Mapping Student Experiences to Outcomes

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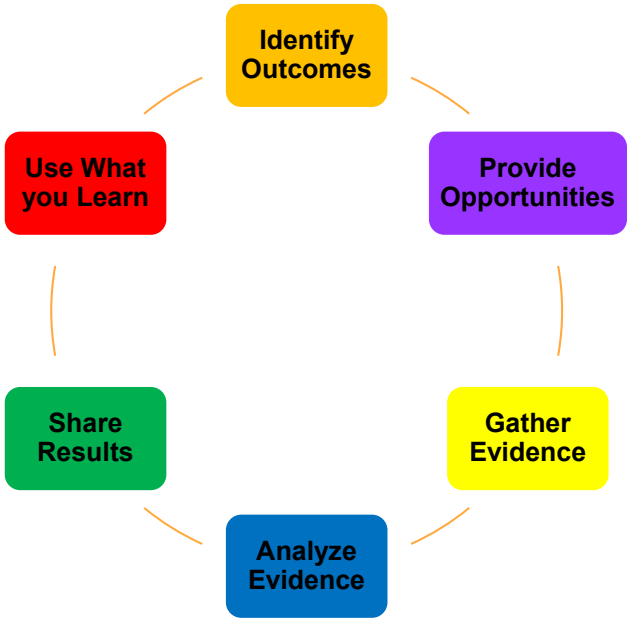
Workshop Outcomes

- Participants will be able to articulate the importance of mapping student experiences at either the program or course level to student outcomes.
- Participants will be able to create a preliminary student experience map.

Assessment Cycle



What is an outcome you have for your course/program/unit?

Providing Opportunities

- Undergraduate Faculty
  - Courses
- Graduate Faculty
  - Courses, Research, Fieldwork
- Student Affairs
  - Trainings and workshops and events
- Administration
  - Trainings and workshops and events

What are some things you all do to help your UCR students grow?

What is mapping?

When it comes to opportunities, how do you know if you are setting up students for success?

- Mapping is the key to understanding how everything fits together.
- Mapping is a strategy to plan or describe the alignment between outcomes and student experiences or learning opportunities.

Benefits of Mapping

- Finding gaps
- Finding redundancies
- Finding/defining variation in a program
- Forward-looking planning strategy
- Saves time

It is really about aligning experiences to the expected outcomes of students.

Preliminary Mapping Activity

1. Identify an outcome you want to assess.
2. Identify something that you already do to determine if the outcome has been met.
3. Describe how you will know if the outcome has been met.

Student Outcome	Student Experience	Specific Activity	Assessment/ Measure	Resources
	When do students practice/ reinforce/ demonstrate the outcome? (course, fieldwork, lab, presentation, workshop, event, etc.)	What activities teach/ reinforce the outcome? (specific assignment, lab, experience, activity, etc.)	How do you know students have achieved the outcome and to what degree? (test, thesis, paper, presentation, publication, demonstration, attendance, etc.)	What supporting resources? (technology, materials, etc.)

Preliminary Mapping Activity Example

Student Outcome	Student Experience When do students practice/ reinforce/ demonstrate the outcome? (course, fieldwork, lab, presentation, workshop, event, etc.)	Specific Activity What activities teach/ reinforce the outcome? (specific assignment, lab, experience, activity, etc.)	Assessment/Measure How do you know students have achieved the outcome and to what degree? (test, thesis, paper, presentation, publication, demonstration, attendance, etc.)	Resources What supporting resources? (technology, materials, etc.)
Identify the properties of barley that facilitate good malt. Classify types of malts and when to use them. Explain the nature of the malting process. Articulate the reason for the stage of the malting process.	FST 003: Introduction to Beer and the Science of Brewing Unit 2: Malt: the Soul of Beer	Read: • Text Book: P. 103 – 120 • Malting article Watch Video Lectures: • Lecture 1: *Barley the Properties* • *that Facilitate Good Malt.* • Lecture 2: *The Malting Process* • Lecture 3: *Types of Malt* Activities (Do): • Barley Identification activity • Malting Process activity • Deconstruct a Beer activity	Lecture imbedded quiz questions Unit quiz	Canvas (LMS) – content delivery, unit quiz, and communication Adobe Captivate – interactive online activities (Barley/Malting). Kaltura – video transcriptions and media server Google Docs (Deconstruct a Beer) Playposit (quizzing in lecture videos)

Mapping in a Course

Session	Topic(s)	Readings Due	Assignments Due
- Session 1	- Introduction - Review of Syllabus - Discussion of nature (1)	None	None
- Session 2	- What is Nature Deficit Disorder (1) - Reconnecting with Nature Activity (3) - Discussion of Nature Deficit Disorder in Reality (1)	Louv: Chapters 8, 1, 2, and 3 (1)	- Nature Deficit Disorder Comparative Essay Ideas (2) (4)
- Session 3	- Negative Impact of Nature Deficit Disorder (1) - Existence of Nature Deficit Disorder in Education (1) (3)	Louv: Chapters 9, 10, and 11 (1) (3)	- Reconnecting with Nature Activity Slots 1 and 2 (1) (2) - Environmental Connection Journal (3) (4)
- Session 4	- Nature Deficit Disorder Exam (1) - Nature Deficit Disorder Exam Scoring		- Reconnecting with Nature Activity Slots 3 and 4 (1) (2)
- Session 5	- Comparing and Contrasting Nature Deficit Disorder (2) - What is Environmental Education and How Can it Help (3)	Louv: Chapters 4, 5, 6, and 7 (1)	- Reconnecting with Nature Activity Slots 5 and 6 (1) (2) - Environmental Connection Journal (3) (4)

Mapping in a Program (Starter)

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Course 001	X				
Course 005		X		X	
Course 010		X			
Course 020		X			
Course 100	X		X	X	
Course 110			X		
Course 130			X		
Course 150	X			X	X
Course 160		X		X	X
Course 190					X

Mapping in a Program (Advanced)

	Student Experience	SO1: Candidates will be able to create a differentiated lesson plan that will address a core objective.	SO2: Candidates will be able to utilize technology to facilitate the implementation of a lesson plan.	SO3: Candidates will be able to deepen student understanding by utilizing effective engagement strategies.	SO4: Candidates will be able to identify effective student engagement practices that utilize restorative justice practices.	SO5: Candidates will be able to develop their own area of research for peer-reviewed journal publication.
Curriculum	**EDUC 500**	Introduced (lesson plan)				
	EDUC 543	Practiced (lesson plan)	Introduced (lesson plan)			
	EDUC 556		Practiced (lesson plan)	Introduced (engagement presentation)		
	EDUC 612			Practiced (engagement presentation)	Introduced (engagement presentation)	
	EDUC 624					Introduced (capstone paper)
Fieldwork	**40 Hours Classroom Observation/Teaching in Gate/Advanced Classroom**	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Regular Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Special Needs Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
Professional /Academic	**Attendance at Education Conference relevant to field of interest**					Practiced (AERA Attendance)
	Article Submission for Publication					Demonstrated (capstone article submission proof)

Mapping in Student Affairs (Advanced)

		Resident Assistant Program Outcomes			
		Students will be able to demonstrate critical thinking skills. (Learning Outcome)	Students will be able to identify and respond appropriately to potential safety concerns and crisis situations. (Learning Outcome)	75% of residents will be satisfied with the quality of the programming offered by RAs. (Satisfaction Outcome)	75% of students will effectively complete administrative tasks. (Process Outcome)
	Assessment Items	• Observation during training using rubric • Review of logs and/or incident reports using rubric	• Training survey • Completed duty logs and incident reports using rubric	• Survey of student residents	• Count of [edit?] meeting deadlines and type of deadlines • Review of documentation using rubric
Resident Assistant Programs	Resident Assistants	X	X		X
	Programs for Resident by RAs	X	X	X	X
	Residence Hall Residents			X	

Mapping Tips

- You can identify depth or quality of coverage using something other than “X”
- You should at least share with one other person before finalizing it (Collaboratively creating the map at the program-level is even better)
- You should consider identifying things that are mandatory vs. optional
- You should take your time.
- You should make revisions whenever needed as this is not set in stone.
- All outcomes should be tied to an experience, but not all experiences need to be tied to an outcome.

It doesn’t need to be perfect!!!

Thanks for participating!

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