



Stony Brook University

Improving Your Curriculum Map & Ensuring Your Metrics are Aligned

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OEE Fall Workshop Series: Assessment Process 2.0

- OEE & the Assessment Process
- Improving your Program Goals & Learning Objectives
- **Improving your Curriculum Map & Ensuring Your Metrics are Aligned**
- Improving your Benchmarks & Setting Realistic Assessment Cycle Timelines
- Aligning Results, Actions & Improvements

Housekeeping: 23-24 Assessment Reports

- **Who:** All Programs & Assessment Coordinators
- **What:** Assess at least one PLO and update top section on accomplishments/improvements
- **When:** February 23, 2024
- **How:** Use OEE templates

OEE Workshop Learning Objectives

Upon completion of this workshop, participants will be able to:

- Refine curriculum map locations so they are clear.
- Design a program curriculum map.
- Differentiate between direct, indirect, formative and summative assessment methods.
- Discuss appropriate assessment methods to measure student learning in your program.



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Mapping PLOs to Curriculum Map Location

Location in Curriculum Map: Template Excerpt

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	
Assessment Method	
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Mapping to Curriculum 101

- Identify **1-2 specific courses that most closely align** with the content of the PLO, or that align at the most advanced level.
- Use these courses as a representative sample of student performance.
- Using required/core courses can be helpful, but is not required.
- Each course you list = each course you should assess. Streamline!
- Your selections are not set in stone - you can rotate or change courses as you go through each assessment cycle.

Location in Curriculum Map

Example of an unclear curriculum map location:

Program Learning Objective 1: Upon completion of the degree students will be able to...	
Location in Curriculum Map (Course Name)	Four of the 600-level ABC courses

Location in Curriculum Map

Example of an unclear curriculum map location:

Program Learning Objective 1: Upon completion of the degree, students will be able to...	
Location in Curriculum Map (Course Name)	Various courses across the curriculum

Location in Curriculum Map

Example of a complex curriculum map location

Program Learning Objective 1: Upon completion of the degree, students will be able to...	
Location in Curriculum Map (Course Name)	ABC 101, ABC 103, ABC 210, ABC 302, ABC 303, ABC 490

Location in Curriculum Map

Example of a complex curriculum map location

Program Learning Objective 2: Upon completion of the degree, students will be able to...	
Location in Curriculum Map (Course Name)	Addressed in all core courses

Location in Curriculum Map

Example of a clear and well-mapped curriculum map location

Program Learning Objective 1: Upon completion of the degree, students be able to...	
Location in Curriculum Map (Course Name)	ABC 247: Seminar in Natural Sciences

Location in Curriculum Map

Why is this example clear?

Program Learning Objective 1: Upon completion of the degree, students be able to...	
Location in Curriculum Map (Course Name)	ABC 247: Seminar in Natural Sciences

Specific

Streamlined

1 or 2 courses as a
sample

**Clearly
identifies
course code &
title**

Location in Curriculum Map

Example of a more advanced/developed curriculum map

Program Learning Objective 1: Upon completion of the degree, students be able to...	
Location in Curriculum Map (Course Name)	Introduced in ABC 101: Introduction to the Scientific World Reinforced in ABC 201: Current Events in Science and Technology Assessed in ABC 247: Seminar in Natural Sciences

Allows programs to provide more contextual information - complex but clear!

Demonstrates progression of course difficulty/mastery of skills

Still only requires **results** in ABC 247 as the **primary** location for assessment

Your turn!

Take a look at the **location in curriculum map** listed in your assessment plan for one PLO.

Would you make any changes based on today's workshop?

Share or enter it in the chat!



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Designing a Curriculum Map

Why do I need a curriculum map?

- Increase transparency
 - Helps communicate teaching expectations to faculty and learning expectations to students
 - Serves as a helpful visual aid
 - Helps programs think through timing and placement of assessments
- Gap Analysis
 - Identify overlapping or redundant coursework (Is that purposeful or problematic?)
 - Identify gaps in course content which may impact student learning (Is learning scaffolded?)
- Demonstrates program alignment between:
 - Institutional, Dept, Program mission and goals
 - Program Learning Objectives and Course Learning Objectives
 - PLoS/CLOs and Assessment Methods
 - Assessment Methods and Assessment Timeline

Sample Curriculum Map: Link PLOs to Course & Method

Program X Curriculum Map	Course 1	Course 2	Course 3	Course 4...
Learning Objective 1	X Quiz 1			
Learning Objective 2		X Term Paper		X Oral Presentation
Learning Objective 3...			X Case Study	

Sample Curriculum Map: Connect the Dots Further

Program ABC Curriculum Map					
Course Code	ABC 101	ABC 103	ABC 202	ABC 301	ABC 304
Semester	Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2
PLO 1	CLO 3 Quiz 1				CLO 1 Capstone
PLO 2	CLO 4 Final Paper		CLO 6 Final Exam Q10		
PLO 3		CLO 1 Reflective Journal			CLO 1 Capstone
PLO 4		CLO 2 Group Project		CLO 5 Video Project	
PLO 5			CLO 2 Case Study Analysis		CLO 4 Oral Presentation

Sample Curriculum Map: More Detailed Levels

EQUIRED COURSES AND EXPERIENCES	Program Level LEARNING OUTCOMES						
	Demonstrate knowledge of key historical material, theoretical perspectives, institutional practices, and legal and ethical concerns.	Analyze and identify the materials from which historical and or artistic objects are made.	Develop visual and hand skills for recognizing and analyzing materials that compose cultural objects and processes by which they have been constructed.	Develop appropriate research skills.	Analyze the conservation needs of an object and identify best practices.	Illustrate research and computer skills.	Exhibit knowledge of actual museum work through personal experience.
0533-370 Intro to Museums Collecting	I, A		I	I		I	I
0533-422 Art Materials and Photography	R	I, A	R	R	I		
0533-423 Artists' Materials: Panel Paintings		R					
0533-424 Legal and Ethical Issues for Collecting Institutions	R		R, A			R	
0533-425 Display and Exhibition		R			R, A		
0533-426 Collections, Management & Museum Administrators			R				
0533-427 Fundraising, grant Writing & Marketing for Nonprofits				R,A			
0533-437 Forensic Investigation	R	R, A				R	
0533-438 Art Conservation					R		
0533-510				R		R,A	R
Internship	M	M	M	M	M	M	M,A

(I = Introduce; R = Reinforce; M = Mastery; and A – Assessment opportunity)

Think-Pair-Share

Find a partner and discuss which sample curriculum map would be most useful for your program.



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Mapping PLOs to Metrics & Methods

Types of Assessment Methods

- Formative Assessment
- Summative Assessment
- Direct Assessment
- Indirect Assessment

Formative & Summative Assessments

Formative:

- Low-stakes measures
- Occurs throughout a course or program
- Checks for learning
- Informs modifications to teaching strategies

Summative:

- High-stakes measures
- Occurs at the end of a module, course or program
- Culminating measure to check for total knowledge/skills gained
- Informs outcomes/findings

Direct & Indirect Assessments

Direct Assessment: occurs when faculty evaluate student performance directly.	Indirect Assessment: occurs when asking others about their perspective or perceptions.
<ul style="list-style-type: none">• Case Study• Quiz• Exam• Group Project• Oral Presentation• Senior or Capstone Project• Problem Sets• Written work (essay, term paper, discussion board, etc.)	<ul style="list-style-type: none">• Course Evaluation• Student Survey• Faculty Survey• Alumni Survey• Employer Survey• Focus Group

Assessment methods are imperfect measures of student learning, but there are different advantages to each type. Good assessment plans will integrate both direct and indirect measures.

Unclear Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	
Assessment Method	Varies across courses
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Complex Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	ABC 500
Assessment Method	Short papers, in-class presentations, quizzes, and homeworks
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Inappropriate Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	ABC 500
Assessment Method	Enrollment in course
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Inappropriate Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	ABC 500
Assessment Method	Completion of Course
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Clear and Appropriate Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to... (identify, define, explain)	
Location in Curriculum Map (Course Name)	SBU 500
Assessment Method	Quiz 5
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Reminder:
Rigor of the assessment method should match the difficulty level of the PLO and level of degree (BA/MA/PhD)

Clear and Appropriate Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to... (evaluate, analyze, synthesize)	
Location in Curriculum Map (Course Name)	SBU 500
Assessment Method	Research Methods Proposal Paper
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Reminder:
Rigor of the assessment method should match the difficulty level of the PLO and level of degree (BA/MA/PhD)

Clear and Appropriate Assessment Method

Program Learning Objective 1: Upon completion of the degree, students should be able to... (create, perform, demonstrate)	
Location in Curriculum Map (Course Name)	SBU 500
Assessment Method	Capstone Violin Performance
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Reminder:
Rigor of the assessment method should match the difficulty level of the PLO and level of degree (BA/MA/PhD)

Can I use the final course grade as a metric?

- Not recommended - hard to demonstrate how a holistic letter grade supports achievement of specific PLO skills.
- Grades may include non-substantive components: attendance, timely submission of assignments, participation, etc.
- Only do so if there is a clearly defined rubric with criteria to link class grades back to the PLO content and skills.

Using Course Grades as an Assessment Method

“In and of themselves, grades are not direct evidence of student learning. That is, a numeric or a letter grade alone does not express the content of what students have learned; it reflects only the degree to which the student is perceived to have learned in a specific context.”



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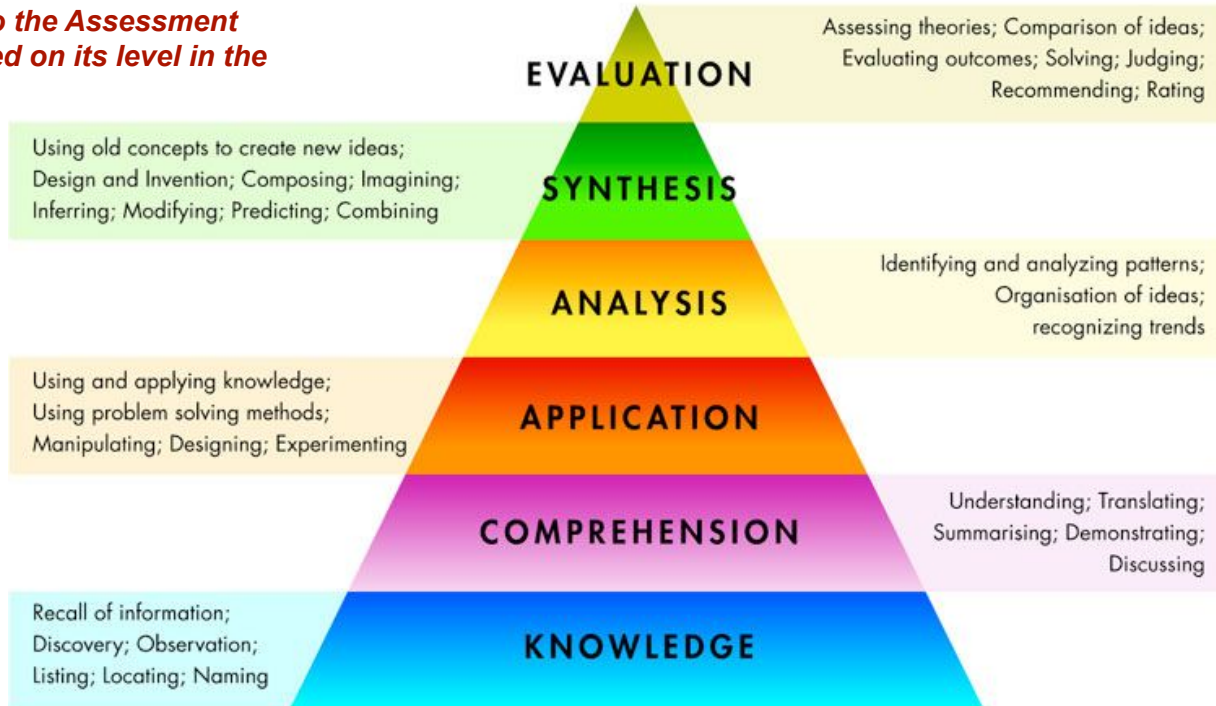
Selecting Assessment Tools

Keep it Simple

- Select measures that are manageable given your available time and resources.
- Select measures that will provide useful feedback for your program.
- Don't reinvent the wheel! You probably already have an appropriate assessment method in place.

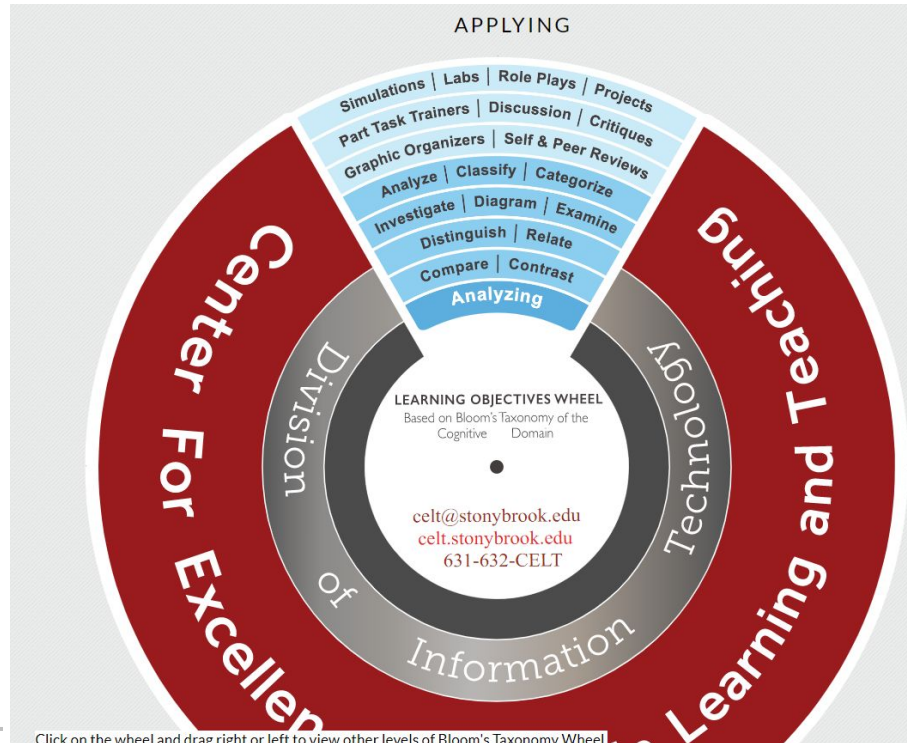
B L O O M S T A X O N O M Y

Link PLO verb from Bloom's Taxonomy to the Assessment Method based on its level in the pyramid



SBU CELT's Bloom's Taxonomy Wheel

<https://apps.tlt.stonybrook.edu/bloomsTaxonomyWheel/>



Click on the wheel and drag right or left to view other levels of Bloom's Taxonomy Wheel.

Your turn!

Take a look at the **assessment method** listed in your assessment plan for one PLO.

Would you make any changes based on today's workshop?

Share or enter it in the chat!

Questions & Discussion

Questions?

Sign up for our events: bit.ly/OEECalendar

Assessment
Workshop
Series 2.0

Sept. - Nov.

Annual
Assessment
Symposium

Nov. 8

Annual
Recognition
Event

Spring 2024

Coffee with
Coordinators

Oct. 19



Schedule a
consultation
at your
convenience



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