

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**
 - Individual Faculty are specific subject matter experts
 - Individuals have the Academic Freedom to determine how to teach their courses
- **Curriculum Design**
 - Designed by all faculty to meet the needs of students and industry
 - Should build theoretical knowledge and measureable skills over time as students progress through their degree program
 - 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:
 - Faculty discussed department goals
 - 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:**

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

- **For Students**

- being clear on what teachers expect for success
- being prepared to demonstrate what they know
- taking responsibility for what they don't yet know
- taking initiative to achieve proficiency and high performance



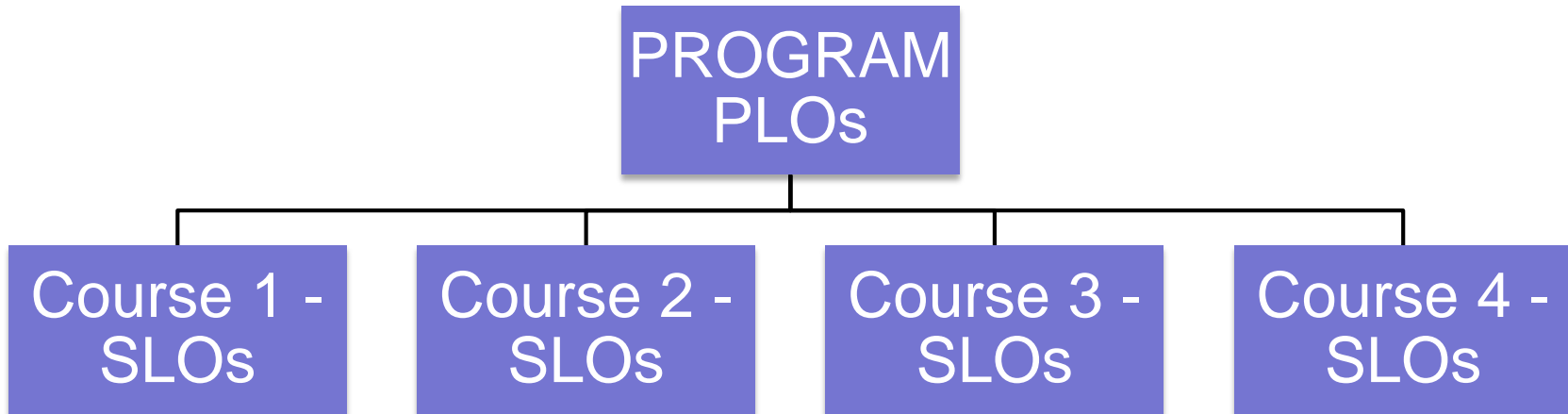
PLOs Defined - “Students completing this program will be able to...”

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



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**

- Pinpoints which courses in a curriculum introduce and reinforce program learning outcomes
- Ensures curriculum provides sufficient opportunities for students to master specific SLOs

- **Benefit for Faculty**

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

- **Benefit for Students**

- 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:
 - Which class may link to the PLO
 - What “content” applied and how could students demonstrate that outcome
- After the workshop:
 - Level of Skill Analyzed for core courses
 - When are Outcomes Introduced, Reinforced, Mastered
 - Assignments and Embedded Assessments
 - Which Activities Allow Students to Demonstrate Outcomes



Sample Curriculum Map – Level of Skill

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		



Sample Curriculum Map – Assignments and Embedded Assessments

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		



How did we “4. Make Outcomes Visible”

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

STUDENT LEARNING OUTCOMES for HTM561

	At the conclusion of this course, successful students will be able to:	Associated HTM PLOs	Supported by	Assessed by
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 <ul style="list-style-type: none"> Chap: 1, 2 Lectures <ul style="list-style-type: none"> Chap: 1, 2, 3, 7a, 7b 	Quizzes <ul style="list-style-type: none"> 1, 2, A Assignments <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Chap: 1, 2 Lectures <ul style="list-style-type: none"> Chap: 1, 2, 3, 7, <u>RevMgmt</u> 	Quizzes <ul style="list-style-type: none"> 1, 2, A, B, D Assignments <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Chap: 1, 2, 7, <u>RevMgmt</u>, 6 Lectures <ul style="list-style-type: none"> Chap: 	Quizzes <ul style="list-style-type: none"> 2, A, H, F, Math Fund Assignments <ul style="list-style-type: none"> Market study



How did we “5-7. Collect Evidence of Student Achievement”

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

Learning Outcome		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PHASE I	Written Communication	<i>Cycle I Develop</i>	<i>Cycle II Measure</i>	<i>Cycle III Close the Loop</i>		
	Critical Thinking	Develop Outcome and Measure	Implement Improvements	Refine and Measure (target 2018)		
	Leadership					
PHASE II	Teamwork and Collaboration		<i>Cycle I Develop</i>	<i>Cycle II Measure</i>	<i>Cycle III Close the Loop</i>	
	Oral Communication		Develop Outcome and Measure	Implement Improvements	Refine and Measure (target 2019)	
	Ethics					
PHASE III	Hospitality Knowledge			<i>Cycle I Develop</i>	<i>Cycle II Measure</i>	<i>Cycle III Close the Loop</i>
	Cross-Disciplinary Knowledge			Develop Outcome and Measure	Implement Improvements	Refine and Measure (target 2020)



Some resources...

