PROGRAM LEARNING OUTCOMES ASSESSMENT RESOURCE

Curriculum Map/Matrix

The primary purpose of curriculum mapping is to examine the alignment between program learning outcomes and learning opportunities to identify required courses in which PLOs are directly addressed and assessed.

The curriculum map (or matrix) is a visual representation of the intentional sequencing of learning opportunities across a program. In addition to promoting transparency for students, curriculum mapping helps faculty identify courses from which to gather student work for the assessment of a particular PLO.

Table 1: SAMPLE Program Curriculum Map

		Opportunities to Learn (required courses)						
		ABC 005	ABC 027	ABC 089	ABC 124	ABC 127	ABC 152	ABC 161
Program Learning Outcomes	PLO 1 [Demonstrate acquisition of foundational disciplinary knowledge]							
	PLO 2 [Apply knowledge to solve problems in the discipline]							
	PLO 3 [Think like a member of the disciplinary community]							
	PLO 4 [Behave like a member of the discipline]							
	PLO 6 [Communicate appropriately for discipline]							

Direct Evidence of Student Learning

Direct evidence includes tangible, visible, and self-explanatory examples of students' ability to perform a particular task or exhibit a particular skill. Direct evidence is sufficient to support conclusions about or recommendations for student learning. Programs should gather direct evidence of student learning from required courses in which students are expected to demonstrate attainment of PLOs.

Sources of direct evidence of learning:

- Constructed-responses from exams or quizzes aligned to specific PLOs
- Open-responses from exams or quizzes aligned to specific PLOs
- Lab reports, problem sets, oral presentations, and/or simulations
- Case study write-ups, lab reports, papers, oral presentations, debates
- Critiques, reviews of journal articles, problem sets, product reviews
- Student work drawn from culminating/capstone/senior-level courses
- Art exhibitions, design project presentations, engineering senior design projects, scholarly papers, theses

Indirect Evidence of Student Learning

Indirect evidence provides useful insight and contextual information to support inferences about attainment of PLOs. Indirect evidence alone is insufficient

to support conclusions about or recommendations for program effectiveness or student learning.

Sources of indirect evidence of learning:

- Self-reports of students' perceptions of their own learning (e.g., program exit surveys)
- Program and/or campus data (e.g., Recent Baccalaureate and University of California Undergraduate Experience Survey results).

Table 2: Evidence of Student Learning Examined

PLO #	Academic Year	Source (courses from which samples are drawn)	Sample of direct evidence*	Sample size & explanation
PLO# 1	2019-20	ABC 152	Scores from midterm exam questions aligned to PLO.	100 students (all of whom are majors)/ 400 (total students who took the class)
	2018-19	ABC 027	Oral presentation	
	2017-18	ABC 089	Lab reports	
PLO# 2	2019-20	ABC 124	Scores from final exam questions aligned to PLO	
	2018-19	ABC 127	Scores from midterm exam questions aligned to PLO.	
	2017-18	ABC 161	Research reports	

Programs are encouraged to contact the Academic Assessment team (assessment@ucdavis.edu) in the Center for Educational Effectiveness (Office of Undergraduate Education) to learn more about assessment of student learning outcomes.