



American Samoa Community College

Student Learning Outcome and Student Achievement Manual

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Purpose of SLO and Student Achievement Manual

The purpose of Student Learning Outcomes (SLO) and Student Achievement manual is to describe the processes undertaken by the college in defining and assessing Student Learning Outcomes (SLO) at the Institution, Program, and Departmental levels. These processes include areas of review, assessment cycles, instruments, accountability, and identified courses and programs in the achievement of SLO at all levels that include Institution Learning Outcomes (ILO), Program Learning Outcomes (PLO), General Education Outcomes (GEO), and Course Learning Outcomes (CLO).

The manual details the process implemented in the establishment and assessment of institution-set standards appropriate to its mission for continuous improvement. Student achievement data includes Institution set standards, Institution-set standard percentage/targets, identified stretch goals as aspirational goals, courses used to assess the targets, and the data sets for analysis.

Planning Process

The American Samoa Community College established Policy 1004 Comprehensive Program Review and Assessment to ensure ASCC's commitment to planning, assessment, and review processes that authentically measure the work of the College towards achieving its mission. When Accreditation standards were adopted in 2002 to make student learning and student learning outcomes a major part of the accreditation process, the College began discussions on Student Learning Outcomes (SLO). Discussions included Academic Department Chairpersons and Curriculum Committee members in planning and establishment of SLOs. The College since then has committed in allocating resources necessary to ensure all faculty and academic administrators are equipped with the knowledge and skill sets in SLO development, assessment, evaluation, and analysis through workshops and trainings conducted either on-island or off-island. The College established an Assessment committee to ensure all student learning outcomes are monitored and that assessment findings allow academic departments/programs to evaluate the necessary improvements of learning outcomes at the course and program level.

The Assessment Committee is an operational committee to discuss and review student learning outcomes and present findings to the Curriculum Committee; identify strengths and weaknesses of current student learning outcomes; review the data from Academic Program Review on course learning outcomes; initiate the process of developing an appropriate assessment plan for the College; present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; monitor ongoing assessment; and to review the College Mission's according to SLO findings and present to the Curriculum Committee.

The ultimate goal of assessment is to use assessment results to improve the curriculum, to improve pedagogy, and to improve services. The Student Learning Outcome Assessment Cycle begins when faculty or staff develop an SLO statement and an assessment. The next step is to collect, discuss and analyze the assessment data. Out of this analysis and discussion come suggestions for improvement. The faculty then need to

develop, modify, or revise curriculum, pedagogy, courses, or programs; staff need to develop or modify services or the way they are delivered. Possible revisions of outcomes and/or assessment instruments before the cycle begins again.

In 2018, the President established the Core Curriculum Committee as an Operational Group to facilitate the dialogue on Institution-Set Standards; review all General Education and Program Requirements for all degrees and certificates; and to provide recommendations to members of the General Curriculum Committee (GCC) on options and ways to improve and expand academic programs; provide guidance to the GCC and Student Support Services on curricular issues that may impact academic policies; and to provide recommendations to the Dean of Academic Affairs and Dean of Student Services on ways to improve academic services.

ASCC Vision:

The American Samoa Community College holds as its central theme “Saili le Atamai” or to “seek knowledge.” Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

ASCC Mission:

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

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

- Successful entry into the workforce
- Transfer to institutions of higher learning
- Awareness of the Samoan Culture and the Pacific
- Research and extension in human and natural resources

ASCC Institutional Learning Outcomes (ILOs):

Upon graduating from the American Samoa Community College, all students should acquire the skills and demonstrate proficiencies as:

- **Effective Communicators:**
 - ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their

method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies.

- **Quantitative Competent Individuals:**
 - ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.
- **Critical Thinkers:**
 - ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
- **Global Citizens:**
 - ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- **Responsible Leaders:**
 - ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

ASCC Core Values:

Through the missions of our programs and services, ASCC holds itself accountable to the following:

- **Student Centeredness:** ASCC commits to provide high quality programs and services focusing on student learning. Leaders and members of all constituent groups are committed to:
 - Provide instructional programs and courses of highest quality, regardless of mode of delivery, location or level;
 - Promote academic integrity, scholarship, and empowerment.
- **Respect for Diversity:** ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality in life. Leaders and members of all constituent groups are committed to:
 - Promote diversity in education needs of the community and to assist individual students in realizing their maximum potential in a setting of cultural changes;
 - Promote opportunities, access, and equity.
- **Collaboration and Teamwork:** ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth. Leaders and members of all constituent groups are committed to:
 - Focus on proactive and innovative initiatives for student success.
- **Respect for Tradition and Culture:** ASCC embraces cultural heritage, traditions, language, and customs and their impact on education and research. Leaders and members of all constituent groups are committed to:
 - Understand its role as an essential component of the economic growth of American Samoa.

- **Lifelong Learning:** ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth. Leaders and members of all constituent groups are committed to:
 - Nurture the environment where students will acquire marketable skills, develop self-confidence, widen their interests, come to value the search for truth, deepen an appreciation for cultural diversity, and equipped to cope with their own social challenges. Individual student growth in this area is the paramount goal.

Student Learning Outcomes:

In 2014, all courses and programs offered at ASCC have defined Student Learning Outcomes (*Reference ASCC Show Cause Report 2015*). Student Learning Outcomes are categorized into four main types of learning outcomes that include Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), General Education Learning Outcomes (GEO), and Course Learning Outcomes (CLO) (*Reference ASCC Follow-up Report, 2016*). Course Learning Outcomes are central to the assessment of all competencies and aligned qualities as defined in the ASCC's definition of ILOs, GEO, Core Foundational (2nd Year General Education), and Co- Foundational (Program Specific Requirements).

- **Institutional Learning Outcomes:** Are the competencies defined by the institution that all students upon graduating from the ASCC should acquire and demonstrate proficiencies. ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students that complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitative competent individuals, critical thinkers, global citizens, and responsible leaders.
- **General Education Courses:** General Education is the core of the undergraduate degree for all students, regardless of their major. GEO courses describe what the institution wants students to be able to do on completion of the General Education program for AA and AS degree. The GEOs describe the first- and third-year qualities and competencies defined by the institution for students to be able to demonstrate in completion of the General Education Program for AA, AS, or B.Ed. degrees.
 - The General Education program is organized around five domains (*Reference 2020- 2022 Catalog, p.46*):
 - Communication
 - Information Technology Literacy
 - Critical Thinking
 - Global Awareness and Cultural Competence
 - Personal Development and Responsibility
- **Program Learning Outcomes (PLOs):** Describes the second, third, and fourth-year qualities and competencies that enhance content in core disciplinary

areas of study and/or qualities and competencies specific to a discipline or area of specialization.

- Core Foundation Courses (*2nd Year General Education*): Are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by academic degree programs/departments.
- Co-Foundation Courses (*Program Requirements*): Are courses specific to a discipline or area of specialization. Co-Foundational courses are program focused with emphasis in specialized areas.
- Course Learning Outcomes (CLOs): Describes the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course.

Student Achievement

Institution Set Standards - 2015

In the spring 2015, the College established Institutional-Set Standards (ISS) to evaluate the effectiveness of outcome competencies for the certificates and degrees. The ASCC monitors the achievement of its institution-set standards through set indicators and benchmarks as approved for each standard.

Standard 1: Developmental Courses: The success completion of highest non-credit bearing English and Math courses, which transition student into College level courses.

- Institution Set Standard: 70 percent
- Highest non-credit bearing English and Math Courses
 - ENG 90 – 70%
 - EN G 91 – 70%
 - MAT 90 – 66%

Standard 2: Gateway Courses: The successful completion of College level English and Math courses as required by all degrees to transition into general education and program requirements.

- Institution Set Standard: 72 percent
- ENG 150 – 73%
 - ENG 151 – 72%
 - MAT 151 – 63%

Standard 3: Degree Program Requirements: The successful completion of General Education, Core Foundational, and Co-Foundational Area courses required by a degree program.

- Institution Set Standard: 80 percent
- General Education Target: 75%
 - Core Foundational Target: 80%
 - Co- Foundational Target: 90%

Standard 4: Persistence: The retention of students in their first year and second year and within 150 percent time to graduate.

- Institution Set Standards:
 - First Year Retention: 50 percent with a stretch goal of 60%
 - Second Year Retention: 30 percent with a stretch goal of 40 %

Standard 5: Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.

- Institution Set Standards:
 - Graduation: 39 percent
 - Transfer to institutions of higher learning: 18 percent
 - Transition into the workforce/gainful employment: 50 percent

Institution Set Standards - 2017

The College established an Institution Set Standard Ad-Hoc Committee in 2017 for the first review of all its established ISS with the recommendations to keep all set targets as indicated below including stretch goals for several standards:

- Standard 1: Developmental Courses: Percent of student population who successfully pass their developmental courses each semester – **70%**
- Standard 2: Gateway Courses: Percent of student population who complete gateway courses with a “C” or better each semester – **72%**
- Standard 3: Program requirements: Percent of student population who successfully complete all program requirements with a “C” or better each semester – **80%**
 - General Education Target: **75%**
 - Core Foundational Target: **80%**
 - Co- Foundational Target: **90%**
- Standard 4: Persistence Rates- percent of student population who were retained in the first year and 2nd year.
 - 1st Year Retention Target – **50%** with a stretch goal of **60%**
 - 2nd Year Retention Target – **30%** with a stretch goal of **40 %**
- Standard 5: Graduation and Transfer:
 - Graduation Rate: Percent of students who complete degree or certificate within 150 percent of normal time to completion – **39%**
 - Transfer Rate: Percent of graduates who transfer to other institutions of higher learning- **18%** with a stretch goal of **25%**
 - Workforce Rate: Percent of CTE graduates who transition into the workforce – **50%** with a stretch goal of **63%**

The College completed the full review of its Institution-Set Standards (ISS) in November 2017 through an ISS-Ad Hoc Committee based review. The review spearheaded by the Dean of Academic Affairs, Dean of Student Services, and the Director of Institutional Effectiveness concluded with recommendations posed by the ISS-Ad Hoc Review Committee. Meeting minutes and documentations are archived in the College’s digital archives on Compliance Assist. During the ASCC fall 2018 faculty orientation and annual convocation, the Acting Vice President of Academic Affairs/Dean of Academic Affairs presented the status and actions taken to address the ISS-AdHoc Committee’s recommendations.

Institution Set Standards- 2020

The College in 2020 approved the establishment of the Institution Set Standard (ISS) Committee as an Operational Committee to monitor and review all ISS targets as noted in the 2020 ASCC Participatory Governance Structural Manual. The ISS began its 2nd review of all ISS standards in the spring 2020 and was approved in the fall 2020. The two semester reviews were due to the shift of courses to online modality due to the COVID-19 mandatory shutdown of the College in the Spring 2020. In the 2nd review, the ISS recommended a change of the Core Foundational (2nd Year General Education), and Co-Foundational (Program Requirements) to be in alignment with approved definitions noted in the 2018-2020 Catalog. The ISS's final review and approval in the fall 2020 resulted with the identification of Career Technical Education (CTE) programs, new standards, new targets, and new stretch goals as followed:

- Standard 1: **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness: Percent of student population who successfully pass their developmental courses each semester – **70%** with a Stretch Goal of **75%**
- Standard 2: **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: Percent of student population who complete gateway courses with a “C” or better each semester – **72%** with a Stretch Goal **75%**
- Standard 3: **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational (2nd Year General Education), and Co-Foundational (Program Requirements) courses required by a Degree Program requirement: Percent of student population who successfully complete all program requirements (Course Completion) with a “C” or better each semester – **80%** with Stretch Goal **85%**
 - General Education Target: **75%** with Stretch Goal **80%**
 - Core Foundational (2nd Year Gen Ed) Target: **80%** with Stretch Goal **85%**
 - Co- Foundational (Program Requirement) Target: **90%** with Stretch Goal **95%**
- Standard 4: Persistence Rates- percent of student population who were retained in the first year and 2nd year.
 - 1st Year Retention Target – **60%** with a stretch goal of **70%**
 - 2nd Year Retention Target – **35%** with a stretch goal of **45 %**
- Standard 5: **Degree/Certificate Completion and Career Technical Education**: The successful completion of a Degree Program or Certificate; and Career Technical Education Programs: Percent completion of certificates, Associate Degrees, and Bachelor Degree:
 - Certificate of Completion -**10%** with Stretch Goal of **15%**
 - Degree Completion for AA/As -**90%** with Stretch Goal of **95%**
 - Degree Completion for the Bachelor: **95%** with Stretch Goal of **100%**
- Standard 6: **Graduation, Transfer, and Transition to workforce**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

- Graduation Rate: Percent of students who complete degree or certificate within 150 percent of normal time to completion – **45%** with Stretch Goal of **50%**
- Transfer Rate: Percent of graduates who transfer to other institutions of higher learning- **20%** with a stretch goal of **25%**
- Workforce Rate: Percent of CTE graduates who transition into the workforce – **75%** with a stretch goal of **80%**

Career and Technical Education (CTE):

- Educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation (*Reference Education Reform*)
- Educational programs that focus on the skills and knowledge required for specific jobs or fields of work. The occupational fields included in this definition are: agriculture and natural resources (ACNR); business support, management, and finance (BUS); communications; computer and information sciences; construction; consumer services; education; engineering and architecture; health sciences (Health & Nursing); manufacturing; marketing; public, social, and protective services; repair; and transportation. (*Reference P.L. 115-224- NCES defines career and technical education*)

Identification of CTE Programs (*Reference 2020-2022 Catalog*):

- **Career and Technical Education (CTE) programs: (46)**
 - All Associate of Science Degrees (19)
 - All COPs (22)
 - Bachelor of Education (1)
 - Associate of Arts Degree with emphasis on: (4)
 - Elementary Education
 - Business Administration
 - Human Services
 - Pre-Law

Pathway to Student Success Milestone Diagram

The following Pathway to Student Success Milestone Diagram was updated in the Fall 2020 to include all new set targets for individual courses pertaining to each milestone, and institutional stretch goals as aspirational goals for each milestone.

PATHWAY TO STUDENT SUCCESS

Amended in Fall 2020

MILESTONES

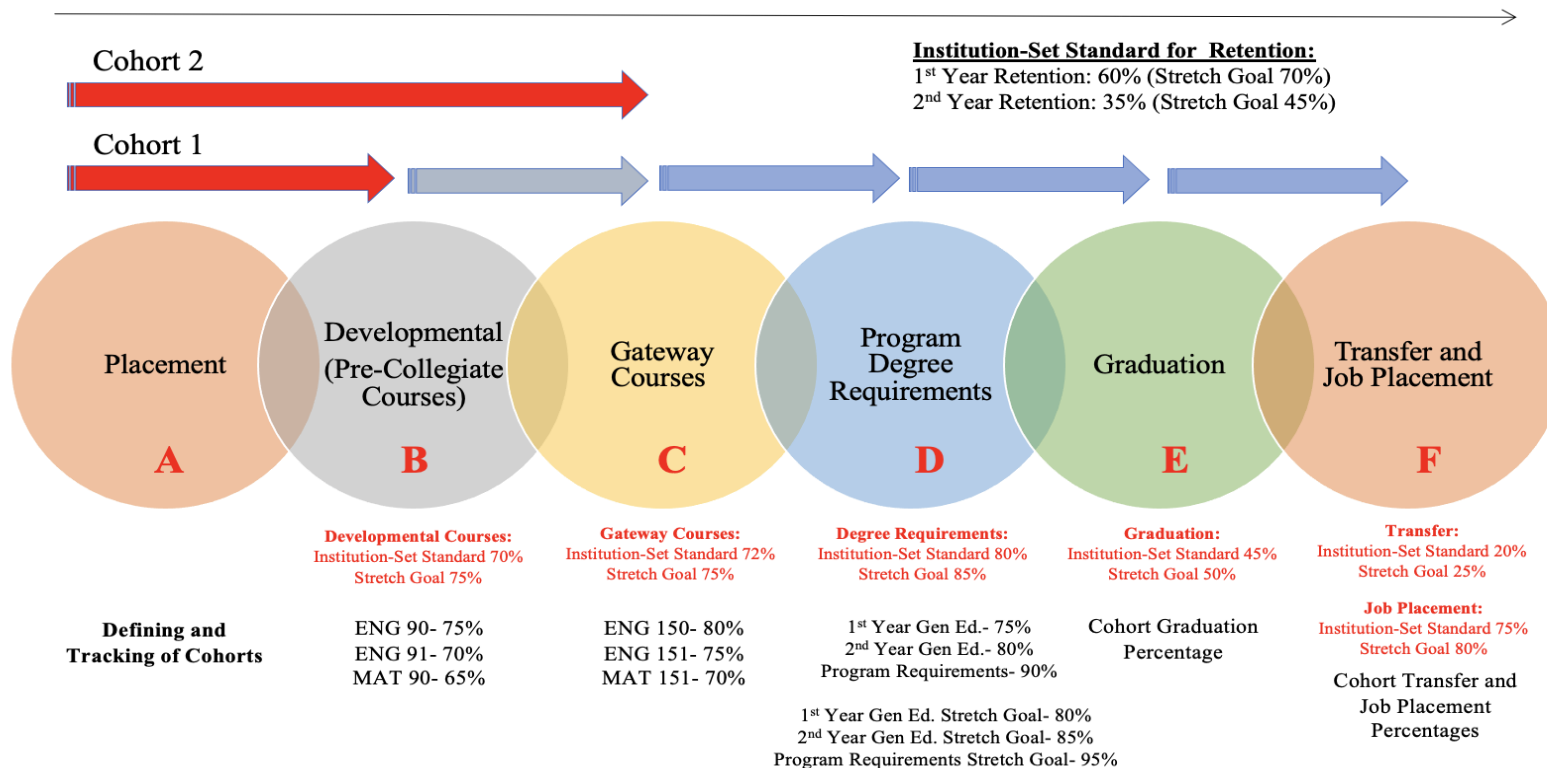


- Cohort 1 - Profile: Students Seeking Degree(s) **and/or** Certificate(s)
- Cohort 2 - Profile: Students Seeking Degree(s) **and/or** Certificate(s)



- 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



Assessment of Student Learning and Achievement:

ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Executive Leadership

Types of Student Learning Assessments:

- 1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation of expectations for all certificate and recipients.
 - a. **Assessment Cycle:** Annually
 - b. **Instrument:**
 1. Academic and Student Services Data Sets – Phase I, Phase II, Phase III. (Deans)
 2. Semester Report (VPAS)
 3. ASCC Annual Report (VPAS, VPAF, ED)
 - c. **Areas for Review:**
 - i. Institutional Learning Outcome Qualities
 1. General Education 1st year Course Learning Outcome Qualities and Competencies;
 2. Academic Program Requirements-2nd year Course Learning Outcome Qualities and Competencies.
 - d. **Accountability:** Dean of Academic Affairs, Dean of Student Services, Executive Director of Institutional Effectiveness, Vice Presidents.
 - e. **Participants:** Leadership Team
 - f. **Focus:**
 - i. Institutional Learning Outcome Qualities and Competencies;
- 2) **Institutional Student Achievement Standards:** Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.
 - a. **Assessment Cycle:** Biennial
 - b. **Instrument:**
 - i. Academic Data Analysis
 - ii. Student Performance (Passing Grades/C or better) for

- identified courses pertaining to Standards
- iii. Data Sets for transfer and workplace
- c. Areas for Review:
 - i. Institution-Set Achievement Standards
 - 1. Developmental Courses
 - 2. Gateway Courses
 - 3. Degree Program Requirements
 - 4. Persistence
 - 5. Degree/Certificate Completion and Career Technical Education
 - 6. Graduation, Transfer and Transition to Workforce
 - d. Accountability: Dean of Academic Affairs, Dean of Student Services, Executive Director of Institutional Effectiveness, VPs
 - e. Participants: Institution-Set Standard Committee
 - f. Focus: Institutional Data and Identified Student Achievement Standards
- g. Standard Definitions/Student Pathways:
 - i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
 - 1. Set Standard: % defined by the College on student completion of developmental courses;
 - 2. Courses assessed to determine set standard:
 - a. ENG 90, ENG 91, MAT 90.
 - 3. Data Sets used for analysis:
 - a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
 - ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
 - 1. Set Standard: % defined by the College on student completion of gateway courses;
 - 2. Courses assessed to determine set standard:
 - a. ENG 150, ENG 151, MAT 151.
 - 3. Data Sets used for analysis:
 - a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
 - b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.
 - iii. Degree Program Requirements: The successful completion of **1st Year General Education**, **2nd Year General Education** (Core), and program requirement (Co-foundational) courses required by a degree program;
 - 1. Set Standard: % defined by the College on student completion of degree program requirements;
 - 2. Courses assessed to determine set standard:

- a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
- b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
- c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
- 3. Data Sets used for analysis:
 - a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
 - b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.
- iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
 - 1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
 - a. 1st Year Retention: Percentage of students who are retained from fall to spring;
 - b. 2nd Year Retention: Percentage of students who are retained from fall to fall.
- v. Degree/Certificate Completion and Career Technical Education: The successful completion of degree program or certificate program:
 - 1. Graduation Data Statistics:
 - a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
 - i. 2 Years (4 semesters excluding summer terms)
 - ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
 - iii. 4 Years (8 semesters excluding summer terms)
 - iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)
 - a. Data Sets:
 - v. Academic Departments & Programs cohort completion of degrees and certificate:
 - 1. AA Degrees
 - 2. AS Degrees
 - 3. B.Ed.
 - 4. Certificates of Proficiency
 - 2. Career Technical Education: Percentages of students that complete CTE degrees or certificates
 - a. Data Sets:
 - i. Percentages of graduates completing identified CTE (All Associate of Science Degrees);

- ii. Percentages of graduates completing identified CTE certificates (All Certificate of Proficiencies);
 - iii. Percentages of graduates completing identified CTE (Associate of Arts Degrees; AA in Elementary Education, AA in Business Administration, AA in Human Services, and AA in Pre-Law)
 - iv. Percentages of graduates completing Bachelor of Education
- vi. Graduation Rates, Transfer and Transition into the Workforce:
The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
 - 1. Graduation Data Statistics:
 - a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
 - i. 2 Years (4 semesters excluding summer terms)
 - ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
 - iii. 4 Years (8 semesters excluding summer terms)
 - iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)
 - a. Data Sets:
 - v. Academic Departments & Programs cohort completion of degrees and certificate:
 - 1. AA Degrees
 - 2. AS Degrees
 - 3. B.Ed.
 - 4. Certificates of Proficiency
 - 2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
 - a. Data Sets:
 - i. Percentages of potential graduates tracked through advising;
 - ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
 - iii. Percentages of graduates tracked through counseling services;
 - iv. Graduation Exit Survey feedback from students.
 - 3. Transition into the Workforce: Percentages of students that transition into the workforce.
 - a. Data Sets:

- i. Percentages of potential graduates tracked through advising;
- ii. Percentages of graduates tracked through counseling services;
- iii. Established MOUs with Government Agencies.

The following Table details the Set Targets and Stretch Goals based on the 2020 Review of ISS by the Institution Set Standard Committee

Institutional Set Standards			
Standards:	Institution-set achievement standard percentages for courses and programs per standard.	Institutional-set Achievement Standard percentages:	Institutional Stretch Goals:
Developmental Courses:	ENG 90: 75% ENG 91: 70% MAT 90: 65%	70%	75%
Gateway Courses:	ENG 150: 80% ENG 151: 75% MAT 151: 70%	72%	75%
Degree Program Requirements:	<ul style="list-style-type: none"> 1st Year General Education 2nd Year General Edu (Core-Foundational courses) Program Requirements (Co-Foundational courses) Overall Degree Program Requirements/Course Completion 	1 st Year: 75% 2 nd Year: 80% Program Requirements: 90% Degree Program: 80%	1 st Year: 80% 2 nd Year: 85% Program Req: 95% Degree Program: 85%
Persistence:		<i>1st Year Retention: 60%</i> <i>2nd Year Retention: 35%</i>	<i>1st Year Retention:70%</i> <i>2nd Year Retention: 45%</i>
Degree/Certificate Completion and Career Technical Education	Certificate of Completion (COPs) Associate Degrees (AA/AS) Bachelor of Education (B.Ed.)	Certificate of Completion: 10% Associate Degrees: 90% Bachelor of Education: 95%	Certificate of Completion: 15% Associate Degrees: 95% Bachelor of Education: 100%
Graduation, Transfer, and Transition to Workforce:		Graduation Rate: 45% Transfer to higher Education: 20% Transition to Workforce: 75%	Graduation Rate: 50% Transfer to higher Education: 25% Transition to Workforce: 80%

Updates on General Education (1st and 2nd Year and Program Requirement Courses:

In the review of the 2018-2020 Catalog, the newly established Core Curriculum Committee (CCC) provided a presentation of the Phase I, Phase II, and Phase III templates to all academic Chairpersons. Phase I is mainly on General Education Domains and selected courses to assess these domains; Phase II is mainly on the review of all Program Review of Courses and Course Descriptions, and Phase III is on Program Purpose, Aim, and Program Curriculum Qualities. All Academic Departments were able to submit all proposed changes and review to the Curriculum and Core Committee which resulted in changes reflected in the 2018-2020 and 2020-2022 Catalogs. The Phase I, Phase II, and Phase III templates allow programs to open additional course options for students in the General Education Domains. All departments are responsible for ensuring all additional courses assess the general education outcomes in the five domains. The CCC with the approval of the GCC renamed the Core foundational to (2nd Year General Education) in which course requirements are determined by degree programs based on the need of the content genre, and the Co-foundational to (Program Requirements) which consist of courses specific to a discipline or area of specialization. These are reflected in the 2018-2020 and 2020-2022 Catalogs.

In 2018, with the appointment of the Institutional Researcher in Assessment (IRA), the Assessment committee has agreed to have all departments be responsible for collecting and analyzing their own assessment data. Academic departments are responsible for the analysis of their SLO data to make informed decisions on SLOs and curriculum changes. All proposed recommendations are data driven and are recommended to the General Curriculum (GCC) and Core Curriculum Committees (CCC). The 3-Phased templates were used in the submission of academic program/curriculum proposed changes during the review of 2018-2020 Catalog, and preparation for 2020-2022 catalogs.

The 3-Phased templates are Phase I: Proposal of General Education courses, Phase II: Program Courses, and Phase III: Closing the Loop in Academic Programs. These 3 Phase templates were completed by Academic department chairperson and faculty before the review of the new catalog.

Summer 2021, the CCC has reviewed the 3-phase template and agreed that the templates need to be updated. First by inserting all 1st and 2nd Year courses and Program Requirements that were approved in the 2020-2022 Catalog.

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Executive Leadership

Types of Student Learning Assessments:

1. **Institutional Learning Outcomes:** Reflects a shared institutional articulation of expectations for all certificate and recipients.
 - a. Procedures and Roles:
 - i. **General Education Program 1st Year Competencies**
 - a. Charge: General Education Faculty
 - b. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
 - c. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
 - d. Assessed Courses: *Additional Courses based on 2018-2020 catalog Review, Reference pg.49, 2020-2022 Catalog*
 - ii. **Communication:** ENG 150, ENG 151
 - iii. **Communication** (*Course Option – 3 credits*) SPH 153, DRA 170, MUS 170, MUS 180, (Specific to Academic Degree Programs – BUS 160, SAM 261)
 - iv. **Information Technology Literacy** (*Course Option – 3 credits*): ICT 150, ICT 170
 - v. **Critical Thinking** (*Math Course Option 3-5 credits*): MAT 150, MAT 151, MAT 155, MAT 250, MAT 260, MAT 280
 - vi. **Critical Thinking** (*Physical Science or Life Science Course Option – 4 credits*): CHM 150/150L, PHY 151/151L, PHSCI 150/150L, BIO 150/150L, BIO 155/155L, BIO 180/180L, MSC 170/170L
 - vii. **Personal Development and Responsibility:** PSY 150, HEA 150, SOC 150, REL 150, PHIL 150; *Career Development Option:* ABR 100, ADT 150, AGE 150, AGR 152, ANT 153, ART 160, ART 161, ART 165, ART 170, ASL 150, AUTO 100, BUS 103, CARP100, CLP 150, CJ 150, CS 155, DRA 151, ED 150, HEA 140, HSV 150, HSV 160, ICT 161, MUS 150, MUS 170, MUS 180, MUS 181, MUS 187, MSL 101, MSC 150, NUR 100, PAD 150, POL 150, POL 151, POL 160, SAM 152, WLD 100
 - viii. **Global Awareness & Cultural Competence:** (*Course Options- 6 credits*) HIS 150/HIS 170, HIS 162 (*Additional Courses based on 2018-2020 catalog Review, Reference pg.49 2020-2022 Catalog*)
 - i. Procedures and Roles:
 - a) Semester submission of GE Course Data (General Education Faculty);
 - b) GE Data is Compiled (Institutional Effectiveness Division);
 - c) GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
 - d) Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
 - e) Recommendations for continuous improvements and

- review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
 - f) Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Core Curriculum Committee (Assessment Committee)
 - g) Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Core and Curriculum Committee);
 - h) Analysis and Recommendations are submitted to the Executive Leadership (Curriculum Committee)
 - i) Analysis is reviewed by the Executive Leadership for recommendations (Executive Core Leadership);
 - j) Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).
- ii. **Program Requirements 2nd Year Competencies**
 - a) Charge: Academic Department & Program Faculty
 - b) Assessment Cycle: Semester-based
 - c) Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
 - d) Procedures and Roles:
 - Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
 - ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
 - ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
 - Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
 - Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
 - Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
 - Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year Competencies (Curriculum Committee);
 - Analysis and Recommendations are submitted to the Core Curriculum (Curriculum Committee)

- Analysis is reviewed by the Executive Leadership for recommendations (Executive Leadership);
- Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

Types of Student Learning Outcomes:

- i. **General Education Outcomes:** The core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA, AS, or B.Ed. degree. *Optional Courses have been identified to assess the General Education Domains that include Communication, Critical Thinking, Information Technology Literacy, and Personal Development & Responsibility. (Reference 2020-2022 Catalog)*
- ii. **AA/AS General Education Outcomes:**
 - **GE Outcome 1: Communication:** Fosters the ability to receive and express information through various mediums.
 - **Courses:** ENG 150, ENG 151, *Course Options (SPH 153 or DRA 170 or MUS 170 or MUS 180; Specific to Academic Degree Program- BUS 160 or SAM 261) (Taken from the Liberal Arts clustering of courses under the Communication)*
 - **Outcome Qualities Assessed:**
 - Listening and Speaking: Listen actively and speak effectively in many different situations. (*Course Options: (SPH 153 or DRA 170 or MUS 170 or MUS 180; Specific to Academic Degree Program- BUS 160 or SAM 261)*)
 - Reading: Read effectively to comprehend, interpret, and evaluate information. (ENG 150)
 - Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences. (ENG 151)
1. **GE Outcome 2: Information Technology Literacy:** Demonstrates the ability to utilize technology to evaluate, present, and apply information.
 - **Course (ICT Course Options):** *ICT 150 or ICT 170 (Taken from the Liberal Arts clustering of courses under the Information Technology Literacy)*
 - **Outcome Qualities Assessed:**

- Evaluate Information: Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources. (ICT 150 or ICT 170)
 - Present Information using Technology: Utilizes technological tools to perform basic functions appropriate to job and life. (ICT 150 or ICT 170)
 - Apply Information: Applies research skills and presents knowledge in multiple formats. (ICT 150 or ICT 170)
1. GE Outcome 3: Critical Thinking: Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts.
- Courses: Course Options for Math (MAT 150 or MAT 151 or MAT 155 or MAT 250 or MAT 260 or MAT 280); Physical Science Options (CHM 150/150L or PHY 151/151L or PHSCI 150/ 150L); or Life Science Options (BIO 150/150L or BIO 155/155L or BIO 180/180L, or MSC 170/170L) *(Taken from the Liberal Arts clustering of courses under the Critical Thinking Domain)*
 - Outcome Qualities Assessed:
 - Quantitative: Apply quantitative skills to personal, academic and career related activities. *(Math option or Physical/Life Science Option)*
 - Scientific: Apply scientific concepts and models to analyze complex problems in academic and real-life situations. *(Physical or Life Science Option)*
 - Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts. *(Math option or Physical/Life Science Option)*
2. GE Outcome 4: Global Awareness and Cultural Competence: Understands and appreciates the historical and cultural context regionally and globally.
- Courses: HIS 150, HIS 170 & HIS 162
 - Outcome Qualities Assessed:
 - Social, Economic & Political Systems: Identifies social, economic and political systems and issues. (HIS 150 or HIS 170)
 - Perspectives of Others, Diversity: Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and

- beliefs. (HIS 150 or HIS170 or HIS 162)
- Samoa and the Pacific: Demonstrates an appreciation of Samoan Culture and other Pacificcultures. (HIS 162)

3. GE Outcome 5: Personal Development & Responsibility:

Enhancepersonal growth and wellness leading to responsible decision- making.

- Courses: (*Course options:* PSY 150 or HEA 150 or SOC 150 or REL 150 or PHIL 150); (*Course options based on Career Development* :ABR 100 or ADT 150 or AGE 150 or AGR 152 or ANT 153 or ART 160 or ART 161 or ART 165 or ART 170 or ASL 150 or AUTO 100 or BUS 103 or CARP 100 or CLP 150 or CJ 150 or CS 155 or DRA 151 or ED 150 or HEA 140 or HSV 150 or HSV 160 or ICT 161 or MUS 150 or MUS 170 or MUS 180 or MUS 180 or MUS 187 or MSL 101 or MSC 150 or NUR 100 or PAD 150 or POL 150 or POL 151 or POL 160 SAM 152 or WLD 100 (*Taken from the Liberal Arts cluster of courses under GE Personal Development & Responsibility*)
- Outcome Qualities Assessed:
 - Ethical Decision Making: Demonstrates and applies ethical decision making in real life situations. (Course Options: PSY 150 or HEA 150 or SOC 150 or REL 150 or PHIL 150 or course based on Career Development)
 - Health Choices and Practices: Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness. (Course Options: PSY 150 or HEA 150 or SOC 150 or REL 150 or PHIL 150 or course based on Career Development)
 - Community & Family Participation: Identify andrecognize the relevance of being responsible and participate actively in family and community. (Course Options: PSY 150 or HEA 150 or SOC 150 or REL 150 or PHIL 150 or course based on Career Development)
- B.Ed. General Education Outcomes:
 1. GE Outcome 1: Analysis and Research: The teacher candidate demonstrates a high level of competency in examining and interpreting information.
 - Courses: ED 300, ED 301, ED 340
 - Outcome Qualities Assessed:
 - Demonstrates

quantitative and qualitative skills in teaching and learning. (ED 301, ED 340)

- Utilizes appropriate APA style of referencing. (ED300, ED 301)

2. GE Outcome 2: Diversification: The teacher candidate demonstrates a high level of competency in language learning and multicultural background.

- Courses: ED 300, ED 325, ED 340
- Outcome Qualities Assessed:
 - Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific. (ED 300, ED 325)

3. GE Outcome 3: Technology Literacy: The teacher candidate demonstrates high level of competency in the application of technology in learning environments.

- Course: ED 340
- Outcome Qualities Assessed:
 - Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments. (ED 340)
 - Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically. (ED 340)

Core Foundational/Second Year General Education Area Outcomes: Are the courses that enhance content foundational competencies in core disciplinary areas of student. Core Foundational course requirements are determined by degree programs, which include:

1. **Arts:** Courses encompassing the visual and performing arts in Music, Arts.
 - **Program Learning Outcome:** Arts: Demonstrate an understanding and appreciation of the visual, and performing arts (music, art, drama).
 - Courses: ART 150, ART 151, ART 171, ART 172, ART 180, DRA 150, DRA 151, MUS 160, MUS 165, MUS 170, MUS 180 (Taken from the Liberal Arts cluster of ART's courses)
2. **Humanities:** Course which enrich and expand knowledge of human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.
 - **Program Learning Outcome:** Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy and the arts.
 - **Courses:** PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274 (*Taken from the Liberal Arts clustering of courses*)
3. **Computer Science:** Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry-level employment.
 - **Program Learning Outcome:** Demonstrate knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.
 - **Courses:** ICT 150, ICT 170 (*ICT 150 or ICT 170 is assessed in the GE Cluster*)
4. **English:** Courses that enable students to demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.
 - **Program Learning Outcome:**
 - Demonstrate active listening and speaking abilities
 - Demonstrate proficiencies in clear and effective written communication
 - Demonstrate improvement in reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.

- o Courses: ENG 251 (*Taken from the Liberal Arts cluster for English course; ENG 150, ENG 151 are assessed in the GE cluster; ENG 250, LIT 270, LIT 272, and LIT 274 are assessed in the Humanities Cluster*)
- 5. **History:** Courses providing the chronological study of historical events from two respective contents: American history, and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.
 - o Program Learning Outcome:
 - Demonstrate an understanding of historical events from the context of American or Global history.
 - Demonstrate an understanding of the regional and Global historical patterns, such as the development of people social, political, and economic institutions.
 - o Courses: **HIS 151, HIS 171**(HIS 150, HIS 170, HIS 162 are assessed in the Global Awareness & Cultural Competence; HIS 151, HIS 171 are taken from the Liberal Arts cluster)
- 6. **Mathematics:** Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.
 - o Program Learning Outcomes
 - Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of Mathematics
 - Courses: MAT 250, MAT 280, MAT 281 (**MAT 150, MAT 151, MAT 155, MAT 250, MAT 260, MAT 280** are assessed in the GE cluster; MAT 250, MAT 280, MAT 281 are taken from the Liberal Arts Math Cluster);
- 7. **Physical Education:** Course that promote physical education and health as well as developing basic sports skills for lifetime use.
 - o Program Learning Outcome: Demonstrate a basic understanding of maintaining a healthy lifestyle.
 - Courses: PED 150, PED 151, PED 152, PED 153, PED 154, PED 155, PED 156, PED 170, MSL 100 (*Taken from the Liberal Arts cluster of PE courses*)
- 8. **Samoan and the Pacific Studies:** Courses which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.
 - o Program Learning Outcome: Demonstrate critical thinking and the understanding of cultural diversity in the Samoa

and Pacific regions.

- Courses: HIS 160, HIS 161, SAM 152, GEO 150, GEO 161, SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154 (*Taken from the Liberal Arts cluster of Samoan and Pacific Studies courses.*)

9. **Science:** Course providing foundational competencies in physical and life sciences through lecture and course required laboratory activities

- Program Learning Outcome: Demonstrate foundational competencies in physical and life science through lectures and laboratory activities.
 - Courses: CHM 151/151L, PHY 152/152 L; BIO 150/150L, BIO 181/181L, BIO 250/250 L, BIO 255/255L (*Taken from Science Cluster under Liberal Arts; BIO 150/150L, BIO 155/155L, BIO 180/180L, MSC 170/170L, PHSCI 150/150L, CHM 150/150L, PHY 151/151L are assessed in GE Critical Thinking cluster*)

10. **Social Science:** Courses acquainting students with their place in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress.

- Program Learning Outcome: Demonstrate an understanding of historical processes, cultural developments, and interrelationships, reflected in social, economic, and political progress.
 - Courses: ANT 150, ANT 153, ANT 154, ANT 210, GEO 160, PAD 150, POL 150, POL 160, POL 170, POL 220, POL 250, POL 251, PSY 250, SOC 211 (*Taken from the Liberal Arts cluster of courses; HIS 150, HIS 151, HIS 170, HIS 171, HIS162 are assessed in the GE cluster; PSY 150, SOC 150, REL 150, PHI 150 are assessed in the Personal Development & Responsibility GE Cluster*)
- **Career Development:** Develop career goals and plans and apply lifelong learning skills for personal and professional growth. (pg.49
 - Courses: ABR 100, ADT 150, AGE 150, AGR 152, ANT 153, ART 160, ART 161, ART 165, ART 170, ASL 150, AUTO 100, BUS 103, CARP 100, CLP 150, CJ 150, CS 155, DRA 151, ED 150, HEA 140, HSV 150, HSV 160, ICT 161, MUS 150, MUS 170, MUS 180, MUS 180, MUS 187, MSL 101, MSC 150, NUR 100, PAD 150, POL 150, POL 151, POL 160 SAM 152, WLD 100 (*Taken from the Liberal Arts cluster under the GE-Personal Development & Responsibility*)

Enrichment Courses:

These are courses that provide personal and career enrichment opportunities and they may be taken as electives.

- **Army (ROTC):**
 1. Program Learning Outcome 1: Attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army;
 2. Program Learning Outcome 2: Provide a practical understanding of the concepts and principles of military science;
 3. Program Learning Outcome 3: Develop a strong sense of duty, honor and country;
 4. Program Learning Outcome 4: Promote teamwork and individual fitness;
 5. Program Learning Outcome 5: Develop an understanding of and appreciation for international relations and national security;
 6. Program Learning Outcome 6: Develop a comprehension of ethics, leadership, effective goal setting, time-management and effort, and the tradition of a citizen's army;
 7. Program Learning Outcome 7: Familiarize with the concept of the decision-making process and the styles of leadership.
 - Courses: MSL 100, MSL 101, MSL 102, MSL 201, MSL 202

Co-Foundational Area/Program Requirements Outcomes: Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas:

- **Agriculture, Community and Natural Resources:**
 1. Program Learning Outcome 1: Demonstrate an understanding of the different career opportunities in agriculture, community and natural resources;
 2. Program Learning Outcome 2: Understand the importance of Agriculture, Community and Natural Resources to the Samoan culture and the environment of American Samoa;
 3. Program Learning Outcome 3: Apply the concepts and principles of science and technology needed for work in the field of agriculture, community and natural resources;
 4. Program Learning Outcome 4: Utilize a knowledge base in agriculture, community and natural resources to adapt to social and economic changes and challenges.
 - Courses: AGE 150, AGR 100 I, AGR 100 II, AGR152, AGR 197, AGR 250, AGR 297, ANS 150 A, ANS 150 B, FAM 250, FAM 260, NRS 180, NRS 200, NRS 250, NUT 150

- **Business:**

1. Program Learning Outcome 1: Create, analyze, and interpret written and verbal communication in business applications, with use of appropriate technologies that will allow for effective business presentations and make effective ethical business decisions.
2. Program Learning Outcome 2: Demonstrate competencies in most areas of business, including accounting, marketing, management, economics, business law, organizational behavior, and apply effective business communication skills as required for ethical leadership and management practices.
3. Program Learning Outcome 3: Demonstrate knowledge and practice of business etiquettes and ethics to think critically to create positive image of individuals and organizations by learning and understanding theories and participating in practical hands-on training opportunities;
4. Program Learning Outcome 4: Value diversity in work settings to enhance one's capacity to effectively foster teamwork, adjust, and adapt to a rapidly changing local, regional, and global business environment.
 - Courses: ACC 150, ACC 151, ACC 152A, ACC 210A, ACC 220, ACC 230, BUS 103, BUS 140, BUS 150, BUS 160, BUS 170, BUS 180, BUS 260, ECON 150, ECON 250A, ECON 250B, MGT 250, MGT 255, MKT 195, MKT 210, MKT 212

- **Computer Science:**

1. Program Learning Outcome 1/GE0 2 A: Evaluate Information: Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources;
2. Program Learning Outcome 2/GE0 2 B-1: Present Information using Technology: Utilizes technological tools to perform basic functions appropriate to job and life;
3. Program Learning Outcome 3/GEI 2 B-2: Apply Information: Applies research skills and presents knowledge in multiple formats;
4. Program Learning Outcome 4: Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.
 - Courses: CS 155, CS 255, ICT 150, ICT 170, ICT 270 (*ICT 150, ICT 170 are assessed in the GE cluster for Information Technology Literacy*)

- **Criminal Justice:**

1. Program Learning Outcome 1: Logical Reasoning: Analyze fact situations and understand case reasoning and rationale;
2. Program Learning Outcome 2: Skills: Apply acquired knowledge and skills to real life/work situations;

3. Program Learning Outcome 3: Content and Context:
Demonstrate and appreciations of the constitution, statues, and case laws;
 4. Program Learning Outcome 4: Communication:
Communicate using both oral and written skills and to organize, deliver, and evaluate information and evidence;
 5. Program Learning Outcome 5: Critical Thinking:
Think critically, analytically, and logically when conducting research, drawing conclusions, and communicating results.
 - o Courses: CJ 150, CJ 155, CJ 160, CJ 165, CJ 170, CJ 175, CJ 180, CJ 190, CJ 195, CJ 200, CJ 210, CJ 215, CJ 220, CJ 225, CJ 230, CJ 235, CJ 240, CJ 260
- **Fine Arts:**
 1. Program Learning Outcome 1: The Creative Process-
Identify the technical aspects to create, and the ability to perform while developing competent artistic skills that are essential to the Fine Arts field;
 2. Program Learning Outcome 2: The Performing/Exhibition Factor- Enrich the creative process by exhibiting works of art or performing in public places, and demonstrating the study of the Fine Arts discipline while developing lifelong skills in the Arts as a professional;
 3. Program Learning Outcome 3: The Historical, Cultural, and Social Context- Appreciate, comprehend, and respect the historical, cultural, and social elements of the respective field in the Fine Arts.
 - o Courses: ART 151, ART 161, ART 165, ART 170, ART 171, ART 172, ART 180, ART 299, DNC 150, DRA 170, DRA 250, DRA 251, MUS 150, MUS 160, MUS 181, MUS 187 (*ART 150, ART 160, DRA 150, DRA 151, MUS 165, MUS 170, MUS 180 are assessed under Core Foundational Areas*)
 - **Health and Human Services:**
 1. Program Learning Outcome 1: Human Services-
Demonstrate basic entry-level skills required for a variety of Human Services careers (communication, reporting, interagency consultation, etc.);
 2. Program Learning Outcome 2: Human Services- Apply theory, ethics, and laws to the professional practices of local and national Human Service agencies;
 3. Program Learning Outcome 3: Human Services- Identify human development at all stages and aspects of life and the respective practices that apply to individuals and groups;
 4. Program Learning Outcome 4: Human Services- Analyze how cultural societal, and environmental impacts affect human relationships and Human Services;

5. Program Learning Outcome 5: Human Services- Evaluate various local and national Human Service agencies in meeting the needs of the populations served;
 6. Program Learning Outcome 6: Health Science- Demonstrate the basic knowledge and skills required for a variety of health and related careers;
 7. Program Learning Outcome 7: Health Science- Analyze medical terminology, theory, ethics, laws and concepts to the practice in the field of health careers;
 8. Program Learning Outcome 8: Health Science- Assess personal, family, and community wellness and improve in healthy living lifestyle;
 9. Program Learning Outcome 9: Health Science- Demonstrates knowledge and skills through field work from a health-related agency;
 10. Program Learning Outcome 10: Health Science- Demonstrate life-saving skills in American Heart Association for American Red Cross certified CPR.
 - Courses: ASL150, HEA 140, HEA 151, HEA 152, HEA 250, HEA 299, HSV 150, HSV 155, HSV 160, HSV 165, HSV 200, HSV 220, HSV 250, HSV 299, PH 100, PH 101, PH 102, PH 160 (*HEA 150 is assessed in the GE cluster*).
- **Nursing:**
 1. Program Learning Outcome 1: Demonstrates and utilizes basic communication and writing skills to effectively facilitate understanding between patients, clients, family, significant others, and members of the healthcare personnel; utilizes teaching methods appropriate to various ages;
 2. Program Learning Outcome 2: Utilizes technology to provide legal documentation of the patient care plan, complete care provided, and medications administered; knowledgeable in the use of technology to provide evidenced-based information in the care of patients;
 3. Program Learning Outcome 3: Practices within the profession's ethical and legal framework and is accountable for own nursing practice, behaviors, and care delegated; functions within the legal parameters and ethical practices that influence patient's responses to illness in a variety of health care environments;
 4. Program Learning Outcome 4: Develops an awareness of cultural and ethnic factors to enable active participation in collaborating and contributing to the patient's plan of care by providing safe, basic nursing care of patients in various health care settings;
 5. Program Learning Outcome 5: Utilizes the nursing process in the care of patients with needs resulting from altered states of wellness, by applying nursing knowledge and skills to provide basic and technical nursing care; promotes safe nursing practices and critical thinking skills in the care of patients;

6. Program Learning Outcome 6: Demonstrates safe and competent nursing care based on the facts and principles of biological, psychological, sociological, cultural and spiritual functioning;
7. Program Learning Outcome 7: Demonstrates sound leadership principles based on planning, managing, delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others;
8. Learning Outcome 8: Demonstrates responsibility for own learning, and for participation in community and professional activities; understands the levels of authority and responsibility, and function as a member of the health care team under the supervision of the Registered Nurse (RN), or Medical Doctor/Medical Officer (MD/MO);
9. Program Learning Outcome 9: Utilize basic communication skills effectively to facilitate understanding between patients, family, significant others, and health care personnel;
10. Program Learning Outcome 10: Practices within the profession 's ethical and legal framework and is accountable for own actions and behavior;
11. Program Learning Outcome 11: Provides safe, simple, basic nursing care of patients in various health care settings;
12. Program Learning Outcome 12: Function as a member of the health care team under the supervision of the Licensed Practical Nurse (LPN) or Registered Nurse (RN);

- Courses: NUR 150/150L, NUR 155, NUR 180/180L, NUR 190/190L, NUR 200/200L, NUR 203, NUR 204, NUR 206, NUR 207/207L, NUR 208/208L, NUR 211/211L, PHM 150, PHM 200 (*NUR 100/100L is assessed in GE Cluster*)

- **Samoan Studies:**

1. Program Learning Outcome 1: Develop and apply skills in the area of speaking (during contemporary and cultural setting), writing, reading and listening;
2. Program Learning Outcome 2: Develop and apply skills of understanding and interpretation of Samoan Literature;
3. Program Learning Outcome 3: Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture;
4. Program Learning Outcome 4: Demonstrate competence and ease in delivering English translation and interpretation of Samoan;
5. Program Learning Outcome 5: Develop and utilize a variety of techniques, as well as technological systems, in applying
 - Courses: SAM 152, SAM 172, SAM 204, SAM 244, SAM 251, SAM 261, SAM 271, SAM 281, SAM 291 (*SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154 are assessed in the Core Foundational-1st & /2nd Year General Education Cluster*)

- **Science/Marine Science:**

1. **Program Learning Outcome 1:** Competence in comprehending, interpreting, evaluating, and application of physical and biological scientific data;
2. **Program Learning Outcome 2:** Competence in demonstrating logical, conceptual, analytical and critical modes of thinking;
3. **Program Learning Outcome 3:** Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes;
4. **Program Learning Outcome 4:** Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies;
5. **Program Learning Outcome 5:** Demonstrate the ability to function successfully in laboratory and field settings in order to produce quality scientific research following the scientific method.
 - Courses: BIO 251, MSC 100, MSC 160, MSC 200, MSC 201, MSC 202, MSC 220, MSC 270, MSC 280, (BIO 150, BIO 150L, BIO 155, BIO 155L, BIO 180, /180L, MSC 170/170L, PHSCI 150/150L, CHM 150/150L, PHY 151/151L are assessed in GE Critical Thinking cluster; CHM 151, PHY 152, BIO 150, BIO 181, BIO 250, and BIO 255 are assessed in the Core Foundational/2nd year GE Clusters; MSC 150 is assessed in the GE Personal Development & Responsibility)

- **Social Science:**

1. **Program Learning Outcome 1:** Identify and analyze basic structures and functions of government at the national, state, and local levels;
2. **Program Learning Outcome 2:** Identify and analyze classic and contemporary political theories;
3. **Program Learning Outcome 3:** Identify and analyze international relations theories of power, war, and peace;
4. **Program Learning Outcome 4:** Utilize commonly used statistical procedures to analyze Political Science datasets;
5. **Program Learning Outcome 5:** Apply social science research methodology to research a significant question in Political Science;
6. **Program Learning Outcome 6:** Identify and analyze concepts and events in one of the following areas: American Samoa Government, American Government and Public Policy, or Public Law-Political Philosophy;
7. **Program Learning Outcome 7:** Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.
 - **Courses:** ANT 210, GEO 150, GEO 161, HIS 160, HIS

161, PHIL 150, POL 151, POL 220, POL 250, POL 251, PSY 150, REL 150, SOC 211 (*HIS 150, HIS 151, HIS 170, HIS 171, HIS 162 are assessed in GE cluster. ANT 150, ANT 153, ANT 154, GEO 160, PAD 150, POL 150, POL 160, POL 170, PSY 250, SOC 150 are assessed in the Core Foundational/2nd year GE Clusters*)

- **Teacher Education:**

1. **Program Learning Outcome 1:** Competence in Content and Pedagogy- The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teachers and creates learning experiences that make aspects of the subject matter meaningful for students;
2. **Program Learning Outcome 2:** Competence in the Samoan Language, History, and Culture- The teacher is competent and skillful utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning;
3. **Program Learning Outcome 3:** Competence in Technology- The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning;
4. **Program Learning Outcome 4:** Competence in Student Diversity- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;
5. **Program Learning Outcome 5:** Designs and provides meaningful learning experiences- The teacher consistently plans and implements meaningful learning experiences for students;
6. **Program Learning Outcome 6:** Competence in Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner;
7. **Program Learning Outcome 7:** Competence in School and Community Relationships- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being;
8. **Program Learning Outcome 8:** Competence in Professional Development- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on other (students, parents, and other professional in the learning community) and who actively seeks opportunities to grow professionally.
 - **AA Courses:** ECE 141, ECE 142, ECE 150, ECE 151, ECE 152, ECE 153, ED 150, ED 157, ED 215, ED 240, ED 257, ED 257P, ED 280, ED 285, ED 285P

- B.Ed. General Education Embedded Courses: ED 300, ED 301, ED 325, ED 340
- B.Ed. Program Courses: ED 305, ED 312, ED 319, ED 330, ED 330P, ED 335, ED 335P, ED 350, ED 410, ED 410P, ED 435, ED 440, ED 440P, ED 490, ED 491
- **Trades and Technical**
 1. Program Learning Outcome 1: Demonstrate and Perform- To demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task(s);
 2. Program Learning Outcome 2: Work Ethics- Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be a successful employee;
 3. Program Learning Outcome 3: Technology Applications- To utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology;
 4. Program Learning Outcome 4: Information Communication- To utilize critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn and communicate.
 - Courses: ACR 100, ACR 240, ACR 280, ADT 150, ADT 160, ADT 190, ADT 210, ADT 215, ADT 230, ADT 251, ADT 260, ADT 280, ADT 290, BPR 200, ABR 100, ABR 140, ABR 250, ABR 255, ABR 265, ABR 270, ABR 275, ABR 290, AUTO 100, AUTO 172, AUTO 174, AUTO 176, AUTO 178, AUTO 250, AUTO 280, AUTO 282, AUTO 284, CARP 100, CARP 120, CARP 150, CARP 160, CARP 170, CARP 180, CARP 200, CARP 220, CARP 221, CARP 270, CET 150, CET 151, CET 160, CET 261, CET 265, CET 270, CET 299, DSL 100, DSL 150, DSL 160, DSL 162, DSL 200, DSL 250, ELE 151, ELE 170, ELE 190, ELE 201, ELE 202, ELE 299A, ELE 299B, ELE 299C, ETP 100, ETP 120, ETP 130, ETP 150, ETP 299A, ICT 161, ICT 162, ICT 261, ICT 262, WLD 100, WLD 160, WLD 170, WLD 190, WLD 260, WLD 270, WLD 280, WLD 290 (*ICT 150 is assessed in the GE cluster*)

Developmental/Pre-Collegiate Outcomes

- **Mathematics**
 - Learning Outcomes
 1. Develop a general understanding of basic

- operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts; and,
 - 2. Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in a college level math; and,
 - 3. Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations; and,
 - 4. Use technology to practice, solve, and verify basic arithmetic problems and linear equations
 - Courses: MAT 80, MAT 90
- English -College Accelerated Preparatory Program (CAPP)
 - Learning Outcomes
 - 1. Actively listen and engage in individual or group discussions and conversations; and,
 - 2. Engage in conversational styles, forms and sound of English; and,
 - 3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections; and,
 - 4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills; and,
 - 5. Participate in learning activities using technology and service learning.
 - Courses: ENG 70, ENG 80, ENG 90, ENG 71, ENG 81, ENG 91

Note: All additional courses identified as options by the Academic Departments and Programs are noted in the Phase I, Phase II, and Phase III submitted during the review of the ASCC 2018-2020 Catalog.

Assessment Cycle

In 2018 with the newly established Core Curriculum Committee, the Assessment committee recommended for all departments to be in charge of their SLO analysis and data summaries. Departments were responsible for assessing their own courses and provide recommendations for proposed changes to courses through the General Curriculum Committee (GCC) and Core Curriculum Committee (CCC).

Noted below is the Assessment cycle used by the Institution in assessing SLO at all levels which include the different assessment cycles for all courses that were approved in 2015.

In 2021, the CCC reviewed the Assessment Cycle chart and implemented changes to follow the 1st and 2nd Year General Education courses and the Program Requirements cycle. An updated Assessment Cycle chart is shown below.

ASSESSMENT CYCLE: 1st Year General Education courses, 2nd Year General Education Courses, and Developmental Pre-Collegiate courses.

1 st Year General Education Qualities	ASSESSING GENERAL EDUCATION QUALITIES (1 ST Year General Education)			
	COURSES	COURSES	COURSES	COURSES
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
GEO 1	SPH 153, ENG 150, ENG 151, DRA 170, MUS 170, MUS 180 (Specific to Academic Degree Programs BUS 160 and SAM 261)			SPH 153, ENG 150, ENG 151, DRA 170, MUS 170, MUS 180 (Specific to Academic Degree Programs BUS 160 and SAM 261)
GEO 2	ICT 150 ICT 170		ICT 150 ICT 170	
GEO 3		MAT 151, PHSCI 150, BIO 150, BIO 155, BIO 180, CHM 150, MAT 250, MAT 260, MAT 280, MSC 170, PHY 151		MAT 151, PHSCI 150, BIO 150, BIO 155, BIO 180, CHM 150, MAT 250, MAT 260, MAT 280, MSC 170, PHY 151
GEO 4	HIS 150, HIS 170, HIS 162		HIS 150, HIS 170, HIS 162	
GEO 5		ABR 100, ADT 150, AGE 150, AGR 152, ANT 153, ART 160, ART 161, ART 165, ART 170, ASL 150, AUTO 100, BUS 103, CARP 100, CLP 150, CJ 150, CS 155, DRA 151, ED 150, HEA 140, HEA 150, HSV 150, HSV 160, ICT 161, MUS 150, MUS 170, MUS 180, MUS 181, MUS 187, MSL 101, MSC 150, NUR 100, PAD 150, POL 150, POL 151, POL 160, PSY 150, SAM 152, WLD 100		ABR 100, ADT 150, AGE 150, AGR 152, ANT 153, ART 160, ART 161, ART 165, ART 170, ASL 150, AUTO 100, BUS 103, CARP 100, CLP 150, CJ 150, CS 155, DRA 151, ED 150, HEA 140, HEA 150, HSV 150, HSV 160, ICT 161, MUS 150, MUS 170, MUS 180, MUS 181, MUS 187, MSL 101, MSC 150, NUR 100, PAD 150, POL 150, POL 151, POL 160, PSY 150, SAM 152, WLD 100

2nd Year General Education Qualities	ASSESSING GENERAL EDUCATION QUALITIES (2ND Year General Education)			
	<i>COURSES</i>	<i>COURSES</i>	<i>COURSES</i>	<i>COURSES</i>
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
ARTS	ART 150, ART 151, ART 171, ART 172, ART 180, DRA 150, DRA 151, MUS 160, MUS 165, MUS 170, MUS 180		ART 150, ART 151, ART 171, ART 172, ART 180, DRA 150, DRA 151, MUS 160, MUS 165, MUS 170, MUS 180	
COMPUTERS		ICT 150, ICT 170		ICT 150, ICT 170
ENGLISH		ENG 251		ENG 251
HISTORY	HIS 151, HIS 171		HIS 151, HIS 171	
HUMANITIES		PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274		PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274
MATHEMATICS		MAT 250, MAT 280, MAT 281		MAT 250, MAT 280, MAT 281
PHYSICAL EDUCATION	PED 150M, PED 150W, PED 151M, PED 151W, PED 152, PED 153, PED 154, PED 155M, PED 155W, PED 156, PED 170, MSL 100		PED 150M, PED 150W, PED 151M, PED 151W, PED 152, PED 153, PED 154, PED 155M, PED 155W, PED 156, PED 170, MSL 100	
SAMOAN and PACIFIC STUDIES		HIS 160, HIS 161, SAM 152, GEO 150, GEO 161, SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154		HIS 160, HIS 161, SAM 152, GEO 150, GEO 161, SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154
SCIENCE	CHM 151/151L, PHY 152/152L, BIO 150/150L, BIO 181/181L, BIO 250/250L, BIO 255/255L		CHM 151/151L, PHY 152/152L, BIO 150/150L, BIO 181/181L, BIO 250/250L, BIO 255/255L	
SOCIAL SCIENCE		ANT 150, ANT 153, ANT 154, ANT 210, GEO 160, PAD 150, POL 150, POL 160, POL 170, POL 220, POL 250, POL 251, PSY 250, SOC 211		ANT 150, ANT 153, ANT 154, ANT 210, GEO 160, PAD 150, POL 150, POL 160, POL 170, POL 220, POL 250, POL 251, PSY 250, SOC 211
ELECTVE CREDITS	Select any course alpha numbering at 150 or above with the exception of: SAM 101A, SAM 101B, MSL 102		Select any course alpha numbering at 150 or above with the exception of: SAM 101A, SAM 101B, MSL 102	

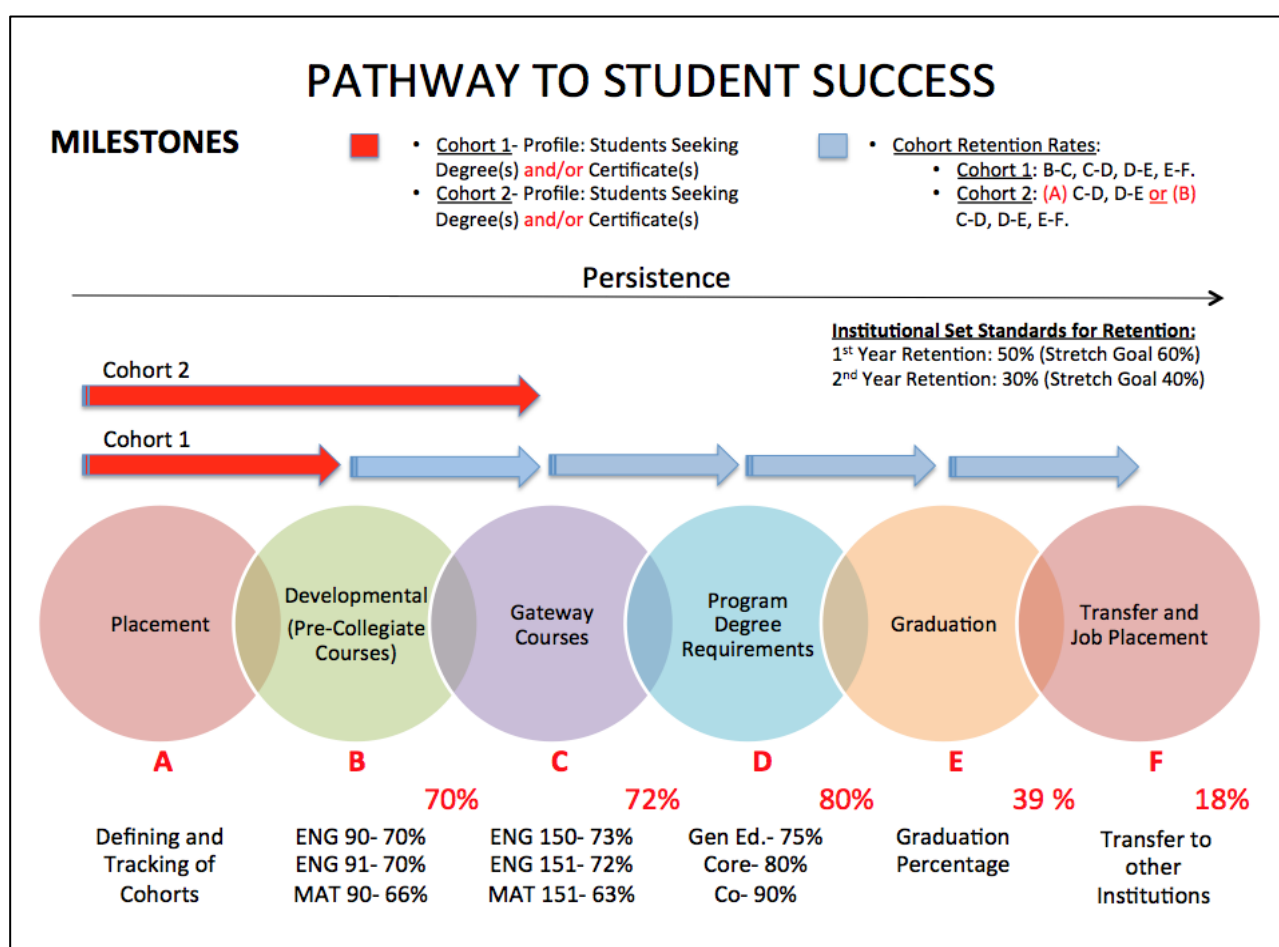
2nd Year General Education and Program Requirements Assessment Cycle.	ASSESSING 2ND YEAR GENERAL EDUCATION and PROGRAM REQUIREMENTS QUALITIES			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	<i>Course</i>	<i>Course</i>	<i>Course</i>	<i>Course</i>
	1st Year		2nd Year	
	100-150	151-199	200-250	251-299
	3rd Year		4th year	
	300-350	351-400	401-450	451-499

Developmental Course Assessment Cycle	ASSESSING DEVELOPMENTAL COURSES			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	<i>Courses</i>	<i>Courses</i>	<i>Courses</i>	<i>Courses</i>

	ENG 70	ENG 71	ENG 70	ENG 71
	ENG 80	ENG 81	ENG 80	ENG 81
	ENG 90	ENG 91	ENG 90	ENG 91
	MAT 80	MAT 80	MAT 80	MAT 80
	MAT 90	MAT 90	MAT 90	MAT 90

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis. This milestone has been updated in the Fall 2020 and it is noted in the beginning of this document.

Table 1 ASCC Pathways to Student Success



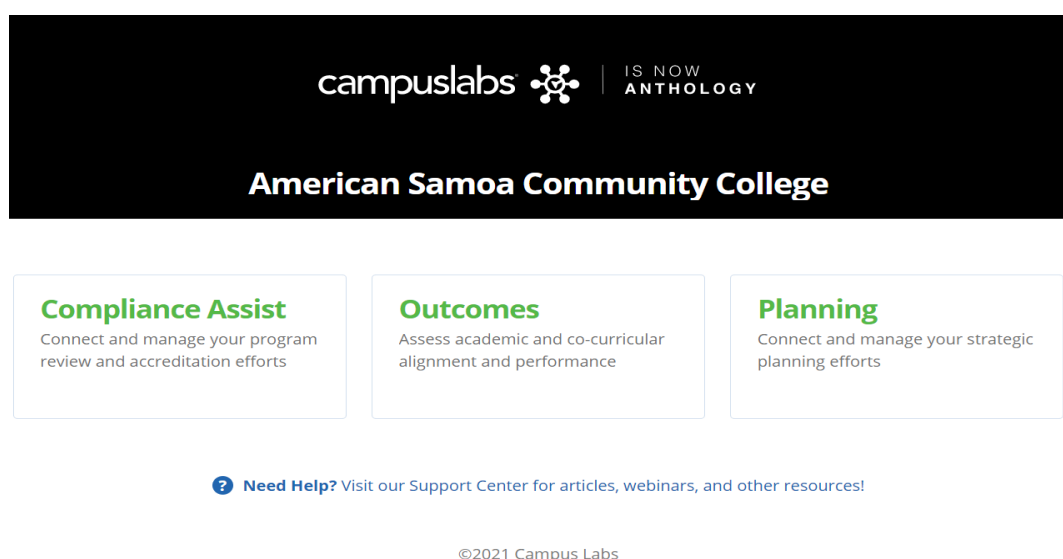
Closing the Assessment Loops

The following information documents the Closing of the Loop process at the Course, Program and Institutional Levels. The College continues to adopt and modify these processes in its review of analysis provide by departments for continuous improvement of ongoing Assessment plans and cycles. Included are matrices used by department for alignment of course outcomes to program outcomes and institutional learning outcomes.

In Spring 2021, the Academic departments implemented and utilize a new online assessment platform to collect and compile all SLO assessment data. The Outcomes Module is designed to make data meaningful, measurable, and manageable. This new platform assists faculty to identify the achievement of student learning outcomes. The new online assessment tool is able collect aggregated and disaggregated data.

The Outcomes Module is able to generate Analysis Reports such as Longitudinal Data and Data Exports. It also has assistive tools in creating curriculum mapping of all outcomes and identify issues with learning outcomes using the bloom's taxonomy.

(Reference: <https://amsamoa.campuslabs.com/home/>)



Closing the Loop at a Course Level

Closing the Loop Dialog: (*Guidelines for Closing the Assessment Loops, Spring 2010, p. 6-18*); (*ASCC Academic Assessment Plan 2010, pg. 8*).

According to Wright (2008), closing the loop refers to the findings of the analyzed data pertaining to student achievement, treatments to improve student learning, and possible ways to improve curriculum infrastructure and assessment processes (p. 19).

Course Learning Outcomes (CLO)



(Guidelines for Closing the Assessment Loop, Spring 2010, p. 6)

How does the dialog begin?

The dialogue begins with the identified Course Learning Outcomes (CLO). A Learning Outcome (LO) is defined by Allen (2006) is a clear, concise statement that describes how students can demonstrate their mastery of a course goal (p. 231). At this point, all ASCC Academic departments and programs have identified Student Learning Outcomes (SLO) at all levels of instruction.

Prior to initiating your department's closing the loop dialogue, you might want to use the following checklist to see if your department has completed the assessment process at a course level: (Guidelines for Closing the Assessment Loops, Spring 2010, p. 7-12).

Course Title & Alpha _____ Department: _____	Yes	No	If not, WHY?
Are there specific learning objectives identified for this course?			
Are there specific learning outcomes identifying for this course?			
Are the learning outcomes aligned to your program curricula?			
Are the learning outcomes aligned to your institutional curricula?			
Are there assessment instruments defined for all learning outcomes for this course?			
Have the learning outcomes been assessed?			
Based on the assessment results, was the data shared with your department?			
Was data collected used to improve your course outcomes?			
Are you routinely examining the assessment process and correct as needed?			

Collecting and Analyzing Assessment Data (Course Level)

Once outcomes are assessed at a course level, data (student levels of SLO achievement) are recorded and analyzed to determine how effective the learning outcomes were achieved. Were there any challenges or impediments that prevented you from fully addressing an identified CLO? Use the following questions in the table below to initiate the CLO achievement dialogue:

Questions:	Faculty Response:	
Course Learning Outcomes Assessed		
How many learning outcomes are identified for this course?		
How many learning outcomes were assessed?		
If an outcome was not assessed, what prevented you from assessing each CLO?		
Assessment Data Results		
Is there a timeline in your Topical Outline (Syllabus) or Course Matrix for assessing each CLO?	Yes _____	No _____
Did student perform as well as you hoped? Why or Why not/What can be done to improve student achievement of CLO's?	Explain:	
Do we need to revisit the assessment timeline or procedures that build in to the assessing of CLO's in? our Topical Outline (Syllabus) or Course Matrix?	Why?	
Do our CLOs need to be modified? Are the instruments used to assess CLOs really assessing what we're addressing performances, skills, content etc.?	Why?	
What recommendations will you make for the next time you assess your CLOs?		

After answering the above questions, you will notice that the dialogue should now focus on analyzing student achievement of learning outcomes fully emphasizing what the data reveals.

Aligning Assignments with Outcomes

Sample Hypothetical Matrix 1				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:
Reflective Analysis 1	X			
Reflective Analysis 2	X	X		
Quiz 1			X	
Team Presentation			X	
Quiz 2	X	X		
Reflective Analysis 3		X	X	
Individual Presentation			X	
Reflective Analysis 4		X	X	
Case Study	X	X	X	
Comprehensive Final	X	X	X	

(Reference: *Guidelines for Closing the Assessment Loops*, pg. 9)

To provide a visual that better describes what actions have been done in regard to assessing SLO's at a course level; you can also choose to develop an alignment matrix that will provide direct CLO alignment to validate assessment instruments identified in your course syllabus. Allen defines an alignment matrix as a "table that shows the relationship between two sets of categories" such as the relationship between CLOs and Course Assignments (2004, p. 165; *ASCC-Closing the Assessment Loop Guidelines*, pg.9).

When using an alignment matrix, you can see exactly what instruments are used to assess each CLO. The link from course-graded assignments to CLO's may represent certain measures on how well the CLO was addressed in the course. Now let's pay specific attention to CLO 4 in matrix 1. Notice how the assignments have not been structured in the CLO. It is best at this point to identify problems and find solutions to provide alignment or remove the outcome if it does not address the learning expectations for the course as defined in the course description. A reliable process for removing CLO's from a course must be discussed within an academic department or program. The dialogue should address the following questions:

- What is the relationship between a CLO and Course Description?*
- What evidence will you provide your departments for removing a CLO?*
- Will removing the CLO prevent direct alignment to any of your departments Program Learning Outcomes (PLO)?*
- Will the removal of a CLO improve or weaken your department/program curriculum framework? Explain.*

For departments/programs with standardized CLO's, all CLO changes must be approved by your program/department providing the fact that you have evidence for removal purposes.

In some cases, academic departments beyond this level of matrix alignment have provided criterion-competency levels for standardized CLO's. A sample competency level alignment matrix is provided.

Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:
Reflective Analysis 1	<i>I</i>			
Reflective Analysis 2	<i>D</i>	<i>I</i>		
Quiz 1			<i>I</i>	
Team Presentation			<i>D</i>	
Quiz 2	<i>D</i>	<i>I</i>		
Reflective Analysis 3		<i>D</i>	<i>D</i>	
Individual Presentation		<i>D</i>	<i>D</i>	
Reflective Analysis 4		<i>P</i>	<i>P</i>	
Case Study	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
Comprehensive Final	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
I= Introduced, D= Developing, P= Performing				

(Reference: Guidelines for Closing the Assessment Loops, pg. 10)

Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2	CLO 3	CLO 4
Reflective Analysis 1	<i>B</i>			
Reflective Analysis 2	<i>D</i>	<i>B</i>		
Quiz 1			<i>B</i>	
Team Presentation			<i>D</i>	
Quiz 2	<i>D</i>	<i>B</i>		
Reflective Analysis 3		<i>D</i>	<i>D</i>	
Individual Presentation		<i>D</i>	<i>D</i>	
Reflective Analysis 4		<i>P</i>	<i>P</i>	
Case Study	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
Comprehensive Final	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
B=Beginning, D= Developing, P= Performing/Proficient				

*Revised Fall 2014: to reflect all Gen Ed, Core, Co-Foundational Area and Developmental/Pre-Collegiate courses. Change the “I” =Introductory to “B” =Beginning (as highlighted in red) and added the word **Proficient** (optional term for identifying the level of competency in a course).*

The CLOs summarized in Matrix 2 appears to be well aligned with the identified methods of assessment. Each outcome is well addressed in all course assignments at all levels –Beginning *(revised fall 2014)*, Developing and Performing/Proficient *(revised fall 2014)*, (BDP). However, CLO 4 addresses competency at a Performing level, which may represent an assumption that the CLO was introduced and developed indirectly or through a pre-requisite prior to taking this class. Always make sure that there is a balance when assessing CLOs to determine formative validity. *Formative Validity* is “how well an assessment procedure provides information that is useful for improving what is assessed” (Allen, 2004, p. 168).

- Use the following Matrix to provide alignment for your Course Assignments and Course Learning Outcomes:

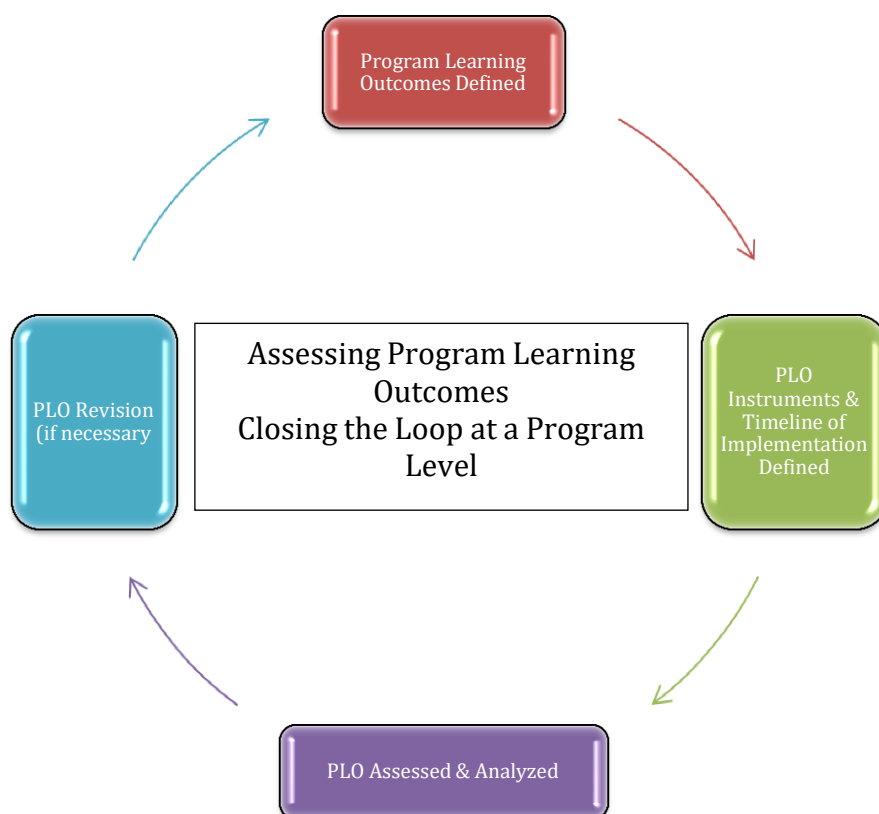
Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:

Review Questions:

1. Do all courses have CLOs?
2. Is there alignment between Course Graded Assignments and Course Learning Outcomes?
3. Is there an identified assessment timeline?
4. Were all CLOs assessed?
5. Was assessment data collected?
6. Did you use the results to improve your course?

If you were able to answer “YES” to all six questions, you have successfully ‘Closed the Loop’ at a CourseLevel. Congratulations

Closing the Loop at a Program Level



(Referencing: Guidelines for Closing the Assessment Loops, 2010, p. 13)

The Dialogue continues at a Department/Program Level:

At a program level, the ‘Closing of the Loop’ dialogue is quite similar to the dialogue at a course level. All recommendations to improve CLOs, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies will be used to ‘Close the Loop’ at a program level.

To initiate the dialogue at a program level, the focus should fully reflect on the mission of the academic department/program. Allen emphasizes that faculty should “articulate the mission, goals, and outcomes for their program. The mission is a holistic vision of the values and philosophy of the department, and program goals describe what faculty want their students to learn” (2004, p.28).

Please define your Program/Department Mission Statement:

Program Learning Outcomes (PLOs) are “broad statements concerning knowledge, skills, or values that faculty expect graduating student to achieve” (Allen, 2004, p. 29). Let’s begin the dialogue by listing certain characteristics of our Program/Department Mission. With knowledge, skills, or values does your department want students to achieve before they graduate? List all your department/program PLOs accordingly in Table-1(a):

Tale-1(a): Department/Program Academic Expectations	
I. Knowledge Outcomes:	
1.	
2.	
3.	
4.	
5.	
II. Skill Outcomes	
1.	
2.	
3.	
4.	
5.	
III. Value Outcomes	
1.	
2.	
3.	
4.	
5.	

(Referencing: Guidelines for Closing the Assessment Loops, p. 15)

The Alignment of Program Learning Outcomes to Academic Courses:

“A cohesive curriculum systematically provides students’ opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values” (Allen, 2004, p. 40). “Well-designed curricula are more than collections of independent courses; they are pathways for learning (Association of American Colleges and Universities, 2002, p. 30). Each department has its own Curriculum Framework that provides a conceptual make-up of the program driven by its mission and applied through its program outcomes.

Alignment defines how well the curriculum corresponds with the program learning outcomes.

When PLOs are aligned according to knowledge, skill, and value dimensions, the department can revisit each PLO and its alignment to the mission statement of the

department to determine if the outcomes emphasize its mission. For department/program courses with proposed changes to CLOs, course description, course alpha, removal of a course, adding a new course, etc., this is the best time to continue the closing of the loop dialogue at a program level to share with your department, your findings for each course you assessed. All data collected in Closing the Loop' at a course level must be used to make necessary modifications to courses in your program/department.

To review the alignment between PLOs and academic courses in a department, a matrix can be used:

Program Sample Matrix 3:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
XXX 150	X	X		X						
XXX 157		X		X		X				
XXX 160			X		X					X
XXX 215				X			X			
XXX 240			X		X		X			
XXX 257		X		X		X				
XXX 257 (P)	X							X	X	X
XXX 280			X				X		X	
XXX 285					X	X				
XXX 285 (P)	X							X	X	X

(Referencing: *Guidelines for Closing the Assessment Loops*, p. 16)

Matrix 3 provides a visual alignment of PLO identification per course. When reviewing Matrix 3, there appears to be, a balance of PLOs in all courses where each PLO is assessed a certain number of times within a program emphasis-degree plan. Generalizations can be made that all courses provide a clear spread of program competencies and a solid curriculum alignment.

Several departments/programs provide a cohesive curriculum similar to the curriculum sample in Matrix 4. Again, there is a balance among PLOs 1, 2, 3, 4, 5, 6, 7, 8, and 10 as identified in each of the course within the program. You can clearly see that all PLOs are introduced in the beginning of the program. Let's take a look at PLO 9 in Matrix 4:

Program Sample Matrix 4:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
XXX 150	B	B		B						
XXX 157		D	B							
XXX 160			D				B			
XXX 215				D		B				
XXX 240					B			B		
XXX 257			D		D		D			
XXX 257 (P)	D							D		D
XXX 280			P				P		B	
XXX 285					P	P				
XXX 285 (P)	P							P	P	P
B=Beginning, D= Developing, P= Performing/Proficient										

Program Sample Matrix 4:										
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
XXX 150	<i>B</i>	<i>B</i>		<i>B</i>						
XXX 157		<i>D</i>	<i>B</i>							
XXX 160			<i>D</i>				<i>B</i>			
XXX 215				<i>D</i>		<i>B</i>				
XXX 240					<i>B</i>			<i>B</i>		
XXX 257			<i>D</i>		<i>D</i>		<i>D</i>			
XXX 257 (P)	<i>D</i>							<i>D</i>		<i>D</i>
XXX 280			<i>P</i>				<i>P</i>		<i>B</i>	
XXX 285					<i>P</i>	<i>P</i>				
XXX 285 (P)	<i>P</i>							<i>P</i>	<i>P</i>	<i>P</i>
<i>B = Beginning, D= Developing, P= Performing/Proficient</i>										

Notice how PLO 9 is introduced towards the end of the program. Questions such as: Will introducing a PLO towards the middle or end of the program allow students time to develop critical skills to achieve that PLO?

It is important that when a department maps out PLOs, the matrix of PLO implementation should demonstrate a feasible timeframe that will allow students to develop sophistication for the identified PLO. In comparison to PLOs 1, 2, 3, 4, 5, 6, 7, 8, and 10 there is a well-aligned sequence that will allow student time to practice, perform, and demonstrate competencies for each PLO.

Now if a department has proposed changes to CLOs or PLOs, again the following questions should be asked.

The Dialogue when Removing or Adding CLOs: Table-1(b)	
Removing CLOs:	Adding CLOs:
What is the relationship between a CLO and Course Descriptions?	How will the CLO impact the course description?
What evidence will you provide your department for removing a CLO?	What evidence will you provide to justify the need?
Will removing the CLO prevent direct alignment to any of your department's PLOs?	How is the CLO aligned to the Departments PLOs?
With the removal of a CLO, will it improve or weaken your department's curriculum framework?	Will the CLO improve the departments Curriculum Framework?

The Dialogue when Removing or Adding PLOs	
Removing CLOs:	Adding CLOs:
What is the relationship between the PLO and the Mission of your Department/Program?	How will the PLO impact your department's mission statement?
What recommendations will faculty provide to remove a PLO?	What evidence will you provide to justify the need?
Will removing a PLO provide misalignment to CLOs defined in your department's courses?	How will the PLO impact your department's Curriculum infrastructure?

Once your department has answered the questions in Table-1(b) depending on the curriculum changes your department wishes to address or recommendations drawn from assessing each of your academic courses, Congratulations! You have

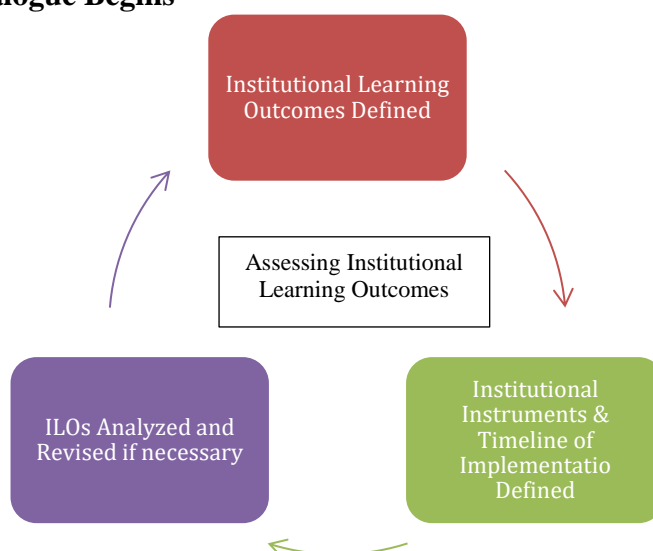
‘Closed the Loop’ at a Program Level. (The process does not end here, we have one more loop to close). (*Referencing: Closing the Assessment Loops Guidelines, 2010, p. 18*).

Reference

ASCC Faculty Professional Development 2002-2009 Guidelines of Closing the Assessment Loop Spring 2010

Closing the Loop at the Institutional Level

The Institutional Dialogue Begins



American Samoa Community College (ASCC) Mission Statement:

The mission of ASCC is to foster successful student learning by providing educational programs and high-quality services that will enable student to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admission United States accredited Land Grant institution, provides access to associate degree and certificate programs of study. These programs prepare all student including those who are educationally underserved, challenged, or non-traditional for:

- Successful entry into the workforce
- Transfer to institutions of higher learning;
- Awareness of Samoa and the Pacific
- Research and extension in human and natural resources;

At the institutional Level of ‘Closing the Loop’ the focus of all academic departments must emphasize the mission of the college. ASCC’s general education programs provide student with the college-level proficiencies in:

ILO 1 Effective Communicators:

ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a

variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

ILO 2 Critical Thinkers:

ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 3 Global Citizens:

ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

ILO 4 Quantitative Competent Individuals:

ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 5 Responsible Leaders:

ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

It is the interest of the American Samoa Community College to assure that all prospective graduate candidates achieve the Institutional Learning Outcomes defined by the institution.

Program and Institutional Alignment:

To begin the institutional alignment, programs may wish to begin the dialogue by specifying courses that address the Institutional Learning Outcomes (ILOs)
(Revised to align to the new Institutional Learning Outcomes Oct 2015)

Matrix 5: Relationship between ILOs and PLOs

ILOs	General Education	Core Foundational Areas	Program 1	Program 2
Effective Communicators				
Critical Thinkers				
Global Citizens				
Quantitative Competent Individuals				
Responsible Leaders				

Matrix 6: Relationship between PLOs and CLOs

Program	PLO	Signature Assignment/ Assessment	Course Outcome
General Education			
Core Foundational Areas			
Program 1			
Program 2			
Program 3			

Alignment Questions

1.	Is the general education curriculum cohesive? Does it systematically provide students multiple opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values?	
2.	Are students given opportunities to find connections between the disciplines and to consolidate their learning?	
3.	Do all general education courses have explicit course learning outcomes that align with your POLs?	
4.	Are needed developmental courses, including a first- year experience course, available and required?	
5.	Should some general education courses be prerequisite to others? For example, should student take mathematics before science courses or should they take English courses focusing on reading and writing before history courses? Does a check of transcript demonstrate that students without these prerequisites are at a disadvantage?	
6.	Are prerequisite strictly enforced?	



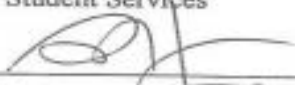



AMERICAN SAMOA COMMUNITY COLLEGE
Division of Academic, Community, and Student Services
Academic Affairs Division

MEMORANDUM

July 07, 2021

DIVISION OF ACADEMIC AFFAIRS CORRESPONDENCE NO. 0800-07-07-2021

TO Dr. Rosevonne Makaiwi Pato, ASCC President, 
VIA Mrs. Letupu Tauanuu Moananu, Vice President, 
Division of Academic, Community, and Student Services
Mr. Sonny J. Leomiti, Vice President, 
Division of Administration and Finance
FROM Dr. Siamaua Eliapo Ropeti, Dean of Academic Affairs, 
Division of Academic Affairs
SUBJECT Submission for Approval – ASCC Core Curriculum Updates and Revisions
of the December 2020 Student Learning Outcome and Student Achievement
Manual

Please find attached herewith one hard copy of the 2021 ASCC Core Curriculum updates and revisions of the December 2020 manual – ASCC Student Learning Outcome and Student Achievement.

The ASCC Core Curriculum Committee had met on behalf of the General Curriculum Committee to review, update, and revise the foregoing manual as recommended by Vice President Letupu Tauanuu Moananu. The Committee had met Tuesday, June 29, 2021 from 10 a.m. to 11:00 a.m. in the Institutional Effectiveness Conference room (M-11, upper ASCC campus) with the assistance of ASCC Institutional Researcher in Assessment, Mrs. Evelyn V. Gibbs Frucan.

Please feel free to contact me or any member of the Core Curriculum to assist with your queries.

SER:cear

Enclosed: ASCC Student Outcome and Student Achievement Manual 2021