COURSE MAPPING EXERCISE TEMPLATE

Course Name and #:	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**			
Course-Level SLOs									
Primary Goal:									
1.									
2.									
3.									
4.									
5									

	Course-Level SLOs (should represent those above)									**Products**
Course Assessment Tools	1	2	3	4	5					

*__NOTE__: PLOs are **Program-Level Student Learning Outcomes**. For some programs, programmatic accreditation standards will serve as their PLOs.

If you are NOT going to write out each statement, be sure to include a key for each of the PLO statements (i.e., PLO1 = an ability to apply knowledge of mathematics, science, and engineering; (PLO2) an ability to design and conduct experiments, as well as to analyze and interpret data).

COURSE MAPPING EXERCISE TEMPLATE
Instructions

Step 1 (Top Table)

1.1 Identify your degree Program-Level Student Learning Outcomes (PLOs). The PLO statements express the core learning expectations you expect graduates of your program to have at time of graduation in the areas of **Communication**, **Critical Thinking**, and **Discipline Specific Knowledge**.

1.2 Write each of the PLO statements (or provide a key) across the top of the matrix. Write one statement per column (see examples beginning on page 3). For undergraduate degree programs, you should have a minimum of 6 PLOs with two in each area of **Communication**, **Critical Thinking**, and **Discipline Specific Knowledge**. For degree programs with multiple options, more than two **Discipline Specific Knowledge** PLOs will be necessary. Write one PLO statement that reflects general knowledge of the degree program and one PLO statement for each option in that program that reflects the specific emphasis in that degree program. For graduate and associate's degree programs, you should have a minimum of 3 PLOs with one in each area of **Communication**, **Critical Thinking**, and **Discipline Specific Knowledge**.

Step 2 (Top Table)

2.1.1 Review the course syllabi for each of your program's common courses (i.e. courses that all students in your program must take to earn a degree, including required elective courses). Identify each of the course objectives/outcomes/goals, and restate each of them as **Course-Level Student Learning Outcomes** (course-level SLOs; i.e. what you expect from a student at the time of course completion). **Note:** If there is a primary objective/primary course goal, note it as primary course learning outcome (see template example).

2.1.2 Write each of the **course-level SLOs** in the columns labeled "Course-Level SLOs" in the top table. Write one course-level SLO per line (or row). There is NO set number of student learning outcomes per course. Each course instructor determines the number of course-level student learning outcomes. However, the average is usually 4-5 per course.

2.1.3 Match the course-level SLOs to **one or more PLOs.**

Step 3 (Bottom Table)

3.1 Review course assessments (e.g., tests, projects, homework/out of class assignments, presentations, etc.).

3.2 List each course assessment under the column labeled "Course Assessment Tools"; write one course assessment tool per line (row).

3.3 Match each course assessment tool to one or more of the course-level SLOs (each assessment tool should be measuring at least one of the course-level SLOs) by placing an "X" in one of the column boxes (1-5). These column boxes represent each of the course-level SLOs defined in the top table. Note: If you CANNOT match a course assessment tool to one of the course-level SLOs, place a "?" in each of the column boxes for that tool.

Step 4 (Bottom Table)

4.1 List the product for each of the assessment tools. Note: Exams/tests, quizzes, etc., are products themselves; do not list a "product" for those course assessment tools.

COURSE MAPPING EXERCISE TEMPLATE
Example of a Completed Template
(NOTE: the exact PLO statements were not provided with this example)

Course Name and #: EIN 3315	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
Course-Level SLOs									
Primary Goal: Students will develop a level of expertise in work measurement and design which will allow them to enhance the productivity of products and processes.									
1. Students will demonstrate a working understanding of process improvement.			X		X				
2. Students will demonstrate applications of principles of good workstation design.									
3. Students will integrate elements of time study analysis.	X		X						
4. Students will apply a predetermined time system, such as -MOST©, appropriately.					X				
5. Students will design and conduct a work sampling study.		X				X			

	Course-Level SLOs (should represent those above)									**Products**
Course Assessment Tools	1	2	3	4	5					
Laboratory Exercises	x	x	x	x	x					Lab reports
Team Project	x	x	x	x	x					Project report, oral presentation
Exams	x	x	x	x	x					
Quizzes	x	x	x	x	x					