



# American Samoa Community College

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## **Review of Institution-Set Standards**

February 27, 2020

# 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



- % 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)



- % 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)



- % 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



- % 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



- % 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

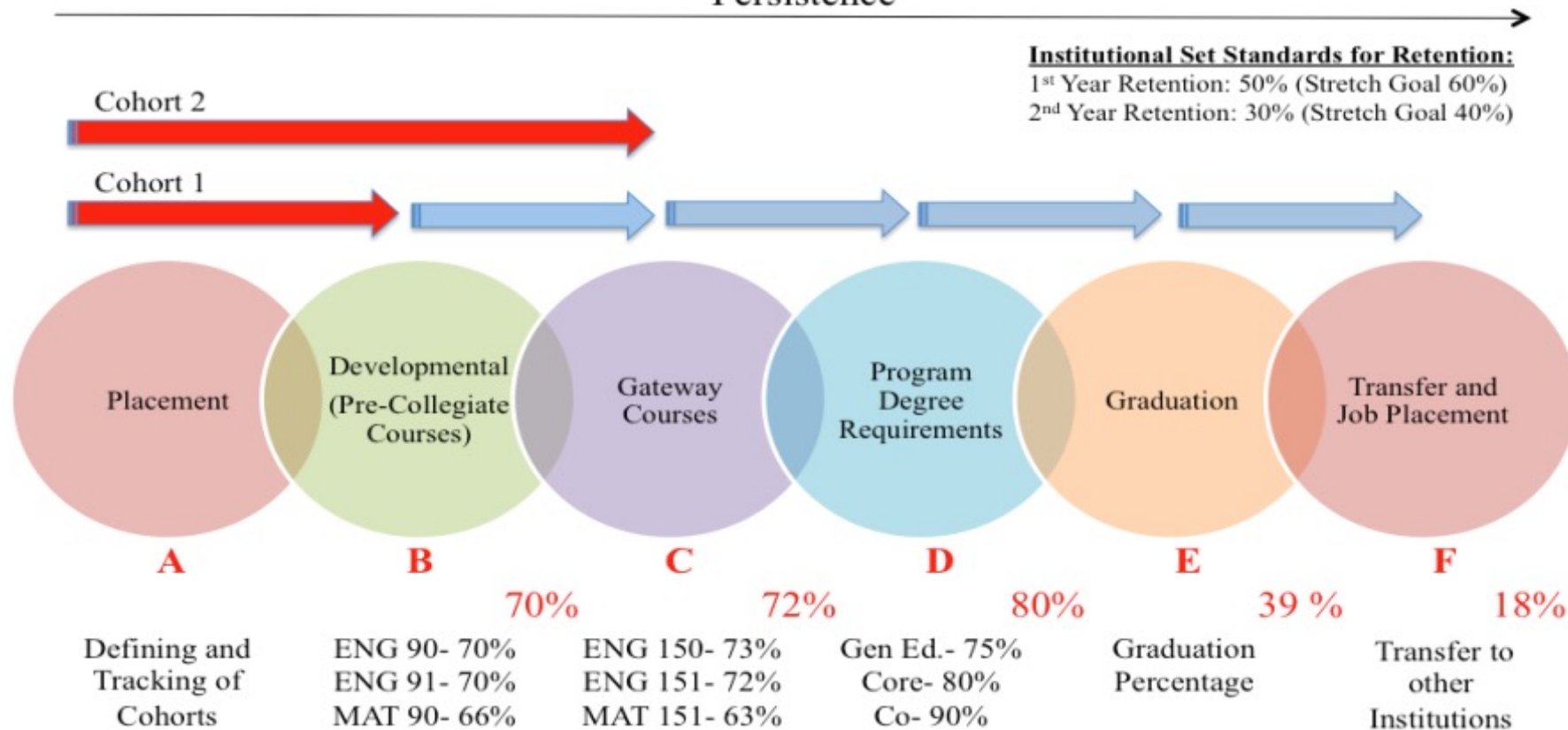


- Cohort 1- Profile: Students Seeking Degree(s) **and/or** Certificate(s)
- Cohort 2- Profile: Students Seeking Degree(s) **and/or** Certificate(s)



- 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





# American Samoa Community College

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## Standard I: Developmental Courses



# Standard One: Developmental Courses

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

- ENG 90
- ENG 91
- MAT 90



# ENG 90

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- **Rate Calculation:** Total number of students who passed ENG 90 in all the sessions offered per semester divided by the total number of students enrolled in all ENG 90 sessions per semester.
- **Target set in 2015: 70%**

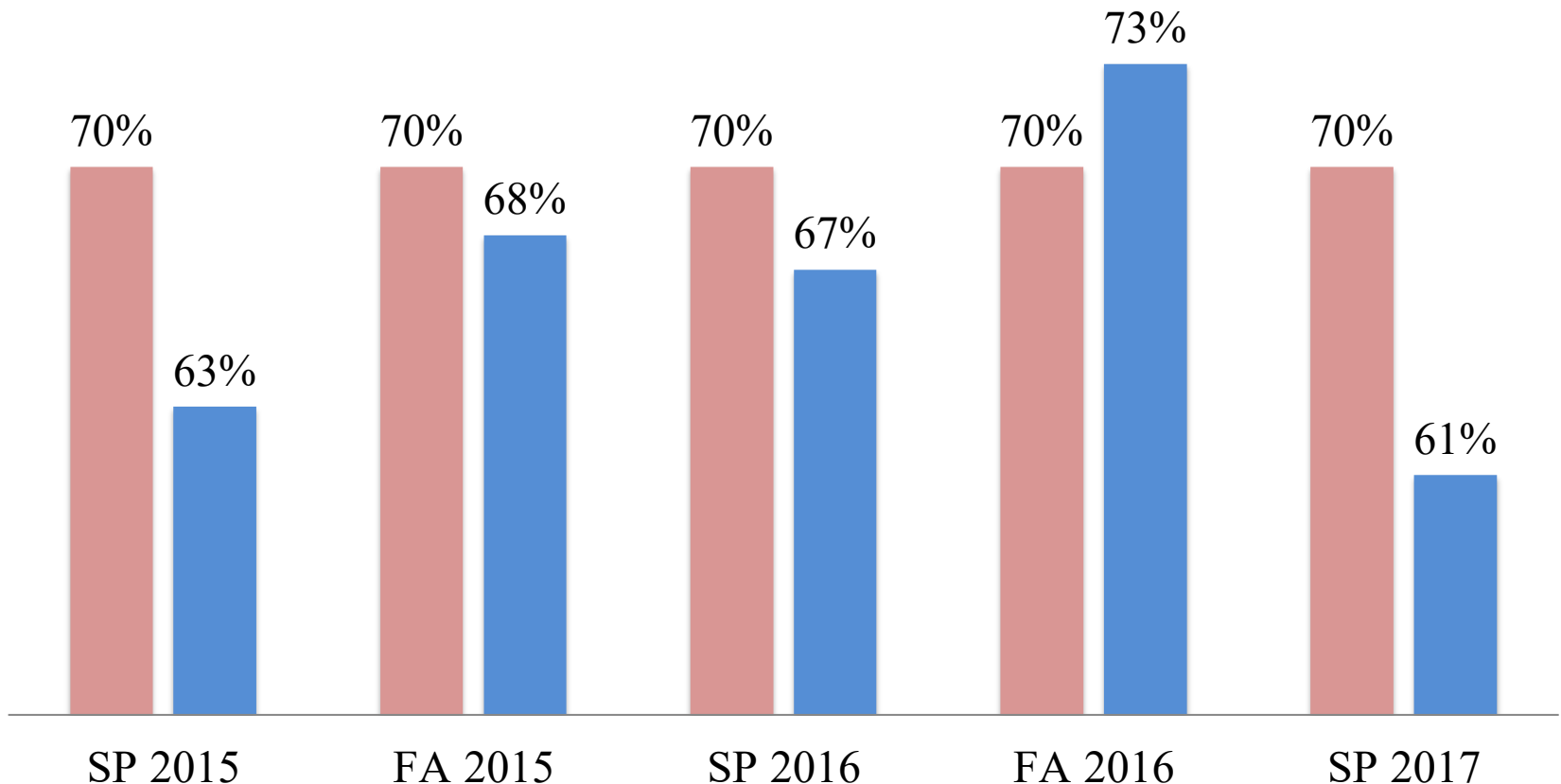




# Data used in previous review: Spring 2015 – Spring 2017

## ENG 90 Passing Rates

■ Target ■ Performance

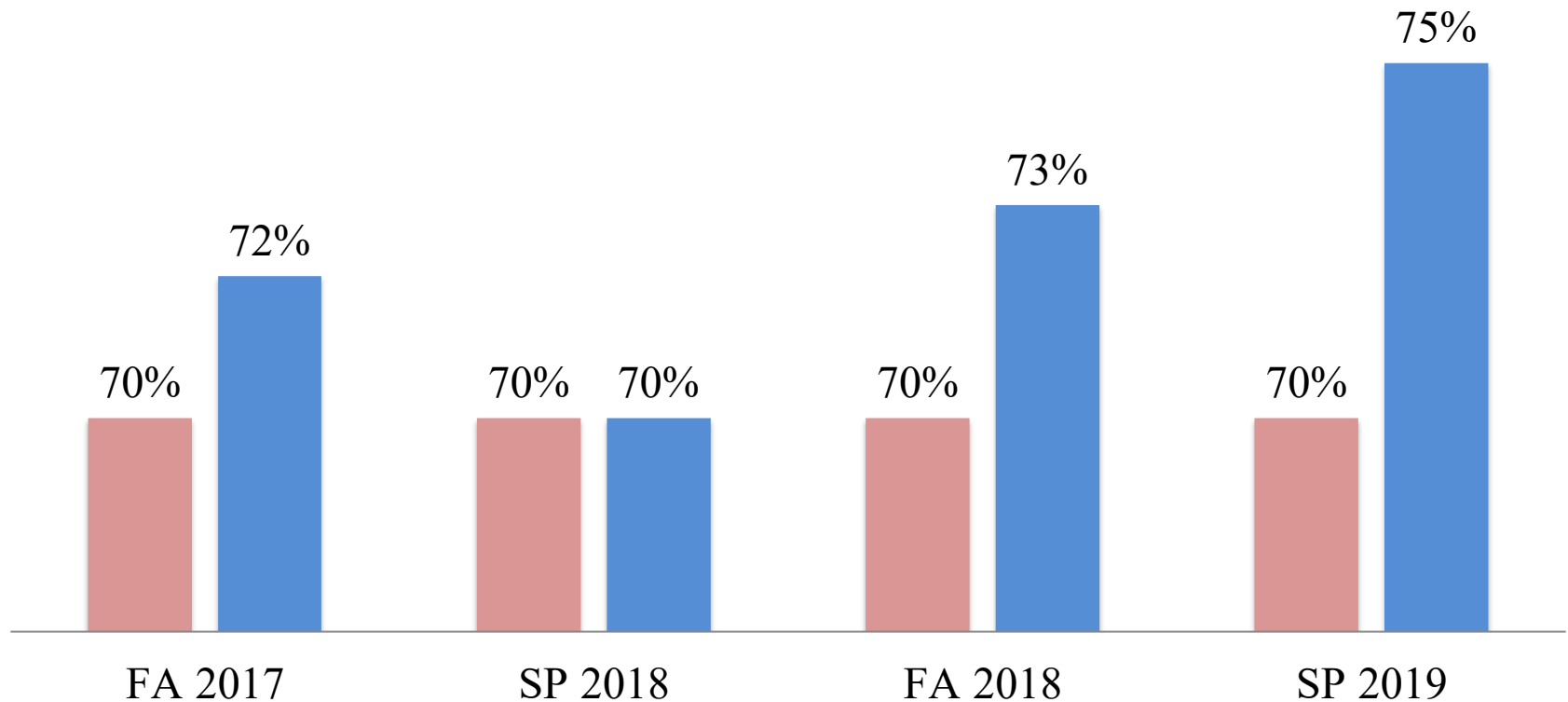




# Current Review: Fall 2017 – Spring 2019

## ENG 90 Passing Rates

■ Target ■ Performance





# ENG 91

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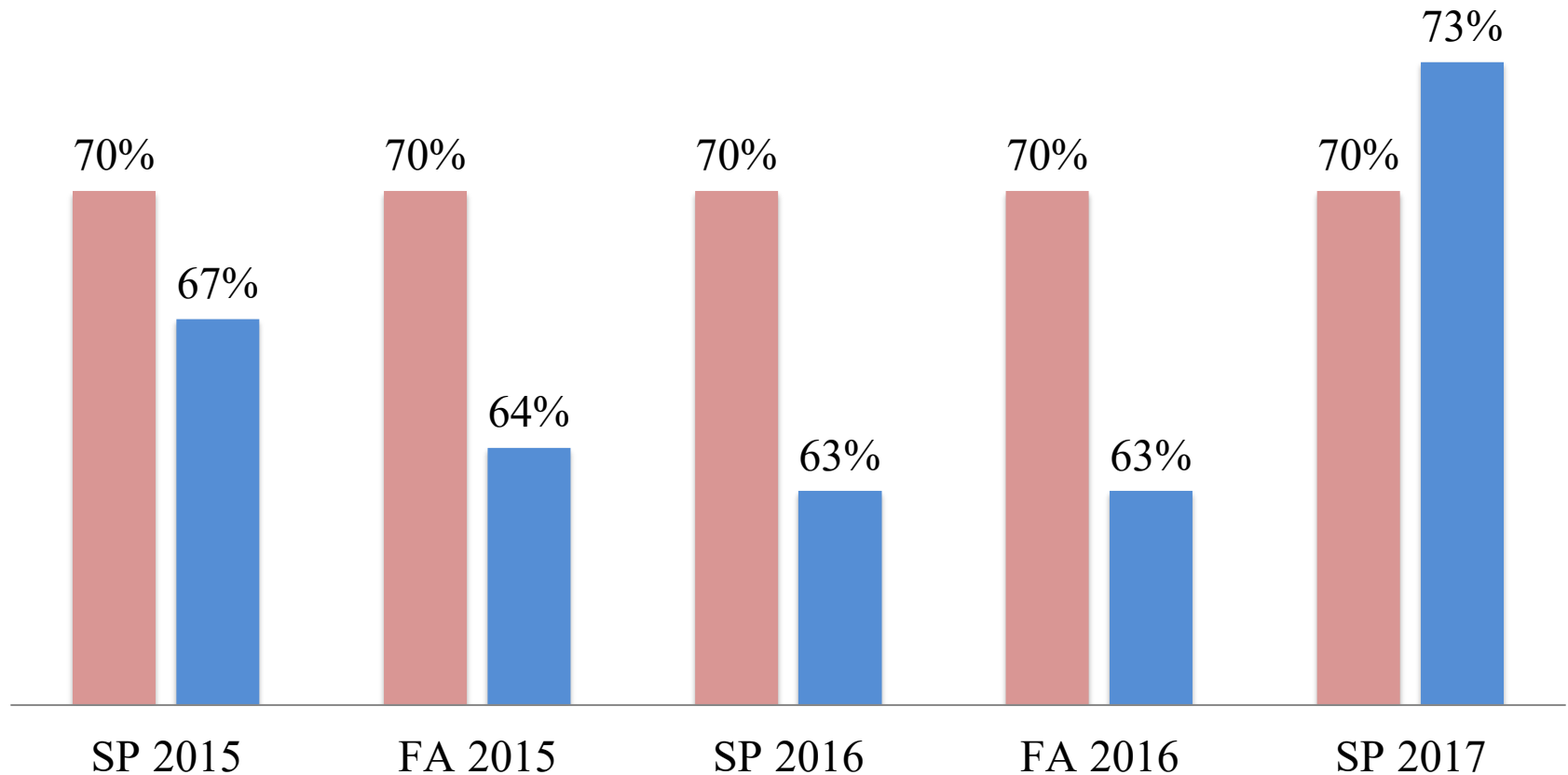
- **Rate Calculation:** Total number of students who passed ENG 91 in all the sessions offered per semester divided by the total number of students enrolled in all ENG 91 sessions per semester.
- **Target set in 2015:** 70%



# Data used in previous review: Spring 2015 – Spring 2017

## ENG 91 Passing Rates

■ Target ■ Performance



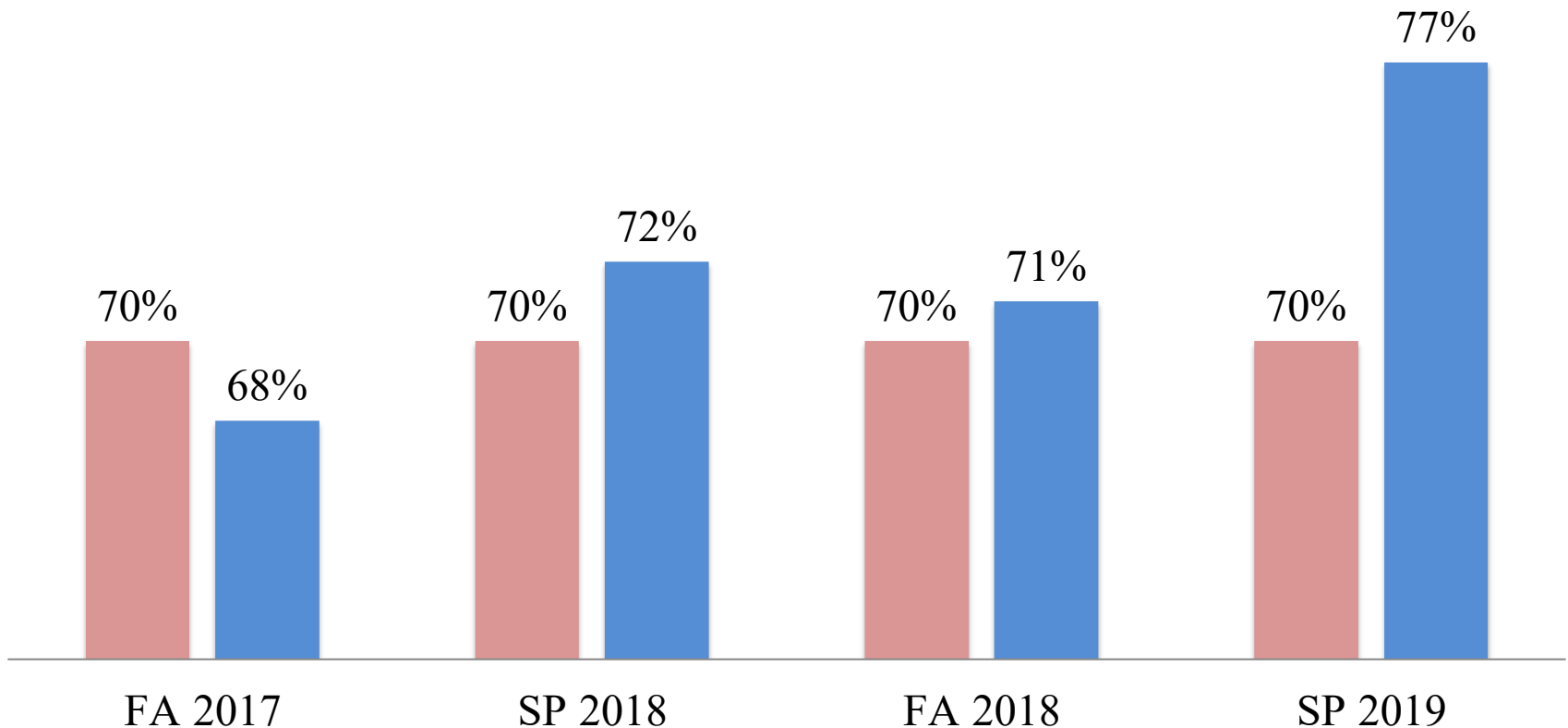


# Current Review: Fall 2017 – Spring 2019

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## ENG 91 Passing Rates

■ Target ■ Performance





# MATH 90

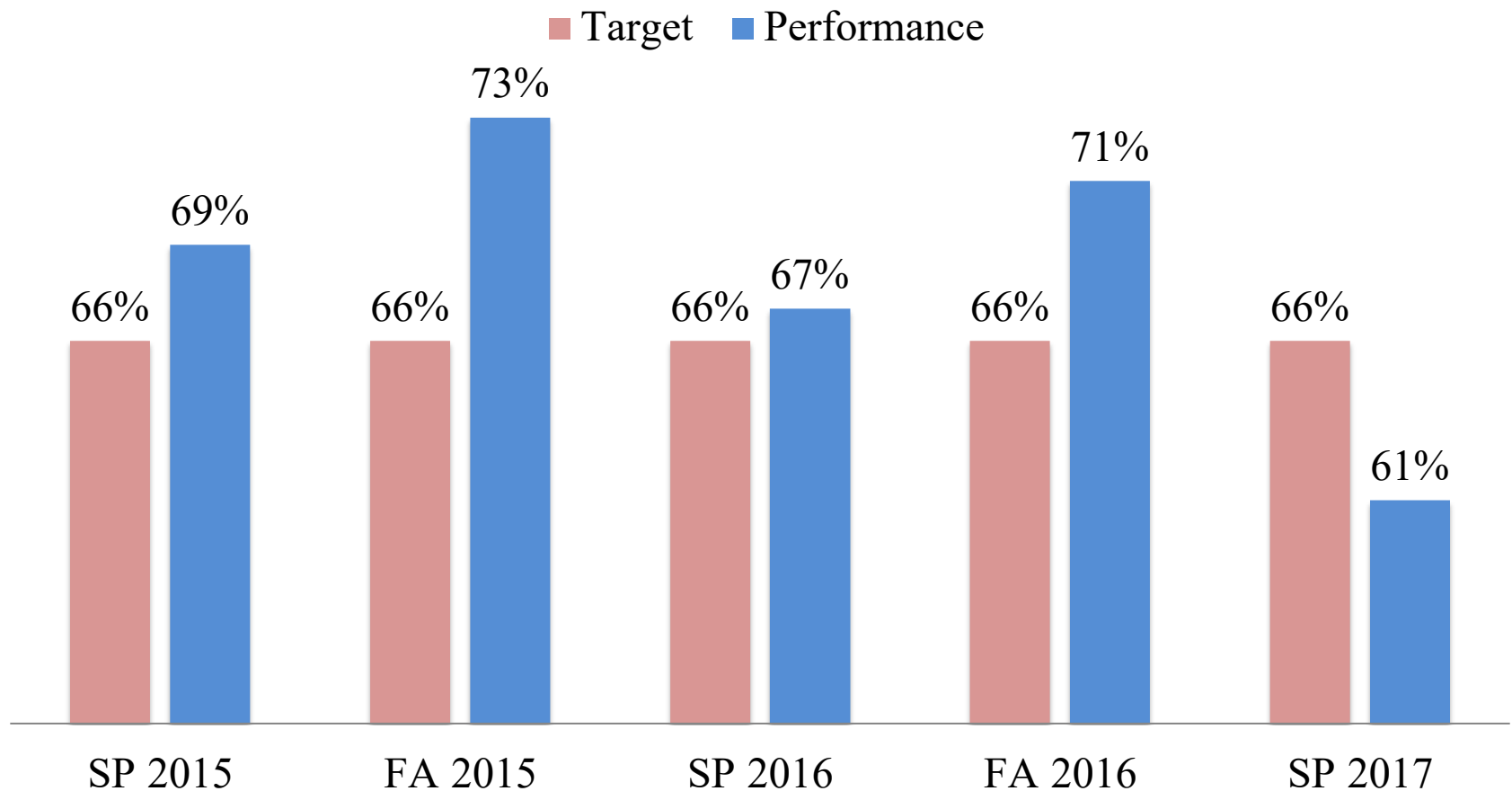
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- **Rate Calculation:** Total number of students who passed MAT 90 in all the sessions offered per semester divided by the total number of students enrolled in all MAT 90 sessions per semester.
- **Target set in 2015:** 66%



# Data used in previous review: Spring 2015 – Spring 2017

## MAT 90 Passing Rates

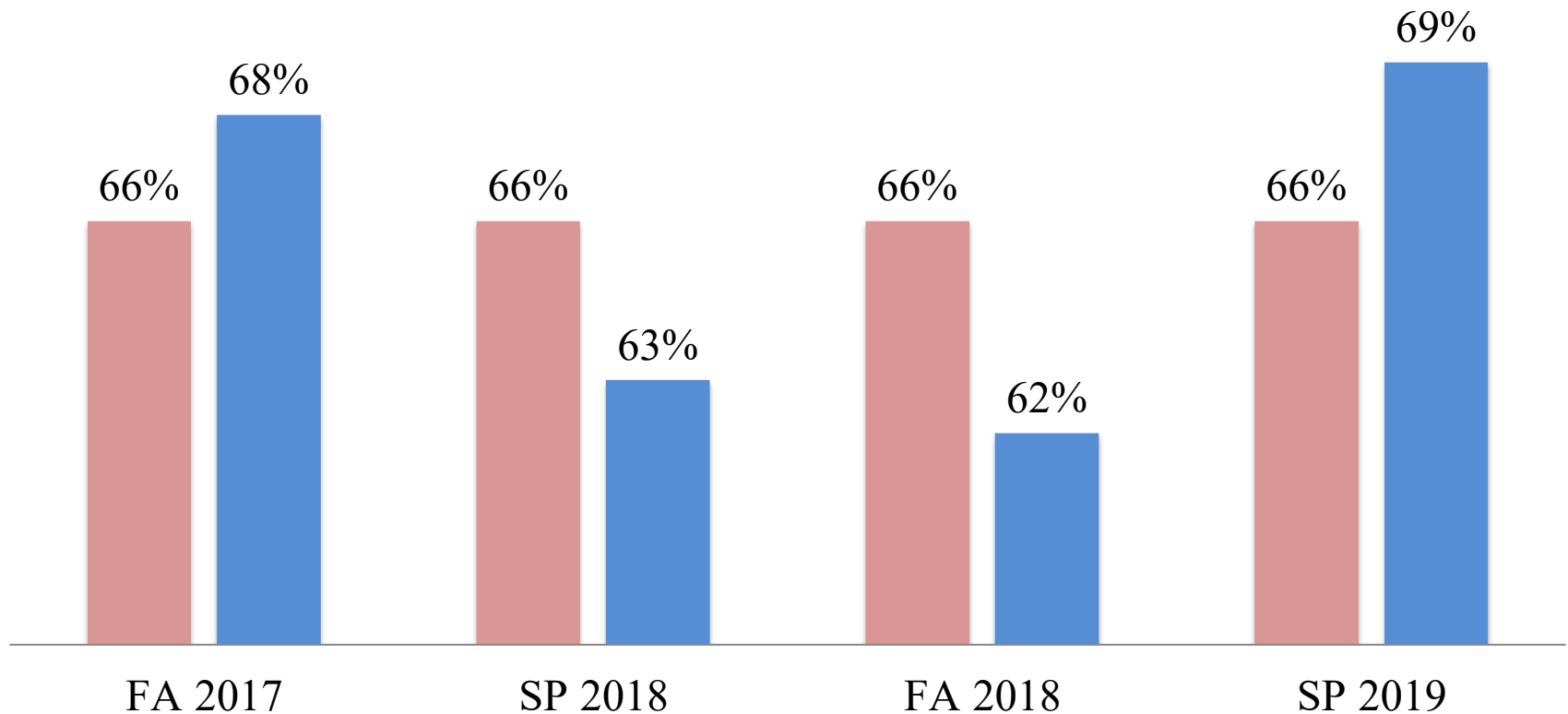




# Current Review: Fall 2017 – Spring 2019

## MAT 90 Passing Rates

■ Target ■ Performance







# Overall Percentage for ENG 90, ENG 91 and MAT 90

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- **Rate Calculation:** Total number of students who passed **ENG 90, ENG 91 and MAT 90** in all the sessions offered per semester divided by the total number of students enrolled in all ENG 90, ENG 91 and MAT 90 sessions per semester.
- **Target set in 2015: 70%**

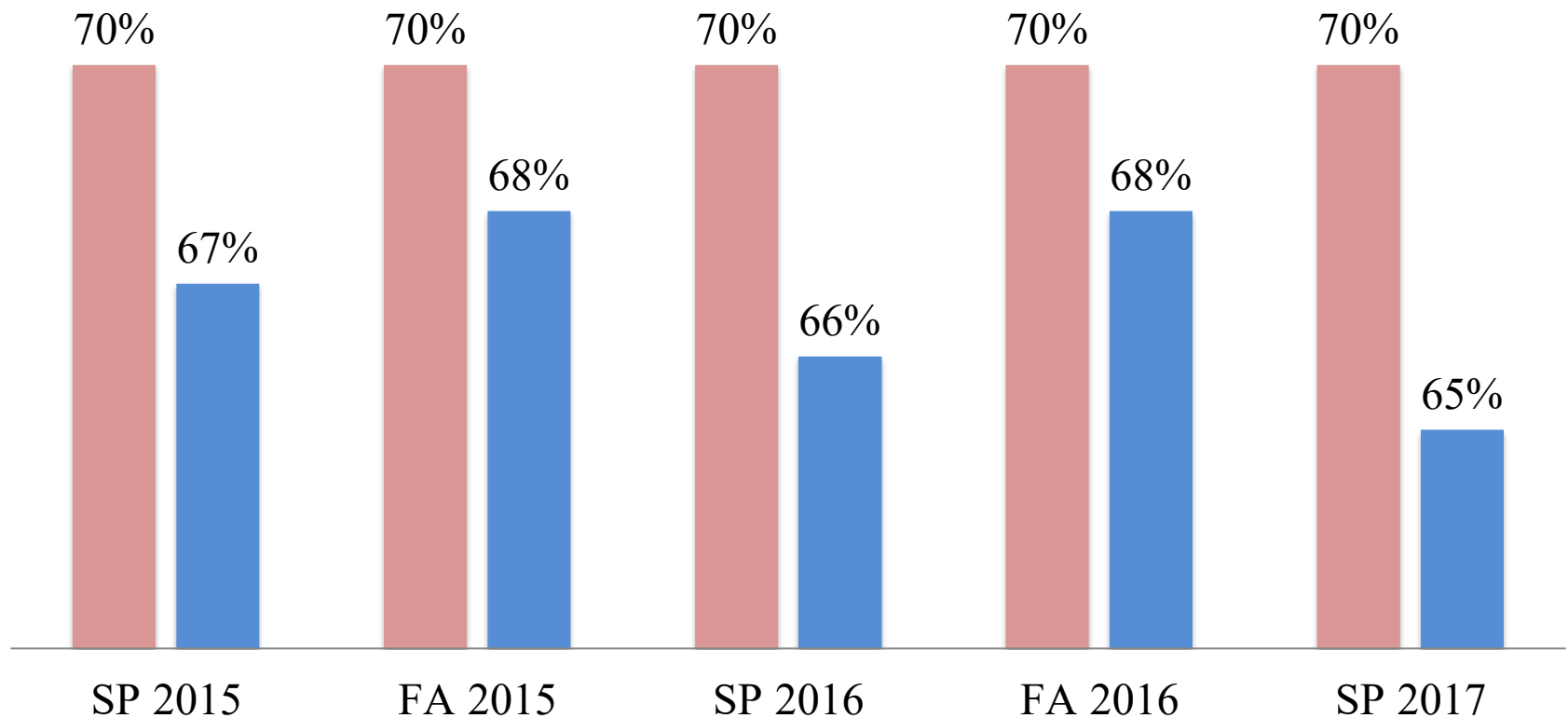


# Data used in previous review: Spring 2015 – Spring 2017

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## Overall Developmental Completion Rate

■ Target ■ Performance

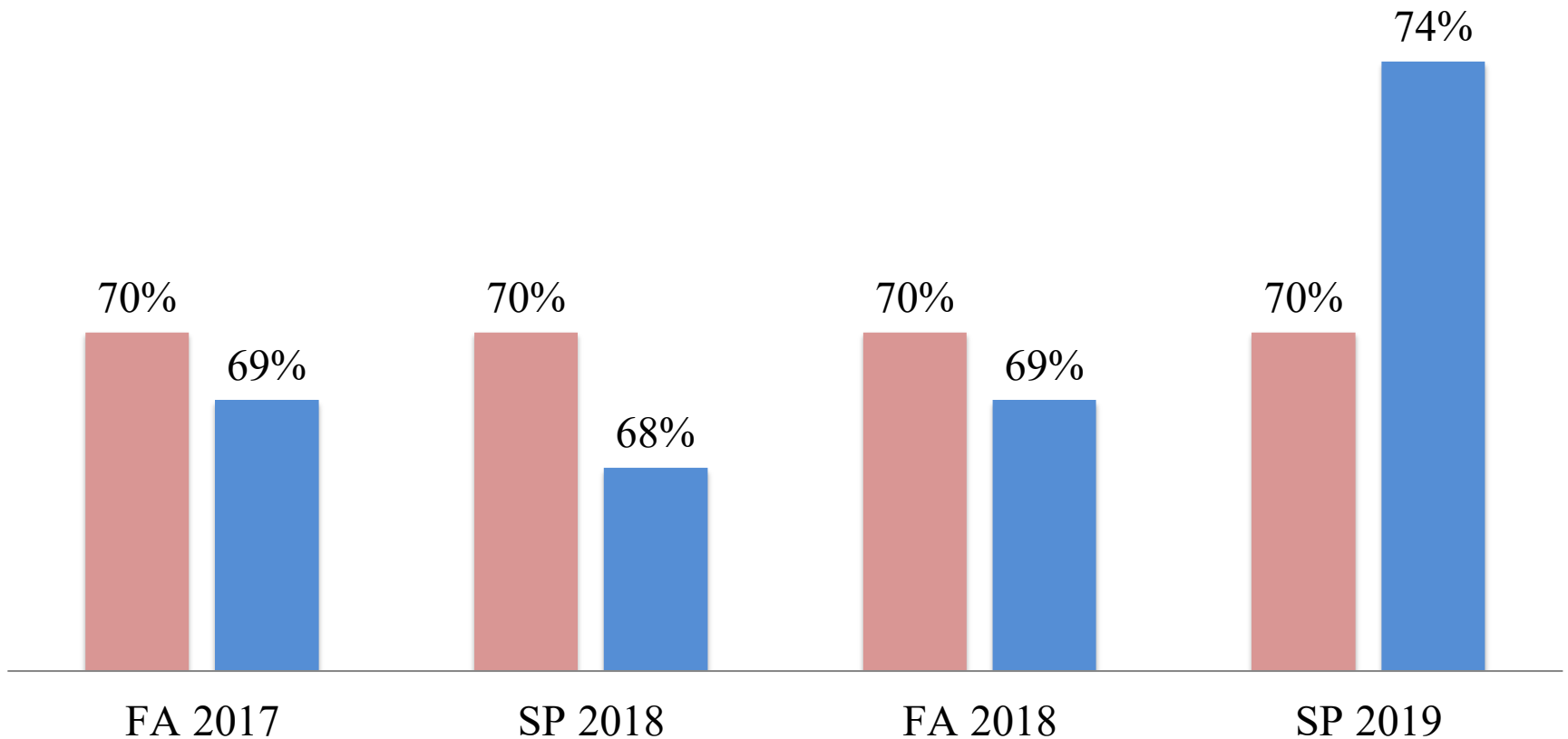




# Current Review: Fall 2017 – Spring 2019

## Overall Developmental Passing Rates

■ Target ■ Performance





# American Samoa Community College

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## Standard II: Gateway Courses



## Standard Two: Gateway Courses

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

- ENG 150
- ENG 151
- MAT 151



# ENG 150

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- **Rate Calculation:** Total number of students who completed ENG 150 with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all ENG 150 sessions per semester.
- **Target set in 2015:** 73%

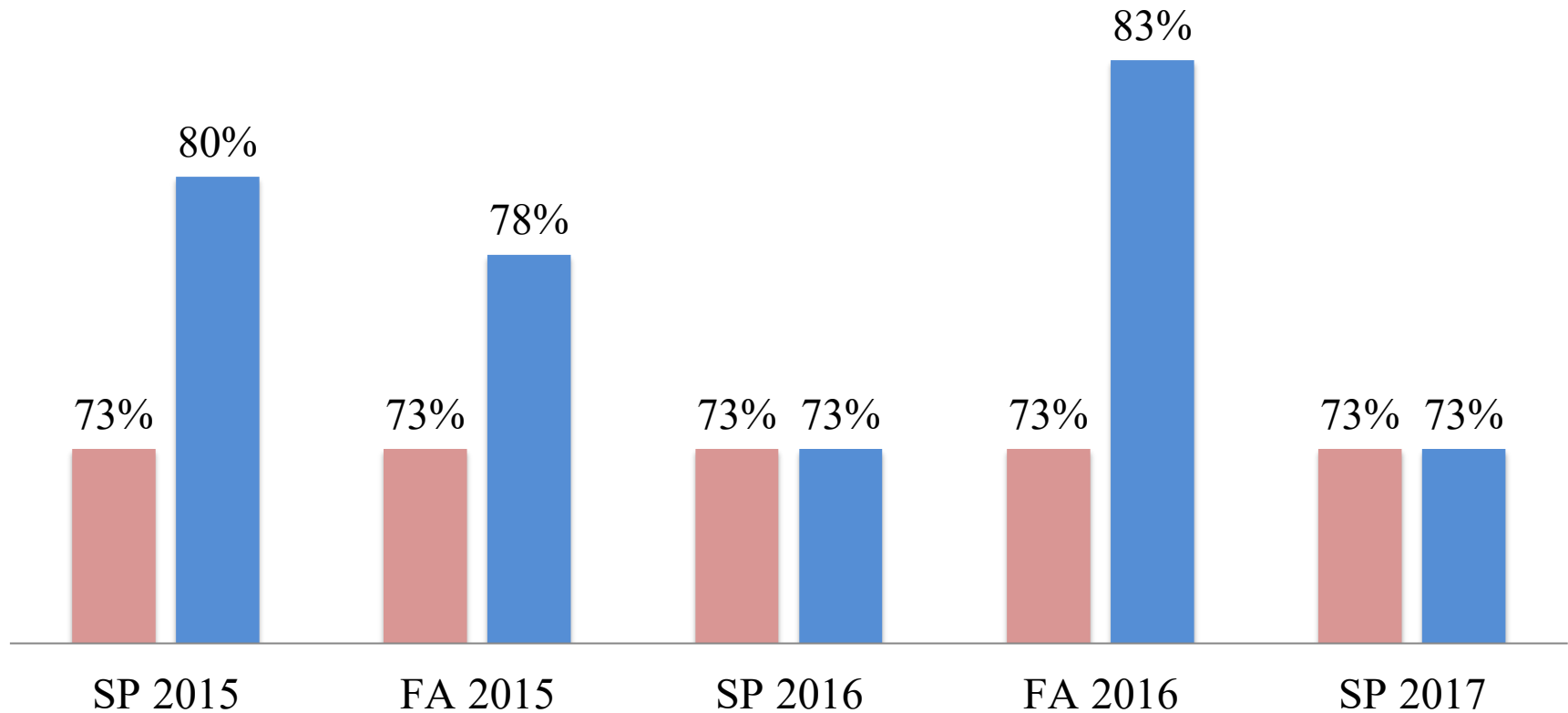


# Data used in previous review: Spring 2015 – Spring 2017

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## ENG 150 “C or Better”

■ Target ■ Performance



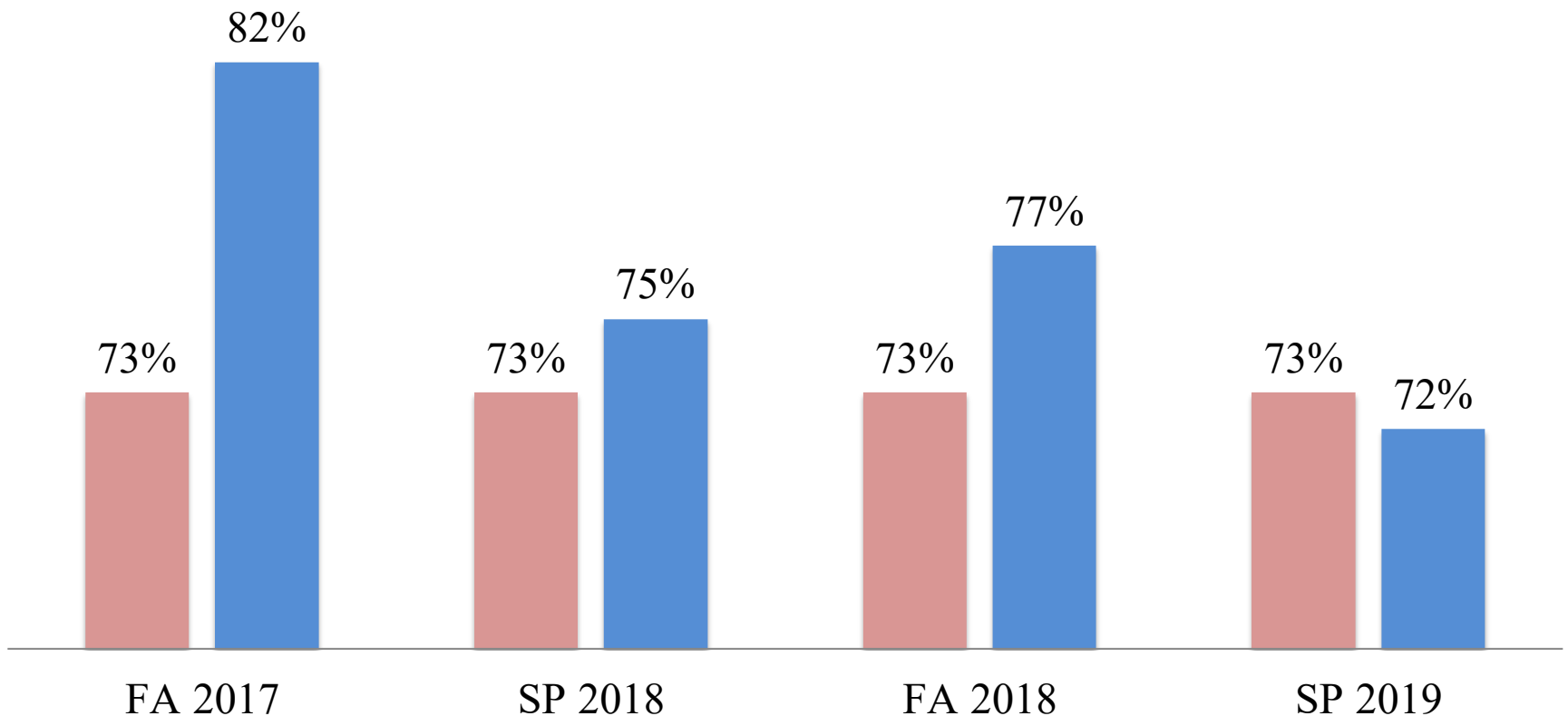


# Current Review: Fall 2017 – Spring 2019

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## ENG 150 "C or Better"

■ Target ■ Performance







# ENG 151

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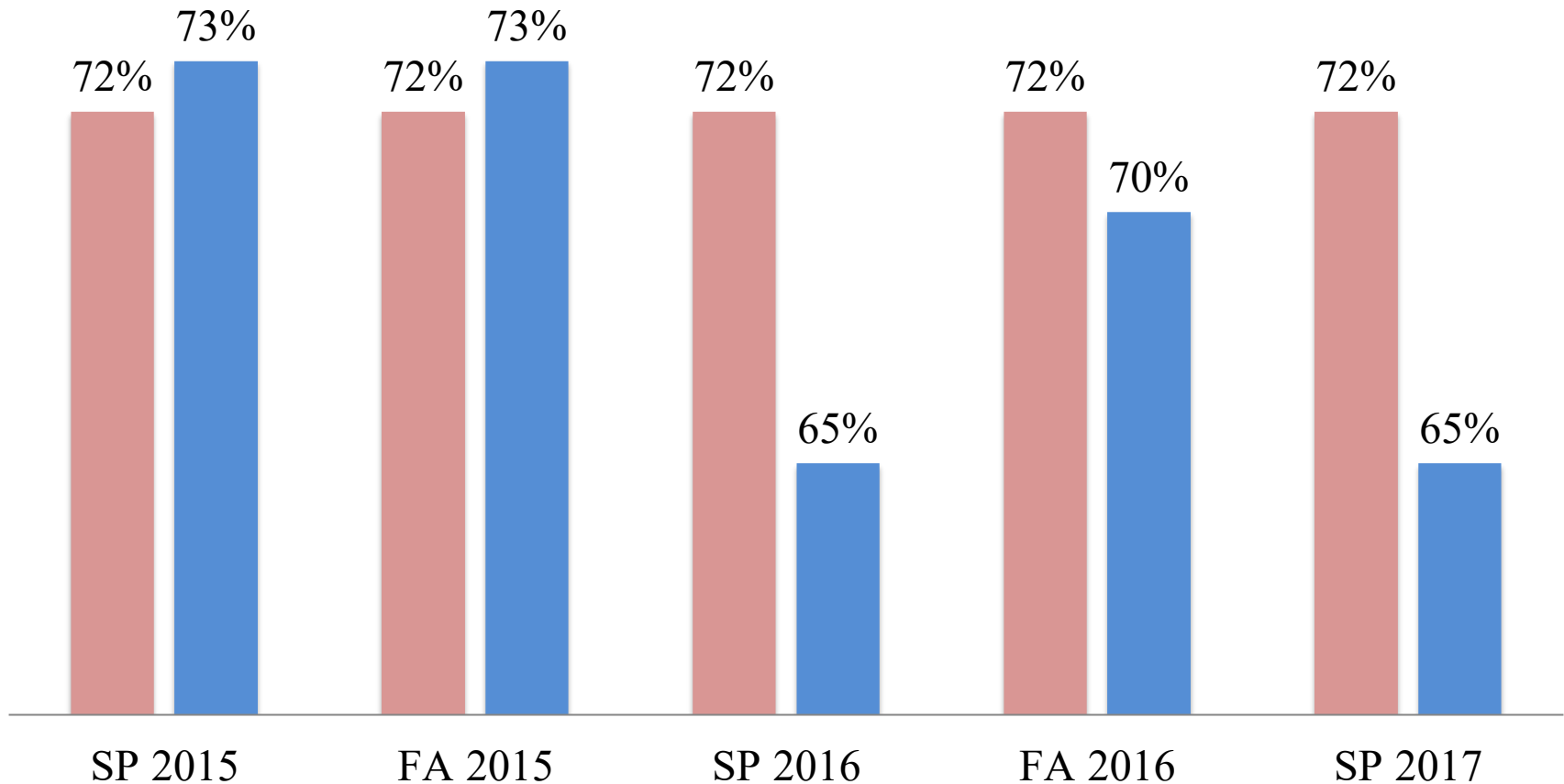
- **Rate Calculation:** Total number of students who completed ENG 151 with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all ENG 151 sessions per semester.
- **Target set in 2015:** 72%



# Data used in previous review: Spring 2015 – Spring 2017

## ENG 151 “C or Better”

■ Target ■ Performance

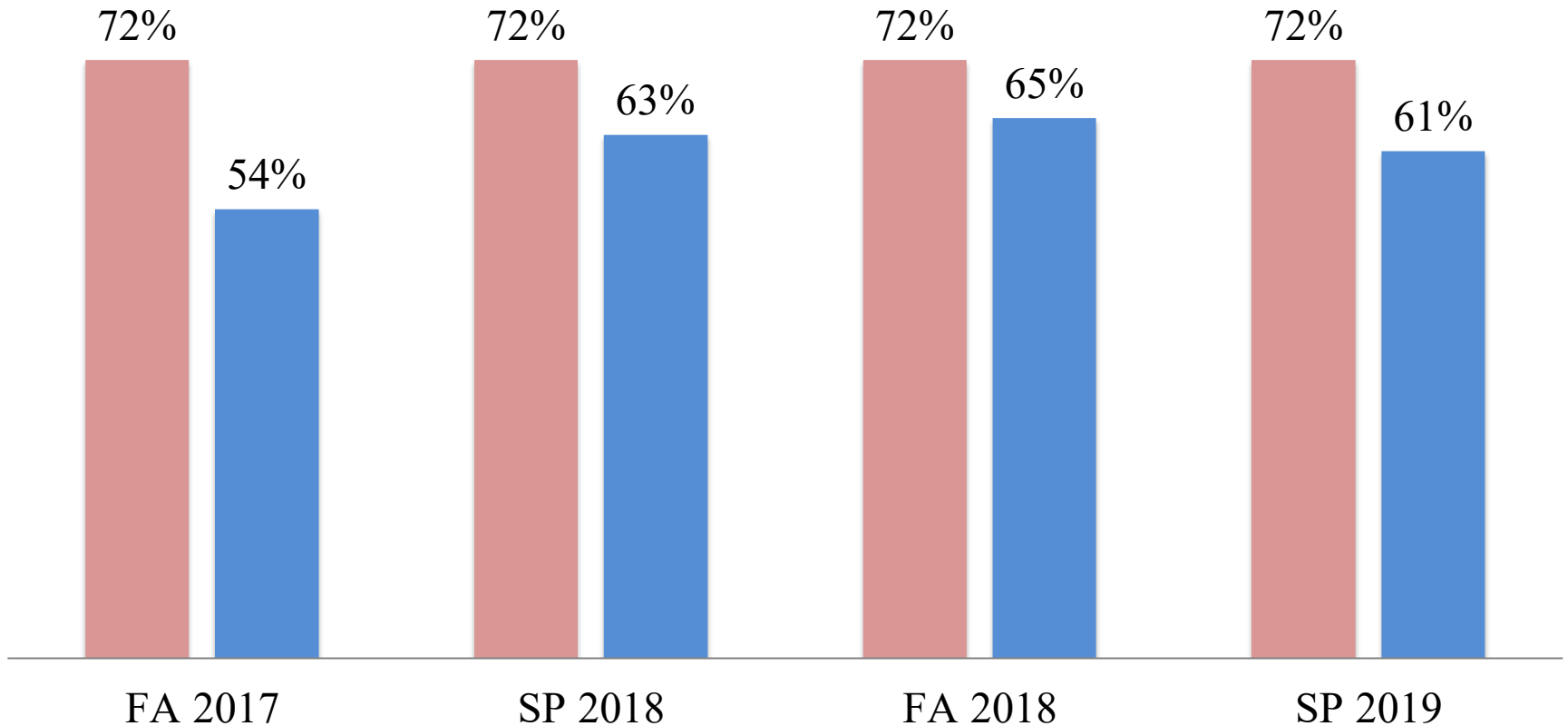




# Current Review: Fall 2017 – Spring 2019

## ENG 151 "C or Better"

■ Target ■ Performance





# MATH 151

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- **Rate Calculation:** Total number of students who completed MAT 151 with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all MAT 151 sessions per semester.
- **Target set in 2015:** 63%

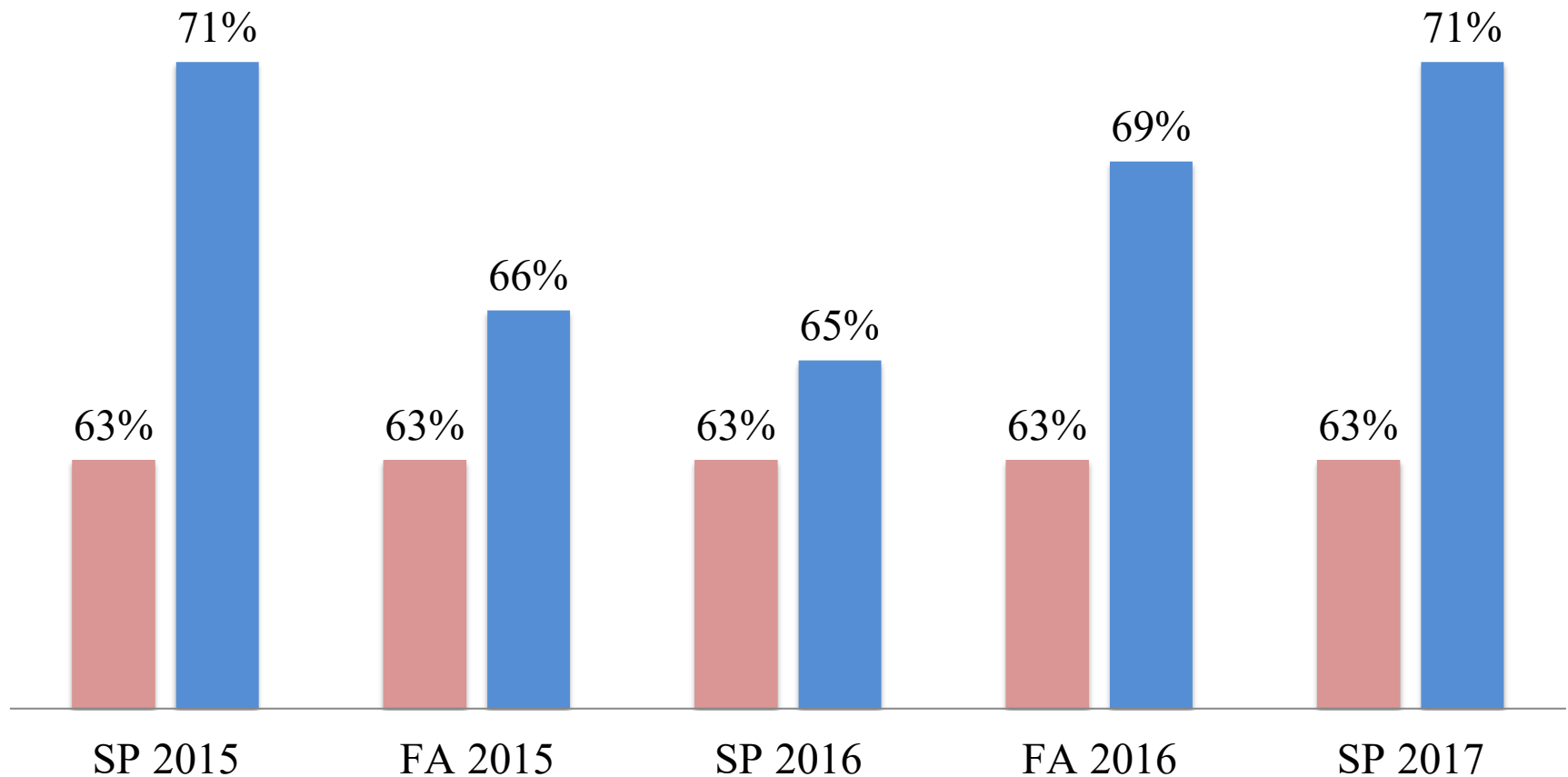


# Data used in previous review: Spring 2015 – Spring 2017

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## MAT 151 “C or Better”

■ Target ■ Performance

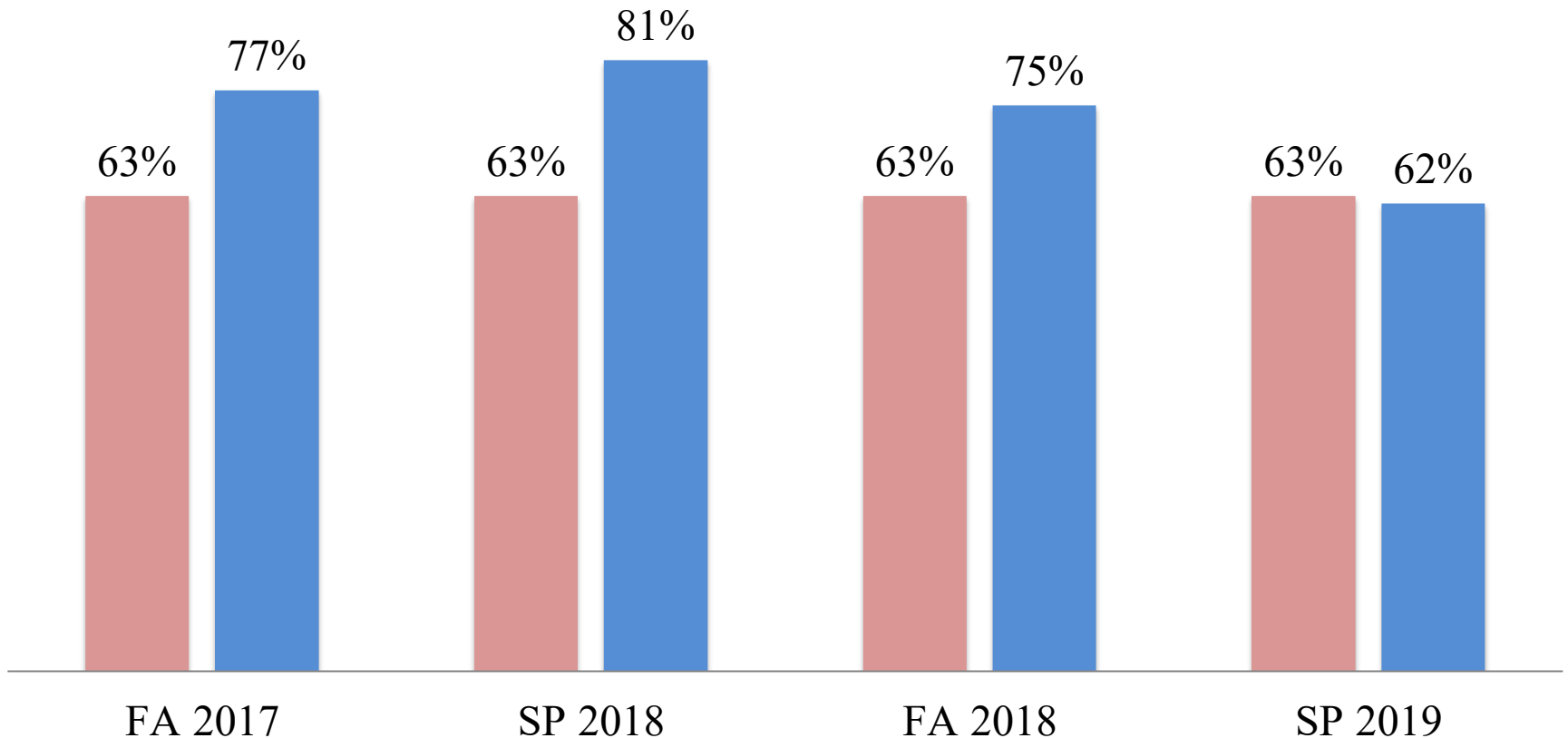




# Current Review: Fall 2017 – Spring 2019

## MAT 151 "C or Better"

■ Target ■ Performance





# Overall

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- **Rate Calculation:** Total number of students who completed ENG 150. ENG 151 and MAT 151 with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all ENG 150, ENG 151 and MAT 151 sessions per semester.
- **Target set in 2015:** 72%



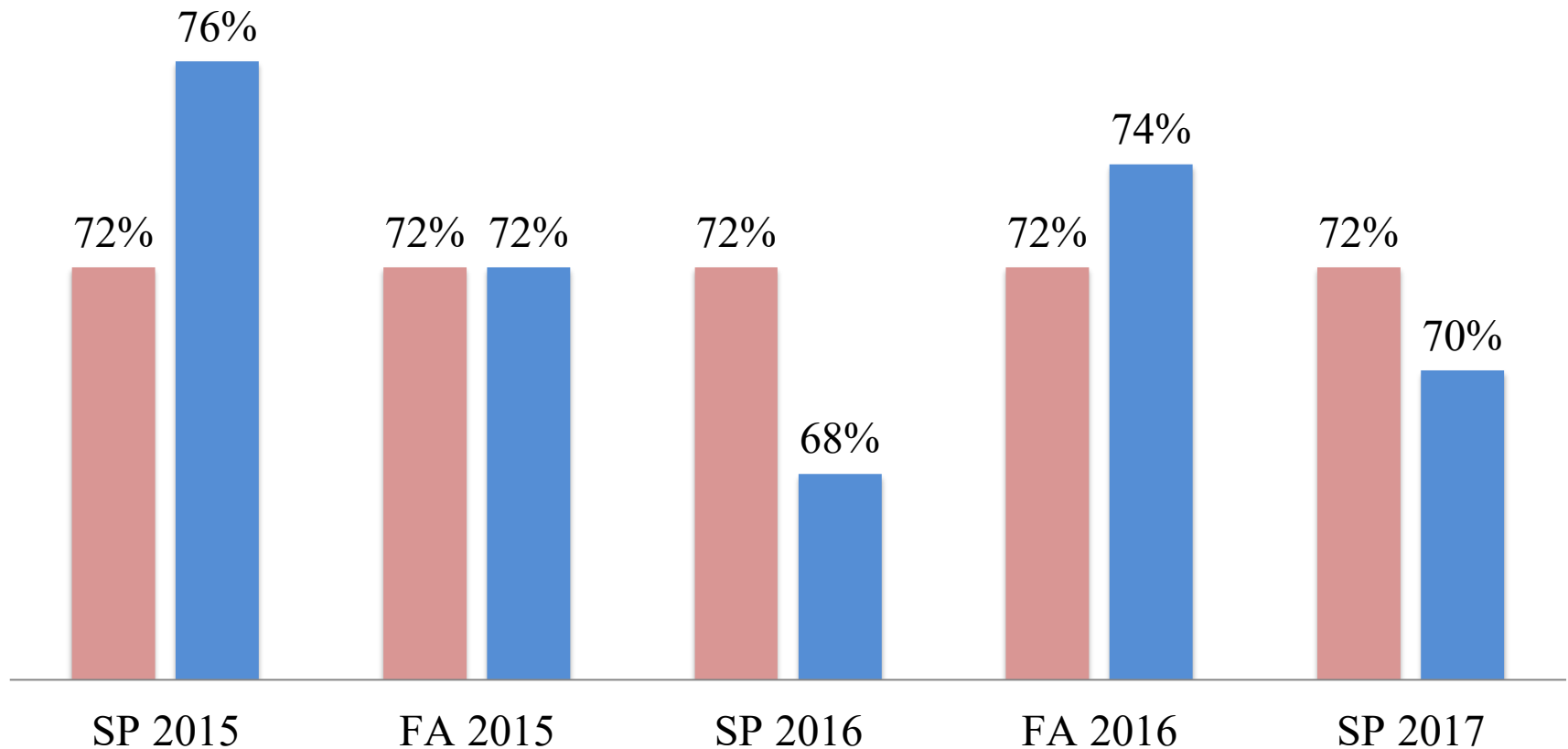
# Data used in previous review:

## Spring 2015 – Spring 2017

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### Overall Gateway “C or Better”

■ Target ■ Performance





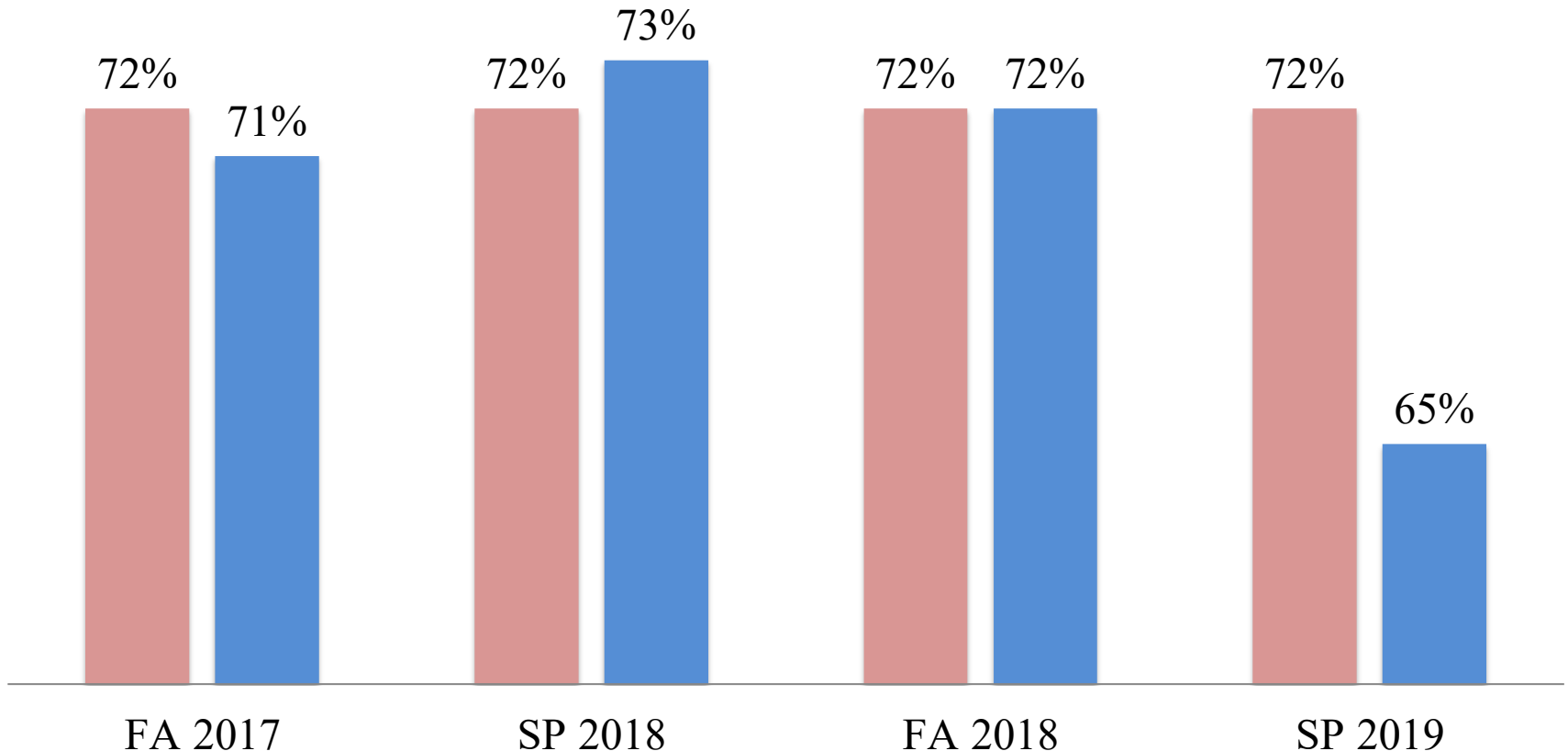


# Current Review: Fall 2017 – Spring 2019

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## Overall Gateway "C or Better"

Target Performance





# American Samoa Community College

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## Standard III: Degree Program Requirements



## Standard III: Degree Program Requirements

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### **Indicator:**

- The successful completion of General Education, Core Foundational, and Co-Foundational Courses required by a Degree program.
  - General Education
  - Core Foundational
  - Co-Foundational



# General Education

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- **Rate Calculation:** Total number of students who completed General Education Courses with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all General Education sessions per semester.
- **Target set in 2015:** 75%

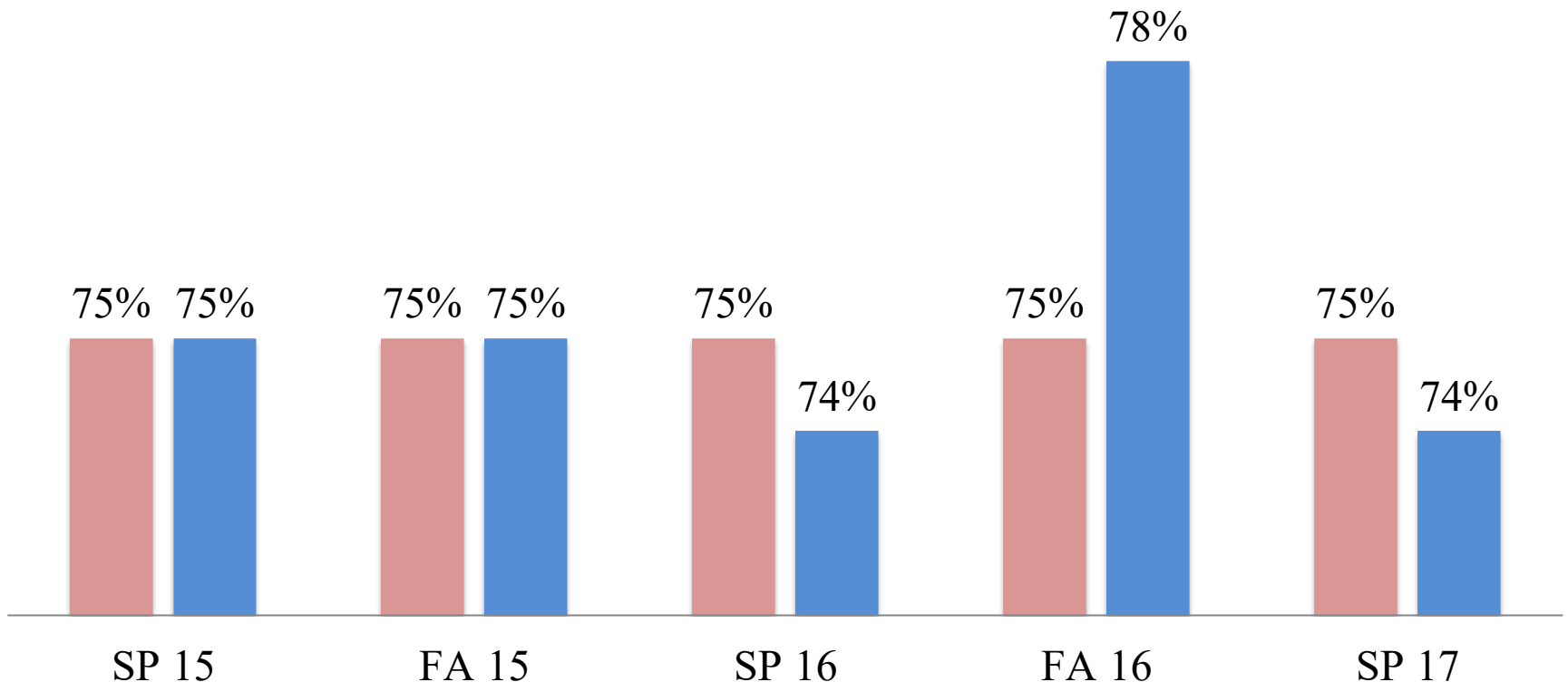


# Data used in previous review: Spring 2015 – Spring 2017

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## General Education "C or Better"

■ Target ■ Performance



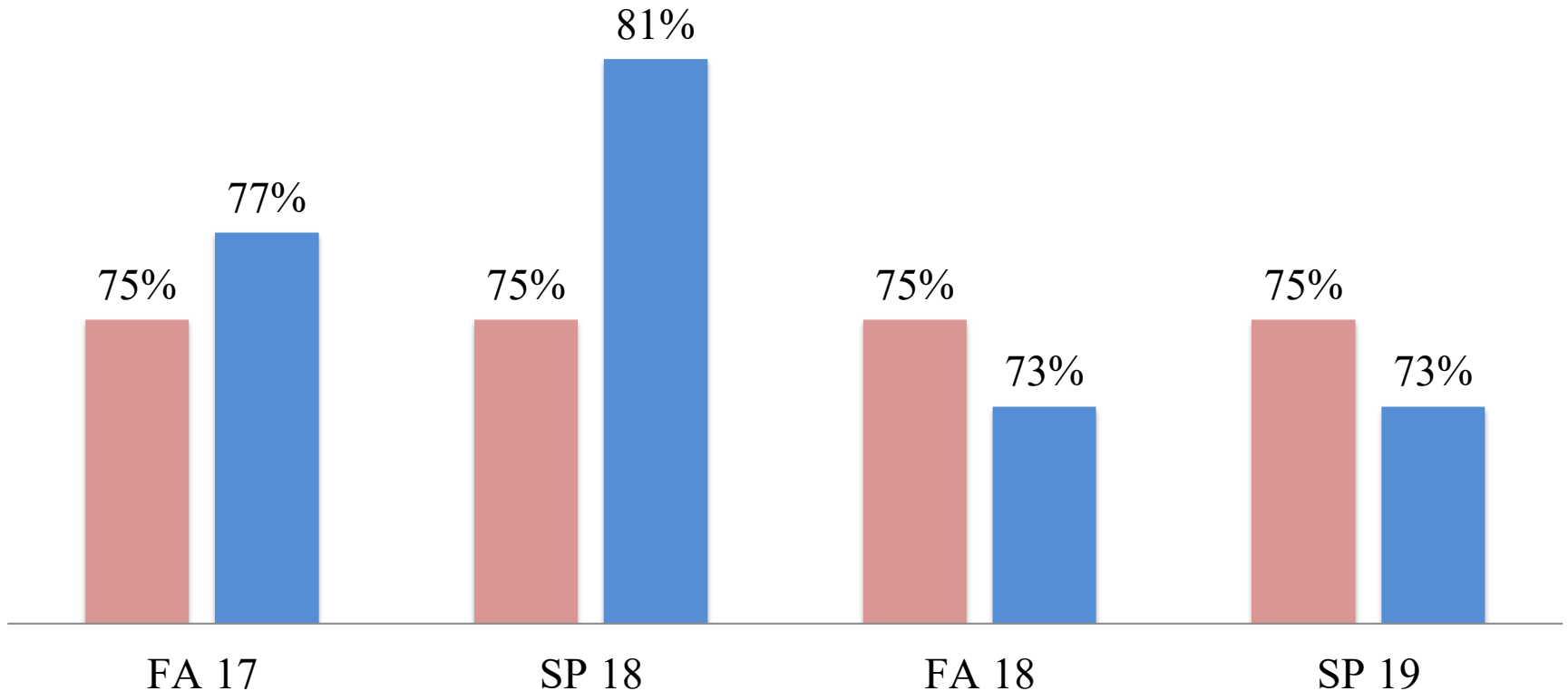


# Current Review: Fall 2017 – Spring 2019

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## General Education Courses "C or Better"

■ Target ■ Performance





# Core Foundational Courses

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- **Rate Calculation:** Total number of students who completed Core Foundational Courses with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all Core Foundational sessions per semester.
- **Target set in 2015: 80%**

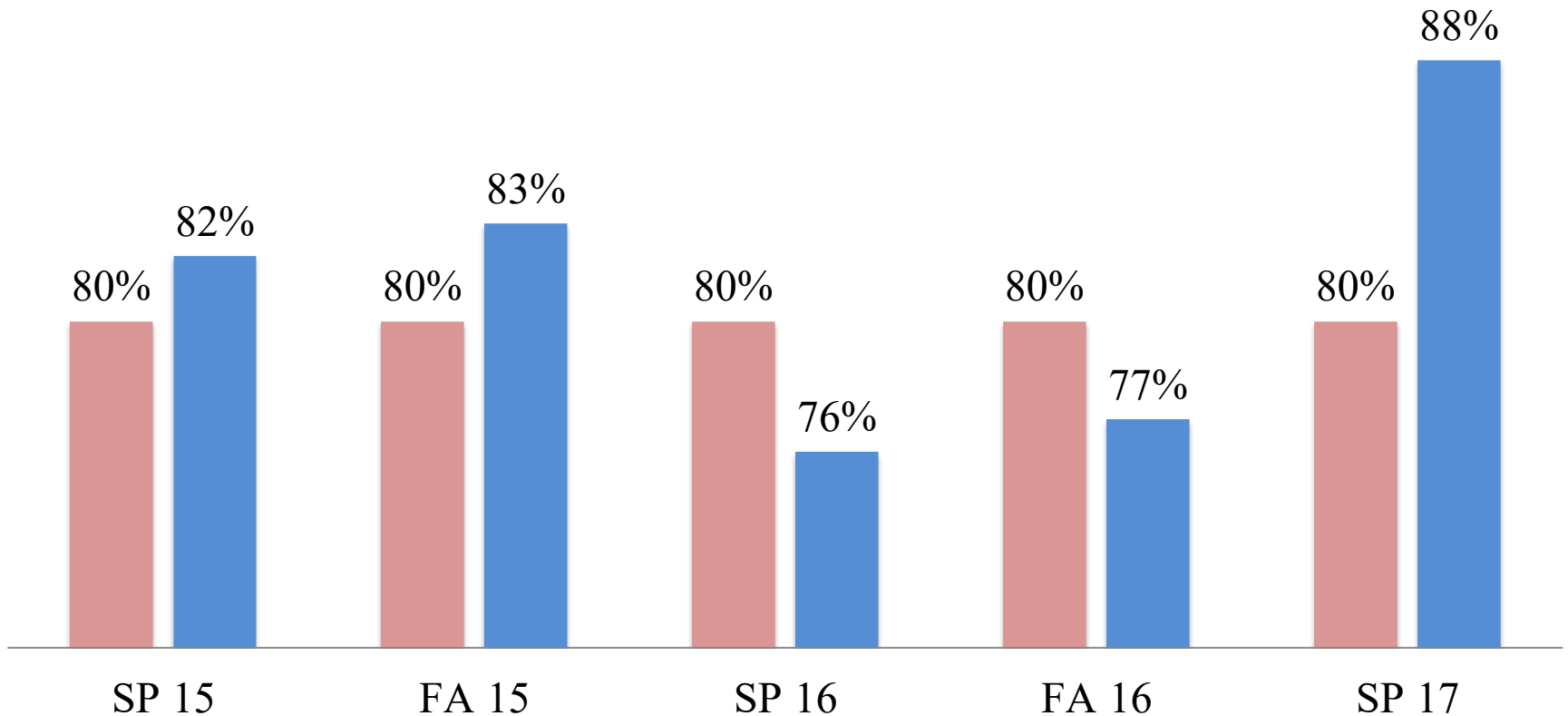


# Data used in previous review: Spring 2015 – Spring 2017

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## Core Foundational "C or Better"

■ Target ■ Performance





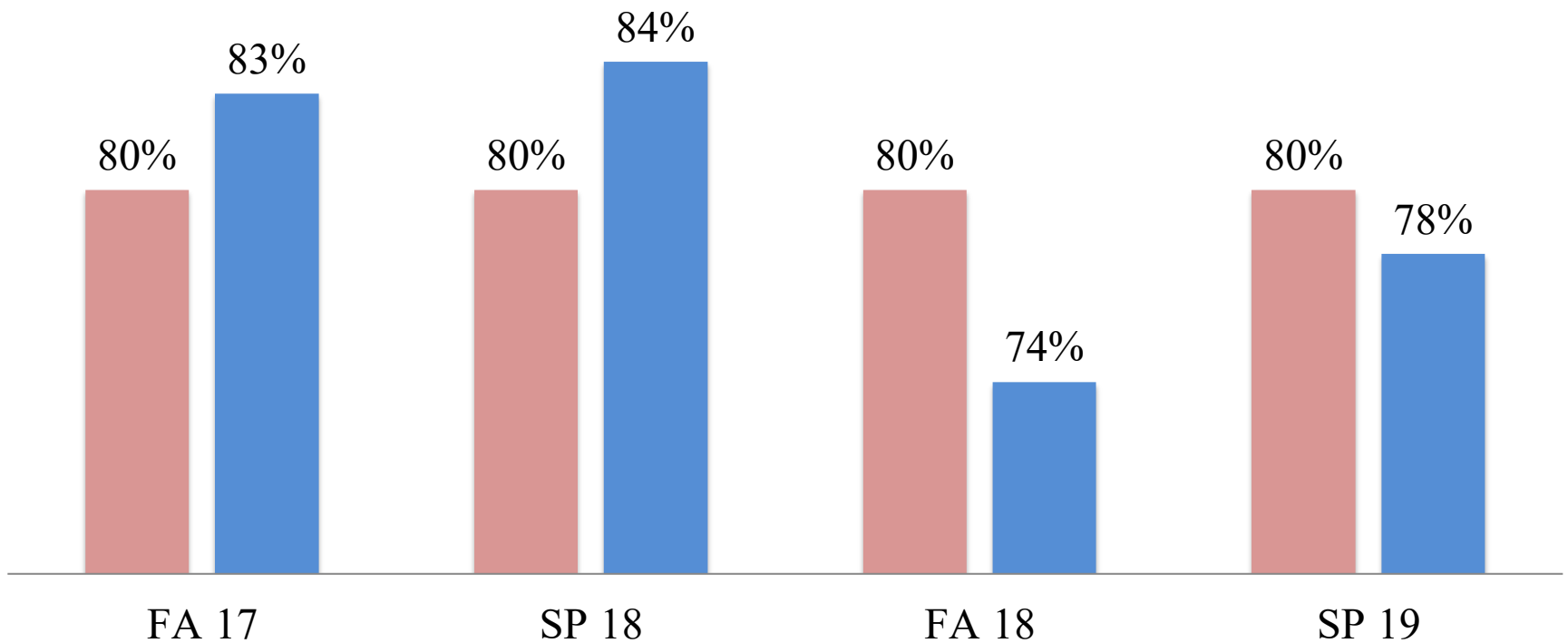


# Current Review: Fall 2017 – Spring 2019

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## Core Foundational Courses "C or Better"

■ Target ■ Performance





# Co-Foundational Courses

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- **Rate Calculation:** Total number of students who completed Co-Foundational Courses with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all Co-Foundational sessions per semester.
- **Target set in 2015: 90%**

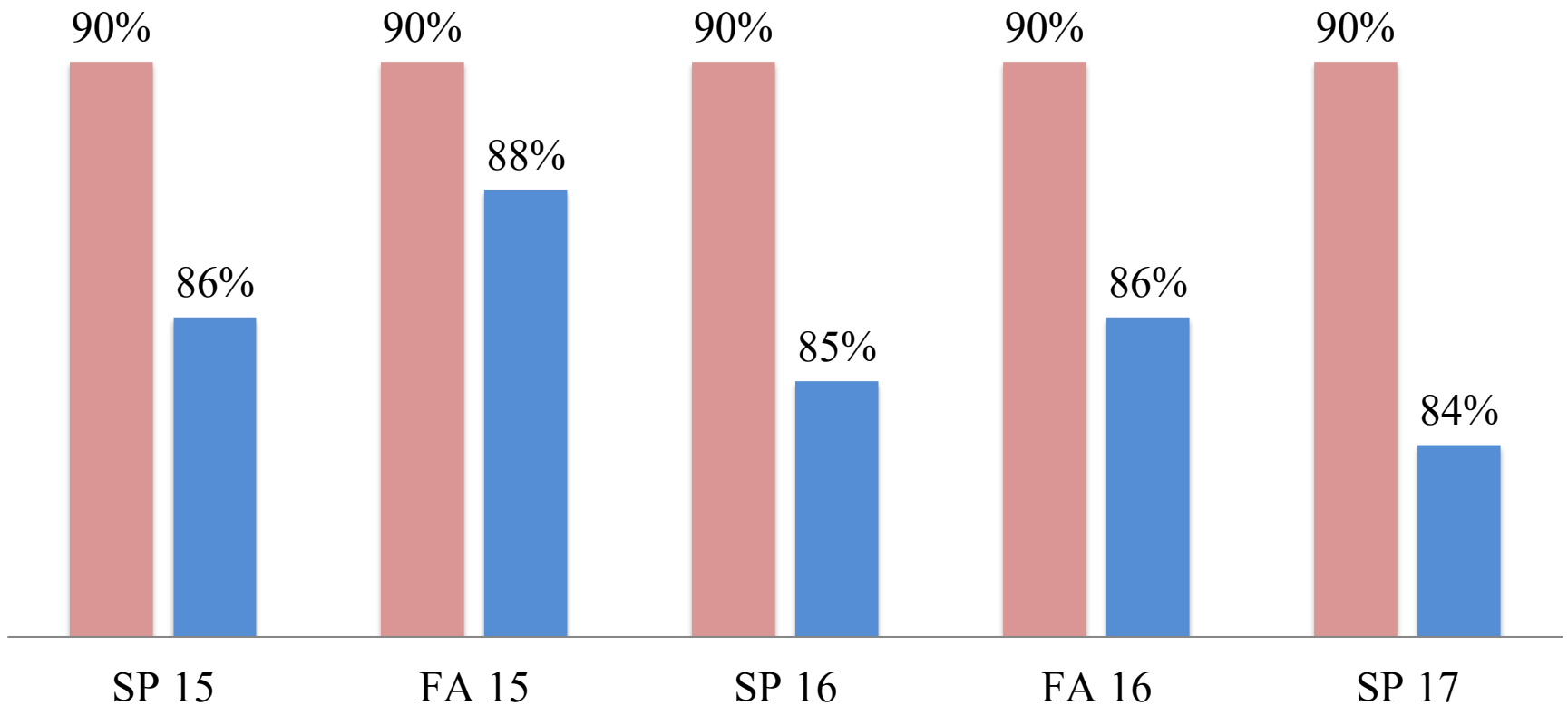


# Data used in previous review: Spring 2015 – Spring 2017

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## Co-Foundational "C or Better"

■ Target ■ Performance



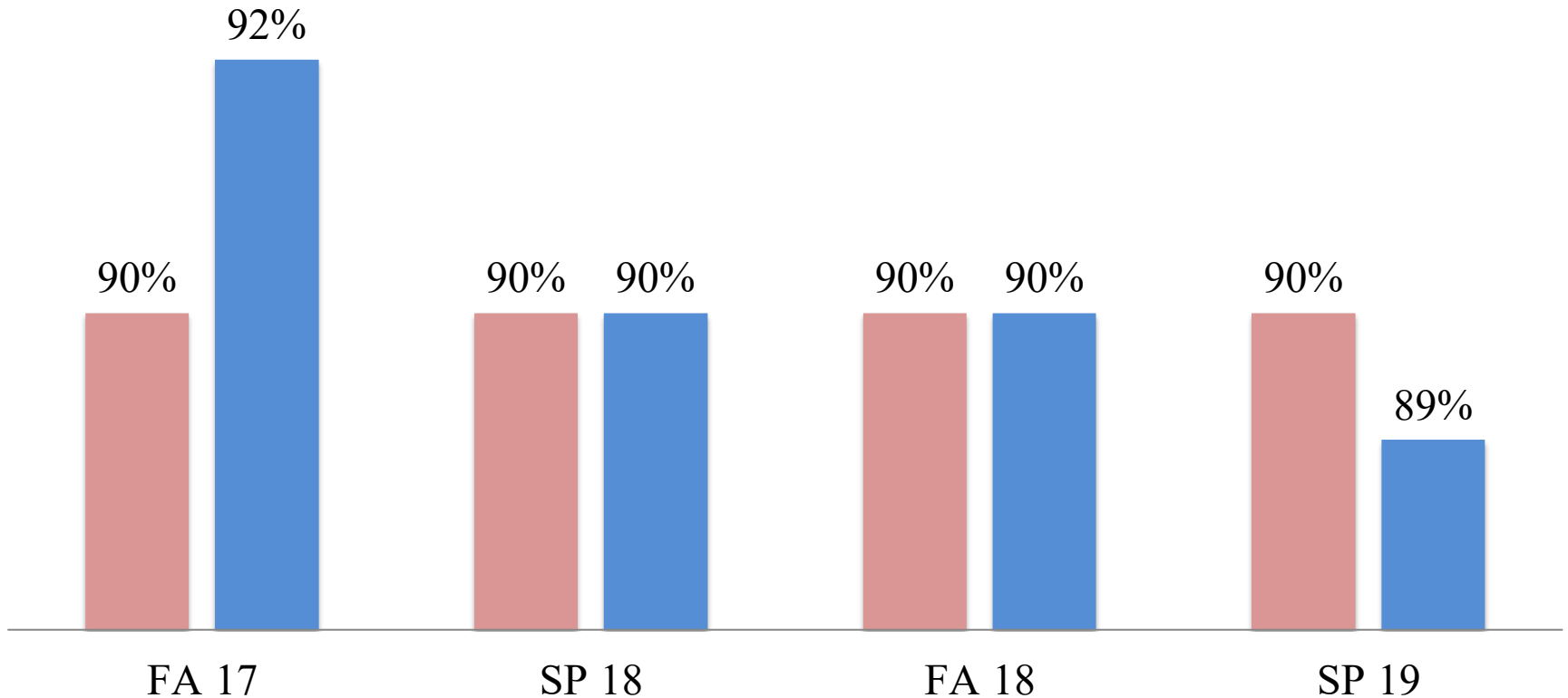


# Current Review: Fall 2017 – Spring 2019

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## Co-Foundational Courses "C or Better"

■ Target ■ Performance





# Overall

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- **Rate Calculation:** Total number of students who completed all Program requirements with a “C” or better in all the sessions offered per semester divided by the total number of students enrolled in all program requirement sessions per semester.
- **Target set in 2015: 80%**

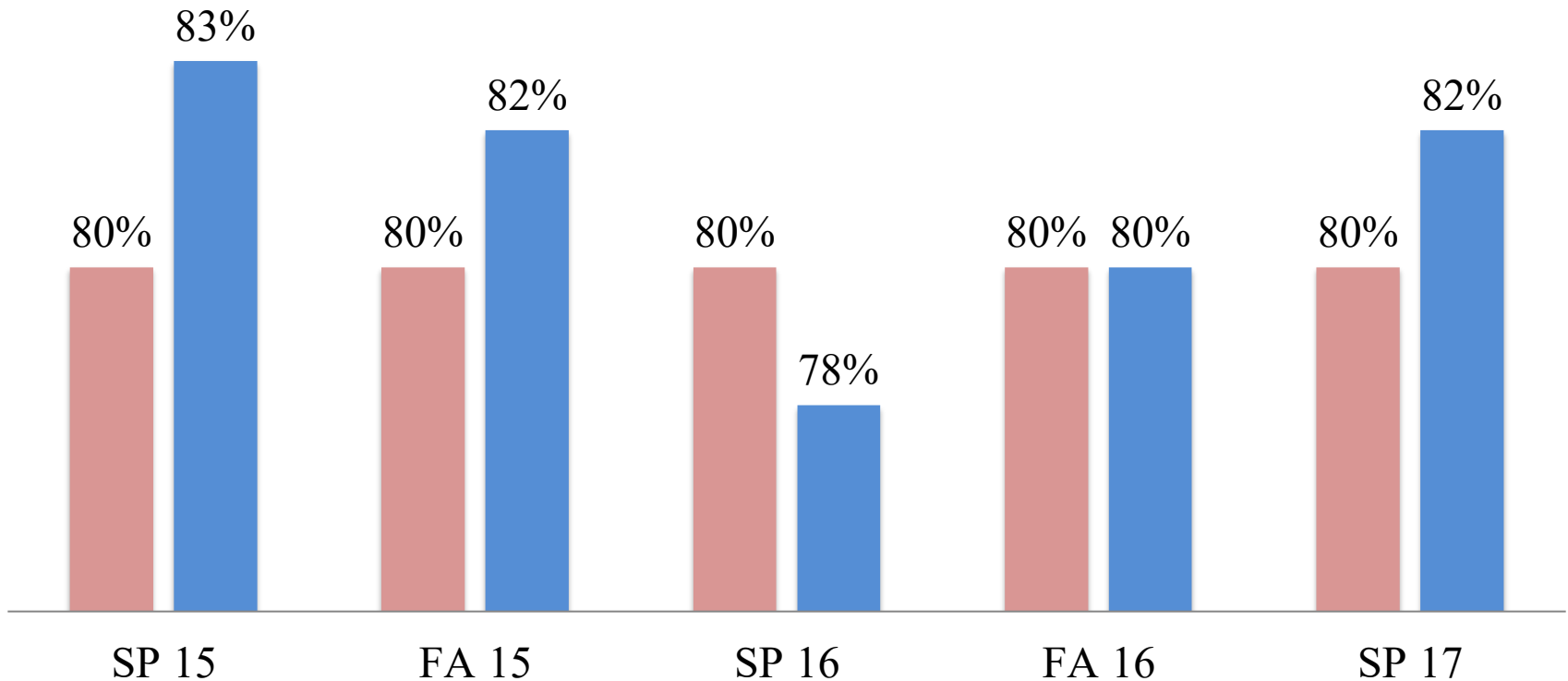


# Data used in previous review: Spring 2015 – Spring 2017

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## Overall Degree Program Requirement Rates

■ Target ■ Performance



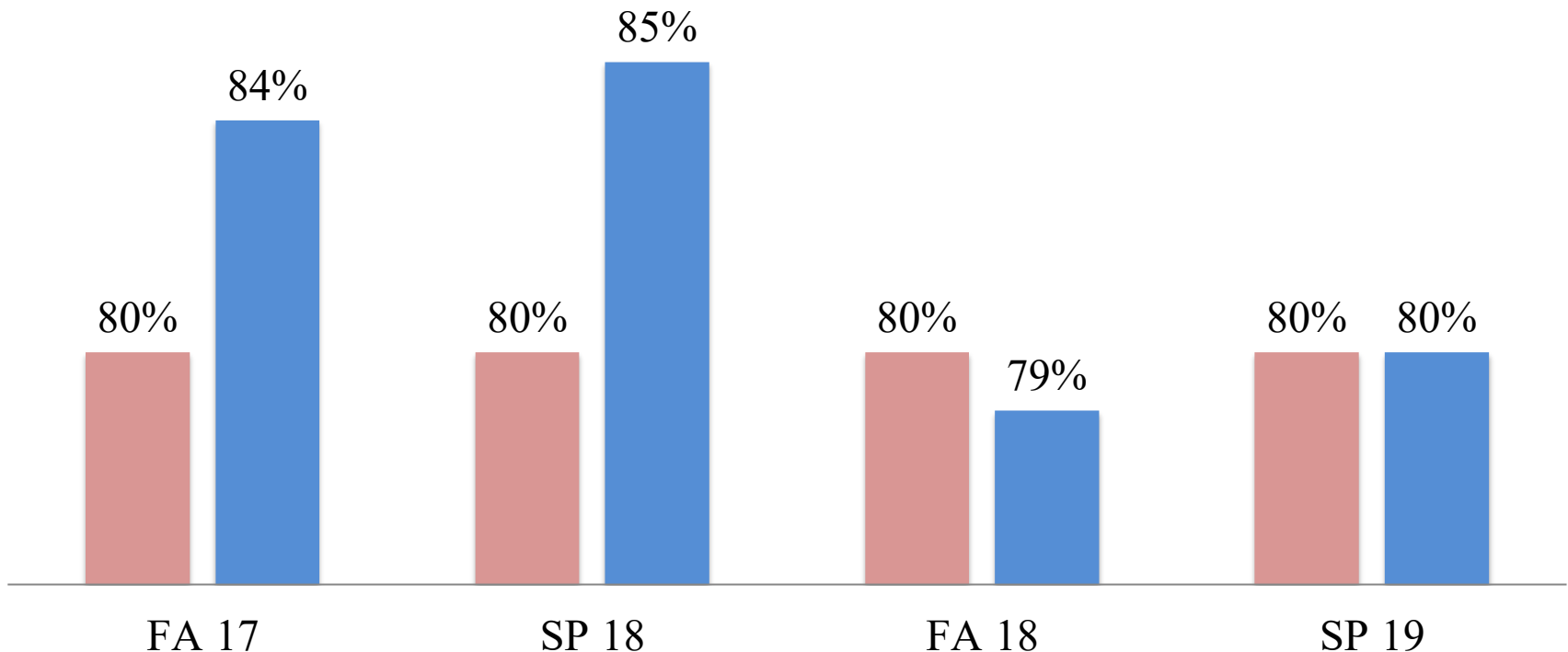


# Current Review: Fall 2017 – Spring 2019

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## Program Requirements "C or Better"

■ Target ■ Performance





# American Samoa Community College

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## Standard IV: Persistence

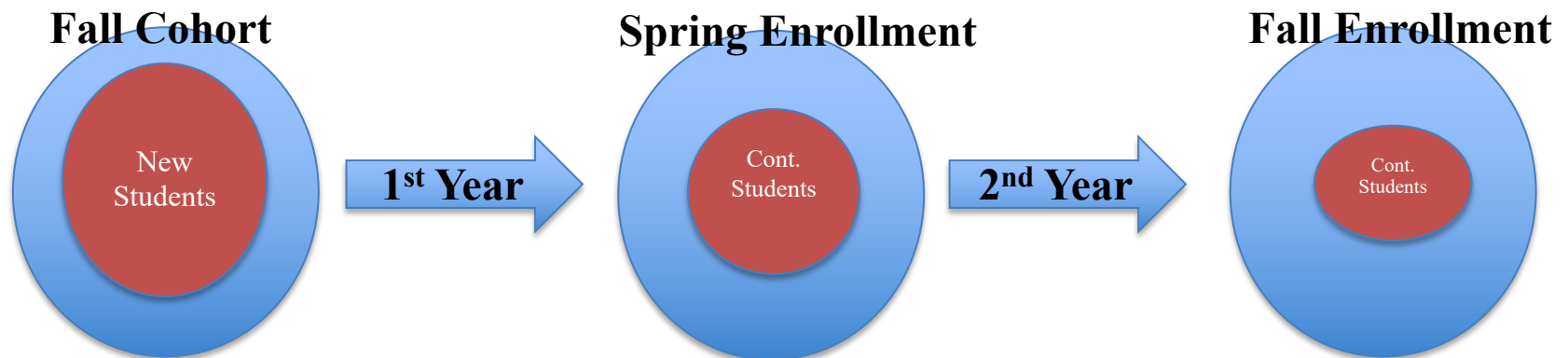




# Standard IV: Persistence

## Indicator:

- The retention of students in the first year and second year of study.
  - First Year Retention: Percentage of “new students” enrolled in a Fall cohort who are enrolled in the following Spring semester.
  - Second Year Retention: Percentage of “new students” from first year retention who are enrolled again in the following Fall semester.





# First Year Retention

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- **Rate Calculation:** The number of "New Students" from each Fall Cohort who enrolled in the following Spring Semester divided by the total number of "New Students" in Fall Cohort.
- **Target set in 2015: 50%**

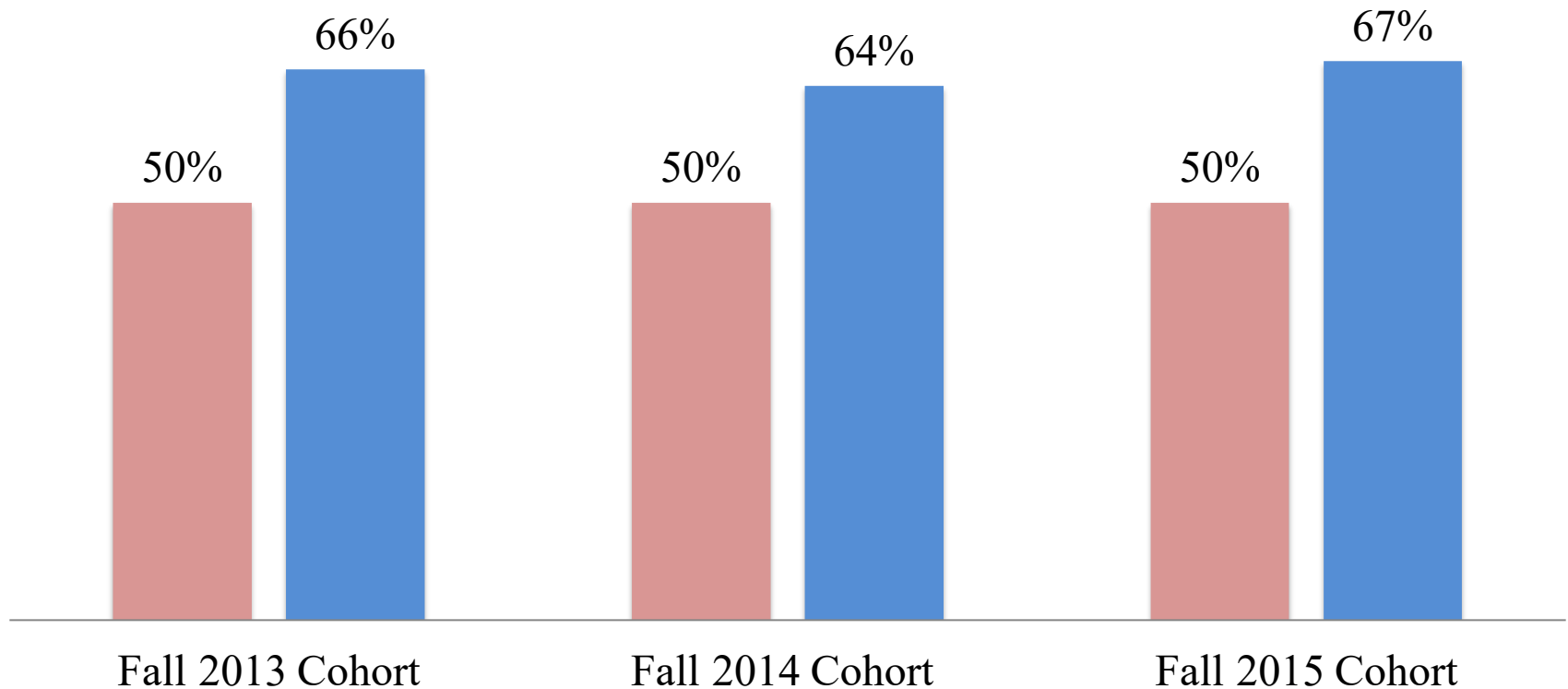


# Data used in previous review Fall 2013-Fall 2015

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## First Year Retention

■ Target ■ Performance



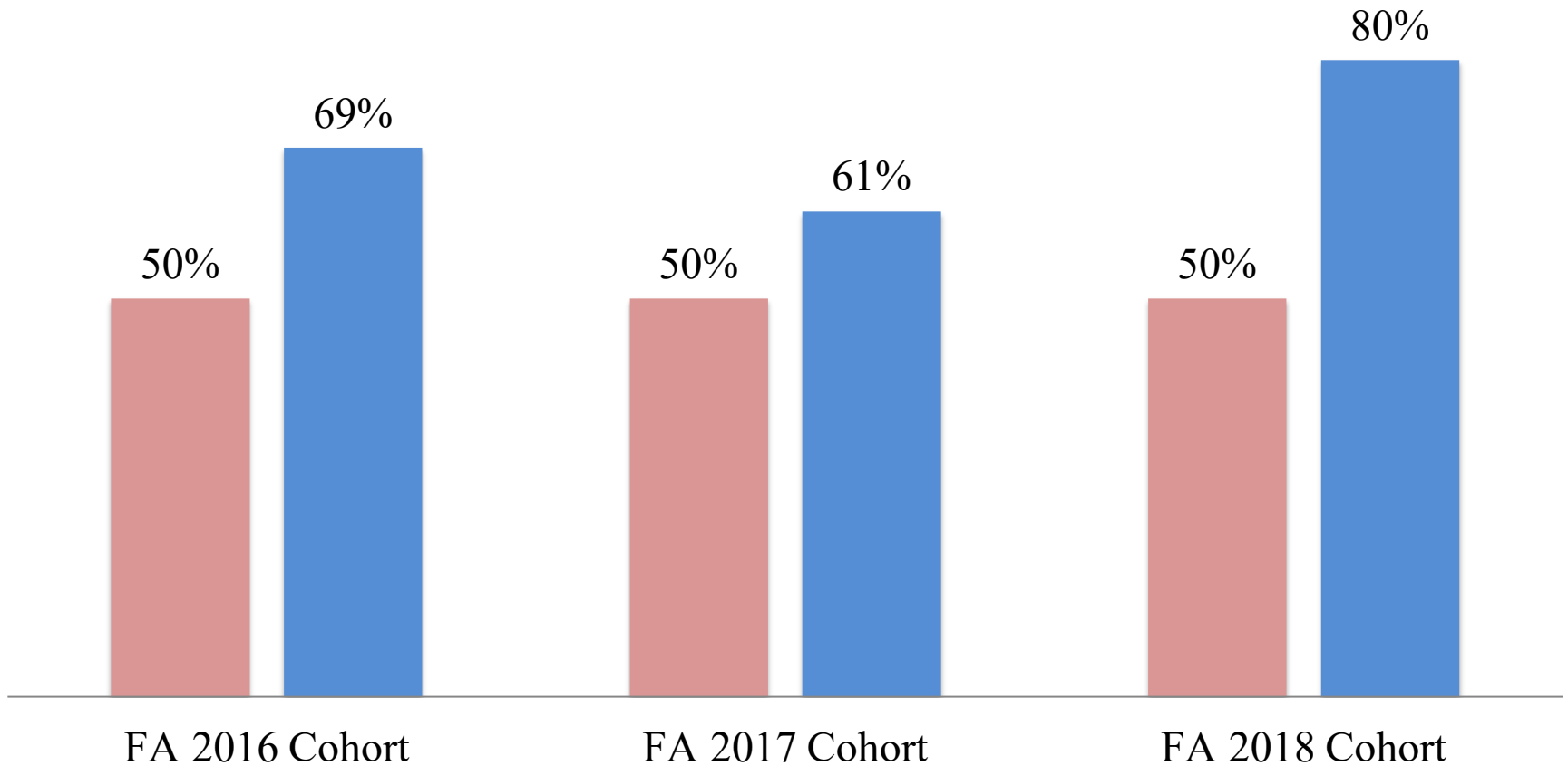


# Current Review: FA 2016-FA2018

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## First Year Retention

■ Target ■ First Year





# Second Year Retention

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- **Rate Calculation:** The number of First year students from each Fall Cohort that enrolled in following Spring and Fall semesters divided by the total number of "New Students" in a Fall cohort.
- **Target set in 2015:** 30%

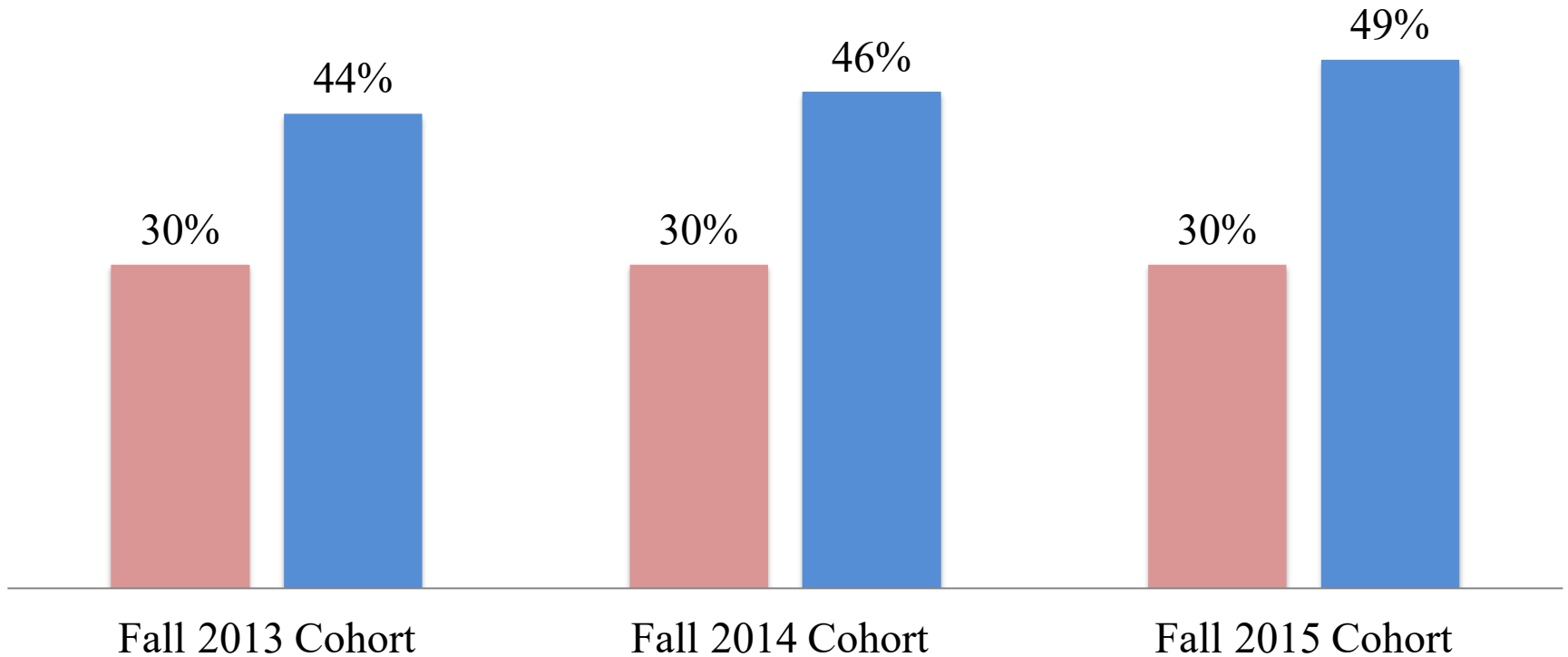


# Data used in previous review: FA 2013-FA 2015

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## Second Year Retention

■ Target ■ Performance



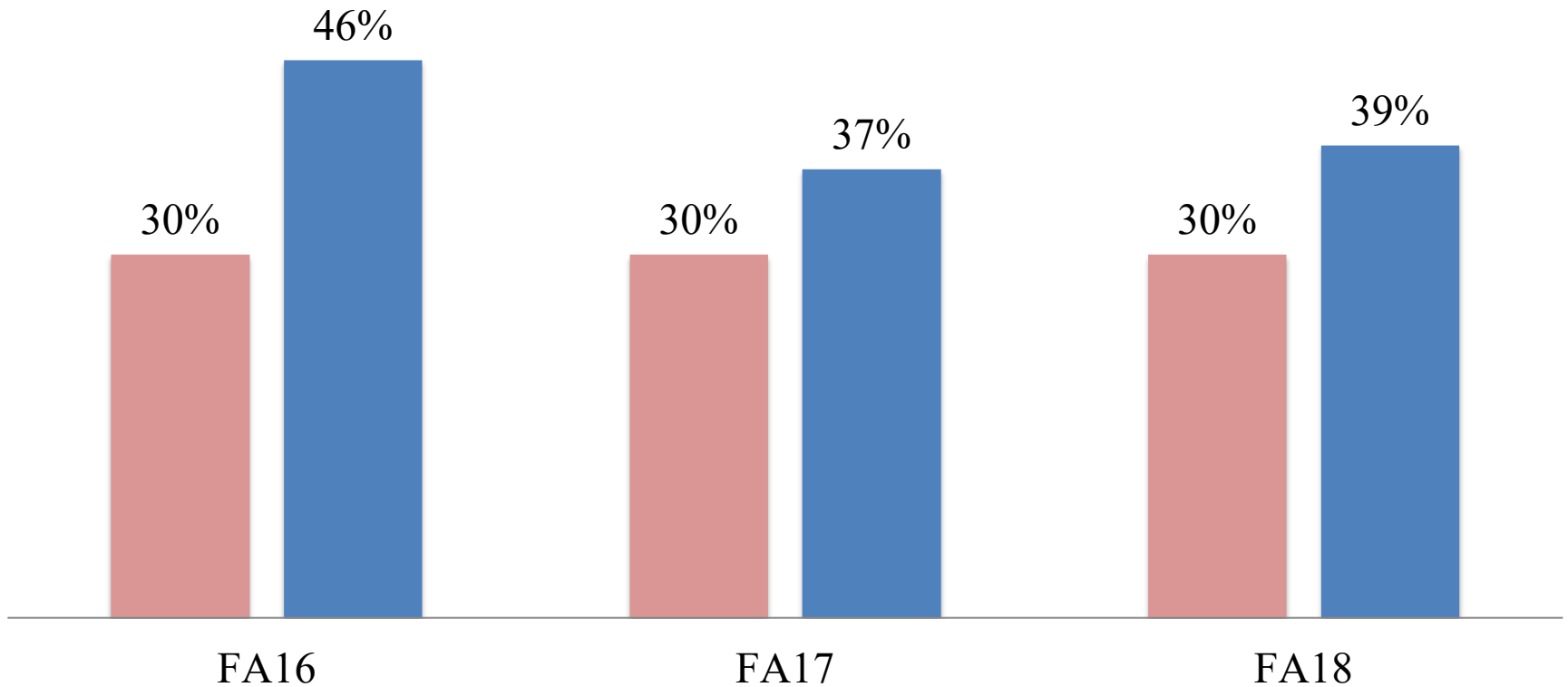


# Current Review: FA 2016 – FA 2018

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## Second Year Performance

■ Target ■ Performance





# American Samoa Community College

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## Standard V:

Degree/Certificate Completion and  
Transfer





# Standard V: Graduation Rates, Transfer and Transition into the Workforce

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## Indicator:

- The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.
  - 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.**



# 150% of Normal Time to Completion (NTC)

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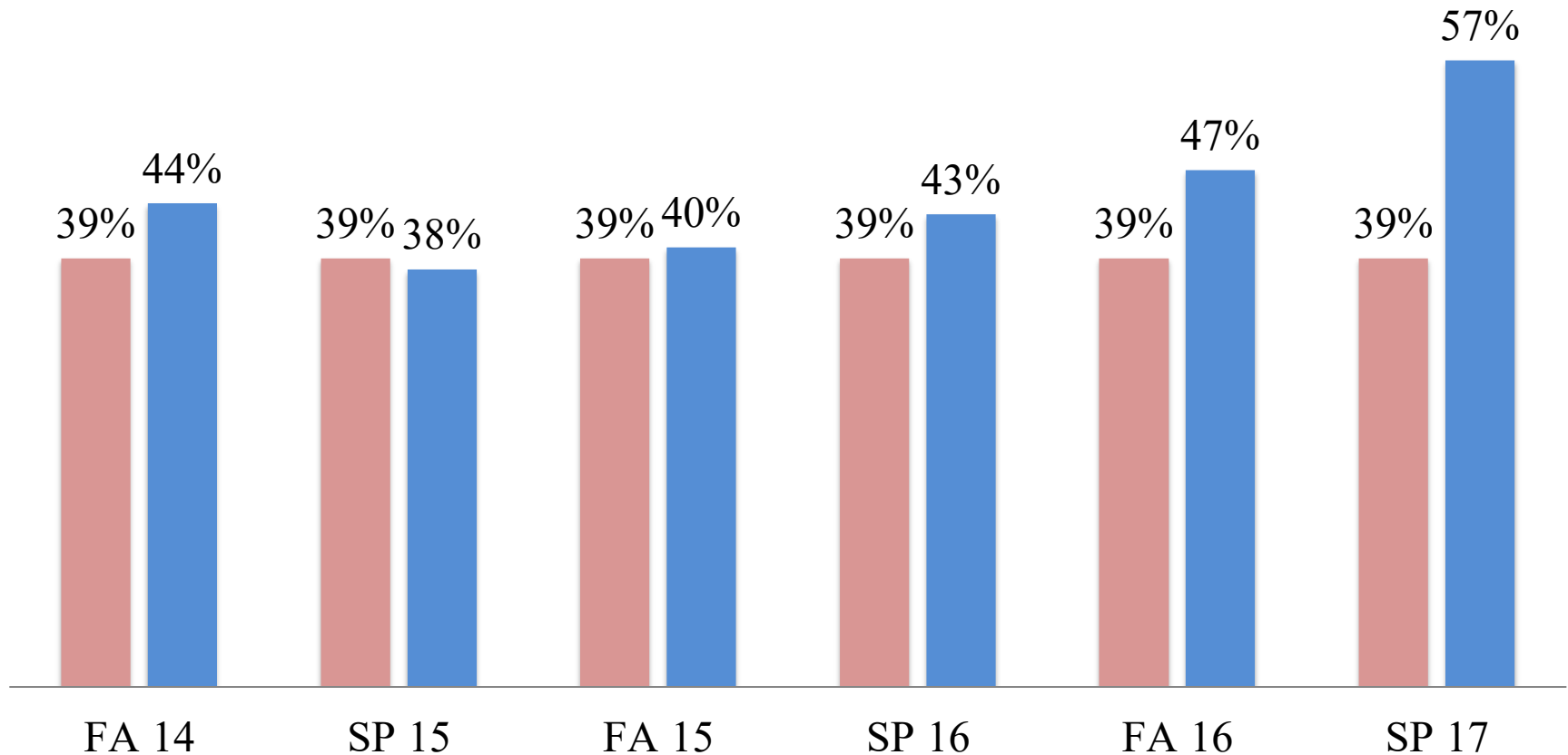
- **Rate Calculation:** Number of graduates that completed degree programs in 3 years (5-6 semesters not including Summer Term) divided by the total number of graduates.
- **Target set in 2015: 39%**



Data used in previous review: Fall 2014-Spring 2017

## Graduates who completed within 150% of NTC

■ Target ■ Completion in 150%



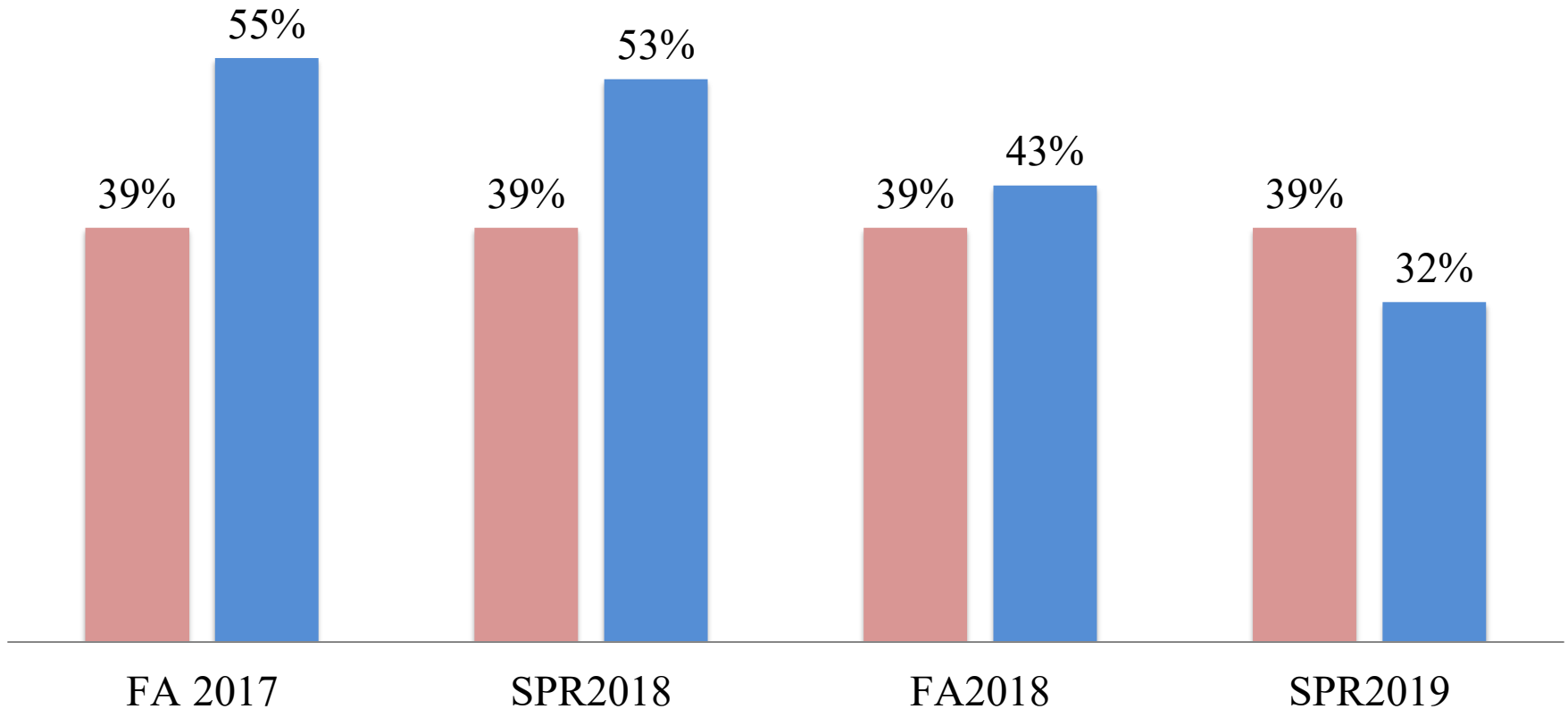


# Current Review: Fall 2017-Spring 2019

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## Graduates who completed within 150% of NTC

■ Target ■ 3 Years Completion





# Transfer to Institutions of Higher Learning

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- **Rate Calculation:** Number of graduates that received ASG scholarships and loans as divided by the total number of graduates per Academic year.
- **Target set in 2015: 18%**

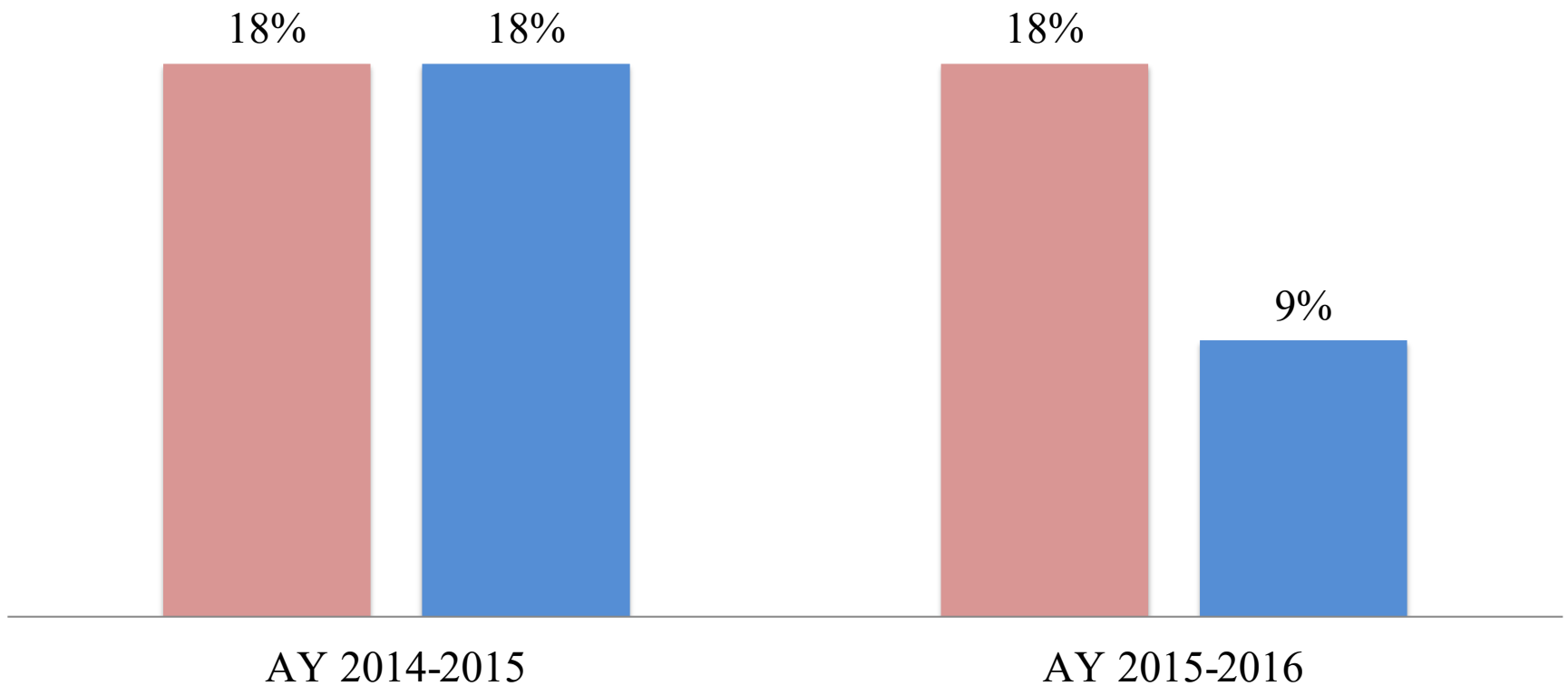


Data used in previous review: AY 2014 – AY2015

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## Percentage of Graduates who received ASG Scholarships and Loans

■ Target ■ Performance



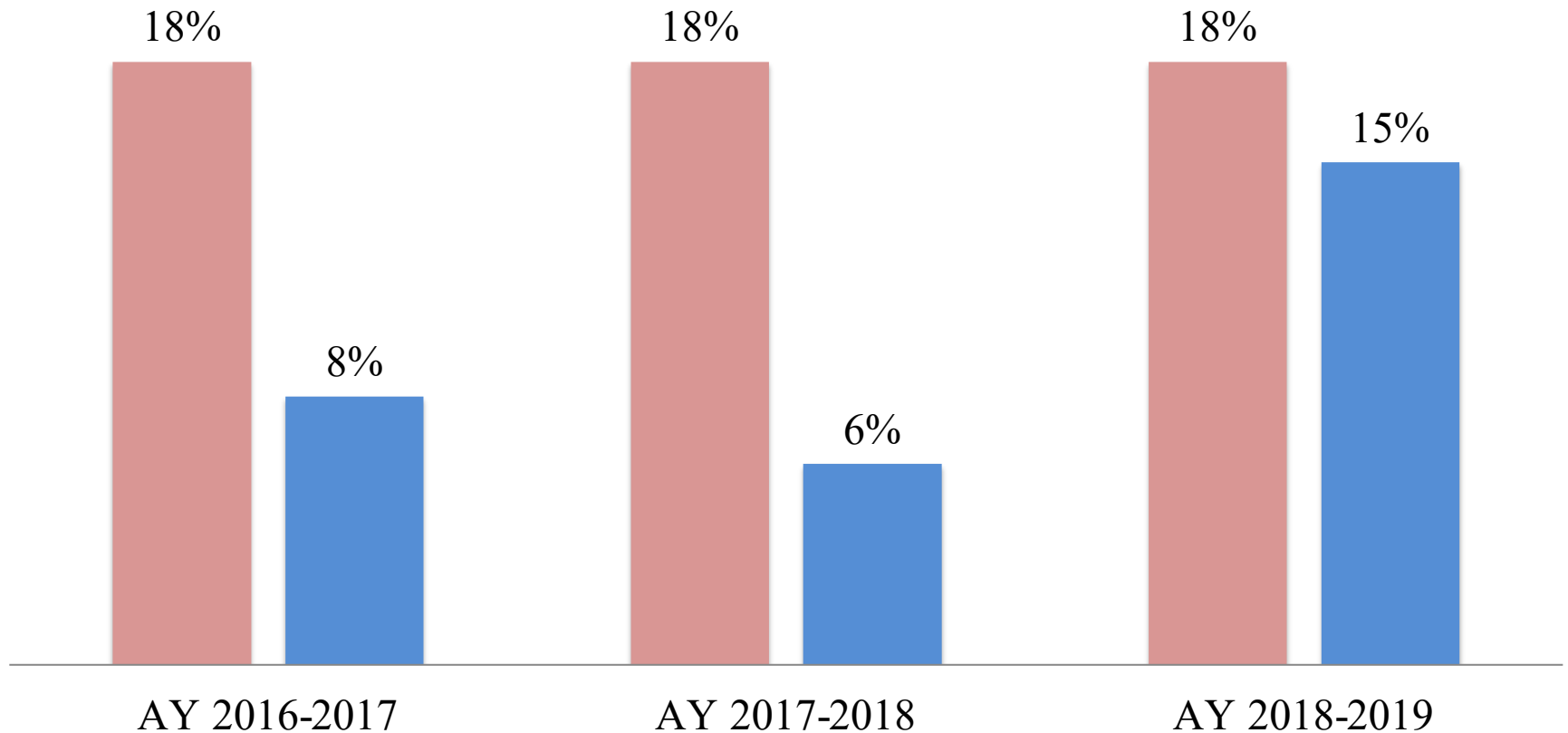


# Current Review: AY 2016-AY 2018

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## Percentage of Graduates who received ASG Scholarships & Loans

■ Target ■ Performance





# Transition into the Workforce

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- **Rate Calculation:** Number of graduates that transitioned into the workforce from CTE programs listed divided by the number of graduates from each program.
- **Target set in 2015: 50%**



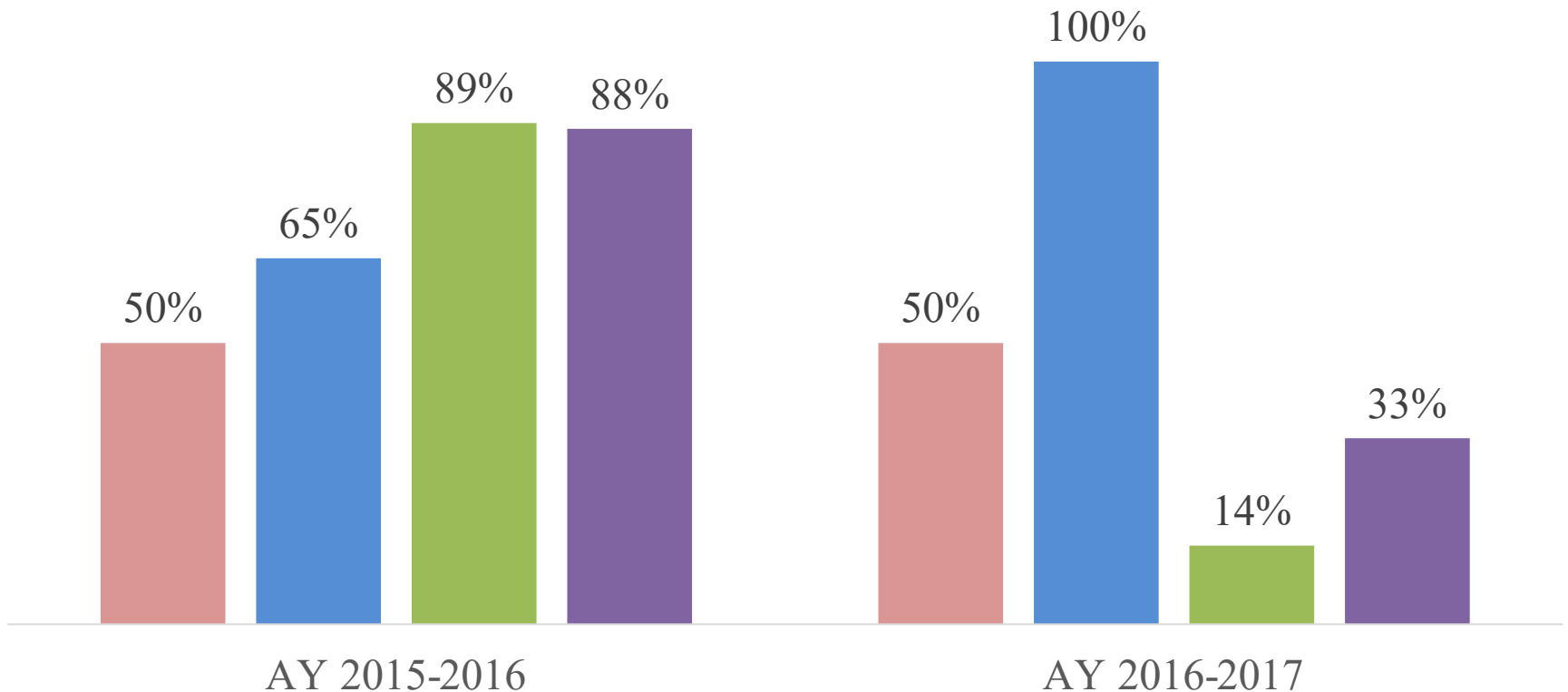


# Data used in previous review AY2015-AY2016

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## Graduate Placement into Workforce

■ Target ■ Nursing ■ Trades & Tech ■ Teacher Education



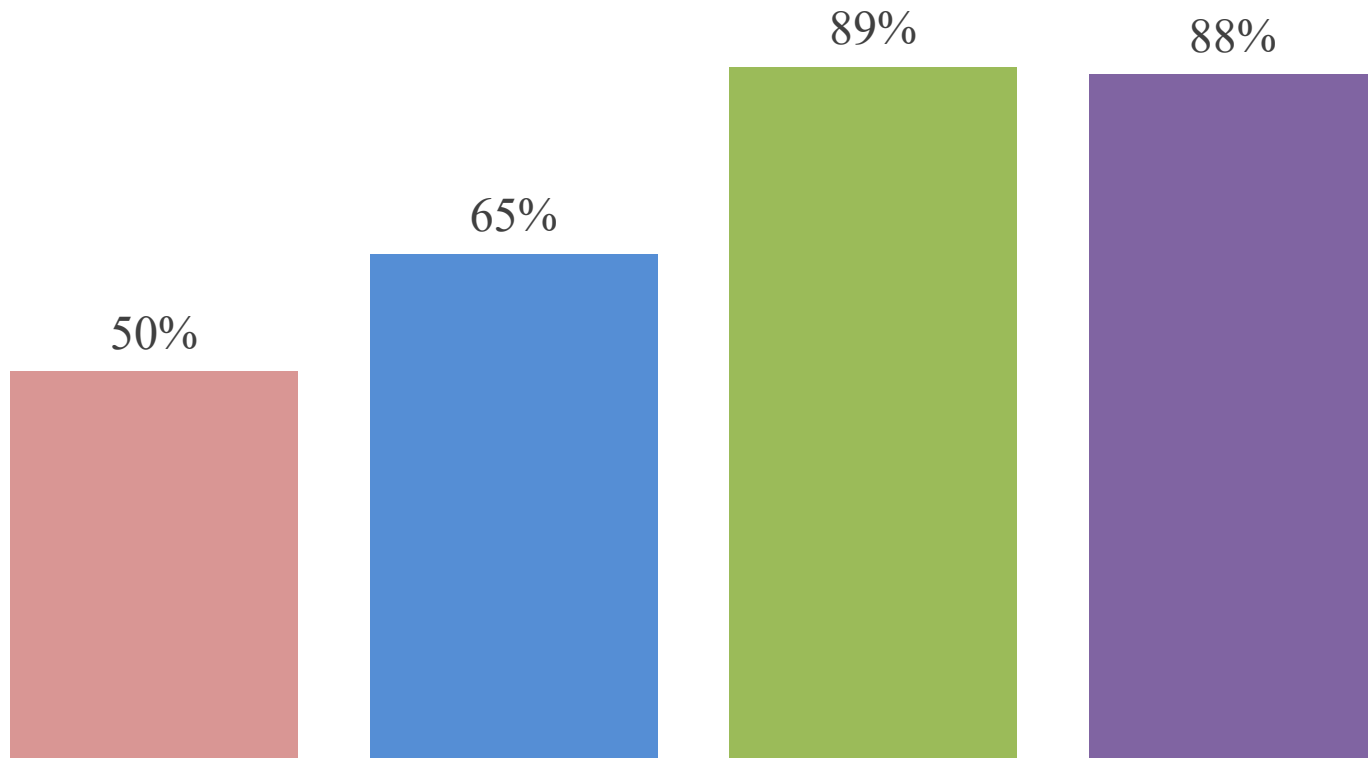


# Current Review AY 2017

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## Graduate Placement into Workforce

■ Target ■ Nursing ■ Trades and Tech ■ Education



AY 2017-2018



# American Samoa Community College

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## **Review of Institution-Set Standards**

February 27, 2020



# Meeting Agenda

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- I. Opening Remarks /Prayer
- II. Presentation of Recommendations - Standards  
I, II, III, IV, & V
- I. Committee Review
- I. Meeting Adjournment



# Institution-Set Standards Definition

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Institution-Set Standards: Performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. (A useful example of Institution-Set Standards could be the three-year averages of student performance metrics and performance targets set above the averages.) Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

(Guide to Institutional Self-Evaluation, Improvement, and Peer Review, Standard I.B.3 - page 39)



# American Samoa Community College

Institution-Set Standards:  
Committee Recommendations

# Standards I: Recommendations

✓ Establish safe zone/stretch goals for the following:

- Proposed Rates

- 75% (ENG 90)
- 70% (ENG 91)
- 65% (MAT 90)

- Original Rates

- 70% (ENG 90)
- 70% (ENG 91)
- 66% (MAT 90)

- Overall Rates

- 70% (Developmental Passing Rates)

# Standards II: Recommendations

- ✓ Establish safe zone/stretch goals for the following:
  - Proposed Rates
    - 80% (ENG 150)
    - 75% (ENG 151)
    - 70% (MAT 151)
  - Original Rates
    - 73% (ENG 150)
    - 72% (ENG 151)
    - 63% (MAT 151)
  - Overall Rates
    - 72% (Gateway “C or Better”)



# Standards III: Recommendations

- ✓ Establish safe zone/stretch goals for the following:
  - Proposed Rates
    - 85% (General Education)
    - 80% (Core-Foundational)
    - 75% (Co-Foundational)
  - Original Rates
    - 75% (General Education)
    - 80% (Core-Foundational)
    - 90% (Co-Foundational)
  - Overall Rates
    - 80% (Program Requirements “C or Better”)

# Standards IV: Recommendations

- Original Targets
  - 50% (First Year Retention) – 60% (Stretch Goal)
  - 30% (Second Year Retention) – 40% (Stretch Goal)
- Find a way to capture the data for retention of the four year program (BEd. program): the data with ASCC only displays two year programs.

# Standards V: Recommendations

- Original Targets
  - 39% (Graduation)
  - 18% (Transfer)
  - 50% (Workforce)
- Define transfer
- Hire an alumni officer to track ASCC graduates/students
- Establish a template collecting two categories of data; governmental financial assistance [scholarships and student loans vs. all non-government assistance/on island and off-island] (trial run)

# Other Recommendations:

- ✓ Recommendations to change co-foundational terminology to program requirements first year AS degree and certificates.
- ✓ Recommendations to change core-foundational terminology to second year general educational AA degree.



Thank you!

