



Student Learning Outcome and Student Achievement Manual

2025



American Samoa Community College
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PagoPago, American Samoa 96799

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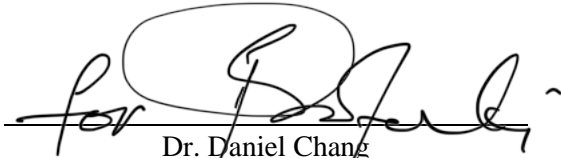
American Samoa Community College

Student Learning Outcome and Student Achievement Manual

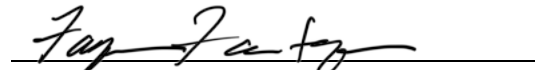
**June 29, 2021
Updated August 18, 2025**

ASCC Core Curriculum and Assessment Committee


The following signatures certify the Core Curriculum and Assessment Committee's participation in review and acceptance of the Committee's purpose, processes, and responsibilities.



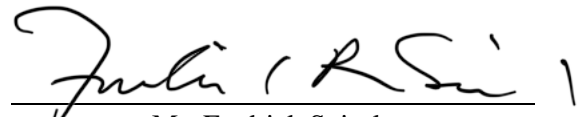
Dr. Daniel Chang
Faculty, Health and Human Services



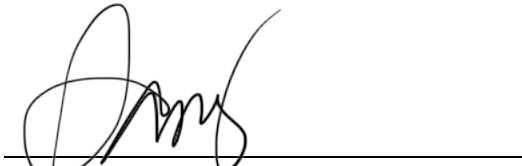
Dr. Faofua Fa'atoafe
Chairperson, Business Department



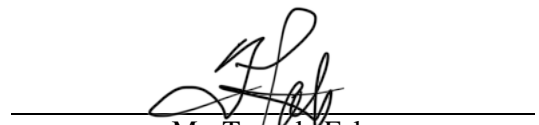
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Program Director, Teacher Education




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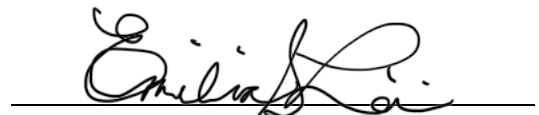
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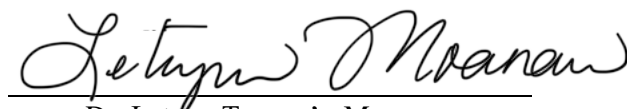
Dr. Emilia Le'i
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Mrs. Amete Moefia'ahu
Chairperson, Math Department



Ms. Annie Panama
Program Director, Counseling



Dr. Letupu Tauanu'u-Moananu
Vice President, Academic Community and Student Affairs/ Chairperson



AMERICAN SAMOA COMMUNITY COLLEGE
Vice President of Academic, Community and Student Affairs

September 18, 2025

To: Dr. Rosevonna Pato
President of American Samoa Community College

Via: Mr. Sonny Leomiti
Vice President of Administration and Finance/Accreditation Liaison Officer

From: Dr. Letupu Tauanu'u-Moananu
Chairperson of Core Curriculum and Assessment Committee (CCAC)

Subject: Final Approval Request for Amended 2025 Student Learning Outcome and Student Achievement Manual

We submit for your final review and approval of the Amended 2025 Student Learning Outcome (SLO) and Student Achievement Manual. Thank you for your continuous support.

Cc: Core Curriculum and Assessment Committee (CCAC) members

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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 enable students to achieve their educational goals and 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 bachelor's and associate's degrees and certificate programs of study. These programs prepare all students, including those who are educationally underserved, challenged, or non-traditional, for:

- **S**uccessful entry into the workforce
- **T**ransfer to institutions of higher learning
- **A**wareness of the Samoan Culture and the Pacific
- **R**esearch and extension in human and natural resources

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 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.

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 the planning and establishment of SLOs. The College, since then, has committed in allocating resources necessary to ensure all faculties 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 the results to improve the curriculum, pedagogy, and 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 needs 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 educational services.

In 2023, the President restructured and reorganized the Core Curriculum and Academic Assessment committees as the Core Curriculum and Assessment Committee (CCAC). The restructuring and reorganization are necessary to best facilitate the review and dialogue of the Institutional-Set Standards (ISS), the curriculum review of General Education and Program Requirements, and the assessment of Student Learning Outcomes (SLOs). The CORE Curriculum and Assessment Committee (CCAC) has as its main responsibility the facilitation, oversight, and review of processes and functions that guide the General Curriculum Committee and the Academic Assessment Committee. The CCAC is set to better ensure the achievement of the College's mission and its institutional set of outcomes, and to continuous quality improvement of the College.

Student Learning Outcomes (SLO):

SLOs are statements that define what a student should be able to do upon completing a course. The SLO defines what will be measured and dictates what assessment is appropriate. SLOs represent both the target for our services and the expectation for student achievement as a result of our teaching. Assessment information tells us what students can do and how they have learned as a result of a course or program. It informs us about the effectiveness of our pedagogy. Assessment data provides a culture of evidence, which is the foundation for modification in teaching and further revisions to SLOs (*Reference 2008 Alignment and Assessment of SLO Training Manual*).

Student Learning Outcomes are categorized into four main types: 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, First-Year Gen-Ed, Second-Year Gen-Ed, and Program Requirements, which consist of courses specifically tailored to a discipline or area of specialization (*Reference Catalog 2024-2026, p. 45*).

- **Institutional Learning Outcomes (ILO):** Are the competencies defined by the institution that all students upon graduating from the ASCC should acquire and demonstrate proficiency. ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students who complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitatively competent individuals, critical thinkers, global citizens, and responsible leaders.
- **General Education Outcomes (GEO):** 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 degrees. It is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence and Personal Development and Responsibility (*Reference 2024-2026 Catalog, p.45*).
- **Program Learning Outcomes (PLO):** These are required outcome qualities and competencies that focus on enhancing content within core disciplinary areas of study, as well as those specific to particular disciplines or areas of specialization. These are categorized as essential requirements during the third and/or fourth years of a student's degree pathway.
 - **2nd Year General Education (formerly Core Foundational Courses):** Are courses enhancing content foundational competencies in core disciplinary areas of study. These courses are determined by academic degree programs/departments.
 - **Program Requirements (formerly Co-Foundational Courses):** Are courses specific to a discipline or area of specialization. These courses are programs focused with an emphasis on 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.

Institutional Set Standards for Student Achievements:

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 (*Reference PGSM 2024, p. 13*).

The College documented its review of ISS from 2017-2020 (*Reference: SLO Manual 2021*)

In the 2020 review of Institution Set Standards (ISS), the ISS committee recommended defining Standard III for Degree Program Requirements as completion of 1st Year General Education, 2nd Year General Education instead of Core Foundation Courses, and Program Requirements instead of Co-Foundation Courses to be consistent with the Catalog. These definitions were further re-emphasized in the 2022 review of ISS (*Reference: 2022-20-09 ISS Review presentation*).

In 2023, the President restructured and reorganized the Core Curriculum and Academic Assessment committees as the Core Curriculum and Assessment Committee (CCAC). The restructuring and reorganization are necessary to best facilitate the review and dialogue of the Institutional-Set Standards (ISS), the curriculum review of General Education and Program Requirements, and the assessment of Student Learning Outcomes (SLOs). (*Reference: Amended PGSM 2024, pg. 11*)

Institution Set Standards: 2022

The College Institution Set Standard (ISS) Committee continued its review of ISS in Fall 2022. A cycle for the review of ISS was established to mirror the 2-year cycle timeline following the review of the College Catalog. The ISS committee met throughout the fall 2022 semester to review all targets and stretch goals based on data collected in previous years. The ISS Committee presented recommendations on whether to set new targets and stretched goals, or to keep current targets for future review and dialogues.

- **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%**
 - 2nd Year Gen Ed (Core Foundational) Target: **80%** with Stretch Goal **85%**
 - Program Requirement (Co- Foundational) 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's 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%**

Institutional Set Standards: 2024

At the beginning of Spring 2025, the Core Curriculum Committee (CCC) met to assess the findings and recommendations from the ISS Committee. The CCC also contributed suggestions and input regarding the standards. On March 31, 2025, the Executive Team, made up 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), gathered to finalize the proposals put forth by the two committees.

- **Standard 1: Developmental Courses:** The successful completion of the developmental English and Math courses, which transition students into college readiness. The target rose to **75% with a stretch goal of 80%.**
- **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. The target remains with the percent of student population who complete gateway courses with a “C” or better each semester- 72% with a Stretch Goal of 75%.
- **Standard 3: Degree Program Requirements:** The successful Completion of First Year Gen-Ed, Second Year Gen Ed and Program Requirements. This is a percentage of students with a “C” or better grade each semester- 80% with a Stretch Goal of 85%.
 - First-Year General Education Target: 75% with Stretch Goal 80%
 - Second-Year General Education Target: 80% with Stretch Goal 85%
 - Program Requirements Target: 90% with Stretch Goal of 95%
 - Overall Degree Program Requirement Target: 80% with Stretch Goal 85%
- **Standard 4: Persistence Rates:** The retention of student population in their First-Year and Second-Year.
 - First Year Retention: Maintain Target of 60% and Stretch goal of 70%
 - Second Year Retention: Maintain Target of 35% and 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. After a thorough examination, the actual figures provided more clarity than analyzing the percentages. It was decided that establishing goals based on the average number of degrees conferred over the last five academic years for Associates, Bachelors, and Certificates would be a more effective approach for reporting this standard. The final figures were set:
 - Certificates of Proficiency: Set target of **11** and a stretch goal of **14**.
 - Associate's Degree: Set target of **170** and a stretch goal of **180**.
 - Bachelor's Degree: Set target of **10** and a stretch goal of **11**.

- **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.
 - 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%

Pathway to Student Success

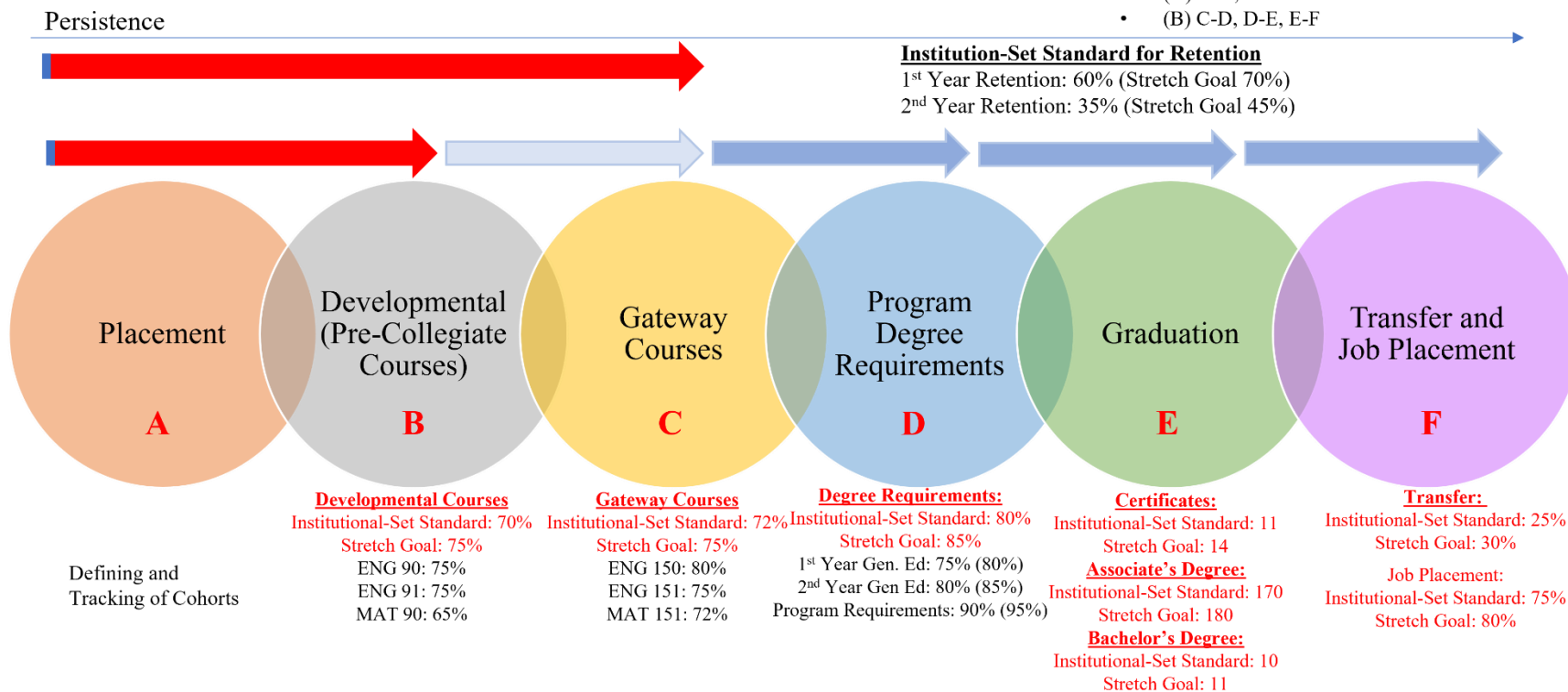
Pathway to Student Success MILESTONES

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

Cohort Retention Rates:

- **Cohort 1:**
 - B-C,
 - C-D,
 - D-E,
 - E-F
- **Cohort 2:**
 - (A) C-D, D-E or
 - (B) C-D, D-E, E-F

Amended in Fall 2025



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 Assessment:

1. Institutional Learning Outcomes (ILO):

These are the competencies defined by the institution that all students upon graduating from the ASCC should acquire and demonstrate proficiency. ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students who complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitatively competent individuals, critical thinkers, global citizens, and responsible leaders.

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

- **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.

Institutional Learning Outcomes

Reflects a shared institutional articulation of expectations for all degree and certificate recipients.

Assessment Cycle	Annually
Instrument	<ol style="list-style-type: none"> 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)
Areas for Review	<ol style="list-style-type: none"> 1. Institutional Learning Outcome Qualities <ol style="list-style-type: none"> i. General Education 1st year Course Learning Outcome Qualities and Competencies; ii. Academic Program Requirements 2nd year Course Learning Outcome Qualities and Competencies.
Accountability	Dean of Academic Affairs, Dean of Student Services, Executive Director of Institutional Effectiveness, Vice Presidents.
Participants	Leadership Team
Focus	Institutional Learning Outcome Qualities and Competencies;

2. Institutional Student Achievement Standards:

Student achievement standards serve as a metric to evaluate the academic content within a specific timeframe. These established standards and corresponding data guide institutional discussions aimed at enhancing student learning and achievement through ASCC's assessment practices.

Institutional Student Achievement Framework for assessing academic content over time, informing discussions aimed at improving student learning and success.	
Assessment Cycle	Biennial
Instrument	<ol style="list-style-type: none"> 1. Academic Data Analysis 2. Student Performance (Passing Grades/C or better) for identified courses of the Standards 3. Data Sets for transfer and workplace
Areas for Review	<ol style="list-style-type: none"> 1. Institution-Set Achievement Standards <ol style="list-style-type: none"> i. Developmental Courses ii. Gateway Courses iii. Degree Program Requirements iv. Persistence v. Degree/Certificate Completion and Career Technical Education vi. Graduation, Transfer, and Transition to Workforce
Accountability	Dean of Academic Affairs, Dean of Student Services, Executive Director of Institutional Effectiveness, Vice Presidents.
Participants	Institution-Set Standard Committee, Core Curriculum Committee, Leadership Team
Focus	Institutional Data and Identified Student Achievement Standards

Standard Definitions/Student Pathways

1. **Developmental Courses:** The successful completion of the highest non-credit-bearing English and Math courses, which transition students into college readiness.
 - a. **Set Standard:** % defined by the College on student completion of developmental courses
 - b. Courses assessed to determine set standards:
 - i. ENG 90, ENG 91, MAT 90

- 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.
 - a. Set Standard: % defined by the College on student completion of gateway courses
 - b. Courses assessed to determine the set standard:
 - i. ENG 150, ENG 151, MAT 151
 - c. Data sets used for analysis:
 - i. 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
 - ii. Summative Data: Data sets obtained through a variety of means, such as tests, projects, and student portfolios.
- 3. Degree Program Requirements:** The successful completion of 1st Year Gen-Ed, 2nd Year Gen-Ed, and Program Requirement courses required by a degree program.
 - a. Set Standard: % defined by the College on student completion of degree program requirements.
 - b. Courses assessed to determine the set standard:
 - i. 1st Year Gen-Ed: ENG 150, ENG 151, MAT 151, CLP 150A, ICT 150, SPH 153, PSY 150, etc., *refer to Catalog 2024-2026 for several introductory courses specified by the program, highlighting their importance within the curriculum structure.*
 - ii. 2nd Year Gen-Ed: Courses that enhance content foundational competencies in core disciplinary areas of study. These courses are determined by academic degree programs/departments. (*Catalog 2024-2026*)
 - iii. Program Requirement: Reflects courses specifically in a discipline or area of specialization. These courses are program-focused with an emphasis on specialized areas. (*Catalog 2024-2026*)
 - c. Analysis:
 - i. 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
 - ii. Summative Data: Data sets obtained through a variety of means, such as tests, projects, and student portfolios.
- 4. Persistence Rates:** The retention of the student population in their first and second year.
 - a. Data Sets: The retention of students in their first and second year and within 150% time to graduation.
 - i. 1st Year Retention: % of students who are retained from Fall to Spring
 - ii. 2nd Year Retention: % of students who are retained from Fall to Fall.
- 5. Degree/Certificate Completion and Career Technical Education:** The successful completion of degree and/or certificate programs.
 - a. *Graduation Data Statistics:*
 - i. Cohort Completion: % of cohort completion within 150% of Normal Time to Completion (NTC).
 1. 2 years (4 semesters excluding summer terms)
 2. 3 Years (6 semesters excluding summer terms)
 3. 4 Years (8 semesters excluding summer terms)
 4. 6 Years (12 semesters excluding summer terms – 150% or 300% NTC)
 - ii. Data Sets: Academic Departments and Program cohort completion of degrees

and certificates

1. AA Degrees
2. AS Degrees
3. B. Ed
4. Certificates of Proficiency

b. *Career Technical Education*: Percentages of students who complete CTE degrees or certificates.

i. Data Sets:

1. Percentages of graduates completing identified CTE (All Associate of Science Degrees);
2. Percentages of graduates completing identified CTE certificates (All Certificate of Proficiencies);
3. 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)
4. Percentages of graduates completing the Bachelor of Education

6. Graduation Rates, Transfer and Transition into the Workforce: The successful completion of a degree program or certificate and transfer to institutions of higher learning or transition into the workforce.

a. Graduation Data Statistics:

i. Cohort Completion: Percentages of cohort completion within 150% NTC.

1. 2 Years (4 semesters excluding summer terms)
2. 3 Years (6 semesters excluding summer terms- 150% NTC)
3. 4 Years (8 semesters excluding summer terms)
4. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

ii. Data Sets: Academic Departments and Programs, cohort completion of degrees and certificates:

1. AA Degrees
2. AS Degrees
3. B. Ed
4. Certificates of Proficiency

b. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:

i. Data Sets:

1. Percentages of potential graduates tracked through advising;
2. Percentages of students who receive scholarships and student loans from the American Samoa Government;
3. Percentages of graduates tracked through counseling services;
4. Graduation Exit Survey feedback from students.

c. Transition into the Workforce: Percentages of students that transition into the Workforce.

i. Data Sets:

1. Percentages of potential graduates tracked through advising;
2. Percentages of graduates tracked through counseling services;
3. Established MOUs with Government Agencies.

History of Institutional Set Standards with Targets

Standards	2015		2017		2020		2022		2024	
	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal	Target	Stretch Goal
Standard 1: Developmental Courses										
ENG 90	70%		70%		75%		75%		75%	80%
ENG 91	70%		70%		70%		70%		70%	80%
MAT 90	66%		66%		65%		65%		65%	75%
Overall Performance	70%	NA	70%	NA	70%	75%	70%	75%	70%	75%
Standard 2: Gateway Courses										
ENG 150	73%		73%		80%		80%		80%	
ENG 151	72%		72%		75%		75%		75%	
MAT 151	63%		63%		71%		72%		72%	
Overall Performance	72%	NA	72%	NA	72%	75%	72%	75%	72%	75%
Standard 3: Degree Program Requirements										
1 st YR Gen Ed	75%		75%		75%	80%	75%	80%	75%	80%
2 nd YR Gen Ed	80%		80%		80%	85%	80%	85%	80%	85%
Program Requirements	90%		90%		90%	95%	90%	95%	90%	95%
Overall Performance	80%	NA	80%	NA	80%	85%	80%	85%	80%	85%
Standard 4: Persistence Rates										
1 st YR Retention	50%	60%	50%	60%	60%	70%	60%	70%	60%	70%
2 nd YR Retention	30%	40%	30%	40%	35%	45%	35%	45%	35%	40%
Standard 5: Degree/Certificate Completion and Career Technical Education										
	Introduced in 2020				No Change in 2022				2024	
Associate Degrees	90%		95%		90%		95%		170	180
Certificate of Proficiency	10%		15%		10%		15%		11	14
Bachelors of Education	95%		100%		95%		100%		10	11
Standard 6: Graduation, Transfer and Transition to Workforce										
150% Time to Completion	39%		39%		45%	50%	45%	50%	45%	50%
Transfer to Institutions of Higher Learning	18%		18%		20%	25%	20%	25%	25%	30%
Transition into the Workforce	50%		50%		75%	80%	75%	80%	75%	80%

General Education Outcome (GEO):

The General Education program serves as the foundational element of the undergraduate degree for all students, irrespective of their major. It outlines specific outcomes that the institution aims for students to achieve upon completion of the program for AA, AS, or B.Ed. degrees. The curriculum is structured around five key domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. These courses strengthen essential competencies across core academic disciplines. The requirements for 2nd Year General Education courses are tailored by individual degree programs to align with specific content needs.

In the Catalog 2024-2026 review, the institution introduced three new programs designed to meet the evolving demands of the workforce and enhance students' career prospects: Cybersecurity, Homeland Security, and Inclusive Emergency Management.

The College continues the review of Academic Programs and Curriculum through a Biennial review of its catalog. All Academic programs provide its Academic Program Review through the 3-Phased templates as introduced by the Core Curriculum Committee.

- Phase I primarily focus on General Education Domains and selected courses to assess these domains.
- Phase II involves reviewing all Program Reviews of Courses and Course Descriptions.
- Phase III concentrates on Program Purpose, Aim, and Program Curriculum Qualities (*Reference: SLO Manual 2021*).

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 Curriculum and Core Committees. The 3-Phased templates are used in the submission of academic program/curriculum proposed changes.

General Education Outcomes Process	
Reflects a shared institutional articulation of expectations for all degree and certificate recipients.	
Charge	General Education Faculty
Assessment Cycle	Semester (Refer to Timeline of GE Assessment)
Assessed Qualities:	Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
Areas for Review	Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibilities
Assessed Courses	<i>Additional Courses based on 2024-2026 Catalog review (Reference, Academic Catalog Review presentation)</i> <ul style="list-style-type: none">• Communication: ENG 150, ENG 151: Communication (<i>Course Option – 3 credits</i>) SPH 153, DRA 170, MUS 170, MUS 180, (Specific to Academic Degree Programs – BUS 160, SAM 261)• Information Technology Literacy (<i>Course Option – 3 credits</i>): ICT 150, ICT 170• Critical Thinking (<i>Math Course Option 3-5 credits</i>): MAT 150, MAT 151, MAT 155, MAT 250, MAT 260, MAT 280• Critical Thinking (<i>Physical Science or Life Science Course Option – 4 credits</i>): CHM 150/150L, PHY 151/151L, PHSCI 150/150L, BIO

	<p>150/150L, BIO 155/155L, BIO 180/180L, MSC 170/170L</p> <ul style="list-style-type: none"> • Personal Development and Responsibility: PSY 150, HEA 150, SOC 150, REL 150, PHIL 150; <i>Career Development Option:</i> 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 150A, CJ 150, CS 155, DRA 151, ED 150, HEA 140, HSV 150, HSV 160, ICT 161, IEM 155, MUS 150, MUS 160, 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 • Global Awareness & Cultural Competence: (<i>Course Options- 6 credits</i>) HIS 150/HIS 170, HIS 162 (<i>Additional Courses based on 2024-2026 catalog Review, Academic Catalog Review presentation</i>) <p><i>Note:</i> CLP 150A: The course is designed to support students through the transition process from persistence to completion.</p>
Roles and Procedures	<ol style="list-style-type: none"> 1. Semester submission of GE Course Data (General Education Faculty); 2. GE Data is Compiled (IEAD/ VP-ACSA); 3. GE Summaries are compiled and submitted to General Education Faculty (IEAD/ VP-ACSA); 4. Summaries are reviewed, analyzed, and an analysis is developed (General Education Faculty) 5. Recommendations for continuous improvements and review of competencies analysis are submitted to the Assessment Committee (General Education Faculty). 6. The Assessment Committee reviews reports and recommendations compiled and submitted to the Core Curriculum Committee (Assessment Committee) 7. Curriculum Committee reviews recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Core and Curriculum Committee); 8. Analysis and Recommendations are submitted to the Executive Leadership (Curriculum Committee) 9. Analysis is reviewed by the Executive Leadership for recommendations (Executive Core Leadership); 10. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

Program Requirements: 2nd Year Competencies	
Reflects courses specifically in a discipline or area of specialization. These courses are program-focused with an emphasis on specialized areas. (<i>Reference: Catalog 2024-2026, pg.45</i>)	
Charge	Academic Department and Program Faculty
Assessment Cycle	Semester-Based
Assessed Qualities:	Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
Roles and Procedures	<ol style="list-style-type: none"> 1. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty); 2. ILO 2nd year Competencies data is compiled (IEAD/ VP-ACSA); 3. ILO 2nd year Competencies Summaries are compiled and submitted to the Academic Department and Program Faculty (IEAD/ VP-ACSA); 4. Summaries are reviewed, analyzed, and an analysis is developed (Academic

	<p>Department and Program Faculty)</p> <ol style="list-style-type: none"> Recommendations for continuous improvements and review of competencies analysis are submitted to the Assessment Committee (Department and Program Faculty); The Assessment Committee reviews reports and recommendations 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).
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General Education Outcomes (GEO):

Associate of Arts and Associate of Science General Education Outcomes	
GEO 1	Communication: Fosters the ability to receive and express information through various media.
Courses	ENG 150, ENG 151, <i>Course Options (SPH 153 or DRA 170 or MUS 170 or MUS 180; Specific to Academic Degree Program- BUS 160 or SAM 261)</i> (Taken from the Liberal Arts clustering of courses under the Communication)
Outcome Qualities Assessed	<ol style="list-style-type: none"> Listening and Speaking: Listen actively and speak effectively in many different situations. (<i>Course Options: (SPH 153 or DRA 170 or MUS 170 or MUS 180; Specific to Academic Degree Program- BUS 160 or SAM 261)</i>) 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)
GEO 2	Information Technology Literacy: Demonstrates the ability to utilize technology to evaluate, present, and apply information.
Courses	(ICT Course Options): ICT 150 or ICT 170 (Taken from the Liberal Arts clustering of courses under the Information Technology Literacy)
Outcome Qualities Assessed	<ol style="list-style-type: none"> Evaluate Information: Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources. (ICT 150 or ICT 170) Present Information using Technology: Utilize technological tools to perform basic functions appropriate to the job and life. (ICT 150 or ICT 170) Apply Information: Applies research skills and presents knowledge in multiple formats. (ICT 150 or ICT 170)
GEO 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	<i>Course Options for Math (MAT 150 or MAT 151 or MAT 155 or MAT 250)</i>

	or MAT 260 or MAT 280); <i>Physical Science Options</i> (CHM 150/150L or PHY 151/151L or PHSCI 150/ 150L); or <i>Life Science Options</i> (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	<ol style="list-style-type: none"> 1. Quantitative: Apply quantitative skills to personal, academic, and career-related activities. (<i>Math option or Physical/Life Science Option</i>) 2. Scientific: Apply scientific concepts and models to analyze complex problems in academic and real-lifesituations. (<i>Physical or Life Science Option</i>) 3. Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibilityof sources/contexts. (<i>Math option or Physical/Life Science Option</i>)
GEO 4	Global Awareness and Cultural Competence: Understands and appreciates the historical and cultural contextregionally and globally.
Courses	HIS 150, HIS 170 & HIS 162
Outcome Qualities Assessed	<ol style="list-style-type: none"> 1. Social, Economic & Political Systems: Identifies social, economic, and political systems and issues.(HIS 170 or HIS 150) 2. Perspectives of Others, Diversity: Recognizes and respects the perspectives of others (locally & globally) and develops an awareness of diverse attitudes, values, and beliefs. (HIS 170 or HIS150 or HIS 162) 3. Samoa and the Pacific: Demonstrates an appreciation of Samoan Culture and other Pacificcultures. (HIS 162)
GEO 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	<ul style="list-style-type: none"> o 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) o 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 participating 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)
Bachelors of Education General Education Outcomes	

B. Ed. - GEO1	<u>Analysis and Research:</u> The teacher candidate demonstrates a high level of competency in examining and interpreting information.
Courses	ED 300, ED 301, ED 340
Outcome Qualities Assessed	<ol style="list-style-type: none"> 1. Demonstrates quantitative and qualitative skills in teaching and learning. (ED 301, ED 340) 2. Utilizes appropriate APA style of referencing. (ED 300, ED 301)
B. Ed. - GEO 2	<u>Diversification:</u> The teacher candidate demonstrates a high level of competency in language learning and multicultural background.
Courses	ED 300, ED 325
Outcome Qualities Assessed	<ol style="list-style-type: none"> 1. Demonstrates mastery of all Core Content Areas with a focus on the learning needs of Samoan learners and the Pacific. (ED 300, ED 325)
B. Ed. - GEO 3	<u>Technology Literacy:</u> The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.
Courses	ED 340
Outcome Qualities Assessed	<ol style="list-style-type: none"> 1. Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments. (ED 340) 2. Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically. (ED 340)

2nd Year General Education Area Outcomes (Core Foundational):

These courses are designed to strengthen foundational competencies in students' core academic disciplines. These courses, referred to as Core Foundational courses, are now categorized as second-year general educational requirements, which are defined by individual degree programs as follows:

Arts: Courses encompassing the visual and performing arts in Music and, Arts.	
Program Learning Outcome (PLO)	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 (<i>Taken from the Liberal Arts cluster of ART's courses</i>)
Humanities: Courses that enrich and expand knowledge of the human condition and cultures about behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.	
PLO	Enrich and expand knowledge of the human conditions and cultures to behavior, ideas, and thoughts in the disciplines of literature, philosophy, and the arts.
Courses	PHIL 150, REL 150, ENG 250, ENG 270, ENG 272, ENG 274 (<i>Taken from the Liberal Arts clustering of courses</i>)
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.	
PLO	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 (<i>ICT 150 or ICT 170 is assessed in the GE Cluster</i>)
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.	
PLO	<ul style="list-style-type: none">▪ 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.
Courses	ENG 251 (<i>Taken from the Liberal Arts cluster for English course; ENG 150, ENG 151 are assessed in the GE cluster; ENG 250, ENG 270, ENG 272, and ENG 274 are assessed in the Humanities Cluster</i>)
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.	
PLO	<ul style="list-style-type: none">• 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's social, political, and economic institutions.
Courses	HIS 151, HIS 171, (<i>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</i>)
Mathematics: Courses that promote critical thinking and logical reasoning while developing problem-solving skills by studying various branches of Mathematics.	
PLO	Demonstrate critical thinking and logical reasoning while developing problem-solving skills in the various branches of Mathematics

Courses	MAT 250, MAT 280, MAT 281 (<i>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</i>);
Physical Education: A Course that promotes physical education and health, as well as developing basic sports skills for lifetime use.	
PLO	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 (<i>Taken from the Liberal Arts cluster of PE courses</i>)
Samoan and the Pacific Studies: Courses which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.	
PLO	Demonstrate critical thinking and an understanding of cultural diversity in Samoa and the Pacific regions.
Courses	HIS 160, HIA 161, SAM 152, GEO 150, GEO 161, SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154 (<i>Taken from the Liberal Arts cluster of Samoan and Pacific Studies courses.</i>)
Science: Course providing foundational competencies in physical and life sciences through lecture and course required laboratory activities	
PLO	Demonstrate foundational competencies in physical and life sciences through lectures and laboratory activities.
Courses	CHM 1511, CHM 151 L, PHY 152 PHY 152 L; BIO 150, BIO 150L, BIO 181, BIO 181L, BIO 250, BIO 250 L, BIO 255, BIO 255L (<i>Taken from Science Cluster under Liberal Arts</i> ; BIO 150, BIO 150L, BIO 155, BIO 155L, BIO 180, BIO 180L, MSC 170, MSC 170L, PHSCI 150/150L, CHM 150, CHM 150L, PHY 151, PHY 151 are assessed in GE Critical Thinking cluster)
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.	
PLO	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 (<i>Taken from the Liberal Arts cluster of courses</i> ; HIS 150, HIS 151, HIS 170, HIS 171, HIS 162 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 (<i>Taken from the Liberal Arts cluster under the GE-Personal Development & Responsibility</i>)
College Life Planning: (<i>Course Learning Outcomes are defined in the catalog as compared to PLOs.</i>) Reference: Catalog 2024-2026 p, 62	
Courses	CLP 150A

Program Requirement Outcomes (Co-Foundational Area):

These courses consist of specific to a discipline or area of specialization. These courses are program-focused with an emphasis on specialized areas:

Agriculture, Community and Natural Resources	
PLO 1	Demonstrate an understanding of the different career opportunities in agriculture, community, and natural resources.
PLO 2	Understand the importance of Agriculture, Community, and Natural Resources to the Samoan culture and the environment of American Samoa;
PLO 3	Apply the concepts and principles of science and technology needed for work in the field of agriculture, community, and natural resources.
PLO 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, AGR 152, 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	
PLO 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.
PLO 2	Demonstrate competencies in most areas of business, including accounting, marketing, management, economics, business law, and organizational behavior, and apply effective business communication skills as required for ethical leadership and management practices.
PLO 3	Demonstrate knowledge and practice of business etiquette and ethics to think critically to create a positive image of individuals and organizations by learning and understanding theories and participating in practical hands-on training opportunities;
PLO 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	
PLO 1	Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources;
PLO 2	Utilizes technological tools to perform basic functions appropriate to job and life
PLO 3	Applies research skills and presents knowledge in multiple formats;
PLO 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 160, CS 180, CS 230, CS 240, CS 255, CS 299A, ICT 150, ICT 170, ICT 270 (<i>ICT 150, ICT 170 are assessed in the GE cluster for Information and Technology</i>)
Criminal Justice	
PLO 1	Analyze fact situations and understand case reasoning and rationale;
PLO 2	Apply acquired knowledge and skills to real-life/work situations;

PLO 3	Demonstrate an appreciation of the constitution, statutes, and case laws;
PLO 4	Communicate using both oral and written skills and to organize, deliver, and evaluate information and evidence;
PLO 5	Think critically, analytically, and logically when conducting research, drawing conclusions, and communicating results.
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, HMLS 160, HMLS 170, HMLS 200, HMLS 210, HMLS 299A
Fine Arts	
PLO 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.
PLO 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.
PLO 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.
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 (<i>ART 150, ART 160, DRA 150, DRA 151, MUS 165, MUS 170, MUS 180 are assessed under Core Foundational Areas</i>)
Health and Humanities	
PLO 1	Human Services- Demonstrate basic entry-level skills required for a variety of Human Services careers (communication, reporting, interagency consultation, etc.);
PLO 2	Human Services- Apply theory, ethics, and laws to the professional practices of local and national Human Service agencies;
PLO 3	Human Services- Identify human development at all stages and aspects of life and the respective practices that apply to individuals and groups;
PLO 4	Human Services- Analyze how cultural, societal, and environmental impacts affect human relationships and Human Services.
PLO 5	Human Services- Evaluate various local and national Human Service agencies in meeting the needs of the populations served;
PLO 6	Health Science- Demonstrate the basic knowledge and skills required for a variety of health and related careers;
PLO 7	Health Science- Analyze medical terminology, theory, ethics, laws, and concepts in the practice in the field of health careers;
PLO 8	Health Science- Assess personal, family, and community wellness and improve a healthy living lifestyle;
PLO 9	Health Science- Demonstrates knowledge and skills through field work from a health-related agency;
PLO 10	Health Science- Demonstrate life-saving skills in the American Heart Association the American Red Cross certified CPR.
Courses	ASL: 150, 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 (<i>HEA 150 is assessed in the GE cluster</i>)

Human Security	
PLO 1	Critical Thinking and Risk Management: Define and explain the emergency management cycle, including planning, mitigation, response, and recovery.
PLO 2	Leadership and Communication: Develop strong leadership and communication skills to manage teams effectively, coordinate with stakeholders, and communicate with the public during emergencies.
PLO 3	Technology and data Analysis: Describe and Utilize the latest technology and tools used in emergency management, including data analysis, GIS and social media.
PLO 4	Legal and Regulatory Compliance: Demonstrate knowledge and skills in the legal and regulatory frameworks that govern emergency management, including FEMA regulations, ADA guidelines, and other relevant laws, in addition to adhere to ethical standards and professional principles.
PLO 5	Cultural Awareness: Express awareness of and sensitivity to the diverse needs of different populations during emergencies, including people with disabilities, non-English speakers, and other underserved communities.
Courses:	IEM 150, IEM 155, IEM 170, IEM 190, IEM 220, IEM 240, IEM 260, IEM 280, IEM 290, IEM 299
Nursing	
PLO 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.
PLO 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 evidence-based information in the care of patients.
PLO 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 patients' responses to illness in a variety of health care environments;
PLO 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;
PLO 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.
PLO 6	Demonstrates safe and competent nursing care based on the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning;
PLO 7	Demonstrates sound leadership principles based on planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others;
PLO 8	Demonstrates responsibility for own learning, and for participation in community and professional activities; understands the levels of authority and responsibility, and functions as a member of the health care team under the supervision of the Registered Nurse (RN), or Medical Doctor/Medical Officer (MD/MO);
PLO 9	Utilize basic communication skills effectively to facilitate understanding between patients, family, significant others, and health care personnel;

PLO 10	Practices within the profession's ethical and legal framework and is accountable for their actions and behavior;
PLO 11	Provides safe, simple, basic nursing care of patients in various health care settings;
PLO 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 100/100L, 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
Samoan Studies	
PLO 1	Develop and apply skills in the area of speaking (during contemporary and cultural setting), writing, reading and listening;
PLO 2	Develop and apply skills of understanding and interpretation of Samoan Literature;
PLO 3	Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture;
PLO 4	Demonstrate competence and ease in delivering English translation and interpretation of Samoan;
PLO 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 (<i>SAM 101A, SAM 101B, SAM 111, SAM 151, SAM 154 is assessed in the Core Foundational-1st & 2nd Year General Education Cluster</i>)
Science/Marine Science	
PLO 1	Competence in comprehending, interpreting, evaluating, and application of physical and biological scientific data;
PLO 2	Competence in demonstrating logical, conceptual, analytical, and critical modes of thinking;
PLO 3	Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes;
PLO 4	Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies;
PLO 5	Demonstrate the ability to function successfully in laboratory and field settings 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, BIO 180L, MSC 170, MSC 170L, PHSCI 150/150L, CHM 150, CHM 150L, PHY 151, PHY 151 are assessed in GE Critical Thinking cluster; <i>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</i>)
Social Science	
PLO 1	Identify and analyze basic structures and functions of government at the national, state, and local levels;
PLO 2	Identify and analyze classic and contemporary political theories;
PLO 3	Identify and analyze international relations theories of power, war, and peace;
PLO 4	Utilize commonly used statistical procedures to analyze Political Science datasets;
PLO 5	Apply social science research methodology to research a significant question in Political Science.

PLO 6	Identify and analyze concepts and events in one of the following areas: American Samoa Government, American Government, and Public Policy
PLO 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 (<i>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</i>)
Teacher Education	
PLO 1	Competence in Content and Pedagogy- The teacher has an acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students;
PLO 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;
PLO 3	Competence in Technology- The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.
PLO 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;
PLO 5	Designs and provides meaningful learning experiences- The teacher consistently plans and implements meaningful learning experiences for students.
PLO 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;
PLO 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;
PLO 8	Competence in Professional Development. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
AA Courses	ECE 141, ECE 142, ECE 150, ECE 151, ECE 152, ED 150, ED 157, ED 160, ED 215, ED 240, ED 257, ED 257P, ED 280, ED 285, ED 285P
B. Ed General Education Embedded Courses	ED300, ED 301, ED 325, ED 340
B. Ed. Program Courses	ED 305, ED 312, ED 319, ED 330, ED 335, ED 350, ED 410, ED 435, ED 440, ED 490, ED 491
Trades and Technology	
PLO 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);
PLO 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;

PLO 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;
PLO 4	Information Communication- To utilize critically in evaluating information, solving problems and making decisions; in addition to reading and listening actively to learn and communicate.
Courses	AC&R 100, AC&R 240, AC&R 280, ADT140, ADT 150, ADT 160, ADT 190, ADT 210, ADT 215, ADT 230, 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 221, 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 150, 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 155, ICT 161, ICT 162, ICT 170, ICT 261, ICT262, ICT 270, WLD 160, WLD 170, WLD 190, WLD 260, WLD 270, WLD 280, WLD 290 (<i>ICT 150 is assessed in the GE cluster.</i>)

Developmental/Pre-Collegiate Outcomes:

Math	
Learning Outcome 1	Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts.
Learning Outcome 2	Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in a college-level math.
Learning Outcome 3	Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations.
Learning Outcome 4	Use technology to practice, solve, and verify basic arithmetic problems and linear equations.
Courses	MAT 80, MAT 90
English Language Institute	
Learning Outcome 1	Actively listen and engage in individual or group discussions and conversations.
Learning Outcome 2	Engage in conversational styles, forms, and sound of English.
Learning Outcome 3	Identify and apply basic college reading skills to describe, interpret, summarize, and make analytical judgments in reading selections.
Learning Outcome 4	Apply the basic steps of the writing process to write well-structured sentences, paragraphs, and essays using critical thinking skills.
Learning Outcome 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 2024-2026 Catalog.

Assessment Cycle:

2024 Updates:

In 2021, the institution undertook a comprehensive assessment of its academic offerings to ensure alignment with educational standards and meet the diverse needs of our student population across various degree programs. This initiative aims to support the development of essential competencies among the students, including effective communication, quantitative reasoning, critical thinking, and an understanding of global citizenship.

By fostering these attributes, the College is committed to enhancing our general education (1st and 2nd Year) as well as program requirement experience, preparing students to become responsible leaders equipped with interdisciplinary knowledge vital for professional success. This updated assessment positions our institution to reinforce its commitment to academic excellence and adaptability in a rapidly evolving educational landscape.

The Academic Departments are responsible for assessing their courses and providing recommendations for proposed changes to courses through the Curriculum Committee and Core Curriculum.

1 st Year General Education Qualities	Assessing General Education Qualities (1 st Year General Education)			
	COURSES	COURSES	COURSES	COURSES
	SEMESTER 1 Fall	SEMESTER 2 Spring	SEMESTER 3 Fall	SEMESTER 4 Spring
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 151, HIS 170, HIS 171, HIS 162		HIS 150, HIS 151, HIS 170, HIS 171, HIS 162	
GEO 5		ABR 100, ADT 150, AGE 150, AGR 152, ANT 153, ART 160, ART 161, ART 165,		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 150A, 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		ART 170, ASL 150, AUTO 100, BUS 103, CARP 100, CLP 150A, 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
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Revised Fall 2024

2 nd Year General Education Qualities	Assessing General Education Qualities (2 nd Year General Education)			
	COURSES	COURSES	COURSES	COURSES
	SEMESTER 1 Fall	SEMESTER 2 Spring	SEMESTER 3 Fall	SEMESTER 4 Spring
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	
English		ENG 251		ENG 251
History	HIS 151, HIS 171		HIS 151, HIS 171	
Humanities	PHIL 150, REL 150, ENG 250, ENG 270, ENG 272, ENG 274		PHIL 150, REL 150, ENG 250, ENG 270, ENG 272, ENG 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 155		PED 150M, PED 150W, PED 151M, PED 151W, PED 152, PED 153, PED 154, PED 155M, PED 155	

	W, PED 156, PED 170, MSL 100		W, 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
Elective 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	

Revised Fall 2024

300 Level General Education Qualities	Assessing General Education Qualities (3 rd Year General Education)			
	SEMESTER 1 Fall	SEMESTER 2 Spring	SEMESTER 3 Fall	SEMESTER 4 Spring
Bachelor Elementary Education Program	ED 300, ED 301, ED 325, ED 340	ED 300, ED 301, ED 325, ED 340	ED 300, ED 301, ED 325, ED 340	ED 300, ED 301, ED 325, ED 340

Revised Fall 2024

Program Requirements Assessment Cycle	Assessing Program Requirements Qualities			
	SEMESTER 1 Fall	SEMESTER 2 Spring	SEMESTER 3 Fall	SEMESTER 4 Spring
	100-150	151-199	200-250	251-299
	3 rd Year		4 th Year	

	300-350	351-400	401-450	451-499
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Revised Fall 2024

Developmental Course Assessment Cycle	Assessing Program Requirements Qualities			
	SEMESTER 1 Fall	SEMESTER 2 Spring	SEMESTER 3 Fall	SEMESTER 4 Spring
	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
	CLP 99	CLP 99	CLP 99	CLP 99

Revised Fall 2024

Closing the Assessment Loops

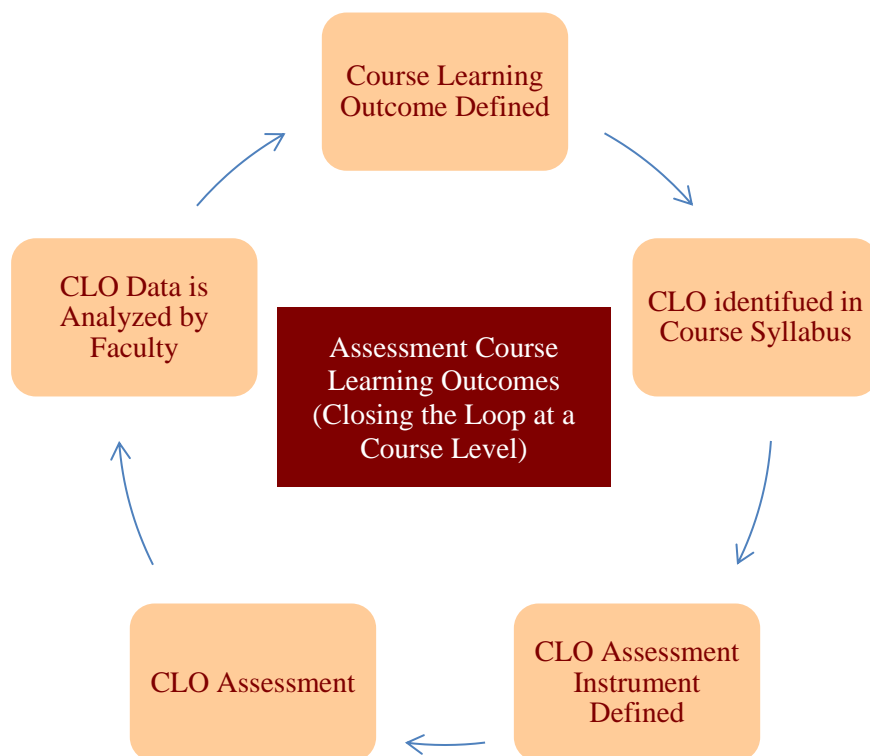
The following information documents the Closing of the Loop process at the Course, Program, and Institutional Levels. The College continues to adopt and modify these processes in its review of analyses provided by departments for continuous improvement of ongoing Assessment plans and cycles. Included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

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 about 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 dialogue begin?

The dialogue begins with the identified Course Learning Outcomes (CLO). A Learning Outcome (LO) is defined by Allen (2006) as 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.

Before 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 regarding assessing SLOs 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 CLOs may represent certain measures of 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 CLOs from a course must be discussed within an academic department or program. The dialogue should address the following questions:

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

For departments/programs with standardized CLOs, all CLO changes must be approved by your program/department, provided that you have evidence for removal purposes.

In some cases, academic departments beyond this level of matrix alignment have provided criteria-competency levels for standardized CLOs. 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			D	
Quiz 2	D	B		
Reflective Analysis 3		D	D	
Individual Presentation		D	D	
Reflective Analysis 4		P	P	
Case Study	P	P	P	P
Comprehensive Final	P	P	P	P
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** (an optional term for identifying the level of competency in a course).*

The CLOs summarized in Matrix 2 appear 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 prerequisite before 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:

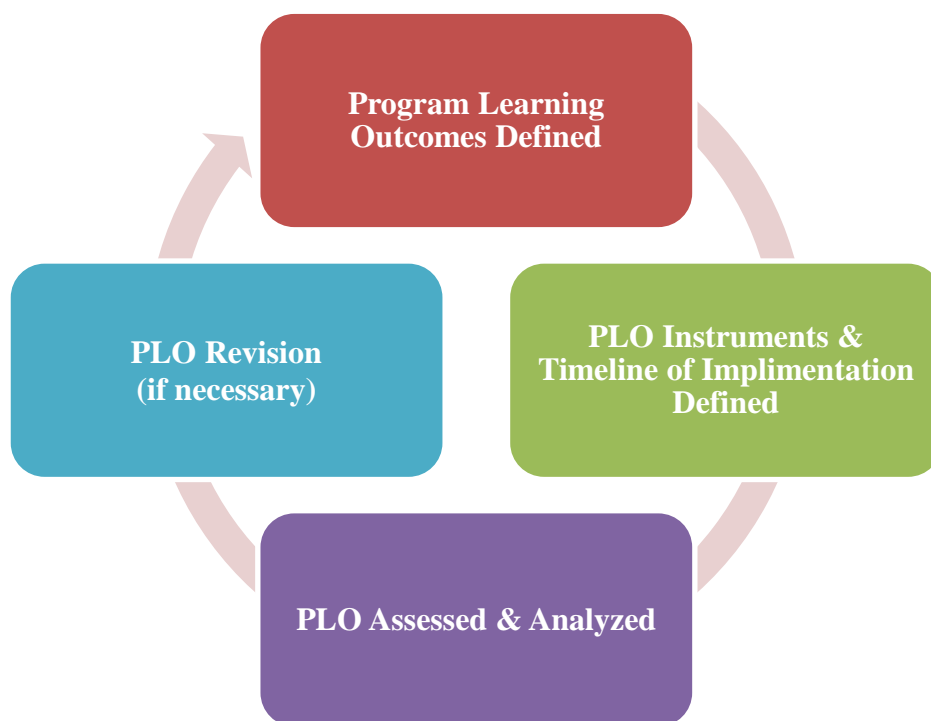
Sample Hypothetical Matrix 2				
Course-Graded Assignments:	CLO 1	CLO 2:	CLO 3:	CLO 4:

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):

<i>Tale-1(a): Department/Program Academic Expectations</i>
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*, pg. 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:										
<i>Courses</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>	<i>PLO 10</i>
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.

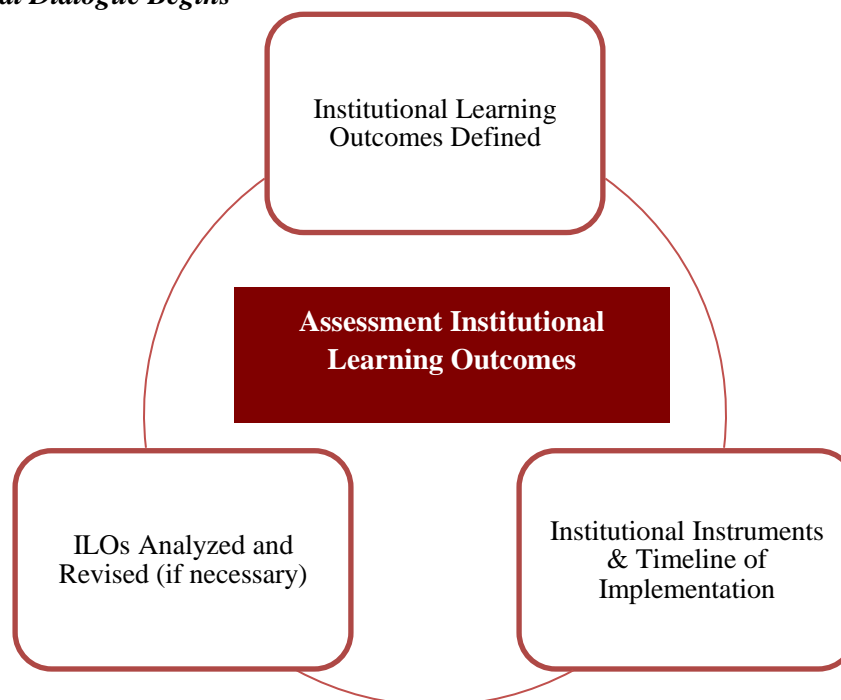
The Dialogue when Removing or Adding CLOs: Table-1(b)	
Removing CLOs:	Adding CLOs:
What is the relationship between a CLO and Course Descriptions?	How will the CLO impact the course description?
What evidence will you provide your department for removing a CLO?	What evidence will you provide to justify 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?
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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*).

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:

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

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 ILOs and PLOs

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

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 prerequisites to others? For example, should students take mathematics before science courses or should they take English courses focusing on reading and writing before history courses? Does a check of the transcript demonstrate that students without these prerequisites are at a disadvantage?	
6. Are prerequisites strictly enforced?	

Reference

1. 2008 Alignment and Assessment of SLO
2. ASCC Follow-up Report, 2016
3. Catalog 2024-2026, p. 45
4. SLO Manual 2021
5. 2022-20-09 ISS Review presentation
6. Participatory Governance Structural Manual (PGSM) 2024, p.11
7. Academic Catalog Review presentation
8. Guidelines for Closing the Assessment Loop



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