

Glendale Community College Instructional Division Program Learning Outcomes Assessment Timeline

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

Division name: American Sign Language

Language Arts

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery):

American Sign Language Sequence of Courses

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 American Sign Language Course Sequence or take courses within the American Sign Language Course Sequence or the Language Arts Program's course offerings develop core competencies/ISLOs in several areas including communication, critical thinking, global awareness, appreciation, personal responsibility, information competency, and application of knowledge. This is achieved through the study of grammar, syntax, and cultural aspects of the language and the student's development of listening (receptive), reading (receptive), writing (ASL gloss symbols and in ASL structure), and speaking (expressive and in signs) skills, and in some cases research such as on Deaf culture and history and basic interpreting in American Sign Language 103 and 104.

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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 receptive and expressive signed comprehension of the target language.	Instructors assess all classes in the American Sign Language “program” every two years. The assessment will start in Fall 2012 and start assessing the individual courses SLOs again in Spring 2013. To assess our American Sign Language Program SLOs we will analyze all the individual courses SLOs collected over past two years.	The adjuncts of American Sign Language will collect and analyze the data and help to write the report. One of two or three instructors will write the report: Kimberly Smith, Lisa Chahayed, and Kalen Feeney.
PLO 2 Utilize oral (expressive) and written (ASL gloss symbols and ASL structure) communicative skills to produce the target language.	We assess all classes in the American Sign Language 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 American Sign Language “program” we will analyze all of the individual courses SLOs collected over the past two years.	The adjuncts of American Sign Language will collect and analyze the data and help to write the report. One of two or three instructors will write the report: Kimberly Smith, Lisa Chahayed, and Kalen Feeney.
PLO 3 Demonstrate increased appreciation of the target language’s cultures.	We assess all classes in the American Sign Language 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 American Sign Language “program” we will analyze all of the individual courses SLOs collected over the past two years.	The adjuncts of American Sign Language will collect and analyze the data and help to write the report. One of two or three instructors will write the report: Kimberly Smith, Lisa Chahayed, and Kalen Feeney
PLO 4		
PLO 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		

PLO 10		
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Description of American Sign Language “Program”: The American Sign Language “Program” includes the American Sign Language Course Sequence of ASL 101-104 (grammar, syntax, language, and culture). Because the capstone course for our American Sign Language Course Sequence is ASL 104, the Program Learning Outcomes for this sequence are the same as the Student Learning Outcomes of ASL 104. Since not all ASL students complete all courses within the ASL “program”, we will list the PLOs we use for the ASL “Program” as we do not offer AA degree or certificates as they address the learning outcomes for all four courses.

Course/Program Alignment Matrix

How are courses in the program aligned with the program’s learning outcomes?: 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	Ideal alignment: - 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
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Course name and number e.g.	PLO 1 Demonstrate increased reading (expressive) and listening (receptive)	PLO 2 Utilize oral (expressive) and written (receptive, ASL gloss, and ASL structure)	PLO 3 Demonstrate increased appreciation and knowledge of the target’s language’s	PLO 4	PLO 5	PLO 6

	comprehension of the target language	communication skills to produce the target language.	cultures.			
ASL 101	I	I	I			
ASL 102	D	D	D			
ASL 103	D	D	D			
ASL 104	M	M	M			
ASL 105-not currently offered	M	M	M			
ASL 151-not currently offered	N/A	N/A	N/A			
ASL 201-not currently offered	N/A	N/A	N/A			
ASL 202-not currently offered	N/A	N/A	N/A			

***Note for American Sign Language 104 (capstone course of the American Sign Language Course Sequence):** The instructors 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 the culture of the Deaf culture and American Sign Language culture at a four-year institution until the American Sign Language/Interpreting program is set up at Glendale Community College for AA degree, which is not yet set up.

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.