Saili le Atamai

FALL 2014 ASSESSMENT PLANNING COMMITTEE'S AND CLOSING THE ASSESSMENT LOOPS GUIDELINES
(*Revised*)
AMERICAN SAMOA COMMUNITY COLLEGE

AMERICAN SAMOA COMMUNITY COLLEGE
Academic Affairs Division
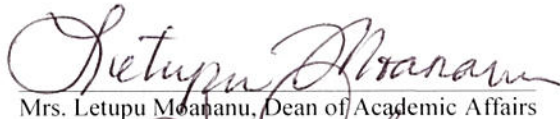P.O. Box 2609
Pago Pago, American Samoa 96799
December 08, 2014

American Samoa Community College

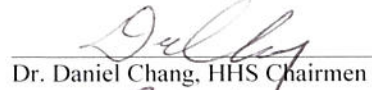## *Assessment Planning Committee's & Closing the Assessment Loops Guidelines (Revised)*

Fall 2014
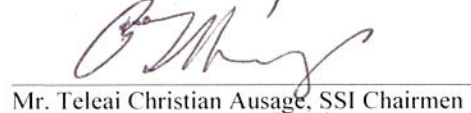
12/8/2014
Academic Affairs Division

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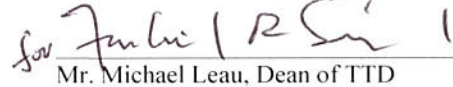Mrs. Letupu Moananu, Dean of Academic Affairs

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Mr. Sonny J. Leomiti, Director of Institutional
Effectiveness

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Mrs. Evelyn V. G-Fruean, Assessment Coordinator

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Dr. Fa'atoafe Faofua, BUS Chairmen

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Dr. Daniel Chang, HHS Chairmen

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Mr. Teleai Christian Ausage, SSI Chairmen

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Mr. Michael Leau, Dean of TTD

Contents

Assessment Committee's Strategic Focus

The Assessment Planning Committees' (APC) consists of two well define standing committees, the Assessment Planning Core Committee (APCC) and the 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 Pg. 10).*

- Co and Core Foundational Courses
- Program Review
- Course Review

Assessment Planning Core Committee (APCC)

The Assessment Planning Core Committee (APCC) members serve as Curriculum Committee members and chairmen of their respected academic departments or programs *(Assessment Exit Report Spring 2013).* Other APCC members consist of Director of Institutional Effectiveness, Dean of Academic Affairs, and the Assessment Coordinator.

The APCC consists of members who served on the Assessment Committee for more than 5 years. Each representative which includes academic chairmen-Dr. Fa'atoafe Faofua (Business Department Chairmen), Dr. Daniel Chang (Health and Humans Services Department Chairmen), Mr. Sal Poloai (Dean of Trades & Technology Division), Mrs. Letupu Moananu (Math Department Chairmen), Mr. Christian Teleai Ausage (Samoan Studies Chairmen) , Dean of Academic Affairs-Dr. Irene Helsham, Director of Institutional Effectiveness Mrs. Rosevonne Pato, and the Vice President of Administration and Finances- Mr. Mikaele Etuale as an advisory council for the Assessment Committee Chairman *(Assessment Exit Report 2010, pg. 8).*

The APCC will advise on assessment instruments and analyze data and provide recommendations that will secure SLO alignment at all levels of assessment with emphasis on the mission of the American Samoa Community College.

    I.   **Scope:** Academic Deans, Curriculum Chairmen, Faculty

    II.   **Charge:** Associate Dean of Academic Affairs, Dean of Academic Affairs,

III.   Membership

APCC Members 2009-2014	APCC Members 2014-2016
Old	**New**
Dr. Fa'atoafe Faofua	Dr. Fa'atoafe Faofua
Dr. Daniel Chang	Dr. Daniel Chang
Mr. Sal Poloai	Mr. Michael Leau
Mrs. Letupu Moananu	
Mrs. Annie Panama	Mrs. Annie Panama
Mr. Christian Ausage	Mr. Christian Ausage
Dean of Academic Affairs	Dean of Academic Affairs
Dr. Irene Helsham	Mrs. Letupu Moananu
Director of Institutional Effectiveness	Director of Institutional Effectiveness
Mrs. Rosevonne Pato	Mr. Sonny Leomiti
Vice President of Administration and Finances-	Associate Dean of Academic Affairs
Mr. Mikaele Etuale	Evelyn V. Fruean

Dean of TTD, Mr. Sal Poloai resigned from ASCC in 2012, leaving Mr. Michael Leau the new Dean of Trades & Technology Division in his place on the APCC committee. Mrs. Letupu Moananu previously the Chairmen for the Math department is presently the new Dean of Academic Affairs. Mr. Sonny Leomiti, previously a Teacher Education instructor/ASCC Assessment Coordinator is presently the new Director of Institutional Effectiveness. Mrs. Evelyn V. Fruean previously the Chairmen for Trades & Technology Division is presently the new Associate Dean of Academic Affairs/Assessment Coordinator/Curriculum Chairperson.

IV.   Challenges:
   a. Faculty concerns regarding the extra work load that is added onto being a part of these committees.

V.   Recommendations to Compensate
   a.   1 lecture credit = 15 credit hours
   b.   APCC and APGC included with department faculty members will attend WASC conference, retreats, and workshops regarding Assessment.

APCC Roles and Responsibilities:
1. Provide leadership in a wide range of activities related to documenting assessment of student learning all across academic departments and programs.
2. Provide meaning, quality and integrity of the degrees offer in this institution inclusion of all types of formative and summative assessment.

3. Facilitate workshops on Assessments and Student Learning Outcomes alignment at all levels.

4. Provide information of WASC / Western Senior College and University Commission (WSCUC) compliancy

5. Provide information of WASC/ACCJC compliancy

6. Attend monthly meetings *(as necessary)*

7. Spearhead the discussion on assessing student learning outcomes,

8. Discuss/review degree learning outcomes and present findings to the Curriculum Committee,

9. Identify strengths and weaknesses of current degree learning outcomes and present findings to the Curriculum Committee,

10. Discuss/review academic learning outcomes,

11. Identify strengths and weaknesses of assessing course learning outcomes,

12. Review the data from the Academic Program Review on course learning outcomes,

13. From the above discussion , begin the process of developing an appropriate assessment plan for the College,

14. Present assessment plan to Curriculum Committee, to include: time frame, staff development on SLO assessment, development of an appropriate instrument for assessing SLO's , and implementation plan,

15. Monitoring on-going assessment,

16. Discuss/review the ASCC Mission to include academic values as guiding principles of ASCC academic programs, and

17. Integrate WASC Standards and student learning outcomes. *(Referencing: Committee Structure Manual (pg. 8-9).*

Assessment Planning General Committee Members (APGC)

The APGC consists of faculty representative from each academic department. The roles and responsibilities of the Assessment Planning General Committee are to:

    I.   **Scope:** Academic Deans, Curriculum Chairmen, faculty
    II.   **Charge:** Associate Dean of Academic Affairs, Department Chairmen and faculty
    III.   **Roles & Responsibilities**

APGC Roles and Responsibilities

1. Initiate, direct, document, and strengthen the discussion on assessment as an ongoing process within the individuals department;

2. Assist faculty and the department to develop assessment instruments; rubrics, checklist, portfolio, etc.;

3. Work collaboratively with faculty and departments to define measurable CLO's and PLO's; that align to the ILO's

4. Assist faculty and departments with identifying levels of performances/competencies for CLO's

5. Maintain up-to-date records for all approved and proposed course CLO's and PLO's

6. Complete assigned tasks and report all required information to the Assessment Planning General Committee;

7. Attend and participate in all meetings, workshops, and disseminate the information to their department in a timely manner.

The APGC consists of faculty representative from each academic department. The roles and responsibilities of the Assessment Planning General Committee are to: *(Assessment Exit Report 2010, pg. 8).*

IV.   Membership

OLD Assessment Planning General Committee FA 2009-SU 2014	
Program Level	**Course Level**
English Language Institute	Physical Education
Business	Social Science
Science	Institute of Trades & Technology
Adult Education	Language & Literature
Fine Arts	Land Grant
Samoan Institute	
Teacher Education	
Nursing	
Math	
Health Sciences	
Student Services (TBA)	Criminal Justice (TBA)

NEW Assessment Planning General Committee FA 2014-SU 2016	
Program Level	**Course Level**
Business	Physical Education
Adult Education	Agriculture, Community & Natural Resources
Fine Arts	Trades & Technology Division
Samoan Institute	Language & Literature
Teacher Education	English Language Institute
Nursing	Science
Social Science	Math
Health & Human Services	
Student Services (TBA)	
Criminal Justice (TBA)	

Members that attended off island Assessment Workshops

Sept 2010 WASC Level 1 Trip	Oct 2010 WASC Level II Workshop
Siamaua Ropeti	Rosevonne Pato
Tunufa'i Leiato	Irene Helsham
Dennis Fuimaono	Annie Panama
Evile Feleti	Mele Fiaui
Mark Mageo	LamYuen LamYuen
Michael Leau	Elvis Zodiacal
Sonny Leomiti	Kuki Tuiasosopo
	Michael Leau
Other members listed on...APC minutes	**Other members listed on...APGC minutes**
Joseph Faiai	Randal DeWees
Ionatana Faasavalu	Poe Mageo
Otto Hansell	Lillian Temese
Avaiu Sunia	Pauline
Ed Imo	Athena Mauga
	Florangel Calumpang
	James Barlow
	Judy Mose
	Ann Longnecker
	Tamari Cheung
	To'aiva Tago
	Joseph Faiai
	Ed Imo
	Siamaua Ropeti
	Tunufa'I Leiato
	Evile Feleti
	Dennis Fuiamaono
	Otto Hansell

	Daniel Chang

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).*

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.   **Scope:** Academic Departments/Divisions/Faculty
    II. **Charge:** Department Chairmen and faculty
           1. Definition
                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

- 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 ten disciplines 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. In addition, 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)
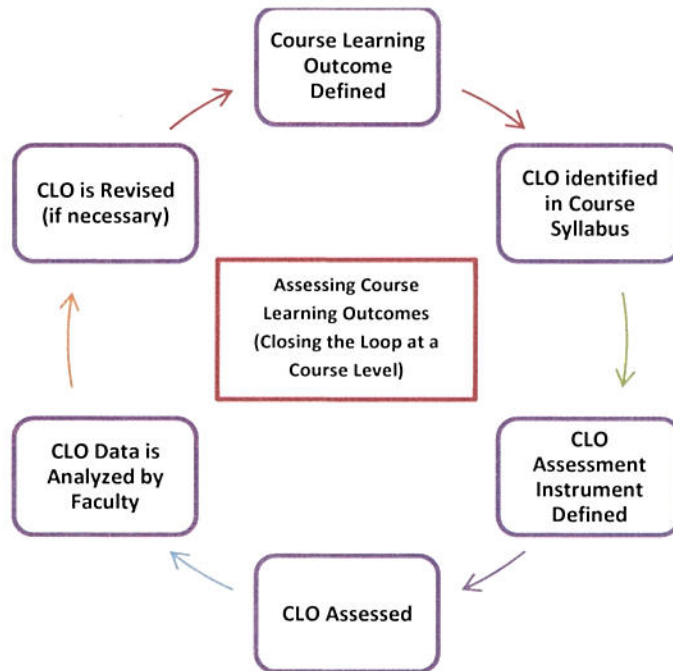
(Guidelines for Closing the Assessment Loop, Spring 2010, p. 6)

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*	

	CLO 1	CLO 2	CLO 3	CLO 4
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 ☺

Closing the Loop at a Program Level
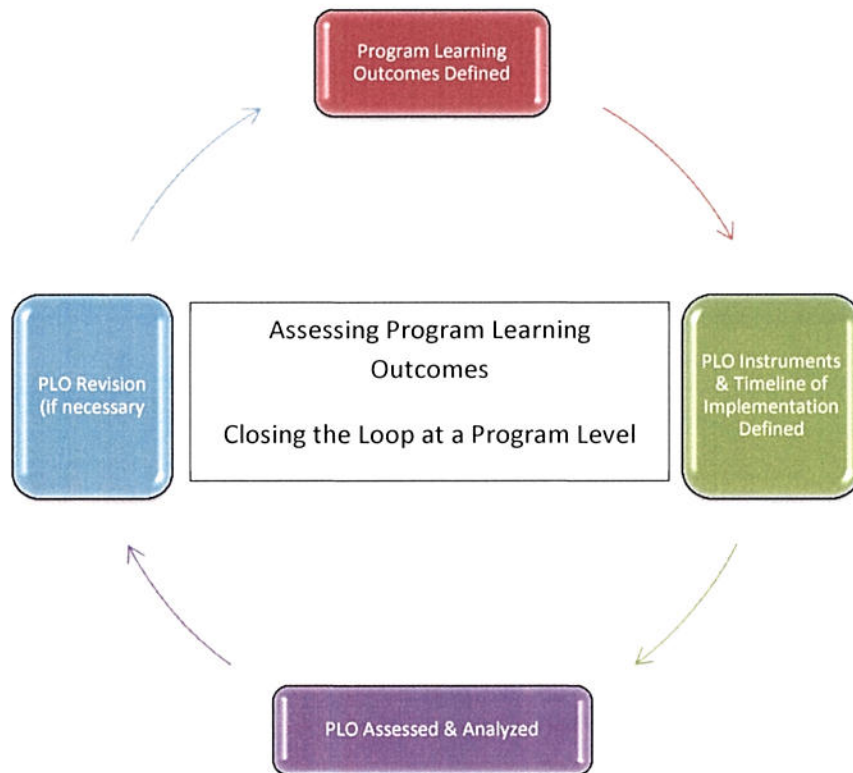
(Referencing: Guidelines for Closing the Assessment Loops, 2010, p. 13)

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	How will the CLO impact the course

Course Descriptions?	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).*

Reference

ASCC Faculty Professional Development 2002-2009

Guidelines of Closing the Assessment Loop Spring 2010