HLC Accreditation Evidence

Title: Resources: Handbooks

URL:

Office of Origin: Vice President of Instruction

Contact(s):

- Coordinator of Assessment

Assessment of Student Learning: Resources

Assessment is viewed as continuous improvement. It is the driving force that can build a more effective and meaningful course, program, degree, and a more robust and rewarding educational experience for Barton students.

With faculty members across the country, we want all instructors to feel involved and have the same opportunity for professional development regardless of where teaching occurs. As resources and training videos become available, they will be made accessible here.

Handbooks
Assessment Process Handbook
Classroom Assessment Process Handbook
Co-Curricular Assessment Process Handbook
Program Learning Outcomes Guide
Course Binder Process Handbook

HLC Accreditation Evidence

Title: Resources: Other Guides

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PROGRAM LEARING OUTCOMES

BARTON COMMUNITY COLLEGE

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PROGRAM LEARNING OUTCOMES

Program Learning Outcomes (PLOs) identify the core identity and values of a program. As part of Barton's efforts to keep student learning at the forefront of Instructional Review, each area has developed PLOs and means of assessing them.

Upon completion of the respective curriculum for a given program or instructional area, a student will be able to:

Adult Healthcare – Certified Nurse Aide (CNA)

1. Identify and employ legal and ethical implications
2. Describe and demonstrate effective communication with the healthcare team and those individuals receiving care
3. Demonstrate safe implementation of skills for Certified Nurse Aides

Adult Healthcare – Certified Medication Aide (CMA)

1. Apply safe and efficient use of medications
2. Identify and employ legal and ethical implications

Agriculture

1. Recognize and demonstrate the importance of the agriculture industry at local, national, and global levels economically and environmentally
2. Analyze the relationship of agriculture's purpose to provide and safeguard the food, fiber, and fuel supply with innovative, effective operational management skills to meet the needs of a growing population in an environmentally responsible manner

Business

1. Identify and explain areas of business
2. Identify and demonstrate the essential skills needed in the workplace

Carpentry

1. Dry-in a building, with a simple gable roof, from a set of plans
2. Estimate the rough framing materials, for a simple gable building, from a set of plans
3. Work safely on a job site

Commercial Driver's License (CDL)

1. Understand the importance of the interaction between the driver and commercial motor vehicle, safe operating procedures, and expectations of drivers according to Federal Motor Carrier Safety Administration regulations
2. Demonstrate proficiency in vehicle inspections and Behind the Wheel range and public road skills according to Federal Motor Carrier Safety Administration regulations

Communications

1. Communicate effectively in both verbal and written form
2. Evaluate the role of communication in diverse societies

Computer Programming

1. Demonstrate a comprehensive understanding of computer technology
2. Demonstrate the ability to problem solve
3. Exhibit basic programming knowledge

Criminal Justice

1. Identify the interrelationship of each component of the criminal justice system, courts, corrections, and law enforcement
2. Draw conclusions based on crime data

Dance

1. Demonstrate and understand the creative process through choreographed and improvised movement projects applying timing (musicality), space, and movement dynamics
2. Apply kinesiology based technique and performance qualities to expressive movement with physical clarity
3. Describe, analyze, and reflect upon historical, cultural, and theatrical styles of movement by use of their appropriate terminologies
4. Present themselves with professionalism through self-disciple, being prepared for the demands of a dancer, and collaborate with others

Developmental Education

1. Demonstrate comprehension of the rudimentary reading, writing, and math skills
2. Apply critical thinking to create, expand, and solve problems
3. Use, demonstrate, and identify appropriate communication and collaboration across various contexts (i.e., intrapersonal, small group)

Dietary Manager

1. Gather and apply nutrition data
2. Demonstrate foodservice management tasks in a variety of settings
3. Manage foodservice personnel and communications
4. Interpret and implement sanitation and safety regulations
5. Perform business operations important to foodservice

Early Childhood

1. Recognize and analyze developmental stages from birth through adolescents
2. Implement and integrate the importance of developmentally appropriate practices for individual learning styles, needs, and interests plus learning outcomes of young children

Education

1. Understand, appreciate, and utilize diverse peoples, thoughts, and perspectives in an educational environment
2. Become a reflective practioner
3. Observe, analyze, and evaluate teaching materials/techniques
4. Communicate effectively to other people orally and through writing and listening
5. Have a historical and technological literacy of education

Emergency Medical Services (EMS) Education – Advanced Emergency Medical Technician (AEMT)

1. Recognize a medical emergency; assess the situation; manage emergency
2. Initiate and continue emergency medical care under the supervision of a preceptor, including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive therapy

Emergency Medical Services (EMS) Education – Emergency Medical Technician (EMT)

1. Recognize a medical emergency; assess the situation; manage emergency
2. Initiate and continue emergency medical care under the supervision of a preceptor, including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive therapy

Emergency Medical Services (EMS) Education – Paramedic (PARA)

1. Initiate and continue emergency medical care under medical control including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive therapy
2. Lead teams

Emergency Management and Homeland Security (EMHS)

1. Determine and analyze the relationships of local, state, federal, business/industry, and citizen roles in emergency management
2. Explain how the emergency management cycles play a role in all aspects of emergency management/homeland security functions

English

1. Analyze and critique literary text for context (historical, religious, political, social, or cultural)
2. Demonstrate an understanding of the writing process
3. Analyze and critique literary text for genre, conventions, and techniques

English for Speakers of Other Languages (ESOL)

1. Demonstrate ability to comprehend and interpret spoken and written forms of English
2. Demonstrate the ability to effectively communicate in interpersonal and academic situations

Fine Arts

1. Articulate the visual elements and principles of design
2. Use critical thinking demonstrated through writing, creativity, and critiques
3. Develop works of art that can be included in a student portfolio

Hazardous Materials Management (HZMT)

1. Determine and analyze the relationships of local, state, federal, and business/industry regulations in hazardous materials management
2. Explain the procedures necessary to prepare for safe operations working with or around hazardous materials
3. Explain how hazardous materials management is utilized in the larger context of emergency services

Health, Physical Education, and Recreation (HPER)

1. Understand the legal and ethical aspects related to health, physical education, and recreation
2. Comprehensive understanding of the human body in activity
3. Communicate effectively at individual and group levels
4. Practical application of techniques
5. Conduct activity in a safe manner

Humanities

1. Demonstrate critical thinking through objective analysis and evaluation of an issue through multiple perspectives
2. Communicate effectively in written or oral form
3. Demonstrate research skills
4. Evaluate significant historical and cultural foundational people, events, and texts

Life Sciences

1. Obtain the fundamental science skills and a deep understanding of the scientific principles governing life on our planet
2. Draw logical conclusions using critical thinking skills
3. Evaluate scientific issues that affect daily life and society

Mathematics and Statistics

1. Communicate the justification for a theorem or mathematical concept
2. Determine and analyze the relationships between data (numerical), functions and graphs

Medical Laboratory Technology (MLT)

1. Demonstrate their knowledge of general laboratory practices and clinical laboratory skills and in the areas of specimen collection, clinical chemistry, immunohematology, parasitology, and pathogenic microbiology, hematology, immunology, and urinalysis
2. Define and demonstrate the affective behaviors needed in the healthcare environment by the laboratory professional

Medical Support – Medical Administrative Technology (MADT)

1. Identify and employ legal and ethical implications
2. Formulate effective communication for patients and co-workers

Medical Support – Medical Assistant (MASS)

1. Apply safe and efficient use of medications
2. Demonstrate skills required of a Medical Assistant

Medical Support – Medical Coding (MCOD)

1. Demonstrate knowledge of medical terminology
2. Perform administrative competencies as it relates to an entry-level medical coder position in accordance with regulations, policies, laws, and patient rights

Military Programs

1. Demonstrate the ability to apply sustainable military related job skills
2. Demonstrate problem solving skills by defining specific procedures or regulations

Music

1. Demonstrate the ability to hear, identify and work with elements of music (melody, harmony, rhythm, form, texture, and timbre) in sound and notation
2. Develop skills for pre-professional musicians including the use of technology, musical pedagogy, and ensemble participation

Natural Gas Transmission & Distribution

1. Identify and diagnose complex gas field problems by applying principles of engineering, science, and mathematics
2. Apply knowledge and hands-on skills that are necessary to resolve maintenance and operation issues encountered in the natural gas fields, considering public health and safety as well as the preservation of the environment
3. Recognize the technical requirements set by regulatory agencies to regulate the natural gas field activities

Nursing Education – Practical Nurse (PN)

1. Provide an environment that is safe and reduces risk of harm for clients, self, and others
2. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice

Nursing Education – Registered Nurse (RN)

1. Manage care and provide leadership to meet client needs using available resources and current technology
2. Generate Teaching and learning processes to promote and maintain health and to reduce risks for a global population

Occupational Safety and Health (OSHA)

1. Determine and analyze the relationship of local, state, federal, business/industry and citizen roles in OSH practices
2. Explain how hazard recognition is utilized in the larger context of OSH practices in the workplace

Pharmacy Technician

1. Recognize the impact the pharmacist and pharmacy technician have in health care
2. Demonstrate the ability to apply basic pharmacy technician concepts in a pharmacy setting

Physical Sciences

1. Record, analyze and interpret data using appropriate scientific judgment to draw conclusions
2. Solve problems by applying principles of science and mathematics

Plumbing

1. Explain how a PVC DWV Plumbing System Works
2. Understand and Draw Plumbing System blueprints

Scale Technician

1. Demonstrate a working knowledge of the rules of the scales industry, Handbook 44 and 112, and apply these rules to install, maintain, and certify commercial scales
2. Apply the appropriate state rules and regulations to install, maintain, and certify commercial scales

Social Sciences

1. Describe societal and behavioral structures, both normative and diverse, that effect individual and group behavior
2. Interpret and apply research and evidence-based practice in an ethical manner
3. Apply theoretical framework reflecting the historical foundation and evolution of understanding

Welding

1. Identify and explain the American Welding Society identification of welding electrodes
2. Demonstrate the proper amperage and voltage settings of a welding machine

FUNDAMENTAL & GENERAL EDUCATION LEARING OUTCOMES

BARTON COMMUNITY COLLEGE

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FUNDAMENTAL LEARNING OUTCOMES

Barton's Fundamental Learning Outcomes (FLOs), also referred to as Institutional Learning Outcomes (ILOs), direct not only the general education courses but also the entire curriculum. The FLOs relate the ability of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community.

1. **Critical Thinking:** Study a given subject critically, including processes to analyze and synthesize important parts of the subject, ask appropriate and useful questions about the study of this subject, and solve problems within the subject area.

2. **Life-Long Learning:** Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible, and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.

3. **Historical Perspective:** Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

4. **Technological Perspective:** Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

5. **Cultural Perspective:** Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within diverse cultures.

Historically, the Fundamental Learning Outcomes served as Barton's General Education Outcomes for several years. These outcomes were designed to ensure that all certificate and degree-seeking students learn the same general competencies even when taking different general education courses.

GENERAL EDUCATION OUTCOMES

Barton's General Education Learning Outcomes (GLOs), represent the knowledge, skills, or abilities students will have upon completion of a respective curriculum.

Zone 1: Foundation Courses

Sector A: Written and Oral Communication
- Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
- Present and support ideas in an organized manner consistent with the intended audience and purpose in both speaking and writing.
- Locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.
- Identify communication techniques for effective elicitation of information including listening, speaking, writing and body-language.

Sector B: Mathematical Reasoning
- Use empirical methods to determine and express relationships between properties or concepts.
- Solve problems by applying appropriate strategies and logical reasoning.

Sector C: Technological Skills
- Demonstrate technical knowledge and skills used in a digital-age work and learning environment in an ethical manner.
- Practice communication, problem solving and decision-making using appropriate technology.

Sector D: Global Issues and Diversity
- Analyze issues such as globalization, sustainability, multiculturalism, and prejudice (equality/inequality) within a society or culture.
- Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural, or political institutions.

Zone 2: Introductory Courses

Sector A: Arts and Humanities
- Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
- Analyze and interpret artistic performances and works of art utilizing the historical and cultural context.
- Reflect on and explain the meanings of artistic works and performances.
- Demonstrate historical literacy and articulate a view of history as a series of historiographical discussions.
- Analyze and interpret the causes, course, and consequences of major events in history.
- Describe and evaluate the cultural perspectives within the human condition.
- Develop appreciation for other cultures through language and other forms of expression.
- Analyze and interpret literary texts, including their meanings, utilizing the historical and cultural context.

Sector B: Social Sciences
- Develop an understanding of the relation of self to world through investigations of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.
- Identify various social factors that influence behavior at multiple levels of human interaction.
- Apply systematic and scientific strategies to examine current social issues and problems.
- Analyze how people's experiences and perspectives are shaped by social change or human behavior.

Sector C: Mathematics and Pure Science
- Use empirical methods to determine and express relationships between properties or concepts.
- Solve problems by applying appropriate strategies and logical reasoning.
- Using scientific facts and ideas, examine and predict multiple outcomes for various encounters.
- Explain major concepts related to living systems and the physical universe.

Sector D: Personal Well-Being
- Participate in activities that enhance social inclusion, self-expression, personal and professional development.
- Develop habits which promote individual health and well-being (physical, mental, and emotional).