

**Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline**

Please complete a separate timeline form for *each* program within your division

Division name: Business

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery):

GENERAL OFFICE – CABOT Certificate Program (AS)

Program Relationship to Glendale Community College’s Core Competencies/Institutional Student Learning Outcomes (ISLOs)

How does this program relate to GCC’s College’s Core Competencies/Institutional Student Learning Outcomes (ISLOs)?:

Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here:

<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362>

Include a brief statement outlining how this program aligns with GCC’s Core Competencies/ISLOs

An ideal relationship:

- Is clear and brief
- Is connected to GCC’s Core Competencies/ISLOs
- If applicable, aligns with professional organization(s) learning outcomes

Upon the successful completion of the program, the student will be able to meet the following core competency standards:

- 1) Communication – a through e
- 2) Mathematical Competency / Quantitative Reasoning – a and b
- 3) Information Competency – a through d
- 4) Critical Thinking – a through d
- 5) Global Awareness and Appreciation – b, d, and e
- 6) Personal Responsibility – a and b
- 7) Application of Knowledge – a through d

Program Level Outcomes (PLOs) Assessment Timeline

<p>What are the Program Learning Outcomes of this program?: Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery List your PLOs below and explain the timeline by which the PLOs will be assessed</p> <p>What is the PLO Assessment Planning Timeline for this Program?: To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)</p>		<p>Ideal examples of Program Learning Outcomes:</p> <ul style="list-style-type: none"> • Are observable and measurable • Are program specific • Connect to GCC's Core Competencies/ISLOs • Use action verbs • Generally a program will have between three and six PLOs • If applicable, aligns with professional organization(s) learning outcomes <p>Ideal examples of Program Assessment Timelines:</p> <ul style="list-style-type: none"> • Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission • Ensure that each PLO is assessed regularly within a 3 year cycle • Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed 	
<p>List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each PLO associated with this program.</p>	<p>In what semester and year will you assess this PLO? What data will you use to assess it (i.e. SLO data from courses within the program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?</p>	<p>Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)</p>	
<p>PLO 1 The student will be able to use a variety of office procedures to perform such tasks as sorting mail and answering telephones; filing and processing documents; edit and revise memos, e-mails, letters and reports.</p>	<p>_____ Semester</p> <p>Results acquired from evaluating student performance (mainly hard skills) in a business office environment, possibly through an internship/externship program.</p>	<p>CABOT Department Chair or Designee</p>	

<p>The student will be able to identify the personal traits that lead to effective human relation skills in business and develop skills to work more effectively with customers and other employees, including communicating with clients verbally face-to-face and over the telephone.</p>		
<p>PLO 2 The student will be able to perform basic operations in Word, Excel, Access, and PowerPoint; compose entry-level correspondence using appropriate business language and cohesive, grammatically correct sentences; become familiar with Global information systems and be able to sign on to an account and use common utilities including e-mail, Gopher, and Web browsers to search a variety of databases for information.</p>	<p>_____ Semester Results acquired through a capstone project.</p>	<p>CABOT Department Chair or Designee</p>
<p>PLO 3 The student will be able to identify the standard elements on the Windows 7 desktop; to demonstrate basic mouse operations (pointing, clicking, double-clicking, dragging, and right-dragging); and to understand basic computer terminologies.</p>	<p>_____ Semester Results acquired through a capstone project.</p>	<p>CABOT Department Chair or Designee</p>
<p>PLO 4 The student will be able to type by touch at a minimum of thirty (30) words a minute and to create, edit, and format advanced features</p>	<p>_____ Semester Results based on testing the typing skills (speed and accuracy) of the student.</p>	<p>CABOT Department Chair or Designee</p>

for any business document including forms, medical and legal forms, resumes, job applications, bibliographies, footnotes/endnotes, newsletters.		
PL0 5		
PL0 6		
PL0 7		
PL0 8		
PL0 9		
PL0 10		

Course/Program Alignment Matrix

<p>How are courses in the program aligned with the program's learning outcomes?: This section should include a matrix of the PLOs for your program and a list of each course which is a part of the program</p> <ul style="list-style-type: none"> For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting I, D, or M Introduce = I PLO is introduced at a basic level D = Develop Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication M = Mastery Students demonstrate mastery at a level appropriate for graduation 	<p>Ideal alignment:</p> <ul style="list-style-type: none"> Course/Program matrix indicates that PLOs are embedded in program's coursework PLOs are introduced, developed, and mastered within the range of courses Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs
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Course name and number e.g. Magic 101: Elementary Magic	PLO 1	PLO 2	PLO 3	PLO 4
	The student will be able to use a variety of office procedures to perform such tasks as sorting mail and answering telephones; filing and processing documents; edit and revise memos, e-mails, letters and reports. The student will be able to identify the personal traits that lead to effective human relation skills in business and develop skills to work	The student will be able to perform basic operations in Word, Excel, Access, and PowerPoint; compose entry-level correspondence using appropriate business language and cohesive, grammatically correct sentences; become familiar with Global information systems and be able to sign on to an account and use common utilities including	The student will be able to identify the standard elements on the Windows 7 desktop; to demonstrate basic mouse operations (pointing, clicking, double-clicking, dragging, and right-dragging); and to understand basic computer terminologies.	The student will be able to type by touch at a minimum of thirty (30) words a minute and to create, edit, and format advanced features for any business document including forms, medical and legal forms, resumes, job applications, bibliographies, footnotes/endnotes,

	more effectively with customers and other employees, including communicating with clients verbally face-to-face and over the telephone.	e-mail, Gopher, and Web browsers to search a variety of databases for information.		newsletters.
BUSAD 110 Human Relations in Business	M			
CABOT 101 Business Office Procedures	M	M		
CABOT 102 English for Business	M	M		
CABOT 103 Business Vocabulary Development	M	M		
CABOT 104 Filing Methods and Systems	M			
CABOT 105 Introduction to Office Correspondence		M		
CABOT 110 Collegiate Business Math	M			
CABOT 208 Windows Basics			M	

CABOT 210 Computer Keyboarding/Typing II				M
CABOT 260 Beginning Microsoft Office Applications		M		
CS/IS 191 Internet Orientation		M		

As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program’s Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.