



**AMERICAN SAMOA COMMUNITY  
COLLEGE**  
**Mathematics Department**

**Action Plan 2015-2016**

---

**DIVISION OF ACADEMIC AFFAIRS**

---

## MATHEMATICS DEPARTMENT

Comprehensive Action Plan:

Please Department Chairperson Leiato view these questions and submit as soon as you can. This will assist you in making your action plan more transparent.

<i>Course Title &amp; Alpha</i> _____	<i>Yes</i>	<i>No</i>	<i>If not, WHY?</i>
<b>Department:</b> _____			
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?			
<b>Questions:</b>	<b>Faculty Response:</b>		
<b>Course Learning Outcomes Assessed</b>			
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?			
<b>Assessment Data Results</b>			
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?	<b>Explain:</b>		
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?	<b>Why?</b>		
d) Do our CLOs need to be modified? Are the instruments used to assess CLOs	<b>Why?</b>		

really assessing what we're addressing performances, skills, content etc.?	
e) What recommendations will you make for the next time you assess your CLOs?	

**Calibration** was one of the main issues that we discussed in our department meeting. Our goal is to calibrate by reaching consensus on what the scores should be and to increase the reliability of the judgments, so we mathematics teacher have confidence in them. Especially, different instructors are currently teaching the same math course. The calibration will be conducted after the final week and were looking at the duration of time of at least three hours. During the process of calibration of ratings we will be using the guidelines provided by Dr. Mary Allen.

Another main issue was the **upgrading of rubrics dimensions**. Presently, were using three types of rubrics: assessment rubrics for test, assessment rubrics for homework, and assessment rubrics for oral presentation. Math 80 and 90 are using the same rubrics that aligned with its criteria and standards. Upper Math courses such as Math 151, 250, and 280 are using the same rubrics that aligned with its level of contents. Our goal that we want to accomplish is to make sure that these rubrics will clarify expectations to students and help faculty to identify what exact area that students' weakness and strengths.

How do we develop an **authentic signature assignment** for ILO: so that students who graduate from ASCC can write effectively. As for Math 250, students are required to conduct a power point presentation and to submit a reflection paper –one page. Each student will assign an application problem solving (word problem) and have them to investigate a problem within two weeks. During that time, students are allowed to seek for assistance such as SLAC or Annex—tutorial center. What is a reflection paper? It's how they reacted and what were some of the process that they went through in solving an application. What are some of the career sectors that they can actually relate this application? Therefore, this is how we embedded an authentic signature assignment within the content area of mathematics.