CURRICULUM MAP ALIGNMENT

Quick Guide (I / D / A)

OSU-OKC Office of Institutional Research & Analytics

Curriculum maps show where each program learning outcome is introduced, developed, and finally assessed for mastery. This ensures program assessment is based on evidence from the course where students are expected to demonstrate competency.

1. Introduced (I)	2. Developed (D)	3. Assessed for Mastery (A)
Students are first exposed to the outcome. – Foundational knowledge or basic skills – Low-stakes or guided practice – Not mastery	Students deepen and apply the outcome. – More independent work – Increased complexity – Skill refinement – Still not final demonstration	Students demonstrate competency at program completion level. – Summative or capstone-level work – Independent performance – Direct evidence of outcome achievement – Completed by all students in the program

Common Issues to Avoid

- **Not every course carries every outcome.** Leave a course blank if the outcome genuinely isn't addressed there.
- **Show real progression.** Levels should move I → D → A, not jump around or repeat.
- **Every outcome needs an "A."** If nothing assesses it at mastery level, it isn't a complete map.
- **"A" belongs in a later-stage course.** Mastery is generally demonstrated near the end of the program, not the middle.
- **"A" courses must contain the actual assessment tool.** The course must include the assignment or rubric that evaluates that outcome.
- **"A" courses must be required of all students.** If some students can skip the course, it can't be where you assess mastery for everyone.
- **Avoid flatlining.** Marking the same level across every course means the map isn't showing real growth.

Example 1: Single Outcome

PLO 1: Students will be able to compose ideas in writing.

Course	Level	Rationale
ORNT 100 — Program Orientation		Outcome not addressed in this course.
ENGL 101 — Composition I	I	Students are introduced to putting ideas into written form.
MATH 120 — Applied Mathematics		Course does not address written composition.
ENGL 201 — Technical Writing	D	Students compose ideas in structured, discipline-specific formats.
COMM 310 — Professional Communication	D	Students compose with greater independence and audience awareness.
CAP 450 — Capstone Project	A	Final written report evaluated against a PLO-aligned rubric for mastery.

What this shows us:

- Not every course carries every outcome.
- Clear progression: I → D → D → A.
- Mastery appears in a later-stage course.
- Courses without alignment are intentionally left blank.

Example 2: Multiple Outcomes, More Courses

Most programs are mapping several outcomes across a full course sequence at once. Here's the same logic applied to two outcomes side by side:

PLO 1: Students will be able to diagnose a malfunction using a systematic procedure.
PLO 2: Students will be able to select the correct tool or equipment for a given task.

Course	PLO 1: Diagnose Malfunction	PLO 2: Select Correct Tool
ORNT 100 — Program Orientation		
TECH 110 — Intro to Tools & Equipment		I
TECH 150 — Shop Safety & Procedures		
TECH 210 — Diagnostic Systems I	I	D
TECH 220 — Diagnostic Systems II	D	D
TECH 250 — Applied Techniques	D	
CAP 480 — Capstone Practicum	A	A

What this shows us:

- The same course can sit at different levels for different outcomes — TECH 210 is “I” for diagnosis but “D” for tool selection.
- Outcomes don't have to progress at the same pace as each other.
- Both outcomes still resolve to “A” in the same capstone course — that's allowed, as long as the capstone actually assesses both.
- Courses with no role in an outcome are left blank rather than force-filled.