



Student Learning Outcomes and Program Competencies

Planning Summit

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Sumiton Campus

Presented by

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Bevill State Community College



Mission Statement

Learning, Serving, Enriching. . .

Bevill State Community College is an accredited comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically.

Vision Statement

Bevill State Community College is dedicated to a belief in the dignity, worth, and uniqueness of each individual and a person's right to achieve his or her fullest potential. Based on this belief, the College fosters a visionary, nurturing, and collaborative learning environment that promotes diversity and provides open educational opportunities.

The College values its role as an innovative service organization and is continually anticipating and meeting the educational and economic needs of its local and global communities.

With these fundamental principles affirming the values of learning and service, the College seeks to enrich each life it touches.



CORE ACADEMIC (60) EXPECTED RESULTS

- **PURPOSE**

The purpose of the academic core courses are to provide students with the opportunity to learn how to communicate orally and in writing, develop the skill to effectively operate in the modern technological environment and think cognitively.



OBJECTIVES

To provide students with the academic courses that will allow successful transfer to a four-year college or university.

To provide academic courses that allow students to acquire essential knowledge and skills in oral and written communications, basic mathematical concepts, use of computers, and critical thinking to compete in society and at the four-year degree level.

CORE ACADEMIC EXPECTED RESULTS

INSTITUTIONAL MISSION STATEMENT:

Learning, Serving, Enriching...

Bevill State Community College is an accredited comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically.

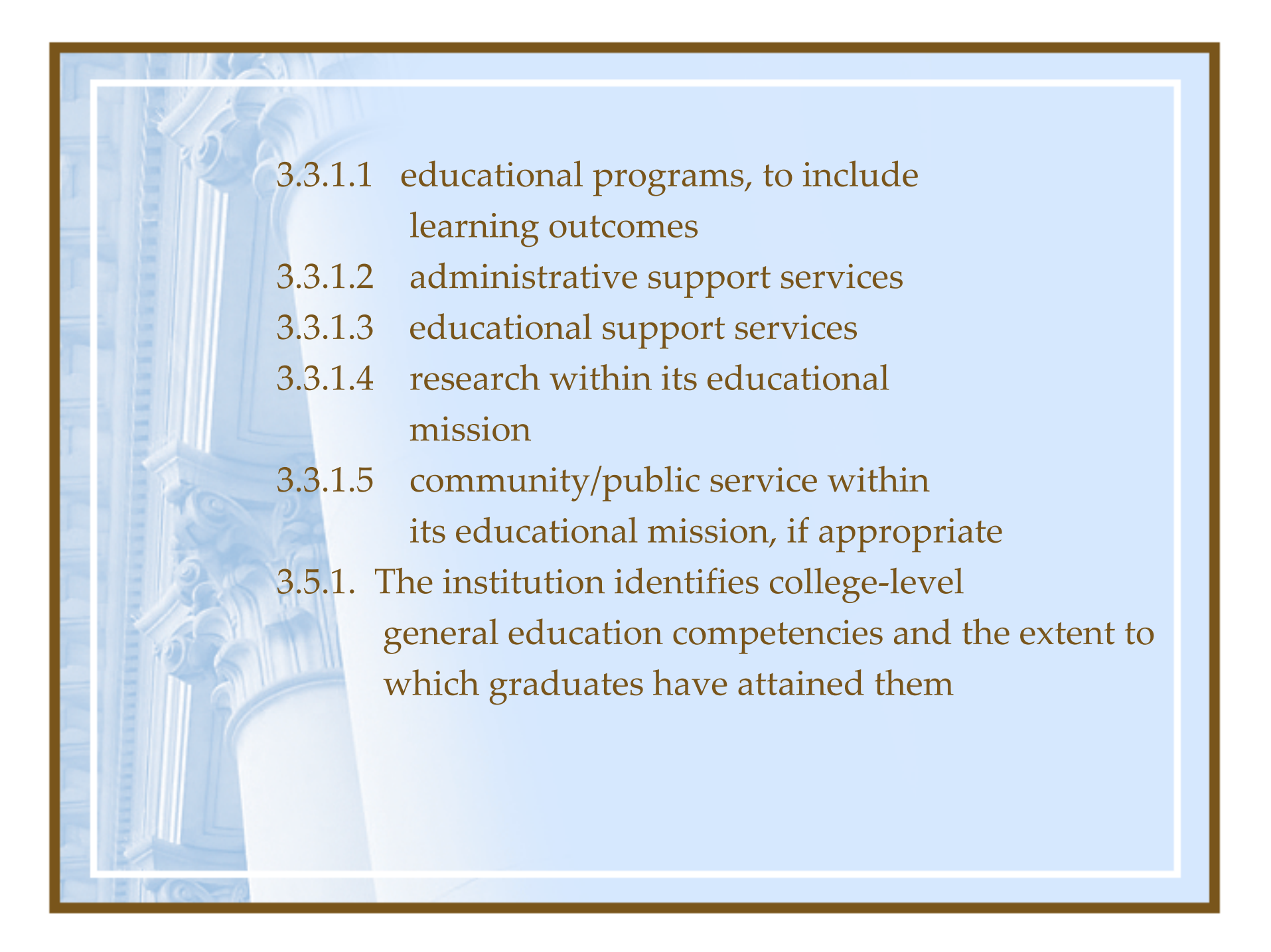
Executive Summary of Changes to the Principles of Accreditation

- The following lists standards significantly revised by the College Delegate Assembly in December 2007. These represent the substantive changes to the 2007 interim version of the *Principles of Accreditation*

Section 3 Comprehensive Standards

- Revised Wording

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results in each of the following areas:



3.3.1.1 educational programs, to include learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission

3.3.1.5 community/public service within its educational mission, if appropriate

3.5.1. The institution identifies college-level general education competencies and the extent to which graduates have attained them

COLLEGE-LEVEL COMPETENCIES

within the general education core

3.5.1

College level competencies	Assessment Measures & Indicators	Data Collection & Analysis
Critical Thinking and Scientific Thinking. (Uses thinking skills to problem solve and make decisions)	<ol style="list-style-type: none">1. Completion of two lab sciences2. CAAP	
Communications a. Oral	<ol style="list-style-type: none">1. Demonstrate the ability to communicate orally by completion of Fundamentals of Public Speaking with a grade of "C" or higher.2. Evaluate the planning, rehearsal and presentation of 5 different types of formal speeches to specific audiences.	<ol style="list-style-type: none">1. Evaluate the planning, rehearsal and presentation of 5 different types of formal speeches to specific audiences.2. Peer critique each speech.

College level competencies	Assessment Measures & Indicators	Data Collection & Analysis
b. Writing	<ol style="list-style-type: none"><li data-bbox="691 347 1176 839">1. Complete English Composition I & II with a grade of "C" or higher by demonstrating the ability to research assigned topics in printed and electronic format, analyzing the research data and then, using correct grammar, punctuation and sentence structure, present that analysis in a written document.<li data-bbox="691 882 1176 1032">2. Determine writing competency using the English composition grading rubrics.	

Academic Transfer (continued)

Demonstrate ability to use technology	<ol style="list-style-type: none">1. Complete at least one computer science course with a grade of "C" or better.2. Require the students to be able to use Web CT or Blackboard.	
Learns independently	<ol style="list-style-type: none">1. Library test with PSY100 and/or ENG 101	

OBJECTIVE	OUTCOME	Writing	Speaking	Reading	Critical Thinking	Analytical Reasoning	Use of Technology	Cultural Awareness
ENG101		X			X		X	
ENG102		X		X	X		X	
ENG2XX		X		X	X		X	
ENG2XY		X		X	X		X	
SPH107			X		X		X	
FINE ART								X
MTH112					X	X	X	
LAB SCIENCE				X	X	X	X	
LAB SCIENCE				X	X	X	X	
HISTORY				X				X
HISTORY				X				X
SOCIAL SCIENCE		X		X				X
SOCIAL SCIENCE		X		X				X
CIS146						X	X	
MAJOR								
MAJOR								
MAJOR								
MAJOR								
MAJOR								
MAJOR								

Specific learning outcomes accessed in the academic major will vary with academic major.



3.5.1

- The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

STUDENT LEARNING OUTCOMES CAREER TECHNICAL DIVISION 3.31

Upon completion of certificates and the AAS in Career and Technical education students should be able to:

Student Learning Outcomes	Assessment Measures & Indicators	Data Collection & Analysis Plan
Use critical thinking skills to problem solve and make decisions in the work force	Students will solve problems Trouble and repair, identify and perform corrective processes in all Career and Technical Programs by completing lab assignments with a grade of "C" or above and scoring a level 3 or above on WorkKeys.	
Communicates effectively using a variety of methods <ul style="list-style-type: none"> • Oral • Written 	Students will demonstrate communication skills by passing English and speech with a "C" or above. <ul style="list-style-type: none"> • Students will score a 3 or above on the WorkKeys assessment. • Students will complete a student portfolio. • Resume 	
Functions effectively as a member of a team	Students will perform tasks in teams and produce projects and receive a grade of a "C" or above.	
Uses technology effectively	Students will demonstrate knowledge Of technology by effectively using a variety of software applications in CIS 146 with a "C" or above and by scoring the appropriate program score on Work Keys. <ul style="list-style-type: none"> • Applied Technology • Locating Information • Computer research projects 	
Performs appropriate entry-level career skills	Students will pass state board exams and certifications. Students will score at least a bronze level on the Career Readiness Certificate. Students will complete individual projects for certification. AWS and PAHRA <ul style="list-style-type: none"> • Complete lab assignments for appropriate programs. • Complete the state requirements for CRC 	
Learns independently	Students will demonstrate the ability to acquire new knowledge. <ul style="list-style-type: none"> • Computer research projects (new WKO orientation). • WorkKeys • Locating information 	

STUDENT LEARNING OUTCOMES - 3.3.1

Upon successful completion of the Health Science Program

Students should be able to:

Student Learning Outcomes	Assessment Measures & Indicators	Data Collection & Analysis Plan
Use critical thinking skills to apply the nursing process to problem solve and make decisions in caring for patients and their families.	1. ATI testing – students remediate if score below level 1 and retest. ADN/PN students are not allowed to complete the program without scoring at 90 th percentile until remediation is completed and retest. See policy/syllabus. (Nursing) <ul style="list-style-type: none"> • Clinical evaluation tools- Clinical evaluation tool used by preceptors and reviewed by nursing faculty. • Simulations/Mock code (EMS) • Final check off (SUR) 	
Apply principles of caring and effective communication in the workplace and community using a variety of methods.	1. Clinical Lab/Evaluation Tool <ul style="list-style-type: none"> • Communication Exam -75% or higher • Teaching Projects – rubric grading tool 	
Demonstrate the ability to function effectively as a member of a team in a collaborative and multicultural environment.	1. Clinical Evaluation Tool <ul style="list-style-type: none"> • Examination on Cultural Diversity – 75% or higher 	
Uses technology from a variety of sources proficiently in assessing and using information to address issues and take action.	1. Computer Charting – Clinical Evaluation Tool <ul style="list-style-type: none"> • ATI Testing (Nursing) • Computer based surgical program (SUR) • Platinum Testing (EMS) 	
Demonstrates the ability to identify, pursue, and acquire specific and new knowledge and appropriately applies this knowledge in classroom and clinical settings.	1. Clinical evaluation tools <ul style="list-style-type: none"> • Teaching projects as assigned rubric grading tool • Preceptor Evaluations 	

TIME LINE



- **Spring 2008**

Implement Assessment Tools

- **Summer 2008**

Evaluate Data-Propose Changes for
Fall 2008

- **Fall 2008**

Re-evaluate SLO/General Education
Competencies

- **Spring 2009**

Process Repeats