Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

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

Division name: Technology and Aviation
Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Aviation and Transportation – Aviation Administration

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

The Aviation Administration program encompasses many of the college's core competencies and ISLOs. The field of administration involves every aspect of Communication (1a, 1b, 1c, 1d, 1e). In addition to class lectures, students complete reading and written assignments. There is extensive class discussion and scenario-based training. Information Competency (3a, 3b, 3c, 3d) is encouraged through the completion of research papers and assignments. Students visit an airport for the purpose of empirical research. Student knowledge is expanded through Critical Thinking (4a, 4b, 4c, 4d). Critical thinking is emphasized and encouraged through case studies, analysis of effective methods, and practical problem-solving exercises. Students experience Global Awareness and Appreciation (5a, 5b, 5e, 5f) as it relates to national and international politics and regulation of airline and aviation industries. Personal Responsibility (6a, 6b, 6d) is incorporated as a precursor to administrative responsibility. Students are

encouraged to set goals and expand study skills into all media forms. This program is specifically designed to facilitate the transfer of academic knowledge to upper division and graduate studies, as well as the broad workplace of aviation. Application of Knowledge (1a, 1b, 1c, 1e) is common to all career-based programs but the diversity and complexity of aviation management and administration demands it. Computer, workplace, and technical skills are taught throughout the curriculum.

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**	**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)**

	student work, licensing/exit exams, etc) ?	
PLO 1 Students will demonstrate an understanding of the differences and similarities between general aviation and commercial aviation	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from each course will be used for assessment	Curtis Potter
PLO 2 Students will demonstrate the skills required to establish and manage airport operations	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from each course will be used for assessment	Curtis Potter
PLO 3 Students will identify effective techniques of flight training and flight school management	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from each course will be used for assessment	Curtis Potter

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	• 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

appropriate for graduation	

Course name and number	**PLO 1** Students will demonstrate an understanding of the differences and similarities between general aviation and commercial aviation	**PLO 2** Students will demonstrate the skills required to establish and manage airport operations	**PLO 3** Students will identify effective techniques of flight training and flight school management
AT 120 Private Pilot Ground School	**I**	**I**	**I**
AT 121 Navigation	**D**		**D**
AT 122 Meteorology	**D**		**D**
AT 123 Aircraft Structure and Aerodynamics	**D**		**D**
AT 124 Radio Procedures and Flight Regulations	**D**		
AT 125 Instrument Rating Ground School	**D**		**D**
AT 128 Airport Operations	**M**	**M**	**M**
AT 129 Flight Attendant I	**D**		
AT 130 Air Transportation	**M**	**D**	
AT 132 Flight Attendant II	**D**	**D**	
AT 137 Airline Travel Careers	**D**	**D**	
AT 138			

Introduction to Flight Attendant Training	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.