

AMERICAN SAMOA COMMUNITY COLLEGE

# ACADEMIC EXCELLENCE REPORT

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Eligibility(11), Recommendation 3 and 4

**Spring 2015**

The report highlights findings, practices, processes, and tasks assigned to the Academic Excellence Committee to address the assigned Eligibility requirement and WASC recommendations.

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## Composition of Academic Excellence Committee

In March 2015, the facilitators and core members of the Academic Excellence Plan as identified in the ASCC 2015-2020 Institutional Strategic Plan met with the main purpose of addressing WASC recommendations. The Academic Excellence based on its goals and objectives as noted in the plan was assigned to address Eligibility 11 and WASC Recommendations 3 and 4. The facilitators and core members were first tasked with the selection of the Academic Excellence Committee for the main purpose of reviewing, planning and addressing recommendations. Selection and composition of the Academic Excellence Committee is based on representation of Accountable divisions and Standing committees identified in the ASCC Strategic Plan 2015-2020. The broad based Committee is comprised of faculty, staff and administrators direct or indirectly involved in achieving the goals and objectives as noted in the Strategic Plan. The Academic Excellence Committee facilitators are tasks with planning, guiding, conducting, and documenting meetings for the committee. Listed below is a summary of representatives from various divisions and Standing committees selected to participate in the Academic Excellence Committee.

**Facilitators:** Shirley De La Rosa, a faculty member  
Letupu Moananu, Dean of Academic Affairs  
Sonny Leomiti, Director of Institutional Effectiveness

**Members:** Cherie Ripley, Daniel Chang, Evelyn Fruean, Claire Toeava, Emey Toa, Grace Tulafono, Emelia Lei, Manao Vaovasa, Lina Scanlan, Michael Leau, Okenaisa Fauolo, Christian Ausage, Sereima Asifoa, Silauleleli, Emma Pulu, Rosevonne Pato, Elvis Zodiacal, Feleni Alainuues, Virginia Filiga, Pauline McFall, Sifagatogo Tuitasi, and Annie Panama; Curriculum committee members (Academic Chairpersons) and Assessment committee members (faculty).

For the Academic Committee to address the assigned WASC Recommendations, a plan needed to be in place on the roles and responsibilities of each member. A process and timeline had to be identified for the Academic committee and sub-committees to complete their assigned tasks in meeting expected outcomes for each recommendation. Facilitators were tasked with calling the first meeting to set meeting dates with all its members. Due to the different roles, scope of work, responsibilities, and available time for faculty, the Curriculum and Assessment committee scheduled its meeting on a Tuesday at 12:30-2:00 p.m. All other members in sub-committees met on a weekly basis preferable on Wednesdays from 2:00-3:00 p.m. This allowed time for members to attend scheduled meetings with other Strategic Focus areas.

With the broad based representation from various divisions and Standing Committees, the Academic Excellence Committee was charged with the responsibility of reviewing, planning, and addressing Eligibility Requirement #11, WASC Recommendation 3 and Recommendation 4. The committee reviewed, planned, and addressed ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan. Members were provided with hard copies of WASC Standards, the External Evaluation Report, and other documents necessary to address the

recommendations. The following is a summary of the assigned Eligibility, Recommendations and Standards that was addressed by the Academic Excellence committee.

### **Eligibility #11 and Recommendations 3 and 4**

#### **ER #11-Student Learning and Student Achievement**

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected learning and any program-specific achievement outcomes. Through regular and systematic assessments, it demonstrates that students who complete a program, no matter where or how it is offered, achieve the identified outcomes and the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

#### **I.B. Academic Quality**

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in the pursuit of continuous improvement, and publishes this information.

#### **II.A. Instructional Programs**

II.A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

### **Recommendation 3**

In order to meet the Standard, the team recommends that the College set institutional standards for student achievement and use them as the basis for evaluation in the program review and institutional planning processes. (Standards I.B.3, I.B.6, I.B.7, I.B.8, I.B.9, IV.B.3, IV.C.8;ER11)

#### **I.B. Academic Quality**

I.B.3. The institution establishes institution-set standards for student achievement, its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for sub-populations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

#### **IV. B. Chief Executive Offices**

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by :

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring the college sets institutional performance standards for student achievement;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- Ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

#### **IV.C. Governing Board**

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

#### **Recommendation 4:**

In order to meet the Standard, the team recommends that the College address the previous recommendation to improve services to support the College's mission to transfer students to institution of higher learning. (2008 Recommendation 5; Standard II.C.2)

#### **II.C. Student Support Services**

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

## Guiding Questions and Action Plans to ER (11) and Recommendation 3

With set meeting dates, the Academic Excellence Committee's first task was formulating and approving Guiding questions and Action Plans to address the assigned Eligibility requirement and Recommendations. Guiding questions were based on the Team's External Evaluation report. Members of the Academic Excellence Committee were encouraged to review available documents such as WASC External evaluation report, ASCC governance manual, Personnel manual, ASCC Accreditation Eligibility Requirements and Standards, Strategic Plan and catalog to provide responses to the questions.

Guiding questions were subdivided to four categories, the committee was tasked for fact findings based on existing practices, processes and policies already in place. The outcome category was for the members to determine whether policies were and are being followed, and are current practices in alignment with meeting divisions' goals and objectives as noted in the Strategic Plan. The members were asked to provide recommendations to improve existing practices and processes in achieving outcomes and in addressing Eligibility and WASC Recommendations. The questions are organized in the following categories:

- Findings (What currently exists at ASCC),
- Facts (What is in place in regards to practice or Policy),
- Outcomes
- Recommendations by the Committee

To initiate the Committee's dialogue and discussions, guiding questions and action plans were formulated to assist the Committee in responding to Eligibility 11 which also addressed Recommendation 3. In addition to guiding questions, expected outcomes were developed to ensure the Committee had fully addressed the Eligibility and Recommendations.

1. Does ASCC have defined Institutional-set Student Achievement Standards?
2. Are program review processes for ASCC linked to Faculty and Staff Evaluation and Student Achievement Indicators-Institutional-set Standards?
3. Is there a timeline for program review and the dialogue process for quality assurance?
4. Are policies accurate to sustain ASCC practices?
  - Institution-set Student Achievement Standards
  - Performance Evaluation
  - Program Review/Assessment
  - Institutional Participation

### Action Plan- Outcome (1)

-Institutional-set Standards have been defined:

- Degree Student Achievement Indicators have been defined
  - General Education Student Achievement Indicators
  - Core Foundational Student Achievement Indicators
  - Co Foundational Student Achievement Indicators
- Certificate Student Achievement Indicators have been defined
  - General Education Student Achievement Indicators

- Co Foundational Student Achievement Indicators
- Transferability (Categories to be addressed in Recommendation 4)
- Preparatory
  - Math, Reading, and Writing

### **Action Plan – Outcome (2)**

-An Academic Program Review Process for accountability has been identified.

- Academic Program Review Dialogue on:
  - Committee Composition
    - Purpose
    - Role
    - Responsibilities
  - Instrument for Program Review
    - Alignment to Student Achievement Indicators
  - Timeline/Cycle of Program Review and Assessment
  - Planning for Improvement and Sustainability
  - Dissemination of Findings

### **Action Plan – Outcome (3)**

-All Performance Evaluations for Faculty and Adjunct Faculty are linked to:

- Academic Program/Departmental Data Collection Requirements
  - Requirement: Syllabi and SLO Assessment data and accountability
- Program Review Participation/Involvement
  - Requirement: Participate in program/institutional committees with focus on Student Achievement dialogue and SLO Assessment and Planning.

### **Action Plan- Outcome (4)**

-An Assessment Timeline and Cycle has been Identified:

- Institutional Student Achievement Indicators
  - Monitoring the Dialogue and Process for Assessment
    - Department/Program or Committee Review Timeline and Assessment Process
      - Semester Review of Outcomes
      - Quality Analyses of Outcome Achievement (Semester/Annual)
  - Program Review Timeline and Assessment Cycle of Degree Programs and Academic Departments
    - Degrees
      - General Education
      - Core Foundational
      - Co Foundational

### **Action Plan- Outcome (5)**

-Review accuracy of ASCC Policies on

- Faculty evaluation aligned to program review and committee participation (If appropriate to revise)

- Institutional-set Student Achievement Standards
  - Definition of Institutional-set Student Achievement Standards
- Institutional Program Review Processes
  - Timeline and Assessment Process
    - Institutional-set Student Achievement Indicators
    - Committee Composition and Roles

## Summary of responses to guiding questions

The committee was tasked to thoroughly discuss fact findings as shared by members on guiding questions to Eligibility Requirement (ER) #11. Members were provided with a template for input of their responses based on their research and fact findings. All members were encouraged to share responses via email and submit to the facilitators for compilation in preparation for the Committee's discussion during its regular weekly meeting. The Academic Excellence committee shared responses to the guiding questions and responses were organized in four categories for discussion and broad based dialogue. Outcomes of these discussions resulted in the following replies:

### Guiding question 1:

#### Does ASCC have defined Institutional-set Student Achievement Standards?

##### 1. Findings (What exists)

- Previously, no
- First time of hearing about Institution set student achievement standards
- No, but now
- Yes, recently as part of the continuing dialogue process of addressing show cause
- Recently accomplished but such was not done in the past

##### 2. Facts (What is in place)

- Recently approved 5 Student Achievement standards for Developmental, Gateway, Degree Program, Persistence, and Graduate and transfer rates.
- In place, the new and well defined institution set standard that has been reviewed, discussed, and passed by curriculum and also presented and passed by Academic Excellence Subcommittee
- Process of defining institutional student achievement standard since 2002 with curriculum committee to define assessment and setting student learning outcomes. Now in 2015, finally got to the institutional level.

##### 3. Outcomes

- Have set benchmarks for developmental at 70%, Gateway at 72%, General Education at 75%, Core foundational at 80%, and Co-Foundational Course completion at 90%.
- Course completion rates Developmental (MAT 90, ENG 90, ENG 91)-70%
  - Course completion rates for Gateway courses (ENG 150, ENG 151, MAT 151)- 72%
  - General Education course completion at 75%



- Program requirements: Core completion rates at 80% and Co-foundational at **90%**

#### **4. Recommendations**

- Set benchmarks for Gateway, Persistence and Graduation and Transfer
- ASCC needs to define graduation, retention, and transfer rate
- Academic Program review needs to be in place for further review of programs and outcomes
- Close the loop
- Need to create or clarify operational definitions to call off the question
- Need a well- defined plan that will ensure we meet the standards we have set, plus the institution needs to be transparent with its plan so services, academic programs, and support can be provided to meet the set standards.

### **Guiding question 2:**

#### **Are Program Review processes for ASCC linked to Faculty Evaluation and Student Achievement indicators-Institution set standards?**

##### **1. Facts**

- No for faculty and No for student achievement indicators
- Academic department conducted program review Spring 2015 including data such as graduation, transfer, and student entering the workforce; Revision of faculty evaluation form was completed. Insertion of Student Learning outcomes assessment was added to the instrument. Yes in regards to faculty qualifications
- In theory yes, for program review processes linked to Faculty evaluation because reviewing one's program helps identify strengths, weaknesses, opportunity, and threats(?) for needed adjustments to improve both faculty teaching and program outcomes.
- No, because Institution set standards have just been set. From ACCJC Dr. Beno open forum indicates – 1) Program Review/Student outcomes, college not consistent on doing program reviews. College did not have a process in place to do program review. 2) College did not have complete effective authentic assessment of Student Learning outcomes.
- Program review processes are not linked to Faculty evaluation. Program review processes were not directly linked to student achievement indicators-institutional set standards.
- Program review process through required local stakeholders report, quarterly reports, bi-weekly reports, divisional annual reports and budget planning
- Performance evaluation process links to divisional mission program goals and objectives.
- Both faculty and staff evaluation instrument reflected the respective job responsibilities that aligned to divisional, program goals, and objectives.
- Divisional and program outcomes shall be linked to the divisional/program mission and shall align to serve the mission of the college so as student achievement indicators and set standards shall be met.

- Policy 5112: Faculty Instructional Evaluations; Policy 5113: Faculty Performance Evaluation
- ASCC through performance evaluation supports institution integrity in its operation as demonstrated by the implementation of appropriate policies, practices and regular performance evaluation of faculty or staff.

## 2. Facts (What is in place)

- Institutional Program Review 2014
- Policy 4300 Employee performance Evaluation and Policy 4300.1
- Academic Assessment template reports 2010-2012;2012-2014
- Annual faculty evaluations and biennial program review
- Institutional Strategic Plan 2015-2020; Institutional Assessment cycle of all outcomes:
  - Assessing general education outcomes, program learning outcomes, course learning outcomes
  - Assessing divisional learning outcome assessment
  - Assessing institutional learning outcomes and core value

## 3. Outcomes

- Program review 2014 used as data to support update for 2015-2020 strategic plan
- Academic Program review manual and template has been completed in March 2015 by the Curriculum
- Continuous program review and teaching pedagogy SWOT analysis for “closing the loop” and improvements
- Findings and recommendations is highlighted new strategic plan for ASCC

## 4. Recommendations

- Revisit program review instruments and processes to include faculty evaluations and Student Achievement Standards
- Improving notification for upcoming evaluations
- Have performance evaluation guidelines
- Annual performance evaluation data for analysis for each program/division so that program review can provide institutional performance indicators for set standards
- Develop and create an assessment cycle/timeline of what needs to be reviewed on a semester base.
- Continue Institutional program reviews
- Clarify for understanding and corrective action plan for the first two of four areas of concern mentioned during Dr. Beno’s visit:
  - Program review/student outcomes, college not consistent on doing program reviews (also did not have a process in place to do program review)
  - College did not complete effective authentic assessment of Student Learning Outcomes
  - Include these new developments in policies pertaining to employee performance evaluation in governance manual

### **Guiding question 3:**

**Is there a timeline for program review and the dialogue process for quality assurance?**

#### **Findings:**

- Timeline for institutional program review is two years and Divisional Assessments are annual
- Program review is usually conducted during the renewal of the catalog (every two years)
- Program learning outcomes- student achievement report- biennially, Institutional program review –biennially, Institutional assessment and planning-annually
- Dialogue process occurs within the divisional and institutional level.

#### **Facts (What is in place)**

- Every two years Institutional Review and yearly divisional review
- Catalog, course approval, course & program removal forms, curriculum committee agenda & meetings, review of catalog from each department & program,
- ASCC strategic Plan 2015-2020

#### **Outcomes**

- Last Institutional review in 2014 so next will be in 2016 Divisional assessment due this year
- Review the ASCC faculty professional development to review the past program review and dialogue process of all academic courses and programs
- Modifications made to current strategic plan

#### **Recommendations**

- Refine and solidify process for Program review timeline to include all departments/programs and post for institution or revise (if and) policy to reflect timeline.
- Timeline of program review, assessment review, and divisional review for each academic department and program should be done every year.
- Program review/student outcomes, college not consistent on doing program reviews (also did not have a process in place to do program review)
- College did not complete effective authentic assessment of Student Learning Outcomes
- Include these new developments in policies pertaining to employee performance evaluation in governance manual

### **Guiding question #4:**

**Are policies accurate to sustain ASCC practices?**

- **Institution-set Student Achievement Standards**
- **Performance evaluation**
- **Program review/Assessment**
- **Institutional Participation**

#### **Findings**

- Governance Manual: SA=Policy 5103 and 5110; PE= Policy 4300-4300.2 and 5113, PR=None, IP=None

- GM= Policy 4003.1 standard of evaluation but does it sustain ASCC practices?; 5301 Academic Standards; NO policy on PR and Assessment
- NO, some practices are merely practices with no ties to any of the existing policies

### **FACTs (What is in place)**

- Policy 5103 Faculty competencies for Instructional effectiveness and Policy 5110 Faculty evaluation and grading of students, possible areas to include SA standards
- Institutional set student achievement is in place, performance evaluation for faculty and adjunct faculty are in place too; Program review and assessment are also in place by each academic department/program
- Governance Manual Policy 4300 Employee performance evaluation-There is no mention of the link between faculty performance evaluation & program review-practices Does NOT jive with policies

### **OUTCOMES**

- No specific mention of SA standards, Program review or Institutional participation
- NO; by virtue of WASC “show cause”
- Sanctioned

### **Recommendations**

- Need to re-evaluate these policies or possibly introduce new policies that support these efforts
- SOP’s from Academic Departments/programs; revisit and insert statements in the governance manual on academic program review and assessment
- Need timeline
- Propose immediate funding source for TRACDAT: Assessment tool software program to enhance and streamline efficiency in institutional assessment efforts.
- Review of our practices and their alignment to the policies. Must be an effort across the board for ASCC and it must be transparent.

## **Setting Institutional Set Standards for Student Achievement**

The first task in responding to the guiding questions for ER 11 was to set ASCC Institution-set Student Achievement Standards. The Institution through a series of broad-based discussions and ongoing dialogue has set and finalized its Institutional Student Achievement Set Standards. Initial Dialogue and discussions on Institution-set Student Achievement Standards were first initiated with the Curriculum and Assessment Committee. Its membership consists of all Academic Departments/Program Chairpersons and Assessment faculty. These individuals played and continue to play key roles in decision-making on curricular issues and assessment discussions. Setting Institutional Set standards involved a thorough discussion with Curriculum and Assessment, as they have a direct impact on their roles as faculty in meeting these Institutional Student Achievement set standards.

The Curriculum and Assessment Committee were presented with formative and summative data compiled by the office of Institutional Effectiveness and Academic Affairs in finalizing Institution Set Student Achievement Standards. Open dialogue and discussions have taken place on the importance of each standard as it aligns to each milestone of the Pathway to

Student Success. Chairpersons and faculty agreed and approved of the milestone model provided as it depicts a visual representation of the pathway students undertake upon entrance and succeed in attaining degrees/certificates at ASCC. The Curriculum and Assessment committee's proposal was presented and approved by all members of the Academic Excellence Committee. As a result, the facilitators presented the Student Achievement Set Standards to the Institution and Board of Higher Education for final approval.

The Student Achievement Set Standards as approved by the Institution allowed the newly appointed Accreditation Liaison Officer (ALO) to answer and complete several questions pertaining to Student Achievement Standards on the Annual ACCJC Report. Both presentations on Institutional Set Student Achievements and Annual ASCC-ACCJC Reports were approved by the Board of Higher Education. Below is a summary of the approved Institutional Set Student Achievement Standards that has now been implemented as of Spring 2015 at ASCC.

**ASCC Institutional Set-Student Achievement Standards are as followed:**

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

With the newly approved Institutional Set Student Achievement Standards, the Curriculum and Assessment Committee was presented with both formative and summative data prepared by IE division to assist in setting standards for course completion. Chairpersons and faculty members actively participated in reviewing data to set standards. Courses were also identified in setting standards for Institutional Student Achievement. First three standards that were set on successful course completion were thoroughly reviewed based on formative and summative data for Developmental (summative for developmental only), General Education, Core-foundational, and Co-foundational courses.

**1. Developmental Courses- ENG 90, ENG 91, MAT 90**

The Institutional course completion rate for Developmental courses was set at 70% based on the Non Pass rates for the Mat90, ENG 90 and ENG 91. These are considered exit courses for the College Accelerated Preparatory Program (CAPP) prior to enrolling in General Education courses. The Passing rate for Mat 90 was set at 66%, ENG 90 was set at 70%, and ENG 91 was set at 70%. Members requested the input of the ELI/CAPP and Math/CAPP chairpersons on their recommended rates. Based on the data presented and

feedback by the respective chairpersons of CAPP, a consensus was reached with the recommendation to set the Institutional set standard for Developmental course completion at 70%, rounded off from the average Passing rate (69%) of Summer 2012 – Fall 2014 for ENG 90, ENG 91, & MAT 90.

ENG 90: Percentage of students who successfully complete the highest level of Developmental Reading from Summer 2012-Fall 2014.

ENG 91: Percentage of student who successfully complete the highest level of Developmental Writing from Summer 2012-Fall 2014.

MAT 90: Percentage of students who successfully complete the highest level of Developmental Math.

ENG 90- Average Passing rate= 70%

ENG 91- Average Passing rate = 70%

MAT 90-Average Passing rate = 66%

## **INSTITUTIONAL SETS STANDARD = 70%**

### **1. Gateway courses- ENG 150, ENG 151, & MAT 151**

Gateway courses are identified as College level English and Math courses required by all degrees to transition to General Education and Program requirements. The identified English and math courses are Mat151, ENG 150, and ENG 151. Successful course completion for the identified courses was based on summative and formative data compiled by IE Division and Academic Affairs. Summative course completion based on average passing rate of “C” or better from Fall 2012-2014 excluding summer with passing rate of 76% for ENG 150, 74% for ENG 151, and 64% for MAT 151. Formative data, the results from the assessment of student learning outcomes in Gateway courses, was also considered based on rubric summaries for spring 2014- summer 2014 with a total average of 84% completing gateway courses in the developing and proficient levels of outcome achievement. A consensus was reached with consideration of both sets of data to an Institutional course completion for gateway courses at 72%.

The Curriculum & Assessment committee reviewed both formative and summative data compiled by IE & Academic Affairs.

- Summative data consists of percentages of students passing with grades of “C” or better in the Gateway courses from Fall 2012- Fall 2014.
- Formative data: Assessment summary of rubrics categorized at the Beginning level, Developing, and Proficient level.
- Proposed data recommended with great consideration of the Chairpersons’ input was set at 72%
- Curriculum approved 72% course completion, which was presented and proposed to the AE subcommittee, Institution, and Board of Higher Education with data.

- A) Summative DATA of C of Higher Fall 2012-Fall 2014(Excluding Summers)
- ENG 150 - Average of C or Higher = 76%
  - ENG 151 - Average of C or Higher = 74%
  - MAT 151 - Average of C or Higher = 64%
  - Total Average of C or Higher = 71%
- B) Formative Data based on criterion-competency levels of Beginning (B), Developing (D), and Proficient (P) (Spring & Summer 2014)
- ENG 150 (Beginning- 18%, Developing – 39%, Proficient – 43%= Total D & P=82%)
  - ENG 151(Beginning- 14%, Developing – 36%, Proficient- 49%=Total D & P = 85%)
  - MAT 151(Beginning – 14%, Developing – 31%, Proficient -55%= Total D &P=86%)
  - Total Average (Beginning -15%, Developing – 35%, Proficient-49%=Total D & P=84%)

**INSTITUTIONAL SET STANDARD FOR GATEWAY COURSE with C or Better = 72%**

**2. Degree Program Requirements: General Education courses, Core Foundation, and Co-Foundational courses.**

Degree Program requirements are referred to successful course completion of General-Education, Core Foundational and Co-Foundational courses. Based on summative and formative data, the Degree program course completion was set at 80%. This Institutional Set Standard was based on the average of course completion for General Education Courses completion of 75%, Core Courses completion rate of 80%, and Co-foundational Courses of 90%.

**General Education courses:** The core of the undergraduate program for all students to complete, regardless of major. General Education course completion rate was based on 13 General Education courses with an average of 73% of “C” or higher from Fall 2012-Fall 2014. Formative data was based on 15% Beginning Level, 36% Developing Level, and 49% proficient Level, with a total of Developing and Proficient Levels at 85% as shown from rubric summaries collected from Fall 2012-Summer 2014.

**Core-Foundational Courses:** Courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational rate was set at 80% based on the consideration of successful course completion of “C” or better for all courses offered from Fall 2012-Fall 2014 at 89%, and rubric summaries of 15% Beginning Level, 33% Developing Level, and 53% Proficient Level with the total of Developing and Proficient Levels at 86% collected for Fall 2014.

**Co-Foundational:** Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas. Co-foundational

Standard was set at 90% based on summative data of “C” or better from Fall 2012-Fall 2014. Average passing rate for all semesters was 90% for Co-Foundational Courses offered in the two-year period from Fall 12-Fall 14. Rubric summaries were not available for setting institutional standards.

The Curriculum and Assessment Committee set standards for General Education, Core-Foundational, and Co-Foundational Course completion based on summative and formative data. Summative data of successful passing rate of “C” or better was available for all courses starting from Fall 2012-Fall 2014. Formative data was also available for both General Education courses and Core-Foundational Courses. The following are the set standards for each area:

- General Education successful course completion was set at 75%
- Core foundational successful course completion was set at 80%
- Co-foundational course completion was set at 90%

Summative data on grades and formative data such as rubric summaries were used to finalize course completion rates for GEO, Core and Co-foundational courses. Formative data were not available for Co-foundational courses so course completion rate was based on the summative data.

As a result of long discussions with the Curriculum and Assessment Committee, the final percentage of 80% was set for course completion with a grade of C or better. Based on the percentages provided for each area of degree profile, the Curriculum and Assessment Committee recommended an average percentage of 80%.

- A) Summative Data of C or higher from Fall 2012- Fall 2014 (Excluding Summer)
  - General Education courses Average of C or higher = 73%
  - Core Foundational courses Average of C or higher = 82%
  - Co Foundational courses Average of C or higher = 90%
- B) Data based on criterion-competency levels of Beginning (B), Developing (D), and Proficient (P)
  - General Education total average of B=15%, D= 36%, P=49%, Total D & P =85% (Fall 2012-Summer 2014)
  - Core Foundational courses total average of B=15%, D=33%, P=53%, Total D & P=86% (Fall 2014)
  - NO Formative DATA available for Co-foundational

**Institutional set standard for General Education course completion of C or higher = 75%**

**Institutional set standard for Core Foundation course completion of C or higher = 80%**

**Institutional set standard for Co Foundational course completion of C or higher =90 %**

**INSTITUTIONAL SET STANDARD FOR DEGREE PROGRAM REQUIREMENTS OF C OR BETTER = 80%**



### **Standard 3: Degree Program Requirements:**

The Institution is continuing dialogue and broad-based discussions on set standards for Persistence, Graduation and Transferability Rates. Discussions are based on guiding questions in meeting Action Plan Outcomes that were initiated and presented to the subcommittee for input, dialogue, and broad-based discussions in addressing the recommendations.

The Student Achievement standards set by the Curriculum and Assessment committee were presented and approved by the Academic Excellence Subcommittee, the Institution, and the Board of Higher Education with respective presentations on standards. IE, Academic Affairs, ARFAO and AE Core Committee assisted in compiling and finalizing needed data as required by ACCJC report. Approved successful course completion was reported, pending transferability, graduation, and retention rates. CTE certificates and degrees as noted in the 2014-2016 catalog were reported on the Annual Report. The final report was presented to the Institution and the Board of Higher Education before submission.

Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution.

#### **Persistence: The retention of students in their first year and second year and within 150% time to graduation. (Institutional retention rate)**

Type of Cohorts:

- Degree Seeking Students
- Certificate Seeking Students

Professional Development/Certification Seeking Students Tracking of Cohorts:

- Track 1: Pre-Collegiate → Gateway → Program Degree Requirements → Graduation
- Track 2: Gateway → Program Degree Requirements → Graduation
- Track 3: Professional Courses → Completion

#### **Degree/Certificate Completion and Transfer: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce. (Institutional Set Standard 0%)**

Profile of Graduation Rates: (%)

- Degrees/Certificates Conferred
- Normal Time to Completion
  - 2 years (4 semesters excluding summer terms)
  - 3 years (6 semesters excluding summer terms- 150% NTC)
  - 4 years (8 semesters excluding summer terms)
  - 6 years (12 semesters excluding summer terms- 150% or 300% NTC)
- Exit Transfer Rates: (%)

Transfer to Institutions of Higher Education

- Occupational
- Career Technical

Transfer into the Workforce

- Occupational
- Career Technical

Based on the identified definitions, the Academic Excellence Committee was tasked to review and set Graduation, Retention and Transfer Rates. Due to faculty being away for the summer, Academic Excellence members continue with the setting of Graduation rates, retention and transfer based on Data compiled by departments and the office of Institutional Effectiveness. Stretch goals were introduced to allow the Institution to improve on planning and processes for tracking and documenting data. With the ongoing discussions and presentations on available data for Retention, Graduation and Transfer, the newly approved Institutional Set Standards were set pending approval of Workforce.

### **NEW APPROVED INSTITUTIONAL SET STANDARDS**

#### **Institutional Set Standards for Retention:**

- 1<sup>st</sup> Year Retention: 50% (Stretch Goal 60%)
- 2<sup>nd</sup> Year Retention: 30% (Stretch Goal 40%)

**Graduation Percentage 39 %**

**Transfer to other Institutions 18% with stretch Goal of 25%**

**Transfer to the Workforce 50% with stretch Goal of 63%**

**Retention Rate:** The retention rate is based on available data presented by the office of IE to the Academic Excellence Committee. Data presented was based on the number of “new students” who were retained from Fall to Spring (1st year retention) and from Fall to Spring and again to Fall (2<sup>nd</sup> year retention) for the last five years. Based on the discussions and clarification of data, a consensus has reached by the Academic Committee to set the first year retention at 50% and stretch goal at 60%. The second year retention is set at 30% and a stretch goal of 40%. The stretch goals set by the Committee allowed the Institution to revisit its practices and processes; this allows Accountable Divisions to improve on its daily operations and services in meeting the set goals and standards.

**Graduation Rate:** Based on the definitions and available data, the committee approved the Graduation rate at 39% completion within 150% or within three years. Data presented by the office of IE revealed many factors contributing to several rates; however the committee consensus on the highest percentage of all students regardless of enrollment status who graduated within a three year period or within 150% of normal time to completion. This supports a noted fact based on data with a high percentage of students enrolled as part-time students at ASCC.

**Transfer to Higher Institution Rate:** The 18% rate represents an average of students who have been awarded with American Samoa Government Scholarships and/or loans for the past four years to further their education at a higher Institution. Great discussions amongst members of the Academic Excellence committee on improving services in solidifying tracking instruments, processes and policies to ensure validity of data available to meet the student achievement standard. As a result, a stretch goal is set at 25% for the Accountable Divisions to revisit and improve on its tracking instruments, practices, and processes through Academic Programs and Transfer services.

**Transfer to the Workforce:** To address Student Achievement Standard Five on transfer into the workforce, the division of Institutional Effectiveness gathered existing data to determine factors for measuring and monitoring this rate. Data from the Academic departments on graduate tracking and also results from the Exit survey given to graduates by the Department of Student Services were collected along with the results of a telephone survey conducted by volunteers under the American Samoa Research Foundation. IE compiled the information for initial review by the Academic Excellence subcommittee.

Data from the Exit survey lacked validity as evident in the questions on the survey. The call back survey presented valid data but lacked consistency based on the time when the data was collected and the time the graduate left the institution. Data from some of the Academic departments had its limitations as well considering the methods that were used by some of the faculty tracking graduates and also the consistency in when they were collected.

As a result, it was decided that the institution would concentrate on the programs which had reliable and valid data and also were designed for students to immediately transition into the workforce. The list of departments was narrowed down TED, TTD and the Nursing program. The rate was determined using the average number of graduates from the three programs who were successfully tracked into the workforce over a 6-year period. As a result, the rate was set at 50% with a stretch goals of 63%.

The following diagram summarizes the alignment of each milestone of a Student's career path to Institutional Set standards.

# PATHWAY TO STUDENT SUCCESS

## MILESTONES

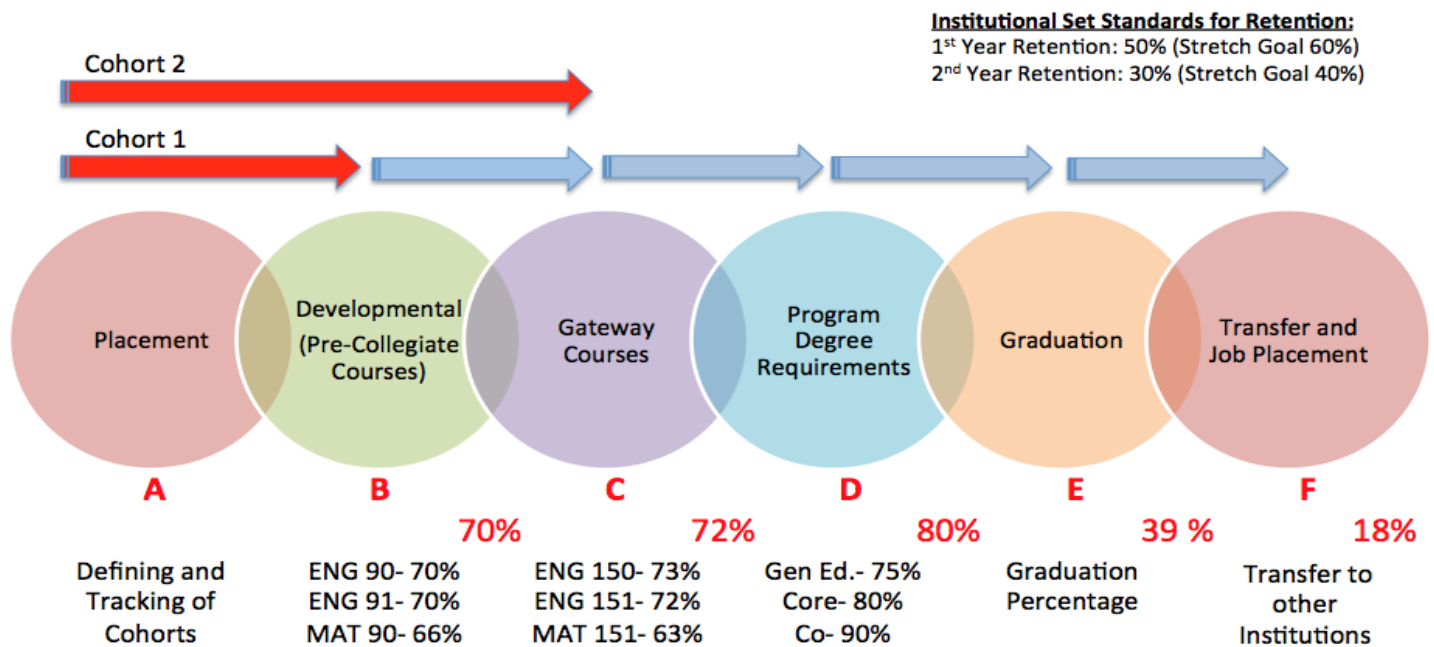


- **Cohort 1**- Profile: Students Seeking Degree(s) **and/or** Certificate(s)
- **Cohort 2**- Profile: Students Seeking Degree(s) **and/or** Certificate(s)



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

## Persistence



### Committee Outcome summaries to Recommendation 3

Aside from setting Institutional set standards and responding to the guiding questions. Members were asked to develop action plans and outcomes based on findings, existing practices, processes, and policies. In setting and developing these outcomes, the Academic Excellence Subcommittee found several areas that had to be revisited to fully address the WASC standards. The following are outcome summaries provided by the committee to solidify current practices and processes in order to be in compliant with WASC Standards.

## Outcome 1 Summary

### Definition of Institutional Set Student Achievement Standards

- **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness
  - **Gateway Courses**: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
  - **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program
  - **Persistence**: The retention of students in their first year and second year and within 150% time to graduation.
  - **Degree/Certificate Completion and Transfer**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.
- Institutional Set Standard for Completion of General Education, Core and Co-Foundational Courses with a **C or better: 80%**
    - **Gateway Courses: 72%**
    - General Education Standard: 75%
    - Core Foundational Standard: 80%
    - Co Foundational Standard: 90%
  - **Pre Collegiate Courses: 70%**

## Outcome Summary (2)

### Academic Program review

#### Divisional Assessment Survey (annually)

- Spring 2014
  - a) Outcome dissemination to respective Dean/Director
- Spring 2015
  - a) Instrument reviewed and approved by IPECC
  - b) Dissemination of outcome to respective Dean/Director

### Academic Affairs Program Review (annually)

- Spring 2015
  - a) Reviewed and approved by Curriculum Committee
- Outcomes used for Resource Allocation

## Academic Program Review Proposed Process: every 2 years

Based on discussions and responses, there is a need for the Institution to be consistent with its Program Review processes for all departments/Divisions. ASCC needs to revisit the program review instrument and processes to ensure alignment with the Mission of the Institution, Student Achievement Standards, and Performance Evaluation. The Institution has in place two established Program Review instruments: 1) the Institutional Program Review which follows a two year cycle, and 2) an annual Divisional Assessment Survey. The Divisional Assessment Survey was first initiated and implemented in the Spring 2014. Findings were disseminated back to the divisions for justification of budget allocation. The Institutional Program Review was also conducted in the Spring 2014, results were disseminated to Individual Program/Division for budget planning and program improvement. There is however a recommendation to identify and solidify the process for Program Review. The process includes goals and objective of Program Review, assessment of instrument, timeline identified, dissemination of results, analysis provided, and providing recommendations for improvement. This will provide quality assurance of Program Review for all divisions/programs and for the Institution to meet its mission.

Aside from the two Institutional instruments, Academic Departments were asked to complete the Academic Program Review as an additional instrument that was appropriate in gathering data specifically on Student Achievement and Degree/Certificate completion. As a result of discussions, the committee proposed the following process to meet the Action Plan Outcomes.

### Process:

- IE sends out email with link to survey only to list of employees who teach
- Employees complete survey
- IE compiles summaries and disseminates: Divisional results → Respective dept.
- Results used for institutional budget planning, resource allocation, and decision making

### Outcome Summary (3)

#### Performance Evaluation linked to Student Achievement

- Academic Program/Department Data Collection Requirements
  - Course Syllabi
    - Identify and assess Course outcomes and Program Learning outcomes (Student Achievement)
- Faculty Performance Evaluation instrument (revised as of Fall 2014)
  - SLO Participation of Faculty
  - Under **1. Responsibility to Instruction**
    - A. Instructional Preparation:
      - Uses data collected from course taught on SLOs to share with department and other college stakeholders, and provided recommendations for improvement on student learning
  - Section 3A: Responsibility of Institution
    - Participates in the different levels of student learning outcome review
    - Department/Course learning outcome review
    - General Education learning outcome review

- Program Learning outcome Review
- Program Review Participation/Involvement (*Dialogue for Recommendation 1, 2, & 8*)  
Faculty performance Evaluation
  - Need a question pertaining to program review participation
  - Need a question pertaining to participation in Student Achievement Dialogue

Update: Completed as of September 2015

#### **Outcome Summary (4)**

- An Assessment Timeline and Cycle has been Identified:  
Institutional Student Achievement Indicators
  - Monitoring the Dialogue and Process for Assessment
    - Department/Program or Committee Review Timeline and Assessment Process
    - Semester Review of Outcomes
    - Quality Analyses of Outcome Achievement (Semester/Annual)
  - Program Review Timeline and Assessment Cycle of Degree Programs and Academic Departments
- Degrees (Follow assessment cycle for General Education)
  - General Education (Semester, Annual)
  - Core Foundational (Semester, Annual )
  - Co Foundational (Semester, Annual)
- Certificates (Follow assessment cycle for General Education)  
- General Education (semester, Annual)
- Co Foundational (semester, Annual)

Link all program review and assessment cycles to the institutional set standards

Finalize all cycles with Assessment and Curriculum Committee

Dissemination of Findings with Faculty

- a) Scheduled Departmental meetings on Rubric summaries (Spring 2015)

#### **Outcome Summary (5)**

Review accuracy of ASCC policies on

- Faculty evaluation aligned to program review and committee participation.  
(If appropriate to revise)
  - a) Recommendation to revisit Faculty Evaluation  
Instrument to be inclusive of Program Review and committee participation.
  - b) Draft a policy on Program Review
    - Institutional-set Student Achievement Standards
      - Definition of Institutional-set Student Achievement Standards
  - c) Draft a policy on Student Achievement
    - Institutional Program Review Processes
      - Timeline and Assessment Process
        - » Institutional-set Student Achievement Indicators
        - » Committee Composition and Roles

### **Academic Excellence Committee's recommendations:**

As a result of the discussion the outcome summary was based on findings, review of practices and processes. The Academic Excellence Committee provided the following recommendations to be addressed for compliant purposes.

- Need a question/s on Faculty Performance Evaluation (FPE) which evaluates faculty performance in program review participation.
- Need a question/s on Faculty Performance Evaluation (FPE) which evaluates faculty performance in Student Achievement Participation.
- Academic Program Review (APR) every year @Spring
- APR to be revised (or reviewed and revised as needed?) by Curriculum Committee every Fall Semester
- Create policies for Program Review (institutional)
- Solidify list of employees that need to be involved with Academic Program Review (faculty, adjunct, staff with teaching responsibilities, counselors, CNR staff)
- Set up Review Committee for Academic Program Review
- Separate annual surveys (faculty & staff) instruments.
- Follow Assessment Cycle Timeline
- Academic Department/Programs need to analyze their own data before it is institutionalized
- Need to revisit and revise policies regarding faculty alignment to Program Review and community participation
- Review Policies (5103, 5110, 4300, 4300.1)
- Need to set Program Review Policies and insert assessment clauses in policy 4300.1
  - To have a policy Review Committee responsible to review policies, composed, process, responsibilities
  - Time frame: Institutional Strategic Plan-tie everything together.

### **Proposals and Plan of Actions for Recommendation 3**

- 1. Finalize Institutional Set Student Achievement Standards**
  - **Developmental standard**
  - **Gateway Standard**
  - **Degree/Certificate Completion standard**
  - **Graduation Standard**
  - **Retention Standard**
  - **Transfer to Institution of Higher Learning**
  - **Job Placement standard**
- 2. Set Processes for Institutional Program Review, Divisional Assessment, and Academic Program Review**
- 3. Faculty Performance Evaluation**
  - **Inclusion of Program Review and committee participation**
  - **Participation in Student Achievement and assessment**
- 4. Link Program review and Assessment cycle to Institutional Set standards**
  - **Finalize all cycles with Assessment and Curriculum**



## 5. Draft Policy on Program Review and Student Achievement

### Guiding questions and Action Plans to Recommendation 4

The Academic Committee continued its assigned tasks to initiate discussions and reviewed of official documents such as Governance Manual, Catalog, Strategic Plan, Personnel Manual, and the Self-Evaluation Report in order to provide responses to the guiding questions for Recommendation 4. Aside from the guiding questions, ongoing discussions by Academic Committee continued on data presented to propose recommendations for the remaining Institutional Set Standards on graduation and transferability rates based on defined cohorts. Due to the fact majority of faculty were off during the summer break, the following active members of the Academic Excellence continued to provide input based on their review of the assigned document. The following members were charged with the review of the following documents.

ASCC Governance Policy Manual	Personnel Manual	ASCC Accreditation Eligibility Requirements and Standards	External Evaluation Report (ASCC Responses to Team Report	Strategic Plan & Catalog
Okenaisa Fauolo	Feleni	Sereima	Virginia	Evelyn
Michael Leau	Elvis	Sifagatogo	Emilia	Lina Galeai
Silaulelei	Cherie	Emey	Mana’o	Emma Pulu
	Claire Sagapolutele	Emilia		Christian Ausage
		Annie		

### Recommendation 4:

The Institution addresses the previous recommendation to improve services to support the Institution’s mission to transfer student to other institutions of higher learning. (WASC ACCJC Standard: II – Previous 2008 Recommendation).

### Guiding Questions toward answering Recommendation 4:

- Does ASCC define Transferability percentages of students?
  - Transfer to other Institutions
  - Transition into the Workforce
- Do Transfer percentages link to student achievement of Degrees and Certificates?
  - How does the data link to Institution-set Student Achievement Standards
  - Define Comprehensive Process
    - Tracking Student Success through Transfer and Career Counseling:

- Data Dissemination and Collection (Direct or Indirect Assessments- Data collection mechanisms)
- Access to Services Off-Campus which include Disabilities, Transfer and Career Counseling:
- Assessment Timeline and Cycle for Program Review

### **Expected Outcome 1:**

A comprehensive student support program is developed to ensure appropriate and reliable services to students:

- Tracking student success through Transfer and Career counseling:
  - Purpose is defined
  - Roles are defined
  - Contributing programs, departments, divisions are defined
  - Responsibilities of the programs, departments, divisions, etc. are defined

### **Expected outcome (2):**

A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.

Data Dissemination and Collection (Direct or Indirect Assessments- Data collection mechanisms);

- Purpose is Defined
  - Instruments are Defined
    - Timeline of Implementation Defined
  - Roles are Defined
  - Contributing programs, departments, divisions are Defined
  - Responsibilities of the program, departments, divisions, etc. are defined

### **Expected outcome (3):**

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Access to Services Off-Campus which include Disabilities, Transfer and Career Counseling.
    - Information for ALL Student Services are Updated and Centralized and Available.

### **Expected outcome (4):**

- A Comprehensive Student Support Program Assessment and Program Timeline and Review Cycle is Defined:
  - Committee Composition
    - » Purpose

- » Role
- » Responsibilities
- Instrument for Program Review
  - » Alignment to Student Achievement Indicators
- Timeline/Cycle of Program Review and Assessment
- Planning for Improvement and Sustainability
- Dissemination of Findings

Based on findings, discussions, reviews, and input from members of the Committee, the following summary was compiled of all responses to the guiding questions for Recommendation 4, which was also shared and presented to all Strategic Focus group during the Subcommittee’s retreat.

**Summary of responses to guiding questions:**

**1. Define Comprehensive process for Tracking student success through Transfer and Career counseling:**

a. Findings(What exists)

- Nothing exists (policy on tracking students)in the ASCC Personnel Manual of Oct.1997
- No comprehensive process in place
- “Transfer to institutions of higher learning” (Mission of ASCC,catalog)
- No Policy in Governance Manual on tracking student success through Transfer and Career Counseling
- Only mention of transfer is written as “Support for students who wish to transfer is provided through the transfer counselor, located in the SLA center and through student services assistance with transfer applications and scholarship and loan application” (Self Evaluation report, pg.181)
- Transfers and career is part of the mission (mentioned in all ASCC manuals)
- Process since 2013:
  - Divisional outcomes and objectives are tracked through biweekly and quarterly reports
  - Reports compile and prepare by IE for review by Board and President

- Reports are accessible to administrative and academic program allowing for more accountability and transparency in meeting divisional outcomes.
- Reports allow for better planning and implementation of operations aligned to Institutional Mission of preparing students for successful transfer to other institutions, career opportunities, and contribution to the community (ASCC Strategic Plan 2015-2020).

**Constant reviews and updates on all current and new ASCC MOUs are documented, centralized institutionally and archived.**

- Comprehensive process: Definition
  - initiation of process from identifying needs of students within courses, and being referred to Transfer & Career Counseling Services (data & info collected)
  - recording the relevancy and adequacy of services rendered in assisting student
  - achieving success at various levels
  - assessment of process based on data
  - feedback to determine effectiveness, efficiency, equity, and relevance of process
- b. Facts(What's in place)
  - ASCC Graduate Survey. American Samoa Research Foundation ASCC Graduates' Matrix. ASCC ROTC Clearance Forms to UH Manoa
  - Inquiries via telephone and email to public and private sectors-Blue Sky, ASG, HRO, ASCC HRO, etc.
  - Local inquiries for vocational majors, business majors and nursing majors via respective department chairpersons/faculty
  - The institution identifies and assesses learning support outcomes for its student population and provides appropriate Student Support Services and programs to achieve those outcomes. The Institution uses assessment data to continuously improve student support programs and services. (Self evaluation report, IIC.2)
- c. Outcomes
  - Although the Comprehensive Support Model exists and it is mentioned in the report, there was not enough evidence given to show the step by step process in moving the students through the academic arena to transferring out of ASCC.
  - All documentation/data of students transferring to higher institution is with each Academic Department/Program. Divisions/Departments keep track of their own students through means of contact and communication.

- Need known percentages of students completing practicum courses before graduating are entering the workforce employed, by the time they graduate (trades, nursing, business, TED)
- After Review of Self Study Report, it is clear that
  - ASCC did not describe in detail any services or programs provided to support ASCC Mission Statement bullet, “Transfer to institutions of higher learning” (Self evaluation report)

d. Recommendations

- Focus on definition of “comprehensive process”
- Data exists which is relative to “transfer” there is no validation without mechanism to track matriculation
- Define transfer and mechanism for confirming matriculation and for Academic Departments to assist in tracking transition to workforce.
- No comprehensive process that would track students to transfer to higher learning or to workforce in place.
- ASCC must create a “Transfer Diagram/Program to start with a cohort of students moving them from being enrolled to selection of classes to meet his/her declared program of studies, and further utilizing the services that are already in place (i.e SLAC center, transfer counselor, career counselor, etc). In turn the following tracking takes place:
  - success rates (courses, programs)
  - retention rates
  - persistence rates
  - Graduation rates measuring the 150% of completion
  - Transfer rate
- ASCC must report on all programs and services (in detail) provided for transfer
- Governing policies should be in place, Policy 1000 on Mission statement policy is broad to encompass all, but if need to be specific then recommendation for policies to cover Program Review, Assessment Timeline, tracking students’ success etc. should be made.
- Timeline for tracking should be defined.
- Need Institutional Assessment Glossary Page for operational definitions of assessment terms.

Noted: Academic Strategic Plan

**Strategic Objective #7:**

ASCC will enhance opportunities for student academic, career and personal success.

### **Performance Indicators**

1. Improve and expand transfer and employment counseling
2. Improve the tracking of alumni employment, transfer and enrichment
3. Expand and increase articulation agreements in student and course transfer.

PI.1 Increase awareness of transfer opportunities and employment counseling (p.29)

### **Expected outcomes:**

An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized.

PI.3c) Identify instrument or system to track student transferability, job placement, and service learning opportunities.

4. A tracking system is identified addressing the following areas:
  - Processes for student transition into the workforce
  - Processes for student transferability to other institutions of higher learning
  - Processes for Service Learning opportunities.
2. **Define comprehensive process for Data dissemination and collection (Direct or indirect assessments-data collection)**
  - a. Findings
    - No policy on data dissemination and collection as with Policy 5201-Students right to know disclosures which refers to ASCC making completion and transfer rates available to current and prospective students. (GM)
    - Policy 3002.1 Internal and External monitoring reports include reports on Assessment of student learning outcomes.
    - Comprehensive process: (definition)
      - Aggregate data of services which relate to transferability are shared consistently at all level of institution, for awareness purposes and to make informed decision for improvement or changes
      - Divisions with direct involvement share disaggregate data more frequently so that they are aware of issues that require immediate adjustment.
      - IE with effective monitoring roles should gather info, analyze, summarize, and disseminate through established means such as bi-weekly, quarterly, etc.). Improvement can be made immediately instead of end of the year
      - Data - Committee should also serve as analyst on the appropriateness of data being collected from divisions and distributed institutionally.

b. Facts

- Chairpersons have been trained and assigned passwords for Compliance Assist. Now chairs are able to forward the appropriate data such as assessment reports, minutes of the departmental meetings, etc. effectively. (Curriculum minutes)
- Deans and Directors submit via Compliance Assist bi-weekly, monthly, and annual reports.
- 

c. Outcomes

- After Review of Self Study Report, it is clear that
  - There is no documentation or mention of any data collected on students transfer
  - If data was ever collected, there is also no mention of any assessment done on transfer data to improve services provided to support the ability of ASCC students to transfer to institutions of higher learning (self evaluation)
  - ASCC mentioned tutoring and transfer services were improved and it referenced the 2009 and 2010 reports but the question is, “Were these reports provided to the team when they visited ASCC?” ASCC should have inserted in “How” services for tutoring and transfer were improved. (ASCC Self Evaluation, pg. 176)

d. Recommendations

- Data should be analyzed and assessed for improvement of Student Support Services for transferability.

**3. Define comprehensive process for Access to services off-campus which include disabilities, Transfer and Career Counseling.**

a. Findings

- Policy 3019 on college services support the readily available of services to students and faculty. Not sure if this will cover for access to off campus services too. (Governance Manual)
- Comprehensive process:
  - Include established MOUs and networking with other higher institutions, government agencies with similar scope of services, businesses that can utilize the graduates or certificate program awardee.
  - Developing and fostering relationships with these stakeholders will ensure that the transferability of students, while at ASCC and upon completion of their degrees or certificates are transitioned accordingly as per need.

b. Facts

- Off campus services include assistance from Vocational Rehabilitation of the transporting students with developmental disabilities from their homes to allow them to enroll in ASCC classes with the assistance of personal caregivers, LBJ medical assistance via ambulances in times of emergencies; DPS assistance in times of certain incidents (fighting etc.); ASDOE scholarship and Financial Aid services for students graduating and anticipating on continuing their education endeavors off island.
- c. Outcomes
- d. Recommendations

#### **4. Define comprehensive process for Assessment Timeline and Cycle for Program Review**

- a. Findings
  - No policy on program review (Governance Manual)
  - Need assessment timeline and cycle for program review
- b. Facts
- c. Outcomes
- d. Recommendations

As the committee continues its discussions on responses to guiding questions, several members of the committee were tasked to spearhead the dialogue and discussion on the comprehensive process for transferability to institutions of higher learning or workforce in order to address some of the. MOUs, MOAs, and articulations were shared with group. Certain programs were able to share mechanisms used in tracking students such as the Nursing department, Trades, and Samoan Studies. Below is a Summary of MOUs, MOAs, and articulations with Academic Affairs

- (AHEC) American Samoa Statement Work 14-15
- (DOH) MEMORANDUM OF UNDERSTANDING AND AGREEMENT BETWEEN THE AMERICAN SAMOA COMMUNITY COLLEGE AND THE DEPARTMENT OF HEALTH
- (LIBRARY) ASCC MEMORANDUM OF UNDERSTANDING BETWEEN ASCC AND LIBRARY AND UH MANOA LIBRARY 094202142014 pdf (2)
- (LSAMP) UPDATED SUBAWARD AGREEMENT FOR YEAR 4
- (PIHOA) ASCC LETTER OF COMMITMENT WITH PIHOA AND USPIJ RE PUBLIC HEALTH
- (DOH) MEMORANDUM OF UNDERSTANDING AND AGREEMENT BETWEEN THE AMERICAN SAMOA COMMUNITY COLLEGE AND THE DEPARTMENT OF HEALTH
- Alfred State Health Information Technology Medical Records 1003032509
- Approved Articulation Agreement between ASCC and CUH
- Articulation Agreement between Alfred State College and ASCC re Health Information Technology 09222014-1

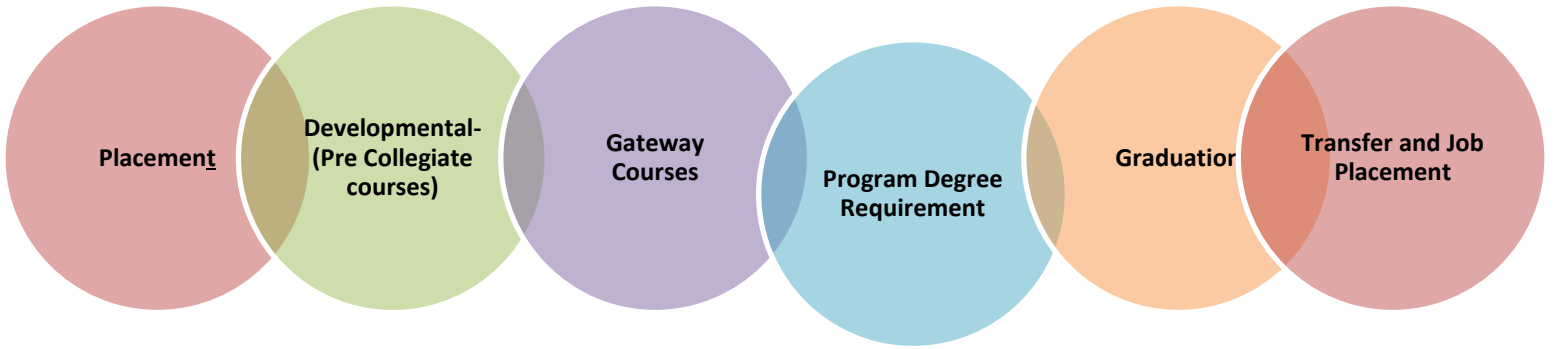


- Alfred State Health Information Technology Medical Records 1003032509
- Approved Articulation Agreement between ASCC and CUH
- Articulation Agreement between Alfred State College and ASCC re Health Information Technology 09222014-1
- ASCC & KCC Course Equivalency
- ASCC and BYU Transfer Guide
- ASCC and CUH MOU
- ASCC and UHM
- DSU and ASCC MOU
- KapiolaniNursing2009
- MOU\_ASCC\_LSAMPTUTOR
- SUU course equivalency with ASCC
- UH Hilo Articulation Agreement with ASCC 084519142914 (files with Academic Affairs)

## Comprehensive Student Support Services

As part of the discussions and responses to the guiding questions for Recommendation 4 on Transferability, the Academic Excellence was tasked to develop a comprehensive Student Support Program and services to ensure appropriate and reliable services are available to students. As the outcome of broad based discussions, the committee was able to review and align each milestone of the pathway to accountable divisions responsible for providing services as noted in the chart below. Roles and responsibilities of each accountable division were identified to ensure reliable services are provided to students. Accountable divisions are tasked with improving its practices and processes through assessment of its services. The assessment will allow accountable divisions to revisit their instruments, solidify their Standard Operating Procedures, and their existing practices to ensure the highest level of services to be provided for students in achieving student learning outcomes. A visual representation of a Comprehensive Student Support Program and Services is included below that emphasizes the alignment of each milestone to the newly established Institutional Set Standards as evidence of the linkages to ASCC Strategic Plan 2015-2020.

### COMPREHENSIVE STUDENT SUPPORT SERVICES



**Accountable Divisions:**

Academic Departments, ARFAO, MIS, Student Services, Finance, and Registration committee.

**Roles:** Registration process, Advising, counseling, online-registration, Financial Aid, and Tuition

**Responsibilities:**

Advising on Academic programs, counseling, New student orientation, Student IDs, Financial aid application, Online-registration,

**Instruments/SOPs/Forms**

: Advising sheets, course schedules, STEPs for registration, Placement/SAT scores, Financial Aid application, Admission application, New Student Orientation Process

**Timeline:**

**Accountable Divisions:**

Academic Affairs, Student Services, Library, ARFAO, Curriculum committee, Assessment, SSS, and IE (reporting)

**Roles:** Instructional services, advising, counseling, and Tutoring

**Responsibilities:**

Teaching pedagogies, course outcome assessment (CLO), tutoring, library services, counseling services.

**Instruments/SOPs/Forms**

**ms:** Course materials, course syllabi, quizzes, exams, assessment instruments, grade sheets, low grade reports, fact sheets, Program Review, log sheets for tutorial services (Process)

**Accountable**

**Divisions:** Academic Affairs, Student Services, Library, ARFAO, Curriculum committee, Assessment, and IE

**Roles:** Instructional services, advising, counseling, and Tutoring

**Responsibilities:**

Teaching pedagogies, course outcomes assessment (CLO), tutoring, library services, counseling services.

**Instruments/SOPs/Forms**

**ms:** Course materials, course syllabi, quizzes, exams, assessment instruments, grade sheets, low grade reports, Program review, log sheets for tutorial services (Process)

**Accountable Divisions:**

Academic Departments, ARFAO, , Student Services, Library, Assessment Committee, Curriculum committee, Advisory Committee, and IE

**Roles:** Instructional services, advising, counseling, tutoring, library services,

**Responsibilities:**

Teaching pedagogies, course and program outcome assessment (CLO & PLO), tutoring, library services, counseling services,

**Instruments/SOPs/Form**

**s:** Course materials, course syllabi, quizzes, exams, assessment instruments, grade sheets, low grade reports, Program review, Student outcome surveys, Graduate Survey, Satisfactory survey, course substitution,

**Timeline:**

**Accountable Divisions:**

Academic Departments/Divisions, ARFAO, and Student Services, Career counselor, Transfer counselor, Personal counselor ; ALUMNI, Advisory committees

**Roles:** Submission of grades, calculation of grades, providing info. To prospective graduates, planning Graduation ceremony, providing Award Banquet

**Responsibilities:**

submission grades, validation of GPA, confirmed graduates

**Instruments/SOPs/Forms:**

Grade sheets, Graduation program, Student awards, Scholarships, Student Loans, Transcript requests, acceptance letters, MOUs, MOAs, Articulations, Graduate Exit Survey, Program Review, Satisfactory survey, commencement program

**Timeline:**

Semester based

**Accountable Divisions:**

Academic Departments/Divisions, ALUMNI, Advisory committees, Student Services

**Roles:** Tracking and reporting on Transfer from all Academic

Department/Divisions, Tracking through transfer and career counseling, updating Articulations, Provide current MOAs/MOUs, networking with Advisory committees

**Responsibilities:** Provide tracking data on transfer to higher ed, and job placement, institutionalize data,

**Instruments/SOPs/Forms:** Program review, Graduate survey, satisfactory survey, MOUs, MOAs, Articulation s

	Accountable Divisions	Roles	Responsibilities	Instruments/SOPs/Forms	Timeline
<b>PLACEMENT</b>	1. ADMISSIONS <ul style="list-style-type: none"> <li>Registrar</li> <li>Financial Aid</li> </ul> 2. FINANCE           3. STUDENT SERVICES <ul style="list-style-type: none"> <li>Student Services</li> </ul> 4. ACADEMIC DEPARTMENTS           5. MIS           6. Marketing Committee           7. TED (Account for the 1st two years)           8. TTD (Not including the Apprentice Program)	1. Registration process, Advising, counseling, online registration, Financial Aid, and Tuition.           2. Apply, admit, orientate, test (evaluate) and enroll incoming new students	1. To ensure that all new incoming students are admitted, tested, advised, counseled, evaluated, orientated, registered, and enrolled in the appropriate placement test scores (SAT, ACT, TOEFL) test results, and received academic transcripts (transfer).           2. Ensure the participation of new students during Student Orientation, and are able to receive their students IDs, and completed Financial Aid application.	1. ARFAO SOPs           3. Finance SOPs           4. Academic SOPs           5. Students Services SOPs           6. MIS SOPs           * <b>Instruments Included:</b> Advising sheets, courses schedules, STEPs for Registration, Placement/SAT scores, Financial Aid application, New Student Orientation Process.	<ul style="list-style-type: none"> <li>Reference ASCC Institutional Strategic Planning (ISP) manual for 2015 - 2020. (pg. 65)</li> </ul>
<b>DEVELOPMENTAL</b>	1. ACADEMIC AFFAIRS           2. STUDENT SERVICES <ul style="list-style-type: none"> <li>Counselors</li> <li>Tutorial</li> </ul> 3. ARFAO           4. CURRICULUM COMMITTEE           5. ASSESSMENT COMMITTEE           6. STUDENT SUPPORT SERVICES           7. IE (Reporting)           8. MARKETING COMMITTEE	1. Outreach/Awareness (High Schools)           2. Orientation - for high school and new students.           3. Skill Building (CLP Courses) <ul style="list-style-type: none"> <li>Retention</li> <li>Resource - Practical Application</li> <li>Transition - Follow Up</li> </ul> 4. Instructional Services           5. Advising, counseling, and tutoring.	1. Teaching pedagogies, course outcome assessment (CLO), tutoring, library services as well as counseling services.	1. Referrals - Early prevention           2. Sign-in/log-in           3. Evaluation Forms           4. Course materials           5. Courses syllabi           6. Quizzes and Exams           7. Low grade reports           8. Fact Sheets           9. Program Review.	<ul style="list-style-type: none"> <li>Calendar of Planned Events Activities</li> </ul>
<b>GATEWAY</b>	1. ACADEMIC AFFAIRS - (Language & Lit., Math, CAPP English)           2. STUDENT SERVICES - (SLAC, Counselors, Tutors)           3. LIBRARY - (Faculties and Staff)           4. ARFAO - All           5. CURRICULUM & ASSESSMENT COM.           6. INSTITUTIONAL EFFECTIVENESS	1. Instructional, advising and assessing           2. Counseling and Tutoring           3. Circulation and Reference desk, educational resource center room, general collection, staff.           4. Student registration & Financial Aid           5. Program Review, and assess review.           6. Data collection (course completion)           7. Advising, counseling and tutoring.	1. Teaching pedagogies, course outcome assessment (CLO)           2. Counseling and Tutoring           3. Provide Librarian and internet sources	1. Grade sheets and rubrics           2. Tutoring and Counseling logs           3. Service Satisfaction Survey           4. Schedules and student grades/records           5. SOPs, CAFs, PAFs           6. Assessment report and Program Review forms.           7. Student Achievement data.           8. Student Satisfaction survey.	<ul style="list-style-type: none"> <li>Reportings are done either weekly, semesterly, or within an Academic year.</li> </ul>
<b>PROGRAMS</b>	1. ACADEMIC DEPARTMENTS           2. ARFAO           3. STUDENT SERVICES           4. LIBRARY           5. INSTITUTIONAL EFFECTIVENESS           6. CURRICULUM COMMITTEE           7. ADVISORY COMMITTEE           8. ASSESSMENT COMMITTEE	1. Instructional Services           2. Non-Instructional Services <ul style="list-style-type: none"> <li>Tutoring, advising, counseling library, and data analysis.</li> </ul> 3. Validating of data collection.           4. PLOs, SLOs, CLOs.	1. Teaching and tutoring the students. <ul style="list-style-type: none"> <li>Ensure services meet ASCC, ACCJC Profession (local and national)</li> </ul> 2. Ensure alignment of Program Learning Outcomes and ASCC Mission statement.	1. Course materials           2. Courses Syllabi           3. Quizzes and Exams,           4. Assessment Instruments           5. Grade Sheets           6. Low grade reports,           7. Program review,           8. Student Outcome surveys           9. Graduate surveys           10. Data Completion reports.	<ul style="list-style-type: none"> <li>Certificates of Proficiencies</li> <li>Associates of Arts Degree (A.A.)</li> <li>Associates of Science (A.S.)</li> <li>Bachelors in Education (B. Ed)</li> </ul>
<b>GRADUATION</b>	1. STUDENT SERVICES           2. ADMISSIONS           3. INSTITUTION EFFECTIVENESS           4. ALUMNI           5. FINANCIAL AID           6. ACADEMIC DIVISIONS/DEPARTMENTS           7. STUDENT GOVERNMENT ASSOCIATION	1. Tutoring           2. Transfer counseling           3. Advising           4. Career/Diversity           5. General Information           6. Official Transcripts           7. Financial Aid Application and Counseling           8. Student Support services.	 <p><b>(SIMILAR TO ROLES)</b></p>	1. Counseling and tutoring login sheets           2. Referral Sheets           3. Advising Sheets           4. Graduation Exit survey           5. Scholarships/Student Loan applications           6. Academic Grade Sheet           7. Letter of Acceptance           8. Banquet Program           9. Commencement Ceremony           10. Program Completion sheet	<ul style="list-style-type: none"> <li>Every semester</li> </ul>

The committee during its retreat was able to analyze the Comprehensive Support Services Model and included additional responsibilities to ensure all services available to students at any point of entrance. This also allowed the committee to thoroughly discuss some of the challenges encounter by students, faculty, and staff throughout students’ pathway to success. The committee identified accountable divisions, their roles and responsibilities, instruments, forms, Standard Operating Procedures (SOPs), and timeline for each milestone to ensure reliable services are provided to students. Below is an additional model summarizing all other responsibilities and challenges, by which the Institution through its divisions will continue to assess and evaluate effectiveness of services in meeting Student Learning Outcomes. The identified challenges allow accountable divisions to revisit their daily operations and practices to improve services made available to students.

	PLACEMENT	DEVELOPMENTAL	GATEWAY	PROGRAMS	GRADUATION
CHALLENGES	<ol style="list-style-type: none"> <li>1. Accuracy of ASCC Placement test versus SAT/ACT/TOEFL scores.</li> <li>2. High School Diploma vs. ASCC Placement.</li> <li>3. E-Testing</li> <li>4. Scheduling</li> <li>5. New Student Orientation</li> <li>6. Misadvising</li> </ol>	(NONE PROVIDED)	<ol style="list-style-type: none"> <li>1. Scheduling retention</li> <li>2. Over-populated classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inactive of advisory of other programs.</li> <li>2. Wrong advising before students gets to program. (Program misadvising)</li> </ol>	<ol style="list-style-type: none"> <li>1. System that incorporates all services when they are entered and track until graduation.</li> <li>2. Limited resources. <ul style="list-style-type: none"> <li>• equipment, facility, technology, and Professional Development.</li> </ul> </li> </ol>
RECOMMENDATIONS	<ol style="list-style-type: none"> <li>1. To re-assess the ASCC placement instruments.</li> <li>2. To allow diagnostics test for placement <ul style="list-style-type: none"> <li>• Student request to faculty to Dept. Chair.</li> </ul> </li> <li>3. Apprenticeship Program (Review MOU/setup)</li> <li>4. 300-400 level TED courses</li> <li>5. Review AELEL - (Institutionalize)</li> <li>6. E-Advising</li> <li>7. Counseling and advising connection.</li> <li>8. CEUs vs. Credits (Institutionalize)</li> </ol>	(NONE PROVIDED)	<ol style="list-style-type: none"> <li>1. Data centralization for access by all stakeholders. <ul style="list-style-type: none"> <li>• Awareness of Strength, Weaknesses, Opportunities, and Threats. (SWOT)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Revisit roles and responsibilities of Committees for clear definition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase Academic activities <ul style="list-style-type: none"> <li>• Debates, etc...</li> </ul> </li> <li>2. Implement a recreational center for students</li> <li>3. Increase the number of internship and community services.</li> </ol>

## Outcome summaries and proposed process in addressing Recommendation 4

The Institution **addresses the previous recommendation to improve services to support the Institution's Mission to transfer student to other institutions of higher learning.** (WASC ACCJC Standard: II – Previous 2008 Recommendation)

### Recommendation 4: Expected Outcome (1)

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Tracking Student Success through Transfer and Career Counseling;
    - Purpose is Defined
    - Roles are Defined
    - Contributing programs, departments, divisions are defined
    - Responsibilities of the program, departments, divisions, etc. are defined

### Outcome Summary (1)

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Does ASCC define Transferability percentages of students?:
    - Transfer to other Institutions
  - a) 18% (Scholarship and Student Loan Data)
    - Transition into the Workforce
  - a) Leadership Team Discussion

### Tracking Student Success through Transfer and Career Counseling

- Purpose: Track transfer students
- Define? Somewhat in the responsibilities of the 2 counselors (Career & Transfer Counselors)
- ARFAO – student application, graduation application
- Responsible Accountable Divisions as noted in the ASCC Strategic Plan 2015-2020

### Recommendation 4: Expected Outcome (2)

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Data Dissemination and Collection (Direct or Indirect Assessments- Data collection mechanisms);
    - Purpose is Defined
    - Instruments are Defined
      - Timeline of Implementation Defined
    - Roles are Defined
    - Contributing programs, departments, divisions are Defined
    - Responsibilities of the program, departments, divisions, etc. are defined

### Outcome Summary (2)

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Data Dissemination and Collection (Direct or Indirect Assessments- Data collection mechanisms);
- Alignment of services provided by accountable divisions to Milestones on the Pathway to Student Success.

**Proposed Process:**

- Identify a Comprehensive Student Support Program (CSSP)
- Identify a data instrument for Student Support Program (SSP)
- All disseminating & collected data to be submitted on a semester basis
- Implement the process plan of SS services provided by division & indicate linkage to SS Program

**Recommendation 4: Expected Outcome (3)**

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Access to Services **Off-Campus** which include Disabilities, Transfer and Career Counseling.
    - Information for ALL Student Services are Updated and Centralized and Available.

**Outcome Summary**

- A Comprehensive Student Support Program is developed to ensure appropriate and reliable services to students.
  - Access to Services **Off-Campus** which include Disabilities, Transfer and Career Counseling.

**Proposed Process:**

- A comprehensive SSP is developed to ensure appropriate and reliable services to students.
- Access to services Off Campus
  - disability,
  - transfer & career counselors
- by request only will services be provided (Revisit)
  - Status: By practice → DOSS, Academic Programs (profile of students)
  - Collaborate, communicate with all student support services and programs to create a comprehensive directory for off campus services and institutionalized

**Recommendation 4: Expected Outcome (4)**

- A Comprehensive Student Support Program Assessment and Program Timeline and Review Cycle is Defined:
  - Committee Composition
    - Purpose
    - Role
    - Responsibilities
  - Instrument for Program Review
    - Alignment to Student Achievement Indicators

- Timeline/Cycle of Program Review and Assessment
- Planning for Improvement and Sustainability
- Dissemination of Findings

## Outcome Summary

### Proposed Process:

- Student Support Program Assessment and Review Committee (SSPAR)
  - All accountable milestone divisions
- Role & Responsibilities
  - To review the student support services under each milestone
  - All the roles and responsibilities identified under every milestone. (Model)
- Instrument Program Review
  - Need to develop instrument for SSPAR (Student Support Program Assessment & Review) for all services.
  - Instrument should be aligned to each accountable division roles and responsibilities under each milestone
  - Instrument should also be aligned to Student Achievement Indicators
- Timeline
  - SSPAR (Student Support Program Assessment and Review) should be assessed annually
    - End of Summer to include Fall and Spring
- Planning for improvement and Sustainability
  - Continuous per annum and on schedule based on completion of SSPAR and Divisional Program Review

### AE Subcommittee's recommendations on WASC Recommendation 4

- Reestablish the Alumni Counselor Position (clarify job descriptions for Transfer, Personal, Career, and VA Counselor)
- Clarify responsibility for Exit Survey (graduates)
- Include a requirement within the graduation application to see/meet the Career/Transfer Counselor as part of their clearance.
- Timeline:
  - Student App → Counseling → Grad App → Counseling → Alumni
- Proposed Requirements
  - Create a committee to develop a Comprehensive Student Support Program (CSSP) to include ARFAO, AA, SS & faculty
  - Create a Comprehensive Process Chart for clarification of services offered to students
  - Define a process for off campus services and assure its availability to the community
  - Establish a central directory of off campus services/MOU's as requested & referred to.
  - Immediate action on establishing SSPAR (Student Support Program Assessment Review) Committee



- Immediate action on developing instrument for SSPAR to evaluate and assess all services

Outcomes and recommendations from the committees on addressing the recommendation will allow the accountable divisions and committees to improve on services and daily operations to ensure the Institution will meet its newly established and set standards. The Academic Excellence through the Institutional Strategic Plan 2015-2020 will continue to assess and monitor the operations and services through its assigned activities and objectives.

#### PLAN OF ACTION AS OF September 2015

- a. Forwarded the Faculty Performance Evaluation to Leadership Triangle for review and submission to the Faculty Senate on proposed changes to be inclusive of Program Review and Assessment. **(Completed as of September 25, 2015)**
- b. Transfer Data for Workforce/Job placement is set at 50% with stretch goal at 63% final approval by the Curriculum on Sept. 24, 2015 **(Completed as of September 24, 2015)**
- c. **Policies have already approved by the BHE on 8/28/15**
  - 1. Newly proposed policy “Comprehensive Program Review and Assessment of Instructional Programs, Student Support Services and Administrative Services
  - 2. Revised Policy 5108 on Faculty Teaching Load
- d. Update the Institutional Comprehensive Support services to reflect the new Org. Chart.

In conclusion, the Academic Excellence subcommittee has completed its assigned tasks in addressing recommendation 3 and 4 with Eligibility 11. In addition, the report shall be updated to reflect the new organizational chart. The Academic Excellence will continue its tasks through the Institutional Strategic Plan 2015-2020 with its set goals and objectives.

## Appendix

1. Tasks for Academic Excellence Committee
  - a. Presentation on membership selection
  - b. Guiding questions and Action Plans for Recommendation 3 and 4
  - c. Templates on Guiding questions Recommendations 3 and 4
  - d. Revised Faculty Performance Evaluation
  - e.
  
2. Setting Institutional Standards for Student Achievement
  - a. IE presentation on possible Institutional Student Achievement Indicators (March 5, 2015)
  - b. Student Achievement Data Analysis (March 20, 2015)
  - c. AE Subcommittee approved 5 Institutional standards for Student Achievement (March 26, 2015)
  - d. ASCC Annual Report – Monitoring the dialogue on Student Achievement and SLO Assessment Presentation to the Board (April 14, 2015)
  - e. IE Presentation to Academic Excellence Subcommittee on possible graduation rates. (Graduation Rates, April 22, 2015)
  - f. Presentation by IE based on outcome of June 16, 2015 meeting on possible rates for Graduation based on defined cohorts. (Power point presentation)
  - g. Presentations at the Academic Excellence's Retreat
  - h. Workforce Powerpoint Presentation
  - i. Curriculum committee minutes and agenda
  
3. Academic Excellence Monthly Report
  - a. March Report
  - b. April Report
  - c. May Report
  - d. June Report
  - e. July-Sept. Report
  
4. Board of Higher Education Reports
  - a. Institutional Set Standards Presentations
  - b. ACCJC Presentations
  - c. Updates on Academic Excellence Recommendations
    - a. Approval of Policies
      - i. Institutional Program Review and Student Achievement Standards
      - ii. Faculty Teaching Load Policy 5108