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

Please complete a separate timeline form for each program within your division			
Division name:			
BIOLOGY			
Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual			
mastery):			
AA Biological Sciences			

## 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	An ideal relationship:			
Competencies/Institutional Student Learning Outcomes (ISLOs)?:	Is clear and brief			
Core Competencies/ISLOs are commonly defined as the knowledge,	<ul> <li>Is connected to GCC's Core</li> </ul>			
skills, abilities, and attitudes that students are expected to develop as a	Competencies/ISLOs			
result of their overall experiences with any aspect of the college, including	<ul> <li>If applicable, aligns with professional</li> </ul>			
courses, programs, and student services. Each program offered at GCC	organization(s) learning outcomes			
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				
Institutional SLOs 1 and 4 (Communication and Critical Thinking) are addressed by PLO 1 of the Majors Biology Program,				
and Institutional SLOs 6 and 7 (Personal Responsibility—study skills and Application of Knowledge—personal				
development) are addressed by PLOs 2 and 3 of this Program	11 <b>5 1</b>			

## Program Level Outcomes (PLOs) Assessment Timeline

<ul> <li>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</li> <li>List your PLOs below and explain the timeline by which the PLOs will be assessed</li> <li>What is the PLO Assessment Planning Timeline for this Program?:</li> <li>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)</li> </ul>		<ul> <li>Ideal examples of Program Learning Outcomes:         <ul> <li>Are observable and measurable</li> <li>Are program specific</li> <li>Connect to GCC's Core Competencies/ISLOs</li> <li>Use action verbs</li> <li>Generally a program will have between three and six PLOs</li> <li>If applicable, aligns with professional organization(s) learning outcomes</li> </ul> </li> <li>Ideal examples of Program Assessment Timelines:         <ul> <li>Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission</li> <li>Ensure that each PLO is assessed regularly within a 3 year cycle</li> <li>Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed</li> </ul> </li> </ul>		
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.	In what semester and assess this PLO? What data will you use (i.e. SLO data from co program, exam or ess student work, licensin	year will you e to assess it urses within the say data, portfolios of g/exit exams, etc) ?	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)	
PLO 1 Students will be able to describe and demonstrate correct use of laboratory equipment.	PLO will be assessed by Spring 2014. Biology 101 lab exams will be used.		Maria Kretzmann Keith Conover	

PLO 2 Students will be well qualified as transfer students to 4-year university science programs.	PLO will be assessed by Spring 2014. Transfer rates will be used.	Maria Kretzmann Javier Gago, Rob Mauk
PLO 3 Students will be well prepared for upper-division biology courses after transfer.	PLO will be assessed by Spring 2014. Calpass.org will be used.	Maria Kretzmann Ed Karpp

## Course/Program Alignment Matrix

How are courses in the program aligned with the program's	Ideal alignment:
<ul> <li>learning outcomes?:</li> <li>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         <ul> <li>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</li> <li>Introduce = I PLO is introduced at a basic level</li> <li>D = Develop Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication</li> <li>M = Mastery Students demonstrate mastery at a level appropriate for graduation</li> </ul> </li> </ul>	<ul> <li>Course/Program matrix indicates that PLOs are embedded in program's coursework</li> <li>PLOs are introduced, developed, and mastered within the range of courses</li> <li>Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs</li> </ul>

Course name and number	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Biology 101: General Biology I	I, D	I, D	I, D			
Biology 102: General Biology II	Μ	М	М			
Biology 103: Molecular Biology and Genetics		М	М			