

**Glendale Community College Student Services Division
Program Learning Outcomes Assessment Timeline**

Division name: Student Services Division

Program name: Disabled Students Programs and Services (DSPS)

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

DSPS is a program dedicated to the educational advancement of students with disabilities. These program level outcomes directly support the following GCC Core Competencies:

6) Personal Responsibility

- a) Self Management
- b) Self Awareness
- c) Physical Wellness
- d) Study Skills

7) Application of Knowledge

- a) Computer Skills
- b) Technical Skills
- c) Workplace Skills

Program Level Outcomes (PLOs) Assessment Timeline

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 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.) ?	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 DSP&S will maintain a well-developed program of interactive communications and mutual support with faculty and staff, in order to maximize learning opportunities for students with disabilities.	First assessed: Spring, 2008 Data collected from a faculty and staff focus group Next assessment: Spring 2011 Data collected from DSPS Online Faculty Inservice	First report: Cindy Daniels, Ellen Oppenberg, Valerie Rhaney Next report: Kc Camp, Tracey Ziegler, Susan Hoehn
PLO 2 As a result of interacting with the DSP&S program, students will be able to identify and utilize effective accommodations, including technology, to complete their goals.	First assessed: Spring, 2010 Data collected from a student survey Next assessment: Spring, 2013	First report: Tina Andersen-Wahlberg, Kc Camp, Susan Hoehn, Elizabeth Barrett Next report: Kc Camp, Susan Hoehn, Elizabeth Barrett
PLO 3 As a result of interacting with the DSP&S program, students will be able to demonstrate the importance of physical activity in the promotion of personal well-being.	First assessment: Spring, 2012	Lee Miller Parks, Laura Matsumoto, Elizabeth Barrett
PLO 4 As a result of interacting with the DSP&S program, students will be able to devise and implement courses of study that effectively move them toward realistic and purposeful life goals.	First assessment: Spring, 2013	Valerie Rhaney, Ellen Oppenberg, Cindy Daniels, Stela Fejtek

Course/Program Alignment Matrix

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 - 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	Ideal alignment: - 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 DSPS will maintain a well-developed program of interactive communications and mutual support with faculty and staff.	PLO 2 Students will identify and utilize effective accommodations, including technology, to complete their goals.	PLO 3 Students will demonstrate the importance of physical activity.	PLO 4 Students will develop and implement courses of study that move them toward life goals.
CABOT 90 Self-Paced Adapted Word Processing		I, D		I, D
CABOT 91 Adapted Word Processing for Visual Impaired Students		I, D		I, D
CABOT 92 Adapted Word Processing		I, D		I, D
CABOT 93 Adapted Computer Lab		I, D		I, D

CABOT 94 Adv Adapted Applications		I, D		I, D
LL 110 Lip Reading		I, D, M		
PE 130 Adapted Activities		I, D	I, D	I, D
PE 131 Self-Defense for the Disabled		I, D	I, D	I, D
PE 132 Adapted Aquatics		I, D	I, D	I, D
PE 134 Adapted Fitness Lab		I, D	I, D	I, D
PE 135 Adapted Indoor Cycling		I, D	I, D	I, D
St Dev 129 Text-to-Speech Software Use for Reading and Writing Assistance		I, D, M		
St Dev 143 Study Skills Lab		I, D		
ST Dev 146 Effective Study Techniques				I,D