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 DIVISION

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): BOOKKEEPING Degree/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
This certificate/degree includes several of GCCs core competencies including communication and application of knowledge.	

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 Understand accounting terms and uses as they apply to business. Knowledge of financial statements and their importance to a business, vendors, creditors, and customers.	**Fall 2012 Pretest and Posttest**	**Accounting Department Coordinator of Designee.**

PLO 2 The student will be able to identify the standard elements on the Windows 7 desktop and demonstrate basic mouse operations; to understand basic computer terminologies, and become familiar with global information systems to be able to sign on to an account and use common utilities, including e-mail, Gopher, and Web browsers, and searching a variety of databases for information.	**TBA** **When CABOT does it results acquired through testing students on a capstone project receiving C or better.**	**CABOT Department Coordinator or Designee.**
PLO 3 Set-up and process a company's accounting information and Payroll System Through the use of computers.	**Spring 2013** **Results acquired through grades received on Acctg 120 and Acctg 130 end of semester project.**	**ACCTG Department Coordinator or Designee.**
PLO 4		
PL0 5		

Addendum: Bookkeeping degree will also be assessed by an examination of student success on General Education Competency.

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 Understand accounting terms and uses as they apply to business. Knowledge of financial statements and their importance to a business, vendors, creditors, and customers.	PLO 2 The student will be able to identify the standard elements on the Windows 7 desktop and demonstrate basic mouse operations; to understand basic computer terminologies, and become familiar with global information systems to be able to sign on to an account and use common utilities, including e-mail, Gopher, and Web browsers, and searching a variety of databases for information.	PLO 3 Set-up and process a company's accounting information and Payroll System Through the use of computers.	PLO 4	PLO 5	PLO 6
*ACCTG 101 OR ACCTG 105 & ACCTG 106	I	I	I			
*ACCTG 102	I	I	I			

*ACCTG 120	M	M	M			
*BUSAD 101	I	D	D			
*BUSAD 120	I	D	D			
*ACCTG 130	M	D	M			
*CABOT 105	D	D	I			
*CABOT 106	D	M	D			
*CABOT 110	D	D	D			
**ACCTG 121	D	M	M			
**ACCTG 150	I	I	I			
**ACCTG 155	I	I	I			
**ACCTG 156	D	D	D			
**ACCTG 157	D	D	D			
**ACCTG 160	I	I	I			
**ACCTG 165	I	I	I			
**ACCTG 180	D	D	D			
**BUSAD 106	I	I	I			
**BUSAD 110	D	D	D			
**BUSAD 120	D	D	D			
**BUSAD 162	D	D	D			
**CABOT 208	D	D	D			
**CABOT 260	D	D	D			
**CABOT 270	D	D	D			
**CABOT 271	D	D	D			
**CS/IS100	D	D	D			
**CS/IS 101	D	D	D			

**CS/IS 203	**D**	**D**	**D**			
**BUSAD 050	D	D	M			

  * Required Courses
** Elective Courses

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.