Revising Program and Course
Student Learning Outcomes

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We Knew It Was Time…

• Student course evaluations said they saw repetition in classes

• Internship placement surveys reported students could use help in areas including writing skills and communication skills

• Faculty couldn’t identify what things were taught in other courses
Department Goal

To design/redesign an intentionally structured and coherent curriculum that is clearer for students to pursue, easier to assess, and more satisfying to teach.
First – What the Heck are We Doing?

• Course Design
  o Individual Faculty are specific subject matter experts
  o Individuals have the Academic Freedom to determine how to teach their courses

• Curriculum Design
  o Designed by all faculty to meet the needs of students and industry
  o Should build theoretical knowledge and measurable skills over time as students progress through their degree program
  o Provides the opportunity for students to learn, practice and master our Program Learning Outcomes (PLO’s)
So... How did we do it???

1. Determine Purpose
   Review (and Revise?) Mission, Vision, Values

2. Design Outcomes
   Articulate Clear Program Learning Outcomes with Evidence, Criteria and Standards

3. Align Curriculum
   Mapping!

4. Make Outcomes “Public and Visible”
   Syllabi, Program Material, Student Materials

5. Collect Evidence of Student Achievement

6. Review and Analyze Student Evidence

7. Determine Any Gap and Revise outcomes
HOW did we “1. Determine Purpose”

• Review department mission statement in context of the college mission and university mission

• Data gathering from advisory board, alumni, industry partners (who hire our graduates)

• Faculty contributions resulted in revised mission statement

• What worked:
  o Faculty discussed department goals
  o People are more likely to reach goals they help set
How did we “2. Design Outcomes”

A. Sell Benefits of Designing Learning Outcomes and Outcomes Based Approach

B. Define Learning Outcomes and describe interaction between Program Learning Outcomes and Student Learning Outcomes

C. Revise (Create) Program Learning Outcomes
Benefits of Learning Outcomes

• For Faculty:
  o focusing on the key elements of curriculum
  o ensuring that every learning activity maps back to the key elements
  o providing opportunities for students to demonstrate proficiency in a variety of modalities
  o collaborating throughout courses to build coherence of vocabulary and expectations

• For Students
  o being clear on what teachers expect for success
  o being prepared to demonstrate what they know
  o taking responsibility for what they don’t yet know
  o taking initiative to achieve proficiency and high performance
PLOs Defined - “Students completing this program will be able to...”

Program Learning Outcomes refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. that faculty members and industry professionals expect students to master at the conclusion of their education

– Susie, 2014
Differentiating PLOs and SLOs

PROGRAM PLOs

Course 1 - SLOs
Course 2 - SLOs
Course 3 - SLOs
Course 4 - SLOs
How do we develop PLOs??

• **Faculty Workshop**
  - First – think about what we want students to leave the program being able to do
    - Start with a clean slate and identify what you would include in the “ideal” curriculum
    - Consider WHO our students are and WHAT their needs are
    - Add what does industry expect of our graduates
  - Second – think about other programs’ PLOs
    - Highlight characteristics that you think are good for our program
    - Scratch out PLOs that you believe are not a good fit.
    - Feel free to combine verbiage of PLOs
How did we “3. Align Curriculum”

First... Sell the Benefits of Curriculum Mapping

• Benefit to the Program
  o Pinpoints which courses in a curriculum introduce and reinforce program learning outcomes
  o Ensures curriculum provides sufficient opportunities for students to master specific SLOs

• Benefit for Faculty
  o Understand how their course fits and contributes to curriculum
  o Design end-of-course assignments that help assess a particular PLO (e.g., capstone paper)

• Benefit for Students
  o Grasp the "big picture" of the curriculum and how specific courses will contribute to their mastery of SLOs
Curriculum Mapping Workshop

• All faculty invited
• White boards each with different PLO’s
• Faculty were asked for each PLO:
  o Which class may link to the PLO
  o What “content” applied and how could students demonstrate that outcome

• After the workshop:
  o Level of Skill Analyzed for core courses
    ▪ When are Outcomes Introduced, Reinforced, Mastered
  o Assignments and Embedded Assessments
    ▪ Which Activities Allow Students to Demonstrate Outcomes
Sample Curriculum Map – Level of Skill

<table>
<thead>
<tr>
<th>Content</th>
<th>Introductory Course</th>
<th>Research Methods</th>
<th>Advanced Content Course A</th>
<th>Laboratory / Practicum Course</th>
<th>Advanced Content Course B</th>
<th>Advanced Content Course C</th>
<th>Advanced Content Course D</th>
<th>Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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</tr>
<tr>
<td>Critical Thinking</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
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</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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<tr>
<td>Communication</td>
<td>Introduced</td>
<td>Reinforced</td>
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<tr>
<td>SLO 6: Written communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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<td>SLO 7: Oral communication skills</td>
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<td>Reinforced</td>
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Sample Curriculum Map – Assignments and Embedded Assessments

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<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Exam Questions</td>
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<td>SLO 3: Disciplinary applications</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
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<td>Term Paper</td>
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Critical Thinking

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<td>SLO 4: Analysis and use of evidence</td>
<td>Term Paper</td>
<td>Lab Paper</td>
<td>Class Presentation</td>
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<td>Term Paper</td>
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<td>Capstone Portfolio</td>
<td></td>
</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Annotated Bibliography</td>
<td>Term Paper</td>
<td>Lab Paper</td>
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Communication

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<td>Reflection Essays</td>
<td>Lab Paper</td>
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<td>SLO 7: Oral communication skills</td>
<td></td>
<td>Class Presentation</td>
<td>Poster Session</td>
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How did we “4. Make Outcomes Visible”

- Proposed Syllabus Template with clear links between course SLOs and department PLOs

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES for HTM561</th>
<th>At the conclusion of this course, successful students will be able to:</th>
<th>Associated HTM PLOs</th>
<th>Supported by</th>
<th>Assessed by</th>
</tr>
</thead>
</table>
| SLO 1                                | To describe how the hospitality and lodging industry has developed over its long history and how the lodging industry is related to the larger hospitality and travel and tourism industries | Hospitality, Prof. Competencies, Teamwork | **Textbook**  
  - Chap: 1, 2  
  - Lectures  
  - Chap: 1, 2, 3, 7a, 7b | Quizzes  
  - 1, 2, A Assignments  
  - Market study |
| SLO 2                                | To explain how individual hotel properties in the lodging industry are structured (ownership), classified (geographic (non)), and operated (franchise, owner/operator) | Comm. Oral, Hospitality | **Textbook**  
  - Chap: 1, 2  
  - Lectures  
  - Chap: 1, 2, 3, 7, RevMgmt | Quizzes  
  - 1, 2, A, B, D Assignments  
  - Parent Co. |
| SLO 3                                | To explain and demonstrate how the lodging industry measures its performance and success using key performance indicators (KPIs) | Comm. Written & Oral, Critical Thinking, Teamwork, Hospitality, Prof. Competencies | **Textbook**  
  - Chap: 1, 2, 7, RevMgmt. 6  
  - Lectures  
  - Chap: | Quizzes  
  - 2, A, H, F, Math Fund  
  - Assignments  
  - Market study |
How did we “5-7. Collect Evidence of Student Achievement”

- Systematic Assessment in “manageable chunks” conducted by faculty volunteers
Some resources...