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): COMPUTER APPLICATIONS SPECIALIST (CABOT)

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 the Computer Applications Specialist certificate develop core competencies/ISLOs in several of GCC's core competencies including information competency, personal responsibility, critical thinking, and application of knowledge. This is achieved through the study of texts and application of skills as well as enhancing computer competency and computer office applications which emphasizes the need for students to synthesize practical knowledge as a Computer Applications Technician with our college's core learning outcomes.	

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 The student will be able to perform intermediate and advanced operations in multiple MS Office applications, i.e., Word , Excel, as well as a choice of three additional MS Office courses, e.g.,	This PLO will be assessed from SLO data collated from courses within this certificate program. Courses for this program will be assessed as follows: Spring 2012-CABOT 208, CABOT 265; Fall 2012-CABOT 270; Spring 2013-CABOT 266	Dr. Sandi Sheffey, CABOT Department Coordinator or Designee

Access I/II, PowerPoint I/II, Outlook, or Publisher.		
PLO 2 The student will be able to identify the basic features of the Windows environment including skills necessary to manage the desktop, use the mouse, create and manipulate files and folders and other standard operations used in every Windows application.	This PLO will be assessed from SLO data collated from courses within this certificate program. Courses for this program will be assessed as follows: Spring 2012-CABOT 208, CABOT 265; Fall 2012-CABOT 270, CABOT 266; Spring 2013-CABOT 271, CABOT 209.	Dr. Sandi Sheffey, CABOT Department Coordinator or Designee
PL0 3		
PL0 4		
PL0 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

Course name and number e.g. Magic 101: Elementary Magic	PLO 1	PLO 2
	PLO 1 The student will be able to perform intermediate and advanced operations in multiple MS Office applications, i.e., Word , Excel, as well as a choice of three additional MS Office courses, e.g., Access I/II, PowerPoint I/II, Outlook, or Publisher.	**PLO 2** The student will be able to identify the basic features of the Windows environment including skills necessary to manage the desktop, use the mouse, create and manipulate files and folders and other standard operations used in every Windows application.
CABOT 208 Windows Basics	M	M
CABOT 209 Advance Basics	M	M
CABOT 230 Computer		

Keyboarding/Typing Speed Development		
CABOT 265 Microsoft Office Word I	M	M
CABOT 266 Microsoft Office Word II	M	M
CABOT 270 Microsoft Office Excel I	M	M
CABOT 271 Microsoft Office Excel II	M	M
CABOT 275* Microsoft Office Access I	D	D
CABOT 276* Microsoft Office Access II	D	D
CABOT 280* Microsoft Office PowerPoint I	D	D
CABOT 281* Microsoft Office PowerPoint II	D	D
CABOT 285* Microsoft Publisher	D	D
CABOT 286* Microsoft Outlook	D	D

* Electives