

### Rationale: CLO-PLO and CLO-ILO “split” map

In 2020, we adopted a “**direct, explicit, split**” curriculum map—we map CLO-PLO and CLO-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 CLO-PLO and PLO-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:

*CLO1 maps to PLO4:*

Liberal Arts (AA)	Apply quantitative reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.	Demonstrate an understanding of the life processes, individual development, thinking, and behavior.	Demonstrate an understanding of the natural environment of the planet and learn to utilize natural resources sustainably.	Demonstrate a comprehension and skill with research methods and scientific inquiry.	Display knowledge of different groups and organizations in societies and respect for varied cultural values.
Courses - No Course Group Selected - <input type="checkbox"/> Include inactive Courses					
Define a problem for study, gather and record data, analyze the data, arrive at... Active since 8/2019	✓			✓	
Demonstrate knowledge of and ability to apply the metric system, scientific... Active since 8/2019	✓			✓	
Demonstrate the ability to read and interpret maps and graphs. Active since 8/2019	✓			✓	

*PLO4 is mapped to all six ILOs:*

Curriculum Management

LBRT | Liberal Arts (AA)

Demonstrate a comprehension and skill with research methods and scientific inquiry.

Linked Institution Outcomes

1. Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.
2. Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.
3. Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.
4. Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.
5. Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
6. Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.

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

Core ILOs	1. Critical Thinking: Effectively analyze arguments, assumptions, and problems, and draw conclusions.	2. Information Literacy: Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues...	3. Effective Communication: Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of...	4. Quantitative Reasoning: Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.	5. Career Preparation: Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
Define a problem for study, gather and record data, analyze the data, arrive at... Active since 8/2019	✓	✓	✓	✓	✓
Demonstrate knowledge of and ability to apply the metric system, scientific... Active since 8/2019	✓	✓	✓	✓	✓
Demonstrate the ability to read and interpret maps and graphs. Active since 8/2019	✓	✓	✓	✓	✓

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