

Curriculum Mapping Overview – Waubonsee Outcomes Advisory Council Resource

Program Map

Human Services AAS 650A Learning Outcomes:		HSV 105	HSV 110	HSV 115	HSV 120	HSV 140	HSV 230 or HSV 235
		Survey of Human Services	Group Dynamics	Crisis Intervention	Intro to Substance Abuse	Assessment and Treatment of Dual-Disordered Client	Human Services Seminar I or Seminar II
Institutional Learning Outcomes	Critical Thinking	X				X	
	Communication Skills		X	X			X
	Quantitative Literacy						
	Global Awareness						
	Information Literacy				X		
Program/Discipline Learning Outcomes	Perform professional responsibilities in accordance with the values, ethical and legal standards of the human services profession.	I	R	R	I/R	R	M
	Plan appropriate services or intervention strategies for client service needs.	I	R	I/R	R	R	M
	Evaluate the outcomes of client services.	I	R	R	I/R	R	M
	Describe appropriate interventions for individuals, families or groups of clients utilizing principles of evidence-based practice for direct care services.	I					I/R/M
	Choose culturally responsive strategies utilized to strengthen professional practice and enhance service outcomes.	I	R	R	R	R	M
	Write proper documentation in case notes or files.		I	I/R	I/R	I/R	R/M



WAUBONSEE
COMMUNITY COLLEGE

For assistance with curriculum mapping, reach out to our Outcomes Assessment Liaisons:

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Institutional Learning Outcomes

Place an X next to the one or two ILOs that will be assessed in each course.

Program/Discipline Learning Outcomes (PLOs)

CTE - PLOs identify the abilities, skills and knowledge that graduates should meet upon successful completion of a program.

Discipline – PLOs identify the broad abilities, skills and knowledge that an AA or AS transfer student intending to major in your discipline should meet upon successful completion. It is understood that many of our students take courses for general education only. For this exercise, look at your discipline holistically for transfer students majoring in the discipline.

I=Concept is “Introduced” for the first time.

R=Concept is “Reinforced” in a subsequent course. If courses do not have prerequisites, therefore a concept may be both introduced and reinforced.

M=Concept is “Mastered” This is the course where the program outcome is assessed to determine PLO achievement. This is typically in a 200 level course.

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Course Curriculum Mapping

Institutional Learning Outcomes (ILOs)				
Communication: Use clear language to communicate meaning appropriate to various audiences.	Critical Thinking: Analyze information in order to construct an argument or solution.	Global Awareness: Describe the interconnectedness of issues, trends or systems using diverse perspectives.	Information Literacy: Use technology to ethically research, evaluate or create information.	Quantative Literacy: Make judgements or draw appropriate conclusions based on the quantitative analysis of data.
Program Learning Outcomes (PLOs)				
1. Apply microeconomics and macroeconomic principles.	2. Use economic tools to analyze firms and current economic issues and policies.	3. Solve economic problems using qualitative and quantitative tools.		
Economics 201 Map				
Course Learning Outcome (CLO)	Bloom's Level	Program Outcome (PLO)	Institutional Learning Outcomes (ILOs)	Assignments
1. Define basic economic concepts related to demand, supply and their elasticities.	Remembering	1. Apply microeconomics and macroeconomic principles.	Critical Thinking and Global Awareness	Final Exam
2. Apply supply and demand to the welfare impacts of price control and taxes.	Applying	3. Solve economic problems using qualitative and quantitative tools.		Final Exam
3. Determine profit maximization rules for each market structure.	Evaluating	2. Use economic tools to analyze firms and current economic issues and policies. 3. economic problems using qualitative and quantitative tools.		Perfect competition, and Exam 3

CLO's

Current Course Learning Outcomes (CLOs) are listed. Through the mapping process, you may decide to update outcomes. Updated outcomes will need to go through curriculum council. Follow the [Curriculum Checklist](#) to make changes to your courses.

Bloom's Level

Goal: Confirm that the outcomes level aligns with the assignments we use for assessment. Example: Define is the first column of blooms. It is lower level verb on Bloom's Taxonomy. Objective test items such as fill-in-the blank, matching and multiple choice exams align with the Remembering level on blooms. [Examples of Appropriate Assessments](#).

Program Learning Outcomes

This section is for aligning CLO's to the Program Learning Outcomes curriculum. One to all CLOs can align to PLOs. ICCB doesn't require us to submit PLOs. However, we have current PLOs listed in Curriconet and on AEFIS. If you decide to change your PLOs, make sure you reach out to the Office of Learning Outcomes, Curriculum and Program Development so that they can update our systems. Reach out to kgorski@waubonsee.edu.

Institutional Learning Outcomes

Goal: Identify 1-2 ILOs for each course that all faculty regardless of modality assess. We do not need to have one ILO for each CLO. Please select one or two ILOs for each course. Many of our current assignments align with ILOs. We recommend that you find an existing summative assignment at the end of your course that aligns with an ILO. Our Outcomes Assessment Liaisons and OAC faculty can assist with alignment.

Assignments

Our educational affairs goal is to conduct course-level assessment and collect student learning results consistently across sections of a given course regardless of delivery mode. Outcomes assessment confirms that upon successful completion, students meet skills, abilities and knowledge in our outcomes. Therefore, collecting assessment data is best in a cumulative assignment at the end of the course. To assess across sections, a common assessment, rubric or exam questions can be identified. AEFIS our assessment management system can also link unique assignments to course outcomes to collect data across sections. In this box, select an assignment that will be used for outcomes assessment.