# Glendale Community College Instructional Division Program Learning Outcomes Assessment Timeline

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

**Division name: NONCREDIT ESL** 

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

mastery): BEGINNING ESL CERTIFICATE

# 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 program outcomes for this certificate relate most closely with the ISLOs of communication and application of knowledge. Students will use their language skills and apply them to academic and job place scenarios.

#### **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

	instructors of the	instructors of the courses/programs assessed		
List PLOs below. Generally, a program will have between three and six PLOs.	In what semester and year will you assess this PLO?	Who will collect and analyze the PLO assessment data and write a report of the		
Continue to add PLOs until you have	What data will you use to assess it	findings? (Include report writer's name		
developed an assessment timeline for each	(i.e. SLO data from courses within the	and, if possible, other participants)		
PLO associated with this program.	program, exam or essay data, portfolios of student work, licensing/exit exams, etc)?			
PLO 1	Fall 2011	Level 2 instructors, Megan Ernst		
Demonstrate mastery of beginning grammar structures	Item analysis of Level 2 grammar exit			
PLO 2	Fall 2011	Beginning Convo. Instructors TBD		
Demonstrate approximate standard American English pronunciation	Assessment of Beginning Conversation Course, TBD			
PLO 3	Fall 2014	Level 2 instructors, TBD		
Demonstrate comprehension of short reading passages	Assessment of Level 2's reading component TBD			
PLO 4	Fall 2011	Beginning Convo. Instructors TBD		
Demonstrate comprehension of basic conversations	Assessment of Beginning Conversation Course, TBD			

### **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 e.g.	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Magic 101:						
Elementary						
Magic						
ESL Level 2	D	D	D			
Beginning Conversation		D		D		
Conversation						