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): Japanese Course Sequence / Japanese Program

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 Japanese Course Sequence or take courses within the Japanese Course Sequence or the Japanese Program's course offerings develop core competencies / ISLOs in several areas including communication, critical thinking, global awareness and appreciation, personal responsibility, information competency, and application of knowledge. This is achieved through the study of the grammar and cultural aspects of the language and the student's development of listening, reading, writing, and speaking skills, and in some cases, research, as in Japanese 104.

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	In what semester and year will you	Who will collect and analyze the PLO
have between three and six PLOs.	assess this 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 Demonstrate increased reading and	We assess all classes in the Japanese	The full-time instructor of Japanese will
listening comprehension of the target	Program within a 2.5 year cycle (5	collect and analyze the data and help to
language.	semesters). In the 6 th semester, we will	write the report: Shihoko Tatsugawa will
	dedicate our assessments to PLOs in all	write the report.
	languages in the Foreign Languages	
	Department. We will assess the Program	In addition, we will ask all part-timers to

	Learning outcomes in fall 2012, and then start assessing the individual course SLOs again in spring 2013. To assess our Japanese PLOs we will analyze all of the individual course SLOs collected over the past 2.5 years and conduct a PLO assessment in all courses offered during fall 2012.	assess their classes as we strive to have 100% participation in SLO and PLO assessments in all languages within the Foreign Languages Department.
PLO 2 Utilize oral and written communicative skills to produce the target language.	We assess all classes in the Japanese Program within a 2.5 year cycle (5 semesters). In the 6 th semester, we will dedicate our assessments to PLOs in all languages in the Foreign Languages Department. We will assess the Program Learning outcomes in fall 2012, and then start assessing the individual course SLOs again in spring 2013. To assess our Japanese PLOs we will analyze all of the individual course SLOs collected over the past 2.5 years and conduct a PLO assessment in all courses offered during fall 2012.	The full-time instructor of Japanese will collect and analyze the data and help to write the report. Shihoko Tatsugawa will write the report. 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 within the Foreign Languages Department.
PLO 3 Demonstrate increased appreciation of the target language's cultures.	We assess all classes in the Japanese Program within a 2.5 year cycle (5 semesters). In the 6 th semester, we will dedicate our assessments to PLOs in all languages in the Foreign Languages Department. We will assess the Program Learning outcomes in fall 2012, and then start assessing the individual course SLOs again in spring 2013. To assess our Japanese PLOs we will analyze all of the individual course SLOs collected over the past 2.5 years and conduct a PLO assessment in all courses offered during fall 2012.	The full-time instructor of Japanese will collect and analyze the data and help to write the report. Shihoko Tatsugawa will write the report. 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 within the Foreign Languages Department.
PLO 4 Demonstrate the potential to pursue	We assess all classes in the Japanese	The full-time instructor of Japanese will

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).	Program within a 2.5 year cycle (5 semesters). In the 6 th semester, we will dedicate our assessments to PLOs in all languages in the Foreign Languages Department. We will assess the Program Learning outcomes in fall 2012, and then start assessing the individual course SLOs again in spring 2013. To assess our Japanese PLOs we will analyze all of the individual course SLOs collected over the past 2.5 years and conduct a PLO assessment in all courses offered during fall 2012.	collect and analyze the data and help to write the report. One of the three will write the report. Shihoko Tatsugawa will write report. 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 within the Foreign Languages Department.
PL0 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		
PLO 10		

Description of Japanese Program: The Japanese Program includes the Japanese Course Sequence of 101-104 (grammar and culture). Because the capstone course for our Japanese Course Sequence is Japanese 104, the Program Learning Outcomes for this sequence are the same as the Student Learning Outcomes of Japanese 104. Since not all Japanese students complete all courses within the Japanese program, we will list the PLOs we use for the AA degree in Foreign Language, French, or Spanish, as they address the learning outcomes for all courses within the Japanese Program.

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

				the potential to communicate effectively in the workplace in the target language(s).	
Japanese 101	I	1	1	1	
Japanese 102	D	D	D	D	
Japanese 103	D	D	D	D	
Japanese 104	M*	M*	M*	D	

^{*}Note for Japanese 104* (capstone course of the Japanese Course Sequence):

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 the cultures of the Japanese speaking countries 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.