Institutional Learning Outcomes
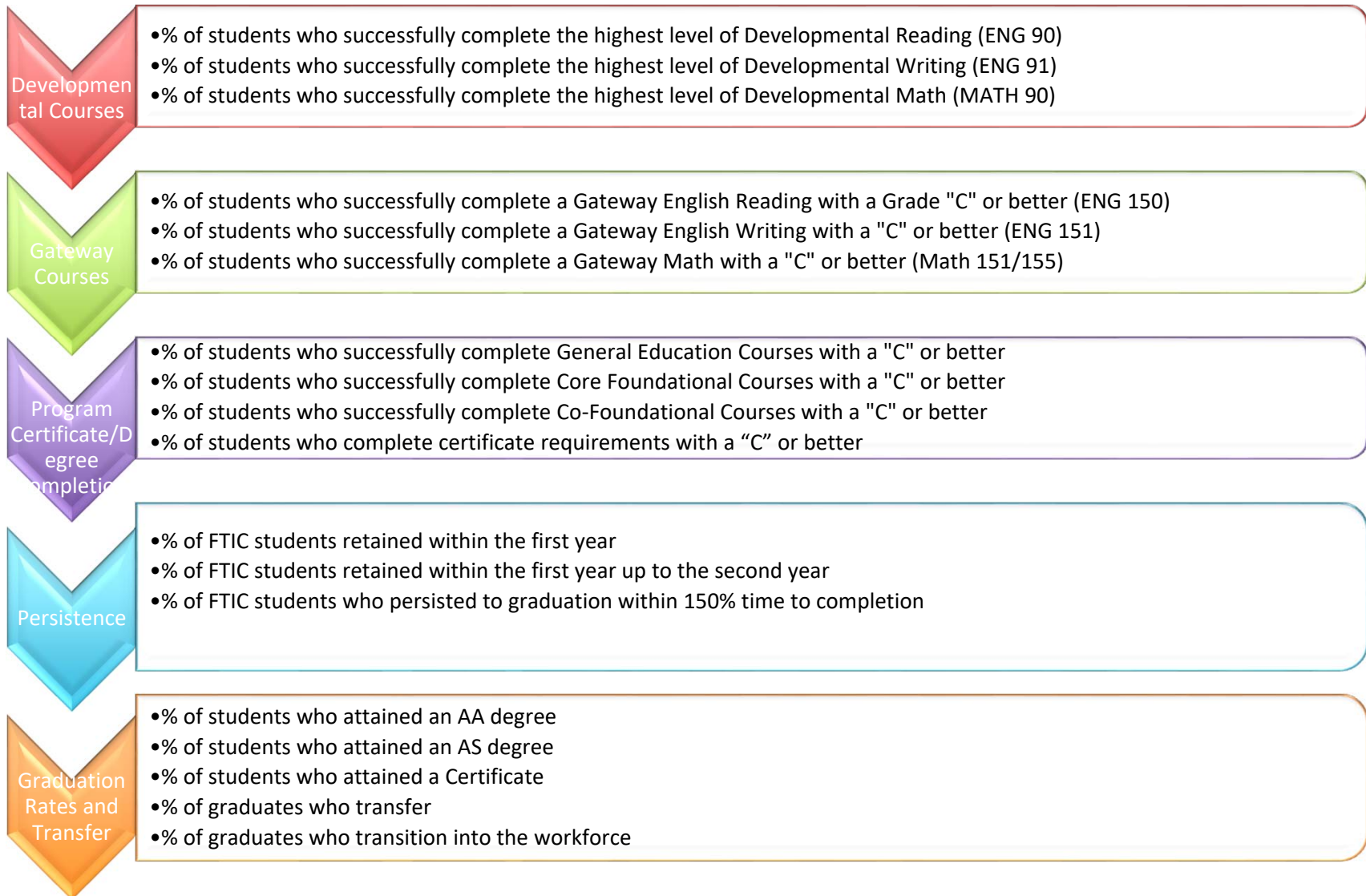
Presentation to the Leadership Team

June 12, 2015

(Edited September 14, 2015)

Student Achievement Standards

❖ <u>Developmental Courses</u>: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness

❖ <u>Gateway Courses</u>: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements

❖ <u>Degree Program Requirements</u>: The successful completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program

❖ <u>Persistence</u>: The retention of students in their first year and second year and within 150% time to graduation.

❖ <u>Degree/Certificate Completion and Transfer</u>: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

Student Achievement benchmarks

Developmental Courses
- % of students who successfully complete the highest level of Developmental Reading (ENG 90)
- % of students who successfully complete the highest level of Developmental Writing (ENG 91)
- % of students who successfully complete the highest level of Developmental Math (MATH 90)

Gateway Courses
- % of students who successfully complete a Gateway English Reading with a Grade "C" or better (ENG 150)
- % of students who successfully complete a Gateway English Writing with a "C" or better (ENG 151)
- % of students who successfully complete a Gateway Math with a "C" or better (Math 151/155)

Program Certificate/Degree completion
- % of students who successfully complete General Education Courses with a "C" or better
- % of students who successfully complete Core Foundational Courses with a "C" or better
- % of students who successfully complete Co-Foundational Courses with a "C" or better
- % of students who complete certificate requirements with a "C" or better

Persistence
- % of FTIC students retained within the first year
- % of FTIC students retained within the first year up to the second year
- % of FTIC students who persisted to graduation within 150% time to completion

Graduation Rates and Transfer
- % of students who attained an AA degree
- % of students who attained an AS degree
- % of students who attained a Certificate
- % of graduates who transfer
- % of graduates who transition into the workforce
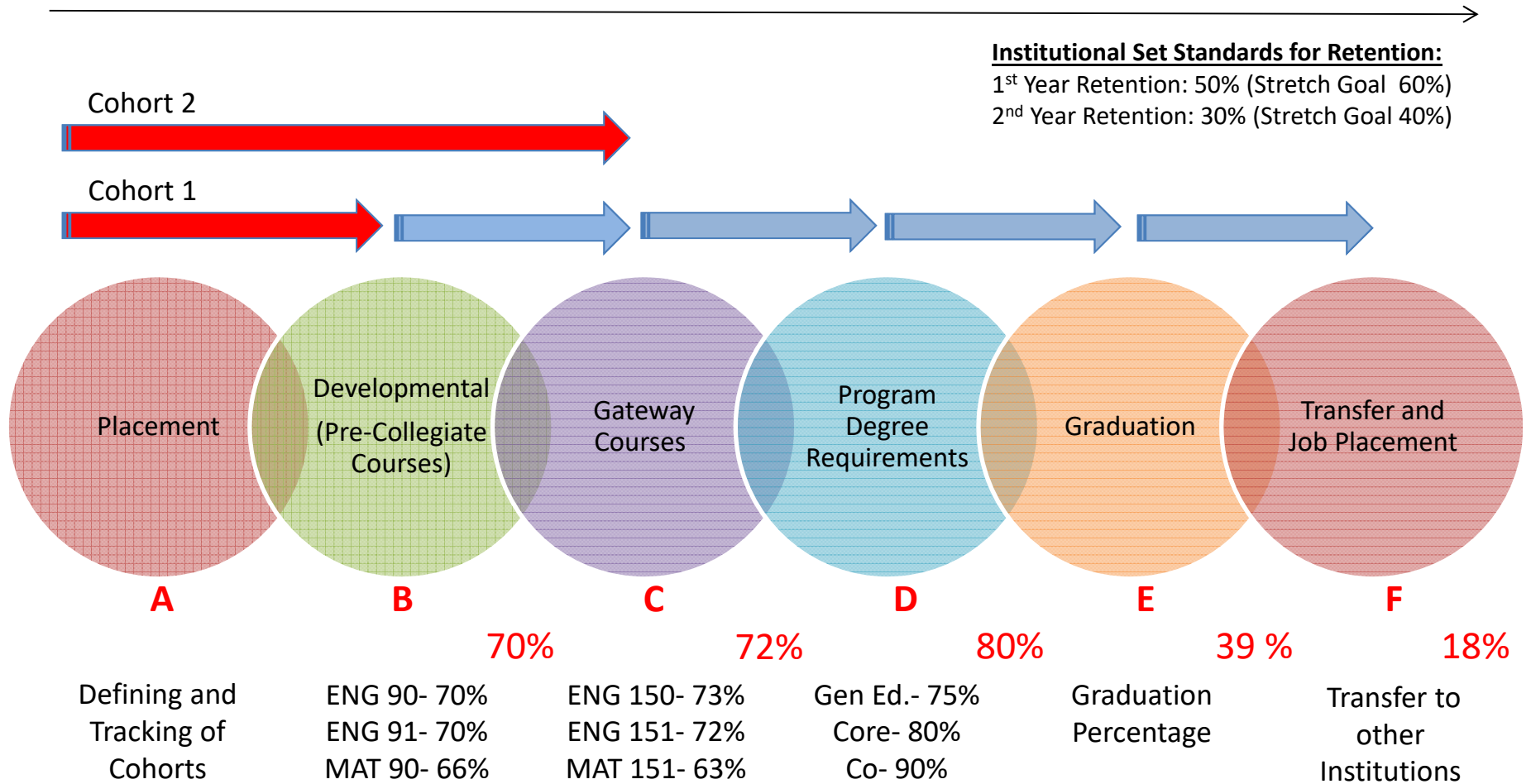
PATHWAY TO STUDENT SUCCESS

MILESTONES

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

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

Persistence →

Institutional Set Standards for Retention:
1st Year Retention: 50% (Stretch Goal 60%)
2nd Year Retention: 30% (Stretch Goal 40%)

Cohort 2 ▬▬▬▬▬▬▶

Cohort 1 ▬▬▬▶ ▶ ▶ ▶ ▶ ▶

Placement	Developmental (Pre-Collegiate Courses)	Gateway Courses	Program Degree Requirements	Graduation	Transfer and Job Placement
A	**B**	**C**	**D**	**E**	**F**
	70%	72%	80%	39 %	18%
Defining and Tracking of Cohorts	ENG 90- 70% ENG 91- 70% MAT 90- 66%	ENG 150- 73% ENG 151- 72% MAT 151- 63%	Gen Ed.- 75% Core- 80% Co- 90%	Graduation Percentage	Transfer to other Institutions

Institutional Learning Outcomes Possible Definition:

- Institutional Learning Outcomes reflect a shared institutional articulation of expectations for all degree recipients.
  - Communication
  - Job
  - Life
- *Competencies of our previous ILOs were not done away with. We have used the the competencies in the defining of our General Education Program.*

Defined Institutional Set Standards

- **Degree Program Requirements**: The successful Completion of <u>Gen-Ed</u>, <u>Core Foundational</u> and <u>Co-Foundational</u> courses required by a Degree program (Institutional Set Standard: 80%)
  - General Education: 75%
  - Core Foundational: 80%
  - Co Foundational: 90%

Alignment of General Education Domains to Institutional Learning Outcomes:

- **Communication ➜ Effective Communicators**: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

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

- **Global Awareness & Cultural Competence ➜ Global Citizens**: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

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

- **Personal Development & Responsibility ➜ Responsible Leaders**: ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

Domain 1: Communication

Fosters the ability to receive and express information through various mediums.

- 1st Year Courses: ENG 150, ENG 151, SPH 153
- 1st Year Outcome Qualities Assessed:
  - Listening and Speaking: Listen actively and speak effectively in many different situations. (SPH 153)
  - Reading: Read effectively to comprehend, interpret and evaluate information. (ENG 150)
  - Writing: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences. (ENG 151)

Domain 1: Communication
2ND YEAR

ENGLISH (3)

Demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.

2nd Year Courses: ENG 251 (3)

2nd Year Outcome Qualities Assessed:

HUMANITIES (3)

Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.

2nd Year Courses: SPH 153, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274

2nd Year Outcome Qualities Assessed:

Domain 2: Information Technology Literacy

- Demonstrates the ability to utilize technology to evaluate, present, and apply information.
  - 1st Year Course: ICT 150
  - 1st Year Outcome Qualities Assessed:
    - Evaluate Information: Demonstrates the ability to access, locate, manage and evaluate information from multiple sources. (ICT 150)
    - Present Information using Technology: Utilizes technological tools to perform basic functions appropriate to job and life. (ICT 150)
    - Apply Information: Applies research skills and presents knowledge in multiple formats. (ICT 150)
- The teacher candidate demonstrates high level of competency in the application of technology in learning environments.
  - 3rd Year Course: ED 340
  - 3rd Year Outcome Qualities Assessed:
    - Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments. (ED 340)
    - Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically. (ED 340)

Domain 2: Information Technology Literacy

- 2nd YEAR: Possible Courses and Competencies:
  - **ACC 220** (Automated Accounting) Prerequisite: ACC 152A- (3 Credits) Description: This course reinforces student's knowledge of accounting concepts and principles through the use of computers. Instructions will be provided in computer operations using commercially available accounting software such as Peachtree or QuickBooks. Students should be able to utilize skills in entering data for the software to create financial reports, closing statements, and payroll accounting that will assist them to land on middle level business jobs. A worksite experience of 25-30 hours is required upon completion of the course.
  - **ED 240** (Instructional Technologies) Prerequisite: ICT 150- (4 Credits) Description: This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands-on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); Internet resources and issues; video technologies; video teleconferencing and broadcast systems; on-line course management systems; and, testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers, and administrators. Students will be able to prepare on-line lesson plans for the elementary grade classrooms.
  - **ICT 270** (Advanced Office Applications) Prerequisite: ICT 170- (3 Credits) Description: This course applies advanced functions of office automation systems (word processing, spreadsheets, and database). Laboratory work includes advanced exercises in Word, Excel, and Access designed to Microsoft Office User Specialist (MOUS) Expert standards.

Domain 3: Critical Thinking

- Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts.
  - 1st Year Courses: MAT 151, PHSCI 150, PHSCI 150L
  - 1st Year Outcome Qualities Assessed:
    - Quantitative: Apply quantitative skills to personal, academic and career related activities. (MAT 151 or PHSCI 150)
    - Scientific: Apply scientific concepts and models to analyze complex problems in academic and real life situations. (PHSCI 150)
    - Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts. (MAT 151 or PHSCI 150)
- The teacher candidate demonstrates a high level of competency in examining and interpreting information.
  - 3rd Year Courses: ED 300, ED 301, ED 340
  - 3rd Year Outcome Qualities Assessed:
    - Demonstrates quantitative and qualitative skills in teaching and learning. (ED 301, ED 340
    - Utilizes appropriate APA style of referencing. (ED 300, ED 301)

Domain 3: Critical Thinking
2ND YEAR

MATH (4 or 5)

– Demonstrates critical thinking and logical reasoning while developing problem solving skills in the various branches of mathematics.

- 2nd Year Courses: MAT 250 OR MAT 280
- 2nd Year Outcome Qualities Assessed:

SCIENCE (4)

– Demonstrate foundational competencies in physical and life science through lectures and laboratory activities.

- 2nd Year Courses: BIO 150/150L OR BIO 155/155L, OR BIO 180/BIO 180L, OR MSC 170/170L
- 2nd Year Outcome Qualities Assessed:

Domain 4: Global Awareness and Cultural Competence

– Understands and appreciates the historical and cultural context regionally and globally.

- 1st Year Courses: HIS 150, HIS 151, HIS 170, HIS 171, HIS 162
- 1st Year Outcome Qualities Assessed:
  - Social, Economic & Political Systems: Identifies social, economic and political systems and issues. (HIS 170/171 or HIS 150/151)
  - Perspectives of Others, Diversity: Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs. (HIS 170/171 or HIS 150/151 or HIS 162)
  - Samoa and the Pacific: Demonstrates an appreciation of Samoan Culture and other Pacific cultures. (HIS 162)

– The teacher candidate demonstrates a high level of competency in language learning and multicultural background.

- 3rd Year Courses: ED 300, ED 325, ED 340
- 3rd Year Outcome Qualities Assessed:
  - Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific. (ED 300, ED 325)

Domain 4: Global Awareness and Cultural Competence (2nd YEAR)

HISTORY (3)

Courses providing the chronological study of historical events from two respective contexts. American history and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations

- 2nd Year Courses: HIS 150, HIS 151, HIS 170, HIS 171,
- 2nd Year Outcome Qualities Assessed:
  - Social, Economic & Political Systems: Identifies social, economic and political systems and issues. (HIS 170/171 or HIS 150/151)
  - Perspectives of Others, Diversity: Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs. (HIS 170/171 or HIS 150/151)

SAMOAN AND PACIFIC STUDIES (3)

Demonstrates critical thinking and the understanding of cultural diversity in the Samoa and Pacific regions..

- 2nd Year Courses: SAM 101A or SAM 101B, or, SAM 111, or SAM 151/151L OR SAM 154
- 2nd Year Outcome Qualities Assessed:

Domain 4: Global Awareness and Cultural Competence (2ND YEAR)

Social Science (3)

Demonstrates an understanding of historical processes, cultural developments, and interrelationships reflected in social, economic, and political progress.

2nd Year Courses:

Cultural courses: ANT 150, ANT 153, ANT 154, GEO 160

Political courses: PAD 150, POL 150, POL 160, POL 170

Social and Behavioral courses: PSY 150, PSY 250, SOC 150

- 2nd Year Outcome Qualities Assessed

Domain 5: Personal Development and Responsibility

– Enhance personal growth and wellness leading to responsible decision-making.

- 1st Year Courses: PSY 150, HEA 150
- 1st Year Outcome Qualities Assessed:
  - Ethical Decision Making: Demonstrates and applies ethical decision making in real life situations. (HEA 150 or PSY 150)
  - Health Choices and Practices: Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness. (HEA 150 or PSY 150)
  - Community & Family Participation: Identify and recognize the relevance of being responsible and participate actively in family and community. (HEA 150 or PSY 150)

Relationship between ILOs and PLOs

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

Relationship between PLOs and CLOs

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