



MAPPING LOST TO YOUR CURRICULUM

*Unit-level Assessment Leads
March 20, 22 & 30 2023*





TODAY'S AGENDA

Session Goals

Orientation (where we are, where we are going)

Brief review of Curriculum mapping

Examples of Curriculum maps

Small group work

- Working on our own examples
- Generating questions to engage our academic unit peers

Notes from the field, what does it look like to do this work?

- Benefits?
- Challenges?
- Tips?

Reflection and Next Steps



PARTICIPANTS IN THIS WORKSHOP WILL

- Walk away with a complete map of their entire curriculum
- Absolutely not!

PARTICIPANTS IN THIS WORKSHOP WILL:



- Reground ourselves into the CLAS project context
- Discuss the why/what/how of curriculum mapping
- Utilize PLOs, lists of required courses and a template to begin working on a curriculum map of one of their programs
- Prepare a list of questions/prompts to help guide our peers to begin mapping their programs
- Process, not product!

WHAT ARE WE REALLY TRYING TO DO

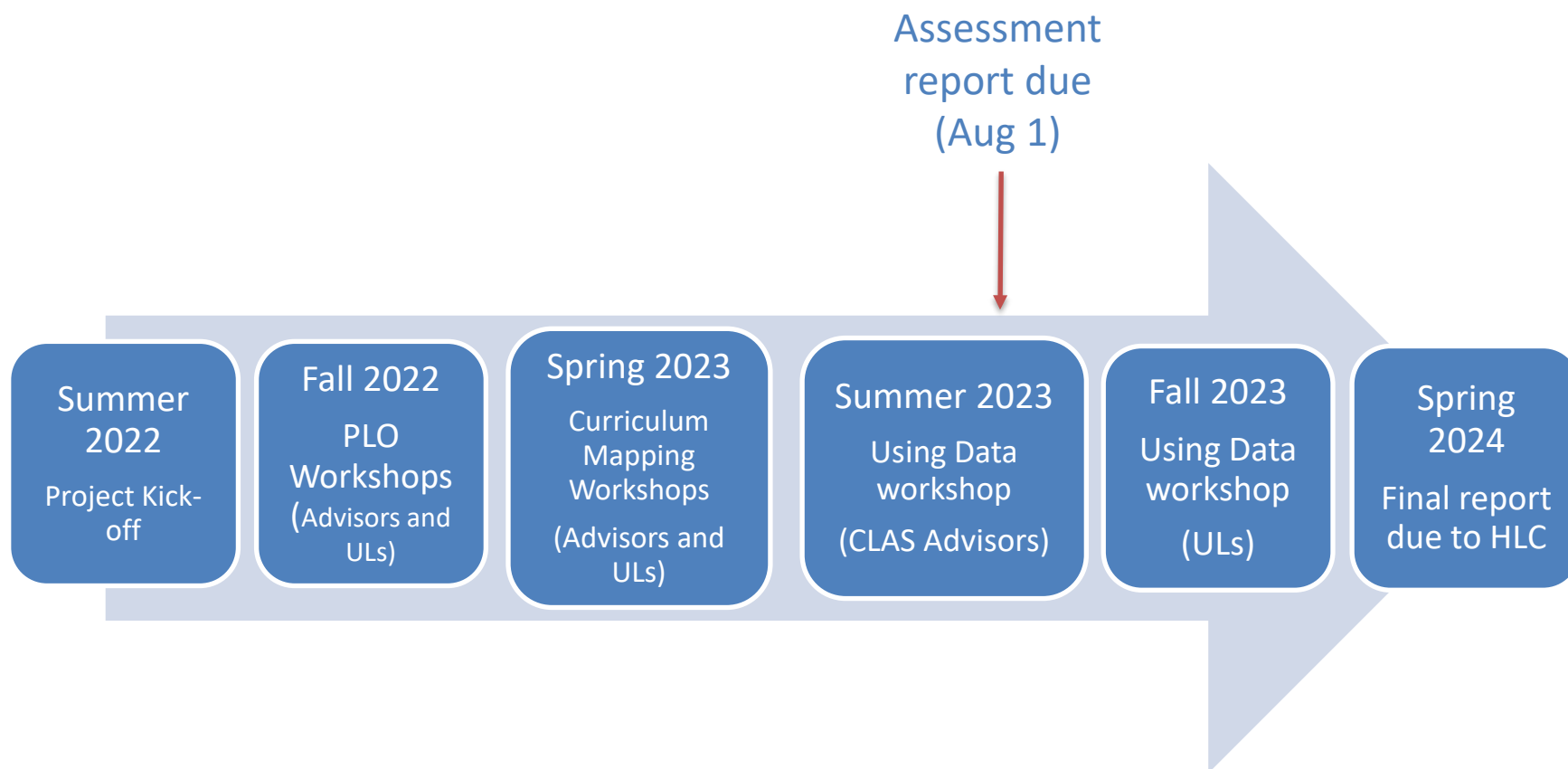


- Create a positive culture of assessment
 - What is that?
- Process, not product!

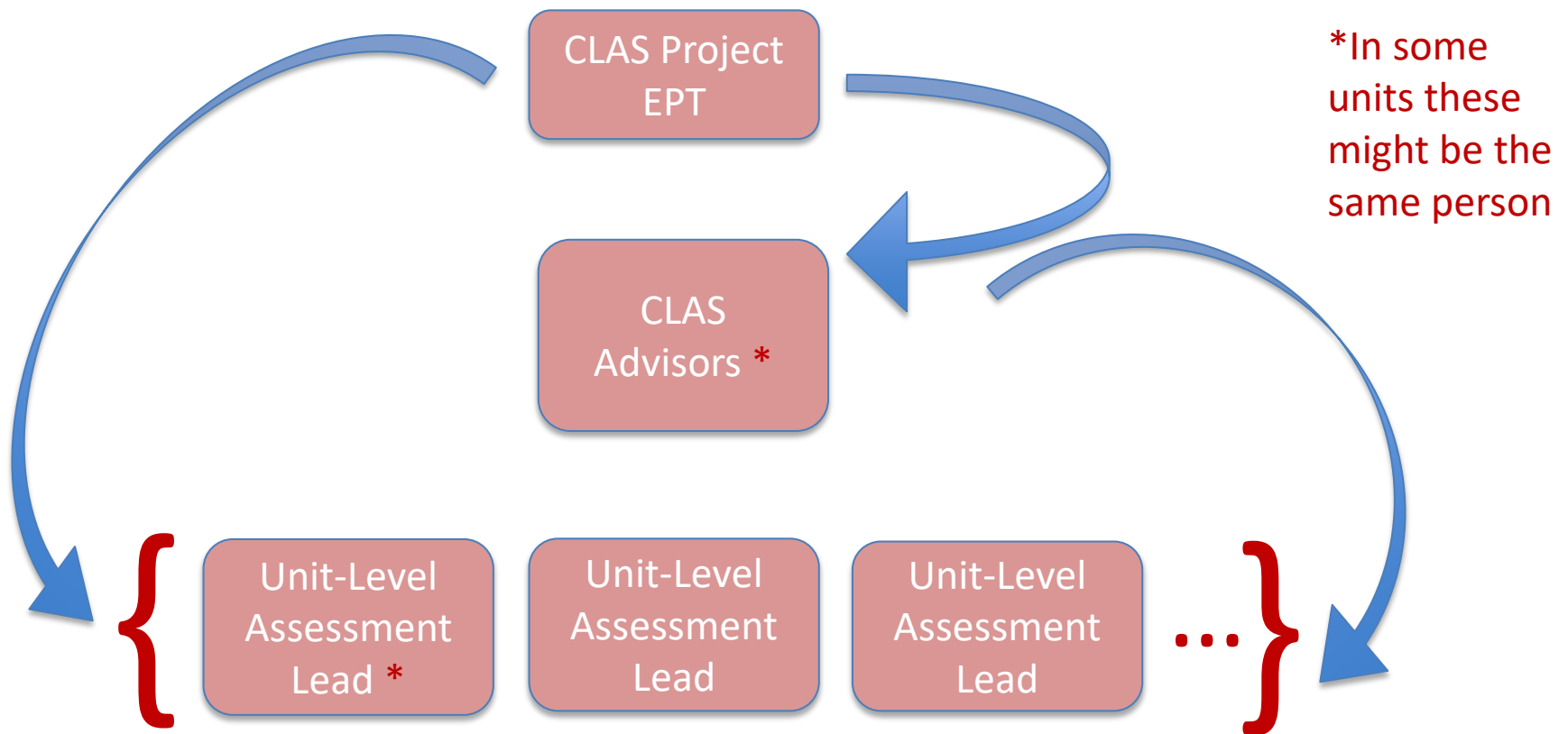


CLAS PROJECT REMINDERS

CLAS PROJECT TIMELINE



INFORMATION FLOW IN CLAS PROJECT



LEVELS OF SUPPORT

- We are trying to build an infrastructure of support and CLAS Advisors and Unit Leads are part of the infrastructure
- See [CLAS Advisors and Unit Leads.xlsx](#)
 - Third tab has groups

LEVELS OF SUPPORT

CLAS ADVISORS	Unit Leads	Exec Cmt
Lee Schmidt, Kathy Bobay Mitch Denning, Greg Gruener, Mark Anth	NURS Jorgia Connor & Susan Buechele, PARK, Matt Anderson and Jenny O'Rourke, SSOM, FRSC Jim Defrancesco	Hannah Lee Otto
Eva Mika Megan Kelly, Aisha Raees	SCPS, IPS Timone Davis ARRUPE	Alli Sanchez-Perry
John Gurnak Mary Becker, Jennifer Brendel Tim Classen	SOSW Priscila Freire , SOC Lee Hood LAW , SOE Mitch Hendrickson QUIN Faruk Guder, Tom Zeller	Eilene Edejer
Linda Kurtos Michael Burns, Catherine Putonti	SES Linda Kurtos BIOL Emma Feeney, Stefan Kanzok	Rachel Shefner
Amy Nelson-Christensen Jackie Long	WST Betsy Hemenway, AfST Brian Endless CLST Jenn Finn, ENGL Joe Janangelo	Chris Dickman
Alex Grigorescu April Browning	PLSC, HIST Brad Hunt DFPA Mark Lococo, MLL Christina Lombardi-Diop	Patrick Green
Julie Jacobi Gail Baura	MATH Mike Perry, DSCI Mike Perry, CMSC William Honig ENGR, CHEM Sandy Helquist, PHYS Bob McNees	Stacy Wenzel
Hong Ma Dana Garbarski	PSYC Robert Morrison, NEUR Eric Gobel SOC Judson Everitt, CJC Will Watkins, ANTH Ben Penglase	Jessica Mansbach
Hannah Lee Otto Susan Grossman	GIST Tracy Pintchman , HUM Ser Layla Suleiman Gonzalez PHIL Richard Kim, THEO Devorah Schoenfeld	Robyn Mallett



CURRICULUM MAPPING

MAPPING PLOS TO YOUR CURRICULUM

- Why?
- What?
- How?

MAPPING PLOS TO YOUR CURRICULUM

Why? (CLAS Advisors comments)

- "It's *important* for the departments to understand that curriculum-mapping is not an end in itself but a tool to help ground conversations about what they really want their majors and minors to program as student-experiences"
- "This can help you improve your teaching"
- Help faculty understand how courses are situated in the curriculum and how each course contributes to advancing PLOs
- Informs decisions about course offerings, sequencing and scheduling
- Helps programs plan assessment



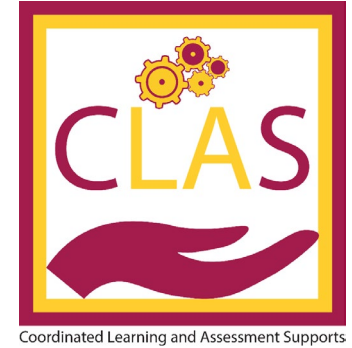
MAPPING PLOS TO YOUR CURRICULUM

- For us in particular, curriculum mapping helps us explore these questions....
 - Do our programs contain outcomes that when taken together, incorporate our Jesuit values by
 - building in reflection on experience
 - promoting student growth and development
 - fostering development of students' imaginations and emotions
 - changing how students think about themselves and others

MAPPING PLOS TO YOUR CURRICULUM

- What?
 - A 2D Matrix of learning outcomes and courses
 - Articulates a relationship between courses and a given PLO
 - Examples follow

PLOS AND THE CURRICULUM



Program
level student
outcomes

Why are courses 9 & 13 required?

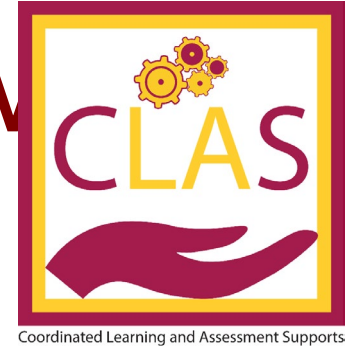


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		M														
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6	I			I			D			D						M		M
PLO 7	M		M			I		D			D						M	M

I = Introductory
D = Developing
M = Mastery

PLOS AND THE CURRICULUM



Program
level student
outcomes

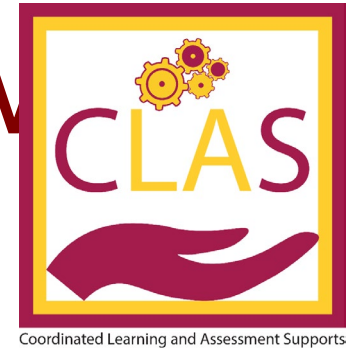
When/how is PLO 6 addressed?



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		M														
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6																		
PLO 7	M		M			I		D			D						M	M

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PLOS AND THE CURRICULUM



Program
level student
outcomes

Is this the appropriate depth of understanding for a
capstone course?

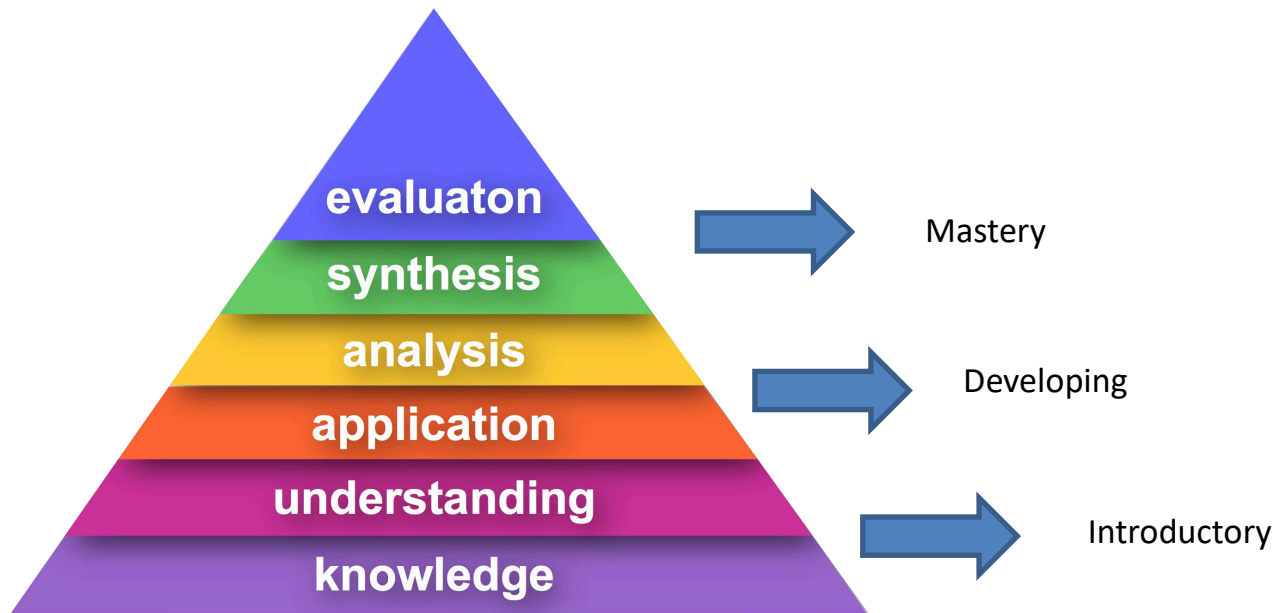


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PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		M														
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6	I			I			D			D						M		M
PLO 7	M		M			I		D			D						M	M

I = Introductory
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Bloom's Taxonomy and IDM





MAPPING PLOS TO YOUR CURRICULUM

- How?
 - Many resources are available
 - [From WSU via SLU](#)
 - From [UW](#)
 - From [SD state](#)
 - As well as [many others](#) in the Teams site (we are not alone)
 - we want to support you to do it with your academic unit!
 - Let's start with thinking about how the required courses in your program address your PLOs
 - What does it mean to "address"?



LET'S GIVE IT A TRY

MAPPINGACTIVITY

We are working in groups

- To find your template, look at [Teams \(UAL Channel\)](#)> Creating Curriculum Maps> Mapping PLOs to Curriculum Workshop... > templates for units > see folder for today's date
- Think about the relationship between PLOs and courses
- Please focus on filling out the map as is with your table partners
- Recommendation: look at the [Getting started](#) document. Try the "suggested steps" for discussion process.
- 20 minutes for this part

PROCESS QUESTIONS TO DISCUSS AT TABLES



After working on the task, discuss these for ~10 minutes

- Does starting with required courses make sense?
- What challenges will there be to expand to all PLOs?
- Will mapping electives present a particular challenge?
 - ✓ Are your electives grouped in "tracks"
 - ✓ Is the curriculum very loosely structured?
 - ✓ If loose, could electives still be grouped according to some themes for mapping purposes?



SHARE OUT

HOW DID IT GO?

- Were you able to begin filling out the template?
- Did the "suggested steps" document help you with the discussion"?
- What are your thoughts about the process?
- Which questions did you discuss?

PROCESS QUESTIONS TO DISCUSS AT TABLES



After working on the task, discuss these for ~10 minutes

- Does starting with required courses make sense?
- What challenges will there be to expand to all PLOs?
- Does the curriculum build developmentally to help students meet PLOs?
- Will mapping electives present a particular challenge?
 - ✓ Are your electives grouped in "tracks"
 - ✓ Is the curriculum very loosely structured?
 - ✓ If loose, could electives still be grouped according to some themes for mapping purposes?

NOTES FROM THE FIELD

Let's take the opportunity to hear from some of you who are doing this work:

- What are the benefits of this work?
- How did your unit organize themselves to do this work (logistics)?
- How long does this take?
- What questions do you have?



GROUP REFLECTION

How easy/difficult will it be for you to do this in your unit/program?

How can we help you get started?

- Additional resources?
- Strategies
- Call a friend?
- Walk through better org in Teams



WHAT'S NEXT?

- ❖ We will be offering 3 Assessment Faculty Fellows positions that will start in the summer. Watch for the announcement!
- ❖ Fall 2023 we will tackle our next topic: Assessment planning and using data for program improvement.

THANK YOU

Any other questions or concerns?

THANK YOU FOR YOUR PARTICIPATION!!



Preparing people to lead extraordinary lives