CREATING & MAPPING PROGRAMMING TO OBJECTIVES

A Guide to Getting Started

WHEN IT COMES TO PROGRAM MAPPING, I AM....

Just Getting Started With My Program Map

New to creating and mapping programming to objectives

Reviewing an Existing Program Map

You've got an existing program map that could use some editing and revising.

Happy with my existing Program Map, what's next?

You're feeling good about your program map and don't have many revisions or edits.

Whether you are new to creating and mapping programming to objectives or are experienced with a great program map already established, there is always room for improvement and more steps to the process you can consider.

The next few pages will outline next steps for the various states you may find yourself in when working on creating and revising program maps.

CREATING A PROGRAM MAP

Program Mapping ties together the learning and development outcomes we have identified with the program theory we examined to create a guide for how the components of our programs will help us achieve our learning and development outcomes. Program maps visually depict how our program components do or do NOT meet out set outcomes.

Program Mapping allows us to answer the following questions:
- How do we plan to achieve our learning and development outcomes
- How do we articulate to others the connection between our program components and the intended learning we hope will occur.
- What evidence supports the effectiveness of our program components and thus our program

Below is an example of program mapping for a Stress Management 101 Program

Program Components	Outcome 1 Reflect on the types of stress that impact college students	Outcome 2 Identify 2 resources on campus to assist in decreasing stress	Outcomes 3 Develop a stress management plan
"What's the big stress" Presentation and activity	X		
"Stress Less by knowing your stressors" Informational Video	X		
"Map the stress" to campus resources Activity		X	
"To much to manage" coping strategies reflective activity and discussion	X	X	X
Stress Reduction Plan Actvity			X

NOW YOU TRY!

Use the below template to compile your own program map. Remember:
- Each element of the program should map to at least 1 outcome.
- Each outcome should map to at least 1 program component.

Program Components	Outcome 1	Outcome 2	Outcomes 3

REVIEWING EXISTING PROGRAM MAP USING THE ASSESSMENT IMPROVEMENT RUBRIC

Utilize the rubric to review and make final revisions to your Program Map and when you're done, be sure to add this program map to your Program Theory Section in the Assessment Improvement Report Template. An easy way to chip away at the report!

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
Outcome-Programming Mapping	All program elements are mapped to their respective outcomes.	Most program elements are mapped to their respective outcomes.	Some program elements are mapped to their respective outcomes.	None of the program elements are mapped to their respective outcomes.
Program Theory	A theoretical framework is identified, cited, and applied to all elements of program, mapping between programming and outcomes is clear and justified.	A theoretical framework is identified, cited, and applied to most elements of program.	A theoretical framework is identified, cited, and applied to some elements of program.	A theoretical framework is not identified, cited, and applied to any elements of program.
Evidence-Based Practice	Evidence-based practices have been articulated and provide rationale for all program elements	Evidence-based practices have been articulated and provide rationale for most program elements	Evidence-based practices have been articulated and provide rationale for some program elements	Evidence-based practices have not been articulated and do not provide rationale for program elements
Reasonable	Outcomes are reasonable given the length and strength of program and are extensively supported by evidence (from previous research)	Outcomes are reasonable given the length and strength of program and are minimally supported by evidence (from previous research)	It is unclear if the outcomes are reasonable given information provided in the report	Outcomes are not reasonable given the length and strength of the program
Equity Centered	Clear articulation about if and how etiology differs across student populations. Intersectionality of student identities is considered. Student feedback is solicited.	Clear articulation about if and how etiology differs across different student populations	Unclear or limited articulation around differences in etiology	No mention of potential differences in etiology

REVIEWING EXISTING OUTCOMES
CREATING AN ACTION PLAN

Utilize the rubric to review and make final revisions to your Program Map and when you're done, be sure to add this program map to your Program Theory Section in the Assessment Improvement Report Template. An easy way to chip away at the report!

Criteria	Self Rating	Justification for current rating	Improvement Plan
Outcome-Programming Mapping			
Program Theory			
Evidence-Based Practice			
Reasonable			
Equity Centered			

I'M HAPPY WITH MY EXISTING PROGRAM MAP WHAT'S NEXT? TAKING THE PROGRAM MAP A STEP FURTHER

Below is a copy of the program map used above, but with an added component, it records the strength of programming component's coverage of outcomes. The stronger a program component is, the more likely it is to achieve the desired outcome.

To help us determine the strength of our interventions we can re-examine our existing program theory, or perhaps we need to find additional theory to help us determine the strength of out program. Knowing the strength of programming components can help us determine where adjustments may need to be made based on our assessment results.

Program Components	Outcome 1 Reflect on the types of stress that impact college students	Outcome 2 Identify 2 resources on campus to assist in decreasing stress	Outcomes 3 Develop a stress management plan
"What's the big stress" Presentation and activity	1 - minimal coverage		
"Stress Less by knowing your stressors" Informational Video	2- - moderate coverage		
"Map the stress" to campus resources Activity		3 - strong coverage	
"To much to manage" coping strategies reflective activity and discussion	1 - minimal coverage	2- - moderate coverage	2- - moderate coverage
Stress Reduction Plan Actvity			3 - strong coverage

NOW YOU TRY!
DETERMINING THE STRENGTH OF PROGRAMMING COVERAGE

Use the below template to reinforce your program map by showing the extent to which your programming components connect to your outcomes.

- If you aren't sure the strength of coverage remember to consult the literature, reviewing program theory and other relevant evidence-informed programming.

Program Components	Outcome 1	Outcome 2	Outcomes 3