Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

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

Division name: Not applicable

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

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
Students completing this certificate in CSU General Education develop core competencies/Institutional Learning Outcomes in several areas including communication, critical thinking, global awareness, mathematical competency, information competency, and personal responsibility.	

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?:	**Ideal examples of Program Learning Outcomes:**
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)	• 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

Please note—the PLOs here are analogous to the Institutional Learning Outcomes (ILOs) of communication, mathematical competency, information competency, critical thinking, global awareness, and personal responsibility

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 **Communication: Students will be able to**	This PLO will be assessed through course level assessment data from courses included	Working with the appropriate department chairs, division chairs, and college faculty, the

express themselves clearly and concisely in logical and well organized papers and verbal presentations.	within this certificate. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	SLO committee will establish a process for collecting and analyzing data findings will be developed
PLO 2 **Mathematical Competency: Students will be able to understand, interpret, and manipulate numeric or symbolic information**	This PLO will be assessed through course level assessment data from courses included within this certificate. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	Working with the appropriate department chairs, division chairs, and college faculty, the SLO committee will establish a process for collecting and analyzing data findings will be developed
PLO 3 **Information Competency: Students will be able to recognize the need for information and define a research topic**	This PLO will be assessed through course level assessment data from courses included within this certificate. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	Working with the appropriate department chairs, division chairs, and college faculty, the SLO committee will establish a process for collecting and analyzing data findings will be developed
PLO 4 **Critical Thinking: Students will be able to evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain and infer concepts and ideas; solve problems and make decisions, and construct and deconstruct arguments**	This PLO will be assessed through course level assessment data from courses included within this certificate. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	Working with the appropriate department chairs, division chairs, and college faculty, the SLO committee will establish a process for collecting and analyzing data findings will be developed
PL0 5 **Global Awareness: Students will be able to recognize and analyze the**	This PLO will be assessed through course level assessment data from courses included within this certificate. It will also be assessed	Working with the appropriate department chairs, division chairs, and college faculty, the SLO committee will establish a process for

interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity	through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	collecting and analyzing data findings will be developed
PLO 6 **Personal Responsibility: Students will e able to demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic, and career goals; and seek and utilize the appropriate resources to reach such goals**	This PLO will be assessed through course level assessment data from courses included within this certificate. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, information competency, critical thinking, global awareness, mathematical competency and personal responsibility	Working with the appropriate department chairs, division chairs, and college faculty, the SLO committee will establish a process for collecting and analyzing data findings will be developed

4

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

The curriculum map below should be completed by the end of summer 2012 by members of the SLO committee, the appropriate division and department chairs, and any other faculty who wish to be involved in this process.

Course name and number e.g. Magic 101: Elementary Magic	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6

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.