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): AA degree in French, Spanish, or Foreign Language (depending on option chosen)

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

Students achieving an AA degree in French, Spanish, or Foreign Language develop core competencies/ISLOs in several areas including communication, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge. This is achieved through the study of the grammar and cultural aspects of the language via listening, reading, writing, and speaking skills.

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 **Demonstrate increased reading and listening comprehension of the target languages.**	**Varies. We have very few students receiving an AA in Foreign Language. Data used will be class discussion, assignments, activities, tests, and an exit interview.**	An instructor of the language in which the student receives the AA will conduct the exit interview and collect and analyze the data and write the report of the findings.

	We will assess SLOs for all courses in the Foreign Languages Program within a 2.5 year cycle (every 5 semesters) and in the 6th semester we will dedicate our assessments to PLOs in every foreign language course taught that semester. We will assess all courses in the fall 2012 semester with Program Learning Outcomes. In spring 2013, we will start the next cycle of SLO assessments and continue for 5 semesters, conducting the next PLO assessments in the 6th semester. This is important to do since not many students get an AA in Foreign Languages.	All full-time instructors will collect and analyze the data and help to write the report. One full-timer will write the report for each full-time foreign language program: Teresa Cortey, Celia Simón Ross, Lourdes Girardi, Stacy Jazán, Shihoko Tatsugawa, Flavio Frontini, Nick Garnik Sahakyan, Arevik Mikaelian. The full-time programs are: Armenian, French, Italian, Japanese, and Spanish. In addition, we will ask all part-timers to assess their classes as we strive to have 100% participation in SLO and PLO assessments in all languages, for all courses and sections, within the Foreign Languages Department.
PLO 2 **Utilize oral and written communicative skills to produce the target languages.**	Varies. We have very few students receiving an AA in Foreign Language. Data used will be class discussion, assignments, activities, tests, and an exit interview. We will assess SLOs for all courses in the Foreign Languages Program within a 2.5 year cycle (every 5 semesters) and in the 6th semester we will dedicate our assessments to PLOs in every foreign language course taught that semester. We will assess all courses in the fall 2012 semester with Program Learning Outcomes. In spring 2013, we will start the next cycle of SLO assessments and continue for 5 semesters, conducting the next PLO assessments in the 6th semester. This is important to do since not many	An instructor of the language in which the student receives the AA will conduct the exit interview and collect and analyze the data and write the report of the findings. All full-time instructors will collect and analyze the data and help to write the report. One full-timer will write the report for each full-time foreign language program: Teresa Cortey, Celia Simón Ross, Lourdes Girardi, Stacy Jazán, Shihoko Tatsugawa, Flavio Frontini, Nick Garnik Sahakyan, Arevik Mikaelian. The full-time programs are: Armenian, French, Italian, Japanese, and Spanish. In addition, we will ask all part-timers to assess their classes as we strive to have

	students get an AA in Foreign Languages.	100% participation in SLO and PLO assessments in all languages, for all courses and sections, within the Foreign Languages Department.
PLO 3 **Demonstrate increased appreciation of the target language's cultures.**	**Varies. We have very few students receiving an AA in Foreign Language. Data used will be class discussion, assignments, activities, tests, and an exit interview.** **We will assess SLOs for all courses in the Foreign Languages Program within a 2.5 year cycle (every 5 semesters) and in the 6th semester we will dedicate our assessments to PLOs in every foreign language course taught that semester. We will assess all courses in the fall 2012 semester with Program Learning Outcomes. In spring 2013, we will start the next cycle of SLO assessments and continue for 5 semesters, conducting the next PLO assessments in the 6th semester. This is important to do since not many students get an AA in Foreign Languages.**	An instructor of the language in which the student receives the AA will conduct the exit interview and collect and analyze the data and write the report of the findings. **All full-time instructors will collect and analyze the data and help to write the report. One full-timer will write the report for each full-time foreign language program: Teresa Cortey, Celia Simón Ross, Lourdes Girardi, Stacy Jazán, Shihoko Tatsugawa, Flavio Frontini, Nick Garnik Sahakyan, Arevik Mikaelian. The full-time programs are: Armenian, French, Italian, Japanese, and Spanish.** **In addition, we will ask all part-timers to assess their classes as we strive to have 100% participation in SLO and PLO assessments in all languages, for all courses and sections, within the Foreign Languages Department.**
PLO 4 **Demonstrate the potential to pursue a BA degree with this major in a transfer institution and/or the potential to communicate effectively in the workplace in the target language(s).**	**Varies. We have very few students receiving an AA in Foreign Language. Data used will be class discussion, assignments, activities, tests, and an exit interview.** **We will assess SLOs for all courses in the Foreign Languages Program within a 2.5**	An instructor of the language in which the student receives the AA will conduct the exit interview and collect and analyze the data and write the report of the findings. **All full-time instructors will collect and analyze the data and help to write the**

	year cycle (every 5 semesters) and in the 6th semester we will dedicate our assessments to PLOs in every foreign language course taught that semester. We will assess all courses in the fall 2012 semester with Program Learning Outcomes. In spring 2013, we will start the next cycle of SLO assessments and continue for 5 semesters, conducting the next PLO assessments in the 6th semester. This is important to do since not many students get an AA in Foreign Languages.	report. One full-timer will write the report for each full-time foreign language program: Teresa Cortey, Celia Simón Ross, Lourdes Girardi, Stacy Jazán, Shihoko Tatsugawa, Flavio Frontini, Nick Garnik Sahakyan, Arevik Mikaelian. The full-time programs are: Armenian, French, Italian, Japanese, and Spanish. In addition, we will ask all part-timers to assess their classes as we strive to have 100% participation in SLO and PLO assessments in all languages, for all courses and sections, within the Foreign Languages Department.
PL0 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		
PLO 10		

· **Note For 101 level (or 115) in all foreign languages that offer a complete program of language study**

The 101 course, or 115 course, in all foreign languages that offer a complete program of language study is the beginning of the 101/ 102/ 103 series, or 115/ 116/ 117 series. In Foreign Language we designate a "program" as a series of sequenced courses which complete the instruction of the language's grammar in the 103 level, and the capstone class is the 104 level course of the program. In Armenian, the program is the 115/116/117 series and will in the future include Armenian 103 and 104 to complete the 101 and 102 courses already offered in the Armenian program.   Assessments from the 101 level courses (or 115) are considered very important for the program level and for program assessments which assess the needs of a particular language whose grammar is completed in 103. Assessments at the 101 (115) course level are also important for program level assessments because many sections tend to be offered annually, many students are served, and most students tend to take a 101 (or 115) level course and do not complete the whole program of language study (through 104). In addition, some languages that offer a full-time program of language study also offer literature courses as part of the program.

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

Course name and number e.g. Magic 101: Elementary Magic	PLO 1 Demonstrate increased reading and listening comprehension of the target languages.	PLO 2 Utilize oral and written communicative skills to produce the target languages.	PLO 3 Demonstrate increased appreciation of the target language's cultures.	PLO 4 Demonstrate the potential to pursue a BA degree with this major in a transfer institution and/or the potential to communicate effectively in the workplace in the target language(s).	PLO 5	PLO 6

The AA degree in Foreign Language has 2 options.

Option 1: 18 units from:
French: 101, 102, 103, 104   OR   Spanish: 101, 115, 102, 103, 104, 105

Option 2: 10 units in one foreign language plus 8 units from another foreign language. Choose from the following languages that offer a
full program of language study: Armenian, French, Italian, Japanese, Spanish; or from the languages that do not have a full program of language
study: Chinese, Korean, Russian.

Armenian 101	I	I	I	I		
Armenian 102	D	D	D	D		
Armenian 115	I	I	I	I		
Armenian 116	D	D	D	D		
Armenian 117	M*	M*	M*	M*		
Armenian 125	I	I	I	I		
Armenian 126	I	I	I	I		
Armenian 127	I	I	I	I		
French 101	I	I	I	I		
French 102	D	D	D	D		
French 103	D	D	D	D		
French 104	M*	M*	M*	M*		
Italian 101	I	I	I	I		

Italian 102	D	D	D	D		
Italian 103	D	D	D	D		
Italian 104	M*	M*	M*	M*		
Japanese 101	I	I	I	I		
Japanese 102	D	D	D	D		
Japanese 103	D	D	D	D		
Japanese 104	M*	M*	M*	M*		
Spanish 101	I	I	I	I		
Spanish 102	D	D	D	D		
Spanish 103	D	D	D	D		
Spanish 104	M*	M*	M*	M*		
Spanish 115	I	I	I	I		
Spanish 105 (Not currently offered)	D	D	D	D		
Spanish 124 (H) (not part of the AA degree as it is taught in English)	N/A	N/A	I	N/A		

Chinese 101	I	I	I	I		
Chinese 102	D	D	D	D		
Korean 101	I	I	I	I		
Korean 102	D	D	D	D		
Russian 101	I	I	I	I		
Russian 102	D	D	D	D		
Russian 115	I	I	I	I		
Russian 116	D	D	D	D		

*Note for the 104 levels (capstone courses) of the language:
We consider "mastery" as a level appropriate for graduation after approximately 2 years of language study. A student would continue to hone and master his language skills and appreciation of a language's cultures through studies at a four-year institution.

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.