

**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):**

**ADMINISTRATIVE ASSISTANT – CABOT Certificate of Achievement Program (AS)**

**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

Upon the successful completion of the program, the student will be able to meet the following core competency standards:

- 1) Communication – a through e
- 2) Mathematical Competency / Quantitative Reasoning – a and b
- 3) Information Competency – a through d
- 4) Critical Thinking – a through d
- 5) Global Awareness and Appreciation – b, d, and e
- 6) Personal Responsibility – a and b
- 7) Application of Knowledge – a through d

**Program Level Outcomes (PLOs) Assessment Timeline**

<p><b>What are the Program Learning Outcomes of this program?:</b>                  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</p> <p><b>What is the PLO Assessment Planning Timeline for this Program?:</b>                  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)</p>			<p><b>Ideal examples of Program Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Are observable and measurable</li> <li>• Are program specific</li> <li>• Connect to GCC's Core Competencies/ISLOs</li> <li>• Use action verbs</li> <li>• Generally a program will have between three and six PLOs</li> <li>• If applicable, aligns with professional organization(s) learning outcomes</li> </ul> <p><b>Ideal examples of Program Assessment Timelines:</b></p> <ul style="list-style-type: none"> <li>• Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission</li> <li>• Ensure that each PLO is assessed regularly within a 3 year cycle</li> <li>• Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed</li> </ul>		
<p><b>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.</b></p>	<p><b>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) ?</b></p>	<p><b>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)</b></p>			
<p><b>PLO 1</b>                  The student will be able initiate and respond to correspondence effectively while using the latest automated technology, system software (Windows</p>	<p>_____ Semester</p> <p><b>Results acquired through testing students on a capstone project.</b></p>	<p>CABOT Department Chair or Designee</p>			

<p>OS), and application software—Word, Excel, and Outlook—to perform more advanced skills; 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 to search a variety of databases for information.</p>		
<p>PLO 2 The student will acquire the necessary knowledge and skills of accounting and bookkeeping to be able to use journals and ledgers to prepare balance sheets and income statements and be able to translate accounting records into a basis for sound decision making in a variety of businesses.</p>	<p>_____ Semester <b>Results acquired through testing the student's knowledge and skills in the field of bookkeeping/accounting.</b></p>	<p>CABOT Department Chair or Designee</p>
<p>PLO 3 The student will be able to use a variety of office procedures to perform such tasks as sorting mail, filing and processing documents; develop interpersonal skills to conduct and participate in job interviews, practice effective human relation skills in business, handle telephone conversations with ease, and develop skills to communicate more effectively with customers and other employees verbally.</p>	<p>_____ Semester <b>Results acquired from evaluating student performance in a business office environment, possibly through an internship/externship program.</b></p>	<p>CABOT Department Chair or Designee</p>

<p><b>PLO 4</b> The student will be able to type by touch at a minimum of thirty (30) words a minute and to create, edit, and format advanced features for any business document including forms, medical and legal forms, resumes, job applications, bibliographies, footnotes/endnotes, newsletters.</p>	<p>_____ <b>Semester</b>  <b>Results based on testing the typing skills (speed and accuracy) of the student.</b></p>	<p>CABOT Department Chair or Designee</p>
<p><b>PLO 5</b></p>		
<p><b>PLO 6</b></p>		
<p><b>PLO 7</b></p>		
<p><b>PLO 8</b></p>		
<p><b>PLO 9</b></p>		
<p><b>PLO 10</b></p>		

### Course/Program Alignment Matrix

<p><b>How are courses in the program aligned with the program's learning outcomes?:</b>                  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</p> <ul style="list-style-type: none"> <li>• 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 <b>I, D, or M</b></li> <li>• <b>Introduce = I</b> PLO is introduced at a basic level</li> <li>• <b>D = Develop</b> Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication</li> <li>• <b>M = Mastery</b> Students demonstrate mastery at a level appropriate for graduation</li> </ul>	<p><b>Ideal alignment:</b></p> <ul style="list-style-type: none"> <li>• Course/Program matrix indicates that PLOs are embedded in program's coursework</li> <li>• PLOs are introduced, developed, and mastered within the range of courses</li> <li>• Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs</li> </ul>
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Course name and number e.g. Magic 101: Elementary Magic	PLO 1	PLO 2	PLO 3	PLO 4
	The student will be able initiate and respond to	The student will acquire the necessary knowledge	The student will be able to use a variety of office	The student will be able to type by touch at a

	<p>correspondence effectively while using the latest automated technology, system software (Windows OS), and application software—Word, Excel, and Outlook—to perform more advanced skills; 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 to search a variety of databases for information.</p>	<p>and skills of accounting and bookkeeping to be able to use journals and ledgers to prepare balance sheets and income statements and be able to translate accounting records into a basis for sound decision making in a variety of businesses.</p>	<p>procedures to perform such tasks as sorting mail, filing and processing documents; develop interpersonal skills to conduct and participate in job interviews, practice effective human relation skills in business, handle telephone conversations with ease, and develop skills to communicate more effectively with customers and other employees verbally.</p>	<p>minimum of thirty (30) words a minute and to create, edit, and format advanced features for any business document including forms, medical and legal forms, resumes, job applications, bibliographies, footnotes/endnotes, newsletters.</p>
<p><b>One of the following:</b></p> <ol style="list-style-type: none"> <li>1. <b>ACCTG 101 – Financial Accounting</b></li> <li>2. <b>ACCTG 105 &amp; 106 – Introductory Accounting I &amp; II</b></li> <li>3. <b>Accounting 110 – Basic Accounting</b></li> </ol>		<p><b>M</b></p> <p><b>M</b></p> <p><b>M</b></p>		
<p><b>BUSAD 106 – Written Business</b></p>	<p><b>M</b></p>			

<b>Communication</b>				
<b>BUSAD 110 – Human Resources in Business</b>			<b>M</b>	
<b>BUSAD 152 – Management Communications – Oral</b>			<b>M</b>	
<b>CABOT 101 – Business Office Procedures</b>			<b>M</b>	
<b>CABOT 102 – English For Business</b>	<b>M</b>			
<b>CABOT 103 – Business Vocabulary Development</b>	<b>M</b>			
<b>CABOT 104 – Filing Methods and Systems</b>			<b>M</b>	
<b>CABOT 110 – Collegiate Business Math</b>		<b>M</b>	<b>M</b>	
<b>CABOT 208 – Windows Basics</b>	<b>M</b>			
<b>CABOT 210 – Computer Keyboarding/Typing II</b>				<b>M</b>
<b>CABOT 265 – Microsoft Word I</b>	<b>M</b>			
<b>CABOT 266 – Microsoft Word II</b>	<b>M</b>			
<b>CABOT 270 – Microsoft Excel I</b>	<b>M</b>			

<b>CABOT 285 – Microsoft Outlook</b>	<b>M</b>			
<b>CS/IS 191 – Internet Orientation</b>	<b>M</b>			

**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.**