**Student Learning Outcomes Guide**

*Office of Institutional Planning, Research, and Effectiveness, Alabama A&M University, September 2017*

Curriculum Mapping is used to provide a visual representation of the relationship between Student Learning Outcomes (SLOs) and courses offered.

**Basic Curriculum Map**

* Identify the relationship between core courses and SLOs
* Facilitate faculty discussion and program assessment
* Identify gaps in relationship and/or coherence of core courses and SLOs

*Figure 1: Basic Curriculum Map reveals SLO not addressed in any course*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***College, Department*** | **COURSE 1** | **COURSE 2** | **COURSE 3** | **COURSE 4** | **COURSE 5** |
| *Contact Person, Month, Year* |  XXX### |   XXX### |   XXX### |   XXX### |   XXX### |
| **SLO 1** |  Sample SLO:  | X | X | X |  |  |
| **SLO 2** |  Sample SLO: | X |  |  | X | X |
| **SLO 3** |  Sample SLO: |  |  |  |  |  |

As depicted in Figure 1, if an outcome does not correlate to any of the core courses, it should be discussed and/or evaluated by faculty.

*Figure 2: Basic Curriculum Map reveals course not addressed by any SLO*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***College, Department*** | **COURSE 1** | **COURSE 2** | **COURSE 3** | **COURSE 4** | **COURSE 5** |
| *Contact Person, Month, Year* |  XXX### |   XXX### |   XXX### |   XXX### |   XXX### |
| **SLO 1** |  Sample SLO:  | X | X | X |  |  |
| **SLO 2** |  Sample SLO: | X |  |  |  | X |
| **SLO 3** |  Sample SLO: |  |  | X |  | X |

As depicted in Figure 2, a core course that does not map to any SLO should be discussed and/or evaluated by faculty. A core course does not need to be representative of every outcome, but it must be supported by existing outcomes in some meaningful way.

**How to Guide**

1. Curriculum Mapping will be tasked to each Assessment Units’ respective Coordinator

To include,

* + 1. Facilitating faculty discussion
		2. Updating curriculum maps
		3. Maintaining update and revision timelines for FYIR reporting purposes
1. Faculty should identify how their course SLOs relate to program SLOs
2. Faculty discussion
3. Grid completion
4. Faculty curriculum map “read” to acknowledge any gaps revealed
5. Assessment of Student Learning Outcomes based on curriculum mapping exercise