Rationale: CLO-PLO and CLO-ILO "split" map

In 2020, we adopted a "direct, explicit, split" curriculum map—we map <u>CLO</u>-PLO and <u>CLO</u>-ILO—because:

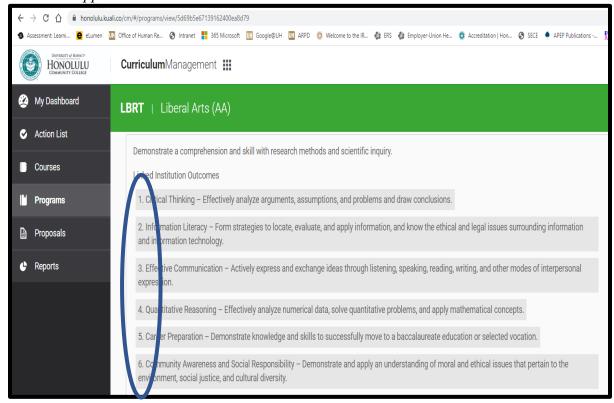
- Our assessment data is collected around CLOs, in the classroom, by faculty
- CLO data automatically generate PLO and ILO data through our Assessment Management System (AMS), eLumen
- CLO relevance for PLOs and ILOs is explicit

The previous "indirect, implicit" curriculum map consisted of mapping <u>CLO</u>-PLO and <u>PLO</u>-ILO, with the expectation that a CLO-ILO map could be indirectly created "behind the scenes." Such approach was problematic because:

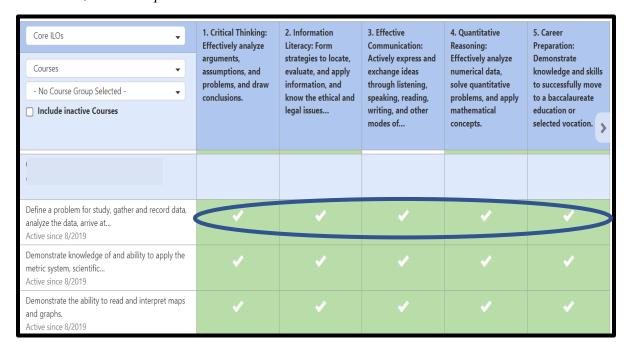
- Our assessment data is not collected around PLOs, outside the classroom, by a committee via rubric and upon norming session.
- "A friend's friend is not automatically a friend."
- Instructors lose contact with the CLO relevance for ILOs and ILO over-mapping occurs without them even realizing it. Here an example:



PLO4 is mapped to all six ILOs:



As a result, CLO1 maps to all six ILOs too:



What has caused this CLO-ILO over-mapping? The PLO-ILO map "behind the scenes:"