

Weave®

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# **The Power of Mapping**

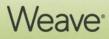
Presented by: **Amber Malinovsky** Director, Assessment & Support





# **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...

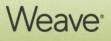
- understanding students' course taking patterns or course progression?
- discussing how a course contributes to the curriculum?
- identifying gaps in learning opportunities for both academic and non- academic areas?





# 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





# How do maps work?

Map: Configure Map Vie	W		
Show Help			
Сору Мар			
Analysis Approaches			
Show Help			
C All C Required C Optional	😣 Clear		
Level of Instruction Bloom's	Taxonomy - Cognitive Domain 🔲 Aca	demic Direct Measures of Learning	🖌 🗆 ABET
🔲 Level of Instruction 🧹 🔲 Administr	rative Measures 🧹 🗌 Aca	demic Indirect Indicators of Learning	4
- Courses/Experiences (Requir	red≪)		
O All O Required O Optional	Courses Experiences	Clear	
Courses  ENGL 101 ENGL 201 ENGL 201 ENGL 102 ENGL 202 Experiences Internship Working as a tutor	IGL 301 🔲 ENGL 365		
Outcomes/Objectives (Requi	red≪)		
All Required Optional	Clear		
□ Students can conduct Literary Analysis ✓	Students will master effective re skills	search ☐ Student will be able to effectively ✓	write  Program will provide quality advising
General Education/Core Curri	culum (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

Show Help

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-	SLO Addressed	Yes	Yes	

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



# Developing New Curricula/Services

2008 - 20	2008 - 2009 Forensic Science (in development) : Map									
Map Size: 1	024x768 💌	😫 Export M	ap							
Course	Analysis Approach	Application of basic principles n 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									

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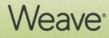
## 1. Developing New Curricula (or Programs and Services)

## • <u>Use</u>

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

## • <u>Value</u>

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





## Mapping Use #2: Achieving a Coherent Curriculum

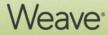




# Doing better. Together. Coherent Curriculum

#### 2008 - 2009 English : Map

Map Size: 102	4x768 💌 💽	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		





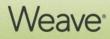
## 2. Achieving a Coherent Curriculum

### • <u>Use</u>

- 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

## <u>Value</u>

- 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]





# Mapping Use #3: Discovering Any Gaps in Learning Opportunities



# **Identifying Gaps**

#### 2008 - 2009 English : Map

Map Size: 102	4x768 💌 🧃	🗳 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		

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## 3. Discovering Any Gaps in Learning Opportunities

### • <u>Use</u>

- Display of the whole curriculum or chosen segments, such as required vs. optional
- Discussions inside the program
- Alignment and coherence
- Curriculum committee course presentation

## <u>Value</u>

- 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]





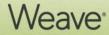
# Mapping Use #4: Digging Deeper in Assessment



# **Digging Deeper**

### 2008 - 2009 English : Map

Map Size:	1024x768 💌	😫 Export Ma	p				
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				





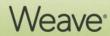
# **Digging Deeper**

#### 2010-2011 Chemistry BS : Map

#### Export Map

#### Show Help

		Domonstrato	Domonstrate					
Course or Experience	Analysis Approach	Demonstrate fundamental chemistry knowledge	Demonstrate chemistry-rel critical thinki	CH-101				
General Chem 1 (CH- 101)	Chemistry Assessment Measures		Final Exam	ACS Analytical Chemistry Standardized Exam				
General Chem II (CH- 102)	Chemistry Assessment Measures	Final Exam	Final Exam	<ul> <li>ACS First Term Organic Chemistry Standardized Exam</li> <li>Embedded final exam questions in all course sectio</li> </ul>				
Honors General Chem I (CH-117)	Chemistry Assessment Measures	Final Exam	Final Exam	Group research report related to biochemistry Reported results from targeted lab experiments				
Honors General Chem II (CH-118)	Chemistry Assessment Measures	Final Exam	Final Exam	Laboratory reports graded using rubric (2) Lab Safety Quiz Lab report involving experimental methods develop Reported results from multiweek lab experiment				
Quantitative Analysis (CH-223)	Chemistry Assessment Measures	ACS Analytical						
Organic Chemistry I (CH-231)	Chemistry Assessment Measures	ACS Organic	Final Exam	Experimental results papers (2)     Pre/post-test questions on protein structure     Group presentation graded using rubric     Topic in inorganic chemistry report				
Organic Chemistry II (CH-232)	Chemistry Assessment Measures	ACS Organic	Final Exam					
Organic Lab I (CH- 237)	Chemistry Assessment Measures			Service learning research project report				
Organic Lab II (CH- 338)	Chemistry Assessment Measures			Save Cancel				
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							



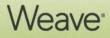
## 4. Digging Deeper in Assessment

### <u>Use</u>

- 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]





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





## Gen Ed 2008 - 2009 Aerospace Engineering : Map

Map Size: 1024>	(768 💌 😢	Export Map							
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

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# 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





## Mapping Use #6: Addressing Professional/ Accreditation Standards



# Accreditation

#### 2008 - 2009 Aerospace Engineering : Map

Map Size: 1024	K768 💌 💽	Export Map						
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 reponsibilities	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

Show Help

Course or Experience	Analysis Approach	Provide students with opportunities to develop/	Assist stu gaining v leadershi	
Peer Honor Code Council	CAS Outcome Domains	Responsibility	Collabora	
Residence Advisors	CAS Outcome Domains	Development	Collabora Developm	Collaboration
Student Ambassador Program	CAS Outcome Domains	Collaboration Development		Effective communication Leadership development Appreciating diversity
Student Government Association	CAS Outcome Domains			<ul> <li>Personal &amp; educational goals</li> <li>Intellectual growth</li> </ul>
Student Newspaper	CAS Outcome Domains			Independence Satisfying & productive lifestyles
				Meaningful interpersonal relationships Social responsibility Realistic self-appraisal Enhanced self-esteem Clarified values Save Cancel Cancel





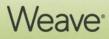
# 6. Addressing Professional/ Accreditation Standards

## • <u>Use</u>

- Display of standards for accreditation
- Discussions inside the program and with partners
- Alignment and coherence
- Determination of assessment points

## <u>Value</u>

- 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





# Non-Academic Mapping Use #1: Outcome Delivery





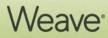
# Are outcomes being addressed?

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

😫 Export

Map Show Help

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





# Where and how could outcomes be measured?

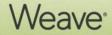
### 2009-2010 Institutional Effectiveness, Research, and Assessment : Map



Course or Experience	Analysis Approach	High Quality Assessment Plans	Aware of serv	Workshop Administrative Measures		
Consultation	Administrative Measures	Benchmarking Doc. Analysis	Activity volume Discussions Evaluations	<ul> <li>Activity volume (people served, circulation)</li> <li>Administrative measure</li> </ul>		
Handout	Administrative Measures			<ul> <li>Benchmarking of service performance with past/peer</li> <li>Discussion of client services to discern patterns</li> </ul>		
Website	Administrative Measures			Analysis of documents for compliance or progress Efficiency measure (turnaround time, budget)		
Workshop	Administrative Measures	Existing data Satisfaction		<ul> <li>Evaluation forms or emails from clients</li> <li>Review of existing data (records, minutes)</li> <li>External evaluator or auditor report</li> </ul>		
				<ul> <li>Focus groups on administrative services</li> <li>Governmental standards or guidelines</li> <li>Professional standards or guidelines</li> <li>Client satisfaction survey (student, faculty)</li> <li>Service quality measure (error rate, comments)</li> </ul>		

Save

Cancel



# Where and how 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 comprei workshops	Career Resources Assessment Measures Demonstrate knowledge of Care	eer Center		
Career Resources	Assessment Measures		Crimson Career: Online Survey	<ul> <li>□ Career Fair  s and attendance</li> <li>□ Crimson Careers utilization  s and stats</li> <li>□ Employer Exit Evaluations</li> <li>□ Mock Interview rating forms</li> <li>□ Student Online Survey (workshops &amp; office service)</li> <li>□ Total Program Records</li> <li>□ Retention Study Data</li> <li>□ Grad Senior Survey (9h and 24)</li> <li>□ Sign in sheets</li> </ul>			
Collaboration with Admissions/ Orientation	Assessment Measures						
Common Activity	Assessment Measures						
Consulting/ Advising	Assessment Measures	Crimson Careers Senior Survey					
Employer Development	Assessment Measures			Save Cancel			
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 Retention Study		
Workshops/ Programs	Assessment Measures		Online Survey Program Records Sign in sheets		Online Survey Sign in sheets		

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# When could outcomes be measured?

#### 2010-2011 Administrative Assessment Plan - Career Center : Map

#### Export Map

#### Show Help

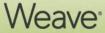
Course or Experience	Analysis Approach	Demonstrate knowledge of Career Center	Attend comprehensive workshops	Gain refer		
Career Resources	When Assessed	May 2011		Each Seme	<ul> <li>Each month</li> <li>Each Semester</li> <li>Each week</li> <li>May 2011</li> <li>Pilot for select classes Fall 201</li> </ul>	
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 Sach Semester Each month Sach week		Each month Each Semester	
Workshops/ Programs	When Assessed		After program Each Semester Each week			After program Each week



# 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 Circulation Level of Instruction Aware of Services Circulation Level of Instruction The outcome/objective is introduced. Bloom's Taxonomy -2 Comprehension The outcome/objective is reinforced. Cognitive Domain The outcome/objective is the primary focus. Education Services Level of Instruction 3 Emphasized Save Cancel Bloom's Taxonomy -4 Analysis **Cognitive Domain** Reference Media and Periodicals Level of Instruction Reinforced Bloom's Taxonomy - Cognitive Domain Information Literacy Bloom's Taxonomy -Cognitive Domain define, describe, identify, label, list, name classify, discuss, extend, interpret, summarize Reference Level of Instruction apply, calculate, demonstrate, develop, solve Bloom's Taxonomy analyze, compare, distinguish, illustrate, outline **Cognitive Domain** adapt, compose, create, design, formulate, plan assess, conclude, critique, defend, judge, support Save Cancel





- 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





## Non-Academic Mapping Use #2: Stakeholder Experience





# Are stakeholders satisfied?

### 2009-2010 Human Resources : Map



Course or Experience Analysis Approach **Benefits Information** Ethics Training **Hiring Proceedures** 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 2 Medium Satisfaction 3 Low Workshops Active Method Active Active Satisfaction 2 Medium 2 Medium 2 Medium





# Are touch points reaching all stakeholders?

#### 2009-2010 Scholarships and Financial Aid : Map

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Map Show Help

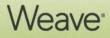
Course or Experience	Analysis Approach	Aware of Types of Aid	Error free application	Accept Aid by Deadline
Continuing Students	Delivery	Website		Website
Graduate Students	Delivery	Handout/forms		
New Students	Delivery	Consultation Handout/forms Website Workshop	Handout/forms Workshop	Handout/forms Workshop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





### Non- Academic Mapping Use #3: Supporting Accreditation



### Standards

#### 2009-2010 Student Leadership Programs : Map



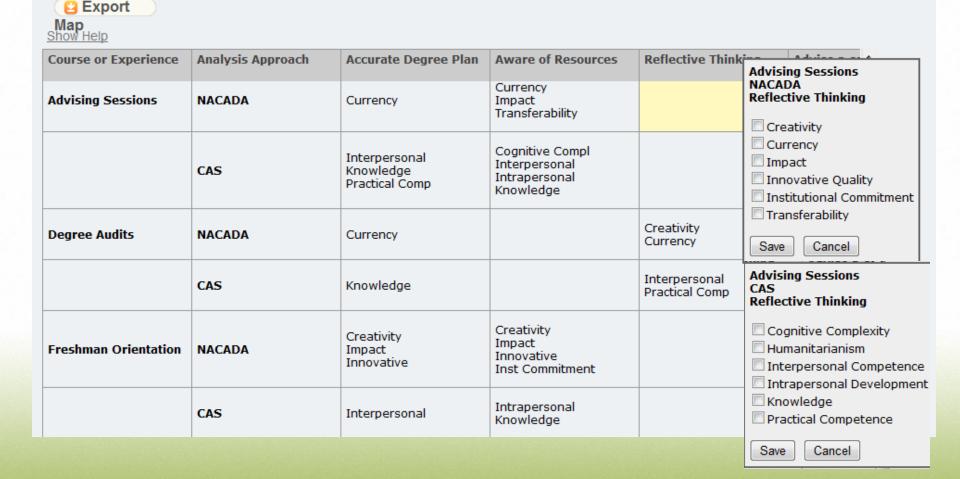
Show Help

Course or Experience	Analysis Approach	Provide students with opportunities to develop/	Assist stu gaining vi leadershi	Student Ambassador Program CAS Outcome Domains Assist students in gaining varied leadership
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		<ul> <li>Effective communication</li> <li>Leadership development</li> <li>Appreciating diversity</li> </ul>
Student Government Association	CAS Outcome Domains			<ul> <li>Personal &amp; educational goals</li> <li>Intellectual growth</li> </ul>
Student Newspaper	CAS Outcome Domains			Independence Satisfying & productive lifestyles
				Meaningful interpersonal relationships Social responsibility Realistic self-appraisal Enhanced self-esteem Clarified values Save Cancel



### **Multiple Standards**

#### 2009-2010 Advising : Map





### Accreditation with Settings

Analysis Approaches
Show Help
C All C Required C Optional C 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≪)
Image: Contract of the second state
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
CAP1 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 & Scholarhsip 🖌 🔲 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

 $\hfill\square$  Define, understand, and apply concepts to human body fluids  $_{\checkmark}$ 

□ Identify differences in volume and ionic composition amongst body fluid compartments *y* 

Demonstrate understanding of the factors the movement across cell membranes and capillarie

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### Accreditation with Settings

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

#### Export Map

Show Help

Course/Block or Core		Dofing understand	Identify differe		Demonstrate	A
Comp Student	Analysis Approach	Define, understand, and apply concepts to human	volume and ior compos	CAP-1 Content	Delivery understand, and apply c	oncepts to human
Scholarly Reflection and Concentration/Capstone (C	Content Delivery			Lab	e group lecture	
Clinical Arts and Sciences (CAS-1)	Content Delivery			Reading Residency		
Foundation of Science (BLOCK-1.A)	Content Delivery			Save	Cancel	
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 Pharmacolog	Content Delivery					





### Accreditation with Settings

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

#### Section 2013 Export Map

Show Help

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 & Scholarhsip	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





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





# As part of a program

#### 2009-2010 Education BS : Map

😫 Export

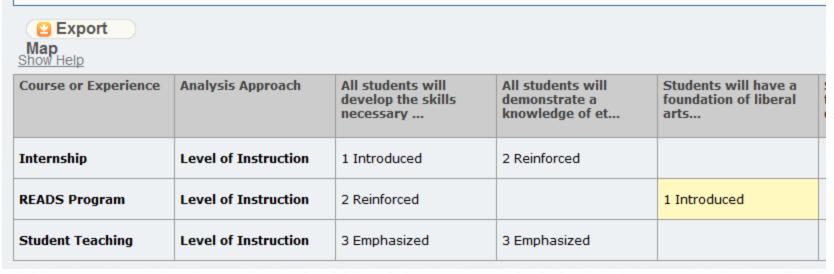
Map Show Help

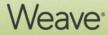
Course or Experience	Analysis Approach	Knowledge	Scholarship	Continue
EDU 201 (EDU-201)	Level of Instruction	1 Introduced 2 Reinforced 3 Emphasized	2 Reinforced	1 Introduced
EDU 203 (EDU-203)	Level of Instruction	2 Reinforced		
EDU 205 (EDU-205)	Level of Instruction	2 Reinforced		2 Reinforced
EDU 302 (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

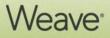
### 2009-2010 Education BS : Map





### 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





# **Questions**?





### **THANK YOU!**

## **Enjoy the Conference!**

