

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 and Life Skills

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

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

Adults completing their Adult Basic Education certificate will have begun developing critical thinking skills as well as quantitative reasoning skills needed for the next level of education. Specifically, students will demonstrate progress in their reading and writing skills and be able to understand, interpret, and manipulate numeric and symbolic information.

Program Level Outcomes (PLOs) Assessment Timeline

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 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)			Ideal examples of Program Learning Outcomes: • 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 Ideal examples of Program Assessment Timelines: • 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		
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 Students will be able to read and comprehend at the 8th grade reading level		Spring 2015 These common abilities and competencies will be assessed by data from the selected Basic Reading course SLOs as well as the Test of Adult Basic Ed. (TABE) and CASAS		Those instructors teaching the Adult Basic Ed reading courses will collect and assess students' TABE and CASAS scores as well as review student work in the Basic Reading course.	

PLO 2 Students will be able to write a clear and grammatically correct paragraph using a variety of sentence structures.	Spring 2015 Writing samples from the Basic English course	Department writing instructors will collect, review, and analyze writing samples from students' portfolios.
PLO 3 Students will be able to add, subtract, multiple and divide whole numbers, decimals, fractions, and percents.	Spring 2015 TABE math scores, CASAS math scores, Basic Math cumulative tests	Department math instructors will collect, review, and analyze TABE math scores, CASAS math scores, and Basic Math cumulative tests
PLO 4		
PLO 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		
PLO 10		

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	PLO 2 * at the high school level	PLO 3	PLO 4	PLO 5	PLO 6
DSL 010 Basic English		I*				
DSL 020 Basic Math		I*				
DSL 050 Basic Reading		I*				

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.