

## Glendale Community College Instructional Division Program Learning Outcomes Assessment Timeline

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

**Division name: Health Sciences – Alcohol / Drug Studies**

**Program name ( certificate as well as sequence of courses and series of learning activities leading to experiential & intellectual competency).**

### 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 gain a fundamental knowledge of general and clinical information, theory and skills in the first and second semester in the ADST sequential evidence based curriculum. As they progress through the ADST program, third and fourth semester students are ultimately exposed though their internship/practicum to the clinical/workplace settings and apply skills and knowledge learned in the, informational, clinical, skills and practicum courses

Skills include but are not limited to communication learned through group and individual presentations, case study dissection, group projects, mock client interactions and clinical scenarios done through role playing with peers and staff, etc. Information competency through extensive exam process and journaling; reasoning and problem-solving learned through experiential skills courses emphasizing individual and group counseling skills with peers and instructors. Lastly ethical reasoning and development of personal

responsibility as they intern in clinical treatment settings at local alcohol and drug treatment facilities.

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### Program Level Outcomes (PLOs) Assessment Timeline

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| <p><b>What are the Program Learning Outcomes of this program?:</b><br/> 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<br/> 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><br/> 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>List PLOs below. Generally, a program will have between three and six PLOs.<br/> Continue to add PLOs until you have developed an assessment timeline for each</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <p>In what semester and year will you assess this PLO?<br/> What data will you use to assess it (i.e. SLO data from courses within the</p> | <p>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)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |

| <b>PLO associated with this program.</b>                                                                                                                                                                                                                                                                                           | <b>program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?</b>                                                                                       |                      |
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| <b>PLO 1</b><br>During the capstone internship classes students will be able to demonstrate the ability to utilize their counseling and cognitive abilities necessary to integrate the counselor skills and ethical standards learned in the preceding Alcohol/Drug Studies Counseling program courses.                            | Throughout the internship/practicum courses and process students will provide instructors essay data, work portfolios as well as evaluations by offsite clinical treatment staff.. | Director or Designee |
| <b>PLO 2.</b> Students will be able to demonstrate the cognitive and counseling abilities necessary to integrate the counselor competencies and standards learned in a two year Alcohol/Drug Studies Counseling program, including evidence-based theory and competencies inherent in entry level alcohol/drug counselor positions | Students will be able to pass the state regulated CAT-C exam (Certified Addiction Treatment Counselor).                                                                            | Director or Designee |
| <b>PLO 3</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 4</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PL0 5</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 6</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 7</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 8</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 9</b>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |                      |
| <b>PLO 10</b>                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                    |                      |

### Course/Program Alignment Matrix

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| <p><b>How are courses in the program aligned with the program's learning outcomes?:</b></p> <p>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> </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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- **M = Mastery** Students demonstrate mastery at a level appropriate for graduation

[illegible]

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**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.**