Example Aggregate Data from the CurricKit™ Curriculum Mapping Survey

Once the curriculum mapping data has been collected from all instructors teaching courses in the curriculum for a degree-program or major, their individual survey responses can be assembled into program-wide data for analysis. The following figures represent example aggregate results generated from the CurricKit™ Curriculum Mapping survey. All results presented in Figures 1, 2 and 3 are based on fictional data.

Aggregate Result 1: Learning Outcomes in the Curriculum

Figure 1 displays data related to the frequency that each learning outcome is taught and assessed within 40 courses across the curriculum for a degree program. The CurricKit™ curriculum mapping survey, asks instructors to indicate which learning outcomes are developed in the course(s) that they teach, specific to a particular major or degree program. It is typical to see a range in the frequency that learning outcomes are taught and assessed, often leading to important discussions related to the strengths and gaps within a curriculum. For example, from the results presented in Figure 1, a curriculum discussion may focus specifically on the learning outcomes that are most (e.g. outcomes 1, 2) and least (e.g. outcomes 5, 6) taught and/or assessed in the curriculum.

![Figure 1: Example figure displaying an aggregate summary the extent that learning outcomes are taught and assessed within a curriculum.](image)

Aggregate Result 2: Educational Practices Applied in the Curriculum

It is imperative for each major and degree program to clearly articulate how it supports student learning and success, by examining the educational practices that are used to support student learning. Knight (2001) suggests that both the disciplinary subject matter and context need to be thoughtfully considered, and high quality learning encounters, processes and engagements need to be intentionally planned throughout the program. He further states that this approach begins by collectively discussing and articulating, what good learning, teaching and assessment encounters in the discipline actually look like. Equally important is an informed discussion of how the teaching and learning environments
support and align with broader Institutional mission statements, goals, and the student learning outcomes defined there within. The CurricKit™ curriculum mapping survey asks instructors to indicate the instructional and assessment methods that are used within the course(s) that they teach. Figure 2 displays example data related to the assessment strategies that are used within a curriculum. Aggregate data related to the instructional and assessment strategies used throughout a curriculum can lead to critical discussions related to the creation of teaching and learning environments the best support student learning and success.

Figure 2: Example figure displaying a summary of assessment methods used across a curriculum.

**Aggregate Result 3: Alignment between Learning Outcomes and Teaching/Assessment Strategies**

When assessing student learning outcomes, it is important to clearly identify how teaching and assessment activities align with the outcomes in the curriculum (Judd and Keith, 2012). The CurricKit™ survey asks instructors to indicate specifically how each learning outcome is taught and assessed within the courses that they instruct. In aggregate, this data allows for a view of how the learning outcomes for each degree program/major align with the teaching and learning activities that are delivered. This data could be used to inform discussions related to the alignment between the delivered curriculum, the intended learning outcomes, and how the teaching/learning environments may be best designed to support student learning and development. The data can also lead to discussions related to where and how high impact educational practices are embedded specifically throughout the curriculum (Kuh, 2008).

For a program learning outcome related to conducting experimental research, Figure 3 illustrates how this learning outcome is actually taught and assessed in the curriculum. In this case, a curriculum discussion may examine the alignment between the most frequently used instructional (lecture,
reading) and assessment strategies (quiz/test/exam) and students’ ability to achieve this learning outcome.

**Aggregate Result 3: Alignment between Learning Outcomes and Educational Practices**

![Graph A: Experimental Research - Instructed](image1)

![Graph B: Experimental Research - Assessed](image2)

* Students will be able to conduct experimental research, by evaluating and applying appropriate qualitative and quantitative methods, and critically interpreting research results.

**Figure 3** a) and b) present an example summary of how a learning outcome related to students’ ability to conduct experimental research is taught and assessed within a curriculum.
References:

