



HLC Accreditation Evidence

Title: Barton Program Learning Outcomes
Brainstorming Guide

URL:

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PROGRAM LEARNING OUTCOMES BRAINSTORMING GUIDE

BARTON COMMUNITY COLLEGE

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Definitions:

I. Program Learning Outcomes (PLOs):

Program learning outcomes look to find the core identity and values of a program. These are the skills and abilities a student has upon completion of a given program. As part of Barton's efforts to keep student learning at the forefront of Instructional Review, each program will develop Program Learning Outcomes and means of assessing them.

These skills should be introduced, developed, and/or applied in the Program's Emphasis Coursework as these are the areas which the program has direct control over. Thus, effective changes, adjustments, and improvements can be made and documented within the Program Review process.

Brainstorm Skills

II. Curricular Mapping

List the courses a majority (so not all) of students complete when going through a given Program.

Program:

Typical Coursework listed in order (if possible):

III. Skills

List any Skills that these lend themselves to and Mark the coursework Above where they are typically Introduced (**I**), Practiced (**P**), and Applied (**A**).

Skills:

Define Program Learning Outcomes

IV. Program Learning Outcomes

Refine the list of skills into Measurable Outcomes referring to the definition. Think in terms of what a student would put on a resume (understanding that we are not always their last stop before employment) that would appeal to a potential employer.

Program Learning Outcome(s):

V. Program Assessment

Considering where the PLOs are Introduced, Practiced, and Applied, how could these be assessed/measured to demonstrate attainment. Note that the data needs to answer the question, “How/where can we make improvements in student learning if the data shows that we have an opportunity to do so?”

Example:

I. Curricular Mapping

Program: Mathematics

Typical Coursework listed in order (if possible):

Trigonometry (P, P, I), Elements of Statistics (I, P, None), Calculus I (P, P, P), Business & Economics Statistics II (P, A, None), Calculus II (A, A, A), Calculus III (A, A, A)

II. Skills

1. Students will demonstrate the ability to analyze functions
2. Students will demonstrate the ability to graph functions
3. Students will demonstrate the ability to solve equations

Define Program Learning Outcomes

III. Program Learning Outcomes

Refine the list of skills into Measurable Outcomes referring to the definition. Think in terms of what a student would put on a resume (understanding that we are not always their last stop before employment) that would appeal to a potential employer.

Program Learning Outcome(s):

1. Students will demonstrate the ability to model data (with Excel)

IV. Program Assessment

Considering where the PLOs are Introduced, Practiced, and Applied, how could these be assessed/measured to demonstrate attainment. Note that the data needs to answer the question, “How/where can we make improvements in student learning if the data shows that we have an opportunity to do so?”

Course Assessments collecting data on the Final Exams can be altered (or used in their current form) which will assess the stated learning outcomes. Gaps in understanding would be clearly found by courses tied back to the I, P, A layers of learning.