

**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): MEDICAL SECRETARY**

**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 the basic foundation of theory and skills in the first half of the program. As they progress, they are exposed to the dental front office settings and apply skills and knowledge learned. Skills include brushing up on their communication skills, filing, and using the computer, including the Internet, to complete appropriate documents. Application of their skills is refined when they go through an internship or practical work experience in an office of physicians, medical clinics, hospitals, and/or allied facilities to fulfill the requirements of the program.

### 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>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.</p>	<p>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) ?</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>			
<p><b>PLO 1—The student will acquire the basic communication skills.</b></p>	<p>_____ Semester.                  Post-test results in CABOT 102, CABOT 103, and CABOT 105.</p>	<p>CABOT Department Chair or Designee.</p>			
<p><b>PLO 2—The student will learn the specialized medical terminologies needed to complete appropriate forms in preparing, maintaining/filing, and charting medical</b></p>	<p>_____ Semester.                  Post-test results in MOA 182.                  Exit performance review in the internship or practical work experience.</p>	<p>CABOT Department Chair or Designee.</p>			

<p><b>records including the insurance claims.</b></p>		
<p><b>PLO 3—The student should be able to use the computer to key basic documents and to navigate the Internet.</b></p>	<p><b>_____ Semester.</b>  <b>Post-test results in the following:</b>  <b>CABOT 265</b>  <b>CABOT 270</b>  <b>CABOT 210</b>  <b>CABOT 156</b>  <b>MOA 185</b>  <b>MOA 190.</b></p>	<p>CABOT Department Chair or Designee.</p>
<p><b>PLO 4—The student should achieve a minimum speed of 40 words a minute.</b></p>	<p><b>_____ Semester</b>  <b>Show certificate with such speed</b></p>	<p>CABOT Department Chair or Designee</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 The student will acquire the basic communication skills.	PLO 2 The student will learn the specialized medical, especially in orthodontics/dentistry, terminologies needed to complete appropriate forms in preparing, maintaining/filing, and charting medical records including the insurance claims.	PLO 3 The student should be able to use the computer to key basic documents and to navigate the Internet.	PLO 4 The student should achieve a minimum speed of 40 words a minute.
CABOT 102 English for Business	I			
CABOT 103 Business Vocabulary Development	I	D and M		

<b>CABOT 104 Filing Methods and System</b>		<b>I, D, and M</b>	<b>D and M</b>	
<b>CABOT 105 Introduction to Office Correspondence</b>			<b>M</b>	<b>M</b>
<b>CABOT 110 Collegiate Business Math</b>	<b>I</b>			
<b>MOA 182 Medical Terminology</b>		<b>M</b>	<b>M</b>	<b>M</b>
<b>MOA 185 Medical Front Office Procedures</b>	<b>M</b>	<b>M</b>	<b>D and M</b>	
<b>MOA 190 Machine Transcription</b>			<b>M</b>	<b>M</b>
<b>CABOT 156 Voice Recognition</b>	<b>I</b>	<b>I</b>	<b>M</b>	
<b>CABOT 208 Windows Basics</b>			<b>M</b>	<b>M</b>
<b>CABOT 210 Computer Keyboarding/Typing II</b>			<b>M</b>	<b>M</b>
<b>CABOT 265 Microsoft Word I</b>		<b>D and M</b>	<b>M</b>	<b>M</b>
<b>CABOT 270 Microsoft Excel I</b>	<b>D AND M</b>	<b>D and M</b>	<b>D and M</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.**