

This presentation will do **three things** ...

1. What are the parts of a **curriculum map**?
2. Why is a curriculum map **useful**?
3. How can the CTE **help**?

Policy, procedure, and reporting

- Provost's office website: assessment.ku.edu/faculty-assessment-resources
- **Gina Wyant**, Director of University Assessment, gina.wyant@ku.edu

Examples, resources, workshops, consultation

- CTE website: cte.ku.edu/assessment-student-learning
- **Joshua Potter**, Associate Director for Student Learning and Analytics, joshuadpotter@ku.edu
- **Drew Vartia**, Documenting Learning Specialist, vartia@ku.edu

February 2023

- A **curriculum map** that depicts how the outcomes are distributed across courses in your four-year degree plan
- An **assessment plan** that specifies methods and responsibilities

NB: you cannot work on a curriculum map without **learning outcomes** and **levels**; your work on assessment plans is made easier with a curriculum map in-hand.

By the end of this program, successful students will:

	Learning Outcome	Analysis
Option 1: Not an outcome	Be given opportunities to learn effective communication skills	Describes program content, not the attributes of successful students
Option 2: Vague	Have a deeper appreciation for good communication practices	Does not start with an action verb or define the level of learning; subject of learning has no context and is not specific
Option 3: Less vague	Understand principles of effective communication	Starts with an action verb, but does not define the level of learning; subject of learning is still too vague for assessment
Option 4: Specific	Communicate effectively in a professional environment through technical reports and presentations	Starts with an action verb that defines the level of learning; provides context to ensure the outcome is specific and measurable

What are “levels” of learning?

**Beginning
(Introduced)**

**Intermediate
(Reinforced)**

**Advanced
(Demonstrated)**

I: Introductory Level		D: Developing Level		M: Mastery Level	
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
defines	comprehends	applies	analyzes	categorizes	concludes
describes	distinguishes	computes	compares	composes	critiques
identifies	interprets	demonstrates	contrasts	creates	defends
knows	summarizes	prepares	distinguishes	devises	evaluates
lists		solves		designs	interprets
recognizes				modifies	justifies

What is a curriculum map?

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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emerging developing proficient

What is a curriculum map?

Outcomes

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Levels of Learning

Performance Goal

1	2	3
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		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
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Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

All outcomes appearing in a course

Performance Goal

1	2	3
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What is a curriculum map?

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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All courses including that outcome

What is a curriculum map?

Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120		1		1	1
Required	Course 201		2	2		
Elective	Course 215				2	2
Required	Course 300	2		3		
Required	Course 330		3		2	3
Capstone	Course 410	3	3	3	3	3

Performance Goal

1	2	3
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emerging developing proficient

As needed,
additional
info for the
department

	SCSC Core (36 - 37 hr)										Crops Emphasis (40-41 hrs)					Soil and Water Emphasis (40-41)					Turfgrass (40-41 hrs)																															
	Choose One					Choose Two			Choose One	Choose One						Choose One																																				
	SCSC 205 Problem Solving in Plant and Soil Systems (3)	SCSC 301 Soil Science (4)	SCSC 307 Crop Biology and Physiology (4)	SCSC 309 Water in Soils and Plants (4)	SCSC 481 Senior Seminar (2)	SCSC 491 Undergraduate Research (3)	SCSC 484 Internship (3)	Study Abroad (3)	SCSC 446 Weed Management and Ecology (3)	ENTO 401 Principles of Insect Pest Management (3)	ENTO 201 General Entomology (3)	PLPA 301/PLPA Plant Pathology and Plant Pathology Lab (4)	REN 205 Fundamentals of Ecology (3)	SCSC 444 Forage Ecology and Management (3)	STAT 302 Statistical Methods (3)	ESSM 313 Sampling Methods and Design of Ecosystems (3)	SCSC 304 Plant Breeding (3)	SCSC 311 Principles of Crop Production (3)	SCSC 402 Crop Stress Management (4)	SCSC 410 International Agricultural Systems (3)	SCSC 441 Crop Production (3)	SCSC 310 Soil Morphology and Land Use Interpretations (2)	SCSC 405 Soil and Water Microbiology (4)	SCSC 422 Soil Fertility and Plant Nutrient Management (3)	SCSC 432 Soil Fertility and Plant Nutrient Management Lab (1)	SCSC 455 Environmental Soil and Water Science (3)	SCSC 488 Watersheds and Water Quality Management (3)	SCSC 498 Watersheds and Water Quality Management (3)	GHOG 390 Principles of Geographic Information Systems (3)	ESSM 351 Geographic Information Systems and Resource Management (3)	SCSC 312 Introductory Turf Management Lab (1)	SCSC 302 Recreational Turf (3)	SCSC 427 Sports Field Construction (4)	SCSC 428 Advanced Turf Ecology and Physiology (3)	SCSC 429 Turf Management Systems (4)	SCSC 430 Turf Maintenance (4)	MGMT 309 Survey of Management (3)															
SCSC Department																																																				
1. Demonstrate Knowledge of Physical, Chemical, Biological, and Hydrological Properties of Soil	I	I	I	I/R		+		R														R/D	I/R	R/D	R/D	R/D	R/D										R/D															
2. Demonstrate Knowledge of Plant Growth, Development, Production, Adaptation, and Improvement	I		I/R	I				D								R/D	I/R																					I/R	I/R	I/R	R/D											
3. Demonstrate Knowledge of Soil-Water-Plant-Environment Interactions	I	I	I/R	I/R				I	R	R	I										D	R/D																		I/R	I/R	I/R	R/D									
4. Demonstrate critical thinking and problem-solving skills	I/R			I						R	I					D	R/D					R/D	R	R/D	R/D	R/D	R	D	D												I/R	R/D	R/D	D								
5. Communicate Effectively	I/R		I							D	D						I					R/D	D	R/D	R																		D	R/D								
6. Work Collaboratively	I		I	I						R	R	D				D							R/D	R																					D	R/D						
7. Practice personal and social responsibility	I		I	I							R													R	R	R	D	R/D																								
8. Demonstrate social, cultural, and global competence											I	I																																								
9. Prepare to engage in lifelong learning	I		I	I							D																																									
											Dir. El. 9 / Free El. 16-17					Dir. El. 6 / Free El. 15-16					Dir. El. 8 / Free El. 11-12																															

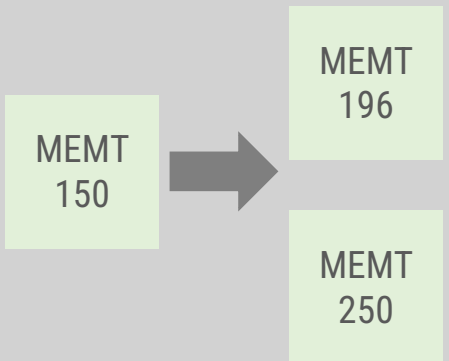
Research Skills in Music Therapy



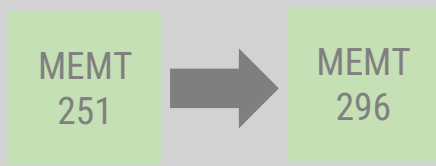
	MEMT 150	MEMT 196	MEMT 250	MEMT 251	MEMT 296	MEMT 463	MEMT 329	MEMT 464	MEMT 455	MEMT 396	MEMT 586	MEMT 587
1. Define a topic of appropriate scope and significance in the discipline.	Light Green	Light Gray	Light Gray	Light Green	Light Green	Light Green	Light Gray	Light Gray	Dark Green	Light Gray	Light Gray	Light Gray
2. Pose a clear, arguable, significant research question at the outset.	Light Gray	Light Gray	Light Gray	Light Green	Light Green	Light Gray	Light Gray	Light Gray	Light Green	Light Green	Light Gray	Light Gray
3. Read texts and data closely and critically.	Light Green	Light Gray	Light Gray	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Light Gray	Light Gray
4. Develop a clear, arguable, and significant argument or hypothesis.	Light Gray	Light Gray	Light Green	Light Green	Light Green	Dark Green	Light Gray	Light Gray	Light Green	Light Green	Light Gray	Light Gray
5. Employ a primary and secondary evidence (texts and/or data) as support for the argument or findings.	Light Green	Light Gray	Light Green	Light Green	Light Green	Light Green	Light Gray	Dark Green	Dark Green	Light Green	Light Gray	Light Gray
6. Analyze texts and data in ways consistent with a recognized and articulated theory/approach.	Light Gray	Light Green	Light Gray	Light Green	Light Green	Dark Green	Light Green	Light Green	Light Green	Dark Green	Light Gray	Light Gray
7. Show awareness of a disciplinary audience, the critical context, and rhetorical purpose.	Light Gray	Light Gray	Light Gray	Light Green	Light Green	Dark Green	Light Gray	Light Gray	Dark Green	Light Gray	Light Gray	Light Gray
8. Explain the significance of your argument or findings.	Light Gray	Light Gray	Light Gray	Light Green	Light Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Light Gray	Light Gray
9. Acknowledge and respond to significant counterarguments or limitations of the research.	Light Gray	Light Gray	Light Gray	Light Gray	Light Green	Light Green	Light Gray	Light Gray	Light Green	Light Gray	Light Gray	Light Gray

UNDERGRADUATE

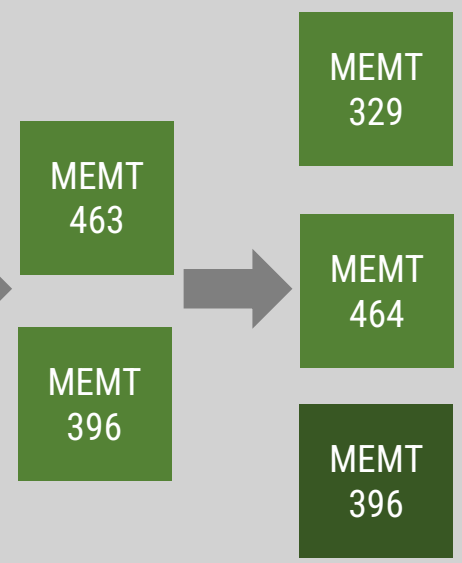
FIRST YEAR



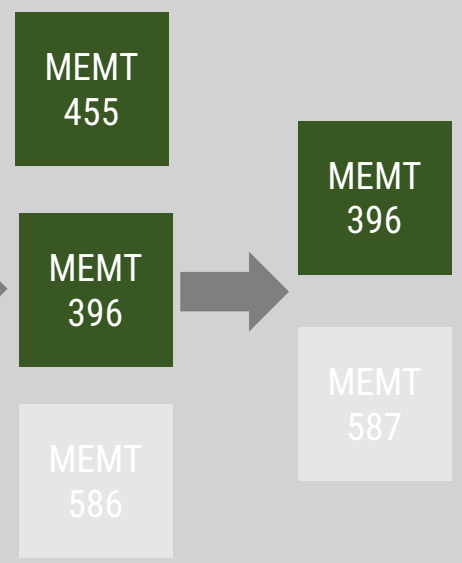
SOPHOMORE



JUNIOR



SENIOR



What can you do with a curriculum map?

- Examine **coverage**: eliminate redundancies and shore up gaps.
- Double-check the “**scaffold**” you’re using (or not using) to guide students toward mastery of an outcome.
- Identify appropriate assessment **methods** and course **targets**.
- Consider how to **staff your course offerings** and **represent the curriculum** intelligibly to students.

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Advanced	Intermediate	Intermediate	Introductory
ABC 175	Introductory	Introductory	Introductory	Introductory
ABC 230	Advanced	Intermediate	Introductory	Introductory
ABC 310	Introductory	Introductory	Intermediate	Intermediate
ABC 430	Intermediate	Introductory	Advanced	Introductory
ABC 560	Introductory	Introductory	Advanced	Advanced

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

Students are drinking from a firehose on this outcome.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Advanced	Intermediate	Introductory	Introductory
ABC 175	Introductory	Introductory	Introductory	Introductory
ABC 230	Advanced	Intermediate	Introductory	Introductory
ABC 310	Introductory	Introductory	Intermediate	Intermediate
ABC 430	Intermediate	Introductory	Intermediate	Introductory
ABC 560	Introductory	Introductory	Intermediate	Intermediate

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

Whither the instruction?

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Light Blue	Light Gray	Light Blue	Light Gray
ABC 175	Light Gray	Light Gray	Light Gray	Light Gray
ABC 230	Light Blue	Dark Blue	Light Gray	Light Gray
ABC 310	Light Gray	Light Gray	Light Blue	Light Blue
ABC 430	Light Blue	Light Gray	Dark Blue	Light Gray
ABC 560	Light Gray	Light Gray	Dark Blue	Dark Blue

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

Outcome 3 is over-saturated.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Light Blue	White	Light Blue	White
ABC 175	White	White	Light Blue	White
ABC 230	Light Blue	Light Blue	Light Blue	White
ABC 310	White	White	Light Blue	Light Blue
ABC 430	Light Blue	White	Dark Blue	White
ABC 560	White	White	Dark Blue	Light Blue

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

This outcome is well-scaffolded across the curriculum.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Light Blue	White	Light Blue	Light Blue
ABC 175	White	White	White	Light Gray
ABC 230	Light Blue	Light Blue	White	Light Blue
ABC 310	White	White	Light Blue	Blue
ABC 430	Light Blue	White	Light Blue	Light Gray
ABC 560	Light Blue	White	Light Blue	Blue

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

ABC 230 is doing a lot of heavy lifting.

ABC 175 is ... not.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Light Blue	White	Light Blue	White
ABC 175	White	White	Light Blue	White
ABC 230	Dark Blue	Light Blue	Light Blue	Light Blue
ABC 310	White	White	Light Blue	Light Blue
ABC 430	Light Blue	White	Light Blue	White
ABC 560	White	White	Light Blue	Light Blue

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Advanced	Introductory	Intermediate	Introductory
ABC 175	Introductory	Introductory	Introductory	Introductory
ABC 230	Advanced	Intermediate	Introductory	Introductory
ABC 310	Introductory	Introductory	Intermediate	Intermediate
ABC 430	Intermediate	Introductory	Advanced	Introductory
ABC 560	Introductory	Introductory	Advanced	Advanced

Great opportunity for “upstream” and “downstream” colleagues to work together on Outcome 3.

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Advanced	Intermediate	Intermediate	Introductory
ABC 175	Introductory	Introductory	Introductory	Introductory
ABC 230	Advanced	Intermediate	Intermediate	Introductory
ABC 310	Introductory	Introductory	Intermediate	Intermediate
ABC 430	Intermediate	Introductory	Advanced	Introductory
ABC 560	Introductory	Introductory	Advanced	Advanced

Formative assessment

Summative assessment

Levels of Learning
Introductory
Intermediate
Advanced

Let's assume that students are required to take these courses sequentially.

Opportunity to track students' development over time.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ABC 150	Advanced	Intermediate	Intermediate	Introductory
ABC 175	Intermediate	Intermediate	Intermediate	Introductory
ABC 230	Advanced	Intermediate	Intermediate	Introductory
ABC 310	Intermediate	Intermediate	Intermediate	Intermediate
ABC 430	Intermediate	Intermediate	Advanced	Introductory
ABC 560	Introductory	Intermediate	Advanced	Advanced

Example: Curricular Map with Learning Progression & Assessment Approach

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Course 1	I		I
Course 2		I	R
Course 3	R		
Course 4	R	R	
Course 5		D Case Study	D Reflective Essay
Course 6	D Capstone Project		

Excel sheets accessible at assessment.ku.edu > Degree-Level Assessment

Each sheet is pre-populated with your outcomes from last year.

Policy, procedure, and reporting

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