Research what learning outcomes are stated for similar programs or what skills are most valued in the field
- Refer to programmatic accreditation requirements
- Work backward – group courses based on similarities and see if there is an underlying learning outcome

DEVELOPING STUDENT LEARNING OUTCOMES

Program Student Learning Outcomes	Course Alignment
1. Students will be able to	
2. Students will be able to	
3. Students will be able to	
4. Students will be able to	

ASSESSMENT RESOURCES

Curriculum and assessment maps templates can be found on the IE homepage: <https://msutexas.edu/institutional-effectiveness/index.php>, and additional resources can be found on the Programmatic Assessment page

EXPLORE IE

- Planning and Assessment ▼
 - Programmatic Assessment
 - Core Assessment
 - Core Curriculum Reporting Form
 - University Assessment Committee
- Data Analytics and Reporting <
- SACSCOC Accreditation <
- IE Request Form


Programmatic Assessment Assessment Basics Assessment Resources

Assessment Documents

Click on the images below to view and download pdf versions of the documents. The Curriculum Map and Assessment Map pdf templates are fillable. The Curriculum and Assessment Map templates also have .docx versions.

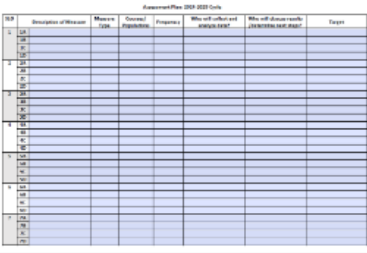
Curriculum map resources are to the left and assessment map resources are to the right.

Curriculum Map Template



[Download .docx version](#)

Assessment Map Template



[Download .docx version](#)