



*Saili le Olamai*

American Samoa Community College

# ASSESSMENT 101

Academic Affairs Division

August 29, 2014

4:00-6:00 pm

ASCC Lecture Hall

# Human Resources

## **Brief Overview of Personnel Governing Policies and Laws**

- Adjunct Teaching Request Form
- Instructional Teaching Contract (Policy 4120.3)
- Policy 4203: Employee Code of Conduct
- Qualifications and Official Personnel File
- Equal Employment Opportunity
- Employment Terms

# Assessment Outcomes

- Participants will be able to define assessment with in the context of higher education
- Participants will be able to describe the assessment planning cycle used by the Academic Affairs Division at American Samoa Community College
- Participants will be able to differentiate outcomes versus objectives.

# Questions to ask yourself

What?

Why?

How?

When?

# What is Assessment?

- Assessment is the systematic collection, review, and **use** of information about educational programs undertaken for the purpose of **improving** student learning and **development** (*adapted from Palomba & Banta, 1999*).

# Why do Assessment?

- Quality:
  - Ensuring programs and services are high quality
  - To define outcomes for student learning and student success
  - To gather evidence, interpret it and use it to IMPROVE student learning and development and success.

- A systematic process of gathering information upon which to make decisions.
- Using information to determine what is working and what is not.
- An evaluation of effectiveness

# And then there is...

- Accreditation
- Administrative mandates
- Accountability
- Expectations from professional organizations (MOU's)





# We do Assessment because...

- ASCC focuses on programs and courses offered,
- **AND THEN WE ASK OURSELVES** are all ASCC courses and programs
  - Transferrable
  - Providing our students with the highest quality of education that they may use in real life situations
  - Providing enough knowledge, skills, abilities, attitudes, and values in our students to succeed.

# What are SLO's?

- **Student Learning Outcomes**

- Reveal the changes in attitudes, aptitudes or behaviors that a student can describe or demonstrate after utilizing a service or program.
- 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 such as analysis, synthesis, and evaluation
- Result in a PRODUCT that can be measured and assess

**Institutional Learning  
Outcomes**

**Divisional Learning  
Outcomes**

**General Education  
Outcomes**

**Program/Department  
Learning Outcomes**

**Course  
Learning Outcomes**

**STUDENT LEARNING  
OUTCOMES**

**What are  
Outcomes???**

- **What are Outcomes?**

- are statements that describe significant and essential **learning** that **learners** have achieved, and can reliably demonstrate at the end of a course or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a course or program

- **What makes Outcomes different from Objectives?**

# Examples of Course Learning Outcomes

## Example 1:

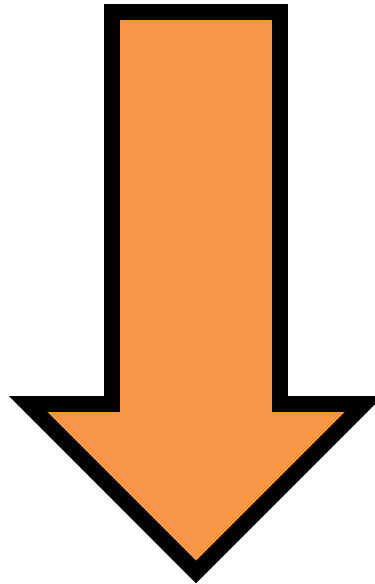
- Read literature that demonstrates different perceptions and struggles in various cultures of the world;
- Assessment Instruments:
  - Literary analysis papers
  - presentations
  - quiz
  - exam

## Example 2

- Demonstrate knowledge of the application of algebra and trigonometry to problem solving.
- Assessment instruments:
  - Homework problems
  - In class quizzes and exams
  - Student presentations (Group or individual)
  - Class discussion

# How to write a SLO?

- Here are terms (verbs) that can be used when creating student learning outcomes for a course or degree program.





# Knowledge

# Comprehension

# Application

Count	Associate	Add
Define	Compute	Apply
Describe	Convert	Calculate
Draw	Defend	Change
Identify	Discuss	Classify
Labels	Distinguish	Complete
List	Estimate	Compute
Match	Explain	Demonstrate
Name	Extend	Discover
Outlines	Extrapolate	Divide
Point	Generalize	Examine
Quote	Give examples	Graph
Read	Infer	Interpolate
Recall	Paraphrase	Manipulate
Recite	Predict	Modify
Recognize	Rewrite	Operate
Record	Summarize	Prepare
Repeat		Produce
Reproduces		Show
Selects		Solve
State		Subtract
Write		Translate
		Use

# Analysis

Analyze  
Arrange  
Breakdown  
Combine  
Design  
Detect  
Develop  
Diagram  
Differentiate  
Discriminate  
Illustrate  
Infer  
Outline  
Point out  
Relate  
Select  
Separate  
Subdivide  
Utilize

# Synthesis

Categorize  
Combine  
Compile  
Compose  
Create  
Drive  
Design  
Devise  
Explain  
Generate  
Group  
Integrate  
Modify  
Order  
Organize  
Plan  
Prescribe  
Propose  
Rearrange  
Reconstruct  
Related  
Reorganize  
Revise  
Rewrite  
Summarize  
Transform  
Specify

# Evaluation

Appraise  
Assess  
Compare  
Conclude  
Contrast  
Criticize  
Critique  
Determine  
Grade  
Interpret  
Judge  
Justify  
Measure  
Rank  
Rate  
Support  
Test

# 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.

# General Education Outcomes

## 5 GEO Domains

GEO 1: Communication

GEO 2: Information & Technology Literacy

GEO 3: Critical Thinking

GEO 4: Global Awareness & Cultural Competence

GEO 5: Personal Responsibility & Development

- **Each domain has a sub-domain**

# GEN ED SUB-DOMAINS

- **Communication**

- Listening & Speaking (GEO 1-A)---**SPH 153**
- Reading (GEO 1-B) --- **ENG 150**
- Writing (GEO 1-C) ---**ENG 151**

- **Information & Technology Literacy**

**ICT 150**

- Evaluate Information (GEO 2-A)
- Present Information Using Technology (GEO 2-B:1)
- Apply Information (GEO 2-B:2)

- **Critical Thinking**

**MAT 151 or PHSCI 150**

- Quantitative (GEO 3-A)
- Scientific (GEO 3-B)
- Problem Solving (GEO 3-C)

- **Global Awareness & Cultural Competence**

**HIS 150/151 or HIS 170/171 and HIS 162**

- Social, Economic & Political Systems (GEO 4-A)
- Perspectives of Others, Diversity (GEO 4-B)
- Samoa and the Pacific (GEO 4-C)---

- **Personal Responsibility & Development**
  - HEA 150 or PSY 150**
  - Ethical Decision Making (GEO 5-A)
  - Choices and Practices (GEO 5-B)
  - Community & Family Participation (GEO 5-C)
  - Career, Personal, & Professional Growth (GEO 5-D)

# GEO MATRICES

## ASCC GENERAL EDUCATION DOMAIN 2: COMMUNICATION

Course: ICT 150 (INTRODUCTION TO COMPUTERS)  
 Semester: \_\_\_\_\_  
 Instructor: \_\_\_\_\_

Competencies Assessed	
Technology Literacy (A, B-1, B-2)	Status
	Assessed
	Not Assessed

Class Enrollment: \_\_\_\_\_  
 Student Assessed: \_\_\_\_\_

*GEO:2A, 2B:1, 2B:2*

ICT 150											
GEO 2-A (CLO 1)											
MICROSOFT OFFICE SUITE 2010 RUBRIC											
	D-1	D-2	D-3	D-4	D-5	D-6					
<b>B</b>	0	0	0	0	0	0					
<b>D</b>	0	0	0	0	0	0					
<b>P</b>	0	0	0	0	0	0					

ICT 150											
GEO 2-B:1 (CLO 2)											
WINDOWS 7 OS SYSTEM RUBRIC											
	D-1	D-2	D-3								
<b>B</b>	0	0	0								
<b>D</b>	0	0	0								
<b>P</b>	0	0	0								



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 Student Assessed: \_\_\_\_\_  
GEO:2A, 2B:  
2B:2

ICT 150										
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<b>P</b>	0	0	0	0	0	0				

ICT 150										
GEO 2-B:1 (CLO 2)										
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# Application Software Rubric

DIMENSIONS	5-4	3-2
<u>Dimension 1</u> <b>Ingenuity</b>	Create original works as a means of personal growth.	Create non-original works. Duplicate the instructor's example shows some creativity and originality.
<u>Dimension 2</u> <b>Communication</b>	Interact with peers and instructor through email, instant messaging, chat discussion forums and social networking.	Interact only with peers through email, instant messaging, discussion forums and social networking.
<u>Dimension 3</u> <b>Collaboration</b>	Collaborate with peers/instructor with <u>intended purpose</u> .	Collaborate only with peers or instructor with <u>limited purpose</u> .
<u>Dimension 4</u> <b>Research and Information Fluency</b>	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media with <u>extensive purpose</u> .	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media with <u>limited purpose</u> .
<u>Dimension 5</u> <b>Technology Operations and Concepts</b>	Uses application software tutorials, demos, and practices exercises to complete their projects.	Seldom use application software tutorials, practice tutorials, and exercises to complete their projects.
<u>Dimension 6</u> <b>Illustrations and Graphics</b>	Use 4 out of 5 illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).	Use 2 out of 3 illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).

Division

# Application Software Rubric

DIMENSIONS	5-4	3-2	1-0	Total Points
<u><i>Dimension 1</i></u> <b>Ingenuity</b>	Create original works as a means of personal growth.	Create non-original works. Duplicate the instructor's example shows some creativity and originality.	Create non-original works. Duplicate the instructor's example shows no creativity and originality	
<u><i>Dimension 2</i></u> <b>Communication</b>	Interact with peers and instructor through email, instant messaging, chat discussion forums and social networking.	Interact only with peers through email, instant messaging, discussion forums and social networking.	Interact with no one and completed each given assignment on his or her own. Does not support peer communication.	
<u><i>Dimension 3</i></u> <b>Collaboration</b>	Collaborate with peers/instructor with <u>intended purpose</u> .	Collaborate only with peers or instructor with <u>limited purpose</u> .	Does not collaborate with peers or instructor at any time.	
<u><i>Dimension 4</i></u> <b>Research and Information Fluency</b>	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media with <u>extensive</u> purpose.	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media with <u>limited</u> purpose.	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media with <u>no intended</u> purpose.	
<u><i>Dimension 5</i></u> <b>Technology Operations and Concepts</b>	<u>Uses</u> application software tutorials, demos, and practices exercises to complete their projects.	<u>Seldom use</u> application software tutorials, practice tutorials, and exercises to complete their projects.	<u>Never use</u> application software tutorials, practice tutorial, and exercises to complete their projects.	
<u><i>Dimension 6</i></u> <b>Illustrations and Graphics</b>	Use 4 out of 5 illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).	Use 2 out of 3 illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).	Use 1 out of 0 illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).	

# Window 7 OS System Checbric

<p><b><u>Dimension 1:</u></b>  <b>Manage Computer Operations and Concepts</b></p>	<p>_____ Use file management including delete, copy, paste insert, rename, create,...</p> <p>_____ Use start, shut down, and restart.</p> <p>_____ Desktop and window manipulation (minimize, maximize, and close window).</p> <p>_____ Insert and remove disks correctly (CD-ROM's and DVD's).</p> <p>_____ Printer: add, remove and select the appropriate desktop or network printer (<i>optional</i>)</p> <p>_____ Use the help menu as a method for problem solving</p> <p>_____ Use the taskbar, gadgets, and dialog box</p>
<p><b><u>Dimension 2:</u></b>  <b>Manage Computer Hardware and Software</b></p>	<p>_____ Browsing storage devices and files in a computer window</p> <p>_____ Changing folder and viewing options</p> <p>_____ Connect ports of the computer to peripherals (gcflernfree.org interactive)</p> <p>_____ Moving folders and files</p> <p>_____ Deleting folders and files to the recycle bin</p> <p>_____ Selecting and Copying folders and files</p> <p>_____ Customizing/Personalize the desktop</p> <p>_____ Open and save attachments to the intended location.</p>
<p><b><u>Dimension 3:</u></b>  <b>Manage Windows OS Features</b></p>	<p>_____ Sequence of basic laboratory exercises utilizing both operating system and software default setting</p> <p>_____ Manipulate drop down menus and sub-menus, scroll and tool bars, and dialogue boxes.</p> <p>_____ Select and utilize Windows start menu, control panel, computer, desktop, taskbar...</p> <p>_____ Backup data periodically to Skydrive, gmaildrive, moodle...</p> <p>_____ Configure desktop environment and applications for efficient operation, such as aero snap, aero shake, aero 3D screen, and aero screen...</p>

# 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.

What is our purpose?

# Our purpose is our “Mission”

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.

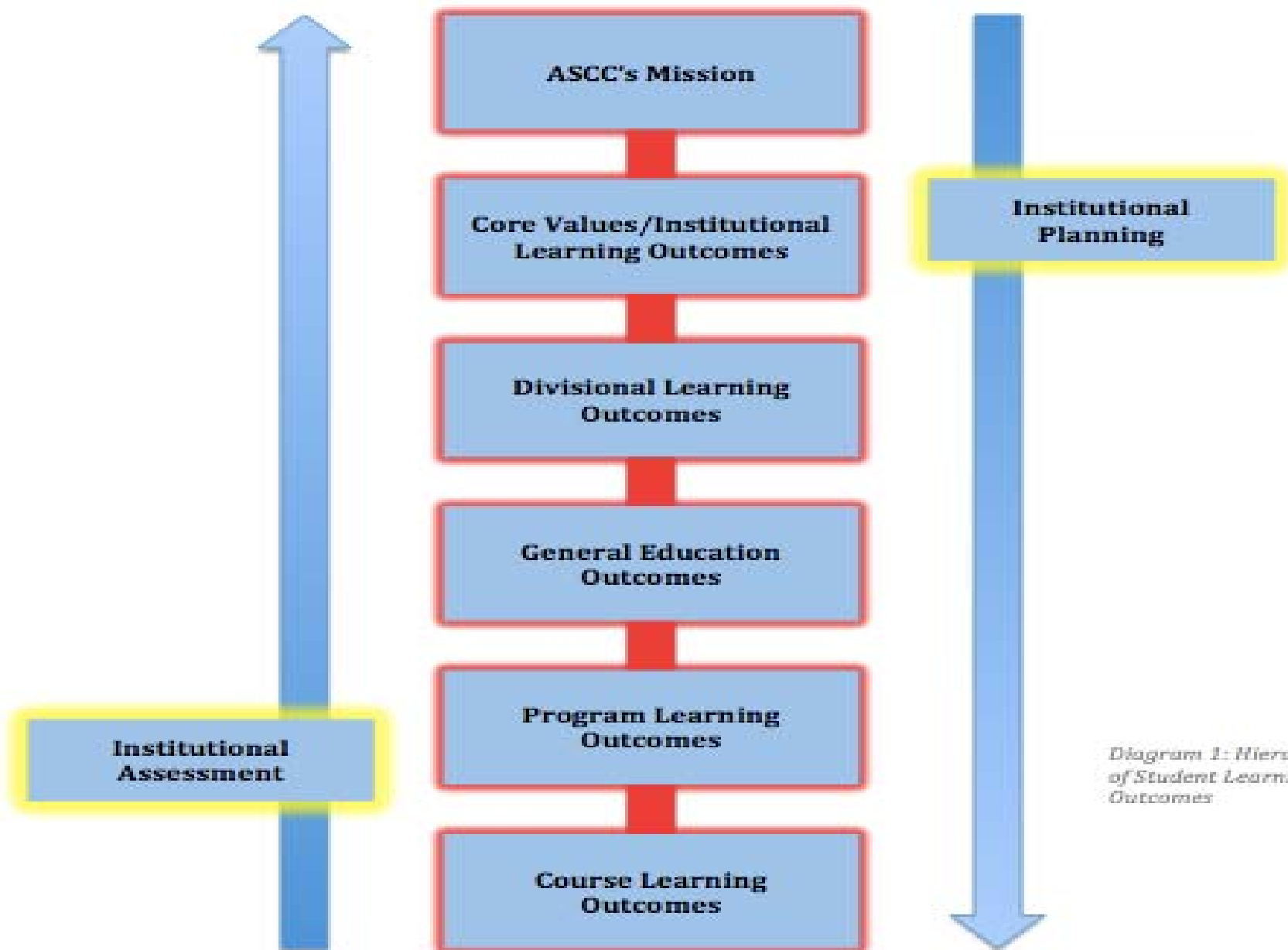
To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional 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 and Institutional Learning Outcomes

Through the missions of our programs and services, we hold ourselves accountable to the following:

- ***Student Centeredness***: ASCC commits to provide high quality programs and services focusing on student learning;
- ***Respect for Diversity***: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
- ***Collaboration and Teamwork***: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth;
- ***Respect for Tradition and Culture***: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research;
- ***Lifelong Learning***: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

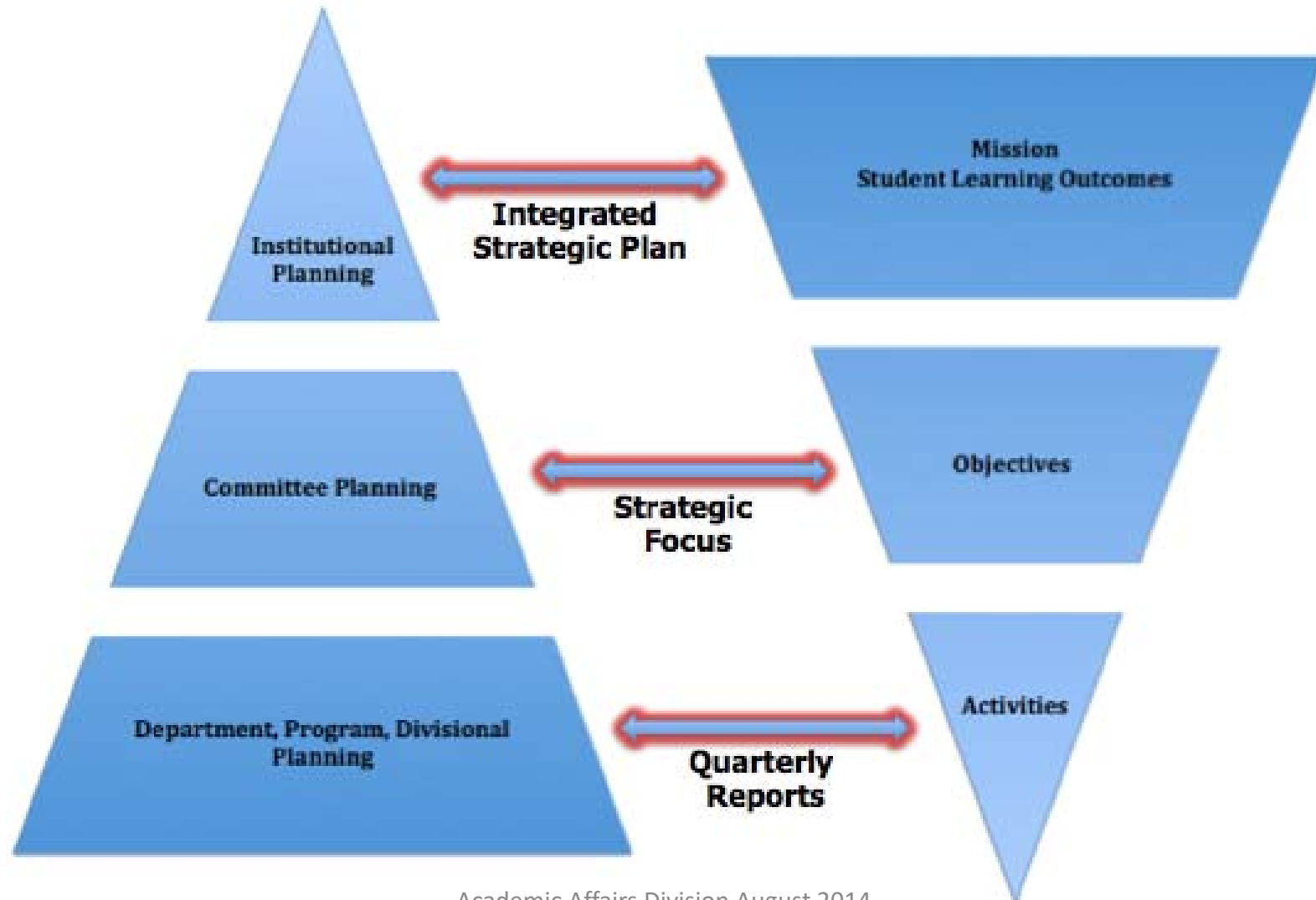


*Diagram 1: Hierarchy of Student Learning Outcomes*





# Outcome Dialogue and Planning Process



# Strategic Areas:

- Academic Excellence
- Technology
- Physical Facilities & Maintenance
- Staffing
- Total Cost of Ownership



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