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
- CLO data cannot automatically generate ILO data via a middle filter (i.e., PLOs) in an AMS. For example the map “CLO1 links to PLO2 and PLO2 links to ILO3” cannot compile CLO1 data into ILO3 data.
- Instructors lose contact with the CLO relevance for ILOs and ILO over-mapping occurs without them even realizing it. Here an example:

**Example 1: CLO-PLO “direct, explicit” map**
Example 2: CLO-ILO “indirect, implicit” map

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

- CLO1 maps to PLO4
- PLO4 is mapped to all six ILOs, therefore
- CLO1 maps to all six ILOs too

Example 3. PLO4-ILO map