



# **AMERICAN SAMOA COMMUNITY COLLEGE**

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## **2024-2025 Institutional Review of Institutional-Set Standards for Student Achievement**

March 31, 2025

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AMERICAN SAMOA COMMUNITY COLLEGE

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## 2024-2025 Review Process:

This report details the recommendations and decisions provided through the Institutional-Set Standards (ISS) review process during the 2024-2025 Academic Year (AY).

In Fall 2024, the Institutional-Set Standards for Student Achievement Committee met for its Fourth Biennial review of the ISS Standards established in 2015. Subsequent reviews were completed in 2017, 2020, and 2022. This review was conducted from October 15<sup>th</sup> to the 17<sup>th</sup>, 2024 between the hours of 12:30 -2:00pm.

In the beginning of Spring, the Core Curriculum Committee (CCC) met to review findings and recommendations by the ISS Committee. The CCC also provided input and recommendations for the standards which are also included in this report.

On March 31, 2025, the Executive Team consisting of the ASCC President, the Vice President of Academic, Community and Student Affairs, the Vice President of Administrative and Finance and the Executive Director of the Institutional Effectiveness and Advancement Division (IEAD) met to finalize the recommendations provided by the two committees.

## The Pathway to Student Success:

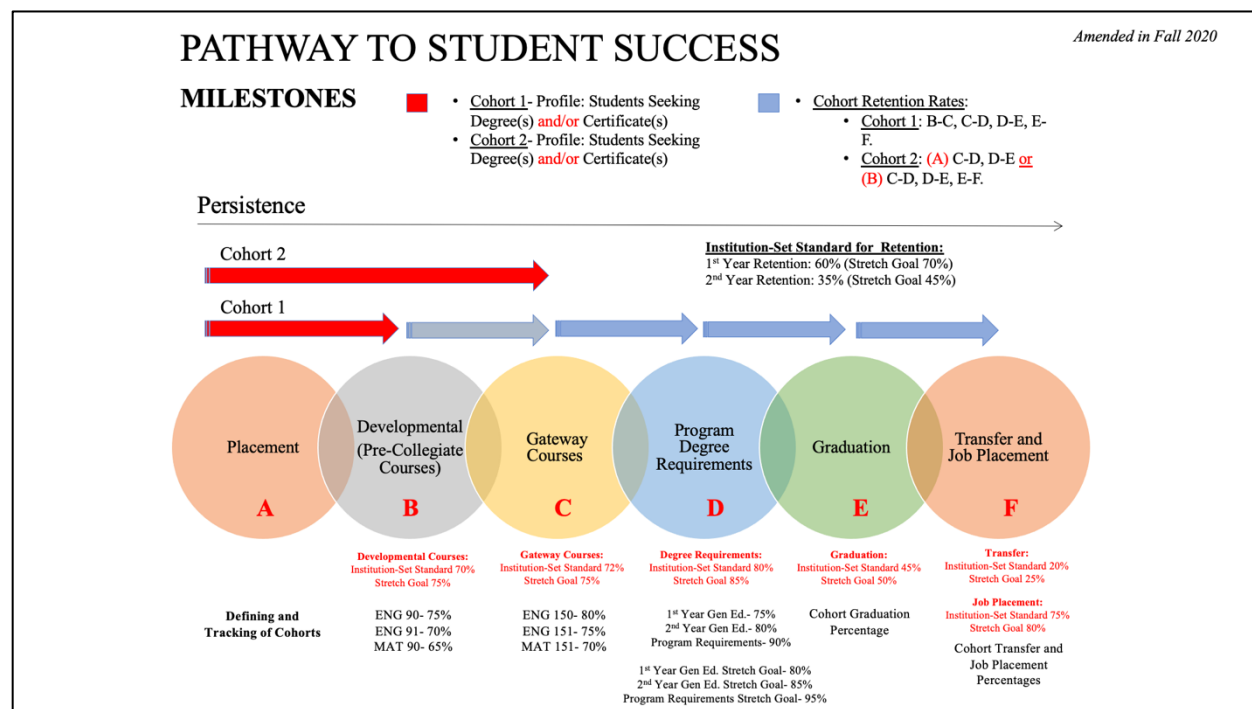


Figure 1

In 2015, The Pathway to Student Success seen in *Figure 1* was created. The diagram visualizes a path that students take upon entering the institution up to the time that a student graduates and either transfers to another institution to continue their studies or transitions into the workforce.

Each circle represents a milestone achieved upon completion of courses at different levels before completing their degree or certificate programs. Persistence measures the retention of students from semester to semester and within 150% of normal time to completion.

The path begins from **A: Placement** into the appropriate English and Math courses based on the results of a student's placement exam score or results of a student's Scholastic Aptitude Test (SAT). There are two cohorts of students based on the English or Math levels they are placed in.

- Cohort 1 refers to students who begin at **B: Developmental courses**.
- Cohort 2 refers to students who begin at **C: Gateway courses**.

From either cohort, students progress to **D: Program degree Requirements**, **E: Graduation**, and then **F: Transfer and Job Placement**.

Establishing institutional standards focused on student achievement involved the identification of performance indicators and generating measures with which to gauge progress. When these were identified, the institution set the floor (Targets) and ceiling (Stretch Goals) caps for each standard. The standards were introduced to College stakeholders for feedback and final approval of the standards.

#### Institutional-Set Standards for Student Achievement

1. **Developmental Courses:** The successful completion of highest developmental English and Math courses which transition students into college readiness
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
3. **Degree Program Requirements:** The successful completion of First Year Gen-Ed, Second Year Gen Ed and Program Requirements.
4. **Persistence:** The retention of students in their first year and second year
5. **Degree/Certificate Completion and Career Technical Education:** The successful completion of a Degree Program or Certificate; and Career Technical Education Programs.
6. **Graduation, Transfer, and Transition to Workforce:** The successful completion of a Degree Program or Certificate within 150% of Normal Time to Completion, and transfer to institutions of higher learning or transition into the workforce.

The Standards are monitored and reported by the Division of Institutional Effectiveness and Advancement by academic year. These reports can be viewed at <https://ie.amsamoa.edu/iss>.

## Standard 1: Developmental Courses

The successful completion of highest developmental English and Math courses which transition students into college readiness.

Standard 1 examines the successful completion of ENG 90-Advanced Reading, ENG 91-Advanced Writing and MAT 90-Elementary Algebra offered by the College Accelerated Preparatory Program (CAPP). These courses are completed with a Pass (P) or No Pass (NP) as recorded on a student's transcript. The measure is calculated by the number of students who receive a "P" divided by the total number of students enrolled in each course section.

### Standard 1 History of Targets and Stretch Goals

Course	2015		2017		2020		2022	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
ENG 90	70%	NA	70%	NA	70%	NA	70%	NA
ENG 91	70%	NA	70%	NA	70%	NA	70%	NA
MAT 90	70%	NA	70%	NA	70%	NA	70%	NA
Overall Performance	72%	NA	72%	NA	72%	75%	72%	75%

### Standard 1 Performance Review

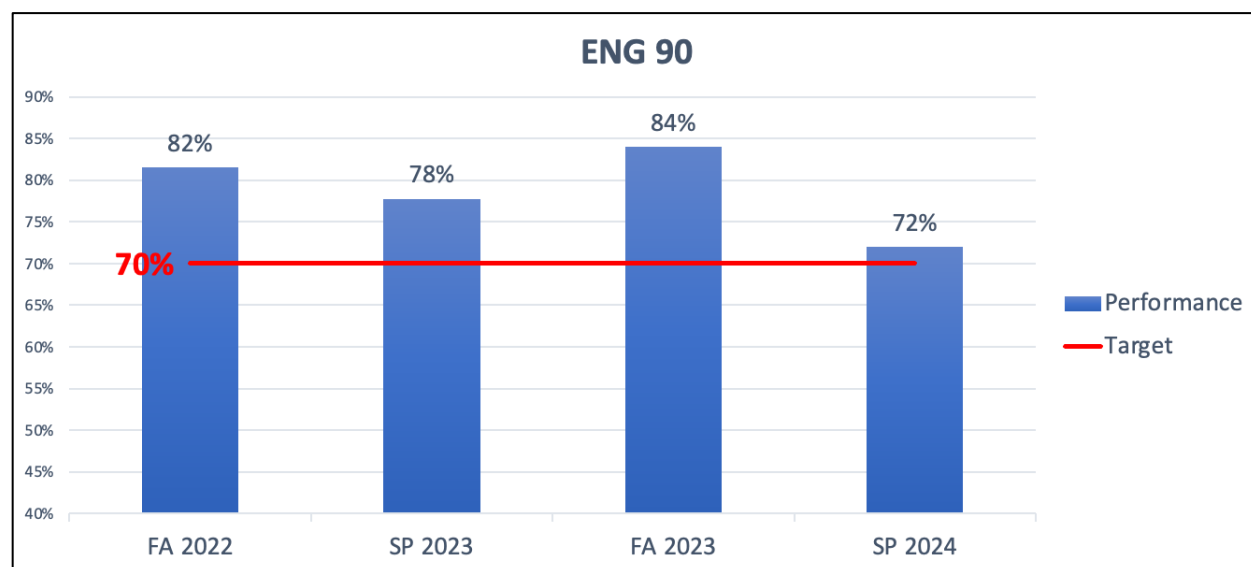
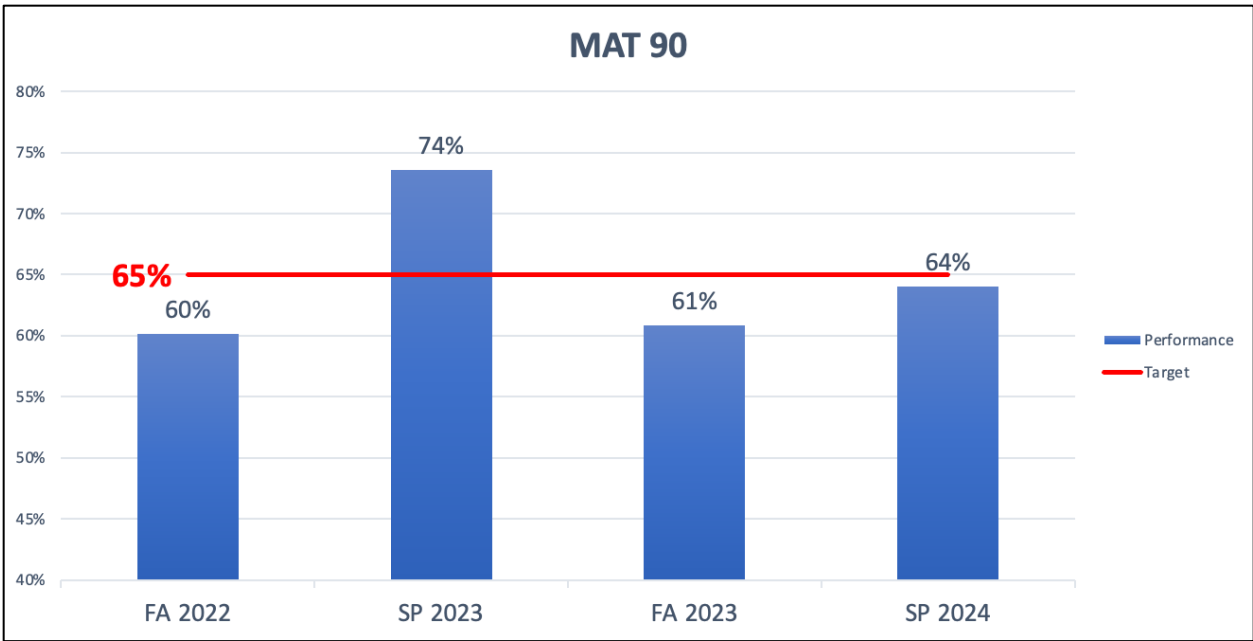
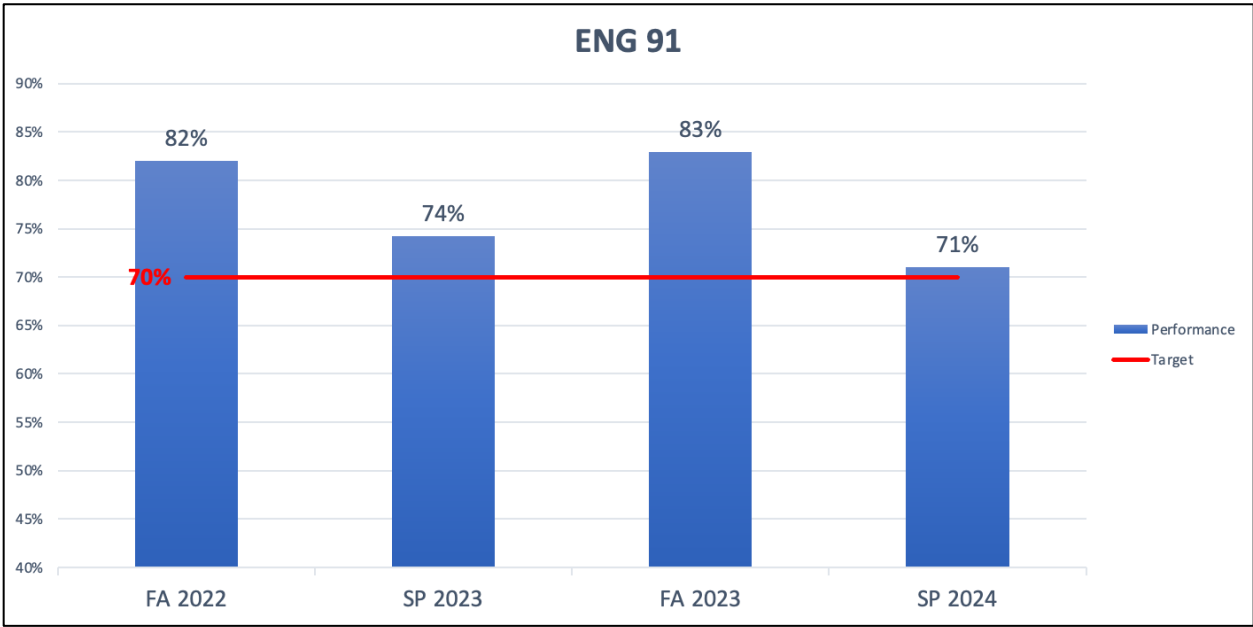
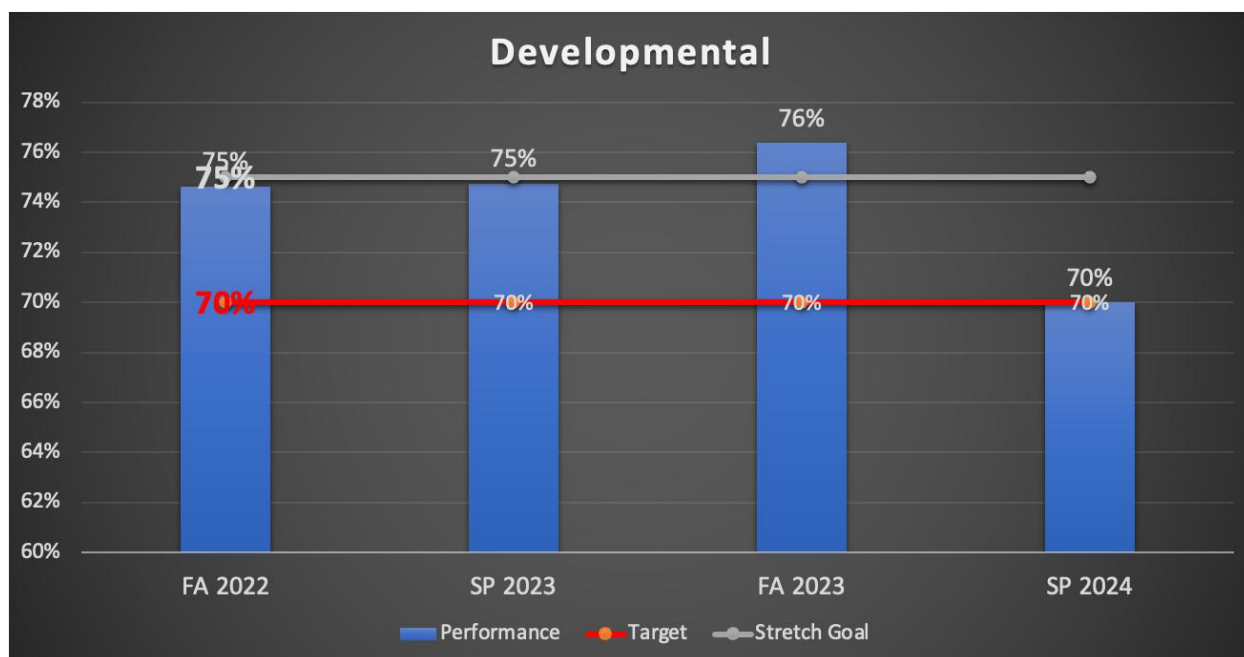


Figure 2

2025 ISS Review by the Institution





### Standard 1 Recommendations

#### ISS Committee:

##### ENG 90 and ENG 91

The ISS Committee was in favor of raising the target for the English courses after reviewing students' performance in ENG 90 and ENG 91. Recognizing that there were no stretch goals set for the individual courses, the committee decided to set them now. As a result, the College Accelerated Preparatory Program (CAPP) chairperson recommended to:

- ENG 90 - Raise target from 70% to 75% and set a stretch goal of 80%
- ENG 91 - Raise target from 70% to 75% and set a stretch goal of 80%

##### MAT 90

Upon review of students' performance in MAT 90, the committee discussed at length the possible factors which were affecting performance results. The following issues were given:

- According to Math Department Chairperson, there was one class in the second session of Spring 2024 that had 16 students who didn't pass and only 9 who did. The NP grades were also associated with attendance problems.
- It is speculated that most students often drop CAPP classes after receiving their Financial Aid batches. According to Financial Aid Officer, Pell funds cannot be withheld when the College receives funds which have to be batched within a certain time period.
- It was also suggested by the Business Department Chair that student performance can be affected by the lack of proper "classroom management".

Despite the concerns raised over the performance of students in MAT 90, the Math chairperson pointed out that over time the performance in MAT 90 is climbing and indicated that there was a still a chance for improvement in the future after the issues have been addressed. It was therefore recommended by the chairperson to:

- MAT 90 – Raise target from 65% to 70% and set a stretch goal of 75%.

#### OVERALL PERFORMANCE IN DEVELOPMENTAL COURSES

For the review of the overall performance in all three courses, the committee decided to raise the target and stretch goal because past performance showed they have met the target over the two-year period. The committee therefore recommended to:

- Target - Raise from 70% to 75%
- Stretch Goal- Raise from 75% to 80%

**Core Curriculum Committee:** No recommendations were recorded from this committee for Standard 1.

**Executive Team:** The team agreed with the recommendation by the ISS committee for ENG 90 and 91 and approved the decision made by the committee. They did not agree, however, to raising the target for MAT 90 because it had not been justified by past performance. Notwithstanding the recommendation from the Math Department chairperson to aspire to reach the new goal by the next review period, it was recommended by the team to maintain the target in the chance that it would not happen based on the department's recent performance. Furthermore, they did not agree to raising the target and stretch goal for the overall performance because performance is declining according to the most recent data. The team decided to maintain the previous thresholds until the next review period. In addition, it was pointed out that individual stretch goals were never set for ENG 90, ENG 91 and MAT 90 because the stretch goal is applied to the overall developmental performance.

#### **Final Approval:**

- ENG 90 - Raise target from 70% to 75% and approve stretch goal of 80%.
- ENG 91 - Raise target from 70% to 75% and approve stretch goal of 80%.
- MAT 90 - Maintain target at 65%.
- Overall Developmental Performance – Maintain target at 70% and stretch goal of 75%.

#### **Action Plan:**

- Monitor performance for MAT 90.

## 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.

Standard 2 examines the successful completion of ENG 150-Introduction to Literature, ENG 151-Freshman Composition and MAT 151-Intermediate Algebra which are pre-requisites to program level courses. The standard is measured by the number of students who receive a letter grade of “C” or better upon completion of these courses. Students who receive below a “C” grade are required to retake the course before proceeding to program requirements.

### Standard 2 History of Targets and Stretch Goals

Course	2015		2017		2020		2022	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
ENG 150	80%	NA	80%	NA	80%	NA	80%	NA
ENG 151	75%	NA	75%	NA	75%	NA	75%	NA
MAT 151	72%	NA	72%	NA	72%	NA	72%	NA
Overall Performance	72%	NA	72%	NA	72%	75%	72%	75%

### Standard 2 Performance Review

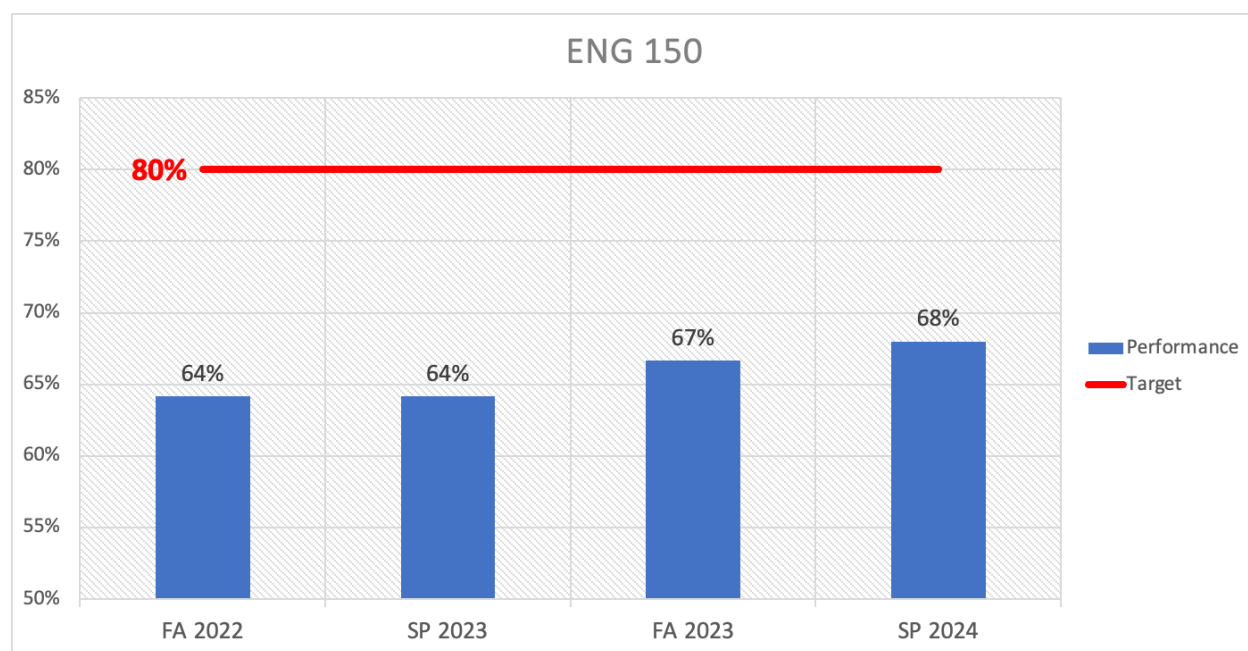
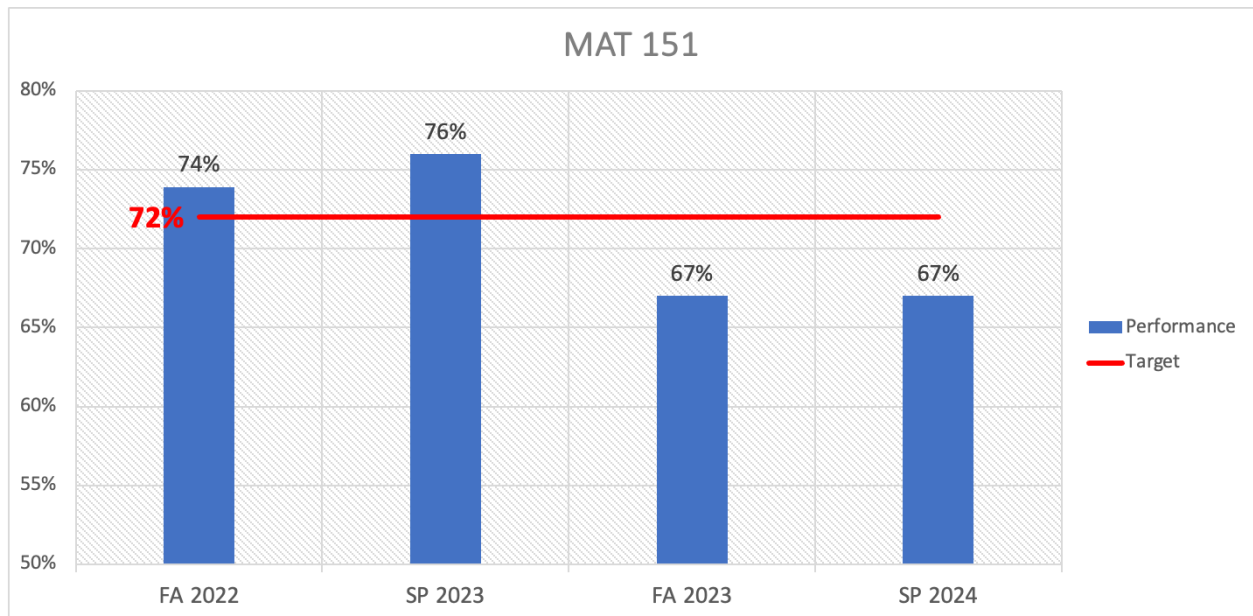
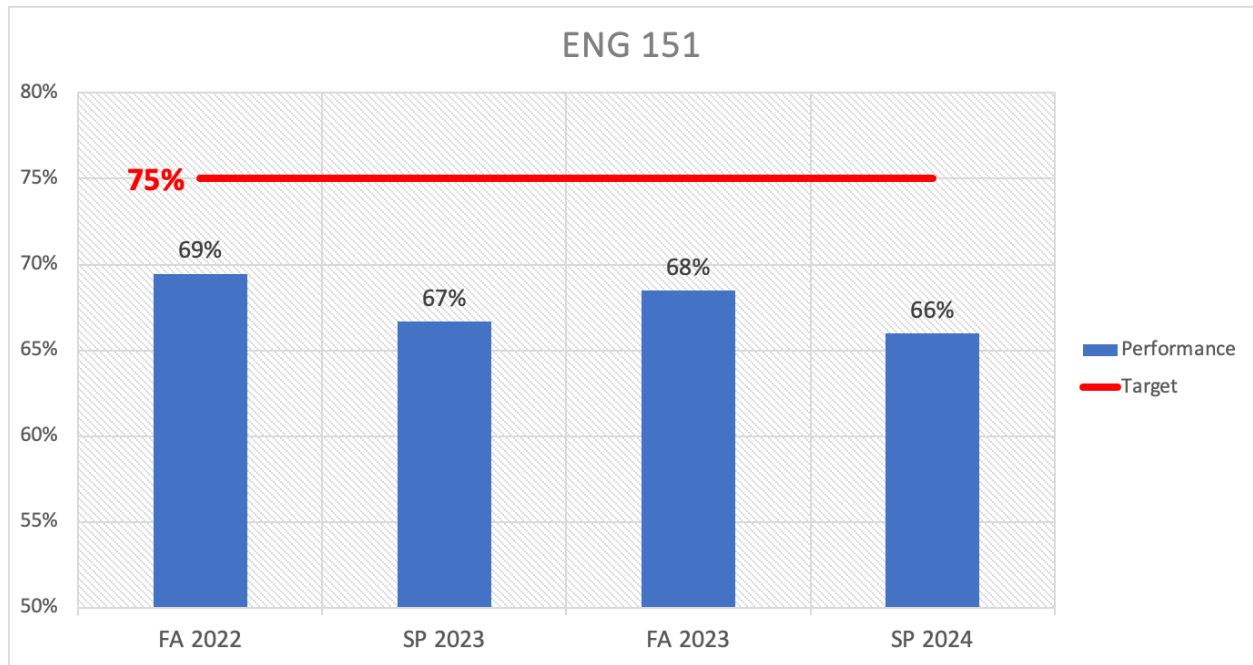
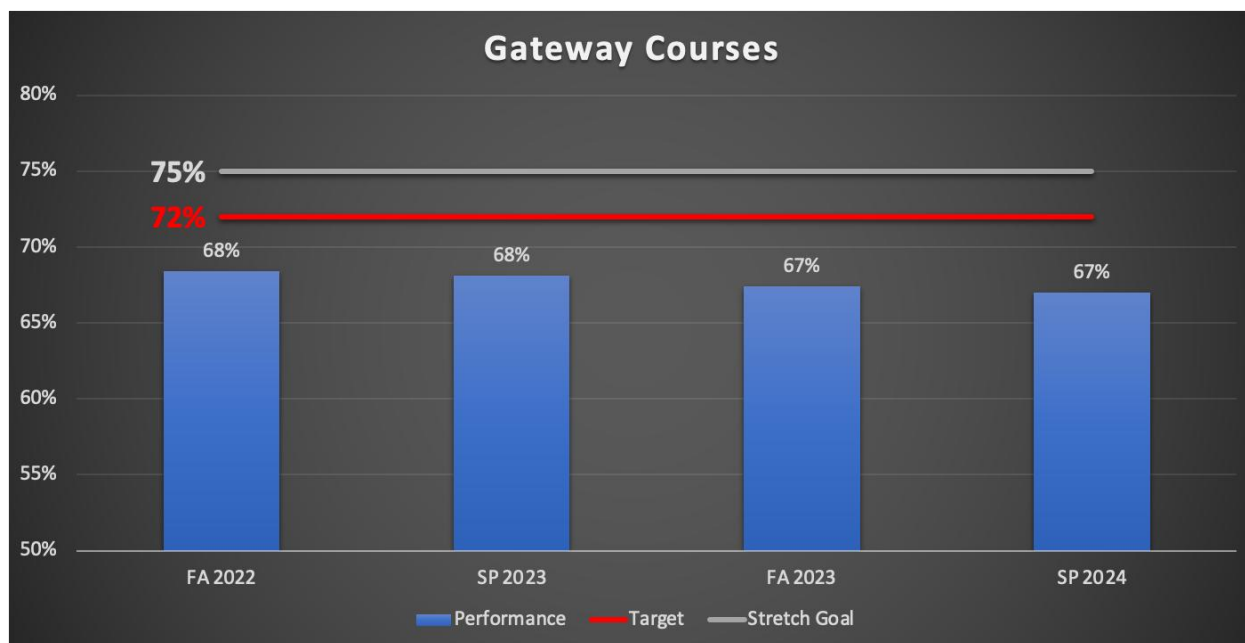


Figure 3



## 2025 ISS Review by the Institution





### Standard 2 Recommendations

**ISS Committee:** The committee agreed that there will be no changes to the target and discussed possible factors which effect performance in Gateway courses.

- According to Language and Literature (L&L) Chairperson, students who take ENG 150 are “unable to write a complete sentence”. Students coming into college level literature still have literacy issues. The L&L faculty each have their individual ways of teaching the course. It was suggested by a Teacher Education Department (TED) faculty member that rubrics are used for calibration to assess student learning which are meant for the department to ensure competencies are achieved.
- The CAPP chairperson mentioned that the CAPP curriculum is “rubric aligned and course aligned” and suggested that there needed to be more talks between CAPP and L&L to bridge the gap.
- The Math chairperson reminded the committee that not all incoming students to L&L are necessarily from CAPP. It was also suggested by the chairperson that some of the issues which affect student performance can be attributed to the lack of facilities conducive for learning, teacher absenteeism and the need for a writing lab.
- It was suggested by another L&L faculty member to lower the standard, however the Dean of Academic Affairs advised the department to maintain the “status quo” and that the target may still be obtainable in the future.
- The CAPP Chair mentioned that there is a great disconnect between CAPP and L&L
- The L&L faculty member stated that they face great challenges with their current students which include:
  - The rise of “plagiarism” due to the use of AI software.
  - Competition with “Social Media” for student attention
  - The “apathetic” nature of this generation

- Student involvement in extracurricular activities (clubs) which is affecting attendance and student performance.
- Some of the suggestions made by committee members as advice for the L&L department were:
  - Acquire “Turn It In” Software to help combat plagiarism.
  - That students take Speech and ENG 151 simultaneously because students write like they speak and vice versa.
  - That L&L devise a plan to address issues with the performance before the next ISS review period.
  - The need for internal professional development for new faculty.

Based on the many issues identified, the committee decided to keep things as they are until the next review. As a result, the decision is to:

- **Maintain targets for ENG 150, ENG 151, MAT 151 and the overall performance of Gateway courses.**

**Core Curriculum Committee:** No recommendations were recorded from this committee for Standard 2.

**Executive Team:** During the review of this standard, the President pointed out that the ISS committee needed to evaluate the point between the students’ transition from Developmental to Gateway and that there is a great need for more disaggregated data to fill in the gaps from one milestone to the next to help identify areas for improvement especially from the services side.

It was also pointed out that the Language and Literature department had fairly new instructors who had not participated in the development of outcomes for General Education English courses, which leads to the concern of whether the department was following them. Outcomes have been set for them to follow regardless of methodology.

It was also suggested by the VP of Administrative and Finance that the programs needed to revisit rubrics for calibration and inter-rater reliability. It was suggested that this information be made available for the next review period.

**Final Approval in 2025:**

- Maintain target for ENG 150 of 80%
- Maintain target for ENG 151 of 75%
- Maintain target for MAT 151 of 72%
- Maintain target for Overall Gateway Performance of 72% and stretch goal of 75%.

**Action Plan:**

- Review performance of all General Education Courses.
- Revisit outcomes for General Education.
- Revisit assessment rubrics for calibration and inter-rater reliability of Gateway courses.
- Need to standardize Math and English course outcomes to ensure that all students in these courses have the same foundation regardless of what methods are used.

## Standard 3: Degree Program Requirements

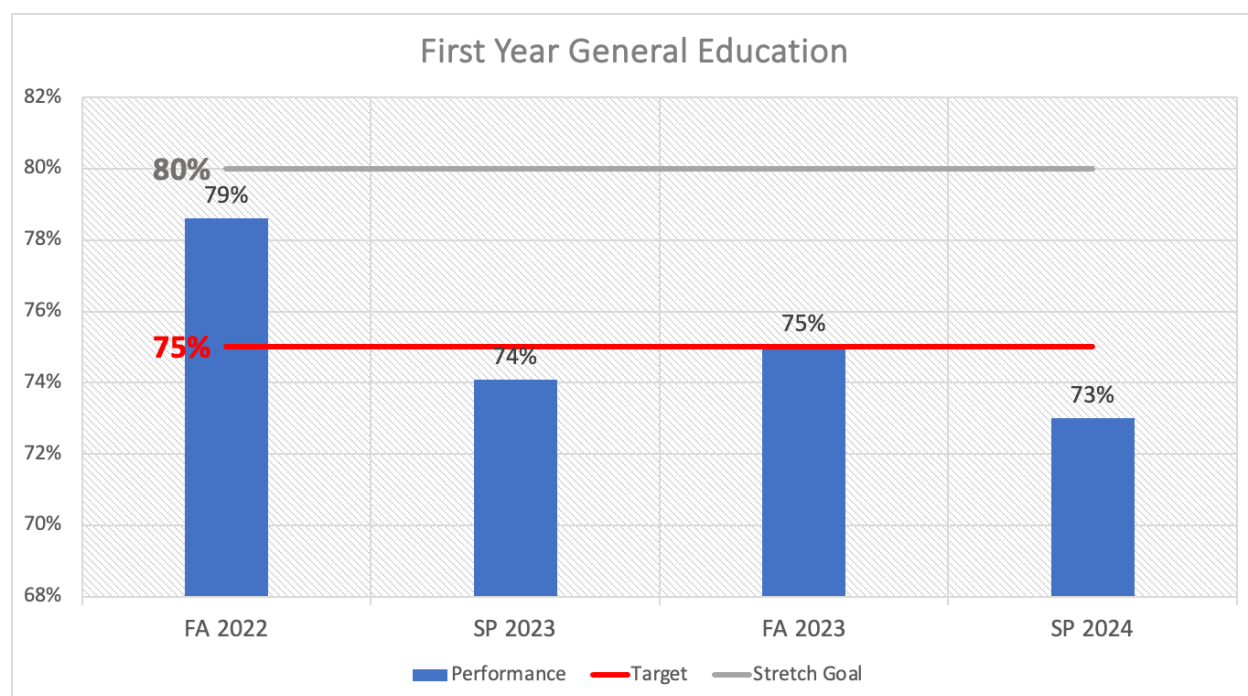
**The successful Completion of First Year Gen-Ed, Second Year Gen Ed and Program requirements.**

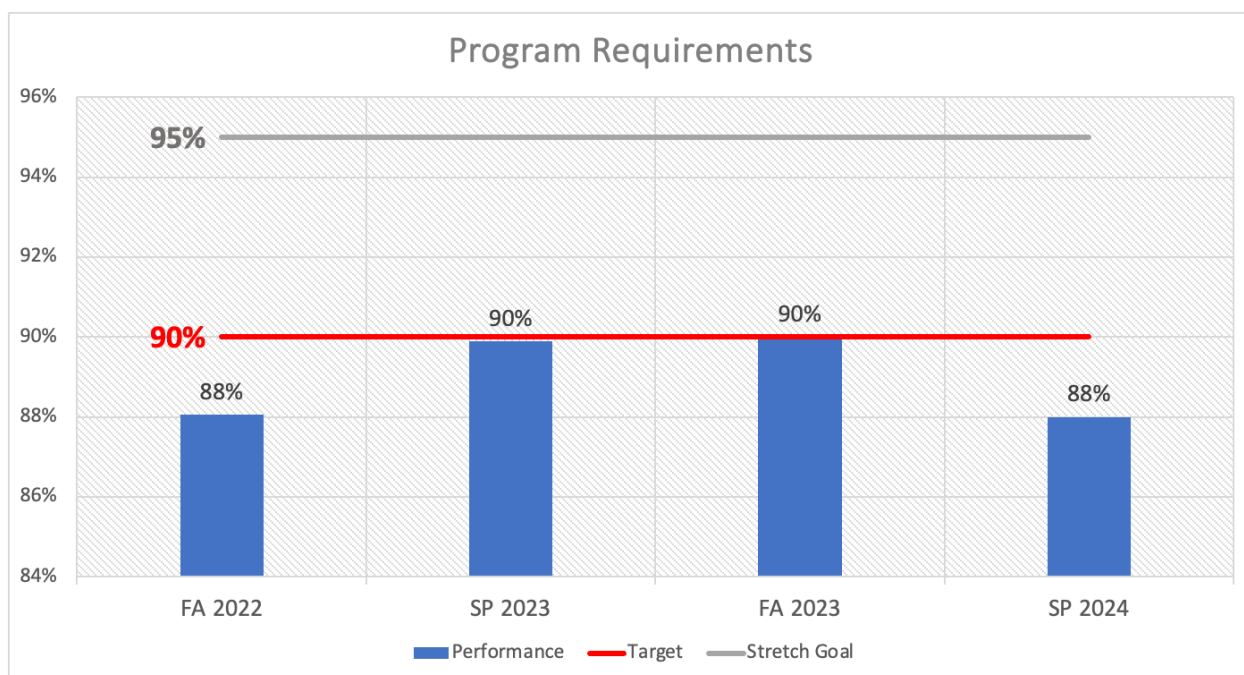
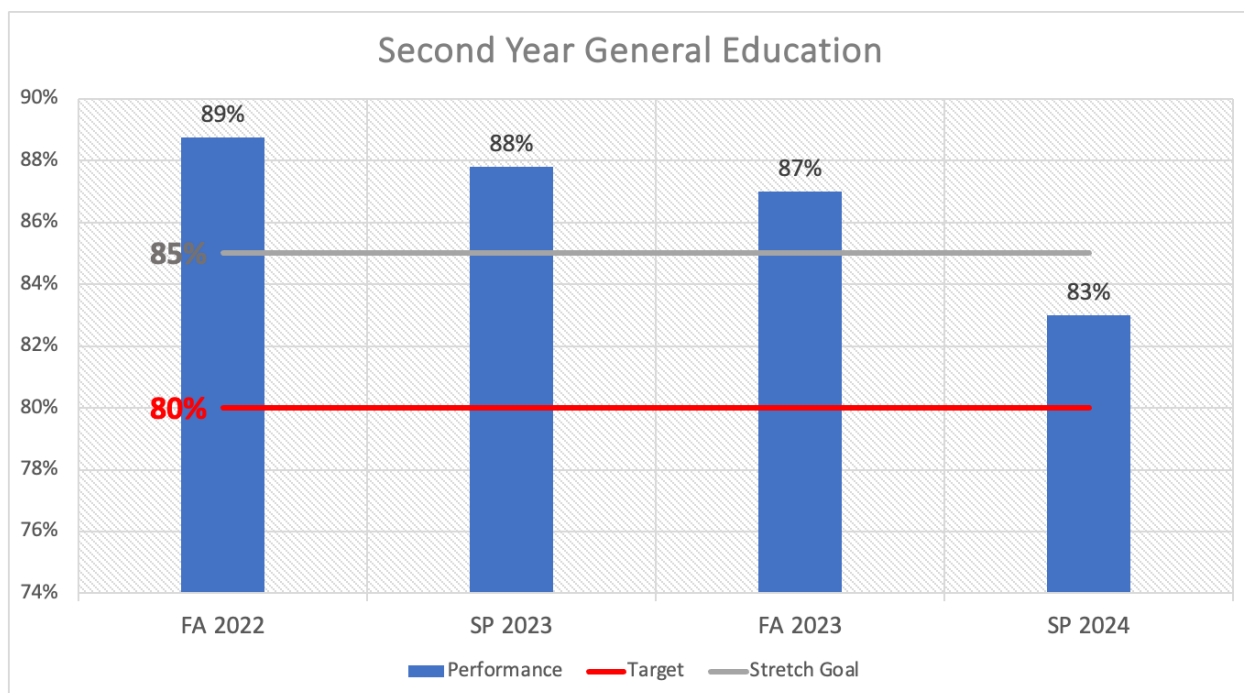
Standard 3 examines the successful completion of First Year General Education Courses, Second Year General Education Courses, Program Requirements and the Overall Performance in Program Requirements. The standard is measured by the percentage of students who receive a letter grade of “C” or better upon completion of these courses. These three groups of courses were reorganized in 2020 after a change in the catalog. The groups were previously named “General Education”, “Co-Foundational” and “Core Foundational” courses.

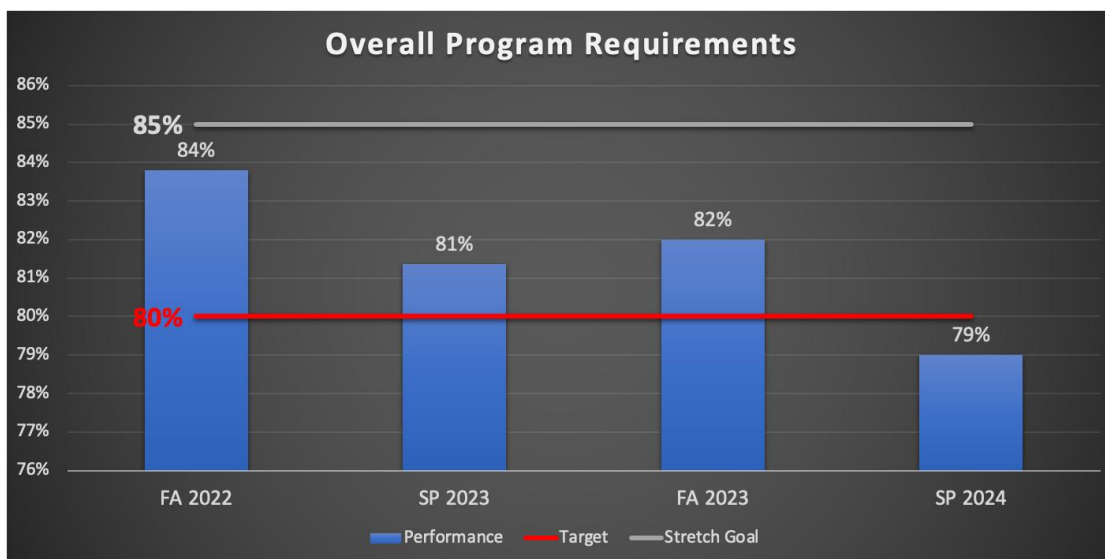
### Standard 3 History of Targets and Stretch Goals

Course	2015		2017		2020		2022	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
1 <sup>st</sup> YR Gen Ed	75%	NA	75%	NA	75%	80%	75%	80%
2 <sup>nd</sup> YR Gen Ed	80%	NA	80%	NA	80%	85%	80%	85%
Program Requirements	90%	NA	90%	NA	90%	95%	90%	95%
Overall Performance	80%	NA	80%	NA	80%	85%	80%	85%

### Standard 3 Performance Review







### Standard 3 Recommendations

**ISS Committee:** The committee recommended to keep targets and stretch goals for this standard based on performance in Spring 2024 where the standard had not been met. They did suggest renaming the standard to just “Degree Requirements” vs “Degree Program Requirements” which confuses the title with the group of courses titled as “Program Requirements”.

**Core Curriculum Committee:** No recommendations were recorded from this committee for Standard 3.

**Executive Team:** The VP of Administrative and Finance pointed out that there is a big gap between General Education and Program Requirements. The President mentioned that there is more data needed to understand if Academics is using student services such as tutoring to help students.

The team agreed with the ISS committee recommendation to keep targets and stretch goals for this standard. They did not agree to renaming the standard “Degree Requirements” because the three groups identified in the standard were not just degree requirements but also certificate requirements.

#### Final Approval in 2025:

- Maintain target for First Year General Education of 75% and stretch goal of 80%.
- Maintain target for Second year General Education of 80% and stretch goal of 85%.
- Maintain target for Program Requirements of 90% and stretch goal of 95%.
- Maintain target for Overall Degree Program Requirements of 80% and stretch goal of 85%.
- Do not change terms in definition of standard.

#### Action Plan:

- Need to review General Education, especially English and Math courses.
- Return to inter-rater reliability.

## Standard 4: Persistence

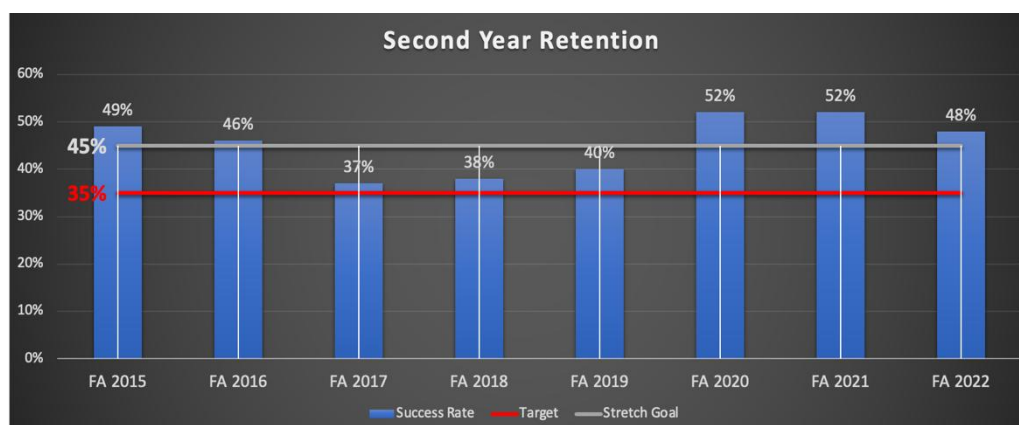
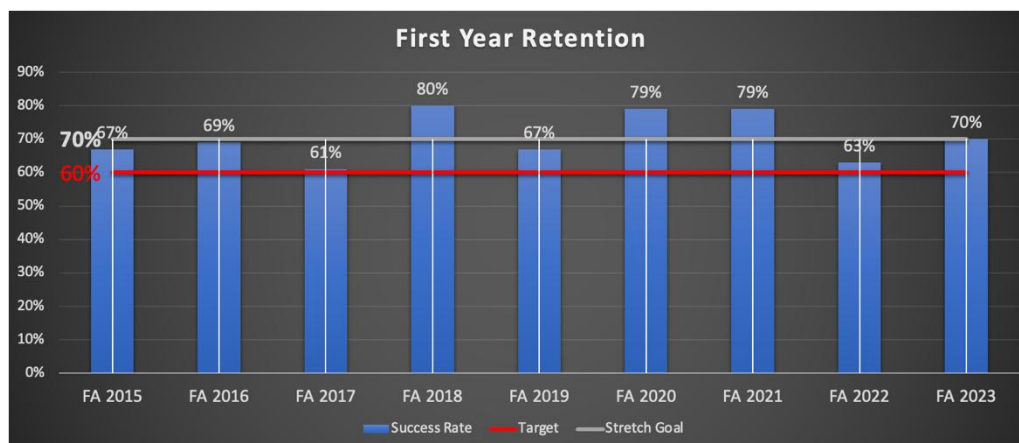
### The retention of students in their first year and second year

Standard 4 observes the retention of students in the First Year of study and the Second Year of study. The First Year is measured by the retention of “new” students enrolled in the Fall who enroll in the following Spring semester. The Second Year is determined by the cohort of new students who began in Fall and enrolled in the Spring, and were again enrolled in the following Fall semester.

### Standard 4 History of Targets and Stretch Goals

Course	2015		2017		2020		2022	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
1 <sup>st</sup> YR Retention	50%	60%	50%	60%	60%	70%	60%	70%
2 <sup>nd</sup> YR Retention	30%	40%	35%	NA	35%	45%	35%	45%

### Standard 4 Performance Review



### **Standard 4 Recommendations**

**ISS Committee:** The committee has not recommended any changes for this standard.

**Core Curriculum Committee:** No recommendations were recorded from this committee for Standard 3.

**Executive Team:** The team recommended to revisit the definition and the data of this standard in the next review. There is a question on the significance of this measure to be represented as one of the standards versus viewing it throughout the Pathway of Student Success.

**Final Approval in 2025:**

- First Year Retention: Maintain Target of 60% and Stretch goal of 70%
- Second Year Retention: Maintain Target of 35% and Stretch goal of 45%

**Action Plan:**

- Remove Standard 4 as a sub-component and put persistence at every interval of the milestones.
- Need to track “Comprehensive Student Services” within the pathway.



## Standard 5: Degree/Certificate Completion and Career Technical Education

### The successful completion of a Degree Program or Certificate; and Career Technical Education Programs.

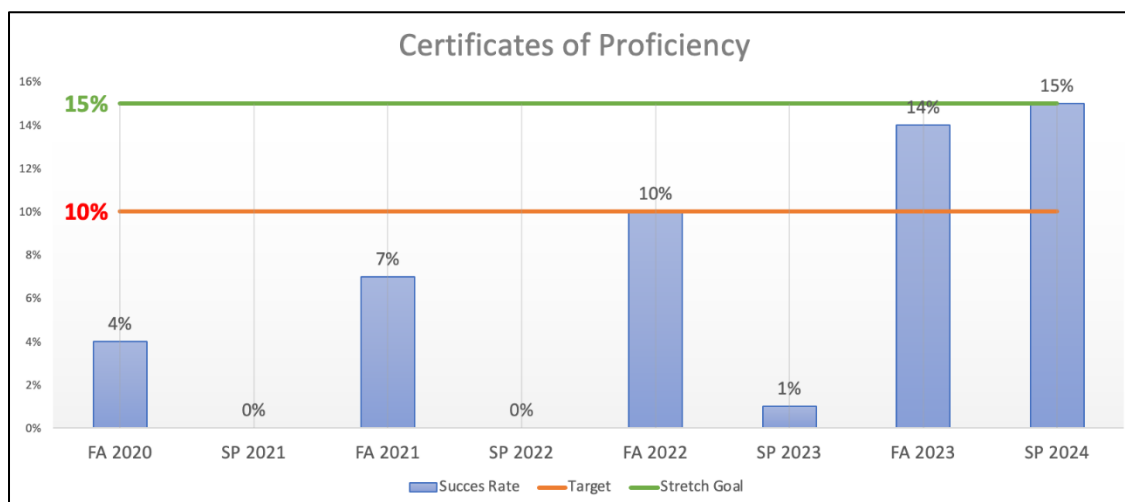
Standard 5 observes the completion of degrees and certificates by measuring the percentage of Associates Degrees, Bachelor's Degrees and Certificates of Proficiency (COP) awarded per Academic Year. This standard was added in 2020 to the original five standards set in 2015. This standard replaced the previous Standard 5 which is now Standard 6. The percentages recorded are calculated as follows:

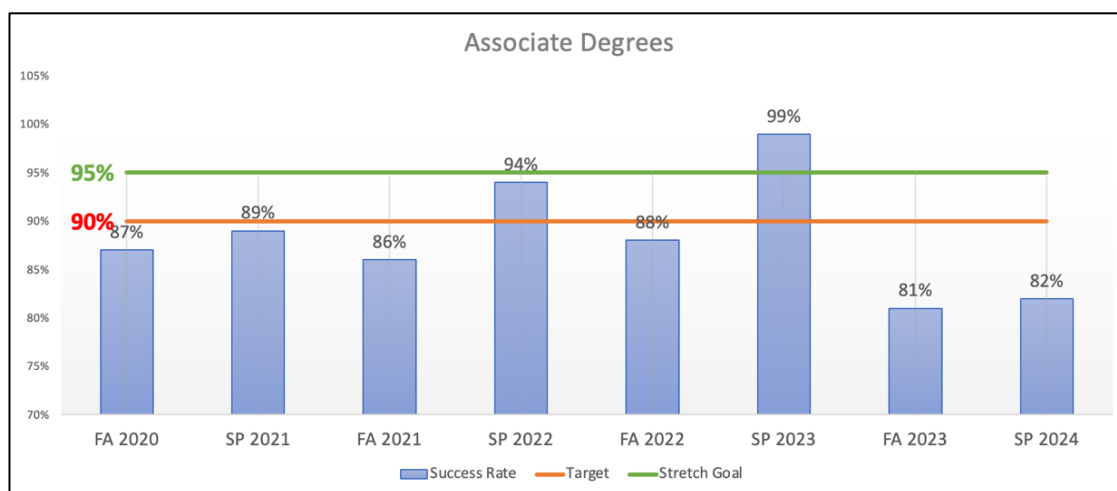
- Associates Degree completion: The number of Associate degrees awarded divided by the total number of graduates in an Academic Year
- Certificate of Proficiency: The number of COPs awarded divided by the total number of graduates in an Academic Year
- Bachelor's Degree: The number of B.Ed degrees awarded divided by the total number of graduates with Bachelor's degrees.

### Standard 5 History of Targets and Stretch Goals

Course	Introduced in 2020		No Change in 2022	
	Target	Stretch Goal	Target	Stretch Goal
Associate Degrees	90%	95%	90%	95%
Certificates of Proficiency	10%	15%	10%	15%
Bachelors of Education	95%	100%	95%	100%

### Standard 5 Performance Review





### Standard 5 Recommendations

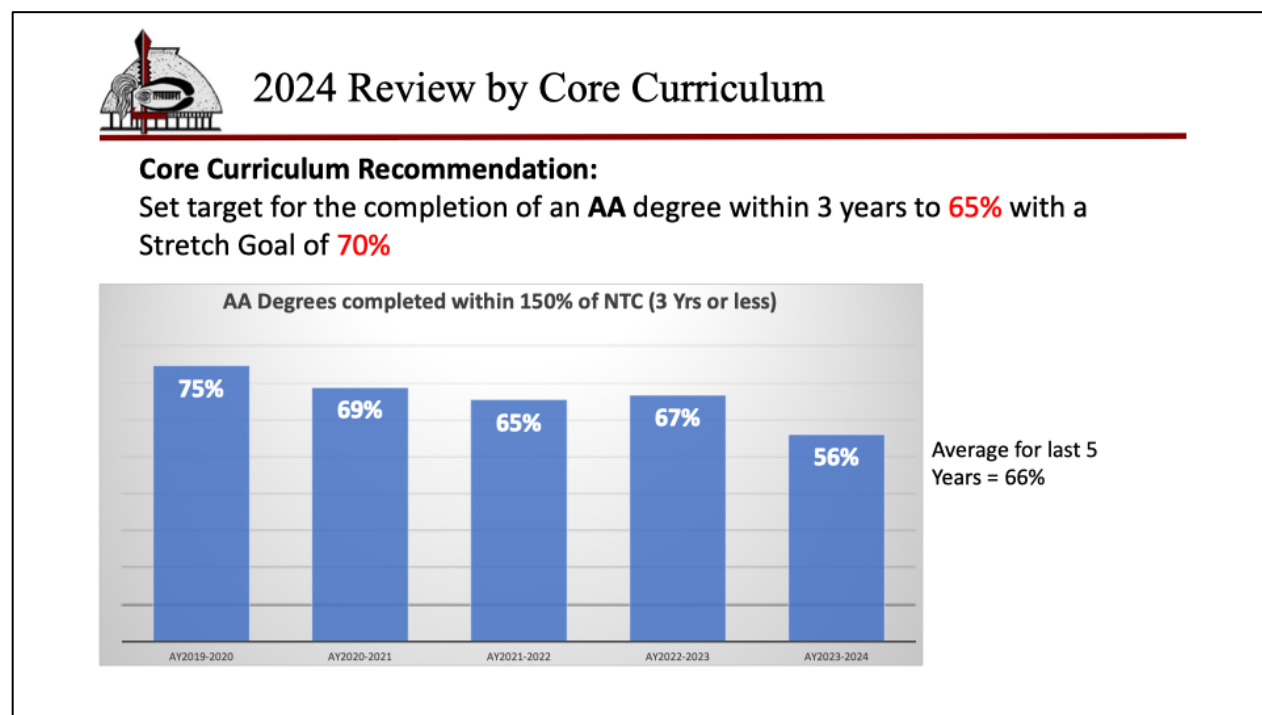
**ISS Committee:** The ISS committee was asked to revisit the calculation of this standard based on the recommendation from the review in 2022 which was to examine the significance of the calculation of the B.Ed. The following points were made during the discussion of this standard:

- Question asked: Are graduates receiving Certificates of Proficiency in MOU programs? Probably the rise in COPs is in programs that have MOUs. Also suggested that it could be the new SSI certification or the Counseling to teach the Samoan language.
- The calculation of the BEd completion.
  - The current calculation is based on the number of BEd graduates divided by the number of graduates with a Bachelor's degree. It was explained by IE that this calculation is how it is reported to the ACCJC. IE recommended if this standard is better reported just by the number of graduates for BEd versus the percentage calculation that is currently used for this part of standard 5.

- The IEAD Executive Director also advised that during the review in 2022, it was suggested to divide the number of graduates by the number of students in the program but that would require the identification of a “cohort” which TED does not follow.
- The IE Executive Director mentioned the proposal of three new 4-year programs in the works for:
  - SSI
  - Business
  - Nursing

Based on the discussion, the committee recommended to change the target and stretch goal for certificates based on past performance. They also decided to keep the targets and stretch goals for Associate Degrees and B.Ed Degrees as they are until next review.

**Core Curriculum Committee:** The CCC was assigned to look at this standard and review the recommendation made by the ISS committee. IEAD was tasked to present an alternative calculation for this standard to the CCC. The proposed calculation looked at the time of completion for degrees and certificates. The PowerPoint Slides capture the graphs presented to the CCC along with their proposal of how the calculation should be set for this standard.

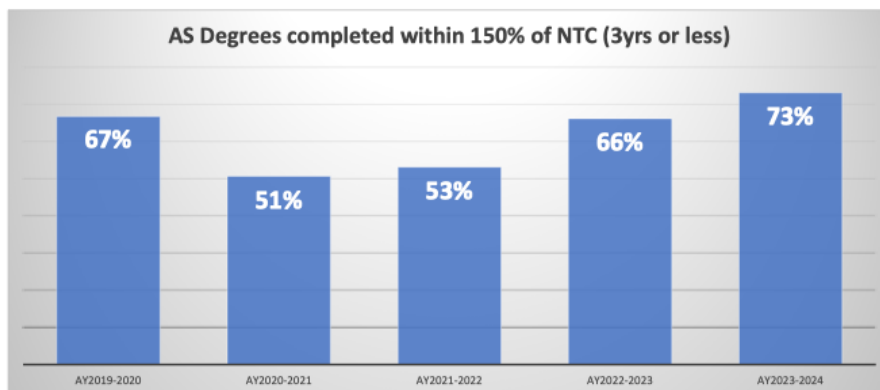




## 2024 Review by Core Curriculum

### Core Curriculum Recommendation:

Set target for the completion of an **AS** degree within 3 years to **66%** with a Stretch Goal of **70%**



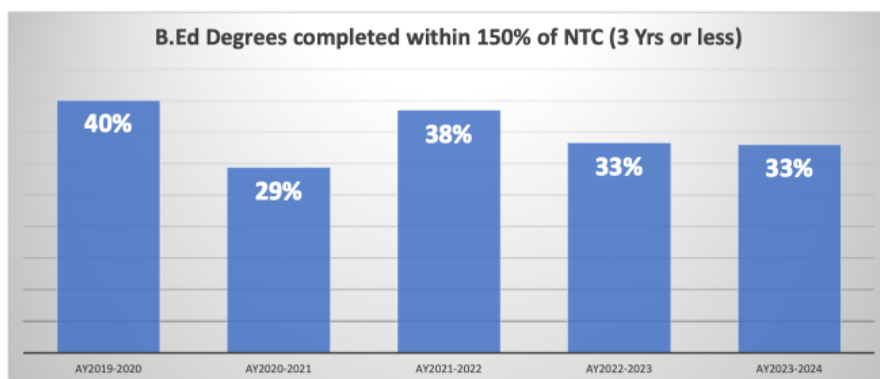
Average for 5  
Years = 62%



## 2024 Review by Core Curriculum

### Core Curriculum Recommendation:

Set target for the completion of an **B.Ed** degree within 3 years to **35%** with a Stretch Goal of **40%**



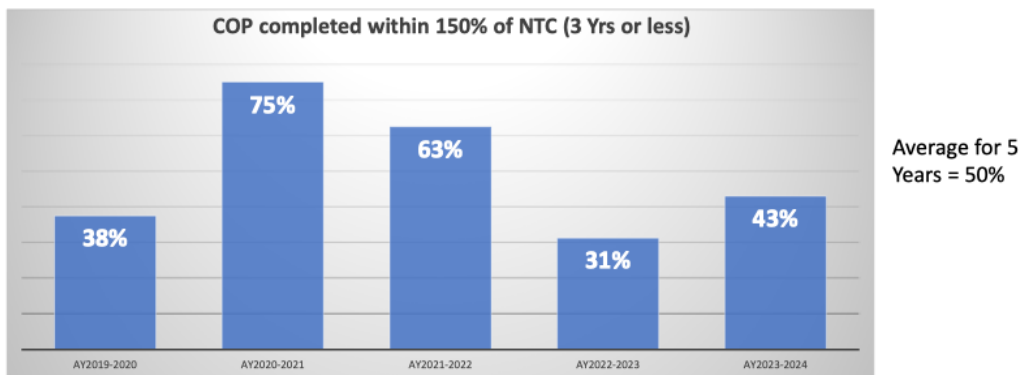
Average for 5  
Years = 35%



## 2024 Review by Core Curriculum

### Core Curriculum Recommendation:

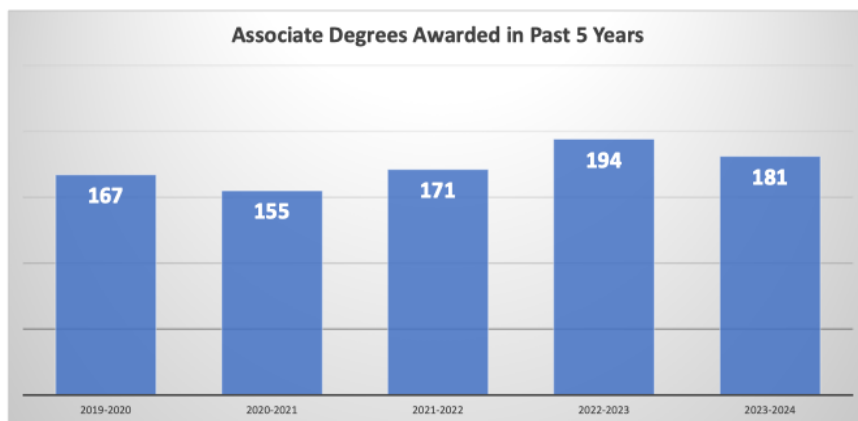
Set target for the completion of an **COP** within 3 years to **50%** with a Stretch Goal of **55%**



**Executive Team:** Prior to meeting with the Executive Team, IEAD was tasked once again to show the actual number of degrees and certificates awarded versus calculating the percentage the way it is being calculated as an alternative to what was presented to the CCC. As a result, the following slides were presented as a part of Standard 5.



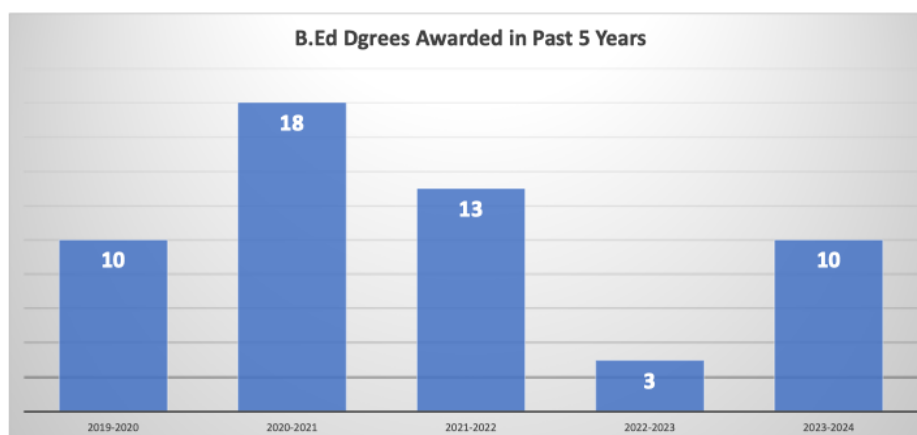
## Associate Degrees Awarded (Actual Number)



Average = 174



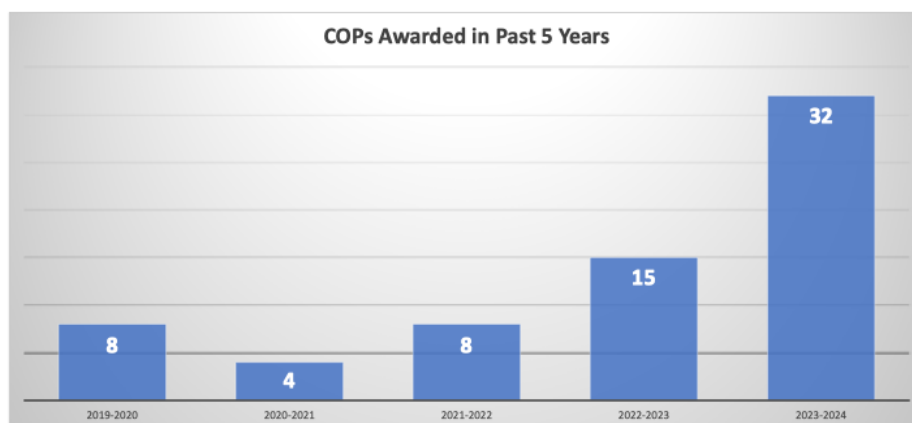
## Bachelor Degrees Awarded (Actual Number)



Average = 11



## Certificates of Proficiency Awarded (Actual Number)



Average = 13

The team agreed that looking at the actual numbers was clearer versus looking at the percentages. The team agreed that setting targets by looking at the average number of degrees awarded over the past 5 academic years for Associates, Bachelors and Certificates would be a better option for reporting this standard.

**Final Approval in 2025:**

- Associates Degree: Set target of **170** and a stretch goal of **180**.
- Bachelor's Degree: Set target of **10** and a stretch goal of **11**.
- Certificates of Proficiency: Set target of **11** and a stretch goal of **14**.

**Action Plan:**

- This standard is now currently aligned with how these numbers are reported in the ACCJC Annual Report.

## Standard 6: Graduation, Transfer, and Transition to workforce

**The successful completion of a Degree Program or Certificate within 150% of Normal Time to Completion, and transfer to institutions of higher learning or transition into the workforce.**

Standard 6 observes the completion of a degree or certificate within 150% of normal time to completion which is within 3 years for 2-year institutions. This is calculated by looking at graduate transcripts and determining how many Fall and Spring semesters a graduate was enrolled in which accounts for one academic year.

This standard also looks at the number of graduates that transfer to institutions of higher learning which is tracked by the number of graduates who have received American Samoa Government (ASG) scholarships and those who are tracked by the Financial Aid Office as still receiving aid at other institutions. Individual CTE programs track program graduates who have transitioned into the workforce.

### Standard 6 History of Targets and Stretch Goals

Course	2015		2017		2020		2022	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
<b>150% Time to Completion</b>	39%	NA	39%	NA	45%	50%	45%	50%
<b>Transfer to Institutions of Higher Learning</b>	18%	NA	18%	NA	20%	25%	20%	25%
<b>Transition into the Workforce</b>	50%	NA	50%	NA	75%	80%	75%	80%

### Standard 6 Performance Review

Program	Institution-Set Standard (%)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)
Teacher Education (AA, B.Ed.)	75%	80%	60%	42%	100%	65%	67%
Nursing (AS, COP)	75%	80%	0%	100%	86%	88%	100%
Trade and Technical (AS Degree)	75%	80%	50%	20%	64%	50%	20%
Agriculture, Community and Natural Resources	75%	80%	NA	NA	80%	43%	0%
Business	75%	80%	NA	NA	65%	89%	82%
Computer Science	75%	80%	NA	NA	No Graduates Yet	No Graduates Yet	No Graduates Yet
Criminal Justice	75%	80%	NA	NA	37%	52%	64%
Health and Human Service	75%	80%	NA	NA	82%	25%	72%
Science/Marine Science	75%	80%	NA	NA	50%	50%	100%



### Standard 6 Recommendations

**ISS Committee:** For Normal Time to Completion, the committee recommended to;

- Raise Target from 45% to 55%
- Raise Stretch Goal from 50% to 60%

For Transfer to Institutions of Higher Learning, the committee recommended to:

- Raise Target from 20% to 25%
- Raise Stretch Goal from 25% to 30%

For Transition Into the Workforce, the Math chairperson posed a question on the tracking of students transferring to institutions of higher learning, asking if the data includes students that are taking online courses and students that are currently studying in places such as Fiji, New Zealand etc. through programs from LBJ, ASPA and others. In agreement, the Business Chairperson voiced that being able to track students that are not in the United States would be good data to have as part of our percentage. No change has been recommended for this portion of the standard.

**Core Curriculum Committee:** No recommendations were recorded from this committee for Standard 6.

**Executive Team:** For Normal Time to Completion, the team does not agree to raising the target for time to completion until there is a better method of collecting this data of tracking students from intake all the way through to graduation. For Transfers to Institutions of Higher Learning, the team recommends again to solidify mechanisms for tracking graduates but approved the recommendation made by the ISS Committee. For Transition Into the Workforce, the team recommended to again solidify the data collection methods for gathering and reporting this data.

#### **Final Approval in 2025:**

- Normal Time to Completion: Maintain Target of 45% and Stretch Goal of 50%.
- Transfer to Institutions of Higher Learning: Raise Target from 20 to 25% and stretch goal from 25% to 30%.
- Transition Into the Workforce: Maintain target of 75% and stretch goal of 80%

#### **Action Plan:**

- Determine reliable mechanisms for tracking graduates through time to completion, transfer to institutions of higher learning and transition into the workforce.