

PROGRAM LEARNING OUTCOMES

BRAINSTORMING GUIDE

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BARTON Mission Statement

Provide quality educational opportunities that are accessible, affordable, continuously improving and student focused.

Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population.

Program Assessment and the development of Program Learning Outcomes (PLOs) serve to support the mission of the college. The PLOs should assess the piece(s) of the overall mission of the college that your Program supports.

Definitions:

I. Program Learning Outcomes (PLOs):

When students finish a program, what skills do we at Barton guarantee (to them, to their parents, to the community, to potential employers, and all other stakeholders) they will have then they go looking for a job?

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 change, adjustments, and improvements can be made and documented within the Program Review process.

II. Programs:

- Academics – by Discipline
- Workforce Training – BASICS, Business, College Advantage, Corrections, Criminal Justice, Information Technology, Medical Support, Agriculture/CDL, Automotive, CNH, Early Childhood, Natural Gas, Welding, Adult Healthcare, Dietary Manager, EMS, Mental Health Technician, Medical Laboratory Technician, Nursing & Pharmacy, Weights and Measures
- Grandview – OSHA, Emergency Management, Hazardous Materials & Military Studies
- Fort Riley/Fort Leavenworth – LSEC, BSEP & College Programs
- BARTONline – Online Learning

Brainstorm Skills

I. 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):

II. 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

III. Program Learning Outcomes

Refine the list of skills into Measureable Outcomes referring back 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):

IV. Program Assessment

Taking into account 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 Measureable Outcomes referring back 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

Taking into account 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 identified by course tied back to the I, P, A layers of learning.