



American Samoa Community College

Assessing Student Learning & Achievement

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AMERICAN SAMOA COMMUNITY COLLEGE

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ASCC Vision:

The American Samoa Community College holds as its central theme “Saili le Atamai” or to “seek knowledge.” Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

ASCC Mission:

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenges, or non-traditional for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific



Institutional Learning Outcomes:

Upon graduating from the American Samoa Community College, all students should acquire the skills and demonstrate proficiencies as:

- **Effective Communicators:**
 - ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies.
- **Critical Thinkers:**
 - ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
- **Global Citizens:**
 - ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- **Quantitative Competent Individuals:**
 - ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information.
- **Responsible Leaders:**
 - ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.



Assessment of Student Learning and Achievement:

ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that support student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

1) Types of Student Learning Assessments:

- 1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation of expectations for all certificate and recipients.
 - a. Assessment Cycle: Biannually
 - b. Instrument: Academic Program Review Survey
 - i. Review of Instrument: Annually (Academic Programs & Departments)
 - c. Areas for Review:
 - i. Institutional Learning Outcome Qualities
 1. General Education 1st year Course Learning Outcome Qualities and Competencies;
 2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
 - d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
 - e. Participants: Faculty/Adjunct Faculty
 - f. Focus:
 - i. Institutional Learning Outcome Qualities and Competencies;
 - g. Procedures and Roles:
 - i. **General Education Program 1st Year Competencies**
 1. Charge: General Education Faculty
 2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
 3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
 4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHSCI 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
 5. Procedures and Roles:
 - a. Semester submission of GE Course Data (General Education Faculty);

- b. GE Data is compiled (Office of Institutional Effectiveness);
- c. GE Summaries are compiled and disseminated back to the General Education Faculty (DOAA);
- d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
- e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
- f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
- g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
- h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
- i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
- j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies

1. Charge: Academic Department & Program Faculty
2. Assessment Cycle: Semester-based (Refer to timeline on Co and Core Assessment)
3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
4. Assessed Courses: *In Process-Fall 2015 of identifying the courses with the Curriculum Committee: Evidence Curriculum Committee Meeting Agenda and Minutes Sept 24 & Oct 1, 2015. Continue discussion will be Oct 22, 2015.*
5. Procedures and Roles:
 - a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
 - b. ILO 2nd year Competencies data is compiled (Office of Institutional Effectiveness);
 - c. ILO 2nd year Competencies Summaries are compiled and disseminated to Academic Department and Program Faculty (DOAA);
 - d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
 - e. Recommendations for continuous improvements

- and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
- f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
 - g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year Competencies (Curriculum Committee);
 - h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
 - i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
 - j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Types of Student Learning Outcomes:**

General Education Outcomes: The core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA, AS, or B.Ed. degree.

- **AA/AS General Education Outcomes:**
 - **GE Outcome 1: Communication:** Fosters the ability to receive and express information through various mediums.
 - **Courses:** ENG 150, ENG 151, SPH 153
 - **Outcome Qualities Assessed:**
 - **Listening and Speaking:** Listen actively and speak effectively in many different situations. (SPH 153)
 - **Reading:** Read effectively to comprehend, interpret, and evaluate information. (ENG 150)
 - **Writing:** Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences. (ENG 151)
 - **GE Outcome 2: Information Technology Literacy:** Demonstrates the ability to utilize technology to evaluate, present, and apply information.
 - **Course:** ICT 150
 - **Outcome Qualities Assessed:**
 - **Evaluate Information:** Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources. (ICT 150)
 - **Present Information using Technology:** Utilizes technological tools to perform basic functions appropriate to job and life. (ICT 150)

- Apply Information: Applies research skills and presents knowledge in multiple formats. (ICT 150)
- GE Outcome 3: Critical Thinking: Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts.
 - Courses: MAT 151, PHSCI 150, PHSCI 150L
 - Outcome Qualities Assessed:
 - Quantitative: Apply quantitative skills to personal, academic and career related activities. (MAT 151 or PHSCI 150)
 - Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations. (PHSCI 150)
 - Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts. (MAT 151 or PHSCI 150)
- GE Outcome 4: Global Awareness and Cultural Competence: Understands and appreciates the historical and cultural context regionally and globally.
 - Courses: HIS 150, HIS 151, HIS 170, HIS 171, HIS 162
 - Outcome Qualities Assessed:
 - Social, Economic & Political Systems: Identifies social, economic and political systems and issues. (HIS 170/171 or HIS 150/151)
 - Perspectives of Others, Diversity: Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs. (HIS 170/171 or HIS 150/151 or HIS 162)
 - Samoa and the Pacific: Demonstrates an appreciation of Samoan Culture and other Pacific cultures. (HIS 162)
- GE Outcome 5: Personal Development & Responsibility: Enhance personal growth and wellness leading to responsible decision-making.
 - Courses: PSY 150, HEA 150
 - Outcome Qualities Assessed:
 - Ethical Decision Making: Demonstrates and applies ethical decision making in real life situations. (HEA 150 or PSY 150)
 - Health Choices and Practices: Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness. (HEA 150 or PSY 150)
 - Community & Family Participation: Identify and recognize the relevance of being responsible and

participate actively in family and community. (HEA 150 or PSY 150)

- **B.Ed. General Education Outcomes:**

- **GE Outcome 1: Analysis and Research:** The teacher candidate demonstrates a high level of competency in examining and interpreting information.
 - **Courses:** ED 300, ED 301, ED 340
 - **Outcome Qualities Assessed:**
 - Demonstrates quantitative and qualitative skills in teaching and learning. (ED 301, ED 340)
 - Utilizes appropriate APA style of referencing. (ED 300, ED 301)

- **GE Outcome 2: Diversification:** The teacher candidate demonstrates a high level of competency in language learning and multicultural background.
 - **Courses:** ED 300, ED 325, ED 340
 - **Outcome Qualities Assessed:**
 - Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific. (ED 300, ED 325)

- **GE Outcome 3: Technology Literacy:** The teacher candidate demonstrates high level of competency in the application of technology in learning environments.
 - **Course:** ED 340
 - **Outcome Qualities Assessed:**
 - Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments. (ED 340)
 - Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically. (ED 340)

Core Foundational Area Outcomes: Are the courses that enhance content foundational competencies in core disciplinary areas of student. Core Foundational course requirements are determined by degree programs, which include:

- **Arts:** Courses encompassing the visual and performing arts in Music, Arts.
 - **Program Learning Outcome:** Arts: Demonstrate an understanding and appreciation of the visual, and performing arts (music, art, drama).
 - **Courses:** ART 150, ART 160, DRA 150, DRA 151, MUS 150, MUS 160, MUS 165, MUS 170, MUS 180 (*Taken from the Liberal Arts clustering of courses*)

- **Humanities:** Course which enrich and expand knowledge of human conditional and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.
 - **Program Learning Outcome:** Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy and the arts.
 - **Courses:** **SPH 153**, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274 (*Taken from the Liberal Arts clustering of courses; SPH 153 is assessed in GE Cluster*)

- **Computer Science:** Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry-level employment.
 - **Program Learning Outcome:** Demonstrate knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.
 - **Courses:** **ICT 150** (*ICT 150 is assessed in the GE Cluster*)

- **English:** Courses that enable students to demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.
 - **Program Learning Outcome:**
 - Demonstrate active listening and speaking abilities
 - Demonstrate proficiencies in clear and effective written communication
 - Demonstrate improvement in reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.
 - **Courses:** ASL 150, ENG 250, ENG 251, LIT 270, LIT 272, LIT 274 (*Taken from the Liberal Arts clustering of courses; ENG 150, ENG 151 are assessed in the GE cluster.*)

- **History:** Courses providing the chronological study of historical events from two respective contents: American history, and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.
 - **Program Learning Outcome:**
 - Demonstrate an understanding of historical events from the context of American or Global history.

- Demonstrate an understanding of the regional and Global historical patterns, such as the development of people social, political, and economic institutions.
 - *Courses: HIS 150, HIS 151, HIS 162, HIS 170, HIS 171(These courses are assessed in the GE cluster)*
- Mathematics: Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.
 - Program Learning Outcomes
 - Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of Mathematics
 - Courses: MAT 150, MAT 155, MAT 250, MAT 260, MAT 280, MAT 281 *Taken from the Liberal Arts clustering of courses;*
- Physical Education: Course that promote physical education and health as well as developing basic sports skills for lifetime use.
 - Program Learning Outcome: Demonstrate a basic understanding of maintaining a healthy lifestyle.
 - Courses: PED 150, PED 151, PED 152, PED 153, PED 154, PED 155, PED 156, PED 170/MSC 110 *Taken from the Liberal Arts clustering of courses;*
- Samoan and the Pacific Studies: Courses which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.
 - Program Learning Outcome 1: Demonstrate critical thinking and the understanding of cultural diversity in the Samoa and Pacific regions.
 - Courses: HIS 160, HIA 161, SAM 152, GEO 150, GEO 161, **HIS 162**, SAM 101A, SAM 101B, SAM 111, SAM 150, SAM 151, SAM 154 *(Taken from the Liberal Arts clustering of courses;HIS 162 is assessed in the GE cluster.)*
- Science: Course providing foundational competencies in physical and life sciences through lecture and course required laboratory activities
 - Program Learning Outcome 1 Demonstrate foundational competencies in physical and life science through lectures and laboratory activities.
 - Courses: BIO 150, BIO 150L, BIO 155, BIO 155L, BIO 180, BIO 180L, MSC 170, MSC 170L, PHSCI 150/150L *(Taken from the Liberal Arts clustering*

of courses; PHSCI 150 is assessed in the GE cluster.)

- **Social Science:** Courses acquainting students with their place in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress.
 - **Program Learning Outcome:** Demonstrate an understanding of historical processes, cultural developments, and interrelationships, reflected in social, economic, and political progress.
 - **Courses:** ANT 150, ANT 153, ANT 154, GEO 160, PAD 150, POL 150, POL 160, POL 170, PSY 250, SOC 150 (*HIS 150, HIS 151, HIS 170, HIS 171, HIS 162 are assessed in the GE cluster; Taken from the Liberal Arts clustering of courses;*)
- **Career Development:** Develop career goals and plans and apply lifelong learning skills for personal and professional growth. (pg. 47)
 - **Courses:** ART 150, CJ 150, ED 150, HSV 150, MUS 150, POL 160, SAM 152 *Taken from the Liberal Arts clustering of courses;*

Enrichment Courses: These are courses that provide personal and career enrichment opportunities and they may be taken as electives.

- **College Life Planning:** (*Course Learning Outcomes are defined in the catalog as compared to PLOs.*)
 - **Course:** CLP 150
- **Army (ROTC):**
 - **Program Learning Outcome 1:** Attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army;
 - **Program Learning Outcome 2:** Provide a practical understanding of the concepts and principles of military science;
 - **Program Learning Outcome 3:** Develop a strong sense of duty, honor and country;
 - **Program Learning Outcome 4:** Promote teamwork and individual fitness;
 - **Program Learning Outcome 5:** Develop an understanding of and appreciation for international relations and national security;
 - **Program Learning Outcome 6:** Develop a comprehension of ethics, leadership, effective goal setting, time-management and effort, and the tradition of a citizen's army;
 - **Program Learning Outcome 7:** Familiarize with the concept of the decision making process and the styles of leadership.
 - **Courses:** MSL 100, MSL 101, MSL 102, MSL 201, MSL 202

Co-Foundational Area Outcomes: Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas:

- Agriculture, Community and Natural Resources:
 - Program Learning Outcome 1: Demonstrate an understanding of the different career opportunities in agriculture, community and natural resources;
 - Program Learning Outcome 2: Understand the importance of Agriculture, Community and Natural Resources to the Samoan culture and the environment of American Samoa;
 - Program Learning Outcome 3: Apply the concepts and principles of science and technology needed for work in the field of agriculture, community and natural resources;
 - Program Learning Outcome 4: Utilize a knowledge base in agriculture, community and natural resources to adapt to social and economic changes and challenges.
 - Courses: AGE 150, AGR 100 I, AGR 100 II, AGR 152, AGR 197/MSC 197, AGR 200/MSC 200, AGR 250, AGR 297/MSC 297, ANS 150 A, ANS 150 B, FAM 250, FAM 260, NRS 180, NRS 200, NRS 250, NUT 150
- Business:
 - Program Learning Outcome 1: Demonstrate competency in the fundamental areas of business, including accounting, marketing, management, economics, business law, organizational behavior, and apply effective business communication skills;
 - Program Learning Outcome 2: Demonstrate knowledge and practice of business etiquettes and ethics to create positive image of individuals and organizational in learning theories and practical training opportunities;
 - Program Learning Outcome 3: Create, analyze, and interpret written and verbal communication in business applications, with use of appropriate technologies, and to make effective business decisions;
 - Program Learning Outcome 4: Value diversity in work settings to foster teamwork to develop strategic and organizational challenges with innovative solutions in a rapidly changing local and global business environment;
 - Program Learning Outcome 5: Apply the use of computer productivity applications to create business related reports and presentation effectively and ethically;
 - Program Learning Outcome 6: Demonstrate attained knowledge and clear understanding and practice of Generally Accepted Accounting Principles (GAAP), use of accounting cycle to prepare financial statement from raw data and analyze information to assist in making managerial decisions and controlling financial aspects of business operations;

- Program Learning Outcome 7: Assess and apply management principles and practice in the creating of business plans, display of leadership and motivational skills, critical thinking, data interpretation and analytical skills, and global perspective on business to manage and achieve business and organizational effectiveness.
 - Courses: ACC 151, ACC 152A, ACC 210A, ACC 220, BUS 103, BUS 150, BUS 160, BUS 170, BUS 180, BUS 260, ECO 250A, ECO 250B, MGT 250, MGT 255, MKT 195, MKT 212

- Criminal Justice:
 - Program Learning Outcome 1: Analyze fact situations and understand case reasoning and rationale;
 - Program Learning Outcome 2: Apply acquired knowledge and skills to real life/work situations;
 - Program Learning Outcome 3: Demonstrate and appreciations of the constitution, statues, and case laws;
 - Program Learning Outcome 4: Communicate both oral and written skills and to organize, deliver, evaluate information and evidence;
 - Program Learning Outcome 5: Think critically, analytically, and logically when conducting research, drawing conclusions, and communicating results.
 - Courses: CJ 150, CJ 155, CJ 160, CJ 165, CJ 170, CJ 175, CJ 180, CJ 190, CJ 195, CJ 200, CJ 210, CJ 215, CJ 220, CJ 230, CJ 240, CJ 250

- Fine Arts:
 - Program Learning Outcome 1: The Creative Process- Identify the technical aspects to create, and the ability to perform while developing competent artistic skills that are essential to the Fine Arts field;
 - Program Learning Outcome 2: The Performing/Exhibition Factor- Enrich the creative process by exhibiting works of art or performing in public places, and demonstrating the study of the Fine Arts discipline while developing lifelong skills in the Arts as a professional;
 - Program Learning Outcome 3: The Historical, Cultural, and Social Context- Appreciate, comprehend, and respect the historical, cultural, and social elements of the respective field in the Fine Arts.
 - Courses: ART 151, ART 161, ART 165, ART 170, ART 171, ART 172, ART 180, ART 299, DNC 150, DRA 170, DRA 250, DRA 251, MUS 150, MUS 160, MUS 181, MUS 187 (*ART 150, ART 160, DRA 150, DRA 151, MUS 165, MUS 170, MUS 180 are assessed under Core Foundational Areas and SPH 153 is assessed in the GE cluster.*)

- Health and Human Services:
 - Program Learning Outcome 1: Human Services- Demonstrate basic entry-level skills required for a variety of Human Services careers (communication, reporting, interagency consultation, etc.);
 - Program Learning Outcome 2: Human Services- Apply theory, ethics, and laws to the professional practices of local and national Human Service agencies;
 - Program Learning Outcome 3: Human Services- Identify human development at all stages and aspects of life and the respective practices that apply to individuals and groups;
 - Program Learning Outcome 4: Human Services- Analyze how cultural societal, and environmental impacts affect human relationships and Human Services;
 - Program Learning Outcome 5: Human Services- Evaluate various local and national Human Service agencies in meeting the needs of the populations served;
 - Program Learning Outcome 6: Health Science- Demonstrate the basic knowledge and skills required for a variety of health and related careers;
 - Program Learning Outcome 7: Health Science- Analyze medical terminology, theory, ethics, laws and concepts to the practice in the field of health careers;
 - Program Learning Outcome 8: Health Science- Assess personal, family, and community wellness and improve in healthy living lifestyle;
 - Program Learning Outcome 9: Health Science- Demonstrates knowledge and skills through field work from a health related agency;
 - Program Learning Outcome 10: Health Science- Demonstrate life-saving skills in American Heart Association for American Red Cross certified CPR.
 - Courses: HEA 140, HEA 151, HEA 152, HEA 250, HEA 299, HSV 150, HSV 155, HSV 160, HSV 165, HSV 200, HSV 220, HSV 250, HSV 299, PH 100, PH 101, PH 102, PH 103 (*HEA 150 is assessed in the GE cluster. ASL 150- is also listed under Language and Literature*)
- Nursing:
 - Program Learning Outcome 1: Utilize the nursing process in the care of clients with needs resulting from altered states of wellness;
 - Program Learning Outcome 2: Demonstrates the ability to communicate effectively with clients, family, and members of the healthcare team;
 - Program Learning Outcome 3: Demonstrate accuracy in writing skills through written care plans and legal documentation;

- Program Learning Outcome 4: Utilize nursing knowledge, skills, and current technology to provide and promote safe nursing practice and critical thinking skills in the care of clients throughout the life span development;
 - Program Learning Outcome 5: Demonstrate knowledge and 100% calculation of medication administration and Intravenous fluids in the care of clients;
 - Program Learning Outcome 6: Develop an awareness of cultural and ethnic factors that influence clients' responses to illness;
 - Program Learning Outcome 7: Utilize various methods of teaching that is appropriate to learning needs of clients, families and staff, and to cultural values and beliefs, and level of life span development;
 - Program Learning Outcome 8: Demonstrate the ability to function within the legal parameters and ethical principles that influence clients' responses to illness in a variety of health care environments;
 - Program Learning Outcome 9: Provide safe and competent nursing care based on integration of facts and principles of biological psychological, sociological, cultural and spiritual functional of clients;
 - Program Learning Outcome 10: Demonstrate sound leadership principles based planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others;
 - Program Learning Outcome 11: Demonstrate responsibility and accountability for own learning and for participation in community and professional standards of nursing.
 - Courses: NUR 100, NUR 150, NUR 155, NUR 180, NUR 190, NUR 203, NUR 204, NUR 205, NUR 206, NUR 207, NUR 208, NUR 211, PHM 150, PHM 200
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- Samoan Studies:
 - Program Learning Outcome 1: Develop and apply skills in the area of speaking (during contemporary and cultural setting), writing, reading and listening;
 - Program Learning Outcome 2: Develop and apply skills of understanding and interpretation of Samoan Language;
 - Program Learning Outcome 3: Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture;
 - Program Learning Outcome 4: Demonstrate competence and ease in delivering English translation and interpretation of Samoan;
 - Program Learning Outcome 5: Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.

- Courses: SAM 152, SAM 172, SAM 204, SAM 244, SAM 251, SAM 261, SAM 271, SAM 281
(SAM 101A, SAM 101B, SAM 111, SAM 150, SAM 151, SAM 154 are assessed in the Core Foundational Cluster)
- Science/Marine Science:
 - Program Learning Outcome 1: Competence in comprehending, interpreting, evaluating, and application of physical and biological scientific data;
 - Program Learning Outcome 2: Competence in demonstrating logical, conceptual, analytical and critical modes of thinking;
 - Program Learning Outcome 3: Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes;
 - Program Learning Outcome 4: Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies;
 - Program Learning Outcome 5: Demonstrate the ability to function successfully in laboratory and field settings in order to produce quality scientific research following the scientific method.
 - Courses: BIO 155, BIO 181, BIO 250, BIO 251, BIO 255, CHM 150, CHM 151, MSC 100, MSC 110, MSC 150, MSC 155, MSC 157, MSC 160, MSC 197, MSC 200, MSC 201, MSC 202, MSC 220, MSC 270, MSC 280, MSC 297, PHY 151, PHY 152 *(PHSCI 150 is assessed in the GE cluster. BIO 150, BIO 155, BIO 180, MSC 170 is assess in the Core Foundational Clusters)*
- Social Science:
 - Program Learning Outcome 1: Identify and analyze basic structures and functions of government at the national, stat, and local levels;
 - Program Learning Outcome 2: Identify and analyze classic and contemporary political theories;
 - Program Learning Outcome 3: Identify and analyze international relations theories of power, war, and peace;
 - Program Learning Outcome 4: Utilize commonly used statistical procedures to analyze Political Science datasets;
 - Program Learning Outcome 5: Apply social science research methodology to research a significant question in Political Science;
 - Program Learning Outcome 6: Identify and analyze concepts and events in one of the following areas:

American Samoa Government, American Government and Public Policy, or Public Law-Political Philosophy;

- Program Learning Outcome 7: Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.
 - Courses: ANT 210, GEO 150, GEO 161, HIS 160, HIS 161, PHIL 150, POL 151, POL 220, POL 250, POL 251, PSY 150, REL 150, SOC 211 (*HIS 150, HIS 151, HIS 170, HIS 171, HIS 162 are assessed in GE cluster. ANT 150, ANT 153, ANT 154, GEO 160, PAD 150, POL 150, POL 160, POL 170, PSY 250, SOC 150 are assessed in the Core Foundational Clusters*)
- Teacher Education:
 - Program Learning Outcome 1: Competence in Content and Pedagogy- The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teachers and creates learning experiences that make aspects of the subject matter meaningful for students;
 - Program Learning Outcome 2: Competence in the Samoan Language, History, and Culture- The teacher is competent and skillful utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning;
 - Program Learning Outcome 3: Competence in Technology- The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning;
 - Program Learning Outcome 4: Competence in Student Diversity- The teacher understand how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;
 - Program Learning Outcome 5: Designs and provides meaningful learning experiences- The teacher consistently plans and implements meaningful learning experiences for students;
 - Program Learning Outcome 6: Competence in Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner;
 - Program Learning Outcome 7: Competence in School and Community Relationships- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being;
 - Program Learning Outcome 8: Competence in Professional Development- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on other (students, parents, and other professional in

the learning community) and who actively seeks opportunities to grow professionally.

- AA Courses: ECE 141, ECE 142, ECE 150, ECE 151, ECE 152, ED 150, ED 157, ED 160, ED 215, ED 240, ED 257, ED 257P, ED 280, ED 285, ED 285P
- B.Ed. General Education Embedded Courses: ED 300, ED 301, ED 325, ED 340
- B.Ed. Program Courses: ED 305, ED 312, ED 319, ED 330, ED 335, ED 350, ED 410, ED 435, ED 440, ED 490, ED 491

- Trades and Technology:
 - Program Learning Outcome 1: Demonstrate and Perform- To demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task(s);
 - Program Learning Outcome 2: Work Ethics- Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be a successful employee;
 - Program Learning Outcome 3: Technology Applications- To utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology;
 - Program Learning Outcome 4: Information Communication- To utilize critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn and communicate.
 - Courses: AC&R 100, AC&R 240, AC&R 280, ADT 140, ADT 150, ADT 160, ADT 190, ADT 210, ADT 215, ADT 230, ABR 100, ABR 140, ABR 250, ABR 255, ABR 265, ABR 270, ABR 275, ABR 290, AUTO 100, AUTO 172, AUTO 174, AUTO 176, AUTO 178, AUTO 250, AUTO 280, AUTO 282, AUTO 284, CARP 100, CARP 120, CARP 150, CARP 160, CARP 170, CARP 180, CARP 200, CARP 221, CET 150, CET 151, CET 160, CET 261, CET 265, CET 270, CET 299, DSL 100, DSL 150, DSL 160, DSL 162, DSL 200, DSL 250, ELE 150, ELE 151, ELE 170, ELE 190, ELE 201, ELE 202, ELE 299A, ELE 299B, ELE 299C, ETP 100, ETP 120, ETP 130, ETP 150, ETP 299A, ICT 155, ICT 161, ICT 162, ICT 170, ICT 261, ICT 262, ICT 270, WLD 160, WLD 170, WLD 190,

WLD 260, WLD 270, WLD 280, WLD 290 (*ICT 150 is assessed in the GE cluster*)

Developmental/Pre-Collegiate Outcomes

- Math
 - Learning Outcomes
 - Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts; and,
 - Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in a college level math; and,
 - Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations; and,
 - Use technology to practice, solve, and verify basic arithmetic problems and linear equations
 - Courses: MAT 80, MAT 90
- English Language Institute
 - Learning Outcomes
 - Actively listen and engage in individual or group discussions and conversations; and,
 - Engage in conversational styles, forms and sound of English; and,
 - Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections; and,
 - Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills; and,
 - Participate in learning activities using technology and service learning.
 - Courses: ENG 70,ENG 80, ENG 90, ENG 71, ENG 81, ENG 91

ASSESSMENT CYCLE: Gen Ed, Core, Co-Foundational Area, and Developmental /Pre-Collegiate courses

GENERAL EDUCATION QUALITIES	ASSESSING GE QUALITIES 1 ST & 2 ND YEAR				
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5
	<i>COURSES</i>	<i>COURSES</i>	<i>COURSES</i>	<i>COURSES</i>	<i>COURSES</i>
GE 1	SPH 153 ENG 150 ENG 151			SPH 153 ENG 150 ENG 151	
GE 2	ICT 150			ICT 150	
GE 3		PHSCI 150 MAT 151		PHSCI 150 MAT 151	
GE 4		HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	HIS 150 HIS 151 HIS 170 HIS 171 HIS 162		
GE 5		HEA 150 PSY 150	HEA 150 PSY 150		

Approved Spring 2015

Co & Core Foundational Area Course Assessment Cycle	ASSESSING CO and CORE FOUNDATIONAL AREA QUALITIES 1 ST & 2 ND YEAR			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	<i>Course Numbers</i>	<i>Course Numbers</i>	<i>Course Numbers</i>	<i>Course Numbers</i>
	100-150	151-199	200-250	251-299
	300-400	401-499		

Approved Spring 2015

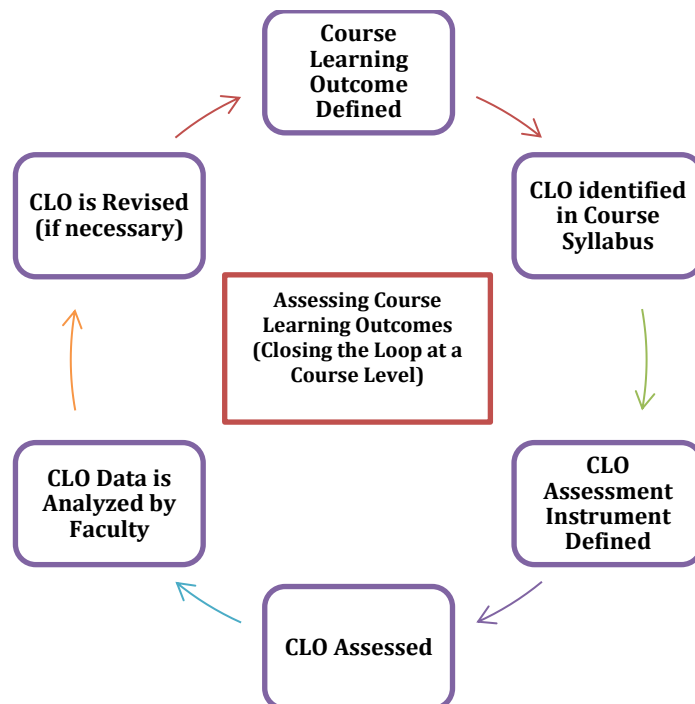
Developmental/ Pre-Collegiate Course Assessment Cycle	ASSESSING DEVELOPMENTAL COURSES			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	<i>Courses</i>	<i>Courses</i>	<i>Courses</i>	<i>Courses</i>
	ENG 70	ENG 71	ENG 70	ENG 71
	ENG 80	ENG 81	ENG 80	ENG 81
	ENG 90	ENG 91	ENG 90	ENG 91
	MAT 80	MAT 80	MAT 80	MAT 80
MAT 90	MAT 90	MAT 90	MAT 90	

Closing the Loop at a Course Level

Closing the Loop Dialog: (*Guidelines for Closing the Assessment Loops, Spring 2010, p. 6-18*); (*ASCC Academic Assessment Plan 2010, pg. 8*).

According to Wright (2008), closing the loop refers to the findings of the analyzed data pertaining to student achievement, treatments to improve student learning, and possible ways to improve curriculum infrastructure and assessment processes (p. 19).

Course Learning Outcomes (CLO)



(*Guidelines for Closing the Assessment Loop, Spring 2010, p. 6*)

How does the dialog begin?

The dialogue begins with the identified Course Learning Outcomes (CLO). A Learning Outcome (LO) is defined by Allen (2006) is a clear, concise statement that describes how students can demonstrate their mastery of a course goal (p. 231). At this point, all ASCC Academic departments and programs have identified Student Learning Outcomes (SLO) at all levels of instruction.

Prior to initiating your department's closing the loop dialogue, you might want to use the following checklist to see if your department has completed the assessment process at a course level: (*Guidelines for Closing the Assessment Loops, Spring 2010, p. 7-12*).

<i>Course Title & Alpha</i> _____ <i>Department:</i> _____	<i>Yes</i>	<i>No</i>	<i>If not, WHY?</i>
Are there specific learning objectives identified for this course?			
Are there specific learning outcomes identifies for this course?			
Are the learning outcomes aligned to your program curricula?			
Are the learning outcomes aligned to your institutional curricula?			
Is there assessment instruments defined for all learning outcomes for this course?			
Have the learning outcomes been assessed?			
Based on the assessment results, was the data shared with your department?			
Was data collected used to improve your course outcomes?			
Are you routinely examining the assessment process and correct as needed?			

Collecting and Analyzing Assessment Data (Course Level)

Once outcomes are assessed at a course level, data (student levels of SLO achievement) are recorded and analyzed to determine how effective the learning outcomes were achieved. Were there any challenges or impediments that prevented you from fully addressing an identified CLO? Use the following questions in the table below to initiate the CLO achievement dialogue:

Questions:	Faculty Response:	
Course Learning Outcomes Assessed		
How many learning outcomes are identified for this course?		
How many learning outcomes were assessed?		
If an outcome was not assessed, what prevented you from assessing each CLO?		
Assessment Data Results		
Is there a timeline in your Topical Outline (Syllabus) or Course Matrix for assessing each CLO?	Yes _____	No _____
Did student perform as well as you hoped? Why or Why not/What can be done to improve student achievement of CLO's?	Explain:	
Do we need to revisit the assessment timeline or procedures that build in to the assessing of CLO's in our Topical Outline (Syllabus) or Course Matrix?	Why?	
Do our CLOs need to be modified? Are the instruments used to assess CLOs really assessing what we're addressing performances, skills, content etc.?	Why?	
What recommendations will you make for the next time you assess your CLOs?		

After answering the above questions, you will notice that the dialogue should now focus on analyzing student achievement of learning outcomes fully emphasizing what the data reveals.

Aligning Assignments with Outcomes

Sample Hypothetical Matrix 1				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:
Reflective Analysis 1	X			
Reflective Analysis 2	X	X		
Quiz 1			X	
Team Presentation			X	
Quiz 2	X	X		
Reflective Analysis 3		X	X	
Individual Presentation			X	
Reflective Analysis 4		X	X	
Case Study	X	X	X	
Comprehensive Final	X	X	X	

(Reference: *Guidelines for Closing the Assessment Loops*, pg. 9)

To provide a visual that better describes what actions have been done in regards to assessing SLO's at a course level; you can also choose to develop an alignment matrix that will provide direct CLO alignment to validate assessment instruments identified in your course syllabus. Allen defines an alignment matrix as a "table that shows the relationship between two sets of categories" such as the relationship between CLOs and Course Assignments (2004, p. 165; *ASCC-Closing the Assessment Loop Guidelines*, pg. 9).

When using an alignment matrix, you can see exactly what instruments are used to assess each CLO. The link from course-graded assignments to CLO's may represent certain measures on how well the CLO was addressed in the course. Now let's pay specific attention to CLO 4 in matrix 1. Notice how the assignments have not been structured in the CLO. It is best at this point to identify problems and find solutions to provide alignment or remove the outcome if it does not address the learning expectations for the course as defined in the course description. A reliable process for removing CLO's from a course must be discussed within an academic department or program. The dialogue should address the following questions:

- What is the relationship between a CLO and Course Description?*
- What evidence will you provide your departments for removing a CLO?*
- Will removing the CLO prevent direct alignment to any of your departments Program Learning Outcomes (PLO)?*
- Will the removal of a CLO improve or weaken your department/program curriculum framework? Explain.*

For departments/programs with standardized CLO's, all CLO changes must be approved by your program/department providing the fact that you have evidence for removal purposes.

In some cases, academic departments beyond this level of matrix alignment have provided criterion-competency levels for standardized CLO's. A sample competency level alignment matrix is provided.

Sample Hypothetical Matrix 2

Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:
Reflective Analysis 1	<i>I</i>			
Reflective Analysis 2	<i>D</i>	<i>I</i>		
Quiz 1			<i>I</i>	
Team Presentation			<i>D</i>	
Quiz 2	<i>D</i>	<i>I</i>		
Reflective Analysis 3		<i>D</i>	<i>D</i>	
Individual Presentation		<i>D</i>	<i>D</i>	
Reflective Analysis 4		<i>P</i>	<i>P</i>	
Case Study	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
Comprehensive Final	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>

I= Introduced, D= Developing, P= Performing

(Reference: Guidelines for Closing the Assessment Loops, pg. 10)

Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:
Reflective Analysis 1	<i>B</i>			
Reflective Analysis 2	<i>D</i>	<i>B</i>		
Quiz 1			<i>B</i>	
Team Presentation			<i>D</i>	
Quiz 2	<i>D</i>	<i>B</i>		
Reflective Analysis 3		<i>D</i>	<i>D</i>	
Individual Presentation		<i>D</i>	<i>D</i>	
Reflective Analysis 4		<i>P</i>	<i>P</i>	
Case Study	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
Comprehensive Final	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>

B=Beginning, D= Developing, P= Performing/**Proficient**

Revised Fall 2014: to reflect all Gen Ed, Core, Co-Foundational Area and Developmental/Pre-Collegiate courses. Change the “**I**”=Introductory to “**B**” =Beginning (as highlighted in red) and added the word **Proficient** (optional term for identifying the level of competency in a course).

The CLOs summarized in Matrix 2 appears to be well aligned with the identified methods of assessment. Each outcome is well addressed in all course assignments at all levels –Beginning (revised fall 2014), Developing and Performing/Proficient (revised fall 2014), (BDP). However, CLO 4 addresses competency at a Performing level, which may represent an assumption that the CLO was introduced and developed indirectly or through a pre-requisite prior to taking this class. Always make sure that there is a balance when assessing CLOs to determine formative validity. *Formative Validity* is “how well an assessment procedure provides information that is useful for improving what is assessed” (Allen, 2004, p. 168).

- Use the following Matrix to provide alignment for your Course Assignments and Course Learning Outcomes:

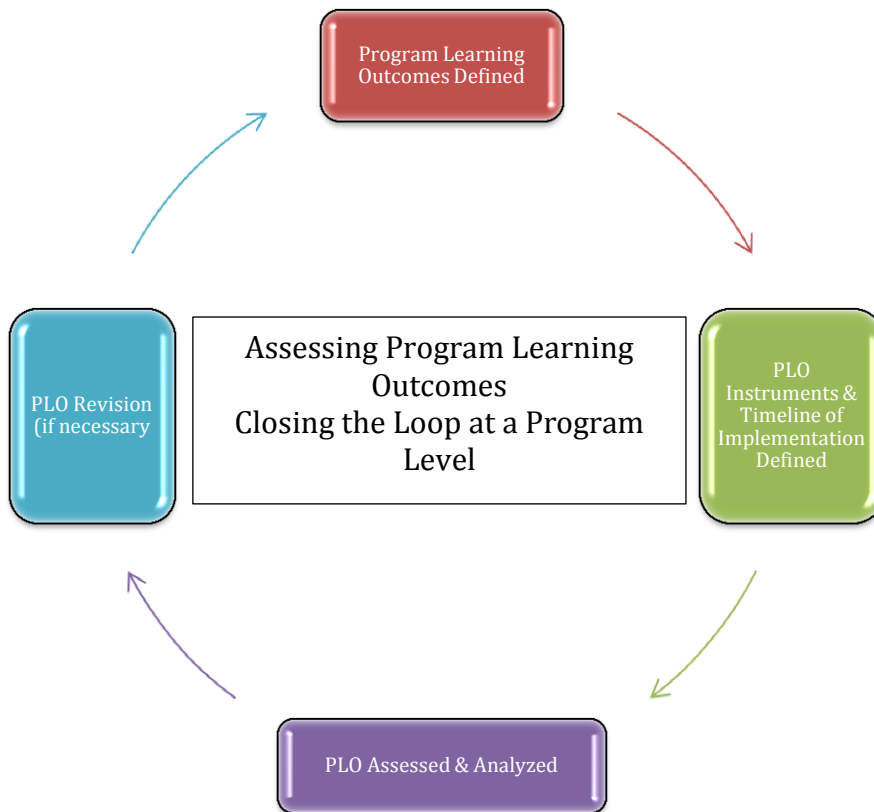
Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:

Review Questions:

1. Do all courses have CLOs?
2. Is there alignment between Course Graded Assignments and Course Learning Outcomes?
3. Is there an identified assessment timeline?
4. Were all CLOs assessed?
5. Was assessment data collected
6. Did you use the results to improve your course?

If you were able to answer “**YES**” to all six questions, you have successfully ‘Closed the Loop’ at a Course Level. Congratulations ☺

Closing the Loop at a Program Level



(Referencing: Guidelines for Closing the Assessment Loops, 2010, p. 13)

The Dialogue continues at a Department/Program Level:

At a program level, the ‘Closing of the Loop’ dialogue is quite similar to the dialogue at a course level. All recommendations to improve CLOs, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies will be used to ‘Close the Loop’ at a program level.

To initiate the dialogue at a program level, the focus should fully reflect on the mission of the academic department/program. Allen emphasizes that faculty should “articulate the mission, goals, and outcomes for their program. The mission is a holistic vision of the values and philosophy of the department, and program goals describe what faculty want their students to learn” (2004, p.28).

Please define your Program/Department Mission Statement:

Program Learning Outcomes (PLOs) are “broad statements concerning knowledge, skills, or values that faculty expect graduating student to achieve” (Allen, 2004, p. 29). Let’s begin the dialogue by listing certain characteristics of our Program/Department Mission. With knowledge, skills, or values does your department want students to achieve before they graduate? List all your department/program PLOs accordingly in Table-1(a):

<i>Tale-1(a): Department/Program Academic Expectations</i>	
I. Knowledge Outcomes:	
1.	
2.	
3.	
4.	
5.	
II. Skill Outcomes	
1.	
2.	
3.	
4.	
5.	
III. Value Outcomes	
1.	
2.	
3.	
4.	
5.	

(Referencing: Guidelines for Closing the Assessment Loops, p. 15)

The Alignment of Program Learning Outcomes to Academic Courses:

“A cohesive curriculum systematically provides students’ opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values” (Allen, 2004, p. 40). “Well-designed curricula are more than collections of independent courses; they are pathways for learning (Association of American Colleges and Universities, 2002, p. 30). Each department has its own Curriculum Framework that provides a

conceptual make-up of the program driven by its mission and applied through its program outcomes.

Alignment defines how well the curriculum corresponds with the program learning outcomes.

When PLOs are aligned according to knowledge, skill, and value dimensions, the department can revisit each PLO and its alignment to the mission statement of the department to determine if the outcomes emphasize its mission. For department/program courses with proposed changes to CLOs, course description, course alpha, removal of a course, adding a new course, etc., this is the best time to continue the closing of the loop dialogue at a program level to share with your department, your findings for each course you assessed. All data collected in Closing the Loop⁷ at a course level must be used to make necessary modifications to courses in your program/department.

To review the alignment between PLOs and academic courses in a department, a matrix can be used:

Program Sample Matrix 3:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
XXX 150	X	X		X						
XXX 157		X		X		X				
XXX 160			X		X					X
XXX 215				X			X			
XXX 240			X		X		X			
XXX 257		X		X		X				
XXX 257 (P)	X							X	X	X
XXX 280			X				X		X	
XXX 285					X	X				
XXX 285 (P)	X							X	X	X

(Referencing: *Guidelines for Closing the Assessment Loops*, p. 16)

Matrix 3 provides a visual alignment of PLO identification per course. When reviewing Matrix 3, there appears to be, a balance of PLOs in all courses where each PLO is assessed a certain amount of times within a program emphasis-degree plan. Generalizations can be made that all courses provide a clear spread of program competencies and a solid curriculum alignment.

Several departments/programs provide a cohesive curriculum similar to the curriculum sample in Matrix 4. Again, there is a balance among PLOs 1, 2, 3, 4, 5, 6, 7, 8, and 10 as identified in each of the course within the program. You can clearly see that all PLOs are introduced in the beginning of the program. Let's take a look at PLO 9 in Matrix 4:

Program Sample Matrix 4:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10

XXX 150	<i>B</i>	<i>B</i>		<i>B</i>						
XXX 157		<i>D</i>	<i>B</i>							
XXX 160			<i>D</i>				<i>B</i>			
XXX 215				<i>D</i>		<i>B</i>				
XXX 240					<i>B</i>			<i>B</i>		
XXX 257			<i>D</i>		<i>D</i>		<i>D</i>			
XXX 257 (P)	<i>D</i>							<i>D</i>		<i>D</i>
XXX 280			<i>P</i>				<i>P</i>		<i>B</i>	
XXX 285					<i>P</i>	<i>P</i>				
XXX 285 (P)	<i>P</i>							<i>P</i>	<i>P</i>	<i>P</i>
<i>B=Beginning, D= Developing, P= Performing/Proficient</i>										

Program Sample Matrix 4:										
<i>Courses</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>	<i>PLO 10</i>
XXX 150	<i>B</i>	<i>B</i>		<i>B</i>						
XXX 157		<i>D</i>	<i>B</i>							
XXX 160			<i>D</i>				<i>B</i>			
XXX 215				<i>D</i>		<i>B</i>				
XXX 240					<i>B</i>			<i>B</i>		
XXX 257			<i>D</i>		<i>D</i>		<i>D</i>			
XXX 257 (P)	<i>D</i>							<i>D</i>		<i>D</i>
XXX 280			<i>P</i>				<i>P</i>		<i>B</i>	
XXX 285					<i>P</i>	<i>P</i>				
XXX 285 (P)	<i>P</i>							<i>P</i>	<i>P</i>	<i>P</i>
<i>B = Beginning, D= Developing, P= Performing/Proficient</i>										

Notice how PLO 9 is introduced towards the end of the program. Questions such as: Will introducing a PLO towards the middle or end of the program allow students time to develop critical skills to achieve that PLO?

It is important that when a department maps out PLOs, the matrix of PLO implementation should demonstrate a feasible timeframe that will allow students to develop sophistication for the identified PLO. In comparison to PLOs 1, 2, 3, 4, 5, 6, 7, 8, and 10 there is a well –aligned sequence that will allow student time to practice, perform, and demonstrate competencies for each PLO.

Now if a department has proposed changes to CLOs or PLOs, again the following questions should be asked.

The Dialogue when Removing or Adding CLOs: Table-1(b)	
Removing CLOs:	Adding CLOs:
What is the relationship between a CLO and Course Descriptions?	How will the CLO impact the course description?
What evidence will you provide your department for removing a CLO?	What evidence will you provide to justify the need?
Will removing the CLO prevent direct alignment to any of your department's PLOs?	How is the CLO aligned to the Departments PLOs?
With the removal of a CLO, will it improve or weaken your department's curriculum framework?	Will the CLO improve the departments Curriculum Framework?

The Dialogue when Removing or Adding PLOs	
Removing CLOs:	Adding CLOs:
What is the relationship between the PLO and the Mission of your Department/Program?	How will the PLO impact your department's mission statement?
What recommendations will faculty provide to remove a PLO?	What evidence will you provide to justify the need?
Will removing a PLO provide misalignment to CLOs defined in your department's courses?	How will the PLO impact your department's Curriculum infrastructure?

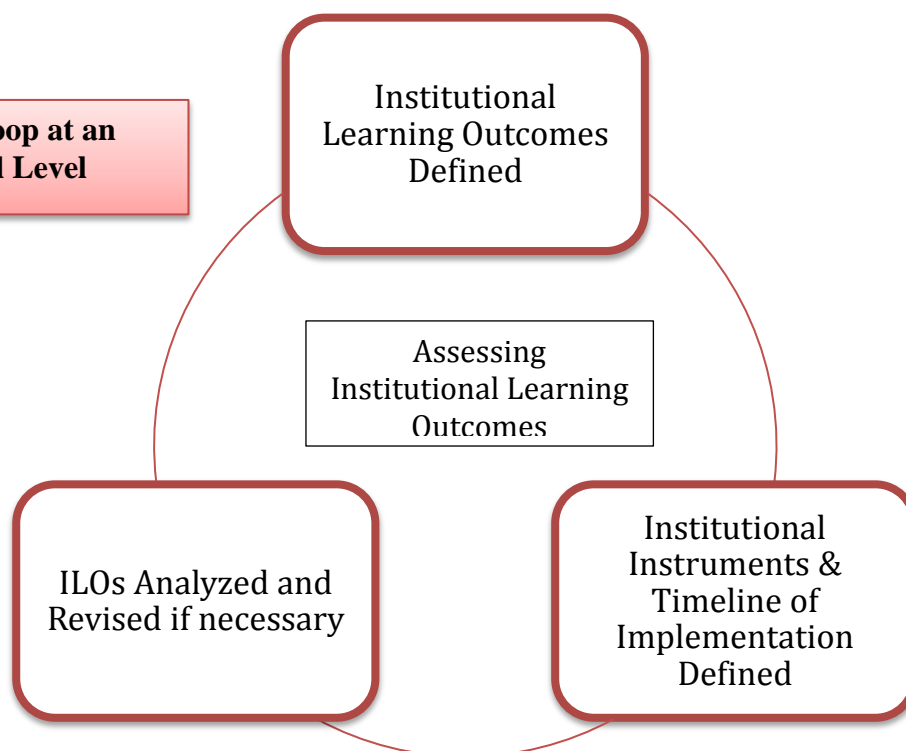
Once your department has answered the questions in Table-1(b) depending on the curriculum changes your department wishes to address or recommendations drawn from assessing each of your academic courses, Congratulations! You have 'Closed the Loop' at a Program Level. (The process does not end here☺, we have one more loop to close). (*Referencing: Closing the Assessment Loops Guidelines, 2010, p. 18*).

Reference

ASCC Faculty Professional Development 2002-2009
Guidelines of Closing the Assessment Loop Spring 2010

The Institutional Dialogue Begins

Closing the Loop at an Institutional Level



American Samoa Community College (ASCC) Mission Statement:

The mission of ASCC is to foster successful student learning by providing educational programs and high quality services that will enable student to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admission United States accredited Land Grant institution, provides access to associate degree and certificate programs of study. These programs

prepare all student including those who are educationally underserved, challenged, or non-traditional for:

- Transfer to institutions of higher learning;
- Successful entry into the workforce;
- Research and extension in human and natural resources;
- Awareness of Samoa and the Pacific

At the institutional Level of ‘Closing the Loop’ the focus of all academic departments must emphasize the mission of the college. ASCC’s general education programs provide student with the college-level proficiencies in:

ILO 1 Effective Communicators:

ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

ILO 2 Critical Thinkers:

ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 3 Global Citizens:

ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

ILO 4 Quantitative Competent Individuals:

ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 5 Responsible Leaders:

ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

It is the interest of the American Samoa Community College to assure that all prospective graduate candidates achieve the Institutional Learning Outcomes defined by the institution.

Program and Institutional Alignment:

To begin the institutional alignment, programs may wish to begin the dialogue by specifying courses that address the Institutional Learning Outcomes (ILOs) (*Revised to align to the new Institutional Learning Outcomes Oct 2015*)

Matrix 5: Relationship between ILOs and PLOs

ILOs	General Education	Core Foundational Areas	Program 1	Program 2
Effective Communicators				
Critical Thinkers				
Global Citizens				
Quantitative Competent Individuals				
Responsible Leaders				

Matrix 6: Relationship between PLOs and CLOs

Program	PLO	Signature Assignment/ Assessment	Course Outcome
General Education			
Core Foundational Areas			
Program 1			
Program 2			
Program 3			

Alignment Questions:

1. Is the general education curriculum cohesive? Does it systematically provide students multiple opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values?	
2. Are students given opportunities to find connections between the disciplines and to consolidate their learning?	
3. Do all general education courses have explicit course learning outcomes that align with your POLs?	
4. Are needed developmental courses, including a first-year experience course, available and required?	
5. Should some general education courses be prerequisite to others? For example, should students take mathematics before science courses or should they take English courses focusing on reading and writing before history courses? Does a check of transcript demonstrate that students without these prerequisites are at a disadvantage?	
6. Are prerequisites strictly enforced?	

SPRING 2014 ASSESSMENT EXIT SUMMARY REPORT & FINDINGS

SPRING 2014 OVERVIEW

In the spring 2014, the curriculum committee completed a thorough review of the biennial catalog for 2014-2016. A review of program mission statements, program learning outcomes, and academic courses were presented to the curriculum committee by each department and division (*Curriculum Committee meeting agenda, minutes and presentation schedule, spring 2014 or the ASCC 2014-2016 catalog*).

This Assessment Exit Report for fall 2014 compliments ASCC practices towards improving ASCC academic curricular and assessment affairs. This report assembles important assessment information through open dialogue and best practices. Information and processes of the General education Outcomes assessment and Program Curriculum framework is a continuation from previous semesters.

In spring 2013, the ASCC Assessment Report concludes with two recommendations:

- **GE Assessment Cycle:** it is important that a GE Assessment cycle be identified that coincides with the review of the ASCC Biennial General Catalog. This will allow GE faculty a process schedule to review the effectiveness of ASCC's General Education Program. Provided is an example of an assessment grid. The discussion on when assessment data is collected for review and reporting may follow the above grid given that a definition is provided on the purpose and process. Further breakdown is necessary to reveal outcomes assessed for each of

the GE courses identified above. It is also important that GE faculty continue to consensus on GE outcome commonalities shared in different courses as documented in Appendices I, J, K, L, and M (refer to Spring 2013 Assessment Exit Report). It is recommended that all GE faculties begin assessing all GE Outcomes and collect data on semester basis until the assessment cycle has been identified and approved.

- **Monitoring Program Assessment:** It is recommended that all academic programs continue to review program qualities and competencies in preparation for program SLO reporting. All academic programs are now fully responsible for reporting student achievement and program curriculum data. In the beginning of spring 2013 semester, Dean Helsham required that all academic programs submit an assessment cycle of PLO's and CLO's assessed within each semester. An extension of this recommendation will include the monitoring of courses taught within the current catalog and outcome specificities on student achievement.

Addressing Recommendations for Spring 2013:

- In Fall 2014, the GEO faculty addressed recommendation 1 and 2 for Spring 2013.

Evidence:

- Assessment Report Timeline 2012-2014
- All AA/AS/Certificate degree program were required to submit all assessment data to the Division of Academic Affairs. All Core and Co-Foundational Area data for Summer and Fall 2014 were collected and compiled by the Associate Dean of Academic Affairs.

Assessment 101 Workshop

The Office of Academic Affairs provided an Assessment 101 Workshop with a purpose to inform adjunct faculty on the process level of Outcome Assessment. A full presentation on Student Learning Outcomes (SLO) and how outcomes are assessed was thoroughly presented to the adjunct faculty by the Director of Institutional Effectiveness/Assessment Coordinator and Associate Dean of Academic Affairs (*Assessment 101 PowerPoint, slides. 1-35*). Participants include 5 existing faculty members', 4 new faculty members and 2 adjunct faculties from different academic departments and programs.

On August 29, 2014 an Assessment 101 PowerPoint was presented by the Associate Dean of Academic Affairs Mrs. Evelyn Fruean and Director of Institutional Effectiveness/Assessment Coordinator Mr. Sonny Leomiti to the new, adjunct and existing faculties. The presentation consists of the process of written communication of outcomes and how outcomes are assessed. The presentation focused on 3 assessment outcomes: (1) participants will be able to define assessment in the context of higher education, (2) participants will be able to describe the assessment planning cycle used by the Academic Affairs Division at American Samoa Community College, and (3) Participants will be able to differentiate outcomes versus objectives.

The presenters emphasized and shared with the faculty on what is Assessment? Why do we assess? How do we assess? And when do we assess? Other areas that were discussed we do Assessment because of

transferability, providing student with the highest quality of education that they may use in real life situations, and providing enough knowledge, skills, abilities, attitudes, and values in our student to succeed.

In conclusion to the Assessment 101 workshop, a form to evaluate the presentation regarding the information that was provided. Here are the responses:

Faculty Workshop Assessment 101 Evaluation

ASCC-Academic Affairs Division- Faculty Workshop Assessment 101 Evaluation							
Date	8/29/2014	Time	4:00-6:00 pm	Room	Lecture Hall		
Session Title	Assessment 101			Presenters Name: Evelyn Fruean/Sonny Leomiti/Sereima Asifoa			
Respond to the following statements (1= strongly disagree, 5= strongly agree):	1	2	3	4	5	N/A	Participants
This session enhanced my professional development	1			2	8		11
Following this session, my knowledge of the subject matter was enhanced	1			3	7		11
I can apply the knowledge/skill acquired to my department, courses...	1			1	9		11
Presenter(s) had expertise in the content area	1				10		11
The presenter(s) effectively tailored the presentation to the audience	1				10		11
Overall, the presenter(s) was (were) effective	1			1	9		11
There were adequate opportunities to address audience questions	1			1	9		11
Visual PowerPoint and handouts supported the presentation	1			2	8		11
Time frame for subject matter was appropriate	1			2	8		11
Overall, this session met my professional expectations	1			1	9		11
I would recommend this session to my colleagues at future faculty orientations	1			1	9		11
The level of information provided at this session was		Too basic	11	Appropriate			Too Complex

Comments

Very informative and aligned with our line of work.

need copy, pls...less than 2 hrs (5:23 pm)...fa'afetai-really needed the SLO ???Comment ???

SPRING 2015 ASSESSMENT EXIT REPORT & FINDINGS

Fall 2014 Overview

Ten Recommendations and guided questions were provided from Fall 2014 to be addressed in Spring 2015. An update of these recommendations is evidence to improve teaching methodologies, pedagogy, and delivery of instruction as well as assessing all Student Learning Outcomes.

1. GEO faculty will need to review rubrics/rubric summaries that are implemented in the course.
 - Has this been addressed by all GEO faculty?
 - What are some of the changes that have been done this semester that may change the way your department has assessed the course?
2. Review syllabus and to make sure everyone is teaching from the same syllabus. Teaching methodology is at the instructor's discretion.
 - After the review of the course syllabus, were there any changes within your department/division? Please explain.
3. Assessment instruments for course graded assignments need to be reviewed and revised.
 - What assessment instruments have been changed or not?
4. GEO faculty identified errors in the data due to many factors, such as: students absent on the day of assessment, students do not submit course assignments,
 - What is the most common reason of why data is not accurate? Please explain
 - What errors have you identified in your assessment instrument? Please explain
5. When students present their original pieces (poems), they need to include samples of published work where historical and cultural influences have impacted the developments of their chosen poet. Include this discussion in their PPT presentations. Need to provide in-class written exercises of analysis instead of take home assignments. Encourage students to bring resources of various analyses, but they need to generate their own analysis in class before they can type and publish them for assessment purposes. Need to do more group discussions of literary terms and let them utilize corporate group tasks for practice.
 - What are the teaching pedagogies that have changed in your teaching style? After reviewing the 2012-2014 GEO Analysis data?
 - What are some of the major changes that may impact the outcomes of the course?
6. Students are doing very well on literary terms. They are able to memorize definition to each term well, but using them in critical participation and in analytical writing, it seems to be a problem. As an instruction, the teaching, especially of English 150 classes should be uniformed across the board. It should be mandatory for all students to write longer analytical essay at least 500 words or longer to develop and instill in them the habit of writing with a purpose to meet a particular objective.
 - Is professional development conducted within your department/division in regards to teaching pedagogy, methodologies, and assessments are discussed? Please explain.
7. One to the short tie for summer for recommends service-learning hours; need to find alternative for this GEO. Some presented in groups mostly in partners. No more than two per group. Partners turned in on research paper per group. Refer to GEO 5-B (CLO 2) Research Rubric.
 - Has this been addressed?
8. Students are exiting at a proficiency level in all dimensions of Presentation, because it's a semester project with lots of assistance provided to students. Whereas tests is mainly in class with no assistance.
9. It's evident from the rubrics that students are exiting at a proficiency level when considering presentations. Which is a final project at the end of the course, whereas Tests students are exiting at a beginning and a developing level. *(Comments)*
10. Meeting and Developing of the rubric for this Dimension with Assessment Coordinator; Meeting and revision of dimension 4 with assessment coordinator; Meeting and revising GEO 5C with assessment coordinator; GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded; Meeting and

revising with assessment coordinator; Meeting and revising D-4 assessment coordinator;
(Comments)

Addressing Recommendations (Spring 2015):

1. GEO faculty will need to review rubrics/rubric summaries that are implemented in the course.
 - **Has this been addressed by all GEO faculty?**
 - GEO faculty has addressed these recommendations.
 - **What are some of the changes that have been done this semester that may change the way your department has assessed the course? (See meeting minutes discussion listed below from only a few Academic departments/programs)**
 - **Language & Literature department**
 - Has completed a review of all ENG 150 and ENG 151 rubrics and has discussed the changes for rubrics for ENG 250 and 251. L&L has discussed the different modes of discourse of each course rubric.(August 2014)
 - Nov 2015--Argumentative essay and update the current English 151 research paper rubric to reflect the elevated standards for English 251 research paper
 - **CAPP-ELI**
 - May 2015- Alignment of PLOs to SLOs to Assessment to Measurement – On analysis of rubrics and attainment of SLOs, when SLOs are not achieved, PLOs are not achieved either, nor is our Mission Statement, and same goes for the ASCC Mission Statement.
 - Submitted comparative rubric summaries for Fall 2013, 2nd Session; Spring 2014 Sessions; Summer 2014; Fall 2014 Sessions; and Spring 2015 Sessions. There were concerns on the strengths and weaknesses where the strongest points were mostly on Presentation, Title Page, and Appearance; while the weakest points were mostly on Spelling,/Grammar, Originality, and Subject Knowledge. More concerns on how to improve the weakest criteria – like, perhaps use dictionaries, conduct spelling and homonym quizzes; suggestions on the need to explain the rubrics and their categories; Topic Sentence – need to improve by spending more time with identifying main ideas, etc; Contents - need to identify the sequence of events, using transition words more; must be more cautious in giving a topic to be creative and suit the students’ level. As to Originality – need to watch out for plagiarism and the “copy and paste” writing styles.
 - Oct 2015-Calibration of assessment rubrics will occur next week during our next faculty meeting on Friday. All rubrics must be turned in ASAP for analysis before then. Rubric Reevaluation: All rubrics need to be reviewed, especially the Power Point rubric; is requested copies of all the rubrics for easy reference.
 - **Criminal Justice**
 - Sept 2015- Meeting with Director of Curriculum and Instruction Mrs. Evelyn Fruean for Student Learning Outcome (SLOs);
- redo Criminal Justice align of PLO to ILO and identify 200 level courses to assess ILO
 - **Math Department**
 - **August 2015GEO Data Matrix for Math 151/250/280 and CAPP 80/90**
 - Chair further elaborates on the data collected for Math 151 and upper math courses that requires 3 distinctive rubrics: presentation, homework, and test for GEO Data Matrix. He spends about 15 minutes emphasizing the specifics of each rubric concerning the dimensions used and how they are assessed. The explanation was straightforward given the sample of his GEO Matrix Data from the previous semester. He points out how the numbers of students performing at each level (*Beginners, Developing, and Proficient*) are collected. He continues to stress the importance of integrating skills from the convocation with Dr. Allen utilizing the sample rubrics available in the booklet given to each instructor. At the same time, he recommends instructors to start applying calibration as a critical assessment analysis for the current semester, mainly with the selected assignments; presentation or final exam. Instructor: questions how the domains are selected. Chair gives a quick response stating the domain given on the sample provided for Math 151 that highlights Critical Thinking that is measured using the presentation rubric. On the same note, Chair reminds the CAPP instructors that the GEO Matrix Data is now required for all courses. Therefore, he urges everyone to start studying the matrix given in the folder to assist them when completing it for the first time at

the end of the semester. He assigns each instructor in groups to collaborate on designing/modifying rubrics for assessment.

- Oct 2015- GEO Results Data submitted by Associate Dean Mrs. Evelyn Smith was explained by Chairperson. The percentage of Proficiency, Developers, and Beginners completed math 151 from Spring 2013-2014. Rubrics for presentation, homework, and test are tools that were used to assess students' performance on how well they address the GE Domains of critical thinking. According to the data, presentation rubrics receive a very high percentage compared it to Test Rubric and Homework rubric. Instructor "A" raised a concern that the main reason why the percentage is higher because student spent a lot of time preparing for only one problem of presentation rather than the test that consist of more than 20 problems. Another factor to improve the percentage of test rubric is to standardize the test for all teachers who are currently teaching math 151.
 - **Samoan Studies**
 1. August 2015-Dialogue on standardizing rubrics
 - Discussion on revising of translation, technology, individual/Faasinomaga, group, oral, and dialogue rubrics. Need to implement Dr. Ellen's recommendations, Need to revisit some of our course syllabi for rubric alignment purposes
 - **Social Science**
 - August 2015- Review Core and Co-Foundational courses and recommended that Political Science courses should be added to the Personal Development & Responsibility Domain for the Gen Ed Req's.
 - Soc Sci Instructor offers that one of the GER's, which is Personal Development & Responsibility, should include a government course as a requirement, example POL 150 or POL 160. This would help lessen the course loads between both Dr. C and himself since there are only two courses offered for this GER, PSY 150 and HEA 150, OR the need to hire additional instructors.
2. Review syllabus and to make sure everyone is teaching from the same syllabus. Teaching methodology is at the instructor's discretion.
 - **After the review of the course syllabus, were there any changes within your department/division? Please explain.**
 - GEO faculty has addressed this recommendations
 3. Assessment instruments for course graded assignments need to be reviewed and revised.
 - **What assessment instruments have been changed or not?**
 - All Academic departments/programs have completed the Curriculum Mapping of all CLOs, PLOs, and GEOs.
 - Each Academic department /program is provided with a SLO Manual for all AA/AS/COP degrees and certificates offered at ASCC. Faculties are to complete the analysis of their data recorded in the SLO Manual and develop an action plan by the end of Fall 2015.

Fall 2014 Scheduled GEO Faculty Meetings

An assessment analysis of General Education (GE) courses has been discussed and shared with the General Education faculty. Each GEO faculty member submitted all General Education Outcome (GEO) data sheets that were compiled by the Associate Dean of Academic Affairs for further review. In the process of sharing the GEO data each GEO faculty member identified areas of concern that are noted in the recommendations. In lieu of discussion the GEO faculty took back the information to their individuals department to discuss the piloted data that was compiled for 2012-2014 (*Reference GEO and AD Meeting Notes Sept 2014*).

- GEO Analysis Review of Data compiled from fall 2012 to summer 2014 with the GEO faculty.

MEETING DATES

- September 2, 2014 with the Language & Literature Department
- September 9, 2014 with the Social Science Department
- September 14, 2014 with the Health and Human Services and Science Department
- September 30, 2014 with the Trades & Technology Division
- October 2, 2014 with the Math and Fine Arts Department

Meeting Notes for GEO faculty and Associate Dean of Academic Affairs: Evelyn V. Fruean

FIRST MEETING

September 2, 2014, 12:30-1:25 pm; VP's Lounge

Meeting with Language & Literature Department

GEO Domain 1: Communication

1-A Listening & Speaking

1-B Reading

1-C Writing

**Courses assessed under this domain are ENG 150 and ENG 151.*

Ms. Matai, opened with a prayer, before we began the meeting. AD thanked each and every one that made an effort to attend this important meeting. AD shared with the Language & Literature faculty the question that was left with each department/division chairperson during curriculum committee on Sept 28, 2014, which was **“How would you interpret your General Education Outcome (GEO) data”?** AD Fruean also shared a PowerPoint for the two GEO courses that are housed with the Language & Literature department, which are ENG 150 Introduction to Literature and ENG 151 Freshman Composition.

In spring 2014, 140 students were enrolled and 122 were assessed, in summer 2014, thirty-three students were enrolled and 31 were assessed; totaling to 153 students that were assessed in spring and summer 2014. GEO Instructors are S. Matai, B. Goodwin, M. Taamu, and V. Matuu. Each dimension shows the piloted results of the GEO data in three levels of competencies that students have attained before exiting the course. The three levels of competencies are B- beginning, D-developing and P-proficient. The first **GEO 1-B (CLO 1)** Dimension 1; identified 14 students in the beginning, 56 in the developing and 83 in the proficient, totaling to 153 students. **GEO 1-B (CLO 4)** has three dimensions. Dimension 1 identified 30 students in the beginning, 66 in the developing and 57 in the proficient. Dimension 2 identified 33 students in the beginning, 61 in the developing and 60 in the proficient which totaled to 154 students (data that was collected was off by one student). This was also mentioned to the Language & Literature department (GEO faculty) that it is noted on the GEO Analysis 2012-2014, that the number discrepancy was from one of the instructors. H/She would be able to justify the change of numbers, (*Referencing GEO Analysis 2012-2014, pg. 10*). Dimension 3, shares the same number discrepancy as dimension 2, which identified 23 students in the beginning, 57 in the developing and 75 in the proficient. **GEO 1-B (CLO 5)** identifies 5 dimensions. Dimension 1, identifies 30 students in the beginning, 66 in the developing, and 57 in the proficient. Dimension 2, shows 30 students in the beginning, 62 in the developing, and 61 in the proficient. Dimension 3, shows 31 in the beginning, 67 in the developing and 56 in the proficiency. Dimension 4, shows 35 in the beginning, 67 in the developing and 51 in the proficient. Dimension 5, shows 19 in the beginning, 38 in the developing, and 96 in the proficient.

Recommendation

The Language & Literature GEO faculty shared some of their concerns regarding the types of rubrics that were used and how it was implemented in the course. Continuation of the Language & Literature department discussion was noted in the Language & Literature department meeting minutes in September 2014 (*Referencing LL Department Meeting Minutes, September 2014*).

Attendance:

Mele Fiaui (LL Chairperson)
 Solipo Matai
 Vesi Matuu
 Ben Goodwin
 Jocelyn Siologa (new)
 Evelyn Fruean (AD)

SECOND MEETING

September 9, 2014, 12:30-1:45 pm; VP's Lounge

Meeting with Social Science Department

GEO Domain 4: Global Awareness & Cultural Competence

- 4-A Social, Economic & Political Systems
- 4-B Perspectives of Others, Diversity
- 4-C Samoa & the Pacific

**Courses assessed under this domain are HIS 150, HIS 151, HIS 170, HIS 171, and HIS 162.*

GEO Domain 5: Personal Responsibility & Development

- 5-A Ethical Decision Making
- 5-B Health Choices and Practices
- 5-C Community & Family Participation

**Courses assessed under this domain is PSY 150 and HEA 150*

AD Fruean welcomed everyone to the meeting. Also to thank all of the GEO data that has been submitted. AD Fruean also express that collecting data is not an easy task, so I briefly expressed my appreciation for a job well done. Before we officially open the meeting to share the GEO results and data, AD asked Mrs. Temese to open with a small prayer.

AD Fruean shared with the Soc. Science department the GEO data that was collected and compiled for review. HIS 150 American History I enrollment in fall 2013, spring 2014 and summer 2014 totaled to 108 students and only 99 students were assessed. **GEO 4-A (CLO4) Research Paper Rubric- Dimension 1** shows 17 students in beginning, 32 in developing and 49 were proficient. **GEO 4-A (CLO 4) Reflective Analysis Rubric- Dimension 4** shows 15 students in beginning, 49 were in developing, and 44 in proficient. **GEO 4-B (CLO 4) Research Paper Rubric-Dimension 2** shows 12 students in beginning, 25 are in developing, and 38 in proficient. HIS 151 American History II enrollment in fall 2012 and summer 2014 totaled to 55 students. **GEO 4-A (CLO 4) dimension 1** identifies 2 in the beginning, 28 in the developing,

and 13 in the proficient. **GEO 4-A (CLO 4)** dimension 4 shows 6 students in the beginning, 23 in the developing, and 14 in the proficient. **GEO 4-B (CLO 4)** dimension 2 shows 0 students in the beginning, 4 in the developing, and 18 in the proficient (*Referencing General Education Outcome Analysis Report, 2012-2014, pg. 14-16, 12-13*).

Concerns/Recommendations:

In review of the data that was collected in 2012-2014, the social science faculty identified some issues regarding of the usage of the rubrics. Rubrics were used in each course needs to be reviewed for consistency and content. Ongoing discussion and review of the data will be taken back to the department for further review and discussion among the Social Science faculty.

Other concerns that was shared by the Social Science faculty, is that they spend 30 to 40 % of their instructional time teaching APA and MLA format. They have requested if this can be discussed with the Language & Literature department for further review.

Attendance

To'aiva Tago (Social Science department chairperson)

Randy Baker

Lilian Temese

Rosie AhChee (new)

Derrick Helsham

AD Evelyn Fruean

THIRD MEETING

September 16, 2014, 12:30-1:30 pm; VP's Lounge

Meeting with Health and Human Services and Science Department

GEO Domain 3: Critical Thinking

3-A Quantitative

3-B Scientific

3-C Problem Solving

GEO Domain 5: Personal Responsibility & Development

5-A Ethical Decision Making

5-B Health Choices & Practices

5-C Community & Family Participation

AD Fruean welcomed the Science and Health and Human Services department to the meeting, and especially Mrs. Ipu (Local Nurse employed by LBJ Tropical Medical Center) for taking time out of her job to attend the GEO meeting. AD Fruean also shares the PowerPoint presentation on the GEO data for PHSCI

150 Physical Science and HEA 150 Introduction to Health that was compiled. A thorough review on the enrollment of students beginning from fall 2012 to summer 2014.

Concerns:

The Science faculty members stated that the biggest problem that they have are students do not read. It is probably the reason why they do not pass the course. AD Fruean asked so what types of teaching methodology or pedagogy that can be implemented to get students to read, especially for Science courses?

Identifying rubrics for labs and assignments that are currently used in the course were discussed.

Attendance

Randal DeWees (Science department chairperson)

Dr. Kenneth Belle

Murali Gopalan

Dr. Daniel Chang (Health & Human Services department chairperson)

Ipu Lefiti (adjunct faculty)

FOURTH MEETING

September 30, 2014, 12:30-1:30 pm; VP's Lounge

Meeting with Trades & Technology Division

GEO Domain 2: Information & Technology Literacy

2-A Evaluate Information

2-B Present Information Using Technology

1-C Apply Information

Dean Leau opened the meeting with a prayer. AD Fruean shared the ICT 150 Introduction to Computers GEO data results for 2012-2014.

TTD's GEO faculty noticed a high percentage of students leaving the course in the developing and proficient level. It was discussed that the specific rubrics that are used to collect data for ICT 150 were not consistently used all across the board with the GEO faculty members. This was probably the reason why the data seemed inconsistent with the outcomes, as per say TTD faculty.

GEO 2-A (CLO 1) Dimension 1, shows 87 students in the beginning level, 127 in developing and 373 students in proficient. (*Referencing General Education Outcomes Analysis Report 2012-2014, pg. 19*).

Please refer to the rest of the data for ICT 150.

Concerns/Recommendations:

TTD GEO faculty expressed that the majority of students are not as competent in technology as assumed by many. Other issues are students are not as competent in keyboarding. Students are practically trained from K-5 to the time of graduation from high school on keyboarding; however, students are entering ICT 150 with less efficient skills to complete simple tasks as to identifying the letters, numeric, and alphanumeric on the keyboard. Other concerns were that students are dire need to take ICT 150 at the beginning of their

educational journey at ASCC. Competency, skills, and abilities are utilized in other content area courses. If students are taking this course at the last semester before graduating, TTD GEO faculty asks “what is the purpose of taking an introductory course before graduating”?

Attendance

Fred Suisala (TTD Chairperson)
 Michael Leau (Dean of TTD)
 Robert Moore
 Ernie Seiuli
 Letupu Moananu (Dean of Academic Affairs)
 Evelyn Fruean (Associate Dean of Academic Affairs)

FIFTH MEETING

October 2, 2014, 12:30-1:30 pm; VP’s Lounge

Meeting with Fine Arts and Math Department

GEO Domain 1: Communication

1-A Listening & Speaking

1-B Reading

1-C Writing

GEO Domain 3 Critical Thinking

3-A Quantitative

3-B Scientific

3-C problem Solving

AD Fruean apologized to the Math and Fine Arts Department Chairperson (via email) and faculty for cancelling the meeting, due to the scheduling of WASC visitation. It was discussed with Chairperson Leiato and Tuiasosopo that GEO data will be sent via email for department review. AD Fruean asked when it is shared and discussed in their department meetings that they will submit an ecopy of their meeting minutes.

(Reference Math department meeting minutes October 2014 and Fine Arts email correspondence with AD Fruean).

Kuki Tuiasosopo (Fine Arts Department Chairperson)

Tunufa’i Leiato (Math Department Chairperson)

Evelyn Fruean (AD of AAO)

RECOMMENDATIONS-FALL 2014

All GEO faculties submitted fall 2014 matrices in December 2014. The Associate Dean of Academic Affairs compiles all the information and then shares and disseminates the information back to the faculty. In addition, to completing the GEO matrices, the faculty are advised to leave comments and recommendation for further review in the following semester. Listed below are the recommendation s and comments of the GEO faculty for fall 2014. Questions in *(red)* are guidelines questions to address the recommendations in Spring 2015.

4. GEO faculty will need to review rubrics/rubric summaries that are implemented in the course.
 - o *Has this been addressed by all GEO faculty?*

- What are some of the changes that have been done this semester that may change the way your department has assessed the course?
5. Review syllabus and to make sure everyone is teaching from the same syllabus. Teaching methodology is at the instructor's discretion.
 - After the review of the course syllabus, were there any changes within your department/division? Please explain.
 6. Assessment instruments for course graded assignments need to be reviewed and revised.
 - What assessment instruments have been changed or not?
 7. GEO faculty identified errors in the data due to many factors, such as: students absent on the day of assessment, students do not submit course assignments,
 - What is the most common reason of why data is not accurate? Please explain
 - What errors have you identified in your assessment instrument? Please explain
 8. When students present their original pieces (poems), they need to include samples of published work where historical and cultural influences have impacted the developments of their chosen poet. Include this discussion in their PPT presentations. Need to provide in-class written exercises of analysis instead of take home assignments. Encourage students to bring resources of various analyses, but they need to generate their own analysis in class before they can type and publish them for assessment purposes. Need to do more group discussions of literary terms and let them utilize corporate group tasks for practice.
 - What are the teaching pedagogies that have changed in your teaching style? After reviewing the 2012-2014 GEO Analysis data?
 - What are some of the major changes that may impact the outcomes of the course?
 9. Students are doing very well on literary terms. They are able to memorize definition to each term well, but using them in critical participation and in analytical writing, it seems to be a problem. As an instruction, the teaching, especially of English 150 classes should be uniformed across the board. It should be mandatory for all students to write longer analytical essay at least 500 words or longer to develop and instill in them the habit of writing with a purpose to meet a particular objective.
 - Is professional development conducted within your department/division in regards to teaching pedagogy, methodologies, and assessments are discussed? Please explain.
 10. One to the short tie for summer for recommends service-learning hours; need to find alternative for this GEO. Some presented in groups mostly in partners. No more than two per group. Partners turned in on research paper per group. Refer to GEO 5-B (CLO 2) Research Rubric.
 - Has this been addressed?
 11. Students are exiting at a proficiency level in all dimensions of Presentation, because it's a semester project with lots of assistance provided to students. Whereas tests is mainly in class with no assistance.
 12. It's evident from the rubrics that students are exiting at a proficiency level when considering presentations. Which is a final project at the end of the course, whereas Tests students are exiting at a beginning and a developing level.

(Comments)
 13. Meeting and Developing of the rubric for this Dimension with Assessment Coordinator; Meeting and revision of dimension 4 with assessment coordinator; Meeting and revising GEO 5C with assessment coordinator; GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded; Meeting and revising with assessment coordinator; Meeting and revising D-4 assessment coordinator; *(Comments)*

SPRING 2015 DATA ANALYSIS RESULTS

SPH 153-Introduction to Speech

GENERAL EDUCATION OUTCOME-1 ANALYSIS

GEO 1:A (CLO 1) HOLISTIC FOR ORAL PRESENTATION (ANALYTICAL RUBRIC)

B	13%
D	22%
P	65%

- **Holistic Rubric for Oral Presentations**

- Demonstrate a well-employed and organized oral speech. (Dimension 3)
- Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
- Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)

GEO 1-A (CLO 2) RUBRIC FOR INFORMATIVE SPEECH (ANALYTICAL RUBRIC)

B	14 %
D	28 %

P 58 %

- **Informative Speech Rubric and Persuasive Speech**

- Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
- Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
- Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

GEO 1-A (CLO 2) RUBRIC FOR PERSUASIVE SPEECH (ANALYTICAL RUBRIC)

B 5 %

D 23 %

P 72 %

- **Informative Speech Rubric and Persuasive Speech**

- Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
- Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
- Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)



ENG 150- Introduction to Literature**GENERAL EDUCATION OUTCOME-1 ANALYSIS**

GEO 1-B (CLO 1) LITERARY TERMINOLOGY (HOLISTIC RUBRIC)

B	26 %
D	44 %
P	40 %

- **Literary Terminologies (Dimension 1: Holistic Rubric)**
 - Literary Terms: identify tone, theme, conflict, character, setting, plot, irony, figurative language, situation in college level texts.
 - Literary Terms: interpret tone, theme, conflict, character, setting, plot, irony, figurative language, situation and point of view in different literary genres.
 - Analysis: demonstrate the application of literary terms in each respective genre.
 - Synthesis: Apply critical thinking throughout literary texts.

GEO 1-B (CLO 4) LITERARY ANALYSIS/INTERPRETATION (ANALYTICAL RUBRIC)

B	13 %
D	46 %
P	41 %

- **Literary Analysis/Interpretation (Dimensions 1, 2, 3) Analytical Rubric**
 - Analyze authors perspective and use of literary devices through literary criticism.

GEO 1-B (CLO 5) CULTURAL/HISTORICAL RESPONSE RUBRIC (ANALYTICAL RUBRIC)

B	15 %
D	39 %
P	46 %

- **Cultural/Historical Response Rubric (Dimensions 1, 2, 3, 4, 5) Analytical Rubric**
 - Demonstrate comprehension of text through application of literary terms to illuminate different cultural & historical perceptions in major genres.

ENG 151 FRESHMAN COMPOSITION

GEO 1-C (CLO 1) EXPOSITORY RUBRIC (ANALYTICAL RUBRIC)

B	8 %
D	39 %
P	51 %

GEO 1-C (CLO 2) PERSUASIVE RUBRIC (ANALYTICAL RUBRIC)

B	21 %
D	51 %
P	28 %

GEO 1-C (CLO 3) RESUME & COVER LETTER RUBRIC (ANALYTICAL RUBRIC)

B	7 %
D	50%

P 39% (4310 mistake by the dept. so this # was not calculated with the rest)

GEO 1-C (CLO 4) RESEARCH RUBRIC (ALANLYTICAL RUBRIC)

B	14%
D	45%
P	41%

- **Expository Rubric (Dimensions 1& 3)**
 - Demonstrate the ability to write orderly and coherent paragraphs based on content and organization

- Demonstrate the ability to research and integrate outside sources with APA documentation
- Organize and develop multiple paragraphs into an essay that sufficiently supports a thesis.
- **Persuasive Rubric (Dimensions- 3, 4, & 9)**
 - Demonstrate the ability to use critical thinking by reading, analyzing, and evaluating outside sources.
 - Demonstrate the ability to write formal, analytical essays that are unified and coherent.
 - Revise their writing for errors in grammar and punctuation
 - Incorporate source material into at least one research-based essay and apply APA guidelines for documentation.
- **Resume & Cover Letter Rubric (All Dimensions)**
 - Effectively prepare and write a resume and a cover letter to accompany the resume.
 - Effectively prepare and write business and personal letters.
- **Research Paper Rubric (Dimensions 1, 2, 3, 4, 9, & 11)**
 - Adhere to the rules of Standard American English, including grammar, punctuation, and capitalization

ICT 150 INTRODUCTION TO COMPUTERS

GEO 2: OUTCOME ANALYSIS

GEO 2- A (CLO 1) MICROSOFT OFFICE SUITE 2010 RUBRIC

B	11%
D	32%
P	56%

- **Individual Projects: Microsoft Office Suite 2010 Rubric**
 - Ingenuity: Create original works as a means of personal growth.
 - Communication: Interact with peers and instructor through email, instant messaging, chat discussion forums and social networking.
 - Collaboration: Collaborate with peers/instructor with intended purposes.
 - Research and Information Fluency: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media with extensive purpose.
 - Technology Operations and Concepts: Uses application software tutorials, demos, and practices exercises to complete their projects.
 - Illustrations and Graphics: Use (4) of (5) illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).

GEO 2-B:1 (CLO 2) WINDOWS 7 OS SYSTEM RUBRIC

B	4%
D	34%
P	62%

- **Windows 7 OS Systems Rubric**
 - Manage Computer Operations and Concepts:
 - Uses file management including delete, copy, paste, insert, rename, create.
 - Use start, shutdown, and restart.
 - Desktop and window manipulation (minimize, maximize, and close window.
 - Insert and remove disks correctly (CD-ROM's and DVD's)
 - Printer: Add, remove and select the appropriate desktop or network printer.
 - Manage Computer Hardware and Software:
 - Browsing storage devices and files in a computer window
 - Changing folder and viewing options
 - Connect ports of the computer to peripherals
 - Moving folders and files
 - Deleting folders and files to the recycle bin
 - Selecting and copying folders and files
 - Customizing/Personalize the desktop
 - Open and save attachments to the intended location.
 - Manage Windows OS Features

- Sequence of basic laboratory exercises utilizing both operating system and software default setting.
- Manipulate drop down menus and submenus, scroll and tool bars, and dialogue boxes.
- Select and utilize Windows start menu, control panel, computer, desktop, taskbar etc.
- Backup data periodically to Skydrive, gmail-drive, moodle...
- Configure desktop environment and applications for efficient operation, such as aero snap, aero shake, aero 3D screen, and aero screen.

GEO 2-B:2 (CLO 3) INTERNET WORLD WIDE WEB RUBRIC

B	11%
D	21%
P	68%

- **Internet, World Wide Web Rubric:**
 - Access and navigate the Internet:
 - Access a web site using an Internet browser with no assistance.
 - Access and use multiple browser windows
 - Navigate within multiple web sites using basic browser software functions (e.g., back, forward, file save image as, copy image...)
 - Identify secure and non-secure web sites.
 - Use additional browser functions (e.g., refresh, history, bookmarks).
 - Downloads/Uploads a file from a web site to the desired location.(with no assistance; Complete and submit assignments via moodle. ...
 - Research and Information Fluency:
 - Use directory services (e.g., Yahoo, MSN, Hotmail, Google, Skydrive directory).
 - Utilizes search function within a website.
 - Conduct simple keyword search in multiple browsers/search engines.
 - Identify and articulate any information search and translate the information.
 - Use email to communicate, share files, send and receive:
 - Create and navigate an e-mail account, create entry in address book.
 - Access e-mail system using login and password.
 - Send, receive, and reply to an e-mail, use address book to send e-mail.
 - Exhibit knowledge E-mail etiquette
 - Forward and redirect an e-mail.
 - Save, delete, and print e-mail.
 - Open attachments for available applications
 - Technology Operations and Concepts:
 - Use search function in moodle- www.amsamoa.edu
 - Utilize the navigation pane via moodle, login username and password...

GEO 2-B:2 (CLO 4) QUIZZES/MIDTERM/FINAL

B	14%
D	24%
P	62%

- **Quiz, Midterm, Examinations (oral, hard or soft copy)**
 - » Computer Technology:
 - Demonstrates full knowledge by answering all questions correctly related to Computer Technology.
 - » Computer Processing
 - Demonstrates full knowledge by answering all questions correctly related to Computer Processing.
 - » Computer Functions
 - Demonstrates full knowledge by answering all questions correctly related to Computer Functions.
 - » Computer Components
 - Demonstrates full knowledge by answering all questions correctly related to Computer Components.
 - » Computer Software:
 - Demonstrates full knowledge by answering all questions correctly related to Computer Software.

MAT 151 INTERMEDIATE ALGEBRA

GEO 3: OUTCOME ANALYSIS

GEO 3-A (CLO 1, 2, 3) UNIVERSAL STATEMENT) 3-A:1-A CALCULATIONS (MULITPLE RUBRICS)

B	24%
D	34%
P	42%

GEO 3-A(CLO 1, 2, 3) (UNIVERSAL STATEMENT) 3-A:2-A: ANALYSIS (PRESENTATION RUBRIC)

B	17%
D	27%
P	56%

GEO 3-C (CLO 1, 2, 3) PRESENTATION RUBRIC (ANALYTICAL RUBRIC)

B	19%
D	31%
P	50%

- Calculations:

- **(3.A:1a)** Check and verify that the final answer makes mathematical sense, makes common sense, employs technology to validate answers as appropriate. *(MAT 151) (Presentation Rubric: Dimension 4); (Homework Rubric: Dimension 2); (Test Rubric: Dimension 2)*
- **(3.A:1b)** All calculations are shown and the results are correct and labeled appropriately. *(PHSCI- 150) (Rubric: Lab Report Rubric: Dimension 5)*

- Analysis:

- **(3.A:2a)** Present and articulate a variety of complex concepts and results thoroughly and accurately in a logical and comprehensive manner. *(MAT 151- Presentation Rubric: Dimension 5)*
- **(3.A:2b)** Trends/patterns are logically analyzed. Questions are answered thoroughly and in complete sentences. Uses data powerfully as evidence to support statements. Analysis is insightful. *(PHSCI 150-Lab Report Rubric: Dimension 8)*

PHSCI 150 PHYSICAL SCIENCE

GEO 3-A (CLO 5) UNIVERSAL STATEMENT) 3-A:1-A: CALCULATIONS & ANALYSIS (LAB REPORT RUBRIC)

B	32%
D	42%
P	26%

- CLO (2): Identify the atomic structure of various elements.

- Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately. *(PHSCI 150- Lab Report Rubric- Dimension 2)*

- CLO (5): Identify practical applications and solve problems using given formulas.

Report illustrates an accurate and thorough understanding of scientific concepts underlying the lab. *(PHSCI 150- Lab Report Rubric- Dimension 12)*

GEO 3-B (CLO 2) (UNIVERSAL STATEMENT)

LAB REPORT RUBRIC

B	21%
D	42%
P	37%

GEO 3-B (CLO 5) (UNIVERSAL STATEMENT)

LAB REPORT RUBRIC

B	29%
D	42%

P 29%

GEO 3-C (CLO 2, 3, 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

B 41%

D 33%

P 26%

– **Universal Statement: (0-1): Evaluate methods to correctly solve various problems.**

– **Problem Solving:**

- **(3.C:1)**- Demonstrate understanding of what is being asked and required; Extract relevant information needed to solve a problem; Recognize and interpret mathematical symbols. *(MAT 151- Presentation Rubric: Dimension 1)*
- **(3.C:2)**- Identify key topics and types of problems; Interpret relevant information from symbols, definition, theorems and laws, Demonstrate understanding of mathematical vocabulary; Follow directions to construct graphs, charts, and tables to represent relevant mathematical information. *(MAT 151- Presentation Rubric: Dimension 2)*
- **(3.C:3)**- Follow and articulate an extended line of formal reasoning; Apply definitions, theorems, laws and formulas appropriately; Employ technology to complement by hand calculations; Present an answer in an understandable form. *(MAT 151- Presentation Rubric: Dimension 3)*
- **(3.C:4)**- Error Analysis: Experimental errors, their possible effects, and ways to reduce errors are discussed.*(PHSCI 150- Lab Report Rubric: Dimension 7)*

HIS 150 AMERICAN HISTORY I

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B 26%

D 21%

P 53%

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B 32%

D 16%

P 52%

- **Research Paper**
 - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
 - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B 21%

D 44%

P 35%

- **Rubric: Research Paper**
 - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

HIS 151 AMERICAN HISTORY II

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B 29%

D 54%

P 17%

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B	12%
D	18%
P	70%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B	29%
D	42%
P	29%

- **Rubric: Comprehensive Exam**
 - Dimension 1: Reflect on common human values about ancient Pacific or Samoan people through stories and oral traditions. Explains the benefits for using oral traditions (stories, chants, genealogies in learning Samoan or Pacific History?)
- **Rubric: Research Paper**
 - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

HIS 170 WORLD CIVILIZATION 1**GEO 4: OUTCOME ANALYSIS:**

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B	0%
D	38%
P	62%

- **Rubric: Comprehensive Exam**
 - Dimension 1: Reflect on common human values about ancient Pacific or Samoan people through stories and oral traditions. Explains the benefits for using oral traditions (stories, chants, genealogies in learning Samoan or Pacific History?)
- **Rubric: Research Paper**
 - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B	31%
D	29%
P	40%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B	0%
D	42%
P	58%

- **Research Paper**
 - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
 - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.

HIS 171 WORLD CIVILIZATION II**GEO 4: OUTCOME ANALYSIS: GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC**

B	2%
D	50%

P 48%

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B 33%

D 29%

P 38%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B 24%

D 37%

P 39%

- **Research Paper**
 - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
 - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.

HIS 162 PACIFIC HISTORY

GEO 4: OUTCOME ANALYSIS

GEO 4-B (CLO 3) COMPREHENSIVE EXAM

B 27%

D 41%

P 32%

GEO 4-C (CLO 4) COMPREHENSIVE EXAM

B 16%

D 33%

P 52%

- **Comprehensive Final:**
 - Dimension 5: Analyzes commonalities among the Samoan Culture and other Pacific cultures and western influences that impact education, government or political systems, modernized traditions/customs, religion, etc.
 -

HEA 150 INTRODUCTION TO HEALTH SCIENCE

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) MAKING GOOD DECISIONS ESSAY RUBRIC

B 0%

D 3%

P 97%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL

B 0%

D 3%

P 97%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC

B 0%

D 11%

P 89%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT

ORAL PRESENTATION RUBRIC

B	27%
D	4%
P	69%

- **HEA 150: Instrument: (Making Good Decisions Essay) Rubric-**
 - Dimension 3: Express critical thinking skills in making a well-considered decision.
- **HEA 150: Instrument: (Health Journal)**
 - Dimension 3: Shows evidence of lifestyles changes to improve health and wellness.
 - **(Presentation Rubric)** Dimension 4: Healthy lifestyles is strongly advocated to prevent a specific disease.
- **HEA 150:**
- CLO-3: Present a non-communicable disease to a group of family or community group.
 - **Instrument 1: Oral Presentation Rubric**
 - Dimension 4: Health lifestyle is strongly advocated to prevent a specific disease. (Students Presentation is based on information collected from the community or different social/religious groups).

PSY 150 INTRODUCTION TO PSYCHOLOGY

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) COMPREHENSIVE EXAM

B	33%
D	54%
P	13%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: INDIVIDUAL PRESENTATION

B	15%
D	51%
P	54%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: RESEARCH PAPER

B	28%
D	40%
P	32%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT: USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)

B	18%
D	49%
P	33%

- **PSY 150: Instrument: (Comprehensive Exam)**
 - Dimension 5: (Application) Expresses, critical, significant, and detailed application of basic psychological principles dealing with real life issues.
- **PSY 150: Instrument: (Individual Presentation)**
 - Dimension 1: Content is related and supports the topic or topics. *(Provide more focus to the Universal Statement)*
 - **(Research Paper)** Dimension 1: Provides accurate and complete explanations of the concepts and useful information drawn upon relevant findings and application of theories are included to illuminate issues.
- **PSY 150:**
 - CLO- 3: Identify life enhancing insights through lecture and interactive activities that focus on application of psychology to everyday life.
 - **Instrument: USD Community Service-Learning Rubric**
 - Dimension 2: Students acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
 - **(Presentation Rubric:** Video Clips, Quantitative/Qualitative Data presented on distribution.)

GEO ANALYSIS DIALOGUE CONTINUES ON THESE SPECIFIC DATES:

Associate Dean of Academic Affairs conducted individual meetings with each Academic Department/Programs to discuss all GEO outcomes and results of Fall 2014.

Fine Arts Department (October 14, 2014)

Participants

- Chairperson Kuki Tuiaosopo, Poe Mageo , and Reggie Meredith

GEO DOMAIN 1**Course: SPH 153 Introduction to Speech**

GEO 1-A Listening and Speaking (SPH 153)

GEO 1-B Reading (ENG 150)

GEO 1-B Writing (ENG 151)

OUTCOMES IDENTIFIED AND AREAS OF ASSESSMENT:

- ***GEO 1-A: Listen actively and speak effectively in many different situations.***
- GEO 1.A – CLO 1 – Apply competent English speaking and listening skills as a helping skill.
 - **Holistic Rubric for Oral Presentations**
 - Demonstrate a well employed and organized oral speech. (Dimension 3)
 - Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
 - Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)
- GEO 1.A – CLO 2 –Demonstrate public speaking techniques orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
 - **Informative Speech Rubric and Persuasive Speech**
 - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
 - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
 - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

Language & Literature Department (September 2, 2014)

Participants: Chairperson Mele Fiaui, Vesi Matuu, Ben Goodwin, Solipo Matai, and Marisa Taamu

Comments:

- **CLO1:** Of the 16 students assessed, 5 students did not turn-in an Expository Essay, so they were not assessed for this particular CLO 1: D1 & D3
- **CLO2:** Of the 16 students assessed, 1 student did not turn-in a Persuasive essay, so the individual was not assessed for this particular CLO 2: D3, D4, D9
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Resume, so they were not assessed for this particular CLO 3: D1, D2, D3, D4
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Cover Letter, so they were not assessed for this particular CLO3: D5, D6, D7, D8
- **CLO4:** Of the 16 students assessed, 2 students did not turn-in a Research Paper, so they were not assessed for this particular CLO4: D1, D2, D3, D4, D9, D11

Recommendations:

- When students present their original pieces (poems), they need to include samples of published work where historical and cultural influences have impacted the developments of their chosen poet. Include this discussion in their PPT presentations.
- Need to provide in-class written exercises of analysis instead of take home assignments. Encourage students to bring resources of various analyses, but they need to generate their own analysis in class before they can type and publish them for assessment purposes.
- Need to do more group discussions of literary terms and let them utilize corporate group tasks for practice.

***note:** Resume and Cover letter are worth 10 points each.

Trades & Technology Division (September 30, 2014)

Participants: Chairperson Fred Suisala, Dean of TTD Michael Leau, Robert Moore, and Ernie Seiuli

GEO DOMAIN 2: INFORMATION & TECHNOLOGY LITERACY**Course: ICT 150 Introduction to Computers**

GEO 2-A Evaluate Information

GEO 2-B: 1: Present Information Using Technology

GEO 2-B: 2 Apply Information

Science Department (September 16, 2014)

Participants: Chairperson Dr. Randall DeWees, Dr. Kenneth Belle, and Murali Gopalan

GEO DOMAIN 3: COMMUNICATIONS**Course: PHSCI 150 Physical Science**

GEO 3-A Quantitative

GEO 3-B Scientific

GEO 3-C Problem Solving

Math Department (October 14, 2014)

Participants: Chairperson Tunufa'i Leiato, Amete Moefiainu, Laau Liufau, Morston Porter, and Judy Mose

GEO DOMAIN 3: COMMUNICATIONS**Course: MAT 151 Intermediate Algebra**

GEO 3-A Quantitative

GEO 3-B Scientific

GEO 3-C Problem Solving

Recommendations/Comments:

- Highly recommend to attend tutorial session.
- Students are exciting at a proficiency level in all dimensions of Presentation, because it's a semester project with lots of assistance provided to students. Whereas tests is mainly in class with no assistance.
- It's evident from the rubrics that students are exciting at a proficiency level when considering presentations. Which is a final project at the end of the course, whereas Tests students are exciting at a beginning and a developing level.

Social Science Department (September 9, 2014)

Participants: Chairperson To'aiva Tago, Randy Baker, Rosie AhChee, Derrick Helsham, and Lilian Temese

GEO DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE**Course: HIS 150, HIS 151, HIS 170, HIS 171, and HIS 162**

GEO 4-A: Social Economic & Political Systems

GEO 4-B: Perspectives of Others, Diversity

GEO 4-C: Samoa & The Pacific

Health & Human Services Department (September 16, 2014)

Participants: Chairperson Dr. Daniel Chang and Ipu (adjunct faculty)

GEO DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT**Course: HEA 150 Introduction to Health Science**

GEO 5-A Ethical Decision Making

GEO 5-B Health Choices and Practices

GEO 5-C Community & Family Participation

GEO 5-D Career Personal & Professional Growth

Recommendations/Comments:

- Meeting and Developing of the rubric for this Dimension with Assessment Coordinator
- Meeting and revision of dimension 4 with assessment coordinator
- Meeting and revising GEO 5C with assessment coordinator
- GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded

- Meeting and revising with assessment coordinator
- Meeting and revising D-4 assessment coordinator

DATA COMPARISON 2012-2014, FALL 2014, SPRING 2015

The chart shown below shows the GEO results in 2012-2014, Fall 2014 and Spring 2015. Each GEO course is identified by the different level of competencies that students are exiting the course.

For example: SPH 153 shows that in 2012-2014, that 9% of the students enrolled in SPH 153 exited the course at the beginning level of competency on these certain areas listed below. However the data also shown that in Fall 2014 that 21% of the students exiting the course at the beginning level of competency. Questions: What has changed in the teaching of this course? What are the reasons why there is higher percentage in the Fall 2014 than the last 2 years (2012-2014).

- **Holistic Rubric for Oral Presentations**
 - Demonstrate a well-employed and organized oral speech. (Dimension 3)
 - Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
 - Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)
- **Informative Speech Rubric and Persuasive Speech**
 - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
 - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
 - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)
- **Informative Speech Rubric and Persuasive Speech**
 - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
 - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
 - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

SPH 153-INTRODUCTION TO SPEECH

GENERAL EDUCATION OUTCOME-1 ANALYSIS

GEO 1:A (CLO 1) HOLISTIC FOR ORAL PRESENTATION (ANALYTICAL RUBRIC)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	9%	21%	13%				
D	43%	25%	22%				
P	48%	54%	65%				

GEO 1-A (CLO 2) RUBRIC FOR INFORMATIVE SPEECH (ANALYTICAL RUBRIC)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	9%	20%	14%				
D	40%	28%	28%				
P	51%	52%	58%				

GEO 1-A (CLO 2) RUBRIC FOR PERSUASIVE SPEECH (ANALYTICAL RUBRIC)

B	7%	22%	5%				
D	40%	24%	23%				
P	53%	54%	72%				

ENG 150- INTRODUCTION TO LITERATURE

GENERAL EDUCATION OUTCOME-1 ANALYSIS

GEO 1-B (CLO 1) LITERARY TERMINOLOGY (HOLISTIC RUBRIC)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	10%	14%	26%				
D	36%	28%	44%				
P	54%	58%	40%				

GEO 1-B (CLO 4) LITERARY ANALYSIS/INTERPRETATION (ANALYTICAL RUBRIC)

B	19%	18%	13%
D	40%	24%	46%
P	41%	58%	41%

GEO 1-B (CLO 5) CULTURAL/HISTORICAL RESPONSE RUBRIC (ANALYTICAL RUBRIC)

B	19%	16%	15%
D	39%	22%	39%
P	42%	62%	46%

ENG 151 FRESHMAN COMPOSITION

GEO 1-C (CLO 1) EXPOSITORY RUBRIC (ANALYTICAL RUBRIC)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	12%	10%	8%				
D	32%	40%	39%				
P	56%	50%	51%				

GEO 1-C (CLO 2) PERSUASIVE RUBRIC (ANALYTICAL RUBRIC)

B	15%	14%	21%
D	50%	44%	51%
P	35%	42%	28%

GEO 1-C (CLO 3) RESUME & COVER LETTER RUBRIC (ANALYTICAL RUBRIC)

B	15%	5%	7%
D	50%	35%	50%
P	35%	60%	39%

GEO 1-C (CLO 4) RESEARCH RUBRIC (ANALYTICAL RUBRIC)

B	20%	17%	14%
D	32%	32%	45%
P	48%	51%	41%

ICT 150 INTRODUCTION TO COMPUTERS

GEO 2: OUTCOME ANALYSIS

GEO 2- A (CLO 1) MICROSOFT OFFICE SUITE 2010 RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	13%	10%	11%				
D	21%	18%	32%				
P	66%	72%	56%				

GEO 2-B:1 (CLO 2) WINDOWS 7 OS SYSTEM RUBRIC

B	13%	9%	4%
D	20%	18%	34%
P	67%	72%	62%

GEO 2-B:2 (CLO 3) INTERNET WORLD WIDE WEB RUBRIC

B	13%	39%	11%
D	21%	64%	21%
P	66%	72%	68%

GEO 2-B:2 (CLO 4) QUIZZES/MIDTERM/FINAL

B	13%	10%	14%
D	21%	18%	24%
P	66%	72%	62%

MAT 151 INTERMEDIATE ALGEBRA

GEO 3: OUTCOME ANALYSIS

GEO 3-A (CLO 1, 2, 3) UNIVERSAL STATEMENT) 3-A:1-A CALCULATIONS (MULTIPLE RUBRICS)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	23%	9%	24%				
D	38%	21%	34%				
P	39%	70%	42%				

GEO 3-A(CLO 1, 2, 3) (UNIVERSAL STATEMENT) 3-A:2-A: ANALYSIS (PRESENTATION RUBRIC)

B	6%	12%	17%
D	27%	21%	27%
P	67%	53%	56%

GEO 3-C (CLO 1, 2, 3) PRESENTATION RUBRIC (ANALYTICAL RUBRIC)

B	7%	4%	19%
D	26%	29%	31%
P	67%	67%	50%

PHSCI 150 PHYSICAL SCIENCE

GEO 3-A (CLO 5) UNIVERSAL STATEMENT) 3-A:1-A: CALCULATIONS & ANALYSIS (LAB REPORT RUBRIC)

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	30%	20%	32%				
D	27%	28%	42%				
P	43%	52%	26%				

GEO 3-B (CLO 2) UNIVERSAL STATEMENT) LAB REPORT RUBRIC

B	25%	18%	21%
D	30%	31%	42%
P	45%	51%	37%

GEO 3-B (CLO 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

B	27%	24%	29%
D	28%	34%	42%
P	45%	42%	29%

GEO 3-C (CLO 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

B	35%	36%	41%
D	30%	36%	33%
P	35%	28%	26%

HIS 150 AMERICAN HISTORY I

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	17%	24%	26%				
D	33%	44%	21%				
P	50%	32%	53%				
GEO 4-A (CLO 4) REFLECTIVE ANANLYSIS RUBRIC							
B	14%	18%	32%				
D	45%	25%	16%				
P	41%	57%	52%				
GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC							
	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	14%	19%	21%				
D	35%	50%	44%				
P	51%	31%	35%				

HIS 151 AMERICAN HISTORY II

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	5%	24%	29%				
D	65%	48%	54%				
P	30%	28%	17%				
GEO 4-A (CLO 4) REFLECTIVE ANANLYSIS RUBRIC							
B	14%	24%	12%				
D	53%	34%	18%				
P	33%	42%	70%				
GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC							
B	16%	18%	29%				
D	33%	51%	42%				
P	51%	31%	29%				

HIS 170 WORLD CIVILIZATION I

GEO 4: OUTCOME ANALYSIS:

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	18%	17%	0%				
D	26%	26%	38%				
P	56%	57%	62%				
GEO 4-A (CLO 4) REFLECTIVE ANANLYSIS RUBRIC							
B	19%	18%	31%				
D	34%	34%	29%				
P	47%	48%	40%				
GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC							
B	16%	15%	0%				
D	28%	28%	42%				
P	56%	57%	58%				

HIS 171 WORLD CIVILIZATION II

GEO 4: OUTCOME ANALYSIS: GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	9%	40%	2%				
D	29%	26%	50%				
P	62%	33%	48%				

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B	16%	18%	33%
D	14%	13%	29%
P	70%	68%	38%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B	10%	38%	24%
D	19%	38%	37%
P	70%	23%	39%

HIS 162 PACIFIC HISTORY

GEO 4: OUTCOME ANALYSIS

GEO 4-B (CLO 3) COMPREHENSIVE EXAM

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	4%	4%	27%				
D	68%	42%	41%				
P	28%	52%	32%				

GEO 4-C (CLO 4) COMPREHENSIVE EXAM

B	4%	4%	16%
D	68%	42%	33%
P	28%	52%	52%

HEA 150 INTRODUCTION TO HEALTH SCIENCE

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) MAKING GOOD DECISIONS ESSAY RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	40%	21%	0%				
D	30%	56%	3%				
P	30%	21%	97%				

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL

B	10%	0%	0%
D	19%	28%	3%
P	71%	72%	97%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC

B	4%	4%	0%
D	48%	24%	11%
P	48%	72%	89%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT

ORAL PRESENTATION RUBRIC

B	29%	20%	27%
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D	21%	0%	4%
P	50%	80%	69%

PSY 150 INTRODUCTION TO PSYCHOLOGY

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) COMPREHENSIVE EXAM

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	35%	19%	33%				
D	40%	56%	54%				
P	25%	25%	13%				

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: INDIVIDUAL PRESENTATION

B	9%	9%	15%
D	50%	51%	51%
P	41%	40%	54%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: RESEARCH PAPER

B	27%	21%	28%
D	36%	49%	40%
P	37	30%	32%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT: USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)

B	29%	14%	18%
D	40%	51%	49%
P	31%	35%	33%

Notes & Recommendations for Spring 2016: Data comparison needs to be analyzed, by the faculty in Fall 2015. General Education faculty and adjunct faculty are tasked to review data results, analyzed the data, and create an action plan to improve or strengthen General Ed outcomes, competencies, assessment instruments, scheduling, etc... for the biennial catalog.