

---

## Announcing

# The Mapping and Assessment Planning Program

## Undergraduate Program Proposals Due Feb. 21, 2022

The future of our degree programs rests on our ability to design flexible curricula, scaffold student achievement of learning outcomes, and illuminate evidence of student learning and success. These imperatives allow us to continually improve our curricula and to articulate meaningful responses to questions about the value of a college degree and the shifting expectations within higher education. KU has dedicated the 2021-22 and 2022-23 assessment cycles to helping degree programs interrogate and renew their learning outcomes, map their courses to these outcomes, and develop a plan to gather and use evidence about student achievement of the outcomes.

CTE's **Mapping and Assessment Planning Program** will support individual departments in meeting these expectations, with a strategic focus on developing *broad awareness and buy-in among all faculty teaching within the degree program*. Our goal is to help departments craft highly individualized curriculum maps and assessment plans that align with student needs and the discipline, represent a *shared faculty vision* for student learning and the student experience, and structure curricular decision-making for the next several years. Participation in the MAP Program will also generate the products – **curriculum maps and assessment plans** – that departments will submit as part of assessment reporting in February 2023.

### 2021 Program Summary

The MAP Program is designed as a two-stage process that *will ultimately involve each department's entire faculty*. First, CTE will work closely with two faculty members from each department, providing consultative support tailored to the department's needs, and convening discussions involving representatives of all participating departments. Second, CTE will help the department leads take the results of their work back to their departments, lead discussions about curriculum design and change within the department, and collaboratively craft an assessment plan characterized by broad support from the department's *entire faculty*. See page 3 for the program schedule and concrete products.

### What Will You Do in the MAP Program?

Department teams will:

1. Have two team leads participate in program meetings once during Spring 2022 and twice during Fall 2022. To make good progress on their projects, the lead faculty members should also expect to be in semi-regular contact with CTE staff.
2. Meet on their own – and with department colleagues – between program meetings to develop and respond to curriculum maps, as well as work on the assessment plan they will eventually submit to KU in February 2023.
3. Share their work with their **full** department faculty and the broader KU community.

### What Will MAP Do for You?

To support your work, CTE will provide:

1. **Consultation, guidance, and support** in refining learning goals; developing curriculum maps; responding to those maps; refining your curricula; drafting an assessment plan that will both satisfy KU's reporting requirement and be of intellectual interest to you and your colleagues; and developing a vision for next steps.

2. **Access to survey and curricular tools**, and other forms of data analytics support to inform discussions on how best to structure your curriculum and assess its effectiveness.
3. Opportunities to connect with **an intellectual community of colleagues** from other departments that are working toward similar goals and solving similar problems.
4. A **\$3,000 fund** for the team. Funds will be transferred to departments by the end of March (FY22; *must be spent before 6/9/22*). We suggest using funds for stipends or professional expenses for team leaders and members (e.g., team leads receives \$1,500 gross). Funds could also support student assistance on the project.

### Eligibility and Expectations

Any **undergraduate** program on the Lawrence or Edwards campus is eligible to apply (based on funding and demand, a MAP Program for graduate programs may be launched next academic year). Department teams should include **at least two faculty members** who will play an active role in the activities. Departments with larger teams should identify **two team leads** who will represent the department in CTE and program meetings. As indicated through their application materials, teams should have the demonstrated support of the department chair. Faculty include tenured and tenure-track faculty, multi-term lecturers, teaching specialists, and professors of teaching who have an ongoing role in their departments. Department teams are expected to send both team leads to program meetings and to share their work in at least one department meeting and in a presentation at CTE's annual Student Learning Symposium in late January or early February 2023. With the help of CTE staff, they will deploy a curriculum survey to their departmental colleagues.

### Application

Departments should submit **a brief application addressing the points below; a copy of their annual assessment report from this year (February 2022)**, and a list of their program's learning outcomes. Materials are due by 5 p.m. Feb. 21 to Joshua Potter at [joshuadpotter@ku.edu](mailto:joshuadpotter@ku.edu).

Applications (~2 pages) should address:

1. **Faculty team and leadership endorsement.** Who will participate and why is this the right team for this work? The ultimate goal of this program is to help department teams foster broad engagement among colleagues with a long-term assessment plan. For this reason, we ask for a short letter of support from the department chair. The letter should indicate a commitment to facilitating broad faculty participation in the mapping and planning process, and identify forums or meetings where the team will have opportunities to lead discussions with the entire faculty about the department's MAP work. As a condition of funding, departments must provide documentation of these meetings in Spring and Fall 2022.
2. **Curriculum Description.** How well-developed are your program's learning outcomes? Are instructors of courses in your department aware of these outcomes and do they teach to them specifically? Do some courses align more or less well with these outcomes? In your estimation, what is the most successful area of your curriculum? What is one area that needs work and why? (*Note that there are no "wrong" answers to these questions. They are intended to help the CTE understand how best to support participating departments.*)
3. **Department-Level Conversations About Assessment.** What is the current state of assessment discussions within your department? Are there particular sticking points or recurring objections around assessment among your colleagues? Are there certain sorts of evidence or argumentation that might be effective or persuasive in eliciting broader participation or buy-in from colleagues? (*Here again, there are no "wrong" answers!*)
4. **Funds.** How would you use the \$3,000?

5. **Availability.** Will all team members be able to attend the kickoff meeting on March 4 from 9 a.m. to noon? Will all team members agree to be available for meetings that take place during Fall 2022? (CTE will canvas everyone’s availability before scheduling.)

## Selection Criteria

MAP should promote cooperative, integrated participation among faculty members. Preference will be given to departments that are committed to promoting broad engagement by faculty and seek to explore questions with meaningful implications for the teaching and learning culture in the unit. We are especially interested in funding proposals from departments that have recently revisited and refined their program-level learning outcomes. We will notify departments of decisions by Feb. 25. Funds will be transferred by the end of March.

## Questions?

Please contact Joshua Potter ([joshuadpotter@ku.edu](mailto:joshuadpotter@ku.edu)).

## MAP Project Schedule

	Date(s)	Activities
Phase 1	Friday March 4, 2022	<b>Kickoff meeting</b> (half day) to introduce the concept of a curriculum map as both descriptive and diagnostic tool. A major focus of this session will be to facilitate cross-departmental conversations about how outcomes can be sequenced and scaffolded across courses.
	April and May 2022	<b>Individual Department Work:</b> CTE staff works with individual teams to identify 10-20 “critical” courses in their curriculum about which they will survey department faculty about how they think their courses map to program outcomes. <b>CTE deploys surveys in May.</b>
	Summer 2022	<b>CTE Builds Maps.</b> CTE staff analyzes survey results for each department and builds visualizations of the curricula. These visualizations will motivate curricular and assessment discussions in each department during the fall term.
Phase 2	Early Fall 2022 (August or September)	<b>Cross-Department Meeting/Map Review:</b> CTE reconvenes department teams to share curricular visualizations and discuss strategies for leads to bring results back to departments. Curriculum maps and visualizations will be emphasized as diagnostic tools to reveal whether the curriculum is “healthy” and ready to be assessed.
	September / October 2022	<b>Share work with Department Colleagues:</b> Each department team works with colleagues in home department to gather impressions about the state of the curriculum, note potential changes, and prepare an assessment plan (for February 2023 reporting cycle).
	Fall 2022	<b>Consultations on Assessment Plans:</b> CTE staff available to consult on the selection of assessment tools, course-level targets for assessment, and other dimensions of plans.
	January/ February 2023	<b>Share Work with Campus.</b> The department leads present the results of their work at the annual Student Learning Symposium (and departments submit maps and plans to Provost’s Office).