Assessment Committee Exit Summary

Mr. Sonny J. Leomiti
Chairman, Assessment Planning Committee

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Mrs. Rosevonne Pato

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Dr. Faofua Fa'atoafe

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Ms. Annie Panama

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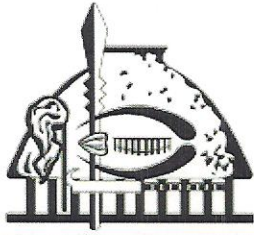Mr. Mikaele Etuale

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Dr. Daniel Chang

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Mr. Sal Poloai

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Mrs. Letupu Moananu

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Mr. Christian Ausage

American Samoa Community College
Academic Affair Division
Assessment Planning Committee Exit Report

April 26, 2011

Assessment Committee Exit Summary- Spring 2011
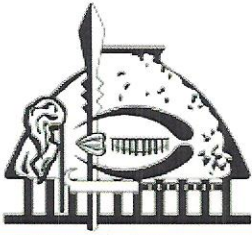
Overview from Fall 2010:

In the fall 2010 semester, the Assessment Report concluded with recommendations that may progress the identification of General Education Outcomes (GEO) as well as, addressing the improvement of ASCC Assessment practices in the process of closing the assessment loops. Recommendations from the fall 2010 Assessment Report are as follow *(Referencing Assessment Exit Report Fall 2010, Appendix A, p. 24)*:

1. <u>Professional Development</u>: The Assessment Planning Core Committee (APCC) will continue to research on areas on the assessment of general education outcomes provided that committee members participate in Professional Development Workshops off-island to review what other colleges and universities are practicing pertaining to GEO assessment cycles.

   The Assessment Planning General Committee (APGC) continues to attend WASC Level 1 & 2 Assessment Workshops. Information gathered will contribute to the expansion of the assessment dialogue in reference to the Assessment Committee not limited to the projection of success data within each respective academic department.

2. <u>Assessment Software/System</u>: Another area of concentration will be to review how assessment data will project SLO achievement. The Assessment Committee will work collaboratively with the Office of Institutional Effectiveness pertaining to SLO Achievement Data and possible assessment systems.

3. <u>Academic Department Conceptual Framework</u>: Academic Departments continue to collect CLO and PLO data for the 2010-2012 academic cycle. For academic departments that offer degree certificates, it is recommended that a conceptual framework and curriculum map be identified for cohesiveness in curriculum planning. The Curriculum Mapping may also lead to the review of your department's Assessment Plan.

4. <u>Expanding the Assessment Dialogue (Open-Space Forum)</u>: The Committee will continue identifying two days for in-house training on assessment for non-

assessment faculties. Implementation agendas are pending and may require a budget.

5. <u>Closing the Assessment Loop Manual</u>: A revision of the current manual must reflect 'Closing the Loop' processes at an Institutional Level and General Education Level.

To address the recommendations emphasized in the fall 2010 Exit Report, the Assessment Planning General Committee (APGC) and Assessment Planning Core Committee (APCC) had initiated the following tasks:

Professional Development:

2011 Spring Faculty Orientation on Student Learning Outcomes

In collaboration with the Dean of Academic Affairs- Dr. Irene Helsham, the Assessment Planning Core Committee was tasked to provide a presentation for all regular and adjunct faculties on the clarifications of Student Learning Outcomes, Course Evaluations and Tutorial Services on the 7th of January 2011. The Assessment Planning Core Committee membership has a broad/integrated representation that includes several Academic Chairpersons, Director of Institutional Effectiveness, Diversity & Tutorial Counselor, Dean of Trades and Technology and the Vice President of Administration. A working agenda was initiated *(Referencing APCC Working Agenda, Appendix B, p. 1-2)* to the development of a presentation emphasizing the following areas:

Student Learning Outcomes:
- Definition
- Levels of Student Learning Outcomes (SLO)
- ASCC Assessment Practices
- Learning Objectives
- Course Requirements
- Status Summary
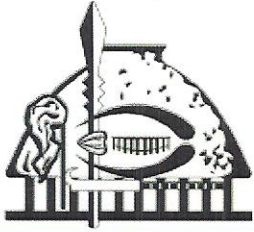
- Topical Outline
- SLO Alignment
- SLO Assessment

Course Evaluation
- Student Evaluation Forms
- Instructor Evaluation Forms
- Evaluation Process

Tutorial Services
- Procedures

A powerpoint presentation was compiled and presented to regular and adjunct faculties on the 10th of January 2011 in the ASCC Lecture Hall at 5:00–7:30pm *(Referencing Student Learning Outcome Presentation, Appendix C, p. 1-19).*

Texas A & M 11th Annual Assessment Conference

On the 14th of January, a request for off-island assessment professional development was submitted to the Dean of Academic Affairs- Dr. Irene Helsham *(Referencing Request for Travel, Appendix D, p. 1-5).* The request was approved and the following individuals were selected to participate:

1. Mr. Sal Poloai- Dean, Trades & Technology Department
2. Mrs. Letupu Moananu- Chairman, Mathematics Department
3. Dr. Daniel Chang- Chairman, Health Science Department
4. Dr. Randel Dewees- Faculty, Science Department
5. Mr. Poe Mageo- Faculty, Language & Literature Department
6. Mrs. Lilian Temese- Faculty, Social Science Department
7. Mr. Sonny Leomiti- Chairman, Assessment Planning Committee

Conference Details:
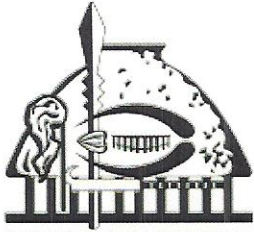*Texas A & M 11th Annual Assessment Conference*
Location: Hilton Conference Center- College Station, Texas
Conference Dates: February 20-22, 2011
Registration Fees: $190 per Attendee/$215 Late Registration
Theme: "Learn... Share... Innovate"

Website: http://assessment.tamu.edu/conference/workshops.htm

A working agenda was disseminated to all ASCC participants with focus on Institutional Assessment System and Processes. Outcomes were identified and tasked for open discussion for each attendee during the conference:

- A comprehensive definition of Institutional Assessment Data components and the linkages to achievement data reflecting significances in instruction and services;
- Review and Research ASCC's ILO components and alignment to all academic programs and services;
- Explain and Review the processes of ASCC's Institutional Assessment Cycle and provide recommendations based on current practices;
- Review the projecting of Institutional Assessment Data and possible instruments not limited to assessment systems;
- Review a cycle and implementation plan for assessing General Education Outcomes.

Information gathered from the conference was presented to the APCC and APGC pertaining to ASCC assessment practices in comparison to other two-year colleges and universities under the Southern Accreditation Commission *(Referencing Professional Development in Assessment Article, Appendix E, p. 1)*. Discussions led to the completion of ASCC's GEOs and Curriculum Infrastructure in order for the assessment committee to facilitate an effective assessment review on SLO attainment at all levels.

WASC 2011 Assessment Workshops

A discussion based on ASCC faculty to attend the WASC 2011 Assessment Conferences was discussed between the Dean of Academic Affairs- Dr. Irene Helsham and Assessment Coordinator- Mr. Sonny J. Leomiti. Faculties to attend the conferences were identified:

- _**Assessment Essentials**_: Offers an introduction to concepts, language, methods, and strategies for moving ahead in Assessment. _**September 22-23, 2011- Long Beach, CA.**_

  o Mrs. Pauline McFall- Agriculture and Life Science
  o Mr. Athena Mauga- Business Education
  o Mrs. Florangel Calumpang- English Language Institute
  o Ms. Reggie Meredith- Fine Arts
  o Mr. James Barlow- Language & Literature
  o Mrs. Judy Mose- Mathematics
  o Ms. Ann Longnecker- Nursing
  o Mrs. Tamari Cheung- Samoan and Pacific Studies
  o Mrs. Toaiva Fiame Tago- Social Science
  o Mr. Joseph Faiai- Adult Education _(Referencing email dated on the 21st of April 2011, Appendix I, p. 1)_

- _**Assessment in Practice**_: An intermediate-level retreat designed for institutions or programs that have some assessment experience and are dealing with second-stage issues such as broadening engagement, managing data, and closing the loop. _**October 27-29, 2011- Berkeley, CA.**_

  o Mr. Ed Imo- Physical Education
  o Mrs. Siamaua Ropeti- English Language Institute
  o Mr. Tunufa'I Leiato- Mathematics
  o Mr. Evile Fereti- Samoan and Pacific Studies
  o Mr. Dennis Fuimaono- Criminal Justice
  o Dr. Otto Hansell- Science
  o Dr. Daniel Chang- Health Science _(Referencing email dated on the 21st of April 2011, Appendix I, p. 2)._

Discussion pertaining to WASC conference attendees is pending for final approval and further discussion on conference details and requirements will be discussed in the Fall 2011 semester.

Assessment Software/System and Academic Department Conceptual Framework

The dialogue on an Assessment System as well as, academic department conceptual framework is currently pending. Since the beginning of the spring 2011 semester, a
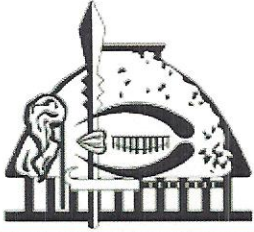
American Samoa Community College
Academic Affair Division
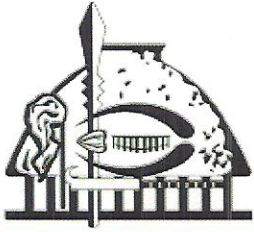**Assessment Planning Committee Exit Report**

quorum for APGC scheduled meetings was never attained. Faculty concentration and

participation was prioritized to the Curriculum sub-committees initiated and facilitated by

the Dean of Academic Affairs and the Vice-President of Academic and Student Affairs in

regards to the development and process to approve ASCC GEOs. Although meeting agendas

were disseminated via email *(Referencing APGC Agendas, Appendix F, p. 1-4)* discussions

took place with present APGC members but was not documented due to an unattained

quorum.

To initiate the dialogue on a potential data system that can organize assessment

data, collaboration amongst members from the Office of Institutional Effectiveness, the

Institutional Planning Executive Core Committee (IPECC), APCC, and the CIO reviewed

several data systems not limited to reservations made to participate in online webinars to

review data systems. The discussion is pending and an online webinar has been scheduled

with 'Compliance Assist' dated on the 12th of May 2011 *(Referencing email dated on the 10th*

of May 2011, Appendix J, p. 1).

Closing the Assessment Loop Manual

Clarification of General Education Outcomes

On the 29th of March 2011, ASCC Vice President- Dr. Kathleen Kolhoff tasked the

Assessment Planning Core Committee to review the GEO submission from the Curriculum

Committee and to provide direction towards addressing ASCC's GEOs. A comprehensive

presentation was developed on the 'Clarification of General Education Outcomes'

(Referencing Clarification of GEO Presentation, Appendix G, p. 1-52). The APCC reviewed the

concept of General Education and developed a list of questions to guide the GEO review:

1. What does ASCC have in connection to General Education?
2. Why is ASCC reviewing its curriculum conceptual framework?
3. How was the GEO dialogue Initiated?
4. What is the Process for Assessing ILOs & GEOs

Given the following questions, the core committee facilitated a review process based on

ASCC curricular practices *(Referencing Clarification of GEO Presentation, Appendix G, p. 5).*

The review process allowed the committee to define the roles and purpose of the academic

departments and academic programs (Core Foundational Areas and Co-Foundational

Areas) and its linkage to institutional core values, mission and vision of the college.

A discussion on core domains was initiated based on the current ASCC Institutional

Learning Outcomes (ILO) and compared to the Western Association of Schools and Colleges

(WASC) identified GEO domains *(Referencing Assessment Exit Report Fall 2010, Appendix A,*

p. 53). Emphasis on General Education Requirements (GER) surfaced and the question on

'What links the Foundational Component Areas to ILOs' was answered. As defined, General

Education is the core of the undergraduate for all students, regardless of major

(Referencing Assessment Exit Report Fall 2010, Appendix A, p. 20). General Education

Outcomes describe what ASCC wants students to be able to do on completion of the General

Education Program for an AA or AS degree *(Referencing Assessment Exit Report Fall 2010,*

Appendix A, p. 20).

Currently ASCC has defined nine foundational component areas: *(Referencing ASCC*
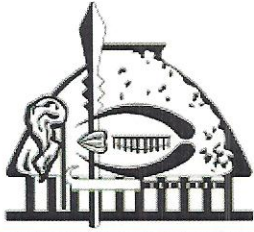
2010-2012 General Catalog, p. 60-66)

- Computer Technology
- Language and Literature
- History
- Mathematics
- Science
- Arts and Humanities
- Students of Samoa and the Pacific
- Social Science
- Physical Education

Each of the foundational component areas is currently managed under an academic department or program that may bare the same foundational name. These nine academic departments may serve the purpose as defined in a General Education Program however; there are discrepancies due to academic departments offering degrees and/or certificates, not limited to credit requirements for AA and AS degrees as indicated in GER foundational areas and clustering. One question we may ask is- If GER are housed under several of the academic departments or programs, will the academic department or program be responsible to report institutional data on outcome attainment? If so, do the academic departments and programs that offer GER have an equal consensus based on GEO purpose, cohesiveness, assessment, improvement and its institutional role? Why are AA and AS foundational areas for GER different in the course clustering section? *(Referencing ASCC 2010-2012 General Catalog, p. 60-66)* Are there any significant differences of GER for AA and AS degrees in terms of community needs, job placement, transferability and research? Answering the above questions will give the Assessment Committee a more in-depth vision of ASCC's ownership of GEOs for future planning.
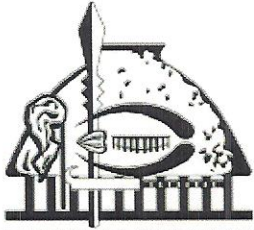
In the GEO process review, APCC thoroughly reviewed ASCC's current ILOs to identify commonalities offered for both AA and AS degrees. A breakdown on what has been assessed so far pertaining to ILOs was identified, analyzed and reviewed. The APCC could not find ways to make sense of the institutional data on ILOs because data that was collected were based on assessments conducted at a course level emphasizing Course Learning Outcome (CLO) attainment and minimal institutional assessment instruments that project ILO achievement such as, signature or capstone culminations, that would provide the institution with student achievement data based on degree (institution) and emphasis (program) aside from summative validity that is evident in student transcripts.

The task to provide cohesive planning to assess ILOs was discussed. APCC carefully reviewed all the ILOs and noticed that the identified domains- Communication, Job and Life Skills do not reflect all the content, attitudes, behaviors and skills addressed in many of the Foundational Content Areas and that each category per domain contains similar expectations (repetitious) while several other categories are too broad or contain multiple characteristics that may be conflicting when assessed. The committee was able to identify common grounds (ILO & PLO) by using the coding and theming process to organize ASCC's ILOs to better define the institutional domains and align outcome categories based on PLOs from the Academic Departments (Core Foundational Areas) that offer GER *(Referencing Clarification of GEO Presentation, Appendix G, p. 9-20).*

A list of outcome domains from Allan Hancock College was used to guide the discussion *(Referencing Allan Hancock College Catalogue 2010-2011, Appendix H, p. 10-11).*
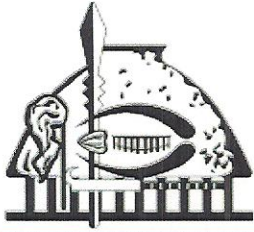
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- Communication
- Critical Thinking & Problem Solving
- Global Awareness & Cultural Competence
- Information & Technology Literacy
- Quantitative Literacy
- Scientific Literacy
- Personal Responsibility and Development

Allan Hancock College is also accredited by WASC and the committee agreed that the domains identified by Allan Hancock College share commonalities similar to many outcomes defined in ASCC's Core Foundational Areas. Prior to the identification of category outcomes per domain, the committee reviewed all PLOs for each of the academic departments and filtered out what is considered outcome institutional-based and outcome emphasis/program-based. *(Referencing Clarification of GEO Presentation, Appendix G, p. 21-33)*. With concentration on institutional-based outcomes, the categories were defined and organized under the seven defined domains *(Referencing Clarification of GEO Presentation, Appendix G, p. 34-41)*. Given that the GEO domains have now been identified and categorized by outcomes, a hypothetical grid was developed to map out the Core Foundational Areas by means of GEO domains *(Referencing Clarification of GEO Presentation, Appendix G, p. 42-44)*:

Foundational Areas	Communication	Critical Thinking & Problem Solving	Global Awareness & Cultural Competence	Information & Technology Literacy	Quantitative Literacy	Scientific Literacy	Personal Responsibility & Development
Computer Technology	X			X			
Language & Literature	X	X	X				X

Mathematics	X	X	X	X	X		X
Science	X	X		X		X	X
Fine Arts & Humanities	X	X	X	X			X
Samoan Studies	X		X	X			X
Social Science & History	X	X	X		X		X
Physical Education	X						X

The grid represents the Core Foundational Areas (row) and GEO Domains (column) and the 'X' indicates the category direct/indirect alignment represented by each foundational area. Concerns pertaining to outcomes emphasized in each of the Core Foundational Areas may be a future discussion amongst each of the academic departments/programs or Curriculum Committee with collaborative focus on Core Foundational and GEO enrichment, cohesiveness, assessment and transformation (continued quality).

In light of the thorough analysis provided by the APCC, ASCC GEO Foundational Core Component commonalities between an AA and AS degree have been identified *(Referencing Clarification of GEO Presentation, Appendix G, p. 47)*:

ASCC *Foundational Component* Core Credit Hours (AA & AS Degree Commonalities)
- Computer Technology- 3 Credit Hours (ICT 150)
- English- 6 Credit Hours (ENG 150, ENG 151)
- Social Science or Humanities- 3-6 Credit Hours (Refer to FCC Clusters)
- Mathematics- 3-5 Credit Hours (Refer to FCC Clusters)
- Science- 4 Credit Hours (Refer to FCC Clusters)
- Studies of Samoa and the Pacific- 3-4 Credit Hours (Refer to FCC Clusters)
- Physical Education-1 Credit Hour (Refer to FCC Clusters)

Total – 23-29 Foundational Core Credit Hours

An array of core courses have been identified based on options students are allowed to select from Foundational Component Areas however, the credit hours and foundational areas have been identified for both AA & AS Degrees based on commonalities.

The identified commonalities pertain only to the credit similarities between an AA and AS degree. Outcomes however have not been
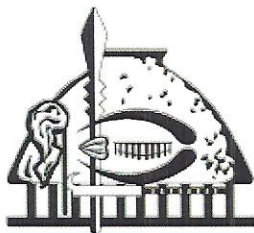
specified as there are multiple outcomes provided in the clustering section for each course that satisfies the credit per se for each Core Foundational Area. A review per Foundational Area will provide a clearer picture on outcome attainment, not limited to specificity of outcomes pertaining to GEOs, ILOs and PLOs.

Recommendations:

1. ***ILO & PLO Review***: It is recommended that each Foundational Component Area continue to assess its program outcomes and facilitate a review on what data is missing in comparison to CLO attainment and its alignment to PLOs, and to review PLOs according to emphasized content, skills, behavior and/or attitudes offered.

   a. *Options*:

      i. Academic Department/Program:
         We can continue with our current department and program assessment- Academic departments and programs that offer GER will have to differentiate institutional-based data from program-based data. This task will emphasize the importance of collaboration amongst all academic departments that offer GER. Listed are guiding questions and possible processes:

         1. Which outcomes in your department pertain to GER and which pertain to program emphasis requirements (if applicable)?
            a. *Evidence*- Institutional & Curriculum Grid/Map
         2. How are these outcomes assessed?
            a. *Evidence* - Assessment Plan or Assessment Matrix and a Assessment Report on SLO attainment
         3. Are all CLOs offered in your department/program accounted for in you PLOs?
            a. *Evidence*- Program Curriculum Map
         4. GER Collaboration: Academic departments/programs (GER Faculty) must review and discuss General Education Effectiveness on a constant basis.
            a. *Evidence*- Meeting Agenda, Minutes and Assessment Report with GEO achievement statistics.
         5. Program Emphasis: Academic departments/programs review CLOs and PLOs on a constant basis with focus on program-based curricula.
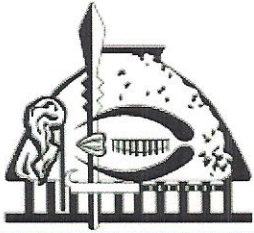
a. *Evidence*- Meeting Agenda, Minutes, and Assessment Report with CLO and PLO achievement statistics.

ii. General Education Program & Faculty: Define an ASCC General Education Program that houses all GER with a purpose to assess, review and improve GEOs. The General Education Program must consist of faculties who teach GER.
1. Focus: General Education Outcomes
   a. *Evidence*: GEO Assessment Map, GEO Assessment Cycle and procedures defined, Meeting Agenda, Minutes, and GEO Assessment Report reflecting GEO achievement statistics.

Note: If a General Education Program is identified with the above purpose and responsibility, academic departments and programs will be responsible only for program based SLO data. This will eliminate items one and four in the Academic Department and Program definition and process procedures.

2. ***GER Core Foundational Area Clustering***: It is recommended that a review on AA and AS GER clustering be reviewed. Specificity of GEOs must also be highly reflected based on ASCC core values and the mission of the college aside from general education required credits. A list of possible GEO Domains has been defined by APCC as well as the review of outcome categories. The Core Foundational Domains or requirements must reflect in both AA and AS to eliminate any discrepancies by means of outcomes and credits.

3. ***Core Foundational Areas***: It is recommended that the Core Foundational Areas review their GER PLOs: Core Foundational Areas include the following departments/programs:
   o Computer Technology (Trades & Technology)
   o Language and Literature
   o History
   o Mathematics
   o Science
   o Arts and Humanities
   o Students of Samoa and the Pacific
   o Social Science
   o Physical Education

Emphasis per outcome must strongly reflect content, skills, attitudes, behaviors particular to its discipline versus a holistic approach that may appear to be repetitious or too broad to assess.
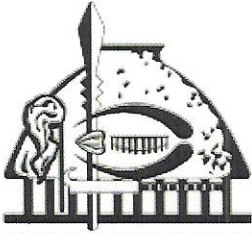
4. ***Assessment System/Software***: The assessment committee continues the dialogue on a system that will project institutional assessment data. A collaborative effort amongst the Office of Institutional Effectiveness, IPECC, administrators and CIO will remain as meetings for online webinars have been reserved.

5. ***Closing the Assessment Loops (Continuation)***: It is highly recommended that the Assessment Committee continue the dialogue on Closing the Assessment Loops at a course, program and institutional level to monitor and provide guidance to all academic departments and programs. Emphasis on reviewing the 'Closing the Loop' manual will be in effect and information will be disseminated accordingly.

6. ***Professional Development***: It is recommended by the committee to increase the dialogue on Assessment. Several faculty who have participated in past Assessment off-island workshop commute time to participate in in-house assessment forums and assessment meetings not limited to off-island professional conferences.

APPENDIX A

(ASSESSMENT EXIT REPORT FALL 2010)

Assessment Committee Exit Summary

Mr. Sonny J. Leomiti
Chairman, Assessment Planning Committee
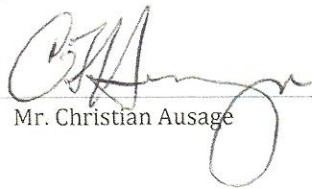
Mrs. Rosevonne Pato

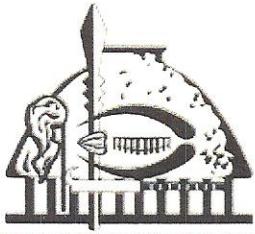Dr. Daniel Chang

Dr. Faofua Fa'atoafe

Mr. Sal Poloai

Ms. Annie Panama

Mrs. Letupu Moananu

Mr. Mikaele Etuale

Mr. Christian Ausage

American Samoa Community College
Academic Affair Division
Assessment Planning Committee Exit Report

December 13, 2010

Assessment Committee Exit Summary- Fall 2010

Overview from Spring 2010:

In spring 2010, the Assessment Report concludes that the Assessment tasks for the fall 2010 semester are as follow: "The Assessment Committee will reconvene and continue the 'Closing of the Loop' dialogue. Review of course approval forms initiated by the Dean of Academic Affairs for the fall 2010 semester will be in effect this summer to generate recommendations for each academic department pertaining SLO alignment and assessment. One initiative will include the addressing of a conceptual framework that will emphasize the co-curriculum of each department providing a smooth transition into the development of a Course SLO matrix that will indicate SLO alignment, CLO and PLO competencies, and formative and summative validity per course" *(Spring 2010 APC Exit Report, p. 10).*

Assessment Planning Core Committee (APCC) Summer 2010 Contracts:

Given that the Dean of Academic Affairs-Dr. Irene Helsham was an active participant in the Assessment Core Committee, Dr. Helsham initiated a (3) credit contract for the Summer 2010 Assessment Core Committee, which include the following members:

1. Mr. Mikaele Etuale
2. Mrs. Rosevonne Pato
3. Mr. Sonny J. Leomiti
4. Dr. Daniel Chang
5. Dr. Faofua Fa'atoafe
6. Mrs. Letupu Moananu
7. Mr. Teleai Ausage
8. Mrs. Annie Panama

This contract was based on the following outcomes:
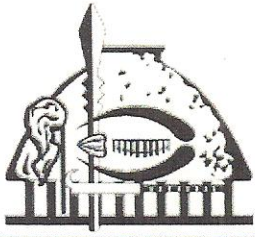
1. To review and analyze Academic Departments Assessment Plan submissions for 2008-10 and develop recommendations or guidelines for collecting and analyzing academic department assessment data for 2010-2012;

2. Review Departments/Programs Closing the Loop Assessment Summaries template. Develop a summary report analyzing the status on assessment of SLOs for each academic department/program;

3. Review the current Student Course Evaluation items and develop a new Student Course Evaluation addressing SLOs and to pilot revised Evaluations in the fall 2010 semester;

4. To disseminate findings and recommendations to improve data for assessment of SLOs to the faculties, Curriculum Committee, and Assessment General Committee;

5. To identify the process of selecting Assessment Planning General Committee (APGC) and Assessment Planning Core Committee (APCC) members *(Referencing APC Summer 2010 Contracts, Appendix A).*

In sum of the assigned outcomes for the summer 2010 contracts, the Dean of Academic Affairs prepared a clearance report that was edited by Assessment Chairman Leomiti to fulfill the contract obligations provided that recommendations were identified to better address the status of:

1. 'Closing the Assessment Loop' within academic departments:

    Academic Departments will concentrate on reviewing course and program learning outcomes with focus on SLO attainment via assessment-data collected on a semester basis pertaining to assessment instruments, pedagogy, alignment, and discussion on assessment plans in review of course and program learning outcomes. Recommendations: "Provide in-house workshops for departments on Closing the Assessment Loop processes and providing data based on recommendations that

would improve teaching, learning and curricula" *(Refer to APCC Activities Completed*

for Summer 2010 Session- Appendix B).

2. <u>Status of SLOs at the program and course level</u>:

In review of the course and program levels of 'Closing the Assessment Loops'

based on findings in the fall 2010 Assessment Planning Committee Exit Report, (6)

academic departments are continuing the assessment dialogue at a course level

while (10) academic departments have initiated or are reviewing learning outcomes

at a program level *(Referencing Fall 2010 APC Exit Report, p. 9).*

In reviewing the effectiveness of 'Closing the Assessment Loops' at a course

and program level, the Assessment Committee thoroughly reviewed the next step of

closing the loop on outcomes at an institutional level with guidance from the

'Guidelines for Closing the Assessment Loops' written in mid March 2010. Given that

after the Assessment Guidelines was written and presented to the general faculty

and administration, the Assessment Core Committee identified impediments

pertaining to ASCC's Curricular Infrastructure on SLOs. The concern addressed by

the committee was that ASCC has not identified General Education Outcomes. The

definition of General Education Outcomes as adopted by the Assessment Core

Committee are the "core of the undergraduate curriculum for all students,

regardless of major and contributes to the distinctiveness of college-educated adults

and guarantees that all college graduates have a broad, balanced education" (Allen,

2006, p.1). The Assessment Core Committee decided to discontinue the dialogue on

outcomes at an institutional level and focus on revisiting ASCC's Curriculum

Framework with concentration on General Education Outcomes.

3. Research on General Education Outcomes (GEO) and General Education Programs:

In initiating the dialogue on General Education Outcomes, intensive research

on General Education Programs, General Education Faculty, General Education

Domains and Categories, General Education Outcomes as posed by various

accredited colleges and universities, as well as ASCC's current curriculum

framework and infrastructure, not limited to the many resources on GEO samples

provided by Dr. Frederick Trapp- ACCJC Assessment Mentor was reviewed. Various

documents pertaining to ASCC's existing curriculum practices were identified

(Referencing ASCC Current Institutional Curriculum Map, Appendix D).

Utilizing ASCC's current curriculum framework model as a guide to

determine the effectiveness of ASCC Curriculum Infrastructure led the assessment

dialogue to identify a curriculum with inclusion of a General Education Curriculum

that differentiates between Institutional and General Education Outcomes

(Referencing ASCC Core Curriculum Map, Appendix E, p. 3-11). A diagram was

developed and indicators were identified pertaining to ASCC's existing curricular

practices, identification of levels of General Education Assessment, Defining General

Education and Outcomes, and a GEO guide provided by Dr. Trapp on the Western

Association for Schools and Colleges sample defined domains of General Education

Outcomes was used. *(Referencing APCC GEO Definition PowerPoint Presentation,*

Appendix F, p. 1-6). The APCC identified that the only link to General Education

Outcomes are the current ASCC General Education Course Requirements. With

consideration to prevent the establishment of a new process to address General

Education Outcomes, the Assessment Planning Core Committee developed a matrix

to review the clusters of the current General Education Requirements (courses) for

all AA and AS degrees *(Referencing General Education Outcome Identification Matrix,*

Appendix E, p. 9-11) currently offered in seek of possibilities to find commonalities

amongst all General Education Course Requirements in terms of General Education

Domains and Categories. After reviewing all General Education courses, many issues

arose with questions pertaining to SLO appropriateness (the clustering of courses

by content versus the clustering of courses by outcomes).

Recommendations: APCC will continue identifying a General Education Outcome

Process Initiation and Presentation to be presented to the Curriculum Committee in

the fall of 2010 semester.

4. Revision of Course Evaluations Forms:

Several questions were addressed pertaining to the current evaluation form

for courses: Is the evaluation used to assess the course or the instructor? What is it

that we want to gain from this course evaluation? What data can academic

departments use from the current course evaluation *(Refer to Student Evaluation*

Form of Instructor and Course, Appendix G) to identify if Course Learning Outcomes

(CLO) have been achieved?
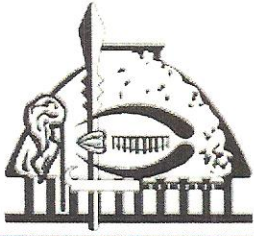
In reviewing the purpose of the course evaluation, the committee agreed that since there is already in place an instrument to evaluate instructors, the course evaluation should focus on the appropriateness of student input based on course objectives, student involvement, authenticity, CLO attainment, and relevancies that address ASCC's mission statement. Samples of the Course evaluations were reviewed from other accredited institutions and two course evaluation forms were identified: The Student Course Evaluation and the Instructor Course Evaluation *(Refer to Student and Instructor Course Evaluation Forms, Appendix H).* The Course Evaluation discussion concluded with the consensus that both student and instructor course evaluation forms will be used to assess courses only, not the instructor.

Recommendations: The evaluation Forms will be presented to the Curriculum Committee in the fall of 2010 for their review and to the General Faculty if approved by the Curriculum Committee.

The Vice President of Academics and Student Affairs-Dr. Kathleen Kolhoff and ASCC President-Dr. Seth Galea'i approved the APCC clearance report for the APCC Summer 2010 contracts on the 24th of August 2010 *(Refer to Appendix C).*

Fall 2010 Initiation of Assessment Tasks:

Fall 2010 Initiation of Assessment Tasks:

To initiate Assessment Tasks for the fall 2010 semester, the Dean of Academic Affairs-Dr. Irene Helsham tasked the Assessment Planning Core Committee with three
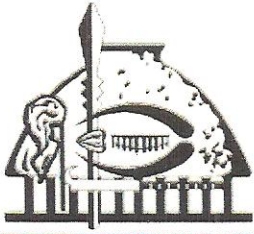
presentations during the week of Faculty Orientation: *(Referencing Fall 2010 Schedule of Faculty Orientation Week, Appendix I, p. 1-2)*

1. <u>Course Evaluation Forms</u>: The revised course evaluation forms was presented to the ASCC administration, academic department chairmen, and faculty on the 16th of August during the faculty orientation. Mrs. Rosevonne Pato-Director of Institutional Effectiveness led the course evaluation presentation.

Mrs. Pato presented a second presentation on the student and instructor course evaluation forms to the Curriculum Committee on the 9th of September 2010 *(Refer to Course Evaluation Form PowerPoint Presentation, Appendix J, p. 1-5)*. Concerns pertaining to the course evaluation forms were addressed by a few Chairmen in the Curriculum Committee *(Refer to email drafts- Curriculum Committee Members, Appendix K, p. 1-7)* however, both student and instructor course evaluation forms were approved by the Curriculum Committee on the 21st of September with minor changes *(Refer to email draft, Appendix K., p. 8)* and has been scheduled to be piloted in the 2010 fall semester.

2. <u>Closing the Assessment Loops</u>: The Assessment Planning Core Committee led the presentation on 'Closing the Assessment Loops'. This presentation focused on 'Closing the Loop' at a course level and initiating the assessment dialogue at a program level. Emphasis for guidance was provided to faculties utilizing the Assessment Guidelines for 'Closing the Assessment Loops' that was written in March 2010.
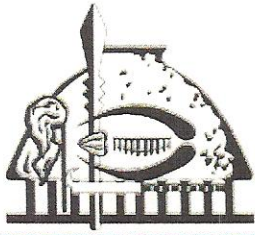
3. <u>General Education Outcomes</u>: The APCC agreed to withhold the presentation on

General Education Program and Outcomes to the general faculty due to certain

procedures that the committee must review pertaining to a smooth transition in

curriculum mapping and cohesiveness in curriculum framework. The committee

agreed that the GEO presentation might overwhelm faculties considering that

the 'Closing of the Assessment Loop' on course and program outcome processes

had been initiated.

Assessment Planning General Committee Working Agenda:

The Assessment Planning General Committee (APGC) reconvened on the 16th of

September 2010. The initial meeting reviewed the roles and responsibilities of all

assessment committee members differentiating between the roles of the Assessment

Planning General Committee Membership and the Assessment Planning Core Committee

Membership *(Referencing APC Minutes dated on the 16th of September, Appendix L, p. 1-2).*

Continuity pertaining to assessment tasks in the spring 2010 semester was addressed and

copies of the spring 2010 Assessment Planning Committee Exit Report was disseminated to

all members of the committee. Continuation of the Assessment 'Closing of the Loop'

processes were addressed and a brief explanation on GEOs was given to the Assessment

Planning General Committee based on the on the scope of work and findings of the

Assessment Planning Core Committee (APCC).

WASC I and II Assessment Workshops:
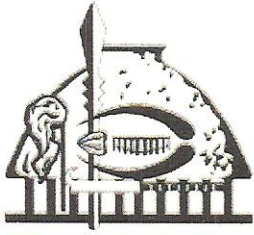
Two groups were identified comprised of assessment members to participate in the

Western Association for Schools and Colleges (WASC) Assessment Level I and II

workshops. The schedule of workshops, location, dates, and attendees are as listed:

1. **WASC Level I Assessment Workshop**:
   Date: September 23-24, 2010
   Location: Crown Plaza Resort- Anaheim, California
   Attendees: Mr. Dennis Fuimaono, Mr. Ionatana Fa'asavalu, Mr. Mike Leau, Mr. Evile
   Feleti, Mr. Tunufa'i Leiato, Mr. Mark Mageo, Mrs. Siamaua Ropeti, and Mr. Sonny J.
   Leomiti (Team Leader)

2. **WASC Level II Assessment Workshop**:
   Date: October 21-23, 2010
   Location: Crown Plaza Resort- Anaheim, California
   Attendees: Mrs. Melelina Fiaui, Mr. Kuki Tuiasosopo, Ms. Annie Panama, Mr. Lam
   Yuen Lam Yuen, Mr. Elvis Zodiacal, Mr. Michael Leau, Dr. Irene Helsham, Mrs.
   Rosevonne Pato, and Mr. Sonny J. Leomiti (Team Leader)

Each WASC workshop required that attendees submit a team working agenda based on

assessment practices. The Assessment Chairman-Mr. Sonny Leomiti submitted project

descriptions for each of the WASC Level I and II workshops *(Refer to WASC- Level I Training*

& WASC- Level II Training, Appendix M, p. 1-9).

WASC Level I Assessment attendees focused on Curriculum Mapping and Alignment

of Student Learning Outcomes at all levels carefully reviewing what has been done towards

assessment as reported in the spring 2010 Assessment Exit Report *(Refer to ASCC Faculty*

Participate in WASC Assessment Workshop Article, Appendix M, p. 3-4).

The WASC Level II workshop attendees team project focused on Conceptual

Curriculum Mapping and Assessment Process for Institutional Learning Outcomes and

General Education Outcomes. The Assessment Planning Core Committee addressed the

following questions in search of other campus practices not limited to WASC mentor

assistance: How may Institutional Learning Outcomes (ILO) benefit an institution aside

from General Education Outcomes? What are the commonalities between the two types of

outcomes? and What distinctive characteristics differ between the two? *(Refer to WASC II*

Team Project Information, Appendix M, p. 5). Aside from the team project, the ASCC

assessment attendees were also tasked with a presentation on two of the best Assessment

Practices. Two ASCC assessment practices were identified: Closing the Assessment Loop

Dialogue Manual and the General Education Outcomes Process Initiation that was

identified in the summer of 2010 by the Assessment Planning Core Committee *(Refer to*

WASC II Team Project Information, Appendix M, p. 6).

Open Space Forum: Expanding the Assessment Dialogue:

Members who attended the WASC I Assessment Workshop initiated the dialogue on

Assessment Open Space Forum and were proposed by the Chairman *(Referencing*

Assessment Minutes dated on the 30th of September 2010, Appendix N, p. 2). The purpose of

the Open Space Forum was to establish assessment awareness to all non-assessment

faculties within the institution as demonstrated by WASC Mentors in the WASC I Workshop

in Anaheim, CA. The interest of the committee was to expand the assessment dialogue

pertaining to concerns or frustrations faculties may have towards assessment. Research on

college practices based on assessment forums and inclusion of non-assessment faculties

was tasked (Referencing Assessment Minutes dated on the 14th of October 2010, Appendix

O, p.5). Given that the Assessment Open Space Forum was approved by the General
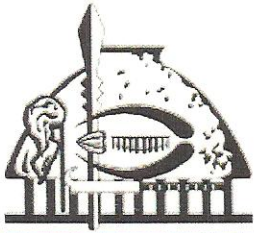
Committee, two days were identified to implement the expanding of the assessment dialogue to non-assessment faculties: The Friday before the week of spring break and the last day of faculty orientation in the fall semester *(Referencing Assessment Minutes dated on the 28th of September 2010, Appendix P, p. 2)*. An agenda for the Assessment Open Space Forum was discussed and the committee tasked assessment members who attended the WASC I Assessment Workshop in Anaheim to generate a sample agenda for the committee's review in the spring 2011 semester *(Referencing Assessment Minutes dated on the 2nd of December 2010, Appendix Q, p. 3)*.

Centralizing Assessment Data:

A process to centralize assessment data was initiated by the assessment committee. Committee members addressed concerns of accessing assessment data, assessment processes, and other documentation pertaining to assessment *(Referencing Assessment Minutes dated on the 30th of September 2010, Appendix N, p. 2)*. The committee approved the centralization of assessment data given that the Chairman initiate the dialogue on possibilities to allow faculties to access assessment documentation on the Modular Object-Oriented Dynamic Learning Environment (MOODLE) server or on the college's website *(Referencing Assessment Minutes dated on the 30th of September 2010, Appendix N, p. 2)*.

To facilitate the centralization of assessment data, Chairman Leomiti worked closely with the Chief Information Officer (CIO)-Ms. Grace Tulafono on possibilities to load information pertaining to assessment on the MOODLE Server or on the colleges website. With the assistance of Ms. Tulafono, a sample webpage was drafted and possibilities for

sorting assessment data *(Refer to Assessment Agenda & Resources dated on the 28th of October 2010, Appendix R, p. 2-3).* Concerns regarding the updating of the ASCC website was discussed to organize information according to institutional committees, divisions, services, and administration. One issue addressed by Ms. Tulafono who currently manages ASCC's website was based on the question, "Who approves what goes on the website?" To expand the dialogue, the question was addressed to the Assessment Planning Core Committee, Institutional Effectiveness Director-Mrs. Rosevonne Pato, Vice President of Academic and Student Affairs-Dr. Kathleen Kolhoff and President-Dr. Seth Galea'i. In response to the question, an agreement was made that a committee must be formed and tasked with the responsibility to review and approve information on the ASCC website *(Referencing Assessment Minutes dated on the 28th of October 2010, Appendix P, p. 2),* *(Referencing APCC Agenda dated on the 26th of October 2010, Appendix T).* Currently the dialogue on the ASCC website and centralization of assessment information for transparency purposes is pending.

General Education Outcomes Process Initiation Research and Presentation (APCC):

The Assessment Planning Core Committee (APCC) continued with the dialogue on General Education Outcomes in the fall 2010 semester. A planning agenda was established: *(Referencing APCC Agenda dated on the 5th of October 2010, Appendix S).*

<u>Assessment Planning Core Committee Presentation Outline:</u>

I.   ASCC Current Curriculum:
        i. History
       ii. Current Framework

II.   Definition of General Education:
        i. General Education Program
        ii. General Education Outcomes
        iii. General Education Faculty

III.   General Education Conceptual Framework:
        i. General Education Curricula
        ii. Institutional Curricula
        iii. Program Curricula
        iv. ASCC Courses

IV.   Curriculum Map on General Education
        i. Domains
        ii. Categories

V.   Categorizing General Education Course Requirements:
        i. AA/AS Clustering Matrices

Members of the Core Committee were assigned a section of the GEO planning outline to further research and organize their information in preparation for the GEO presentation to the Curriculum Committee *(Refer to APCC Agenda dated on the 26th of October 2010, Appendix T)*. APCC members completed the General Education Outcomes Initiation Presentation and a demo presentation was presented to the ASCC President-Dr. Seth Galea'i, Dean of Academic Affairs-Dr. Irene Helsham, and Dean of Student Services-Dr. Emelia Le'i on the 16th of November 2010. Recommendations posed by the administration were used to improve the GEO presentation process and was presented to the Curriculum Committee on the 18th of November 2010 *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 1-34)*. Narratives pertaining to each section of the presentation as assigned to each core committee member are provided:

ASCC Assessment Curriculum Past Practices: (Mrs. Rosevonne Pato)

With the establishment of the Assessment Planning Committee (APC) in the fall of 2005 (November), assessment efforts began at the Institutional level. The first task of the APC was to review the mission of the college. The review of the mission took place throughout the Fall Semester of 2005 and the Spring Semester of 2006. This review entailed the following specifics:

- Revision of the mission to include in its wording " quality *services* and programs;
- Identification of 3 domains (communication skills, job skills, life skills) of student learning outcomes from the (1) 4 bullets of transferability, workforce, research & extension, and awareness of Samoa and the Pacific, (2) high school ESLRs, and (3) employer satisfaction survey results;
- Identification of specific indicators for the 3 domains of Institutional Student Learning Outcomes.

The Assessment Planning Committee's task moved to the Program level with the approval of the Institutional Learning Outcomes by the Curriculum Committee in the Spring Semester of 2006. The APC was comprised of department chairpersons, the Dean of Instruction, and the Assistant to the Dean of Instruction, which assisted in the thorough revision of program and department goals to be written as Program Learning Outcomes with alignment to the Institutional Learning Outcomes. In the summer of 2006 all course descriptions and learning objectives were revised to be aligned to Program Learning Outcomes. The associate degree programs and Certificates of Proficiency were revised to show alignment to the Institutional Learning Outcomes. The ASCC Catalog 2006 – 2008 reflected all the

approved changes with alignment of degrees, certificates, program, and department missions to the Institutional Learning Outcomes.

With implementation of the approved ASCC 2006 – 2008 Catalog in the fall of 2006, all programs and departments were tasked to revise course syllabi to reflect the following:

- Differentiation of course objectives and course outcomes (F2006)
- Alignment of course outcomes to the Program Learning Outcomes and Institutional Learning Outcomes (F 2006)
- Identification of the alignment of course requirements and grading with course outcomes (F2006 – F2007)
- Identification and implementation of assessment instruments such as rubrics.

With the submission of Department Assessment Plans in fall of 2007, the APC identified a specific assessment tool to assess communication skills throughout the entire ASCC curriculum. The assessment of communication skills in all courses was implemented through the use of rubrics for group and individual oral presentations (speaking skills) and for research papers (writing skills). Several programs and departments used other assessment instruments to assess reading skills, listening skills, and job skills.

By the fall of 2009, all course syllabi reflected assessment and alignment to institutional and program learning outcomes *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 2-5).*

Fall 2009-Srping 2010 Assessment Goals: (Mr. Sonny J. Leomiti)
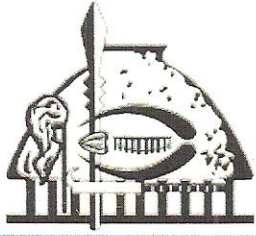
In reviewing the Assessment Committee's Goals, data was drawn from the academic calendar 2008-2010 assessment tasks *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 7).* A template was provided indicating action agendas and tasks that have been completed and reviewed which led to the establishment of the current two-year goals initiated by the Assessment Committee in the Spring of 2010: *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 7-8).*

Goal 1: *Emphasize SLO effectiveness, alignment, and process that continue to improve SLO achievement at all levels:* *(AE-1:SO-1:PI-2:A-1,2)*

Objective 1: Analyze SLO data to determine SLO Effectiveness:

Indicator 1: Analyze SLO data a Course Level from each academic department and provide recommendations pending SLO achievement; *(Achievement- 80%, Referencing Assessment Spring 2010 Exit Summary Report, p. 9)*

Indicator 2: Analyze SLO data at a Program Level from each academic department and provide recommendations pending SLO achievement; *(Achievement- 47%, Referencing Assessment Spring 2010 Exit Summary Report, p. 9)*

Indicator 3: Validate that SLOs at a Course and Program level are aligned to the Institutional Learning Outcomes. *(Achievement- 0%)*

Goal 2: *Define a Clear Process of SLO Assessment*: *(AE-1:SG-1:PI-2:A-1,2)*

Objective 2: Design an Assessment Manual/Guide:

Indicator 1: Differentiating between Learning Objectives and Learning Outcomes *(Achievement- 80%)*

Indicator 2: Identifying a process for SLO assessment; *(Achievement- 80%, Referencing Assessment Spring 2010 Exit Summary Report, pp. 4-7)*

Indicator 3: Review Department Assessment Plans; *(Achievement- 80%)*

Indicator 4: Utilize data to Improve ASCC Curriculum Infrastructure. *(Achievement- 25%)*

Achievement indicators were identified allowing the committee to monitor the achievement of each goal *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 7-8).*

Current Curricular Practices: *(Mrs. Letupu Moananu)*

The general education conceptual framework consists of ASCC current practices and future trends for Assessment and Curriculum committees. Current assessment practices involve identifying and assessing Course Learning Outcomes (CLO) that are aligned to various Programs Learning Outcomes (PLO). All of the CLO and PLO identified must be aligned to the Institutional Learning Outcomes (ILO). It is evident from departmental presentations that all courses offered at ASCC have identified CLOs, and in addition various departments and programs have also assessed Course Learning Outcomes. Data collected also suggested that several programs have already initiated an assessment plan of its PLOs. There is still a need for all Departments and programs to continue the process in assessing all PLOs. This process will resume once the committee has identified General Education Outcomes (GEO), which will also assist in closing the loops at all levels.
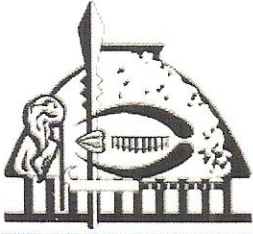
Currently ASCC has 17 departments and programs in which nine of those departments offer General Education Requirements for the AA programs and seven departments for the AS programs. Since ASCC offers AA and AS degree programs it is imperative that the Institution identifies General Education Outcomes in order to assess whether its graduates have met all the General education requirements. ASCC also has Academic Support Departments, which are comprised of the ELI department, College Life Planning (CLP) department, and Remedial Math under the Math department. These support programs play a critical role for student academic preparations into both core curricula and the co-curriculum of the Institution.

The future trend for the curriculum and assessment committee is to identify General Education Outcomes that are aligned to the three domains of content enrichment, ethics, and lifelong learning. The general education requirements offered for the AA and AS degrees have CLOs that have been assessed at the course level but not as a general education outcome. The process in-place just needs to extract outcomes that are aligned to the three domains from various departments offering general education requirements in order for the institution to have a comprehensive and cohesive general education curriculum *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 9-12).*

<u>*Definition of General Education:*</u> *(Dean Poloai & Dr. Fa'atoafe)*

This portion of the presentation facilitated an understanding on the following areas:
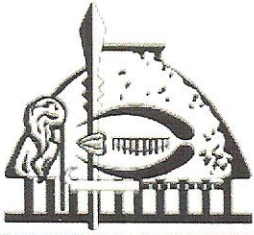
1. How General Education Outcomes tie to the Mission, Vision & Core Values of ASCC.
2. Describing and defining General Education
3. Describing and defining General Education Outcomes
4. Presenting other IHE's definition of General Education & General Education Outcomes.
5. Identify and Align ASCC's ILO's to WASC's 3 Domain's (1) Content Enrichment; (2) Life Long Learning; (3) Ethics & Citizenship.

Definition of General Education:

- The core of the undergraduate curriculum for all students, regardless of major;

- Contributes to the distinctiveness of college-educated adults and guarantees that all college graduates have a broad, balanced education (Allen, 2006, p.1).

General Education Outcomes:

- Describes what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree.

- Assesses the breadth & depth of our students learning;

- Accreditation Requirement *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 13-19).*

General Education Conceptual Framework: (Ms. Annie Panama & Mr. Christian

Ausage)

Drawing on current practices from evidence obtained, we presented current

levels of the college's infrastructure that have defined Student Learning Outcomes:

1) Institution 2) Program, and 3) Course (Student). However, the current curriculum

mechanism (illustrated by three gears) represents current practices in place.

Several questions come to mind: Are the current assessment practices addressing
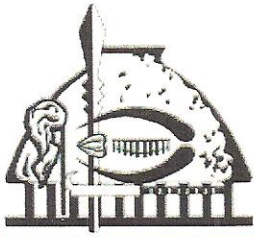
and meeting the institution's mission, vision and values? Is the student graduating from ASCC prepared for work, for life as such?

The institution's current curriculum focus represented by the larger gear is at the Program level which moves or drives the General Education Requirement, and the Institutional Expectations gears to function and operate properly at a rather nonchalant rate as evident from data collected and analyzed.

However, ASCC needs to shift focus and move with the trend and direction of the Curriculum Expectation for all Colleges and Institutions as recommended by WASC. The mechanism's main component and larger wheel should focus on the General Education Curriculum, or the Core Curriculum that will also house the Institution's expectations. This seemingly is a proper fit and will have the strength and function to move the Academic Program Curriculum at a constant speed and with that ensures the movement and support from the Academic Support Programs such as the Tutorial services.

ASCC assessment tools have been identified to measure the defined outcomes at the Course level, which are strategically aligned to the Program and Institution's Learning Outcomes. The missing link to the assessment chain is the General Education Outcomes. These are the skills, attitudes, values and behaviors student will possess on exiting ASCC *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 20-24).*

Curriculum- Inclusion of General Education: *(Mr. Sonny J. Leomiti)*

Based on the Assessment Committees review on ASCC's Curriculum

Infrastructure focus was directed to the mission and core values of the college

reviewing the qualities and traits that represent the institutions highest priorities

and driving forces.. A Curriculum Map was identified *(Referencing General Education*

Outcomes Process Initiation Presentation, Appendix U, p. 27) specifying three General

Education possible domains- Content Enrichment, Life-long Learning, and Ethics

and Citizenship that will provide the foundations that mark each college-educated

adult regardless of degree. With these three domains of General Education, possible

categories were identified:

> Domain 1: Content Enrichment: Category- 1: Humanities and Fine Arts
> Concepts and Methods, Category- 2: Natural Sciences Concept and Methods
> Category- 3: Social Science Concepts and Methods.
>
> Domain 2: Life-long Learning: Category- 1: Speaking and Listening, Category-
> 2: Writing and Research, Category- 3: Information Competence and
> Computer Literacy, Category- 4: Quantitative Reasoning and Critical
> Analysis/Logical Thinking, Category- 5: Learning through a variety of Means.
>
> Domain 3: Ethics and Citizenship: Category- 1: Ethical Principles and Civility
> and Interpersonal skills, Category-2: Respect for Cultural Diversity and
> Historical and Aesthetic Sensitivity, Category- 3: Civic, Political, and Social
> Responsibility.

Given that the identified categories may currently address many of the outcomes

encompassed in our current general education requirements, a review of the three

general education domains led to the classification of categories pertaining to

commonalities amongst all current general education requirements. The question

now is how effective are the current clustering of courses for general education
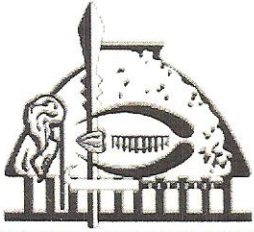
requirements? Will we base the clustering of courses for all general education requirements according to content or by outcomes? *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 25-29).*

Categorizing General Education Course Requirements: *(Dr. Daniel Chang)*

A list of general education required courses for both Associate of Art Degree and Associate of Science Degree were presented on a matrix based on the nine areas of the liberal art requirements. This was presented to the Curriculum Committee to ask those committee members who are involved in teaching those identified courses to look over the course syllabi and to find the commonalities among those course learning outcomes and to generalize them into possible General Education Outcomes. The Assessment Core Committee recommended the Curriculum Committee to start with 4-5 measurable GEOs because it would be more realistic to assess and analyze and to complete the GEO assessment cycle before the year 2012. It was hypothesized that based on this initial assessment data of GEOs, courses may be deleted or added to the General Education Course Matrix. This will in turn strengthen our general education curriculum and provide a stronger foundation of skills and knowledge to our students and their specialized area of studies when they graduate from ASCC *(Referencing General Education Outcomes Process Initiation Presentation, Appendix U, p. 30-34).*

The General Education Outcomes Process Initiation Presentation was presented on the 18th of November to the Curriculum Committee. The Curriculum Committee in return,
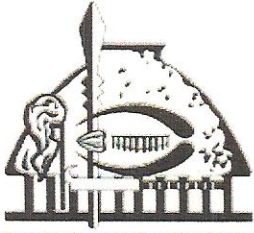
will review the research provided by the Assessment Committee and will discuss and

finalize the final component of ASCC's Curriculum Infrastructure with the inclusion of a

General Education Program *(Referencing General Education Outcomes Process Initiation*

Presentation, Appendix U, p. 1).

Recommendations and Future Planning:

1. Professional Development: The Assessment Planning Core Committee (APCC) will continue to research on areas on the assessment of general education outcomes provided that committee members participate in Professional Development Workshops off-island to review what other colleges and universities are practicing pertaining to GEO assessment cycles.

   The Assessment Planning General Committee (APGC) continues to attend WASC Level 1 & 2 Assessment Workshops. Information gathered will contribute to the expansion of the assessment dialogue in reference to the Assessment Committee not limited to the projection of success data within each respective academic department.

2. Assessment Software/System: Another area of concentration will be to review how assessment data will project SLO achievement. The Assessment Committee will work collaboratively with the Office of Institutional Effectiveness pertaining to SLO Achievement Data and possible assessment systems.

3. Academic Department Conceptual Framework: Academic Departments continue to collect CLO and PLO data for the 2010-2012 academic cycle. For academic departments that offer degree certificates, it is recommended that a conceptual framework and curriculum map be identified for cohesiveness in curriculum planning. The Curriculum Mapping may also lead to the review of your department's Assessment Plan.

4. Expanding the Assessment Dialogue (Open-Space Forum): The Committee will continue identifying two days for in-house training on assessment for non-assessment faculties. Implementation agendas are pending and may require a budget.

5. Closing the Assessment Loop Manual: A revision of the current manual must reflect 'Closing the Loop' processes at an Institutional Level and General Education Level.

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Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials; Planning, implementing, and improving assessment in higher education.* San Francisco, CA: Jossey-Bass.

Appendix A

(APC Summer 2010 Contracts)

May 11, 2010

TO: Dr. Seth Galeai
        President

FR: Dr. Irene Helsham
        Dean of Academic Affairs

VIA: Dr. Kathleen Kolhoff
        Vice President of Academic and Student Affairs

RE: **SUMMER CONTRACT FOR APCC**

Due to the continuing work on Assessment of Student Learning Outcomes (SLOs) the Assessment Planning Core Committee (APCC) would like to request for your approval a 3 credit class contract for the committee members during our Summer Session 2010. Outlined in this proposal are the summer tasks for the committee to address.

ASCC Assessment Planning Core Committee (APCC)

Members:
1.
2. Mr. Mikaele Etuale, Curriculum Committee Chairperson
3. Mrs. Rosevonne Pato, Institutional Advancement Director
4. *Mr. Sonny Leomiti, Assessment Coordinator
5. Dr. Daniel Chang, Health and Human Services Chairperson
6. *Dr. Faofua Fa'atoafe, Business Education Chairperson
7. *Mrs. Letupu Moananu, Math Department Chairperson
8. *Mr. Teleai Christian Ausage, Samoan Studies Chairperson
9. Ms. Annie Panama, CLP/Student Services

The members with asterisk * in front of their names have a one course and Curriculum Committee summer contracts; this will be their third contract. These four instructors are needed to teach and they are department chairpersons with the exception of Sonny Leomiti who is needed to teach ED240. I will not be seeking compensation for the APCC Summer tasks.

2 4 MAY 2010

ASSESSMENT PLANNING CORE COMMITTEE (APCC) SUMMER PROPOSAL

The Assessment Planning Core Committee (APCC) request needed time to complete the Assessment review of processes and evidence provided by the academic departments, to determine the closing of the Assessment Loop at the course, program, and institutional levels for 2008 - 2010 and provide recommendations to improve the collecting of assessment data for 2010 – 2012.

The following objectives identify the APCC Summer Tasks to complete:

1. To review and analyze Academic Departments Assessment Plan submissions for 2008 – 10 and develop recommendations or guidelines for collecting and analyzing academic department assessment data for 2010-12.

2. Review Departments/Programs Closing the Loop Assessment Summaries template. Develop a summary report analyzing the status on assessment of SLOs for each academic department/program

3. Review the current Student Course Evaluation items and develop a new Student Course Evaluation addressing SLOs and to piloted revised Evaluation in the Fall Semester 2010.

4. To disseminate findings and recommendations to improve data for assessment of SLOs to the Faculties, Curriculum Committee, and Assessment Planning General Committee;

5. To identify the process of selecting Assessment Planning General Committee (APGC) and Assessment Planning Core Committee (APCC) members.

Appendix B

(APCC Completed Tasks for Summer 2010)

ACADEMIC AFFAIRS DIVISION
ASSESSMENT PLANNING CORE COMMITTEE (APCC)

July 23, 2010

APCC Activities completed for Summer Session - 2010:

I.   **Status on Closing the Assessment Loop for each department.**

After the review of Closing the Assessment Loop summaries from all departments the APCC concluded that the Math, ELI, Business Education, and Teacher Education departments are the closest to the Closing the Assessment Loop at the Program and Course levels. (Referencing APCC Exit Summary Spring 2010)

All other department will need to follow and complete the Guidelines on Closing the Assessment Loop Manual. The committee also suggest further training workshops with individual departments is needed in order to provide technical assistance in completing the process required on Closing the Assessment Loop.

RECOMMENDATIONS:
  1. Provide in-house workshops for departments on Closing the Assessment Loop process.
  2. Provide technical assistance to the departments on Closing the Assessment Loop from the APCC.
  3. Departments presentations on Closing the Assessment Loop
  4. Departments provide recommendations to improve teaching, learning, and curricula.

II.   **Status of Student Learning Outcomes at the Program and Course Levels.**

The APCC concluded we could not evaluate the alignment of PLO's and CLO's by each department until we define our General Education Outcomes (GEO). This will able the APCC to determine the appropriate alignment of the departments' Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). (Referencing APCC Agenda & templates-Summer 2010)

During the summer weeks the committee worked rigorously in trying to identify categories for general education outcomes, by reviewing and discussing our existing Institutional Learning Outcomes categories, our academic programs and PLOs, models from other institutions, the ACJCC General Education standards and literature research in the areas of assessment, student learning outcomes, and general education outcomes.

With the guidance of Assessment Coordinator Mr. Sonny Leomiti with were able to review and dialogue on identifying and understanding the process of why it was importance for ASCC's Academic Division to first identify and institutionalize General Education Outcomes (GEO). With the identification of GEOs because general education expectations go across all Associate degrees and Certificate program.

The outcome of this discussion was the development of the Identification of General Education Outcomes (see attachment). This document outlines the general education map and curriculum framework. From this document the APCC was able to work on identifying 11 GEO categories, which later was assigned to three possible GEO Domains. The GEO domains and categories are provided below:

*POSSIBLE GENERAL EDUCATION DOMAINS AND CATEGORIES:
- I. Content Enrichment
  - a. Humanities and Fine Arts Concepts and Methods
  - b. Natural Science Concepts and Methods
  - c. Social Science Concepts and Methods

- II. Ethics and Citizenship
  - a. Ethical Principles, Civility and Interpersonal Skills
  - b. Respect for Cultural Diversity and Historical and Aesthetic Sensitivity
  - c. Civic, Political, and Social Responsibility

- III. Life – Long Learning
  - a. Speaking and Listening
  - b. Writing and Reading
  - c. Information Competence and Computer Literacy
  - d. Quantitative Reasoning and Critical Analysis/Logical Thinking

After identifying GEO categories each committee member was assigned to align ASCC general education courses according to the GEOs (develop a matrix). The committee agreed for the GEO Categories descriptive narrative should be the responsibility of the Curriculum Committee since this involves curriculum mapping in specific content areas.

The mapping of general education courses provides examples of how each course should have some aligned to the identified GEO categories. (see attachment)

RECOMMENDATIONS:
1. Provide workshops and training on General Education Outcomes to faculty and Curriculum Committee in the Fall 2010 semester.

Appendix C

(APCC Summer 2010 Contract Approval Form)

American Samoa
Community College

TO: Dr. Seth Galeai
        President
        And
        Dr. Kathleen Kolhoff
        Vice President of Academic and Student Affairs

FR: Dr. Irene Helsham
        Dean of Academic Affairs and Chairperson for
        Assessment Planning Core Committee

RE: **APCC SUMMER CONTRACTS**

Attached for your review and approval for clearance is the Assessment Planning Core Committee tasks completed during Summer Session 2010. They are documents developed and reviewed by the committee and a summary report to fulfill contract obligations for payment when cash is available.

Thank you for your time and support.

_____ 8/24/10
Dr. Seth Galeai, President

        X
        Approved   Not Approved

_____
Dr. Kathleen Kolhoff
Vice President of Academic Affairs

        ✓
        Approved   Not Approved

Cc:
Sonny Leomiti
Rosevonne Pato
Dr. Faofua Faatoafe
Letupu Moananu
Annie Panama
Dr. Daniel Chang
Teleai Christian Ausage

Appendix D

(ASCC Current Institutional Curriculum Map)

**Current Visual of ASCC
Curriculum Framework:**

ASCC INSTUTITIONAL CURRICULUM MAP

ASCC ACADEMIC
CORE
DEPARTMENTS

ASCC ACADEMIC
SUPPORT
DEPARTMENTS

ASCC
GRADUATE

ASCC GENERAL
EDUCATION
OUTCOMES (NOT
DEFINED)

ASCC INSTITUTIONAL VALUES:
COMMUNICATION, JOB, AND LIFE SKILLS

SJL
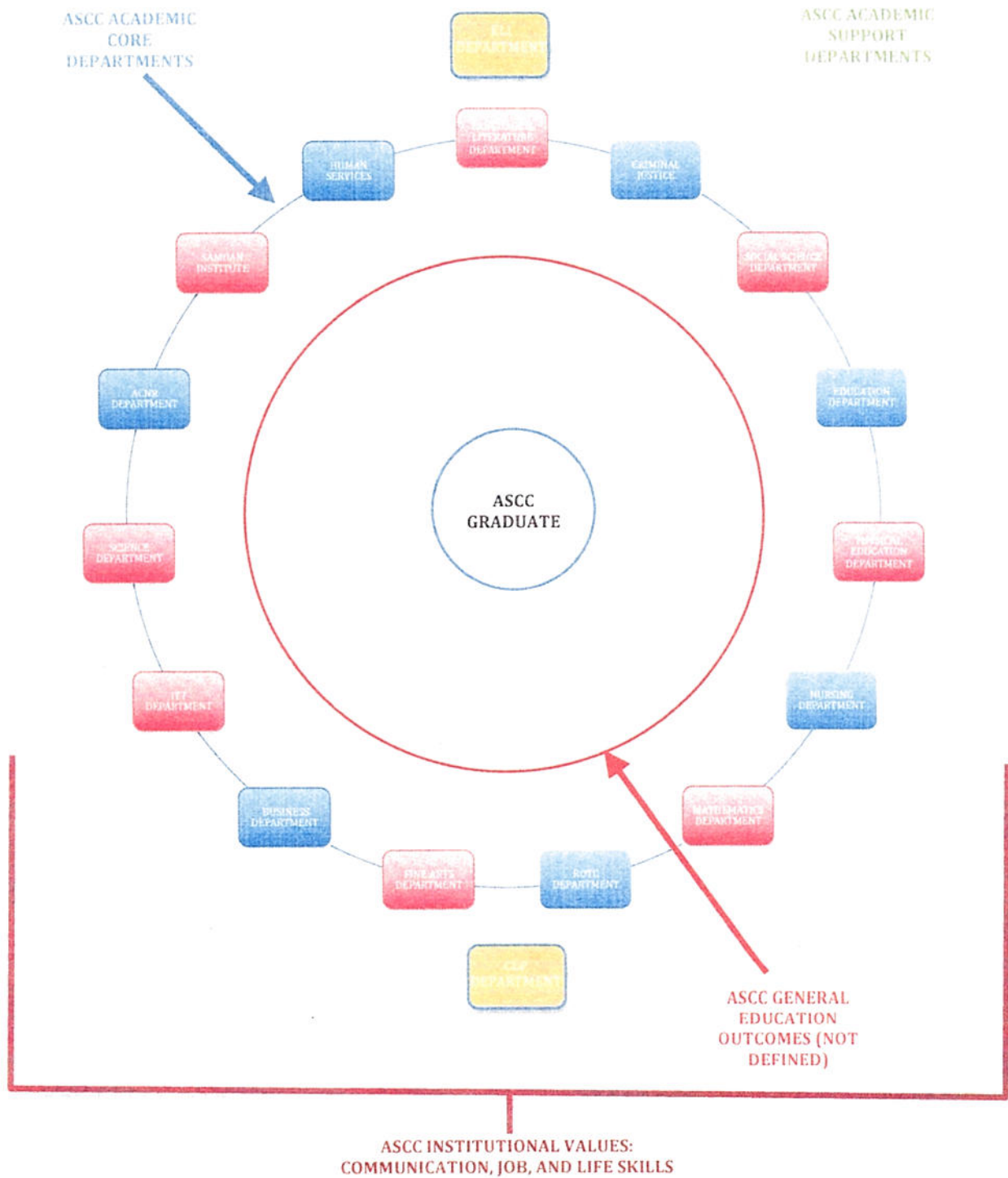
Appendix E

(ASCC Core Curriculum Map)

ASCC CORE CURRICULUM MAP

ASCC revised Curriculum Framework: *General Education Curriculum now Identified.*

According to Allen (2006) *General Education* is the "core of the undergraduate curriculum for all students, regardless of major and contributes to the distinctiveness of college-educated adults and guarantees that all college graduates have a broad, balanced education" (p. 1).

Institutional Curricula:

Institutional Curricula "applies many of the same education values to all students, whether enrolled in transfer or occupational programs, noncredit courses, or personal enrichment classes" (Allan Hancock College, n.d., p. 2).

General Education Curricula:
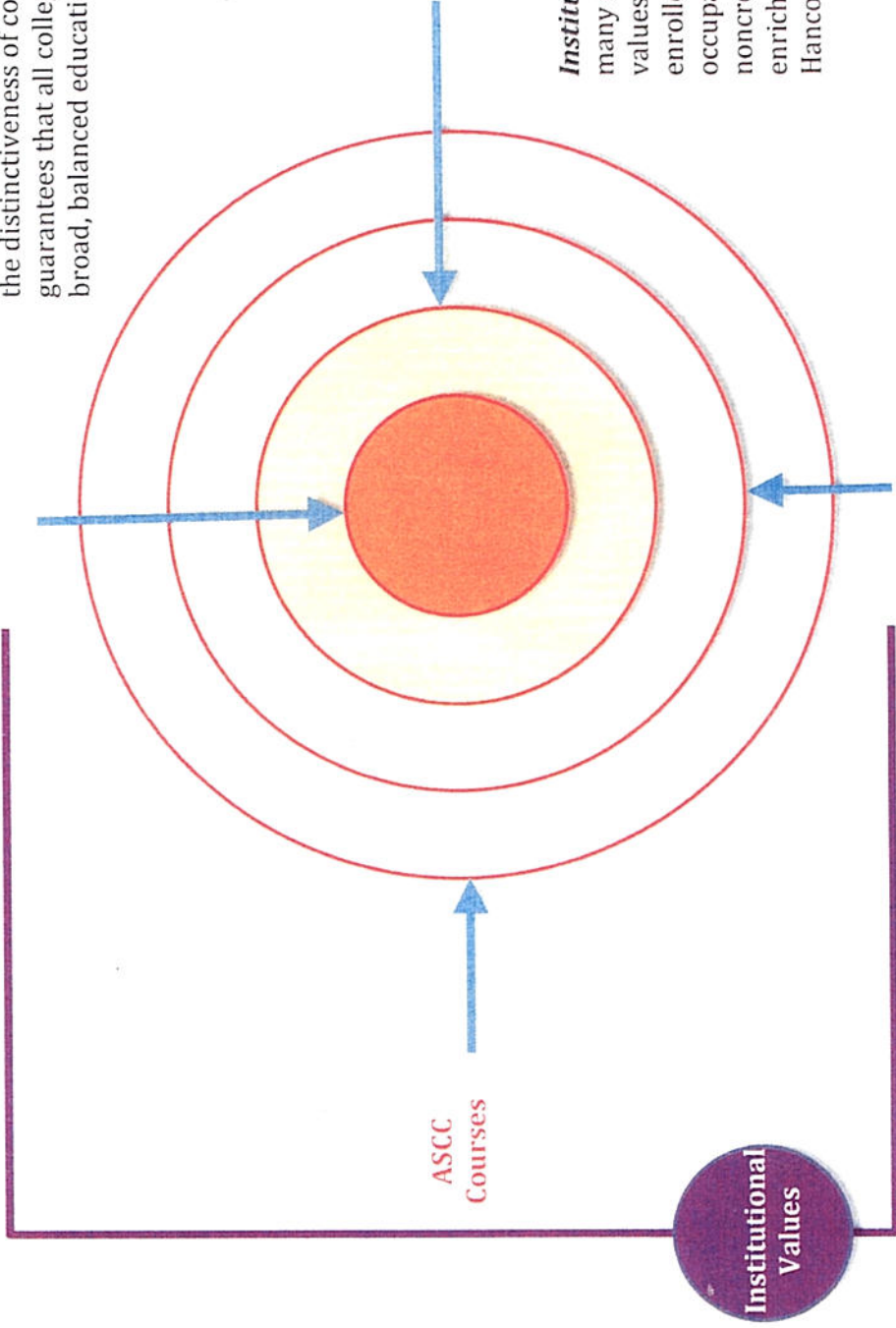
Program Curricula:

ASCC Courses

Institutional Values

APCC SUMMER 2010-3 (SJL)

SJL

INSTITUTIONAL CORE VALUES

Diversity

Collaboration/Teamwork

Respect for Tradition & Culture

ASCC Vision

ASCC Mission

Student Centeredness

Lifelong Learning

ASCC Core Values

Core Values are the traits or qualities that represent the Institution's highest priorities and deeply held driving forces.

APCC SUMMER 2010-4 (SJL)

SJL.

GENERAL EDUCATION CURRICULUM MAP

Given that ASCC identifies three domains that will provide the foundations that mark each college-educated adult regardless of degree, specific characteristics encompassing the institution's vision, mission, and core values must be defined.

General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree.

1

Content Enrichment

2

Ethics & Citizenship

3

Life-long Learning

APCC SUMMER 2010-5 (SJL)

SJL

GENERAL EDUCATION POSSIBLE DOMAINS IDENTIFIED

1 Content Enrichment:

- Humanities and Fine Arts Concepts and Methods
- Natural Sciences Concept and Methods
- Social Science Concepts and Methods

2 Ethics and Citizenship:

- Ethical Prinicples and Civility and Interpersonal Skills
- Respect for Cultural Diversity & Historical and Aesthetic Sensitivity
- Civic, Political, and Social Responsibility

3 Life-long Learning:

- Speaking and Listening
- Writing and Reading
- Information Competence and Computer Literacy
- Quantitative Reasoning and Critical Analysis / Logical Thinking
- Learning through a variety of Means

ASCC's CURRICULUM FRAMEWORK

How does ASCC's Curriculum Operate?

ASCC's Curriculum Framework must provide the cohesiveness needed by students, faculty, support staff, counselors, librarians, and others on campus to achieve its Mission.

What questions must we ask ourselves?

<u>General Education Curriculum Cohesion:</u>

1. Is the General Education Curriculum Cohesive?
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 Program Learning Outcomes?
4. Are needed developmental courses, including a first-year experience course, available and required?
5. Should some general education courses be prerequisite to others? (Allen, 2006, p. 113)

<u>Support Services:</u>

1. Do General Education advisors take a personal interest in each student's development?
2. Do students understand General Education requirements and options?
3. Do students develop personal plans to attain their academic and career goals?
4. Are tutoring center staff, librarians, etc. aware of General Education Course and Program Outcomes? Do they collaborate with faculty to provide needed support?
5. Does the co-curriculum provide enrichment activities that support General Education Outcomes?
6. Do faculty and staff development programs support contributions to General Education and address needs identified through the assessment of General Education Programs? (Allen, 2006, p. 114)

Academic Support Programs / Tutorial Services

ASCC General Education Curriculum

Academic Program Curriculum

ASCC General Education Curriculum

Academic Support Programs / Tutorial Services

Academic Program Curriculum
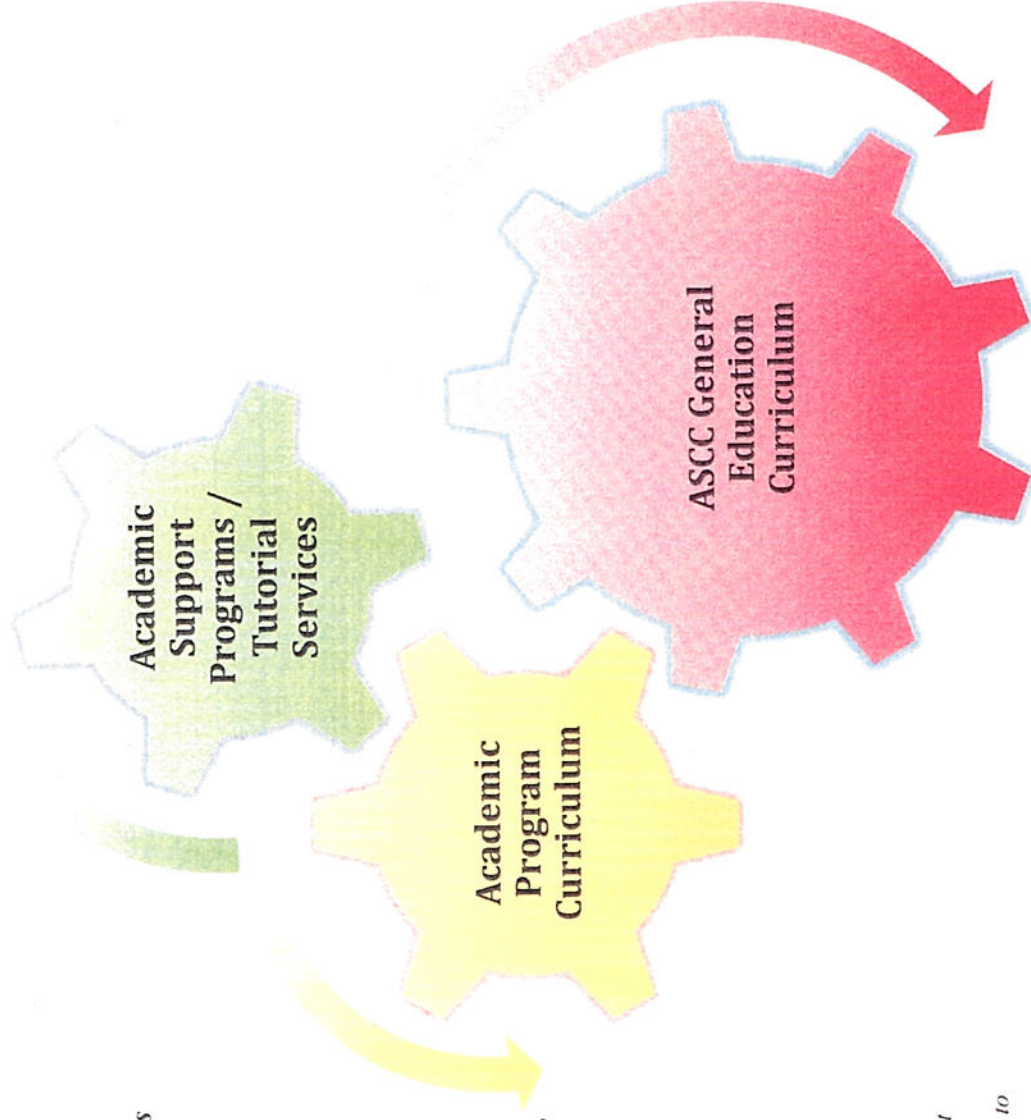
Pedagogy and Grading:

1. Does the pedagogy in General Education courses align with Course Learning Outcomes?
2. Do students receive formative feedback on Program Learning Outcomes throughout the General Education Program?
3. Are students actively engaged in the General Education Program?
4. Do faculty use grading as a tool to promote student attainment of Course Outcomes?
5. Do course grades reflect the extent to which students master Course Outcomes? (Allen, 2006, p. 114)

General Education Instructors:

1. Does the campus recruit faculty who are learning-centered and eager to contribute to the General Education Program?
2. Are General Education courses taught by an appropriate array of faculty?
3. Do campus recognition and reward systems encourage contributions to the General Education Programs? (Allen, 2006, p.115)

Learning-Centered Campuses:

1. Does your campus have a General Education mission or philosophy that everyone shares?
2. Does your campus have an unshakeable focus on student learning in the General Education Program?
3. Does your General Education program have adequate, easily accessible space for advising, teaching, studying, and interacting?
4. Does your General Education program include ties to the community?
5. Do faculty and staff who work with General Education students believe in students' capacity to learn and provide opportunities for students who learn in different ways?
6. Is learning in your General Education program assessed, and have you made improvements in the program based on the assessment findings?
7. Does the campus routinely analyze the retention and success of students who vary in systematic ways, such as age, ethnicity, gender, or income, to identify groups of students who require special assistance?
8. Do faculty and staff accept a shared, mutually respectful responsibility for helping General Education students to meet your standards? (Allen, 2006, p.115)

SJL.

GENERAL EDUCATION OUTCOME IDENTIFICATION MATRIX

Identification of General Education Outcomes

APCC SUMMER 2010-9 (SJL)

GER: →		AA										AS									
GEO Outcomes Defined:		TECHNOLOGY			ENGLISH				MATHEMATICS				TECHNOLOGY			ENGLISH				MATHEMATICS			
		ICT 150	ICT 170		ENG 150	ENG 151	ENG 250	ENG 251	MAT 150	MAT 151	MAT 155	MAT 250	ICT 150	ICT 170		ENG 150	ENG 151	ENG 250	ENG 251	MAT 150	MAT 151	MAT 155	MAT 250
GEO 1: (Possible GEO #1)	I																						
	D																						
	M																						
GEO 2: (Possible GEO #2)	I																						
	D																						
	M																						
GEO 3: (Possible GEO #3)	I																						
	D																						
	M																						

SJL

Identification of General Education Outcomes

GER: →		AA												AS											
GEO Outcomes Defined:		SCIENCE				HUMANITIES				SAMOAN				SCIENCE				HUMANITIES				SAMOAN			
		BIO 150	BIO 180	CHM 150	CHM 151	ART 150	MUS 153	DRA 150	SPH 153	SAM 101A	SAM 101B	SAM 111	SAM 151	BIO 150	BIO 180	CHM 150	CHM 151	ART 150	MUS 153	DRA 150	SPH 153	SAM 101A	SAM 101B	SAM 111	SAM 151
GEO 1: *(Possible GEO #1)*	I																								
	D																								
	M																								
GEO 2: *(Possible GEO #2)*	I																								
	D																								
	M																								
GEO 3: *(Possible GEO #3)*	I																								
	D																								
	M																								

SJL

Identification of General Education Outcomes

REVIEWING GEOs WITH CONCENTRATION ON THE FOLLOWING GENERAL EDUCATION REQUIRMENTS FOR SOCIAL SCIENCE, P.E., AND HISTORY.

APCC SUMMER 2010-11 (SJL)

GER: →			AA												AS										
			SOCIAL SCEINCE				P.E				HISTORY				SOCIAL SCIENCE				P.E.				HISTORY			
GEO Outcomes Defined:			ANT 150	CET 160	POL 150	PSY 150	PED 150	PED 151	PED 152	PED 153	HIS 150	HIS 151	HIS 160	HIS 161	ANT 150	CET 160	POL 150	PSY 150	PED 150	PED 151	PED 152	PED 153	HIS 150	HIS 151	HIS 160	HIS 161
GEO 1: *(Possible GEO #1)*	I																									
	D																									
	M																									
GEO 2: *(Possible GEO #2)*	I																									
	D																									
	M																									
GEO 3: *(Possible GEO #3)*	I																									
	D																									
	M																									

SJL

References:

Allan Hancock College (n.d.). Institutional learning outcomes: Frequently ask questions. Retrieved on the 6th of July 2010 at: http://www.deltacollege.edu/articulation/documents/ILOFAQs.pdf.

Allen, M., J. (2004). *Assessing academic programs in higher education*. San Francisco, CA. Jossey-Bass.

Allen, M., J. (2006). *Assessing general education programs*. San Francisco, CA. Jossey-Bass.

Association of American Colleges and Universities. (2002). *Greater expectations: A new vision for learning as a nation goes to college*. Washington, DC: Author.

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials; Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.

Appendix F

(APCC GEO Definition PowerPoint)
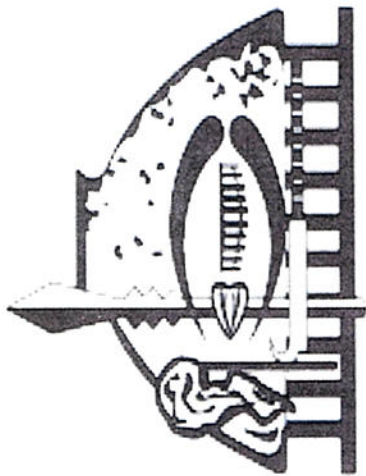
American Samoa
Community College

Assessment Planning Core Committee

Summer 2010

APCC 7/2/10 (SJL)

ASCC Assessment Practices:

▲ **ASCC Defined Student Learning Outcomes:**

   Course Learning Outcomes

   Program Learning Outcomes

   Institutional Learning Outcomes

▲ **How were SLOs Assessed?**

   Courses (All)

Institutional SLOs

Program SLOs

COURSE SLOs

7/2/10
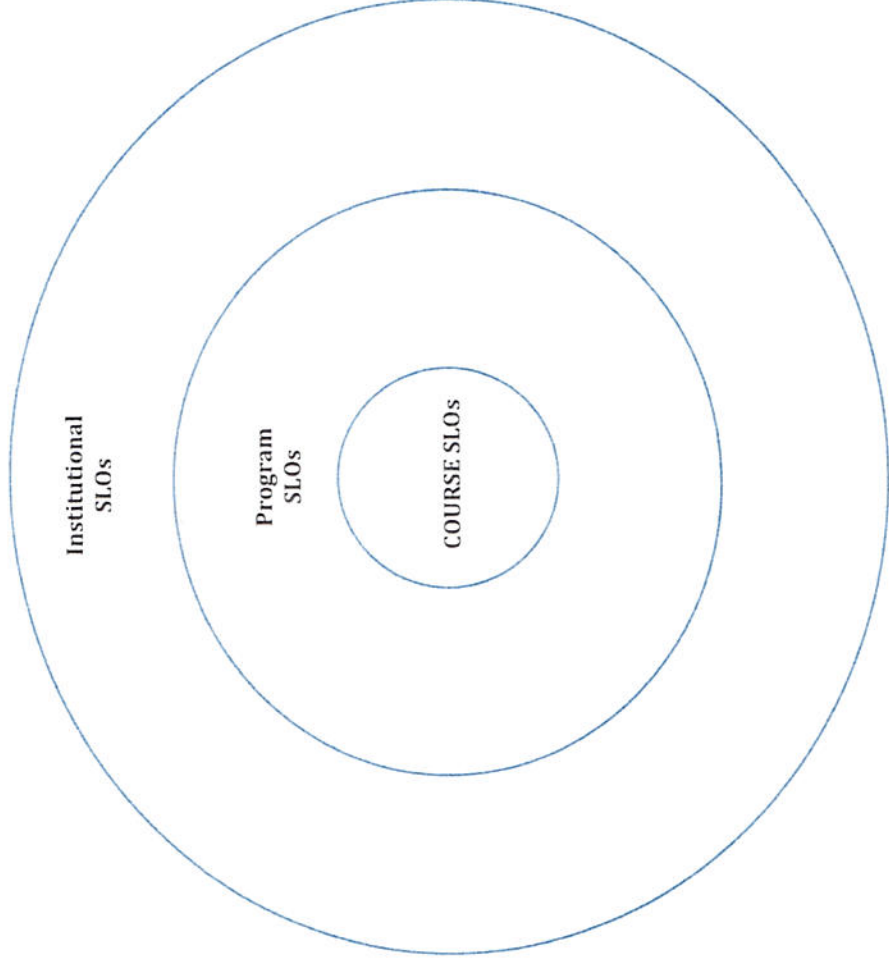
Three Levels for General Education Assessment:

- **_Course-Level Assessment:_** Describes "how well students have mastered learning outcomes associated with specific general education courses" (Allen, 2006, p.125).

- **_Program-Level Assessment:_** According to Allen, "embeds assessment within general education courses, and results are summarized for the program, as a whole" (2006, p. 126).

- **_Institutional-Level Assessment:_** "Usually embeds assessment in advanced courses in the majors, allowing the campuses to see how well learning in the general education program generalizes to learning throughout the institution" (Allen, 2006, p. 126).

7/2/10

ASCC INSTUTITIONAL CURRICULUM MAP

ASCC's Current
Curriculum
Framework
categorized by
Department and
Support Programs:

ASCC ACADEMIC
SUPPORT
DEPARTMENTS

ASCC ACADEMIC
CORE
DEPARTMENTS

ASCC
GRADUATE

ASCC GENERAL
EDUCATION
OUTCOMES (NOT
DEFINED)

ASCC INSTITUTIONAL VALUES:
COMMUNICATION, JOB, AND LIFE SKILLS

7/2/10

General Education Programs?

Definition of General Education:

The core of the undergraduate curriculum for all students, regardless of major;

Contributes to the distinctiveness of college-educated adults and guarantees that all college graduates have a broad, balanced education (Allen, 2006, p.1).

General Education Outcomes:

Describes what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree.

Assesses the breadth & depth of our students learning;

Accreditation Requirement

7/2/10

WASC (Standard II) Defined Domains of General Education Outcomes:

- ## ACCJC Gen. Ed. Standards:

  Breadth:

  - Humanities and Fine Arts Concepts and Methods;
  - Natural Sciences Concepts and Methods;
  - Social Science Concepts and Methods

  Productive, Life Long Learning:

  - Speaking and Listening
  - Writing and Reading
  - Information Competence
  - Computer Literacy
  - Quantitative Reasoning
  - Critical Analysis/Logical Thinking
  - Learning through a Variety of Means

  Ethics and Citizenship:

  - Ethical Principles
  - Civility and Interpersonal Skills
  - Respect for Cultural Diversity
  - Historical and Aesthetic Sensitivity
  - Civic, Political, and Social Responsibility

7/2/10

References:

- Allen, J., M. (2004). *Assessing academic programs in higher education.* San Francisco, CA. Jossey-Bass.

- Allen, J., M. (2006). *Assessing general education programs.* San Francisco, CA. Jossey-Bass.

7/2/10

Appendix G

(Current Student Evaluation Form)

AMERICAN SAMOA COMMUNITY COLLEGE
STUDENT EVALUATION OF INSTRUCTOR & COURSE

Course Name _____   Name of Instructor _____
Department _____   Semester/Year _____

Circle one number you believe best completes the sentence.
Li'o ifo le numera e te talitonu e fa'auma sa'o ai le fua'upu.

Excellent	Good		Satisfactory		Needing Improvement			Poor	
Matua lelei	*Lelei*		*Feoloolo*		*Mana'omia le fa'aleleia atili*			*Vaivai tele*	
9	8	7	6	5	4	3		2	1

1. The instructor's explanation of the course objectives,
assignments, grading standards, and expectations was ___ .   9 8 7 6 5 4 3 2 1
O le fa'amatalaina o sini o le vasega, o [assignments] o le faiga o togi, ma tulaga uma, na ___ .

2. The instructor's knowledge of the subject matter was ___ .   9 8 7 6 5 4 3 2 1
O le atamai po'o le agava'a o le faiaoga i le mataupu a'oa'oina na ___ .

3. Opportunities for student involvement & participation were ___ .   9 8 7 6 5 4 3 2 1
O avanoa e fetufaa'i ma lafolafo manatau ai na ___ .

4. The instructor's encouragement of student questions & opinions was ___ .9 8 7 6 5 4 3 2 1
O le fa'amalosi loto o le faiaoga i le talia o fesili ma fa'atupu manatu na ___ .

5. The instructor's use of lecture, group discussion, and a variety of activities to help students
understand the subject was ___ .   9 8 7 6 5 4 3 2 1
O le tu ma fa'amatala, o le galulue pe talanoa fa'atasi ma isi tagata o le vasega, fa'apea ma isi metotia eseese e fesoasoani i tagata o le vasega ina ia malamalama ai i le mataupu na ___ .

6. The instructor's ability to explain difficult ideas was ___ .   9 8 7 6 5 4 3 2 1
O le agava'a o le faiaoga e fa'amanino ai aitia po'o vaega faigata o le mataupu na ___ .

7. The instructor's preparation & organization was ___ .   9 8 7 6 5 4 3 2 1
O sauniuniga o le faiaoga ma lona fa'amaopoopoina o mea mo le vasega na ___ .

8. The instructor's course assignments were ___ .   9 8 7 6 5 4 3 2 1
O [assignments] o le vasega na ___ .

9. The course textbooks, handouts, & learning aids were ___ .   9 8 7 6 5 4 3 2 1
O tusi, o pepa na tufa atu i le vasega, ma nisi ituaiga mea faigaluega e fesoasoani i le aoga na ___ .

10. The level of difficulty of the reading material & handouts was ___. 9 8 7 6 5 4 3 2 1
O le tulaga na iai le faigata o tusi faitau ma isi pepa na ___.

11. The feedback I received for my graded assignments was ___. 9 8 7 6 5 4 3 2 1
O fesoasoani ma le toe fa'amalamalamaina o le mataupu ina ua toe aumai [assignments] na ___.

12. The instructor's effort to return assignments & examinations quickly was ___. 9 8 7 6 5 4 3 2 1
O le taumafaiga a le faiaoga ina toe fa'afo'i vave [assignments] na ___.

13. The consistency & fairness of the instructor's grading was ___ 9 8 7 6 5 4 3 2 1
O le talafeagai o togi na ___.

Student-Oriented Items

14. The instructor's enthusiasm for teaching the course was ___. 9 8 7 6 5 4 3 2 1
O le naunauta'i ma le fiafia o le faiaoga i le faiga o le vasega na ___.

15. The instructor's ability to relate the course to real life experiences was .9 8 7 6 5 4 3 2 1
O le poto o le faiaoga e feso'ota'i mataupu o le vasega ma mea tutupu i le olaga na ___.

16. The instructor's availability to students during posted office hours was .9 8 7 6 5 4 3 2 1
O le fa'aavanoaina o le taimi o le faiaogai lona ofisa mo tamaitiiti aoga i taimi na tauai le silapasa na ___.

17. The instructor's attendance was ___. 9 8 7 6 5 4 3 2 1
O le fa'amaoni o le faiaoga i le faiga o vasega e pei ona fa'atulagaina na ___.

18. The instructor's efforts to inform students about cancelled classes was ___.9 8 7 6 5 4 3 2 1
O le taumafai o le faiaoga ina ia vave logo tamaiti aoga pe a leai se vasega na ___.

Student Comments (*Fa'amatala atili ai Lagona*)
19. Instructor or Course Strengths (*Malosiaga o le Faiaoga po'o le Vasega*):

20. Instructor of Course Weaknesses (*Vaivaiga*):

Appendix H

(Revised Student and Instructor Course Evaluation Forms- Approved Fall 2010)

Student Course Evaluation

Instructor: _____   Date: _____

Course Title: _____   Section: _____

Overall, were you satisfied with this course?   YES   NO

	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor was regularly well prepared for the course				
The Learning Outcomes and Objectives for the course were clearly explained				
The instructor delivered the course content in a clear and effective manner				
The learning resources contributed to the attainment of the Learning Outcomes				
The Learning Outcomes and Objectives were achieved in the course				
The course provided opportunities for student involvement and participation.				
The instructor was consistent and fair in grading				
The course provided real life experiences				
The instructor's attendance was consistent				
My Learning Objective (s) has been met by this course				
Taking this course has better prepared me to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Please comment:
Describe ONE learning outcome of the course.

What are the strengths of the course?

What changes could be made to improve the course?

Would you recommend this course to other students? Explain.

Instructor Course Evaluation

Instructor: _____   Date: _____

Course Title: _____   Section: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
As the instructor, I was well prepared for the course				
Expected Learning Outcomes and Objectives for the course were clearly stated to the students				
As the instructor, I delivered the course content in a clear and effective manner				
The learning resources contributed to the attainment of the Learning Outcomes				
Expected Learning Outcomes were met by course objectives				
The course provided opportunities for student involvement and participation.				
As the instructor, I was consistent and fair in grading				
The course provided real life experiences				
As the instructor, I attended classes consistently				
The course met the students Learning Objective(s)				
The course has better prepared students to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Number of students completed course _____

Number of students that did not complete course _____ and why?
(example: 2 x attendance, 3 failed assessment, 1 student conduct)

Comments or suggestions regarding the course:

Appendix I

(Fall 2010 Schedule of Faculty Orientation)

**American Samoa
Community College**

ACADEMIC AFFAIRS DIVISION
Office of the Dean of Academic Affairs

SCHEDULE OF FACULTY ORIENTATION WEEK
The Week of August 16 through 20, 2010
Mapusaga Campus

MONDAY, AUGUST 16, 2010

08:00 a.m. – 08:50 a.m.   **CONTINENTAL BREAKFAST**
Sign In and Pick Up Faculty Packets
Review Schedule for the Week of August 16-20, 2010
VENUE: ASCC FACULTY LOUNGE

09:00 a.m. – 10:20 a.m.   **FACULTY WORKSHOPS**

Refer to the Attached List of Faculty Assigned to Groups A & B

GROUP A
WORKSHOP: Academic Advising
PRESENTERS: ARO, Student Services & Academic Affairs
VENUE: TED Classroom 1

GROUP B
WORKSHOP: Course and Instructor Evaluations
PRESENTER: IE Director Pato and Assessment Planning Core
                                    Committee
VENUE: TED Classroom 2

10:30 a.m. – 11:50 a.m.   FACULTY WORKSHOPS (continued)

GROUP A
WORKSHOP: Course and Instructor Evaluations
PRESENTERS: IE Director Pato and Assessment Planning Core
                                    Committee
VENUE: TED Classroom 2

GROUP B

WORKSHOP:	Academic Advising
PRESENTER:	ARP. Student Services & Academic Affairs
VENUE:	TED Classroom 1

12:00 p.m. – 12:55 p.m.   **LUNCH**

01:00 p.m. – 02:20 p.m.   **PRESENTATION I**

GROUP A

PRESENTATION:	Closing the Assessment Loop
PRESENTERS:	Assessment Planning Core Committee
VENUE:	TED Classroom 1

GROUP B

PRESENTATION:	General Education Outcomes (GEOs)
PRESENTER:	Assessment Planning Core Committees - Members
VENUE:	TED Classroom 2

12:30 p.m. – 01:20 p.m. LUNCH

01:30 p.m. – 02:50 p.m.   **GROUP B**

PRESENTATION:	Closing the Loop
PRESENTERS:	Assessment Planning Core Committee
VENUE:	TED Classroom 1

GROUP A

PRESENTATION:	General Education Outcomes (GEOs)
PRESENTERS:	Assessment Planning Core Committee - Members
VENUE:	TED 2

03:00 p.m.   END OF DAY ONE

****

TUESDAY, AUGUST 17, 2010

07:30 a.m. – 08:50 a.m.   **CONTINENTAL BREAKKFAST**
Sign in and Pick Up Packets

09:00 a.m. – 11:50 a.m.   **GENERAL IN HOUSE ASSEMBLY**   ASCC LECTURE HALL

Opening Hymn and Prayer

Welcome Remarks   ASCC President

Announcements from Deans and Directors

    Director/Dean of Community & Natural Resources

    Chief Financial Officer

    Vice President of Administration & Finance

    Director of Institutional Effectiveness

    Director of Human Resources

    Director of Physical Facilities & Maintenance

    Chief Information Officer

    Director of Financial Aid

    Vice President of Academic & Student Affairs

    Dean of Academic Affairs

        Introduction of New Instructors

    Dean of Student Services

    Dean of Trades & Technology Division

    Director of ASBEP Teacher Education Program

    Director of Samoan Studies Institute

    Faculty Senate President

CLOSING REMARKS

CLOSING PRAYER

12:00 p.m. – 12:50 p.m.   **LUNCH**

01:00 p.m. – 02:50 p.m.   **DEPARTMENTAL MEETINGS/INSTRUCTION SET UP**
                                 FALL SEMESTER SYLLABI WRITING

03:00 p.m.   **END OF DAY TWO**

                                 ****

WEDNESDAY, AUGUST 18, 2010 and THURSDAY, AUGUST 10, 2010

Wednesday, August 18, 2010

08:00 a.m. – 11:50 a.m.   **NEW STUDENT REGISTRATION**
                                 VENUE: ASCC QUAD

12:00 p.m. – 12:50 p.m.   LUNCH

01:00 p.m. – 03:00 p.m.   **NEW STUDENT REGISTRATION ONLY**
                                 VENUE: ASCC Quad

Thursday, August 19, 2010

08:00 a.m. – 11:50 a.m.   **CONTINUING AND RETURNING STRUDENTS REGISTRATION**
                                 VENUE: ASCC Quad

12:00 noon   LUNCH

01:00 p.m. - 03:00 p.m.   **END OF DAYS THREE AND FOUR**

                                 ****

FRIDAY, AUGUST 20, 2010

10:00 a.m. – 11:50 a.m.   **WELCOME BACK FACULTY ASSEMBLY**
                                 VENUE: ASCC Lecture Hall

                                 Master of Ceremonies   **VP Mikaele Etuale**

                                 Opening Hymn & Prayer

                                 Opening Remarks   **VP Mikaele Etuale**

	Welcome Remarks	**President Seth Galeai**
	Keynote Speaker	**Hon. Governor Togiola Tulafono**
	Closing Remarks	**HTC Uta Dr. Laloulu Tagoilelagi, Chairman, Board of Higher Education**
	Light Refreshments	

01:00 p.m. – 03:00 p.m.	**REGISTRATION** (continued)	
	VENUE:	ASCC Quad
03:00 p.m.	**END OF DAY FIVE**	

****

<u>**MONDAY, AUGUST 23, 2010**</u>   **FIRST DAY OF INSTRUCTION**
MWF Course Syllabi Due with Dean of Academic Affairs
TR Course Syllabi Due with Dean of Academic Affairs

2010 ASCC LIST OF FACULTY FOR FALL SEMESTER 2010 WORKSHOPS

GROUP A	GROUP B
Faofua Faatoafe	Athena Tony Mauga
Lam Yuen Lam Yuen	Mark Mageo
Annie Panama	Mary Taufetee
Fualaau Lancaster	Matesina Aseta Willis
Maxine Tuiolemotu	Matailupevao Leupolu
Dennis Lutu Fuimaono	Lina Galeai Scanlan
Larry A. Purcell	Filemoni Lauilefue
Sonny Leomiti	Elisapeta Faalafi Jones
Ben Goodwin	Florangel Calumpang
Ethel Salanoa Sokimi	Siamaua Eliapo Ropeti
Jean Hollister Mareko	Namulauulu V. Paul Pouesi
Kuki Tuiasosopo	Regina Meredith
Daniel Chang	Avaiu Sunia Saena
Malamalama Muagututia	Lawrence Fauston Wilson
Melelina Fiaui	James Barlow
Poe Mageo	Letupu Tauanuu Moananu
Sinaitaaga Judy Ann Mose	Frederick Wanjau
Laau Siisii Liufau	Tunufai Leiato
Marston Porter	Lele Ah Mu
Ann Longnecker	Ed Imo
Dave Godinet	Filimatasina Vaiau
Kitzgen Moliga	Teleiai Christian Ausage
Tamari Mulitalo Cheung	Evile Feleti
Alofa Nuusila	Fuamatala Lucille Achica
Kenneth Belle	Michael Otto Hansell
Joseph Stanislaus	Randy Dewees
Floramma Stanislaus	Randall Baker
Elvis Zodiacal	Meagan Goldfarb
Toaiva Fiame Tago	Lillian Ofagalilo Temese
Repeka Alaimoana Nuusa	Elizabeth Leuma
Roy Fua	Tauvela Fale
Eseta Taotua	Joseph Faiai
Donna Achica Talaeai	Epifania Laulu
Michael Leau	Robert Moore
Tom Hardy	Vaina Vaina
Taetuli Laulu	Faafetai Wells
Fred Suisala	Jack Anesi
Carmela Gallace	Victor Ualesi

Appendix J

(Revised Course Evaluation PowerPoint Presentation)

AMERICAN SAMOA COMMUNITY COLLEGE

ADMINISTRATORS

Dr. Seth Galea'i, President, 370
Dr. Kathleen Kolhoff-Belle, Vice President, 414
Mr. Mikaele Etuale, Vice President, 699-6623

Dr. Irene Helsham, Dean, Academic Affairs, 320
Mr. Sal Poloai Acting Dean, ITT, 369
Dr. Emilia Lei, Dean, Student Services, 430
Mrs. Rosevonne Pato, Director, 699-7834

ACADEMIC CHAIRS

Mr. Tavita Elisara, ACNR, 699-1575
Dr. Faofua Faato'afe, BUS, 319
Mr. Mark Mageo, CLP, 326
Mr. Matailupevao Leupolu, CJ, 332
Dr. Lina Scanlan, ASBEEP, 385
Mrs. Elisapeta Faalafi Jones, ELI, 371
Dr. Paul Pouesi, FA, 329
Dr. Daniel Chang, HHS, 397
Mr. Michael Leau, ICT/ITT, 369
Mr. Steven Williams, LL, 345
Mrs. Letupu Moananu, MAT, 355
Ms. Lele Ah Mu, NURS, 688-1586
Mr. Ed Imo, PE, 699-6080
1st LT Maryjane Porter, ROTC, 699-8820
Mr. Christian Ausage, SSI, 437
Dr. Kenneth Belle, SCI, 387
Mr. Randall Baker, SOCSCI, 366

**SPECIAL ACADEMIC PROGRAMS/
PROJECTS**

Mr. James Sutherland, ARO, 411
Mr. Tauvela Fale, AELEL, 331
Mrs. Tialuga Seloti, ASTEP, 334
Mr. Roy Fua, GUAS, 368
Mrs. Sifagatogo Tuitasi, Registrar, 317
Dr. Repeka Nuusa, SSS, 424
Ms. Tafaimamao Tupuola, UCEDD, 429
Mrs. Elizabeth Leuma, UPB, 338
Ms. Cherie Ripley, SADOAA, 321

GENERAL CURRICULUM COMMITTEE MEETING
Thursday, September 09, 2010 – 12:30 p.m. to 02:00 p.m.
ASCC Lecture Hall

TENTATIVE AGENDA

I. Official Opening

    A. Opening Prayer
    B. Welcome Remarks

II. ACTION AGENDA

    A. Institutional Effectiveness – Director Rosevonne Pato
        a. Instructor Course Evaluation
        b. Student Course Evaluation

    B. Announcements
        a. Academic Affairs Division
        b. Student Services Division
        c. Trades and Technology Division

III. OTHER/NEW BUSINESS

    a. Next Curriculum Committee – Tuesday,
       September 21, 2010

Course Evaluation Forms

Assessment Planning Core Committee

New Course Evaluation Form

Focus on COURSE
- SLOs (knowledge, skills, attitudes)
- Learning resources
- Student engagement
- Application to real life
- Alignment to the ASCC mission

Focus on Instruction
- Delivery
- Preparation
- Attendance
- Grading

Two-Fold Evaluation Form

- Student evaluation of course
  - Provides an overall average of course evaluation
  - Allows for results to be tabulated and reported
  - One source of evidence of SLO attainment
  - Results can be used for improvement of student learning, alignment to institutional practices, data-driven decisions
- Instructor evaluation of course
  - Input on course indicators
  - Input on # of students completing course
  - Instructor comments

Recommendations to the Form (from Faculty)

- During the Fall 2010 Faculty Orientation, the following recommendations were made:
- Samoan translation of evaluation items
- Begin with Strongly Agree to Strongly Disagree (rating scale)
- Change open-ended questions from like and dislike to strengths and areas to improve
- Use color-coded paper for student/instructor forms
- Add the question – Would you recommend this course to other students? Explain.

Student Course Evaluation

Instructor _____   Date _____

Course Title: _____   Section _____
Overall, were you satisfied with this course?   YES _____   NO

	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor was regularly well prepared for the course.				
The Learning Outcomes and Objectives for the course were clearly explained				
The instructor delivered the course content in a clear and effective manner				
The Learning resources contributed to the attainment of the Learning Outcomes				
The Learning Outcomes and Objectives were achieved in the course				
The course provided opportunities for student involvement and participation				
The instructor was consistent and fair in grading				
The course provided real life experiences				
The instructor's attendance was predictable				
My Learning Objective (s) has been met in this course				
Taking this course has better prepared me to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Please comment:
Describe ONE learning outcome of the course.

What are the strengths of the course?

What changes could be made to improve the course?

Would you recommend this course to other students? Explain.

Instructor Course Evaluation

Instructor _____   Date _____

Course Title: _____   Section _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
As the instructor, I was well prepared for the course				
Expected Learning Outcomes and Objectives for the course were clearly stated to the students				
As the instructor, I delivered the course content in a clear and effective manner				
The learning resources contributed to the attainment of the Learning Outcomes				
Expected Learning Outcomes were met for course objectives				
The course provided opportunities for student involvement and participation				
As the instructor, I was consistent and fair in grading				
The course provided real life experiences				
As the instructor, I attended classes consistently				
The course met the student Learning Outcome(s)				
The course has better prepared students to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Number of students completed course _____

Number of students that did not complete course _____ and why?
(example: 2 x attendance, 3 failed assessment, 1 student conduct)

Comments or suggestions regarding the course

Evaluation Process

- Student course evaluations distributed 2 - 3 weeks before course ends
- Student course evaluations are passed out, filled in, collected, and turned in to IE by students (instructors are not involved in this step)
- Instructor course evaluation forms filled out and turned in to IE separately from student evaluations
- Evaluations are entered into system, analyzed and results printed

Recommendations to the Process of Course Evaluation (from Faculty)

- Distribute an overall summary for all faculty to review (remove identifying information)
- Provide an orientation to students before course evaluations are distributed
- Distribute the evaluation forms earlier in the semester or more than once in the semester
- Have another faculty member or IE staff conduct the course evaluation

Appendix K

(Email Drafts posed by Curriculum Chairmen regarding Student & Instructor Course Evaluation Forms)

Subject: Re: Evaluation Suggestions
Date: Monday, September 20, 2010 3:11 PM
From: Rosevonne Pato <r.pato@amsamoa.edu>
To: Tauvela Fale t.fale@amsamoa.edu
Cc: i.helsham@amsamoa.edu, Sonny J. Leomiti
s.leomiti@amsamoa.edu, s.poloai@amsamoa.edu,
d.chang@amsamoa.edu, a.panama@amsamoa.edu,
l.moananu@amsamoa.edu, f.faatoafe@amsamoa.edu,
c.ausage@amsamoa.edu
Conversation: Evaluation Suggestions

Tauvela,
The recommendations #1 and #3 have been used in the revised
course evaluation form. Based on research conducted by the
Assessment Planning Core Committee we want our students to make
a decision on whether they agree or disagree as it is recommended
for surveys when a decision has to be made. Your #2 may be
considered after the Fall 2010 pilot run of the course evaluation form.
We need to try this out first and then make needed changes if the
data does not show that the students have made a choice with this
form. This is also the case with the rating scale. The higher end of the
scale does not show any need for improvement using the current
scale of 1 - 9. How can we find areas in need of improvement when
there are none according to the current rating scale? This is an
attempt to find areas that we need to focus on and build up for better
teaching practices. What we might need to introduce is the scale of
somewhat agree or somewhat disagree. This would take into
consideration "situations where some aspect of the question was
achieved" as you stated.

Thank you for your suggestions.

-------Original Message-------

From: Tauvela Fale
Date: 9/15/2010 12:25:08 PM
To: Irene Helsham; Rosevonne Pato
Subject: Evaluation Suggestions

Talofa,

Here are my suggestions for the proposed evaluations discussed in our curriculum
meeting last week.

For the Student Course Evaluation:

1. Move the "Overall" question to the end of the evaluation. I think that is where it is
most appropriate since the student had gone through the entire evaluation and had
time to reflect on course while answering the questions.

2. Suggesting a neutral response to added to the Strongly Agree, Agree, Disagree, and Strongly Disagree. It was mentioned during our discussion that research said that students are more likely to select the middle answer when one is available. I don't that this is the case with ASCC. I think our students are more likely to answer with a 7, 8, or 9 which is the upper end of the scale. A neutral response would provide a more accurate answer for situations where some aspect of the question was achieved.

3. Give more space to answer the "Please Comment" questions.

Faafetai.

Subject: Fw: Re: Course Evaluation Form
Date: Monday, September 20, 2010 3:12 PM
From: Rosevonne Pato <r.pato@amsamoa.edu>
To: Sonny J. Leomiti s.leomiti@amsamoa.edu
Conversation: Course Evaluation Form

Sorry Sonny...I don'tknow how to get rid of this wrong address in my contact list!

-------Original Message-------

From: Rosevonne Pato
Date: 9/20/2010 2:55:38 PM
To: Lupe Leupolu
Cc: i.helsham@amsamoa.edu; s.leomiti@amsama.edu; l.moananu@amsamoa.edu; d.chang@amsamoa.edu; a.panama@amsamoa.edu; f.faatoafe@amsamoa.edu; c.ausage@amsamoa.edu; s.poloai@amsamoa.edu
Subject: Re: Course Evaluation Form

Hi Lupe,
As a response to your questions,
1.The form has been revised to put the open-ended questions into a box so it does not appear to be optional.
2. Yes, the emphasis is on the course evaluation and this was discussed in the Assessment Planning Core Committee (APCC). We cannot take all instructor/instruction questions out of the survey since it would not be a true indicators of the course since there are factors that have to do with instruction. It was decided to keep the questions regarding Attendance, Grading, and Delivery in the survey to take these factors of instruction into consideration. Keep in mind that there is another form Faculty Evaluation Form that is supposed to be used for Faculty Evaluation. This form is not for that purpose although it may have been used for this purpose in the past. This is one reason for changing the form - the purpose has changed.............
3. Please check question #4 (fourth question down). It states the learning resources contributed to.....

Thank you for your questions.

-------Original Message-------

From: Lupe Leupolu
Date: 09/20/10 10:20:54
To: i.helsham@amsamoa.edu; Rosevon Pato
Subject: Course Evaluation Form

I do not think there was an adequate answer from the presentation on the question I had asked about the comments in the botton of the page. My concern was and is still the same as, what happens if the students does not care to comment. How is that going to be tabulated? For example, if the student does not

answer the question about listing one course learning objective or CO, does that mean it will tabulated as a don't know answer or what? Also, I heard the emphasis that the form is a COURSE evaluation from the Instructor's perspective (Instructor Course Evaluation) but the more and more I study it in details the more and more I am convinced it is an evaluation of the Instructor and not the Course. For Example, on the Faculty Course Evaluation Form, there is a question--As the Instructor, I attended classes consistently, how is that an evaluation of the course and not the instructor. Lastly, i see no question either on the Student or Instructor asking about learning resources such as BOOKS, Materials and etc., Thank you for reviewing this email.

Subject: Re: Suggestions for the Student/Faculty Evaluation
Date: Monday, September 20, 2010 3:26 PM
From: Rosevonne Pato <r.pato@amsamoa.edu>
To: Paul Pouesi p.pouesi@amsamoa.edu
Cc: i.helsham@amsamoa.edu, Sonny J. Leomiti
s.leomiti@amsamoa.edu, s.poloai@amsamoa.edu,
d.chang@amsamoa.edu, a.panama@amsamoa.edu,
f.faatoafe@amsamoa.edu, c.ausage@amsamoa.edu,
l.moananu@amsamoa.edu
Conversation: Suggestions for the Student/Faculty Evaluation

Hi Paul,
The Assessment Planning Core Committee discussed during the
summer the very two questions that you forwarded on and these were
the recommendations made:

1. The Samoan translation should be kept in so there is not question
whther the students did or did not understand the English terms used
in the evaluation. We want all students to be able to answer the
surveys

2. In almost all research regarding student surveys, the best answers
are usually those where the students do not feel that there will be
some sort of retaliation for being honest in answering questions. We
want an overall picture of the course and especially the evidence to
show that SLOs are being taught and achieved in the courses by our
students. If we ask students to put their names to it, how many
students will answer honestly and without any fear that the instructor
will be upset with them? I believe that this instrument will actually
highlight the great things teachers do in the classroom to have
students achieve the learning outcomes. If we are all accountable for
our actions, as teachers we will know that the overall average of the
student answers will show these great things that we do in the
classroom, right? Keep in mind that statistically the highs and lows
will balance out...if it is in the comments area.......these too will be
balanced out with the strengths and the areas of improvement. Keep
in mind this is a Course evaluation, and we want to use it for that
purpose it is intended for.

Thanks for your suggestions!

-------Original Message-------

From: Paul Pouesi
Date: 9/9/2010 4:52:53 PM
To: Irene Helsham; Rosevonne Pato

Subject: Suggestions for the Student/Faculty Evaluation

Hi Irene and Rosevanne,

1. Why do we need to insert the Samoan translation of the Evaluation form if it's targeting only the students and faculty.

Unless the evaluation form has to be filled and completed by the community then it's proper to have it translated.

Therefore I am satisfied with the new proposed evaluation form without the Samoan translation.

2. Why is there no blank space for the Student's name in the form and there's one for the Instructor?

Requiring the student/faculty to write their names in the forms will give them second thoughts to be honest with their evaluation and comments.

It is unfair for a hard working instructor to be falsely accused/criticized by an unknown student because of personal reasons. It is also unfair for the instructor to do the same towards the student.

Therefore, both the student and instructor must reveal their names to bring out an honest evaluation and to ensure that problems occurred during instruction can be resolved before the next semester.

Of course, we can give the students the option to write their names but making a false remark against an instructor and leaving out his/her name will question the integrity of those statements.

This will also avoid students from just taking seconds to complete an evaluation and signing off with a 'no comment' in the end.

Thanks,
paul

Subject: Revised Course Evaluation Form
Date: Monday, September 20, 2010 3:39 PM
From: Rosevonne Pato <r.pato@amsamoa.edu>
To: Sonny J. Leomiti s.leomiti@amsamoa.edu, s.poloai@amsamoa.edu,
l.moananu@amsamoa.edu, d.chang@amsamoa.edu,
a.panama@amsamoa.edu, i.helsham@amsamoa.edu,
f.faatoafe@amsamoa.edu, c.ausage@amsamoa.edu
Cc: s.galeai@amsamoa.edu, kkolhoff@hotmail.com,
m.etuale@amsamoa.edu
Conversation: Revised Course Evaluation Form

Hi Irene and APCC members,
I have revised the form to include the suggestions made by the
chairpersons after the presentation was made last Curriculum
meeting. I have also e-mailed you a response to each of the three
who had questions about the form. Some of the questions were also
questions that were made by faculty and they were used to make the
revisions to the form. The other questions were somewhat personal
and not based on any type of research such as
Why don't student put their names on the surveys so we can answer
their comments...why do we need a Samoan translation for our
college students...and why are we keeping questions that pertain to
faculty if it really is a course evaluation form. You can read my
answers as you were all cc'd on each of the three e-mails.

I will not be here tomorrow for the Curriculum Committee vote and
Sonny is off-island, but any APCC member can discuss the Course
Evaluation form if need be before it is put to the vote tomorrow.

Rosevonne M. Pato
Director, Institutional Effectiveness
American Samoa Community College
699-7834 or 699-5803

*Human beings, by changing the inner attitudes of
their minds, can change the outer aspects of their
lives."*

William James

Subject: Evaluations
Date: Tuesday, September 21, 2010 3:30 PM
From: Irene Helsham <i.helsham@amsamoa.edu>
To: 'Rosevonne Pato' <r.pato@amsamoa.edu>
Cc: "Sonny J. Leomiti" <s.leomiti@amsamoa.edu>, 'Letupu Moananu' <l.moananu@amsamoa.edu>, 'Fua Fa'atoafe' <faatoafe@hotmail.com>, 'Daniel Chang' <d.chang@amsamoa.edu>, Teleiai Christian Ausage <teleiai_a@yahoo.com>, <a.panama@amsamoa.edu>, 'Sal Poloai' <s.poloai@amsamoa.edu>, 'Cherie Ripley' <c.ripley@amsamoa.edu>

Hi Rose, Great news the two evaluations (Student Course & Instructor) has been approved with changes. Please APCC members correct me if I have left something out. My secretarial skills are pretty rusty but here goes:

Student Course Evaluation: Revisions
1. Number each statement
2. Omit the words "and Objectives" repetitive with question #10 – Curriculum felt no need to repeat measuring Objectives since #10 addresses this.
3. Statement #10 to stay consistent with other statements is to omit the word "My" and replace/add with "The"
4. Fale's suggestion about moving the "Overall" question to the end of the evaluation-I think you may need to talk to Fale to clarify this a little bit more – I thought this was referring to questions at the bottom of the form and we need to format the form to include the overall questions to the front/first page (maybe smaller font?).

Instructor course Evaluation: Revisions
1. Number each statement
2. Statement #2 - add after the wording "clearly stated and explained to the students."
3. After the box "The course has better prepared students to: ADD "Take the next level course" same as on the Student Course Evaluation.

- I believe these are the only revisions – thank you Rose and APCC members.

Irene

Appendix L

(APC Minutes dated on the 16th of September 2010)
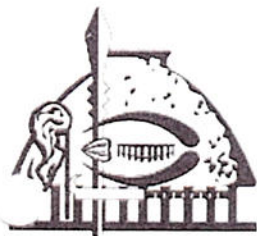
American Samoa Community College
Academic Affair Division
Assessment Plan Committee

Present: Dr. Kenneth Belle, Mr. Elvis Zodiacal , Mrs. Mele Fiaui,Mr. Tavita Elisara, Mr. Joseph Faiai, Mr. Tunufa'i Leiato, Mr. Mark Mageo, Mr Ionatana Faasavalu, Mr. Kuki Tuiasosopo, Mrs. Siamaua Ropeti, Mr Evile Feleti, Ms. Lele Ah Mu, Mr. Ed Imo, Mr. Dennis Fuimaono, Mr. Michael Leau, Mr. Sonny Leomiti.

Absent: Mrs. Alofa Nu'usila, Dr. Fa'atoafe Faofua, Ms. Athena Mauga, Mrs. Rosevonne Pato, Dr. Daniel Chang, Ms. Annie Panama, Ms. Avaiu Sunia, Dr. Irene Helsham, Mr. Mikaele Etuale,.

Assessment Planning Agenda:

I. <u>Welcoming Remarks:</u>   Mr Sonny Leomiti

II. <u>Minutes</u>:   The last Assessment Committee meeting was scheduled for May 4th 2010, since a quorum was not met, an official meeting could not take place and there were no official minutes taken.
  o A discussion by those committee members who were present took place about where each department was in the "closing the loop" process.

III. <u>Assessment Roles and Responsibilities:</u>

The chairperson went directly into the committees tasked *Roles and Responsibilities* (see ASCC-Closing the Assessment Loop Guidelines-5). There were no questions by the committee.

IV. <u>Spring 2010 Assessment Exit Report:</u>

In Fall 2009, there were 2 groups who were identified to attend the WASC level I workshops. Since there were no available funding for this trip only a few participants were able to attend the WASC Level II Workshop in January 2010. Level one participants were announced to attend the WASC Level I workshop in Fall 2010 (refer to APC Exit Summary Spring 2010, p. 2).

In Spring 2010, a team from ASCC was sent to Hawaii to attend the WASC Level II workshops, they were led by Rosevonne Pato, Director of IE. They were tasked to see how we were "Closing the Loop". They were asked the questions: 1. *What*
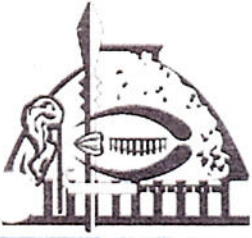
data do you have now? 2. Where do we want to go? 3. How do we get there?

A core committee was established comprising of department chairs who have served on the Assessment Committee for over 3 years. In 2009, the participation of the Assessment Committee was open to the faculty since many of the department chairs were also members of the Curriculum committee.

V. Initiation of the Assessment Tasks for Fall 2010:

- *Closing the Assessment Loops at a Course and Program Level:*

- *Identification of General Education Outcomes:*

- *WASC Assessment Workshops for Fall 2010:*

The Chairman identified a group of Assessment Representatives who will participate in the WASC Level I and Level II Assessment Workshops held in Anaheim California. The identification of workshop participants was initiated by the Dean of Academic Affair and approved by the President:
WASC Level 1: (September 23-24, 2010) Workshop Attendees:
- Mr. Dennis Fuimaono Lutu
- Mr. Ionatana Fa'asavalu
- Mr. Mike Leau
- Mr. Evile Feleti
- Mr. Tunufa'i Leiato
- Mr. Mark Mageo
- Mrs. Siamaua Ropeti
- Mr. Sonny Leomiti (Group Team Leader)
WASC Level 2: (October, 2010) Workshop Attendees:
- Mrs. Meleline Fiaui
- Mr. Kuki Tuiasosopo
- Ms. Annie Panama
- Mr. Lam Yuen Lam Yuen
- Mr. Elvis Zodiacal
- Mr. Michael Leau
- Dr. Irene Helsham
- Mrs. Rosevonne Pato (Group Team Leader)
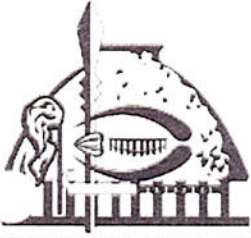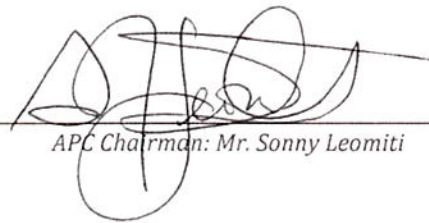
- Initiating a Curriculum Conceptual Framework for Academic Departments:

> The Chairman advised that this will be discussed in a forthcoming meeting.

The meeting was adjourned at 1:30 pm

Recorder: Michael A. Le'au

Assessment Minutes Approval: _____   9/30/10
                                     APC Chairman: Mr. Sonny Leomiti   Date

Appendix M

(WASC Assessment Workshop Article)

WASC- Level 1 Training- Anaheim, CA. (9/19-26/2010)

Attendees:
Mrs. Siamaua Ropeti
English Language Institute (ELI) Instructor
Assessment Committee Representative

Mr. Ionatana Fa'asavalu
Agricultural Instructor

Mr. Tunufa'i Leiato
Math Instructor
Assessment Committee Representative

Mr. Michael Leau
Trades & Technology Division (TTD) Chairperson
Assessment Committee Secretary

Mr. Dennis Fuimaono
Criminal Justice Instructor
Assessment Committee Representative

Mr. Evile Feleti
Samoan & Pacific Instructor
Assessment Committee Representative

Mr. Mark Mageo
Academic Counselor
College Life Planning Chairperson
Assessment Committee Representative

Mr. Sonny J. Leomiti
Teacher Education Instructor & Field Coordinator
Assessment Planning Committee Chairperson

The team consists of faculty and newly assigned chairpersons from different academic departments. All individuals are members of the American Samoa Community College-Assessment Planning Committee (APC). APC representatives facilitate the Assessment Dialogue within their respective departments.

Attendees from all two-year and four-year institutions were asked to arrive with a specific project pertaining to assessment at any level to work on. This gives team members the opportunity to apply what they're learning - in the plenaries, break-out sessions, consultations with mentors, and conversations with other teams - to a specific problem regarding assessment. It also means that there's a tangible products at the end of the workshop - something that can be taken back to campus and implemented to advance

assessment.

The American Samoa Community College team's focus for this semester facilitates the importance of Curriculum Mapping and SLO alignment not limited to other assessment areas such as formulating measurable learning outcomes, faculty buy-in, developing assessment instruments, and establishing an assessment plan for each academic department. Our current assessment committee membership was recently changed this past spring semester from academic chairpersons to faculty. Currently, majority of this committee have somewhat experience in assessment. Mr. Sonny J. Leomiti- Chairman of the Assessment Planning General and Core Committee submitted the project submission. The submission facilitated SLO accountability within each academic department.

ASCC Faculty Participate in WASC Assessment Workshop

By James Kneubuhl, ASCC Press Officer

To most of us, the word "assessment" simply means making a judgment or a estimation, but in the world of education, the word refers to a broad evaluation system crucial to achieving and maintaining standards of academic quality. "The primary purpose of assessment is to improve student learning," wrote assessment expert Linda Suskie. "The context for assessment could be any type of activity designed to promote student learning, including academic programs, academic support ser-vices, or student affairs programs. Results from assessment can provide insights into student learning and help determine areas of strength and areas for specific .mprovements."

As part of its stated goal of establishing a "Culture of Assess-ment," the Western Association of Schools and Colleges (WASC) regularly holds assessment work-shops designed to support institutions under its auspices. A group of eight faculty members from the American Samoa Commu-nity College (ASCC) recently re-turned from one such workshop held last weekend in Anaheim, California. The ASCC group included Sonny Leomiti of the Teacher Education Department, Siamaua Ropeti of the English Language Institute, Ionatana Fa'asavalu of Community & Natural Resources, Math instructor Tunufa'i Leiato, Michael Leau of the Trades & Technology Department, Criminal Justice instructor Dennis Fuimaono, Evile Feleti of the Samoan Studies Department, and Academic Counselor Mark Mageo.

Over two days, workshop participants explored the topics of Assessing General Education; Assessing the Major; Assessing the Co-Curriculum; Developing and applying rubrics; Analyzing student learning; and Improving curriculum and pedagogy through a sequence of assessment-related tasks which they can subsequently apply to their campus or program needs. Individuals from each participating institution worked as a team on their tasks, but also attended a variety of plenary and break-out sessions where they could gather information and share experiences with participants from other campuses.

Members of the ASCC group reported with enthusiasm on the content of the workshop. "I was intrigued that the emphasis in assessment is not so much on accreditation, although it is a crucial component, but on synthesized learning; pulling together of faculty and students to increase and support learning," said Ropeti. "This synthesis increases connectivity of different courses, alignment of student learning outcomes, student engagement, and successful faculty repertoire. Assessment is not an isolated entity but an integrated element in the curriculum. Faculty in diverse departments at ASCC can utilize an assessment based curriculum to view a holistic mapping of their courses, develop outcomes that are relevant, initiate pertinent student evaluations, and finally close the loop at different levels. The essence of Assessment is simply to help students learn better and make sense out of what they're learning."

"The conference was excellent for us because we were exposed to information that will help us understand our constant involvement with assessment at ASCC," recalled Feleti. "One concept introduced in the sessions was called 'Open Space' – It's a space where teachers continuously hold assessment dialogue. We already do something similar here at ASCC, and I think those of us who attended the conference will propose to the Assessment Committee that we formalize an approach based on this concept. Other than that, we enjoyed listening to assessment experts like Dr. Fred Trapp speak on how we can improve the methodologies to assess ASCC by using the same assessment instruments utilized by other successful institutions." Leomiti , who served as the ASCC team leader at the workshop, explained the importance of institutions under WASC participating in this type of training. "Institutions that focus on student centeredness and learning centeredness are better positioned to help their students attain their educational objectives, goals, and outcomes," he said. "The WASC theme for assessment is 'Closing the Loop,' which refers to the processes of gathering data on student learning and using it to define the best teaching practices, and to improve Student Learning Outcomes (SLOs) at all levels of curriculum, instruction, and Institutional Planning, with emphasis on achieving the mission of the college. These workshops provide multiple

HISTORICAL NOTES

By: Stan Sorensen, Historian, Office of the Governor

On October 5, 1923, Captain Edwin Taylor Pollock became Superintendent of the US Naval Observatory, following his tour of duty as the 14th Naval Governor of American Samoa. His term ended on September 19, 1927. (7. US Naval Observatory 2007: "Superintendents, Scientific Directors, and Department Directors Of the U.S. Naval Observatory".

On October 7, 1839, the United States Exploring Expedition, commanded by Lieutenant Charles Wilkes, sighted Rose Atoll and spent the next 34 days studying the Samoan Islands.

On October 7, 1890, American historian and man of letters Henry Brooks Adams (great grandson of President John Adams, grandson of President John Quincy Adams and son of Charles Francis Adams, who was the Union's Ambassador to England during the American Civil War) and artist John LaFarge arrived in Apia, and visited Robert Louis Stevenson at Vailima. The patrician Adams described the tubercular Stevenson as "a bundle of sticks in a bag" and was appalled that a person of his stature engaged in manual labor, working on his plantation with a bush knife. (In fact, he needed the exercise to keep the ravages of tuberculosis at bay).

On October 7, 1901, Captain Uriel Sebree relieved Commander Benjamin Franklin Tilley as Commandant of the U.S. Naval Station Tutuila, and held that office until December 16, 1902.

On October 7, 1930, over 300 people, "mostly matais and higher chiefs," gathered at the Poyer School in Atu'u to hear the announcement of the American Samoan Commission's decisions. The Governor, Captain Gatewood Sanders Lincoln and his staff were present by special invitation. The Commission's Chairman, Senator Hiram Bingham (Republican of Connecticut), read aloud from a list of the Commission's recommendations, which included the rights of American citizenship, a bill of rights, a representative government, the right of appeal to U.S. courts, and no differentiation between part- and full-blooded Samoans for purposes of citizenship.

On October 7, 1945, Al Lolotai became the National Football League's first Samoan player. He started with the Washington Redskins as a guard and tackle, but played for only one season. He later had a distinguished career as a wrestler and educator.

On October 7, 1949, the tanker USS *Chehalis* (AOG-48) burned, capsized and sank at the oil dock in Pago Pago Harbor.

On October 7, 1930, USS *Omaha*, with the American Samoan Commission members aboard, got under way from Pago Pago Harbor on her return voyage to Honolulu.

WASC Assessment Workshop... *(continued from page 4)*

approaches toward assessment, using a network of the best assessment practices from a variety of colleges and universities. I would highly recommend that all faculty members be given the opportunity to attend WASC assessment workshops."

Those interested in finding out more about assessment resources can visit:
http://www.accreditation.uci.edu/assess_resources.html.

ASCC faculty attending a WASC Assessment Workshop in Anaheim, CA visit with Dr. Frederick Trapp, who came to American Samoa last year as part of a WASC evaluation team. (L-R) Evile Feleti, Ionatana Fa'asavalu, Mark Mageo, Siamaua Ropet, Dr. Trapp, Sonny Leomiti, Michael Leau and Tunufa'i Leiato.
(Courtesy Photo)

... More HISTORICAL NOTES:

On October 8, 1839, members of the U.S. Exploring Expedition landed on Ta'u.

On October 9, 1942, the United States military population of the Samoan Defense Group was as follows: Tutuila: 9,320; 'Upolu: 5,051; Wallis: 3,191, and Funafuti: 1,195.

On October 10, 1888, Latter Day Saints missionaries William O. and Louisa Calder Lee, Edward J. Wood and Adelbert Beasley arrived on Tutuila, and were taken to Aunu'u by boat to join the LDS mission there.

On October 11, 1949, a Court of Inquiry was "Convened at the U.S. Naval Station Tutuila, American Samoa, by Order of Commander, Service Force, United States Pacific Fleet, to inquire into all the circumstances connected with the explosion of gasoline in USS *Chehalis* AOG-48, the burning of USS *Chehalis* AOG-48, and the capsizing of USS *Chehalis* AOG-48, on October 7, 1949, at Tutuila, American Samoa."

Subject: WASC Level II Workshop Meeting Request
Date: Wednesday, October 13, 2010 9:56 AM
From: Sonny J. Leomiti <s.leomiti@amsamoa.edu>
To: Rosevonne Pato <r.pato@amsamoa.edu>, Irene Helsham <i.helsham@amsamoa.edu>, Annie Panama <a.panama@amsamoa.edu>, "Melelina M. Fiaui" <m.fiaui@amsamoa.edu>, LamYuen LamYuen <l.lamyuen@amsamoa.edu>, Elvis Zodiacal <e.zodiacal@amsamoa.edu>, Kuki Tuiasosopo <k.tuiasosopo@amsamoa.edu>, "Michael A. Le'au" <m.leau@amsamoa.edu>
Cc: "Sonny J. Leomiti" <s.leomiti@amsamoa.edu>

Ameican Samoa Community College
October 13, 2010

Talofa WASC Assessment Level- II Workshop Attendees,

A meeting will be held tomorrow October 13, 2010 at 1:30pm after the Assessment Planning General Committee meeting. I kindly request that all attendees be present as we will discuss items pertinent to our Team Project Presentation.

Please review ASCC's Team Project information:

Team Project:

Project: Develop a Conceptual Map and assessment processes for Institutional Learning Outcomes and General Education Outcomes.

Questions: (How may Institutional Learning Outcomes benefit an Institution aside from General Education Outcomes? What are the commonalities between the two? What distinctive characteristics differ the two?)

Description: Facilitating and Expanding the assessment dialogue within our campus was a goal initiated in the spring of 2010. Documents have been developed on ways to close the assessment loop within academic departments to emphasize the achievement of SLOs at all levels of instruction and challenges faced by faculty towards achieving SLOs. Considering certain teaching practices, SLO presentation reports, and in-place processes the Assessment Committee developed a manual that will address faculty concern regarding SLO data driven practices. This manual, which is in the process of being revised, may allow the Assessment Committee to better address institutional outcomes and the identification of general educational outcomes. The Assessment Committee anticipates seeking what other colleges have that may benefit our college as well as, feedback from WASC mentors that will help solidify our Curriculum Framework.

Campus Promising Practices:

1. *Closing the Assessment Loop Dialogue:* The Closing of the Loop Dialogue may be considered as one good practice ASCC addressed this past spring. Having academic departments focus on closing the assessment loop at a course and program level have allowed faculty to facilitate data on student achievement of SLOs not limited to impediments that may hinder SLO achievement. As ASCC addresses the importance of institutions being SLO driven, the emphasis on decision making pertaining to curricular and financial affairs have now been subjected to SLO data. *General Education Outcome Process Identification:* ASCCs Assessment Committee has been tasked with the identification of General Education Outcomes. Given that the focus was less on General Education Outcomes and its impact to ASCCs curriculum, the Assessment Committee developed a process on Identifying General Education Outcomes utilizing ASCC General Education Requirements. This process

is scheduled to be presented on the 2nd and 4th of
November, 2010.

Fa'afetai tele lava,
Sonny

*"Nobody can go back and start a new beginning, but anyone can start
today and make a new ending."* Maria Robinson

Sonny J. Leomiti
(684) 699-9155 ext.394
s.leomiti@amsamoa.edu

Appendix N

(Assessment Minutes dated on the 30th of September 2010)
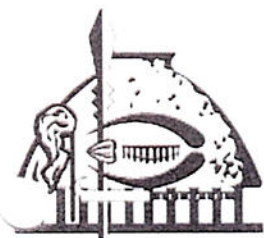
American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

Present: Mr. Ionatana Fa'asavalu, Mr. Evile Feleti, Mr. Sonny J. Leomiti, Dr. Otto Hansel, Mrs. Siamaua Ropeti, Mrs. Melelina Fiaui, Mrs. Lele Ah Mu, Mr. Ed Imo, Mr. Lam Yuen Lam Yuen, Mr. Elvis Zodiacal, Mr. Kuki Tuiasosopo

Absent: Mr. Tunufa'i Leiato, Mr. Mark Mageo, Mr. Dennis Fuimaono Lutu, Mr. Michael Leau, Ms. Avaiu Sunia, Mr. Joseph Faiai

Assessment Planning Agenda:

I. <u>Welcoming Remarks:</u> Mr. Sonny Leomiti

II. <u>Minutes:</u> A quorum was met and an official meeting ensued after a motion to approve minutes dated on the 16th of September 2010 was noted and approved by the committee. Mrs. Ropeti was asked by the Chair to record minutes, as Mr. Leau was absent.

III. <u>WASC Level 1: Group Sharing:</u>

Attendants of the WASC Level-1 assessment workshop were given the opportunity to share their experiences during the retreat. Mrs. Ropeti opened the discussion by sharing how Assessment can be effective when all faculties are engaged in the process. Mr. Feleti touched upon the advantages of "Open Space" and how the committee can utilize this concept to enrich the dialogue amongst faculty.

Mr. Fa'asavalu echoed comments made by Ropeti and Feleti and reminisced on how beneficial it was to network with other colleagues. Finally, Leomiti share on:
- Student Centeredness/Learning Centeredness;
- ACCJC;
- How in this workshop faculties from different colleges facilitate discussions;
- How important Assessment was in relation to Program Review;
- WASC's Expectations of two year institutions;
- Relationship of data to Strategic Planning;
- How evidence was pertinent to Process;

- Accountability given to Institutions;
- How we can learn from other colleges' practices.

IV. WASC Level II Workshop, October 2010:

Participants for the Level II Assessment Workshop were addressed- they will be attending the workshop in Anaheim CA. in October.

V. Open-Space (Expanding the Dialogue):

Assessment Chair Sonny Leomiti proposed an "Open Space" open door meeting to all other faculty who are non-assessment personnel, to attend the 2nd Assessment meeting of the month, to share and contribute in the Assessment dialogue. The intent of this proposal was to include faculties in Assessment dialogues so they can assist and contribute to their respective departments.

Mr. Lam Yuen agreed with the idea, Mrs. Fiaui raises concerns with non-compliance of other faculty members in each department. Mr. Imo proposes to employ the internet so all faculty can view Assessment process and participate in the proceedings. Mr. Zodiacal suggested centralizing all assessment findings and data using Moodle. There were concerns regarding discrepancies and security reasons with using Moodle, but at the end, the majority of the committee voted unanimously to centralize Assessment proceedings.

Lam Yuen at the end, proposed to table the proposal regarding "Open-Space" and balance out other department activities with Assessment schedules so faculties may have time to plan effectively. The majority of the Assessment committee voted unanimously to table the proposal until the next meeting.

VI. Forthcoming Assessment Tasks:

Mr. Leomiti touched upon:
- Department Curriculum/SLO Effectiveness and Alignment;
- Institutional Curriculum Alignment (Inclusion of General Education Outcomes);
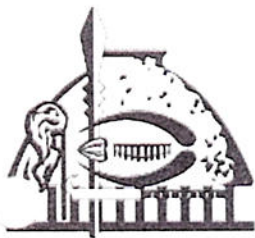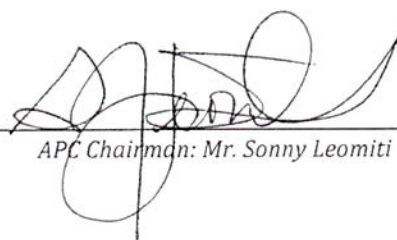
- Department Assessment Plans.

Leomiti open the discussion to assessment committee members for questions or concerns.

The meeting adjourned at 1:35 pm

Recorder: Mrs. Siamaua Ropeti

Assessment Minutes Approval: _____   10/14/10

APC Chairman: Mr. Sonny Leomiti   Date

Appendix O

(Assessment Minutes dated on the 14th of October 2010)
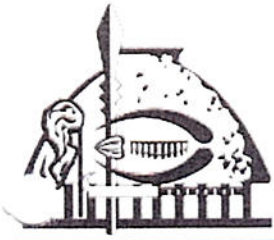
American Samoa Community College
Academic Affair Division
Assessment Planning Committee

October 14, 2010
12:35 pm
Room 10

Present: Mr. Joseph Faiai, Mrs. Siamaua Ropeti, Mr. Elvis Zodiacal, Mr. Kuki Tuiasosopo, Mrs. Melelina Fiaui, Mr. Ed Imo, Mr. Michael Leau, Mr. Sonny Leomiti, Mr. Tunufa'i Leiato, Mr Evile Fereti, Ms. Lele Ah Mu, and Mr. Lam Yuen Lam Yuen

Absent: Dr. Otto Hansell, Ms. Avaiu Sunia, Mr. Mark Mageo, Mr Ionatana Faasavalu, & Mr. Dennis Fuimaono.

Announcements:

I. <u>Welcoming Remarks:</u>

The chairman Mr. Sonny Leomiti greeted all the committee members in attendance.

II. <u>Minutes:</u>

The minutes were read and a motion was made by Mr. Lam Yuen to pass the minutes and seconded by Elvis Zodiacal. A motion to approve minutes dated on the 30th of September, 2010 was announced by the Chair and approved by the committee.

IV. <u>Agenda:</u>
  - *WASC Level II update:*

The Chairman informed the committee that he was added to the WASC Level II group for consistency purposes based on assessment practices.

A project for the Level II participants was presented by the Chairman. All college campuses that attend the WASC II conference were tasked with a project to work on during the workshop as well as, present two of their best assessment practices:

Team Project:

Project: Develop a Conceptual Map and assessment processes for Institutional Learning Outcomes and General Education Outcomes.

Questions: (How may Institutional Learning Outcomes benefit an Institution aside from General Education Outcomes? What are the commonalities between the two? What distinctive characteristics differ the two?)

Description: Facilitating and Expanding the assessment dialogue within our campus was a goal initiated in the spring of 2010. Documents have been developed on ways to close the assessment loop within academic departments to emphasize the achievement of SLOs at all levels of instruction and challenges faced by faculty towards achieving SLOs. Considering certain teaching practices, SLO presentation reports, and in-place processes the Assessment Committee developed a manual that will address faculty concern regarding SLO data driven practices. This manual, which is in the process of being revised, may allow the Assessment Committee to better address institutional outcomes and the identification of general educational outcomes. The Assessment Committee anticipates seeking what other colleges have that may benefit our college as well as, feedback from WASC mentors that will help solidify our Curriculum Framework.

Campus promising practice #1

Closing the Assessment Loop Dialogue: The Closing of the Loop Dialogue may be considered as one good practice ASCC addressed this past spring. Having academic departments focus on closing the assessment loop at a course and program level have allowed faculty to facilitate data on student achievement of SLOs not limited to impediments that may hinder SLO achievement. As ASCC addresses the importance of institutions being SLO driven, the emphasis on decision making pertaining to curricular and financial affairs have now been subjected to SLO data.

Campus promising practice #2
General Education Outcome Process Identification: ASCCs Assessment Committee has been tasked with the identification of General Education Outcomes. Given that the focus was less on General Education Outcomes and its impact to ASCCs curriculum, the Assessment Committee developed a process on Identifying General Education Outcomes utilizing ASCC General Education Requirements. This process is scheduled to be presented on the 2nd and 4th of November, 2010.

The Chairman explained the difference between the membership of the Assessment Planning General Committee and Assessment Planning CORE Committee. The present CORE committee is comprised of department chairs who have served on the Assessment Committee over the past 2 to 3 years and the Assessment Planning General Committee is primarily made up of one faculty member from each of the main academic departments. The administration is trying to send at least all the members of the Assessment Planning Committee to the WASC workshops so that everyone is familiar with what is going on in the region with other institutions as well as ours.

The Chairman also explained that a General Education process presentation has been scheduled for the Curriculum committee on November 2 and November 4 so that they can review our current general education requirements and its relationship to General Education Outcomes as well as institutional core curriculum.

Elvis Zodiacal: Asked if the presentation given at the WASC Level II in Anaheim is going to be the same presentation presented to the curriculum committee?

Siaumaua Ropeti: Asked 'How did you decide on the project?'

Chairman's reply was for consistency purposes. The curriculum maps need to move from our current Institutional Learning Outcomes (ILO) to general education learning outcomes (GEO) For each assigned group that is to attend WASC I or II conferences/workshops that are members of the Assessment Committee, consistency in what we are tasked on as a committee must be transparent and consistent towards achieving our goals as a committee.

Elvis Zodiacal: asked if this project connected with the other project that was presented at level I.

Joe Faiai: Will DOE have a part in identifying these general education outcomes?
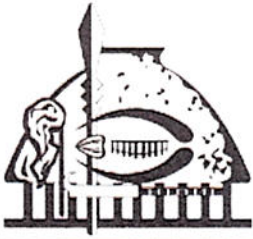
There was also a brief discussion on the selection process of who will decide who will attend the next level II workshop. Would it come from the respective departments or would it be decided by administration?

- *Centralization of Assessment Data:*

All of the assessment data that was collected has been centralized and the chairman apologized for not having this ready for this meeting but was going to have all the data put on the ASCC website. The problem that he was encountering was the maximum upload size for documents was 2 MB and he had to reduce or break the data in less than 2MB size documents.

-Open-Space(Expanding the Assessment Dialog): The chairman shared with the committee one of the exercises that was practiced at WASC level I of "Open Space". Where the participants could discuss anything that they wanted to expand upon or something that they thought other institutions were experiencing that could help them with their problems. The of WASC level I group thought that this would be something that the ASCC faculty should take up.

Lam Yuen replied that it was fine and dandy to have these meetings, but his concern was that there are not enough Tuesdays and Thursdays to continue having Assessment and Curriculum meetings, but many of our departments can't find time to have their own meetings.

Elvis suggested that we have 2 days a semester.

Ed Imo and Lam Yuen suggested that we look at having classes 4 days a week and leave Fridays open for meetings.

Joe Faiai mentioned that this was brought up last year with Dean Helsham and IE Director Pato.

Ed Imo mentioned that Community Colleges in the states were holding classes until 1:30am because of the demand of the work force to have classes at night.
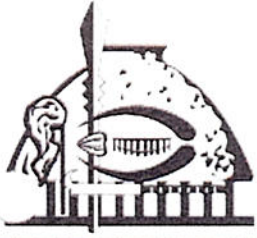
The chairman suggested that we think about using one of the days of orientation, or maybe think of using a holiday such as the Friday after Thanksgiving or the before Spring Break.

Elvis Zodiacal added that we need to have a concrete plan and present it to the administration.

Lam Yuen asked what are other institutions in the region/US doing?

The chairman tasked the committee:
1. See what other colleges are doing?
2. Identify a possible implementation time frame
3. Devise a plan for scheduling meetings for OPEN SPACE.

- Forthcoming Assessment Task:

Department Curriculum. The present group will be tasked to look at some things that other colleges are doing?
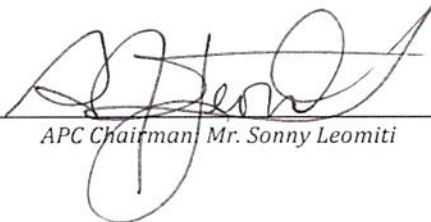
Elvis asked if faculty could attend level 2 before level 1? Chairman replied that 1 comes before 2. Elvis had also asked if they could possibly request that two of the faculty attend the next level 1. The chairman replied that it would most likely only be one faculty member.

Lam Yuen made the motion to close the meeting and it was seconded by Kuki Tuiasosopo.

The meeting was adjourned at 1:30 pm

Recorder: Michael A. Le'au

Assessment Minutes Approval: _____   10/28/10

APC Chairman Mr. Sonny Leomiti   Date
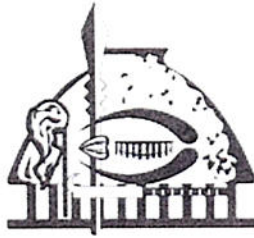
Ameican Samoa Community College
WASC Level II Workshop, Anaheim, CA.

Team Project:

Project: Develop a Conceptual Map and assessment processes for Institutional Learning Outcomes and General Education Outcomes.

Questions: (How may Institutional Learning Outcomes benefit an Institution aside from General Education Outcomes? What are the commonalities between the two? What distinctive characteristics differ the two?)

Description: Facilitating and Expanding the assessment dialogue within our campus was a goal initiated in the spring of 2010. Documents have been developed on ways to close the assessment loop within academic departments to emphasize the achievement of SLOs at all levels of instruction and challenges faced by faculty towards achieving SLOs. Considering certain teaching practices, SLO presentation reports, and in-place processes the Assessment Committee developed a manual that will address faculty concern regarding SLO data driven practices. This manual, which is in the process of being revised, may allow the Assessment Committee to better address institutional outcomes and the identification of general educational outcomes. The Assessment Committee anticipates seeking what other colleges have that may benefit our college as well as, feedback from WASC mentors that will help solidify our Curriculum Framework.

Campus Promising Practices:

Closing the Assessment Loop Dialogue: The Closing of the Loop Dialogue may be considered as one good practice ASCC addressed this past spring. Having academic departments focus on closing the assessment loop at a course and program level have allowed faculty to facilitate data on student achievement of SLOs not limited to impediments that may hinder SLO achievement. As ASCC addresses the importance of institutions being SLO driven, the emphasis on decision making pertaining to curricular and financial affairs have now been subjected to SLO data.

General Education Outcome Process Identification: ASCC's Assessment Committee has been tasked with the identification of General Education Outcomes. Given that the focus was less on General Education Outcomes and its impact to ASCC's curriculum, the Assessment Committee developed a process on Identifying General Education Outcomes utilizing ASCC General Education Requirements. This process is scheduled to be presented on the 2nd and 4th of November, 2010.

Appendix P

(Assessment Minutes dated on the 28th of September 2010)

American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

Assessment General Meeting,

October 28, 2010,
12:35 pm Room 10

Present: Mr. Joseph Faiai, Mrs. Siamaua Ropeti, Mr. Elvis Zodiacal, Mr. Kuki Tuiasosopo, Mrs. Melelina Fiaui, Mr. Evile Feleti, Mr. Ionatana Fa'asavalu, Mr. sonny Leomiti, Mrs. Annie Panama, Mrs. Anne Longnecker.

Absent: Mr. Dennis Fuimaono, Mr. Tunufa'I Le'iato, Dr. Otto Hansel, Ms Avaiu Sunia, Mr. Lam Yuen Lam Yuen, Mr. Ed Imo, Mr. Michael Leau, Mrs. Lele Ah Mu, and Mr. Mark Mageo.

I.   **Welcoming Remarks:** Chairman Mr. Sonny Leomiti welcomed all committee members in attendance.

II.   **Minutes:** Minutes were reviewed by committee members and motion was made by Mrs. Melelina Fiaui to approve minutes dated October 14, 2010. Mr. Elvis Zodiacal seconded the motion and previous minutes were unanimously approved by the general committee.

III. **WASC Level II Workshop-October 2010: (group sharing)**

Kuki: Mr. Tuiasosopo shared on the privilege of being in workshops with others who share the same passion; he reiterated on how support staff was vital to assessment and how having students design rubrics can be rewarding for all parties. Tuiasosopo appreciates the efforts of Sonny Leomiti during this Level 11 Assessment workshops.

Melelina: Mrs Fiaui believed the Level II assessment was more intense than Level I. She contributed that the "Gallery Walks" were some of the highlights in the workshops. Furthermore, she shared on the significance of "signature assignments " where students were dispersed in different sections but were assessed using the same rubric, in this sense, she added, the instructor's teaching styles were not infringed upon.

Elvis: Mr. Zodiacal was simply "amazed" at the wealth of information shared by educators at the workshop. He shared how impressive it was to establish connection with others and to learn from pioneers of Assessment. He believes assessment promoted learning and improvement.

Annie: Mrs. Panama contends that from this workshop, she came away with the conviction that assessment supported and connected curriculum. She emphasized the significance of having practices that are transparent while learning with others on a professional level. She was proud ASCC progressed well in comparison to other colleges.

American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

Sonny: Mr. Leomiti shared on the team from ASCC's presentation based on two best practices. He touched briefly on attempts to close the loop at different levels and addressing General Education Outcomes. He shared on how looking at other college's curriculum infrastructure was beneficial in designing our own as each college was unique. He further emphasized on how networking with other colleges as well as with different advisors help us build our own assessment planning strategies.

IV.   **Open Space (Expanding the Assessment Dialogue) Continuation**

Mr. Elvis Zodiacal proposes one day during the semester in April and August when starting and finishing the semester to have faculty engage in Assessment. Mr. Evile suggested starting small within each department and eventually transferring department dialogue to the whole institution where feedback can be absorbed and actively discussed.

Mr. Leomiti reminded members that the dialogue within departments must present tangible results and transparency must be visible in order to close the loop. He also expresses the need to expand this dialogue to non-assessment faculty.

There was a discussion that followed concerning when this dialogue might be effectively implemented within the academic calendar. Eventually a proposal was made that two days will be designated for Assessment; day one will be the last day of orientation in the month of August during fall, and day two will be the Friday before Spring Break during spring. The committee was unanimous in this decision.

Duration for implementation was tabled for next meeting.

V.   **Centralization of Assessment Data.**

Mr. Sonny Leomiti dispersed to the general committee a handout based on his attempts to centralize data in ASCC. He conveyed positive remarks made by the President, Dr. Seth Galea'I in the effort to display data through the ASCC website. Sonny maintains that there will be a future committee that will approve information we project in this website, currently, things are a bit scattered.

VI.   **GEO Presentations**

Chairman, Mr. Sonny Leomiti informed the committed this presentation was slated for Tuesday and Thursday, November 2nd and 4th, 2010, but was postponed due to WASC visitation.

American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

VII. **WASC Visitation**

The committee was informed of WASC visitation during the first week of November, 2010.
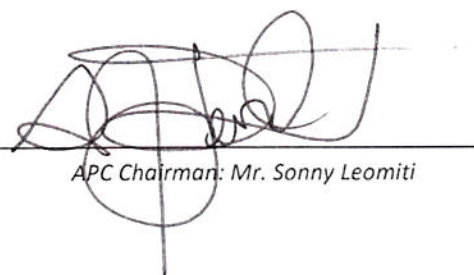
VIII. **Forthcoming Assessment Tasks:**
   a. Department Curriculum/SLO Effectiveness and Alignment
   b. Institutional Curriculum Alignment (Inclusion of General Education Outcomes)
   c. Assessment Plans
   d.

Mr. Sonny stated these tasks cannot be properly addressed until General Education   Outcomes are solidified.

Meeting was adjourned at 1:32 pm,

Recorded by Siamaua Ropeti

Assessment Minutes Approval: _____   12|2|10
                              APC Chairman: Mr. Sonny Leomiti   Date

Appendix Q

(Assessment Minutes dated on the 2nd of December 2010)

American Samoa Community College
Academic Affair Division
Assessment Plan Committee

December 02, 2010
12:39 pm
Room 10

Present: Mrs. Mele Fiaui, Mrs Ann Longnecker, Mr. Kuki Tuiasosopo, Mrs. Siamaua Ropeti, Mr. Joseph Faiai, Mr. Mark Mageo, Mr. Elvis Zodiacal, Mr. Sonny Leomiti, Mr. Michael Leau,

Absent: Mr. Evile Fereti, Mr. Ionatana Faasavalu, Mr. Tunufa'i Leiato, Mr. Dennis Fuimaono, Dr. Otto Hansell, Ms. Avaiu Sunia, Mr. Lam Yuen Lam Yuen, and Mr. Ed Imo.

Announcements:

I. <u>Welcoming Remarks:</u>

(A quorum was attained) Chairman Mr. Sonny Leomiti welcomed everyone and thanked them for their attendance.

II. <u>Minutes:</u>

Chairman Mr. Sonny Leomiti assigned APC committee members to review agenda minutes dated on the 28th of October 2010.

- A motion to approve the minutes was initiated by Mr. Zodiacal, seconded by Mrs. Melelina Fiaui and approved by the committee and Chairman.

IV. <u>Agenda:</u>

-Open-Space *(Expanding the Assessment Dialogue): 'Continuation'*

From the discussion on the Oct 28th meeting it was approved that the two dates designated for Assessment Open Space Forum would be one day during the August –Fall Orientation and the other would be on the Friday before the spring break (usually April, prior to Flag Day).

Leomiti reiterated the purpose of the Open Space Forum for non-assessment faculty members with focus on the Assessment Committees goals and objectives. Chairman Leomiti reminded the committee that in the Spring 2010 Assessment Exit Report (pp. 5), goals and objectives pertaining to the scope of work for the APC are two-year goals. Leomiti re-emphasized the goals as written in the report:

1. Emphasize SLO effectiveness, alignment, and a process that continues to improve SLO achievement at all levels:
    a. Analyze SLO data at a course level from each academic department and provide

recommendations to improve SLO assessment;

b. Analyze SLO data at a program level from each academic department and provide recommendations to improve PLO assessment;

c. Assure that SLOs at a course and program level are aligned to the Institutional Learning Outcomes.

2. Define a clear process of SLO Assessment:

a. Design an Assessment Manual Guide:

i. Identifying Learning Objectives vs. Learning Outcomes;

ii. Identifying process steps for SLO Assessment;

iii. Developing Assessment Instruments;

iv. Analyzing SLO data;

v. Using data to make curriculum changes. *(Spring 2010 Assessment Exit Report, pp. 5)*

Percentages as to the achievement of these two goals have been documented in the Assessment Planning Core General Committee- General Education Outcome Process Initiation that was presented to the Curriculum Committee and ASCC Administration on the 18th of November 2010. A review of this presentation will be projected to the Assessment Planning General Committee in the spring of 2010.

An agenda for the Open-Space Assessment Forum meetings was needed and who was going to determine the agenda was discussed. The two options that were suggested: option 1- the committee could discuss it; option 2- let the chairman facilitate a sample agenda and present it to the committee in the spring of 2011. Mr. Zodiacal asked if Open Space would be limited to assessment members only or if the faculty could bring up other areas of concern. The chairman suggested that we should stay with assessment only because there are a lot of issues that the faculty could bring up and that many of these issues would be beyond what the assessment committee's tasks and responsibilities cover. It was suggested that a collaborative effort be used to develop an agenda and Mr. Leau suggested that assessment committee members who went on the WASC I

Assessment Conference in Sept. 2010 assist the chairman in formulating an agenda since they experienced the Open-Space Forum first-hand when attending the WASC I workshop.

A motion to approve the planning committee members (WASC I- Participants: Mrs. Siamaua Ropeti, Mr. Ionatana Fa'asavalu, Mr. Tunufai Leiato, Mr. Michael Leau, Mr. Dennis Fuimaono, Mr. Evile Feleti, Mr. Mark Mageo, and Mr. Sonny Leomiti) to facilitate a sample agenda for the Assessment Open-Space Forum to be reviewed and approved by the Assessment Committee was initiated by the Chairman and approved by the committee.

- *General Education Outcomes Update:*

Mr. Leomiti thanked those assessment members who attended the Curriculum meeting, which was held on November 18th 2010 in which the members of the Core Assessment Planning Committee presented the General Education Outcomes Initiation Process to the Curriculum Committee. The chairman informed the committee that the curriculum committee will decide on ASCC's General Education Outcomes in the spring of 2011 and that the Assessment Committees tasks pertaining to General Education Outcomes is on hold until ASCC GEOs have been defined and approved.

- *Closing the Loop: Fall 2010 Culmination of SLO's:*

The Chair recognized that many departments are continuing their work and use of the SLO's processes that have been presented to the Curriculum and Assessment committees, and that we must continue monitoring our SLO's with the assigned instruments defined in each academic departments assessment plans and course approval forms. The assessment dialogue must continue and data should continue to be collected each semester pertaining to SLO effectiveness.

The new course evaluations are being piloted this semester and these are <u>course evaluations</u>. Course Evaluations will not be used to evaluate the Instructor. Academic departments and faculty can use these evaluations as input collected from

students on SLO attainment, pedagogy, etc. to identify areas that can improve teaching and learning.

- *Other Business:*   No other business.

- *Announcements:*   Chairman Leomiti had two last announcements:
1. The Fall Exit report will be released before the fall 2010 commencement ceremony and;
2. Lunch was provided by the office of the Dean of Academic Affairs.

The meeting was adjourned at 1:20 pm

Recorder: Michael A. Le'au

Assessment Minutes Approval: _____   _____
                                    APC Chairman: Mr. Sonny Leomiti   *Date*

Appendix R

(Assessment Minutes dated on the 28th of October 2010)
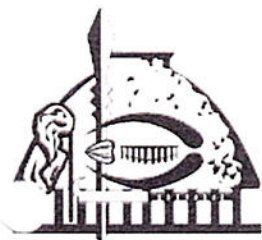
American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

Assessment Planning Agenda:

I. Welcoming Remarks:

II. Review of Minutes dated on the 14th of October 2010.

III. WASC Level II Workshop- October 2010: (Group Sharing)
    a. Assessment Practices
    b. ASCC Assessment Practices

IV. Open-Space (Expanding the Assessment Dialogue): 'Continuation'
    a. Campus Practices:
    b. Duration of Implementation

V. Centralization of Assessment Data
    a. Actions Taken
    b. Status

VI. GEO Presentation: (Rescheduled)

VII. WASC Visitation:

VIII.   Forthcoming Assessment Tasks:
    a. Department Curriculum/SLO Effectiveness and Alignment
    b. Institutional Curriculum Alignment (Inclusion of General Education Outcomes)
    c. Assessment Plans

IX. Other Business:

Notes: _____

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Faculty and Staff (Link on Homepage) *Notes: Grace what are your thoughts on this link currently on our ASCC Homepage? I think it will be good for us to work from this page. I'll converse with a couple of faculty and the Admin for their opinion. Please let me know of your thoughts on this.*

Page Contents:

(ASCC Portal Logo)

Information for Faculty & Staff: (Heading Title)

Web Advisor- Faculty Login (Link)

Web Advisor- Staff Login (Link)

MOODLE (Link)

Faculty and Staff Resources: (Title)

Faculty Senate (Link)

College Administration (Link)

ASCC Curriculum (Link)

Outcomes Assessment (Link)

Departments: (Title)

Admissions and Records (Link)

MIS (Link)

Student Services (Link)

Facilities & Maintenance (Link)

SAMPLE WEBPAGE- OUTCOMES ASSESSMENT

LINKS

Site Navigation
- Home

College: Instructional & Service
- General Information
- Philosophy
- Assessment Plans
- Institutional Effectiveness

Student Learning Outcomes
- Course Level
- Program Level
- Institutional Level

Assessment Committee
- About Us
- Members

Outcomes Assessment:

Grace, this is just an idea on how we can organize all our information with what is all posted in our archives. I honed in on several documents and considered the importance of other departments from both Academics and Administration.

As I closely look at other elements of the website, I see the burden MIS has regarding the updating of the website where accountability for those whose information is projected on the website lacks updates. Probably if the accountability levels for all information displayed on the college website were given to all institutional committees, administrators and staff & faculty to work collaboratively and consistently with MIS, that may lessen several of the problems for your division in receiving the information needed for each semester term. I'm not sure about the processing of information (approval process) for information on the website but, I'll be happy to visit the President tomorrow regarding that. Thanks a lot Grace for everything.

Sonny

Appendix S

(APCC Agenda dated on the 5th of October 2010)

American Samoa Community College
Academic Affair Division
Assessment Planning Core Committee

October 5, 2010
12:30 pm
Room 10

Assessment Planning Core Committee Presentation Outline:

I. ASCC Current Curriculum:
    a. Current Visual Framework
    b. Possible Challenges

II. Definition of General Education:
    a. Program
    b. Outcomes
    c. Faculty

III. General Education Conceptual Framework:
    a. General Education Curricula
    b. Institutional Curricula
    c. Program Curricula
    d. ASCC Courses

IV. Curriculum Map of General Education:
    a. Domains
    b. Categories

V. Categorizing General Education Course Requirements:
    a. AA / AS Clustering Matrix

Notes: _____

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INSTITUTIONAL LEARNING OUTCOMES
FREQUENTLY ASKED QUESTIONS

What are Institutional Learning Outcomes?

The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

What is the purpose of ILOs?

Institutional learning outcomes (ILOs) are designed to help guide individual departments and disciplines in the development of student learning outcomes for programs and courses and services, and to help shape the decision-making processes of the college.

How are ILOs different from Student Learning Outcomes?

They are inter-related. ILOs are the collective expression of the learning environment the College offers to any enrolled student. Student learning outcomes focus on the more particular skills, knowledge, and attitudes that students learn in your courses and programs.

Institutional Learning Outcomes

↑

Program-level Learning Outcomes

↑

Course-level Learning Outcomes
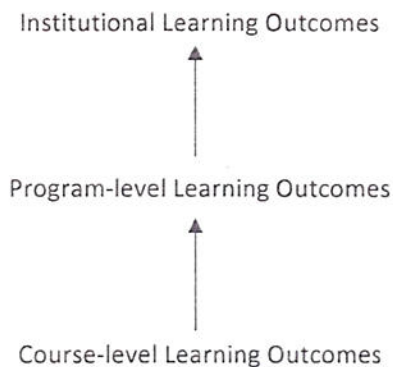
How can my courses meet all of the ILOs?

The ILOs represent the educational values of Hancock College, and allow all students, regardless of their course of study, faculty and staff at the College the opportunity to share in a collective academic culture. Because these outcomes are the most universal educational goals of the College a single course cannot and is not expected to meet all of the ILOs.

Each program need not fulfill every Institutional Learning Outcome. However, each program must contribute toward at least one ILO. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast, a course should meet every one of its stated student learning outcomes.

How are ILOs different from GE learning outcomes?

There may seem to be considerable overlap between our General Education outcomes, developed by AP & P, and the ILOs. This overlap is deliberate. GE outcomes apply only to students who graduate from the college with an AA or AS degree and who thus must meet the GE requirements. In contrast, ILOs apply many of the same educational values to all students, whether enrolled in transfer or occupational programs, noncredit courses, or personal enrichment classes.

How were these ILOs developed?

The Student Learning Outcomes Task Force did not develop the draft ILOs in isolation. The Task Force looked at models from several other schools and then reviewed the program outcomes developed by every instructional and student services unit on campus to be certain that the categories selected represented the educational values of our faculty and staff. The GE outcomes, developed over several years by AP & P with input from the Academic Senate and every department, were also reviewed, and much of the language for the performance indicators under each category is taken directly from these already-adopted GE outcomes. Finally, the Task Force sent out an all-staff survey in Nov. 2006 and received over 90 responses from all employment categories; these responses were also used to help shape an early draft. That draft was then emailed to all staff, presented at All-Staff Day during January 2007, and shared at two meetings for all staff in February 2007. A revised draft has been presented to the President's Advisory Council (PAC).

What employees at AHC should be active participants in engaging ILOs?

Simply put, all of us. Our institution is a gateway to higher education. And while students enroll for many individual motives and goals, there will always be those who are not sure what they can gain from a college education. All of us can help in promoting the purpose and value of learning. ILOs start that process by clarifying our mission to ourselves and to students.

But why do I care? I have little or no direct contact with students.

Until now most of the emphasis in the area of student learning outcomes has focused on the role of classroom instruction in the learning environment. However, institutions are becoming increasingly aware that student services and other elements of the institution have an equally important impact on student learning. Research consistently identifies an environment that signals support for learning *at all levels* of the institution as one of the core components of student success. Facilities and operations, student services, research and planning, administration, information technology, as well as instruction—all aspects of college operations help shape the educational environment and thus contribute to the learning experiences of our students.

Why do ILOs matter?

There is no getting around the fact that learning outcomes are now the essence of accreditation standards and visiting accreditation teams will focus their study of the College's mission and programs on how well we are integrating learning outcomes into the operation of the College.

But more importantly, involving all college personnel in a discussion about ILOs will enable us to ask ourselves questions like these:

- What should an Allan Hancock College student—whether enrolled in a degree or occupational program, noncredit classes, or personal enrichment courses—know and be able to do upon leaving the college?

- What skills, values and knowledge will prepare our students—whatever their educational goals—for the complex, diverse, and interdependent world of the twenty-first century?

- Are these goals widely known and owned by the entire campus community?

Once we have defined the answers to these questions for ourselves, we can--and *should*-- share them with our students and the community. And we can begin to explore ways to measure to what degree our students have achieved these outcomes when they leave the college and, if they aren't learning at the levels we'd like, what we can do to improve their learning.

Now that you mention it, how will ILOs be measured?

As with SLOs, assessment, measurement of ILOs will be an ongoing process. We will start small, with one or two of the ILOs and one or two disciplines or units. We will be looking for faculty in several disciplines to volunteer to participate in pilot projects for both GE and ILO assessments in the coming semesters.

The good news is that many of the assessments that you are already using to measure the effectiveness of your courses and programs may also provide data for ILOs and/or GE outcomes. For example, if you are using an assignment embedded in a course, such as an oral presentation or an essay scored with rubrics, for course or program assessment, you may be able to use the same assignment to measure student achievement in the ILO area of *Communication,* simply by designing another rubric (if the assessment criteria are different). Or you may choose to invite faculty from other disciplines in scoring the assessment for the ILO, if appropriate.

Appendix T

(APCC Agenda dated on the 26th of October 2010)

- Sonny
- Letupu
- Faatoafe
- Annie
- Sal
- Rose
- Chang

American Samoa Community College
Academic Affair Division
Assessment Planning Core Committee

October 26, 2010
12:30 pm
Room 10

Assessment Planning Core Committee Agenda:

I. *Update: GEO Presentation Topics and Presenters: (Presentation Cancellation)*

    1) ASCC Current Curriculum: (*Rosevonne)*
       a) Current Visual Framework
       b) Possible Challenges

    2) Definition of General Education: *(Fa'atoafe & Sal)*
       a) Program
       b) Outcomes
       c) Faculty

    3) General Education Conceptual Framework: *(Letupu & Christian)*
       a) General Education Curricula
       b) Institutional Curricula
       c) Program Curricula
       d) ASCC Courses

    4) Curriculum Map of General Education: *(Annie & Sonny)*
       a) Domains
       b) Categories

    5) Categorizing General Education Course Requirements: *(Dan & Sonny)*
       a) AA / AS Clustering Matrix

II. *Assessment Incentives:*

III. *ASCC Website: (Centralization of Assessment Data)*

IV. *Future Assessment Planning:*
    a. Assessing GEOs
       i. Who's Responsible
       ii. What is the process?
       iii. What success data will we be projecting?
    b. Assessing ILOs
       i. Who's Responsible
       ii. What is the process
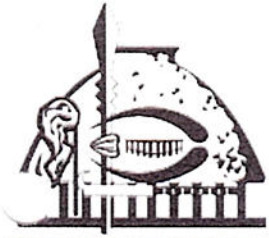
        iii. What success data will we be projecting?

    c. ASCC Assessment Manual (Develop a Content Outline)

        i. Revising of SLO Closing the Loop Manual

        ii. Revisiting all past assessment practices

        iii. Initiate the manual process

    d. Assessment Policies

Notes: _____

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Appendix U

(General Education Outcomes Process Initiation Presentation)
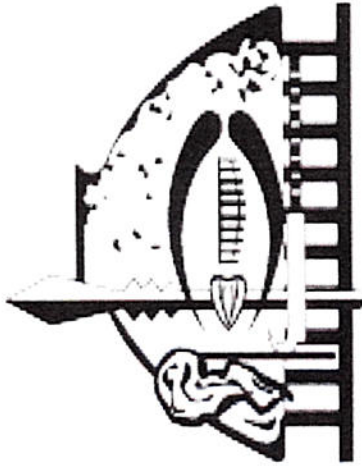
General Education Outcomes Process Initiation

American Samoa Community College

Assessment Core Committee:

Committee Members: Dr. Fa'atoafe Faofua, Mrs. Rosevonne Pato, Mr. Sal Poloai, Ms. Annie Panama, Mr. Teleai Christian Ausage, Dr. Daniel Chang, Mr. Mikaele Etuale, Mrs. Letupu Moananu, Mr. Sonny J. Leomiti

_____
Chairman, Assessment Committee
11/18/2010

Presented to the Curriculum Committee & Administration on the 18th of November 2010 (Lecture Hall- 12:30pm)

APCC 7/2/10- Revised 10/17/10- Final Revision 11/17/10

ASCC Assessment
Curriculum Past Practices

Institutional Learning Outcomes

- Established the Assessment Planning Committee (2005)
- Reviewed the mission of the college (F 2005)
  - Transferability
  - Workforce
  - Research / extension in human and natural resources
  - Awareness of Samoa and the Pacific
- Identified 3 domains aligned to the mission (S 2006)
  - Communication skills
  - Job skills
  - Life skills
- Specified domain indicators (S 2006)

Program Learning Outcomes

- Approval of the Institutional Learning Outcomes by the Curriculum Committee (S 2006)

- Changed program goals to program outcomes (S 2006)

- Reviewed course description and learning objectives (Sum 2006)

- Aligned associate degree programs and certificates of proficiency to the ILOs (Sum 2006)

Course Learning Outcomes

IN EVERY SYLLABUS, the outcomes were shown by:

- Differentiating course objectives and outcomes (F 2006)

- Aligning course outcomes to the PLOs and ILOs (F 2006)

- Identifying the alignment of course requirements / grading with course outcomes (F 2006 – F 2007)

- Department Assessment Plans

- Identifying and implementing the use of a rubrics for
  - assessing communication skills (reading, writing, individual or group speaking, listening)
  - assessing job skills

  (F 2007 – Sum 2009)

Fall 2009-Spring 2010
Assessment Goals

What has been done?

What data do we have?

Where do we want to go?

How do we get there?

Action Topic	Description	Semester
Faculty Orientation Workshop:	- Writing Student Learning Outcomes; - Aligning Classroom Activities with SLOs; - Using Portfolios as an Assessment Tool. - Syllabi alignment of SLOs at all levels.	Spring 2008 (Referencing Assessment PPT (Part I and II, Faculty Orientation Agenda)
Faculty Workshops:	- Rubric Workshop: Defining rubrics, developing rubrics, evaluating data (Training I & II)	Fall 2008 (Referencing Assessment PPT, Faculty Orientation Agenda, APC Minutes- 10/30/08)
Academic Department Assessment Plan	- Alignment of Program/Department mission to ASCC's mission statement. - Courses Assessed for the 2008-2010 cycle; - Courses and Assessment Methods used; - Reporting Assessment Results - Use of Results (explain how the results will be used by academic departments).	Spring 2009 (Referencing APC Minutes 01/22/09)
SLO Presentation:	- APC members were assigned to assist their departments on presenting the Assessment of SLOs for their department focusing on the following areas: 1) Defining Expected Student Learning Outcomes 2) Defining Assessment of Expected Student Learning Outcomes 3) Assessing Student Learning Outcomes 4) Analyzing the results of Assessment 5) Planning and implementing changes to pedagogy, facilities, etc. to improve learning. - This semester the APC was transformed. A representation of faculty from each academic department was assigned to serve on the assessment committee.	Fall 2009 (Referencing APC minutes- 09/24/09)
Program SLO Matrix:	- A PLO matrix was assigned to the committee to identify the level of competency for each instrument used to assess CLOs, PLOs, and ILOs within their departments.	Fall 2009 (Referencing APC minutes- 11/24/09)

Asssssment Committee Goals:

Goal 1: Emphasize SLO effectiveness, alignment, and process that continues to improve SLO achievement at all levels:

(AE-1:SO-1:PI-2:A-1,2)

Objective 1: Analyze SLO data to determine SLO Effectiveness:

Indicator 1: Analyze SLO data a Course Level from each academic department and provide recommendations pending SLO achievement; *(Achievement- 80%, Referencing Assessment Spring 2010 Exit Summary Report, pp. 9)*

Indicator 2: Analyze SLO data at a Program Level from each academic department and provide recommendations pending SLO achievement; *(Achievement- 47%, Referencing Assessment Spring 2010 Exit Summary Report, pp. 9)*

Indicator 3: Validate that SLOs at a Course and Program level are aligned to the Institutional Learning Outcomes. *(Achievement- 0%)*

Assessment Committee Goals:

Goal 2: Define a Clear Process of SLO Assessment:

(AE-1:SG-1:PI-2:A-1,2)

Objective 2: Design an Assessment Manual/Guide:

Indicator 1: Differentiating between Learning Objectives and Learning Outcomes *(Achievement- 80%)*

Indicator 2: Identifying a process for SLO assessment; *(Achievement-80%, Referencing Assessment Spring 2010 Exit Summary Report, pp. 4-7)*

Indicator 3: Review Department Assessment Plans; *(Achievement- 80%)*

Indicator 4: Utilize data to Improve ASCC Curriculum Infrastructure. *(Achievement- 25%)*

Current Curricular Practices:

2010 CURRICULAR FRAMEWORK
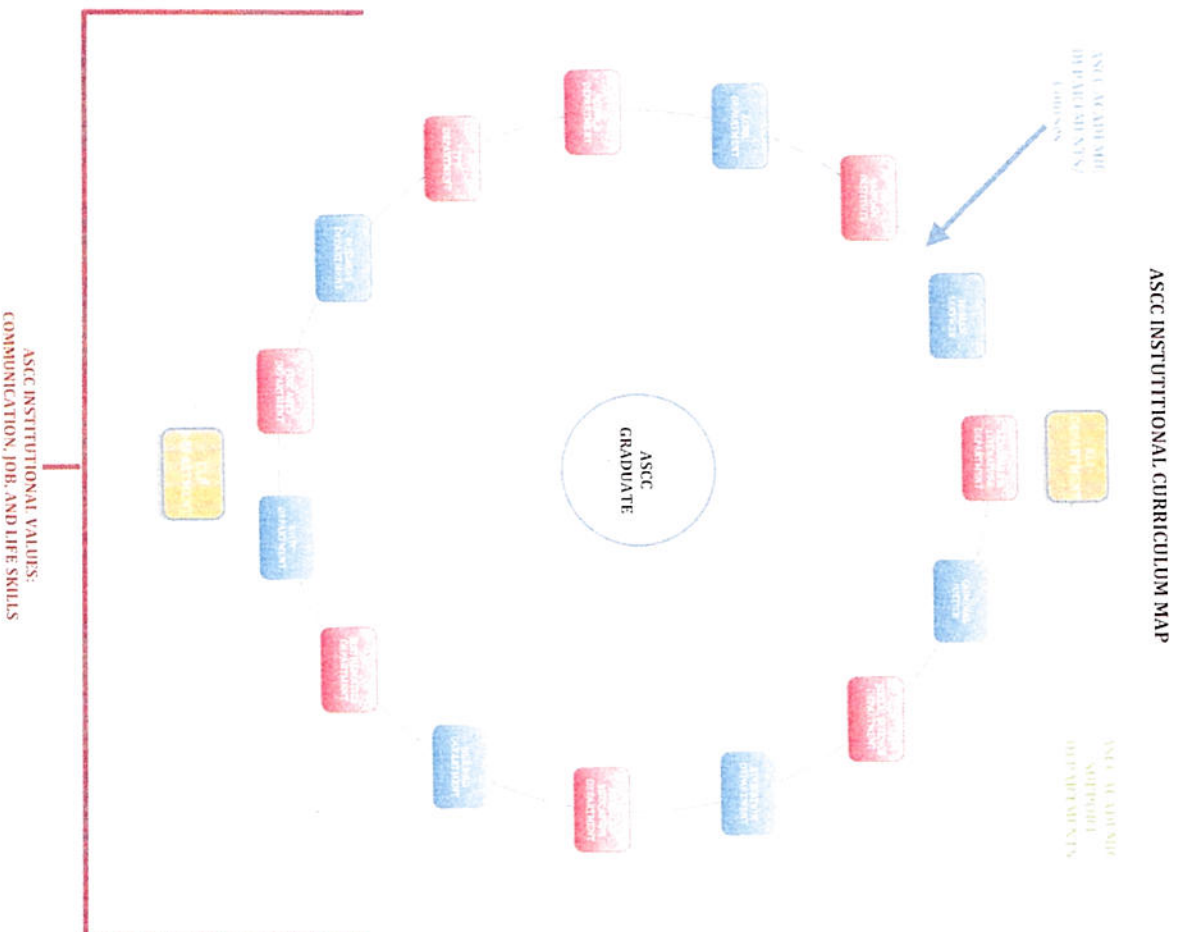
- ASCC Defined
  Student Learning
  Outcomes:

  - Course Learning
    Outcomes
  - Program Learning
    Outcomes
  - Institutional
    Learning Outcomes

Institutional
SLOs

Program
SLOs

COURSE SLOs
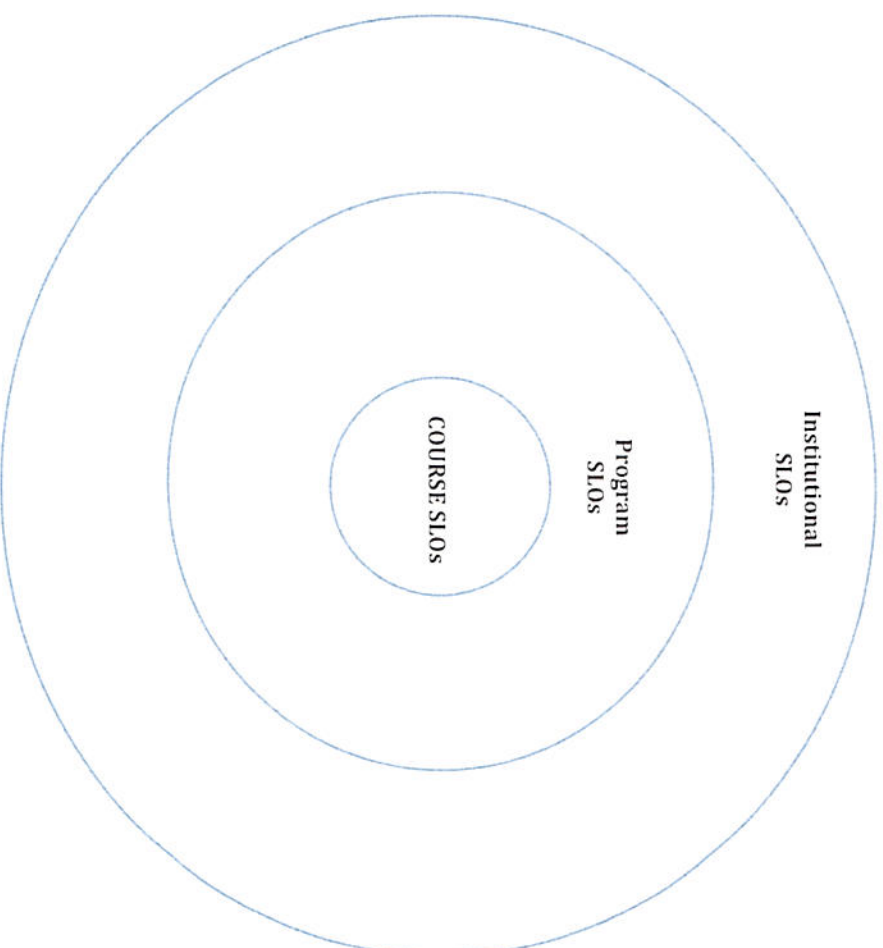
CONTINUATION OF CURRENT CURRICULUM:

General Education Requirements

Institutional Expectations

Program
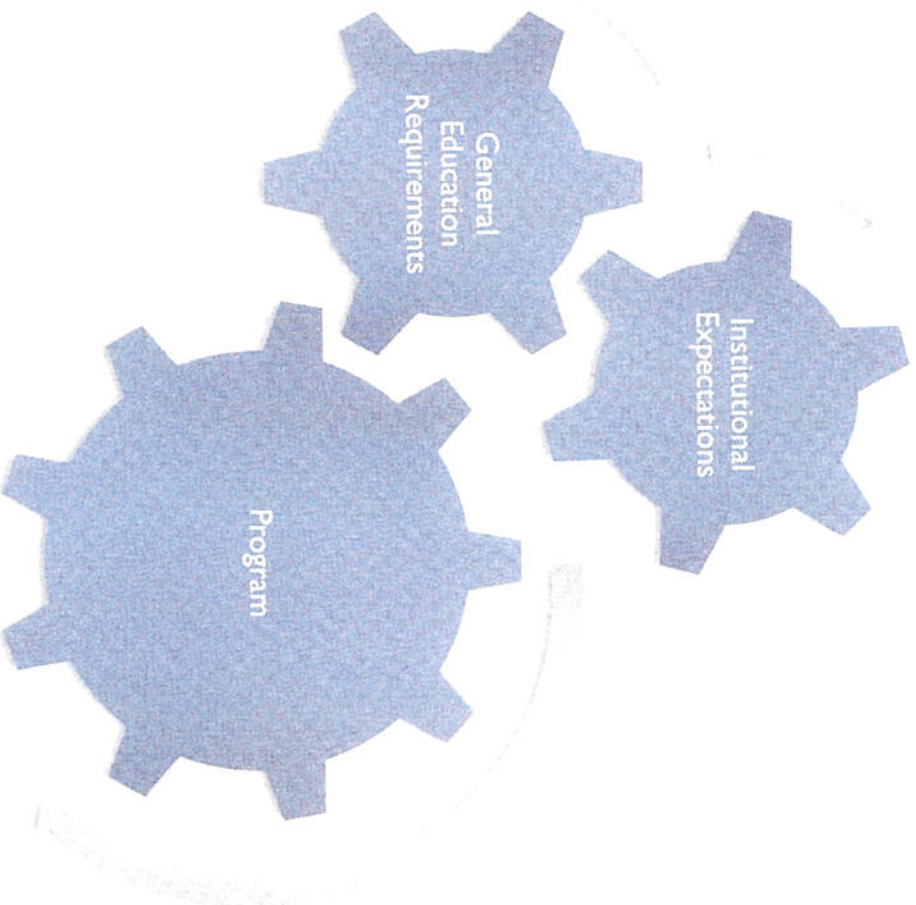
ASCC'S REQUIRED CURRICULUM FRAMEWORK:
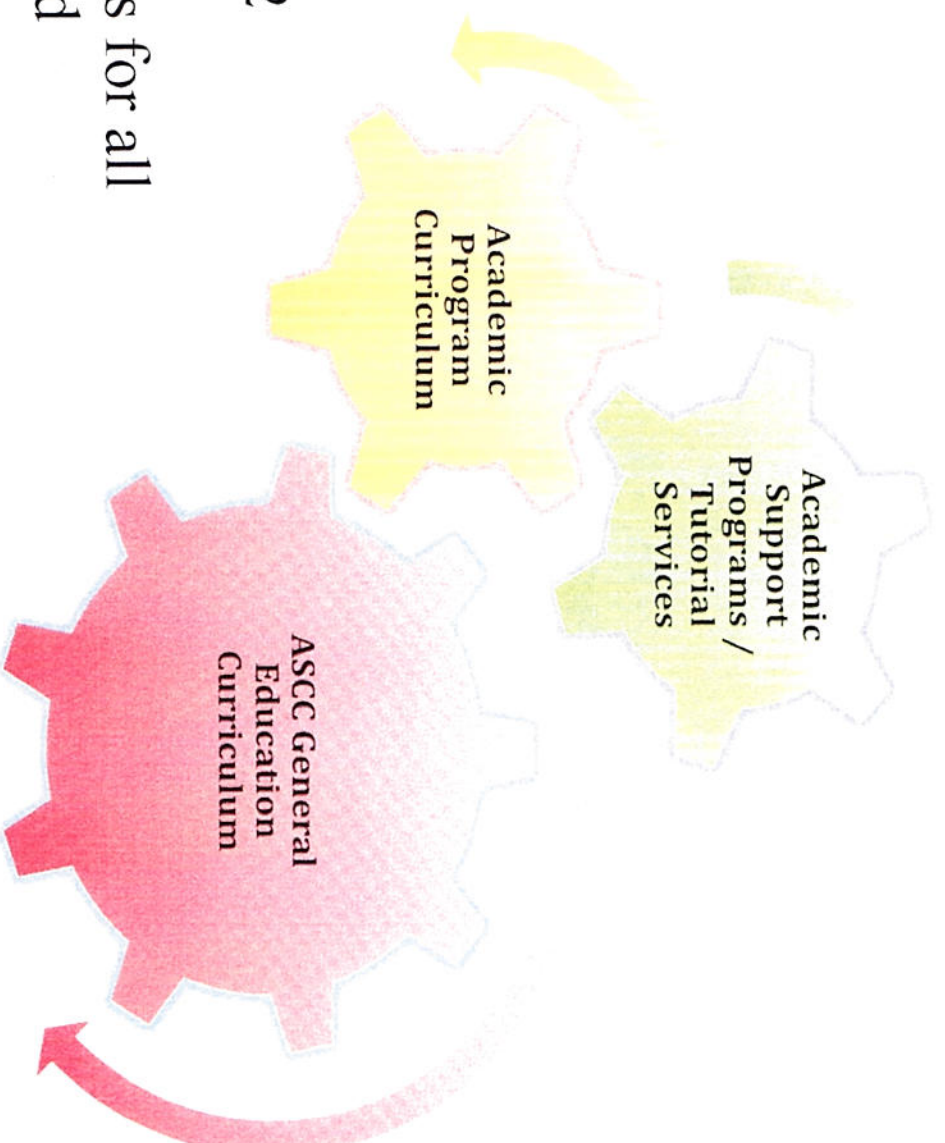
WASC 2012 Curriculum Expectations for all Colleges and Institutions

Academic Program Curriculum

Academic Support Programs / Tutorial Services

ASCC General Education Curriculum

Definition of General Education

Mission Statement

The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and high quality 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 associate degree and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

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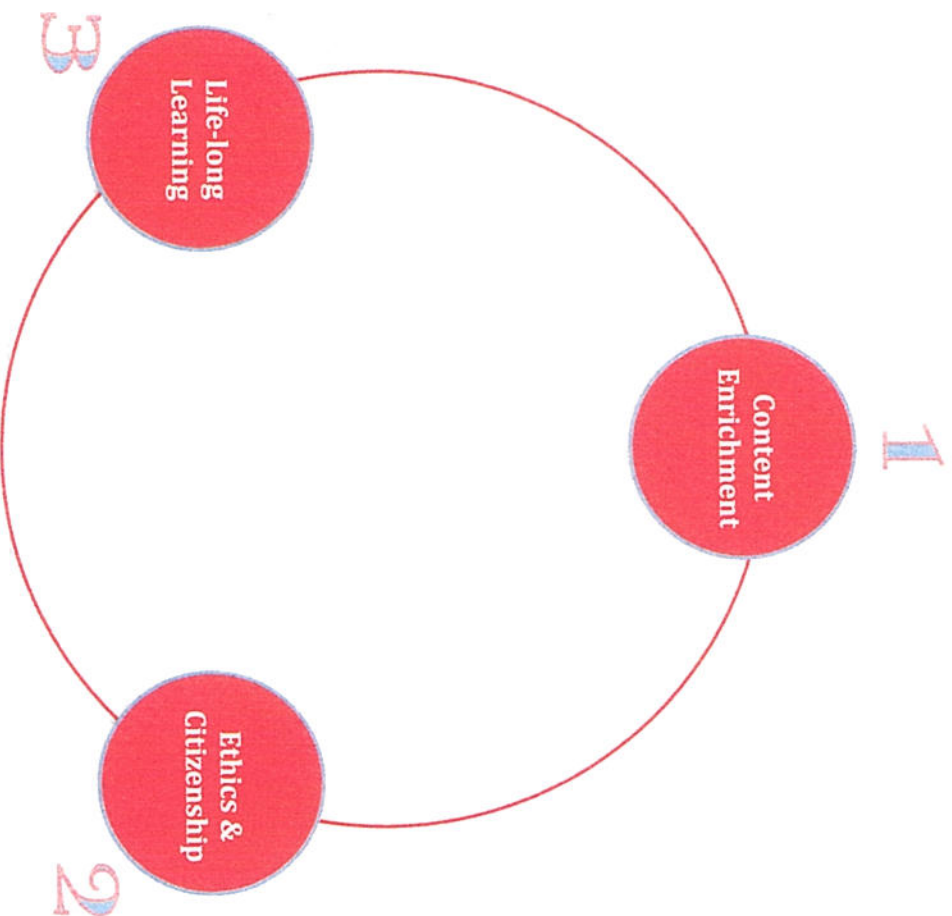- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific.

INSTITUTIONAL CORE VALUES

Core Values are the traits or qualities that represent the Institution's highest priorities and deeply held driving forces.

ASCC Core Values

Lifelong Learning

Student Centeredness

Respect for Tradition & Culture

ASCC Mission

ASCC Vision

Collaboration/Teamwork

Diversity

General Education Programs?

- Definition of General Education:

  The core of the undergraduate curriculum for all students, regardless of major;

  Contributes to the distinctiveness of college-educated adults and guarantees that all college graduates have a broad, balanced education (Allen, 2006, p.1).

- General Education Outcomes:

  Describes what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree.

  Assesses the breadth & depth of our students learning;

  Accreditation Requirement

WASC (Standard II) Defined Domains of General Education Outcomes:

1 Content Enrichment:

- Humanities and Fine Arts Concepts and Methods
- Natural Sciences Concept and Methods
- Social Science Concepts and Methods

2 Ethics and Citizenship:

- Ethical Prinicples and Civility and Interpersonal Skills
- Respect for Cultural Diversity & Historical and Aesthetic Sensitivity
- Civic, Political, and Social Responsibility

3 Life-long Learning:

- Speaking and Listening
- Writing and Reading
- Information Competence and Computer Literacy
- Quantitative Reasoning and Critical Analysis/ Logical Thinking
- Learning through a variety of Means

General Education
Conceptual Framework

ASCC Assessment Practices:

- ## ASCC Defined Student Learning Outcomes:

  - Course Learning Outcomes
  - Program Learning Outcomes
  - Institutional Learning Outcomes

- ## How were SLOs Assessed?

  - Courses (All)

Institutional
SLOs

Program
SLOs

COURSE SLOs
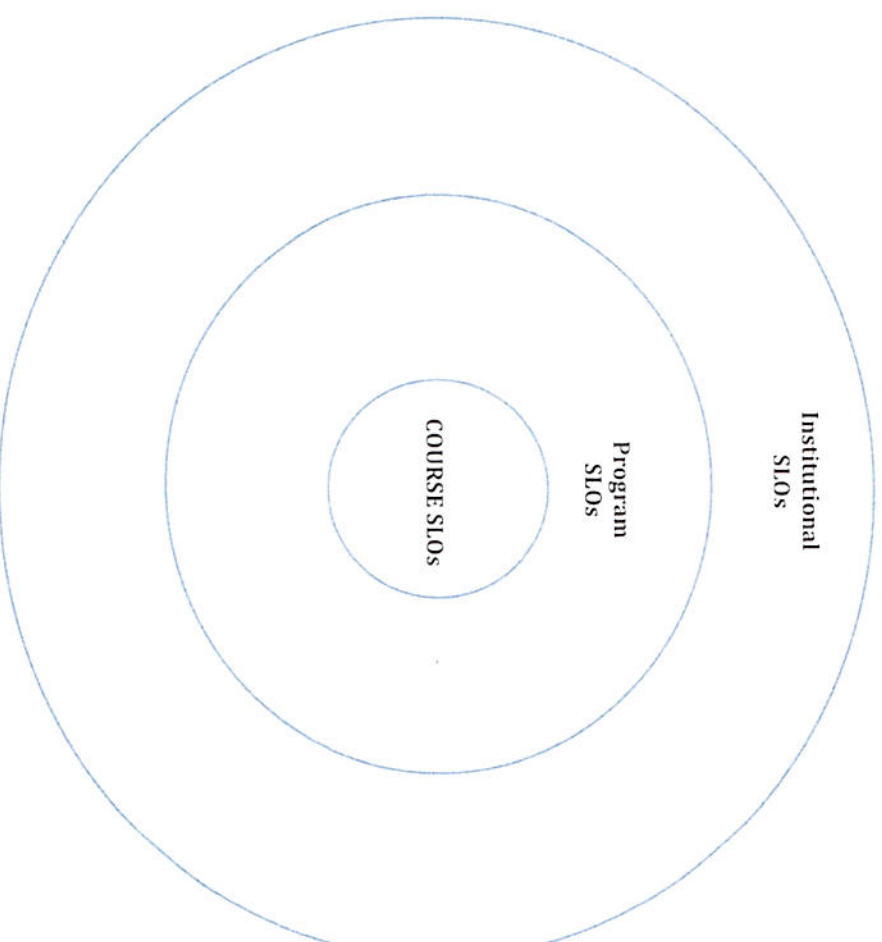
ASCC Institutional curriculum map

➢ ASCC Graduate

➢ ASCC Academic Departments/Programs
- In Red (Departments that offer General Education Requirements)
- In Blue (Departments that offer Degree/Certificates

➢ ASCC Academic Support Departments
- Include ELL, CLP. And Remedial Math

ASCC INSTUTITIONAL CURRICULUM MAP

SJL 1 - 05/24/10

ASCC INSTUTITIONAL VALUES: COMMUNICATION, JOB, AND LIFE SKILLS
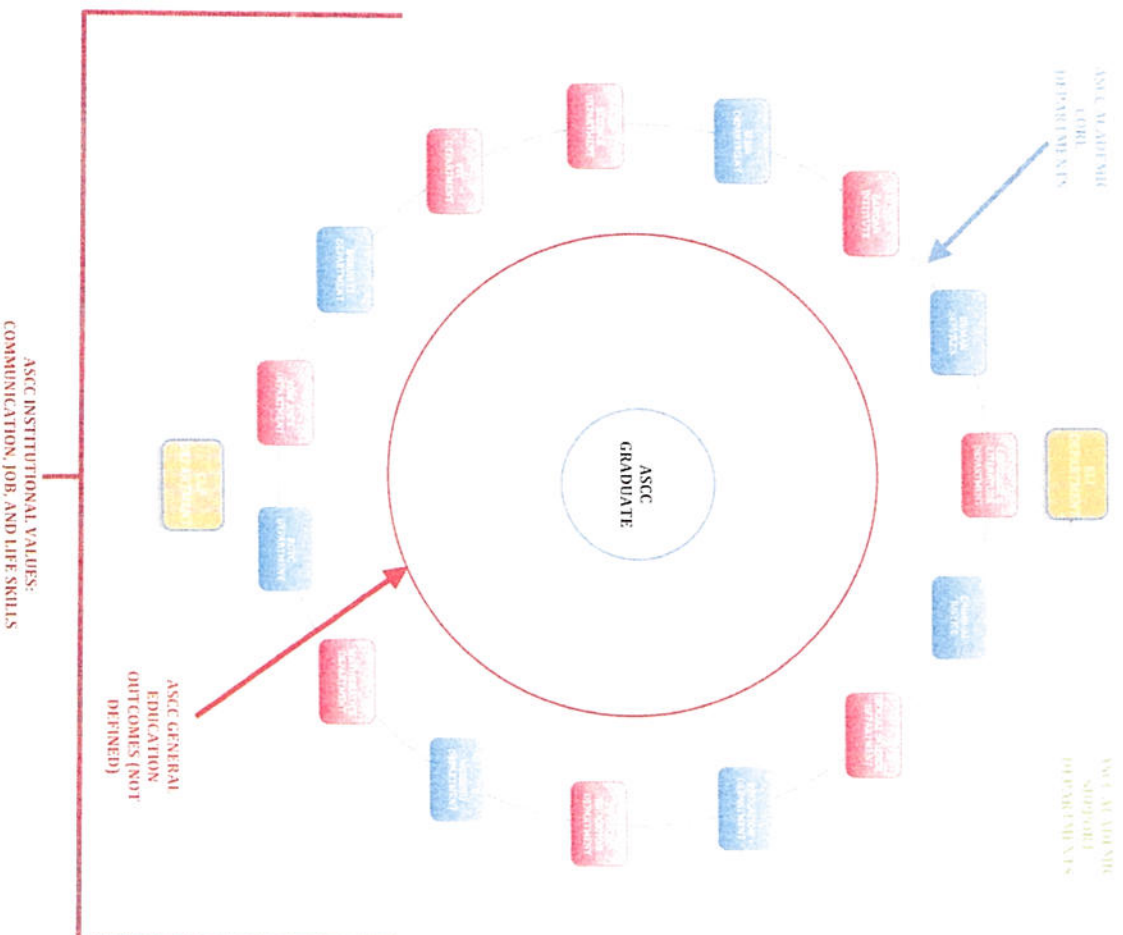
Future Trends:
Curriculum and
Assessment Practices

➢ Have a Process in Place

• Identify ASCC General
  Education Outcomes (GEO)

  ✓ Identify GEO
    indicators and
    Domains

ASCC INSTUTITIONAL CURRICULUM MAP
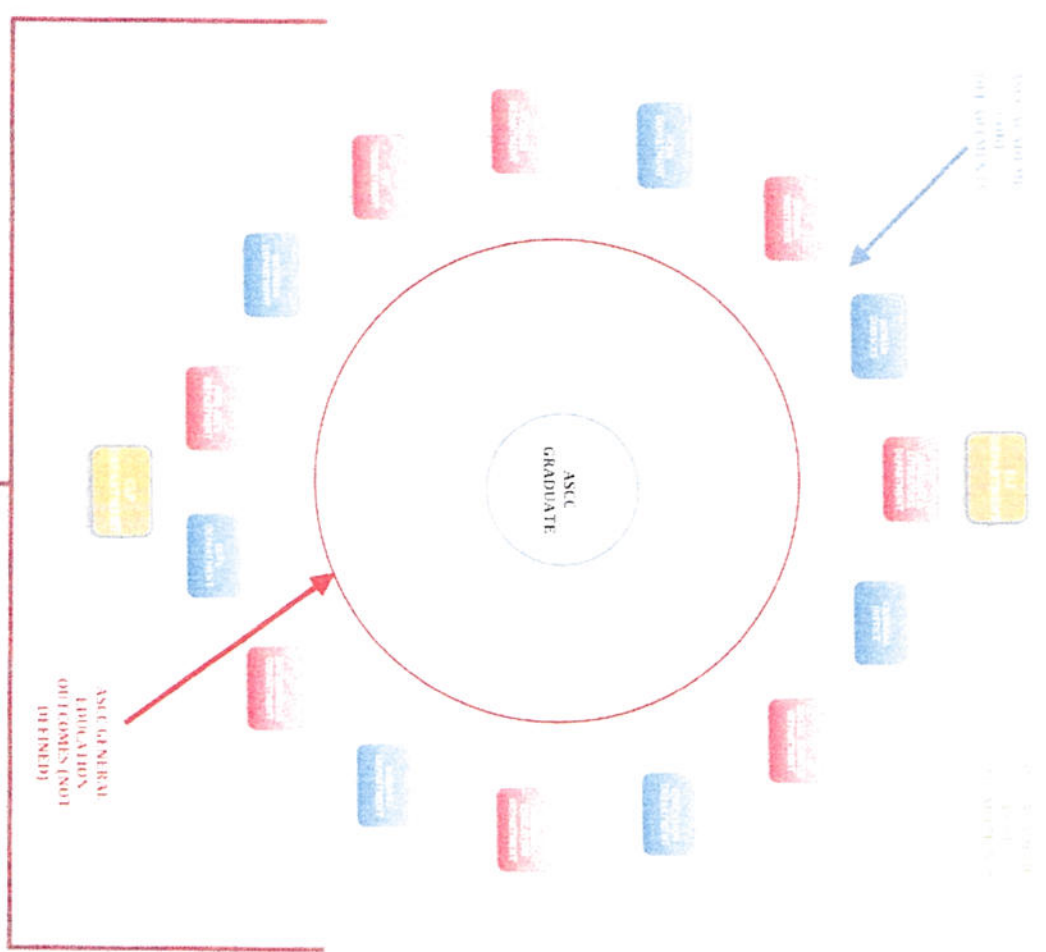
SJL-1 - 05/24/10

ASCC
GRADUATE

ASCC INSTITUTIONAL VALUES:
COMMUNICATION, JOB, AND LIFE SKILLS

ASCC GENERAL
EDUCATION
OUTCOMES (NOT
DEFINED)

ASCC's Current Curriculum Framework categorized by Department and Support Programs:

ASCC INSTUTITIONAL CURRICULUM MAP

ASCC GRADUATE

ASCC GENERAL EDUCATION OUTCOMES (NOT DEFINED)

ASCC INSTITUTIONAL VALUES
COMMUNICATION JOB AND LIFE SKILLS

APCC 7/2/10- Revised 10/17/10- Final Revision 11/17/10

Curriculum: Inclusion of General Education

INSTITUTIONAL CORE VALUES

ASCC Core Values
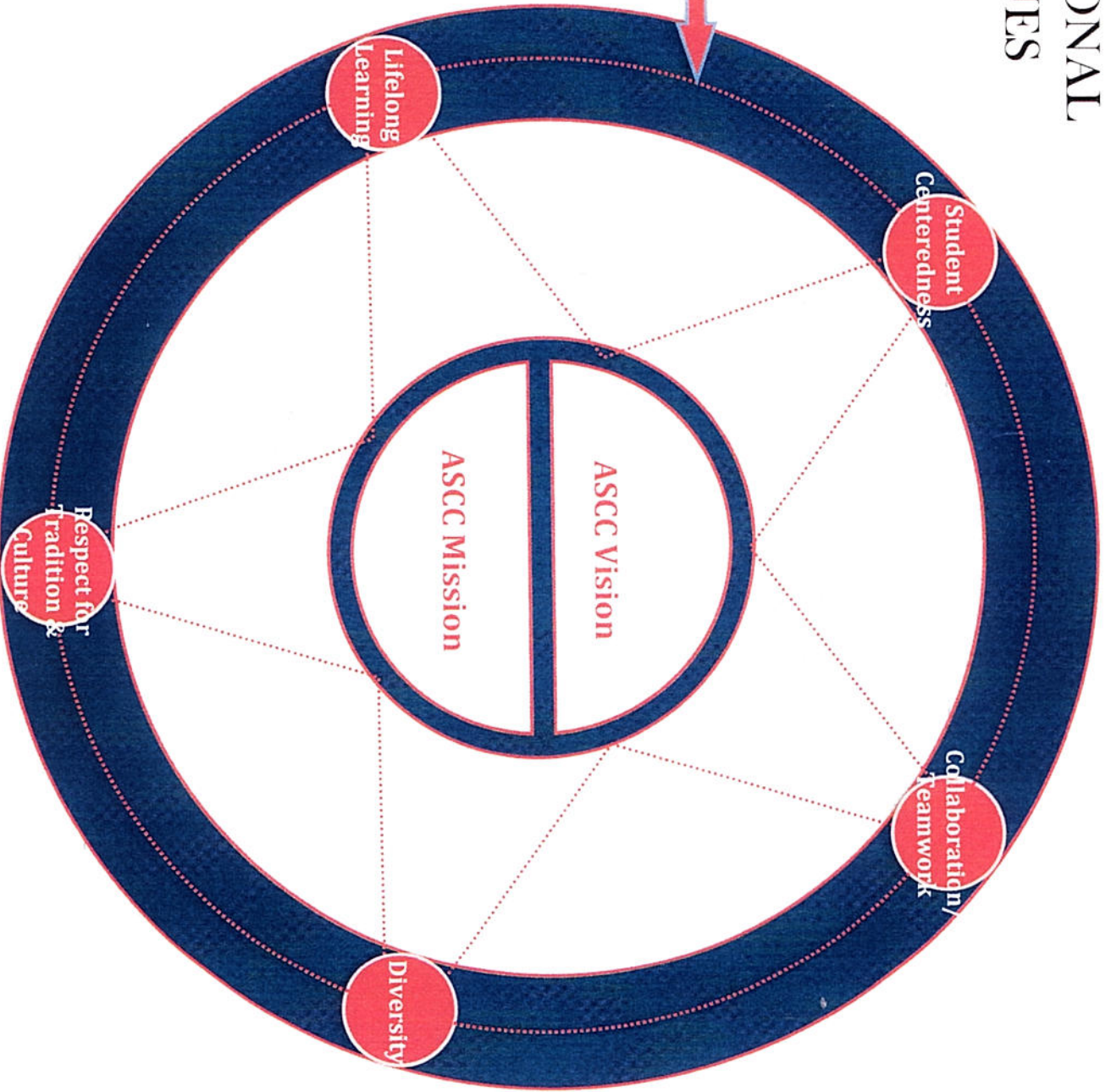
Core Values are the traits or qualities that represent the Institution's highest priorities and deeply held driving forces.

- Lifelong Learning
- Student Centeredness
- Collaboration/ Teamwork
- Diversity
- Respect for Tradition & Culture

ASCC Mission

ASCC Vision

GENERAL EDUCATION CURRICULUM MAP

Given that ASCC identifies three domains that will provide the foundations that mark each college-educated adult regardless of degree, specific characteristics encompassing the institution's vision, mission, and core values must be defined.

General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree.

GENERAL EDUCATION POSSIBLE DOMAINS IDENTIFIED

1

Content Enrichment:

- Humanities and Fine Arts Concepts and Methods
- Natural Sciences Concept and Methods
- Social Science Concepts and Methods

2

Ethics and Citizenship:

- Ethical Priniples and Civility and Interpersonal Skills
- Respect for Cultural Diversity & Historical and Aesthetic Sensitivity
- Civic, Political, and Social Responsibility

3

Life-long Learning:

- Speaking and Listening
- Writing and Reading
- Information Competence and Computer Literacy
- Quantitative Reasoning and Crtical Analysis/ Logical Thinking
- Learning through a variety of Means

ASCC's CURRICULUM FRAMEWORK

Academic Program Curriculum

Academic Support Programs / Tutorial Services

ASCC General Education Curriculum

How does ASCC's Curriculum Operate?
ASCC's Curriculum Framework must provide the cohesiveness needed by students, faculty, support staff, counselors, librarians, and others on campus to achieve its Mission.
What questions must we ask ourselves?

Categorizing General Education Course Requirements

Assessment Analysis of Curricular Practices:

- Reviewed all current General Education Requirements and relationship to General Education Outcomes;

- Reviewed AA (9), AS (7), and COP areas General Education Requirements;

- Categorized possible ways to address GEOs utilizing the current AA and AS clusters;

GENERAL EDUCATION OUTCOME IDENTIFICATION MATRIX

Identification of General Education Outcomes

GER:		GEO Outcomes Defined:			GEO 1: (Possible GEO #1)			GEO 2: (Possible GEO #2)			GEO 3: (Possible GEO #3)		
					I	D	M	I	D	M	I	D	M
AA	TECHNOLOGY	ICT 150											
		ICT 170											
	ENGLISH	ENG 150											
		ENG 151											
		ENG 250											
		ENG 251											
	MATHEMATICS	MAT 150											
		MAT 151											
		MAT 155											
		MAT 250											
AS	TECHNOLOGY	ICT 150											
		ICT 170											
	ENGLISH	ENG 150											
		ENG 151											
		ENG 250											
		ENG 251											
	MATHEMATICS	MAT 150											
		MAT 151											
		MAT 155											
		MAT 250											

REVIEWING GEOs WITH CONCENTRATION ON THE FOLLOWING GENERAL EDUCATION REQUIRMENTS FOR TECHNOLOGY, ENGLISH, AND MATHEMATICS.

Identification of General Education Outcomes

GER:		GEO 1: (Possible GEO #1)			GEO 2: (Possible GEO #2)			GEO 3: (Possible GEO #3)		
GEO Outcomes Defined:		I	D	M	I	D	M	I	D	M
AA SCIENCE	BIO 150									
	BIO 180									
	CHM 150									
	CHM 151									
AA HUMANITIES	ART 150									
	MUS 153									
	DRA 150									
	SPH 153									
AA SAMOAN	SAM 101A									
	SAM 101B									
	SAM 111									
	SAM 151									
AS SCIENCE	BIO 150									
	BIO 180									
	CHM 150									
	CHM 151									
AS HUMANITIES	ART 150									
	MUS 153									
	DRA 150									
	SPH 153									
AS SAMOAN	SAM 101A									
	SAM 101B									
	SAM 111									
	SAM 151									

REVIEWING GEOs WITH CONCENTRATION ON THE FOLLOWING GENERAL EDUCATION REQUIRMENTS FOR SCIENCE, HUMANITIES, AND SAMOAN

Identification of General Education Outcomes

GER: _____

GEO Outcomes Defined:		GEO 1: (Possible GEO #1)			GEO 2: (Possible GEO #2)			GEO 3: (Possible GEO #3)		
		I	D	M	I	D	M	I	D	M
AA										
SOCIAL SCIENCE	ANT 150									
	CET 160									
	POL 150									
	PSY 150									
P.E	PED 150									
	PED 151									
	PED 152									
	PED 153									
HISTORY	HIS 150									
	HIS 151									
	HIS 160									
	HIS 161									
AS										
SOCIAL SCIENCE	ANT 150									
	CET 160									
	POL 150									
	PSY 150									
P.E.	PED 150									
	PED 151									
	PED 152									
	PED 153									
HISTORY	HIS 150									
	HIS 151									
	HIS 160									
	HIS 161									

REVIEWING GEOs WITH CONCENTRATION ON THE FOLLOWING GENERAL EDUCATION REQUIRMENTS FOR SOCIAL SCIENCE, P.E., AND HISTORY.

References:

- Allen, J., M. (2004). *Assessing academic programs in higher education.* San Francisco, CA. Jossey-Bass.

- Allen, J., M. (2006). *Assessing general education programs. San Francisco, CA.* Jossey-Bass.

APPENDIX B

(APCC SLO PRESENTATION AGENDA)

Talofa Assessment Planning Core Committee Members,

Please find listed below a tentative presentation outline for a SLO workshop scheduled on the 10th of January 2011 (next Monday). This workshop will include attendees who are new faculty and adjunct faculty as I alluded to each of you earlier today with focus on areas we have covered in past SLO training, syllabi review, assessment and evaluation, and tutorial services. Please feel free to review and revise the tentative outline below. Please feel free to identify via email which area you would like to present. Thank you very much for your continuing support on a short notice basis.

Presentation Outline:

I. Course Syllabus:

Part I:
a) The Course Syllabus Checklist handout generated by the Office of Academic Affairs will be used for this portion of the presentation. A review on items 1-14 in the checklist may be appropriate for first-time instructors.

Part II:
a) *In this section, items 15-20 in the Checklist will be reviewed*: (Rose and Sonny)
   a. Course SLOs
   b. Course Objectives
   c. Course Requirements
   d. Methods of Instruction
   e. Grading
This may be considered as the most important portion of the presentation. A detailed explanation on Student Learning Outcomes must be addressed holistically pertaining to department CLO identification, CLO alignment to Program LOs and PLO Assessment Cycles, and Assessment of CLOs. There are many concerns that we have reviewed pertaining to CLO stability for multiple sections of the same courses. We may want to put an emphasis on this portion of the presentation.

Part III:
a) *Checklist Items 21-23 will be reviewed*:

    a. Attendance Policy and other policies faculties must adhere to.

Part IV:
a) *Reviewing Item 23-24 of the Checklist*: For this portion of the presentation, we may wish to have a few assessment members share the different templates currently used. There are sample of a daily topical outline as well as a modulated outline as shared by Annie. Regardless of the format used, instructors must provide SLO alignment to demonstrate course competencies and SLO cohesiveness as evident in the category components of the course topical outline section.

Part V: (Sonny)
a) *Checklist Items 25-26*: Assessing CLOs and PLOs: Although dialogue on department assessment plan cycles have ceased for a few semesters, it may be necessary for all instructors to understand that many courses may require a standard rubric to be incorporated during the duration of a course to assess department CLOs or PLOs. Workshop attendees must demonstrate formative and summative validity of SLO attainment.

Part VI:
a) *Evaluation Forms*: (Rosevonne)

Part VII
a) *Tutorial Services* (Annie Panama)

Part VII:
a) Questions and Answers Forum (Core Committee)

Please feel free to revise the tentative presentation outline and indicate a portion of the presentation you may wish to present on.

Fa'afetai,
Sonny

APPENDIX C

(SLO PRESENTATION ORIENTATION)

Student Learning Outcomes

Definition

- Describe the over-arching goals that a student will be able to demonstrate by the end of the course;

- Require the use of higher level of thinking skills such as analysis, synthesis, and evaluation;

- Result in a PRODUCT that can be measured and assessed.

Levels of Student Learning Outcomes

- General Education Outcomes (GEO): The core of the undergraduate curriculum for all students, regardless of major;

- Institutional Learning Outcomes (ILO): The knowledge, skills, and attitudes that students are expected to develop a a result of their overall experiences with any aspect of the college, including courses, programs, and student services;

- Program Learning Outcomes (PLO): The knowledge, skills, and attitudes that students are expected to develop as a result of their program requirements;

- Course Learning Outcomes (CLO): The knowledge, skills, and attitudes that students are expected to develop as a result of each course requirement.

ASCC Assessment Practices:

Institutional
SLOs

Program
SLOs

COURSE SLOs

▲ **Course Learning Outcomes**

▲ Program Learning Outcomes

▲ Institutional Learning Outcomes
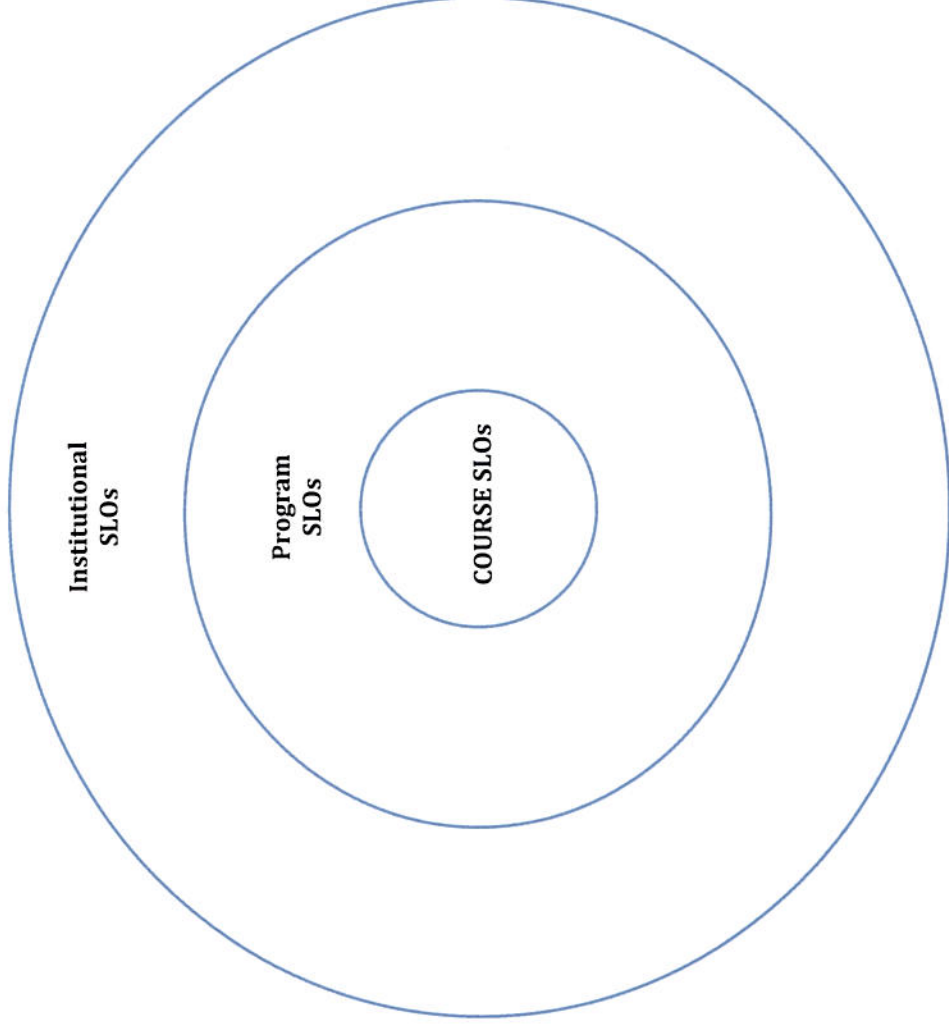
Objectives:

- Course Objectives are subsets of SLOs;

- Think of Objectives as the "building blocks" used to produce or demonstrate mastery of SLOs;

- Objectives can be assessed individually, but is only a small part of an overall project or application.

Course Requirements

- What tasks will demonstrate the application of each CLO?

- **Journal:** Students record and reflect on the personal learning experiences and outcomes.

- **Poster:** Visual presentation of a topic or the outcomes of a learning activity.

- **Essay:** Require students to select, organize, and integrate material on a given topic.

- **Performance Test:** Involves either a hands on activity, or the development of products.

- **Written Report:** Gathering and analyzing information using a discipline specific methodology format.

- **Project:** Extended piece of work involving inquiry based activities.

- **Presentation:** Includes role plays, facilitating group activities, debating, presenting a product, and formal speeches.

- **Portfolio:** A collection of student work that exhibits the student's efforts, progress and achievements in one or more subjects.

- **Short Form Test:** Includes multiple choice, true-false and matching types of test.

- **Short Answer Test:** Requires brief answers consisting of a phrase, sentence, or short paragraph.

Course:	Assignment (Describe Briefly)	SLO Assignment Addresses (list)	Major Skills Required (Be specific! What do Students need to complete This Assignment?)

Course:	ED 150: Introduction to Teaching
Assignment (Describe Briefly)	Classroom Management Plan: students will create a classroom management plan demonstrating the characteristics of an effective classroom learning environment, classroom rules and procedures, and managing whole group instruction.
SLO Assignment Addresses (list)	(3) Characteristics of an Effective Teacher: Positive Expectations, Classroom Management, and Lesson Mastery. SLO: Design a management plan demonstrating theory based concepts placed in teaching.
Major Skills Required (Be specific! What do students need to complete this Assignment?)	Refer to Rubric (Classroom Management Plan) ☺

Status Summary

- Topical Outline
- SLO Alignment
- Able to demonstrate course competencies;
- Cohesiveness
- Alignment to program (if applicable)

Topical Outline

- 16 weeks
- Identifies activities, lessons, or major areas of study for that particular week.
  - Tests, assessment, projects, demonstration,

SLO Alignment

Course: Introduction to Teaching

Outcomes:

1. Design a management plan demonstrating theory based concepts placed in teaching.
2. Investigate the important roles effective teachers' play in students learning.

Weeks:

1.
2.
3.
4. Reflective Analysis #1
5.
6. Reflective Analysis #2
7. Philosophy of Education (first draft)
8. Reflective Analysis #3

Assignments that measure CLO's:

1. Classroom Management Plan
2. Research Paper, Presentation, Philosophy of Education, Weekly Reflections, Learning Portfolio.

Weeks:

9. Management Plan
10. Reflective Analysis #4
11. Individual Presentation
12. Research Paper/Presentation
13. Final Reflective Analysis
14. Philosophy of Education (final draft)
15. Learning Portfolios
16. Comprehensive Exam

Student Learning Outcomes

- List main critical Outcomes

- Alignment of SLO/CLO to PLO (if applicable)

- Relevance of SLO/CLO

- How do you plan to assess SLO/CLO?

- How will you use this data to improve your course?

Summary

- Topical Outline gives an overview of your course over the entire semester;

- SLO/CLO are YOUR expectations of what is to be demonstrated;

Course Evaluation

Two-Fold Course Evaluation Form

▲ **Student evaluation of course**

- Provides an overall average of course evaluation
- Allows for results to be tabulated and reported
- A source of evidence of SLO attainment
- Results can be used for improvement of student learning, alignment to institutional practices, data-driven decisions

▲ **Instructor evaluation of course**

- Input on course indicators
- Input on # of students completing course
- Instructor comments

Evaluation Process

1. Student course evaluations distributed 2 – 3 weeks before course ends

2. Student course evaluations are passed out, filled in, collected, and turned in to IE by students (instructors are not involved in this step)

3. Instructor course evaluation forms filled out and turned in to IE separately from student evaluations

4. Evaluations are entered into system, analyzed and results printed

Student Course Evaluation

Instructor: _____ Date: _____

Course Title: _____ Section: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor was regularly well prepared for the course				
The Learning Outcomes and Objectives for the course were clearly explained				
The instructor delivered the course content in a clear and effective manner				
The learning resources contributed to the attainment of the Learning Outcomes				
The Learning Outcomes and Objectives were achieved in the course				
The course provided opportunities for student involvement and participation.				
The instructor was consistent and fair in grading				
The course provided real life experiences				
The instructor's attendance was consistent				
My Learning Objective (s) has been met by this course				
Taking this course has better prepared me to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Please comment:

Describe ONE learning outcome of the course.

What are the strengths of the course?

What changes could be made to improve the course?

Would you recommend this course to other students? Explain.

Instructor Course Evaluation

Instructor: _____   Date: _____

Course Title: _____   Section: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
As the instructor, I was well prepared for the course				
Expected Learning Outcomes and Objectives for the course were clearly stated to the students				
As the instructor, I delivered the course content in a clear and effective manner				
The learning resources contributed to the attainment of the Learning Outcomes				
Expected Learning Outcomes were met by course objectives				
The course provided opportunities for student involvement and participation.				
As the instructor, I was consistent and fair in grading				
The course provided real life experiences				
As the instructor, I attended classes consistently				
The course met the students Learning Objective(s)				
The course has better prepared students to:				
Find work				
Transfer to another institution of higher learning				
Research and participate in community				
Appreciate culture and diversity				

Describe ONE learning outcome of the course.

What are the strengths of the course?

What changes could be made to improve the course?

Would you recommend this course to other students? Explain.

Tutorial Services

APPENDIX D

(REQUEST FOR ASSESSMENT PROFESSIONAL DEVELOPMENT)

American Samoa Community College
Academic Affair Division
Assessment Plan Committee

To: Dr. Irene Helsham
        Dean, Office of Academic Affairs

Fr: Sonny J. Leomiti
        Chairman, Assessment Planning Committee

Subject: Request for Travel-Assessment Professional Development

Talofa Dr. Helsham,

Thank you for your support. ASCC's focus on SLOs and Assessment has been a challenge for both the assessment and curriculum committees these past few semesters however, tremendous efforts and collaboration amongst both committees have escalated the drive on SLOs to a higher level as we strive to achieve WASC SLO expectations before fall 2012. Fa'afetai tele lava.

Given that the Assessment Core Committee has presented the General Education Program findings to the Curriculum Committee for their review and finalization of ASCC's General Education Outcomes, the Assessment Core Committee will now review the Institutional Level and Program Level of ASCC's Institutional Curriculum Framework to assess alignment and cohesiveness amongst all academic programs and services and its link to the institution, not limited to the institutional assessment cycle and Closing the Loop processes.

With all the research that has been conducted by the Assessment Core Committee, I would like to initiate the 'scope of work' for the APCC with focus on recommendations one, two, and five of the *Assessment Exit Report-Fall 2010*:

1. Professional Development: The Assessment Planning Core Committee (APCC) will continue to research on areas on the assessment of general education outcomes provided that committee members participate in Professional Development Workshops off-island to review what other colleges and universities are practicing pertaining to GEO assessment cycles.

    The Assessment Planning General Committee (APGC) continues to attend WASC Level 1 & 2 Assessment Workshops. Information gathered will contribute to the expansion of the assessment dialogue in reference to the Assessment Committee not limited to the projection of success data within each respective academic department.

2. Assessment Software/System: Another area of concentration will be to review how assessment data will project SLO achievement. The

Assessment Committee will work collaboratively with the Office of Institutional Effectiveness pertaining to SLO Achievement Data and possible assessment systems.

5. <u>Closing the Assessment Loop Manual</u>: A revision of the current manual must reflect 'Closing the Loop' processes at an Institutional Level and General Education Level.

The request for professional development facilitates an interest in one off-island educational conference:

Texas A&M 11th Annual Assessment Conference
Location: Hilton Conference Center-College Station, Texas
Conference Dates: February 20-22, 2011
Registration Fees: $190 per Attendee before the 31st of January 2011, after January 31, fees increase to $215 per attendee.
Theme: "Learn...Share...Innovate"
Website: http://assessment.tamu.edu/conference/workshops.htm

The following topics that will be presented in the Texas A&M 11th Annual Assessment Conference are of interest:

- <u>Pursuit of Student Success</u>: This workshop will discuss the rationale for changes in both content and pedagogy, and the implications for assessing and evaluating the Core. The new Core Objectives and descriptions for the Foundational Component Areas will be presented.
- <u>Engaging Faculty in Assessing Critical Thinking using the CAT Instrument:</u> The workshop will examine how this instrument can be used as part of a broader campus-wide effort to improve critical thinking and real-world problem solving. Participants will have an opportunity to examine the CAT instrument and scoring process after completing a non-disclosure agreement.
- <u>Developing a Department Assessment Plan Consistent with SACS</u>: The primary purpose of this workshop is to not only present ten important steps in developing an academic department assessment plan but also to share useful assessment resources and websites that will inform and guide the assessment planning and execution process.
- <u>Curricular Redesign: The Art and Science of Pedagogic Change</u> Curricular redesign of undergraduate curriculum is a complex process that can be made easier through the use of learning outcome templates and curricular maps. Foundational knowledge of program learning outcomes, the change process, and facilitation skills are essential to the success of redesign implementation. This session is designed to share learning outcome templates, curricular maps, and consulting processes that have been used with multiple departments at Texas A&M University on redesigning curricula.

There is a variety of assessment-based sessions that will be offered not including colleges that have submitted proposals to present at the conference however, I find the above topics as areas of interest and of benefit as the APCC continue to focus on assessing GEOs and possibly ILOs. One of the final stages that will be addressed shortly is the institutional assessment plan and the linkage to program assessment cycles. Although the assessment plans that will be presented at the conference may be linked to four-year institutions, there are possibilities that the sample steps indicated in the presentation description may benefit ASCC's assessment practices.

Aside from the research conducted by the APCC, the opportunity to ask questions and expand the dialogue with other colleges and universities based on the appropriateness of ASCC's existing assessment practices is essential. This is an important portion to the Assessment Manual, which the assessment committees are in the process of compiling.

For the Texas Conference, I kindly request for the participation of the following APCC Members:

1. Mrs. Rosevonne Pato- Director, Office of Institutional Effectiveness
2. Dr. Fa'atoafe Faofua- Chairman, Business Department
3. Ms. Annie Panama- Counselor, Diversity and Tutorial Services
4. Dr. Daniel Chang- Chairman, Human Services
5. Mr. Sonny Leomiti- Chairman, Assessment Planning Committee
6. Mrs. Letupu Moananu- Chairman, Mathematics Department
7. Mr. Sal Poloai- Dean, Trades and Technologies
8. Mr. Christian Ausage- Chairman, Samoan Institute

Justification: All participants will be assigned a working agenda with expected outcomes prior to the conference dates and will generate a proposal that should be compiled and completed by the end of the spring 2011 semester.

Working Agenda 1: "Institutional Assessment System and Processes":
- Review institutional assessment data and systems utilized by other colleges and universities:
  - Expected Outcomes:
    - A comprehensive definition of Institutional Assessment Data components and the linkages to achievement data reflecting significances in instruction and services;
    - Review and Research ASCC's ILO components and alignment to all academic programs and services;
    - Explain and Review the processes of ASCC's Institutional Assessment Cycle and provide recommendations based on current practices;

- Review the projecting of Institutional Assessment Data and possible instruments not limited to assessment systems?
- Review a cycle and implementation plan for assessing General Education Outcomes

Collaboration amongst all members in the completion of the listed outcomes is imperative. Considering WASC requirements and the duration remaining to achieve WASC expectations for colleges and universities pertaining to SLOs is the committee's prioritized area of focus. Given that all members of the APCC participate in this conference will give the members more time to construct a plan to facilitate the above outcomes and that implementation agendas are initiated by spring 2012. The completion of the above tasks will contribute to the achievement of the Assessment Planning Committee Goals one and two:

- Goal 1: Emphasize SLO effectiveness, alignment, and a process that continues to improve SLO achievement at all levels;
    o Analyze SLO data at a course level from each academic department and provide recommendations to improve SLO assessment;
    o Analyze SLO data a program level from each academic department and provide recommendations to improve PLO assessment;
    o Assure that SLOs at a course and program level are aligned to the Institutional Learning Outcomes (ILOs).
- Goal 2: Define a clear process of SLO Assessment
    o Design an Assessment Manual/Guide
        ▪ Identifying Learning Objectives vs. Learning Outcomes;
        ▪ Identifying process steps for SLO Assessment;
        ▪ Developing Assessment Instruments;
        ▪ Analyzing SLO data;
        ▪ Using data to make Curriculum Changes. *(Referencing APCC Spring 2010 Exit Report)*

ASCC Strategic Plan Alignment:

- Academic Excellence Strategic Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success:
    o Strategic Objective 2: Assess and Revise/Restructure (recommendations to improve) Curriculum:
        ▪ Performance Indicators 2 & 3:
            • To provide a systematic process to organize and interpret assessment data;
            • To evaluate the effectiveness of academic programs.

Your feedback towards the scope of work and Committee request for professional development will be highly appreciated.

Fa'afetai tele lava,

APPENDIX E

(ASSESSMENT ARTICLE- TEXAS A & M CONFERENCE)

The ASCC team who participated in the Texas A&M Assessment Conference takes a break from the sessions for a group photo. (L to R) Poe Mageo, Dr. Daniel Chang, Letupu Moananu, Dr. Randel Dewees, Lilian Temese, Sonny Leomiti and Sal Poloai.
[Courtesy Photo]

Filipino students, employees, administrators and seminarians from the University of Santo Tomas (UST) gather to form a "Dominican Cross" as they observe the start of Lent on Ash Wednesday on March 9, 2011, inside the UST campus in Manila, Philippines. Organizers claimed to have more than 20,000 participants during the event and

ASCC Emphasizes Professional Development in Assessment

By James Kneubuhl, ASCC Press Officer

Thanks to funding from the American Recovery and Reinvestment Act, the American Samoa Community College (ASCC) has accelerated its program of professional development in the areas of Assessment, Program Review and Accreditation Standards. Two teams of ASCC administrators and faculty recently participated in two separate events, the nation-wide 11thAnnual Texas A&M Assessment Conference, and the regional conference of the Pacific Postsecondary Education Council held in Hawaii last month.

Teacher Education Department instructor Sonny Leomiti, who led the ASCC delegation to Texas, offered an overview of the Assessment concept as it applies to academics. "Assessment is basically the process to improve teaching and learning,"he said. "The theme of the conference we attended was "Learn… Share… Innovate", and it emphasized Assessment as a means of accountability as well as Assessment as a means of transformation. Trainings like these provide direction by emphasizing assessment processes and practices. As campuses define, review, and revise grounds that facilitate 'Student and Learning Centeredness', the end product should be tangible results that reflect the institutions' best teaching and learning practices."

"The workshop offered an array of information on assessment," continued Leomiti, "such as the pursuit of student success, engaging faculty in assessing critical thinking, developing assessment plans, curricular redesign and institutional effectiveness through the lens of assessment. ASCC participants have been exposed to a variety of assessment processes and practices as posed by other colleges and universities who presented at the conference." In addition to Leomiti, who serves as Assessment Committee Chairman, ASCC participants included Dr. Daniel Chang (Chairman-Health Services Department); Sal Poloai (Dean- Trades and Technology Division); Letupu Moananu (Chairman, Mathematics Department); Dr. Randel DeWees (Faculty, Science Department); Lilian Temese (Faculty, Social Science Department); and Poe Mageo (Faculty, Language & Literature Department).

In the same month as the Texas conference, the Pacific Postsecondary Education Council (PPEC) held its own three-day event in Hawaii, which included a discussion of Assessment, Program Review and Accreditation Success, and was attended by ASCC administrators Dr. Kathleen Kolhoff-Belle (Vice President of Academic and Student Affairs), Mikaele Etuale (Vice President of Administration and Fi-
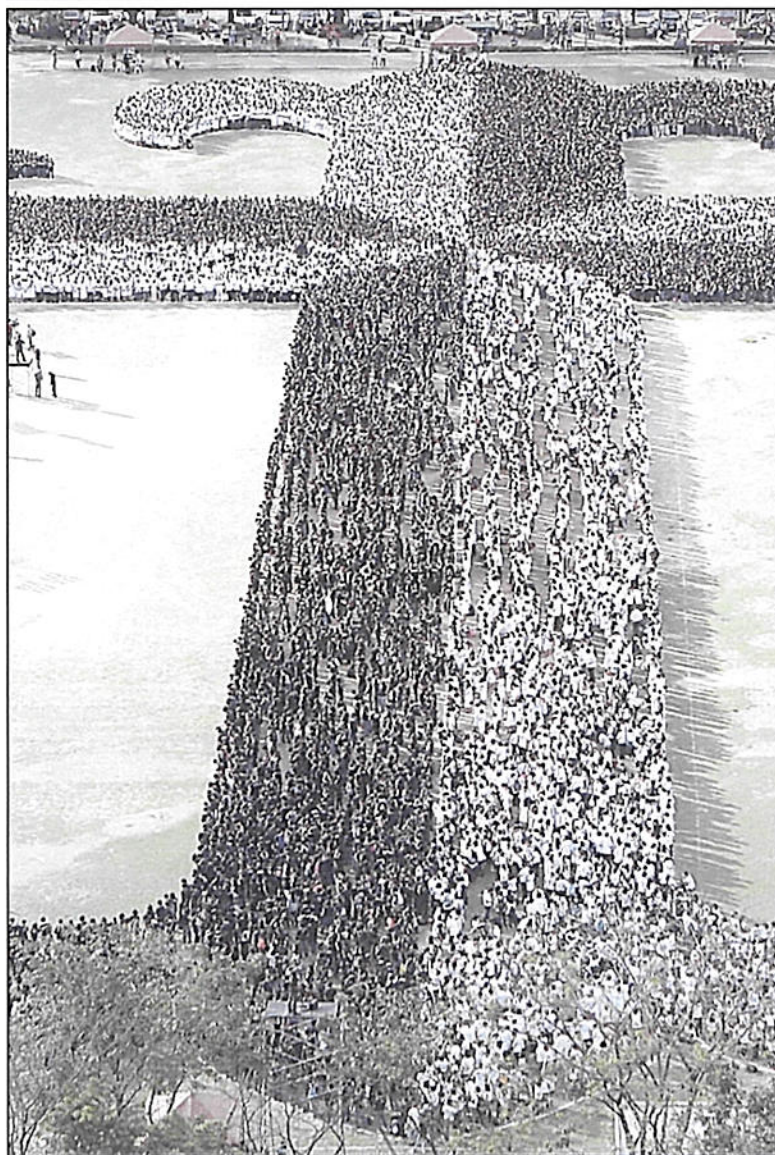
✳ Tala mai le Fono…
Mai itulau 17

pe o i ai fo'i se tupe e maua mai ai i lea feagaiga, se'i tau fesoasoani ai i le gasegase tau tupe ua feagai ma le atunu'u i le taimi nei.

O le talosaga a le afioga ia Mauga na taoto atu i luma o le maota maualuga, peita'i o se fautuaga sa tuu sa'o atu i le taitaifono o le Komiti o Sailiga Manuia a le maota, lea o loo taitaifono ai le afioga i le alii senatoa ia Malepeai Setu, mo le faatulagaina o se iloiloga ma le kamupani telefoni.

Na lagolagoina e le alii peresetene o le Senate ia Gaoteote Palaie Tofau ma le afioga ia Malepeai lea fautuaga, ma saunoa ai loa le taitai komiti, o le a saili se aso e faatulaga ai se iloiloga ma le kamupani telefoni.

tu na mafua ai ona tuuina atu e le malo lenei vaega tupe tele, ina ia maua ai ni galuega mo le atunu'u, ma fesoasoani ai i le tamaoaiga o le teritori.

E $9 miliona le tupe na inivesi e le malo o Amerika Samoa mo le tosoina mai lea o le uaea mo fesootaiga, ma le faamoemoe afai ae mautu feutanaiga uma ma le kamupani o loo tosoina maia le uaea o fesootaiga, o le a maua loa galuega e oo atu lava i le 2,000 i le teritori, e aofia ai ma le fausiaina lea o se fale mo fesootaiga.

E oo mai lava i le taimi nei e le'i vaaia lava ua amata ona tino mai ia galuega e pei ona fuafuaina.

Feso'ota'i mai i le tusita-

APPENDIX F

(ASSESSMENT PLANNING AGENDAS- APGC)

American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

February 17, 2011
12:30 pm
Room 10

Assessment Planning Agenda:

I. Review of Minutes dated on the 2nd of December 2010.

II. Open-Space (Expanding the Assessment Dialogue): 'Update'

III. General Education Outcomes

IV. Assessment Exit Reports

   a. **_Spring 2010_**: Assessment Exit Report Web-link-
      http://www.amsamoa.edu/2010Spring_Assessment_Exit_Report.pdf - password
      @ascc2011
   b. **_Fall 2010_**: Assessment Exit Report Web-link-
      http://www.amsamoa.edu/archive.htm - password: @scc2011

V. Academic Department & Program Curriculum Mapping

VI. Texas A & M 11th Annual Assessment Conference

VII. Other Business:

VIII. Announcements:

Notes: _____

_____

_____

_____

_____

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American Samoa Community College
Academic Affair Division
Assessment Planning General Committee

March 17, 2011
12:30 pm
Room 10

Assessment Planning Agenda:

I. Texas A & M 11th Annual Assessment Conference

II. General Education Outcomes

III. Assessment Exit Reports Access

    a. **_Spring 2010_**: Assessment Exit Report Web-link-
http://www.amsamoa.edu/2010Spring_Assessment_Exit_Report.pdf - password
@ascc2011

    b. **_Fall 2010_**: Assessment Exit Report Web-link-
http://www.amsamoa.edu/archive.htm - password: @scc2011

IV. Academic Department & Program Curriculum Mapping

V. Open-Space (Expanding the Assessment Dialogue): 'Update'

VI. Other Business:

VII. Announcements:

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assessment Planning Committee

Expanding the Assessment Dialogue (Open Space Forum):

Purpose: To establish assessment awareness to all non-assessment faculties and expand the assessment dialogue pertaining to concerns or frustrations faculty may have towards assessment *(Referencing Assessment Exit Report Fall 2010, p. 11).*

Implementation: The committee approved that the Assessment Open Space Forum would be piloted on two days:
- Friday, before the week of Spring Break.
- The last day during the week of Faculty Orientation *(Referencing minutes dated on the 2nd of December 2010).*

Duration of Workshop: To be discussed.

Hypothetical Agenda: To initiate the Assessment dialogue, an array of Assessment practices and processes may be generated as an Assessment Topical Outline for non-assessment faculties to select from during the workshop. Assessment in-house workshops may be extended to non-assessment members such as the administrators. The outcome will facilitate data based on the Assessment needs of faculty and to identify future assessment workshops escalating faculty interest and competencies towards Assessment Practices and Processes.

Topical Outline of Assessment Topics:
- Assessment for Beginners;
- Analyzing Assessment Practices for Impact on Student Learning;
- Direct and Indirect Assessment Methods;
- Formative and Summative Assessment (Assessing Course Competencies);

APPENDIX G

(ASCC CLARIFICATION OF GEOS- PRESENTATION)

ASCC Clarification of General Education Outcomes

Assessment Planning Committee

Initiated March 31, 2011

1st Revision- April 21, 2011

2nd Revision- April 26, 2011

Final Revision- April 28, 2011

Concept of General Education

- General Education (GE): The core of the undergraduate for all students, regardless of major.

- General Education Outcomes (GEO): Describes what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. *(Referencing Fall 2010 Assessment Exit Report, p. 13-24)*

- Question: What does ASCC have in connection to General Education?

  - *Institutional Learning Outcomes*: Communication Skills, Job Skills, Life Skills.

  - *Foundational Component Areas (General Education Requirements)*

ASCC Foundational Component Areas

- Computer Technology
- English
- History
- Mathematics
- Science
- Arts and Humanities
- Studies of Samoa and the Pacific
- Social Science
- Physical Education

  (Referencing 2010-2012 ASCC Catalog, p. 60-62)

Purpose of Review

- Why is ASCC reviewing its Curriculum Conceptual Framework?
  - *ASCC has not identified General Education Outcomes*

- How was the GEO dialogue initiated?
  - *Assessment Planning Core Committee*
  - *Curriculum Committee*
  - *Assessment Planning Core Committee*

- What is the Process for Assessing ILOs & GEOs?

Description of Review Process

- Review of ASCC Current Curricular Practices
- Academic Departments vs Academic Programs
  - Purpose
    - Co-Foundational Areas
  - Linkages
    - Aligned to Core Domains
- Institutional Learning Outcomes
  - Purpose
    - Core Foundational Areas
  - Linkage
    - Aligned to:
      - ○ ASCC Vision & Mission
      - ○ ASCC Core Values
      - ○ WASC Standards

Review of Core Domains:

- Institutional Learning Outcomes:
  - Communication Skills
  - Job Skills
  - Life Skills
  - *The Assessment Committee reviewed ASCC's current domains and found that the domain components are one-sided in comparison to WASC identified domains.*
  - *The three Domains have been identified:*
    - Content Enrichment
    - Ethics & Citizenship
    - Life-long Learning
    - *The Assessment Committee identified categories per domain highly emphasizing WASC indicators and reviewed each category according to current ASCC General Education Requirements (GER) to identify commonalities amongst all GER in terms of Content, Skills, Attitudes and Behaviors (Characteristics of SLOs)*

Review of General Education Requirements

What links the Foundational Component Areas to Institutional Learning Outcomes?

- The Foundational Component Areas encompass ASCC GER.

- Will it make sense to say that each of ASCC's Foundational Component Areas may reflect ASCC General Education Program (GEP)?

Assessing General Education

Question: For each Foundational Component Area, what are the commonalities in terms of purpose, Course involvement, and outcomes?

Example: Mathematics:

Purpose: Mathematics focus on quantitative literacy in logic, patterns and relationships.

Identification of Courses: Courses involve the understanding of key mathematical concepts and the application of appropriate mathematical tools to the everyday experience.

Outcomes: The core outcomes of critical thinking, communication skills, and empirical and quantitative skills are addressed by each course in this component area.

PLOs for Mathematics:

- Comprehend and appreciate the fundamental concepts of mathematics and its usefulness in everyday life; (*Empirical and Quantitative Skills*)

- Interpret, evaluate, and apply mathematical concepts presented by a math instructor; (*Critical Thinking*)

- Identify and apply acquired mathematical knowledge and skills to real work situation; (*Communication Skills*)

- Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; (*Critical Thinking, Empirical & Quantitative Skills*)

- Apply technology to solve, locate, organize, and present mathematical data; (*Communication & Quantitative Skills*)

- Recognize and identify the relevance of mathematics to life long learning (*Critical Thinking*)

Communication Skills

- Speaking and Writing: Break Apart
  - Speak and write clearly to a variety of audiences;
  - Use oral and written skills to organize, deliver and evaluate;
  - Use interpretation and evaluation of information received through different media;
  - Illustrate, compose, edit and justify sources. (Demonstrate effective visual literacy?)

- Reading:
  - Comprehend, interpret and evaluate;
  - Understand and appreciate the meaning of literary expression

- Listening:
  - Follow instructions, procedures and guidelines effectively;
  - Provide and express meaningful and productive feedback;
  - Demonstrate active responsiveness to presenting issues and situations.

Will one stem for Speaking, Writing, Reading and Listening give us better Assessment Data to work with?

Job Skills

- Transferable:
  - Apply acquired knowledge and skills to assigned job or tasks (computer skills, communication skills, math skills, reading skills, etc.) (Critical Thinking or Problem Solving)

- Adaptive:
  - Demonstrate important work qualities (promptness, dependability, initiative, etc.); (Personal Responsibility & Development)
  - Develop insights into human experience and apply to personal occupational and social relationships; (Personal Responsibility & Development)
  - Recognize relevance of career choices of lifelong learning. (Personal Responsibility & Development)

- Job Specific:
  - Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently; (Critical Thinking & Problem Solving)
  - Apply acquired knowledge and skills to real work situations; (Communication)
  - Preparation for employment or increased competency in current occupation. (Global Awareness & Cultural Competence)

Life Skills

- **Personal Responsibility:**
  - Develop and apply ethical decision making in real life situations; (Personal Responsibility & Development)
  - Develop a positive self-concept; (Personal Responsibility & Development)
  - Understand a sense of responsibility; (Personal Responsibility & Development)
  - Understand and value life-long learning; (Personal Responsibility & Development) (Global Awareness & Cultural Competence)
  - Understand, demonstrate, and promote good health choices and practices. (Personal Responsibility & Development)

- **Respect for Diversity:**
  - Recognize and respect the perspectives of others; (Global Awareness & Cultural Competence)
  - Contribute to the solution of interpersonal problems, issues or concerns; (Global Awareness & Cultural Competence)
  - Value cooperation/collaboration; (Global Awareness & Cultural Competence)
  - Develop an awareness of diverse attitudes, values and beliefs; (Global Awareness & Cultural Competence)
  - Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world. (Global Awareness & Cultural Competence)

- **Problem Solving:**
  - Know and apply the importance of persistence, amount of work and time allocated in addressing tasks; (Critical Thinking & Problem Solving)
  - Identify and assess real or potential problems and formulate effective solutions or options; (Critical Thinking & Problem Solving)
  - Formulate strategies and ideas of others in solving problems; (Critical Thinking & Problem Solving)
  - Select, organize, and effectively utilize appropriate resources. (Critical Thinking & Problem Solving)

- **Using Technology:**
  - Utilize electronic media to communicate, locate and retrieve information; (Information & Technology Literacy)
  - Apply technology to locate, interpret, organize and present information. (Information & Technology Literacy)

Coding Procedures

Allan Hancock College's (AHC) 2010-2012
Catalogue

AHC Institutional Learning Outcomes

Model for Coding

Communication:

- Read effectively for many purposes including information gathering, appreciation and analysis;

- Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences;

- Speak effectively in many different situations, involving diverse people and viewpoints;

- Listen actively and analyze the substance of others' comments;

- Demonstrate effective visual literacy.

Critical Thinking & Problem Solving:

- Apply a variety of critical and creative strategies for solving complex problems;

- Generate and explore questions and arrive at reasoned conclusions;

- Synthesize ideas and information from various sources and media;

- Evaluate the credibility and significance of sources and material used as support or evidence;

- Identify assumptions, discern bias and analyze reasoning and methods;

Global Awareness & Cultural Competence:

- Develop an awareness of one's own cultural framework and how it informs one's perspectives and experiences;

- Recognize the interdependence of societies that participate in or depend on world economies, political systems and the planet's finite and fragile resources;

- Act with sensitivity, respect and integrity in interactions with individuals and peoples of diverse perspectives, beliefs and values;

- Develop an awareness of the importance of civic and community participation.

Information & Technology Literacy:

- Use a computer to perform basic functions appropriate to the classroom and workplace;

- Select and use technology appropriate for the task;

- Determine the nature and extent of information needed;

- Locate, access, manage and evaluate information from multiple sources;

- Use information ethically and legally;

- Develop the ability to understand the applications and implications of technology in society.

Quantitative Literacy

- Perform calculations accurately;

- Interpret mathematical models such as formulas, graphs and tables;

- Apply mathematical concepts to solve problems;

- Create and analyze mathematical models of real-world situations.

Scientific Literacy:

- Demonstrate a science-based understanding of the natural world;

- Apply scientific concepts and models to solve complex problems within the natural world;

- Describe and demonstrate the use of the scientific method;

- Demonstrate science-based knowledge in daily life situations.

Personal Responsibility & Development:

- Demonstrate an understanding of ethical issues and the ability to make ethical decisions in complex situations;

- Acquire knowledge and exercise choices that enhance wellness;

- Develop responsibility for one's own actions and participate actively in pluralistic society;

- Produce and/or respond to artistic or creative expressions;

- Participate effectively in teams, provide leadership, make decisions and seek consensus when appropriate;

- Value and apply lifelong learning skills for personal and professional growth;

- Value one's personal role in sustaining the eco-system;

- Develop career goals and plans to accomplish them.

ASCC General Education Program 'Review of Outcomes'

ASCC Foundational Component Areas

Coding Identification

Fine Arts & Humanities????

- Improve Vocal resonance and diction for singing and presentation; (*Does not apply*)

- Communicate and transmit messages with body language; (*Communication*)

- Communicate ideas, feelings, experiences and aspirations through the arts; (*Communication*)

- Demonstrate skills in the singing pronunciation of different languages; (*Does not Apply*)

- Audition properly through application of technical and academic skills acquired; (*Does not Apply*)

- Demonstrate the skills necessary for a successful career as a professional instructor for churches and schools; (*Personal Responsibility & Development*)

- Demonstrate an understanding of the principles of management, administration, budget formation, recruitment and staff relations within the community; (*Does not Apply*)

- Produce a musical play through real-life experience in the family and community; (*Does not Apply*)

Fine Arts (cont.)

- Understand and respect the social and cultural aspects while teaching music, art, acting, dance and speech in village choirs and youth groups; *(Does not Apply)*

- Demonstrate an appreciation of important events, people, and genres encompassing the history of Western Music; *(Global Awareness & Cultural Competence)*

- Identify technical and expressive aspects in the artistic works and using critical skills to analyze, interpret and evaluate such works; *(Critical Thinking)*

- Critically review personal and intellectual performance; *(Personal Responsibility & Development)*

- Evaluate criticisms and problems to find appropriate solutions; *(Critical Thinking & Problem Solving)*

- Demonstrate computer skills as related to the discipline of the arts (eg. music composition, research, recital, drawing and designing); *(Information & Technology Literacy)*

- Apply technology skills to update visual and audio recordings for research and presentations. *(Information & Technology Literacy)*

Language & Literature

- Research- select a topic, develop a subject, create an outline, write strong, direct, and concise thesis statements, formulate and evaluate information and findings independently, evaluate credible sources of various mediums, and strengthen research methodologies; *(Critical Thinking & Problem Solving)*

- Writing- Relate ideas in a logical order, develop unified thoughts and coherent paragraphs, provide strong and varied evidence for support, strengthen use of transitions, voice, work choice and vocabulary, use college level grammar, write multiple drafts using revision; *(Communication)*

- Business and professional writing- exposure and strengthening of resume and cover letter writing. Write business and personal letters; *(Does not Apply)*

- Interpret and analyze the major genres of literature (poetry, drama, prose fiction, and non-fiction), apply critical thinking through analytical academic writing, and recognize the practical applicability of literature in everyday life; *(Critical Thinking & Problem Solving)*

Language & Literature (cont.)

- Examine literature as a cultural material and recognize the effects of literature on culture and of culture on literature; *(Global Awareness & Culture Competence)*

- Gain knowledge of the literary word which will assist in transfer to a four-year college or member of the modern work force; *(Personal Responsibility & Development)*

- Develop and use appropriate literary terminology and concept application. *(Does not Apply)*

Mathematics

- Comprehend and appreciate fundamental concepts of mathematics and its usefulness in everyday life; *(Personal Responsibility & Development)*

- Apply, interpret and evaluate mathematical concepts presented by a math instructor; *(Critical Thinking & Problem Solving and Quantitative Literacy)*

- Identify and apply acquired mathematical knowledge and skills to real work situations; *(Personal Responsibility & Development and Quantitative Literacy and Communication)*

- Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; *(Critical Thinking & Problem Solving and Quantitative Literacy)*

- Apply technology to solve, locate, interpret, organize and present mathematical data; *(Information & Technology Literacy and Quantitative Literacy)*

- Recognize and identify the relevance of mathematics to life-long learning. *(Personal Responsibility & Development and Global Awareness & Cultural Competence, Communication)*

Physical Education

- Perform basic fundamental motor skills; *(Personal Responsibility & Development)*

- Explain the importance of stretching, warming up and cooling down; *(Personal Responsibility & Development)*

- Describe the importance of physical activity; *(Personal Responsibility & Development)*

- Explain the importance of physical fitness; *(Personal Responsibility & Development)*

- Understand the rules, strategies and regulations of their specific sport; *(Does not Apply)*

- Explain the importance of proper nutrition and diet; *(Personal Responsibility & Development, Communication)*

- Develop one's own personal daily fitness workout plan; *(Does not Apply)*

- Apply the knowledge gained for lifetime use. *(Does not Apply)*

Samoan Studies Department

- Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; *(Communication, Personal Responsibility & Development, Global Awareness & Cultural Competence)*

- Develop and apply skills of understanding and interpretations of Samoan Literature; *(Global Awareness & Cultural Competence)*

- Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non material culture; *(Global Awareness & Cultural Competence)*

- Demonstrate competence and ease in delivering English translations and interpretations of Samoan; *(Communication)*

- Develop and utilize technology skills to conduct research and deliver appropriate information. *(Information &Technology Literacy)*

Science

- Comprehend, interpret and evaluate information; *(Communication, Critical Thinking & Problem Solving, Scientific Literacy)*

- Demonstrate the ability of conceptual, analytical and critical modes of thinking for problem solving in the work place; *(Critical Thinking & Problem Solving)*

- Analyze patterns and functional relationships to solve problems and determine cause; *(Critical Thinking & Problem Solving, Scientific Literacy)*

- Understand the applications of technological systems; *(Information & Technology Literacy)*

- Recognize relevance of career choices to life-long learning. *(Personal Responsibility & Development)*

Social Science & History?

- Explain general concepts, theories, models and ideas; *(Communication)*

- Write, speak and present information; *(Communication)*

- Conduct, research, process information and present appropriate findings; *(Critical Thinking & Problem Solving, Quantitative Literacy, Communication)*

- Understand and appreciate the development of societies, cultures and human histories; *(Global Awareness & Cultural Competence)*

- Understand and build on social skills such as team work, community service and interpersonal communications. *(Communication, Personal Responsibility & Development)*

Trades & Technology

- Read and listen actively to learn and communicate;

- Speak and write effectively for personal, academic and career purposes;

- Use arithmetic and other basic mathematical operations as required by program of study;

- Apply quantitative skills for personal academic and career purposes;

- Identify, interpret and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above);

Trades & Technology (cont.)

- Use social interactive skills to work in groups effectively;

- Recognize the diversity of cultural influences and values;

- Think critically in evaluating information, solving problems, and making decisions;

- Select and use appropriate technological tools for personal, academic and career tasks;

- Be motivated and able to continue learning adapt to change;

- Value one's own skills, abilities, ideas and art;

- Manage personal health and safety;

Trades & Technology (cont.)

- Be aware of civic and environmental issues;

- Access and evaluate information from a variety of sources and contexts, including technology;

- Use information to achieve personal, academic and career goals, as well as to participate in a democratic society.

Results from Coding

April 28, 2011

Communication

- Communicate and transmit messages with body language; *(Fine Arts & Humanities)*
- Communicate ideas, feelings, experiences and aspirations through the arts; *(Fine Arts & Humanities)*
- Writing- Relate ideas in a logical order, develop unified thoughts and coherent paragraphs, provide strong and varied evidence for support, strengthen use of transitions, voice, work choice and vocabulary, use college level grammar, write multiple drafts using revision; *(Language & Literature)*
- Identify and apply acquired mathematical knowledge and skills to real work situations; *(Mathematics)*
- Recognize and identify the relevance of mathematics to life-long learning; *(Mathematics)*
- Explain the importance of proper nutrition and diet; *(PE)*
- Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; *(Samoan Studies)*
- Demonstrate competence and ease in delivering English translations and interpretations of Samoan; *(Samoan Studies)*
- Comprehend, interpret and evaluate information; *(Science)*
- Explain general concepts, theories, models and ideas; *(Social Science & History)*
- Write, speak and present information; *(Social Science & History)*
- Conduct, research, process information and present appropriate findings; *(Social Science & History)*
- Understand and build on social skills such as team work, community service and interpersonal communications; *(Social Science & History)*

Critical Thinking & Problem Solving

- Identify technical and expressive aspects in the artistic works and using critical skills to analyze, interpret and evaluate such works; *(Fine Arts & Humanities)*

- Evaluate criticisms and problems to find appropriate solutions; *(Fine Arts & Humanities)*

- Research- select a topic, develop a subject, create an outline, write strong, direct, and concise thesis statements, formulate and evaluate information and findings independently, evaluate credible sources of various mediums, and strengthen research methodologies; *(Language & Literature)*

- Interpret and analyze the major genres of literature (poetry, drama, prose fiction, and non-fiction), apply critical thinking through analytical academic writing, and recognize the practical applicability of literature in everyday life; *(Language & Literature)*

- Apply, interpret and evaluate mathematical concepts presented by a math instructor; *(Mathematics)*

- Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; *(Mathematics)*

- Comprehend, interpret and evaluate information; *(Science)*

- Demonstrate the ability of conceptual, analytical and critical modes of thinking for problem solving in the work place; *(Science)*

- Analyze patterns and functional relationships to solve problems and determine cause; *(Science)*

- Conduct, research, process information and present appropriate findings; *(Social Science & History)*

Global Awareness & Cultural Competence

- Demonstrate an appreciation of important events, people, and genres encompassing the history of Western Music; *(Fine Arts & Humanities)*

- Examine literature as a cultural material and recognize the effects of literature on culture and of culture on literature; *(Language & Literature)*

- Recognize and identify the relevance of mathematics to life-long learning; *(Mathematics)*

- Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; *(Samoan Studies)*

- Develop and apply skills of understanding and interpretations of Samoan Literature; *(Samoan Studies)*

- Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non material culture; *(Samoan Studies)*

- Understand and appreciate the development of societies, cultures and human histories; *(Social Science & History)*

Information & Technology Literacy

- Demonstrate computer skills as related to the discipline of the arts (eg. music composition, research, recital, drawing and designing); *(Fine Arts & Humanities)*

- Apply technology skills to update visual and audio recordings for research and presentations; *(Fine Arts & Humanities)*

- Apply technology to solve, locate, interpret, organize and present mathematical data; *(Mathematics)*

- Develop and utilize technology skills to conduct research and deliver appropriate information; *(Samoan Studies)*

- Understand the applications of technological systems; *(Science)*

Quantitative Literacy

- Apply, interpret and evaluate mathematical concepts presented by a math instructor; *(Mathematics)*

- Identify and apply acquired mathematical knowledge and skills to real work situations; *(Mathematics)*

- Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; *(Mathematics)*

- Apply technology to solve, locate, interpret, organize and present mathematical data; *(Mathematics)*

- Conduct, research, process information and present appropriate findings; *(Social Science & History)*

Scientific Literacy

- Comprehend, interpret and evaluate information; *(Science)*
- Analyze patterns and functional relationships to solve problems and determine cause; *(Science)*

Personal Responsibility & Development

- Demonstrate the skills necessary for a successful career as a professional instructor for churches and schools; *(Fine Arts & Humanities)*
- Critically review personal and intellectual performance; *(Fine Arts & Humanities)*
- Gain knowledge of the literary word which will assist in transfer to a four-year college or member of the modern work force; *(Language & Literature)*
- Comprehend and appreciate fundamental concepts of mathematics and its usefulness in everyday life; *(Mathematics)*
- Identify and apply acquired mathematical knowledge and skills to real work situations; *(Mathematics)*
- Recognize and identify the relevance of mathematics to life-long learning; *(Mathematics)*
- Perform basic fundamental motor skills; *(PE)*
- Explain the importance of stretching, warming up and cooling down; *(PE)*
- Describe the importance of physical activity; *(PE)*
- Explain the importance of physical fitness; *(PE)*
- Explain the importance of proper nutrition and diet; *(PE)*
- Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; *(Samoan Studies)*
- Recognize relevance of career choices to life-long learning; *(Science)*
- Understand and build on social skills such as team work, community service and interpersonal communications; *(Social Science & History)*

Review of Domains for General Education

Theme Processes

April 28, 2011

Domains

- Communication
- Critical Thinking & Problem Solving
- Global Awareness & Cultural Competence
- Information & Technology Literacy
- Quantitative Literacy
- Scientific Literacy
- Personal Responsibility & Development

Question: Will it be appropriate to categorize each domain by mean of sub-domains based on the coding of outcomes?

Hypothetical Assessment Map of General Education

Foundational Areas	Communication	Critical Thinking & Problem Solving	Global Awareness & Cultural Competence	Information & Technology Literacy	Quantitative Literacy	Scientific Literacy	Personal Responsibility & Development
Computer Technology	x			x			x
Language & Literature	x	x	x	x			x
Mathematics	x	x		x	x		x
Science	x	x	x	x		x	x
Arts & Humanities	x	x	x	x			x
Samoan Studies	x		x				x
Social Science & History	x	x	x		x		x
Physical Education	x						x

ASCC Foundational Component Areas Credit Hours (AA Degrees)

- Computer Technology- 3 Credit Hours
- English- 12 Credit Hours
- Social Science & History- 12 Credit Hours
- Mathematics- 4/5 Credit Hours
- Science- 8 Credit Hours
- Arts and Humanities- 6 Credit Hours
- Studies of Samoa and the Pacific- 6 Credit Hours
- Physical Education-1 Credit Hour
- *Total – 52/53 Credit Hours*

ASCC Foundational Component Core Credit Hours (AS Degrees)

- Computer Technology- 3 Credit Hours
- English- 6 Credit Hours
- Social Science & Humanities- 3 Credit Hours
- Mathematics- 3-5 Credit Hours
- Science- 4 Credit Hours
- Studies of Samoa and the Pacific- 3-4 Credit Hours
- Physical Education-1 Credit Hour
- *Total – 23-26 Credit Hours*

ASCC Foundational Component Core Credit Hours (AA & AS Degree Commonalities)

- Computer Technology- 3 Credit Hours (ICT 150)
- English- 6 Credit Hours (ENG 150, ENG 151)
- Social Science or Humanities- 3-6 Credit Hours (Refer to FCC Clusters)
- Mathematics- 3-5 Credit Hours (Refer to FCC Clusters)
- Science- 4 Credit Hours (Refer to FCC Clusters)
- Studies of Samoa and the Pacific- 3-4 Credit Hours (Refer to FCC Clusters)
- Physical Education-1 Credit Hour (Refer to FCC Clusters)

Total – 23-29 Foundational Core Credit Hours

An array of core courses have been identified based on options students are allowed to select from Foundational Component Areas however, the credit hours and foundational areas have been identified for both AA & AS Degrees based on commonalities.

Component Area Credit Hours

- Institutional Option- 11-12 Credits
- Purpose: Provide students the option for diverse needs in the component areas.
  - Must include a minimum of three core outcomes?
  - AA/AS

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Assessment & Evaluation

- Assessment- Gathering of Data

- Evaluation- Analyzing of Data

- Closing the Loop- Using the data to change Curriculum & Pedagogy

Assessment & Evaluation Approach

- Example Approach:
  - Institutional Portfolio:
    - Develop Rubrics
    - Gather Artifacts
    - Grade Artifacts using the Rubrics
    - Analyze the Data
    - Make Recommendations to improve Curriculum and Pedagogy

Review Process

- Institutional Assessment Report: Submitted Every (2) Years?
  - Report reflects Core Outcomes (Foundational Areas)
- Review of Report
  - Will we include external stakeholders? If so, who? (Aside from the Curriculum Committee, should we include peer reviewers to review the data to provide feedback to the institution?)

Improving Institutional Assessment Practices (Process Application)

- Assessment Methods:
  - Definition is provided on the following areas:
    - Measures
    - Methodology
    - Timeline of Assessment
- Criteria
  - Explanation on Outcome Attainment
- Results:
  - Evidence of Attainment of the Foundational Areas
- Analysis:
  - Interpretation of Assessment Information
- Recommendations:
  - Use of results for improving student learning.

ALLAN HANCOCK COLLEGE

CATALOG
2010-2011

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2010-2011 CATALOG

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Lompoc Valley Center
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(805) 735-3366

Vandenberg AFB Center
144 Wyoming Avenue, bldg. 14003, Vandenberg AFB, CA 93437-6312
(805) 734-3500 or (805) 605-5915

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(805) 693-1543

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www.hancockcollege.edu

Allan Hancock College is named for the late Captain G. Allan Hancock, who distinguished himself in many fields. A marine explorer, railroad engineer, pilot, oil man, philanthropist and musician, Captain Hancock had an abiding interest in education for all Americans.

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General Information

Our cozy Library is brimming with books that offer me knowledge and entertainment.

Katie O'Neill
Major: Geology and Photography

CATALOG
2010-2011

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

The History of **Allan Hancock College**

Allan Hancock College was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. Classes were held in high school rooms until 1937, when a bond issue passed and a college wing was built on the northwest corner of the high school campus. In 1954, because of expanding enrollment, the college moved from the high school to Hancock Field, which for a number of years had housed the Hancock College of Aeronautics and, later, the University of Southern California's School of Aeronautics. Shortly thereafter, the community voted to establish a separate junior college district. At this time, the name of the college was changed to Allan Hancock College to honor Captain G. Allan Hancock, a prominent community member who owned the land and facilities of the airfield. In 1958, the voters approved a bond issue to purchase the airport site and finance a building program. By the fall of 1962, many classes were held in four new college buildings, the nucleus of a campus master plan designed for 2,000 students. These buildings included the Student Center, the Library, the Science Complex and the north wing of the gymnasium. Many classes continued to be offered in buildings constructed for the original aeronautics college.

On July 1, 1963, the Allan Hancock Joint Community College District was formed by annexing the areas served by the Santa Ynez Valley High School District and the Lompoc Unified School District. This move expanded the district to 3,000 square miles, including the Channel Islands.

As enrollment continued to grow, the college expanded its facilities. The two-story Business Education building opened in December 1964, and the Fine Arts building opened in the fall of 1965. Both the gymnasium and the Industrial Technology building were completed during the fall of 1967. The administration and student services buildings were ready for fall semester 1967, and the Performing Arts Center, which included the Marian Theater, followed the next spring. The college bookstore was completed in May 1971.

Allan Hancock College cheer squad, circa 1970

In 1974, property and buildings located three blocks from campus were purchased from the Southern California Gas Company, resulting in the addition of nine acres to the district's assets. Those buildings, now known as "South Campus," house the district's plant services operation, as well as the law enforcement, fire technology and emergency services instructional programs. In 1977, the Learning Resources Center opened after the completion of a 16,000 square-foot addition to the library and extensive remodeling of the existing structure.

The Learning Assistance building opened in 1982 to serve the physically disabled and students with learning disabilities. The Humanities Complex at the south end of the campus was completed in 1989.

The Family and Consumer Education facility began full operation for spring 1991 classes, and the Severson Theater, an addition to the Performing Arts Center, was completed in fall 1992, along with entry and roadway improvements. The original Student Center was completely remodeled and expanded in 2002 and now incorporates the campus bookstore within its walls.

An extensive remodel and expansion of the college's Learning Resources Center, one of four original campus buildings, was completed in 2007 to include a new, two-story addition, the Academic Resource Center (ARC), which houses student support operations such as the tutorial and writing centers. The Ann Foxworthy Gallery is also located inside the ARC. The gallery is named for Superintendent/President Emeritus Ann Foxworthy, Ph.D., who retired in 2005.

A $180 million bond, Measure I, passed by voters in June 2006 is paving the way for additional new facilities and technology enhancements that will be completed over the next 10 years.

Measure I funds helped to complete two new buildings that opened in 2007. A new Community Education building opened in summer 2007, and it contains modern computer labs and classroom and office spaces, along with a professional culinary teaching kitchen. A two-story Science building opened for fall classes in August 2007, offering modern lab and classroom space for the life and physical sciences, mathematical sciences and health sciences departments.

Plans are under way for additional Measure I projects, including a Public Safety Training Complex, Student Services

Center, childcare addition, Fine Arts building, industrial technology facility upgrade, athletic facility improvements and technology advancements.

Since the first classes taught at the Camp Cooke Army barracks in 1952, the college has offered extensive courses in the community, and the college remains committed to serving the Lompoc and Santa Ynez valleys. The college's Vandenberg Air Force Base Center opened in 1957; classes have been taught in the Santa Ynez Valley since 1971, and in Lompoc since 1974. The college completed construction of a permanent Lompoc Valley Center in spring 1999, and opened the Solvang Center in August 2000.

The college's curriculum has also grown to meet the community's needs, from the 1920 curriculum of 12 courses paralleling the University of California's lower division requirements, to more than 1,000 credit courses today. Programs have kept pace with changing needs since the very beginning, with such courses as airplane mechanics and radio code in the 1930s and '40s to mechatronics and viticulture and enology today.

To take advantage of rapidly-changing educational technology, the college began offering instruction on television in 1972, and classes via video in 1989. In 1998, online classes were incorporated into the curriculum. The college also carries a 40-year tradition of offering extensive evening classes.

Since beginning its law enforcement certificate program in 1965, the college has granted certificates in such areas as fire technology, dental assisting, licensed vocational nursing, medical

assisting, nursing assistant, emergency medical technician and human services.

Liberal arts courses have continued their long-standing contributions through hundreds of courses and programs. In science, such courses as microbiology, anatomy and geology are taught in exceptional labs. English, foreign languages, history, psychology, political science, music, drama and art have anchored the curriculum since the college opened its doors. Since 1980, the college has sponsored a semester abroad program, which offers students the opportunity to study across the globe.

Santa Maria Campus Science building

Starting in the late 1950s, the college began to offer remedial instruction, especially in mathematics and English. Since 1974, the Tutorial Center has helped students on an individual and group basis. The resulting search for more effective teaching methods led to the opening of the Writing Center in 1975. The Math Center was established in 1996.

Students' financial needs outside the classroom have been met by a growing number of support programs. Last year, more than $250,000 in scholarships was awarded through the Allan Hancock College Foundation. In 1974, the college opened its Financial Aid and Job Placement offices. In addition, the Extended Opportunity Programs

and Services (EOPS) office has helped students with "over and above" support services since the 1970s.

The Community Education program, active since 1973, offers hundreds of courses including citizenship preparation and classes for older adults. In an effort to offer programs for citizens of all ages, the college also sponsors a "College for Kids" dance program throughout the year. The arts and lectures series has been presenting distinguished speakers and performers since 1965.

Drama has formed a strong part of the college's relationship with the community. From its beginning in a converted badminton court in 1964, the Pacific Conservatory of the Performing Arts (PCPA) has offered more than 500 plays and musicals, maintained artists in residence and trained approximately 3,000 actors and technicians. Many PCPA alumni have found employment in professional theater and the entertainment industry. PCPA has also presented plays in Solvang since 1971, leading to the founding of the Solvang Theaterfest in 1981.

Allan Hancock College has established itself as a premier educational institution serving residents from the Central Coast of California and beyond. It also contributes significantly to the local economy as the one of the largest employers in northern Santa Barbara County, with approximately 1,300 employees. The history of Allan Hancock College is rich with accomplishments. Although the board of trustees, administration, faculty and staff value the college's past, they also have a vision for the future, as do our students, who choose Allan Hancock College with the goal to **"Start here. Go anywhere."**

MISSION OF THE COLLEGE

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

VISION STATEMENT

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning and services in an environment of mutual respect.

ALLAN HANCOCK COLLEGE SHARED VALUES

Student Success
Innovation
Mutual Respect
Lifelong Learning
Diversity
Academic Freedom
Shared Governance
Excellence

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts and experiences. Our culture is supported by a philosophy that shared governance and academic free-dom are primary vehicles in promoting excellence in all teaching, learning and services through open and honest communication.

ACCREDITATION

Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (10 Commercial Blvd., Ste. 204, Novato, CA, 94949, (415) 506-0234), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accredita-tion and the U.S. Department of Education. The college has been continuously accredited since 1952.

The latest Accreditation Report from the Western Associa-tion of Schools and Colleges is available for review at the Learning Resources Center. In addition, the licensing or other approval by a state agency for various programs which require state approval are available at the Learning Resources Center. Students should inquire at the informa-tion desk.

PHILOSOPHY STATEMENT ON ASSESSMENT AND STUDENT LEARNING OUTCOMES

Excerpt from the statement adopted by the Allan Hancock College Academic Senate

Allan Hancock College is committed to excellence in learn-ing, in teaching, and service in order to enable students to reach their educational goals. Student success is the highest priority at Allan Hancock College. Working with students and the community, all campus constituencies collaborate to provide innovative and comprehensive programs and services to ensure student achievement and meet community needs.

Thus, the primary goal of assessment at Allan Hancock College is to improve student learning. Learning is more than simply acquiring knowledge: "it entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, atti-tudes, and habits of mind that affect both academic success and performance beyond the classroom" (AAHE Nine Prin-ciples of Good Practice for Assessing Student Learning). The entire campus, seeking input from the greater communi-ty when appropriate, works together in a spirit of continuous improvement to support student growth and development for lifelong learning.

Students learn best when they assume ownership of and responsibility for their own learning; it is Allan Hancock College's goal to provide an environment that best facilitates that learning. Therefore, outcomes assessment not only monitors what and how well students learn, but also meas-ures the success of the institution in providing effective learning opportunities. Outcomes assessment occurs in both instructional and student service settings. The keys to the process are well-defined student learning outcomes and student support strategies implanted in an environment of high academic standards.

INSTITUTIONAL LEARNING OUTCOMES

What does Allan Hancock College contribute to the lives of its students? After a yearlong dialog in 2006-07, the faculty, staff and students of AHC identified seven Institutional Learning Outcomes (ILOs).

Upon receiving an associate's degree from Allan Hancock College, students will have achieved proficiency in communi-cation; critical thinking and problem solving; global aware-ness and cultural competence; information and technology literacy; quantitative literacy; scientific literacy and personal responsibility and development. The following ILOs are integrated as knowledge, skills, abilities and attitudes into a variety of courses and student services available at the college.

1. COMMUNICATION
   - Read effectively for many purposes including informa-tion gathering, appreciation and analysis.
   - Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.
   - Speak effectively in many different situations, involving diverse people and viewpoints.
   - Listen actively and analyze the substance of others' comments.
   - Demonstrate effective visual literacy.

2. CRITICAL THINKING & PROBLEM SOLVING
   - Apply a variety of critical and creative strategies for solving complex problems.
   - Generate and explore questions and arrive at reasoned conclusions.
   - Synthesize ideas and information from various sources and media.
   - Evaluate the credibility and significance of sources and material used as support or evidence.
   - Identify assumptions, discern bias and analyze reasoning and methods.

3. GLOBAL AWARENESS & CULTURAL COMPETENCE
   - Develop an awareness of one's own cultural framework and how it informs one's perspectives and experiences.
   - Recognize the interdependence of societies that participate in or depend on world economies, political systems and the planet's finite and fragile resources.
   - Act with sensitivity, respect and integrity in interactions with individuals and peoples of diverse perspectives, beliefs and values.
   - Develop an awareness of the importance of civic and community participation.

4. INFORMATION AND TECHNOLOGY LITERACY
   - Use a computer to perform basic functions appropriate to the classroom and workplace.
   - Select and use technology appropriate for the task.
   - Determine the nature and extent of information needed.
   - Locate, access, manage and evaluate information from multiple sources.
   - Use information ethically and legally.
   - Develop the ability to understand the applications and implications of technology in society.

5. QUANTITATIVE LITERACY
   - Perform calculations accurately.
   - Interpret mathematical models such as formulas, graphs and tables.
   - Apply mathematical concepts to solve problems.
   - Create and analyze mathematical models of real-world situations.

6. SCIENTIFIC LITERACY
   - Demonstrate a science-based understanding of the natural world.
   - Apply scientific concepts and models to solve complex problems within the natural world.
   - Describe and demonstrate the use of the scientific method.
   - Demonstrate science-based knowledge in daily life situations.

7. PERSONAL RESPONSIBILITY & DEVELOPMENT
   - Demonstrate an understanding of ethical issues and the ability to make ethical decisions in complex situations.
   - Acquire knowledge and exercise choices that enhance wellness.
   - Develop responsibility for one's own actions and participate actively in pluralistic society.
   - Produce and/or respond to artistic or creative expressions.
   - Participate effectively in teams, provide leadership, make decisions and seek consensus when appropriate.
   - Value and apply lifelong learning skills for personal and professional growth.
   - Value one's personal role in sustaining the ecosystem.
   - Develop career goals and plans to accomplish them.

For FAQs about the ILOs go to www.hancockcollege.edu and Quick Link "Research & Planning."

ALLAN HANCOCK COLLEGE FOUNDATION

The Allan Hancock College Foundation was established in 1977 as the focus of community support for Allan Hancock College. Its primary purposes are: to: 1) operate for the advancement of education; 2) solicit and raise funds for scholarships; 3) assist students to pursue an education beyond the secondary level; and 4) meet the special needs of Allan Hancock College. The foundation provides the gift of opportunity and promotes excellence in education to residents of northern Santa Barbara County. Essential resources are generated through the community leadership of its distinguished volunteer board of directors. The Allan Hancock College Foundation is a California nonprofit corporation and determined to be tax exempt under section 501(c)(3) of the Internal Revenue Code. For further information, call (805) 925-2004.

AUXILIARY PROGRAMS CORPORATION

The Allan Hancock College Auxiliary Programs Corporation is a nonprofit, tax-exempt, 501(c)(3) corporation organized to further the educational purposes of the college. Through an agreement with the college district, corporation activities include the bookstore, the Pacific Conservatory for the Performing Arts, the Associated Student Body and co-curricular programs including athletics and clubs.

APPENDIX I

(WASC 2011 ASSESSMENT I & II WORKSHOPS- ASCC PARTICIPANTS)

Hi Sonny;

As discussed here is my recommendation to submit for approval to Vice President and President on the Foundations of Assessment Workshop on Sept. 22 – 23, 2011, Southern California:

1) Pauline McFall – Agriculture & Life Science (Tavita's recommendation/due to his VISA issue)
2) Athena Mauga - Business Education
3) Florangel Calumpang – ELI
4) Reggie Meredith – Fine Arts
5) James Barlow – Language and Literature
6) Judy Mose – Math
7) Ann Longnecker – Nursing
8) Tamari Cheung – Samoan and Pacific Studies
9) Toaiva Fiame-Tago – Social Science

Please let me know if you have any recommendations. Thank you and have a blessed Easter Weekend ☺

Irene

Hi Dean,

I fully support your submitted list of faculty for the WASC I Assessment Workshop. Is there a possibility for us to add Joseph Faiai to the WASC I workshop for he sits on the current Assessment General Committee and I'm not sure if he had attended an Assessment Workshop. Fa'afetai tele lava.

For WASC II Assessment Workshops, I kindly submit the following names:

1. Ed Imo- Physical Education
2. Siamaua Ropeti- ELI
3. Tunufa'i Leiato- Math
4. Evile Fereti- Samoan and Pacific Studies
5. Dennis Fuimaono- Criminal Justice
6. Dr. Otto Hansal- Science
7. Dr. Daniel Chang- Health Science

Thank you and Happy Easter,
Sonny

On 4/21/11 2:22 PM, "Irene Helsham" <i.helsham@amsamoa.edu> wrote:

> Hi Sonny;
>
> As discussed here is my recommendation to submit for approval to Vice President and President on the Foundations of Assessment Workshop on Sept. 22 – 23, 2011, Southern California:
>
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> 6)   Judy Mose – Math
> 7)   Ann Longnecker – Nursing
> 8)   Tamari Cheung – Samoan and Pacific Studies
> 9)   Toaiva Fiame-Tago – Social Science
>
> Please let me know if you have any recommendations. Thank you and have a blessed Easter Weekend ☺
>
> Irene

"Nobody can go back and start a new beginning, but anyone can start today and make a new ending."

Maria Robinson

Sonny J. Leomiti
(684) 699-9155 ext.394
s.leomiti@amsamoa.edu

APPENDIX J

(WEBINAR FOR A POTENTIAL DATA SYSTEM)

Hi all,
We have rescheduled the Webinar we tried to have last week to Thursday,
May 12 at 9:30am in Tafa's room. Please let me know if you can make it as
you are vital to our decision-making in the selection of a data system that
can assist us with assessment, program review, planning, and accreditation.
See you there.

Rosevonne M. Pato
Director of Institutional Effectiveness
American Samoa Community College
684-699-7834 or 684-699-5803 (fax)
r.pato@amsamoa.edu

"The circumstances of our lives have as much power as we choose to give them."
David McNally