American Samoa Community College
Office of Academic Affairs

"Le Scoop"

The Bi-Weekly Academic Affairs Newsletter

Week of February 22nd 2010
Issue: 004

WASC ACCREDITATION REPORT – The revised report was mailed on Tuesday, February 23rd and the revised final copy will be disseminated campus-wide on Monday, February 22nd. To all of those who contributed to the data, reporting, writing, editing, submission of documented evidence and especially for the prayers *FA'AFETAI TELE*. This would not be possible without everyone pulling together to address the ten recommendations. A special thank you to Dr. Kathleen Kolhoff whose other hat is the ASCC Accreditation Liaison for writing the report.

CURRICULUM COMMITTEE - The Curriculum Committee is schedule to meeting on Tuesday, February 23rd and Thursday, February 25th to continue the review of catalog submission by the departments. Attached are minutes of the first submission by College Life Planning.

CLOSING THE LOOP – The deadline for the three questions addressing the closing of the assessment results for each department/program has been changed to Tuesday, March 9th at the request of the General Assessment Planning Committee (GAPC). The GAPC needed the extended time to research, dialogue with the department and provide recommendations to improve teaching and learning.

GENERAL ASSESSMENT PLANNING COMMITTEE (GAPC) – It is in the spirit of institutional transparency and sharing what is occurring in Academic Affairs the minutes from the GAPC's last meeting is attached for your information.

NEW APPOINTMENT – A special congratulation to Mr. Sonny Leomiti's for his temporary appointment as the Academic Affairs Assessment Coordinator. Mr. Leomiti will work together with the Assessment and Curriculum Committees, faculty and the Dean of Academic Affairs regarding our SLO Assessment Process.

LIBRARY SURVEY – The Library is seeking your assistance in order to improve services needed for program review through a Faculty Library User Survey, Attached is a copy of the Library Survey please find a few minutes to fill out the survey and submit an electronic or hard copy to Cherie Ripley.

ADJUNCT AND OVERLOAD – All instructional contracts for overloads and adjunct teaching will be process through the Human Resources Office. Faculty with an overload or adjunct teaching for Spring Semester 2010 must go to HRO to complete the contract process.

SPECIAL NOTE: If you are a faculty on contract at ASCC, please visit the Human Resources Office to assure that your contract has been signed. You may also request a personal copy for your files.

CONTINUING THE DIALOGUE – Le Scoop would like to share with the faculty articles relating to educational and instructional excellence. Attached is the first series of professional articles this one is discussing the *"Characteristics of Evidence – Guide to Evaluating Institutions"*

Reminders:

1. Book Orders for Summer and Fall 2010 – Due: Friday, February 26th

2. Curriculum Meetings – Catalog revisions Tuesday, Feb. 23rd and Thursday, Feb. 25th 12:30 in the Lecture Hall – Please be prompt.

3. Submissions for the ASCC Teacher of the Year 2010 are still be accepted. Deadline for the Teacher of the Year submissions is Friday, February 26, 2010.

4. The first draft of the schedules of Course Offerings for Summer Session 2010 and Fall Semester 2010 – Due: Friday, February 26, 2010.

5. Submission of Department/Program Recommendation Summary Questions due March 9, 2010 at the Curriculum Committee meeting.

Le Scoop would like to invite you to submit information and articles you feel are pertinent to Academic Affairs. **"REMEMBER SHARING IS CARING."**

AMERICAN SAMOA COMMUNITY COLLEGE

ACADEMIC AFFAIRS DIVISION
Office of the Dean of Academic Affairs

GENERAL CURRICULUM COMMITTEE MEETING
February 09 - 11, 2010 – 12:35 p.m. – 01:50 p.m.
ASCC Lecture Hall

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, 320
Mr. William Emmsley, Dean, 452
Dr. Emilia Lei, Dean, 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, 362
Mr. Matailupevao Leupolu, CJ, 332
Dr. Lina Scanlan, ASBEEP, 385
Mrs. Elisapeta Faalafi, ELI, 371
Dr. Paul Pouesi, FA, 329
Dr. Daniel Chang, HHS, 397
Mr. Sal Poloai, 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. Michael Hansell, SCI, 393
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

PRESENT: Dr. Kathleen Kolhoff-Belle; Mr. Mikaele Etuale; Dr. Irene Tafao Helsham; Dr. Emilia Sabado Lei; Mrs. Rosevonne M. Pato; Mr. Malagamaalii Tavita Elisara; Dr. Faofua Faatoafe; Mr. Mark Onosai Mageo; Mr. Matailupevao Leupolu; Dr. Lina Galeai Scanlan; Mrs. Elisapeta Faalafi Jones; Namulauulu V. Dr. Paul Pouesi; Dr. Daniel Chang; Mr. Sal Poloai; Mr. Steven Williams; Mrs. Letupu Tauanuu Moananu; Ms. Lele Ah Mu; Mr. Ed Imo; Mr. Teleiai Christian Ausage; Dr. Michael Otto Hansell; Mr. Randall Baker; Mr. James Sutherland; Mr. Maauga Tauvela Fale; Dr. Repeka Alaimoana Nuusa; Ms. Tafaimamao Tupuola; Ms. Annie Panama; Mr. Lam Yuen Lam Yuen; and, Mr. Dennis Fuimaono; Mrs. Sifagatogo Sua Tuitasi; and, Cherie Ripley.

ABSENT: Mr. Moefaauo L. William Emmsley; 1st Lt. Maryjane Porter; Mrs. Peseta Tialuga Seloti; Mr. Tupua Roy A. Fua; and Mrs. Elizabeth Leuma (Mango-Thirst Judge).

OFFICIAL MEETING

Curriculum Chair called official meeting to order at 12:39 p.m., Tuesday, February 9, 2010 in the ASCC Lecture Hall, requesting the assistance of Dr. Lina Galeai Scanlan to offer the opening prayer.

Minutes to the January 26, 2010 Curriculum Committee were reviewed. Dr. Lina Scanlan moved to approve minutes as read; P.E. Chair Ed Imo seconded the Scanlan's motion. Minutes were voted upon and approved by the majority as read.

WASC SLO LEVEL II WORKSHOPS IN HONOLULU, HAWAII JANUARY 2010

IE Director Rosevonne M. Pato reported on behalf of the six ASCC Representatives (Rosevonne Pato, Sal Poloai, Faofua Faatoafe, Letupu Moananu, Teleiai Christian Ausage, and Sonny Leomiti) to the WASC SLO Level II Workshops. Pato reported of the ASCC's success and that ASCC has collected so much data. Now, the following questions must be addressed before ASCC stops and celebrate (a recommendation from WASC):

1) What data do we have at the department or program level? (Refer to all data collected beginning from 2008 through 2010.)

2) Where do we want to go as a department or program? (After interpreting and carefully analyzing your data, what recommendations will help sustain and improve or restructure your department's or program's operations towards PLO achievement?)

3) How do we get there? (What actions need to take place, what impediments or challenges prevent your program or department from achieving its goals?)

Deadline for the answers to the foregoing questions is March 9, 2010.

Dean Helsham recommended to the chairpersons to seek the assistance of the ASCC Assessment Committee for help – help in analyzing the data collected, answering the foregoing questions, helping with your SLOs and in your catalog presentations, and also seeking the help from the Languages and Literature Department before presenting. By doing so, this will allow other departments to present and meet our deadline for establishing the new catalog.

COLLEGE AND LIFE PLANNING ASCC CATALOG 2010 TO 2012 PRESENTATION

CLP Chair Mark Mageo presented the changes, updates, SLOs for the portion in the catalog for College and Life Planning. (Please refer to the attachment).

ANNOUNCEMENTS

Textbook orders for Summer Session 2010 and Fall Semester 2010 deadline is set for February 26, 2010.

Rough drafts for the course schedules for Summer Session 2010 and Fall Semester 2010 deadline is set for February 26, 2010.

H1-N1 Swine Flu Shots available from 11 a.m. through 3 p.m. on Thursday, February 11, 2010. Please inform your fellow faculty, staff, and students to take advantage of the free shots.
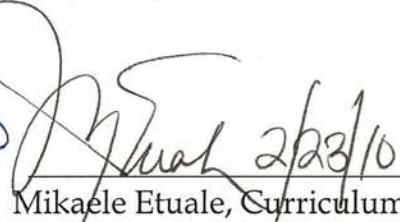
FEBRUARY 11, 2010

Curriculum Meeting called to order by Dean Irene Helsham as CC Chair was called into the President's Office for an emergency matter. Helsham started meeting at 12:45 p.m., Thursday, February 11, 2010.

CLP Mark Mageo and the Curriculum Committee continued reviewing the CLP portion of recommendations, changes, and updates for the new catalog.

The Curriculum Committee adjourned at 01:45 p.m.

_____   _____
Cherie E.A. Ripley, Secretary   Mikaele Etuale, Curriculum Chair

COLLEGE AND LIFE PLANNING
CATALOG 2010-2012 PROPOSED CHANGES

I. MISSION STATEMENT
The mission of the College and Life Planning (CLP) Department is to empower and inspire students to be successful, by their standards, in their lives (personal and professional) and in their studies by learning strategies (styles, changing of habits and so forth) that they can immediately and continuously apply throughout life and that enables them to leave with confidence, enthusiasm and a passion to succeed.

Reviewed and Revised Changes:
No changes made to current mission statement.

II. PROGRAM SERVICE LEARNING OUTCOMES (PSLO's)
Upon completion of program, students will be able to:
1. develop and apply communication skills in the areas of speaking, writing, reading and listening;
2. apply acquired knowledge and skills to improve academic studies and real work situations;
3. demonstrate important work qualities and develop insights into the human experience (applying to personal, occupational and social relationships);
4. recognize the relevance of career choices to life-long learning;
5. utilize electronic media to communicate, locate and retrieve information;
6. recognize and develop a respect for diversity;
7. develop an understanding and appreciation for the importance of personal responsibility; and,
8. identify strategies to address potential problems and formulate effective solutions or options.

Reviewed and Revised Changes: APPROVED

Changes of PSLO bullet 5 – delete *electronic media* to *technology*

5. *utilize technology to communicate, locate and retrieve information* Approved 2-9-10

III. COMMUNITY ADVISORY COUNCIL
Mr. Steven Shalhout, Alumni/Entrepreneur; Dr. Daniel Chang, HHS/ASCC; Mr. Sam Vaouli, Military; Mrs. Moana M.Purcell, ACRN Manager/Youth Program Coordinator; Representative Agaoleatu C. Tautolo, Fono/Business; Mrs. Tafaimamao Tupuola, UCEDD/ASCC.

Reviewed and Revised Changes: Approved 2-9-10
Members: Mrs. Rosevonne Pato – Dr. Daniel Chang, HHS/ASCC
Add: Mr. Steven Shalhout, *Alumni*/Entrepreneur
*Confirmation of Advisory Council Membership in progress

CHAIRPERSON AND FACULTY
Ms. Annie M. Panama, Chairperson; Mr. Mark Mageo; Mr. Galu Satele, Jr.; Ms. Hillary Fraser.

2010-2012 Reviews & Proposed Changes: Approved 2-9-10
Changes: Chairperson: Mr. Mark Mageo
Faculty: Ms. Annie M. Panama, Ms. Mary Taufete'e, Mrs. Matesina Aseta-Willis, Mrs. Fualaau Lancaster, Ms. Maxine Tuiolemotu
Remove: Mr. Galu Satele, Jr.; Ms. Hillary Fraser

IV. COURSE ALPHA / TITLE / DESCRIPTION

CLP 80 Academic Preparation in the Sciences (3) *(formerly CLP 81A)*
This course will provide the student with an overview of basic science concepts with an emphasis on practical activities. The basic language and terminology of science will be introduced along with fundamental principles.

Reviewed and Revised Changes: **Approved**   2-9-10

Propose to **remove CLP 80** – reasons: course has been offered, inactive, no visible data to support offering of course.

CLP 81 Academic Preparation in the Social Sciences (3) *(formerly CLP 81B)*
This course will provide the student with an introduction of basic social science concepts with an emphasis on practical activities.

Proposed Reviewed and Revised Changes: **Approved** 2-9-10
Propose to **remove CLP 81** – reasons: inactive, not enough instructors to teach and lack evidence of the need to offer this course within the CLP department....

V. COURSE STUDENT LEARNING OUTCOMES (CSLO's)

CLP 90 Basic Computer Skills (3) (formerly *Computer Application*)
Course title changed by way of recommendation from ICT chairperson <- - - - - **Approved** 2-11-10
This course is a hands-on preparatory course in the use of popular computer software programs to accomplish a variety of tasks. The emphasis of this course is on word processing, database management and basic internet skills.

Course Student Learning Outcome: **CLP 90 CSLO Approved**   2-11-10
After completion of this course, students will be able to:
1. demonstrate basic computer application skills
2. demonstrate familiarity with information resources and technologies.
3. demonstrate basic computer literacy in preparation of reports and presentations.
4. conduct basic search queries through the use of internet

CLP 91 Career Explorations (3)
This course will provide students with the essential skills to making career decisions that address present and future job realities. It is designed to assist students in developing a career plan, investigate the work in terms of their career goals, and learn ways of maximizing opportunities and outcomes in their education.

Upon completion of this course, student will be able to: **CLP 91 CLSO Approved** 2-9-10
1. demonstrate the understanding of a safe working environment;
2. demonstrate effective written and verbal communication skills;
3. improve their time management skills;
4. enhance their problem solving skills; and
5. develop planning and teamwork skills.

CLP 150 College and Life Planning (3)

This course provides students with an opportunity to cultivate the skills necessary to become confident, successful students. Topics include: personal learning styles, time management, goal setting, test taking techniques, academic planning , self care, money management, relationships, communication, memory techniques, college and community resources, and respecting diversity.

Course Student Learning Outcome: **CLP 150 CSLO Approved** __2-11-10__
After completion of this course, students will be able to:
1. access campus services and programs beneficial to the academic development of student's college experiences.
2. analyze beliefs, choices, and behavior in achieving their goals and interests for a successful life.
3. explore and enhance academic, personal, and career skills in their college and learning experience.
4. assess skills, strengths and areas for growth to improve learning development during college experience.

VI.   COURSE PRE-REQUISITES

Pre-Requisites for all CLP course offerings: None

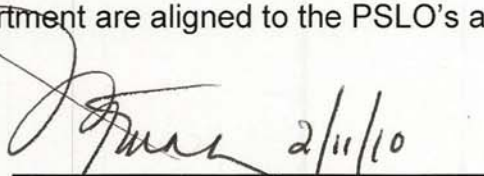Reviewed and Revised Changes:

None – The courses are preparatory and orients students in college and life planning. It is not

   a content area course

*CLP 150 is highly recommended for 1st year students. <- - - - - **Approved** _2-10-10_

At present, all courses offered from the CLP department are aligned to the PSLO's as well as ISLO's.

Helsham 2/11/10
_____
Dr. Irene T. Helsham, Dean
Academic Affairs Division

2/11/10
_____
Mr. Mikaele Etuale, Chair
Curriculum Committee

DEPARTMENT/PROGRAM
RECOMMENDATION SUMMARY

In order to finalize the SLOs Assessment Process (Closing the Loop) use your department/program Data Results and Recommendations made at the Department SLOs Presentations in the Fall – 2009 and any other data/assessment results to implement changes/improvements to teaching and learning. Please answer the following questions and submit department/program responses **Due: Tuesday, February 23rd the next Curriculum Committee meeting.**

1)   What data do we have at the department/program level? (Refer to all data collected beginning from 2008 – 2010)

2)   Where do we want to go as a department/program? (After interpreting and carefully analyzing your data, what recommendations will help sustain and improve/restructure your department's/program operations towards PLO achievement?)

3)   How do we get there? (What actions need to take place, what impediments or challenges prevent your program/department from achieving its goals?)

Characteristics of Evidence

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and <u>knows</u> something about itself—it knows what it achieves.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about student achievements (student movement through the institution) and should include data on the following:

Student preparedness for college, including performance on placement tests and/or placement,
Student training needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
Course completion data,
Retention of students from term to term,
Student progression to the next course/next level of course,
Student program (major) completion,
Student graduation rates,
Student transfer rates to four-year institutions
Student job placement rates,
Student scores on licensure exams.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following: .

Development and dissemination of student learning outcomes,
Samples of student work/performance (recitals, projects, cap-stone courses, etc.),
Summary data on measured student learning outcomes,
Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self evaluation and planning processes,
Improvement of the teaching/learning process as a result of the above analysis.

Self study should be only one phase of on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.
- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning. Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self study or evaluative teams may find good evidence in a number of sources, including institutional data bases; documents such as faculty handbooks, catalogues, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc; from faculty grading rubrics and analyses of student learning outcomes; and from special institution-al research reports.

American Samoa Community College Faculty Library User Survey

(PLEASE COMPLETE AND RETURN TO CHERIE RIPLEY. THANK YOU)

1. Do you have a library use component in your classes?
   - o Yes
   - o No

2. Have you ordered books for your discipline in the past two (2) years for the Library?
   - o **Yes**
   - o **No**

3. During, the school year, I have visited the Library: (past two years-other than Exit Clearance)
   - o More than once per semester
   - o Once per semester
   - o Once during the school year
   - o Never

4. Research sources I require from my students to use:
   - o Books
   - o Internet
   - o Both
   - o Other _____ (explain)

5. I know what books are available in my discipline at the Library:
   - o Yes
   - o No

6. If you have not used the Library during the school year, please give reason: (marking all that apply)
   - o The content of my class does not require use of the Library
   - o The Library wasn't open at times when it was convenient for my schedule
   - o ASCC Library doesn't have any information I need
   - o Prefer to use the Barstow Feleti Library
   - o Other (please explain) _____

7. My employment work group is:
   - o Administration
   - o Faculty
   - o Staff
   - o Adjunct Faculty

8. If faculty, which department do you work in? _____

9. Please use the space below to make any comments and/or suggestions:

_____

_____

_____