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The Power of Mapping

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Session Outcomes

- Have a general understanding of what mapping is
- Explore possible uses for mapping in academic and non-academic areas
- Q&A



Is there interest in...

- understanding students' course taking patterns or course progression?
- discussing how a course contributes to the curriculum?
- identifying gaps in learning opportunities for both academic and non-academic areas?



What is Mapping?

- A picture of a curriculum or service area you create when you apply a variety of “lenses” as analysis tools
- Can be simple or intricate
- “Lenses” are used to examine intersections of courses/experiences and outcomes in a variety of ways
- Provide a basis for targeted collaboration



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How do maps work?

Map: Configure Map View

[Show Help](#)

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Analysis Approaches

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All Required Optional Clear

- Level of Instruction Bloom's Taxonomy - Cognitive Domain Academic Direct Measures of Learning ✓ ABET
 Level of Instruction ✓ Administrative Measures ✓ Academic Indirect Indicators of Learning ✓

Courses/Experiences (Required ✓)

All Required Optional Courses Experiences Clear

Courses

- ENGL 101 ENGL 201 ENGL 301 ENGL 365
 ENGL 102 ENGL 202

Experiences

- Internship Working as a tutor

Outcomes/Objectives (Required ✓)

All Required Optional Clear

- Students can conduct Literary Analysis ✓ Students will master effective research skills ✓ Student will be able to write effectively ✓ Program will provide quality advising

General Education/Core Curriculum (Required ✓)

All Required Optional Clear

- Critical and Creative Thinking ✓ Students will demonstrate competency in written communication. ✓ Students will demonstrate competency in oral communication. Knowledge of the Sciences, Mathematics, Histories, Social Sciences, Humanities, Languages, and Arts ✓



Basic Map

2009-2010 Business Management : Map

 Export Map

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| Course or Experience | Analysis Approach | Graduates' understanding of economics & business | Graduates' application of HR management princip... | Graduates' application of marketing principles |
|---|-------------------|--|--|--|
| Introduction to Business Management (BUS-100) | SLO Addressed | Yes | Yes | Yes |
| Security Awareness for Managers (BUS-106) | SLO Addressed | | | |
| Business Protocol (BUS-110) | SLO Addressed | Yes | | |
| Principles of Supervision I (BUS-111) | SLO Addressed | | Yes | |
| Principles of Supervision II (BUS-112) | SLO Addressed | | Yes | Yes |
| Entrepreneurship (BUS-116) | SLO Addressed | Yes | | |
| Leadership Development (BUS-117) | SLO Addressed | | | Yes |
| Concepts of Supervision (BUS-118) | SLO Addressed | | Yes | |
| Business Mathematics I (BUS-121) | SLO Addressed | Yes | | |
| Business Mathematics II (BUS-122) | SLO Addressed | Yes | | Yes |
| Small Business Management (BUS-125) | SLO Addressed | Yes | Yes | |



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Mapping Use #1: Developing New Curricula or Programs and Services



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Developing New Curricula/Services

2008 - 2009 Forensic Science (in development) : Map

Map Size: 1024x768

Export Map

| Course | Analysis Approach | Application of basic principles in BIOL and CHEM to FOS | Basic BIOL lab procedures, including DNA analysis | Chemical lab procedures for Forensic Analysis | Forensic lab techniques, capabilities, and limits | Laws of criminal procedure | Duties and responsibilities of forensic scientists | Proper techniques for crime scene processing | Ethical and professional processing of crime scenes |
|---|-------------------|---|---|---|---|----------------------------|--|--|---|
| Biology course with lab | Addresses | | Yes | | | | | | |
| Chemistry course 1 with lab | Addresses | | | | | | | | |
| Chemistry course 2 with lab | Addresses | | | | | | | | |
| Chemistry course 3 with lab | Addresses | | | | | | | | |
| Chemistry course 4 with lab | Addresses | | | | | | | | |
| Courtroom testimony | Addresses | | | | | | | | |
| Ethics, professional practice, background | Addresses | | | | | | | | |
| Evidence identification, collection, processing | Addresses | | | | | | | | |
| Introduction to law | Addresses | | | | | | | | |
| Mathematics course 1 | Addresses | | | | | | | | |



1. Developing New Curricula(or Programs and Services)

- Use

- Requirements display
- Discussions inside the program and with partnering programs
- Alignment and coherence
- Curriculum committee presentation
- Proposal to external approval agency

- Value

- Building understanding
- Building internal relationships
- Preparing for eventual success in programmatic accreditation
- Designing the “official” curriculum [educational theorist Larry Cuban]



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Mapping Use #2: Achieving a Coherent Curriculum



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Coherent Curriculum

2008 - 2009 English : Map

Map Size: 1024x768

Export Map

| Course | Analysis Approach | Read critically and effectively analyze texts | Do effective research to integrate in writing | Use oral and visual communication to present ideas | Analyze, evaluate, integrate, and synthesize work | Use a global, multicultural context to studies | Articulate the value of studying English |
|--|----------------------|---|---|--|---|--|--|
| British Literature I (ENGL-203) | Level of Instruction | 1 Introduced | 1 Introduced | | | 1 Introduced | |
| British Literature II (ENGL-204) | Level of Instruction | 2 Reinforced | 2 Reinforced | | | 2 Reinforced | |
| American Literature I (ENGL-205) | Level of Instruction | 1 Introduced | 1 Introduced | | | | |
| American Literature II (ENGL-206) | Level of Instruction | 2 Reinforced | 2 Reinforced | | | | |
| Shakespeare's Plays (ENGL-241) | Level of Instruction | 3 Emphasized | 3 Emphasized | | | | |
| Practical Writing Workshop (ENGL-300) | Level of Instruction | | | 1 Introduced | 1 Introduced | | |
| English Studies: Reading Literature (ENGL-301) | Level of Instruction | 3 Emphasized | 3 Emphasized | | | | |
| Business and Technical Report Writing (ENGL-327) | Level of Instruction | | | 1 Introduced | 2 Reinforced | | |



2. Achieving a Coherent Curriculum

- Use
 - Reflection on how a single course relates to other courses
 - Visual representation of the curriculum
 - Discussions inside the program on an engaging teaching topic
 - Alignment of courses with program-level outcomes/objectives
- Value
 - Becoming more intentional in individual teaching
 - Learning what others are teaching
 - Increasing awareness of interrelationships
 - Engaging in teaching/learning discussions
 - Looking at the “taught” curriculum [Larry Cuban]



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Mapping Use #3: Discovering Any Gaps in Learning Opportunities



Identifying Gaps

2008 - 2009 English : Map

Map Size: 1024x768 Export Map

| Course | Analysis Approach | Read critically and effectively analyze texts | Do effective research to integrate in writing | Use oral and visual communication to present ideas | Analyze, evaluate, integrate, and synthesize work | Use a global, multicultural context to studies | Articulate the value of studying English |
|--|----------------------|---|---|--|---|--|--|
| British Literature I (ENGL-203) | Level of Instruction | 1 Introduced | 1 Introduced | | | 1 Introduced | |
| British Literature II (ENGL-204) | Level of Instruction | 2 Reinforced | 2 Reinforced | | | 2 Reinforced | |
| American Literature I (ENGL-205) | Level of Instruction | 1 Introduced | 1 Introduced | | | | |
| American Literature II (ENGL-206) | Level of Instruction | 2 Reinforced | 2 Reinforced | | | | |
| Shakespeare's Plays (ENGL-241) | Level of Instruction | 3 Emphasized | 3 Emphasized | | | | |
| Practical Writing Workshop (ENGL-300) | Level of Instruction | | | 1 Introduced | 1 Introduced | | |
| English Studies: Reading Literature (ENGL-301) | Level of Instruction | 3 Emphasized | 3 Emphasized | | | | |
| Business and Technical Report Writing (ENGL-327) | Level of Instruction | | | 1 Introduced | 2 Reinforced | | |



3. Discovering Any Gaps in Learning Opportunities

- Use
 - Display of the whole curriculum or chosen segments, such as required vs. optional
 - Discussions inside the program
 - Alignment and coherence
 - Curriculum committee course presentation
- Value
 - Gaining a high-level view of the learning structure
 - Increasing faculty ownership for making both classroom and curriculum decisions
 - Improving coherence in “learned” curriculum [Larry Cuban]



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Mapping Use #4: Digging Deeper in Assessment



Digging Deeper

2008 - 2009 English : Map

Map Size: 1024x768


Export Map

| Course | Analysis Approach | Read critically and effectively analyze texts | Do effective research to integrate in writing | Use oral and visual communication to present ideas | Analyze, evaluate, integrate, and synthesize work | Use a global, multicultural context to studies | Articulate the value of studying English |
|-------------------------------------|--------------------------------------|---|---|--|---|--|--|
| Legal Writing (ENGL-302) | Academic Direct Measures of Learning | | | Standard. test | | | |
| | Level of Instruction | | | 3 Emphasized | | | |
| | Modes of Instruction | | | Faculty lecture | | | |
| Writing in the Workplace (ENGL-303) | Academic Direct Measures of Learning | | Portfolio Project Written assign | | | | |
| | Level of Instruction | | 3 Emphasized | | | | |
| | Modes of Instruction | | Portfolio Reflec journal Service-L | | | | |



Digging Deeper

2010-2011 Chemistry BS : Map

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| Course or Experience | Analysis Approach | Demonstrate fundamental chemistry knowledge | Demonstrate chemistry-related critical thinking | | |
|--|-------------------------------|---|---|--|-----------------|
| General Chem 1 (CH-101) | Chemistry Assessment Measures | | Final Exam | | |
| General Chem II (CH-102) | Chemistry Assessment Measures | Final Exam | Final Exam | | |
| Honors General Chem I (CH-117) | Chemistry Assessment Measures | Final Exam | Final Exam | | |
| Honors General Chem II (CH-118) | Chemistry Assessment Measures | Final Exam | Final Exam | | |
| Quantitative Analysis (CH-223) | Chemistry Assessment Measures | ACS Analytical | | | |
| Organic Chemistry I (CH-231) | Chemistry Assessment Measures | ACS Organic | Final Exam | | |
| Organic Chemistry II (CH-232) | Chemistry Assessment Measures | ACS Organic | Final Exam | | |
| Organic Lab I (CH-237) | Chemistry Assessment Measures | | | | |
| Organic Lab II (CH-338) | Chemistry Assessment Measures | | | | |
| Elementary Physical Chemistry (CH-340) | Chemistry Assessment Measures | | Presentation | | Lab Safety Quiz |
| Physical Chemistry (CH-341) | Chemistry Assessment Measures | | Final Exam | | Multiple Labs |
| Physical Chemistry II (CH-342) | Chemistry Assessment Measures | | Final Exam | | |
| Elementary Physical Chemistry Lab (CH-343) | Chemistry Assessment Measures | | | | Methods Report |
| Physical Chemistry | Chemistry Assessment | | | | |

CH-101
Chemistry Assessment Measures
Demonstrate fundamental chemistry knowledge

- ACS Analytical Chemistry Standardized Exam
- ACS First Term Organic Chemistry Standardized Exam
- Embedded final exam questions in all course sections
- Group research report related to biochemistry
- Reported results from targeted lab experiments
- Laboratory reports graded using rubric (2)
- Lab Safety Quiz
- Lab report involving experimental methods development
- Reported results from multiweek lab experiment
- Experimental results papers (2)
- Pre/post-test questions on protein structure
- Group presentation graded using rubric
- Topic in inorganic chemistry report
- Service learning research project report

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4. Digging Deeper in Assessment

- Use
 - Picture of how modes of instruction, assessments, & outcomes/objectives align in the curriculum
 - Faculty review of how students might experience instruction and assessment
 - Assessment Council review of methods for richness and variety
- Value
 - Understanding better how students may experience teaching and assessment
 - Seeing patterns of underuse and overuse in assessment methods
 - Looking at the “assessed” curriculum [Larry Cuban]



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Mapping Use #5: Finding General Education Continuities in the Major



Gen Ed

2008 - 2009 Aerospace Engineering : Map

Map Size: 1024x768

| Course | Analysis Approach | the sciences and mathematics | Inquiry and analysis | Critical and creative thinking | Written and oral communication | Quantitative literacy | Teamwork and problem solving | Intercultural knowledge and competence | Ethical reasoning and action |
|--|-------------------|------------------------------|----------------------|--------------------------------|--------------------------------|-----------------------|------------------------------|--|------------------------------|
| Introduction to Aerospace Engineering (AERO-201) | Addresses | Yes | | | | Yes | | | Yes |
| Aerospace Engineering Mechanics (AERO-211) | Addresses | Yes | | | | Yes | | | |
| Thermodynamics for Aerospace Engineers (AERO-212) | Addresses | Yes | | | | Yes | | | |
| Material Science for Engineers (AERO-213) | Addresses | Yes | | | | Yes | | | |
| Aerospace Engineering Principles of Continuum Mechanics (AERO-214) | Addresses | Yes | | | | Yes | | | |
| Introduction to Aerospace Computation (AERO-220) | Addresses | Yes | Yes | | | Yes | | | |
| Special Topics in ... (AERO-289) | Addresses | Yes | Yes | Yes | Yes | Yes | Yes | | Yes |
| Research (AERO-291) | Addresses | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |



5. Finding General Education Continuities in the Major

- Use
 - Pattern analysis about life beyond the core sequence or distribution hours
 - Study of GE-in-the-major assessments
 - Discussions about reinforcing GE skills in professional life
- Value
 - Finding GE coherence beyond requirements
 - Reviewing assessment results in students' most motivated work
 - Calling attention to the opportunities to more broadly educate our graduates



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Mapping Use #6: Addressing Professional/ Accreditation Standards



Accreditation

2008 - 2009 Aerospace Engineering : Map

Map Size: 1024x768

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| Course | Analysis Approach | Apply math, science, and engineering principles | Design and conduct experiments | Design a system, component, or process for needs | Function on multi-disciplinary teams | Identify, formulate, and solve engineering problems | Understand professional & ethical responsibilities | Communicate effectively |
|--|-----------------------|---|--------------------------------|--|--------------------------------------|---|--|-------------------------|
| Introduction to Aerospace Engineering (AERO-201) | ABET Program Outcomes | Yes / Addressed | | | | | Outcome F | |
| Aerospace Engineering Mechanics (AERO-211) | ABET Program Outcomes | Outcome A | Outcome B | | | Outcome E | | |
| Thermodynamics for Aerospace Engineers (AERO-212) | ABET Program Outcomes | Outcome A | Outcome B | | | Outcome E | | |
| Material Science for Engineers (AERO-213) | ABET Program Outcomes | Outcome A | | Outcome C | Outcome D | Outcome E | | Outcome G |
| Aerospace Engineering Principles of Continuum Mechanics (AERO-214) | ABET Program Outcomes | Outcome A | | | Outcome D | Outcome E | | Outcome G |
| Introduction to Aerospace Computation (AERO-220) | ABET Program Outcomes | Outcome A | | Outcome C | | Outcome E | | |
| Special Topics in ... (AERO-289) | ABET Program Outcomes | Outcome A | | Outcome C | | Outcome E | Outcome F | Outcome G |
| Research (AERO-291) | ABET Program Outcomes | Outcome A | Outcome B | | Outcome D | Outcome E | Outcome F | Outcome G |



Accreditation

2009-2010 Student Leadership Programs : Map

Export Map

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| Course or Experience | Analysis Approach | Provide students with opportunities to develop/... | Assist students in gaining varied leadership |
|--------------------------------|---------------------|--|--|
| Peer Honor Code Council | CAS Outcome Domains | Responsibility | Collaboration |
| Residence Advisors | CAS Outcome Domains | Development | Collaboration Development |
| Student Ambassador Program | CAS Outcome Domains | Collaboration Development | |
| Student Government Association | CAS Outcome Domains | | |
| Student Newspaper | CAS Outcome Domains | | |

Student Ambassador Program
CAS Outcome Domains
 Assist students in gaining varied leadership

- Spiritual awareness
- Healthy behavior
- Career choices
- Collaboration
- Effective communication
- Leadership development
- Appreciating diversity
- Personal & educational goals
- Intellectual growth
- Independence
- Satisfying & productive lifestyles
- Meaningful interpersonal relationships
- Social responsibility
- Realistic self-appraisal
- Enhanced self-esteem
- Clarified values

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6. Addressing Professional/ Accreditation Standards

- Use
 - Display of standards for accreditation
 - Discussions inside the program and with partners
 - Alignment and coherence
 - Determination of assessment points
- Value
 - Benefitting from work of professional associations
 - Assuring quality by adhering to external standards of excellence
 - Presenting information in easily understandable format for documentation
 - Selecting key assignments



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Non-Academic Mapping Use #1: Outcome Delivery



Are outcomes being addressed?

2009-2010 Institutional Effectiveness, Research, and Assessment : Map

 Export

Map

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| Course or Experience | Analysis Approach | High Quality Assessment Plans | Aware of services | Utilize Data |
|----------------------|-------------------|-------------------------------|-------------------|--------------|
| Consultation | Addressed | Yes | Yes | Yes |
| Handout | Addressed | Yes | No | No |
| Website | Addressed | No | Yes | No |
| Workshop | Addressed | Yes | No | No |



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Where and how could outcomes be measured?

2009-2010 Institutional Effectiveness, Research, and Assessment : Map

 Export

Map

[Show Help](#)

| Course or Experience | Analysis Approach | High Quality Assessment Plans | Aware of services | Utilize Data |
|----------------------|-------------------------|-------------------------------|---|--------------|
| Consultation | Administrative Measures | Benchmarking Doc. Analysis | Activity volume Discussions Evaluations | |
| Handout | Administrative Measures | | | |
| Website | Administrative Measures | | | |
| Workshop | Administrative Measures | Existing data Satisfaction | | |

Workshop
Administrative Measures
Aware of services

- Activity volume (people served, circulation)
- Administrative measure
- Benchmarking of service performance with past/peer
- Discussion of client services to discern patterns
- Analysis of documents for compliance or progress
- Efficiency measure (turnaround time, budget)
- Evaluation forms or emails from clients
- Review of existing data (records, minutes)
- External evaluator or auditor report
- Focus groups on administrative services
- Governmental standards or guidelines
- Professional standards or guidelines
- Client satisfaction survey (student, faculty)
- Service quality measure (error rate, comments)



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Where and how could outcomes be measured?

2010-2011 Administrative Assessment Plan - Career Center : Map

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| Course or Experience | Analysis Approach | Demonstrate knowledge of Career Center | Attend comprehensive workshops | | |
|---|----------------------------|--|--|---|----------------------------------|
| Career Resources | Assessment Measures | | Crimson Career Online Survey | Career Resources Assessment Measures Demonstrate knowledge of Career Center <input type="checkbox"/> Career Fair s and attendance <input checked="" type="checkbox"/> Crimson Careers utilization s and stats <input type="checkbox"/> Employer Exit Evaluations <input type="checkbox"/> Mock Interview rating forms <input type="checkbox"/> Student Online Survey (workshops & office services) <input type="checkbox"/> Total Program Records <input type="checkbox"/> Retention Study Data <input checked="" type="checkbox"/> Grad Senior Survey (9h and 24) <input type="checkbox"/> Sign in sheets <input type="button" value="Save"/> <input type="button" value="Cancel"/> | |
| Collaboration with Admissions/Orientation | Assessment Measures | | | | |
| Common Activity | Assessment Measures | | | | |
| Consulting/ Advising | Assessment Measures | Crimson Careers Senior Survey | | | |
| Employer Development | Assessment Measures | | | | |
| Partnerships with faculty, staff and employers | Assessment Measures | | | Program Records | |
| Recruiting | Assessment Measures | | | | |
| Required Experience | Assessment Measures | | | | |
| Required Task | Assessment Measures | | | | |
| Student Outreach | Assessment Measures | | Online Survey Program Records Sign in sheets | Online Survey | Online Survey Retention Study |
| Workshops/ Programs | Assessment Measures | | Online Survey Program Records Sign in sheets | | Online Survey Sign in sheets |



When could outcomes be measured?

2010-2011 Administrative Assessment Plan - Career Center : Map

[Export Map](#)

[Show Help](#)

| Course or Experience | Analysis Approach | Demonstrate knowledge of Career Center | Attend comprehensive workshops | Gain refer | |
|---|----------------------|--|---|---------------|-----------------------------|
| Career Resources | When Assessed | May 2011 | | Each Semester | |
| Collaboration with Admissions/ Orientation | When Assessed | | | | |
| Common Activity | When Assessed | | | | |
| Consulting/ Advising | When Assessed | May 2011 | | May 2011 | |
| Employer Development | When Assessed | | | | |
| Partnerships with faculty, staff and employers | When Assessed | | | Each Semester | |
| Recruiting | When Assessed | | | | |
| Required Experience | When Assessed | | | | |
| Required Task | When Assessed | | | | |
| Student Outreach | When Assessed | | After program Each Semester Each week | Each month | Each month Each Semester |
| Workshops/ Programs | When Assessed | | After program Each Semester Each week | | After program Each week |

Career Resources
When Assessed
Attend comprehensive workshops


After each program
 Each month
 Each Semester
 Each week
 May 2011
 Pilot for select classes Fall 2010



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In what ways are the outcomes being delivered?

2009-2010 Library : Map

 Export

Map
[Show Help](#)

| Course or Experience | Analysis Approach | Information Literacy | Aware of Services | Factor resources | Creating and |
|-----------------------|-------------------------------------|----------------------|-------------------|------------------|--------------|
| Circulation | Level of Instruction | | | | |
| | Bloom's Taxonomy - Cognitive Domain | | 2 Comprehension | | |
| Education Services | Level of Instruction | 3 Emphasized | | | |
| | Bloom's Taxonomy - Cognitive Domain | 4 Analysis | | | |
| Media and Periodicals | Level of Instruction | | | | |
| | Bloom's Taxonomy - Cognitive Domain | | | | |
| Reference | Level of Instruction | | | | |
| | Bloom's Taxonomy - Cognitive Domain | | | | |

Circulation
Level of Instruction
Aware of Services

The outcome/objective is introduced.
 The outcome/objective is reinforced.
 The outcome/objective is the primary focus.

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Reference
Bloom's Taxonomy - Cognitive Domain
Information Literacy

define, describe, identify, label, list, name
 classify, discuss, extend, interpret, summarize
 apply, calculate, demonstrate, develop, solve
 analyze, compare, distinguish, illustrate, outline
 adapt, compose, create, design, formulate, plan
 assess, conclude, critique, defend, judge, support

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1. Outcome Delivery

- Potential use/value
 - Clear where outcomes are/are not; can reflect on “holes” and sequencing
 - Can organize by internal unit to see where stakeholders experience outcomes; who is responsible for what
 - Indicates places to measure, and possibly illustrate how
 - May prompt discussions inside the entity and with partners



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Non-Academic Mapping Use #2: Stakeholder Experience



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Are stakeholders satisfied?

2009-2010 Human Resources : Map

 Export

Map
[Show Help](#)


| Course or Experience | Analysis Approach | Benefits Information | Ethics Training | Hiring Procedures |
|-----------------------|---------------------|----------------------|-----------------|-------------------|
| Consultations | Method | Active | | Active |
| | Satisfaction | 1 High | | 1 High |
| Handouts/Forms | Method | Passive | Passive | Passive |
| | Satisfaction | 3 Low | 3 Low | 3 Low |
| Website | Method | Passive | Passive | |
| | Satisfaction | 2 Medium | 3 Low | |
| Workshops | Method | Active | Active | Active |
| | Satisfaction | 2 Medium | 2 Medium | 2 Medium |



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Are touch points reaching all stakeholders?

2009-2010 Scholarships and Financial Aid : Map

 Export

Map
[Show Help](#)

| Course or Experience | Analysis Approach | Aware of Types of Aid | Error free application | Accept Aid by Deadline |
|----------------------|-------------------|--|---------------------------|---------------------------|
| Continuing Students | Delivery | Website | | Website |
| Graduate Students | Delivery | Handout/forms | | |
| New Students | Delivery | Consultation Handout/forms Website Workshop | Handout/forms Workshop | Handout/forms Workshop |
| Undergraduates | Delivery | Consultation | | Handout/forms |



2. Stakeholder Experience

- Potential use/value
 - Can organize by touch points to analyze effectiveness
 - May inform the quality and use of certain touch points
 - Organization by stakeholder allows conceptualization of how each group experiences services
 - Different groups may appear to have different needs at various times




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Non- Academic Mapping Use #3: Supporting Accreditation



Standards

2009-2010 Student Leadership Programs : Map

 Export Map

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| Course or Experience | Analysis Approach | Provide students with opportunities to develop/... | Assist students in gaining varied leadership | Use multiple | Deve |
|--------------------------------|---------------------|--|--|--------------|------|
| Peer Honor Code Council | CAS Outcome Domains | Responsibility | Collabora | | |
| Residence Advisors | CAS Outcome Domains | Development | Collabora Developm | | |
| Student Ambassador Program | CAS Outcome Domains | Collaboration Development | | | |
| Student Government Association | CAS Outcome Domains | | | | |
| Student Newspaper | CAS Outcome Domains | | | | |

Student Ambassador Program
CAS Outcome Domains
Assist students in gaining varied leadership

- Spiritual awareness
- Healthy behavior
- Career choices
- Collaboration
- Effective communication
- Leadership development
- Appreciating diversity
- Personal & educational goals
- Intellectual growth
- Independence
- Satisfying & productive lifestyles
- Meaningful interpersonal relationships
- Social responsibility
- Realistic self-appraisal
- Enhanced self-esteem
- Clarified values

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Multiple Standards

2009-2010 Advising : Map

Export

Map

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| Course or Experience | Analysis Approach | Accurate Degree Plan | Aware of Resources | Reflective Thinking |
|----------------------|-------------------|---|---|---------------------------------|
| Advising Sessions | NACADA | Currency | Currency Impact Transferability | |
| | CAS | Interpersonal Knowledge Practical Comp | Cognitive Compl Interpersonal Intrapersonal Knowledge | |
| Degree Audits | NACADA | Currency | | Creativity Currency |
| | CAS | Knowledge | | Interpersonal Practical Comp |
| Freshman Orientation | NACADA | Creativity Impact Innovative | Creativity Impact Innovative Inst Commitment | |
| | CAS | Interpersonal | Intrapersonal Knowledge | |

Advising Sessions
NACADA
Reflective Thinking

- Creativity
- Currency
- Impact
- Innovative Quality
- Institutional Commitment
- Transferability

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Advising Sessions
CAS
Reflective Thinking

- Cognitive Complexity
- Humanitarianism
- Interpersonal Competence
- Intrapersonal Development
- Knowledge
- Practical Competence

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Accreditation with Settings

Analysis Approaches

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All Required Optional Clear

- Level of Instruction ✓ Academic Direct Measures of Learning ✓ Block Objectives Content Delivery
 Bloom's Taxonomy - Cognitive Domain Academic Indirect Indicators of Learning ✓ Learning Activity Addressed

Courses/Blocks/ACGME (Required ✓)

All Required Optional Courses/Blocks Core Comp Student Outcomes & Objectives Clear

Courses/Blocks

- FM I and II BLOCK 1.C BLOCK 1.H BLOCK 1.L
 CAS 1 BLOCK 1.D BLOCK 1.I BLOCK 1.M
 CAP 1 BLOCK 1.E BLOCK 1.J BLOCK 2.A
 BLOCK 1.A BLOCK 1.F BLOCK 1.K BLOCK 2.B
 BLOCK 1.B BLOCK 1.G

Core Comp Student Outcomes & Objectives

- 1 - example 3.13 3.2 3.3
 2 - example 3.14 3.20 3.4
 3 - Knowledge & Scholarship ✓ 3.15 3.21 3.5
 3.1 3.16 3.22 3.6
 3.10 3.17 3.23 3.7
 3.11 3.18 3.24 3.8
 3.12 3.19 3.25 3.9

Block Learning Objective (Required ✓)

All Required Optional Clear

- Define, understand, and apply concepts to human body fluids ✓ Identify differences in volume and ionic composition amongst body fluid compartments ✓ Demonstrate understanding of the factors that influence movement across cell membranes and capillaries

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Accreditation with Settings

2011-2012 Block: Cardiovascular, Pulmonary, Renal : Map

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| Course/Block or Core Comp Student Outcomes & Objectives | Analysis Approach | Define, understand, and apply concepts to human... | Identify differences in volume and ion compos... | Identify differences in osmolarity | Identify differences in membrane structure |
|---|-------------------|--|--|------------------------------------|--|
| Scholarly Reflection and Concentration/Capstone (C) | Content Delivery | | | | |
| Clinical Arts and Sciences (CAS-1) | Content Delivery | | | | |
| Foundation of Science (BLOCK-1.A) | Content Delivery | | | | |
| Musculoskeletal and Integument (BLOCK-1.B) | Content Delivery | | | | |
| Neuroscience and Endocrine (BLOCK-1.C) | Content Delivery | | | | |
| Cardiovascular, Renal, Pulmonary (BLOCK-1.D) | Content Delivery | | | | |
| Gastrointestinal and Genital/Urinary and Reproduct | Content Delivery | | | | |
| Hematology and Immunology (BLOCK-1.F) | Content Delivery | | | | |
| Fundamentals of Pathology and Clinical Pharmacology | Content Delivery | | | | |

CAP-1
Content Delivery
Define, understand, and apply concepts to human...

- Lab
- Large group lecture
- Reading
- Residency



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Accreditation with Settings

2011-2012 Block: Cardiovascular, Pulmonary, Renal : Map

 [Export Map](#)

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| Course/Block or Core Comp Student Outcomes & Objectives | Analysis Approach | Define, understand, and apply concepts to human... | Identify differences in volume and ionic compos... | Demonstrate understanding of the factors that d... |
|---|-------------------|--|--|--|
| 1 - example | Addressed | Yes | | |
| 2 - example | Addressed | | Yes | |
| 3 - Knowledge & Scholarship | Addressed | | | Yes |
| 3.1 | Addressed | Yes | | |
| 3.10 | Addressed | | Yes | Yes |
| 3.11 | Addressed | Yes | | |
| 3.12 | Addressed | Yes | | |
| 3.13 | Addressed | | Yes | |
| 3.14 | Addressed | | | Yes |
| 3.15 | Addressed | | | Yes |



3. Addressing Professional/ Accreditation Standards

- Potential use/value
 - Display of standards for accreditation
 - Discussions inside the program and with partners
 - Alignment and coherence
 - Determination of assessment points
 - Benefitting from work of professional associations
 - Assuring quality by adhering to external standards of excellence
 - Presenting information in easily understandable format for documentation



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Non- Academic Mapping Use #4: In Relation to Academic Program



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As part of a program

2009-2010 Education BS : Map

 Export


Map
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| Course or Experience | Analysis Approach | Knowledge | Scholarship | Continue |
|----------------------|----------------------|--|--------------|--------------|
| EDU 201 (EDU-201) | Level of Instruction | 1 Introduced 2 Reinforced 3 Emphasized | 2 Reinforced | 1 Introduced |
| EDU 203 (EDU-203) | Level of Instruction | 2 Reinforced | | |
| EDU 205 (EDU-205) | Level of Instruction | 2 Reinforced | | 2 Reinforced |
| EDU 302 (EDU-302) | Level of Instruction | | | |
| EDU 305 (EDU-305) | Level of Instruction | | | 3 Emphasized |
| EDU 323 (EDU-323) | Level of Instruction | 3 Emphasized | | 2 Reinforced |
| Internship | Level of Instruction | 2 Reinforced | | 2 Reinforced |
| READS Program | Level of Instruction | 2 Reinforced | 1 Introduced | 3 Emphasized |
| Student Teaching | Level of Instruction | 3 Emphasized | | 3 Emphasized |



In relation to Gen Ed

2009-2010 Education BS : Map

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Map

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| Course or Experience | Analysis Approach | All students will develop the skills necessary ... | All students will demonstrate a knowledge of et... | Students will have a foundation of liberal arts... |
|-------------------------|-----------------------------|--|--|--|
| Internship | Level of Instruction | 1 Introduced | 2 Reinforced | |
| READS Program | Level of Instruction | 2 Reinforced | | 1 Introduced |
| Student Teaching | Level of Instruction | 3 Emphasized | 3 Emphasized | |



4. In relation to academics

- Potential use/value
 - Accounts for the whole student experience
 - Encourages collaboration between the program and non-academic service
 - Demonstrates how co-curricular experiences contribute to students' education
 - Gives the opportunity to align with larger institutional initiatives



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Questions?

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THANK YOU!

Enjoy the Conference!

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