

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

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

**Division name:** Language Arts

**Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery):** Armenian Course Sequence/ Armenian Program

**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 who complete the Armenian Course Sequence or take courses within the Armenian Course Sequence or the Armenian Program's course offerings develop core competencies/ ISLOs in several areas including communication, critical thinking, global awareness and appreciation, personal responsibility, information competency, and application of knowledge. This is achieved through the study of the grammar and cultural aspects of the Armenian language and the student's development of listening, reading, writing, and speaking skills, and, in some cases, research, as in composition writing for Armenian 102, 115, or 116.

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### 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>PLO 1 Demonstrate increased reading and listening comprehension of Armenian, the</p>	<p>We assess all classes in the Armenian Program every two years. We will assess</p>	<p>The full-time instructors of Armenian will collect and analyze the data and help to</p>

target language.	the Program SLOs in Fall 2012, and then start assessing the individual course SLOs again in Spring 2013. To assess our Armenian Program SLOs we will analyze all of the individual course SLOs collected over the past two years.	write the report. One of the two will write the report: Nick Sahakyan, or Arevik Mikaelian.
PLO 2 Utilize oral and written communicative skills to produce the target language.	We assess all classes in the Armenian Program every two years. We will assess the Program SLOs in Fall 2012, and then start assessing the individual course SLOs again in Spring 2013. To assess our Armenian Program SLOs we will analyze all of the individual course SLOs collected over the past two years.	The full-time instructors of Armenian will collect and analyze the data and help to write the report. One of the two will write the report: Nick Sahakyan, or Arevik Mikaelian.
PLO 3 Demonstrate increased appreciation of the cultures associated with the Armenian language.	We assess all classes in the Armenian Program every two years. We will assess the Program SLOs in Fall 2012, and then start assessing the individual course SLOs again in Spring 2013. To assess our Armenian Program SLOs we will analyze all of the individual course SLOs collected over the past two years.	The full-time instructors of Armenian will collect and analyze the data and help to write the report. One of the two will write the report: Nick Sahakyan, or Arevik Mikaelian.
PLO 4		
PLO 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		
PLO 10		

<p><b>Description of the Armenian Program:</b></p> <p><b>The Armenian Program includes the Armenian Course Sequence of 101-127 (grammar, literature and culture) Armenian. Due to budgetary restrictions, and strict enrollment criteria, Armenian 103, 104 and Armenian 110 (Advanced Conversation) are not currently offered. The capstone course for our Armenian Course sequence would be Armenian 104 if we offered it, and Armenian 117 if approved by the Chancellor's office. Since Armenian 104 and 117 are not offered, the capstone courses are Armenian 102 and 116. Program Learning Outcomes for these sequences are the same as the Student Learning Outcomes. Since not all students of Armenian complete all courses within the Armenian Program, we will list the PLOs we use for the AA degree in Armenian Language, as they address the learning outcomes for all courses within the Armenian Program.</b></p>		
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### Course/Program Alignment Matrix

<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> <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	PLO 5	PLO 6
Armenian 101	I	I	I			
Armenian 102	D	D	D			

<b>Armenian 103 -not currently offered</b>	D	D	D			
<b>Armenian 104 -not currently offered</b>	M	M	M			
<b>Armenian 115</b>	I, D	I, D	I, D			
<b>Armenian 116</b>	D	D	D			
<b>Armenian 117 -not currently offered</b>	M	M	M			
<b>Armenian 125</b>	M	M	M			
<b>Armenian 126</b>	M	M	M			
<b>Armenian 127</b>	M	M	M			
<b>Armenian 110 -not currently offered</b>	I	I	I			
<b>Armenian 111 -not currently offered</b>	I	I	I			


**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.**