

## Constructing Your Program's Curriculum Map

Here are three easy ways you can begin to construct your program's curriculum map that have been discussed during the assessment brownbag sessions.

### 1. Paper and Pencil:

A great way to get faculty involved in completing a curriculum map for the program could be to utilize worksheets during a faculty meeting; list the required courses along with the program learning goals. Ask faculty/instructors to find the courses they teach, then indicate with a check mark which program learning goals are covered in their course. Collect those sheets and combine answers to create the curriculum map for the program.

### 2. Doodle poll:

A lot of department personnel are familiar with the way Doodle polls work when scheduling good meeting times across multiple individuals. Here is an example of a way you could set up a Doodle poll to complete the curriculum map.

The screenshot shows a Doodle poll interface. At the top, the Doodle logo is on the left, and navigation links for 'Schedule an event', 'My polls', 'Pricing', and the user 'Regina Lowery' are on the right. The poll title is 'Aligning Student Learning Outcomes with Courses in the Program', initiated by Laura Grossenbacher one day ago. The instructions ask participants to enter their course number and name, and select all applicable student learning outcomes. The poll results are displayed in a table with 8 columns for 'Student Learning Outcome #1' through '#8' and rows for participants. The 'EPD 397 Technical' course has checked outcomes #2, #4, #6, and #8. The 'EDPR 400 Seminar' course has checked outcomes #1, #2, #3, #5, and #8. Regina Lowery has not yet responded. A 'Save' button is visible at the bottom right.

	Student Learning Outcome #1	Student Learning Outcome #2	Student Learning Outcome #3	Student Learning Outcome #4	Student Learning Outcome #5	Student Learning Outcome #6	Student Learning Outcome #7	Student Learning Outcome #8
2 participants								
EPD 397 Technical		✓		✓		✓		✓
EDPR 400 Seminar	✓	✓	✓		✓	✓		✓
Regina Lowery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	1	1	1	2	0	2

Instead of setting the Doodle poll up like a calendar, you could customize it so that instead of dates, you list your program's student learning goals. See this example: <http://doodle.com/poll/viu42c7ekxyc7drv#table>. Instead of entering their name as they usually would, faculty/instructors respond with their course number, course name, and indication of its alignment to the program student learning goals with a check. They would repeat this process for each course teach.

## 2. Qualtrics:

This option requires the building of a “survey” to send out to your program faculty. Faculty/instructors are able to respond by selecting their course number, then checking boxes with their indication of alignment with the learning goals. The following illustration highlights two ways you could set up a Qualtrics survey to collect your program’s curriculum map information.



**FIRST OPTION:** Select one required course you teach from the menu below.

EPD 155
EPD 275
EPD 397

Rank the degree to which your course emphasizes the program student outcomes listed below:

	Not Applicable	Low emphasis	Moderate emphasis	High emphasis
Functions effectively on teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively to a multidisciplinary audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands ethical responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places engineering work in a social, global, economic, environmental, and political context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This first option requires you to enter all of the courses you would like to have mapped into question #1 on the survey. Faculty/Instructors are able to select one course from the list for which they will respond. In question #2, you would enter your program’s student learning goals in the left column. Faculty/instructors would then indicate (on any scale you would like to utilize) the extent to which the course they selected “contributes to” each learning goal.

**SECOND OPTION: Aligning Activity**

Please follow the steps below.

1. Find the course(s) you teach in the right had column.
2. Indicate the learning goals your course touches upon by checking the cooresponding box underneath the learning goal on the matrix.

	ENTER Learning Goals #	Learning Goal #2	Learning Goal #3	Learning Goal #4	Learning Goal #5	Learning Goal #6	Learning Goal #7	Learning Goal #8	Learning Goal #9
ENTER courses or course groupings HERE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course #8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This second option, utilizes Qualtric’s “Matrix” question type. You would enter all of the courses you would like to have mapped in the left column, and enter your program’s learning goals in the top row. Faculty/instructors respond by checking boxes under the student learning outcomes in which their course makes a contribution.

You may see the demonstration of this Qualtrics survey here:

[https://uwmadison.co1.qualtrics.com/SE/?SID=SV\\_eJ9NkF4mB2AULpH](https://uwmadison.co1.qualtrics.com/SE/?SID=SV_eJ9NkF4mB2AULpH)

If you would like to have this survey shared with you through the Qualtrics system, or if you have any questions on curriculum mapping, please email [regina.lowery@wisc.edu](mailto:regina.lowery@wisc.edu).