American Samoa Community College

Institution-Set Standards (ISS) Updates

ASCC Fall 2018 Faculty Orientation

August 14, 2018

2017 Review Outcomes:

- Provide internal stakeholders the opportunity to engage in the dialogue in review of the College's ISS.

- Emphasize the link of ISS to the Mission of the College.

- Review the relationship of ISS to academic programs/departments and student support services.

- Discuss the appropriateness of the College's ISS and its impact on academic programs/departments and student support services.

ISS for Student Achievement

- ❖ **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness
- ❖ **Gateway Courses**: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
- ❖ **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program
- ❖ **Persistence**: The retention of students in their first year and second year and within 150% time to graduation.
- ❖ **Degree/Certificate Completion and Transfer**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

Student Achievement Benchmarks

Developmental Courses
- % of students who successfully complete the highest level of Developmental Reading (ENG 90)
- % of students who successfully complete the highest level of Developmental Writing (ENG 91)
- % of students who successfully complete the highest level of Developmental Math (MATH 90)

Gateway Courses
- % of students who Successfully complete a Gateway English Reading with a Grade "C" or better (ENG 150)
- % of students who Successfully complete a Gateway English Writing with a "C" or better (ENG 151)
- % of students who Successfully complete a Gateway Math with a "C" or better (Math 151)

Program Certificate/ Degree Completion
- % of students who Successfully complete General Education Courses with a "C" or better
- % of students who Successfully complete Core Foundational Courses with a "C" or better
- % of students who Successfully complete Co-Foundational Courses with a "C" or better
- % of students who complete certificate requirements with a "C" or better

Persistence
- % of FTIC students retained within the first year
- % of FTIC students retained within the first year up to the second year
- % of FTIC students who persisted to graduation within 150% time to completion

Graduation Rates and Transfer
- % of students who attained an AA
- % of students who attained an AS
- % of students who attained a Certificate
- % of graduates who transfer
- % of graduates who transition into the workforce
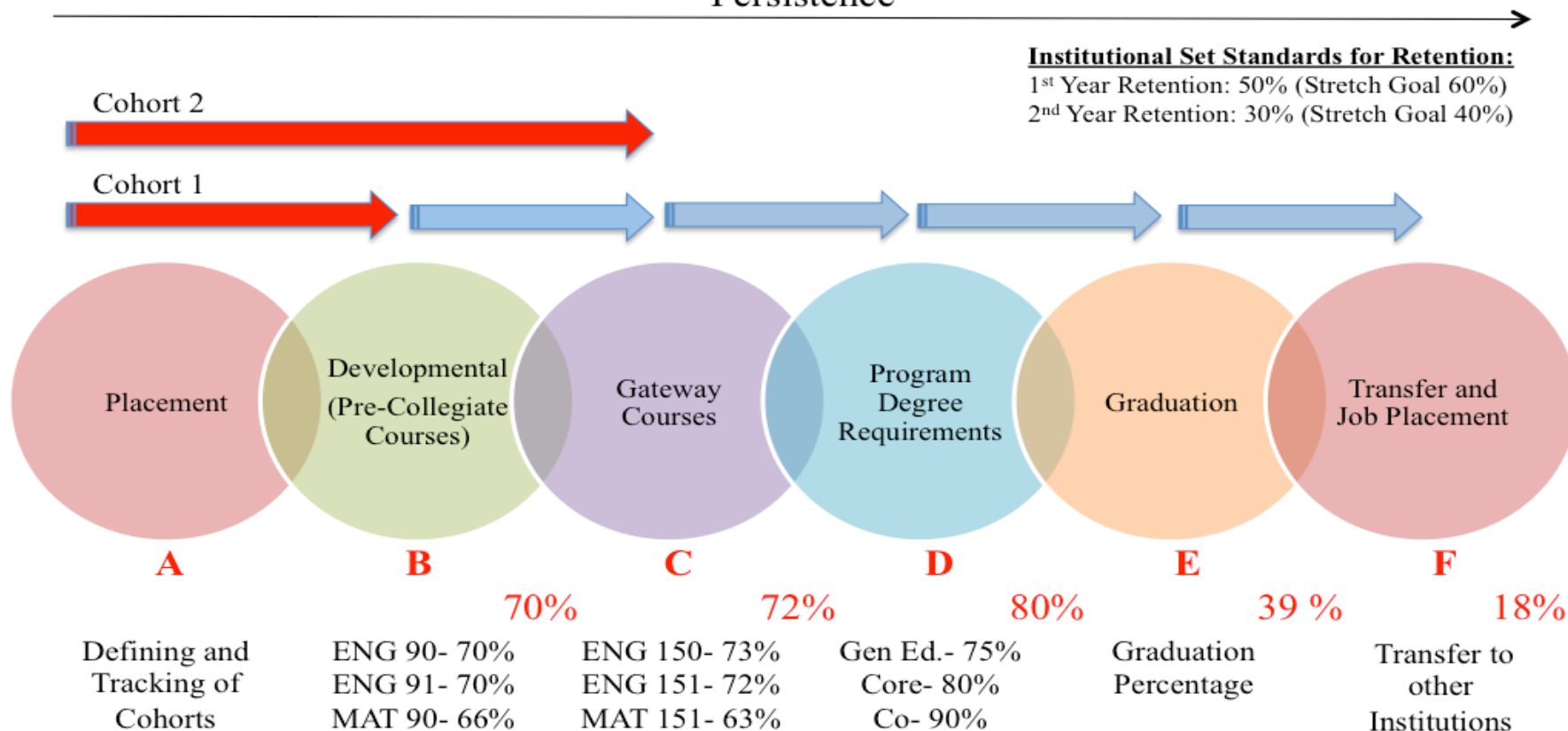
PATHWAY TO STUDENT SUCCESS

MILESTONES

- Cohort 1- Profile: Students Seeking Degree(s) and/or Certificate(s)
- Cohort 2- Profile: Students Seeking Degree(s) and/or Certificate(s)

- Cohort Retention Rates:
  - Cohort 1: B-C, C-D, D-E, E-F.
  - Cohort 2: (A) C-D, D-E or (B) C-D, D-E, E-F.

Persistence

Institutional Set Standards for Retention:
1st Year Retention: 50% (Stretch Goal 60%)
2nd Year Retention: 30% (Stretch Goal 40%)

Cohort 2

Cohort 1

Placement	Developmental (Pre-Collegiate Courses)	Gateway Courses	Program Degree Requirements	Graduation	Transfer and Job Placement
A	**B**	**C**	**D**	**E**	**F**
	70%	72%	80%	39 %	18%
Defining and Tracking of Cohorts	ENG 90- 70% ENG 91- 70% MAT 90- 66%	ENG 150- 73% ENG 151- 72% MAT 151- 63%	Gen Ed.- 75% Core- 80% Co- 90%	Graduation Percentage	Transfer to other Institutions

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 12]

Standard I: Developmental Courses

- Indicator: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness.

- Rate: Percentage of students who pass ENG 90, 91 and Math 90 per semester.

- Targets:
   ENG 90 = 70%
   ENG 91 = 70%
   MAT 90 = 66%
   Overall = 70%

Standard Two: Gateway Courses

- Indicator: The successful completion of entry level credit bearing English and Math Courses required by all AA and AS degree programs.

- Rate: Percentage of students who pass ENG 150, 151 and Math 151 with a C or better per semester.

- Targets:
  ENG 150 = 73%
  ENG 151 = 72%
  MAT 151 = 63%
  Overall = 72%

Standard III: Degree Program Requirements

- <u>Indicator:</u> The successful completion of General Education, Core Foundational, and Co-Foundational Courses required by a Degree program.

- <u>Rate:</u> Percentage of students who successfully complete General Education, Core Foundational, and Co-Foundational requirements with a 'C' or better for a degree or certificate.

- <u>Targets:</u>
  General Education= 75%
  Core Foundational= 80%
  Co-Foundational= 90%
  Overall = 80%

Standard IV: Persistence

- Indicator: The retention of students in the first year and second year.

- Rate:
  - First Year: Percentage of students enrolled from First Fall to Spring of following year.
  - Second Year: Percentage of students enrolled from First Fall, to Spring and Fall of following year.

- Targets:
  First Year Retention= 50%
  Second Year Retention= 30%

Standard V: Degree/Certificate Completion and Transfer:

- <u>Indicator:</u> The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

- <u>Rate:</u>
  - Percentage of Graduates who complete Degree Program or certificate within 150% of Normal Time to Completion (NTC).
  - Percentage of graduates who transfer to other institutions of higher learning.
  - Percentage of graduates who transition into the workforce.

- <u>Targets:</u>
  150% of NTC: 39%
  Transfer to other institutions: 18%
  Transition into the Workforce: 50%

Standards I & II: Recommendations

- **Recommendation 1**: Review the role or effects of No Pass (NP) and No Pass Incomplete (NPI) data in the aggregating of Standard I 'Developmental Courses' and clarify the accurateness of completion rates for College Accelerated Preparatory Program (CAPP) Math and English. *(Facilitator Notes: Institutionally, there is no NPI reported on grade sheets for developmental courses and NPI is not grade.) This is in direct alignment of Academic and Student Affairs Data sets with the reporting on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.) Status: Complete*

- **Recommendation 2**: Review the definitions (standards and indicator descriptions) of Standard I and II for consistency: (Completion/Successful Completion/Pass) *Status: Complete*

- **Recommendation 3**: Compile an ISS Glossary *(Facilitator Notes: There is a section in the ASCC [Participatory Governance Structural Manual](#) (pp. 22-28) that clarifies the College's definition of Assessing Student Learning and Achievement, and Institutional Student Achievement Standards. Data definitions, set standards, and data sets are all listed. Is the recommendation of the Committee that a handbook be created or will the Participatory Structural Manual suffice for this recommendation?)*
  - *Clarification on Developmental and Pre-collegiate courses. Status: Complete*

Standards I & II: Recommendations

- **Recommendation 4**: Recommendation to keep the set standard for Standard I: Developmental Courses – *Status: Accepted*
  - **Target(s): 70%**
    - ENG 90: 70%
    - ENG 91: 70%
    - MAT 90: 66%
- **Recommendation 5**: Recommendation to keep the set standard for Standard II: Gateway Courses – *Status: Accepted*
  - **Target(s): 72%**
    - ENG 150: 73%
    - ENG 151: 72%
    - MAT 151: 63%

  - *Facilitators Notes:*
    - *Direct link to Data Sets on course learning outcomes with the % of courses assessed on a semester based with formative and summative data available for the programs.*
    - *Data Sets on the availability of Academic Services with Advising Services and Tutoring services (% of low grade reports)*
    - *Data Sets on Counseling services (% of programs that utilize counseling services)*

Standards III & IV: Recommendations

- **Recommendation 1**: To review possible definitions and measurements inclusive to the capturing of persistence rates (Cohort tracking) for the B.Ed. Program. *Status: Complete*
  - *Facilitators Note:*
    - *"Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution." Update: Establishment of the Core Curriculum Committee.*
  - *Type of Cohorts:*
    - *Degree Seeking Cohorts[1]*
    - *Certificate Seeking Cohorts[1]*
  - *Tracking of Cohorts:*
    - *Track 1: Pre-Collegiate ➔ Gateway ➔ Program Degree Requirements ➔ Graduation[1]*
    - *Track 2: Gateway ➔ Program Degree Requirements ➔ Graduation[1]*
    - *Track 3: Professional Courses ➔ Completion[1]*

Facilitators Note:
  - *Direct alignment to Data sets on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*

1. Referencing Internal Show Cause Sanction Report & Analysis of Actions take to address ACCJC Recommendations, p. 37

Standards III & IV: Recommendations

- **Recommendation 2**: To keep the set standard for Standard III: Degree Program Requirements – *Status: Accepted*
  - **Target(s): 80%**
    - General Education: 75%
    - Core Foundational: 80%
    - Co-Foundational: 90%
  - *Facilitators Note:*
    - *Need to revisit the definitions and clarification of standards for course completion rate, degree completion rate, and certificate completion rate. (currently course completion rate is 80% and degree& certificate at 90%)*
- **Recommendation 3**: Two recommendations to keep the set standard for Standard IV: Persistence – *Status: Accepted*
  - Target(s):
    - *First Year Retention: 50%*
    - *Second Year Retention: 30%*
  - *Facilitators Note:*
    - *Alignment to Data Sets on Academic Services with Advising Services and Tutoring services (% of low grade reports). How services available will impact the retention of students and passing rates.*

- **Recommendation 4**: One recommendation to increase First and Second Year Retention rates by 5 to 10 percent. Statistics reveal a 10-19 percentage of achievement beyond the set standard. – *Status: Refer to Recommendation 3.*
  - *Facilitators Notes:*
    - *"Retention Rate: The retention rate was based on available data presented by the Office of IE to the Academic Excellence Committee. Data presented was based on the number of "new students" who were retained from fall to spring (1st year retention) and from fall to fall (2nd year retention) for the last five years. Based on the discussions and clarification of data, a consensus has been reached by the Subcommittee to set the first year retention at 50% with a stretch goal at 60%. The second year retention was set at 30% with a stretch goal set at 40%. Setting stretch goals allowed the Subcommittee to identify more areas to improve in planning and data accountability."*

Standards V: Recommendations

- **Recommendation 1**: The College seeks avenues to communicate with colleges/ universities for which ASCC students transfer to. This may include colleges/ universities that are not part of the ASCC articulation agreements. – *Status: Complete*
  - *Facilitators Note:*
    - *Direct alignment to Data sets on Local MOUS/MOAS, Grants, and Articulations. Provides # of college/ universities with articulation agreements and # of Agencies/Private sectors with employment articulations.*
- **Recommendation 2**: (For Facilitators & Presenters) - To include the raw data for which the presented percentages were calculated. – *Status: Accepted*
  - *Facilitators Notes:*
    - *Aggregated and disaggregated data for each of the standards are accessible on the ASCC Institutional Data Sets on the ASCC Website at: http://www.amsamoa.edu/IDS/0001/0001-5.html (Standard V ISS Rates) and http://www.amsamoa.edu/IDS/0006.html (Graduation Rates).*

- **Recommendation 3**: To further clarify the College's definition of Transfer. – *Status: Complete*
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017.*

Standards V: Recommendations

- **<u>Recommendation 4</u>**: Review the processes and policies to include a requirement for all degree/ certificate seeking students to meet with the Transfer Counselor. – *Status: Complete*
  - *Facilitators Notes:*
    - *Data sets on Transfer students to the workforce and higher education from the program data.*
    - *Also important to utilize data sets on the Academic Services, Advising services, tutoring services, and counseling services.*

- **<u>Recommendation 5</u>**: Review ways that degree and certificate programs can track students in their program. **Please Note:** This recommendation was retracted and given back to the academic programs to further discuss the value of tracking data for each program. – *Status: Complete*
  - *Facilitators Note:*
    - *It's also important for programs to have the data available through data sets.*

- **<u>Recommendation 6</u>**: Academic programs and Student Support Services meet regularly to review definitions and processes regarding ASCC's ISS on Transfer. A second recommendation was to emphasize the Core Values of the College. – *Status: Complete*
  - *Facilitators Notes: ASCC Core Values:*
    - ***Student Centeredness:*** *ASCC commits to provide high quality programs and services focusing on student learning.*
    - ***Respect for Diversity:*** *ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life.*
    - ***Collaboration and Teamwork:*** *ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.*
    - ***Respect for Tradition and Culture:*** *ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.*
    - ***Lifelong Learning:*** *ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.*

Standards V: Recommendations

- **Recommendation 7**: The Accreditation Liaison Officer (ALO), Assistant ALO, and appropriate College personnel review the severity of current services and its relationship to Standard V, and propose the position of the 'Alumni Officer' to monitor and track students that transfer to institutions of higher learning and students that transition into the workforce. – *Status: Complete*

- **Recommendation 8**: "To add all program workforce and transfer percentages for each degree/certificate program to indicate 'meets' or 'does not meet' the targets for Standard V." **Please note:** This recommendation was retracted by Mr. Talamoa after the ISS Meeting. Mr. Talamoa's recommendation clarification is for academic programs to set their own standards as it applies to the degrees and certificates offered and conferred. "This will allow programs to provide definition of transfer or types of transfer, and to better track degrees beginning at the AA level, B.Ed. level, and further on as it applies to the program." – *Status: Complete*
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017 as well as 'Recommendation 3' in the current Minutes.*

- **Recommendation 9**: Review and improve the validity of the current Student Graduate Exit Survey to better track students that transfer to institutions of higher learning and transition into the workforce. – *Status: Complete Facilitators Note:*
    - *Link to Institutional Data sets*

Standards V: Recommendations

- **Committee Notes & Questions:**
  - <u>Questions</u>:
    - Are we collecting transfer data from other institutions of higher learning?
    - How can we better track students that transfer other than scholarships?
    - How many private sectors offer scholarships?
    - What will happen if the ISS percentages continue to drop (transfer/ workforce) *(Establishment of the Core Curriculum Committee)*
  - <u>Concerns</u>:
    - Burnout
    - Job description versus responsibility *(Establishment of the Core Curriculum Committee*
  - <u>Facilitators Notes</u>:
    - *Possible new standards: Degree completion and certificate completion.*
    - *Definition of Career Technical Education and identification of CTE programs.*

TTD Recommendations

1. Set-up or open a link within the ASCC Website exclusively for Graduates.
2. Make it a requirement as part of the graduation process (application etc.) for students to visit the link and sign up with their names and contact information, (email address etc.) before the graduation and exit from ASCC.
3. Design the link to have a drop-down menu for all Programs including Liberal Arts for the graduates to select the Programs/Liberal Arts they're graduating from. This will allow the respective chairperson or whoever's responsible to extract data as per each Programs/Liberal Arts.
4. Chairpersons to send a mass email to former students (graduates) from their programs maybe once a month to update their information:
   a. Are you in the workforce? If so please provide the name and information of the employer you are employed with.
   b. Are you attending college? If so please provide the name and information of the institution you are currently attending.
5. Chairperson to submit the data to Student Services or Alumni Officer (as one of the recommendation) to validate the information towards the end of the semester.
6. Submit validated data to I.E. for reporting and to the respective departments for recording.
7. *Facilitators Note:* **(Establishment of the Core Curriculum Committee)**

Open Discussion Forum

– Comments/Questions: ☺

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