



American Samoa Community College  
Mapusaga Campus  
P.O.Box 2609  
PagoPago, American Samoa 96799  
*Mainline:* (684) 699-9155  
*Website:* [www.amsamoa.edu](http://www.amsamoa.edu)

# American Samoa Community College Fact Book 2014-2015



## Table of Contents

### General Information

Academic Departments	4
American Samoa Bachelors of Education Program (ASBEP)	4
Student Services	4
Institutional Division	5
Research & Extension	5
Instructional Programs	5
Grant Programs	5
Organizational Chart	6
President's Message	7
History	8
Vision Statement	9
Mission Statement	9
Core Values	10
Accreditation	10
Articulation Agreements	11
Institutional Committees and Chairs	12
Board of Higher Education	12
Leadership Team	13
Degree and Certificates Program of Study	14
2015-2020 Strategic Vision, Key Goals, Objectives	16
Outcome Dialogue and planning Process	19
<b>Enrollment</b>	
Unduplicated headcount	20
Gender	21
Enrollment Status	21
Age Groups	24
Citizenship	26
Ethnicity	28
Placements	30

## FINANCIAL DATA

American Samoa Community College Budget vs. Expenditure Report March 31, 2015					
LOCAL	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	6,668,000	2,559,514	-	2,559,514	4,108,486
Supplies	189,500	83,322	197,416	280,737	(91,237)
Contractual	195,000	73,227	19,615	92,842	102,158
Travel	167,000	166,908	35	166,943	57
Others	1,031,000	505,645	140,026	645,671	385,329
Equipment	67,000	34,413	20,724	55,138	11,862
<b>TOTAL</b>	<b>8,317,500</b>	<b>3,423,029</b>	<b>377,816</b>	<b>3,800,846</b>	<b>4,516,654</b>

GRANTS	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	3,221,000	1,275,663	-	1,275,663	1,945,337
Supplies	173,000	56,492	81,601	138,092	34,908
Contractual	257,500	1,731	1,188	2,919	254,581
Travel	210,000	104,450	3,060	107,510	102,490
Others	698,500	373,181	178,922	552,104	146,396
Equipment	114,000	37,112	24,524	61,636	52,364
<b>TOTAL</b>	<b>4,674,000</b>	<b>1,848,630</b>	<b>289,294</b>	<b>2,137,924</b>	<b>2,536,076</b>

ENTER- PRISE	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	117,000	45,418	-	45,418	71,582
Supplies	9,000	3,113	3,000	6,113	2,887
Contractual	0			-	-
Travel	10,000	7,958	-	7,958	2,043
Others	31,000	6,426	1,564	7,990	23,010
Equipment	8,000	-	4,142	4,142	3,858
<b>TOTAL</b>	<b>175,000</b>	<b>62,914</b>	<b>8,706</b>	<b>71,620</b>	<b>103,380</b>

GRAND TOTAL	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
	13,166,500	5,334,573	675,816	6,010,389	7,156,111

### Student Achievement Indicators

Process	<b>32</b>
Standard 1	<b>34</b>
Standard 2	<b>36</b>
Standard 3	<b>38</b>
Standard 4	<b>42</b>
Standard 5	<b>43</b>
Student achievement targets	<b>48</b>
Employee Data	<b>50</b>
Financial Data	<b>53</b>



*American Samoa Community College  
Guest House  
Located on the East Side of the main campus*

**ACADEMIC DEPARTMENTS**

Agriculture, Community and Natural Resources  
 Business  
 Criminal Justice  
 C.A.P.P English  
 Fine Arts  
 Health & Human Services  
 Language and Literature  
 Mathematics  
 Nursing  
 Physical Education  
 Samoan Studies (SSI)  
 Science  
 Social Science  
 Teacher Education  
 Trades and Technology  
 Enrichment Courses

- College Life Planning (CLP)
- Army Reserve Officers Training Corps (ROTC)

American Samoa Bachelor of Education Program (ASBEP)

**STUDENT SERVICES**

College and Life Planning  
 Counseling Services  
 You Are Not Alone (YANA)/ Peer mentors  
 Diversity and Tutorial Services  
 Disability Access and Accommodation/Modification Services  
 Student Learning Assistance (SLA) Center  
 Financial Aid Outreach  
 The 411 Newsletter/Journalism Club  
 International Student Organization  
 Student Employment and Training Center (SETC)  
 Student Government Association (SGA)  
 Phi Theta Kappa Society (PTK)  
 Service Learning  
 Veterans Affairs (VA) Student Services  
 Veterans Educational Assistance  
 VA Transcript Evaluation  
 Le College Bookstore  
 Food Services  
 Health Services

**INSTITUTIONAL DIVISIONS AND SERVICES**

Department of Finance  
 Human Resources  
 Institutional Effectiveness (IE)  
 Management Information Systems (MIS)  
 Physical Facilities Management

**RESEARCH AND EXTENSION**

Community and Natural Resources (CNR)/Land Grant Programs  
 Research Foundation  
 Samoan Studies Institute

**INSTRUCTIONAL PROGRAMS**

College Accelerated Preparatory Program (CAPP)  
 Adult Education Literacy and Extended Learning (AELEL)  
 Apprenticeship & Workforce Development (AWD)  
 Army Reserve Officers Training Corps (ROTC)

**GRANT PROGRAMS**

Small Business Development Center (SBDC)  
 Student Support Services (SSS)  
 University Center for Excellence on Development Disabilities (UCEDD)

**ADMISSION, REGISTRAR AND FINANCIAL AID OFFICES**

**LIBRARY/ LEARNING RESOURCE CENTER (LRC)**

**FINANCIAL DATA**

American Samoa Community College					
Budget vs. Expenditure Report					
December 31, 2014					
LOCAL	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	6,668,000	1,206,626	-	1,206,626	5,461,374
Supplies	189,500	23,847	32,185	56,033	133,467
Contractual	195,000	61,499	4,530	66,029	128,971
Travel	167,000	87,131	-	87,131	79,869
Others	1,031,000	338,576	32,185	370,762	660,238
Equipment	67,000	15,770	(1,376)	14,394	52,606
<b>TOTAL</b>	<b>8,317,500</b>	<b>1,733,449</b>	<b>67,525</b>	<b>1,800,974</b>	<b>6,516,526</b>

GRANTS	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	3,221,000	565,237	-	565,237	2,655,764
Supplies	173,000	27,345	(4,159)	23,186	149,814
Contractual	257,500	-	1,731	1,731	255,769
Travel	210,000	44,329	-	44,329	165,671
Others	698,500	133,047	31,172	164,219	534,281
Equipment	114,000	21,133	30,333	51,466	62,534
<b>TOTAL</b>	<b>4,674,000</b>	<b>791,091</b>	<b>59,077</b>	<b>850,168</b>	<b>3,823,832</b>

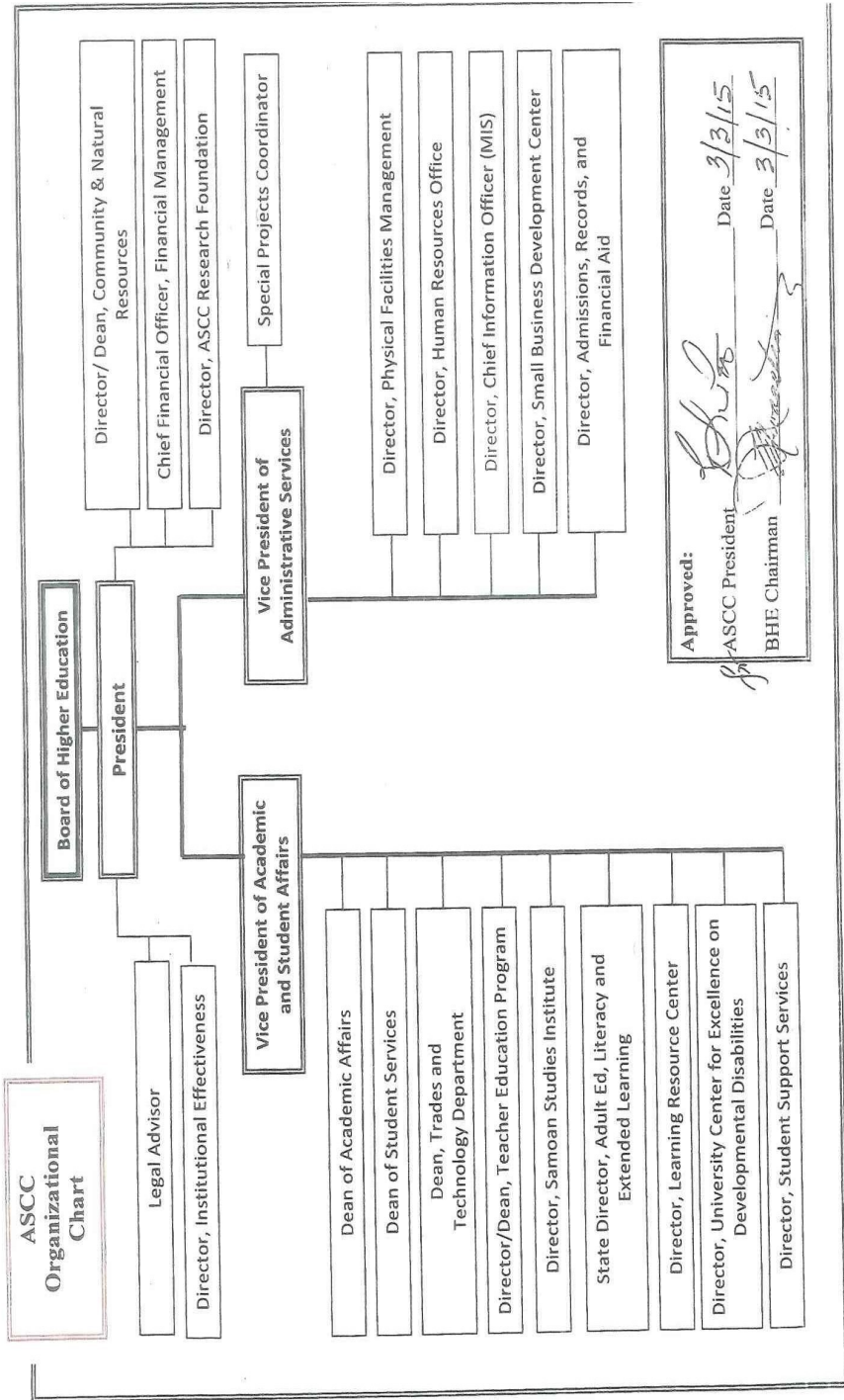
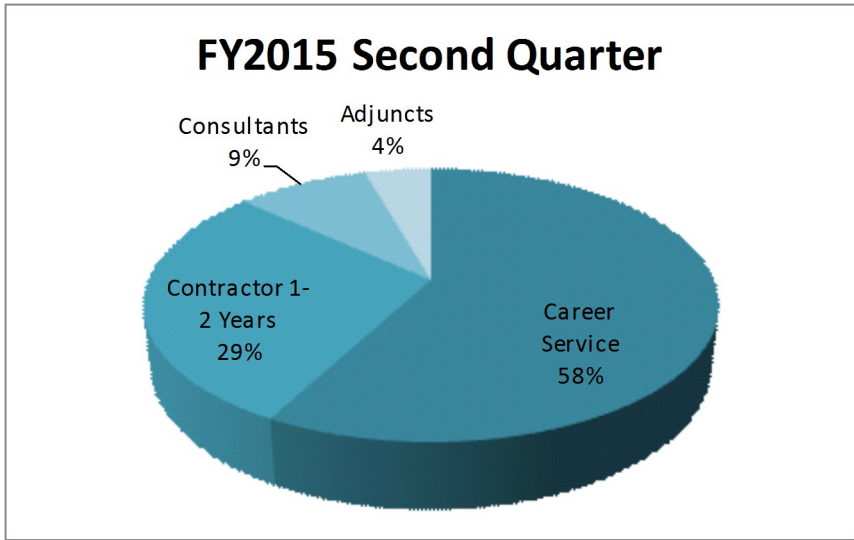
ENTERPRISE	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. & ENC	BALANCE
Personnel	117,000	19,809	-	19,809	97,191
Supplies	9,000	1,197	-	1,197	7,804
Contractual	0	-	-	-	-
Travel	10,000	-	-	-	10,000
Others	31,000	3,003	(489)	2,514	28,486
Equipment	8,000	-	-	-	8,000
<b>TOTAL</b>	<b>175,000</b>	<b>24,008</b>	<b>(489)</b>	<b>23,519</b>	<b>151,481</b>

<b>GRAND TOTAL</b>	<b>13,166,500</b>	<b>2,548,548</b>	<b>126,113</b>	<b>2,674,661</b>	<b>10,491,839</b>
--------------------	-------------------	------------------	----------------	------------------	-------------------

# EMPLOYEE DATA

## Summary of Personnel for FY 2015 2nd Quarter

Career Service	169	58%
Contractor 1-2 Years	84	29%
Consultants	26	9%
Adjuncts	13	4%
<b>Total Personnel</b>	<b>292</b>	<b>100%</b>
No. of Vacant Positions	20	
No. of Budgeted Positions	327	
No. of JTPA	0	



Approved: *[Signature]* Date 3/3/15  
 ASCC President  
*[Signature]* Date 3/3/15  
 BHE Chairman

**President’s Message**

It is with great satisfaction that I welcome you to the American Samoa Community College Fact Book for the academic year 2014-



2015. For either the professional researcher or the average reader, this volume contains data on our academic programs that has been carefully compiled by the Office of Institutional Effectiveness as a comprehensive source of information that covers our areas of successes as well as the areas in which we continue to strive towards improvement.

This volume places an emphasis on indicators of Student Achievement, which is only fitting as all of the services we provide are geared towards providing the best possible educational experience for the traditional and non-traditional students whom we serve. We are proud to make this information available to the public as evidence of the many achievements made by our students.

Our Fact Book stands as a record of progress that has been made, the direction in which we have set our sights for the future, and the vision behind the work we do. It is both a snapshot of our institution during the time period covered, as well as a blueprint for where we will be in the future.

Thank you for your support of the American Samoa Community College,

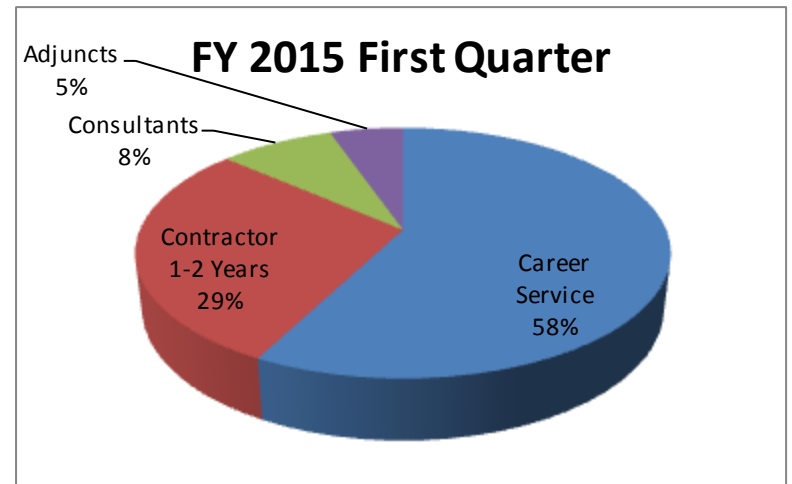
Dr. Seth P Galea’i  
President

**EMPLOYEE DATA**

**Summary of Personnel for FY 2015 1st Quarter**

Career Service	174	58%
Contractor 1-2 Years	87	29%
Consultants	25	8%
Adjuncts	16	5%
<b>Total Personnel</b>	<b>302</b>	<b>100%</b>

No. of Vacant Positions	17
No. of Budgeted Positions	327
No. of JTPA	0



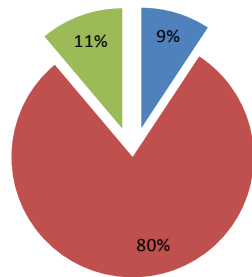
## EMPLOYEE DATA

### FULL TIME INSTRUCTIONAL FACULTY

BY HIGHEST DEGREE	Full-time Instructional Faculty	
Doctorate	5	9%
Masters	43	80%
Bachelors	6	11%
<b>Total</b>	<b>54</b>	<b>100%</b>

### Faculty Credentials

■ Doctorate ■ Masters ■ Bachelors



## HISTORY

The American Samoa Community College (ASCC) was established in 1970 to provide postsecondary education opportunities in the liberal arts, teacher training, vocational technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees, as well as Certificate programs in a variety of academic and technical areas. ASCC is located on Tutuila, the largest of American Samoa's seven islands, in the lush valley of Mapusaga village nine miles west of Pago Pago, the territory's center of trade and commerce. American Samoa lies about 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. Tutuila comprises approximately three fourths of American Samoa's 76 square miles and is home to 90% of its population of nearly 65,000. The other six islands are Aunu'u, Ofu, Olosega, Ta'u, Swains, and Rose Atoll. In July of 1970, ASCC was established as part of the American Samoa Department of Education. The first freshman class of 131 attended classes in the old Lands and Survey Building (the current site of the Lumana'i Building) in Fagatogo. The following year the College was moved to the old Fia Iloa High School building in Utulei. The move to a permanent campus was made in September of 1974 when ASCC took over the site of the former Mapusaga High School. A grant from the U.S. Economic Development Administration in 1979 enabled ASCC to complete five new buildings, with modern facilities for instruction in science, nursing, fine arts and vocational education, as well as a student cafeteria and a gymnasium.

## VISION

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

## MISSION STATEMENT

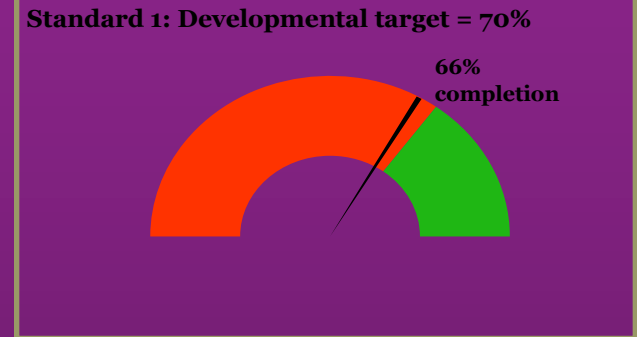
The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental wellbeing of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or nontraditional for:

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

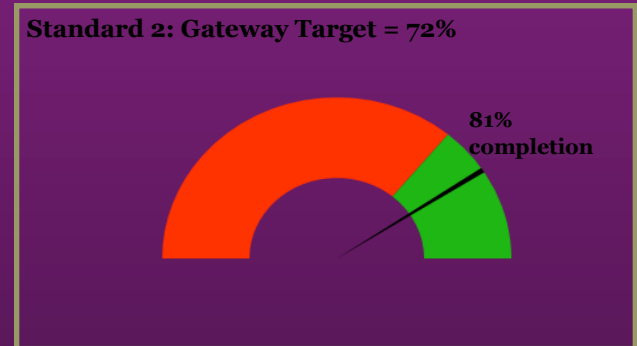
## STUDENT ACHIEVEMENT TARGETS

Although the standards will be institutionally assessed on a biennial basis, the targets will be monitored every semester. Below is a sample of the target performance of the first three standards for Spring 2015.

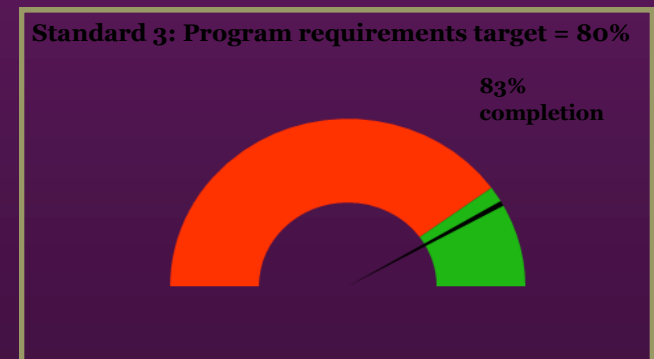
**Does not Meet Standard**



**Meets the Standard**



**Meets the Standard**





## STUDENT ACHIEVEMENT TARGETS

After months of review and dialogue on student achievement standards the institution reached a consensus on targets described below:

**Standard 1:** Developmental Courses- Percent of student population who successfully pass their developmental courses each semester = 70%

**Standard 2:** Gateway Courses - percent of student population who successfully complete gateway courses with a “C” or better each semester =72%

**Standard 3:** Program requirements - percent of student population who successfully complete all program requirements with a “C” or better each semester = 80%

For each requirement, targets were also set:

- General Education Target: 75%
- Core Foundational Target: 80%
- Co-Foundational Target: 90%

**Standard 4:** Persistence Rates-percent of student who were retained in the first year and 2nd year.

- 1st Year (Fall to Spring) Retention Target: 50% with a stretch goal of 60%
- 2nd Year (Fall to Spring to Fall) Retention Target: 30% with a stretch goal of 40%

**Standard 5:** Graduation and Transfer

Graduation Rate: Percent of student who complete degree or certificate within 150% of normal time to completion = 39%

- Transfer Rate: Percent of graduates who transfer to other institutions of higher learning = 18%
- Workforce Rate: Percent of CTE graduates who transition into the workforce = 50% with a stretch goals of 63%

## Core Values

Through the missions of our programs and services, we hold ourselves accountable to the following:

- ⇒ **Student Centeredness:** ASCC commits to provide high quality programs and services focusing on student learning;
- ⇒ **Respect for Diversity:** ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
- ⇒ **Collaboration and Teamwork:** ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
- ⇒ **Respect for Tradition and Culture:** ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
- ⇒ **Lifelong Learning:** ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

## Accreditation



The American Samoa Community College (ASCC) is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and Accrediting Commission for Senior Colleges and Universities (ACSCU).

10 Commercial Boulevard, Suite 204  
 Novato, CA 94949.  
 Ph: (415) 506-0234  
 Fax: (415) 506- 0238  
 Email: accjc@accjc.org

## Articulation Agreements

The American Samoa Community College (ASCC) has entered into memoranda of agreement with private and public off-island colleges and universities. Therefore, general education credits earned in completion of an Associate of Arts degree may be accepted in these participating colleges and universities.

Universities	Location	Website
Chaminade University	Honolulu, HI	www.chaminade.edu
Brigham Young University	Laie, HI	www.byuhawaii.edu
Hawaii Pacific University	Honolulu, HI	www.hpu.edu
University of Hawaii at Manoa	Manoa, HI	www.uhmanoa.edu
University of Hawaii at Hilo	Hilo, HI	www.uhh.hawaii.edu
Kapiolani Community College	Kapiolani, HI	www.kcc.edu
Alfred State College	Alfred, NY	www.alfredstate.edu
Dixie State University	St. George, UT	https://bannersec.dixie.edu



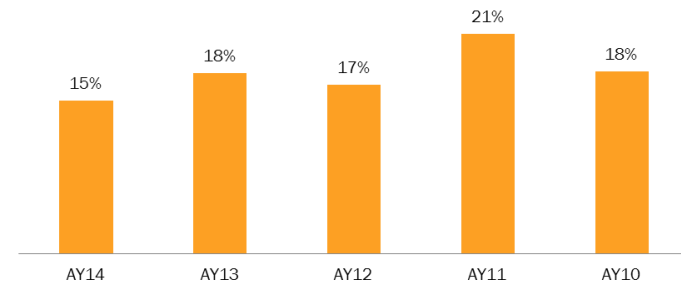
## STUDENT ACHIEVEMENT STANDARD 5

### Transfer rates

#### Transfer to institutions of Higher Learning

The confirmed transfer of graduates to institutions of higher learning through ASG affirmed scholarships and loans.

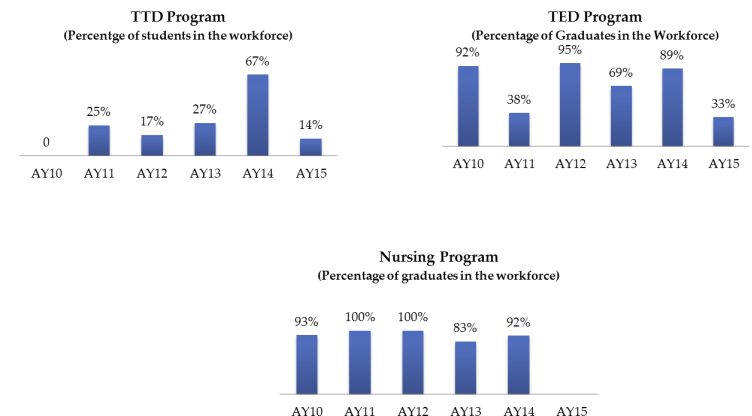
Percentage of graduates who receive Scholarships and loans  
Average = 18%



### Workforce Rates

#### Transition into the workforce

A confirmation of CTE graduates in the workforce through program tracking.



**STUDENT ACHIEVEMENT STANDARD 5:**

**Graduation Rates**

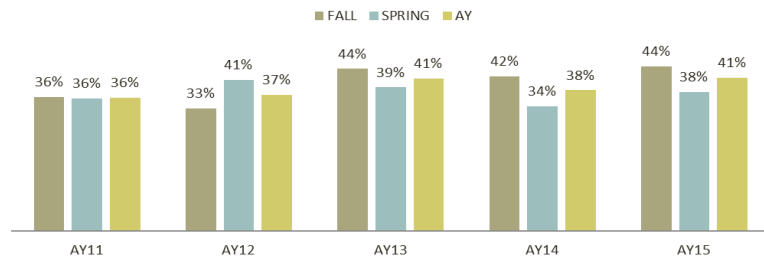
**150% of Normal Time to Completion**

Normal time to completion (100%) for a community college is 2 years. Although most community colleges offer two year programs, studies show that majority of students actually complete a 2 year degree within a 3 year period or within 150% time to normal completion. ASCC has used this measure to determine a student achievement target for the college. To determine an appropriate rate, the college looked at completers from the last five years. And isolated graduates who completed within 150% of normal time.

**3 Year Completers over the last 5 years**

Academic Year	FALL Graduates		SPRING Graduates		Total per Academic Year	
AY11	48	36%	34	36%	82	36%
AY12	49	33%	53	41%	102	37%
AY13	52	44%	48	39%	100	41%
AY14	53	42%	38	34%	91	38%
AY15	63	44%	42	38%	105	41%
<b>AVERAGE</b>	<b>53</b>	<b>40%</b>	<b>53</b>	<b>37%</b>	<b>96</b>	<b>39%</b>

**Graduates who completed within 3 Yrs**



**Institutional Committees and Chairs**

**Board of Higher Education**

Rev. Dr. Leanavaotaua Sekuini Seva'aetasi

**Leadership Triangle**

Dr. Seth Galea'i, President

**Leadership Team**

Dr Rosevonne Pato, VP of Academic and Student Affairs  
Mr. Mikaele Etuale, VP of Administrative Services

**Data Committee**

Ms. Grace Tulafono, Chief information Officer

**IPECC**

Mr. Sonny Leomiti, Director of institutional Effectiveness

**Faculty Senate**

Mr. Poe Mageo, Faculty

**Curriculum Committee**

Mrs. Evelyn Fruean, Associate Dean of Academic Affairs

**Marketing Committee**

Mrs. Letupu Moananu, Dean of Academic Affairs

**Board of Higher Education**

Chairman Rev. Dr. Leanavaotaua Sekuini Seva'aetasi

Vice Chairman Fanuatele Dr. To'afa Vaiaga'e

Member HC Tauili'ili Lauifi

Member Vaitinasa Dr. Salu Hunkin Finau

Member Monsignor Viane Etuale

Member Dr. Annie Fuavai

Member Rev. Elder Dr. Si'ulagi Solomonu Jr.

Student Representative Member

## Leadership Team

**ASCC President:**  
*Dr. Seth Galea'i*

**Vice President of Academic & Student Affairs:**  
*Dr. Rosevonne Makaiwi-Pato*

**Vice President of Administrative Services:**  
*Mr. Mikaele Etuale*

**Dean and Director of Community & Natural Resources:**  
*TC Tapa'au Dr. Dan Aga*

**Dean of Academic Affairs:**  
*Mrs. Letupu Tauanu'u-Moananu*

**Dean of Student Services:**  
*Dr. Emilia Sabado-Le'i*

**Dean of Trades & Technologies:**  
*Mr. Michael Lea'u*

**Chief Financial Officer:**  
*Mrs. Emey Silau-Toa*

**Dean of Teacher Education:**  
*Dr. Lina Galea'i-Scanlan*

**Chief Information Officer (MIS):**  
*Ms. Grace Tulafono*

**Director of ASCC Research Foundation:**  
*Mrs. Matesina Aseta-Willis*

**Director of Samoan Studies Institute:**  
*Mrs. Keseta Okenaisa Fauolo-Mani*

**Director of Institutional Effectiveness:**  
*Mr. Sonny J. Leomiti*

**Director of Admissions, Records & Financial Aid:**  
*Mrs. Sifagatogo S. Tuitasi*

**Director of HRO:**  
*Mrs. Sereima Sitanilei-Asifoa*

**Director of AELEL:**  
*Mr. Fale Tauvela*

**Director of Learning Resource Center:**  
*Mr. Elvis Zodiactal*

**Director of Small Business Development Center:**  
*Mr. Herbert Thweatt*

**Director of UCEDD:**  
*Ms. Tafaimamao Tupuola*

**Director of Physical Facilities & Maintenance:**  
*Mr. Loligi Seumanutafa*

**Director of Student Support Services:**  
*Ms. Annie Panama*

## STUDENT ACHIEVEMENT STANDARD 4:

### PERSISTENCE: THE RETENTION OF STUDENTS IN THEIR FIRST YEAR AND SECOND YEAR.

Retention Rates

	1	2	3	4	5	6	
Semester	Total Enrollment	New Students	% of enrollment	FA-SP (1st Year)	%	FA-FA (2nd Year)	%
FA 2011	2042	813	40%	479	59%	333	41%
FA 2012	1795	702	39%	371	53%	287	41%
FA 2013	1488	444	30%	293	66%	194	44%
FA 2014	1276	494	39%	321	65%	Data not available	
Averages	1650	613	37%	366	61%	271	42%
						200	31%

1. Total Enrollment: Official unduplicated headcount of students enrolled
2. New Students: Students enrolled for the first time in ASCC during Fall or previous Summer
3. % of enrollment: percentage of "New Students" over the "Total Enrollment"
4. 1st Year retention: New students in Fall enrolled in following Spring
5. FA-FA - New students in Fall enrolled again in following Fall
6. New students in Fall enrolled in following Spring and again in following Fall



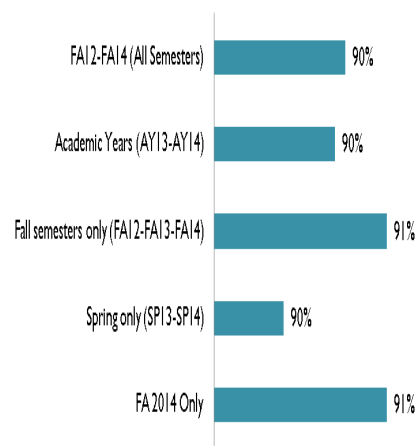
## STUDENT ACHIEVEMENT STANDARD 3:

**Benchmark 3:** Percentage of students who successfully complete co-foundational courses with a "C" or better. Co-foundational outcome assessment results were not available.

# Summative Data for Co-Foundational

#	C or Higher Passing Rates	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Average
1	FA12-FA14 (All Semesters)	89%	88%	93%	91%	91%	90%
2	Academic Years (AY13-AY14)	89%		92%			90%
3	Fall semesters only (FA12-FA13-FA14)	89%		93%		91%	91%
4	Spring only (SP13-SP14)		88%		91%		90%
5	FA 2014 Only					91%	91%

### Co-Foundational: C or Higher



## Degree & Certificates Program of Study

### Associate of Arts Degrees

Associate of Arts Degree in Liberal Arts  
 Associate of Arts Degree With an Emphasis in Elementary Education  
 Associate of Arts Degree With an Emphasis in Human Services  
 Associate of Arts Degree With an Emphasis in Music  
 Associate of Arts Degree With an Emphasis in Political Science  
 Associate of Arts Degree With an Emphasis in Pre-Law  
 Associate of Arts Degree With an Emphasis in Samoan Studies  
 Associate of Arts Degree With an Emphasis in Visual Art

### Associate of Science Degrees

Associate of Science Degrees Associate of Science Degree in Accounting  
 Associate of Science Degree in Agribusiness  
 Associate of Science Degree in Architectural Drafting  
 Associate of Science Degree in Auto Body Repair  
 Associate of Science Degree in Automotive Technology  
 Associate of Science Degree in Business Management  
 Associate of Science Degree in Carpentry  
 Associate of Science Degree in Civil Engineering Technology  
 Associate of Science Degree in Criminal Justice  
 Associate of Science Degree in Electronics  
 Associate of Science Degree in Electrical Technology  
 Associate of Science Degree in Family and Consumer Science  
 Associate of Science Degree in General Agriculture  
 Associate of Science Degree in Health Science  
 Associate of Science Degree in Marine Science  
 Associate of Science Degree in Natural Resources  
 Associate of Science Degree in Nursing  
 Associate of Science Degree in Welding

### Certificate of Proficiency

Certificate of Proficiency in Accounting  
 Certificate of Proficiency in Air Conditioning & Refrigeration  
 Certificate of Proficiency in Architectural Drafting  
 Certificate of Proficiency in Auto Body Repair  
 Certificate of Proficiency in Advanced Automotive Technology  
 Certificate of Proficiency in Business Management  
 Certificate of Proficiency in Basic Automotive Technology  
 Certificate of Proficiency in Carpentry  
 Certificate of Proficiency in Civil Engineering Technology  
 Certificate of Proficiency in Diesel  
 Certificate of Proficiency in Electrical Technology  
 Certificate of Proficiency in Electronics-Consumer  
 Certificate of Proficiency in Electronics – Communication Systems  
 Certificate of Proficiency in Electronics – Computer Systems

Certificate of Proficiency in Elementary Education  
 Certificate of Proficiency in Guidance and Counseling  
 Certificate of Proficiency in Information Communications Technology (ICT) – Electronic Office  
 Certificate of Proficiency in Marine Option Program (MOP)  
 Certificate of Proficiency in Networking and Computing  
 Certificate of Proficiency in Practical Nursing  
 Certificate of Proficiency in Public Health  
 Certificate of Proficiency in Welding

**Certificate of Completion**

Certificate of Completion in Intro to Auto Body Repair  
 Certificate of Completion in Fundamentals of Automotive  
 Certificate of Completion in Carpentry Fundamentals  
 Certificate of Completion in Basic Electrical Theory  
 Certificate of Completion in Nurse Aide (CNA)  
 Certificate of Completion in Welding Fundamentals



**STUDENT ACHIEVEMENT STANDARD 3:**

Continuation of data for Benchmark 2: Outcome assessment results for Core-Foundational

FORMATIVE DATA				
Fall 2014				
FA 14 Students Assessed	Beginning	Developing	Proficient	Total D-P
7	38%	24%	38%	62%
8	0%	6%	94%	100%
8	3%	25%	72%	97%
15	27%	42%	31%	73%
62	16%	42%	42%	84%
67	8%	49%	43%	92%
9	11%	41%	48%	89%
20	17%	32%	52%	84%
4	0%	35%	65%	100%
51	22%	38%	40%	78%
10	20%	60%	20%	80%
16	5%	7%	88%	95%
10	4%	48%	48%	96%
11	41%	36%	23%	59%
23	9%	0%	91%	91%
16	0%	5%	95%	100%
8	0%	0%	100%	100%
7	7%	18%	75%	93%
7	18%	25%	57%	82%
8	13%	23%	71%	94%
5	20%	46%	41%	87%
6	9%	56%	35%	91%
8	44%	56%	0%	56%
7	36%	64%	0%	64%
13	0%	56%	44%	100%
<b>406</b>	<b>15%</b>	<b>33%</b>	<b>53%</b>	<b>86%</b>

## STUDENT ACHIEVEMENT STANDARD 3:

**Benchmark 2:** Percent of students who Successfully complete core-foundational courses with a "C" or better

SUMMATIVE DATA			
Course	Fall 2012-Fall 2014 (Excluding Summer)		
	Semesters	Students Enrolled	C or Higher
HEA151	5	65	57%
HEA 152	4	32	100%
HEA 299	5	33	100%
HSV 150	1	15	100%
ENG 250	5	403	89%
ENG 251	5	591	82%
BIO 150	5	229	73%
BIO 155	5	101	98%
BIO 251	1	7	100%
MAT 250	5	502	58%
SAM 101A	5	69	93%
SAM 101B	3	35	94%
SAM 151	5	167	87%
SAM 152	5	132	91%
MUS 150	5	96	95%
MUS 160	5	135	98%
MUS 170	5	32	98%
ED 150	5	132	82%
ED 157	5	85	75%
ED 215	4	58	83%
AUTO 172	1	5	100%
AUTO 176	1	6	100%
ELE 151	2	11	100%
ELE 170	2	11	100%
POL 150	5	78	72%
<b>Total Average</b>		<b>3030</b>	<b>89%</b>

### 2015-2020 Strategic Vision, Key Goals, Objectives

Integrated and broad-based planning continues to be the forefront of ASCC's efforts in strategic planning. The Institutional Strategic Plan is reviewed for progress updates through the process of Program Review. The Program Review Process allows the institution to determine its institutional priorities. In 2009, Program Review identified (4) Strategic Focus Areas:

- **Academic Excellence;**
- **Technology;**
- **Physical Facilities and Maintenance;**
- **Staffing**

Annual progress updates were done to monitor the plan. In 2014, an analysis from

Institutional Program Review and Divisional Assessment data identified a new priority in **Total Cost of Ownership** in addition to the previous strategic focus areas. Mechanisms were incorporated to emphasize progress in planning. These mechanisms include divisional accountability, budget integration, and a timeline for outcome completion. The key goals and objectives in the five identified strategic areas of Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership are:

#### **I. Academic Excellence:**

**Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.**

- ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies;
- ASCC will assess, evaluate and document recommendations to improve institutional effectiveness;
- ASCC will emphasize high quality teaching and services;
- ASCC will continue to develop, implement, and solidify programs that serve the need of the community;
- ASCC will increase the quality and availability of educational technology;
- ASCC will continue to strengthen its services in academic advising, counseling, tutoring, finances, resources, and campus life;
- ASCC will enhance opportunities for student academic, career and personal success; and,
- ASCC will continue to expand academic programs to meet the needs of the community.

**Goal 2: ASCC will support Faculty and Staff Performance Commitment.**

- ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

## II. Technology:

**Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.**

- ASCC will meet the challenge of current computer and server needs of the its stakeholders;
- ASCC will meet the challenge of future technological needs of ASCC stakeholders.

**Goal 2: ASCC will effectively maintain and develop its Network and Communication assets and services to internal and external stakeholders.**

- ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

**Goal 3: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders.**

- ASCC will provide opportunities and access for distance learning and online services.

## III. Physical Facilities and Maintenance:

**Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.**

- ASCC will institute a review process to monitor the implementation of the comprehensive preventive maintenance plan;
- ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel.

**Goal 2: ASCC will continue to plan new construction based on a needs assessment.**

- ASCC will complete all new construction and newly identified construction.

**Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.**

- ASCC will continue to maintain our physical assets through renovations and repair.

**Goal 4: ASCC will effectively maintain its facilities and equipment.**

- ASCC will implement and improve the comprehensive preventive maintenance plan.

## IV. Staffing:

**Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.**

- ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

**Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.**

- ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

## STUDENT ACHIEVEMENT STANDARD 3:

### Program Requirements

**Indicator:** The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program

**Measure:** Percentage of students who successfully complete Gen Ed, Core Foundational, and Co-foundational courses each semester with a “C” or better (summative data) plus the achievement of student learning outcomes in program requirements (formative data)

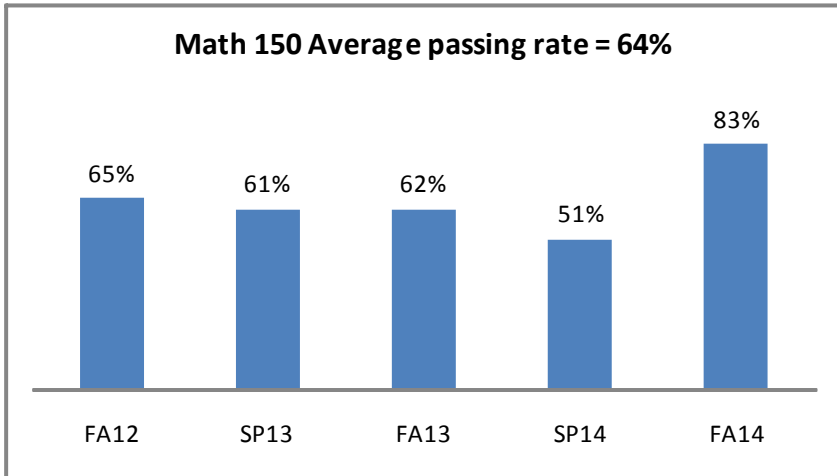
**Benchmark1:** % of students who Successfully complete General Ed with a “c” or better plus assessment results of GEOs.

General Education Courses								
Course	Summative Data			Formative Data				
	Fall 2012-Fall 2014 (Excluding Summer)			Fall 2012-Summer 2014 (Gen-Ed Assessment Cycle)				
	Semes- ters	Total Students	C or Higher	Students Assessed	Begin- ning	Devel- oping	Profi- cient	Total D- P
ENG 150	5	874	76%	153	18%	39%	43%	82%
ENG 151	5	812	74%	165	14%	36%	49%	85%
SPH 153	5	403	97%	153	10%	41%	49%	90%
ICT 150	5	830	71%	731	13%	21%	66%	87%
MAT 151	5	888	64%	131	14%	31%	55%	86%
PHSCI 150	5	539	67%	397	29%	28%	42%	70%
HIS 150	5	193	59%	88	16%	37%	47%	84%
HIS 151	5	172	68%	43	6%	46%	48%	94%
HIS 162	5	336	93%	234	4%	68%	28%	96%
HIS 170	5	313	69%	169	17%	30%	53%	83%
HIS 171	5	303	66%	77	12%	21%	68%	89%
PSY 150	5	327	85%	152	31%	36%	34%	70%
HEA 150	5	164	56%	100	15%	29%	56%	85%
<b>Total Average</b>		<b>6154</b>	<b>73%</b>	<b>2593</b>	<b>15%</b>	<b>36%</b>	<b>49%</b>	<b>85%</b>



**STUDENT ACHIEVEMENT STANDARD 2:**

**Benchmark 3:** Percentage of students who successfully complete a Gateway Math with a “C” or better.



Students who participated at the Library Evening

**Goal 3:** ASCC will ensure adequate staffing that will promote high quality programs and services.

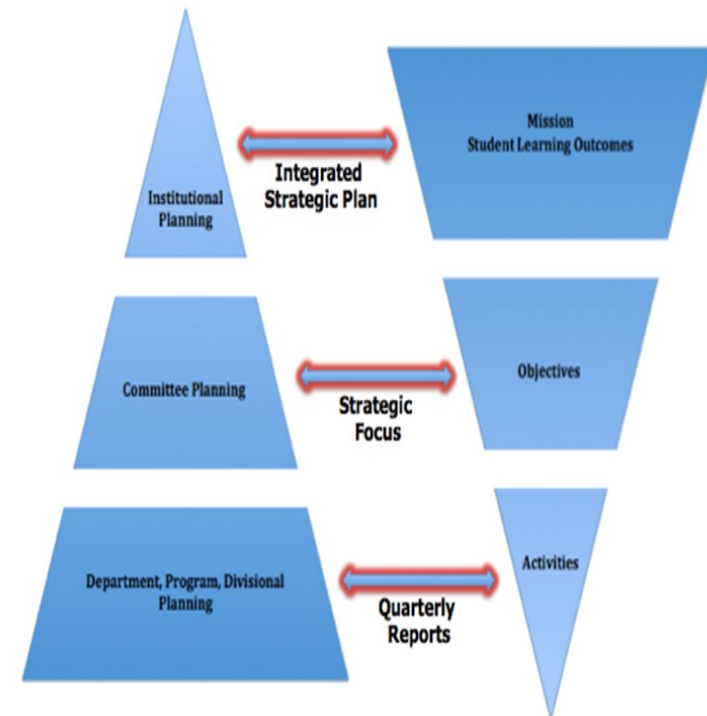
- ASCC will budget positions for identified high need areas.

**V. Total Cost of Ownership:**

**Goal 1:** ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

- ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel development in the provision of services and programs for academic achievement.

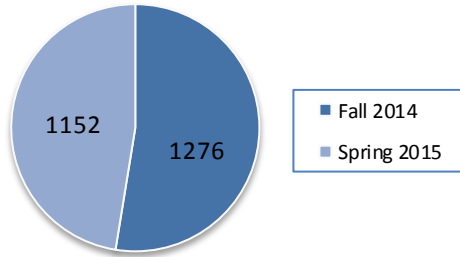
**Outcome Dialogue and Planning Process**



# ENROLLMENT

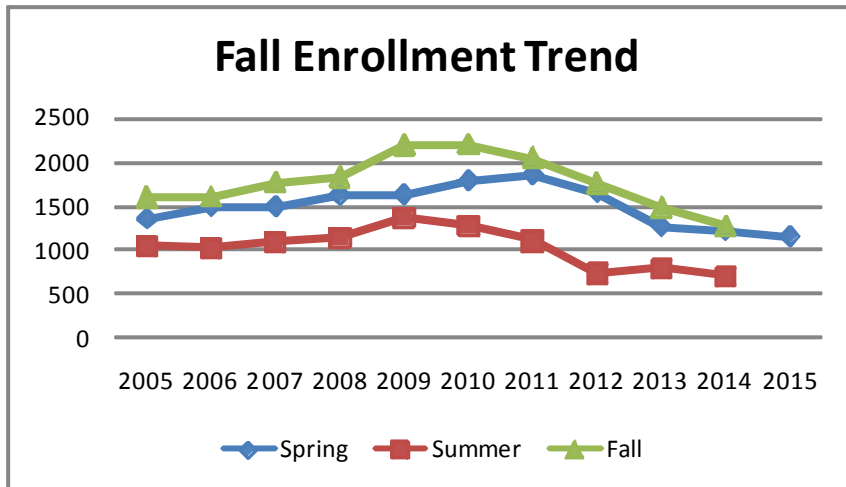
Unduplicated Head Count

Academic Year  
2015  
Unduplicated  
Head Count



Year	Spring	Summer	Fall
2005	1352	1050	1601
2006	1495	1032	1607
2007	1494	1100	1767
2008	1621	1149	1826
2009	1631	1367	2188
2010	1787	1276	2193
2011	1859	1108	2042
2012	1659	741	1759
2013	1262	802	1485
2014	1220	711	1276
2015	1152		

Enrollment  
Trend Past Ten  
Years



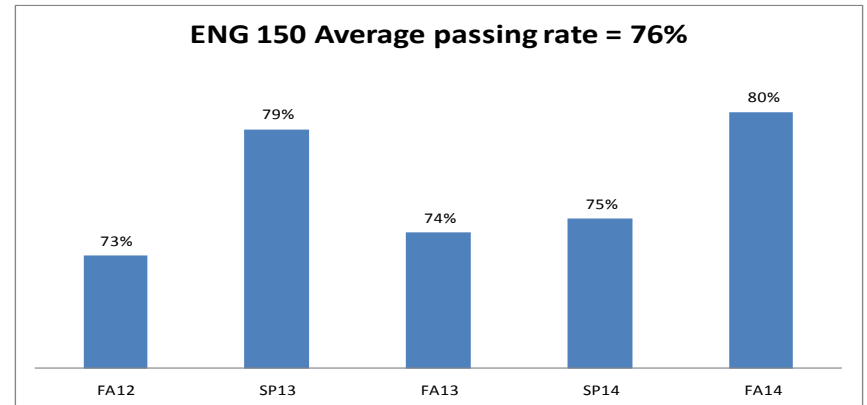
# STUDENT ACHIEVEMENT STANDARD 2:

## 2: Gateway Courses

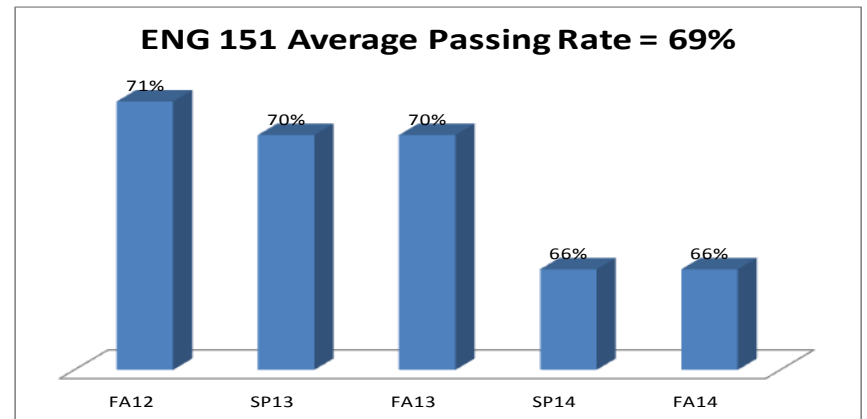
**Indicator:** The successful completion of lowest level College English and Math Courses as required by all degree and certificate programs to transition into Gen-Ed and Program Requirements.

**Measure:** Percentage of students who successfully complete ENGI50, ENG 151, and Math 151 each semester with a "C" or better

**Benchmark 1:** % of students who Successfully complete a Gateway English Reading with a Grade "C" or better (ENG 150)

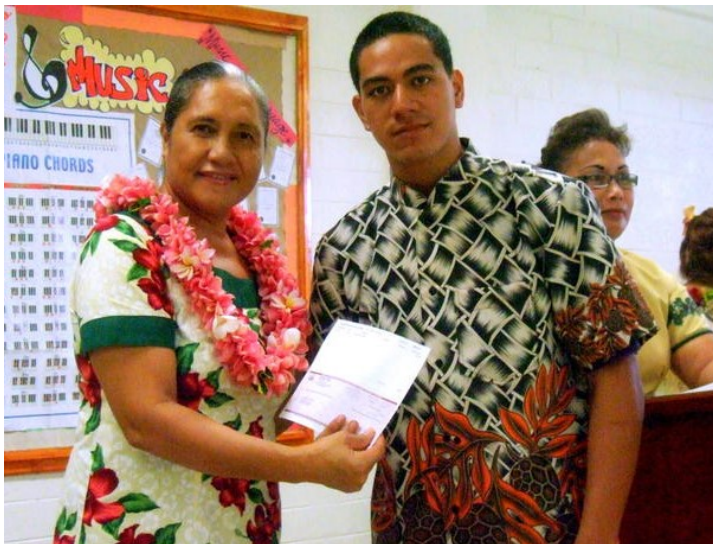
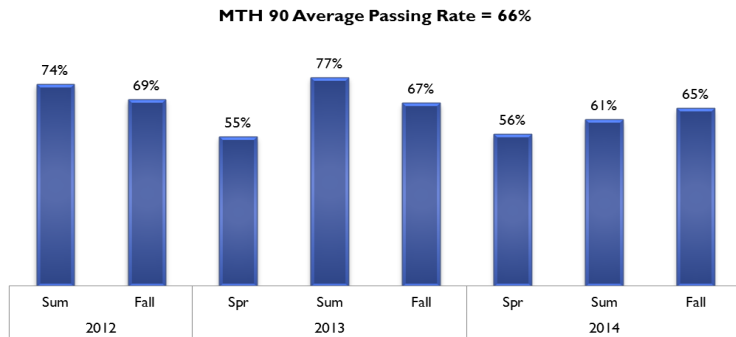


**Benchmark 2:** Percentage of students who Successfully complete a Gateway English Writing with a "C" or better (ENG 151)



# STUDENT ACHIEVEMENT STANDARD 1:

**Benchmark 3:** Percentage of students who successfully complete the highest level of Developmental Math (MATH 90)



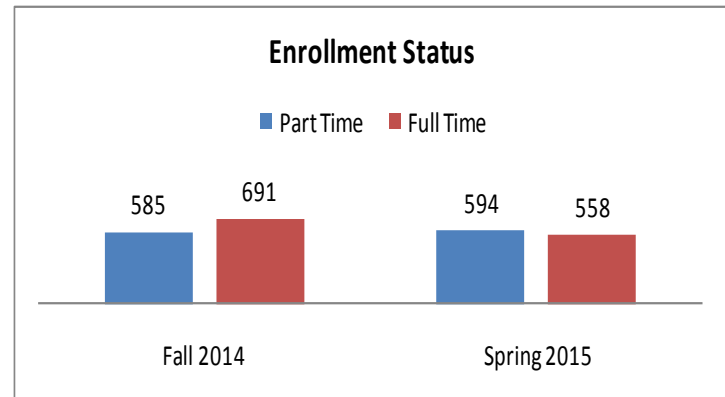
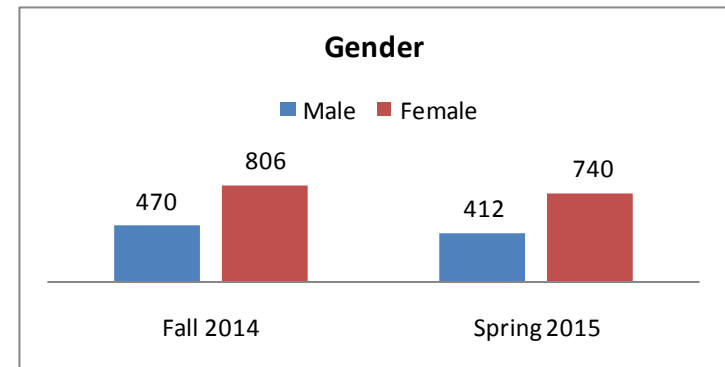
*CAPP Instructor, Mrs. Elisapeta Fa'alafi & student who developmental courses for the semester*

# ENROLLMENT Gender/Enrollment Status

## Academic Year 2015 Enrollment Status by Gender

Enrollment Status	Fall 2014					
	Male	%	Female	%	Total	%
Full Time	237	34%	454	66%	691	54%
Part Time	233	40%	352	60%	585	46%
<b>Total</b>	<b>470</b>	<b>37%</b>	<b>806</b>	<b>63%</b>	<b>1276</b>	<b>100%</b>

Enrollment Status	Spring 2015					
	Male	%	Female	%	Total	%
Full Time	216	39%	342	61%	558	48%
Part Time	196	33%	398	67%	594	52%
<b>Total</b>	<b>412</b>	<b>36%</b>	<b>740</b>	<b>64%</b>	<b>1152</b>	<b>100%</b>



# ENROLLMENT

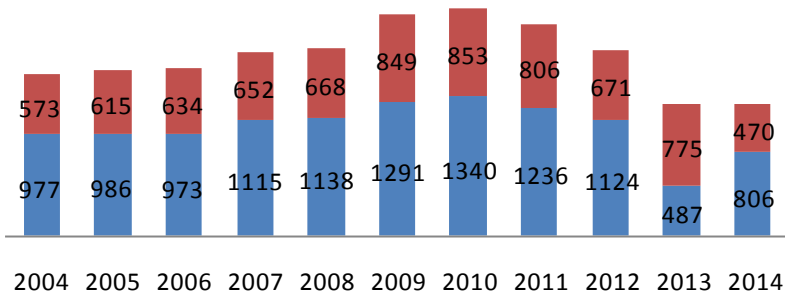
Gender

## Gender—Past Ten Years

Year	Female	Male	Total
2004	977	573	1550
2005	986	615	1601
2006	973	634	1607
2007	1115	652	1767
2008	1138	668	1806
2009	1291	849	2140
2010	1340	853	2193
2011	1236	806	2042
2012	1124	671	1795
2013	487	775	1262
2014	806	470	1276

## Enrollment by Gender (FALL)

Female Male



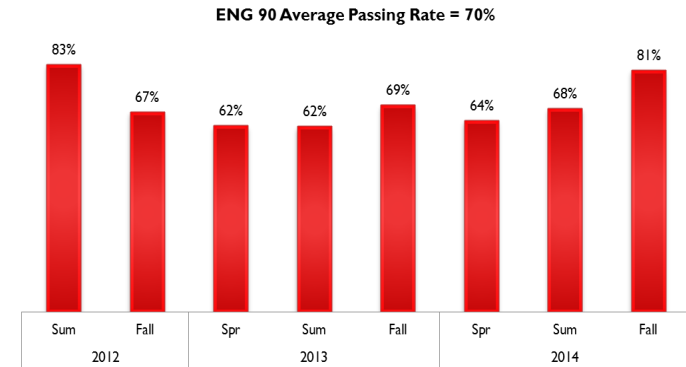
# STUDENT ACHIEVEMENT STANDARD 1:

## Developmental Courses

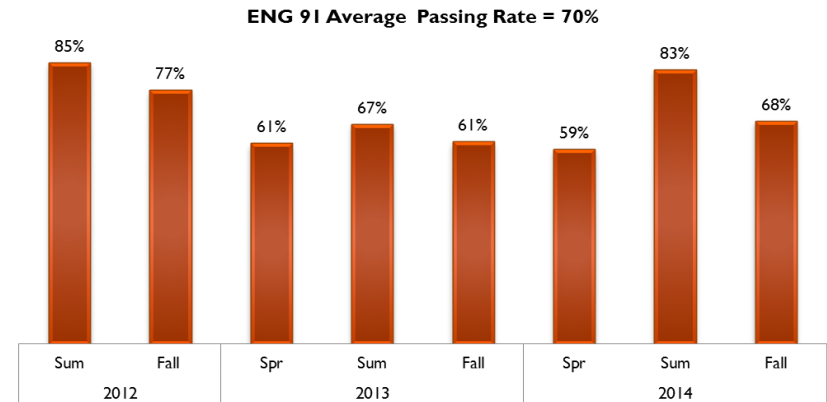
**Indicator:** The successful Completion of highest developmental English and Math Courses which transition students into college readiness

**Measure:** Percentage of students who complete ENG 90, ENG 91, Math 90 each semester

**Benchmark 1:** Percentage of students who successfully complete the highest level of Developmental Reading (ENG 90)

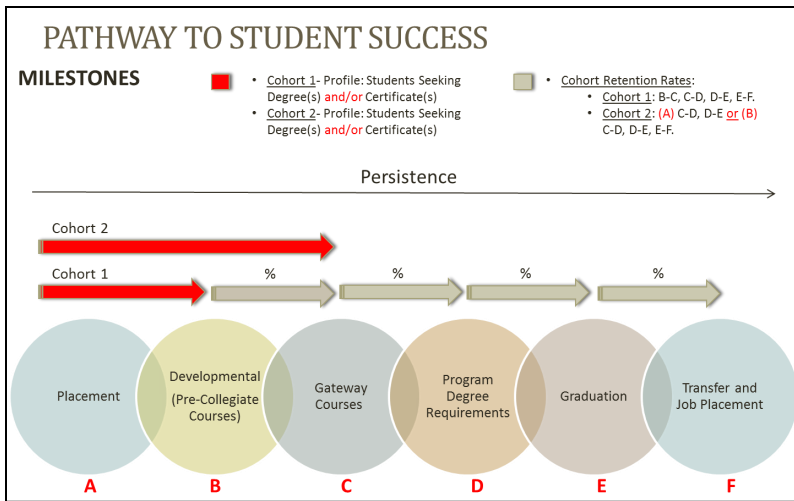


**Benchmark 2:** Percentage of students who successfully complete the highest level of Developmental Writing (ENG 91)



## STUDENT ACHIEVEMENT INDICATORS

Not every student follows the same pathway in that some students begin at the developmental level and others at the gateway level. In a few cases, students may begin at the program level (transfer students or students who placed into sophomore level English and Math). In recognizing this, the model below was formed to reflect levels of cohorts which began their degree program at different points.



Once the pathway was set, indicators were discussed and measures identified to gauge student achievement for the improvement of programs and services. These indicators became the approved standards for student Achievement.

- **Developmental Courses:** The successful Completion of highest non-credit bearing 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.

The data which follows was presented to the institution to reflect on targets for the above standards.

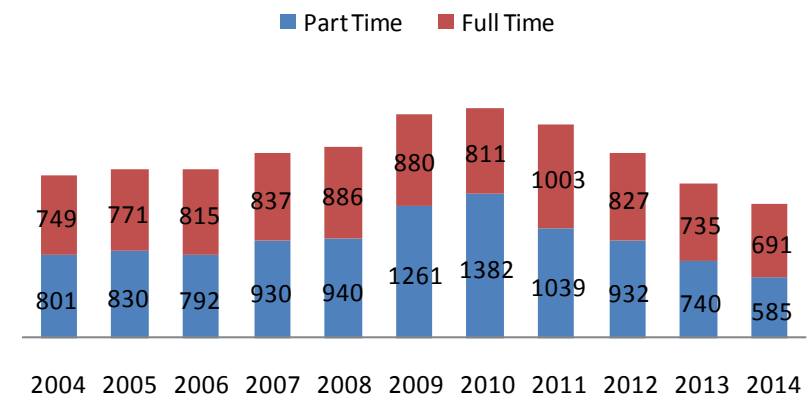
## ENROLLMENT

Enrollment status

### Enrollment Status—Past Ten Years (FALL)

Year	Part Time	Full Time	Total Enrollment
2004	801	749	1550
2005	830	771	1601
2006	792	815	1607
2007	930	837	1767
2008	940	886	1826
2009	1261	880	2188
2010	1382	811	2193
2011	1039	1003	2042
2012	932	827	1759
2013	740	735	1485
2014	585	691	1276

### Enrollment Status (FALL)



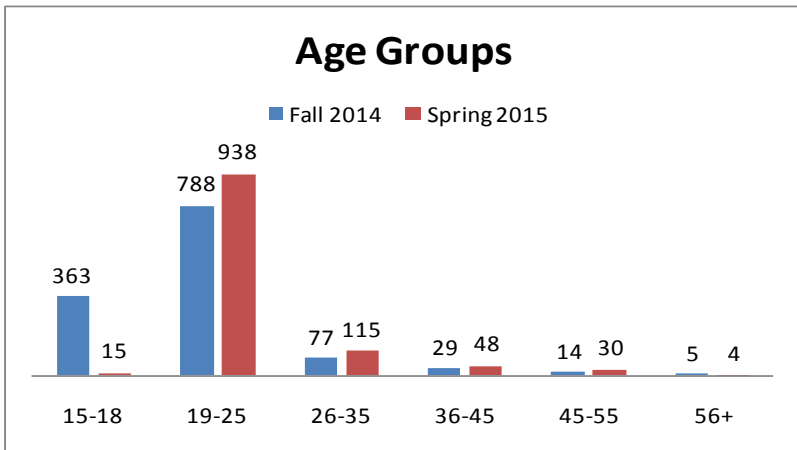
# ENROLLMENT

Age Groups

Academic Year 2015 Age Groups by Gender

Age	Fall 2014					
	Gender					
	Female	%	Male	%	Total	%
15-18	232	64%	131	36%	363	28%
19-25	494	63%	294	37%	788	62%
26-35	51	66%	26	34%	77	6%
36-45	20	69%	9	31%	29	2%
45-55	4	29%	10	71%	14	1%
56+	5	100%	0	0%	5	0%
<b>Total</b>	806	63%	470	37%	1276	100%

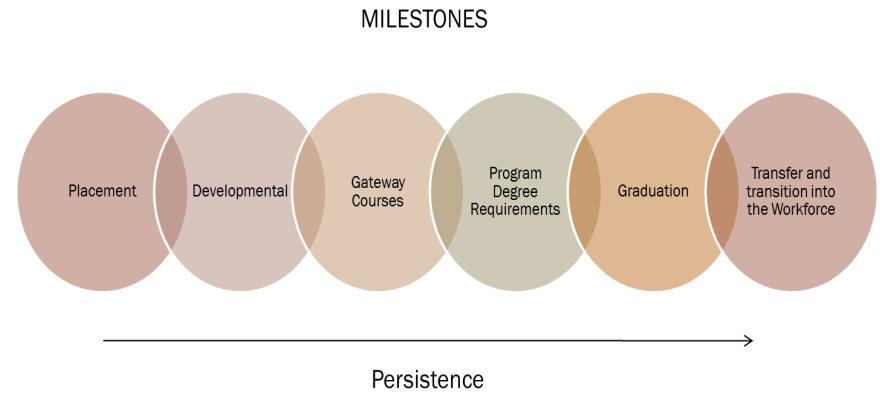
Age	Spring 2015					
	Gender					
	Female	%	Male	%	Total	%
15-18	10	67%	5	33%	15	1%
19-25	590	63%	348	37%	938	81%
26-35	78	68%	37	32%	115	10%
36-45	35	73%	13	27%	48	4%
46-55	22	73%	8	27%	30	3%
56+	5	75%	1	25%	4	0%
<b>Total</b>	740	64%	412	36%	1152	100%



# STUDENT ACHIEVEMENT INDICATORS

## Process

In 2015, ASCC engaged in a comprehensive broad-based discussion on developing standards of student achievement. The process began with presentations of existing institutional data on student performance. Data was organized into levels which students persist through in program completion. This model demonstrates the progressive stages of student persistence towards the attainment of a degree/certificate. The circles represent milestones along the pathway to program completion and beyond.



- *Placement* : English and Math placements
- *Developmental*: English and Math courses which are below college level
- *Gateway Courses*: Beginning college level English and Math courses which are pre-requisites to many of core and co-foundational courses
- *Program Degree Requirements*: General Education courses, Core and Co-foundational courses
- *Graduation*: Completion of all degree requirements
- *Transfer and transition into the workforce*: Transfer to another institution of higher learning or transitions into the workforce.

# GRADUATE PROFILE

## CERTIFICATE OF PROFICIENCY

Automotive Tech	-	-	-	1	-	2	-	-	1	-
Business Management	-	-	-	-	-	-	-	-	-	-
Civil Engineering Tech	-	-	-	-	-	-	-	-	-	-
Guidance & Counseling	-	1	-	-	-	-	-	-	-	-
Information & Communication Tech	-	-	-	-	-	-	-	-	-	1
Marine Option Program	-	-	-	-	-	-	-	-	-	-
Practical Nursing	9	-	6	-	2	3	-	9	-	-

## DEGREES AND CERTIFICATES CONFERRED 2010 - 2015

	AY 2010-2011		AY 2011-2012		AY 2012-2013		AY 2013-2014		AY 2014-2015	
Associate of Arts Degree	106	76	120	97	90	93	103	65	101	72
Associate of Science Degree	37	29	40	45	40	40	31	45	49	35
Bachelor of Education	-	-	-	2	3	2	2	1	3	5
Certificate of Proficiency	9	1	6	1	2	5	-	9	1	1



American Samoa Community College  
Bachelors of Education Program students, Spring 2015

# ENROLLMENT

Age Groups

## Age Groups Past Ten Years—(FALL)

Age Range	15 - 18	19 - 25	26 - 35	36 - 45	46 - 55	56+	Unknown	Total
2004	371	802	156	98	68	14	41	1550
2005	242	776	139	74	40	6	324	1277
2006	501	852	117	85	39	9	4	1607
2007	514	919	155	113	57	8	1	1767
2008	27	1435	160	91	54	13	2	1782
2009	33	1744	197	93	54	19	1	2141
2010	561	1289	173	100	55	15	0	2193
2011	567	1192	144	80	43	16	0	2042
2012	468	1071	131	75	34	16	0	1795
2013	18	1083	91	40	18	12	0	1262
2014	362	788	77	29	14	5	1	1276



## ENROLLMENT

Citizenship

**Academic Year 2015 : Citizenship by Gender (FALL)**

Fall 2014					
Citizenship Status	Gender				Total
	Female	%	Male	%	
American Samoa	638	63%	378	37%	1016
China	2	100%	0	0%	2
Fiji	6	100%	0	0%	6
North Korea	1	100%	0	0%	1
South Korea	1	100%	0	0%	1
Nauru	1	100%	0	0%	1
New Zealand	1	33%	2	67%	3
Philippines	8	73%	3	27%	11
Tonga	1	50%	1	50%	2
United States	103	60%	68	40%	171
Western Samoa	44	71%	18	29%	62
<b>Total</b>	806	63%	470	37%	1276

Spring 2015					
Citizenship Status	Gender				Total
	Female	%	Male	%	
American Samoa	573	64%	321	36%	894
China	3	100%	0	0%	3
Fiji	6	86%	1	14%	7
South Korea	1	100%	0	0%	1
Nauru	1	100%	0	0%	1
New Zealand	0	0%	2	100%	2
Philippines	13	68%	6	32%	19
Tonga	2	67%	1	33%	3
United States	86	57%	64	43%	150
Western Samoa	55	76%	17	24%	72
<b>Total</b>	740	64%	412	36%	1152

## GRADUATE PROFILE

**DEGREES AND CERTIFICATES BY PROGRAM CONFERRED 2010 - 2015**

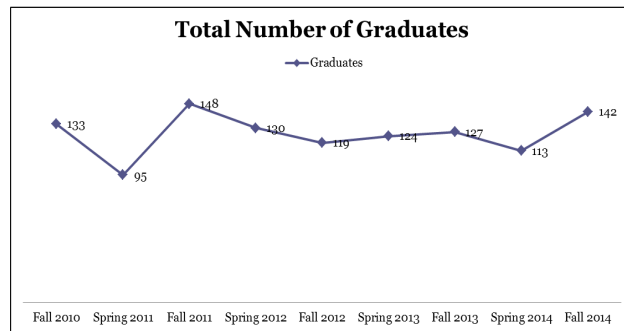
ASSOCIATE OF ARTS DEGREE										
Academic Year	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Semester	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP
Liberal Arts	84	64	105	76	76	66	84	55	80	66
Art	1	-	-	2	-	-	-	-	1	-
Education	8	5	6	11	10	14	12	3	4	3
Emphasis in Elementary Education	-	-	-	-	-	-	-	3	6	4
Emphasis in Visual Art	-	-	-	-	-	-	-	-	1	-
Human Services	2	-	-	-	1	1	-	-	-	-
Marine Science	1	-	1	2	-	4	1	-	1	-
Music	-	-	-	-	-	-	1	1	-	-
Political Science	-	1	-	-	-	-	-	1	-	-
Pre-Law	8	5	5	4	2	8	5	1	5	2
Samoa Studies	2	1	3	2	1	-	-	1	3	1
ASSOCIATE OF SCIENCE DEGREE										
Accounting	5	6	10	11	12	11	11	10	11	5
Ag. Business	-	-	-	-	-	-	-	-	1	-
Architectural Drafting	-	1	-	-	1	-	3	-	1	2
Automotive Body Repair	1	-	1	-	-	-	-	-	-	-
Automotive Mechanic	1	-	-	-	2	-	-	-	-	-
Business Management	3	4	6	8	1	4	1	6	2	4
Civil Engineering Technology	-	-	-	3	-	-	-	-	-	-
Criminal Justice	16	13	15	12	13	11	7	11	18	9
Electronics	-	-	1	-	4	1	2	1	1	1
Family Consumer Science	1	-	-	-	-	-	1	-	-	-
Forensic Science	1	-	-	-	-	-	-	-	-	-
General Agriculture	5	1	3	3	3	4	1	3	1	1
Health Science	4	4	4	8	3	6	5	7	9	10
Marine Science	-	-	-	-	-	-	-	-	-	1
Nursing	-	-	-	-	1	-	-	4	5	1
Natural Resources	-	-	-	-	-	2	-	3	-	1
Welding	-	-	-	-	-	1	-	-	-	-



## GRADUATE PROFILE

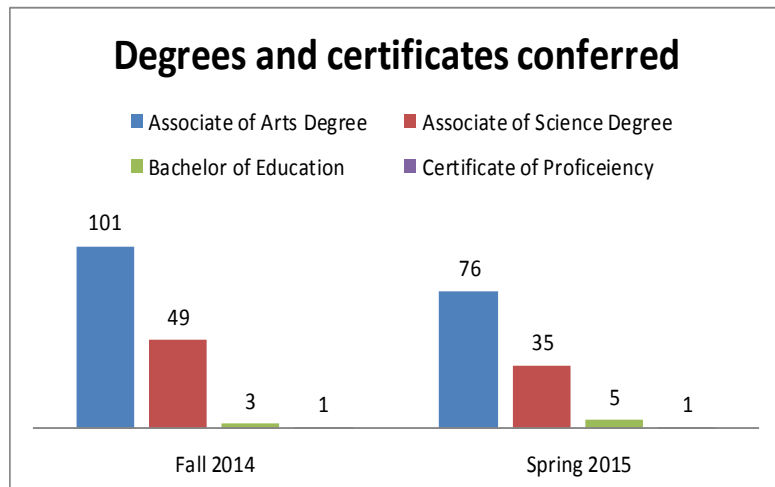
### Graduate Demographics

- Number of Graduates



#### DEGREES AND CERTIFICATES CONFERRED AY (2014 - 2015)

	Fall 2014	Spring 2015	TOTAL
Associate of Arts Degree	101	76	177
Associate of Science Degree	49	35	84
Bachelor of Education	3	5	8
Certificate of Proficiency	1	1	2



## ENROLLMENT

Citizenship

#### Citizenship — Past Ten Years (FALL)

Country	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Samoa	1110	1217	1245	1354	1374	1517	1610	172	1446	102	1016
Argentina	1	1	0			2			0		
Australia		1				1					
Canada					1		2				
China	6	8	6	2	4			1	1	1	2
Ecuador		0	1			3	3		0		
Fiji	3	3	5	2	2			3	3	3	6
Germany	1	0	1		1	1	3	1	0		
Japan						1		1			
Kiribati	2	5	2						0		
Korea (North)					2	2	8		2	2	1
Korea (South)	1	1	2	2	6	7		3	2	2	1
Madagascar		0	0	1					0		
Mexico	1	2	1						0		
Nauru								1	2	1	1
New Caledo-		1	0				1		0		
New Zealand	4	3	6	7	7	5		4	3	4	3
Philippines	10	8	12	13	15	12	4	15	13	8	11
Pohnpei							13	2			
Samoa (Independent)	169	133	132	157	143	148		103	112	52	62
Sweden		0	1	1			131		0		
Solomon Islands					1	1					
Tokelau								1	1		
Tonga	5	5	2	3	1		2	3	2	2	2
Turks and Caicos Islands					1	1	1				
Tuvalu	1	1									
U.K.	1										
U.S.	235	212	190	219	181	195	188	182	208	163	171
Unknown/ Missing data	0		1	6	43	245	187	0	0	0	0
<b>TOTAL</b>	<b>1550</b>	<b>1601</b>	<b>1607</b>	<b>1767</b>	<b>1806</b>	<b>2141</b>	<b>2193</b>	<b>2042</b>	<b>1795</b>	<b>1262</b>	<b>1276</b>

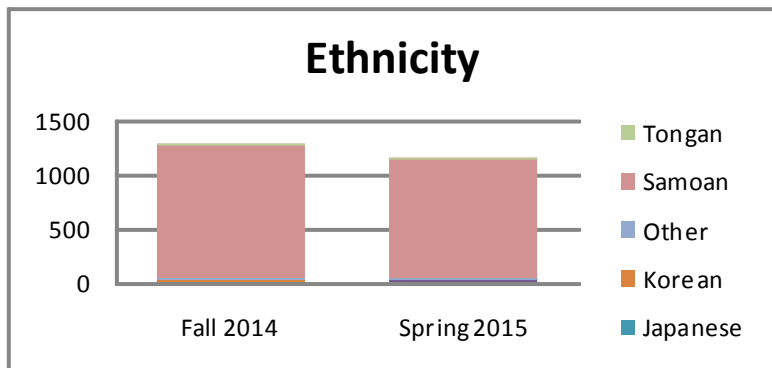
# ENROLLMENT

Ethnicity

## Academic Year 2015 Ethnicity by Gender

Ethnicity	Fall 2014				Total
	Gender				
	F	%	M	%	
Caucasian	2	100%	0	0%	2
Chinese	2	100%	0	0%	2
Fijian	5	100%	0	0%	5
Filipino	8	62%	5	38%	13
Japanese	1	100%	0	0%	1
Korean	3	100%	0	0%	3
Other	1	33%	2	67%	3
Samoan	779	63%	461	37%	1240
Tongan	5	71%	2	29%	7
	806	63%	470	37%	1276

Ethnicity	Spring 2015				Total
	Gender				
	Female	%	Male	%	
Caucasian	2	100%	0	0%	2
Chinese	3	100%	0	0%	3
Fijian	4	100%	0	0%	4
Filipino	12	63%	7	37%	19
Japanese	1	100%	0	0%	1
Korean	2	100%	0	0%	2
Other	0	0%	1	100%	1
Samoan	711	64%	402	36%	1113
Tongan	5	71%	2	29%	7
	740	64%	412	36%	1152



# PLACEMENTS

## Placement Test Results Past Ten Years (FALL)

	Fall only	MATH 80	MATH 90	MATH 151/155	MATH 155/250	NONE	TOTAL
<b>2004</b>		258	13	0	6		277
%		93%	5%	0%	2%		100%
<b>2005</b>		198	10	0	4		212
%		93%	5%	0%	2%		100%
<b>2006</b>		238	3	1	7	5	254
%		93.7%	1.2%	0.4%	2.8%	2%	100%
<b>2007</b>		293	5	0	5		303
%		97%	2%	0%	2%		100%
<b>2008</b>		326	19	11	0		356
%		92%	5%	3%	0%		100%
<b>2009</b>		325	12	9	7	3	356
%		91%	3%	3%	2%	1%	100%
<b>2010</b>		421	3	3	2	4	433
%		97%	1%	1%	0%	1%	100%
<b>2011</b>		428	6	4	0		438
%		98%	1%	1%	0%		100%
<b>2012</b>		399	8	3	2		412
%		97%	2%	1%	0%		100%
<b>2013</b>		266	7	2	3		278
%		96%	3%	1%	1%		100%
<b>2014</b>		282	4	5	0		291
%		97%	1%	2%	0%		100%

# PLACEMENTS

## Academic Year 2015 Placement Test Results

Each semester, ASCC conducts placement test for incoming freshman in Reading, Writing and Math. The results of the placement tests are used to place students in the appropriate English and Math levels to begin their degree/certificate program.

### FALL 2014 PLACEMENT RESULTS

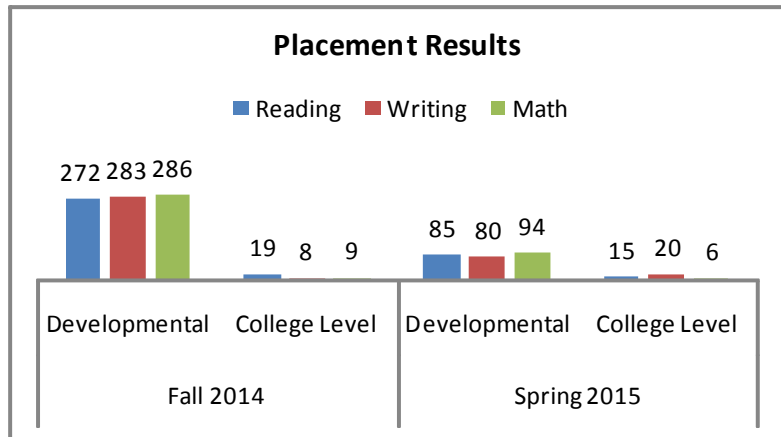
291 Participants

Reading Placement			Writing Placement			Math Placement		
Subject	Placement	%	Subject	Placement	%	Subject	Placement	%
Eng 70	91	31%	Eng 71	52	18%	Math 80	282	97%
Eng 80	122	42%	Eng 81	143	49%	Math 90	4	1%
Eng 90	59	20%	Eng 91	88	30%	Math 151/155	5	2%
Eng 150	19	7%	Eng 151	8	3%	Math 155/250		
<b>TOTAL</b>	<b>291</b>	<b>100%</b>	<b>TOTAL</b>	<b>291</b>	<b>100%</b>	<b>TOTAL</b>	<b>291</b>	<b>100%</b>

### SPRING 2015 PLACEMENT RESULTS

100 participants

Reading Placement			Writing Placement			Math Placement		
Subject	Placement	%	Subject	Placement	%	Subject	Placement	%
Eng 70	26	26%	Eng 71	19	19%	Math 80	91	91%
Eng 80	40	40%	Eng 81	37	37%	Math 90	3	3%
Eng 90	19	19%	Eng 91	24	24%	Math 151/155	2	2%
Eng 150	15	15%	Eng 151	20	20%	Math 155/250	4	4%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>	<b>TOTAL</b>	<b>100</b>	<b>100%</b>	<b>TOTAL</b>	<b>100</b>	<b>100%</b>



# ENROLLMENT

Ethnicity

## Ethnicity—Past Ten Years

Country	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Samoa	1110	1217	1245	1354		1517	1821	1722	1446	1024	1016
Argentina	1	1	0			2			0		
Australia		1				1					
China	6	8	6	2		3		1	1	1	2
Ecuador		0	1						0		
Fiji	3	3	5	2		1		3	3	3	6
Germany	1	0	1			1		1	0		
Japan								1			
Kiribati	2	5	2						0		
Korea (North)						2			2	2	1
Korea (South)	1	1	2	2		7		3	2	2	1
Madagascar		0	0	1					0		
Mexico	1	2	1						0		
Nauru								1	2	1	1
New Caledonia		1	0						0		
New Zealand	4	3	6	7		5		4	3	4	3
Philippines	10	8	12	13		12		15	13	8	11
Pohnpei								2			
Samoa (Independent)	169	133	132	157		148	163	103	112	52	62
Sweden		0	1	1					0		
Solomon Islands						1					
Tokelau								1	1		
Tonga	5	5	2	3				3	2	2	2
Turks and Caicos Islands						1					
Tuvalu	1	1									
U.K.	1										
U.S.	235	212	190	219		195	173	182	208	163	171
Unknown/ Missing data	0		1	6		245	36	0	0	0	0
<b>TOTAL</b>	<b>1550</b>	<b>1601</b>	<b>1607</b>	<b>1767</b>	<b>1806</b>	<b>2141</b>	<b>2193</b>	<b>2042</b>	<b>1795</b>	<b>1262</b>	<b>1276</b>