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 – Flight Attendant

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

The Flight Attendant program shares many of the college's core competencies and ISLOs. Students practice all forms of Communication (1a, 1b, 1c, 1d, 1e). This is accomplished through reading assignments, lecture, and written testing. Students experience classroom discussions and oral presentations. Information Competency (3a, 3b) is enhanced through research of handouts, periodical, and internet resources. Students learn to prepare for emergency situations requiring aspects of Critical Thinking (4a, 4b, 4c, 4d). Practical evaluation of information and in-flight problem solving are introduced. The very nature of airline travel suggests a strong emphasis on Global Awareness and Appreciation (5b, 5d, 5e, 5f). Students learn sensitivity toward others of differing cultures and socioeconomic levels. Students are made aware of the environmental and political influences on international

travel and tourism. The Flight Attendant program involves significant career preparation including aspects of Personal Responsibility (6a, 6b, 6c, 6d). Fitness and health (6c) are covered for finding and maintaining employment as a flight attendant. Students are evaluated in areas such as dress and etiquette. While the learning process is primarily academic, flight attendant careers take the student far from the classroom. For this reason, Application of Learning (7a, 7b, 7c, 7d) is a major part of the career track program. All workplace skills (7c) are reinforced, including safety procedures, emergency response, panic recognition, and aircraft evacuation.

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?:	**Ideal examples of Program Learning Outcomes:**
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)	• 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 skills required to seek and obtain employment as a flight attendant	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 knowledge of location and use of aircraft emergency equipment	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 be identify and assess behavior patterns associated with panic	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from each course will be used for assessment	Curtis Potter
PLO 4 Students will demonstrate skills required during emergency evacuation of aircraft	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?: 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

Course name and number	PLO 1 Students will demonstrate skills required to seek and obtain employment as a flight attendant	PLO 2 Students will demonstrate knowledge of location and use of aircraft emergency equipment	PLO 3 Students will be identify and assess behavior patterns associated with panic	PLO 4 Students will demonstrate skills required during emergency evacuation of aircraft
AT 128 Airport Operations	D	D		
AT 129 Flight Attendant I	D	D	D	D
AT 130 Air Transportation	D	D		D
AT 132 Flight Attendant II	M	M	M	M
AT 137 Airline Travel Careers	I			I
AT 138 Introduction to Flight Attendant Training	I	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.