

# ASCC Identification of GEO Presentation



## Assessment Planning Core Committee

### Committee Membership:

Dr. Daniel Chang

Dr. Fa'atoafe Faofua

Mr. Sal Poloai

Mr. Mikaele Etuale

Mr. Christian Ausage

Ms. Annie Panama

Mrs. Rosevonne Pato

Mrs. Letupu Moananu

Mr. Sonny Leomiti

# ASCC Clarification of General Education Outcomes

Assessment Planning Committee

Initiated March 31, 2011

1<sup>st</sup> Revision- April 21, 2011

2<sup>nd</sup> Revision- April 26, 2011

Final Revision- April 28, 2011

# I. Concepts of General Education:

- What does ASCC have in connection to General Education?
- Why is ASCC reviewing its Curriculum Conceptual Framework?
- How was the GEO dialogue initiated?

# 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

## II. Review of General Education Requirements:

- What are the factors of General Education?
  - GER
  - GEO
  - PLO
- What links the "Foundational Component Areas to Institutional Learning Outcomes?"
- How can GE Faculty & Program Faculty better enhance learning outcomes for students?

## *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



# III. Coding Process & Review of ASCC Outcomes:

- What SLO practices portrayed by other colleges that are similar to ASCC's?
- What models do they portray that we may consider to address our Core Curriculum?
- What is ASCC's current practice to address Institutional, Program and Course Assessment of SLOs?

# 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, word 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)*

# Samoaan 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 Samoaan Literature; (*Global Awareness & Cultural Competence*)
- Demonstrate skills in executing activities that are endemic to the performance of Samoaan material and non material culture; (*Global Awareness & Cultural Competence*)
- Demonstrate competence and ease in delivering English translations and interpretations of Samoaan; (*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

## IV. Results from Coding

- What outcomes exist in the Core Foundational Areas that resemble institutional quality?
- Do these outcomes reflect transparency amongst all faculty that teach General Education Requirements?

# Communication

- a. Communicate and transmit messages with body language; *(Fine Arts & Humanities)*
- b. Communicate ideas, feelings, experiences and aspirations through the arts; *(Fine Arts & Humanities)*
- c. 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, word choice and vocabulary, use college level grammar, write multiple drafts using revision; *(Language & Literature)*
- d. Identify and apply acquired mathematical knowledge and skills to real work situations; *(Mathematics)*
- e. Recognize and identify the relevance of mathematics to life-long learning; *(Mathematics)*
- f. Explain the importance of proper nutrition and diet; *(PE)*
- g. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; *(Samoan Studies)*
- h. Demonstrate competence and ease in delivering English translations and interpretations of Samoan; *(Samoan Studies)*
- i. Comprehend, interpret and evaluate information; *(Science)*
- j. Explain general concepts, theories, models and ideas; *(Social Science & History)*
- k. Write, speak and present information; *(Social Science & History)*
- l. Conduct, research, process information and present appropriate findings; *(Social Science & History)*
- m. Understand and build on social skills such as team work, community service and interpersonal communications; *(Social Science & History)*



# Critical Thinking & Problem Solving

- a. Identify technical and expressive aspects in the artistic works and using critical skills to analyze, interpret and evaluate such works; (*Fine Arts & Humanities*)
- b. Evaluate criticisms and problems to find appropriate solutions; (*Fine Arts & Humanities*)
- c. 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*)
- d. 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*)
- e. Apply, interpret and evaluate mathematical concepts presented by a math instructor; (*Mathematics*)
- f. Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; (*Mathematics*)
- g. Comprehend, interpret and evaluate information; (*Science*)
- h. Demonstrate the ability of conceptual, analytical and critical modes of thinking for problem solving in the work place; (*Science*)
- i. Analyze patterns and functional relationships to solve problems and determine cause; (*Science*)
- j. Conduct, research, process information and present appropriate findings; (*Social Science & History*)

# Global Awareness & Cultural Competence

- a. Demonstrate an appreciation of important events, people, and genres encompassing the history of Western Music; (*Fine Arts & Humanities*)
- b. Examine literature as a cultural material and recognize the effects of literature on culture and of culture on literature; (*Language & Literature*)
- c. Recognize and identify the relevance of mathematics to life-long learning; (*Mathematics*)
- d. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; (*Samoa Studies*)
- e. Develop and apply skills of understanding and interpretations of Samoan Literature; (*Samoa Studies*)
- f. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non material culture; (*Samoa Studies*)
- g. Understand and appreciate the development of societies, cultures and human histories; (*Social Science & History*)

# Information & Technology Literacy

- a. Demonstrate computer skills as related to the discipline of the arts (eg. music composition, research, recital, drawing and designing); (*Fine Arts & Humanities*)
- b. Apply technology skills to update visual and audio recordings for research and presentations; (*Fine Arts & Humanities*)
- c. Apply technology to solve, locate, interpret, organize and present mathematical data; (*Mathematics*)
- d. Develop and utilize technology skills to conduct research and deliver appropriate information; (*Samoan Studies*)
- e. Understand the applications of technological systems; (*Science*)

# Quantitative Literacy

- a. Apply, interpret and evaluate mathematical concepts presented by a math instructor; (*Mathematics*)
- b. Identify and apply acquired mathematical knowledge and skills to real work situations; (*Mathematics*)
- c. Demonstrate the ability to analyze, identify and assess mathematical problems and formulate effective solutions; (*Mathematics*)
- d. Apply technology to solve, locate, interpret, organize and present mathematical data; (*Mathematics*)
- e. Conduct, research, process information and present appropriate findings; (*Social Science & History*)

# Scientific Literacy

- a. Comprehend, interpret and evaluate information; (*Science*)
- b. Analyze patterns and functional relationships to solve problems and determine cause; (*Science*)

# Personal Responsibility & Development

- a. Demonstrate the skills necessary for a successful career as a professional instructor for churches and schools; (*Fine Arts & Humanities*)
- b. Critically review personal and intellectual performance; (*Fine Arts & Humanities*)
- c. 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*)
- d. Comprehend and appreciate fundamental concepts of mathematics and its usefulness in everyday life; (*Mathematics*)
- e. Identify and apply acquired mathematical knowledge and skills to real work situations; (*Mathematics*)
- f. Recognize and identify the relevance of mathematics to life-long learning; (*Mathematics*)
- g. Perform basic fundamental motor skills; (*PE*)
- h. Explain the importance of stretching, warming up and cooling down; (*PE*)
- i. Describe the importance of physical activity; (*PE*)
- j. Explain the importance of physical fitness; (*PE*)
- k. Explain the importance of proper nutrition and diet; (*PE*)
- l. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening; (*Samoan Studies*)
- m. Recognize relevance of career choices to life-long learning; (*Science*)
- n. 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

# V. Review of General Education Domains:

- 1. Does ASCC provide a balanced/equal opportunity for all students regardless of their major? What evidence supports this?
- 2. Does the current set-up of general education requirements guarantee successful achievement of the institutional outcomes? How do we know this?
- 3. Does the current general education program support the core institutional values of student-centeredness, diversity, lifelong learning, collaboration/teamwork, and respect for tradition/culture?
- 4. What are the next steps in ensuring that all students regardless of major or degree receive the foundational components of the general education program and have the opportunity to transfer, work, research, and have a greater awareness of Samoa and the Pacific?
- 5. Do the general education requirements drive the successful achievement of program and institutional outcomes or is it vice-versa? How do we know?



# 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			
Language & Literature	X	X	X				X
Mathematics	X	X	X	X	X		X
Science	X	X		X		X	X
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

# 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

# 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.