Saili le Atamai

SPRING 2014 ASSESSMENT EXIT REPORT
AMERICAN SAMOA COMMUNITY COLLEGE

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Affairs Division
P.O. Box 2609
Pago Pago, American Samoa 96799

SPRING 2014 ASSESSMENT EXIT REPORT
American Samoa Community College

Spring 2014
Academic Affairs Division

Mrs. Letupu Moananu, Dean of Academic Affairs

Mr. Sonny J. Leomiti, Director of Institutional Effectiveness

Mrs. Evelyn V. G-Fruean, Assessment Coordinator

American Samoa Community College
Academic Affairs Division
Assessment Exit Report
May 2014

Table of Contents

SPRING 2013 OVERVIEW

This report highlights assessment practices and processes with documentation on ASCC's Student learning Outcome movement and continual effort towards defining curriculum and institutional effectiveness. Information outlined in this report serves to improve General Education Program and Outcomes, program Curriculum Framework, Assessing Student Learning Outcomes and the transformation of the assessment dialogue to include internal and external stakeholders both at the structural and functional levels of planning. This report also compliments previous Assessment Reports compiled by the Assessment Planning Core Committee in consultation with the Dean of Academic Affairs, Director of Institutional Effectiveness and the Curriculum Committee, *(Spring 2013 Assessment Exit Report, pg. 1).*

SPRING 2014 OVERVIEW

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

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

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

- **GE Assessment Cycle:** it is important that a GE Assessment cycle identifies that coincides with the review of the ASCC Biennial General Catalog. This will allow GE faculty a process schedule to review the effectiveness of ASCC's General Education Program. Provided is an example of an assessment grid *(Refer to diagram in the 2013 Report).* The discussion on when assessment data is collected

for review and reporting may follow the above grid given that a definition is provided on the purpose and process. Further breakdown is necessary to reveal outcomes assessed for each of the GE courses identified above. It is also important that GE faculty continue to consensus on GE outcome commonalities shared in different courses as documented in *Appendices I, J, K, L, and M*. It is recommended that all GE faculties begin assessing all GE Outcomes and collect data on semester basis until the assessment cycle has been identified and approved.

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

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

New Appointment of Dean of Academic Affairs

Mrs. Letupu Moananu is the new Dean of Academic Affairs.

Associate Dean of Academic Affairs

General Description:

The Associate Dean of Instruction reports to the Dean of Academic Affairs and is generally responsible for providing quality support services that are essential to successful academic programs of the American Samoa Community College. The Associate Dean assists the Dean of Instruction with aspects of instructional affairs such as consult with faculty, faculty committees, curriculum committee, students and other administrative and support staff of the college. The incumbent in this position as Associate Dean is the primary contact regarding, academic program review, staff development, and all curriculum and instructional issues. Specifically, the Associate Dean is responsible. Jan 14, 2014

Appointment of Assessment Coordinator/Assessment Chairman:

Assessment Coordinator Mr. Sonny Leomiti served as the Chairman for the Assessment Committee since 2009; Mr. Leomiti who was promoted to Director of Institutional Effectiveness in fall 2013, has completed his term as Assessment Coordinator in Fall 2014, in which transferring the roles and responsibilities to the new Associate Dean of Academic Affairs/Curriculum Chairperson Evelyn V. Fruean. Mr. Leomiti was the Assessment Committee Secretary for the Assessment Planning Core Committee (APCC); Therefore, being appointed by the former Dean of Academic Affairs Dr. Irene Helsham. On October 17, 2014, the roles and responsibilities have been returned to the Academic Affairs Office to the Associate Dean of Academic Affairs, in where the position lies under the provisions of this division.

ASSESSMENT COMMITTEE's STRATEGIC FOCUS

The two assessment committees are the Assessment Planning Core Committee (APCC) and Assessment Planning General Committee (APGC). The APCC and APGC strategic focus for spring 2014 are to review all Co and Core Foundational courses offered at ASCC, and review the completion of the first cycle of General Education Outcomes in fall 2014.

- Reference the SP 2010 Guidelines for Closing the Assessment Loops
- Co and Core Foundational Courses
- Program Review
- Course Review

ASCC Catalog Biennial Review

ASCC publishes a General Catalog every two years that contains public information, requirements and policies. In addition to print copies, the General Catalog is also available on line at **www.amsamoa.edu**. Other College policy manuals are available either on-line at the ASCC website or by request through the President's Office *(Referencing: Self Study 2014, p. 35).*

The mission statement is reviewed biennially, coinciding with the review of the College catalog and is approved by the Board of Higher Education. The mission was reviewed and approved by the Board in June 2014. For the 2014 – 2016 Catalog, a change was made to add "bachelor" to the mission statement. This reflects an institutional change with ASCC offering a B.Ed. program *(Referencing: Self Study Report, 2014, p.54).*

All certificates and degrees are evaluated at least every two years through the catalog revision and program review. Courses and programs are evaluated annually through review of course learning outcomes. Assessment instruments and rubrics have been identified and developed by faculty, academic departments and programs to assess student learning outcomes at the course and program level. The results of evaluations and assessments are used to make informed decisions on the progress of course, programs, certificates, and degrees. Student course evaluation is also used to document students' perceptions on achievement of course learning outcomes *(Referencing: Self Study Report, 2014, p.59)*

APCC Review of Co & Core Foundational Assessment Processes

Assessing General Education Outcomes, Program Learning Outcomes, and Course Learning Outcomes: *(Referencing: ASCC Institutional Strategic Plan 2015-2020, pg. 15; ASCC Self Evaluation Report to ACCJC 2014 Crosswalk, p.67-68).*

In the fall of 2012, the General Education Program was published in the 2012-2014 ASCC Catalog and fully implemented with institutional focus to assist General Education faculty to review the assessment of GEOs by domain that followed a set review process that was completed in the spring of 2013.

"ASCC has defined statements linked to outcomes for all the degrees it offers:

- **General Education:** The core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describes what the institution wants students to be able to do on completion of the General Education Program for an AA, AS, or B.Ed. degree. (1st Year)

- **Core Foundational Areas:** Courses that enhance content foundational competencies in core disciplinary areas of study. Core foundational course requirements are determined by the degree programs. (2nd Year)
- **Co-Foundational Areas:** Courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas.

Currently, ASCC has completed its first cycle (2 years) of GEO assessment in the spring of 2014 following the ASCC Catalog review cycle. Data has been collected, compiled, and disseminated to General Education faculty for their review and analysis

(Referencing: Self Study 2014 Report. P. 73)

Scope: Academic Programs & Departments

Charge: Dean of Academic Affairs, Dean of Student Services, Dean of Teacher Education, Dean of Trades & Technology, Curriculum Chairperson and Department/Division faculty

Assessment Instruments & Cycle:

Charge: All Faculties (Full time & Adjunct)

Course Learning Outcomes: Semester based assessment

Charge: Department Chairmen, faculty, and adjunct faculty

- *Assessment Instruments*: Rubrics-Defined by Program/Department

Program Learning Outcomes:

Charge: Department Chairmen, faculty, and adjunct faculty

- *Assessment Instruments:* Content Rubrics-Defined by Program/Department (Semester Based/Annually)
- *Student Achievement Report*: Defined by Program/Department (Biennially)

General Education Outcomes:

Charge: GER faculty and department chairmen

- Assessment Instrument: Content Rubrics-Defined by General Education Faculty (Semester based)
- Student Achievement Report (Biennially)
- Course Evaluations (Semester Based)

(Referencing: ASCC Institutional Strategic Plan 2015-2020, pg. 15).Committee Structure Manual (Reference: ASCC Committee Structure Manual 2010-2012, pg. 8-9).

Core Foundational Areas assessment & processes

I. <u>Scope:</u> Academic Departments/Divisions/Faculty

II. <u>Charge:</u> Department Chairmen and faculty

   1. <u>Definition</u>

     a) Core-Foundational Areas

- These courses that enhance content foundational competencies in core disciplinary areas of study. Core foundational course requirements are determined by degree programs. *(2014-2016 ASCC Catalog, pg. 45).*

     b) Review of Core-Foundational Areas

- It is recommended that a review on AA and AS GER clustering be reviewed. Specificity of GEO's 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. *(Referencing: Assessment Exit Report, 2013, pg. 3).*

     c) Core Foundational Areas include the following courses from academic departments/programs.

- Arts
- Humanities
- Computer Science
- English
- History
- Mathematics
- Physical Education
- Samoan and the Pacific Studies
- Science
- Social Science

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. *(Referencing: Assessment Exit Report, 2013, pg. 3).* Core Foundational Areas refers to the courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by degree programs *(Referencing ASCC 2012-2014 General Catalog, Appendix C, p. 55; Assessment Exit Report 2013, pg. 8).*

The Core Foundational Areas encompasses ten disciplines

1. **Arts:** Course encompassing the visual and performing arts in Music, Arts, and Theatre.
2. **Humanities:** Courses which enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.
3. **Computer Science:** Courses that provide student knowledge, skills and abilities to utilize technological tools and procedures for personal, academic, and career takss for entry-level employment.
4. **English:** courses that enable students to demonstrate active listening and speaking abilities. To develop proficiencies in clear and effective written communication, and to improve reading skills focuses on comprehending analyzing, interpreting , and evaluation printed texts.
5. **History:** Courses providing the chronological study of historical events from two respective contexts: American History and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.
6. **Mathematics:** Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.
7. **Physical Education & Health:** Courses that promote physical education and health as well as developing basic sports skills for lifetime use.
8. **Samoan and the Pacific Studies:** Courses, which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.
9. **Science:** Courses providing foundational competencies in physical and life science through lecture and course required laboratory activities.
10. **Social Science:** Courses acquainting students with their places in historical processes, cultural development, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress. *(Referencing ASCC 2012-2014 General Catalog, Appendix C, p. 55; Assessment Exit Report 2013, pg. 8).*

Co-Foundational Areas assessment & processes

I.   **Scope:** Academic Departments/Divisions/Faculty and Adjunct Faculty
II. **Charge:** Department Chairmen and faculty
    i. Definition
        1. Co-Foundational Areas
           a. Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas *(2014-2016 ASCC*

*Catalog, pg. 45).*Guidelines for Closing the Assessment Loop

Closing the Loop at a Course Level

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

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

Course Learning Outcomes (CLO)
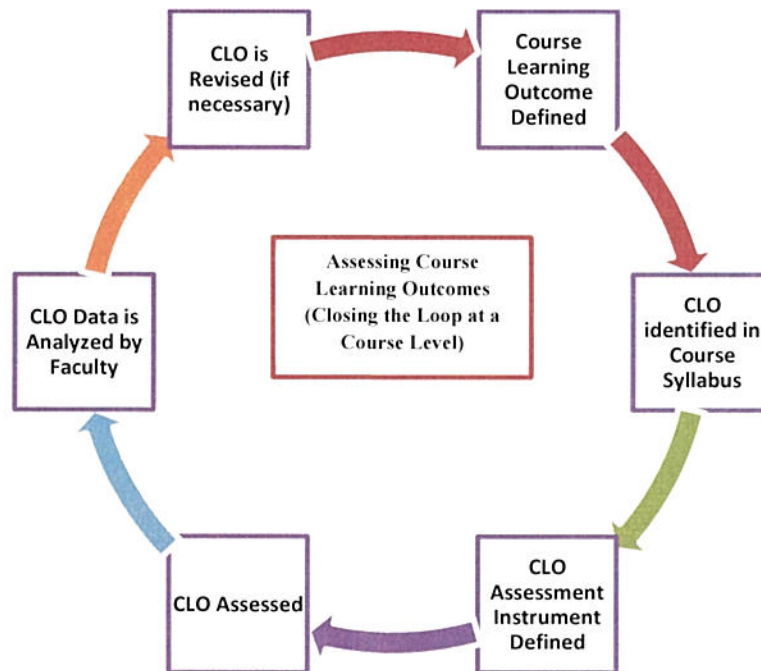
(Guidelines for Closing the Assessment Loop, Spring 2010, p. 6)

How does the dialog begin?

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

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

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

Collecting and Analyzing Assessment Data (Course Level)

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

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

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

Aligning Assignments with Outcomes

Sample Hypothetical Matrix 1				
Course-Graded Assignments:	*CLO 1*	*CLO 2:*	*CLO 3:*	*CLO 4:*
1. Reflective Analysis 1	X			
2. Reflective Analysis 2	X	X		
3. Quiz 1			X	
4. Team Presentation			X	
5. Quiz 2	X	X		
6. Reflective Analysis 3		X	X	
7. Individual Presentation			X	
8. Reflective Analysis 4		X	X	

| 9. Case Study | X | X | X | |
| 10. Comprehensive Final | X | X | X | |

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

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

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

a) *What is the relationship between a CLO and Course Description?*

b) *What evidence will you provide your departments for removing a CLO?*

c) *Will removing the CLO prevent direct alignment to any of your departments Program Learning Outcomes (PLO)?*

d) *Will the removal of a CLO improve or weaken your department/program curriculum framework? Explain.*

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

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

Sample Hypothetical Matrix 2				
Course-Graded Assignments:	*CLO 1*	*CLO 2:*	*CLO 3:*	*CLO 4:*
1. Reflective Analysis 1	I			
2. Reflective Analysis 2	D	I		
3. Quiz 1			I	
4. Team Presentation			D	
5. Quiz 2	D	I		
6. Reflective Analysis 3		D	D	
7. Individual Presentation		D	D	
8. Reflective Analysis 4		P	P	
9. Case Study	P	P	P	P
10. Comprehensive Final	P	P	P	P
I= Introduced, D= Developing, P= Performing				

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

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

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

Sample Hypothetical Matrix 2				
Course-Graded Assignments:	*CLO 1*	*CLO 2:*	*CLO 3:*	*CLO 4:*
1.				
2.				
3.				
4.				
5.				

6.				
7.				
8.				
9.				
10.				

Review Questions:

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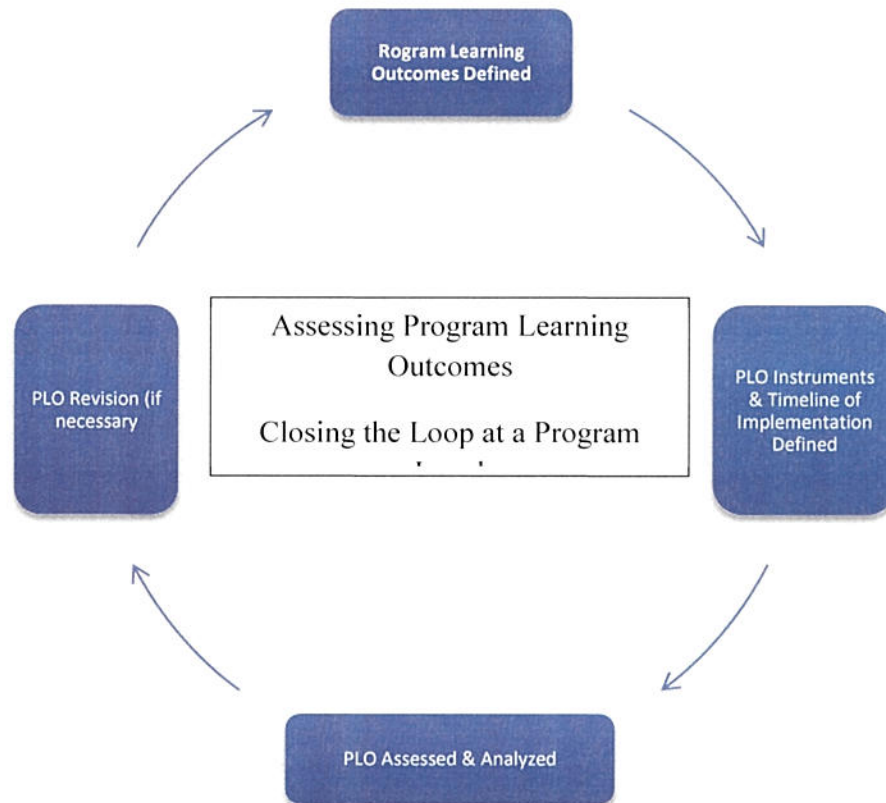2. Is there alignment between Course Graded Assignments and Course Learning Outcomes?
3. Is there an identified assessment timeline?
4. Were all CLOs assessed?
5. Was assessment data collected
6. Did you use the results to improve your course?

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

Recommendations:

Closing the Loop at a Program Level

```
            Rogram Learning
           Outcomes Defined

  PLO Revision (if      Assessing Program Learning       PLO Instruments
    necessary               Outcomes                     & Timeline of
                                                         Implementation
                        Closing the Loop at a Program       Defined

                       PLO Assessed & Analyzed
```

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

The Dialogue continues at a Department/Program Level:

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

To initiate the dialogue at a program level, the focus should fully reflect on the mission of the depart/program. Allen emphasizes that faculty should "articulate the mission, goals, and

outcomes for their program. The mission is a holistic vision of the values and philosophy of the department, and program goals describe what faculty want their students to learn" (2004, p.28).

Please define your Program/Department Mission Statement:

_____

_____

_____

_____

_____

_____

_____

_____

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

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

2.	
3.	
4.	
5.	
III. Value Outcomes	
1.	
2.	
3.	
4.	
5.	

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

The Alignment of Program Learning Outcomes to Academic Courses:

"A cohesive curriculum systematically provides students' opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values" (Allen, -

2004, p. 40). "Well-designed curricula are more than collections of independent courses; they are pathways for learning (Association of American Colleges and Universities, 2002, p. 30). Each department has its own Curriculum Framework that provides a conceptual make-up of the program driven by its mission and applied through its program outcomes. *Alignment* defines how well the curriculum corresponds with the program learning outcomes.

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

the Loop' at a course level must be used to make necessary modifications to courses in your
program/department.

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

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

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

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

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

Program Sample Matrix 4:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
XXX 150	I	I		I						
XXX 157		D	I							
XXX 160			D				I			
XXX 215				D		I				
XXX 240					I			I		
XXX 257			D		D		D			
XXX 257 (P)	D							D		D
XXX 280			P				P		I	
XXX 285					P	P				
XXX 285 (P)	P							P	P	P
I=Introduced, D= Developing, P= Performing										

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

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

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

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

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

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

(Referencing: Closing the Assessment Loops Guidelines, 2010, p. 18).

Appendix

1. Breakdown for Catalog Review 2014-2016
2. GEO and PLO Workshop sign in sheet for Faculty Orientation
3. Curriculum Committee agendas
4. Curriculum Committee meeting minutes
5. Self-Study 2014 Report
6. Closing the Assessment Loop Guidelines 2010
7. ASCC Faculty Professional Development Action Plan 2002 - 2009