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 – Pilot Training

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 Pilot Training program encompasses many of the college's core competencies and ISLOs. Students learn the aspects and importance of all forms of Communication (1a, 1b, 1c, 1d, 1e) involved in safe piloting. Interpersonal interactions (1e) are critical to the airline industry in what the FAA calls Crew Resource Management (CRM). Pilot training includes limited Mathematical Competency (2b). This includes solving equations related to aerodynamics, flight planning, and weight & balance problems. Students employ a mechanical slide rule device known as an E6B flight calculator. The research possibilities are virtually unlimited for student pilots. Information Competency (3a, 3b, 3c) is stressed as it relates to pilot skills and safety. Students are exposed to basic informational resources and can make verbal presentations based on their research and/or experiences. Critical Thinking (4a, 4b, 4c, 4d) is emphasized throughout the pilot training curriculum as it relates to flight safety. Students learn Aeronautical Decision

Making (ADM) through lecture, video, case study, and discussion. Aspects of Global Awareness and Appreciation (5a, 5e, 5f) fall under the topic of meteorology for pilots. Students learn the connection between politics, regulations, and international flight (5f). Personal Responsibility (6a, 6b, 6c, 6d) are interrelated to all aspects of pilot training and flight safety. Students learn of the requirement for regular physical exams (6c). Self-management and awareness (6a, 6b) are covered through the use of "personal minimums" and the "IMSAFE" checklist. Students of all demographics participate in this program. They are exposed to, and experience, changes in the technology of flight navigation and aircraft systems. Keeping up with changes in the aviation industry involves the Application of Knowledge (7a, 7b, 7c, 7d). Computer and technical skills (7a, 7b) are learned through actual and simulated flight. The "workplace" of pilots being the cockpit. Lifelong learning (7d) is taught through case studies. Students are made aware of the need for all pilots to maintain currency in flight skills, regulatory changes, and technical advancements throughout a lifetime of safe flight.

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 Students will demonstrate the skills required to successfully pass the FAA knowledge exam appropriate to the rating sought	This PLO will be assessed beginning the Spring 2012 Semester. SLO data from individual courses will be used for assessment	Curtis Potter	
PLO 2 Students will demonstrate an understanding of Federal Aviation Regulations	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 demonstrate proficiency in cross country flight planning	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 practical skills required to pass FAA practical testing for the rating sought	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	PLO 2	PLO 3	PLO 4
	Students will	Students will demonstrate	Students will	Students will demonstrate
	demonstrate the skills	an understanding of	demonstrate proficiency	practical skills required to
	required to successfully pass the FAA knowledge exam	Federal Aviation Regulations	in cross country flight planning	pass FAA practical testing for the rating sought
	appropriate to the rating sought			
AT 120 Private Pilot Ground School	Ĭ	I	I	I
AT 121 Navigation	D	D	M	D

AT 122	D	D	D	D
Meteorology				
AT 123				
Aircraft Structure and	D		D	D
Aerodynamics	D		D	
AT 124				
Radio Procedures and Flight	Б	M	D	NA.
Regulations	D	M	D	M
AT 125				
Instrument Rating Ground	М	M	M	D
School	IVI	IVI	IVI	U
AT 128				
Airport Operations	D	D		D
AT 112				
Private Pilot Laboratory I	D	D	D	D
AT 113				
Private Pilot Laboratory II	M	M	M	M
AT 114				
Instrument Flight Lab	M	M	M	M
AT 115				
Commercial Flight Training	M	M	M	M

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.