

Department:	Degrees Offered	ASCC ILOs Domains	1 st Year ILO Courses Assessed	Course Learning Outcomes/Qualities Assessed
Academic Affairs	AA Liberal Arts Degree	<i>Effective Communicators:</i>	SPH 153, ENG 150, ENG 151	<p><i>(1A) Listening & Speaking: Listen actively and speak effectively in many different situations.</i></p> <p>SPH 153: CLO 1: Apply competent English speaking and listening skills as a helping skill.</p> <p>SPH 153: CLO 2: Demonstrate public speaking techniques orally in clear, coherent and persuasive language appropriate to purpose, occasion, and audience.</p> <p><i>(1B) Reading: Read effectively to comprehend, interpret and evaluate information.</i></p> <p>ENG 150: CLO 1: Learn the applicable literary terms and identify them in different literary genres.</p> <p>ENG 150: CLO 4: Write analytical papers, which demonstrate an understanding of the literary work.</p> <p>ENG 150: CLO 5: Read literature that demonstrates different perceptions and struggles in various cultures of the world.</p> <p><i>(1C) Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.</i></p> <p>ENG 151: CLO 1: Develop the basic paragraphs and papers; identify on strong topic sentence for each paragraph and provide some evidence of support. Change working thesis into a strong and direct final thesis.</p> <p>ENG 151: CLO 2: Locate, identify, and evaluate information independently. Write first draft, make necessary revisions, and submit a final draft.</p> <p>ENG 151: CLO 3: Gain exposure to and strengthen resume and cover letter writing. Write effective business and personal letters.</p> <p>ENG 151: CLO 4: Use college-level writing with proper punctuation, mechanics, spelling, and grammar.</p>



**Quantitative Competent
Individuals**

ICT 150

(2A) Evaluate Information: Demonstrates the ability to access, locate, manage and evaluate information from multiples sources.

ICT 150: CLO 1: Utilize basic features of computer applications to communicate effectively.

(2B-1) Present Information Using Technology: Utilizes technological tools to perform basic functions appropriate to job and life.

ICT 150: CLO 2: Utilize operating system interfaces to manage computer resources effectively.

(2B-2) Apply Information: Applies research skills and presents knowledge in multiple formats.

ICT 150: CLO 3: Utilize online resources for research and communication.

ICT 150 CLO 4: Use proper computer terminology when referencing hardware, software, and data communications.



Critical Thinkers:

MAT 151, PHYSCI 150

(3A) Quantitative: Apply quantitative skills to personal, academic and career related activities.

(Universal Statement: Demonstrate content skills and strategies in practical applications and problem solving.)

MAT 151: CLO 1: Constructs graphs of linear equations and inequalities and its application to problem solving.

MAT 151: CLO 2: Apply linear programming method, intermediate algebra properties and operations to problem solving.

MAT 151: CLO 3: Demonstrate knowledge of the application of polynomial, exponential, logarithmic, and rational functions to solve real life problems.

PHSCI 150: CLO 5: Identify practical applications and solve problems using given formulas.

(3B) Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations.

PHSCI 150: CLO 2: Identify the atomic structure of various elements.

PHSCI 150: CLO 5: Identify practical applications and solve problems using given formulas.

(3C) Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.

(Universal Statement: Evaluate methods to correctly solve various problems)

MAT 151: CLO 1: Constructs graphs of linear equations and inequalities and its application to problem solving.

MAT 151: CLO 2: Apply linear programming method, intermediate algebra properties and operations to problem solving.

MAT 151: CLO 3: Demonstrate knowledge of the application of polynomial, exponential, logarithmic, and rational functions to solve real life problems.

PHSCI 150: CLO 2: Identify the atomic structure of various elements.

PHSCI 150: CLO 3: Read and write chemical formulae, balance chemical equations, and identify chemical names of household products and their uses.

PHSCI 150: CLO 5: Identify practical applications and solve problems using given formulas.

Global Citizens:

***HIS 150, HIS 151, HIS 162, HIS 170,
HIS 171***

(4A) Identifies Social, Economic and Political Systems and Issues:

HIS 150, HIS 151, HIS 170, HIS 171: CLO 4: Evaluate and appreciate the development of societies, cultures, and human histories.

(4B) Recognizes and Respects the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.

HIS 150, HIS 151, HIS 170, HIS 171: CLO 4: Evaluate and appreciate the development of societies, cultures, and human histories.

HIS 162: CLO 3: Develop an awareness of diverse attitudes, values and beliefs.

HIS 150, HIS 151, HIS 162, HIS 170, HIS 171: (Pending Dialogue for Review since 2012) Noted Commonalities: Attitudes (Ethnicity), Values (Religion), Beliefs (Culture).

(4C) Demonstrates an Appreciation of Samoan Culture and other Pacific Cultures.

HIS 162: CLO 4: Recognize and respect the perspectives of others.

Responsible Leaders:

HEA 150, PSY 150

(5A) Demonstrate and applies ethical decision-making in real life situations.

(Universal Statement: Demonstrates critical thinking skills to make right decisions in real-life situations.)

PSY 150: CLO 4: Demonstrate critical thinking skills and problem-solving skills with regards to human behavior, social problems, and current world issues.

HEA 150: CLO 1: Demonstrate and apply ethical decision-making in healthy choices.

(5B) Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.

(Universal Statement: Promote wellness by demonstrating the application of learned concepts and wise decision-making)

PSY 150: CLO 2: Describe an understanding of self and others through application of scientific theories and assessment in the field of psychology.

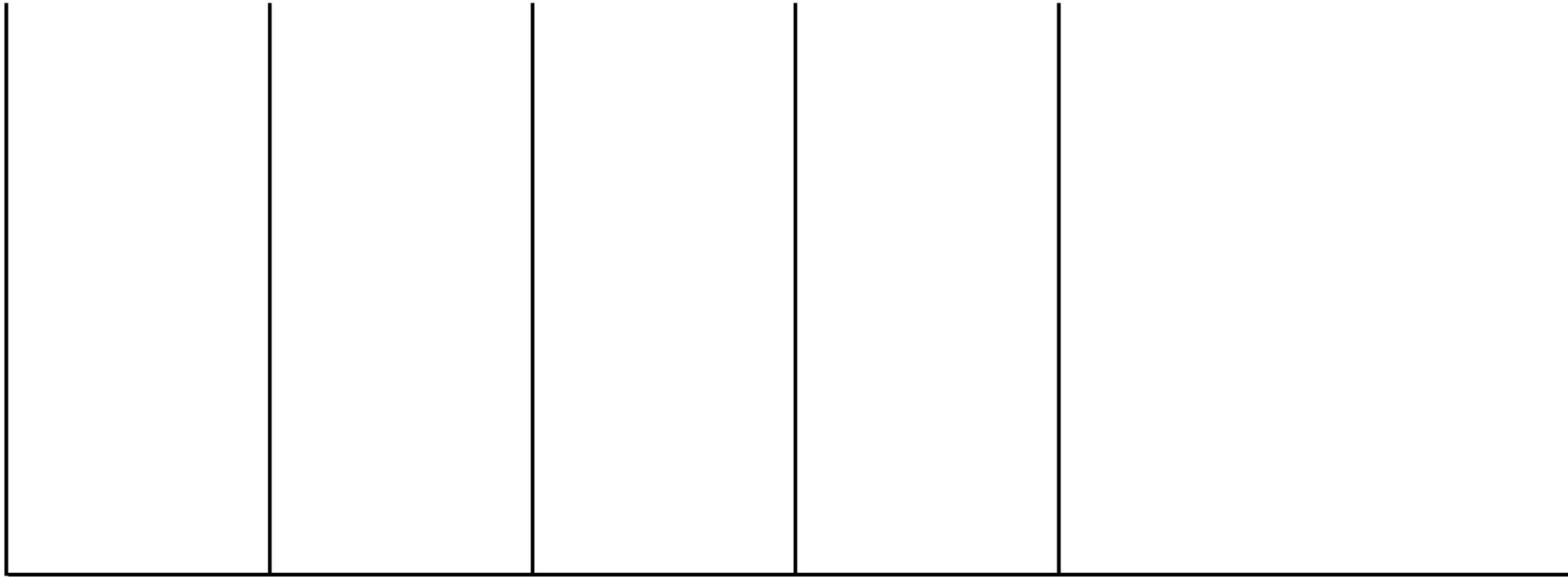
HEA 150: CLO 2: Evaluates one's own health status and make own lifestyle changes to improve his/her own optimal health.

(5C) Identify and recognize the relevance of being responsible and participate actively in family community.

(Universal Statement: Promote individual roles in community involvement.)

PSY 150: CLO 3: Identify life enhancing insights through lecture and interactive activities that focus on application of psychology to everyday life.

HEA 150: CLO 3: Present a non-communicable disease to a group of family or community group.



Rubric Competencies Assessed	Assessing ILO Qualities and Competencies	Student Completion of ILO Qualities and Competencies
<p>(1A) Listening & Speaking: Listen actively and speak effectively in many different situations.</p> <p>SPH 153: CLO 1:</p> <ul style="list-style-type: none"> Demonstrate a well employed and organized oral speech. (Dimension 3) Demonstrate confidence in using body movement and facial expression to get the message across. (Dimensions 1 & 2) Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimensions 4, 5, 6) <p>SPH 153: CLO 2:</p> <ul style="list-style-type: none"> Demonstrate knowledge of topic and purpose of the speech (Informative Rubric Dimensions 2, 3, 9, 10, 11), (Persuasive Rubric Dimensions 1, 2, 4) Demonstrate effective choice of words appropriate to the occasion and audience (Informative Rubric Dimensions 1, &8), Persuasive Rubric Dimensions 3 & 5) Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion (Informative Rubric Dimensions 4, 5, 6, 7) 	<p>(1A) Listening & Speaking: Listen actively and speak effectively in many different situations.</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) Age: (B) Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals 	<p>(1A) Listening & Speaking: Listen actively and speak effectively in many different situations.</p> <p>Percentage of Students who completed SPH 153:</p> <ul style="list-style-type: none"> Percentage of students who passed with a "C" or higher Percentages of students who did not pass with a "C" or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals
<p>(1B) Reading: Read effectively to comprehend, interpret and evaluate information.</p> <p>ENG 150: CLO 1:</p> <ul style="list-style-type: none"> Literary Terms: Identify tone, theme, conflict, character, setting, plot, irony, figurative language, situation in college level texts (Literary Terminologies Dimension 1) Literary Terms: Interpret tone, theme, conflict, character, setting, plot, irony, figurative language, situation and point of view in different literary genres. (Literary Terminologies Dimension 1) Analysis: Demonstrate the application of literary terms in each respective genre. (Literary Terminologies Dimension 1) Synthesis: Apply critical thinking throughout literary texts. (Literary Terminologies Dimension 1) 	<p>(1B) Reading: Read effectively to comprehend, interpret and evaluate information.</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) 	<p>(1B) Reading: Read effectively to comprehend, interpret and evaluate information.</p> <p>Percentage of Students who completed ENG 150:</p> <ul style="list-style-type: none"> Percentage of students who passed with a "C" or higher Percentages of students who did not pass with a "C" or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal
<p>ENG 150: CLO 4:</p> <ul style="list-style-type: none"> Analyze authors perspective and use of literary devices through literary criticism. (Literary Analysis/Interpretation Dimensions 1, 2, 3) <p>ENG 150: CLO 5:</p> <ul style="list-style-type: none"> Demonstrate comprehension of text through application of literary terms to illuminate different cultural and historical perceptions in major genres. (Cultural Historical Response Rubric Dimensions 1, 2, 3, 4, 5) <p>(1C) Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.</p>	<p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) 	<p>Percentage of Students who completed ENG 150:</p> <ul style="list-style-type: none"> Percentage of students who passed with a "C" or higher Percentages of students who did not pass with a "C" or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal

ENG 151: CLO 1:

- Demonstrate the ability to write orderly and coherent paragraphs based on content and organization (Expository Rubric Dimensions 1 & 3)
- Demonstrate the ability to research and integrate outside sources with APA documentation (Expository Rubric Dimensions 1 & 3)
- Organize and develop multiple paragraphs into an essay that sufficiently supports a thesis (Expository Rubric Dimensions 1 & 3)

ENG 151: CLO 2:

- Demonstrate the ability to use critical thinking by reading, analyzing, and evaluating outside sources (Persuasive Rubric Dimensions 3, 4, 9)
- Demonstrate the ability to write formal, analytical essays that are unified and coherent (Persuasive Rubric Dimensions 3, 4, 9)
- Revise their writing for errors in grammar and punctuation (Persuasive Rubric Dimensions 3, 4, 9)
- Incorporate source material into at least one research-based essay and apply APA guidelines for documentation (Persuasive Rubric Dimensions 3, 4, 9)

ENG 151: CLO 3:

- Effectively prepare and write a resume and a cover letter to accompany the resume (Resume & Cover Letter Rubric- All Dimensions)
- Effectively prepare and write business and personal letters (Resume & Cover Letter Rubric- All Dimensions)

ENG 151: CLO 4:

- Adhere to the rules of Standard American English, including grammar, punctuation, and capitalization (Research Paper Rubric Dimensions 1, 2, 3, 4, 9, 11)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(1C) Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Total Achievement of ILO 1:

Combination of (1A, 1B, 1C)

- **Percentage: (Calculation of D & P) N=?**

Total Percentages:

- **Percentage: (Calculation of B) N=?**

ILO 1 Comments and Recommendations:

- Drop/Admin Drop
- Tutorial Referrals

(1C) Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

Percentage of Students who completed ENG 151:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(2A) Evaluate Information: Demonstrates the ability to access, locate, manage and evaluate information from multiples sources.

ICT 150: CLO 1:

- Ingenuity: Create original works as a means of personal growth. (Microsoft Office Suite 2010 Rubric)
- Communication: Interact with peers and instructor through email, instant messaging, chat discussion forums and social networking. (Microsoft Office Suite 2010 Rubric)
- Collaboration: Collaborate with peers/instructor with intended purposes. (Microsoft Office Suite 2010 Rubric)
- Research and Information Fluency: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media with extensive purpose. (Microsoft Office Suite 2010 Rubric)
- Technology Operations and Concepts: Uses application software tutorials, demos, and practices exercises to complete their projects. (Microsoft Office Suite 2010 Rubric)
- Illustrations and Graphics: Use (4) of (5) illustrations and/or graphics (clip art, picture, shapes, smart art, and chart). (Microsoft Office Suite 2010 Rubric)

(2B-1) Present Information Using Technology: Utilizes technological tools to perform basic functions appropriate to job and life.

ICT 150: CLO 2:

- Manage Computer Operations and Concepts: (Windows 7 OS Systems Rubric)
 - Uses file management including delete, copy, paste, insert, rename, create.
 - Use start, shutdown, and restart.
 - Desktop and window manipulation (minimize, maximize, and close window.
 - Insert and remove disks correctly (CD-ROM's and DVD's)
 - Printer: Add, remove and select the appropriate desktop or network printer.
- Manage Computer Hardware and Software: (Windows 7 OS Systems Rubric)
 - Browsing storage devices and files in a computer window
 - Changing folder and viewing options
 - Connect ports of the computer to peripherals
 - Moving folders and files
 - Deleting folders and files to the recycle bin
 - Selecting and copying folders and files
 - Customizing/Personalize the desktop
 - Open and save attachments to the intended location.
- Manage Windows OS Features: (Windows 7 OS Systems Rubric)
 - Sequence of basic laboratory exercises utilizing both operating system and software default setting.

(2A) Evaluate Information: Demonstrates the ability to access, locate, manage and evaluate information from multiples sources.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(2B-1) Present Information Using Technology: Utilizes technological tools to perform basic functions appropriate to job and life.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)

(2A) Evaluate Information: Demonstrates the ability to access, locate, manage and evaluate information from multiples sources.

Percentage of Students who completed ICT 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(2B-1) Present Information Using Technology: Utilizes technological tools to perform basic functions appropriate to job and life.

Percentage of Students who completed ICT 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

- Manipulate drop down menus and submenus, scroll and tool bars, and dialogue boxes.
- Select and utilize Windows start menu, control panel, computer, desktop, taskbar etc.
- Backup data periodically to Skydrive, gmail-drive, moodle.
- Configure desktop environment and applications for efficient operation, such as aero snap, aero shake, aero 3D screen, and aero screen.

(2B-2) Apply Information: Applies research skills and presents knowledge in multiple formats.

ICT 150: CLO 3:

- Access and navigate the Internet: (Internet, World Wide Web Rubric)
 - Access a web site using an Internet browser with no assistance.
 - Access and use multiple browser windows
 - Navigate within multiple web sites using basic browser software functions (e.g., back, forward, file save image as, copy image...)
 - Identify secure and non-secure web sites.
 - Use additional browser functions (e.g., refresh, history, bookmarks).
 - Downloads/Uploads a file from a web site to the desired location.(with no assistance; Complete and submit assignments via moodle.
- Research and Information Fluency: (Internet, World Wide Web Rubric)
 - Use directory services (e.g., Yahoo, MSN, Hotmail, Google, Skydrive directory).
 - Utilizes search function within a website.
 - Conduct simple keyword search in multiple browsers/search engines.
 - Identify and articulate any information search and translate the information.
- Use email to communicate, share files, send and receive: (Internet, World Wide Web Rubric)
 - Create and navigate an e-mail account, create entry in address book.
 - Access e-mail system using login and password.
 - Send, receive, and reply to an e-mail, use address book to send e-mail.
 - Exhibit knowledge E-mail etiquette
 - Forward and redirect an e-mail.
 - Save, delete, and print e-mail.
 - Open attachments for available applications
- Technology Operations and Concepts: (Internet, World Wide Web Rubric)
 - Use search function in moodle- www.amsamoa.edu
 - Utilize the navigation pane via moodle, login username and password.

ICT 150 CLO 4:

- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(2B-2) Apply Information: Applies research skills and presents knowledge in multiple formats.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Total Achievement of ILO 2:

Combination of (2A, 2B1, 2B2)

- **Percentage: (Calculation of D & P) N=?**

Total Percentages:

- **Percentage: (Calculation of B) N=?**

ILO 2 Comments and Recommendations:

(2B-2) Apply Information: Applies research skills and presents knowledge in multiple formats.

Percentage of Students who completed ICT 151:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

- Computer Technology: (Quiz, Midterm, Exams)
 - Demonstrates full knowledge by answering all questions correctly related to Computer Technology.
- Computer Processing: (Quiz, Midterm, Exams)
 - Demonstrates full knowledge by answering all questions correctly related to Computer Processing.
- Computer Functions: (Quiz, Midterm, Exams)
 - Demonstrates full knowledge by answering all questions correctly related to Computer Functions.
- Computer Components: (Quiz, Midterm, Exams)
 - Demonstrates full knowledge by answering all questions correctly related to Computer Components.
- Computer Software: (Quiz, Midterm, Exams)
 - Demonstrates full knowledge by answering all questions correctly related to Computer Software.

(3A) Quantitative: Apply quantitative skills to personal, academic and career related activities.

(Universal Statement: Demonstrate content skills and strategies in practical applications and problem solving.)

MAT 151: CLO 1, 2 3:

- (3.A:1a) Check and verify that the final answer makes mathematical sense, makes common sense, employs technology to validate answers as appropriate. (MAT 151) (Presentation Rubric: Dimension 4); (Homework Rubric: Dimension 2); (Test Rubric: Dimension 2)
- (3.A:2a) Present and articulate a variety of complex concepts and results thoroughly and accurately in a logical and comprehensive manner. (MAT 151- Presentation Rubric: Dimension 5)

PHSCI 150: CLO 5:

- (3.A:1b) All calculations are shown and the results are correct and labeled appropriately. (PHSCI- 150) (Rubric: Lab Report Rubric: Dimension 5)
- (3.A:2b) Trends/patterns are logically analyzed. Questions are answered thoroughly and in complete sentences. Uses data powerfully as evidence to support statements. Analysis is insightful. (PHSCI 150-Lab Report Rubric: Dimension 8)

(3B) Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations.

PHSCI 150: CLO 2:

- Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately. (PHSCI 150- Lab Report Rubric- Dimension 2)

PHSCI 150: CLO 5:

(3A) Quantitative: Apply quantitative skills to personal, academic and career related activities.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(3A) Quantitative: Apply quantitative skills to personal, academic and career related activities.

Percentage of Students who completed MAT 151 & PHSCI 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(3B) Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations.

Percentage of Students who completed MAT 151 & PHSCI 150:

- Report illustrates an accurate and thorough understanding of scientific concepts underlying the lab. (PHSCI 150- Lab Report Rubric- Dimension 12)

(3C) Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.

(Universal Statement: Evaluate methods to correctly solve various problems)

MAT 151: CLO 1, 2, 3:

- (3.C.1)- Demonstrate understanding of what is being asked and required; Extract relevant information needed to solve a problem; Recognize and interpret mathematical symbols. (MAT 151- Presentation Rubric: Dimension 1)
- (3.C.2)- Identify key topics and types of problems; Interpret relevant information from symbols, definition, theorems and laws, Demonstrate understanding of mathematical vocabulary; Follow directions to construct graphs, charts, and tables to represent relevant mathematical information. (MAT 151- Presentation Rubric: Dimension 2)
- (3.C.3)- Follow and articulate an extended line of formal reasoning; Apply definitions, theorems, laws and formulas appropriately; Employ technology to complement by hand calculations; Present an answer in an understandable form. (MAT 151- Presentation Rubric: Dimension 3)

PHSCI 150: CLO 2, 3, 5:

- (3.C.4)- Error Analysis: Experimental errors, their possible effects, and ways to reduce errors are discussed.(PHSCI 150- Lab Report Rubric: Dimension 7)

(3B) Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)

- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(3C) Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(3C) Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.

Percentage of Students who completed MAT 151 & PHSCI 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Total Achievement of ILO 2:

Combination of (3A, 3B, 3C)

- **Percentage: (Calculation of D & P) N=?**

Total Percentages:

- **Percentage: (Calculation of B) N=?**

ILO 3 Comments and Recommendations:

(4A) Identifies Social, Economic and Political Systems and Issues:

HIS 150, HIS 151, HIS 170, HIS 171: CLO 4:

- Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis. (Research Paper Dimension 1)
- Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. (Reflective Analysis Dimension 4)

(4B) Recognizes and Respects the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.

HIS 150, HIS 151, HIS 170, HIS 171: CLO 4:

- The content is related to and supports the topic or thesis. Content is sufficient to support the topic. (Research Paper Dimension 2)

HIS 162: CLO 3:

- Reflect on common human values about ancient Pacific or Samoan people through stories and oral traditions. Explains the benefits for using oral traditions (stories, chants, genealogies in learning Samoan or Pacific History), (Comprehensive Exam Dimension 1)

(4A) Identifies Social, Economic and Political Systems and Issues:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

(4A) Identifies Social, Economic and Political Systems and Issues:

Percentage of Students who completed HIS 150, HIS 151, HIS 170, HIS 171:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop

(4C) Demonstrates an Appreciation of Samoan Culture and other Pacific Cultures.

HIS 162: CLO 4:

- Analyzes commonalities among the Samoan Culture and other Pacific cultures and western influences that impact education, government or political systems, modernized traditions/customs, religion, etc. (Comprehensive Final Dimension 5)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(4B) Recognizes and Respects the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(4C) Demonstrates an Appreciation of Samoan Culture and other Pacific Cultures.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal

- Tutorial Referrals

(4B) Recognizes and Respects the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.

Percentage of Students who completed HIS 150, HIS 151, HIS 170, HIS 171, HIS 162:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(4C) Demonstrates an Appreciation of Samoan Culture and other Pacific Cultures.

Percentage of Students who completed HIS 162:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

	<ul style="list-style-type: none"> • Drop/Admin Drop • Tutorial Referrals <p>Total Achievement of ILO 4: Combination of (4A, 4B, 4C)</p> <ul style="list-style-type: none"> • Percentage: (Calculation of D & P) N=? <p>Total Percentages:</p> <ul style="list-style-type: none"> • Percentage: (Calculation of B) N=? <p>ILO 4 Comments and Recommendations:</p>	
<p>(5A) Demonstrate and applies ethical decision-making in real life situations.</p> <p>(Universal Statement: Demonstrates critical thinking skills to make right decisions in real-life situations.)</p> <p>PSY 150: CLO 4:</p> <ul style="list-style-type: none"> • (Application) Expresses, critical, significant, and detailed application of basic psychological principles dealing with real life issues. (Comprehensive Exam Dimension 5) <p>HEA 150: CLO 1:</p> <ul style="list-style-type: none"> • Express critical thinking skills in making a well-considered decision. (Making Good Decisions Essay Rubric Dimension 3) <p>(5B) Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.</p> <p>(Universal Statement: Promote wellness by demonstrating the application of learned concepts and wise decision-making)</p> <p>PSY 150: CLO 2:</p> <ul style="list-style-type: none"> • Content is related and supports the topic or topics. (Individual Presentation Dimension 1) 	<p>(5A) Demonstrate and applies ethical decision-making in real life situations.</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> • B (N=?) • D (N=?) • P (N=?) • Combining of D & P Percentages: (N=?) • B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> • Gender: (B) • Age: (B) • Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> • Withdrawal • Drop/Admin Drop • Tutorial Referrals 	<p>(5A) Demonstrate and applies ethical decision-making in real life situations.</p> <p>Percentage of Students who completed PSY 150 & HEA 150:</p> <ul style="list-style-type: none"> • Percentage of students who passed with a "C" or higher • Percentages of students who did not pass with a "C" or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> • Gender: ("C" or Higher and "C-" or lower) • Age: ("C" or Higher and "C-" or lower) • Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> • Withdrawal • Drop/Admin Drop • Tutorial Referrals <p>(5B) Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.</p>

- Provides accurate and complete explanations of the concepts and useful information drawn upon relevant findings and application of theories are included to illuminate issues. (Research Paper Dimension 1)

HEA 150: CLO 2:

- Shows evidence of lifestyles changes to improve health and wellness. (Health Journal Dimension 3)
- Healthy lifestyle is strongly advocated to prevent a specific disease. (Presentation Rubric Dimension 4)

(5C) Identify and recognize the relevance of being responsible and participate actively in family community.

(Universal Statement: Promote individual roles in community involvement.)

PSY 150: CLO 3:

- Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved. (USD Community Service Learning Rubric Dimension 2) Note: (Presentation Rubric: Video Clips, Quantitative/Qualitative Data presented on distribution.)

HEA 150: CLO 3:

- Health lifestyle is strongly advocated to prevent a specific disease. (Students Presentation is based on information collected from the community or different social/religious groups). (Oral Presentation Rubric Dimension 4)

(5B) Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(5C) Identify and recognize the relevance of being responsible and participate actively in family community.

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Percentage of Students who completed PSY 150 & HEA 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

(5C) Identify and recognize the relevance of being responsible and participate actively in family community.

Percentage of Students who completed PSY 150 & HEA 150:

- Percentage of students who passed with a "C" or higher
- Percentages of students who did not pass with a "C" or higher

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Total Achievement of ILO 5:

Combination of (5A, 5B, 5C)

- **Percentage: (Calculation of D & P) N=?**

Total Percentages:

- **Percentage: (Calculation of B) N=?**

ILO 5 Comments and Recommendations:

Department:	Degrees Offered	ASCC ILOs Domains	2nd Year ILO Courses Assessed	Course Learning Outcomes/Qualities Assessed	Rubric Competencies Assessed	Student Completion of ILO Qualities and Competencies	Assessing ILO Qualities and Competencies
Academic Affairs	AA Liberal Arts Degree	Effective Communicators:	ENG 250	<p>ENG 250:</p> <p>CLO 2: Apply critical thinking through analytical academic writing</p>	<p>ENG 250:</p> <p>Cultural/historical response rubric (Dimension 2: Uses specific and convincing examples from the piece to support claim, makes insightful and applicable connections between the culture of the piece and the writer's own perspective.)</p> <p>Cultural/historical response rubric (Dimension 3: Essay reveals an informed, reflective judgment that challenges and extends writer's personal boundaries.)</p> <p>Cultural/historical response rubric (Dimension 1: Essay makes an effective claim that supports a cultural/historical perspective and abides with literary criticism strategies/terms to analyze, evaluate, and synthesize.)</p> <p>Cultural/historical response rubric (Dimension 4: Insightful conclusion which may propose a final judgment, culmination or send-off that anchors the reader's comprehension of the literary piece.)</p>	<p>ENG 250 Stats:</p> <p>Percentage of Students who completed ENG 250:</p> <ul style="list-style-type: none"> Percentage of students who passed with a grade of C- or higher Percentages of students who did not pass with a grade of C- or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Recommendations:</p>	<p>ENG 250 Stats:</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) Age: (B) Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Total Achievement of ILO 1:</p> <ul style="list-style-type: none"> Percentage: (Calculation of D & P) N=? <p>Total Percentages:</p> <ul style="list-style-type: none"> Percentage: (Calculation of B) N=? <p>ILO 1 Comments and Recommendations:</p>
				<p>Stats:</p> <p>Percentage of Students who completed :</p> <ul style="list-style-type: none"> Percentage of students who passed with a grade of C- or higher Percentages of students who did not pass with a grade of C- or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) 	<p>Stats:</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) 		

**Quantitative
Competent
Individuals**

- Ethnicity: ("C" or Higher and "C-" or lower)
- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

Recommendations:

- Disaggregated Data:
- Gender: (B)
 - Age: (B)
 - Ethnicity: (B)

- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

Total Achievement of ILO 2:

- **Percentage: (Calculation of D & P) N=?**

Total Percentages:

- **Percentage: (Calculation of B) N=?**

ILO 2 Comments and Recommendations:

MAT 250
CLO 1: Demonstrate knowledge of the application of algebra and trigonometry to problem solving.

MAT 250
Test Rubric for Math-(Quantitative & Problem Solving)
Dimension 1: Problem Solving Strategy (Q, S, P): All the strategies attempted in the assignment were correct.
Dimension 2: Calculations/Computation (Q): All calculations were completed accurately throughout the entire quiz/test.
Dimension 3: Is the answer correct? (Q&P) Answer is right-right mathematical approach.
Dimension 4: If applicable writing supports answers (Q&P) Entire written description clear and organized with labels and strategies.

MAT 250 Stats:
Percentage of Students who completed MAT 250:

- Percentage of students who passed with a B
- Percentages of students who did not pass with a B

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

MAT 250 Stats:
Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

- Disaggregated Data:
- Gender: (B)
 - Age: (B)
 - Ethnicity: (B)

- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

BIO 180

BIO 180

BIO 180 Stats:

BIO 180 Stats:

<p>Critical Thinkers:</p>	<p>MAT 250 & BIO 180</p>	<p>CLU 5: Understand how current biological issues impact human society</p>	<p>Lab Report Rubric: Dimension 5: Scientific Concepts: report illustrates an accurate and thorough understanding of scientific dimension; variables: the relationship between the variables is discussed and trends/patterns logically analyzed. Predictions are made about what might happen if part of the lab were changed or how the experimental design could be changed</p>	<p>Percentage of Students who completed BIO 180:</p> <ul style="list-style-type: none"> Percentage of students who passed with a Percentages of students who did not pass v <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Recommendations:</p>	<p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) Age: (B) Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Total Achievement of ILO 3:</p> <ul style="list-style-type: none"> Percentage: (Calculation of D & P) N=? <p>Total Percentages:</p> <ul style="list-style-type: none"> Percentage: (Calculation of B) N=? <p>ILO 3 Comments and Recommendations:</p>
		<p>SAM 111 CLU 5: Comprehend, interpret and evaluate information from the textbook, lecture notes, class discussions and other mediums of information</p>	<p>SAM 111 Rubric (Dimension ?)</p>	<p>SAM 111 Stats:</p> <p>Percentage of Students who completed SAM 111:</p> <ul style="list-style-type: none"> Percentage of students who passed with a Percentages of students who did not pass v <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Recommendations:</p>	<p>SAM 111 Stats:</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) Age: (B) Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop

Global Citizens:

SAM 111, PSY 250, & SAM 151/151L

PSY 250

CLO 2: Interpret and demonstrate skill in applying basic theories of human development to finding solutions to real-life developmental issues or problems.

CLO 6: Conduct research, process information, and present appropriate findings in class.

SAM 151

CLO 4: Recognize and respect the perspective of others in different social and cultural settings.

PSY 250

Research Paper Rubric:

Dimension 1: Introduction (stating the topic, rationale, when appropriate includes thesis or hypothesis: Introduction is clear and explicitly stated. The reader can identify the introduction very early on.

Research Paper Rubric:

Dimension 4: Language and structure: vocabulary is precise and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free.

SAM 151

Research Skills Presentation Rubric:

Dimension 4: Gagana & ra atuiagaga: ma ou ma talafeagai 'upu o le gagana o lo o fa'aaoga. Manino mai i le tusiga le mautu o manatu ma fa'amatalaga. Ataeetee le lalama, ae atee ai i ai se fa'aletonu i taiti.

PSY 250 Stats:

Percentage of Students who completed PSY 250:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

SAM 151 Stats:

Percentage of Students who completed SAM 111:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

- Tutorial Referrals

PSY 250 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)

Combining of D & P Percentages: (N=?)

B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

SAM 151 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)

Combining of D & P Percentages: (N=?)

B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Total Achievement of ILO 4:

- Percentage: (Calculation of D & P) N=?

Total Percentages:

- Percentage: (Calculation of B) N=?

						ILO 4 Comments and Recommendations:
		<p>ART 150</p> <p>CLO 1 Identify and recall works of art pertinent to the respective civilizations in History.</p> <p>CLO 2: Understand how each civilization required works of art to suit the needs of their culture.</p> <p>CLO 3: Become familiar with different styles of art based upon the region and period.</p>	<p>ART 150</p> <p>writing rubric: Dimension 1: Student identifies multiple significant characteristics that distinguish this artist's work or period from others and uses these to recognize other works by this artist or period.</p> <p>writing rubric: Dimension 4: writing rubric: Dimension 1: Student identifies multiple significant characteristics that distinguish this artist's work or period from others and uses these to recognize other works by this artist or period.</p> <p>writing rubric: Dimension 5: writing rubric: Dimension 3: Student is able to give several detailed examples of how the time period(s) in which an artist lived influenced his/her work.</p>	<p>ART 150 Stats:</p> <p>Percentage of Students who completed ART 150:</p> <ul style="list-style-type: none"> Percentage of students who passed with a grade of C- or higher Percentages of students who did not pass with a grade of C- or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals <p>Recommendations:</p>	<p>ART 150 Stats:</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) Age: (B) Ethnicity: (B) <p>Other Disaggregated Data</p> <ul style="list-style-type: none"> Withdrawal Drop/Admin Drop Tutorial Referrals 	
		<p>CJ 150</p> <p>CLO 3: Describe the various kinds of local law enforcement agencies and their roles in enforcing the law.</p> <p>CLO 9: Describe a typical state court system, including some of the differences between the state and federal court systems.</p>	<p>CJ 150</p> <p>Speech & Presentation rubric: Dimension 1: Organization: The type of presentation is organized and easy to follow.</p> <p>Speech & Presentation rubric: Dimension 2: Content: Introduction is attention-getting, lays out the problem well, and establishes a framework for the presentation.</p> <p>Speech & Presentation rubric: Dimension 3: Presentation: Speaker maintains good eye contact with the audience and is appropriately animated (e.g. gestures, moving around, spoken not read, etc.)</p> <p>Speech & Presentation rubric: Dimension 4: Organization: The type of presentation is organized and easy to follow.</p> <p>Speech & Presentation rubric: Dimension 5: Content: Introduction is attention-getting, lays out the problem well, and establishes a framework for the presentation.</p> <p>Speech & Presentation rubric: Dimension 6: Presentation: Speaker maintains good eye contact with the audience and is appropriately animated (e.g. gestures, moving around, spoken not read, etc.)</p>	<p>CJ 150 Stats:</p> <p>Percentage of Students who completed CJ 150:</p> <ul style="list-style-type: none"> Percentage of students who passed with a grade of C- or higher Percentages of students who did not pass with a grade of C- or higher <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: ("C" or Higher and "C-" or lower) Age: ("C" or Higher and "C-" or lower) Ethnicity: ("C" or Higher and "C-" or lower) <p>Other Disaggregated Data</p>	<p>CJ 150 Stats:</p> <p>Percentages of Achievement</p> <ul style="list-style-type: none"> B (N=?) D (N=?) P (N=?) Combining of D & P Percentages: (N=?) B Percentages: (N=?) <p>Disaggregated Data:</p> <ul style="list-style-type: none"> Gender: (B) 	

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

- Age: (B)
 - Ethnicity: (B)
- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

Recommendations:

ED 150

P-1: K-1: Demonstrated knowledge of content of the central concepts of his or her discipline.

P-1: K-2: Uses explanations and representations that link curriculum to prior learning.

P-1: D-1: Applies curriculum to students' real life experiences

P-1: D-2: Engages students in interpreting ideas from a variety of perspectives.

P-1: D-3: Uses methods of inquiry that are central to the discipline.

ED 150

Philosophy of Education Rubric: Dimensions 1:
Well organized, excellent content and ideas. Includes a thesis paragraph, a body, and a summary paragraph.

Philosophy of Education Rubric: Dimensions 2:
Includes character education integrated within their curriculum. Personalized and creative.

Not Listed

Not Listed

Philosophy of Education Rubric: Dimensions 3:
Well cited within the body of the paper (APA 6th Edition). Includes a bibliography (APA 6th Edition).

ED 150 Stats:

Percentage of Students who completed ED 150:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

ED 150 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

HSV 150

CLO 2: Obtain local employment as a paraprofessional in the human services agencies.

CLO 4: Apply knowledge and skills in human relations into their daily lives with an awareness and understanding of Samoa and Pacific Island cultures.

HSV 150

Individual Presentation Rubric: Dimension 3:
Subject knowledge: Student demonstrates full knowledge (more than required) by answering all class questions with explanation and elaboration.

Individual Presentation Rubric: Dimension 5:
Advocating Healthy Lifestyle: Healthy lifestyle is strongly advocated to prevent a specific disease.

HSV 150 Stats:

Percentage of Students who completed HSV 150:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

HSV150 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

**Responsible
Leaders:**

**ART 150, CJ 150, ED 150,
HSV 150, MUS 150, POL
160, BUS 170, SAM 152**

MUS 150

CLO 1: Comprehend music notation.

CLO 2: Demonstrate the ability to compose a melodic line based on rules of composition and basic music theory.

CLO 3: Analyze and apply basic musical theory skills to the entire musical experience (listening and performing)

MUS 150

Assignment Rubric: Dimensions 1: The student understands some letters of the keyboard and notes on the Treble Clef, The student somewhat understands the Writing of Minor Scales with Key

Assignment Rubric: Dimensions 1: The student understands some letters of the keyboard and notes on the Treble Clef, The student somewhat understands the Writing of Minor Scales with Key

Assignment Rubric: Dimensions 1: The student understands some letters of the keyboard and notes on the Treble Clef, The student somewhat understands the Writing of Minor Scales with Key

MUS 150 Stats:

Percentage of Students who completed MUS 150:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

MUS 150 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)

• B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

POL 150

CLO 1: This course will enable students to know what is good government, good governance and good citizenship.

CLO 2: This course will enable students to come away with an appreciation of active citizenship through voting and participation.

CLO 3: This course will enable students to be informed critically and tolerate constructive criticism.

CLO 4: End of course students will become responsible citizens able to adjust and adapt to the various challenges of the 21st century.

POL 150

Research Rubric: Dimension 3: The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruptions

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POL 150 Stats:

Percentage of Students who completed POL 150:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

POL 150 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)

• B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
- Age: (B)
- Ethnicity: (B)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

BUS 170

CLO 1: Analyze and demonstrate what ethics in life, society is and in the workplace should look like.

CLO 2: Speak and write in an ethical manner using appropriate word choices, tone and medium (channels).

CLO 3: Outline and analyze business settings where ethical effective listening skills and decision making will occur.

CLO 4: Compose and present acceptable business reports (written/verbal) in a convincing and ethical manner.

CLO 6: Recommend and justify the importance of making positive self-changes to improve self-image and ethical practices

BUS 170

Critical Thinking Rubric: Dimension 1: Employs formulas, theories procedures, principles or themes accurately, appropriately and or creatively in new contexts

Critical Thinking Rubric: Dimension 1: Employs formulas, theories procedures, principles or themes accurately, appropriately and or creatively in new contexts

Critical Thinking Rubric: Dimension 1: Employs formulas, theories procedures, principles or themes accurately, appropriately and or creatively in new contexts

Critical Thinking Rubric: Dimension 2: Creates and independent judgment that is reflected in the conclusion or solution. Well supported by evidence and logic

Critical Thinking Rubric: Dimension 2: Creates and independent judgment that is reflected in the conclusion or solution. Well supported by evidence and logic

BUS 170 Stats:

Percentage of Students who completed BUS 170:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

BUS 170 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
 - Age: (B)
 - Ethnicity: (B)
- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

SAM 152

CLO 1: Speak and communicate clearly with the appropriate language usage within different audiences including work place, church/youth organizations, family gathering and village settings

CLO 2: Write, evaluate and shift information effectively in writing a research paper about spatial relationships

CLO 3: Analyze the different structures of any traditional Samoan short speeches in various cultural ceremonies

CLO 4: Describe and explain the Samoan appropriate attitudes/behavior according to its values.

CLO 6: Express opinion on oral presentations about the importance of a Samoan extended family, land tenure and the changes occur in nowadays

SAM 152

Paragraph Rubric: Dimension 1: Paragraph has clear main idea and supporting details and examples that not only follow the instructions of the assignment but also exhibit creativity

Paragraph Rubric: Dimension 2: Paragraph shows sentences not only interrelate but also follow a **Paragraph Rubric:** Dimension 3: Paragraph has no grammar and punctuation errors and comprehension is clear

Paragraph Rubric: Dimension 4: Paragraph contains effective and creative word choice appropriate to a literate audience

Not Listed

Not Listed

SAM 152 Stats:

Percentage of Students who completed SAM 152:

- Percentage of students who passed with a
- Percentages of students who did not pass v

Disaggregated Data:

- Gender: ("C" or Higher and "C-" or lower)
- Age: ("C" or Higher and "C-" or lower)
- Ethnicity: ("C" or Higher and "C-" or lower)

Other Disaggregated Data

- Withdrawal
- Drop/Admin Drop
- Tutorial Referrals

Recommendations:

SAM 152 Stats:

Percentages of Achievement

- B (N=?)
- D (N=?)
- P (N=?)
- Combining of D & P Percentages: (N=?)
- B Percentages: (N=?)

Disaggregated Data:

- Gender: (B)
 - Age: (B)
 - Ethnicity: (B)
- Other Disaggregated Data
- Withdrawal
 - Drop/Admin Drop
 - Tutorial Referrals

							<p>Total Achievement of ILO 5:</p> <ul style="list-style-type: none">• <i>Percentage: (Calculation of D & P) N=?</i> <p>Total Percentages:</p> <ul style="list-style-type: none">• <i>Percentage: (Calculation of B) N=?</i> <p>ILO 5 Comments and Recommendations:</p>
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