Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

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

Division name: Not Applicable

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Associate in Arts degree Arts and Humanities Emphasis

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 completing an Associate in Arts degree with an Arts and Humanities emphasis develop Core Competencies/Institutional Learning Outcomes in several areas. These areas include communication, critical thinking, global awareness, and personal responsibility. This is achieved through the study of literature, arts, philosophy, and languages with an emphasis on humanistic activities and artistic expression.

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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 be able to evaluate and respond to different cultures and cultural artifacts**	This PLO will be assessed through course level assessment data from courses included within the degree emphasis. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, critical thinking, global	Working with the appropriate division and department chairs in Language Arts, English, Visual and Performing Arts and Social Sciences, the collection and analysis of data findings will be developed

	awareness, and personal responsibility	
PLO 2 **Students will be able to describe the ways that different people in different ages have responded to the world around them through the use of art, literature, languages, and philosophy**	This PLO will be assessed through course level assessment data from courses included within the degree emphasis. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, critical thinking, global awareness, and personal responsibility	Working with the appropriate division and department chairs in Language Arts, English, Visual and Performing Arts and Social Sciences, the collection and analysis of data findings will be developed
PLO 3 **Students will apply knowledge of aesthetic codes to construct value judgments regarding art, literature, languages, and philosophy**	This PLO will be assessed through course level assessment data from courses included within the degree emphasis. It will also be assessed through college-wide institutional learning outcomes data associated with the ILOs of communication, critical thinking, global awareness, and personal responsibility	Working with the appropriate division and department chairs in Language Arts, English, Visual and Performing Arts and Social Sciences, the collection and analysis of data findings will be developed

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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 appropriate for graduation	• 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

****The curriculum map below should be completed by the end of spring 2012 by members of the SLO committee, the appropriate division chairs, department chairs and other faculty who wish to be involved in this process.****

Course name and number e.g. Magic 101: Elementary Magic	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**

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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.

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