Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

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

Division name: Advanced Technology and Aviation
Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Electronics and Computer Technology

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)?:	**An ideal relationship:**
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	• Is clear and brief • Is connected to GCC's Core Competencies/ISLOs • If applicable, aligns with professional organization(s) learning outcomes

This Program aligns itself with a number of core competencies. The Electronics and Computer Technology program enhances the students abilities in Communication (1a,1b,1c.1e) in the course of reading and writing project descriptions and the assessment of a project description. Mathematical Competencies (2a,2b,2c) through the measuring and computing electrical parameters of a circuit. Information Competency (3a,3b,3c,3d) in the course of researching and evaluating information related to an electronics project. Critical Thinking(4b,4c,4d,4e) through the analysis of the students specific work and the evaluation of various assignments. Global Awareness and Appreciation (5e) through recognizing and analyzing toxic electronics and electrical materials and devices.

Personal Management (6a,6b) by the creation of work designed to aid achieving employment and /or college transfer. Application of knowledge (7a,7b,7c,7d) through an assortment of technical skills and the workplace skills required to complete a project.

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 Students will be able to identify the concepts of electricity, quantities, units and be able to incorporate circuit laws, measurement, and circuit components.	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from within each course will be used for the assessment.	Patrick Shahnazarian
PLO 2 The student will be able to identify, apply, and use AC circuitry and be prepared for future engineering careers.	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from within each course will be used for the assessment.	Patrick Shahnazarian
PLO 3 Students will identify efficient and well-designed electrical systems for residential, industrial and commercial locations.	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from within each course will be used for the assessment.	Patrick Shahnazarian
PLO 4 Student will test, mark and document all cabling and will have the ability to troubleshoot and restore preexisting cabling systems.	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from within each course will be used for the assessment.	Patrick Shahnazarian

Course/Program Alignment Matrix

How are courses in the program aligned with the program's learning outcomes?:	**Ideal alignment:**
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	• 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

	PLO 1 Students will be able to identify the concepts of electricity, quantities, units and be able to incorporate circuit laws, measurement, and circuit components	**PLO 2** The student will be able to identify, apply, and use AC circuitry and be prepared for future engineering careers.	**PLO 3** Students will identify efficient and well-designed electrical systems for residential, industrial and commercial locations.	**PLO 4** Student will test, mark and document all cabling and will have the ability to troubleshoot and restore preexisting cabling systems.
ECT110 Electricity and Electronics Principles	**I**	**I**		**I**
ECT 160 Inspection and Codes for Electricians	**D**	**D**	**D**	**D**

ECT161 Residential Electronics Systems Integrator	**D**	**D**	**D**	**M**