



MAPPING PLOS TO YOUR CURRICULUM

*CLAS Advisors
February 21 & 22 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

- Suggestions for improving this session



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 academic programs represented by CLAS Advisors to begin mapping their programs
- Process, not product!

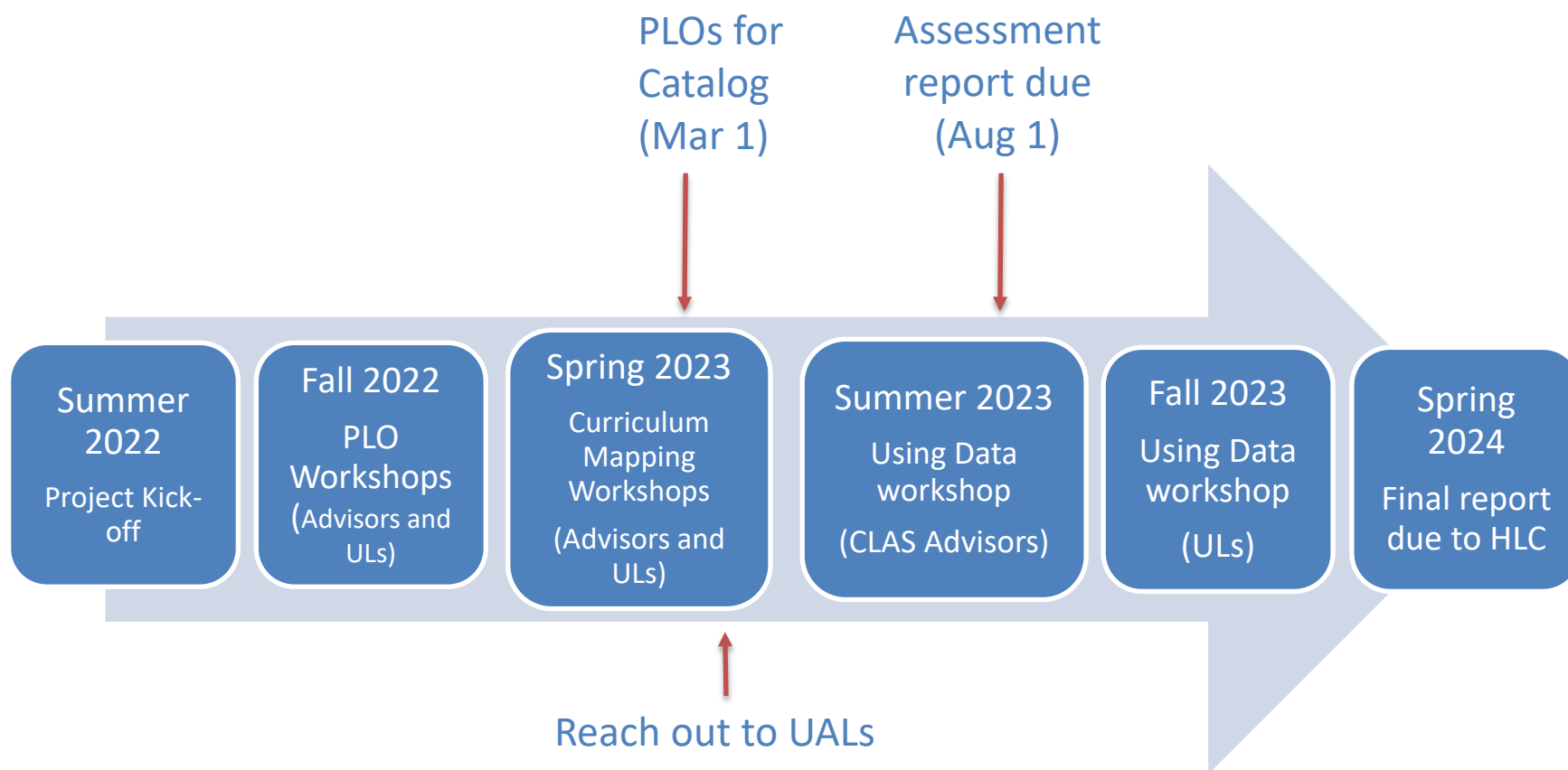


WHAT ARE WE REALLY TRYING TO DO?

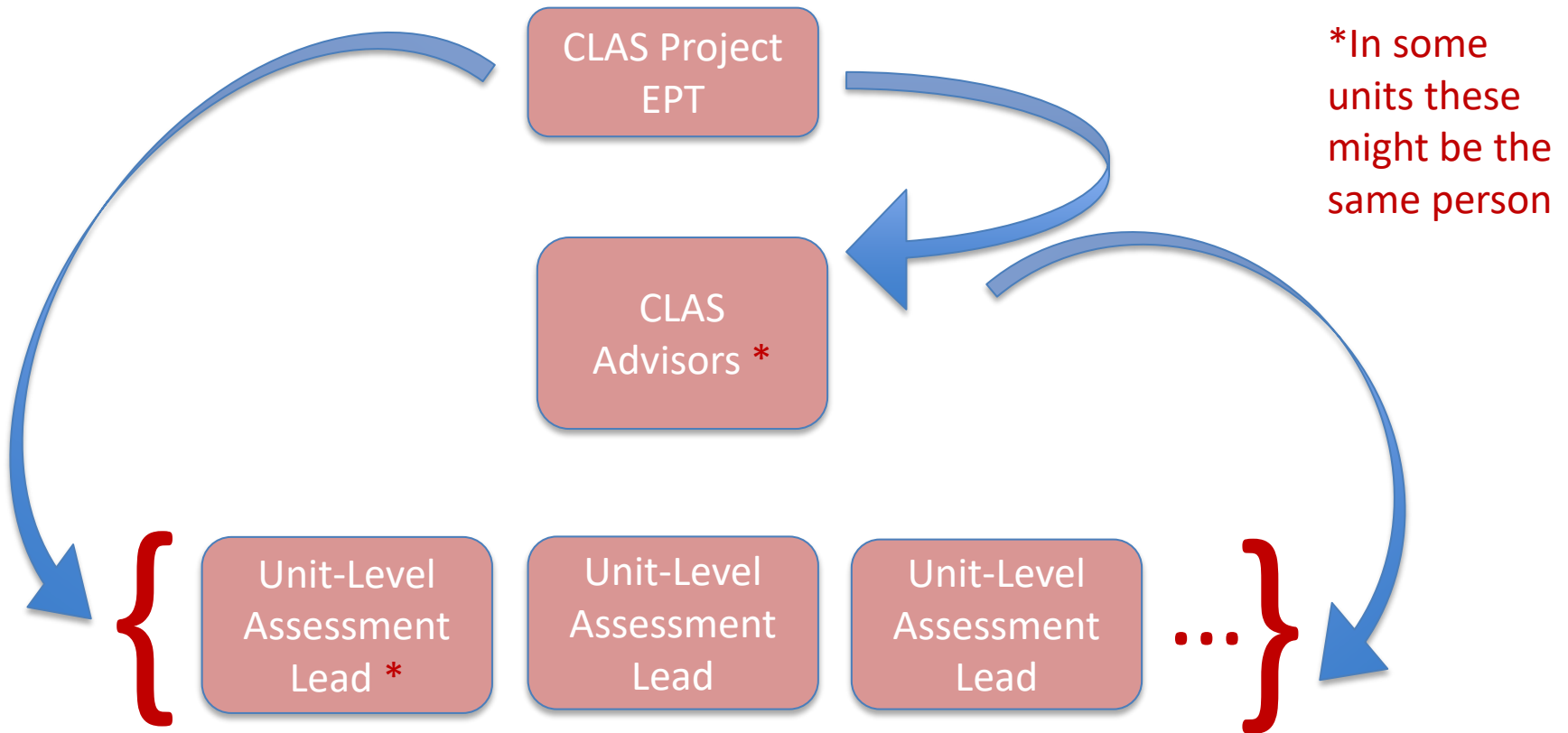
- Create a positive culture of assessment
- Process, not product!



CLAS PROJECT TIMELINE



INFORMATION FLOW IN CLAS PROJECT



CLARIFICATION OF EXPECTATIONS OF CLAS ADVISORS

- We are trying to build an infrastructure of support and CLAS Advisors and Unit Leads are part of the infrastructure
- CLAS Advisors are not expected to write PLOs for the units they are helping
- CLAS Advisors should check in with the units they are helping and offer support (maybe a quick call, maybe joining a meeting, etc.) that works best for that unit and for themselves
- We are looking to build continuous improvement and a culture of talking about and using assessments to improve student learning.

MAPPING PLOS TO YOUR CURRICULUM

- Why?
- What?
- How?

MAPPING PLOS TO YOUR CURRICULUM

- Why?
 - Help faculty understand how courses are situated in the curriculum and how each course contributes to advancing PLOs
 - Provides catalyst for faculty discussions about teaching and learning
 - Informs decisions about course offerings, sequencing and scheduling
 - Helps programs plan assessment

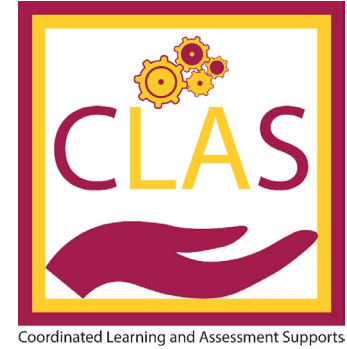
MAPPING PLOS TO YOUR CURRICULUM

- 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?

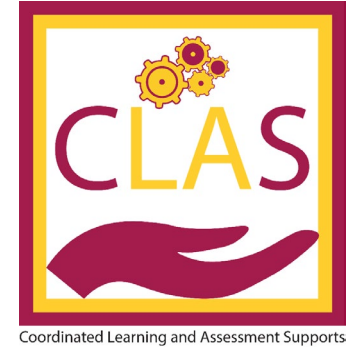


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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PLO 1	I			I	I		I			I	I			I	I		I	
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PLO 6																		
PLO 7	M		M			I		D			D						M	M

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PLOS AND THE CURRICULUM



Program
level student
outcomes

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



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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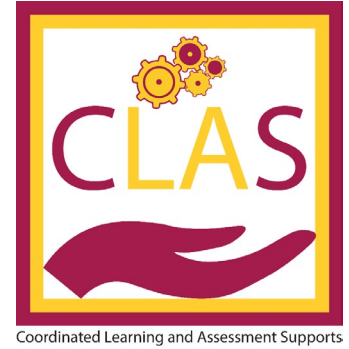
MAPPING PLOS TO YOUR CURRICULUM

- 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)
 - Take-home message: 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"?

MAPPING ACTIVITY

- We are grouping you in content-ish groups as possible
- Use this [template](#) to enter your PLOs and required courses.
- Think about the relationship between PLOs and courses
- Please focus on filling out the map as is with your table partners for ~ 15 minutes and then...

TO THINK ABOUT AND DISCUSS AT TABLES



- How easy/difficult will it be for you to get started with this in your unit/program?
- 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 CLAS Advisors 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

What suggestions do you have to improve this workshop for our next audience of unit-level assessment leads?

Hoping that we can have some of you join at tables...

THANK YOU

Any other questions or concerns?

THANK YOU FOR YOUR PARTICIPATION!!



Preparing people to lead extraordinary lives