

## Suggested steps for conducting curriculum mapping discussions in your unit

Before you start, consider:

- Who should be at the table? (eg UPD/GPD plus all faculty who teach the courses? Some of the faculty who teach the courses?)
- If unit has more than one program which to map PLOs, utilize program chairs since they know program most
- Realize that building this process of reviewing program courses and mapping them to PLOs is a step in itself!

Step 1: Define Introductory, Developing, and Proficient (I,D,P)

- In small groups, discuss and decide on a common definition for each of these terms

Norms for discussion:

1. Quick write: each person *independently* writes a simple definition for “Introductory.”
2. One person shares their definition while the rest of the group listens and notes anything they want to add/revise. Repeat for each member of the group.
3. As a group, discuss what a definition for “Introductory” looks like in the context of your program’s PLOs.
4. Write a consensus definition for Introductory.
5. Repeat this process for Developing, Proficient.

Step 2: Individual ratings

- Engage course instructors in *independently* rating the courses they teach as I,D, or P for each PLO
  - This is most effective when every instructor of a given course completes their own ranking
  - For each Student Learning Outcome, does your course engage students at an Introductory, Developing, or Mastery level (or not at all)?

Step 3: Consensus ratings

- All instructors discuss their ratings and come to consensus
  - Discuss:
    - In the program as a whole, at what level is it appropriate for students to engage with the content in a given course?
    - If individual instructors have different ratings for the same course, encourage them to explain their choices and consider the course as it relates to the given PLO.
  - For each course, come to consensus on a single rating: I, D, P, or n/a

Step 4: Addressing program concerns

- Look for gaps, inconsistencies, and overlaps
  - Common issues:
    - An individual PLO is not engaged with in the I-D-P progression (this can occur out of order)
    - A PLO is not addressed enough or at all
    - A PLO is addressed too often, or introduced multiple times