American Samoa Community College
Follow-Up Warning Report
2016

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

American Samoa Community College

Follow-Up Warning Report
2016

Submitted by:

American Samoa Community College
P. O. Box 2609
PagoPago, American Samoa 96799

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2016

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Follow-Up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Seth P. Galea'i
American Samoa Community College
P. O. Box 2609

I certify that there was effective participation by the campus community, and I believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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Dr. Seth P. Galea'i, President
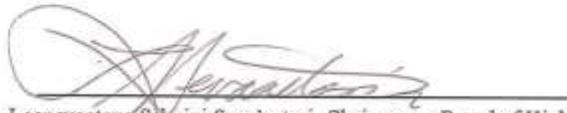
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Rev. Dr. Leanavaotaua Sekuini Seva'aetasi, Chairperson Board of Higher Education
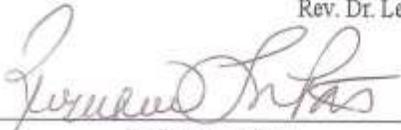
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Vice President of Academic and Student Affairs

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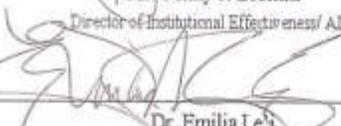
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Dean of Student Services

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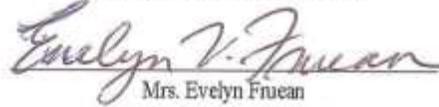
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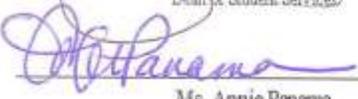
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Mr. Elvis Zodiacal
Program Director of Library Services

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Director of Community and Natural Resources
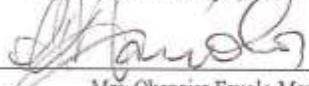
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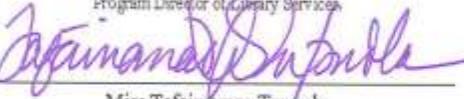
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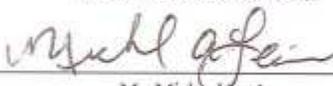
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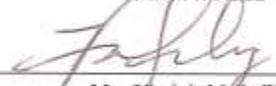
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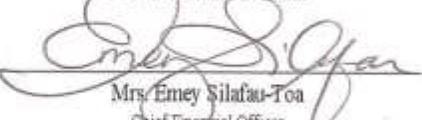
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Mrs. Emey Silafau-Toa
Chief Financial Officer

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Ms. Fuatapu Alaimalo
Acting Chief Information Officer
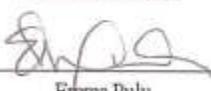
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Emma Pulu
Administrator Assistant, MIS
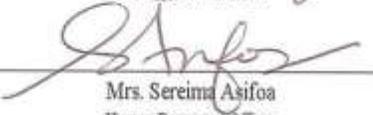
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Mrs. Sereima Asifoa
Human Resources Officer
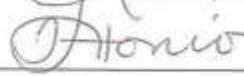
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Tanya Lesa-Atonio
Data Specialist II/Technician

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Report Preparation:

The preparation of the American Samoa Community College Warning Sanction Report was written in September. The ASCC Accreditation Steering Committee conducted a comprehensive review of actions taken by the College to address the deficiencies noted in the Commission's 2016 Action Letter. The Accreditation Steering Committee with the assistance of staff from the College drafted the ASCC Warning Sanction Report to explain the actions taken to address Commission Standards and to demonstrate continued compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies. Members include:

- Dr. Seth Galea'i, President
- Dr. Rosevonne Pato, Vice President of Academics and Student Affairs
- Dr. Mikaele Etuale, Vice President of Administration and Finance
- Mr. Sonny J. Leomiti, Director of Institutional Effectiveness/ALO
- Mrs. Letupu Moananu, Dean of Academic Affairs/Assistant ALO
- Dr. Emilia Le'i, Dean of Student Services
- Mr. Aufa'i Ropeti Areta, Director of Agriculture, Community and Natural Resources
- Mrs. Okenaisa Fauolo-Manila, Director of the Samoan Studies Institute
- Mrs. Tafaimamao Tupuola, Director of the University Center for Excellence in Developmental Disabilities
- Dr. Lina Galea'i, Director of Teacher Education Program
- Mr. Michael Leau, Director of Trades and Technology Department
- Mrs. Evelyn Fruean, Director of Curriculum and Assessment
- Mr. Elvis Zodiacal, Director of Library Services
- Ms. Annie Panama, Program Director of Counseling
- Mrs. Sereima Asifoa, Human Resources Officer
- Mrs. Emey Silafau-Toa, Chief Financial Officer
- Ms. Fuatapu Alaimalo, Acting Chief Information Officer
- Mrs. Virginia Filiga, Institutional Researcher
- Mr. Lokeni Lokeni, Special Projects Manager
- Mrs. Tanya Atonio, Data Specialist/Technician
- Ms. Emma Pulu, MIS Administrative Assistant

The Accreditation Steering Committee was guided by the Accreditation Liaison officers to assure that Commission manuals were used to guide the College in the planning of actions taken, drafting of the report, and the processes for the approval and certification of the ASCC Warning Sanction Report.

The following Commission accreditation manuals have been made available on the ASCC website for all internal and external constituencies. Manuals include:

- 2015 Accreditation Reference Handbook
- 2015 Checklist for Evaluating Compliance with Federal Regulations and Commission Policies
- 2015 Revised Guide to Evaluating and Improving Institutions
- 2015 Manual for Institutional Self Evaluation

The Accreditation Steering Committee members were given the opportunity to select members to assist in the writing of the Accreditation Standards and Eligibility Requirements. Expectations for reviewing standard indicators, evidence accountability, and the formatting of the report were also provided to assure that the report complies with the ACCJC requirements. A timeline was set for the compiling of the report. The committee as a whole including the Board of Higher Education reviewed all reports for final preparations and formatting for approval, submission to the ACCJC, and internal dissemination.

Responses to the Commission's Identified Deficiencies

Standard I.A.2 (The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendation I of the ASCC 2015 Show Cause Report.)

In the fall of 2015, the College disseminated the PGSM for all internal stakeholders to clarify the principles of participatory governance, the roles of constituencies and decision-making groups, and institutional processes focusing on institutional effectiveness, institutional assessment and program review, and assessment processes.[1] This clarification was initiated as a result of the Board of Higher Education adopting of Policy 1004 in the fall of 2015 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. Policy 1004 reemphasizes the following policies:

- *Policy 1000 Mission and Vision*
- *Policy 1001 Governance and Organizational Structure*
- *Policy 1002 Organization Charts*
- *Policy 1003 Board Policy and College Regulations/Procedures*[2]

In the spring and summer of 2016, the President scheduled separate meetings with the IPECC, the Accreditation Steering Committee, and the Data Committee to provide guidance in terms of structure and purpose for each committee according to the PGSM.[3]

Institutional Planning Executive Core Committee
Since the initiation of the IPECC, the IPECC was developed to spearhead the processes and implementation of program review and strategic planning to address the College's probationary sanction from the Commission in 2009. Not only did the IPECC serve the purpose of addressing the College's deficiencies at that time, the committee evolved during the years by means of membership and scope, which include the addressing of accreditation recommendations during the Show Cause Sanction in 2015, and participation in the College's budget reviews for fiscal years 2015 and 2016. The IPECC composition included the Director of Institutional Effectiveness who served as the chairperson, the Dean of Academic Affairs, the Vice President Administration and Finance, the Director of Agriculture, Community and Natural Resources, the Dean of Student Services, the Director of the Samoan Studies Institute, the Chief Information Officer, the Chief Financial Officer, the Director of University Center for Excellence in Developmental Disabilities, the Director of Trades and Technology, and a faculty representative from the ASBEP.

In the spring of 2016, the President and vice presidents clarified the scope and membership of IPECC according to the College's Mission. The changes aligned the committee membership to the four bullets of the Mission and clarification of the committee's purpose and expected outcomes. The current composition of the committee includes the Dean of Academic Affairs, the Dean of Student Services, the Director of Agriculture, Community and

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1 Participatory Governance Structural Manual

2 Participatory Governance Structural Manual, pp. 2-5

3 Participatory Governance Structural Manual, pp. 16-19

Natural Resources, the Director of the Samoan Studies Institute, the Chairman of the Faculty Senate, a faculty representative from the ASBEP, and the Director of Institutional Effectiveness who serves as the Chairperson. The IPECC in the spring of 2016 reviewed the program review instruments, implemented program review, and provided a 2016 update of the Institutional Strategic Plan 2015-2020.[4]

Accreditation Steering Committee
In the beginning of May 2016, the President issued a memo informing all internal stakeholders of the appointed chairpersons for each of the four accreditation Standards. The appointees include the Accreditation Liaison Officer as the chairman for Standard I; the Assistant Accreditation Liaison Officer chairman for Standard II; the Vice President of Administration and Finance chairman for Standard III; Vice President of Academic and Student Affairs chairman for Standard IV; and, the President as the Chairman for the Accreditation Steering Committee.[5] The appointment of Standard chairpersons accounted each Standard chairpersons to compile, draft, and submit the report to the Accreditation Steering Committee.

Data Committee
In the beginning of fall 2016, the President and vice presidents met with the Data Committee to clarify the roles and membership of the committee according to the PGSM.[6] Amendments were made to the committee's by-laws on the selection of the committee's chairman to appoint the Director of Institutional Effectiveness as chairman and the Institutional Researcher as secretary. Further clarification was made on the roles of committee members in the collection and analysis of data to improve the College's datasets, and the processes for sourcing data. The committee approved these changes.

Institutional Priorities
In the spring of 2016, the College fully assessed the Mission through the program review processes. Data results from SLO assessment, institution-set standards, and committee recommendations were used to set the institutional priorities for fiscal year 2017. The President issued a memo institutionally to inform all internal stakeholders of the College's priorities to base all department planning and budget proposals for fiscal year 2017.[7] Department budget plans and proposals were submitted to the appropriate vice president(s) and President according to protocol for review. In the review of the College's fiscal year 2017 budget, the Leadership Triangle invited the Chief Financial Officer, Human Resources Officer, and the Director of Institutional Effectiveness to participate in the review of the College's budget proposal to note changes made and for input concerning human resources or committee recommendations.[8] The fiscal year 2017 budget was finalized by the President, and presented to the Board for review and approval.

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4 2016 Review of the ASCC ISP 2015-2020

5 Appointment of Accreditation Chairpersons, President's Memo 018-16

6 Participatory Governance Structural Manual, p. 19

7 FY 2017 Institutional Priorities, President's Memo

8 FY 2017 Budget Review, Chief Information Officer Notes

Catalog Review
In the spring of 2016, the College initiated the processes for the review of the 2016-2018 General Catalog. The Curriculum Committee spearheaded the process to review all academic program and department curricula for recommendation for changes or proposals for new courses, outcomes, credits or recommend necessary revisions to academic policies and/or procedures. The Curriculum Committee reviewed all services provided by the institution as listed in the 2014-2016 ASCC General Catalog based on a review schedule facilitated by the Director of Curriculum and Assessment who chairs the Curriculum Committee, and supported by the Dean of Academic Affairs and the Leadership Triangle (vice presidents and President). In summer 2016, the Curriculum Committee completed the review and submitted the catalog to the Leadership Triangle for review.

In the summer of 2016, the Leadership Triangle began a review of the catalog. The Leadership Triangle invited the Dean of Academic Affairs, Dean of Student Services, Director of Curriculum and Assessment, and the Director of Institutional Effectiveness to participate in the one-month daily review of the catalog. The 2016-2018 Catalog reflects changes to include updates on policies and mandates, clarification of information, reorganizing of programs and services such as the Division of Student Services and the American Samoa Bachelor's in Education Program (ASBEP).[9] The President approved the ASCC 2016-2018 General Catalog in the beginning of August 2016.

Research and Evaluation
In the spring of 2016, the President reinitiated the research and evaluation unit under the division of Institutional Effectiveness. The purpose of the research and evaluation unit is to provide access to meaningful data (qualitative) designed to aid in divisional and institutional decision-making. The Director of Institutional Effectiveness and staff to accommodate the needs for the Research and Evaluation unit reallocated department financial resources in the proposed department budget for FY 2017.[10] The budget proposal did not require an increase in funding but the reallocation of financial resources for professional development, training and materials needed by the Research and Evaluation team to facilitate the evaluation of instructional and non-instructional services.[11] The reallocation of department funding provides 8,500 dollars for training and 3,000 dollars for materials and resources for research and evaluation. The composition of the Research and Evaluation team include the following staff from the division of Institutional Effectiveness: Institutional Researcher, Data Specialist I, Data Specialist II and is overseen by the Director of Institutional Effectiveness.

In the spring of 2016, the Dean of Academic Affairs proposed for additional staff for fiscal year 2017 budget. In review of the budget request from Academic Affairs for additional staff, the Vice President of Academic and Student Affairs met with the Dean of Academic Affairs and the Director of Institutional Effectiveness to discuss service measures for additional staff as requested by the Dean of Academic Affairs for services pertinent to assessment. As a result, the Dean of Academic Affairs agreed to cost share with the division of Institutional Effectiveness by allocating 15,000 dollars to support the Research and Evaluation team that

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9 ASCC 2016-2018 catalog draft

10 IE 2017 Analysis and Planning, pp. 14-15

11 FY 2017 Planned Purchases, Institutional Effectiveness Division

will now assist the Director of Curriculum and Assessment with the collecting, compiling, analyzing, reporting, and disseminating of assessment information.

The Vice President of Academic and Student Affairs on behalf of the College is a member of the Advisory Board for the Statewide Longitudinal Data System (SLDS). The purpose of the SLDS Advisory Board is to collaborate as agencies to initiate the dialogue on a statewide longitudinal data system that can be used for research, evaluation, and audit purposes to improve the educational and workforce outcomes that benefit the citizens of American Samoa. The Vice President's membership on the Advisory Board provides an important linkage of longitudinal data sharing between the educational systems and the workforce.

A timeline was developed for the evaluation of instructional and non-instructional departments. In the closing of the spring 2016 semester, the Research and Evaluation Team pilot tested the first evaluation with the Teacher Education Department and the ASBEP. Currently, the processes are being reviewed in preparation for the evaluation of other service departments based on the availability of staff and faculty.

Standard I.B.3 (The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendations I and III of the ASCC 2015 Show Cause Report.)

In September 2015, an addendum was approved to implement the revised ILOs into the 2014-2016 General Catalog.[12] This led the Curriculum Committee to engage in rigorous dialogue to review courses in the Core and Co-Foundational Areas in assessment of the second-year ILOs. Courses were approved for the second-year assessment of ILOs by the Curriculum Committee in the fall of 2015 for ILO qualities that include ILO one (Effective Communicators), three (Critical Thinkers), four (Global Citizens), and five (Responsible Leaders). ILO two (Quantitative Competent Individuals) courses were approved in the spring of 2016. The delay for the approval of courses for the assessment of ILO two was based on the assumption that there is limited content offered in program courses to meet the quality of ILO two that states: "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."[13] The Curriculum Committee approved three courses that include ACC 220 (Automated Accounting), ED 240 (Instructional Technologies), and ICT 270 (Advance Office Applications), which are program specific courses. The Curriculum Committee is currently in the cycle of assessing the three courses for ILO two.

In spring 2016, the Curriculum Committee revised the Course Approval Forms (CAF) to include the alignment of ILO qualities to PLO and CLO competencies.[14] The Curriculum Committee revised the data sheets required for all faculty to report outcome achievement

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12 2016 Addendum, Implementation of Revised ILOs in the 2014-2016 Catalog

13 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

14 2016 Revised Course Approval Form

competencies to include data for the subpopulation of students assessed in all courses.[15] This resulted in the revision of all course syllabi and CAF template to include alignment of ILO qualities and is documented in the Spring 2016 Assessment Exit Report.[16] A matrix was developed as a guide to map all program based courses that assess ILO qualities.[17]

The College's measurement of outcome achievement is determined by course completion rates for the second-year whereas data for gender, ethnicity, and age groups are disaggregated. The College accounts for outcome-based competency alignment for the level of ILO qualities as demonstrated by program faculty in their spring 2016 syllabi and Course Approval Forms (CAF).

The College has successfully completed a one-year assessment of institution-set standards since the development in the spring of 2015. Rigorous outcome assessments were conducted each semester at the course and program levels for competencies in the first, second, third, and fourth-year of a student's degree pathway.

The College learned from the review of institution-set standards that there are gaps in the reporting of outcomes for the first, second, third, and fourth-year assessment of ILO qualities as ILO were only approved in the fall of 2015. In order to better determine the needs of students in achieving the College's ILOs, and to better monitor the completion rates for institution-set standards for Program Requirements and SLOs, there is a need for a clear identification of ILO capstone or signature assignments to determine how outcomes identified by academic programs through curriculum mapping demonstrate a student's achievement of ILOs. Signature and capstone assignments will justify the correlation of SLOs to institution-set standards and provide competency-based data for student subpopulations emphasizing services needed.[18]

Courses assessed for the first-year ILO qualities are well defined in the general education program. General education course competencies are aligned to the general education domains that define the first-year level of ILO competencies required for all degree-seeking students.[19] The second, third, and fourth-year ILO qualities are program-based competencies in courses offered in the Core and Co-Foundational Areas. Academic degree programs identify the competency levels for the second, third, and fourth-year ILO qualities.[20]

In the spring and summer of 2016, the College provided the opportunity for faculty, staff, and administrators to attend off-island professional training that include assessment workshops and technology and transferability training. Workshops included:
- Assessment 101: Spring 2016
- Assessment 201: Spring 2016
- Academic Resource Conference (ARC): Spring 2016

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15 2016 Rubric Summary Template

16 2016 Assessment Exit Report (view on campus)

17 ILO Qualities and Competencies

18 SLO Alignment Manual

19 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

20 ASCC 2016-2018 General Catalog, B.Ed. ILO Aligned Courses, p. 154

- American Association of Collegiate Registrars and Admissions Officers (AACRAO) Technology and Transfer Conference: Summer 2016

Workshop participants are required to submit an action plan to the Director of Curriculum and Assessment.[21] In the fall of 2016, the College held the second Convocation that included presentations from workshop participants on Modular Object Oriented Dynamic Learning Environment (MOODLE) training and rubric summaries.[22] The Director of Curriculum and Assessment scheduled additional training on rubric summaries, course approval forms, and SLO alignment, for the Academic Assessment Committee in the fall of 2016.[23]

In the fall of 2015, the Dean of Academic Affairs and Director of Curriculum and Assessment identified the need for additional staff for collecting, compiling, and data inputting for academic assessment purposes. The justification was reported in the bi-weekly reports by the division of Academic Affairs.[24] In the spring of 2016, the Dean of Academic Affairs proposed for additional staff for fiscal year 2017 budget. In review of the budget request from Academic Affairs for additional staff, the Vice President of Academic and Student Affairs met with the Dean of Academic Affairs and the Director of Institutional Effectiveness to discuss service measures for additional staff as requested by the Dean of Academic Affairs for services pertinent to assessment. As a result, the Dean of Academic Affairs agreed to cost share with the division of Institutional Effectiveness by allocating 15,000 dollars to support the Research and Evaluation team that will now assist the Director of Curriculum and Assessment with the collecting, compiling, analyzing, reporting, and disseminating of assessment information.

The Office of Institutional Effectiveness also provides access to institutional data used to aid in decision-making for internal stakeholders, and for access and transparency purposes for external stakeholders. Institutional data includes aggregated and disaggregated data in the following areas:
- Student Achievement Indicators: Data captured to monitor the achievement status of the College' institution-set standards that include developmental passing rates, gateway course completion, program requirements, persistence rates, and graduation and transfer rates.[25]
- Student Enrollment: Data captured by the College based on student enrollment and trends in enrollment. Data is disaggregated by age, citizenship, ethnicity, and enrollment status.[26]
- Student Placements: Data captured based on the levels of reading, writing, and math abilities for students that enter the College.[27]

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21 2016 Workshop Participants Action Plans

22 2016 Convocation Agenda

23 2016 Academic Assessment Committee Training Schedule, Memo

24 Divisional of Academic Affairs, Biweekly Report

25 Institutional Data Set 0001, Student Achievement Indicators

26 Institutional Data Set 0002, Enrollment

27 Institutional Data Set 0003, Student Placements

- Developmental Passing Rates: Data captured to help determine the effectiveness of the lower level developmental courses to identify patterns in student behavior that possible delay a student's progress into college level courses.[28]
- Degree Requirements: Data captured based on completion rates for degree requirements that include gateway courses, General Education courses, Core Foundational Area courses, and Co-Foundational Area courses.[29]
- Graduation Rates: Data captured based on graduate profiles using graduating classes from spring and fall semesters.[30]
- Student Learning Outcomes: Data captured based on the assessment of general education outcomes, program learning outcomes, and institutional learning outcomes.[31]
- Employee Data: Data captured based on employee data.[32]
- Student Opinion Surveys: Data captured from student surveys as a mean to provide feedback to the College on services and general education courses.[33]
- Program Review: Data results compiled from program review conducted annually or biennially that include divisional assessments and institutional program review.[34] Information is categorized by the year(s) program review was implemented and by department.
- Student Services: Datasets provided by the Student Services division based on information collected within each of its subdivisions.[35]

The College features institution-set standard achievement targets in several of the publications that include the 2015-2016 Annual Report and Fact Book.[36] [37] The College has completed the first academic one-year cycle of assessing institution-set achievement standards.

The ASCC's standards for student achievement guarantees that the College's Mission is implemented and accountable for the offering of high quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways for student success allowed the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving educational goals.

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28 Institutional Data Set 0004, Developmental Passing Rates

29 Institutional Data Set 0005, Degree Requirements

30 Institutional Data Set 0006, Graduation Rates

31 Institutional Data Set 0007, Student Learning Outcomes

32 Institutional Data Set 0008, Employee Data

33 Institutional Data Set 0009, Student Opinion Surveys

34 Institutional Data Set 0010, Program Review

35 Institutional Data Set 0011, Student Services

36 2015-2016 Annual Report

37 2015-2016 Fact Book

The College emphasizes broad-based understanding of priorities and processes to implement strategies to achieve outcomes through its PGSM. The ASCC Mission is essential to institutional planning through the emphasis on student learning and achievement.

All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of the Institutional Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.[38]

The College utilizes the accreditation annual reports as a mechanism to guide the review of institutional data sets, institution-set standards, stability of financial resources, and definitions of best practices. Evidence was based on the setting of the College's institution-set standards and review processes defined in the PGSM published in the fall of 2015.[39] The ASCC has learned from the Show Cause Sanction the importance of data reported annually to the Commission and the impact on the College's Self Study in 2014. The accreditation annual reports provide guidance for the institution for future planning not limited to continued compliance with federal requirements and regulations.

Standard I.B.6 (The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendations I, II, and III of the ASCC 2015 Show Cause Report.)

The College has learned from the review of institution-set standards that there is gaps in the reporting of outcomes for the first, second, third, and fourth-year assessment of ILO qualities as the ILO were approved in the fall of 2015. In order to better determine the needs of students in achieving the College's ILOs, and to better monitor the completion rates for institution-set standards for Program Requirements and SLOs, there is a need for a clear identification of ILO capstone or signature assignments to determine how outcomes identified by academic programs through curriculum mapping demonstrate a student's achievement of ILOs. Signature and capstone assignments will justify the correlation of SLOs to institution-set standards and provide competency-based data for student subpopulations emphasizing services needed.[40]

After the review of the ASCC's target achievements, the College did not achieve the target for standard one (developmental course completion) by four percent but met the targets for standard two (gateway course completion rates) and standard three (program requirement completion rates) that include General Education, Core and Co-Foundational areas. The institution continues to meet the targets for institution-set standards two, three, four and five. The standards continue to be monitored every semester while the review of the standards, occur on a biennial basis.

38 Participatory Governance Structural Manual, pp. 9-10
39 Participatory Governance Structural Manual
40 SLO Alignment Manual

The development of the College's Accelerated Preparatory Program (CAPP) in 2012 was designed to limit the number of semesters it would take for students to complete college developmental courses. The CAPP provides two sessions of six-week daily courses offered each semester to prepare students for college competency level courses.

To improve services for institution-set standards, the College reallocated human and fiscal resources to address missed target scores. Actions taken by the College include:

- The allocation of local funds for four tutorial positions previously grant funded;
- The allocation of funds for the Student Support and Learning Services Officer, which was put into the Organizational Chart in September 2015 but missed the budget allocation for FY 2016. This action was only recently allocated funding for the FY 2017;
- The transfer of position from Assistant Registrar to Admissions Outreach Counselor to better assist in outreach at the high school and admissions and placement into the College's programs and courses;
- The cost sharing of Academic Affairs with the division of Institutional Effectiveness by allocating 15,000 dollars to the Director of Curriculum and Assessment to support the Research and Evaluation team in the collection, compilation, analysis, reporting, and dissemination of assessment information.
- The recent membership and participation of the Vice President of Academic and Student Affairs on behalf of the College as a member of the Advisory Board for the Statewide Longitudinal Data System (SLDS). The Vice President's membership on the Advisory Board provides an important linkage of longitudinal data sharing between the educational systems and the workforce. The purpose of the SLDS Advisory Board is to collaborate as agencies to initiate the dialogue on a statewide longitudinal data system that can be used for research, evaluation, and audit purposes to improve the educational and workforce outcomes that benefit the citizens of American Samoa. The Advisory Board is chaired by the American Samoa Department of Education, Director of Chancery. The Longitudinal Data System is a transactional processer used to capture student data that pertain to the years and levels of education, competency statistics, and employment.

Certification of Continued Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

In July of 1970, the American Samoa Community College (ASCC) was established as part of the American Samoa Department of Education (ASDOE). The ASCC was later separated from the ASDOE. In 1992, under Public Law (PL) 22-30, was granted semi-autonomous status within the American Samoa Government. The authority to operate as a degree-granting institution is contained within PL 22–30, as follows:[41]

> *Chapter 20*

> *AMERICAN SAMOA COMMUNITY COLLEGE*

> *Sections:*
> *16.2001   Establishment of American Samoa Community College.*
> *16.2002   Powers and duties of the college.*
> *16.2003   Establishment of the Board of Higher Education.*
> *16.2004   Board of higher education, powers and duties.*
> *16.2005   President of the College.*
> *16.2006   Personnel.*
> *16.2007   Assumption of Role.*
> *16.2008   Budget.*
> *16.2009   Fiscal Management.*
> *16.2010   Independent Audit Reports, Consultants, Annual Reports.*
> *16.2011   American Samoa Community College land grant endowment fund.*

> *16.2001   Establishment of the American Samoa Community College.*
> *There is establishment an institution of higher learning known as the American Samoa Community College within the executive branch of the government.*
> *History: 1992, PL 22-30.*

> *16.2002   Powers and duties of the College.*
> *The American Samoa Community College:*
> *(1)   may sue and be sued;*
> *(2)   may adopt and use a seal;*
> *(3)   may make contracts, as authorized in this chapter;*

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41 American Samoa Government, Public Law 2203-, pp. 1-10

(4) may adopt, amend and repeal bylaws;

(5) may purchase or lease and hold personal property it considers necessary or convenient in the transaction of its business, may dispose of personal property held by it;

(6) has the power in the name of the government to purchase, lease, or sell real estate, and accept title to that real estate in the name of the government; to accomplish the purposes of this chapter;

(7) may procure or contract for the procurement of supplies, equipment, materials, personal services other than by employees, and construction with any public or private entity upon terms and conditions as it finds necessary to the full and convenient exercise of its purposes and powers, subject to all applicable laws and rules of American Samoa; and shall receive and account for its inventory of materials;

(8) shall develop a program of education to meet the current and future needs of American Samoa, which shall be accredited under appropriate procedures existing in the United States for higher education;

(9) shall develop and establish a Samoan and Pacific Studies Program to promote interest in, and awareness of the culture, including language, and affairs of American Samoa and other islands of the Pacific; the Samoan and Pacific Studies Program shall include, but not limited to programs for the development of cultural, educational, training, and research programs for the people of Polynesia and other islands of the Pacific.

(10) shall develop and establish an Adult Education and Literacy Program for American Samoa;

(11) shall develop and establish a program in response to Federal laws relating to the Land Grant Program;

(12) shall fix schedules of tuition rates and fees for educational service and shall establish rules and procedures, in accordance with 4.1001 et seq., for the provision of such services;

(13) may accept on behalf of the government from any other government or governmental agency, or from any other public or private body, or from any other source, grants, contributions of money or property which the College may use for or in aid of any of its purposes;

(14) adopt other rules pursuant to 4.1001 et seq., not inconsistent with the provisions of this chapter or with the rules of government, that are necessary and proper for the administration and operation of the College;

(15) exercise all other powers, not inconsistent with the provisions of this chapter or with the rules of the government, which may be reasonably necessary or incidental to the establishment, maintenance, and operation of an institution of higher learning.

History: *1992, PL 22-30.*

16.2003   Establishment of - Board of Higher Education.

(a) The board of higher education is established. The board shall consist of the director of education and 7 members, 6 of whom are appointed by the Governor with the advice and consent of the Legislature. The board members shall serve

without compensation or other emoluments.

(b) In order to provide continuity in the work of the board, the term of office of 6 of the Board members shall be for 4 years and shall be so arranged as not to expire at the same time. Members shall serve until their successors have been qualified. Vacancies shall be filled in the same manner as original appointments.

(c) The 7th member of the board is a 2nd year student of the College elected at a schoolwide election during the first week of school. This member serves a one-year term and may be reelected. Vacancies are filled by an election held within 1 week of the knowledge of a vacancy.

History: *1992, PL 22-30.*

16.2004   Board of higher education--Powers and duties.

The Board of higher education, in addition to other provisions of this chapter:

(1) shall serve in a supervisory capacity and as such, shall function to supervise the implementation of the powers and duties of the College;

(2) shall select its chairman and other officers from among its own membership;

(3) may change the name of the College, with approval of the Legislature;

(4) shall review and approve the educational program of the College;

(5) shall grant diplomas, certificates, degrees or other honors; and

(6) shall adopt the seal of the College.

History: *1992, PL 22-30.*

16.2005   President of the College.

The board of higher education shall select the President of the College. The selection of the President shall conform to rules, regulations and criteria promulgated by the board and made available for public inspection. Subject to government employee laws 7.0101 et. seq., and rules and procedures for the College, the President serves at the pleasure of the Board.

History: *1992, PL 22-30; PL 28-1.*

Reviser's Comments: PL 28-1 amended this section to change the manner of selection of the President of the College. PL 28-1 was signed by the governor on April 10, 2003.

16.2006   Personnel.

All officers and employees of the College, except the president, are appointed or hired and compensated in accordance with the requirements of the government employee laws 7.0101 et. seq., except that the College may adopt administrative rules, pursuant to 4.1001 et seq., to supplant government employee laws and rules in the specific categories of personnel recruitment, assignment, transfer, employment, termination of employee services, disciplinary actions, and compensation at levels comparable to higher education management and employee levels.

History: *1992, PL 22-30.*

16.2007   Assumption of role.

The College shall assume, upon approval of this Act, full responsibility and right to operate all items of property, including any construction in progress, equipment, and

machinery used under the previous status of operation by the College. All property jointly used by the College and government, except the infirmary located on campus, are hereby transferred to the College. Future capital contributions to the College from the government must be by separate authorization and appropriation. The Legislature has the exclusive power to provide supplemental funding for the operations of the College.
History: *1992, PL 22-30.*

16.2008   Budget.
(a) The basic source of financing the College is the government through its regular budget process. The government shall provide a minimum appropriation from local revenues for the operation and programs of the College based on the actual cost of $2,820 per full time equivalent student, as has been determined by current, actual fall and projected spring and summer class schedules, with an annual inflationary adjustment of 4.8 percent.
(b) At the appropriate time the College shall submit to the Governor, upon approval of the board, a budget of estimated expenditures for the next fiscal and academic years. The budget shall contain separate estimates for capital outlay expenses and operational expenses and shall be submitted in such form and detail as may be required by applicable laws and rules of the government.
(c) Each budget shall identify clearly the amount or amounts requested to be appropriated, the amount or amounts available or estimated to be available from gifts, grants, donations, or other sources, and the amount or amounts for which application is being made or is to be made for federal aid.
History: *1992, PL 22-30.*

16.2009   Fiscal Management
Further to 16.1001 and 16.1004, the College is responsible for the management and operation of its fiscal affairs. It shall establish procedures based on principles of sound bookkeeping and fiscal management, with the approval of the board, for the administration of all accounting systems, including but not limited to general ledger, fixed assets, accounts receivable, accounts payable, payroll, and cash. The College shall submit quarterly performance reports to the office of program planning and budget as required by 10.0509.
History: *1992, PL 22-30.*

16.2010   Independent audit reports--consultants--Annual Reports.

(a) The College shall employ a firm of independent certified public accountants to examine and report each year upon the status of financial records and accounts, and may renew that employment annually. Copies of these reports shall be furnished by the College to the Governor and Legislature.
(b) The College may make intergovernmental or contractual agreements for expert consultants to advice or consult with it in all matters related to the operation of the College, including tuition fees, systems design, plant design, planning, budgeting, and legal matters.

(c) The College shall provide an annual report for each fiscal year, which shall estate investment trusts, and other securities selected by the board with the care of a prudent man. The word "property" excludes lands for sites or experimental farms of the College, and buildings including the purchase, erection, and preservation or repair thereof, except as permitted by federal laws.
History: *1992, PL 22-30.*

16.2011 American Samoa Community College land grant endowment fund.
(a) For the purpose of compliance with federal law designating the American Samoa Community College as a land grant College established for the benefit of agriculture and mechanical arts, there is established the American Samoa Community College land grant endowment fund. The fund shall be maintained separate and apart from any other funds of the government. Use of the fund shall be administered and controlled by the Board of Higher Education. Independent records and accounts shall be maintained in connection with the fund by the Treasurer of American Samoa. An annual fiscal year financial statement of the fund shall be submitted by the Board of Higher Education and the Treasurer to the Governor and Legislature no later than 15 December 1987.
(b) The $3,000,000 received from the United States government in support of the College as a land grant College is hereby credited to the fund. The board of higher education and government shall comply with all conditions pertaining to the fund and the income therefrom as set forth in federal laws, including but not limited to the requirement that the principal sum shall remain forever undiminished.
(c) All income from investment of the principal sum shall be credited to the account of the fund, and shall be appropriated by the Legislature in the annual fiscal year appropriations act solely for the operation of the land grant programs of the College. Appropriations of income shall be made only after the board of higher education has submitted to the Legislature recommendations on the use of the income. The Legislature may authorize reinvestment of the income to accumulate sufficient funds for specific purposes, related to land grant operations.
(d) The Board of Higher Education has full power and authority, subject to approval of the Legislature, to direct the investment and reinvestment of the fund without distinction between principal and income as it considers desirable; as long as the investment income is available for appropriation in accordance with subsection (c) in property as defined in subsection (e) provided that the investment shall yield a fair and reasonable annual rate of return, which is fixed at no less than 5 per centum per annum of the amount invested. The board may invest and reinvest the fund in property in which a prudent man familiar with those matters and using care, skill, prudence, and diligence would invest in the conduct of an enterprise of like character and with like aims, insuring that the investments of the fund are diversified so as to minimize the risk of large losses unless to do so would clearly not be prudent. The power to manage investments includes, but is not limited to, the power to hold, purchase, sell, convey, assign, transfer, dispose of, lease, subdivide, or partition any assets held or proceeds thereof, to execute or cause to be executed relevant documents; to enter into protective agreements, executives

proxies, and grant consent; and to do all other things necessary or appropriate to its position as an owner or creditor.

(e) Except as otherwise provided herein, the word "property" means real property, United States government securities and agency issues, state and municipal bonds, corporate bonds, real estate mortgages, common and preferred stock, mutual funds, convertibles, real estate investment trusts, and other securities selected by the board with the care of a prudent man. The word "property" excludes lands for sites or experimental farms of the College, and buildings including the purchase, erection, and preservation or repair thereof, except as permitted by federal laws.

***History:** 1992, PL 22-30.*

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The ASCC has been in operation since 1970, offering a bachelor's degree in elementary education and two-year degrees and certificates in a wide variety of programs. The College's current enrollment for fall 2016 is 1,254.[42]

The ASCC's student demographics are as follows:

Enrollment Status in 10 years
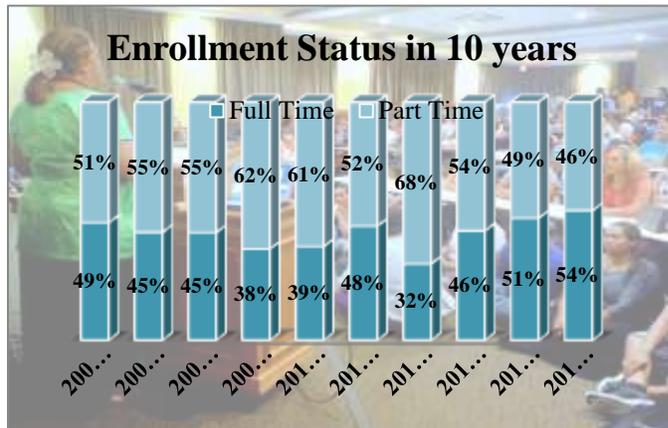
ASCC ENROLLMENT				
ACADEMIC YEAR	FALL	SPRING	SUMMER	TOTAL
2000-2001	956	980	592	2528
2001-2002	1178	1138	699	3015
2002-2003	1367	1255	853	3475
2003-2004	1537	1285	857	3679
2004-2005	1550	1352	1050	3952
2005-2006	1601	1495	1032	4128
2006-2007	1607	1494	1100	4201
2007-2008	1767	1621	1149	4537
2008-2009	1806	1631	1367	4804
2009-2010	2188	1787	1276	5251
2010-2011	2193	1859	1108	5160
2011-2012	2042	1659	746	4447
2012-2013	1795	1262	803	3860
2013-2014	1488	1220	711	3419
2014-2015	1276	1152	681	3109
2015-2016	1284	1092	320	2696

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The ASCC Catalog provide lists of degrees, courses and credit requirements along with additional detail of each specific program, including courses, prerequisites, and academic

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42 Institutional Data Set (IDS 0002: Enrollment)

credit.[43] Credit requirements for a Bachelor's degree in elementary education include courses, prerequisites and academic credit is also indicated in the 2016-2018 General Catalog.[44]

The ASCC awards degree credit for courses numbered 100 or above. The catalog details graduation requirements for all offered certificates, associate degrees, and the B.Ed. degree. The time period to pursue an Associate of Arts or Associate of Science degrees with a minimum of 60 credits at the ASCC; takes at least one year and a half including summer(s). Based on degree completion rates, the majority of programs require 2.5 to three years to complete an Associate Degree, which is consistent with established expectations in higher education. A student may also complete a certificate with a minimum of 30 credits in two or more semesters.

An estimated time period for a student to pursue a B.Ed. degree after completion of 300 level general education and elementary education program requirements, is estimated at two or more years.

All ASCC educational programs are aligned to the Mission of the College through the offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor's in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees are designed to prepare students to enter into the workforce and or prepare students to transfer to institutions of higher learning. Certificates of Proficiency and Certificates of Completion prepare students for immediate employment, or students currently working and seeking a career upgrade. The College offers eight Associate of Arts Degrees, 18 Associate of Science degrees, one Bachelor's in Elementary Education Degree, 22 Certificates of Proficiency, and six Certificates of Completion.[45]

4. Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Seth P. Galea'i is the President of the American Samoa Community College. Prior to this office, Dr. Galea'i, as Dean of Academic Affairs and then Vice President, Dr. Galea'i was a key member of the Teacher Education Steering Committee, guiding the development of plans for the B.Ed. program. The ASCC President is selected by the ASCC Board of Higher Education and has full-time responsibility for executive direction of the College. Dr. Galea'i has a full-time commitment to the Presidency.

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43 ASCC Catalog 2016-2018, pp. 55-152
44 ASCC Catalog 2016-2018, pp. 155-159
45 ASCC Catalog: 2016-2018 p.52

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The ASCC adheres to federal regulations and guidelines in managing of all federal funds, which includes United States Department of Education (USDE) Title III, USDE Title IV, United States Department of Agriculture-National Institute for Food and Agriculture (USDA-NIFA), and Veterans Affairs (VA) benefits. The institution demonstrates compliance with USDE Title IV regulations through the annual external audit.

The ASCC provides Accreditation Commission for Community and Junior Colleges (ACCJC) with an annual fiscal report and copies of the audited financial statements on a regular basis. The current audit has been completed and is included in the evidence file, along with previous audits already on file with ACCJC.

> Audit Reports:
> - ASCC Audit 2013 [46]
> - ASCC Audit 2014 [47]
> - ASCC Audit 2015 [48]

6. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

The Mission statement is articulated and reviewed biennially, coinciding with the review of the College catalog cycle and is approved by the Board of Higher Education.

The Mission statement of the ASCC is written in both English and Samoan to describe the broad educational purposes of fostering successful student learning by providing high quality educational programs and services that allows students to achieve their educational goals and contribute to the well-being of American Samoa.[49]

The Mission is as follows:

> *The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that*

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46 ASCC Audit 2013
47 ASCC Audit 2014
48 ASCC Audit 2015
49 ASCC Catalog 2016-2018, pp. ii – iii

will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as 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 non-traditional for:

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

The Bachelor's in Elementary Education program mission is as follows:[50]

The mission of the American Samoa Bachelor of Education in Elementary Education is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty-first century.

As an institution with one bachelor degree under the purview of the Western Association of Schools and Colleges Accreditation Commission for Community and Junior Colleges (WASC-ACCJC), the bachelor's degree program operates accordingly to the overall Mission of ASCC.

All ASCC educational programs are aligned to the Mission of the College through the offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor's in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees are designed to prepare students to enter into the workforce and or prepare students to transfer to institutions of higher learning. Certificates of Proficiency and Certificates of Completion prepare students for immediate employment, or students currently working and seeking a career upgrade.

The ASCC Vision holds as the central theme "Saili le Atamai" or to "Seek Knowledge" as an institutional foresight towards achieving the Mission and guiding principles of participatory governance that organizes the College's operating agreements and shared governance.

Furthermore, highlighting the ASCC's commitment to student learning is stated in institutional Core Values, which are the characteristics for internal constituents to ensure support of student learning. The institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.

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50 ASCC Catalog 2016-2018, pp. 155

The College has defined outcomes at all levels to emphasize the effectiveness of the Mission. These outcomes are assessed periodically following an annual or biennial assessment cycle that coincides with the catalog review and approval.

In the summer of 2015, the College revised Institutional Learning Outcomes to define the qualities and competencies of all students that graduate from the ASCC to reflect a shared institutional articulation of expectations for all certificate and degree recipients. The competencies include:

- Effective Communicators: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;
- Quantitative Competent Individuals: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;
- Critical Thinkers: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;
- Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;
- Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

The ASCC Mission review is an element of institutional program review, assessment and planning. Institutional assessment provides the information necessary for any revisions of the College's Mission. The Mission statement is approved by the governing board and published in the College Catalog.

7. Governing Board
The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. (Standard IV.C.1, IV.C.4, and IV.C.11)

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body member or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Board of Higher Education (BHE) is the final authority in all matters affecting the College and exercises jurisdiction over the institution's financial, educational, and other policies and relations with local and federal regulations. The BHE's fundamental responsibility is to ensure the long-term health of the College and has the resources needed to fulfill the Mission.

Public Law 22-30 of the American Samoa Code Annotated constitutes the ASCC Board of Higher Education:

> *16.2003   Establishment of Board of Higher Education.*
>
> *(a) The Board of Higher Education is established. The board shall consist of the director of education and 7 members, 6 of whom are appointed by the Governor with the advice and consent of the Legislature. The board members shall serve without compensation or other emoluments.*
> *(b) In order to provide continuity in the work of the board, the term of office of 6 of the Board members shall be for 4 years and shall be so arranged as not to expire at the same time. Members shall serve until their successors have been qualified. Vacancies shall be filled in the same manner as original appointments.*
>
> *The 7th member of the board is a 2nd year student of the College elected at a school-wide election during the first week of school. This member serves a one-year term and may be reelected. Vacancies are filled by an election held within 1 week of the knowledge of a vacancy.*
> ***History: 1992, PL 22-30.***[51]

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the territory. Board membership reflects diversity with doctoral degrees holders, a medical doctor, career educators, clergymen, retired military veterans, cultural leaders, and a student representative.

At present, the Board consists of seven members that include:

Reverend Dr. Leanavaotaua Sekuini Sevaaetasi, Board Chairperson
Reverend Dr. Sevaaetasi is one of the two returning members from the previous term and is the elected Chairperson of the Board of Higher Education. Reverend Dr. Sevaaetasi has been a member of the Board of Higher Education for 20 years. Dr. Sevaaetasi has been the

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51 Public Law 22-30

Minister of the Congregational Christian Church of American Samoa in the village of Tula for 26 years. Reverend Dr. Sevaaetasi holds a Masters of Sacred Theology from Yale and a Doctorate of Ministry from Pacific School of Religion, Berkeley, California. Dr. Sevaaetasi has been the General Secretary of the National Council of Churches in American Samoa and Secretary for Congregational Christian Church Missionary Committee for over 20 years. He is currently serving as the Chairperson of the Board of Higher Education.

Monsignor Reverend Fr. Viane Etuale, Vice Chairperson
Monsignor Viane Etuale is a former teacher, principal and Director of Catholic Schools for over twenty-five years. Monsignor Etuale's educational background includes Marist Brothers High School, Moamoa Theological College, Mount Angel Seminary in Portland, Oregon and the University of San Francisco where he earned a Master of Arts in Education and School Administration. Monsignor Etuale currently serves as Vicar General of the Diocese of Samoa-Pago Pago. Monsignor Etuale is also the Vice-Chairperson of the Board of Higher Education.

High Chief Tauiliili Lauifi, Board member
High Chief Tauiliili is the second returning Board member who has been on the Board for over 10 years. Tauiliili currently serves as the President of the American Samoa Veterans Association (ASVA) and the President of the U.S. Navy and U.S. Coast Guard Association of American Samoa. Tauiliili also continues to serve his Church and Community as the Deacon of the Congregational Christian Church of American Samoa (CCCAS of Fitiuta and Iliili) and a member of the Village Council of Fitiuta- District of Manu'a.

Dr. Annie Fuavai, Board member
Dr. Annie Fuavai is the Deputy to the CEO of the Lyndon B. Johnson Medical Center in Fagaalu, American Samoa. Dr. Fuavai is an Emergency Room Physician where she practiced medicine with distinction for over two decades. Dr. Fuavai's wide-ranging educational background includes Fa'asao High School, Seattle University, Fiji School of Medicine, University of Auckland and a Masters in Business Administration from the University of Phoenix. Dr. Fuavai was a former teacher at Samoana High School. Dr. Fuavai is active in her community and is a proven advocate of youth programs.

Reverend Elder Dr. Si'ulagi Solomona Jr., Board member
Reverend Elder Dr. Solomona Jr. is a former student of the American Samoa Community College (ASCC), who became one of the first five students to join the Phi Theta Kappa (PTK) in 1980 and served the PTK as the Vice President. He also was a member and President of the Student Government Association (SGA). Reverend Elder Dr. Solomona Jr. was a former ASCC instructor and chairperson of the Social Studies department. Dr. Solomona is a member of the American Samoa Humanities Council and is an instructor of the AGAPE Bible College. Dr. Solomona currently serves as the Senior Pastor of the Victory Chapel Christian Church in Pava'ia'i and holds a Doctorate in Public Administration from Golden Gate University.

Dr. Moreli J. Niuatoa, Board member
Dr. Moreli J. Niuatoa is an educator with over 25 years of teaching, administrative, and management experience. Currently, Dr. Niuatoa serves as the President of the Kanana Fou Theological Seminary. Dr. Niuatoa has taught in private and public schools in both American Samoa and the United States. Dr. Niuatoa holds an Associate of Arts degree, a Bachelor of Divinity, a Master of Arts in Religious Education and a Doctorate in Philosophy and is currently working on a Master of Psychology degree.

Director of American Samoa Department of Education, (currently vacant)

Mrs. Elena Sabrina Taule'ale'a Tavai, Student Representative
Mrs. Elena Sabrina Taule'ale'a Tavai is the newly elected student representative to the Board of Higher Education 2016-2017. Mrs. Elena graduated from high school in 1994 from Honolulu Hawaii, and has returned to the ASCC to complete her Associate's degree. As a second year student, Mrs. Tavai hopes to support her fellow students by being the voice of the student body within the Board of Higher Education.

As the governing body of the College, the Board is committed to leadership and governance assuring that policies that govern the College are essential to the achievement of the Mission. The BHE has set accountability measures used to evaluate performance and results from the self- evaluation are used to set annual goals.[52]

Trustees are held accountable to the following:
- Mission and Planning whereas members:
    - Are aware of the culture, history and values of the College;
    - Review the effectiveness of the Mission and purposes on a regular basis;
    - Assure that programs and services are responsive to community needs;
    - Approve and monitor the College's Institutional Strategic Plan; and
    - Set Board annual goals and monitor the progress towards achieving those goals.

- Policy Role whereas members:
    - Clearly understand the policy role in decision-making;
    - Assure that the College complies with relevant public laws, federal regulations, and accreditation standards; and
    - Update Board policies and Governance Manuals regularly.

- Board-President Relations whereas members:
    - Maintain positive working relationships with the College President;
    - Delegate the administration of the College to the President;
    - Set and communicate clear expectations for the President's performance; and
    - Evaluate the President's performance annually to assure appropriate conditions are met.

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52 BHE Self Evaluation 2015

- Community Relations and Advocacy whereas members:
    - Act on behalf of the public and citizens when making decisions;
    - Are active in community affairs;
    - Advocate on behalf of the College to local and federal government; and
    - Support the purposes of the College and fundraising efforts.

- Educational Programs and Quality whereas members:
    - Are knowledgeable about the educational and workforce training needs in the community;
    - Establish expectations and standards that enable them to monitor the quality and effectiveness of the College's educational programs;
    - Receive and review College reports on institutional effectiveness;
    - Are appropriately involved in the accreditation process; and
    - Understand and protect academic freedom.

- Fiduciary Role whereas members:
    - Assure that the budget reflects priorities in the College's Institutional Strategic Plan;
    - Assure effective fiscal management and internal controls;
    - Review the annual audit and monitor responses to recommendations;
    - Provide appropriate direction for seeking external funding; and
    - Support and ensure adequate financial reserve.

- Human Resources and Staff Relations whereas members:
    - Support ASCC human resource policies to ensure fair and equitable treatment of staff;
    - Follow protocol regarding Board business in communication with College employees;
    - Refrain from attempting to manage employee work; and,
    - Support faculty, staff, and student participation in College decision-making.

- Board Leadership whereas members:
    - Understand its leadership roles and responsibilities;
    - Express its authority only as a unit;
    - Understand that he/she has no legal authority outside Board roles;
    - Review regularly its by-laws or standards of practice and has a policy on addressing violations of the code;
    - Uphold and comply with the Board's by-laws;
    - Uphold the decisions made by the Board; and,
    - Reflect a climate of trust and respect in Board discussions.

- Board Meetings whereas members:
    - Conduct Board meetings in an orderly efficient manner;

- Provide sufficient information according to agenda items to ensure good Board decision-making;
- Maintain confidentiality of privileged information;
- Adopt and monitor the implementation of the College's Institutional Strategic Plan; and,
- Set annual goals based on self-evaluation and monitor progress accordingly.

- Board Education whereas members:
    - Participate in a comprehensive orientation to the Board and College (New Members);
    - Participate in trustee development activities;
    - Use self-evaluation processes to enhance performance; and,
    - Measure accomplishments of Board goals.

The BHE assures the community that the given authority is of a policy making board solely for the achieving of the College's Mission as well as, adhering to policies that pertain to the interest of the College, including but not limited to the codes of ethics.[53] The BHE has approved policies to address members suspicious of, or serves as a potential Conflict of Interest to the Board, and policies addressing Board actions for members in violation of Board law, codes of ethics, and conduct.[54]

8. Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Policy 3019 specifies established services and programs to support the successful operations and achievement of the Mission of the College.[55] The College demonstrates effectiveness in the recruitment and placement of all positions on the basis of merit, fitness, length and quality of service, relative skills, knowledge and ability. Two of the 2017 Institutional Priorities are Reclassification and Professional Development focusing on supporting student success and educational achievement. The institutional priorities provide for the appropriation of resources in staffing and in addressing the needs of the institution. The continuous evaluation of personnel on an annual basis ensures the alignment of qualifications to the needs of programs and services to effectively meet the College's Mission. Staff is organized in an effective manner to provide quality academic and administrative services for all students as reflected in the Organizational Chart.[56]

The President of the College ensures that all services and operations exist for the achievement of the ASCC's Mission and implementation of Board Policies through the designated administrative positions. Administrative positions are established and monitored

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53 BHE Policy 2002.1 Violation of the Law, Code of Ethics and Conduct

54 BHE Policy 2002.2 Conflict of Interest

55 Policy 3019, Support Services

56 ASCC 2015 Organizational Chart

by the President of the College through the Vice President of Academic and Student Affairs, and Vice President of Administration and Finance who monitor the effectiveness of services offered for programs and departments under their purview.[57]

The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in position descriptions. Administrators' recommendations regarding divisional operations follow the ASCC's Organizational Chart on communication protocol.[58]

Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to position functions. In addition, administrators are responsible for:

- Planning and implementing standing procedures are aligned accordingly to the department and program mission and or outcomes.
- Monitoring and assessing (Program Review) of outcomes, goals, objectives, activities, and department and program function to determine department and program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
- Developing an annual preliminary budget for operations is based on data and analyses that result in continuous improvements.
- Participating in the hiring processes for potential employees in accordance to expertise and qualifications.
- Supervising and evaluating the performance of personnel to assure that established outcomes, goals, objectives, activities, and department and program functions are acceptably met.
- Providing consultation and technical expertise to internal and external stakeholders regarding department and program mission and outcomes.

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

The ASCC's Mission ensures the students and community the offering of high quality educational programs and services.[59] Program offerings provide opportunities for students to achieve educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific.[60]

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57 Participatory Governance Manual pg. 21

58 Participatory Governance Structural Manual

59 ASCC Catalog 2016-2018, p. iii

60 ASCC Catalog 2016-2018, p. iii

All ASCC educational programs are aligned to the Mission of the College through the offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor's in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees are designed to prepare students to enter into the workforce and or prepare students to transfer to institutions of higher learning. Certificates of Proficiency and Certificates of Completion prepare students for immediate employment, for students currently working and seeking a career upgrade. The College offers eight Associate of Arts Degrees, 18 Associate of Science Degrees, one Bachelor's in Elementary Education Degree, 22 Certificates of Proficiency, and six Certificates of Completion.[61]

A time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at ASCC is at least two years. Based on degree completion rates, the majority of students require 2.5 to three years to complete an associate degree, which is consistent with established expectations in higher education. Based on degree completion rates for the Bachelor's degree, students require 2.5 to three years to complete a B.Ed. degree. The institution-set standard for graduation is 39 percent and within a 150 percent normal time to completion, which is equivalent to three years.

General education courses are offered every semester including the ten and six-week sessions to provide students opportunities to fulfill the general education competencies in the first year of study. For students who have completed general education courses, both Core and Co-Foundational Area courses are offered regularly to provide opportunities for students to complete all degree and graduation requirements.

The ASCC ensures that upon graduating from the College, all students should acquire the skills and demonstrate proficiencies in the Institutional Learning Outcome (ILO) competencies as follows:

- 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 covey their intended message using a variety of oral, written, and visual strategies.
- Critical Thinkers: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
- Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- 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.

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61 ASCC Catalog: 2016-2018 p.52

Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.

- 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.[62]

Types of degrees and certificates offered include:[63]

Bachelor's of Education in Elementary Education

Associate of Arts
- Liberal Arts

Associate of Arts with an Emphasis in
- Elementary Education
- Human Services
- Music
- Political Science
- Pre-Law
- Samoan Studies
- Visual Arts

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

Certificate of Proficiency

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62 Participatory Governance Structural Manual

63 ASCC Catalog 2016-2018 p.52

- Accounting
- Air Conditioning and Refrigeration
- Architectural Drafting
- Auto Body and Repair
- Advanced Automotive Technology
- Basic Automotive Technology
- Business Management
- Carpentry
- Civil Engineering Technology
- Diesel
- Electronics - Consumer
- Electronics – Communication Systems
- Electronics – Computer Systems
- Information Communication Technology – Electronic Office Option
- Electrical Technology
- Elementary Education
- Guidance and Counseling
- Marine Option Program
- Network and Computing
- Practical Nursing
- Public Health
- Welding

Certificate of Completion
- Auto Body Repair
- Basic Electrical Theory
- Carpentry Fundamentals
- Fundamentals of Automotive
- Nurse Aide
- Welding Fundamental

10. Academic Credit
The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

The ASCC follows accepted academic practices on awarding of credit based on instructional hours, credit per course, credits required for certificates and degrees, and in maintaining a 2.0 cumulative grade point average for Associate of Arts or Associate of Science degree and 2.7 cumulative grade point average for students graduating with a Bachelor's degree in Elementary Education.[64] A minimum of 127 academic credits of which 58 credits of the 300-

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64 ASCC Catalog 2016-2018 p. 33

400 level is required for a Bachelor's of Education degree as indicated in the 2016-2018 Catalog. A minimum of 60 academic credits is required for an associate degree. The General Education requirements for all Associate of Arts and Associate of Science degree programs are comprised of general education courses, which addresses the five General Education domains.

The College defines the academic credits as follows:
- Academic credits are granted for work completed successfully in courses.
- A lecture course carries one semester credit hour for one hour of classroom instruction per week.

Instructor-supervised laboratory work carries one semester credit hour for three hours of laboratory time per week. Note: Supervised laboratory work includes clinical, studio, internship, practicum, fieldwork, field training, and physical education courses.[65]

Course credit is awarded on successful completion of the course and achievement of Student Learning Outcomes (SLO). All courses currently offered at the ASCC have learning outcomes that are aligned to program and department degrees and certificates. Each course has course objectives that are linked to course content, methods of instruction, assessment and course requirements.[66]

Degrees are awarded on successful completion of GEO, Core and or Co-Foundational Area course requirements and successful achievement of student learning outcomes. All degrees and certificates requirements have course outcomes aligned to program learning outcomes and institutional learning outcomes. Each program has defined learning outcomes that are linked to course content, methods of instruction, assessment and course requirements. Programs evaluate outcomes using data sheets linked to outcomes that have been achieved by students upon completion of the course. Successful achievement of program learning outcomes and completion of program requirements allow students to earn degrees or certificates.[67] A minimum of 30 academic credits is required for a Certificate of Proficiency.[68]

The College does not offer courses based on clock hours.

The College has in place transfer-of-credit policies to address internal and external transfer of course credit. Policies are available to students via the College catalog. The ASCC 2016-2018 Catalog is available online.[69] When accepting transfer credits to fulfill degree requirements, the Registrar certifies the transfer credits through the approval process. This process involves students' submission of official transcripts to the Admissions Office for review and articulation, and the final review and approval of transferred courses by the department chairperson, director and the Dean of Academic Affairs. The process ensures the

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65 SCC Website: http://www.amsamoa.edu/archive.html

66 Annual Academic Program Review Manual 2014-2015, p. 2

67 Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014

68 ASCC Catalog 2016-2018, p.8

69 ASCC Catalog 2016-2018 p. 14

equivalency of transferred course credit to courses that are similar in scope and content. The process involves a review of course syllabi if available, and course articulations.

The College assures the quality of transferred courses through transfer policies. The Curriculum Committee and respective divisions review these policies biennially during the catalog review cycle.

These transfer of credit policies are stated in the 2016-2018 Catalog as follows: [70]
- Credits for Transfer Courses;
- Credits for Work/Life Experience;
- Credits Earned at Foreign (non U.S.) Colleges and Universities;
- Distance Learning Courses; and,
- Transfer Credits to Private and Public Off-Island Colleges and Universities.

The ASCC continuously updates and renews articulation agreements with off-island colleges and universities, through the Office of Academic Affairs. All articulation agreements are documented on the ASCC website and available at the Office of Academic Affairs.[71] Articulation agreements have been established with regional institutions where students are most likely to transfer. Other institutions have initiated articulation agreements. The ASCC administrators meet regularly with regional counterparts to initiate, review and renew articulation agreements. Course articulations with off-island colleges require a thorough review of General Education Outcomes, Core-Foundational Area outcomes and Co-Foundational Area outcomes through submission of the College course syllabi and catalog.

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 student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

The ASCC ensures that SLOs and student achievement processes are systematic, ongoing, and used for continuous improvements of its educational programs and services. The College emphasizes the importance of ongoing student learning dialogue and institution-set standards; ongoing evaluation of student learning processes; ongoing evaluation and improvement of organizational structure that supports student learning; and ongoing program review of student learning.

The College assures that there is data available on student learning for institutional review and analysis for all levels of planning and program review. Data includes degree requirements and student learning outcomes, student achievement indicators, enrollment

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70 ASCC Catalog 2016-2018 pp. 14-15

71 ASCC Website: http://www.amsamoa.edu/archive.html

trends, student placement, developmental passing rates (pre-collegiate), graduation rates, employee data, student opinion, and program reviews that are compiled in IDS and available on the College's website for institutional dialogue and decision-making.[72]

Student Learning Outcomes
The assessment of student learning ensures that SLOs are ongoing, systematic and used for continuous improvements of educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-set standards and achievement of set standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.[73]

The College defined four levels of SLOs that include ILOs, GEOs, PLOs, and CLOs. The ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students that complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitative competent individuals, critical thinkers, global citizens, and responsible leaders.[74]

The GEOs describe the first and third year qualities and competencies defined by the institution for students to be able to demonstrate in completion of the General Education Program for AA, AS, or B.Ed. degrees. Outcome qualities and competencies for ILOs are assessed through the general education program outcomes also referred to as the ILO first-year outcome qualities. These competencies are central to the five general education domains that include communication, information and technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility.[75] [76]

The PLOs describes the outcome qualities and competencies requirements that enhance content in core disciplinary areas of study and the qualities and competencies specific to a discipline or area of specialization. These qualities and competencies are categorized in the Core Foundational Areas and Co-Foundational Areas as requirements during the second, third, and fourth year of a student's degree pathway.[77] [78]

The College's CLOs describes the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course. Courses offered at the College are required to clearly state CLOs. This includes all courses in the General Education program, Core-Foundational Areas, and Co-Foundational Areas. CLOs are documented in Course Approval Form (CAF) that are approved by the Curriculum

72 Institutional Data Set, Home Page

73 Participatory Governance Structural Manual, pp. 22-25

74 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

75 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

76 ASCC 2016-2018 General Catalog, 300 Level General Education Outcomes, p. 155

77 ASCC 2016-2018 General Catalog, Core Foundational Areas, pp. 50-52

78 ASCC 2016-2018 General Catalog, Bachelor Program Requirements, pp. 155-156

Committee and noted in all faculty course syllabi. All original CAF are archived at the Office of Academic Affairs upon completion of the signature approval process.[79]

SLOs are implemented and assessed each semester by academic department and program faculty. The Academic Assessment Committee approved a two-year assessment cycle for all General Education, Core Foundational Areas, Co-Foundational Areas, and Developmental courses divided into four semesters.

Student Achievement Standards
Student achievement standards provide meaningful data to determine the academic content a student learns in a determined amount of time. The ASCC established institution-set achievement standards in the spring of 2015. The College's standards and data are used as a basis to focus institutional dialogue to improve student learning and student achievement through its assessment practices.

In the spring of 2015, the College defined pathways to success, as an avenue to determine milestones based on the path a student would experience in order to attain a certificate or degree.[80] These milestones include developmental course completion, gateway course completion, program and degree requirement course completion, persistence rates, and graduation and transfer rates.

Developmental courses also known as pre-collegiate courses are designed to prepare students for college competency based courses. Developmental courses are offered under the College Accelerated Preparatory Program (CAPP).[81] Course offerings for developmental courses follow a two six-week accelerated session in the fall and spring semesters.[82]

Developmental course completion rates indicate the number of students who successfully complete the highest non-credit bearing English and Math courses, which transition students into college readiness. Courses assessed include Math 90, English 90 and English 91. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for developmental course completion for all developmental courses (combined average for Math 90 and English 90 and 91) is 70 percent. The institution-set standard for the successful completion of English 90 and English 91 is 70 percent, and for Math 90 is 66 percent.[83]

The College continues to monitor the higher-level developmental courses each semester to review student completion trends.[84] The data for higher-level developmental courses are also disaggregated by gender, age, and ethnicity. Data for lower level developmental English and math courses are compiled separately in the IDS Toolkit on the College's website.[85] The

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79 Academic Affairs SOP Manual, Course Approval Form, p. 31

80 Institutional Data Set 0001, Student Achievement Indicators

81 ASCC 2016-2018 General Catalog, College Accelerated Preparatory Program, p. 9

82 ASCC 2016-2018 General Catalog, Academic Degrees, p. 6

83 Institutional Data Set 0001.2, Gateway Course Completion

84 Institutional Data Set 0001.1 Developmental Completion Rates

85 Institutional Data Set 0004, Developmental Passing Rates

Institutional Effectiveness division continues to monitor the College's achievement targets for developmental courses.

Gateway courses are designed to matriculate students into general education courses. All degree-seeking students must complete the gateway courses as prerequisites for majority of the Core Foundational Areas and Co-Foundational Areas courses. Students seeking a certificate of proficiency are required to take one Math and one English gateway course.[86]

Gateway course completion rates indicate the number of students who successfully complete college level English and Math courses as required by all degrees to transition into general education and program requirements. Courses assessed include Math 151, English 150, and English 151. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standards. The College's institution-set standard for gateway courses (combined average for Math 151, English 150 and 151) is 72 percent. The institution-set standard for successful completion for English 150 is 73 percent; English 151 is 72 percent, and for Math 151 is 63 percent.[87]

The Institutional Effectiveness division continues to monitor the College's achievement targets for gateway courses. Achievement targets are featured in the ASCC 2015-2016 Annual Report.[88]

Program and degree required courses are categorized in three main categories that include General Education courses, Core Foundational Area courses, and Co-Foundational Area courses.

General education courses are required courses for all degree-seeking students. General education courses emphasize learning outcomes that describe the College's expectations for all students in completion of the general education program.[89]

General education course completion rates indicate the number of students who successfully complete general education courses. Courses assessed vary depending on the general education domains and outcomes assessed.[90] Data collected are used to determine if the percentages meet or do not meet the College's institution-set standards. The College's institution-set standard for general education courses (combined average for all general education courses) is 75 percent.[91]

The Core Foundational Area (content enrichment courses) consists of courses identified to enhance content foundational competencies in the core disciplinary areas of study. Core

86 ASCC 2016-2018 General Catalog, Academic Certificates, p. 8

87 Institutional Data Set 0001.2, Gateway Course Completion

88 ASCC 2015-2016 Annual Report, p. 14

89 Institutional Data Set 0001.3a, General Education Course Completion

90 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

91 Institutional Data Set 0001.3a, General Education Course Completion

Foundational Area course requirements are determined by the College's degree programs based on core content competencies.[92]

Core Foundational Area course completion rates indicate the number of students who successfully complete Core Foundational Area courses. Courses assessed vary depending on the Core Foundational Area disciplines and outcomes assessed.[93] Data collected are used to determine if the percentages meet or do not meet the College's institution-set standards. The College's institution-set standard for Core Foundational Area courses (combined average for all Core Foundational Area courses) is 80 percent.[94]

The Co-Foundational Area (program-based courses) consists of courses identified specific to a discipline or specialized area. Co-Foundational Area courses are program specific and serve as required courses for degree emphasis areas or for a certificate of proficiency requirement in a specialized area.[95]

Co-Foundational Area course completion rates indicate the number of students who successfully complete Co-Foundational Area courses. Courses assessed vary depending on the Co-Foundational Area course requirements and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standards. The College's institution-set standard for Co-Foundational Area courses (combined average for all Core Foundational Area courses) is 90 percent.[96]

Persistence rates are defined by the College to determine the retention of students in the first, second, third, and fourth year. These rates are measured using fall cohorts. Rates are determined by the number of students enrolled consecutively from fall to spring semesters. First year cohorts are First Time in College (FTIC) students that are tracked from fall to the following spring semesters regardless of full time or part time status. The institution-set standard for first year retention is 50 percent with a stretch goal set at 60 percent. The same cohorts are then tracked from fall to spring semesters and again in the following fall semester to determine the second year retention. The institution-set standard for second year retention is 30 percent with a stretch goal set at 40 percent.[97]

Graduation and transfer rates are defined by the College to determine the successful completion of a degree or certificate requirement, and the percentages of students who transfer to institutions of higher learning or transition into the workforce.

Graduation rates for student achievement are based on cohort data captured by the College on percentages of cohort completion within a 150 percent of Normal Time of Completion (NTC). Percentages are aggregated according to cohort completion within a two-year, three-

92 ASCC 2016-2018 General Catalog, Core Foundational Areas, p. 50
93 ASCC 2016-2018 General Catalog, Core Foundational Areas, pp. 50-51
94 Institutional Data Set 0001.3b, Core Foundational Course Completion
95 ASCC 2016-2018 General Catalog, Co-Foundational Areas, p. 52
96 Institutional Data Set 0001.3c, Co-Foundational Course Completion
97 Institutional Data Set 0001.4, Persistence Rates

year NTC, four-year, and six-year timeframe, excluding summer sessions. The institution-set standard for graduation cohort rates is 39 percent.[98]

Transfer to institutions of higher learning is measured by the College based on the percentages of student graduates who transfer to other institutions of higher learning. Data collected and used to determine the percentage is based on potential graduates tracked through advising, students who receive scholarships and student loans, and graduates tracked through counseling services. The institution-set standard for transfer to institutions of higher learning is 18 percent.[99]

Transition into the workforce or gainful employment data is measured by the College to determine the percentages of students who transition into the workforce. Data used to determine the percentage is based on graduates tracked through advising and graduates tracked through counseling services.[100] The institution-set standard for transition into the workforce is 50 percent.

The College features the institution-set standards achievement targets in several publications that include the 2015-2016 Annual Report and Fact Book.[101] [102] The College completed the first academic one-year cycle of assessing institution-set achievement standards.

The ASCC's standards for student achievement guarantees the College's Mission is implemented and accountable for the offering of high quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways for student success allowed the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving educational goals.

Evaluation of the College's Institution-set Standards
In September 2015, an addendum was approved to implement the revised ILOs into the 2014-2016 General Catalog.[103] This led the Curriculum Committee to engage in rigorous dialogue to review courses in the core and Co-Foundational Areas in assessment of the second-year ILOs. Courses were approved for the second-year assessment of ILOs by the Curriculum Committee in the fall of 2015 for ILO qualities that include ILO one (Effective Communicators), three (Critical Thinkers), four (Global Citizens), and five (Responsible Leaders). ILO two (Quantitative Competent Individuals) courses were approved in the spring of 2016. The delay for the approval of courses for the assessment of ILO two was based on the assumption that there is limited content offered in program courses to meet the quality of

98 Institutional Data Set 0001.5a, Graduation Rates

99 Institutional Data Set 0001.5b, Transfer Rates

100 Institutional Data Set 0001.5c, Placement Rates

101 2015-2016 Annual Report

102 2015-2016 Fact Book

103 2016 Addendum, Implementation of Revised ILOs in the 2014-2016 Catalog

ILO two that states: "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."[104] The Curriculum Committee approved three courses that include ACC 220 (Automated Accounting), ED 240 (Instructional Technologies), and ICT 270 (Advance Office Applications), which are program specific courses. The Curriculum Committee is currently in the cycle of assessing the three courses for ILO two.

In spring 2016, the Curriculum Committee revised the Course Approval Forms (CAF) to include the alignment of ILO qualities to PLO and CLO competencies.[105] The Curriculum Committee also revised the data sheets required for all faculty to report outcome achievement competencies to include data for the subpopulation of students assessed in all courses.[106] This resulted in the revision of all course syllabi and CAF template to include alignment of ILO qualities and is documented in the Spring 2016 Assessment Exit Report.[107] A matrix was developed as a guide to map all program based courses that assesses ILO qualities.[108]

The College's measurement of outcome achievement is determined by course completion rates for the second-year whereas data for gender, ethnicity, and age groups are disaggregated. The College accounts for outcome-based competency alignment for the level of ILO qualities as demonstrated by program faculty in the spring 2016 syllabi and Course Approval Forms (CAF).

The College successfully completed the one-year assessment of institution-set standards since the development in the spring of 2015. Rigorous outcome assessments were conducted each semester at the course and program levels for competencies in the first, second, third, and fourth-year of a student's degree pathway.

The College learned from the review of institution-set standards that there are gaps in the reporting of outcomes for the first, second, third, and fourth-year assessment of ILO qualities as it was only developed in the fall of 2015. In order to better determine the needs of students in achieving the College's ILOs, and to better monitor the completion rates for institution-set standards for program requirements and SLOs, there is a need for a clear identification of ILO capstone or signature assignments to determine how outcomes identified by academic programs through curriculum mapping demonstrate a student's achievement of ILOs. Signature and capstone assignments justify the correlation of SLOs to institution-set standards and provide competency-based data for student subpopulations emphasizing services needed.[109]

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104 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

105 2016 Revised Course Approval Form

106 2016 Rubric Summary Template

107 2016 Assessment Exit Report (view on campus)

108 ILO Qualities and Competencies

109 SLO Alignment Manual

Courses assessed for the first-year ILO qualities are well defined in the general education program. General education course competencies are aligned to the general education domains that define the first-year level of ILO competencies required for all degree-seeking students.[110] The second, third, and fourth-year ILO qualities are program-based competencies in courses offered in the Core and Co-Foundational Areas. Academic degree programs identify the competency levels for the second, third, and fourth-year ILO qualities.[111]

In the spring and summer of 2016, the College provided the opportunity for faculty, staff, and administrators to attend off-island professional development training that included assessment workshops and technology and transferability training. Workshops included:
- Assessment 101: Spring 2016
- Assessment 201: Spring 2016
- Academic Resource Conference (ARC): Spring 2016
- American Association of Collegiate Registrars and Admissions Officers (AACRAO) Technology and Transfer Conference: Summer 2016

Workshop participants are required to submit an action plan to the Director of Curriculum and Assessment.[112] In the fall of 2016, the College held a second Convocation that included presentations from workshop participants on MOODLE training and rubric summaries.[113] The Director of Curriculum and Assessment scheduled additional training on rubric summaries, course approval forms, and SLO alignment, for the Academic Assessment Committee in the fall of 2016.[114]

In the fall of 2015, the Dean of Academic Affairs and Director of Curriculum and Assessment identified the need for additional staff for collecting, compiling, and data inputting for academic assessment purposes. The justification was reported in the bi-weekly reports by the Office of Academic Affairs.[115] In the spring of 2016, the Dean of Academic Affairs proposed for additional staff for fiscal year 2017 budget. In review of the budget request from the Office of Academic Affairs for additional staff, the Vice President of Academic and Student Affairs met with the Dean of Academic Affairs and the Director of Institutional Effectiveness to discuss service measures for additional staff as requested by the Dean of Academic Affairs for services pertinent to assessment. As a result, the Dean of Academic Affairs agreed to cost share with the division of Institutional Effectiveness by allocating 15,000 dollars to support the Research and Evaluation team that would assist the Director of Curriculum and Assessment with the collecting, compiling, analyzing, reporting, and disseminating of assessment information.

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110 ASCC 2016-2018 General Catalog, General Education, pp. 49-50
111 ASCC 2016-2018 General Catalog, B.Ed. ILO Aligned Courses, p. 154
112 2016 Workshop Participants Action Plans
113 2016 Convocation Agenda
114 2016 Academic Assessment Committee Training Schedule, Memo
115 Divisional of Academic Affairs, Biweekly Report

12. General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The General education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

The General Education (GE) program is the core of the undergraduate degree for all students, regardless of degree program. The General Education Outcomes describe competencies students should be able to demonstrate on completion of the general education requirements for an Associate of Arts or Associate of Science degrees. The General Education program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility.[116] The General Education requirements apply to students in the first two years of the Teacher Education program, with additional GE requirements embedded in third year courses for the B.Ed.[117]

The GER consists of 13 introductory collegiate courses as listed:
- Communication: ENG 150, ENG 151, SPH 153
- Information Technology Literacy: ICT 150
- Critical Thinking: MAT 151 and PHSCI 150 and 150L
- Global Awareness and Cultural Competence: HIS 150, HIS 151, HIS 162, HIS 170, HIS 171
- Personal Development and Responsibility: PSY 150 and HEA 150

The 300 level general education outcomes for the Bachelor's Degree in Elementary Education includes:
- Analysis and Research: ED 300, ED 301, ED 340
- Diversification: ED 300, ED 325
- Technology: ED 340

The ASCC GE courses for all associate degrees have been reviewed as part of the articulation negotiation with other U.S. colleges and universities. Community advisory councils recommend expected skills for gainful employment for programs that offer the Associate of Science degrees and certificates.

The process for General Education emphasizes a thorough review of General Education Outcome Qualities and Competencies by the Assessment and Curriculum Committees. The Curriculum Committee is comprised of a broad based representation of faculty from all

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116 ASCC Catalog 2016-2018, pp.49-50

117 ASCC Catalog 2016-2018, pp. 154-155

academic programs and departments. The Academic Assessment Committee is comprised mainly of faculty.[118]

Students are required to complete the General Education requirements in order to transition in to the second year courses. Students who have completed the GE sequence of courses have demonstrated strong competencies in content disciplines. Student achievement data is monitored through course matrices and syllabi for GE courses.

The General Education program provides a foundation for continued program of study or entry-level for gainful employment. Additional analysis is needed to validate the impact of GE requirements as students are applying these skills through their chosen programs of study, employment and pursuit of educational goals.[119] General Education courses are articulated with other off-island U.S. accredited institutions of higher learning.

Through program review and assessment data reports, the institution documents how well students are achieving identified outcomes for each College course. Departments are required to report student achievement data. General Education content was determined by the Assessment Committee and Curriculum Committee to be in alignment with the institution's Core Values and Mission Statement. The Curriculum Committee reviewed and approved the proposed outcomes needed for students to succeed in upper level courses and required GE courses. The General Education philosophy and domains are listed in the ASCC General Catalog 2012-2014, 2014-2016, and 2016-2018.[120]

The rationale for GE courses was communicated to all stakeholders via PowerPoint presentations, dialogue and discussion with both the Curriculum and Assessment committees, and the administration. These GE presentations were presented to faculty and staff.

The College identified and standardized General Education Outcomes (GEO) and Core and Co-Foundational Areas for all Associate of Arts, Associate of Science, and Bachelor's of Education degree programs. These outcomes and areas are comparable to those offered at other accredited institutions. GEO requirements have been identified to assess GEO outcomes for all degree programs to ensure students are well rounded in the general education area upon completion of the first year. In addition, Core and Co-Foundational Area course requirements have been identified to assess and enhance students' knowledge in the content areas. Associate of Arts and the Associate of Science degree require 28 credits for General Education and 32-38 credits for Core and Co-Foundational Areas. All certificates of proficiency require completion of one General Education Math and one General Education English course. GE outcomes have been identified for the B.Ed. program and are embedded in the third-year courses.[121] The B.Ed. program has a continuation of at least a two-year time frame period for a student to complete all B.Ed. third and fourth-year requirements. A prospective student must complete all B.Ed. pre-admission course requirements before enrolling in 300 level courses.

118 ASCC Catalog 2016-2018, pp. 49-52
119 ASCC Catalog 2016-2018, General Education, Core Foundational Area, and Co-Foundational Area, pp. 49-52
120 ASCC Catalog 2012-2014, pp. 55-56
121 ASCC Catalog 2016-2018 pp. 154-157

The ASCC, through the Curriculum Committee, established and set minimum degree requirements for all degrees and certificates following common practices set by U.S. institutions of higher learning. A minimum of 127 academic credits is required for a Bachelor of Education degree as indicated in the 2016-2018 Catalog. A minimum of 60 academic credits is required for an Associate degree. The General Education requirements for all Associate of Arts and Associate of Science degree programs are comprised of general education courses, which address the five General Education domains. These GE domains are Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. A minimum of thirty academic credits is required for a Certificate of Proficiency.[122]

13. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exists. (Standard I.C.7)

The ASCC's Academic Freedom policy 5002 is stated in the ASCC Catalog and the ASCC Governance Manual as follows: [123]

> *ASCC recognizes the principles of academic freedom, as expressed by the American Association of University Professors. Academic freedom is observed for the common good, the common good depends upon the free search for truth and its free exposition. Academic Freedom is essential to these purposes and applies to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the ASCC Instructor in teaching and of the student in learning.*

> *The President of the college shall ensure that all faculty, staff and students are aware of their duties, responsibilities and rights pertaining to Academic Freedom. The entire Academic Freedom Policy Statement shall be published in the ASCC General Catalog, Faculty Handbook and the Student Handbook.*[124]

Academic Freedom is clearly described in the 2016-2018 ASCC Catalog as follows:

> *Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the ASCC*

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122 ASCC Catalog 2016-2018 p. 8

123 Policy 5002, Academic Freedom

124 ASCC Governance Manual, Policy 5002

Instructor in teaching and of the student in learning. It carries with it duties correlative with rights.

Academic freedom:

> *The ASCC Instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. Some conditions may be required of commissioned work.*

> *Accordingly, the College defends the teachers' full right to freedom in the classroom to discuss or interpret his or her subject. The teacher has the right to be free from pressures and forces extraneous to the performance of his or her ethical and professional duties in the determination of the student's grades.*

> *The ASCC Instructor is entitled to freedom in the classroom in discussing his/her subject, but should be careful not to introduce into his/her teaching controversial matter that has no relation to the subject. When he or she speaks or writes as a citizen, they shall be free from institutional censorship or discipline. Thus while in accordance with all restrictions of applicable law concerning political activities in the work place, a faculty member is free to express publicly, in speaking or writing, his or her own considered view or opinion of any or all matters which are felt from time to time to be in need of such expression, provided that such statement shall satisfy the requirement of professional dignity, is done in good taste and is sensitive to the importance of local customs. Such statements are represented as other than the private view of the person making them. With such freedom comes a responsibility of objectively, respect for the opinion of others, and a keen attention to the present means of bias and error, particularly when exploring controversial subjects.*

> *When controversial matters arise, faculty and administrators are to address topics factually, and to refrain from using personal privilege or prestige to promote their own viewpoints. Furthermore, in no way should such views be distorted or implied to be the official position of the College or the Board of Higher Education. Controversial matters must be brought to the attention of the Dean of Academic Affairs.*

> *Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.*

> *His/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and the institution by his/her utterances.*

> *Hence he/she should at all times be accurate, should exercise appropriate restraint, and should show respect for the opinions of others.*[125]

The policy on student academic honesty is stated in the Governance Manual Policy 5300 on Academic Conduct of Students is on page 30 of the 2016-2018 ASCC General Catalog as follows:[126]

> *Academic Honesty and Integrity*
>
> *ASCC prohibits the following actions:*
> 1. *Plagiarism, the submitting of one person's written ideas or thoughts as one's own without giving proper citation or credit to the original author; and,*
> 2. *Cheating that includes, but is not limited to, unauthorized sharing of information on any exam with others before the end of all final exams; and,*
> 3. *The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted materials; and,*
> 4. *Knowingly furnishing false information to the college with the intent to deceive or fraud; and,*
> 5. *Forgery, alteration or misuse of documents, records, or identification; and,*
> 6. *The attempted or actual theft or damage of college property.*
>
> *Students in violation of any of the above actions will be reported to the Dean of Student Services to be disciplined and/or counseled, which may result in probation, suspension, or expulsion in accordance to the severity of the action.[127]*

14. Faculty
The institution has a sufficient number of qualified faculty, which includes full time and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

The ASCC has sufficient faculty to meet the College's Mission. Institutional effectiveness is assessed through regular divisional assessment and program review to determine the allocation of human and fiscal resources.

The ASCC fall 2016 Faculty composition is provided below:
- Percent of full-time Faculty: 73 percent
- Percent of Adjunct Faculty: 27 percent

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125 ASCC Catalog 2016 - 2018, pp. 38-39

126 Policy 5300, Academic Conduct of Students

127 ASCC 2016-2018 General Catalog, Academic Honesty and Integrity, pp. 30-31

- Faculty Qualifications: Doctorates: 5; Masters: 49; Bachelors: 6; Certification and Licensure: 1
- 61 full-time instructors, 23 part-time and adjunct faculty teaching classes in the fall 2016.

Full Time Faculty Statistics:

Full Time Faculty	Academic Year 2014-2015		Academic Year 2015-2016	
	Fall	Spring	Fall	Spring
Doctorate	5	6	6	5
Masters	43	44	44	44
Bachelors with licensure	6	6	6	5
Certification/Licensure	3	3	3	1
Total:	**57**	**59**	**59**	**60**

Part Time and Adjunct Faculty Statistics:

Part Time and Adjunct Faculty	Academic Year 2014-2015		Academic Year 2015-2016	
	Fall	Spring	Fall	Spring
Doctorate	1	1	2	2
Masters	9	9	12	14
Bachelors with licensure	1	2	2	1
Certification/Licensure	4	3	1	2
Total:	**15**	**15**	**17**	**19**

Full-time faculty credentials as of fall 2016:

Full Time Faculty	Collegiate (GEO, Core, Co-Foundational, Enrichment)	Vocational/Technical (TTD and Nursing)	Developmental (Pre-collegiate)	AELEL
Doctorate	4	0	1	0
Masters	38	1	7	3
Bachelors with licensure	2	3	0	1
Certification/Licensure	0	1	0	0
Total:	**44**	**5**	**8**	**4**

Part-time and adjunct fall 2016:

Part Time or Adjunct Faculty	Collegiate (GEO, Core, Co-Foundational, Enrichment)	Vocational/Technical (TTD and Nursing)	Developmental (Pre-collegiate)	AELEL
Doctorate	2	0	0	0
Masters	14	2	0	0

Bachelors with Licensure	0	4	0	0
Certification	0	1	0	0
Total:	**16**	**7**	**0**	**0**

Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate. Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as Senate Officers. Terms and conditions for officers are determined through the Senate's by-laws.[128]

The faculty performance evaluation instrument has been thoroughly reviewed by the Faculty Senate.[129] As a result of the review, the faculty performance evaluation instrument was revised in fall 2014 to include the development, implementation, assessment and analysis of student learning outcomes, and in summer 2015 to include faculty participation in the ASCC's Institutional and Divisional Program Reviews.

Faculty position review forms are revised and continue to be updated to indicate changes in faculty job descriptions.

Faculties are represented in several decision-making groups at the committee level that focus directly on the development and review of curriculum as well as assessment of student learning and student achievement. Decision-making groups include the Institutional Planning Executive Core Committee (IPECC), Curriculum Committee, and Academic Assessment Committee.

Faculties are appointed to serve as department chairpersons. The appointment of chairpersons is recommended by the Dean of Academic of Affairs to ensure continuity and the quality of outcome planning, implementation, assessment and degree offerings. The College's Curriculum Committee that is comprised mainly of department chairpersons meet monthly. It is the Curriculum Committee's responsibility to review and approve new course proposals, course and program changes, and provide quality review of degree requirements and recommendations to improve academic policies and processes.[130]

The Academic Assessment Committee is comprised of faculty members who represent all academic programs and departments. The focus of the committee is to provide an analysis of student learning outcomes and monitor outcomes based on defined assessment processes in achieving the ASCC institution-set standards.[131]

Faculties are represented in the Institutional Planning Executive Core Committee (IPECC) through a faculty representative appointed by the Faculty Senate as well as a faculty for the

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128 Participatory Governance Structural Manual, p. 14

129 Faculty Performance Evaluation Form

130 Participatory Governance Structural Manual, p. 18

131 Participatory Governance Structural Manual, p.18

American Samoa Bachelor's of Education Program. The IPECC serves as a governance group that monitors the implementation of institutional program reviews and planning.[132]

15. Student Support Services
The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

The ASCC provides an appropriate range and scope of student support services to meet the needs of students and support of the College's Mission.

The mission of the Division of Student Services (DOSS) is to support the educational pursuit of all students attending ASCC through the provision of high quality services, student access, and learning support. The DOSS provides information and services in financial aid resources, library, counseling, tutorial, admission and records that are available to all ASCC students.[133] The DOSS works collaboratively with the Division of Academic Affairs to provide guidance to students for career planning, transferability and successful entry into the workforce.

Student accessibility to the following forms and services are available through the College website:
- Online registration (On-campus only)
- Admissions Application
- Transcript Request
- Financial Aid Handbook
- Student Handbook
- 411 Student Newsletter

In August 2015, the Board of Higher Education amended the ASCC Organizational Chart to bring together all student support services under the supervision of the Dean of Student Services. Departments included in the reorganization of the DOSS are the Library, Admissions, Financial Aid, Records, Counseling and Student Support and Learning Services. The current organizational structure combined all necessary student support services for the purpose of meeting the needs of diverse student populations.

Renovations to the current office space were made to improve accessibility, privacy and to accommodate increasing needs of all prospective, new, and continuing students. The DOSS will move into the Multi-Purpose Center (MPC) by 2017. The MPC will provide offices for DOSS and space for student activities and services, including Student Government Association (SGA) and club meeting rooms and an auditorium for programs and performances. Student career and transfer support services are located at the Career Transfer Center (CTC).[134]

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132 Participatory Governance Structural Manual, p.17

133 ASCC Catalog 2016-2018, p. 11

134 Comprehensive Student Services Manual

In the summer of 2016, the Leadership Triangle reviewed the draft of the ASCC 2016-2018 College catalog. Revisions were made to the flow of information and clarification of services provided by DOSS.

Tutoring services are available to all enrolled students to help assist in attainment of personal and academic goals. The comprehensive tutoring services provide quality academic support to all enrolled students, and are available as one-on-one assistance and small group sessions. Programs and departments that offer tutorial services serve a target student population in Science, Technology, Engineering and Mathematics (STEM) through the Louis Stokes Alliances for Minority Participation (LSAMP) grant.[135]

Divisional Assessment and the Low Grade Reporting referrals[136] are used as measures to assess the effectiveness of DOSS support services. The DOSS works in collaboration with the Division of Academic Affairs (DOAA)[137] to assist students with low grades and or students on academic probation to create an academic plan for improvement in their academic performance.[138] One measure of the DOSS Student Support and Learning Services (SSLS) effectiveness is the final grades of students who received tutoring services within the semester. Additional measures include the availability of tutoring services for students with specific needs in the first, second, third and fourth year career pathway for success.

The DOSS provides academic, career, personal, transfer and diversity counseling to all students including those who are educationally underserved, challenged and non-traditional. Career and transfer counseling services include the collection, maintenance, and distribution of academic, transfer and career information. The counselors provide services to assist students with applications to institutions of higher learning, gainful employment, scholarships, loans and financial aid. The DOSS counselors teach the College and Life Planning (CLP) course to guide students along career and life pathways. Through internal daily logs and sign-in sheets, the DOSS was able to conclude that students were not regularly accessing services. As a result of this finding, the institution made a decision for the CLP course to be included in the career development general education program. The DOSS will now be able to collect more data through CLP for meaningful analysis inclusive to student needs.[139]

The institution's Mission clearly describes broad educational purposes for fostering successful student learning by providing quality educational programs that will enable students to achieve educational goals, and contribute to the social, cultural, political economic, technological, and environmental well-being of a student's learning experience.

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135 Comprehensive Student Services Manual

136 ASCC Catalog 2016-2018, p. 1-6

137 DOSS Standard Operating Procedures Manual

138 Comprehensive Student Services Manual

139 ASCC 2016-2018 General Catalog, College Life Planning Course, p. 55

The College identifies co-curricular programs as learning experiences that complement the institution's academic curriculum. Co-curricular programs enhance the academic curriculum and indirectly impact student learning outcomes and achievement.

The DOSS and academic programs encourage and support students in many areas of educational, civic and social development. The DOAA supports co-curricular activities and programs in collaboration with the DOSS.

The College offers all students a wide range of co-curricular opportunities enabling participation to enhance and develop many social, cultural, and professional skills. The following is a list of co-curricular programs and clubs that help to support student social, cultural and professional skills:
- ACNR- STEPUP, Agriculture 4-H Collegiate Club, Internships, Extension Programs
- BAOA (Business Ambassadors of American Samoa Community College)
- LSAMP (Louis Stokes Alliance Minority Program)
- SAFF – Samoan Association for Fa'aSamoa
- Justice Club
- Psychology Club
- Peer Mentor/YANA (You Are Not Alone)
- AHEC/HOSA (American Health Educational Career and Health)
- Service Learning
- Physical Education Department Intramurals (SGA's intramural activities-volleyball, basketball, rugby)
- EXITO – Build EXITO Research Enrichment

16. Admissions
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

As an open admission institution, the College does not restrict entry but provides for appropriate placement and support to assure that students are able to benefit from the ASCC programs. The following policies support the College's Mission statement:
- *Policy 5210 – Student Admission*
- *Policy 5211 – Student Developmental Coursework*
- *Policy 5212 – Early Admission*
- *Policy 5213 – Exception*
- *Policy 5214 – Placement Test*
- *Policy 5215 – Residency Requirements*
- *Policy 5311 - Course Pre-requisite*
- *Policy 5316 – Credits for Transfer Courses*
- *Policy 5317 – Credits by Examination*

The College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. Most new students test into developmental courses and are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80 and 90, English/Reading 70, 80, 90 and English/Writing 71, 81, 91) to prepare for College level courses.

The Nursing and Bachelor's of Elementary Education programs have specific pre-admission requirements that are posted in the Catalog and on the student's Individual Education Plan (IEP).

Faculty, academic chairpersons, deans and directors work collaboratively with the Division of Student Services (DOSS), and the CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported. The SOP allows for the adherence to the college admission policies and consistent with the College's Mission.

College-wide discussions are frequent, ongoing, and have facilitated progress toward significant program and service improvements.

17. Information and Learning Support Resources
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

The ASCC Library is a two-story 9960 square feet building located on the western side of campus facing the main road. The library has a collection of approximately 40,000 volumes that includes a subscription to 90 periodicals and online databases for full-text professional and scholarly articles, reference books, journals, and newspapers for student and faculty research.

The technology resources on campus are adequate for current needs with closer collaboration with other service divisions to assure that students receive the appropriate level of support. The library facility has 18 desktop computers, all with Internet connectivity and Office Suite Software for student use. Ten computers are located on the first floor Reference area section with Printer and Industrial Copier while eight computers are located on the second floor Education Resource Center room for Bachelor's degree seeking students with both a Printer and Color Printer. The library and campus also has a secured Wi-Fi connectivity.

In addition, MIS PC labs in room 15 and 16, located in the Quad Area by the library are staffed with two MIS lab assistants. Each computer lab room has one MIS Lab Assistant and is equipped with 32 PCs and a printer. Lab Assistants provide technical computer support to lab users as well as guidance on Internet research access.

Both labs are supervised for proper lab usage, with a required user sign-in to track user lab activity. The Student Learning Assistance (SLA) Center has two labs. The main center has five PCs and a printer; the annex has six laptops and a printer. The SLA Center and annex are staffed with tutors and each location has a supervisor. The SLA Center also maintains sign-in information to track activity.

The ASCC library is a member of the American Samoa Library Consortium that includes American Samoa Historic Preservation Office, Feleti Barstow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, Tafuna Juvenile Correctional Center, and KVZK-TV Station.

Card catalog and Online Public Access Catalog (OPAC) provide information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty use.[140]

The library collection consists of books, periodicals and electronic resources to assist library users research needs in the following Collection Areas:

- The Reference Collection is located on the first floor of the library. This collection consists of Encyclopedias, Almanacs, Dictionaries, Atlases, Handbooks, and other reference materials. The Magazine collection is located in the Reference area of the library. The Reference Collection area contains ten student desktop computer carrels with a printer, located at the adjacent Circulation Desk, to facilitate student learning and research, as well as ten study-tables.

- The General Collection for user checkout is located on the second floor of the library and consists of Non-fiction and Fiction Books. This collection contains the Biography, Large-Print, Juvenile, Paperback, and Spanish Language collections. The General Collection area contains 12 study-tables and five individual study carrels.

- The Education Resource Center (ERC) room is located on the second floor of the library and contains educational books and periodicals in support of the American Samoa Bachelor's in Elementary Education and teacher education courses. The ERC room is equipped with eight student desktop computers and two printers to facilitate student learning and research, as well as three study-tables and three individual study carrels.

- The Special Collection Room called the Samoa and other Pacific Islands Collection, is located on the first floor and contains books, periodicals and materials on Samoa and other Pacific Islands, Pacific CD-ROMs, and materials from the South Pacific Commission. The library's Rare Book Collection is located in this room. The Special Collection area is equipped with a fax and photocopy machine and three study-tables. The ASCC research Publications is available in the Special Collection Room. The

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140 ASCC website main page search library link ASLC.FollettDestiny.com

Special Collection Room also provides access to the Samoa Studies Institute archives via the ASCC's website.

In addition to the College's collection materials, books may be borrowed or accessed online from the Feleti Barstow Public Library, University of Hawaii-Manoa Libraries, University of Guam Libraries, and the College of Micronesia Library through a Memorandum of Understanding interlibrary loan program with each of these affiliate libraries.[141]

The ASCC collaborates with other institutions but is primarily responsible for its own resources. The ASCC Library is a member of the American Samoa Library Consortium (ASLC). Member institutions include the American Samoa Historic Preservation Office, Feleti Barstow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, Tafuna Juvenile Correctional Center, and the Office of Public Information.

The Library Consortium Members are connected via the above online Follett Automation System called "Destiny" that allows consortium campus users to renew borrowed items online via a web interface for all materials in the libraries across all campuses.

The library participates in the Interlibrary Loan program for borrowing books or document delivery through a Memorandum of Understanding with the University of Hawaii-Manoa Libraries, University of Guam Libraries, and the College of Micronesia Library. As a result, library users from participating campuses can borrow collection items, for a nominal fee, from another member's campus collection.

The institution evaluates and ensures the quality of contracted services through review and renewal of existing MOUs with affiliate libraries for the interlibrary loan program.

18. Financial Resources
The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

The College emphasizes broad-based understanding of priorities and processes to implement strategies to achieve outcomes through the Participatory Governance Structural Manual (PGSM). The ASCC Mission is essential to institutional planning through the emphasis on student learning and achievement.

Revenues generated through available financial resources are sufficient to support the ASCC Mission and student learning programs.

The overall approved budget for 2016 is $12.3 million.

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141 Reference copy of MOUs

Budget Summary 2016

Local Revenue Resources

ASCC Revenue (Tuition and other)	$ 4,016,000
General Fund Subsidy	$ 3,000,000
DOI Grant in Aid	$ 1,358,000
Total revenue sources for local funds	$ 8,374,000

Grant Revenue Resources

Federal Grants	$ 3,926,000
Total Revenue Sources for Grants	$ 3,926,000

Total Approved Budget:	$12,300,000

The institution manages fiscal resources through monthly analysis that is conducted in collaboration by the finance division and the Leadership Team. Planned purchases were implemented during fiscal year 2015, as an additional instrument to assist divisions, departments, and the institution as a whole in managing fiscal resources with integrity.[142]In the eleventh month of the fiscal year 2016, the institution's general fund revenue generated nine percent above the operation expenditures.[143]

The resource allocation is an integral part of the College's budget planning process,[144] which provides the means based on available resources to fund the institution's priorities outlined in the ISP 2015-2020.[145] The College emphasizes broad-based understanding of priorities and processes to implement strategies to achieve outcomes through the PGSM. The ASCC Mission is essential to institutional planning through emphasis on student learning and achievement.

The College has fully assessed the Mission through program review processes in the spring of 2016. Data results from SLO assessment, institution-set standards, and committee recommendations were used to set the institutional priorities for fiscal year 2017. The President issued a memo institutionally to inform all internal stakeholders of the College's institutional priorities to base all department planning and budget proposals for fiscal year 2017.[146] Department budget plans and proposals were submitted to the appropriate vice presidents and the President according to protocol for review. In the review of the College's fiscal year 2017 budget, the Leadership Triangle invited the Chief Financial Officer, Human Resources Officer, and the Director of Institutional Effectiveness to participate in the review of the College's fiscal year 2017 budget proposal to note changes made and for input concerning human, physical, and fiscal resources and committee recommendations.[147] The

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142 2015 Planned Purchase Memo and Form

143 August 31, 2016 General Fund Budget vs. Expenditure Report

144 Annual Budget Process

145 ISP 2015-2020 – Expected Outcome Summary, pp. 71-79

146 FY 2017 Institutional Priorities, President's Memo

147 FY 2017 Budget Review, Chief Information Officer Notes

fiscal year 2017 budget was finalized by the President, and presented to the Board for review and approval.

The ASCC continues to plan, implement, monitor for compliance, and assess fiscal resources to maintain financial stability to support student learning programs and services.[148] In continuous efforts to sustain the institution's financial solvency, the ASCC formulated and approved the cash reserve Policy 7212 in 2015.[149] The cash reserve policy specifies the level of funds that the institution must set aside. The institution increased cash reserves during fiscal year 2016 and has exceeded the minimum threshold by 28 percent.[150]

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

The annual divisional and biennial institutional program reviews are designed to gather evidence from constituents. The results of the evidence indicate the effectiveness of programs and services and are used for planning and resource allocation. This process includes the review and analysis of program review results and dialogue to determine the institution's priority areas in the five-year institutional strategic plan.

Bi-weekly and quarterly reports are avenues for divisional reporting of challenges and providing recommendations for operations and improvements in processes or procedures that make the division's programs and services more effective. The quarterly reports are self-assessments and divisional plans combined in that the divisions report challenges and make recommendations for improvement. These recommendations are revisited in the subsequent quarter and at the end of the year in the End of Year Summary Report. The bi-weekly and quarterly reports are uploaded on Compliance Assist.

The College's recent actions to set institution-set standards and realignment of practices toward the monitoring, assessing, and evaluating of those standards, provided a clear understanding of the College's priorities that focus on student learning.

The College has defined institutional SOP for program review, institutional assessment, and institutional planning as processes to assess the Mission of the College.[151]

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148 Show Cause Recommendation Report, TCO Subcommittee Report, pp. 61-63

149 ASCC New Cash Reserve Policy 7212

150 ASCC Operation and Maintenance Balance as of 9-30-16

151 Participatory Governance Structural Manual, Program Review, pp. 20-22

The IPECC as a governance group is responsible for program review and planning and provided a comprehensive review using program review data, institutional data, and policies in the finalizing of the ISP 2015-2020 status updates.[152] Given the IPECC's review, a template was identified to link all ISP 2015-2020 expected outcomes and the IPECC status recommendations to the Academic Excellence Plan. Other outstanding recommendations were noted by IPECC that include:

- To change the implementation cycle of assessment and program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance;
- To initiate an annual professional recognition for all the ASCC employees;
- To link student opinion data to service divisions for planning and improvement of SOP;
- To reemphasize the linkage of each divisional mission to the ASCC's Mission and provide training accordingly and consistently;
- To review service missions of all divisions and assess appropriateness of annual allocation;
- To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation, and to review the appropriateness and accuracy of institutional protocol and all institutional forms;
- To review access policies to data systems and confidentiality pertaining to access and data;
- To increase funding sources for software updates, improvement of email services, and increase network improvements and connectivity;
- To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and,
- To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer or Internet access.

Student achievement and assessment data are available to the College's stakeholders through fact books, fact sheets, annual reports and IDS Toolkit on the College's website. All documents published by the College are available on the ASCC website.[153]

The ASCC's Compliance Assist, a web-based data sharing and management system, houses most of the institutional data collected by the institution.

20. Integrity in Communication with the Public
The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information. (Standard I.C.2)

The catalog is available both in printed and electronic format on the ASCC Website.

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152 Appendix B: IPECC Update of ISP 2015-2020

153 ASCC Website, Institutional Effectiveness: http://www.amsamoa.edu/institution/ie.html

The beginning pages of the College's catalog features the Mission, Vision, Institutional Learning Outcomes, Core Values, the President's message, table of contents, and the academic calendar.

The ASCC Catalog 2016-2018 provides the following general information:
- Official Name, Address, Telephone Number(s), and Web Site Address[154]
- Accreditation Status[155]
- History of the College[156]
- Educational Mission[157]
- Course, Program, and Degree Offerings[158]
- Academic Calendar and Program Length [159] [160]
- Academic Freedom Statement[161]
- Available Student Financial Aid[162]
- Available Learning Resources[163]
- Names and Degrees of Administrators and Faculty[164] [165]
- Names of Governing Board Members[166]

The ASCC Catalog 2016-2018 provides general information of the following Requirements:
- Admissions[167]
- Student Fees and Other Financial Obligations[168]
- Degree, Certificates, Graduation and Transfer[169] [170] [171]

The ASCC Catalog 2016-2018 provides general information of the following major policies affecting students:
- Academic Regulations, including Academic Honesty[172] [173]
- Nondiscrimination and Affirmative Actions[174]
- Disability Access and Reasonable Accommodation Services[175]

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154 ASCC 2016-2018 General Catalog, General Information, p. 1

155 ASCC 2016-2018 General Catalog, Accreditation Status, p. 1

156 ASCC 2016-2018 General Catalog, General Information, p. 1

157 ASCC 2016-2018 General Catalog, Mission, pp. ii-iii

158 ASCC 2016-2018 General Catalog, Program Degree and Course Offering, pp. 48-159

159 ASCC 2016-2018 General Catalog, Academic Calendar, pp. xi-xix

160 ASCC 2016-2018 General Catalog, Academic Degrees, pp. 6-8

161 ASCC 2016-2018 General Catalog, ASCC Policy Statement on Academic Freedom, pp. 38-39

162 ASCC 2016-2018 General Catalog, Financial Aid, pp. 22-24

163 ASCC 2016-2018 General Catalog, Learning Services, pp. 24-28

164 ASCC 2016-2018 General Catalog, ASCC Administration, pp. 161-163

165 ASCC 2016-2018 General Catalog, ASCC Faculty, pp. 163-167

166 ASCC 2016-2018 General Catalog, Board of Higher Education, p. 161

167 ASCC 2016-2018 General Catalog, Admissions, pp. 11-15

168 ASCC 2016-2018 General Catalog, Tuition and Fees, pp. 15-17

169 ASCC 2016-2018 General Catalog, Academic Degrees, pp. 6-8

170 ASCC 2016-2018 General Catalog, Graduation Requirements, p. 40

171 ASCC 2016-2018 General Catalog, Transfer Credits to Colleges and Universities, pp. 21-22

172 ASCC 2016-2018 General Catalog, Student Rights and Responsibilities, pp. 28-32

173 ASCC 2016-2018 General Catalog, Academic Policies and Procedures, pp. 32-39

174 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

- Veterans Access Fees and Tuition Policy[176]
- Violence Against Women Act[177]
- Drug Free Policy[178]
- Acceptance of Transfer Credits[179]
- Transcripts[180]
- Grievance and Complaint Procedures[181]
- Sexual Harassment[182]
- Refund of Fees[183]

The ASCC Catalog is reviewed, revised, and updated every two years by the Curriculum Committee to ensure that information is current and accurate, and that all program changes and requirements are clearly defined. When divisions require changes, updates, or revisions to services or programs they are presented to the Curriculum Committee for approval to be included in the new catalog. The Catalog can be viewed by all stakeholders and the public on the ASCC website.

Catalog revisions are reviewed by the deans, respective Vice Presidents and the President, and forwarded to the Board of Higher Education for final approval. Upon approval by the Board of Higher Education, the electronic version of the Catalog is uploaded to the ASCC website and hard copies are published. [184]

Any addendum to the catalog is available at the Office of Academic Affairs or on the College's website.

21. Integrity in Relations with the Accreditation Commission:
The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

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175 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

176 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

177 ASCC 2016-2018 General Catalog, Policy and Mandates, pp. 3-4

178 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 4

179 ASCC 2016-2018 General Catalog, Transfer Credit to Colleges and Universities, pp. 21-22

180 ASCC 2016-2018 General Catalog, Transcripts, p. 22

181 ASCC 2016-2018 General Catalog, Academic Grievance, p. 31-32

182 ASCC 2016-2018 General Catalog, Sexual Harassment, p. 30

183 ASCC 2016-2018 General Catalog, Tuition and Fees, pp. 15-17

184 Signature page of Board Approval of Catalog

The ASCC has policies to assure commitment to accreditation. Policies include Policy 3010.1-College Accreditation, Policy 3010.2-College Accreditation Administration, and Policy 3026-Unauthorized use of College Name.[185]

As an accredited institution under the purview of the WASC-ACCJC, the ASCC continues commitment to adhere to the Eligibility Requirements, Accreditations Standards, and Commission Policies for which the College has voluntarily applied for and was granted accreditation.

Accreditation with the ACCJC Commission is made known to the public through the media. The IE division follows protocol for public release of information to ensure accuracy and updated information. Compliance with federal regulations is ongoing as is evidenced in the College's catalog and handbooks, grant reports, and standard alignment of curriculum and programs. The institution responded immediately to address accreditation issues and submitted substantive change proposals and reports as required to address the concerns of the Commission. The College continues to work with the Commission and submits annual reports demonstrating the progress toward improvement and achievement of institutional outcomes.

In response to the ASCC's Warning Sanction requirements, the President collaborated with the vice presidents and the accreditation liaison officers to compile a planning schedule to guide the institution to address the remaining deficiencies noted in the 2016 Commission Action Letter to the College.[186] In February 2016, the College issued a public notice to inform the community of the College's accreditation status followed with detailed presentations to the Board of Higher Education and the College's stakeholders regarding the status of accreditation, required actions, focus and action plans, sustaining institutional effectiveness, and an action timeline.[187] [188]

The ASCC held a second convocation with all internal stakeholders of the College in the fall of 2016. The two-day convocation focused on the College's accreditation status, reemphasizing perspectives of best practices, the purposes of self-study, accreditation as a voluntary process, addressing ACCJC Recommendations, and access to accreditation information and resources.[189] All reports on accreditation and addressing recommendations are made available on the ASCC website.

185 BHE Approved Policies June 2014, pp. 10-11

186 ASCC 2016 Accreditation Timeline

187 ASCC 2016 Accreditation Status, Presentation to the BHE, PPT

188 ASCC 2016 Accreditation Status, Presentation to Internal Stakeholders, PPT

189 ASCC 2016 Convocation Presentation, PPT

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution that demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally the institution uses analysis of quantitative and qualitative data and analysis in an ongoing and systematic to verify and improve the effectiveness by which the mission on is accomplished.

IA. Mission

I.A.1. The Mission describes the institution's broad based educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6)

The mission statement of the American Samoa Community College (ASCC) is written and published in both English and Samoan in the 2016-2018 College Catalog, and clearly describes its broad educational purposes for fostering successful student learning by providing high quality educational programs and services that allow students to achieve their educational goals and contribute to the well-being of American Samoa.

Table 1: Manulautī **/** Mission Statement in 2016-2018 p. ii-iii

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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 well-being 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 non-traditional for:
- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific.

O le manulautī a le Kolisi Tuufaatasi o Amerika Samoa o le tu'uina atu o polokalama ma tautua faalea'oa'oga i se tulaga maoa'e ina ia manuia ai a'oa'oga a tagata a'oga ma mafai ai ona 'ausia sini faalea'oa'oga ma tofu sao i le soifua manuia tau i le vafealoai, faaleaganuu, faafaigamalo, faatamāoaigā, faatekonolosi, ma le si'os'iomaga o Amerika Samoa.

Ina ia taunu'u lenei manulautī, o le Kolisi, ona o se a'oga e tatala le ulufale i so'o se tagata, e taualoa i tulaga taua'oa'oga a le Iunaite Setete, ma o se a'oga tau Laufanua ma Atinae, e tuuina atu avanoa mo tikeri pakaloli ma tikeri faavae faapea tusipasi. O nei polokalama o lo o saunia ai tagata a'oga uma e aofia ai ma i latou e faigata ona maua avanoa, lu'itauina, po'o i latou sa le i masani ona avea ma tagata a'oga i se kolisi mo le:

- Faaauau atu i iunivesite ma aoaoga maualuluga atu
- Faamanuiaina i galuega
- Sailiiliga ma le faalautelega i mataupu tau tagata ma punaoa faalenatura
- Silafia o Samoa ma le Pasefika.

The ASCC is an open-admission institution that provides educational opportunities for students who are educationally underserved, challenged, and non-traditional for transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific through the offering of certificates, associate degrees, and a baccalaureate degree in elementary education.

All of the College's educational programs are aligned to the Mission statement. These educational programs are designed whereas its associate of arts degrees is to prepare students

to transfer to institutions of higher learning, which includes the College's bachelors program in elementary education. Associate of science degrees and certificates of completion and certificates of proficiency prepare students to enter into the workforce. Its bachelor degree in elementary education provides a student the opportunity to enter the workforce.

The ASCC Mission is essential to institutional program review, student learning outcomes, and planning through its emphasis on student learning and student achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, participatory governance Core Values, and achievement of its Institutional Learning Outcomes (ILOs) in assuring that student centeredness is central to institutional planning and the setting of institutional priorities. The College sets its long-range priorities, which allow the institution to implement and evaluate its defined goals and objectives for ongoing improvement. The institutional strategic plan serves as the mechanism used to monitor the progress of achieving the College's Mission.[190]

The ASCC Vision holds as its central theme "Saili le Atamai" or to "Seek Knowledge" as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organizes the College's operating agreements and shared governance.

Furthermore, highlighting the ASCC's commitment to student learning is stated in its institutional Core Values, which are the characteristics for internal constituents to ensure their support of student learning. The institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.

In the summer of 2015, through further review of what the institution expected their students to achieve when they graduate, the Dean of Academic Affairs and Director of Institutional Effectiveness proposed the evaluation of ILOs for discussion with the Curriculum Committee.[191] This resulted in the development of ILOs of the ASCC that are measurable.

- Effective Communicators: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;
- Quantitative Competent Individuals: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;
- Critical Thinkers: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They

190 Institutional Strategic Plan 2015-2020

191 Institutional Learning Outcomes, 09-25-15

recognize the need for multiple voices and seek opportunities for those voices to be heard;

- Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;
- Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

An addendum of the changes to the ILOs had been made to the 2014-2016 College Catalog and approved by the Curriculum Committee in September 2015 and further approval by the Leadership Triangle. The Institutional Learning Outcomes are now published in the ASCC 2016-2018 General Catalog.[192]

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendation I of the ASCC 2015 Show Cause Report.

The ASCC Mission describes its purpose towards achieving its high-level goals and expected outcomes. In determining whether the College successfully fulfills its organizational purpose, the College published in the fall of 2015 the Participatory Governance Structural Manual (PGSM) that describes the principles of shared governance and the structure for decision-making on the achieving of its Mission.[193]

Data is essential to mission effectiveness. The ASCC uses data to determine the quality of educational programs and services. The College has defined processes that ensure ongoing dialogue is driven by data in the implementation, assessment, and evaluation of its Mission through program review, student learning outcomes, and planning.

Program Review
The Board of Higher Education in 2015 adopted Policy 1004 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services to ensure that all ASCC educational programs and services are required to utilize program review to assess the Mission of the College.[194]

Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to

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192 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

193 Participatory Governance Structural Manual

194 Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services, p. 2

continually refine and improve program practices resulting in appropriate improvement in student achievement and student learning.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. These program reviews include the Institutional Program Review and the Divisional Assessment program review. The College continues to monitor the implementation of program review since 2009.[195]

The Institutional Program Review was developed as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the ASCC's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the Institutional Planning Executive Core Committee (IPECC).[196] Data collected from Institutional Program Review is analyzed by the IPECC and used to provide updates on the status of the ASCC Institutional Strategic Plans (ISP). Data reviewed include areas that cover mission effectiveness, student learning programs and services, resources, and governance.[197] The IPECC's findings are referred to the Leadership Triangle, which includes the President and vice presidents for the review of the College's priorities.

- Institutional Program Review
    - Outcomes:
        - ASCC Institutional Program Review 2014[198]
        - ASCC Institutional Program Review 2016[199]
    - Data used in the evaluation of the ASCC Mission:
        - ASCC Catalog
        - Institutional Strategic Plan Priorities
        - Board Policies

Divisional Assessment program review was developed to assess the quality of the College's instructional and non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality programs and services for students and to identify opportunities for improvement for each academic program and service department.

The Divisional Assessment for non-instructional programs are conducted annually and monitored by the IPECC.[200] Data collected from Divisional Assessment is compiled and disseminated institutionally. Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource

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195 Program Review Timeline

196 Participatory Governance Structural Manual, pp. 20-21

197 ASCC 2016 Institutional Program Review Survey, pp. 1-5

198 2014 Institutional Program Review Results

199 2016 Institutional Program Review Results

200 Participatory Governance Structural Manual pp. 21-22

allocation.[201] Results are analyzed by programs and departments in preparation of the annual planning and budget review. Results are also analyzed by the IPECC and used as a source to provide updates on the status of the ASCC ISP 2015-2020. The IPECC's findings are referred to the Leadership Triangle, which includes the President and vice presidents for the review of the College's institutional priorities.

The Divisional Assessment for instruction also referred to as the Academic Program Review (APR), is conducted annually in the following areas:

- Input Measures: Institutional resources provided for a program to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.[202]

The instructional Divisional Assessment participants include faculty and adjunct faculty. In September 2015, the Faculty Senate approved to include in faculty performance evaluations statements for faculty participation in instructional Divisional Assessment and Institutional Program Review.[203]

The Assessment and Curriculum committees, comprised mainly of faculty, review and approve the instrument used for Divisional Assessment or APR. The APR emphasizes how SLOs are achieved through competencies defined in the General Education, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).[204]

- Divisional Assessment Survey:
    - Data used in the evaluation of the ASCC Mission:
        - ASCC Divisional Assessment 2014[205]
        - ASCC Divisional Assessment 2015[206]
        - ASCC Divisional Assessment 2016[207]
        - Update of Institutional Priorities and Institutional Strategic Plan[208]

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201 2016 Divisional Assessment Survey, pp. 1-19

202 Academic Program Review (Annual Divisional Assessment)

203 Faculty Performance Evaluation

204 2015 Instructional Divisional Assessment Survey

205 2014 Divisional Assessment Results

206 2015 Divisional Assessment Results

207 2016 Divisional Assessment Results

208 2016 Review of the ASCC ISP 2015-2020

- Annual Planning and Resource Allocation Analysis of ASCC Operations.[209]
  - Outcomes:
    - Student Learning Outcomes
    - ASCC Catalog
    - Institutional Strategic Plan Priorities
    - Board Policies

Student Learning Outcomes

The assessment of student learning ensures that Student Learning Outcomes (SLOs) and student achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-set standards and the achievement of those standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.[210]

The College has defined its levels of SLOs that include:
- Institutional Learning Outcomes (ILOs): Reflects a shared institutional articulation of expectations for all certificate and degree recipients.
- General Education Outcomes (GEOs): Describes the first year qualities and competencies defined by the institution for students to be able to demonstrate on completion of the General Education Program for an AA, AS, and B.Ed. degree.
- Program Learning Outcomes (PLOs): Describes the second, third, and fourth-year qualities and competencies that enhance content in core disciplinary areas of study and/or qualities and competencies specific to a discipline or area of specialization.
- Course Learning Outcomes (CLOs): Describes the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course.

SLOs are determined or set through courses and programs and assessed each semester by academic department and program faculty. SLOs are evaluated biennially by academic departments and programs, and reviewed by the Assessment and Curriculum committees following the catalog review cycle, for necessary changes to outcomes specific to first and second year (GEO and PLO) qualities and competencies, and institutional ILO expectations for all certificate and degree requirements. Data collected from the instructional Divisional Assessment is used, including data collected from the assessment of CLOs.[211] Necessary changes based on SLO results are compiled in Assessment Reports released annually by the Director of Curriculum and Assessment who serves as the Chairperson for the Curriculum and Assessment committees.[212]

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209 2017 Department and Program Annual Budget Planning

210 Participatory Governance Structural Manual, pp. 22-25

211 Institutional Data Sets 0007, Student Learning Outcomes

212 2016 Assessment Report

- Student Learning Outcome Data:
  - Data used in the evaluation of the ASCC Mission:
    - Student Learning Outcomes[213]
    - Student Achievement Indicators[214]
  - Outcomes:
    - ASCC Catalog
    - Institutional Learning Outcomes
    - Institutional Strategic Plan Priorities
    - Board Policies

Student Achievement

Pathways to student success encompass the College's institution-set standards. Student achievement standards provide measurements to determine the academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue to improve student learning and student achievement through the College's assessment practices.

Listed below are the College's standards for student success and the institution-set standard for each milestone.[215]

- Developmental Courses: The success completion of highest non-credit bearing English and Math courses, which transition student into College level courses.
  - Institution Set Standard: 70 percent
- Gateway Courses: The successful completion of College level English and Math courses as required by all degrees to transition into general education and program requirements.
  - Institution Set Standard: 72 percent
- Degree Program Requirements: The successful completion of General Education, Core Foundational, and Co-Foundational Area courses required by a degree program.
  - Institution Set Standard: 80 percent
- Persistence: The retention of students in their first year and second year and within 150 percent time to graduate.
  - Institution Set Standards:
    - First Year Retention: 50 percent
    - Second Year Retention: 30 percent
- Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
  - Institution Set Standards:
    - Graduation: 39 percent
    - Transfer to institutions of higher learning: 18 percent

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213 Institutional Data Set 0007, Student Learning Outcomes

214 Institutional Data Set 0001, Student Achievement Indicators

215 Participatory Governance Structural Manual, pp. 27-28

- Transition into the workforce/gainful employment: 50 percent

The College has completed its first academic one-year cycle of assessing its ILOs and student achievement standards since its inception in the spring of 2015. Data has been compiled and published in the ASCC 2015-2016 Annual Report.[216] Disaggregated data on SLOs and Student Achievement is published in the Institutional Data Sets (IDS) on the ASCC website.[217] [218]

- Student Achievement Data:
    - Data used in the evaluation of the ASCC Mission:
        - Student Achievement Indicators[219]
        - Developmental Passing Rates[220]
        - Graduation Rates[221]
    - Outcomes:
        - ASCC Catalog
        - Institution-set Standards
        - Institutional Strategic Plan Priorities
        - Board Policies

Planning
Strategic planning ensures that ongoing and systematic evaluation and planning processes are used to improve student learning. The College evaluates its ongoing processes for long range planning through implementation of program review, and assessment of student learning outcomes to determine its priorities.

Planning occurs at three structural levels that include program and department planning, committee planning, and institutional planning. Program review data and student learning and achievement data are key to decision-making at each level of planning.

Planning at the program and department level focuses on the improving of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from divisional assessments (instructional and non-instructional program reviews) and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of program and department resources to meet its needs. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program.[222]

Planning at the committee level is essential to data analysis, strategic planning, and the developing of recommendations for decision-making. The College through its 2015 PGSM

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216 ASCC 2015-2016 Fact Book

217 Institutional Data Set 0007, Student Learning Outcomes

218 Institutional Data Set 0001, Student Achievement Indicators

219 Institutional Data Set 0001, Student Achievement Indicators

220 Institutional Data Set 0004, Developmental Passing Rates

221 Institutional Data Set 0006, Graduation Rates

222 Participatory Governance Structural Manual, pp. 31-34

categorizes the different committees into two main types of decision-making groups that include Governance Groups and Operational Groups.

The Governance Group consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to take information from the governance group back to their constituents. The Governance Group consists of the Leadership Triangle, Accreditation Steering Committee, and the Institutional Planning Executive Core Committee. The composition of each committee in the Governance Group, include particular constituents who are appointed by the President, based on the authority by title or responsibilities conducive to the purposes and outcomes of the defined committees.[223]

The Operational Group consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in job descriptions as assigned by the President. Operational groups include the Curriculum Committee, the Assessment Committee, and the Data Committee. The composition of each committee in the Operational Group, include particular constituents who are appointed by the President based on the authority by title or responsibilities conducive to the purposes and outcomes of the defined committees.[224]

The Task Force groups are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. The Task Force group is charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.[225]

The roles of the governance and operational groups in decision-making is to ensure that the College defines, implements, assesses, and evaluates the achievement of the Mission through institutional program review, institutional assessment of SLOs and services, and strategic planning. Recommendations at this level are referred to the Leadership Triangle for institutional decision-making.

At the institutional level of planning, decision-making is conducive to institutional effectiveness and mission achievement. The vice presidents and President utilize the recommendations at the program and department level and committee level to assess the College's structure of shared governance and Board policies.[226] The President of the College provides the final draft of the ISP and annual updates, institution-set standards and SLOs, institutional priorities, policy updates, organizational chart, allocation and reallocation of resources, and the ASCC catalog to the Board of Higher Education. [227] [228] [229] Necessary

223 Participatory Governance Structural Manual, pp. 16-17

224 Participatory Governance Structural Manual, pp. 17-19

225 Participatory Governance Structural Manual, p. 19

226 2016 Review of ASCC Policies (view on campus)

227 FY 2017 Institutional Priorities, President's Memo

228 FY 2017 ASCC Budget (view on campus)

changes are implemented upon approval of the Board following the fiscal, academic, or biennial assessment cycle.

- Identification of long range priorities:
    - Cycle: Five Year Cycle
    - Outcomes:
        - ASCC Institutional Strategic Plan 2009-2014[230]
        - ASCC Institutional Strategic Plan 2015-2020[231]
- Annual update of long range priorities:
    - Cycle: Annually
    - Outcome:
        - 2016 Review of the ASCC ISP 2015-2020[232]
- Set priorities and resource allocation:
    - Cycle: Annually
    - Outcome:
        - ASCC FY 2017 Priorities[233]
        - Budget Planning
- Data used in the evaluation of the ASCC Mission:
    - Student Achievement Indicators[234]
    - Student Enrollment[235]
    - Student Placements[236]
    - Developmental Passing Rates[237]
    - Degree Requirements[238]
    - Graduation Rates[239]
    - Student Learning Outcomes[240]
    - Employee Data[241]
    - Program Review[242]
    - Institutional Planning and Priorities[243]
    - FY Annual Allocation and Budgeting[244]

229 ASCC 2016-2018 General Catalog

230 Institutional Strategic Plan 2009-2014

231 Institutional Strategic Plan 2015-2020

232 2016 Review of the ISP 2015-2020

232 2016 Review ASCC ISP 2015-2020

233 FY 2017 Institutional Priorities, President's Memo

234 Institutional Data Set 0001, Student Achievement Indicators

235 Institutional Data Set 0002, Enrollment

236 Institutional Data Set 0003, Student Placements

237 Institutional Data Set 0004, Developmental Passing Rates

238 Institutional Data Set 0005, Degree Requirements

239 Institutional Data Set 0006, Graduation Rates

240 Institutional Data Set 0007, Student Learning Outcomes

241 Institutional Data Set 0008, Employee Data

242 Institutional Data Set 0010, Program Review

243 2016 Review of the ASCC ISP 2015-2020

244 FY 2017 Budget (view on campus)

- Policy Review[245]
- Shared Governance[246]
- Organizational Chart[247]

Reporting

The College ensures that results from student achievement are broadly communicated to internal and external stakeholders for accessibility, planning, decision-making and for transparency purposes. Listed below are a few types of data publications utilized for decision-making.

- Annual Report: Annual reports are publications compiled every year. These are mainly used for external reporting to the Fono (legislature) during budget hearing and distributed during workshops, conferences and as requested. The Annual Report runs by the academic year beginning in fall semester to the summer term in the consecutive year.
    - Cycle: Annually
    - Contents:
        - Student Demographics
            - Enrollment
            - Placement
            - Graduate Profile
            - Student Achievement
        - Financial Statistics
        - ASCC Highlights and Accomplishments
    - Outcomes:
        - 2014-2015 Annual Report[248]
        - 2015-2016 Annual Report[249]

- Fact Books: Fact Books are publications compiled every year. The Fact Book covers the academic year beginning fall semester to the spring semester term in the consecutive year. Fact Books are data publications for use by the institution for decision-making.
    - Cycle: Annually
    - General Contents:
        - Enrollment
        - Student Achievement Statistics
        - Academic Departments
        - Instructional Services
        - Student Services

245 2016 Review of ASCC Policies (view on campus)

246 Participatory Structural Governance Manual, pp. 16-34

247 Participatory Structural Governance Manual, pp. 31-34

248 ASCC 2014-2015 Annual Report

249 ASCC 2015-2016 Annual Report

- Grant Programs
- Outcomes:
  - 2014-2015 Fact Book[250]
  - 2015-2016 Fact Book[251]

- Fact Sheets: Fact Sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, developmental performance, and student achievement statistics. Fact Sheets contribute to the ASCC Fact Book for longitudinal data.
  - Cycle: Semester Based
  - General Contents:
    - Enrollment
    - Student Achievement Statistics
    - Academic Departments
    - Instructional Services
    - Student Services
    - Grant Programs
  - Outcomes:
    - Fall 2014 Fact Sheet[252]
    - Spring 2015 Fact Sheet
    - Fall 2015 Fact Sheet
    - Spring 2016 Fact Sheet

The College's annual reports, fact books, and fact sheets are compiled and disseminated as publications or accessible institutional data on the College's IDS webpage by the division of Institutional Effectiveness. Data sources utilized in the reports are collected from the offices of the Chief Information Officer, Chief Financial Officer, Human Resources Officer, Program Director of Counseling, Director of Curriculum and Assessment, Financial Aid Officer, Admissions Officer, and the Records Officer who serve on the Data Committee. The Data Committee serves as the College's information source for internal and external data reporting.[253]

Institutional Data and Access
The division of Institutional Effectiveness provides access to institutional data used to aid in decision-making for internal stakeholders, and for access and transparency purposes for external stakeholders. Institutional data includes aggregated and disaggregated data in the following areas:
- Student Achievement Indicators: Data captured to monitor the achievement status of the College' institution-set standards that include developmental passing rates,

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250 ASCC 2014-2015 Fact Book

251 ASCC 2015-2016 Fact Book

252 Fall 2014 Fact Sheet

253 Participatory Governance Structural Manual, p. 19

gateway course completion, program requirements, persistence rates, and graduation and transfer rates.[254]

- Student Enrollment: Data captured by the College based on student enrollment and trends in enrollment. Data is disaggregated by age, citizenship, ethnicity, and enrollment status.[255]
- Student Placements: Data captured based on placement levels of reading, writing, and math abilities for students who enter the College.[256]
- Developmental Passing Rates: Data captured to help determine the effectiveness of the lower level developmental courses to identify patterns in student behavior that possibly delay a student's progress into college level courses.[257]
- Degree Requirements: Data captured based on completion rates for degree requirements that include gateway courses, General Education courses, Core Foundational Area courses, and Co-Foundational Area courses.[258]
- Graduation Rates: Data captured based on graduate profiles using graduating classes from fall and spring semesters.[259]
- Student Learning Outcomes: Data captured based on the assessment of general education outcomes, program learning outcomes, and institutional learning outcomes.[260]
- Employee Data: Data captured based on employee statistics.[261]
- Student Opinion Surveys: Data captured from student surveys as a mean to provide feedback to the College on services and general education courses.[262]
- Program Review: Data results compiled from program review conducted annually or biennially that include divisional assessments and institutional program review.[263]
- Student Services: Datasets provided by the Student Services division based on information collected within each of its subdivisions.[264]

The College features the institution-set standard achievement targets in several of the College's publications that include the annual reports and fact books.[265] The College has completed the first academic one-year cycle (fall 2015 - spring 2016) of assessing its ILOs and student achievement standards.

Evaluation of the College's Mission
In the fall of 2015, the College disseminated the PGSM for all internal stakeholders to clarify principles of participatory governance, the roles of constituencies and decision-making

254 Institutional Data Set 0001, Student Achievement Indicators

255 Institutional Data Set 0002, Enrollment

256 Institutional Data Set 0003, Student Placements

257 Institutional Data Set 0004, Developmental Passing Rates

258 Institutional Data Set 0005, Degree Requirements

259 Institutional Data Set 0006, Graduation Rates

260 Institutional Data Set 0007, Student Learning Outcomes

261 Institutional Data Set 0008, Employee Data

262 Institutional Data Set 0009, Student Opinion Surveys

263 Institutional Data Set 0010, Program Review

264 Institutional Data Set 0011, Student Services

265 2015-2016 Annual Report

groups, and institutional processes focusing on institutional effectiveness, institutional assessment and program review, and assessment processes.[266] This clarification was initiated as a result of the Board of Higher Education adopting of Policy 1004 in the fall of 2015 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. Policy 1004 reemphasizes the following policies:

- *Policy 1000 Mission and Vision*
- *Policy 1001 Governance and Organizational Structure*
- *Policy 1002 Organization Charts*
- *Policy 1003 Board Policy and College Regulations/Procedures*[267]

In the spring and summer of 2016, the President scheduled separate meetings with the IPECC, the Accreditation Steering Committee, and the Data Committee to provide guidance in terms of structure and purpose for each committee according to the PGSM.[268]

Institutional Planning Executive Core Committee
Since the initiation of the IPECC, the IPECC was developed to spearhead the processes and implementation of program review and strategic planning to address the College's probationary sanction from the Commission in 2009. Not only did the IPECC serve the purpose to address the College's deficiencies at that time, the committee evolved during the years by means of membership and scope, which include the addressing of accreditation recommendations during its Show Cause Sanction in 2015, and its participation in the College's budget reviews for fiscal years 2015 and 2016. The composition included the Director of Institutional Effectiveness who served as the chair, the Dean of Academic Affairs, the Vice President Administration and Finance, the Director of Agriculture, Community and Natural Resources, the Dean of Student Services, the Director of the Samoan Studies Institute, the Chief Information Officer, the Chief Financial Officer, the Director of University Center for Excellence in Developmental Disabilities, the Director of Trades and Technology, and a faculty representative from the ASBEP.

In the spring of 2016, the President and vice presidents clarified the scope and membership of IPECC according to the College's Mission. The changes aligned the committee membership to the four bullets of the Mission and clarification of the committee's purpose and expected outcomes. The current composition of the committee includes the Dean of Academic Affairs, the Dean of Student Services, the Director of Agriculture, Community and Natural Resources, the Director of the Samoan Studies Institute, the Chairman of the Faculty Senate, a faculty representative from the ASBEP, and the Director of Institutional Effectiveness who serves as the Chairperson. The IPECC in the spring of 2016 reviewed the program review instruments, implemented program review, and provided a 2016 update of the Institutional Strategic Plan 2015-2020.[269]

Accreditation Steering Committee

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266 Participatory Governance Structural Manual

267 Participatory Governance Structural Manual, pp. 2-5

268 Participatory Governance Structural Manual, pp. 16-19

269 2016 Review of the ASCC ISP 2015-2020

In the beginning of May 2016, the President issued a memo informing all internal stakeholders of the appointed chairpersons for each of the four accreditation Standards. The appointees include the Accreditation Liaison Officer as the chairman for Standard I; the Assistant Accreditation Liaison Officer chairman for Standard II; the Vice President of Administration and Finance chairman for Standard III; Vice President of Academic and Student Affairs chairman for Standard IV; and, the President as the Chairman for the Accreditation Steering Committee.[270] The appointment of Standard chairpersons accounted each Standard chairpersons to compile, draft, and submit the report to the Accreditation Steering Committee.

Data Committee
In the beginning of fall 2016, the President and vice presidents met with the Data Committee to clarify the roles and membership of the committee according to the PGSM.[271] Amendments were made to the committee's by-laws on the selection of the committee's chairman to appoint the Director of Institutional Effectiveness as chairman and the Institutional Researcher as secretary. Further clarification was made on the roles of committee members in the collection and analysis of data to improve the College's datasets, and the processes for sourcing data. The committee approved these changes.

Institutional Priorities
In the spring of 2016, the College fully assessed its Mission through its program review processes. Data results from SLO assessment, institution-set standards, and committee recommendations were used to set the institutional priorities for fiscal year 2017. The President issued a memo institutionally to inform all internal stakeholders of the College's priorities to base all department planning and budget proposals for fiscal year 2017.[272] Department budget plans and proposals were submitted to the appropriate vice president(s) and President according to protocol for review. In the review of the College's fiscal year 2017 budget, the Leadership Triangle invited the Chief Financial Officer, Human Resources Officer, and the Director of Institutional Effectiveness to participate in the review of the College's budget proposal to note changes made and for input concerning human resources or committee recommendations.[273] The fiscal year 2017 budget was finalized by the President, and presented to the Board for review and approval.

Catalog Review
In the spring of 2016, the College initiated its processes for the review of the 2016-2018 General Catalog. The Curriculum Committee spearheaded the process to review all academic program and department curricula for recommendation for changes or proposals for new courses, outcomes, credits, or recommend necessary revisions to academic policies and/or procedures. The Curriculum Committee also reviewed all services provided by the institution as listed in the 2014-2016 ASCC General Catalog based on a review schedule facilitated by the Director of Curriculum and Assessment who chairs the Curriculum Committee, and supported by the Dean of Academic Affairs and the Leadership Triangle (vice presidents and

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270 Appointment of Accreditation Chairpersons, President's Memo 018-16
271 Participatory Governance Structural Manual, p. 19
272 FY 2017 Institutional Priorities, President's Memo
273 FY 2017 Budget Review, Chief Information Officer Notes

President). In summer 2016, the Curriculum Committee completed its review and submitted the catalog to the Leadership Triangle for review.

In the summer of 2016, the Leadership Triangle began the review of the catalog. The Leadership Triangle invited the Dean of Academic Affairs, Dean of Student Services, Director of Curriculum and Assessment, and the Director of Institutional Effectiveness to participate in the one-month daily review of the catalog. The 2016-2018 Catalog reflects changes to include updates on policies and mandates, clarification of information, reorganizing of programs and services such as the Division of Student Services and the American Samoa Bachelor's in Education Program (ASBEP).[274] The President approved the ASCC 2016-2018 General Catalog in the beginning of August 2016.

Research and Evaluation
In the spring of 2016, the President reinitiated the research and evaluation unit under the division of Institutional Effectiveness. The purpose of the research and evaluation unit is to provide access to meaningful data (qualitative) designed to aid in divisional and institutional decision-making. The Director of Institutional Effectiveness and staff to accommodate the needs for the Research and Evaluation unit reallocated department financial resources in its proposed department budget for FY 2017.[275] The budget proposal did not require an increase in funding but the reallocation of financial resources for professional development, training and materials needed by the Research and Evaluation team to facilitate the evaluation of instructional and non-instructional services.[276] The reallocation of department funding provides 8,500 dollars for training and 3,000 dollars for materials and resources for research and evaluation. The composition of the Research and Evaluation team include the following staff from the division of Institutional Effectiveness: Institutional Researcher, Data Specialist I, Data Specialist II and is overseen by the Director of Institutional Effectiveness.

A timeline was developed for the evaluation of instructional and non-instructional departments. In the closing of the spring 2016 semester, the Research and Evaluation Team pilot tested the first evaluation with the Teacher Education Department and the ASBEP. Currently, the processes are being reviewed in preparation for the evaluation of other service departments based on the availability of staff and faculty.

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

The ASCC Mission is central to institutional planning and decision-making based on processes of program review, student learning outcomes and student achievement, and planning. Decision-making at the College correlate with the three strategic levels of planning that include department and program planning, committee planning, and institutional planning.

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274 ASCC 2016-2018 catalog draft

275 IE 2017 Analysis and Planning, pp. 14-15

276 FY 2017 Planned Purchases, Institutional Effectiveness Division

Program review serves as mechanisms and processes that connect student learning and planning to the Mission of the College. Program review instruments are designed to review areas of the College's Mission and are disseminated to solicit information from internal stakeholders to identify the needs that impact high quality educational programs and services that pertain to mission effectiveness, student learning programs and services, resources, governance, and the weaknesses and strengths of the Mission.

Department and Program Decision-Making
At the program and department level, decision-making is essential to divisional planning and the services offered. Departments are based on the organizational structure of the College as proposed by the President and approved by the Board of Higher Education to assure that services pertinent to the Mission are implemented, monitored, assessed, and improved. The Leadership Team include the vice presidents, deans, directors, and officers who are given the authority to implement, assess, and evaluate missions and outcomes of department and program operations. Department and program Standard Operating Procedures (SOPs) are used to implement its goals and objectives in assessment of its department or program mission and outcomes, and is monitored through bi-weekly and quarterly reports. Data gathered from bi-weekly reports, quarterly reports, Institutional Data Sets (IDS)[277] and annual instructional or non-instructional divisional assessments are used to justify annual department budget proposals with emphasis on the department or program needs, which may include the reallocation of resources, personnel, and alignment to the ISP 2015-2020.[278]

In the spring of 2016, the College implemented its Institutional Program Review and Divisional Assessment program review to assess the missions of each department and program, as well as to assess the College's Mission. In addition, the President disseminated a memo informing the institution of the College's priorities for fiscal year 2017.[279] Divisional Assessment program review data are made available on the IDS webpage for program and department administrators with authority by title to engage and involve staff and faculty to assess, evaluate, and make recommendations to improve its program mission, services offered through its SOPs, or outcomes.[280] Guidance for annual budget planning was provided by the Chief Financial Officer for budget submission requirements, the Human Resources Officer for inquiries pertaining to personnel procedures, and the Director of Institutional Effectiveness for the alignment of program or department goals and objectives to the ISP 2015-2020.[281] All proposed annual department budgets are submitted to the appropriate vice presidents for review, finalized by the President and forwarded to the Board of Higher Education for review and approval.

Committee Decision-Making
At the committee level, decision-making is based on data analysis, strategic planning, and the developing of recommendations for decision-making.

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277 Institutional Data Set, Home Page

278 FY 2017 Budget Proposal Analysis, Office of Institutional Effectiveness

279 FY 2017 Institutional Priorities, President's Memo

280 Institutional Data Set, Home Page

281 FY 2017 Budget Call Presentation

The roles of the governance and operational groups in decision-making is to ensure that the College defines, implements, assesses, and evaluates the achievement of the Mission through institutional program review, institutional assessment of SLOs and services, and strategic planning. Recommendations at this level are referred to the President for institutional decision-making.

Leadership Triangle
The Leadership Triangle is a governance group that includes the President, Vice President of Academic and Student Affairs, and the Vice President of Administration and Finance who monitor committee and department and program affairs. Its purpose is to review, plan, and assess institutional effectiveness through the College's operations and decision-making processes and functions according to the ASCC Mission. Outcomes linked to decision-making include the review of the College catalog, procedural manuals and policies, institutional strategic plans, institution-set standards, ILOs, and human and fiscal resource allocation to assess mission effectiveness.[282] [283] [284]

In the summer of 2016, the Leadership Triangle fully reviewed the ASCC 2016-2018 General Catalog and provided revisions. The Leadership Triangle also thoroughly reviewed all programs and provided necessary changes according to the review of program data, which include the ASBEP. Upon approval of the President, changes made were disseminated back to the appropriate departments, for planning and implementation for the fall 2016 semester.

Accreditation Steering Committee
The Accreditation Steering Committee is a governance group with purposes to review the institutional processes for accreditation and reporting, to develop an action plan and timeline for reviewing reports, to implement the integrated framework for drafting the College's self study reports, and to plan and review steps to address accreditation recommendations when sanctions are issued. The President of the College chairs the Accreditation Steering Committee.

In the summer of 2016, the President issued a memo designating chairpersons for each of the Commission Standards.[285] The President's memo designated the Director of Institutional Effectiveness/Accreditation Liaison Officer as the Standard I chairperson, the Dean of Academic Affairs/Assistant Accreditation Liaison Officer as the Standard II chairperson, the Vice President of Administration and Finance as the Standard III chairperson, and the Vice President of Academic and Student Affairs as the Standard IV chairperson to review, monitor, draft, and archive the College's compliance according to the Eligibility Requirements, Commission Standards and Policies.

Institutional Planning Executive Core Committee

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282 Participatory Governance Structural Manual, p. 16
283 ASCC 2016-2018 General Catalog, Approval Form
284 2016 Review of ASCC Policies (view of campus)
285 Accreditation Steering Committee Standard Chairpersons, President's Memo

The Institutional Planning Executive Core Committee (IPECC) serves as a governance group with purposes to plan and monitor the processes of program review, identify and propose recommendations on strategic priorities based on program review data, monitors the implementation of strategic priorities, and reports the status of institutional priorities.[286]

The Director of Institutional Effectiveness chairs the IPECC and members include the Dean of Academic Affairs, the Dean of Student Services, the Director of Agriculture, Community and Natural Resources, the Director of the Samoan Studies Institute, the Chairman of the Faculty Senate, and a faculty representative from the ASBEP.

Processes and instruments used for program reviews are updated according to the program review assessment cycle.[287] The IPECC reviews the results gathered from program reviews and identifies priorities by aligning the results of program reviews to the Mission Statement. These priorities become the core of the Strategic Plan. [288, 289]

In 2009, ASCC conducted its program review, which involved the academic and administrative divisions of the College. The review resulted to four strategic areas that included Academic Excellence, Staffing, Technology, and Physical Facilities and Maintenance. Strategic goals and objectives identified for each strategic area allowed a more detailed, integrated and broad based planning, and most importantly expected outcomes as a measure to assess the achievement of each strategic goal. As a result, the ASCC finalized and published its 2009-2014 five-year Institutional Strategic Plan.[290]

The College updated its Institutional Strategic Plan 2015-2020 in 2014. An additional strategic focus area was added as an institutional priority from program review. This additional priority focused on the Total Cost of Ownership.

In the spring of 2016, the IPECC implemented both the Institutional Program Review and Divisional Assessment program review to provide updates on the ISP 2015-2020.[291] In the summer of 2016, the IPECC completed its review of the ISP 2015-2020 and submitted its findings to the Leadership Triangle.[292] This review covered all of the ISP 2015-2020 strategic goals and objectives, alignment of priorities, and recommendations based on the review of the Task Force subcommittees and were finalized by the IPECC.[293] In addition, the IPECC noted in its review several common recommendations gathered from program review data and institutional data, that include:

- To change the implementation cycle of program review and divisional assessment to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance;

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286 Participatory Governance Structural Manual, p. 17

287 Participatory Governance Structural Manual, pp. 20-22

288 Institutional Strategic Plan 2009-2014

289 Institutional Strategic Plan 2015-2020

290 Institutional Strategic Plan 2009-2014

291 Institutional Data Set 0010, Program Review

292 2016 Review of the ASCC ISP 2015-2020

293 Task Force Committee, Review of ISP 2015-2020 Memo

- To initiate an annual professional recognition of all employees;
- To link student opinion data to service divisions for planning and improvement of SOPs;
- To reemphasize the linkage of each divisional mission to the ASCC Mission and provide training accordingly and consistently;
- To review service missions of all divisions to review and assess the appropriateness of annual allocation;
- To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms;
- To review access policies to data systems and confidentiality pertaining to access and data;
- To increase funding sources for software updates, improvement of email services, and increase network improvements and connectivity;
- To reemphasize the importance of American Disability Act (ADA) and Occupational Safety and Hazard Authority compliance (OSHA), facility maintenance, and safety; and,
- To reemphasize transparency of institutional newsletters and updates on governance, institutional processes, and activities to accommodate employees who are not required computer or internet access.[294]

Leadership Team
The Leadership Team is an operational group that includes the College administration and chaired by the President. The roles of the Leadership Team is to assure that operational functions and processes are defined, implemented, monitored, assessed, and evaluated. The Leadership Team monitors decision-making at the program and department level of planning. The President serves as the facilitator for all Leadership Team meetings to provide institutional updates or issues that concern the College.

Curriculum Committee
The Curriculum Committee is an operational group that proposes, implements, monitors, reviews, and provide recommendations pertinent to the reviewing and approving of SLOs, student achievement, proposed courses, and academic policies in review of the College's high quality education programs. The Director of Curriculum and Assessment chairs the Curriculum Committee and majority of the committee members are faculty.[295] Decisions made by the Curriculum Committee are processed during their review of the ASCC catalog or through necessary approved addendums and forwarded to the Leadership Triangle for review and approval.

Academic Assessment Committee
The Academic Assessment Committee is an operational group with functions to review SLO processes analyze assessment data and provide recommendations to the Curriculum Committee pertaining to the achievement of SLOs. The composition of the Academic

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294 2016 Review of the ASCC ISP 2015-2020, pp. 4-5

295 Participatory Governance Structural Manual, p. 18

Assessment Committee includes 16 faculty representatives from each academic program and department. The Director of Curriculum and Assessment disseminates the Assessment Exit Report annually to all faculty during the spring semester.[296] This report provides an update on SLOs that include Institutional Learning Outcomes, General Education, Core Foundational Areas, Co-Foundational Areas as well as actions plans for each academic department and program.

Data Committee
The Data Committee is an operational group with purposes to source data for institutional reporting. In the fall of 2016, the Director of Institutional Effectiveness was appointed by the President to chair the Data Committee and amendments were made by the President to the committee's bylaws to follow the ASCC PGSM.[297] The Data Committee provides guidance and recommendations to improve data sources for college publications that include the ASCC fact books, annual reports, and external reporting.

The ASBEP is represented in the Leadership Team, IPECC, Curriculum, and Academic Assessment committees.

Institutional Decision-Making
At the institutional level, decision-making is conducive to institutional effectiveness and Mission achievement. The vice presidents and President utilize the recommendations at the program and department level and committee level to assess the College's structure of shared governance and Board policies.[298] The President of the College provides the final draft of the College's strategic plan and updates, institutional priorities, policy updates, shared governance, organizational chart, allocation of all resources, and the ASCC catalog to the Board of Higher Education.[299] [300] [301] Necessary changes are implemented upon approval of the Board following a fiscal, academic, or biennial assessment cycle.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated necessary. (ER 6)

The Mission statement is articulated and reviewed biennially, coinciding with the review of the College catalog cycle and is approved by the Board of Higher Education. The Mission was reviewed and approved by the Board in June 2014.

The College has defined outcomes at all levels to emphasize the effectiveness of its Mission. These outcomes are assessed periodically following an annual or biennial assessment cycle that coincides with the catalog review and approval.

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296 Spring 2016 Assessment Exit Report (view on campus)

297 Participatory Governance Structural Manual, p. 19

298 2016 Assessment of ASCC Policies (view on campus)

299 FY 2017 Institutional Priorities, President's Memo

300 FY 2017 ASCC Budget (view on campus)

301 ASCC 2016-2018 General Catalog

The ASCC Mission statement is reviewed every two-years and revised when deemed necessary. The review of the Mission statement is carried out during the catalog revision. Listed below are the College's constituents who are made aware of the Mission statement.

Table 2: ASCC Stakeholders according to Participatory Governance Structural Manual:

Key Constituents/ Stakeholders	Discuss Mission Statement	Are made Aware of Mission Statement
1. Board of Higher Education	Approves the Mission Statement	Yes
2. President of the College	Yes, proposes Mission recommendations to the Board	Yes
3. Leadership Triangle	Yes	Yes
4. Accreditation Steering Committee	Yes	Yes
5. Institutional Planning Executive Core Committee	Yes, and makes recommendations	Yes
6. Leadership Team	Yes	Yes
7. Curriculum Committee	Yes, review and makes recommendations	Yes
8. Academic Assessment Committee	Yes	Yes
9. Data Committee	Yes	Yes
10. Faculty Senate	Yes	Yes
11. Students – Student Government Association	Yes, Student Representative on the Board of Higher Education	Yes

Mission review is a critical element for institutional program review, assessment, and planning. Institutional assessment provides the information necessary for any revisions.

The Mission statement is approved by the governing Board and published in the College's catalog. The 2008 Self Study Report included Teacher Education in the Mission however the inclusion of the Teacher Education baccalaureate degree was delayed due to the College's probationary sanction in 2009, and is now an approved element of the Mission.

In the 2010-2012 College Catalog, the formatting was changed to feature the Vision, Mission and Core Values on the first page, emphasizing the purpose of the College. The Curriculum Committee's review of the 2012-2014 College Catalog warranted no changes to the Mission statement.

In the review of the 2014-2016 ASCC General Catalog, a change was made to add the word "bachelor" to the Mission statement to reflect an institutional change with the ASCC's offering of a baccalaureate degree in elementary education.[302]

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302 ASCC 2014-2016 General Catalog, Mission Statement, p. iii

There has been no change to the ASCC Mission statement in the 2016-2018 General Catalog.

A. Assuring Academic Quality and Institutional Effectiveness Academic Quality

I.B.1: The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Dialogue is essential to decision-making and institutional effectiveness. The College's emphasis on dialogue is linked to three levels of structural planning encompassing dialogue at the department/program level, committee level, and institutional level.

The diagram below illustrates the planning levels and the functions of each level in decision-making contribution to institutional planning and effectiveness.[303]

Dialogue at the program and department level focuses on the quality of services provided by each department or program that is supervised by a manager or administrator. Program and department dialogue results in the improvement of department or program services that pertain to instruction, student support services, or administrative services.

Committee level dialogue focuses on a more direct scope of responsibility. At the committee level, dialogue is central to data analysis, planning, and the developing of recommendations for decision-making regarding institutional and mission effectiveness.

At the institutional level, dialogue is central to decision-making. Institutional level dialogue centers on the achievement of the College's Mission through dialogue and data at all levels

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303 2014 Presentation of Institutional Strategic Plan

for continuous improvements of institutional processes, planning and assessment, setting of priorities, shared governance, policies, and Mission effectiveness.

The ASCC emphasizes the importance of dialogue and published its first PGSM in the fall of 2015 to describe the principles of participatory governance and the structure for meaningful dialogue and collaboration by constituents and decision-making groups towards making sound decisions.[304]

The College's PGSM defines the roles of its constituents, and the level of dialogue that pertain to them. Constituent dialogue include:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.[305]

- President**:** The President serves as the Chief Executive Officer of the College and as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. The Board hires the President to administer the College and to issue rules, procedures, and guidelines necessary to implement the Board's policies for governance of the College, consistent with all applicable laws. The Board instructs and delegates to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.[306]

- Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.[307]
    - The student body elects the President of the Student Government Association, officers, and freshmen, sophomore and ASBEP student representatives.
    - The student body elects a student representative to the Board of Higher Education.

- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.[308]

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304 Participatory Governance Structural Manual, pp. 2-6

305 Participatory Governance Structural Manual, p. 13

306 Policy 3001, President's Role

307 Participatory Governance Structural Manual, p. 13

308 Participatory Governance Structural Manual, p. 14

- o Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions.[309] In addition, administrators are responsible for:
  - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
  - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
  - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
  - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.
  - Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
  - Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

  Administrators' recommendation regarding divisional operations follows the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.[310]

The committee dialogue involves the types of decision-making groups that provide recommendations for institutional effectiveness, which include Governance Groups, Operational Groups and as necessary, Task Force Groups.

Governance Groups consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also take information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.[311]

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309 Personnel Manual, Policy 4.2202

310 Participatory Governance Structural Manual, p. 15

311 Participatory Governance Structural Manual, pp. 16-17

Operational Groups consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.[312]

Task Force Groups are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.[313]

The College's constituents and decision-making groups are vital to institutional effectiveness. There is a continuous dialogue resulting in a collective understanding of the meaning of evidence, data, research, and how it is used in the evaluation of student learning.

I.B.2: The institution defines and assesses student learning outcomes for all instructional programs, and student and learning support services. (ER 11)

In the fall of 2015, the Board of Higher Education adopted Policy 1004 titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services.[314] Policy 1004 ensures the College's commitment to planning, assessment, and review processes that measure the College's progress towards the achieving of the ASCC Mission. Policy 1004 specifies the following definitions:

- *Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.*
- *Institutional Assessment and Program Review: A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.*
- *Assessment Process: Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction or services that will move the institution forward to meet the overall goal of continuous improvement.*
- *Program Review Process: Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.*
- *Assessment and Program Review Cycle: Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.*

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312 Participatory Governance Structural Manual, pp. 17-19

313 Participatory Governance Structural Manual

314 Policy 1004, Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services

Policy 1004 also describes the roles and responsibilities for the implementation of program review and assessment process.

The College defines, implements, monitors, assesses, and evaluates the achievement of student learning through institutional program review, assessment of student learning programs and services, and institutional planning through the roles of particular constituents and decision-making groups.

The ASCC's program reviews ensure that processes are ongoing, systematic and used to assess and improve institutional effectiveness. The processes and instruments used for program review continue to be refined to improve institutional practices, processes, and policies resulting to appropriate improvements in student achievement and learning. The College has defined two types of program reviews that include Institutional Program Review and Divisional Assessment program review.

Divisional Assessment assesses the quality of the College's instructional and non-instructional departments and programs to determine ways to improve the quality of education, scholarship, and services. The purpose of divisional assessments is to assure that the College provides high quality programs for students and to identify opportunities for improvement for each academic or service program and department.[315]

The Divisional Assessment for instruction also referred to as the Academic Program Review (APR), is conducted annually in the following areas:

- Input Measures: Institutional resources provided for a program of student to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.[316]

The instructional Divisional Assessment participants include faculty and adjunct faculty. In September 2015, the Faculty Senate approved to include in faculty performance evaluations statements for faculty participation in instructional Divisional Assessment and Institutional Program Review.[317]

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315 Participatory Governance Structural Manual, pp. 21-22

316 2015 Academic Program Review (Annual Divisional Assessment)

317 Faculty Performance Evaluation

The Assessment Committee and Curriculum Committee comprised mainly of faculty, review and approve the instrument used for Divisional Assessment with emphasis on how SLOs are achieved through competencies defined in the General Education Program, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).[318]

Certificate and degree competencies are categorized according to Course Learning Outcomes (CLOs) embedded in courses and are linked to General Education Outcomes (GEOs) or Program Learning Outcomes (PLOs), and aligned accordingly to the College's Institutional Learning Outcomes (ILOs).

Divisional Assessment program review for non-instructional departments are conducted annually in the areas of divisional outcomes and missions, evaluation of department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and planning and resource allocation.[319] Divisional Assessment instruments are reviewed annually by the IPECC, compiled by the Institutional Effectiveness division and analyzed by departments annually for planning and resource allocation.[320]

Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves the College's operations through strategic planning.[321] Areas reviewed include Mission effectiveness, student learning programs and services, resources, and governance. Institutional Program Review is conducted biennially and the IPECC, a governance decision-making group reviews the instrument biennially for accuracy. Data collected from Institutional Program Review is analyzed by the IPECC to monitor the ASCC institutional strategic plan and provide updates on the achievement of institutional stated goals and objectives. In the summer of 2016, the IPECC released its first update of the 2015-2020 ISP.[322]

The division of Institutional Effectiveness compiles program review summaries based on survey input per program, department or institutionally, depending on the type and cycle of program reviews and disseminates the summaries accordingly. Access to all summaries are provided on the Institutional Data Set (IDS) Toolkit webpage on the College's website.[323] The division of Institutional Effectiveness also provides data on enrollment trends and student achievement standard statistics including but not limited to, the Divisional Assessment for instruction for institutional planning and resource allocation.[324]

The ASCC ensures that SLOs and student achievement processes are systematic, ongoing, and used for continuous improvements of its educational programs and services. The College

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318 2015 Instructional Divisional Assessment Survey

319 2015 Non-Instructional Divisional Assessment Survey

320 Institutional Data Set 0010, Program Review

321 Participatory Governance Structural Manual

322 2016 Review of the ASCC ISP 2015-2020

323 Institutional Data Set 0010, Program Review

324 2015 IE Academic APR Summary

emphasizes the importance of ongoing student learning dialogue and institution-set standards; ongoing evaluation of student learning processes; ongoing evaluation and improvement of organizational structure that supports student learning; and ongoing program review of student learning.

The College assures that there is data available on student learning for institutional review - +and analysis for all levels of planning and program review. Data includes degree requirements and student learning outcomes, student achievement indicators, enrollment trends, student placement, developmental passing rates (pre-collegiate), graduation rates, employee data, student opinion, and program reviews that are compiled in IDS and available on the College's website for institutional dialogue and decision-making.[325]

Student Learning Outcomes
The assessment of student learning ensures that SLOs are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-set standards and achievement of set standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.[326]

The College defined four levels of SLOs that include ILOs, GEOs, PLOs, and CLOs. The ILOs reflect a shared institutional articulation of expectations for all certificate and degree recipients. These institutional expectations for all students that complete or receive an ASCC degree are to acquire or demonstrate proficiencies as effective communicators, quantitative competent individuals, critical thinkers, global citizens, and responsible leaders.[327]

The GEOs describe the first and third year qualities and competencies defined by the institution for students to be able to demonstrate in completion of the General Education Program for AA, AS, or B.Ed. degrees. Outcome qualities and competencies for ILOs are assessed through the general education program outcomes also referred to as the ILO first-year outcome qualities. These competencies are central to the five general education domains that include communication, information and technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility.[328] [329]

The PLOs describes the outcome qualities and competencies requirements that enhance content in core disciplinary areas of study and the qualities and competencies specific to a discipline or area of specialization. These qualities and competencies are categorized in the Core Foundational Areas and Co-Foundational Areas as requirements during the second, third, and fourth year of a student's degree pathway.[330] [331]

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325 Institutional Data Set, Home Page

326 Participatory Governance Structural Manual, pp. 22-25

327 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

328 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

329 ASCC 2016-2018 General Catalog, 300 Level General Education Outcomes, p. 155

330 ASCC 2016-2018 General Catalog, Core Foundational Areas, pp. 50-52

331 ASCC 2016-2018 General Catalog, Bachelor Program Requirements, pp. 155-156

The College's CLOs describes the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course. Courses offered at the College are required to clearly state CLOs. This includes all courses in the General Education program, Core-Foundational Areas, and Co-Foundational Areas. CLOs are documented in Course Approval Form (CAF) that are approved by the Curriculum Committee and noted in all faculty course syllabi. All original CAF are archived at the Office of Academic Affairs upon completion of the signature approval process.[332]

SLOs are implemented and assessed each semester by academic department and program faculty. The Academic Assessment Committee approved a two-year assessment cycle for all General Education, Core Foundational Areas, Co-Foundational Areas, and Developmental courses divided into four semesters.

The assessment cycle for general education courses are divided into four semesters.[333] *Table 1*, encompasses the assessment of CLO (course) competencies for General Education following a two-year cycle:

GENERAL EDUCATION QUALITIES	ASSESSING GE QUALITIES			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	1st Year		**2nd Year**	
	COURSES	*COURSES*	*COURSES*	*COURSES*
GE 1	**SPH 153 ENG 150 ENG 151**			**SPH 153 ENG 150 ENG 151**
GE 2	**ICT 150**			**ICT 150**
GE 3		**PHSCI 150 MAT 151**		**PHSCI 150 MAT 151**
GE 4		**HIS 150 HIS 151 HIS 170 HIS 171 HIS 162**	**HIS 150 HIS 151 HIS 170 HIS 171 HIS 162**	
GE 5		**HEA 150 PSY 150**	**HEA 150 PSY 150**	

Table 2, encompasses the assessment of CLOs (courses) competencies for the Core and Co-Foundational Areas following a two-year cycle:

Co & Core Foundational Area Course Assessment Cycle	ASSESSING CO and CORE FOUNDATIONAL AREA QUALITIES			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**

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332 Academic Affairs SOP Manual, Course Approval Form, p. 31

333 Assessing Student Learning and Achievement, pp. 19-20

	1st Year		2nd Year	
	Course Numbers	*Course Numbers*	*Course Numbers*	*Course Numbers*
	100-150	**151-199**	**200-250**	**251-299**
	3rd Year		**4th Year**	
	300-350	**351-399**	**400-450**	**451-499**

Table 3, encompasses the assessment of CLOs (courses) competencies for Developmental (pre-collegiate) following a two-year cycle:

	Assessing Developmental Courses			
	Semester 1	**Semester 2**	**Semester 3**	**Semester 4**
Developmental/ Pre-Collegiate Course Assessment Cycle	*Courses*	*Courses*	*Courses*	*Courses*
	ENG 70	ENG 71	ENG 70	ENG 71
	ENG 80	ENG 81	ENG 80	ENG 81
	ENG 90	ENG 91	ENG 90	ENG 91
	MAT 80	MAT 80	MAT 80	MAT 80
	MAT 90	MAT 90	MAT 90	MAT 90

All faculty are required to submit data sheets based on competencies assessed for courses taught on a semester basis. Data sheets indicate CLO competencies assessed using rubrics defined by faculty per course as indicated in the sample provided below:

ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT

Course: HEA 150 (INTRODUCTION TO HEALTH SCIENCE)
Semester: Fall 2014
Instructor:

Competencies Assessed		Status	
Critical Thinking (A & C)	Assessed	23	
	Not Assessed	2	

Class Enrollment: 25
Student Assessed: 23

GEO: 5A

HEA 150

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT)										
MAKING GOOD DECISIONS ESSAY RUBRIC										
	D-3									
B	5									
D	13									
P	5									

RECOMMENDATIONS:

Course data sheets are submitted to the Director of Curriculum and Assessment. The Director of Curriculum and Assessment compiles all raw data from faculty data sheets and provides a summary for faculty analysis.[334]

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334 Assessing Student Learning and Achievement, p. 50

HEA 150 INTRODUCTION TO HEALTH SCIENCE
GEO 5: OUTCOME ANALYSIS
GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) MAKING GOOD DECISIONS ESSAY RUBRIC

	2012-2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	2014-2016
B	40%	21%	0%				
D	30%	56%	3%				
P	30%	21%	97%				

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL

B	10%	0%	0%				
D	19%	28%	3%				
P	71%	72%	97%				

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC

B	4%	4%	0%				
D	48%	24%	11%				
P	48%	72%	89%				

GEO 5-C (CLO 3) UNIVERSAL STATEMENT
ORAL PRESENTATION RUBRIC

B	29%	20%	27%				
D	21%	0%	4%				
P	50%	80%	69%				

The Director of Curriculum and Assessment disseminates the competency-based summaries to each academic program and department faculty for analysis. Meetings are scheduled by the Director of Curriculum and Assessment with academic department and program faculty to review data summaries, inter-rater reliability and calibration, and to provide recommendations for improving CLO competencies for courses offered.[335]

GEO DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT
Course: HEA 150 Introduction to Health Science
GEO 5-A Ethical Decision Making
GEO 5-B Health Choices and Practices
GEO 5-C Community & Family Participation
GEO 5-D Career Personal & Professional Growth

Recommendations/Comments:
- Meeting and Developing of the rubric for this Dimension with Assessment Coordinator
- Meeting and revision of dimension 4 with assessment coordinator
- Meeting and revising GEO 5C with assessment coordinator
- GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded
- Meeting and revising with assessment coordinator
- Meeting and revising D-4 assessment coordinator

Assessment findings allow academic departments and programs to evaluate the necessary improvements of learning outcomes at the course and program level. Recommended changes to ILOs, PLOs, GEOs, or CLOs are required for the review and approval of the Curriculum Committee and then forwarded to the Academic Assessment Committee for monitoring.

As a result of evaluation, recommendations are generated and actions are implemented to improve on student learning outcomes, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies are generated and implemented.[336]

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335 Assessing Student Learning and Achievement, p. 55

336 Assessing Student Learning and Achievement, p. 54

The above chart illustrates how outcome competencies are reviewed and evaluated by faculty resulting in the improvement of course competencies.

Evaluation of SLOs for Instructional Programs and Student Support Services

SLOs are evaluated biennially by academic departments and programs, and reviewed by the Academic Assessment and Curriculum committees following the catalog review cycle for necessary changes to outcomes specific to first, second, third, and fourth year (GEO and PLO) qualities and competencies, and institutional ILO expectations for all certificate and degree requirements. Data collected from the instructional Divisional Assessment are used, including data collected from the assessment of CLOs.[337] Changes made based on SLO results are compiled in the assessment reports disseminated annually by the Director of Curriculum and Assessment who serves as the Chairperson for the Curriculum and Assessment committees.[338]

The College assures that student and learning support services are regularly reviewed on an annual basis using the non-instructional Divisional Assessments. Areas of review include divisional outcomes and mission, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and planning and resource allocation.[339]

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337 Institutional Data Sets 0007, Student Learning Outcomes

338 2016 Assessment Exit Report (view on campus)

339 2016 Divisional Assessment Survey

In section 10 of the non-instructional Divisional Assessment, the instrument contains criterion for the availability and accessibility of services that include computer labs, counseling, library, academic tutoring, academic advising, campus life, and access to admission services and records.[340]

In August 2015, the Board of Higher Education amended the ASCC Organizational Chart to bring together all student services departments under the Dean of Student Services. Departments included in the reorganization of the Division of Student Services are the Library, Admissions, Financial Aid, Records, Counseling, and Student Support and Learning Services.[341]

The changes to the Organizational Chart allowed the Division of Student Services to develop a Comprehensive Student Services Manual focusing on student support services offered and consistency in tracking students in accordance to the ASCC institution-set standards.[342] As a result of broad-based discussion in the setting of the College's institution-set standards, student support services were linked to each institutional standard to ensure that reliable services are provided for students.

In the summer of 2016, revisions of the College's student support services was conducted by the Leadership Team, which includes the President and vice presidents in their thorough review of the ASCC 2016-2018 College Catalog to reflect the organizational changes made in 2015. Changes made include the reorganizing of student services information and clarification of services offered in the Catalog. [343]

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendations I and III of the ASCC 2015 Show Cause Report.

Student achievement standards provide meaningful data to determine the academic content a student learns in a determined amount of time. The ASCC established institution-set achievement standards in the spring of 2015. The College's standards and data are used as a basis to focus institutional dialogue to improve student learning and student achievement through its assessment practices.

In the spring of 2015, the College defined pathways to success, as an avenue to determine milestones based on the path a student would experience in order to attain a certificate or

340 2016 Divisional Assessment Survey
341 ASCC 2015 Organizational Chart
342 Division of Student Services Comprehensive Manual
343 ASCC 2016-2016 General Catalog, Divisional of Student Services, pp. 11-28

degree.[344] These milestones include developmental course completion, gateway course completion, program and degree requirement course completion, persistence rates, and graduation and transfer rates.

Developmental Courses

Developmental courses also known as pre-collegiate courses are designed to prepare students for college competency based courses. Developmental courses are offered under the College Accelerated Preparatory Program (CAPP).[345] Course offerings for developmental courses follow a two six-week accelerated session in the fall and spring semesters.[346]

Developmental course completion rates indicate the number of students who successfully complete the highest non-credit bearing English and Math courses, which transition students into college readiness. Courses assessed include Math 90, English 90 and English 91. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for developmental course completion for all developmental courses (combined average for Math 90 and English 90 and 91) is 70 percent. The institution-set standard for the successful completion of English 90 and English 91 is 70 percent, and for Math 90 is 66 percent.[347]

The College continues to monitor the higher-level developmental courses each semester to review student completion trends.[348] The data for higher-level developmental courses are also disaggregated by gender, age, and ethnicity. Data for lower level developmental English and math courses are compiled separately in the IDS toolkit on the College's website.[349] The Institutional Effectiveness division continues to monitor the College's achievement targets for developmental courses.
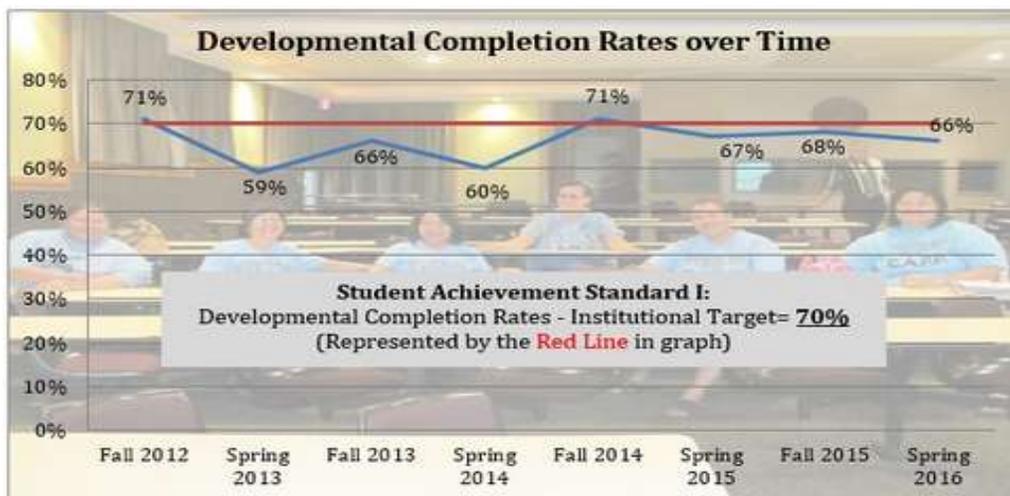
344 Institutional Data Set 0001, Student Achievement Indicators

345 ASCC 2016-2018 General Catalog, College Accelerated Preparatory Program, p. 9

346 ASCC 2016-2018 General Catalog, Academic Degrees, p. 6

347 Institutional Data Set 0001.2, Gateway Course Completion

348 Institutional Data Set 0001.1 Developmental Completion Rates

349 Institutional Data Set 0004, Developmental Passing Rates

Gateway Courses

Gateway courses are designed to matriculate students into general education courses. All degree-seeking students must complete the gateway courses as pre-requisites for majority of the Core Foundational Areas and Co-Foundational Areas courses. Students seeking a certificate of proficiency are required to take one Math and one English gateway course.[350]

Gateway course completion rates indicate the number of students who successfully complete college level English and Math courses as required by all degrees to transition into general education and program requirements. Courses assessed include Math 151, English 150, and English 151. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for gateway courses (combined average for Math 151, English 150 and 151) is 72 percent. The institution-set standard for successful completion for English 150 is 73 percent; English 151 is 72 percent, and for Math 151 is 63 percent.[351]

The Institutional Effectiveness division continues to monitor the College's achievement targets for gateway courses. Achievement targets are also featured in the ASCC 2015-2016 Annual Report.[352]
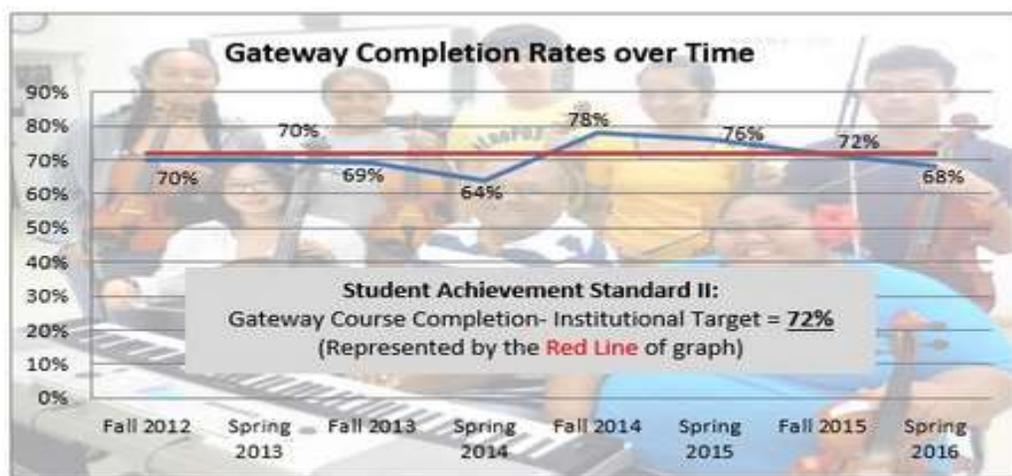
Program and Degree Requirements

Program and degree required courses are categorized in three main categories that include General Education courses, Core Foundational Area courses, and Co-Foundational Area courses.

General education courses are required courses for all degree-seeking students. General education courses emphasize learning outcomes that describe the College's expectations for all students in completion of the general education program.[353]

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350 ASCC 2016-2018 General Catalog, Academic Certificates, p. 8

351 Institutional Data Set 0001.2, Gateway Course Completion

352 ASCC 2015-2016 Annual Report, p. 14

General education course completion rates indicate the number of students who successfully complete general education courses. Courses assessed vary depending on the general education domains and outcomes assessed.[354] Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for general education courses (combined average for all general education courses) is 75 percent.[355]

The Area (content enrichment courses) consists of courses identified to enhance content foundational competencies in the core disciplinary areas of study. Core Foundational Area course requirements are determined by the College's degree programs based on core content competencies.[356]

Core Foundational Area course completion rates indicate the number of students who successfully complete Core Foundational courses. Courses assessed vary depending on the Core Foundational disciplines and outcomes assessed.[357] Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for Core Foundational courses (combined average for all Core Foundational courses) is 80 percent.[358]

The Co-Foundational Area (program-based courses) consists of courses identified specific to a discipline or specialized area. Co-Foundational courses are program specific and serve as required courses for degree emphasis areas or for a certificate of proficiency requirement in a specialized area.[359]

Co-Foundational course completion rates indicate the number of students who successfully complete Co-Foundational courses. Courses assessed vary depending on the Co-Foundational requirements and outcomes assessed. Data collected are used to determine if the percentages meet or do not meet the College's institution-set standard. The College's institution-set standard for Co-Foundational courses (combined average for all Core Foundational courses) is 90 percent.[360]

353 Institutional Data Set 0001.3a, General Education Course Completion

354 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

355 Institutional Data Set 0001.3a, General Education Course Completion

356 ASCC 2016-2018 General Catalog, Core Foundational Areas, p. 50

357 ASCC 2016-2018 General Catalog, Core Foundational Areas, pp. 50-51

358 Institutional Data Set 0001.3b, Core Foundational Course Completion

359 ASCC 2016-2018 General Catalog, Co-Foundational Areas, p. 52

360 Institutional Data Set 0001.3c, Co-Foundational Course Completion

Program Requirement Completion Rates in Time

Student Achievement Standard III:
Program Requirement Completions - Institutional Target = 80%
(Represented in the Red Line on graph)

Fall 2014 — 84%, Spring 2015 — 83%, Fall 2015 — 82%, Spring 2016 — 78%
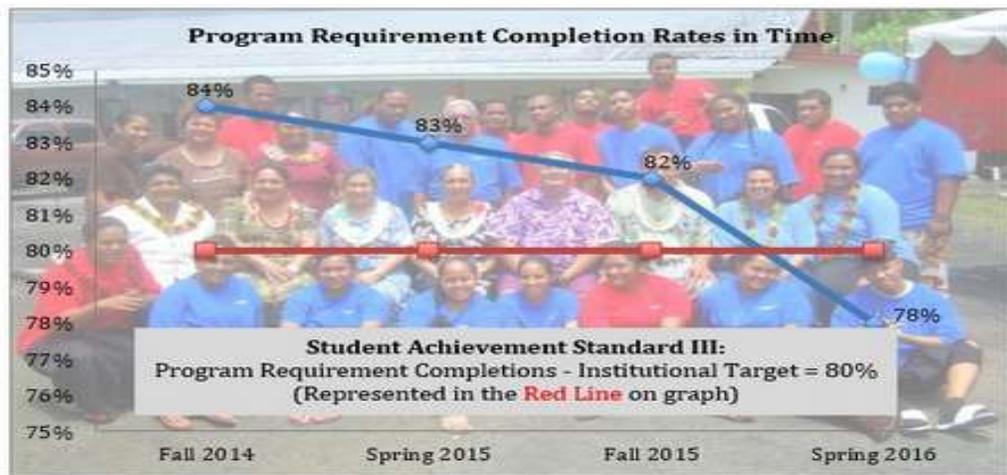
Persistence

Persistence rates are defined by the College to determine the retention of students in the first, second, third, and fourth year. These rates are measured using fall cohorts. Rates are determined by the number of students enrolled consecutively from fall to spring semesters. First year cohorts are First Time in College (FTIC) students that are tracked from fall to the following spring semesters regardless of full time or part time status. The institution-set standard for first year retention is 50 percent with a stretch goal set at 60 percent. The same cohorts are then tracked from fall to spring semesters and again in the following fall semester to determine the second year retention. The institution-set standard for second year retention is 30 percent with a stretch goal set at 40 percent.[361]

Graduation and Transfer

Graduation and transfer rates are defined by the College to determine the successful completion of a degree or certificate requirement, and the percentages of students who transfer to institutions of higher learning or transition into the workforce.

Graduation rates for student achievement are based on cohort data captured by the College on percentages of cohort completion within a 150 percent of Normal Time of Completion (NTC). Percentages are aggregated according to cohort completion within a two-year, three-year NTC, four-year, and six-year timeframe, excluding summer sessions. The institution-set standard for graduation cohort rates is 39 percent.[362]

Transfer to institutions of higher learning is measured by the College based on the percentages of student graduates that transfer to other institutions of higher learning. Data collected and used to determine the percentage is based on potential graduates tracked through advising, students who receive scholarships and student loans, and graduates tracked through counseling services. The institution-set standard for transfer to institutions of higher learning is 18 percent.[363]

Transition into the workforce or gainful employment data is measured by the College to determine the percentages of students that transition into the workforce. Data used to determine the percentage is based on graduates tracked through advising and graduates

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361 Institutional Data Set 0001.4, Persistence Rates

362 Institutional Data Set 0001.5a, Graduation Rates

363 Institutional Data Set 0001.5b, Transfer Rates

tracked through counseling services.[364] The institution-set standard for transition into the workforce is 50%.

Graduation Rate
— Target — Graduation Rate
44%
38%
40%
42%
39%
Fall 2014   Spring 2015   Fall 2015   Spring 2016

Transfer Rates
Based on Scholarship and Loan recipients
— Target — Transfer Rate
18%
21%
17%
18%
18%
9%
AY11   AY12   AY13   AY14   AY15
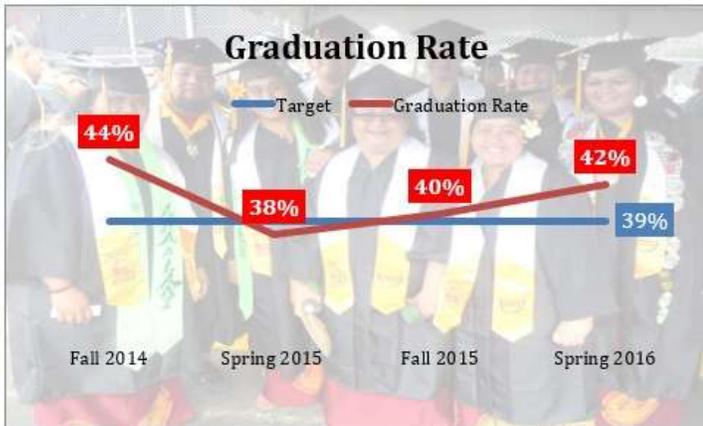
Institutional Data and Access

The Office of Institutional Effectiveness also provides access to institutional data used to aid in decision-making for internal stakeholders, and for access and transparency purposes for external stakeholders. Institutional data includes aggregated and disaggregated data in the following areas:

- Student Achievement Indicators: Data captured to monitor the achievement status of the College' institution-set standards that include developmental passing rates, gateway course completion, program requirements, persistence rates, and graduation and transfer rates.[365]
- Student Enrollment: Data captured by the College based on student enrollment and trends in enrollment. Data is disaggregated by age, citizenship, ethnicity, and enrollment status.[366]
- Student Placements: Data captured based on the levels of reading, writing, and math abilities for students that enter the College.[367]
- Developmental Passing Rates: Data captured to help determine the effectiveness of the lower level developmental courses to identify patterns in student behavior that possible delay a student's progress into college level courses.[368]
- Degree Requirements: Data captured based on completion rates for degree requirements that include gateway courses, General Education courses, Core Foundational Area courses, and Co-Foundational Area courses.[369]
- Graduation Rates: Data captured based on graduate profiles using graduating classes from spring and fall semesters.[370]

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364 Institutional Data Set 0001.5c, Placement Rates

365 Institutional Data Set 0001, Student Achievement Indicators

366 Institutional Data Set 0002, Enrollment

367 Institutional Data Set 0003, Student Placements

368 Institutional Data Set 0004, Developmental Passing Rates

369 Institutional Data Set 0005, Degree Requirements

370 Institutional Data Set 0006, Graduation Rates

- Student Learning Outcomes: Data captured based on the assessment of general education outcomes, program learning outcomes, and institutional learning outcomes.[371]
- Employee Data: Data captured based on employee data.[372]
- Student Opinion Surveys: Data captured from student surveys as a mean to provide feedback to the College on services and general education courses.[373]
- Program Review: Data results compiled from program review conducted annually or biennially that include divisional assessments and institutional program review.[374] Information is categorized by the year(s) program review was implemented and by department.
- Student Services: Datasets provided by the Student Services division based on information collected within each of its subdivisions.[375]

The College also features its institution-set standard achievement targets in several of its publications that include the 2015-2016 Annual Report and Fact Book.[376] [377] The College has completed its first academic one-year cycle of assessing its institution-set achievement standards.

The ASCC's standards for student achievement guarantees that the College's Mission is implemented and accountable for the offering of high quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways for student success allowed the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving their educational goals.

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through its PGSM. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.[378]

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371 Institutional Data Set 0007, Student Learning Outcomes

372 Institutional Data Set 0008, Employee Data

373 Institutional Data Set 0009, Student Opinion Surveys

374 Institutional Data Set 0010, Program Review

375 Institutional Data Set 0011, Student Services

376 2015-2016 Annual Report

377 2015-2016 Fact Book

378 Participatory Governance Structural Manual, pp. 9-10

The College utilizes the accreditation annual reports as a mechanism to guide its review of institutional data sets, institution-set standards, stability of its financial resources, and definitions of best practices. Evidence was based on the setting of the College's institution-set standards and review processes defined in the PGSM published in the fall of 2015.[379] The ASCC has learned from its Show Cause Sanction the importance of data reported annually to the Commission and its impact on the College's Self Study in 2014. The accreditation annual reports provide guidance for the institution for future planning not limited to continued compliance with federal requirements and regulations.

Evaluation of the College's Institution-set Standards
In September 2015, an addendum was approved to implement the revised ILOs into the 2014-2016 General Catalog.[380] This led the Curriculum Committee to engage in rigorous dialogue to review courses in the core and Co-Foundational Areas in assessment of the second-year ILOs. Courses were approved for the second-year assessment of ILOs by the Curriculum Committee in the fall of 2015 for ILO qualities that include ILO one (Effective Communicators), three (Critical Thinkers), four (Global Citizens), and five (Responsible Leaders). ILO two (Quantitative Competent Individuals) courses were approved in the spring of 2016. The delay for the approval of courses for the assessment of ILO two was based on the assumption that there is limited content offered in program courses to meet the quality of ILO two that states: "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."[381] The Curriculum Committee approved three courses that include ACC 220 (Automated Accounting), ED 240 (Instructional Technologies), and ICT 270 (Advance Office Applications), which are program specific courses. The Curriculum Committee is currently in the cycle of assessing the three courses for ILO two.

In spring 2016, the Curriculum Committee revised the Course Approval Forms (CAF) to include the alignment of ILO qualities to PLO and CLO competencies.[382] The Curriculum Committee also revised the data sheets required for all faculty to report outcome achievement competencies to include data for the subpopulation of students assessed in all courses.[383] This resulted in the revision of all course syllabi and CAF template to include alignment of ILO qualities and is documented in the Spring 2016 Assessment Exit Report.[384] A matrix was developed as a guide to map all program based courses that assess ILO qualities.[385]

The College's calculation of outcome achievement is determined by course completion rates for the second-year whereas data for gender, ethnicity, and age groups are disaggregated. The College accounts for outcome-based competency alignment for the level of ILO qualities as

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379 Participatory Governance Structural Manual

380 2016 Addendum, Implementation of Revised ILOs in the 2014-2016 Catalog

381 ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv

382 2016 Revised Course Approval Form

383 2016 Rubric Summary Template

384 2016 Assessment Exit Report (view on campus)

385 ILO Qualities and Competencies

demonstrated by program faculty in their spring 2016 syllabi and Course Approval Forms (CAF).

The College has successfully completed its one-year assessment of institution-set standards since its development in the spring of 2015. Rigorous outcome assessments were conducted each semester at the course and program levels for competencies in the first, second, third, and fourth-year of a student's degree pathway.

The College learned from its review of institution-set standards that there are gaps in the reporting of outcomes for the first, second, third, and fourth-year assessment of ILO qualities as it was only developed in the fall of 2015. In order to better determine the needs of students in achieving the College's ILOs, and to better monitor the completion rates for institution-set standards for Program Requirements and SLOs, there is a need for a clear identification of ILO capstone or signature assignments to determine how outcomes identified by academic programs through curriculum mapping demonstrate a student's achievement of ILOs. Signature and capstone assignments will justify the correlation of SLOs to institution-set standards and provide competency-based data for student subpopulations emphasizing services needed.[386]

Courses assessed for the first-year ILO qualities are well defined in the general education program. General education course competencies are aligned to the general education domains that define the first-year level of ILO competencies required for all degree-seeking students.[387] The second, third, and fourth-year ILO qualities are program-based competencies in courses offered in the Core and Co-Foundational Areas. Academic degree programs identify the competency levels for the second, third, and fourth-year ILO qualities.[388]

In the spring and summer of 2016, the College provided the opportunity for faculty, staff, and administrators to attend off-island professional training that include assessment workshops and technology and transferability training. Workshops included:
- Assessment 101: Spring 2016
- Assessment 201: Spring 2016
- Academic Resource Conference (ARC): Spring 2016
- American Association of Collegiate Registrars and Admissions Officers (AACRAO) Technology and Transfer Conference: Summer 2016

Workshop participants are required to submit an action plan to the Director of Curriculum and Assessment.[389] In the fall of 2016, the College held its second Convocation that included presentations from workshop participants on Moodle training and rubric summaries.[390] The Director of Curriculum and Assessment scheduled additional training on rubric summaries,

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386 SLO Alignment Manual

387 ASCC 2016-2018 General Catalog, General Education, pp. 49-50

388 ASCC 2016-2018 General Catalog, B.Ed. ILO Aligned Courses, p. 154

389 2016 Workshop Participants Action Plans

390 2016 Convocation Agenda

course approval forms, and SLO alignment, for the Academic Assessment Committee in the fall of 2016.[391]

In the fall of 2015, the Dean of Academic Affairs and Director of Curriculum and Assessment identified the need for additional staff for collecting, compiling, and data inputting for academic assessment purposes. The justification was reported in the bi-weekly reports by the division of Academic Affairs.[392] In the spring of 2016, the Dean of Academic Affairs proposed for additional staff for fiscal year 2017 budget. In review of the budget request from Academic Affairs for additional staff, the Vice President of Academic and Student Affairs met with the Dean of Academic Affairs and the Director of Institutional Effectiveness to discuss service measures for additional staff as requested by the Dean of Academic Affairs for services pertinent to assessment. As a result, the Dean of Academic Affairs agreed to cost share with the division of Institutional Effectiveness by allocating 15,000 dollars to support the Research and Evaluation team that will now assist the Director of Curriculum and Assessment with the collecting, compiling, analyzing, reporting, and disseminating of assessment information.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

The College ensures that results from student achievement are broadly communicated to internal stakeholders for accessibility, planning, and for decision-making. Data resulting from program reviews, student learning outcomes and achievement statistics are made available for institutional transparency on the ASCC website. This data is accessible to the ASCC's constituents, decision-making groups, and external stakeholders.

IE monitors data submitted by the College's departments and programs, and disseminates accordingly through the approval process for transparency purposes. Disaggregated data includes student enrollment trends, student achievement indicators, student placement, developmental passing rates (pre-collegiate), degree requirements, graduation rates, and student opinion that are compiled in Institutional Data Sets (IDS).[393]

ASCC Institutional Data Sets					
Type of Data Set:	**Measure 1**	**Measure 2**	**Measure 3**	**Measure 4**	**Measure 5**
0001: Student Achievement Data	Developmental Completion Rates	Gateway Course Completion Rates	Program Requirement Completion Rates	Persistence Rates	Graduation & Transfer Rates
0002: Student Enrollment Trends	Unduplicated Headcount	Enrollment by Age	Enrollment by Ethnicity	Enrollment by Major	
0003: Student Placements	English Reading Placements	English Writing Placements	Math Placements	Scholastic Aptitude Test Placements	Placement Test Survey
0004: Developmental	Developmental	Developmental	Developmental		

391 2016 Academic Assessment Committee Training Schedule, Memo

392 Division of Academic Affairs, Biweekly Report

393 Institutional Data Set, Home Page

Passing Rates (Pre-Collegiate Courses)	English Reading Passing Rates	English Writing Passing Rates	Math Passing Rates		
0005: Degree Requirements	Gateway Courses	General Education Courses	Core Foundational Courses	Co-Foundational Courses	
0006: Graduation Rates	Degrees/Certificates Conferred	Degrees/Certificates Conferred by Program	Completer Data	Graduate Exit Survey	
0007: Student Learning Outcomes	General Education Outcomes	Program Learning Outcomes	Institutional Learning Outcomes		
0008: Employee Data	Number of Employees	Number of Employees by degree	Number of Employees by Ethnicity		
0009: Student Opinion Surveys	Course Evaluation Survey	Student Satisfactory Survey			
0010: Program Reviews	Divisional Assessment-Program Review Summaries	Institutional Program Review Summaries			
0011: Student Services	Admissions & Records Data	Tutoring Data	Counseling Data	Financial Aid Data	Library Services

Data is conducive to planning. The College assures that data is available in a timely manner and disseminated accordingly for decision-making for all internal constituencies and decision-making groups.[394]

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

The ASCC has a comprehensive program review process in place supported by Policy 1004.[395] The process is fully defined in the ASCC Participatory Governance Structural Manual adopted by the College in the fall of 2015.[396]

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission, which include the Institutional Program Review and the Divisional Assessments.

The Institutional Program Review is used as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the ASCC's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the Institutional Planning Executive Core Committee (IPECC).[397] Data reviewed include areas that cover mission effectiveness, student learning

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394 Participatory Governance Structural Manual, pp. 19-29

395 Policy 1004, Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

396 Participatory Governance Structural Manual, pp. 20-22

397 Participatory Governance Structural Manual, pp. 20-21

programs and services, resources, and governance.[398] Data collected from Institutional Program Review is analyzed by the IPECC and used to provide updates on the status of the ASCC Institutional Strategic Plans (ISP). The IPECC's findings are referred to the Leadership Triangle, which includes the President and Vice Presidents for the review of the College's priorities. Results from Institutional Program review are used for planning and decision-making.[399] [400] As a result of evaluation, necessary changes are reflected in the College's catalog, institutional strategic plan priorities, and policies.

Divisional Assessment is used to assess the quality of the College's instructional and non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality programs and services for students and to identify opportunities for improvement for each academic program and service department.

The Divisional Assessment for non-instructional programs are conducted annually and monitored by the IPECC.[401] Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resources allocation.[402] Data collected from Divisional Assessment is compiled and disseminated to all internal stakeholders. Results are analyzed by programs and departments in preparation of the annual planning and budget review. Results are also analyzed by the IPECC and used as a source to provide updates on the status of the ASCC ISP. The IPECC's findings are referred to the Leadership Triangle, which includes the President and Vice Presidents for the review of the College's institutional priorities.

The Divisional Assessment for instruction also referred to as the Academic Program Review (APR), is conducted annually in the following areas:
- Input Measures: Institutional resources provided for a program of student to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.[403]

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398 2016 Institutional Program Review Survey, pp. 1-5
399 2014 Institutional Program Review Results
400 2016 Institutional Program Review Results
401 Participatory Governance Structural Manual pp. 21-22
402 2016 Divisional Assessment Survey, pp. 1-19
403 2015 Academic Program Review (Annual Divisional Assessment)

The instructional Divisional Assessment participants include faculty and adjunct faculty. In September 2015, the Faculty Senate approved to include in faculty performance evaluations statements for faculty participation in instructional Divisional Assessment and Institutional Program Review.[404]

The Assessment and Curriculum committees comprised mainly of faculty reviews and approves the instrument used for Divisional Assessment for instruction or APR annually with emphasis on how SLOs are achieved through competencies defined in the General Education Program, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).[405]

The Division of Academic Affairs provide faculty with an Assessment Exit Summary Report every spring semester. This report provides data on the assessment of student learning outcomes, which is discussed in Curriculum meetings. This data is useful for faculty when completing the Academic Program Review.

Results from Divisional Assessments not limited to institutional data publicized on the College's Institutional Data Sets are used for planning and decision-making that include department annual planning, resource allocation or reallocation, and review of department operations and procedures for services offered.[406] During the annual budget review also referred to as the budget call, divisions are required to submit their annual budget proposals supported by program review data. Budget proposals are reviewed by the vice presidents, finalized by the President, and presented to the Board of Higher Education for approval. Results from Divisional Assessment are also used to aid in the evaluation of the College's Mission, review of the ASCC catalog, review of the College's ISP, and review of Board policies.

Program review results are made available on the College's website for institutional access.[407]

Program Review is an integral part of the ASCC's institutional strategic planning process. Through program review, the College is able to obtain data needed to identify areas for improvement. In 2009, results from the institutional program review data identified four focus areas as the basis of the 2009-2014 ISP; Academic Excellence, Technology, Staffing and Facilities. In 2014, the divisional assessments and institutional program review data identified a fifth focus area, Total Cost of Ownership (TCO) incorporated into the 2015-2020 ISP. In 2016, the College implemented both Institutional Program Review and Divisional Assessments, resulting to the updating of the ASCC 2015-2020 Institutional Strategic Plan.[408]

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404 Faculty Performance Evaluation

405 2015 Instructional Divisional Assessment Survey

406 2017 Department and Program Annual Budget Planning Analysis, Institutional Effectiveness

407 Institutional Data Set 0010, Program Review

408 2016 Review of the ASCC ISP 2015-2020

In the spring of 2016, the Dean of Academic Affairs proposed to implement the Divisional Assessment for instructional programs in the fall of 2016 and in the fall semesters of each academic year. This recommendation was made to allow more time for faculty input and analysis in the review of instructional programs and services and was approved by the Leadership Triangle. In the review of the Institutional Strategic Plan 2015-2020, recommendations were made by the IPECC to change the cycle of program review implementation for its Institutional Program Review and Divisional Assessments to the fall of each year to allow more time for input and analysis and to coincide with the fiscal year planning cycle.[409] The College will implement its annual Divisional Assessment for instructional and non-instructional departments and programs in October 2016.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identified 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.

The changes made at the College to comply with this Standard were guided by the Visiting Team's Findings and Evidence in reference to Recommendations I, II, and III of the ASCC 2015 Show Cause Report.

The institution continues to gather assessment data via the Department of Academic Affairs (DOAA) every semester. Although departments use different methods for data collection, all faculty are required to use the standard datasheet to submit assessment results to the DOAA. The assessment results are compiled by the Director of Curriculum and Assessment and shared during Curriculum Committee meetings.

Recent discussions include the dialogue on the "need" to disaggregate SLO data by student population to make assessment results more meaningful. In response, the DOAA created a Rubric Summary Form for each academic department. This new form provides a breakdown of assessment results by individual student versus an aggregated count as reported in the datasheets. The new form was introduced during fall 2016 Faculty Orientation as one of the workshops.[410] The summaries will be collected at the end of the fall and compiled by staff from the division of Institutional Effectiveness (IE). IE will disaggregate the data collected by gender, age and ethnicity. In addition, data will be compiled by course level, program level and institutional level outcomes.

In fall 2015, all academic departments and program department chairpersons submitted SLO action plans based on assessment results. These reports were compiled into the College's academic programs and departments Closing The Loop Action Plan 2015-2016. This document details the academic department's analysis of assessment results and the plans of actions to improve the academic program's outcomes, course outcomes, assessment processes and instruments. The Action Plans provide evidence-substantiating changes in

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409 2016 Review of the ASCC ISP 2015-2020, p. 4

410 2016 Rubric Summary Template

curriculum during catalog review. The next plans are due during the next catalog review in 2018.

To ensure the institution's commitment to improving learning outcomes, the College follows an assessment process outlined in the College's PGSM. The purpose of this manual is to describe the principles of participatory governance and the structure for the College's decision-making.

The College ensures that SLOs and student achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of student learning is determined by the ongoing student learning dialogue on institution-set standards and the achievement of those standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and ongoing program review of student learning.

There are two types of student learning assessments, which occur within the institution. Student learning assessments include the assessing of ILOs and Institution-set Achievement Standards.

ILOs are outcomes that reflect a shared institutional articulation of expectations for all certificate and degree recipients. The assessment of ILOs occurs annually using outcome assessment data. The ILO qualities are reviewed by General Education first-year CLO qualities and competencies and Core and Co-Foundational Areas second-year CLO qualities and competencies.[411]

ILOs are assessed in several ways as noted below:
- First year course completions: Number of students who complete First Year courses with a 'C' or better disaggregated by gender, age and ethnicity.

SPRING 2016 FIRST YEAR ILOS ASSESSED THROUGH C OR BETTER DISAGGREGATED BY GENDER																			
Course:		C or Better									Below C								**Total students enrolled**
		A	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**%**	**C-**	**D**	**D-**	**D+**	**F**	**I**	**Total**	**%**	
ENG-150	F	9	15	12	13	10	23	7	89	73%	0	5	4	3	21	0	33	27%	122
	M	2	9	10	3	1	9	7	41	73%	1	1	3	1	9	0	15	27%	56
		11	24	22	16	11	32	14	130	73%	1	6	7	4	30	0	48	27%	178
ENG-151	F	10	11	12	14	8	15	4	74	64%	8	5	3	2	24	0	42	36%	116
	M	0	9	8	3	6	6	3	35	67%	5	2	1	1	8	0	17	33%	52
		10	20	20	17	14	21	7	109	65%	13	7	4	3	32	0	59	35%	168
HEA-150	F			3	2	1	4	1	11	48%	5	2	2	0	3	0	12	52%	23
	M			0	0	0	2	0	2	50%	1	0	0	1	0	0	2	50%	4
				3	2	1	6	1	13	48%	6	2	2	1	3	0	14	52%	27

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411 ILO Qualities and Competencies

Course	Sex	1	2	3	4	5	6	7	Sum	%	8	9	10	11	12	13	Count	%	Total
HIS-150	F	3	1	3	3	2	1	3	16	57%	3	0	1	2	6	0	12	43%	28
	M	0	1	1	0	1	3	1	7	44%	0	2	2	3	2	0	9	56%	16
		3	2	4	3	3	4	4	23	52%	3	2	3	5	8	0	21	48%	44
HIS-151	F	0	3	2	3	3	1	3	15	52%	2	6	1	1	4	0	14	48%	29
	M	1	3	2	3	2	1	3	15	58%	1	4	1	3	2	0	11	42%	26
		1	6	4	6	5	2	6	30	55%	3	10	2	4	6	0	25	45%	55
HIS-162	F	14	5	8	4	1	7	3	42	82%	2	4		2	1	0	9	18%	51
	M	5	3	2	1	5	1	1	18	86%	2	0		0	1	0	3	14%	21
		19	8	10	5	6	8	4	60	83%	4	4		2	2	0	12	17%	72
HIS-170	F	0	3	3	7	2	2	2	19	53%	3	4			10	0	17	47%	36
	M	1	1	2	2	0	6	1	13	72%	1	3			1	0	5	28%	18
		1	4	5	9	2	8	3	32	59%	4	7			11	0	22	41%	54
HIS-171	F	2	7	2	6	4	4	3	28	82%	1	2			3	0	6	18%	34
	M	0	0	0	0	0	0	1	1	20%	1	1			2	0	4	80%	5
		2	7	2	6	4	4	4	29	74%	2	3			5	0	10	26%	39
ICT-150	F	31	8	13	1	8	7	2	70	77%	0	4		1	13	3	21	23%	91
	M	10	4	5	5	3	2	1	30	83%	1	1		1	3	0	6	17%	36
		41	12	18	6	11	9	3	100	79%	1	5		2	16	3	27	21%	127
MAT-151	F	9	2	4	6	5	25	4	55	57%	10	7	5	9	11	0	42	43%	97
	M	6	0	8	9	3	16	1	43	81%	5	1	1	0	2	1	10	19%	53
		15	2	12	15	8	41	5	98	65%	15	8	6	9	13	1	52	35%	150
PHSCI-150	F	6	1	5	3	3	16	4	38	72%	3	7	1	2	2	0	15	28%	53
	M	2	0	3	0	1	4	2	12	75%	2	1	0	1	0	0	4	25%	16
		8	1	8	3	4	20	6	50	72%	5	8	1	3	2	0	19	28%	69
PSY-150	F	5	7	17	6	12	3	6	56	92%	0				5	0	5	8%	61
	M	0	3	4	4	8	0	3	22	88%	2				1	0	3	12%	25
		5	10	21	10	20	3	9	78	91%	2				6	0	8	9%	86

- First-year learning outcomes: Average of beginning, developing and proficient competencies in the first year.[412]

SPRING 2016 ASSESSMENT OF FIRST YEAR ILOS	Course	B	D	P
Communication	ENG-150	4%	37%	59%
	ENG-151	5%	38%	57%
	SPH-153	31%	29%	40%
Information and Technology Literacy	ICT-150	0%	45%	55%
Critical Thinking	MAT-151	5%	23%	71%
	PHSCI-150	22%	55%	23%
	PHSCI-150L	22%	55%	23%
Global Awareness and Cultural Competence	HIS-150			
	HIS-151			

412 GEO BDP Chart

		HIS-162	36%	34%	30%
		HIS-170	15%	26%	59%
		HIS-171	14%	36%	50%
Personal Responsibility and Development		HEA-150	12%	25%	64%
		PSY-150	24%	34%	41%

- Second-year learning outcomes: Average of beginning, developing, and proficient competencies in the second year.

Spring 2016 second-year ILOs, assessed through beginning, development and proficient.

COURSE	B	D	P	Assessed	Not Assessed	TOTAL ENROLLED
AGR 250	0%	21%	79%	1	0	1
CJ 150	43%	33%	24%	27	0	27
CJ 170	37%	36%	27%	25	1	26
CJ 175	29%	36%	35%	27	0	27
CJ 195	29%	33%	38%	29	0	29
CJ 210	19%	44%	37%	21	1	22
CJ 230	16%	37%	47%	19	0	19
CJ 240	19%	55%	26%	22	0	22
CJ 250	22%	48%	30%	26	0	26
ED 240	13%	77%	10%	5	0	5
ENG 250	4%	29%	67%	47	6	53
MSC 202	0%	0%	100%	3	0	3
SAM 111	0%	36%	64%	1	0	1
SAM 151	25%	55%	61%	8	8	16
SAM 152	19%	49%	61%	8	2	10

- Third and Fourth Year ILO: Average of beginning, development, and proficient competencies in the third and fourth year.

Spring 2016 Third and Fourth Year ILOs, assessed through beginning, development and proficient

Course	B	D	P
ED 300	13%	20%	67%
ED 301	33%	0%	67%
ED 305	0%	0%	100%
ED 325	0%	67%	33%
ED 410	0%	67%	33%
ED 435	0%	50%	50%

The second type of learning assessment is the institutional-set achievement standards. Student achievement standards provide measurements to determine the academic content a student learns in a determined amount of time. Through the College's assessment practices,

data is used as the basis to focus institutional dialogue to improve student learning and student achievement.

The ASCC uses disaggregated data to inform the institution on student achievement. Data is provided to constituents via the College's website under the IDS toolkit, in fact books and annual reports. The IDS toolkit is a virtual instrument designed to provide faculty, staff and students access to disaggregated data for decision-making. The IDS includes trends in enrollment, graduation and retention. IDS-0002 on Enrollment trends identifies student subpopulations by gender, age, ethnicity, part time and full time status and major. IDS-0003 on placement identifies student subpopulations by placement into Reading, Writing and Math. IDS-0006 identifies student subpopulations by degrees and certificates conferred by program and by time of completion. The fact books and annual reports are also available on the College's website.

The College has set student achievement standards that measure the performance of student achievement against the expected outcomes of the institution. The standards are based on the disaggregation of student subpopulations, which follow the Student Pathway to Success Model in the PGSM.[413] The benchmarks used to set the standards were based on longitudinal data as noted in the 2014-2015 Annual Report.[414]

There are five institution-set standards for student achievement defined by the College:
- 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 Area and Co-Foundational Area courses required by a Degree program;
- Persistence: The retention of students in their first year and second year and within 150 percent 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.

In the development of benchmarks, standards four and five were appropriately changed to follow the student success model. For standard four on persistence, retention in the first-year and the second-year became the focus of this standard and 150 percent time to completion was used in standard five as the graduation rate.

The benchmarks set for each standard are as follows:
- Standard 1: Developmental Courses: Percent of student population who successfully pass their developmental courses each semester- 70 percent

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413 Participatory Governance Structural Manual, p. 28

414 ASCC 2014-2015 Annual Report, pp. 20-25

- Standard 2: Gateway Courses: Percent of student population who successfully complete gateway courses with a "C" or better each semester- 72 percent

- Standard 3: Program requirements: Percent of student population who successfully complete all program requirements with a "C" or better each semester- 80 percent

For each requirement, targets were also set:
- General Education Target: 75 percent
- Core Foundational Target: 80 percent
- Co-Foundational Target: 90 percent

- Standard 4: Persistence Rates-percent of student population who were retained in the first year and 2nd year.
  - First-year (fall to spring) Retention Target: 50 percent with a stretch goal of 60 percent
  - Second-year (fall to spring to fall) Retention Target: 30 percent with a stretch goal of 40 percent

- Standard 5: Graduation and Transfer
  - Graduation Rate: Percent of students who complete degree or certificate within 150 percent of normal time to completion: 39 percent
  - Transfer Rate: Percent of graduates who transfer to other institutions of higher learning: 18 percent with a stretch goal of 25 percent
  - Workforce Rate: Percent of CTE graduates who transition into the workforce: 50 percent with a stretch goals of 63 percent

The institution uses the benchmarks to assess its performance every semester. The College's IDS on Student Achievement indicators contain data that supports each of the five student achievement standards.[415] This data is measured to assess the achievement of each target outcome. This data is reported in the ASCC Annual Report. The targets are rated by two criteria; meets the standard or does not meet the standard. Dialogue over the improvement of performance occurs at every level of the institution provided that student achievement data is published on the IDS. The student achievement standards are evaluated on a biennial basis following the College's catalog review cycle.

All student Achievement data is disaggregated by Gender, Age and Ethnicity
- Standard One: Developmental Course Completion Rates (IDS-0001.1a)

SPRING 2016 highest level developmental completion rates by Gender						FALL 2015 highest level developmental completion rates by Gender					
Gender	NP	%	P	%	TOTAL	Gender	NP	%	P	%	TOTAL
F	113	32%	244	68%	357	F	130	30%	301	70%	431

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415 Institutional Data Set 0001, Student Achievement Indicators

| M | 60 | 29% | 144 | 71% | 204 | M | 69 | 36% | 122 | 64% | 191 |
| Total | 173 | 31% | 388 | 69% | 561 | Total | 199 | 32% | 423 | 68% | 622 |

SPRING 2016 highest level developmental completion rates by Age						FALL 2015 highest level developmental completion rates by Age					
Age	NP	%	P	%	TOTAL	Age	NP	%	P	%	TOTAL
15-18	3	18%	14	82%	17	15-18	3	30%	7	70%	10
19-25	161	36%	286	64%	447	19-25	189	32%	397	68%	586
26-35	6	29%	15	71%	21	26-35	4	25%	12	75%	16
36-45	2	29%	5	71%	7	36-45	1	25%	3	75%	4
46-55	0	0%	7	100%	7	46-55	1	25%	3	75%	4
56+	1	20%	4	80%	5	56+	1	50%	1	50%	2
Total	173	34%	331	66%	504	Total	199	32%	423	68%	622

FALL 2016 highest level developmental completion rates by Ethnicity						FALL 2015 highest level developmental completion rates by Ethnicity					
Ethnicity	NP	%	P	%	TOTAL	Ethnicity	NP	%	P	%	TOTAL
Chinese	1	33%	2	67%	3	Chinese	1	33%	2	67%	3
Fijian	0	0%	0	0%	0	Fijian			1	100%	1
Filipino	4	19%	17	81%	21	Filipino	2	33%	4	67%	6
Samoan	163	34%	310	66%	473	Samoan	185	32%	401	68%	586
Tongan	2	100%	0	0%	2	Tongan	1	100%			1
Other	0	0%	0	0%	0	Other			1	100%	1
Missing	3	60%	2	40%	5	Missing	10	42%	14	58%	24
Total	173	34%	331	66%	504	Total	199	32%	423	68%	622

NP = No Pass
P = Pass

- Standard Two: Gateway Course Completion Rates (IDS-0001.2.a)

Spring 2016 Gateway completion rates with a 'C' or better									Fall 2015 Gateway completion rates with a 'C' or better								
Gender	A	A-	B+	B	B-	C+	C	Total	Gender	A	A-	B+	B	B-	C+	C	Total
Female	28	28	28	33	23	63	15	218	Female	48	30	22	26	26	19	84	255
Male	8	18	26	15	10	31	11	119	Male	22	20	6	16	11	12	26	113
	36	46	54	48	33	94	26	337		70	50	28	42	37	31	110	368
Age	A	A-	B+	B	B-	C+	C	Total	Age	A	A-	B+	B	B-	C+	C	Total
15-18	0	2	1	1	2	3	2	11	15-18	6	1	1	1	0	1	1	11
19-25	32	40	50	43	31	87	23	306	19-25	60	41	23	38	31	28	93	314
26-35	1	1	1	3	0	2	0	8	26-35	3	5	4	2	4	0	11	29

	A	A-	B+	B	B-	C+	C	Total		A	A-	B+	B	B-	C+	C	Total
36-45	3	3	0	1	0	2	1	10	36-45	1	1	0	1	2	2	1	8
46-55	0	0	2	0	0	0	0	2	46-55	0	2	0	0	0	0	0	2
56+	0	0	2	0	0	0	0	2	56+	0	0	0	0	0	0	4	4
Total	36	46	56	48	33	94	26	339		70	50	28	42	37	31	110	368

Ethnicity	A	A-	B+	B	B-	C+	C	Total	Ethnicity	A	A-	B+	B	B-	C+	C	Total
Caucasian	0	0	0	0	0	0	0	0	Caucasian	2	0	0	0	0	0	0	2
Chinese	0	1	1	0	0	0	0	2	Chinese	0	0	0	0	0	0	0	
Fijian	0	0	1	1	0	0	0	2	Fijian	0	0	0	1	0	0	1	2
Filipino	3	1	1	0	1	1	1	8	Filipino	3	1	0	1	0	2	0	7
Korean	1	0	0	0	0	0	0	1	Korean	0	0	0	0	0	0	0	0
Samoan	30	43	48	45	31	88	22	307	Samoan	64	46	27	39	36	27	102	341
Missing	2	1	3	2	1	5	3	17	Missing	1	3	1	1	1	2	7	16
Total	36	46	54	48	33	94	26	337	Total	70	50	28	42	37	31	110	368

- Standard 3: Program Requirement Completion Rates with "C or Better" (General Education)

GEN ED - By Gender Spring 2016									GEN ED - By Gender Fall 2015								
GENDER	A	A-	B	B-	B+	C	C+	Total	GENDER	A	A-	B	B-	B+	C	C+	Total
Female	124	76	105	82	72	133	51	643	Female	142	75	75	50	57	62	41	502
Male	48	36	57	35	37	55	28	296	Male	46	27	33	28	29	32	18	213
Total	172	112	162	117	109	188	79	939	Total	188	102	108	78	86	94	59	715

GEN ED - By Age Spring 2016									GEN ED - By Age Fall 2015								
								Total								Total	
AGE	A	A-	B	B-	B+	C	C+		AGE	A	A-	B	B-	B+	C	C+	
15 - 18	6	4	6	2	3	4	3	28	15 - 18	2	1	1	0	1	2	0	7
19 - 25	152	101	144	105	102	174	73	851	19 - 25	172	93	98	72	75	84	55	649
26 - 35	8	8	15	15	12	13	5	76	26 - 35	8	3	6	2	6	5	1	31
36 - 45	5	4	1	3	0	4	1	18	36 - 45	4	2	3	2	2	1	1	15
46 - 55	1	0	4	0	1	0	0	6	46 - 55	2	3	0	2	2	1	1	11
56 +	0	0	0	0	0	0	0	0	56 +	0	0	0	0	0	1	1	2
Total	172	117	170	125	118	195	82	979	Total	188	102	108	78	86	94	59	715

Spring 2016 General Education by Ethnicity								Fall 2015 General Education by Ethnicity							
Ethnicity	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Ethnicity**	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**
Caucasian	3	0	0	0	0	0	0	3	Caucasian	1	0	0	0	0	0	0	1
Chinese	0	1	2	0	1	0	0	4	Chinese	0	0	2	0	1	0	0	3
Fijian	1	0	2	2	0	0	0	5	Fijian	3	1	0	0	1	0	0	5
Filipino	7	1	2	1	3	3	2	19	Filipino	1	2	2	1	1	0	0	7
Korean	4	0	0	1	0	0	0	5	Korean	0	0	0	0	1	0	0	1
Other	0	0	0	0	0	0	0	0	Other	0	0	1	0	0	0	0	1
Samoan	150	106	148	109	101	176	69	859	Samoan	177	97	98	72	77	91	56	668
Tongan	0	0	0	0	0	0	0	0	Tongan	0	0	0	0	1	0	0	1
Missing	7	4	8	4	4	9	7	43	Missing	6	2	5	5	4	3	3	28
Total	**172**	**112**	**162**	**117**	**109**	**188**	**78**	**938**	Total	188	102	108	78	86	94	59	715

Core Foundational Completion Rates with "C or Better" (IDS-0001.3.b)

Core Foundational Completion by Gender Spring 2016								Core Foundational Completion by Gender Fall 2015							
Gender	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Gender**	A	A-	B	B-	B+	C	C+	Total
Female	213	164	165	117	117	169	71	1016	Female	106	75	55	35	44	55	20	390
Male	92	82	76	50	65	87	43	495	Male	34	28	30	16	15	23	7	153
Total	**305**	**246**	**241**	**167**	**182**	**256**	**114**	**1511**	Total	140	103	85	51	59	78	27	543

Core Foundational Completion by Age Spring 2016								Core Foundational Completion by Age Fall 2015							
Age Group	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Age Group**	A	A-	B	B-	B+	C	C+	**Total**
15-18	4	5	7	4	5	4	4	33	15 - 18	1	0	1	0	0	1	1	4
19-25	280	222	221	149	169	235	102	1378	19 - 25	131	98	77	43	54	67	22	492
26-35	13	14	15	18	16	21	7	104	26 - 35	4	2	4	5	4	7	4	30
36-45	9	4	1	2	1	3	4	24	36 - 45	2	0	2	2	1	2	0	9
46-55	0	0	0	0	0	0	0	0	46 - 55	2	2	1	1	0	0	0	6
56+	1	0	1	1	0	0	0	3	56 +	0	1	0	0	0	1	0	2
Total	**307**	**245**	**245**	**174**	**191**	**263**	**117**	**1542**	Total	140	103	85	51	59	78	27	543

Core Foundational Completion by Ethnicity Spring 2016								Core Foundational Completion by Ethnicity Fall 2015							
Ethnicity	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Ethnicity**	A	A-	B	B-	B+	C	C+	
Missing	14	9	13	6	8	12	10	72	Missing	5	6	1	2	1	2	1	18
Caucasian	1	0	0	0	1	0	0	2	Caucasian	1	0	0	0	0	0	1	2
Chinese	0	3	2	1	2	0	0	8	Chinese	1	0	1	0	0	0	0	2
Fijian	1	1	4	2	1	0	0	9	Fijian	0	0	1	0	0	0	0	1
Filipino	8	5	3	1	4	6	3	30	Filipino	1	3	3	1	2	0	1	11
Korean	3	0	0	1	0	0	0	4	Korean	1	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	Other	0	1	1	0	0	0	0	2
Samoan	276	228	219	155	165	238	100	1381	Samoan	131	93	78	48	56	75	24	505
Tonga	0	0	0	0	0	0	1	1	Tongan	0	0	0	0	0	1	0	1
Total	**303**	**246**	**241**	**166**	**181**	**256**	**114**	**1507**	Total	140	103	85	51	59	78	27	543

Co-Foundational Completion Rates with "C or Better" (IDS-0001.3.c)

Co-Foundational Completion Rates by Gender Spring 2016								Co-Foundational Completion Rates by Gender Fall 2015							
Gender	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Gender**	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**
Female	174	125	55	31	66	36	23	510	Female	227	155	89	72	79	47	46	715

Male	76	61	20	25	33	28	6	249	Male	94	61	46	40	45	26	13	325
Total	**250**	**186**	**75**	**56**	**99**	**64**	**29**	**759**	Total	321	216	135	112	124	73	59	1040

Co-Foundational Completion Rates by Age Spring 2016								Co-Foundational Completion Rates by Age Fall 2015								
Age Group	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Age Group**	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**
15-18	1	0	1	1	1	0	0	4	15 - 18	1	0	1	1	0	0	0	3
19-25	205	158	60	46	69	52	24	614	19 - 25	245	172	95	78	96	51	44	781
26-35	22	19	5	8	18	10	3	85	26 - 35	37	24	25	18	14	17	12	147
36-45	8	7	7	1	8	1	1	33	36 - 45	18	10	11	5	10	2	2	58
46-55	8	0	1	0	2	1	0	12	46 - 55	13	10	0	7	4	2	1	37
56+	4	1	1	0	1	0	1	8	56 +	7	0	3	3	0	1	0	14
Total	**248**	**185**	**75**	**56**	**99**	**64**	**29**	**756**	Total	321	216	135	112	124	73	59	1040

Co-Foundational Completion Rates by Ethnicity Spring 2016								Co-Foundational Completion Rates by Ethnicity Fall 2015								
Ethnicity	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**	**Ethnicity**	**A**	**A-**	**B**	**B-**	**B+**	**C**	**C+**	**Total**
Missing	12	7	0	1	6	2	1	29	Missing	19	11	2	3	6	1	2	44
Caucasian	0	3	0	0	0	0	0	3	Caucasian	3	0	0	0	0	0	0	3
Chinese	0	2	0	0	0	0	0	2	Chinese	3	1	0	0	0	0	0	4
Fijian	0	0	1	1	2	0	0	4	Fijian	0	0	0	1	0	0	2	3
Filipino	4	2	2	0	2	0	1	11	Filipino	4	4	3	3	2	1	0	17
Japanese	0	0	0	0	0	0	0	0	Japanese	0	0	1	1	0	0	0	2
Korean	1	0	0	0	0	0	0	1	Korean	1	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	Other	0	0	0	0	0	0	2	2
Samoan	231	174	71	52	88	62	27	705	Samoan	290	200	129	101	115	70	53	958
Tonga	0	0	0	2	0	0	0	2	Tongan	1	0	0	3	1	1	0	6
Total	248	188	74	56	98	64	29	757	Total	321	216	135	112	124	73	59	1040

The spring 2015 data for the first three standards that include Developmental Course completion, Gateway Course completion, and Program Requirement completion, was measured in the fall of 2015. This was published in the 2014-2015 Annual Report.[416]

Evaluation of the College's Data and Achievement Targets
The College has learned from its review of institution-set standards that there are gaps in the reporting of outcomes for the first, second, third, and fourth-year assessment of ILO qualities as it was only developed in the fall of 2015. In order to better determine the needs of students in achieving the College's ILOs, and to better monitor the completion rates for institution-set standards for Program Requirements and SLOs, there is a need for a clear identification of ILO capstone or signature assignments to determine how outcomes identified by academic programs through curriculum mapping demonstrate a student's achievement of ILOs. Signature and capstone assignments will justify the correlation of SLOs to institution-set standards and provide competency-based data for student subpopulations emphasizing services needed.[417]

416 ASCC 2014-2015 Annual Report, p. 27

417 SLO Alignment Manual

After the review of the ASCC's target achievements, the College did not achieve the target for standard one (developmental course completion) by four percent but met its targets for standard two (gateway course completion rates) and standard three (program requirement completion rates) that include General Education, Core and Co-Foundational areas. The institution continues to meet its targets for student achievement standards two, three, four and five. The standards continue to be monitored every semester while the review of the standards, occur on a biennial basis.

The development of the College's Accelerated Preparatory Program (CAPP) in 2012 was designed to limit the number of semesters it would take for students to complete college developmental courses. The CAPP provides two sessions of six-week daily courses offered each semester to prepare students for college competency level courses.

To improve services for institution-set standards, the College reallocated human and fiscal resources to address missed target scores. Actions taken by the College include:

- The allocation of local funds for four tutorial positions previously grant funded;
- The allocation of funds for the Student Support and Learning Services Officer, which was put into the Organizational Chart in September 2015 but missed the budget allocation for FY 2016. This action was only recently allocated funding for the FY 2017; and,
- The transfer of position from Assistant Registrar to Admissions Outreach Counselor to better assist in outreach at the high school and admissions and placement into the College's programs and courses.
- The Vice President of Academic and Student Affairs on behalf of the College is a member of the Advisory Board for the Statewide Longitudinal Data System (SLDS). The purpose of the SLDS Advisory Board is to collaborate as agencies to initiate the dialogue on a statewide longitudinal data system that can be used for research, evaluation, and audit purposes to improve the educational and workforce outcomes that benefit the citizens of American Samoa. The Advisory Board is chaired by the American Samoa Department of Education, Director of Chancery. The Longitudinal Data System is a transactional processer used to capture student data that pertain to the years and levels of education, competency statistics, and employment.

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, supporting academic quality and accomplishments of mission.

A full policy review was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision-making is outlined in the 2016 Assessment of ASCC Policies document. Policy review is a continuous process with emphasis on the annual institutional priorities and coincides with the seven-year cycle of accreditation.

Policy 1003 governs the process for approving and implementing Board policy and College regulations and procedures.[418] Policy 1003.1 allows for any employee in the College to propose regulations via a supervisor. Such proposals must follow the appropriate lines of authority as defined in the College's organizational chart.[419] Policy 1004 commits the ASCC to: "planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC)."

In the PGSM, constituent roles in shared governance and decision-making are clearly articulated for all internal stakeholders. All ASCC constituents are at liberty to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations.[420] This includes policies and practices for evaluation across all areas of the institution and the roles of decision-making groups.[421]

There are Governance groups that include the Leadership Triangle, Accreditation Steering Committee and Institutional Planning Executive Core Committee. Operational groups include the Leadership Team, Curriculum Committee, Academic Assessment Committee and Data Committee, and Task Force groups, which are formed to create a venue for dialogue and work on topics that require timely and concentrated energy.

All three groups have separate functions but group membership may overlap because of the designated roles or authority individuals have that are specific to operations and its relevance to the College's Mission. The roles and responsibilities of these groups is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of the ASCC's Mission Statement through:
- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and,
- Institutional Planning.

The ASCC has institutional processes for evaluation and review in its Institutional Program Review and Divisional Assessments.[422] The analysis of the evaluation provides information used in planning for improvements at the divisional and institutional levels. The ISP 2015-2020 requires a comprehensive institutional process of evaluation and analysis of Program Review data by the IPECC to identify strategic priority focus areas and broad based planning through subcommittees who identify performance activities for the achievement of outcomes. The evaluation of the institution's performance is detailed in the Institutional Data Sets for Student Achievement Indicators[423] and Degree Requirements.[424]

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418 Policy 1003 College Regulations and Procedures

419 Policy 1003 College Regulations and Procedures

420 Participatory Governance Structural Manual

421 Participatory Governance Structural Manual

422 Institutional Data Set

423 Institutional Data Set

424 American Samoa Community College

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.

The ASCC has mechanisms to solicit input from constituents on planning and evaluation. Program review is the key component of planning. The instructional Divisional Assessment program review solicits feedback in the following areas:

- Input Measures: Institutional resources provided for a program of student to achieve stated mission goals and objectives. Main resources are facilities, equipment, teach qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program and department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.

In 2015, the non-instructional Divisional Assessment was distributed to all divisions focused on the following:
- Evaluation (Effectiveness)
- Evaluation (Improvement)
- Decision Making
- Personnel
- Staff Development
- Facilities
- Equipment
- Budget
- Technology
- Student Support Services
- Safety and Emergency Procedures

Both Divisional Assessment instructional and non-instructional results were shared with members in the Leadership Triangle who in turn shared it with their divisions. The College also disseminates results of assessments and evaluation in presentation during convocation, allocating resource, department meetings, community advisory council committee meetings, outreach, and Student Government Association meetings. Results were used as the basis for planning annual divisional budgets.

Compliance Assist (CA) is a web-based data management system used by the College to collect information from the divisions on planning items. The system consists of three

modules focused on institutional participation in different areas: Accreditation, Planning and Program Review.

The College uses the planning module for bi-weekly reporting, quarterly reports and the End of Year Summary. The bi-weekly reports are a compilation of short-term divisional objectives planned by the division for the upcoming weeks. The Quarterly reports are summations of the divisions' activities towards meeting their expected outcomes. The End of Year summary is a report designed to solicit feedback from divisions on the effectiveness of divisional outcomes and planning items for the upcoming fiscal year. These reports are accessible by the divisions at all times.

The Gallery on CA stores all completed reports made available for all CA users to access. The divisions also have their own galleries to upload documents for their divisions so that they are always available for the division to access. These divisional galleries are only accessible by designated users on CA as requested by division heads. In the planning module, the College also has access to the ISPs goals and objectives. CA is designed so that planning items can be directly linked to other areas of planning, program review, or accreditation standards.

The Accreditation module of CA gives users access to the College's self-evaluation and to ACCJC guides for Accreditation. Users have the ability to link their planning items to the accreditation standards so the evaluation process can be organized.

The Program Review module of CA is not used at this time because not every employee has access to a computer. All employees are required to complete the survey so paper surveys have been the method used. The division of IE is working towards designing a template for program review that can collect data summaries from the divisions on program review.

The IDS toolkit provides compiled data to inform the College on student and institutional trends. The IDS is a collection of quantitative data from divisions throughout the college. IDS-0001 is based on Student Achievement Standards that inform the college on student achievement performance. Individuals, divisions, or decision-making groups can use the IDS for data to improve programs and services.

With the dissemination of the results of assessment and evaluation, the College has allocated resources to continue operations that are supportive of student achievement and success and has set the priorities for FY 2017.[425] These results are also shared with the American Samoa Government through Quarterly Performance Reports, Annual Budget Reports, Annual Reports, and ISP annual updates.

The ASCC continues to encourage participation of administrator, staff, faculty and students in improving practices, programs, and services. The PGSM and the Organizational Chart (2015) outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs

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425 FY 2017 Institutional Priorities, President's Memo

and services. In order to better link policy with accountability and evaluation of actions and decisions, a full policy review was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision making is outlined in the 2016 Assessment of ASCC Policies document.

The venues in which the evaluations of the institution's performance are made available on the ASCC website and Compliance Assist. Printed copies are available and disseminated within each program, department, and/or division. Fact sheets and fact books are made available through the College website and printed copies are distributed to the Leadership Team and when requested by individuals.

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 instructional 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. (ER 19)

The annual divisional and biennial institutional program reviews are designed to gather evidence from constituents. The results of the evidence indicate the effectiveness of programs and services and are used for planning and resource allocation. This process includes the review and analysis of program review results and dialogue to determine the institution's priority areas in its five-year institutional strategic plan.

Bi-weekly and Quarterly reports are ways the divisions report some of the challenges and provide recommendations for operations and improvements in processes or procedures that make the division's programs and services more effective. The quarterly reports are self-assessments and divisional plans combined in that the divisions report challenges and make recommendations for improvement. These recommendations are revisited in the subsequent quarter and at the end of the year in the End of Year Summary Report. The bi-weekly and quarterly reports are uploaded on Compliance Assist.

The College's recent actions to set institutional-set achievement standards and realignment of its practices towards the monitoring, assessing, and evaluating of those standards, provided a clear understanding of the College's priorities which are focused on student learning.

The IPECC began its review of the Institutional Strategic Plan (ISP) 2015-2020 in the beginning of April 2016 after the Leadership Triangle presented a clarification of the Committee's membership, scope, and roles in March 2016.

The Committee prior to the review of the ISP implemented a review of the annual Divisional Assessment and biennial Institutional Program Review survey templates to assure accuracy and inclusiveness in the assessment of the ASCC's Mission. The review encompassed all services that include institutional services, academic services, student services, administrative

services, research services, and extension and outreach services. The Committee's review of the program review templates were completed in the beginning of May 2016 and routed for approval to the Leadership Triangle for dissemination and input.[426]

In preparation to review the ISP 2015-2020, the IPECC recommended that a Task Force be convened to take part in the review of ISP goals, objectives, and expected outcomes. The Committee's recommendation was to ensure a broad-based representation from all service divisions given affiliation and authority in the review of the ISP 2015-2020. In May 2016, a memo was approved by the Leadership Triangle in support of the IPECC recommended chairpersons to provide status updates to the ISP 2015-2020. [427]

In May 2016, IPECC Chairman, facilitated a task review for the ISP Task Force. This review included committee composition for each of the strategic focuses, the review processes, a template to report committee findings, and a timeline of meeting schedules.[428] The Task Force Committees completed their reviews in the summer of 2016 and submitted their ISP status updates to the IPECC for review. [429]

The IPECC reviewed the Task Force ISP status updates for each of the plans and provided a comprehensive review using program review data, institutional data, and policies in the finalizing of the ISP 2015-2020 status updates.[430] Given the IPECC's review, a template was identified to link all ISP expected outcomes and the IPECC status recommendations to the Academic Excellence Plan. Other outstanding recommendations were noted by IPECC that include:
- To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance;
- To initiate an annual professional recognition for all ASCC employees;
- To link student opinion data to service divisions for planning and improvement of SOPs;
- To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently;
- To review service missions of all divisions to review and assess appropriateness of annual allocation;
- To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms;
- To review access policies to data systems and confidentiality pertaining to access and data;
- To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity;

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426 ASCC 2016 Program Review Memo, pp. 1-3

427 Task Force Memo: Review of ISP 2015-2020

428 Task Force Committee: ISP Review Process PPT Presentation

429 Appendix A: Task Force Updates (Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, Total Cost of Ownership)

430 Appendix B: IPECC Update of ISP 2015-2020

- To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and,
- To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access.

The update of the ASCC ISP 2015-2020 was submitted to the Leadership Triangle for review and publicized on the College's website.[431] The IPECC is scheduled to implement the Divisional Assessments for instructional and non-instructional programs in the fall of 2016.

431 ASCC Website, Institutional Effectiveness, Strategic Plans, 2016 ASCC Update of ISP 2015-2020

B. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

The ASCC conducts regular review of its policies and practices regarding publications through the division of Institutional Effectiveness (IE) as designated by the President to oversee all Media relations, publications, and all press inquiries for ASCC. [432]

The President ensures institutional integrity by reviewing all publications before being released to the public. In addition, the ASCC Communication and Documents Officer and Director of Institutional Effectiveness further review the ASCC press releases and public documents for accuracy and credibility review for the institution before being given to the President for review and approval.

The ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the Mission of the College and this ensures the integrity of policies in regard to the College's publications. The College President's role is to recommend policy changes to the Board in support of the Mission of the ASCC. [433]

The College presents and represents its Mission clearly, accurately and with consistency to its current and prospective students as well as the public and its personnel, by means of its catalogs, statements, and publications inclusive of those presented in electronic format. The Board of Higher Education reviews new or revised policies. Academic and student policies, procedures, and publications are reviewed regularly following the biennial catalog review cycle ensuring its integrity and credibility in all its representations as stated and noted in its Mission, goals and objectives, programs and services.

The ASCC reviews the institution electronic representations as the source of information that is updated on a regular basis. All information that is electronically disseminated follows an approval process through the division of IE.[434] Catalog or policy changes are publicized as addenda and an electronic version is posted on the ASCC website with hard copies of the addenda disseminated to the ASCC stakeholders. All publications including electronic representation must follow the institutional procedures for review and approval prior to release.

Student Achievement information is available to the public through fact books and fact sheets compiled by the IE Division. [435]

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432 Policy 3022.1, Communications with the Media
433 Participatory Governance Manual
434 Institutional Effectiveness Press Release SOP
435 Fact Book 2014-2015

Information regarding the College's accreditation status is available on the website that complies with the Commission policy for access to accreditation information. The status of the College's accreditation status was presented to all internal stakeholders during its Show Cause and Warning sanctions.[436] Accreditation updates are presented at the annual convocation and also publicized in the local media.[437]

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote on page 18 of the Guide). (ER 20)

The catalog is available both in printed and electronic format on the ASCC Website. The beginning pages of the College's catalog features its Mission, Vision, Institutional Learning Outcomes, Core Values, President's message, table of contents, and the academic calendar.

The ASCC Catalog 2016-2018 provides the following general information:
- Official Name, Address, Telephone Number(s), and Web Site Address[438]
- Accreditation Status[439]
- History of the College[440]
- Educational Mission[441]
- Course, Program, and Degree Offerings[442]
- Academic Calendar and Program Length [443] [444]
- Academic Freedom Statement[445]
- Available Student Financial Aid[446]
- Available Learning Resources[447]
- Names and Degrees of Administrators and Faculty[448] [449]
- Names of Governing Board Members[450]

The ASCC Catalog 2016-2018 provides general information of the following Requirements:
- Admissions[451]

436 2016 ASCC Accreditation Status Presentation to Stakeholders

437 2016 ASCC Convocation, Accreditation Update Presentation

438 ASCC 2016-2018 General Catalog, General Information, p. 1

439 ASCC 2016-2018 General Catalog, Accreditation Status, p. 1

440 ASCC 2016-2018 General Catalog, General Information, p. 1

441 ASCC 2016-2018 General Catalog, Mission, pp. ii-iii

442 ASCC 2016-2018 General Catalog, Program Degree and Course Offering, pp. 48-159

443 ASCC 2016-2018 General Catalog, Academic Calendar, pp. xi-xix

444 ASCC 2016-2018 General Catalog, Academic Degrees, pp. 6-8

445 ASCC 2016-2018 General Catalog, ASCC Policy Statement on Academic Freedom, pp. 38-39

446 ASCC 2016-2018 General Catalog, Financial Aid, pp. 22-24

447 ASCC 2016-2018 General Catalog, Learning Services, pp. 24-28

448 ASCC 2016-2018 General Catalog, ASCC Administration, pp. 161-163

449 ASCC 2016-2018 General Catalog, ASCC Faculty, pp. 163-167

450 ASCC 2016-2018 General Catalog, Board of Higher Education, p. 161

- Student Fees and Other Financial Obligations[452]
- Degree, Certificates, Graduation and Transfer[453] [454] [455]

The ASCC Catalog 2016-2018 provides general information of the following major policies affecting students:
- Academic Regulations, including Academic Honesty[456] [457]
- Nondiscrimination and Affirmative Actions[458]
- Disability Access and Reasonable Accommodation Services[459]
- Veterans Access Fees and Tuition Policy[460]
- Violence Against Women Act[461]
- Drug Free Policy[462]
- Acceptance of Transfer Credits[463]
- Transcripts[464]
- Grievance and Complaint Procedures[465]
- Sexual Harassment[466]
- Refund of Fees[467]

The ASCC Catalog is reviewed, revised, and updated every two years by the Curriculum Committee to ensure that information is current and accurate and that all program changes and requirements are clearly defined. When divisions require changes, updates, or revisions to services or programs they are presented to the Curriculum Committee for approval to be included in the new catalog. The Catalog can be viewed by all stakeholders and the public on the ASCC website.

Catalog revisions are reviewed by the Deans, Vice Presidents and President, and forwarded to the Board of Higher Education for final approval. Upon approval by the Board of Higher Education, the electronic version of the Catalog is uploaded to the ASCC website and hard copies are published. [468]

451 ASCC 2016-2018 General Catalog, Admissions, pp. 11-15

452 ASCC 2016-2018 General Catalog, Tuition and Fees, pp. 15-17

453 ASCC 2016-2018 General Catalog, Academic Degrees, pp. 6-8

454 ASCC 2016-2018 General Catalog, Graduation Requirements, p. 40

455 ASCC 2016-2018 General Catalog, Transfer Credits to Colleges and Universities, pp. 21-22

456 ASCC 2016-2018 General Catalog, Student Rights and Responsibilities, pp. 28-32

457 ASCC 2016-2018 General Catalog, Academic Policies and Procedures, pp. 32-39

458 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

459 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

460 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 2

461 ASCC 2016-2018 General Catalog, Policy and Mandates, pp. 3-4

462 ASCC 2016-2018 General Catalog, Policy and Mandates, p. 4

463 ASCC 2016-2018 General Catalog, Transfer Credit to Colleges and Universities, pp. 21-22

464 ASCC 2016-2018 General Catalog, Transcripts, p. 22

465 ASCC 2016-2018 General Catalog, Academic Grievance, p. 31-32

466 ASCC 2016-2018 General Catalog, Sexual Harassment, p. 30

467 ASCC 2016-2018 General Catalog, Tuition and Fees, pp. 15-17

468 Signature page of Board Approval of Catalog

Any addendum to the catalog is available at the Office of Academic Affairs or on the website.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

The College collects SLO data and student achievement data on a regular basis. All CLOs and PLOs are regularly assessed following an assessment cycle for all courses and programs. Courses are assessed regularly and accordingly to a set cycle. The Academic Assessment Committee (AAC) has approved a two-year assessment cycle for all General Education, Core Foundational Areas, Co-Foundational Areas that include the ASBEP, and Developmental courses.

Faculty is required to submit general education, Co-Foundational Areas, Core Foundational Areas that include the ASBEP, and developmental or pre-collegiate data sheets and rubric summaries for each course they teach by the end each semester to the Office of Academic Affairs for compilation. The Director of Curriculum and Assessment then compiles all data and disseminates the results to the academic departments and programs for analysis, summaries and action plans.[469] This allows faculty to analyze data and provide recommendations for the improvement of SLOs, teaching methodologies, assessment instruments and teaching pedagogy.

Student achievement and assessment data are available to the College's stakeholders through fact books, fact sheets, annual reports and Institutional Data Sets toolkit on the College's website. All documents published by the College are available on the ASCC website. [470]

The ASCC's Compliance Assist, a web-based data sharing and management system, houses most of the institutional data collected by the institution. Access to Compliance Assist is limited to Deans, Directors and key staff responsible for entering progress of their divisional outcomes in a Quarterly Report template under the system's Planning Module and to Self-Study Committee members to review evidence for the Self-evaluation process under the Accreditation Module.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected outcomes.

The College ensures that information about its programs is clear and accurate through ongoing review and updates by the academic departments and programs, curricular review by the Curriculum Committee, and ongoing assessment of outcomes by the Academic Assessment Committee. Degree and certificate requirements are listed in the catalog and

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469 ASCC Academic Program and Department Closing of the Loop Action Plan 2015-2016

470 ASCC Website, Institutional Effectiveness: http://www.amsamoa.edu/institution/ie.html

noted on advising sheets. Student learning outcomes are listed on course syllabi and course approval forms. [471]

The College has defined SLO for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi. The CAF is the master syllabus for all course syllabi verifying the alignment of outcomes and competencies assessed. The CAF as the master syllabus verifies the consistency of outcomes in all faculty syllabi. All CAF are routed for signature approval and are filed with the Office of Academic Affairs to ensure the integrity of all its courses and programs. The ASCC faculty are required to submit course syllabi for all courses taught on a semester basis. All course syllabi are reviewed by academic department chairpersons and the Director of Curriculum and Assessment to ensure inclusion of SLO, such as the alignment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILOs) as listed on the topical outline. All students are provided with a course syllabus at the beginning of the semester for each course taken at the ASCC. Academic chairpersons are accountable for the review and submission of department course syllabi before submission to the Office of Academic Affairs to ensure students are provided with current course syllabi at the beginning of each semester. [472] The Division of Academic Affairs has implemented SOP for course syllabi, semester exit clearance and evaluation for faculty.

The 2016-2018 ASCC General Catalog is available on the college website; Academic schedule is published in the media and on the website prior to the beginning of the semester.

Academic Affairs requires all course syllabi be submitted before the first week of instruction: Course syllabi include the following:

- Course Description
- Course Pre-requisite
- Additional Materials and Resources
- Course Objectives
- Student Learning Outcomes (Coded by Alignment)
- Institutional Learning Outcomes
- General Education Outcomes
- Program Learning Outcomes
- Course Learning Outcomes
- Course Objectives
- Methods of Instruction
- Course Required Assignments and Assessment Instruments table
- Grading Scale
- List of Course Requirements
- ASCC Attendance Policy
- Topical Outline

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471 ASCC 2016-2018 General Catalog, ASCC Student Learning Outcomes, pp. 48-159

472 Academic Affairs-SOP, #002 and #006

- Rubrics

The Office of Academic Affairs collects course syllabi each semester.

Course syllabi have been revised to address all SLO alignment that include ILOs, PLOs, CLOs, Assessment Instruments, and Dimensions (qualities and competencies) from rubrics in fall 2016. Implementation of the new course syllabi will be in spring 2017.

Student Learning Outcomes and Alignment

ILO	PLO	CLO	ASSESSMENT INSTRUMENT	DIMENSIONS *(Competencies/Qualities)*
Ex.: 1	*1*	*3*	*Oral Presentation Rubric*	☞ *D-1: Body Language: Movements seemed fluid and helped the audience visualize.* ☞ *D-6: Voice: Use of fluid speech and inflection maintains the interest of the audience.*
				☞
				☞
				☞

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the Mission of the College and this ensures the integrity of policies in regard to the College's publications. The College President's role is to recommend policy changes to the Board in support of the Mission of the ASCC. [473]

A full review of College policies was conducted by the Leadership Triangle, which details the accountability and monitoring responsibilities for policy review and revision recommendations. This is outlined in the document titled Monitoring the progress of the ASCC Shared Governance Structure and Organizational Protocol. This document details the responsibilities for monitoring, evaluating, and action on policies in the Governance Manual.[474] Policy review is a continuous process with emphasis on the annual institutional priorities and coincides with the seven-year cycle of accreditation.

The ASCC conducts regular review of publications through the Division of Institutional Effectiveness (IE) as designated by the President to oversee all Media relations, publications, and all press inquiries for the ASCC.[475]

The President ensures institutional integrity by reviewing all publications before being released to the public. The division of Institutional Effectiveness through its Public

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473 Participatory Governance Manual

474 2016 Review of ASCC Policies (view on campus)

475 Policy 3022.1, Communications with Media

Information Release (PIR) form monitors all college information released to the public.[476] Public release requests may include advertisements, trainings, awareness, and program highlights. The review process for PIR procedures is listed below:

- The PIR request is submitted to the appropriate supervisor (Dean, Director, or Officer) for review.
- The Director of the Samoan Studies Institute reviews PIR request for Samoan language accuracy.
- The Director of Institutional Effectiveness for credibility and accuracy of information reviews the PIR.
- The appropriate Vice President reviews the PIR.
- The PIR is reviewed and approved by the President for public dissemination.

The PIR review process is used by the College to assure that information released to the media or community is accurate and credible.[477]

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

The ASCC catalog and website provides current information on tuition and fees and other costs for attending ASCC for current and prospective students.

The cost to attend, also known as the cost of attendance, includes costs for Tuition and Fees; Room and Board; Books and Supplies; Transportation; and, Miscellaneous. The explanation of cost of attendance may be found in the Financial Aid Handbook that is available on the ASCC website.[478]

The ASCC provides a Net Price Calculator on the website to assist students in calculating an estimated cost of attending based on the student's income and living situation. As stated in the welcome message of the net price calculator, the estimate provided by this tool "is an "estimate" based on cost of attendance and financial aid provided to students in a previous year".[479]

The College also provides a list of current textbooks and their prices on the website. This information is available to anyone with an Internet connection, including current and prospective students.[480] The Division of Student Services provides access and information to students for the total cost of education. The Financial Aid Handbook details the total cost of education.

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476 Public Information Release Form, IE

477 Public Information Release Form, IE SOP

478 Financial Aid Handbook, Cost of Attendance, pp. 6-7

479 Net Price Calculator

480 ASCC Website, Textbooks, http://www.amsamoa.edu/files/ASCC_Textbook_Listing_2016-2018-Updated_8-10-16.pdf

When a change in tuition or fee is to be proposed, the process requires a Public Hearing. A Public Hearing for the facility fee was held in the summer of 2016. The five-dollar facility fee per credit was implemented in the fall of 2016.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

The ASCC's Academic Freedom policy 5002 is stated in the ASCC Catalog and the ASCC Governance Manual as follows: [481]

> *The ASCC recognizes the principles of academic freedom as expressed by the American Association of university professors. Academic Freedom is observed for the common good, the common good depends upon the free search for truth and its free exposition. Academic Freedom is essential to these purposes and applies to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic Freedom in its teaching aspect is fundamental for the protection of the rights of the ASCC instructor in teaching and of the student in learning.*

The policy on student academic honesty is stated in the Governance Manual policy 5300 as Academic Conduct of Students and can be found on page 30 of the 2016-2018 ASCC General Catalog as follows: [482]

> *Academic Honesty and Integrity*
>
> *ASCC prohibits the following actions:*
> 7. *Plagiarism, the submitting of one person's written ideas or thoughts as one's own without giving proper citation or credit to the original author; and,*
> 8. *Cheating that includes, but is not limited to, unauthorized sharing of information on any exam with others before the end of all final exams; and,*
> 9. *The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted materials; and,*
> 10. *Knowingly furnishing false information to the college with the intent to deceive or fraud; and,*
> 11. *Forgery, alteration or misuse of documents, records, or identification; and,*
> 12. *The attempted or actual theft or damage of college property.*

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481 Policy 5002, Academic Freedom
482 Policy 5300, Academic Conduct of Students

Students in violation of any of the above actions will be reported to the Dean of Student Services to be disciplined and/or counseled, which may result in probation, suspension, or expulsion in accordance to the severity of the action.[483]

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

The Governance Policy Manual, the ASCC General Catalog and the Student Handbook explain the College's academic honesty policy, how it is enforced, and the consequences for violation. The ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the mission of the college.

The College catalog section on Student Rights and Responsibilities outlines personal responsibilities and academic conduct of the students.[484] Course syllabi must include a statement on academic honesty. College catalog is also available online.

I.C.9. Faculty distinguishes between personal conviction and professional accepted views in a discipline. They present data and information fairly and objectively.

The college communicates its expectations of distinguishing between personal conviction and professional views of faculty by adhering to Policy 5103, which states:

ASCC expects faculty members in all disciplines to demonstrate a consistent level of proficiency in facilitating their courses. Demonstrated evidence in course content, applying facilitation techniques that enhance learning, and evaluating student's performances both in oral and written course work per established ASCC standards.

This assures academic integrity and the commitment of the College to hire qualified faculty who will uphold professional standards. [485] Policy 5102 clearly outlines the process for faculty orientation, internship and institutional development.

The statements of Academic Freedom in the Governance Manual communicate the expectations that faculty distinguish between personal conviction and professionally accepted views in their discipline.

Faculty engages in discussion of Academic Freedom and other professional issues through Faculty Senate meetings, department and program meetings, and planning committee meetings. In addition, there is informal discussion among colleagues. Adherence to the

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483 ASCC 2016-2018 General Catalog, Academic Honesty and Integrity, pp. 30-31

484 ASCC 2016-2018 General Catalog, Student Rights and Responsibilities, pp. 28-32

485 Policy 5103, Faculty Competencies for Instructional Effectiveness

College's policy as stated in the Governance Manual is evaluated through annual performance reviews of faculty.

I.C.10. Institutions that require conformity to specific codes of conduct to staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

The ASCC has in place an Employee Code of Conduct as stated in the Governance Manual, which outlines the institution's ethical and standards for professional conduct in the workplace*.* [486]

The college does not advocate specific beliefs or world-view.

I.C.11. Institutions operating in foreign locations operated in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This Standard does not apply to ASCC, as the College offers no curricula in foreign locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution response to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Accreditation with the ACCJC Commission is made known to the public through the media. The IE division follows protocol for public release of information to ensure accuracy and updated information. Compliance with federal regulations has been ongoing as is evident in the College's catalog and handbooks, grant reports, and standard alignment of curriculum and programs. The institution responded immediately to address accreditation issues and submitted substantive change proposals and reports as required to address the concerns of the Commission. The College continues to work with the Commission and submits annual reports demonstrating the progress toward improvement and achievement of institutional outcomes.

All team visitations, Commission recommendations, and institutional actions are shared with the College's stakeholders and have been made public through presentations by the College and through the media.

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486 Policy 4203, Employee Code of Conduct

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statues. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

The institution demonstrates integrity in its relationship with the Commission as is evident in the College's response in addressing its Show Cause and Warning sanctions. The institution responded immediately to address the Show Cause sanction as followed:

Informing all stakeholders of ASCC's Show Cause Sanction:

Show Cause Sanction
In response to ASCC's Show Cause sanction and PDN publicizing requirements, ASCC Acting President implemented a schedule of presentations following internal protocol and presented to all ASCC stakeholders regarding its Accreditation Status, ACCJC Forms of Commission Actions, Definition of Show Cause, ACCJC Recommendations, and ACCJC Eligibility Requirements and Standards:

- Presentation to the Board of Higher Education- February 23, 2015 *(Referencing PPT)*
- Presentation to ASCC Deans and Directors- February 25, 2015 *(Referencing PPT)*
- Presentation to ASCC Faculty and Staff- February 26, 2015 *(Referencing PPT)*
- Presentation to ASCC Students- February 27, 2015 *(Referencing PPT)*
- Presentation to the Public- KVZK-TV and Samoa News- February 27, 2015 *(Referencing Televised Recording and ASCC Press Release)*
- Presentation of the Warning Sanction in the spring of 2016 to internal stakeholders.

Planning the Process to address ACCJC Recommendations:

Following the presentation of the ASCC's accreditation status, Acting President in collaboration with IE Director set meetings with internal stakeholders to initiate and organize an action plan to address the ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan, utilizing the process of strategic planning and the Institutional Planning Core Committee (IPECC) composition.

The ASCC's Institutional 2015-2020 Strategic Plan encompasses several of the recommendations as cited by the ACCJC however, although the ASCC's Strategic Plan details the addressing of these outcomes in a two to five-year cycle, the ASCC will have to expedite the process to achieve these outcomes in a six to seven-month time frame to meet the ACCJC Show Cause sanction expectations.

Using ACCJC Recommendations as a guide for planning, expected outcomes were extracted from ASCC's Institutional 2015-2020 Strategic Plan and aligned accordingly to strategic

goal(s), objective(s), and performance indicator(s) with emphasis on outcome expectations for addressing each Recommendation. [487]

The ASCC had its first Convocation with all internal stakeholders of the college in the fall 2015. The initiative was to share and dialogue on Accreditation standards with all constituents to be updated of the ongoing plans for Accreditation. As an effort to continue the dialogue for transparency purposes on the status of the College's accreditation and processes, the Leadership Triangle has designated every fall semester faculty orientation as the convocation for the institution. This is noted in the 2016-2018 Academic Calendar with the second Convocation held during the fall 2016 faculty orientation. All reports on accreditation and addressing recommendations are also found on the ASCC website.

Warning Sanction
In response to the ASCC's Warning Sanction requirements, the President collaborated with the vice presidents and accreditation liaison officers to compile a planning schedule to guide the institution to address the remaining deficiencies noted in the 2016 Commission Action Letter to the College.[488] In February 2016, the College issued a public notice to inform the community of the College's accreditation status followed with detailed presentations to the Board of Higher Education and the College's stakeholders regarding the status of accreditation, required actions, focus and action plans, sustaining institutional effectiveness, and an action timeline.[489] [490]

The ASCC held its second convocation with all internal stakeholders of the College in the fall of 2016. The two-day convocation focused on College's accreditation status, reemphasizing perspectives of best practices, the purposes of self-study, accreditation as a voluntary process, addressing ACCJC Recommendations, and access to accreditation information and resources.[491] All reports on accreditation and addressing recommendations are made available on the ASCC website.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The American Samoa Community College's Mission ensures the community and its students the offering of high quality educational programs and services. Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific. [492]

487 ASCC Analysis of Show Cause Actions Taken, pp.1- 20

488 ASCC 2016 Accreditation Timeline

489 ASCC 2016 Accreditation Status, Presentation to the BHE, PPT

490 ASCC 2016 Accreditation Status, Presentation to Internal Stakeholders, PPT

491 ASCC 2016 Convocation Presentation, PPT

492 ASCC Catalog 2014-2016 p. 9

All educational programs are aligned to the Mission of the College through its offering of certificates and degrees. Associate of arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of science degrees and certificates of completion and certificates of proficiency prepare students to enter into the workforce. The ASCC offers eight Associates of arts degrees, 18 associate of science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and six certificates of completion. [493]

The College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review,
- Institutional Assessment of Student Learning Programs and Services, and
- Institutional Planning.

Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve program practices that are appropriate to improve student achievement and learning. The institution sets its priorities based on program review results with emphasis on the identified strategic focus areas of the ASCC Institutional Strategic Plan. These focus areas are Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership. [494]

The ASCC's focus on student learning and achievement allows the college to determine the quality of its instructional programs through the setting of student learning outcome measures and institution-set standards as indicators for continual improvements in program review, assessment, and planning. [495]

The College is committed to provide on-going professional trainings and student achievement and student learning through the following actions:
- Faculty, staff and administrators attended a "Technology and Transferability conference in the Summer 2016"
- Academic Directors from the ACNR, SSI, AELEL UCEDD, and TED attended the "ARC" 2016 as an on-going effort to be involved with student achievement and student learning
- Faculty including the Faculty Senate President, representatives from Academic Assessment and Curriculum committees attended two sets of off-island workshops on Assessment 201 and 101 in the spring 2016.
- Reallocation of human resources that include cost sharing of the Research and Evaluation team from the division of Institutional Effectiveness to assist the Director of Curriculum and Assessment with the compiling of assessment analysis and reports.

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493 ASCC Catalog 2014-2016 pp. ix-x

494 ASCC Strategic Plan 2015-2020

495 Participatory Governance Structural Manual pp. 25-27

- Workshops during faculty orientation on 'MOODLE' and 'Rubric Summaries' to ensure faculty are provided with more options on teaching methods.

It is evident in the 2017 institutional priorities that include professional development, facility and maintenance and reclassification.

In support of external interest and commitment to high quality education ASCC administrators met with off-island colleges to articulate courses for General education, Core Foundational Areas and Co-Foundational Areas courses.

All academic programs have a Community Advisory committee, which provides input and feedback to the institution regarding the provision of course and program offerings in addressing the needs of the community and external stakeholders. Student orientation is open to parents and community participants.

Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding as well as intellectual, aesthetic, and personal development for all of its students.

Instructional Programs

Library and Learning Support Services

Student Support Services

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.

The American Samoa Community College's (ASCC) Mission ensures the students and community the offering of high quality educational programs and services.[496] Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific.

All ASCC educational programs are aligned to the Mission of the College through its offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of Proficiency, and Certificates of Completion prepare students to enter into the workforce. The ASCC offers eight Associate of Arts Degrees, 18 Associate of Science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and six certificates of completion. [497]

The ASCC's focus on student learning and achievement allows the college to determine the quality of its instructional programs through the setting of student learning outcome measures and institution-set standards as indicators for continual improvements in program review, assessment, and planning.[498] The monitoring of student progression is tracked through the completion of certificates and degrees categorized by the pathway to student success. The ASCC has defined five standards for student success:

- Developmental Courses: The successful completion of highest developmental English and Mathematics Courses (English 90, English 91, Math 90) which transition students into college readiness;
- Gateway Courses: The successful completion of college level English and Math Courses (English 150, English 151, Math 151) as required by all degrees to transition into Gen-Ed and Program Requirements;
- Degree Program Requirements: The successful completion of General Education, Core Foundational Areas and Co-Foundational Areas courses required by a Degree program;

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496 ASCC Catalog 2016-2018 p. iii

497 ASCC Catalog: 2016-2018 p.52

498 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement and Institution Set Achievement Standards, pp. 16-28

- Persistence: The retention of students in their first and second year, and within 150 percent 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. [499]

Each standard provides direction on the process of setting institutional set-standards, courses assessed to set standards, and data sets used for analysis to determine the achievement of ASCC's Institutional Learning Outcomes (ILO). The ASCC ILOs are as follows:

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

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

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

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

- Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.[500]

The College has developed Institutional Data Sets (IDS) for all ILOs and its alignment to General Education Outcomes (GEO), Core foundational areas and Co-Foundational Areas course outcomes. Achievements of these outcomes are disaggregated based on successful course completion of all GEO, Core and Co-Foundational Areas course requirements. The Academic Assessment Committee has also reviewed SLO Data Sheets on course

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499 Participatory Governance Structural Manual: Institution Set Achievement Standards, p. 25-27

500 Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 9-10

competencies and has recommended inclusion of Rubric Summaries for all Academic departments and programs to disaggregate data based on achievement of competencies.[501]

II.A.2. Faculty including full time, part time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

The College determines the appropriateness of its delivery modes through ongoing review of course syllabi and assessment of Student Learning Outcomes (SLO). All ASCC faculty are required to identify different instructional modes of teaching following the expectations for course syllabi requirements.[502] Each semester, full-time, part-time and adjunct faculty are required to submit course syllabi to the department chairperson. The department chairpersons review course syllabi to ensure that all SLO, including teaching methods, are listed, and SLO are aligned with assessment instruments that link to course graded assignments. The Office of Academic Affairs monitors submission of all course syllabi, with the assistance of Department Chairpersons to ensure that students are provided with current course syllabi at the beginning of each semester.

The ASCC General Education program emphasizes the first year competencies, assessing qualities in Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Responsibility. Program learning outcomes are assessed under each academic degree or certificate program based on curriculum mapping of CLO to PLO as identified by each program. First year ILO are assessed through general education CLO qualities and competencies. The second year ILO are assessed through Core and Co-Foundational Areas CLO qualities and competencies.

The College places emphasis on the involvement of faculty, staff and administration in the development and implementation of SLO at all levels. Faculty discussions on relationships between SLO, student performance and the effectiveness of teaching methods are initiated at the department level. Based on the faculty peer review of student performance, proposed changes to teaching methods are adjusted at the discretion of the department. Any recommended changes to SLO or curriculum are presented to the Curriculum Committee for review and approval. The department chairpersons are charged with submission of any course or program changes to the Curriculum Committee for review and approval. The Curriculum approval process assures the College of the quality of its courses and programs in achieving its SLO.

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501 ILO Alignment Report

502 Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus

The final review and approval of any modification to courses and or programs require the approval of the Leadership Triangle. The President and vice-presidents are tasked with the final approval or removal of any course or program through the Course Approval Form (CAF), Course Removal Form (CRF), Program Approval Form (PAF), Program Removal Form (PRF), and approval of the catalog.

The 2016-2018 General Catalog was thoroughly reviewed by the Leadership Triangle in completion of the catalog approval process. As this is an institutional document, the Leadership Triangle ensures that all needed information are documented and shared with all ASCC stakeholders. The catalog includes United States Department of Education (USDE) regulations, Accrediting Commission for Community and Junior Colleges (ACCJC) catalog requirements, and documents academic and student policies to ensure all instructional programs and services are clear for students and all stakeholders.[503]

The ASCC faculty use effective delivery modes that accommodate the diverse needs of students and as documented on course syllabi. A semester-based review of course outcomes, delivery methods, and assessment instruments assures that the College meets the needs of all students through the achievement of SLO. The assessment cycle further indicates what courses are to be assessed each semester. The General Education Faculty Assessment Exit Report presented to the Academic Assessment Committee resulted to ten recommendations. Two of the 10 recommendations emphasized teaching methodologies and delivery of instruction that have been addressed by departments.[504]

The College defined the annual Divisional Assessment (program review) as an assessment instrument to evaluate all programs and services. The Divisional Assessments are required by the institution to assess the quality of instructional and non-instructional programs and departments. Areas of review include divisional mission and outcomes, evaluation of program and department effectiveness and improvement, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation.[505]

The Academic Program Review (APR) is an assessment instrument to gather information about academic program and departments, review and analyze information on program quality and making recommendation for improvement, to ensure all academic programs are fully supported in their efforts to provide quality, academic programs and courses. This instrument was revised as an additional program review mechanism and was approved by the Curriculum Committee and implemented in the spring of 2015. The Curriculum Committee continues its review of the APR instrument and will implement its program review in October 2016.[7] The Office of Academic Affair's development of the APR provided a systematic process for assessing student learning and student attainment in achieving its educational goals.[506]

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503 Leadership Triangle Review of 2016-2018 Catalog

504 Assessing Student Learning and Achievement p. 39

505 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement and Institution Set Achievement Standards, pp. 16-28

506 Participatory Governance Structural Manual: Institution Set Achievement Standards, pp. 25-27

The APR was developed to include these major criteria: (1) Input Measures (2) Program Operations and (3) Output Measures. Input measures are institutional resources provided for a program of study to achieve stated mission and outcomes. Input measures address the area of facilities, equipment, materials, teaching methods, teacher qualifications, and faculty professional development. Output measures are specific to student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking of course and degree and certificate, retention and completion rates, and the assessment of student learning outcomes. The Program Operation criterion requires information that is directly related to the instructional program of the College. The instrument (curriculum grid) is designed to obtain information on scheduling history. The reports indicate the number of courses that were offered during each semester of the cycle by each academic department.

The APR places emphasis on the involvement of faculty, administrators, and staff in linking the academic programs and departments with the community it serves, reviewing and planning, decision-making, and allocating resources at departmental and divisional levels. This emphasis ensures that the review contributes to the attainment of the institutional Mission and that appropriate recommendations are made for improvement and currency of all academic programs. Currency of curriculum and program relevancy are the responsibility of the faculty with the input from the Community Advisory Council members as they initiate changes to courses and programs based on program review results and SLO assessment for instructional improvement. Through the recommendations, the College ensures continual improvements in the quality of instruction at the ASCC.[507]

Results of the Divisional Assessment for non-instructional programs compliment the APR in supporting instruction through the achievement of SLO and meeting institution-set standards. Findings were used for institutional planning through its resource and budget allocation for operations. Results of both instruments allowed academic divisions to allocate funds for strengthening programs, providing adequate personnel, improving on teaching and learning, promoting continuous professional development, improving academic program services, and providing a sufficient budget as an instructional resource for meeting the Mission of the College.[508]

The ASCC, as a data driven institution, continues to evaluate and assess the effectiveness of its instructional methods through ongoing assessment of SLO and continuous implementation of program review processes to ensure the currency and high quality of its instructional programs. The College, through broad-based collaboration of its stakeholders, continues to improve and support instructional courses, programs and direct services through effective decision-making and allocation of resources to promote student success.

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507 Academic Program Review-Summary and Findings 2015

508 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement and Institution Set Achievement Standards, pp. 16-28

As a result of the 2015 APR, Academic Affairs proposed a recommendation to implement the APR in fall 2016 and every fall semester. This would allow academic departments and programs to collect and report data, based on previous academic years (fall 2015 and spring 2016). All findings are compiled and analyzed in the spring and shared with all internal stakeholders. The results are used for reporting purposes such as availability of academic data for ACCJC Annual Reports, monitoring institution-set standards, and for decision-making on program improvements for budget allocation and instruction. The APR instrument was approved and used in spring 2015 and implemented in fall 2016. The academic departments and programs continue to analyze and compare results for evaluation and possible revision of the current APR instrument.[509]

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

The College has defined SLO for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi. All CAF are routed for signature approval and are filed with the Office of Academic Affairs to ensure the integrity of all its courses and programs.[510] ASCC faculty are required to submit course syllabi for all courses taught to include syllabi for 15 week courses, 10 week courses (evening courses), five-week courses and six-week courses. All course syllabi are reviewed by academic department chairpersons and administrators to ensure inclusion of SLO alignment of course learning outcomes to program learning outcomes and to institutional learning outcomes as listed on the course topical outline.[511] All students are provided with a course syllabus at the beginning of the semester for each course taken at ASCC or during the first week of instruction. Academic chairpersons are accountable for the review and submission of department course syllabi before submission to the Office of Academic Affairs to ensure students are provided with current course syllabi at the beginning of each semester.[512] The Office of Academic Affairs has implemented SOP for course syllabi, semester exit clearance and evaluation for faculty.

The ASCC General Education Program emphasizes the first-year competencies assessing qualities in Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Responsibilities. Program Learning Outcomes are assessed under each academic degree or certificate program based on curriculum mapping of CLO to PLO as identified by each program. First-year ILOs are assessed through General Education CLO qualities and competencies. The second-year ILOs are assessed through Core and Co-Foundational Areas CLO qualities and competencies.[513]

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509 APR approval for Fall 2016

510 ASCC website: http://www.amsamoa.edu/academicprograms.html

511 Academic Affairs-SOP, #002 and #006

512 Academic Affairs-SOP, #002 and #006

513 Participatory Governance Manual pp. 22-24

All courses offered are assessed following an assessment cycle. All General education courses are assessed each semester. The Academic Assessment Committee has approved a two-year assessment cycle for all General Education, Co-Foundational Area courses, Core Foundational Area courses, and developmental and pre-collegiate courses. The assessment cycle is divided into four semesters, to ensure that all courses offered are being assessed within two years.[514]

The assessment of all General Education Outcomes (GEO) began in fall 2012. The review of this cycle was completed in the summer of 2014. All GEO assessment data was collected from fall 2012 to summer 2014 and was compiled by the Director of Curriculum and Assessment. The GEO analysis was shared with each GEO faculty in fall 2014.

The following diagrams summarize assessment cycle for all ASCC courses.
Assessment Cycle: Gen Ed, Core, Co-Foundational Area, and Developmental and Pre-Collegiate courses

GENERAL EDUCATION QUALITIES	ASSESSING GE QUALITIES			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	1st Year		2nd Year	
	COURSES	*COURSES*	*COURSES*	*COURSES*
GE 1	SPH 153 ENG 150 ENG 151			SPH 153 ENG 150 ENG 151
GE 2	ICT 150			ICT 150
GE 3		PHSCI 150 MAT 151		PHSCI 150 MAT 151
GE 4		HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	
GE 5		HEA 150 PSY 150	HEA 150 PSY 150	

Approved spring 2015

Co and Core Foundational Area Course Assessment Cycle	ASSESSING CO and CORE FOUNDATIONAL AREA QUALITIES			
	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
	1st Year		2nd Year	

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514 Assessing Student Learning Achievement Manual, pp. 20-21

	Course Numbers	Course Numbers	Course Numbers	Course Numbers
	100-150	**151-199**	**200-250**	**251-299**
	3rd Year		**4th Year**	
	300-350	**351-399**	**400-450**	**451-499**

Approved spring 2015

Developmental/ Pre-Collegiate Course Assessment Cycle	ASSESSING DEVELOPMENTAL COURSES			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Courses	*Courses*	*Courses*	*Courses*
	ENG 70	**ENG 71**	**ENG 70**	**ENG 71**
	ENG 80	**ENG 81**	**ENG 80**	**ENG 81**
	ENG 90	**ENG 91**	**ENG 90**	**ENG 91**
	MAT 80	**MAT 80**	**MAT 80**	**MAT 80**
	MAT 90	**MAT 90**	**MAT 90**	**MAT 90**

Assessment results through closing of the loop discussions allowed academic departments and programs to evaluate themselves and reach consensus on needed improvement of learning outcomes at the course and program level. Based on course offerings from fall 2012 to spring 2016, 76 percent of the ASCC courses have been assessed and twenty four percent have not due to course cancellation.[515][516] Academic departments and programs, through assessment discussions and scheduled meetings, provided recommendations to improve SLO, assessment instruments, curriculum mapping alignment, facilities, educational resources, and teaching methodologies.[517]

Assessment of SLO at the course, program and institutional levels is faculty driven, through their participation in departmental, Curriculum and Assessment committees. The Curriculum Committee oversees the College curriculum to ensure quality of courses, programs, degrees and certificates. The Academic Assessment Committee consists of faculty representatives, an Institutional Researcher, the Program Director of Counseling, and the Director of Curriculum and Assessment.[518] The committee reviews and monitors dialogue, discusses learning outcomes, identifies strengths and weaknesses of SLO, reviews data for APR, presents a workable assessment plan, monitors ongoing assessment, and reviews the ASCC's Mission according to SLO findings. The Assessment Planning Core Committee (APCC) advises on assessment instruments, analyzes data, and provides recommendations that will secure SLO alignment at all levels of assessment with an emphasis on the Mission of ASCC.[519]

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515 Academic Program Review-Summary and Findings 2015, pp. 39-40

516 Course Checklist 2014-2016

517 Assessing Student Learning Achievement Manual, pp. 20-21

518 Participatory Governance Structural Manual, p.18

519 Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014

Faculties are required to submit General Education, Co-Foundational Areas, Core Foundational Areas, and Developmental and Pre-Collegiate data sheets for each course they teach by the end each semester to the Office of Academic Affairs for compilation. The Director of Curriculum and Assessment compiles all data and disseminates the results to the academic departments and programs for analysis, summaries and findings. The Director of Curriculum and Assessment schedules one-on-one meetings with each academic department and program to review SLO analysis. This allows faculty to share the analysis of data and provide recommendations for improvement of SLO, teaching methodologies, assessment instruments and teaching pedagogy through a SLO Action Plan.[520] In fall 2015, all academic department and program chairpersons submitted a SLO Action Plan providing recommendations for improvement.

The following diagram is an updated summary of assessment methods used by faculty as recorded on course syllabi.
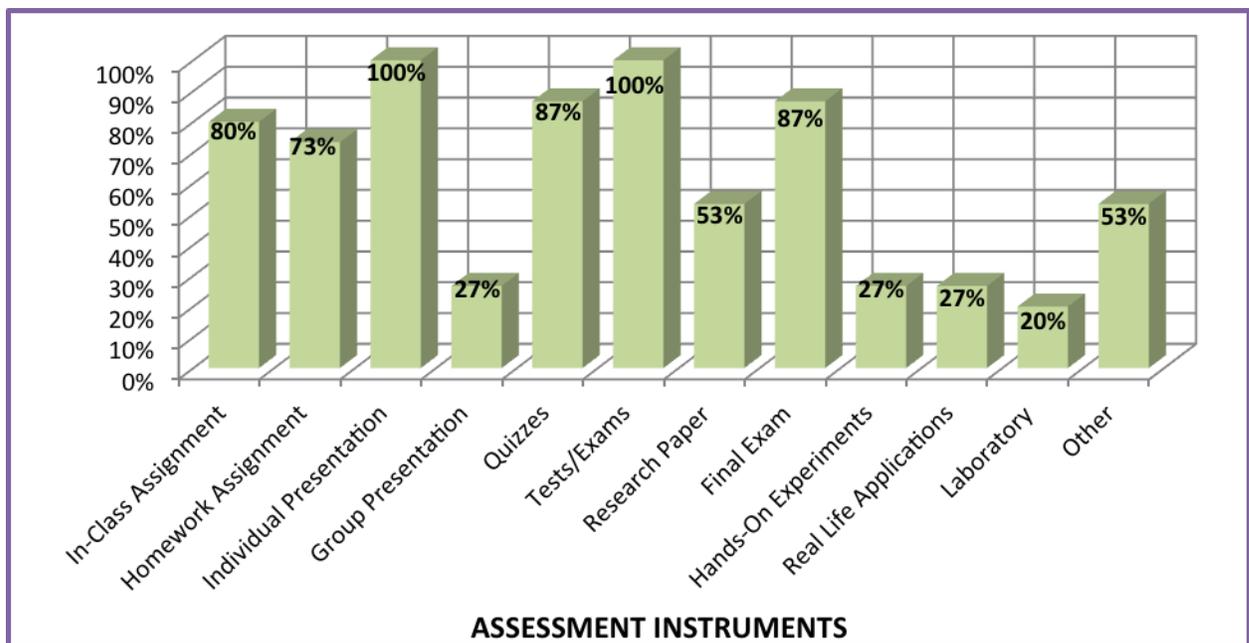
Fall 2015 - Spring 2016

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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520 Assessing Student Learning Achievement Manual, pp. 20-21

Developmental and pre-collegiate, continuing, and community education offerings are determined by students' placement on entrance exams and by the community needs in alignment with the College's Mission. The College does not offer study abroad, international student exchange, short-term training, or contract education programs at this time.

The College offers developmental or pre-collegiate courses to accommodate students placed in Developmental English and Math as determined by the College's placement exam or SAT or ACT scores. Pre-collegiate and developmental courses are currently offered through the College Accelerated Preparatory Program (CAPP) to prepare students for college level curriculum courses.[521]

The ASCC has in place a CAPP policy for students who do not demonstrate college level Reading, Writing and Math competencies. The policy states a student with a placement result indicating English-150 Introduction to Literature, and English-151 Freshman Composition and Math-90 Elementary Algebra, is eligible to take general education (150-college level) courses.[522]

The CAPP is a two six-week accelerated sessions for students enrolled in developmental Math and English. The developmental courses are offered daily in both sessions with additional General Education courses offered in the second six-week session. This allows students who have successfully completed CAPP with the exception of Math-90 to move on to college level courses.

Data from previous years for developmental courses shows improvement of passing rates since the implementation of CAPP in fall 2012. The English CAPP implements a semester based student survey on instructional services with efforts to determine contributing factors that impact student success.[523] The College has set a standard achievement rate for developmental courses at 70 percent based on passing rates of the highest developmental English and Math courses. The set standard of 70 percent is the required passing rate to transition to college level courses.[524]

Students are provided with the opportunity to enroll in entry-level career technical courses to attain the necessary skills to enter the workforce. The College provides a Certified Nurses Aide (CNA) and Apprenticeship and Workforce Development (AWD) programs for students to enter the workforce. The Nursing Department offers a program that will qualify the graduate of the Nurse Aide training program to take the National Nurse Aide Assessment Program examination (NNAAP) for certification. Successful completion of this examination enables the nurse aide to practice within U.S. accredited hospitals and public health agencies in American Samoa, as well as other U.S. territories. The AWD is designed "to upgrade skills of incumbent workers," to provide current, relevant and applicable training in building occupational skills and technical capabilities of both traditional and non-traditional students.

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[521] ASCC Catalog 2016-2018, p. 9

[522] ASCC Catalog 2016-2018, p. 9

[523] CAPP/ELI Survey Results

[524] ASCC Analysis of Show Cause Actions Taken, p. 37

These programs are supported through Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) with community agencies. Upon a student's successful completion of entry-level courses and set requirements, the College awards a student a Certificate of Completion (COC) to certify qualification for direct placement into the workforce. COC are not conferred certificates, but are recognized for the purpose of entry-level placement in the workforce.[525]

The Adult Education Literacy and Extended Learning (AELEL) is a program designed to make educational services available to the non-traditional student population of American Samoa by offering non-credit classes. Continuing education courses provide development, improvement, and advancement of specific and general work related skills.

General Education Development (GED) preparatory instruction program is provided at no charge to any student who has not graduated from high school and who is at least sixteen years of age. Students are taught the basic skills necessary to sit the GED tests. Successful completion of the GED examination allows students to attain a certificate of high school equivalency.[526] Adult Basic Education (ABE) provides instruction in the basic academic areas of Mathematics and English as college preparatory classes and for occupational skills. The process for establishing any course or program within the institution involves the collaboration between academic departments and the community advisory council based on educational needs of the College's community stakeholders. All new, revised, removed or proposed changes to courses and programs are presented to the Curriculum Committee for their review and approval to ensure alignment to the ASCC Mission.[527]

Final approval of all course changes follows the Standard Operating Procedures for catalog review for course and program Approval. Determination of appropriate credit type and differentiating of pre-collegiate from collegiate courses is the sole responsibility of faculty through collaboration with departments and final approval by the Curriculum Committee.[528]

The ASCC has identified through its Institutional Student Achievement standard a clear 'Pathway to Student Success' as a guide for students to succeed in attaining a degree or certificate. This shows a direct alignment of pre-collegiate curriculum with college level curriculum as follows:

- 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 general education and Program Requirements[529]

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525 ASCC Catalog 2016-2018 p. 8

526 ASCC Catalog 2016-2018 p. 44

527 Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA and 006-AA, Catalog Review/Course Review for Course/Program Approval

528 Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA and 006-AA, Catalog Review/Course Review for Course/Program Approval

529 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement and Institution Set Achievement Standards, pp. 16-28

Through these pathways, students are able to see a clear transition from pre-collegiate courses to college level course curriculum in Math, Reading and Writing. This provides students with a clear and efficient pathway as they transition from developmental courses to collegiate level courses.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credit hours or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

The institution assures high quality instruction for all its programs through assessment and improved planning of student learning outcomes. The quality of instruction is initially evaluated by the academic departments, programs, and divisions and shared with faculty for their review and recommendations for program improvements. Faculty demonstrates the quality of instruction through assessment, data collection and analysis to improve student learning and instruction. Academic departments and programs identify the level of competencies through utilizing analytical or holistic rubrics and rubrics summaries to determine achievement of Course Learning Outcomes (CLO) and or Program Learning Outcomes (PLO). Student Learning Outcomes are thoroughly reviewed and assessed to ensure alignment to the institutional Mission. The biennial review of the catalog allows internal stakeholders to assess, plan, and improve quality of instruction.[530]

The College identified and standardized General Education Outcomes (GEO) and Core and Co-Foundational Areas for all AA, AS, and B.Ed. degree programs. These outcomes and areas are comparable to those offered at other accredited institutions. GEO requirements have been identified to assess GEO outcomes for all degree programs to ensure students are well rounded in the general education area upon completion of the first year. In addition, core and Co-Foundational Area requirements have been identified to assess and enhance students' knowledge in the content areas. Associate of Arts and the Associate of Science degree require 28 credits for General Education and 32-38 credits for Core and Co-Foundational Areas. All certificates of proficiency require completion of one General Education Math and one General Education English course. GE outcomes have been identified for the B.Ed. program and are embedded in the third-year courses.[531] The B.Ed. program has a continuation of at least a two-year time frame period for a student to complete all B.Ed. third and fourth-year requirements. A prospective student must complete all B.Ed. pre-admission course requirements before enrolling in 300 level courses.

The ASCC, through the Curriculum Committee, has established and set minimum degree requirements for all its degrees and certificates following common practices set by U.S.

530 Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014

531 ASCC Catalog 2016-2018 pp. 154-157

institutions of higher learning. A minimum of 127 academic credits is required for a Bachelor of Education degree as indicated in the 2016-2018 Catalog. A minimum of sixty academic credits is required for an associate degree. The General Education requirements for all Associate of Arts and Associate of Science degree programs are comprised of general education courses, which address the five General Education domains. These GE domains are Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. A minimum of thirty academic credits is required for a Certificate of Proficiency.[532]

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Department chairpersons are required to create a yearly tentative course schedule to assist students in academic advising and planning. This provides guidance to students in completion of their degree and or certificate plan.[533] Course scheduling and offerings are pre-approved prior to the upcoming semester. The department chairperson prepares all tentative course schedules with input from faculty and respective Directors. The College's schedule of classes is a collaborative effort by all departments and programs, to ensure faculty members are complying with ASCC teaching policies.[534] Each academic department and program schedules are reviewed and approved by department chairperson before final submission to the Dean of Academic Affairs.

Course schedules are made available to all students before priority registration. This allows students to plan accordingly with the assistance of their academic advisors in fulfilling their Individual Educational Plan (IEP) for a declared degree or certificate program. The IEP, also known as the advising sheet, is available at the Office of Academic Affairs or with respective programs and services. The Student Planning Form indicates the sequencing of courses and program length.[535]

Academic Department Chairpersons plan courses based on the degree and certificate plan prior to submission of their semester course schedule to the Office of Academic Affairs.[536]

A time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at ASCC is at least two years. Based on degree completion rates, the majority of students require 2.5 to three years to complete an associate degree, which is consistent with established expectations in higher education. Based on degree completion rates for the Bachelor's degree, students require 2.5 to three years to complete a B.Ed. degree. The

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532 ASCC Catalog 2016-2018, p. 9

533 Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling

534 Policy 5107, Faculty Time Allocation on Campus; Policy 5108, Faculty Teaching Load

535 ASCC website: http://www.amsamoa.edu/academicprograms.html

536 Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling

institutional-set standard for graduation is 39 percent and within a 150 percent normal time to completion, which is equivalent to three years.

General education courses are offered every semester including the ten and six-week sessions to provide students opportunities to fulfill the general education competencies in their first year of study. For students who have completed general education courses, both Core and Co-Foundational area courses are also offered regularly to provide opportunities for students to complete all degree and graduation requirements.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The College has identified assessment instruments beyond traditional tests, and pedagogies through collaboration among faculty and chairpersons to ensure achievement of student learning outcomes regardless of learning styles. Faculty has engaged periodically in discussions of student learning styles. Faculty utilizes various pedagogy and teaching methods to meet the diverse learning needs of all students. Students have diverse learning styles and faculty respond to the needs of students.[537]

The ASCC provides professional development for faculty through local and off-island workshops in assessment and pedagogy. The Office of Academic Affairs provides an Assessment 101 workshops spearheaded by the directors of Curriculum and Assessment and Institutional Effectiveness to all full time, part time, and adjunct faculty. Presentations on learning styles have been a part of faculty orientation.[538] As a result of upgrading assessment pedagogies, curriculum framework, and collecting qualitative data, a formal invitation was sent to Dr. Mary Allen to conduct training on reliability, calibration, validity, and the integrity and quality of degrees.

Teaching methods are listed in course syllabi and Course Approval Forms (CAF). Teaching methods, as recorded on course syllabi, include but are not limited to lectures, student presentations, group discussions, fieldwork, portfolios, fieldtrips, and service learning. Academic department faculty and chairpersons select various methods appropriate for achieving student learning outcomes.[539]

Faculty are tasked to align teaching methodologies to student learning achievement as evidenced in rubric development and standardization of course evaluation. Curriculum mapping is required for all academic departments and programs to ensure alignment of CLO, PLO, and ILO to all course graded assignments. The assessment of learning outcomes allows

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537 Dr. Mary Allen Ph.D. PPT (2015)

538 Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus

539 Academic Affairs Division Standard Operating Procedures Manual, SOP #020-AA, Course/Program Approval/Removal Forms

faculty to make decisions and plans to facilitate student performance, and also facilitates ongoing dialogue in departments on appropriate teaching methodologies.[540]

The College evaluates the effectiveness of its delivery modes through its review of academic departments and its assessment of SLO at the course and program levels. This allows faculties to assess instructional delivery modes. The assessment process requires academic departments and programs to review course syllabi, course curriculum, delivery modes, teaching and learning strategies, and student achievement reports.[541]

The ASCC faculty continues to implement different teaching methods to assess SLO on approved Course Approval Forms and course syllabi. A per-semester review of course outcomes, delivery methods and assessment instruments assures that the College is meeting the needs of all students.

The College continues to provide opportunities through off-island professional trainings for faculty and staff. This is an effort to ensure effective services and instructional methods are provided to improve student success. The faculty and staff participated in a professional development on technology and transfer in July 2016 to support the diverse needs of students.[542] Two separate groups of faculty and staff have also attended Assessment 201 and Assessment 101 in the spring of 2016 for continuous improvement of delivery modes, teaching methods and learning support services to accommodate the diverse needs of all students.[543]

In the spring and summer of 2016, the College provided the opportunity for faculty, staff, and administrators to attend off-island professional training that included assessment workshops and technology and transferability training. These workshops included:
- Assessment 101: Spring 2016
- Assessment 201: Spring 2016
- Academic Resource Conference (ARC): Spring 2016
- American Association of Collegiate Registrars and Admissions Officers Technology and Transfer Conference: Summer 2016

Workshop participants are required to submit an action plan to the Director of Curriculum and Assessment. In the fall of 2016, the College held its second Convocation that included presentations from workshop participants on MOODLE training and rubric summaries. The Director of Curriculum and Assessment scheduled additional training on rubric summaries, course approval forms, and SLO alignment for the Academic Assessment Committee in the fall of 2016.

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540 Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014

541 Academic Program Review-Summary and Findings 2015

542 Technology and Transfer Conference memo July 2016

543 Approval for Assessment 101 and 201, Feb. and May 2016

The following table summarizes various teaching methods as recorded on course syllabi for fall 2015 and spring 2016.[544]
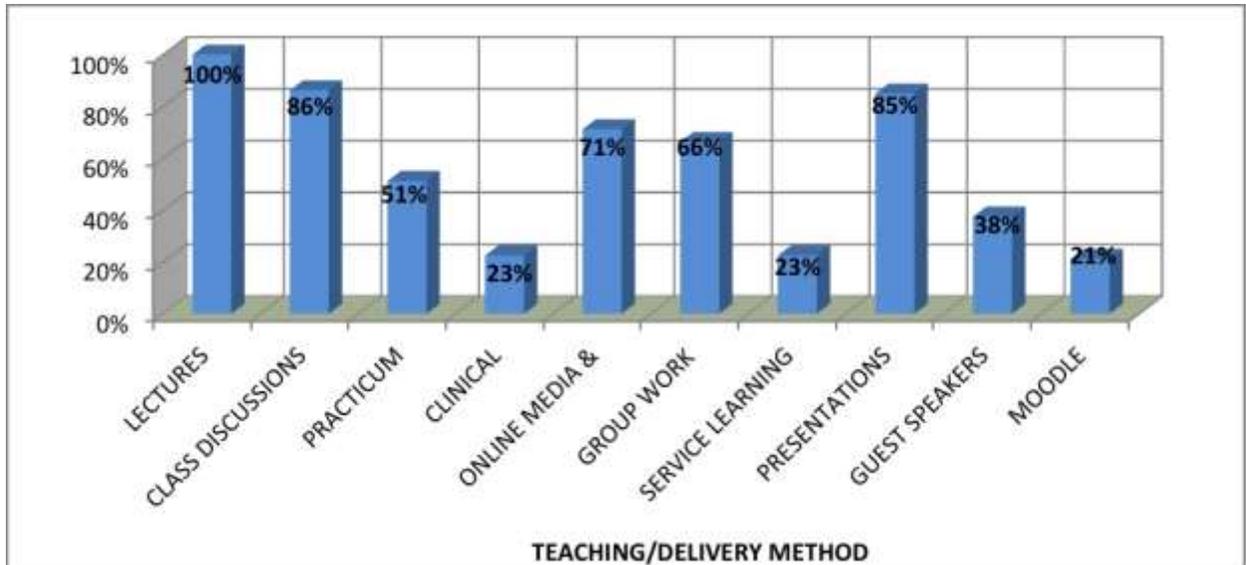
II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, here used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability (Accreditation Reference Handbook, 2015)

The institution does not use departmental course or program examinations although several departments and divisions, such as the Nursing department, Teacher Education program, and Trades and Technology, prepare students for national certification exams.

The Nursing Department offers preparatory sessions that will prepare a graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) certifications that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). The Nurse Aide certificate prepares a student to sit the exam to be a Certified Nurses' Aide (CNA). Successful completion of these examinations enables the nurses to practice in the U.S. accredited hospitals and public health agencies within American Samoa, as well as other U.S. Territories.[545]

The Teacher Education program uses Praxis I to prepare students for teacher certification in the United States and American Samoa. The Trades and Technology continues to prepare automotive students for the Automotive Service Excellence (ASE) certification

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544 Academic Program Review Summary

545 ASCC Catalog 2016-2018 pp. 88-92

examinations. All B.Ed. prospective students must take the Praxis I test before graduating from the B.Ed. Program. Tutorials are provided prior to testing each fall and spring semester. Successful passing scores ensure a higher salary upon entering the American Samoa Department of Education workforce.

College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. Students who test into developmental courses are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80 and 90, English/Reading 70, 80, 90 and English/Writing 71, 81, 91) to prepare for College level courses.

The ASCC designed its own Math and English Placement Test that is aligned to local and national standards. The Math placement test instrument was reviewed by the ASCC Math department faculty and criteria was shared with ASDOE principals, specialists, teachers, guidance counselors, and the community for awareness.[546]

Placement into the Math and English courses depend on the entrance placement test scores. Students may challenge the Placement Test if they feel scores are not an accurate reflection of skills.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions.

The ASCC follows accepted academic practices on awarding of credit based on instructional hours, credit per course, credits required for certificates and degrees, and in maintaining a 2.0 cumulative grade point average for AA or AS graduation and 2.7 cumulative grade point average for students graduating with a bachelors degree in elementary education.[547] A minimum of 127 academic credits of which 58 credits of the 300-400 level is required for a Bachelor of Education degree as indicated in the 2016-2018 Catalog. A minimum of 60 academic credits is required for an associate degree. The General Education requirements for all Associate of Arts Science degree programs are comprised of general education courses, which address the five General Education domains.

The College defines the academic credits as follows:
- Academic credits are granted for work completed successfully in courses.
- A lecture course carries one semester credit hour for one hour of classroom instruction per week.

546 Presentation of Placement Results and Actions Taken, 2014 PPT

547 ASCC Catalog 2016-2018 p. 33

Instructor-supervised laboratory work carries one semester credit hour for three hours of laboratory time per week. Note: Supervised laboratory work includes clinical, studio, internship, practicum, fieldwork, field training, and physical education courses.[548]

Course credit is awarded on successful completion of the course and achievement of Student Learning Outcomes (SLO). All courses currently offered at ASCC have learning outcomes that are aligned to program and department degrees and certificates. Each course has course objectives that are linked to course content, methods of instruction, assessment and course requirements.[549]

Degrees are awarded on successful completion of GEO, Core and or Co-Foundational Area course requirements and successful achievement of student learning outcomes. All degrees and certificates requirements have course outcomes aligned to program learning outcomes and institutional learning outcomes. Each program has defined learning outcomes that are linked to course content, methods of instruction, assessment and course requirements. Programs evaluate outcomes through data sheets linked to outcomes that have been achieved by students upon completion of the course. Successful achievement of program learning outcomes and completion of program requirements allow students to earn degrees or certificates.[550] A minimum of 30 academic credits is required for a Certificate of Proficiency.[551]

The College does not offer courses based on clock hours.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its on courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

The College has in place transfer-of-credit policies to address internal and external transfer of course credit. Policies are available to students via the college catalog. The ASCC 2016-2018 Catalog is available online.[552] When accepting transfer credits to fulfill degree requirements, the Registrar certifies the transfer credits through the approval process. This process involves students' submission of official transcripts to the Admissions Office for review and articulation, and the final review and approval of transferred courses by the department chairperson, director and the Dean of Academic Affairs. The aforementioned process ensures

548 ASCC Website: http://www.amsamoa.edu/archive.html

549 Annual Academic Program Review Manual 2014-2015, p. 2

550 Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014

551 ASCC Catalog 2016-2018, p.8

552 ASCC Catalog 2016-2018 pp. 14-15

the equivalency of transferred course credit to courses that are similar in scope and content. The process involves a review of course syllabi if available, and course articulations.

The College assures the quality of transferred courses through transfer policies. The Curriculum Committee and respective divisions review these policies biennially during the catalog review cycle.

These transfer of credit policies are stated in the 2016-2018 Catalog.[553]
- Credits for Transfer Courses;
- Credits for Work/Life Experience;
- Credits Earned at Foreign (non U.S.) Colleges and Universities;
- Distance Learning Courses; and,
- Transfer Credits to Private and Public Off-Island Colleges and Universities.

The ASCC continuously updates and renews articulation agreements with off-island colleges and universities, through the Office of Academic Affairs. All articulation agreements are documented on the ASCC website and available at the Office of Academic Affairs.[554] Articulation agreements have been established with regional institutions where students are most likely to transfer. Other institutions have initiated articulation agreements. The ASCC administrators meet regularly with regional counterparts to initiate, review and renew articulation agreements. Course articulations with off-island colleges require a thorough review of General Education Outcomes, Core-Foundational Area outcomes and Co-Foundational Area outcomes through submission of the College course syllabi and catalog.

The following table summarizes all currently approved Articulation Agreements with Off-Island Universities and colleges.[555]

Off-Island Colleges/Universities	Contact information	Status of MOU
Chaminade University of Honolulu, HI	www.chaminade.edu	2014-2019
Brigham Young University, Laie, HI	http://www.byuh.edu	2014-2019
Hawaii Pacific University, HI	http://www.hpu.edu	2014-2019
University of Hawaii at Manoa, HI	http://manoa.hawaii.edu	2014-2019
University of Hawaii at Hilo, HI	www.uhh.hawaii.edu	2014-2019
Kapiolani Community College, HI	http://www.kapiolani.hawaii.edu	2014-2019

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553 ASCC Catalog 2016-2018 pp. 14-15

554 ASCC Website: http://www.amsamoa.edu/archive.html

555 Articulation Agreements with Off Island Universities and Colleges http://www.amsamoa.edu/transfercredits.html

Alfred State College, NY	www.alfredstate.edu	2014-2019
Dixie State University, UT	https://bannersec.dixie.edu/proddad/SZPTRANSARTIC.SZTransHist	2014-2019
Southern Utah University	http://www.suu.edu/	2014-2019
North Park University	https://www.northpark.edu/	2015-2019

The ASCC continues to provide updates on articulation agreement status through scheduled meetings with administrators of off-island colleges. In spring 2016, the Director of Curriculum and Assessment and the Director of Teacher Education were able to meet and follow-up on the status of articulations with several of the Hawaii Colleges and Universities.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

The College, through its institutional student achievement standards and pathways, has identified a degree program requirement with emphasis on successful completion of General Education, Core Foundational Area, and Co-Foundational Area courses.[556]

These program requirements and criteria are listed:

- The General Education component focuses on assessing qualities in Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility.
- Core Foundational Area courses enhance content foundational competencies in core disciplinary areas of study.
- Co-Foundational Area courses focus on areas specific to a discipline of specialization.

Faculty is responsible for determining and developing qualities and competencies of SLO at all levels. There is ongoing dialogue and discussion within academic departments and programs to ensure program and course offering are meeting the Mission of the College. Rigorous review of course curriculum is an ongoing process to ensure alignment with all SLO. The College's general education requirement with emphasis on communication, information technology literacy, critical thinking, global awareness and cultural competence provides a foundation of qualities and outcome competencies in general education.

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556 Participatory Governance Manual, p.26

The ILOs are diverse qualities and competencies that emphasize the expectations of a student's career pathway. These outcomes are defined in our general education, core foundational and co foundational areas.

Assessment results and analysis indicate that students are achieving the intended student learning outcomes.[557] With institution-set Achievement Standards in place, the institution continues to monitor how well students are achieving intended outcomes. Achievement of SLO is monitored through an available data set as listed in the following documents:

- Student Achievement Data
- Fact books
- Annual Reports
- GEO Analysis 2012-2014
- Participatory Governance Structure Manual

Student learning outcomes are thoroughly reviewed to ensure alignment to the institutional Mission. Biennial review of the catalog allows the College's constituents to assess, plan, and improve quality of instruction. The institution, through its program offerings and services, provides students the opportunity to achieve SLO and attain their academic degrees or certificates in respective programs. Achievement of student learning outcomes at all levels is evidenced through the institution's awarding of degrees and certificates and in achievement of ILO for students to become effective communicators, critical thinkers, global citizens, quantitative competent individuals, and responsible leaders.[558]

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Faculty participation and ongoing discussions within departments and the Curriculum Committee have resulted in the approval of GE requirements. The identified GEO competencies and requirements were thoroughly reviewed and approved by the Curriculum Committee before implementation in fall 2012. This information has been included in the College catalog since 2012 and is available on the College's website.[559]

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557 Assessing Student Learning and Achievement Manual, pp. 51-66

558 Participatory Governance Manual p. 9

559 Assessment Committee Exit Summary 2011, pp. 1-3

The General Education program is the core of the undergraduate degree for all students, regardless of their degree programs. The General Education Outcomes describe competencies students should be able to demonstrate on completion of the general education requirements for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility.[560] The General Education requirements apply to students in the first two years of the Teacher Education program, with additional GE requirements embedded in third year courses for the B.Ed.[561]

The GER consists of 13 introductory collegiate courses as listed:
- Communication: ENG 150, ENG 151, SPH 153
- Information Technology Literacy: ICT 150
- Critical Thinking: MAT 151 and PHSCI 150 and 150L
- Global Awareness and Cultural Competence: HIS 150, HIS 151, HIS 162, HIS 170, HIS 171
- Personal Development and Responsibility: PSY 150 and HEA 150

The 300 level general education outcomes for the Bachelors Degree in Elementary Education include:
- Analysis and Research: ED 300, ED 301, ED 340
- Diversification: ED 300, ED 325
- Technology: ED 340

The ASCC GE courses for all associate degrees have been reviewed as part of the articulation negotiation with other colleges and universities. Associate of science program degrees and certificates have been reviewed by the community advisory councils to assure expected skills for employment.

The process for General Education emphasizes a thorough review of General Education Outcome Qualities and Competencies by the Assessment and Curriculum Committees. The Curriculum Committee is comprised of a broad based representation of faculty from all academic programs and departments. The Academic Assessment Committee is comprised mainly of faculty.[562]

Students are required to complete the General Education requirements in order to transition in to the second year courses. Students who have completed the GE sequence of courses have demonstrated strong competencies in content disciplines. Student achievement data is monitored through course matrices and syllabi for GE courses.

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560 ASCC Catalog 2016-2018, pp.49-50

561 ASCC Catalog 2016-2018, pp. 154-155

562 ASCC Catalog 2016-2018, pp. 49-52

General Education program provides a foundation for continued program study or entry-level of employment. Additional analysis is needed to validate the impact of GE requirements as students are applying these skills through their chosen programs of study, employment and pursuit of educational goals.[563] General Education courses are articulated with other off island U.S accredited institutions of higher learning.

Through program review and assessment data reports, the institution documents how well students are achieving identified outcomes for each College course. Departments are required to report student achievement data. General Education content was determined by the Assessment Committee and Curriculum Committee to be in alignment with institution's Core Values and Mission Statement. The Curriculum Committee reviewed and approved the proposed outcomes needed for students to succeed in upper level courses and required GE courses. The General Education philosophy and domains are listed in the ASCC General Catalog 2012-2014, 2014-2016, and 2016-2018.[564]

The rationale for GE courses was communicated to all stakeholders via PowerPoint presentations, dialogue and discussion with both the Curriculum and Assessment committees, and the administration. These GE presentations were made to faculty and staff.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

The College has identified its core foundational area requirements to enhance content foundational competencies in core disciplinary areas of study. Co-Foundational Area courses are specific to a discipline or area of specialization.

A student who pursues a degree of an Associate of Science (AS) or an Associate of Arts (AA) has to complete Core and Co-Foundational Area requirements in addition to the General Education requirements to fulfill a minimum of 60 credits. The College ensures that achievement of stated degree requirements for an AA and AS are the basis of awarding degrees. All course requirements are listed in the catalog under each Core Foundational Area as options for students to select in fulfilling a degree. The following are Core Foundational Areas with emphasis on specific competencies and program qualities:

- Arts: Demonstrates an understanding and appreciation of the visual and performing arts (music, art, drama)

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563 ASCC Catalog 2016-2018, General Education, Core Foundational Area, and Co-Foundational Area, pp. 49-52

564 ASCC Catalog 2012-2014, pp. 55-56

142 ASCC Catalog 2014-2016, pp. 49-50

- Humanities: 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.
- Computer Science: Demonstrate knowledge, skills, and abilities to utilize technological tools and procedures for personal use, academics, and career task for entry-level employment.
- English: A. Demonstrate active listening and speaking abilities. B. Demonstrate proficiencies in clear and effective written communication; C. Demonstrate improvement in reading skills focused on comprehending analyzing, interpreting, and evaluating printed texts.
- History: A. Demonstrate an understanding of historical events from the context of American or global history; B. Demonstrate an understanding of the regional and global historical patterns, such as the development of peoples and of social, political, and economic institutions.
- Mathematics: Demonstrate critical thinking and logical reasoning while developing problem-solving skills in the various branches of mathematics.
- Physical Education/Health: Demonstrate a basic understanding of maintaining a healthy lifestyle.
- Samoan and Pacific Studies: Demonstrate critical thinking and the understanding of cultural diversity in the Samoa and Pacific region.
- Science: Demonstrate foundational competencies in physical and life sciences through lecture and laboratory activities.
- Social Science: Demonstrate an understanding of historical processes, cultural development, and interrelationships, reflected in social, economic, and political progress.
- Career Development: Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.

The ASCC has identified courses to meet Co-Foundational Areas under specific programs or disciplines. Co-Foundational Area outcomes consist of courses specific to a discipline or area of specialization. These course requirements are listed in the catalog under each specific program.[565]

The ASCC assures the quality of degrees and certificates through continuous and ongoing assessment and evaluation of program learning outcomes. Curriculum mapping, as documented in assessment exit reports, explains how course requirement for general education, Core-Foundational Areas, and Co-Foundational Areas are aligned to program learning outcomes and ILO. Faculty are charged with assessment of SLO at all levels for quality improvement of all degrees and certificates. This also ensures students demonstrate mastery of all course competencies and program qualities.

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[565] ASCC Catalog 2016-2018, pp. 49-52

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

The ASCC verifies and maintains currency of employment opportunities through ongoing review and assessment of program learning outcomes and improvement of program review processes with all academic programs including career-technical programs. One of the College's institution-set standards emphasizes degree and certificate completion and transfer, particularly on transition into the workforce.[566] A thorough review by an academic subcommittee comprised of faculty, staff, and administrators has resulted in finalizing a set standard on job placement.

Through its review, the Academic Excellence task force committee in 2015 relied on its Academic Program Review and academic program tracking for providing up-to-date information on graduates in career technical areas. The institution has also set a process in which graduates are tracked through advising, counseling services, and establishment of Memorandum of Understanding (MOU) with government agencies.[567] This provides career and technical information for the institution to thoroughly review its program learning outcomes and to ensure achievement of student learning outcomes through successful transition in to the workforce.[568]

The Academic Excellence Task Force Committee during the setting of the institution-set standards proposed a set rate of 50 percent with a stretch goal of 63 percent for workforce placement. The rate was determined using the average number of graduates from the Teacher Education Department, Trades and Technology Department, and the Nursing Department who were successfully tracked into the workforce over a six-year period. The workforce placement standard including all institution-set standards were proposed and approved by the Academic Assessment and Curriculum committees, and presented and approved by the Leadership Triangle and the Board of Higher Education.

Graduates of vocational and occupational programs are tracked through the following methods:

- MOUs (Apprenticeship/Workforce Development)
- Employment Statistics (Business, TED, TTD and Nursing Students)
- National Certification Exams (Praxis I, NCLEX, ACE)

Sources of reliable information include national test scores, Community Advisory Council feedback, and employer feedback.

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566 Participatory Governance Structural Manual: Institutional Learning Outcomes, pp. 9-10

567 Participatory Governance Structural Manual: Institution Set Achievement Standards, pp. 25-27

568 Articulation Agreements with Off Island Universities and Colleges http://www.amsamoa.edu/transfercredits.html

The expertise and knowledge of Faculty play a key role in the developing of SLO competencies. Career technical programs such as Nursing, Business, Trades and Technology, and Teacher Education rely on community advisory councils for reliable feedback on career technical programs. Programs are supported by the community through established Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) with government and non-government organizations. Members of the community advisory councils are listed in the catalog under each academic program and department.[569] Community advisory councils meet at least once a year.

The outcomes of the institution's programs have included students graduating with degrees in various programs, transferring to institutions of higher learning and gainful employment.[34] The ASCC students in programs such as Nursing, Teacher Education, Marine Science, Business, Trades and Technology, and Agriculture, Community and Natural Resources engage in laboratory, practicum, clinical, field experiences and training where exposure to real life experiences in the actual work place, enhances what is learned in the classroom.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The ASCC represents itself clearly, accurately and with consistency to its current and prospective students as well as the public and its personnel, by means of its catalogs, statements, and publications. The Board of Higher Education reviews new or revised policies annually. Academic and student policies, procedures, and publications are reviewed regularly following the biennial catalog review cycle, ensuring the institution's integrity and credibility in all its representations as stated in its Mission, goals and objectives, programs and services.

When programs are modified, students are notified of the change and provided with appropriate course substitution if necessary. When a program has been slated for elimination, continuing students are provided with a pathway to complete in the existing program as clarified through policy.

The following policies are listed in the 2016-2018 Catalog to clarify requirements and processes for students to follow when programs are eliminated or changed:

> *Course Substitution Policy*[570]
>
> *A student is expected to satisfy all ASCC degree requirements (such as General Education, Core Foundational, Co-Foundational, and Program Requirements) that were in effect when the student first scheduled a class after admission or most recent*

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569 ASCC Catalog 2016-2018 pp. 56-159

570 ASCC Catalog 2016-2018, p. 36

> *re-enrollment as a degree candidate. Requirements for a program are those in effect at the time of the student's admission or most recent re-enrollment into that program.*

A course substitution form is available from the Record's office.[571]

Guidelines for Considering Course Substitution Requests: The course to be substituted should be similar in outcome, scope, and content with all courses except general education courses. All degree and program requirements needed for a certificate or degree may not be substituted unless approved by the department chairperson and the Dean of Academic Affairs. A limit of two courses may be substituted for non-general education courses during enrollment at the ASCC.[572]

A student must satisfy either the graduation requirements in effect at the time first enrolled as a classified student in a specific degree or certificate program or the requirements in effect at the time of graduation. A student whose enrollment is interrupted for two consecutive semesters (excluding summer sessions) must complete the requirements in effect at the time the student is readmitted or the requirements in effect at the time of graduation. Any exceptions must be petitioned to the Dean of Academic Affairs.

The process for elimination of a program course or program is a data driven decision. A program must follow the Course Approval Form (CAF) for proposal of a new course. The Course Removal Form (CRF) and Program Removal Form (PRF) are proposals by programs to removing courses or removing a degree or certificate from academic programs. These forms are routed through with supporting evidence and data through the proper channels of approval. The academic department chairperson is responsible for presenting the changes and or course revisions to the Curriculum Committee for review and or recommendations to administration for approval or disapproval.

The Office of Academic Affairs Standard Operating Procedures (SOP) on catalog review requires chairpersons to provide supporting evidence to justify changes or revisions to programs and courses. Changes or revisions should reflect a thorough review by the academic departments and programs. All achievement of student learning outcomes, and the need to improve programs are based on data analysis provided by the respective academic department and programs.

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571 ASCC Catalog 2016-2018, p. 36
572 ASCC Catalog 2016-2018, p. 36

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The College evaluates the effectiveness of courses and programs through ongoing review and assessment of student learning outcomes at the course and program levels on a semester basis. All courses and programs are regularly reviewed for currency and to ensure program quality through the biennial review of the catalog and the annual academic program review of its program or department. The catalog review by the Curriculum Committee requires all academic departments and programs to thoroughly review its curriculum for program quality assurance. All proposed changes must be initiated by the department/programs and referred to the Curriculum Committee and Assessment Planning Core Committee for review. Proposed changes to course or program outcomes must include evidence to support changes. The academic division's SOP on catalog proposed changes provides respective departments and programs with a standard process in proposing changes.[573]

All ASCC courses, programs, general education, degrees and certificates have student-learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes of courses, programs, general education, degrees and certificates. Certificate and degree competencies are categorized according to Course Learning Outcomes (CLO) embedded in courses that are aligned to either General Education Outcomes (GEO) and Program Learning Outcomes (PLO) and contributes towards the achievement of ILO.

The Divisional Assessment instructional program review or Academic Program Review (APR) ensures that processes are ongoing, systematic and used to assess and improve institutional effectiveness. Findings from assessment reports and results from APR and the Assessment Exit Report are used to continually refine and improve practices resulting in appropriate improvements in student learning and achievement. Divisional Assessment assesses the quality of the ASCC's instructional and non-instructional programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the College provides high quality programs for students and to identify opportunities for improvement for each academic or service program and department.[574]

The APR is conducted annually with an emphasis on how Student Learning Outcomes (SLO) are achieved through competencies defined in the General Education Program, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).[575]

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573 Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA and 006-AA, Catalog Review/Course Review for Course/Program Approval
574 Participatory Governance Structural Manual, p. 21
575 Academic Affairs 2015 Divisional Assessment Program Review Survey

The Divisional Assessment (instructional and non-instructional) program review and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet its needs.

The Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves the ASCC's operations through strategic planning.[576] Data collected from Institutional Program Review is analyzed by the IPECC, including but not limited to annual Divisional Assessment data to monitor the ASCC Institutional Strategic Plan and provide updates on the achievement of the institution's stated goals and objectives.

The Office of Institutional Effectiveness (IE) compiles program review summaries based on survey input, either for program, department or institutionally, depending on the type of program review being conducted and on the relevant cycle, and disseminates the summaries accordingly. IE also provides data on enrollment trends and student achievement standard statistics including to the Instructional Divisional Assessment- Program Review analysis for institutional planning and resource allocation.[577]

The outcomes of the Divisional Assessment- Program Review and Instructional Program Review improve planning and decision-making on resource allocation in supporting student success and achievement of student learning outcomes at all levels.[578]

As a result of program evaluation, the following is a list that reflects all changes and or improvement made to enhance student learning and teaching effectiveness:

Curriculum, Instruction, and Planning:
- Campus workshop:
  - Workshops conducted at the beginning of the semester mainly for new and adjunct faculty to teach, implement, and assess SLO.
  - The identification and implementation of General Education domains and requirements regardless of AA or AS degrees.
- CAPP Programs:
  - Implementation of College Accelerated Preparatory Program (CAPP). CAPP, through two-sessions of six-weeks accelerated courses per semester, is provided to prepare new incoming students for college level courses. Students may declare majors in various degree and certificate programs to enhance personal or professional development.[579]
- Committee Meetings:

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576 Participatory Governance Structural Manual, p. 20

577 2015 IE Academic Affairs Program Review Summary, pp. 1-30

578 Participatory Governance Structure Manual, pp. 20-22

579 ASCC Catalog 2016-2018, p. 146

- Curriculum Committee: Setting of institution-set achievement standards and ILO.[580]
- Change of practicums for B.Ed. methods courses at the 300-400 level to ensure adequate field hours for students and to avoid student burnout based on contact hours.
  - Professional Development:
    - Professional development for academic directors to attend the ARC 2016.
    - Professional development for faculty and staff to attend the Assessment 101 in February 2016 and Assessment 101 in May 2016.
  - Catalog Review:
    - Change of credits for field experiences to lessen contact hours for students in the field experience for 300-400 level methods courses.
    - Thorough review of the 2016-2018 Catalog and approval process.
    - Disaggregating of data for SLO achievement.

  - Student Support Services:
    - Expansion of tutorial and counseling services available to students for improvement and achievement of SLO.

Highest level of academic services:
- Technology and Transferability Conference: July 2016 professional development for faculty and staff.
- Setting of Institutional Data Set for all degree programs including GEO, Core and Co-Foundational requirements.

Internal and External Partnerships and Entities:
- Directors' meetings with Hawaii Colleges and Universities on Articulation Agreements.
- Review and faculty input/design of field experiences for the B.Ed. Program to ensure faculty involvement and implementation of the changes made by Leadership Triangle.

Manage and allocate institutional resources effectively:
- Relocation of faculty offices due to limited space as noted on Academic Program Review.

Recruit, retrain, and support and staff in a culture of excellence and innovation:
- Through recommendations and support from the institution in allocating resources, full time, part-time, and adjunct faculty were able to participate in a three-day Assessment

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580 Participatory Governance Manual, pp. 25-26

Workshop conducted by a renowned expert in assessment and accreditation, Dr. Mary J. Allen. The emphasis of the workshops was on rubrics, calibration, authentic assessment, closing the loop, and inter and intra-rater reliability.

B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the library and other learning support services.

The Program Director of Library Services works collaboratively with faculty to ascertain curriculum needs, where faculty requests are encouraged and purchases are made accordingly throughout the academic year. In addition, the library works with faculty to provide students with access to course reserves (textbooks, course notes, instructional handouts, etc.) from a broad spectrum of disciplines, as well as provide faculty requested Library Tours for courses, emphasizing student information literacy on how students can access EBSCO HOST databases, do a scholarly or professional journal article search, retrieve and save it, and use the citation feature available to this process to complete course research assignment and requirement.[581] [582] [583]

The institution assesses the effectiveness of its Library and Learning Support Services through the Divisional Assessment Program Review. The results allow the Library Division to improve its services through qualified personnel, maintenance of materials to support student learning, provide training for users of the library, access to the library, and have articulations with other institutions for library support services.

Services to students and all library users are continually improved as a result of the annual library user surveys. Each staff member has specific duties and responsibilities, yet all serve on a need basis at the Circulation Desk, Reference Desk, Pacific Collection Desk, General Collection Desk, and Education Resource Center (ERC) Desk. Data from recent surveys and library statistics confirm the library is meeting its user informational needs favorably each semester.

The Library further evaluates its services through daily work area observations and the use of an automated daily attendance Exit Gate count for library users. Further there is a sign-in Roster at the first floor Reference Desk and Special Collections (Samoa and Pacific Collections room) and at the second floor ERC room Library Associate Desk. When signing in to a particular library collection area, users are asked to also show a valid library card or current College identification, and state their declared or undeclared academic program and purpose of visit whether it is to do internet research, email, typing an assignment paper or other tasks.

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581 Library 2014-2015 Bi-weekly reports

582 Template for faculty supplemental course material order request

583 ASCC website main page search library link ASLC.FollettDestiny.com

All library collection and work areas including the cataloging and processing workroom evaluate services by recording daily statistics. This data is compiled and highlighted by the Program Director into an institutional required Library Bi-weekly Report submission and subsequent Library Quarterly Report and End of Year Summary Report, which is uploaded to the ASCC's Compliance Assist. There is ongoing reporting and evaluation of library activities and services.[584]

The ASCC Library is a two-story 9960 square feet building located on the western side of campus facing the main road. The library has a collection of approximately 40,000 volumes that includes a subscription to ninety periodicals and some online databases for full-text professional and scholarly articles, reference books, journals, and newspapers for student and faculty research.

In addition the library has an elevator that is in compliance with the Americans with Disabilities Act. The library is also designated as a federal depository library, and houses federal government publications. The library owns DVDs, CDs and audios, and videotapes for instructional purposes. The Follett Automation System is currently available at the ASCC Library.[585]

Library User skills are documented and assessed through user surveys and student performance on class based library assignments. Selected courses require library research and information retrieval skills, which indicate levels of student proficiency.

Each library work area and library user tour has library Standard Operating Procedures (SOP) in place that guides each library staff member on respective area duties as well as providing library user tours. All library staff is involved in providing faculty requested tours and instruction in library services.

The Library informs library users verbally and through handouts at the Circulation Desk, Reference Desk, ERC Desk, and through the Library Tour(s) Brochure Handout materials and per faculty request Library Guided Tour that online tutorial and databases are available for research.

The technology resources on campus are adequate for current needs with closer collaboration with other service divisions to assure that students receive the appropriate level of support. Here, the library facility has 18 desktop computers, all with internet connectivity and Office Suite Software for student use. Ten computers are located on the first floor Reference area section with Printer and Industrial Copier while eight computers are located on the second floor Education Resource Center room with both a Printer and Color Printer. The library and campus also has a secured Wi-Fi connectivity.

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584 Institutional Data Set 0011

585 ASCC Catalog 2016-2018, pp. 25-26

In addition, MIS PC labs in room 15 and 16, located in the Quad Area by the library are staffed with two MIS lab assistants. Each computer lab room has one MIS Lab Assistant and is equipped with 32 PCs and a printer. Lab Assistants provide technical computer support to lab users as well as guidance on internet research access.

Both labs are supervised for proper lab usage, with a required user sign-in to track user lab activity. The Student Learning Assistance (SLA) Center has two labs. The main center has five PCs and a printer; the annex has six laptops and a printer. The SLA Center and annex are staffed with tutors and each location has a supervisor. The SLA Center also maintains sign-in information to track activity.

The ASCC library is a member of the American Samoa Library Consortium that includes American Samoa Historic Preservation Office, Feleti Barstow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, Tafuna Juvenile Correctional Center, and KVZK-TV Station.

Card catalog and Online Public Access Catalog (OPAC) provide information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty use.[586]

The library collection consists of books, periodicals and electronic resources to assist library users research needs in the following Collection Areas:

- The Reference Collection is located on the first floor of the library. This collection consists of Encyclopedias, Almanacs, Dictionaries, Atlases, Handbooks, and other reference materials. The Magazine collection is also located in the Reference area of the library. The Reference Collection area also contains ten student desktop computer carrels with a printer, located at the adjacent Circulation Desk, to facilitate student learning and research, as well as ten study-tables.

- The General Collection for user checkout is located on the second floor of the library and consists of Non-fiction and Fiction Books. This collection also contains the Biography, Large-Print, Juvenile, Paperback, and Spanish Language collections. The General Collection area also contains 12 study-tables and five individual study carrels.

- The Education Resource Center (ERC) room is located on the second floor of the library and contains educational books and periodicals in support of the American Samoa Bachelors in Elementary Education and teacher education courses. The ERC room is equipped with eight student desk top computers and two printers to facilitate student learning and research, as well as three study-tables and three individual study carrels.

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586 ASCC website main page search library link ASLC.FollettDestiny.com

- The Special Collection Room, also called the Samoa and other Pacific Islands Collection, is located on the first floor and contains books, periodicals and materials on Samoa and other Pacific Islands, Pacific CD-ROMs, and materials from the South Pacific Commission. The library's Rare Book Collection is also located in this room. The Special Collection area is equipped with a fax/photo-copy machine and three study-tables. The ASCC research publications are also available in the Special Collection Room. The Special Collection Room also provides access to the Samoa Studies Institute archives via the ASCC's website.

In addition to the College's collection materials, books may also be borrowed or accessed online from the Feleti Barstow Public Library, University of Hawaii-Manoa Libraries, University of Guam libraries, and College of Micronesia Library through a Memorandum of Understanding interlibrary loan program with each of these affiliate libraries.[587]

II.B.2. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

In addition to institutional and divisional assessment program reviews, faculty and library interaction about supplemental course materials as well as the results of library user surveys also inform the selection of educational equipment and materials to support student learning.

The institution selects and maintains educational equipment and materials to support student learning through the process of program reviews. Through this process, the institution assesses the adequacy of its equipment and materials and identifies technology needs. The needs identified in the 2014 Program Review called for a technology replacement and disposal plan under the focus area of Total Cost of Ownership in the Institutional Strategic Plan (ISP). This plan will ensure that learning support services professionals can sustain their services with adequate technological equipment and materials to enhance student learning.

All library learning support services participate in program reviews. Through program reviews, the support services are able to identify its adequacy in meeting identified student needs. Most labs use sign-in sheets to track the population in which they serve. Some use evaluation forms to evaluate their services, either by those providing the service (self evaluation) or by those receiving the services (satisfaction survey).

Divisional and Institutional Program Review assesses the use, access, and relationship of resources to student learning. The evaluation includes input by faculty and staff through Divisional Assessment and Institutional Program Review.

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[587] Reference copy of MOUs

Data from Institutional Assessment Program Review, Divisional Assessment Program Review, and Library user surveys informs the institution on the depth of sufficiency and variety of materials to meet the needs of the students. This data is often reported in the Library bi-weekly, quarterly, and End of Year Summary reports uploaded to Compliance Assist.

The Library continues to submit bi-weekly report and quarterly reports to Compliance Assist to indicate usage, access, and relationships of library services to intended student learning. The library Bi-Weekly Reports and Quarterly Reports posted to Compliance Assist are evidence, that the library is meeting student-learning needs through its facility, collections, equipment, and personnel.

More specifically in its facility with the number of daily student visits during hours of operation, to include faculty requested class tours; in its collections by the number of books or titles available and cataloged into the system to increase collection and materials that are borrowed by students; in its equipment by the number of student needs met in using computers for their research, typing papers, printing papers, and emailing to complete their respective class assignments; and in its library staff that provides these services, and on-site help, to support student learning needs.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The ASCC uses Divisional and Institutional Program Review to evaluate library and other learning support services. Divisional review for library and other learning support services includes library user surveys, and bi-weekly, quarterly, end of year reports, as well as staff performance evaluations for both to ensure mission readiness status. Institutional review for both is through the division of Institutional Effectiveness (IE) Annual Institutional Program Review for each division where the results are compiled by IE and disseminated to the whole College for each division's review and respective improvement activities.

The College has identified Institutional Data Sets (IDS) 0011: Student Services to collect data on student support services that include Admissions, Tutoring, Counseling, Financial Aid, Library Services, and Records. This data is available on the ASCC's website. The data is accessible to all constituents and decision-making groups for divisional and institutional planning.

Information literacy is embedded into the General Education Program of which the Library provides services to support instructors and students.

Further the library assesses use, access, and relationship of services to intended student learning through its daily Exit Gate statistic and student usage count from Circulation and Reference Desks, Special Collection, and Education Resource Center room.

Use, access, and relationship statistics include but are not limited to daily student or user count:[588]

- Number of new library cards issued,
- Number of books or materials checked in or out,
- Faculty with students library tours,
- Computer use sign in sheet by student (include stating academic program),
- Faculty or community member for the purposes of email, typing or research.

Data from other library work areas are compiled and incorporated into the library's required Bi-weekly reports and subsequent Quarterly and End of Year Reports.

The purpose for student use and access of computer labs and the SLA Center-Annex is assessed through intake methods such as sign-in sheets and daily activity logs. These documentations of assistance received from on-site staff provide a record of services that meet student informational needs.

The institutional program review solicits input from faculty and staff in evaluating library services. The library user surveys are a way of receiving feedback and evaluation from students and faculty on the satisfaction of library services.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

The ASCC collaborates with other institutions but is primarily responsible for its own resources. The ASCC Library is a member of the American Samoa Library Consortium (ASLC). Other members are the American Samoa Historic Preservation Office, Feleti Barstow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, Tafuna Juvenile Correctional Center, and the KVZK-TV Station.

The Library Consortium Members are connected via the above online Follett Automation System called "Destiny" that allows consortium campus users to renew borrowed items online via a web interface for all materials in the libraries across all campuses.

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588 ASCC Catalog 2016-2018, pp. 25-26

The library also participates in the Interlibrary Loan program for borrowing books or document delivery through a Memorandum of Understanding with the University of Hawaii-Manoa Libraries, University of Guam libraries, and the College of Micronesia Library. As a result, library users from participating campuses can borrow collection items, for a nominal fee, from another member's campus collection.

The institution evaluates and ensures the quality of contracted services through review and renewal of existing MOUs with affiliate Libraries for the interlibrary loan program.

C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

The College has qualified Student Services Personnel comprised of the Dean of Student Services, Program Director of Counseling Services, five counselors (Personal, Transfer/Alumni, Career, Diversity, Veteran Affairs), Admissions Officer, Registrar/Records Officer, Program Director of Library Services, Financial Aid Officer, and a Student Support and Learning Services Officer. The Student Services Personnel are evaluated on an annual basis to ensure the provision of high quality services. In fall 2015, student support services were consolidated to ensure appropriate and reliable services to students. The College reorganized and placed all student support services with the Division of Student Services (DOSS). To ensure quality services, DOSS personnel participated in on-going professional development through local, regional and national conferences and workshops.[589] A DOSS Professional Development Retreat was held on-island on August 2016.

The College evaluates student support services in meeting student needs through program review and institutional assessment. Program review and analysis of institutional assessment data identify areas in need of improvement to support the achievement of Student Learning Outcomes (SLO). Through broad-based dialogue with faculty, staff, administrators and students, all stakeholders provide input and contribute to the continuity of quality student support services.[590]

The DOSS takes part in Divisional Assessment program review, with results used for evaluating and planning for improvement of student support services. The operations are assessed as part of Institutional Program Review. All student support services activities are reported in the bi-weekly, quarterly, and annual reports.[591]

The ASCC provides an appropriate range and scope of student support services to meet the needs of students and support of the College's Mission. The DOSS personnel assist students through academic, social, financial, career and personal support services through advising, counseling, and tutorial services.

Student accessibility to the following forms and services are available through the College website:
- Online registration (On-campus only)
- Admissions Application
- Transcript Request

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589 Division of Student Services Quarterly Reports
590 Participatory Governance Structural Manual, pp. 22-28
591 Participatory Governance Structural Manual, pp. 20-22

- Financial Aid Handbook
- Student Handbook
- 411 Student Newsletter

In August 2015, the Board of Higher Education amended the ASCC Organizational Chart to bring together all student support services under the supervision of the Dean of Student Services. Departments included in the reorganization of the Division of Student Services are the Library, Admissions, Financial Aid, Records, Counseling and Student Support and Learning Services.
The current organizational structure combined all necessary student support services for the purpose of meeting the needs of diverse student populations.

Renovations to the current office space were made to improve accessibility, privacy and accommodate increasing needs of all prospective, new, and continuing students. The DOSS will move into the Multi-Purpose Center (MPC) by 2017. The MPC will provide offices for DOSS and space for student activities and services, including Student Government Association (SGA) and club meeting rooms and an auditorium for programs and performances. Student career and transfer support services are located at the Career Transfer Center (CTC).[592]

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.

The College assures that student and learning support services are annually reviewed using the non-instructional Divisional Assessments. Section 10 of the non-instructional Divisional Assessment contains criterion for the availability and accessibility of services that include computer labs, counseling, library, academic tutoring, academic advising, campus life, and access to admission services and records. Results from the non-instructional assessment instrument are used to evaluate and improve all student support services.

Areas of assessment include divisional outcomes and mission, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, planning and resource allocation.

The reorganization of DOSS facilitated the development of a Comprehensive Student Services Manual (CSSM) focusing on student support services offered and for consistency in tracking students in accordance to the ASCC institution-set standards. As a result of broad based discussion in the setting of the Colleges's institution-set standards, DOSS is held accountable for the implementation of quality services linked to the achievement of

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[592] Comprehensive Student Services Manual

institution-set standards. SOP for student support services detailed in the Student Services Standard Operating Procedures Manual ensure that reliable and quality services are provided for students.

In the summer of 2016, the Leadership Triangle reviewed the draft of the ASCC 2016-2018 College catalog. Revisions were made to the flow of information and clarification of services provided by DOSS.

The following is a diagram of the divisions accountable for the provision of services and its relationship to a student's career pathway. The roles, responsibilities, and SOP of these divisions are listed. The instrument, forms and timeline are a means of assessing services.

Figure 1: Pathway to Student Success

Placement	Developmental-(Pre Collegiate courses)	Gateway Courses	Program Degree Requirement	Graduation	Transfer and Job Placement
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:** 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:** 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/Forms:** 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. 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

Tutoring services are available to all enrolled students to help assist in attainment of personal and academic goals. The comprehensive tutoring services provide quality academic support to all enrolled students, and are available as one-on-one assistance and small group sessions. Programs and departments that offer tutorial services serve a target student population in Science, Technology, Engineering and Mathematics (STEM) through the Louis Stokes Alliances for Minority Participation (LSAMP) grant.[593]

Divisional Assessment and the Low Grade Reporting referrals[594] are used as measures to assess the effectiveness of DOSS support services. DOSS works in collaboration with the division of Academic Affairs (DOAA)[595] to assist students with low grades and or students on academic probation to create an academic plan for improvement in their academic

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593 Comprehensive Student Services Manual

594 ASCC Catalog 2016-2018, p. 1-6

595 Division of Student Service SOP

performance.[596] One measure of DOSS Student Support and Learning Services (SSLS) effectiveness is the final grades of students who received tutoring services within the semester. Additional measures include the availability of tutoring services for students with specific needs in their first, second, third and fourth year career pathway for success. The DOSS provides academic, career, personal, transfer and diversity counseling to all students including those who are educationally underserved, challenged and non-traditional. Career and transfer counseling services include the collection, maintenance, and distribution of academic, transfer and career information. Additionally the counselors provide services to assist students with applications to institutions of higher learning, gainful employment, scholarships, loans and financial aid. Counselors also teach the College and Life Planning (CLP) course to guide students along their career and life pathway. Through internal daily logs and sign-in sheets, DOSS was able to conclude that students were not regularly accessing services. As a result of this finding, the institution made a decision for the CLP course to be included in the career development general education program. The DOSS will now be able to access more meaningful data inclusive to the needs of students.[597]

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Program Review results that include the Institutional Program Review, Divisional Assessment, and Academic Program Review provide feedback on the adequacy of student support services to meet the needs of students and support the achievement of the College's Mission. The results of the program review confirm that students have access to these support services regardless of location and mode of delivery.

Evidence is collected through several means, including the use of sign-in sheets to track student usage, tracking of requests for services, data on student participation in activities and events, and observation of events such as registration.[598] [599] [600] There are ongoing campus activities, outreach programs, SGA intramural activities and honorary membership to the SGA to foster inclusion and respect for diversity.

The ASCC provides an appropriate range and scope of student support services that meet the needs of the student population. The ASCC assures equitable access to all of its students through the appropriate, comprehensive, and reliable support services and are aligned with the College's Mission and Core Values. Services are assessed regularly and data is used for continuous improvement. In addition to monitoring service operations, ASCC collects, analyzes, reports and integrates student service data as follows:
- Fact Sheets Enrollment Data, Developmental Data, Graduate Data
- Quarterly Reports Divisional Outcomes

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596 Comprehensive Student Services Manual

597 ASCC 2016-2018 General Catalog, College Life Planning Course, p. 55

598 Financial Aid Bi-weekly Report

599 Admissions and Records Bi-weekly Report

600 Student Services Bi-weekly Report

- Annual Reports Institutional
- Institutional Program Review Survey Focus Areas: 1) Mission Effectiveness 2) Program/Service Effectiveness 3) Resources 4) Governance

Formal and informal methods of evaluation are noted and documented through bi-weekly and quarterly reports required of all ASCC departments, including the DOSS. The recommendations are discussed, shared and implemented accordingly to support quality educational plans for the student body. All student support services staff participates in the Divisional Assessment for non-instructional programs.

Student support needs have been developed and refined over the years at the ASCC through a variety of methods. Students are surveyed each semester to assess use and satisfaction with services. The DOSS conducts regular monthly meetings where divisional management and staff discuss and assess its services, identify service gaps, and develop plans to improve its service operations to best support the ASCC students. [601] [602]

ASCC does not have online or off-site location services; however, ASCC provides online on campus registration services for continuing students only. The DOSS regardless of campus location and mode of delivery have in place the following comprehensive student support services available.
- Admission
- Records (Registration)
- Financial Aid
- Counseling - Academic, Career, Diversity, Personal, Transfer/Alumni, Veterans Affairs
- Library
- Student Support and Learning Services - Tutoring

The DOSS works together with appropriate departments to collaborate on academic and social activities, and support service agencies to enhance personal and professional growth and lifelong learning for all students.[603]

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601 Student Satisfaction Survey

602 Graduate Exit Survey

603 Participatory Governance Structural Manual, pp. 20-22

II.C.4. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

The institution's Mission clearly describes its broad educational purposes for fostering successful student learning by providing quality educational programs that will enable students to achieve their educational goals, and contribute to the social, cultural, political economic, technological, and environmental well-being of a students' learning experience.

The College identifies its Co-curricular programs as learning experiences that complement the institution's academic curriculum. Co-curricular programs enhance the academic curriculum and indirectly impact student learning outcomes and achievement.

The DOSS and academic programs encourage and support students in many areas of their educational, civic and social development. The DOAA supports co-curricular activities and programs in collaboration with DOSS.

The College offers all students a wide range of co-curricular opportunities enabling participation to enhance and develop many social, cultural, and professional skills. The following is a list of co-curricular programs and clubs that help to support student social, cultural and professional skills:
- ACNR- STEPUP, Agriculture 4-H Collegiate Club, Internships, Extension Programs
- BAOA (Business Ambassadors of American Samoa Community College)
- LSAMP (Louis Stokes Alliance Minority Program)
- SAFF – Samoan Association for Fa'aSamoa
- Justice Club
- Psychology Club
- Peer Mentor/YANA (You Are Not Alone)
- AHEC/HOSA (American Health Educational Career and Health)
- Service Learning
- Physical Education Department Intramurals (SGA's intramural activities-volleyball, basketball, rugby)
- EXITO – Build EXITO Research Enrichment

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

The American Samoa Community College has in place advising and counseling procedures that serve all students from entry to graduation. These procedures are outlined in the Student Services SOP Manual, ASCC Catalog, Student Handbook and the Financial Aid Handbook, which provides additional guidance for students throughout their academic program on policies, rules and procedures.

As a result of broad-based discussion in the setting of the ASCC's institution-set standards, student support services are linked to each institutional standard to ensure that reliable services are provided to students as a measure to improve and solidify divisional instruments and standard operating procedures.

Academic advising occurs when a student is admitted to the ASCC after being placed either at the developmental entry level or Gateway level, as a result of the ASCC's placement test or national standard test scores (SAT, ACT and TOEFL). Designated academic advisors assist students with their educational plans during registration and throughout the academic year. Individual Educational Plan (IEP)/Advising sheets are provided for each student during the registration process. In addition, students can access a current IEP online.

Academic Advising is an opportunity to provide information designed to help students reach their educational and career goals. Advising is a shared responsibility between the advisor and the student. The entire ASCC faculty is committed to helping each student pursue a course of study to fulfill IEP. Academic advisors are knowledgeable of their academic disciplines, but also have the understanding of the rationale that underlies the curricula of the college.

Examples of faculty academic advising include:
- Assisting students in clarifying, articulating, and attaining academic and life goals.
- Facilitating each student's academic adjustment to the campus.
- Educating students to assess academic progress and to develop educational plans.
- Explaining and clarifying college core courses, graduation requirements and academic rules and regulations.
- Advise students on issues as they relate to academic progress that may include referral to appropriate College programs and community agencies.
- Serving as advocates and mediator for program and students.

The catalog provides additional guidance to students throughout their academic program on policies, rules and procedures as applicable to students.

Counseling services are provided to enhance students' general and program success in the areas of academic, personal, career, transfer, veterans, and diversity and tutorial support. In addition, counselors provide academic advising to students through:

- New student orientation
- Registration
- Student referrals from faculty
- Financial aid office referrals for students placed on financial aid probation,
- Academic probation
- Students requesting assistance regarding academic programs of study
- Gainful employment
- Transfer information and assistance
- Preparation and information for graduation
- College and Life Planning course (Career Planning)

Faculty advising to students is through the following:

- Identification of students in their academic degree program.
- Meet with students to discuss academic degree program.
- Assist the student with their IEP.
- Fill in an Academic Planning Form for students.

Counselors use the College and Life Planning course as a mechanism to ensure that students are advised about their academic program of study and career goals to assure completion of degree or certificate requirements.

Financial aid counselors assist all students who are eligible for federal financial aid with guidance to policies and procedures related to federal financial aid requirements.

Tutoring services were enhanced through the years by refining its processes to be more comprehensive in alignment to a student's IEP. All students accessing these services are recorded and their progress tracked to assess course completion and success at the end of each semester.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

As an open admission institution, the College does not restrict entry but provides for appropriate placement and support to assure that students are able to benefit from the ASCC programs. The following policies support the College's Mission statement:

- *Policy 5210 – Student Admission*
- *Policy 5211 – Student Developmental Coursework*

- *Policy 5212 – Early Admission*
- *Policy 5213 – Exception*
- *Policy 5214 – Placement Test*
- *Policy 5215 – Residency Requirements*
- *Policy 5311- Course Pre-requisite*
- *Policy 5316 – Credits for Transfer Courses*
- *Policy 5317 – Credits by Examination*

The College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. Most new students test into developmental courses and are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80 and 90, English/Reading 70, 80, 90 and English/Writing 71, 81, 91) to prepare for College level courses.

The Nursing and Bachelor of Education programs have specific pre-admission requirements that are posted in the Catalog and on student IEP.

Faculty, Academic chairpersons, Deans and Directors work collaboratively with the Division of Student Services, and the CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported. The SOPs allow for the adherence to the college admission policies and are consistent with the College's Mission.

College-wide discussions are frequent, ongoing and have facilitated progress toward significant program and service improvements.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness, while minimizing biases.

The ASCC designed its own Math and English Placement Test that is aligned to local and national standards. The Math placement test instrument was reviewed by the ASCC Math department faculty and criteria was shared with ASDOE principals, specialists, teachers, guidance counselors, and the community for awareness.

Placement into the Math and English courses depend on the entrance placement test scores. Students may challenge placement if they feel scores are not an accurate reflection of their skills. SAT, ACT, and TOEFL scores may be used for placement, based on student request.[604]

All new students are required to take the placement tests in Math and English. The TOEFL exam may be used for English placement, but must have been taken within 12 months prior to the date of application for admission. Current SAT or ACT examination scores may be

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[604] ASCC Catalog 2016-2018, p. 13

used for placement. It is the responsibility of the student to either sit the ASCC Placement Test or provide alternate test scores prior to registering for classes.

Students who have graduated or transferred from an accredited college or university, and have provided official copies of transcripts may have the placement test waived by the Admissions office.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

The ASCC complies and maintains strict compliance adhering to the Family Educational Rights Privacy Act (FERPA) regulations. The ASCC publishes information on the requirements for the release of student records in the college catalog, financial aid handbook, and the student handbook. Information regarding release of student records is part of the New Student Orientation every semester.

Access to student records follows policy. Policy 5201 Student Right To Know Disclosure and Policy 5004 Family Educational Right to Privacy Act (FERPA) outline the Institution's guidelines for release of student records. It is the policy of ASCC to subscribe and maintain the requirements of Subsection 438 of General Education Provision Act, Title IV, of the Public Law 90-247, as amended, and to rules and regulations governing the Act, which protect the privacy right of students.[605]

The Records office staff and other college personnel are required to follow the above policies and protocol for approval to access student records. Student Records are maintained permanently and securely in fireproof filing cabinets. All student records are securely maintained in the Records Office. Records are secured by electronic means via Colleague system.

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605 U.S. Federal Regulations

Standard III

Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited Colleges.
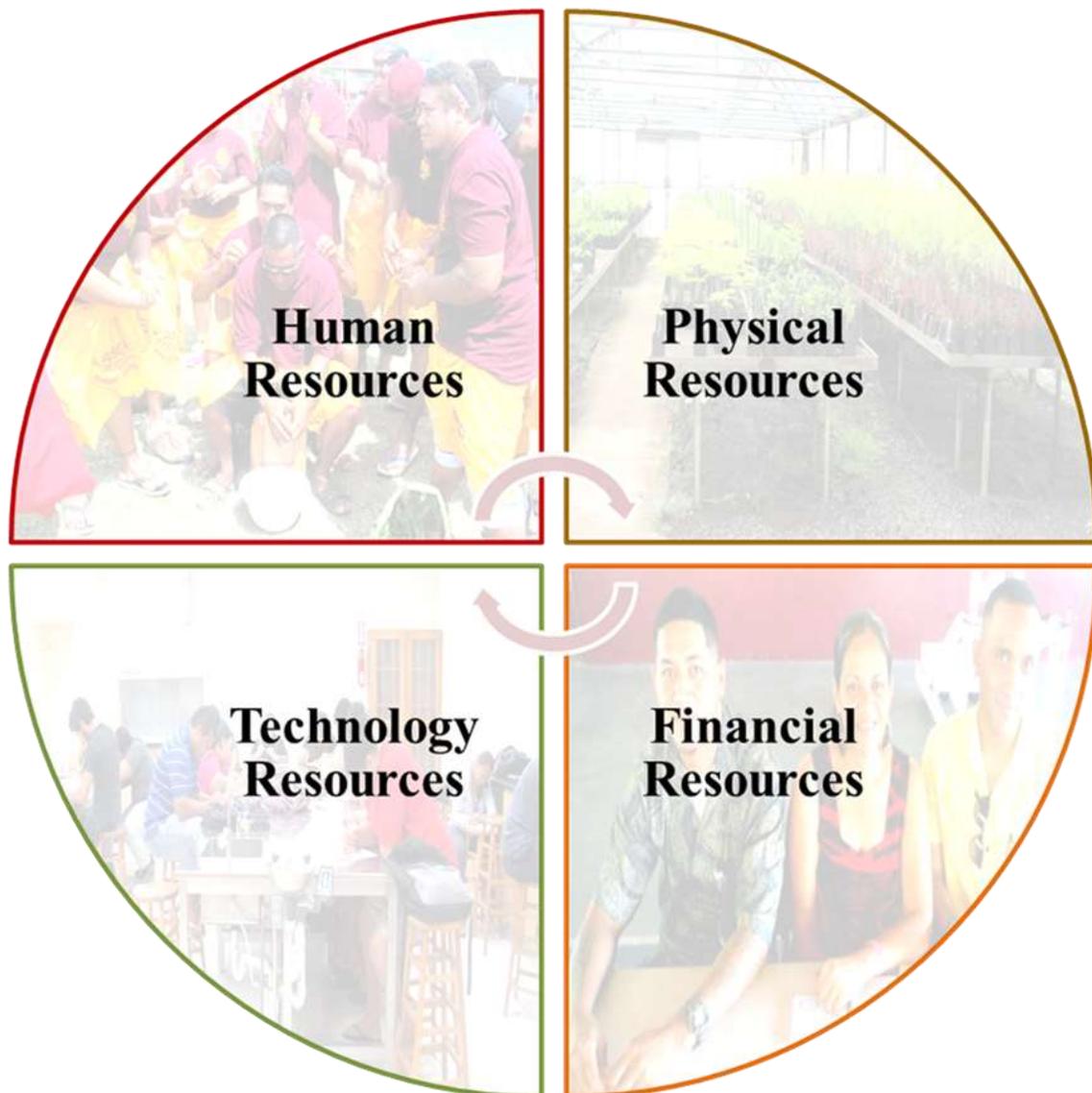
A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in service its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

The ASCC systematically conducts institutional program review based on their programmatic needs. These are based on their divisional goals, objectives, and mission. The analysis and discussion of programmatic needs are part of the Program and Institutional Review process.

Each ASCC division is responsible for working with Human Resources (HR) to develop, review and update position descriptions that outline hiring criteria for each position. In 2012, HR created a Position Review, Classification and Compensation form that provided for more details to be added to a position's documentation. There are two parts to this form. Part I is the position review portion of the form, and this is to be completed by the hiring division, usually the division head (Dean, Director, Officer, VP or President). Faculty positions are developed, reviewed and updated by the department chairperson and Dean of Academic Affairs. Part II is the Position Classification and Compensation portion of the form, which is completed by HR, using information on Part I of the form.[606]

Information on Part I of this form includes position budget, place in organizational chart, duties and responsibilities, contacts and communications, supervisory responsibilities, independent action or judgment, budget responsibilities, consequences of errors, access to sensitive information, work environment, and work experience and educational background. When this is completed, it is reviewed and approved by the hiring Division Head and respective vice president and President according to the organizational chart.[607] This form is then submitted to HR for review and initiation of Part II of the form.

Part II is the Position Classification and Compensation of the form, which requires Part I of the form to be completed. HR uses information from Part I to complete Part II and provide a recommendation of Position Classification Range. Part II of this form is completed, submitted, reviewed and approved by the hiring division head and respective vice president and President according to the organizational chart.[608] This form is then submitted back to HR for review. This completes the establishment of hiring criteria for a position.

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606 Position Review Form

607 ASCC Organizational Chart

608 ASCC Organizational Chart

HR performs its reviews and ensures that processes performed in establishing hiring criteria adhere to policies provided in the Governance Policy Manual, specifically Policy 4000.2 Personnel Administration,[609] Policy 4003.1 General Requirements of Recruitment and Placement,[610] Policy 4005.1 Employee Recruitment and Hiring[611], and Policy 4006 Academic and Professional Credentials for Faculty.[612]

Faculty have an opportunity to be involved in the selection of new faculty, first by participating in the screening of applications for vacant positions within their respective departments, and second by serving on the interview committees for potential hires. The hiring department chairperson, who is a faculty member, performs the screening and recommends faculty members to be on the interview panel. All other faculty may be selected by the department chairperson to be on the interview panel.

When faculty serve as application screeners and interviewers of candidates, they bring with them a prior knowledge of program curriculum, core competencies, student learning outcomes, related experience and pedagogical approach.

Positions are advertised through internal posting or external posting in accordance with Policy 4005 Job Posting.[613] Divisions use the Personnel Action Request (PAR) Form to request the advertisement of a position and to specify whether it should be internal or external.[614]

The Job Announcement Form used to advertise a position is completed by HR, using information from the Position Review Form for the position. The Job Announcement includes position information such as position title, employment status, position description, job responsibilities, job qualifications, and salary information.[615]

In order to advertise a position, the requesting division forwards the completed and approved Personnel Action Form with an updated Position Review Form. HR completes the Job Announcement for the position and the Public Information Release (PIR) Form[616] to be submitted to Institutional Effectiveness (IE) division for review. Once this is approved from the IE division, the job announcement is sent for posting. External postings use local news media, the ASCC website, Higher Education Jobs online posting, and local bulletin postings. Internal postings use email dissemination and divisional bulletin board postings.

The advertisement process is detailed in the HR Job Announcement and Advertisement Standard Operating Procedures (SOP).[617] The advertisement process is the same for full-time

609 Policy 4000.2, Personnel Administration
610 Policy 4003.1, General Requirements of Recruitment and Placement
611 Policy 4005.1, Employee Recruitment and Hiring
612 Policy 4006, Academic and Professional Credentials for Faculty
613 Policy 4005, Job Posting
614 Personnel Action Request Form
615 Job Announcement Form and Position Review Form
616 Public Information Release Form
617 Human Resources Standard of Operating Procedures

and part-time positions, including adjunct faculty. All recruitment and hiring processes are consistent across the institution.

Human Resource (HR) performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees as being from United States (US) accredited, or equivalent, institutions, as well as reviewing certifying documents, including official transcripts and reference letters. Applicants with degrees from non-US accredited institutions are required to provide proof of equivalency that is recognized and verified by a third party evaluator ensuring equivalent qualifications.[618] The ASCC accepts US degree equivalency certification of foreign degrees evaluated by US organizations such as Educational Credential Evaluators.

Newly hired personnel are required to provide clearances before starting employment with the ASCC. These clearances are medical clearance from the Public Health Division of American Samoa, and a Security Background clearance from the Department of Public Safety (DPS). For non-residents, immigration clearance is required.[619]

Individual departments and divisions routinely meet to discuss particular needs and how to fulfill them. Programmatic needs are part of the Program and Institutional Review. A continual analysis and discussion of programmatic needs takes place among a number of the ASCC committees, which include Curriculum, Academic Assessment, Data, Faculty Senate, Leadership Team, Institutional Planning Executive Core, Accreditation Steering, Leadership Triangle and the Board of Higher Education.

The Institutional Strategic Plan is one example of how discussion and analysis inform all stages of the institutional planning process at the ASCC. All institutional needs and plans are part of an on-going process of analysis and discussion towards the goal of supporting student learning programs and services.

The Human Resource (HR) office coordinates the recruitment and hiring process in accordance with the ASCC policies and state and federal regulations pertaining to employment. HR also has Standard Operating Procedures (SOP) in place for hiring so that a standard process is assured.[620] During the interview process, an HR representative is required to be present to ensure "uniformity in personnel practices and compliance with local and federal laws concerned with employment practices"[621] and ensure employee code of conduct.[622] For candidates who feel they have not been treated equitably and fairly, a process for appeal and grievance is in place.[623]

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618 Governance Policy Manual, Policy 4006 Academic and Professional Credentials for Faculty

619 Governance Policy Manual 4003.1 General Requirements of Recruitment and Placement

620 Human Resources Standard of Operating for Hiring

621 Governance Policy Manual, Policy 4005.1 Employee Recruitment and Hiring

622 Governance Policy Manual, Policy 4203 Employee Code of Conduct

623 Governance Policy Manual, Policy 4212 Appeal and Grievance

The HR office coordinates the recruitment and hiring process, in accordance with College policies. The HR office, in cooperation with directors, deans, managers, officers and supervisors, establish qualification requirements and evaluation methods for positions. Job descriptions are created based on position reviews created by divisions based on their needs and tied to divisional goals and objectives.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning (ER 14).

The ASCC's Hiring and Recruitment process ensures that applicants for faculty positions meet the requirements of having knowledge of subject matter and required skills to perform duties based on the position description.

Requirements of appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the Mission of the institution are evaluated through the hiring process in the review of application documents, the screening and interview process, and during the performance evaluation process after the applicant is hired.

The interview portion of the hiring process provides opportunity for the interview panel to gauge applicant knowledge and experience in these areas. The interview panel assesses whether the candidate's experience and qualifications would reflect and support the institution's Mission and Core Values.

Faculty are to have a Masters Degree in the content area or a Masters Degree in a related field with at least 15 credits in the content discipline. In specialized career technical areas, a Master's degree is preferred, but in lieu of a Master's degree, a combination of a degree in the field of study, certification or licensure and work experience are accepted.

The determination of faculty qualifications begins at the divisional or departmental level. Divisional or departmental qualifications are discussed based on program review needs and between division or department leaders and their staff. Once the program needs have been determined and documented, these qualifications are used to complete or update the Position Review Form. In addition to the requirements for faculty, qualifications for the American Samoa Bachelors of Education Program (ASBEP) prospective faculty must have a Masters Degree and five-years of teaching experience in elementary schools. The preferred degree is in education.

The Position Review Form (PRF) is used to detail job descriptions. Faculty position reviews include requirements for knowledge of subject matter and requisite skills under the work

experience or educational background section of the form. Degree and work experience requirements are listed. This information is used to create the position description and job announcement, listing requirements for the position. This process is detailed in the HR Standard Operation Procedure for recruitment and hiring.[624]

Faculty position reviews have been updated to require the assessment of SLOs for each course taught, usage of SLO data to improve student learning, and active participation in program review processes and college committees.

Combination of work experience including training and education may be substituted for a degree. The successful candidate must meet the minimum qualifications and experience for the vacant position as specified in the job description. A candidate for a faculty position must demonstrate the appropriate knowledge of a subject area, as well as required skills and experience, and this may be confirmed through the applicant's transcripts and resume.

During the probationary period, faculty is provided the opportunity to demonstrate knowledge, skills and abilities pertaining to effective teaching. Faculty may be evaluated at any point during this period to ensure expectations of the position are met.

Faculty are evaluated using the Faculty Performance Evaluation instrument, which includes items to measure how well they develop, implement, and assess SLOs for each course taught, and how well they use data collected from courses taught on SLOs to share with department and other college stakeholders, and provide recommendations for improvement on student learning.[625]

In 2015, all Faculty Position Review forms were updated to include requirements for assessment of SLOs for each course taught, usage of SLO data to improve student learning, and active participation in program review processes and college committees.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

The ASCC employs qualified career service and contractual staff and administrators who provide academic programs and support services.

The ASCC professional staff, including the administrators and faculty members, must meet the minimum qualifications with proven substantive related experience as set by each program. Appointments and promotions at the ASCC are made solely on the basis of merit and fitness and when warranted by competitive examinations.[626]

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624 Recruitment and Hiring Standard of Operating Procedures

625 Faculty Performance Evaluation

626 Policy 4003, Employment Standards; Policy 4008, Faculty Appointments

Staffing priorities are determined based on data from Divisional Assessment and the Institutional Program Review. The results determine the institution's priorities within the Institutional Strategic Plan that identify appropriate staffing. The College formulates its annual budget, with priority given to instruction. A full list of the ASCC personnel and their credentials can be found within the ASCC General Catalog 2016-2018.[627]

The ASCC has sufficient administrators and other employees to meet its Mission. Faculty, staff, and administrators are qualified to provide quality educational programs and support services to students. Institutional effectiveness is assessed through annual program review.

The institutional leadership regularly assesses and recommends both structural and functional organization for institutional effectiveness. Changes are data driven and based on the emerging needs of the institution.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The HR office performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees and other qualifications as being from accredited US institutions, or equivalent, and certifying documents, including official transcripts and reference letters.[628]

All degrees earned by faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution with U.S. degree equivalency.[629] The ASCC accepts validation from several organizations that evaluate foreign degrees for equivalency in the U.S. The ASCC refers applicants to the evaluation services of a third party evaluator if they have not yet fulfilled this requirement.

The HR office ensures that the hiring process is consistent to assure that qualifications and requirements for the positions are met and highly qualified employees are hired.[630]

A listing of all employees and their credentials is provided in the 2016-2018 Catalog (p.119).[631]

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627 ASCC Catalog 2016-2018 p.161-176

628 Policy 4006.4, Verification of Academic Credentials

629 Policy 4006.1, Degree Requirements

630 Human Resources Hiring and Recruitment Standard of Operating Procedures

631 ASCC Catalog 2016-2018 pp. 161-176

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Performance evaluation is conducted for all employees each year. Faculty performance evaluation and staff performance evaluation specify criteria, based on unit core work, employee job description and strategic initiatives.[632] The faculty performance evaluation instrument consists of four components that are aligned to the division's stated outcomes, including:

- Responsibility to instruction,
- Responsibility to students,
- Responsibility to institution and community,
- Responsibility to professional development.

The Faculty Performance Evaluation instrument was revised in spring 2015 to include SLO assessment, extracurricular, and other faculty participation in committees.

Faculty evaluation takes place on an annual basis and provides each instructor with feedback, critique and recommendations for improvement. Faculty job descriptions and evaluations include in its component the development, implementation, assessment and program review of student learning.[633]

For continuous improvement of support for its programs and services, staff performance evaluation and administrators performance evaluation instruments were implemented in fall 2016. The established criteria provide the College with the means to continuously document and encourage improvement of performance for all employees and to fulfill responsibilities in all aspects of the college operations in support of student learning.

The criteria of evaluation for the staff performance evaluation[634] is as follows:

- Skills and job knowledge
- Teamwork and interpersonal skills
- Communication skills and Attitude
- Personal Qualities and Dependability

The administrator performance evaluation criteria[635] is as follows:

- Leadership Responsibilities
- Management of Personnel and Customer Service

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[632] Policy 4300.1, Evaluation Reporting Requirement

[633] Faulty Performance Evaluation Form

[634] Staff Performance Evaluation Form

[635] Administrator Performance Evaluation Form

- Professional Development
- Communication and Teamwork
- Professional Responsibilities

The staff and administrator performance evaluation allows the employee and supervisor to meet and discuss each area of criteria in relation to the employee's responsibilities and to align progress, allowing improvements in areas of program review. In addition, a component was added to the instrument to evaluate contribution to student learning and assessment for accountability, sustainability and continuous institutional effectiveness.

The HR office acts in a timely manner to process evaluations by either confirming increment eligibility, or documenting any necessary corrective actions to be taken. A reminder notice is issued from the HR Office to the supervisor 90 days prior to the evaluation due date to ensure timely processing of all full-time faculty and staff. Adjunct faculty performance evaluations are part of the class contract clearance process, upon completion of the course instructional requirements. All associated paperwork is filed for documentation purposes.[636]

The ASCC's evaluation process integrates all programs and services beginning at the program level and proceeding to the departmental, divisional, and institutional levels. All of these levels inter-connect, and successful evaluation of faculty and staff provides a vital indicator of their effectiveness. HR compiles a quarterly Performance Evaluation Summary Report, which is distributed to each respective division. A combined summary report includes the results and is submitted to the Leadership Triangle and the IE division.[637]

Employees are held accountable to position requirements through the performance evaluation process. The ASCC performance evaluation instruments allow supervisors to rate employee performance and complete an explanation of ratings and action plans for improvement if necessary. If the ratings are unsatisfactory, the supervisor has the option to deny salary increment. In such cases, HR requires the supervisor to develop an action plan with the employee on improving performance and document it in the action plan or comments section of the evaluation form. [638] [639] This process ensures high quality work performance and standard of service, thereby improving institutional effectiveness.

Performance evaluations are based on the position description and divisional goals for that position for the evaluation period. Performance evaluations are "related to performance elements based on unit core work, employee job descriptions, strategic initiatives, college service and professional development goals."[640]

636 Two-Way Performance Evaluation Form

637 Performance Evaluation Summary Report (view on campus)

638 Policy 4300.2, Evaluation Counseling Improvement of Performance

639 Personnel Manual, Section 4.2308 Step-Increment increases for length of service – Pay schedule structure

640 Policy 4300, Employee Performance Evaluation

Ratings on criteria used in the performance evaluations demonstrate the level of achievement of position description requirements, divisional goals, as well as performance elements for the evaluation period. These ratings measure the effectiveness of an employee.

The ASCC has a comprehensive performance evaluation process. Criteria are established for evaluating personnel based on position description, which outlines assigned duties, as well as involvement in institutional responsibilities and productivity. Performance evaluations are conducted annually to ensure continuous and progressive improvement. The HR office has SOP that documents the comprehensive performance evaluation processes, actions taken are consistent and timely.[641]

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

In 2014, the ASCC updated the faculty performance evaluation form to include two evaluation items for instructional preparation to ensure that the employee "develops, implements, and assesses Student Learning Outcomes for each course taught," and "uses data collected from courses taught on SLOs to share with department and other college stakeholders, and provide recommendations for improvement on student learning."[642] These items were added to ensure that employees are evaluated on the use of results of assessment of learning outcomes to improve student learning. In the Responsibility to Institution section, a revision includes participation levels of student learning outcome review. This item ensures that employee participation in extra-curricular activities is taken into account during the evaluation process.

In 2015, the ASCC adopted a new policy statement 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services that establishes and defines a program review and assessment process to ensure assessment of learning outcomes is ongoing at the ASCC.[643]

The development of this policy prompted another additional component to the Faculty Performance Evaluation form under Responsibility to Institution to collect information on which levels of program review and student assessment that the employee participates in.[644] Proposals to revise the faculty performance evaluation form was initiated by the Academic Excellence Planning Subcommittee and forwarded to the Faculty Senate for review and approval.

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641 ASCC Analyses of Show Cause Actions Taken
642 Faculty Performance Evaluation Form
643 Policy 1004, Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services
644 Faculty Performance Evaluation Form

The Policy Statement 1004, the College further places emphasis on the involvement of faculty, staff and administration at all levels with the development and implementation of student learning outcomes at all levels, and is reflected in their performance evaluation criteria. In addition, the academic program review process in gathering information about academic programs and departments, reviewing and analyzing information, combining all information in making informed judgment about overall program quality and making recommendations for improvements. This process encourages and gauges the in-depth thinking of faculty to implement mechanisms for students to meet the expected course and program outcomes.

The ASCC defines academic administrators and other personnel directly responsible for student learning as those with teaching responsibilities. All personnel with teaching responsibilities are evaluated using the Faculty Performance Evaluation form.

The Faculty Senate reviewed and approved revisions of the faculty performance evaluation instrument. These revisions ensure faculty is held accountable to improve teaching and learning and achievement of SLOs. HR office compiles an annual Performance Evaluation Summary Report, which is distributed to each respective division. A combined summary report including results for all divisions is submitted to the Leadership Triangle and IE division.[645] This data is used by academic divisions to improve teaching and learning, extra-curricular involvement, and other faculty participation in committees.[646]

The ASCC policy statement 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services establishes and defines a program review and assessment process to ensure assessment of learning outcomes is ongoing at the ASCC.[647]

> *Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services*
>
> *Purpose: This policy establishes that ASCC will implement assessment and review processes that authentically measure the work for the institution toward achieving its mission.*
>
> *ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC)*

In addition to the continuous review, Policy 5102 Faculty Orientation, Internship, and Institutional Development provides ongoing discussions on the improvement and planning of learning:

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645 Performance Evaluation Summary Report (view on campus)

646 Show Cause Sanction and Analysis Report

647 Policy 1004, Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

Policy 5102 – Faculty Orientation, Internship, and Institutional Development

"Faculty orientation and training will occur a week before the spring and fall semester. It is mandatory for all faculty members to attend. New faculty members at the discretion of the Department Chair may be required internship with an assigned faculty mentor. The new member will observe, discuss and facilitate under the guidance and direction of this mentor. If both the Department Chair and mentor are satisfied with his/her performance, the new faculty is recommended for regular faculty status.
It is also in the forum that faculty will be given the opportunity to address institutional-wide issues such as catalog revision, budget development, institutional planning, curriculum revision, policy discussion, institutional self-study, program evaluation and revision etc."

The College emphasizes the importance of faculty teaching methodologies by holding faculty accountable in its annual Faculty Performance Evaluation on the component of Classroom Presentation and Teaching Methods and in its Policy 5103 Faculty Competencies for Instructional Effectiveness:

Policy 5103: Faculty Competencies for Instructional Effectiveness:

"ASCC expects faculty members in all disciplines to demonstrate a consistent level of proficiency in facilitating their courses. Demonstrated evidence in course content, applying facilitation techniques that enhances learning, and evaluating student's performances both in oral and written course work per established ASCC standards."

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

All positions specific to instructional personnel are identified in the approved budget. The College formulates its annual budget from results of program review. Program Review data is required to determine additional instructional personnel to address enrollment increases and specialized areas. Assessment results help determine the division's priorities for long term and short term staffing. A full list of the ASCC full time personnel and credentials can be found within the ASCC General Catalog 2016-2018.[648] New personnel and adjunct faculty hired per semester, and relevant update of professional credentials for all faculty are posted on the ASCC website.

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648 ASCC Catalog 2016-2018 p.161-176

The ASCC has sufficient faculty to meet its mission. Institutional effectiveness is assessed through regular divisional assessment and program review to determine the allocation of human and fiscal resources.

The institutional leadership regularly assesses and recommends structural organization and functional responsibilities to improve institutional effectiveness. Changes are data driven and based on the emerging priorities of the institution.

Qualifications, experience, and individual educational or career goals are updated annually in support of the Mission.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

The College has in place Policy 4300 Employee Performance Evaluation, Policy 5102 Faculty Orientation, Internship, and Institutional Development, Policy 5103 Faculty Competencies for Instructional Effectiveness, Policy 5112 Faculty Instructional Evaluations, to ensure that part time and adjunct faculty meet the standard of employment.

The ASCC part time and adjunct faculty undergo the employment procedures for recruitment and hiring criteria as administered by the HR office as per governance policies and personnel procedures. Applications for part-time faculty positions are continuously accepted. The HR office maintains a list of eligible pool for each program in accordance with qualifications meeting the minimum qualifications and having completed specific training on student learning outcomes. These trainings are provided during the beginning of each semester for new part-time and adjunct faculty.

The departmental chair, program director or Dean initiates the request for part-time and adjunct hiring, with justification to the HR office by utilizing the Personnel Action Request – Recruitment Form[649] as well as the Adjunct Teacher Request Form.[650] The HR office reviews the candidate's qualifications to ensure that they meet the minimum qualification requirements and that the file is complete. The hiring division is notified and the process proceeds to the Vice President of Academic and Student Affairs before final approval by the President. The HR office will extend the employment offer to the applicant and a class contract is initiated.

All part-time and adjunct faculty are required to complete course completion clearances, which include performance evaluation by the department chairperson. These documentations are all part of the adjunct faculty official record with the HR office.

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649 Personnel Action Request Form
650 Adjunct Teaching Request Form

The ASCC continues to provide all faculty, including part-time and adjunct faculty with internal professional development in the areas of Student Learning Outcomes, course planning and syllabi requirements, assessment, and policies pertaining to all faculty with access on the ASCC website.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

The College through the recruitment and placement to all positions are based solely on the basis of merit, fitness, length and quality of service, and relative skills, knowledge and ability as demonstrated. Staff position descriptions focus on supporting student success and educational achievement. Divisional assessment and Institutional Program Review provide the basis for continuous indication of the sufficient number of staff to support effective educational,
technological, physical, and administrative operations of the institution. The ISP and institutional priorities through the improvement of student learning and achievement allows for the appropriation of resources in determining the staffing level in accordance with duties and responsibilities in meeting the effectiveness of the College's Mission. The continuous evaluation of personnel on an annual basis ensures the alignment of qualifications to the need of the programs and services to effectively meet the College's Mission. A full list of the ASCC personnel and their credentials can be found within the ASCC General Catalog 2016-2018.[651]

The institutional leadership regularly assesses and recommends structural organization and functional responsibilities to improve institutional effectiveness. Changes are data driven and based on the emerging priorities of the institution. The bi-weekly and quarterly reports serve as one mechanism that provides challenges and recommendations at the operational level on a continuous basis, which includes recommendations for staffing needs. These reports are submitted via the Compliance Assist and are accessible to the respective vice presidents and President for decision-making in budgeting and resource management that links to student learning and improvement of services and programs.

Staff is organized in an effective manner to provide quality academic and administrative services to our students.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

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[651] ASCC Catalog 2016-2018 p.161-176

The institutional leadership regularly assesses and recommends structural organization and functional responsibilities to improve institutional effectiveness. The recruitment and placement of administrators to position of leadership is solely on the basis of merit, fitness, length and quality of service, and relative skills, knowledge and ability as demonstrated. Administrative leadership at this level requires implementation of policies and procedures consistent with institutional functions. The President, in consultation with respective vice presidents is responsible to determine the number of administrators and qualifications and expertise based on the divisional assessment and program review. Qualifications, experience, and individual professional goals are evaluated annually to determine continuing suitability in supporting the Mission of the institution.

The organizational structure as reflected in the organizational chart is reviewed and approved by the Board of Higher Education. It outlines the communication protocol of the institution and the organization of the administrators coincides with the programs and services and alignment of goals and objectives to meet the Mission of the College. Administrators are designated divisional responsibilities to provide quality educational programs and services to fulfill the Mission of the College.[652] Institutional effectiveness is assessed through regular program review. Changes are data driven and based on the emerging priorities of the institution.

The ASCC has sufficient number of administrators to meet its Mission.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

The Board of Higher Education (BHE) sets all of the College's policies, which must be consistent with local and federal laws. All ASCC policies and procedures are documented and accessible online at the ASCC website. Hard copies of the ASCC policies and procedures, such as the Governance Policy Manual, Personnel Manual, Participatory Governance Structural Manual, Employee Handbook, and the ASCC General Catalogs are available in the HR office, President's office, and the Library.

All policy changes must be approved by the BHE. Approved changes are publicized, published on the website, and implemented. These changes are reflected as updates on all documentation.

The College formulated standard operating procedures in alignment with existing approved policies to facilitate equitable and consistent administration of all the ASCC policies and procedures. These standard operating procedures are put into practice by the respective

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[652] Policy 3019, Support Services

departments and divisions, under the supervision of each chairperson, dean, director, officers, and managers.

All employees have the right to work in a safe, smoke-free, non-hostile environment that is free of harassment.[653] In the event that an employee feels these are violated, procedures exist for these concerns to be addressed. Support for all ASCC personnel begins with their immediate supervisor.

Policy 3022 Freedom of Expression serves to provide employees with their rights and obligations to engage in speech that is or may be perceived relating to their duties, responsibilities, or administration with College operations. It follows on from Policy 3022 Communication Protocols, whereby approved organizational and department charts be used and implemented to guide communication protocols. The Employee Code of Conduct, Policy 4203, serves to meet ethical and professional standards for personal conduct and work performance. Policy 4203.1 Prohibited Conduct – Infractions, Personnel Manual Chapter Eight, specify and guide institutional process when an employee violates college policies, procedures and practices and resolutions for unprofessional or unethical conduct resulting in misconduct.[654]

The HR office assists employees in matters such as records management, compensation, benefits, and grievances. HR office provides current information pertaining to the ASCC internal protocols and policy updates. Information is disseminated through email and hard copy postings on campus.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and service that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

To ensure equity, diversity and fairness, the ASCC has updated its policies on staff appointment types, employment preference, employment of non-residents, and degree qualifications.

Policy 4208.1 American Samoa Employment Preference in its original form made reference to residents of American Samoa as American Samoan, suggesting a preference for an ethnicity rather than a residential status. This was in accordance with the American Samoa Code Annotated (ASCA) 7.0205. The law explains that this section is a preference for permanent residents rather than ethnic Samoans.

Policy 4208.1 American Samoa Employment Preference has been updated to state the following:

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653 Policy 4203, Employee Code of Conduct

654 Policy 4203.1 Prohibited Conduct - Infractions

"Policy:

    A. *With the exception of the President all employment matters concerning employees of the college are to be continuously governed by policies, regulations and administrative rules adopted by the American Samoa Community College and no longer under A.S.C.A 7.0101 et.seq.*

    B. *The ASCC shall adhere to all applicable local immigration qualifications laws pertaining to the employment of non-residents.*

    C. *If no resident can be found who meets the minimum qualifications for employment established for a particular Staff Appointment Type as defined in #4008.1, the ASCC may employ non-residents."*[655]

The adopted Policy removes any suggestions that it is an employment preference based on ethnicity. Policy 4200 Employment of Non-Residents was also updated for the same purpose.

Policy 4200 Employment of Non-Residents has been updated to state the following:

> *"ASCC shall comply with the federal law and based on the Immigration Reform and Control Act (IRCA) of 1986 requires agencies funded by federal grants to ensure employees are authorized for employment in the A.S. Therefore, only individuals lawfully authorized for employment in the A.S. will be employed."*[656]

Policy 4008.1 Staff Appointment Types was revised to clarify language for non-resident employment, as well as emphasize the due process in the recruitment of personnel, and removing language that may suggest any authority to override this process. Under this process, temporary appointments are hired for a limited time period. Career Service positions are advertised, and hiring processes are ensured to be consistent and equitable through HR hiring SOPs.

Policy 4008.1 Staff Appointment Types has been updated to state the following:

> *"The President of the College or designee(s) is (are) authorized to employ, set the terms of employment, terminate, suspend, and otherwise make personnel decision concerning personnel for Board approved Staffing Plan and temporary positions. No employee of the college other than the President has any authority to make oral or written representations or agreements with an employee for employment for any specified length of time or for employee benefits. ASCC shall make appointments of eligible applicants based on the requirements of the appointment. Appointment types will be made as per the following:*

> A. *Career service or permanent appointments are made through open competitive examination from a regularly budgeted position. It requires a probationary period of*

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655 Policy 4208.1, American Samoa Employment Preference

656 Policy 4200, Employment of Non Residents

one year, with a satisfactory performance evaluation as a requirement for permanent status in the position during this period.

B. *Temporary appointment when work or a temporary nature, at the completion of which services of an additional employee will not be required. The President may authorize a temporary appointment for a period not exceeding one year.*

C. *Emergency appointment when an emergency occurs requiring the immediate service of a person or persons, the president may approve such appointment not to exceed 60 days, based on the agency justification of the continuing state of emergency. If a person other than an U.S. citizen, U.S. national or permanent resident of American Samoa is to be appointed, immigration clearance must be secured prior to entrance on duty, but police and medical clearances may be furnished during the 30-day emergency period.[657]*

Policy 4006.1 Degree Requirements has been updated to reflect the ASCC acceptance of degrees from non-U.S. that are equivalent to U.S. qualifications, and requirements for proof of this equivalency. This ensures equity and fairness in the ASCC's degree requirements, and promotes diversity by providing opportunities for more applicants.

Policy 4006.1 Degree Requirements has been updated to state the following:

> *"All degrees earned by a faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution equivalent to U.S. qualifications. Applicants with degrees from a non-U.S. institution must be recognized and verified by a third party evaluator that ensures the equivalent qualifications. Presentation of transcript is required prior to employment. The employee will pay for the official transcript that will be mailed directly to ASCC Human Resources. In addition, any staff position requiring an education degree as a qualification shall be a requirement for employment with ASCC."[658]*

The ASCC policies clearly state that the College will not discriminate on the basis of ethnicity, gender, age, sexual orientation, religious affiliation, cultural background, or military status.[659]

The ASCC is "*an open admissions*" institution, which provides educational services to "*all students including those that are educationally underserved, challenged, or non-traditional.*" The institutional core values on respect for diversity and respect for tradition and culture holds the ASCC accountable in initiating best practices when addressing diversity issues.

The HR office conducts required training to employees on discrimination and harassment. As an Equal Opportunity employer, the ASCC does not condone mistreatment of employees and students on the basis of ethnicity, gender, or disability.

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657 Policy 4008.1, Staff Appointment Types

658 Policy 4006.1, Degree Requirements

659 Policy 4208.3, Equal employment opportunity and Affirmative Action

To assist the institution with ensuring that its programs, practices and services accommodate diversity, the Equal Employment Opportunity Commission has conducted training for the American Samoa Government, which included participation by the ASCC staff. As part of a territory wide review, the ASCC was assessed by the U.S Department of Labor (DOL) in 2014. Several issues of noncompliance were identified. The ASCC implemented corrective actions and the College is now in compliance with DOL policies.[660] A recent training in July 2016 for the College by the Regional Manager and office representatives of DOL, provided another opportunity for new updates pertaining to Fair Labor Standard Act (FLSA), and Family and Medical Leave Act.

Records of disciplinary actions indicate that incidents of harassment on the basis of ethnicity, gender or disability are very few. For employees who feel they have not been treated equitably and fairly, a process for appeal and grievance is in place.[661]

In the Staffing Plan portion of the ISP 2015-2020, professional development opportunities was made a strategic priority for employees.[662] For example, all personnel may enroll in one course per semester during work hours if they can demonstrate how taking this course will enhance their competencies within their scope of work. Off-island professional development opportunities are encouraged and supported by the College.

This is further noted in the 2016 institutional program review where staff professional development is one of the three institutional priorities identified for planning purposes for FY 2017.

The HR office supports personnel by ensuring appropriate compensation, resolving disputes, protecting employee rights, informing personnel of relevant new information pertaining to the institution and or positions, and ensuring that the institution remains in compliance with all state and federal policies.

Programs, practices and services are evaluated annually through divisional assessment, and biennially through the Institutional Program Review. On a department and or division level, accomplishments and challenges are reviewed and reported bi-weekly through Compliance Assist. Other reports include a review of programs, practices and services through the quarterly report.

Through the annual performance evaluation, the programs and services can assess how effective employees carry out their job responsibilities to achieve divisional mission, thereby supporting the institutional Mission.

The HR Officer serves as the Equal Employment Opportunity (EEO) Coordinator, responsible for collecting data for inclusion in the Integrated Post-Secondary Education Data Survey (IPEDs) report, as well as the ASCC quarterly and annual reports. The HR Officer

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660 Corrective action letter from ASCC to DOL (view on campus)

661 Policy 4212, Appeal and Grievance

662 Institutional Strategic Plan 2015-2020

assesses data on behalf of the institution to ensure compliance with EEO policies and Affirmative Action federal regulations.

While the majority of employees at the ASCC are of Samoan or part Samoan ethnicity, a number of different ethnic groups are also represented. The College's diverse pool of employees includes the following:

Demographic Data for Fall 2015 - Spring 2016

Table1: ASCC Employee Ethnicity

Ethnicity	Fall 2015	Spring 2016
Samoan	267	263
Caucasian	15	13
Filipino	8	9
African-American	2	2
Chinese	1	1
Indian	1	1
Fijian	1	2
Total Number of Employees	**295**	**291**

Table 2: ASCC Headcount Employee Employment Status 2015-2016

Status	Fall 2015	Spring 2016
Full Time		
Faculty	**59**	**61**
Staff	**221**	**220**
Part Time		
Adjunct	**15**	**10**
Total	**295**	**291**

Table 3: ASCC Employee by Gender for 2015-2016

Employment Status	Fall 2015			Spring 2016		
	Female	Male	Total	Female	Male	Total
Career Service	87	81	**168**	104	83	**187**
Contractors	40	46	**86**	34	45	**79**
Temporary	12	14	**26**	3	12	**13**
Adjunct	8	7	**15**	8	2	**10**

The ASCC provides details of employment demographics on reports to external stakeholders such as the ASG Office of Budget and Planning, the ASG Department of Commerce and the Federal Government. The ASCC Institutional Data Sets provides disaggregated data that portrays employee diversity.

The ASCC commits to integrity in the treatment of its staff and students through its policy on People Treatment that applies to students, employees, volunteers, vendors, and citizens. The policy states: *"the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive."*[663]

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[663] Policy 3005, People Treatment

This policy also ensures that the College cannot *"Operate without policies and/or procedures which set forth employee and student rules, provide for effective handling of grievances, ensure due process, and protect against wrongful actions against or by employees or student."* The College cannot *"prevent students and staff from using established grievance procedures."*[664]

The College's Employee Code of Conduct states that all employees *"will meet ethical and professional standards for personal conduct and work performance. All students and employees have the right to learn and work in a positive learning environment which is free of harassment, threats, intimidation, violence or any other misconduct."*[665]

Existing policies are in place to ensure equal employment opportunity and fair treatment of personnel. The ASCC has updated policies in 2015 on staffing appointment types, employment preference, employment of non-residents, and degree qualifications to ensure equity, diversity and fairness.

In accordance with these policies, the ASCC maintains programs, such as training and opportunity for professional development, and practices such as those to ensure appropriate compensation, resolving disputes, and protecting employee rights in support of personnel.

Employment equity records are assessed and monitored by the HR Officer, who is also the EEO Coordinator, to ensure compliance with federal regulations and submit reports on demographic data for use in IPEDs reporting as well as quarterly and annual reports for the ASCC.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

"ASCC expects its employees will meet ethical and professional standards for personal conduct and work performance. All students and employees have the right to learn and work in a positive learning environment, which is free of harassment, threats, intimidation, violence or any other misconduct."[666] Furthermore the ASCC's Core Values express the commitment to ethical behavior.

The ASCC Personnel Manual clearly specifies that disciplinary action will be taken in cases where employees breach policies regarding conduct of College employees. Both the Governance Manual and Personnel Manual outline the College policy regarding ethical behavior.[667]

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664 Policy 3005, People Treatment

665 Policy 4203, Employee Code of Conduct

666 Policy 4203, Employee Code of Conduct

667 ASCC Catalog 2016-2018 p. ii-iv

The written code for professional ethics at ASCC is clearly outlined in the Governance Policy Manual, Personnel Manual, Faculty Handbook, Student Handbook, General Catalog, American Samoa Administrative Code Annotated. The ASCC also abides by all state and federal policies and regulations. The ASCC policies contain processes and procedures to address instances where an individual(s) behaves in such a way as not in keeping with the institution code of professional ethics.[668]

The College's governance structure provides for fair redress of conflicts involving personnel. This includes a grievance process in which both parties are provided the opportunity to fairly state concerns.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluated professional development programs and uses the results of these evaluations as the basis for improvement.

The ASCC's budget allocates funds for local or off-island professional development. Professional Development is approved contingent upon alignment with identified strategic priorities. The ASCC permits career service staff to take one course per semester at no cost to the employee.

Professional development activities at the ASCC are provided to meet identified strategic priorities of the College. The professional development focus has been on SLOs and assessment. Another identified professional development priority is Total Cost of Ownership. Faculty and staff are provided with opportunities to participate in professional development activities.

Grant budgets include professional development funds, which are used to enhance programs and achieve institutional objectives. Grant programs with budgeted professional development funds include Agriculture, Community and Natural Resources (ACNR-Land Grant), the Small Business Development Center, Teacher Education, and grants supporting the CAPP.

The College provides faculty and staff workshops and or trainings to increase informational awareness. Opportunities are offered for faculty and staff to participate in institutional committees, providing for an increased knowledge of the College's operations, leadership and management, and enhancing professional capacities.

The ASCC has supported a range of professional development, programs and activities, including the following:

- SLOs

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668 Policy 4203.1, Prohibited Conduct – Infractions

- Teaching Content and Pedagogy
- Assessment
- Technology
- Financial Management
- Resource Management (safety, human, facilities)
- TCO
- Institutional Planning
- Program Review
- CIP Implementation
- Federal Grants Management
- Accreditation Standards and Self Study
- Leadership Academy
- Financial Aid
- Board Development
- Organization Affiliation and Membership (NACUPA, NACUBO, CUPA, IPEDS)
- Food Safety
- ACNR Professional Development: GPS/GIS Training, CPR Certification for OSHA, ADA requirements, Swine Artificial Insemination, Certification for Pesticide Use

Professional development participation has enhanced the College's ability to respond to emerging priorities of higher education and provide improved services to students. Professional development plays a key role in the ASCC's commitment to continuous quality improvement.

On a divisional level, faculty and staff communicate teaching and learning knowledge from professional development workshops that are shared through workshops, presentation, and implementation of services. On the committee level, decision-making groups provided data that support professional development needs through review of institutional data and program review data. On an institutional level, the Institutional Program Review assesses the needs of each division in relation to the College's Mission. The divisional assessment feeds into the Institutional Program Review to coordinate needs assessment with planning, budget, resource management, and program improvement.

The College provides funding for professional development opportunities to fulfill identified priorities. Overall professional development opportunities center on Western Association for Schools and Colleges (WASC) Accreditation Commission for Community and Junior Colleges (ACCJC) workshops and identified strategic priorities. Approval for professional development is initiated by divisions and must be approved by vice presidents and the President to ensure alignment to the outcomes of the division.

Evaluation of professional development activities begins at the divisional level through review and discussion of new information, which can lead to improvement. The value of professional development is gauged by the impact on divisional improvements and capacity

building. They are recognized in the employee's annual performance evaluation and through the divisional reporting to the institution.

The ASCC has fulfilled its objective of providing on-island and off-island professional development in SLO and assessment for all faculty and academic administrators, and relevant supporting services personnel.[669] This has enabled the ASCC faculty to embrace trends in technology, outcome expectations, assessment, and dialogue for continuous quality improvement.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

The ASCC makes extensive provisions for the security and the confidentiality of personnel records. HR records are secured in the HR office, with access restricted to authorized personnel only.[670] [671] This is specified in the Governance Policy Manual Section 4205, pp. 50-51, which also addresses employee access to personnel records in accordance to federal regulations. The HR office is charged with the responsibility of securing records and implementing SOP in compliance with College policies.

The ASCC employees may gain access to official personnel records by contacting the HR office and arranging an appointment to view them. These records may not be removed from HR office, but will be copied for the employee upon written request from the employee.

The HR office is located on the ground floor of the quad area, that is ADA accessible. Renovations were made in the spring of 2016 to accommodate the confidentiality of employee records.

The HR office maintains the official personnel files, and only employees, supervisors and HR staff members have access to the filing cabinets where official personnel records are stored. When a file is being reviewed by an authorized employee an HR staff is present to ensure that items placed in files are not removed or added.

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669 2015-2016 Professional Development Report

670 Policy 4205.5, Access to Employee Master File

671 Policy 4205, Employee Privacy Rule

B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

The ASCC consists of one campus located in the village of Mapusaga. It has approximately 53 acres with more than 26,000 square feet of physical facility space.[672] There are 27 buildings total to provide services in support of student learning. Included in these structures are 47 classrooms, 21 instructional labs, and six general computer labs.

Currently under construction is the Multi Purpose Center (MPC), which will house Student Services and the 500 maximum capacity auditorium for programs and learning support services activities. The Capital Improvement Project under the U.S. Department of Interior funds the construction of MPC.

To ensure the safety of the institution's facilities, the following criteria are adhered to for all facilities: the 1967 Uniform Building Code (UBC), the 2012 American Disabilities Act (ADA) requirements for accessibility, the Occupational Safety and Health Administration (OSHA) Standards, and the 2006 International Building Code (IBC) requirements. The Department of Public Works conducts inspection throughout each phase of construction.

For continuous compliance with regulatory agencies, the Compliance Safety Officer (CSO) accesses all new, renovation, and relocation projects. Upon meeting all building codes standards, Certificate of Occupancy is issued by the American Samoa Public Work (AS-PW).

Installation of solar lights in parking and isolated areas increased the security of facilities at night.

The ASCC follows internal processes to ensure the safety of facilities. These include:
- Physical Facilities Management (PFM) personnel conduct safety checks of facilities and campus grounds in their areas.
- Security personnel conduct daily routine safety checks of the campus during and after school hours.[673]
- Upon request for repairs, safety inspections and assessment of facilities are conducted before work is carried out.[674]
- Staff and Faculty report safety concerns within their departments and surrounding areas through the use of Job Order forms, which are submitted to PFM.[675]

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672 2015 TOFR ASCC Building Replacement Cost Report

673 ASCC Institutional, Divisional Analysis and Report: Security Daily Report

674 Job Order Flow Chart

675 Job Order Form

- For Physical Facilities Requests by community members/organizations, the ASCC provides Security and Custodial personnel to ensure the safety of campus facilities while in use.
- Evacuation plans for safety drills are in place.[676]
- Compliance checks are done by AS-EPA for science and research labs and hazardous materials storage, and AS-DOH for Cafeteria.

The ASCC follows specific criteria and processes required for new construction of facilities and any major renovation or repair to facilities. The following steps are required by the American Samoa Government (ASG) and semi-autonomous agencies for new construction, renovation, or repair to facilities:
- Submit an application for a Land Use Permit (LUP);
- Schedule the inspection by Project Notification Review System (PNRS) Board consisting of the following agency representatives who conduct ongoing inspections to ensure compliance to building, safety, environmental and health codes:
  - Department of Commerce (DOC)
  - American Samoa Department of Public Works (ASDPW)
  - American Samoa Environmental Protection Agency (ASEPA)
  - American Samoa Department of Health (ASDOH)
  - American Samoa Power Authority (ASPA)
- Obtain approval of LUP by PNRS Board;
- Obtain the Building permit issued by the ASDPW based on their review of UBC and IBC codes;
- Receive the safety checklist from the ASDPW for compliance issues;
- Obtain a Certificate of Occupancy upon completion of construction.

The institution determines the sufficiency of classrooms, lecture halls, laboratories, and other facilities through several processes. Each semester Academic Affairs schedules courses and labs for all course offerings. A Facility Request Form (requiring approval by the Vice President of Administration and Finance or President) is routed for written approval if facilities are to be used outside of the scheduled course use. Sufficiency of facilities is also documented within regular reports and documents including the Quarterly reports, Bi-weekly reports, student enrollment data and classroom schedules, and the Student Satisfaction Survey (Facilities and Campus section). Academic Affairs updates the classroom matrix of classroom use every semester to ensure that physical resources are used effectively and that there are adequate classrooms for all scheduled courses.[677]

Various mechanisms are used to evaluate the effectiveness of the institution in meeting the needs of programs and services. Actual Expenditure Reports list expenses for facility repair and maintenance. Job Order Summary Reports document actual work performed on facilities with a comment section filled out by the division/department. The Student Satisfaction Survey provides students with an avenue to give feedback on facility adequacy and service

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676 Evacuation Plan: Security

677 Classroom Occupancy Matrix (p.4)

effectiveness. The Institution Program Review (IPR), Divisional Assessment program review, and the Academic Program Review (APR) allow staff and faculty to comment on facility adequacy and service effectiveness. All institutional facility priorities are identified through these mechanisms and allow the institution to address facility needs through its Institutional Strategic Plan.

The ASCC does not have off-campus instructional sites however there are off-campus Agriculture Community and Natural Resources (ACNR) stations in Ta'u and Ofu, Manu'a. The external processes described above are the same for these stations. Similar internal processes are followed to determine safety and sufficiency of the off campus facilities; however, assessment for the safety of the Manu'a sites by the ACNR station manager is done upon request by groups who visit the sites regularly. The responsibility for Security is shared through a partnership with the Department of Public Safety (DPS) and the American Samoa Department of Education (ASDOE) who also utilizes the Manu'a facilities.

With the assessment of Job Order requests, a need was identified to improve the Job Order process to expedite job completion. Analysis of the results led to the development and improvement of Standard Operating Procedures for facility management. With the analysis of Institutional Program Review results on facilities, the following improvements were made:
- Allocation of 147,000 dollars for fiscal year 2017 for maintaining facilities. The institution implemented a new facilities' fee, five dollars per credit hour, as an avenue of funding to meet its facilities upkeep and maintenance priorities.
- The ASCC employees have been trained on the process of obtaining materials and services needed for facility improvement.
- PFM keeps track of all the job orders to ensure that they are completed in a timely manner.
- Compliance Safety Officer (CSO) position has been filled.
- The CSO continues to assess the institution facilities to address any concerns from students, faculty, and staff.

Similar internal processes are used to assure the safety and sufficiency of the equipment to also include:
- Annual inspection of vehicles for insurance purposes
- Property Management tagging of all maintenance equipment
- Fixed asset annual inventory
- Property Management personnel use of "Survey and Disposal" forms to assess and replace equipment including vehicles
- Purchase of equipment with warranties and maintenance plans. Service manuals are also included in purchase to be used internally for care and maintenance by personnel.
- Service of heavy equipment is outsourced to external vendors for the maintenance of equipment and vehicles[678]

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[678] PFM SOPs

The ASCC does not offer distance education but programs such as the ASCC ACNR-Land Grant and Samoan Studies Institute provide mobile equipment to be used in service, program outreach and documentation for off-campus activities. The institution provides vehicles and equipment for recruitment, outreach, student practicum, field experience and service learning.

The equipment provided is sufficient for institutional needs. These are evident in the following reports:
- Actual Expenditure Report (available for review on campus upon request)
- Fixed Asset Report
- Divisional Assessment Report

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

The following information is used to determine the needs of programs and services and in planning the proper utilization of facilities:

- Enrollment data
- Annual Reports (Achievements)
- Institutional Program Review
- Divisional Assessment
- 2020 Campus Plan as a guide
- Quarterly Reports (Challenges and Recommendations)

The institution also responds to community and territorial needs in allowing community and government agencies to provide input and support (e.g., MPC, disaster center designation) for utilization of facilities.

The processes in place for equipment replacement and maintenance are detailed in the divisional SOPs for MIS, PFM, Procurement, and Finance. The PFM follows a work order request process, which includes maintenance and replacement of air conditioners and heavy equipment. MIS follows a step-by-step process of technology equipment replacement and maintenance. The Procurement procedures are followed for all purchasing and replacement of equipment. Each division responsible for equipment is provided with the following:
- The ASCC Comprehensive Maintenance Plan 2015-2020. This plan includes the following components: Technology Maintenance Plan, Air Conditioning Maintenance Plan, Facilities Maintenance Plan to align with Total Cost of Ownership (TCO)[679]
- Annual Fixed Assets Report

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679 ASCC Comprehensive Maintenance Plan 2015-2020

- Institutional Program Review and Divisional Assessments provide data on the need for equipment and maintenance

The institution evaluates effectiveness of facilities and equipment through regular reporting in the Bi-Weekly reports and Quarterly reports. The biennial Institutional Program Review and the annual Divisional Assessment provide the College with an analysis indicating whether the facilities and equipment needs have been met. The Student Satisfaction Surveys administered each semester provide feedback from students on satisfaction of programs and services that includes facilities and equipment.

Divisions responsible for physical resources include the Physical Facilities and Maintenance Division (PFM), Procurement, and MIS. These divisions consistently track the use of physical resources and provide the support and services to all College divisions requesting maintenance, custodial, security, technical assistance and procurement.

The effective use of physical resources is determined through a variety of means. These include the daily usage of Library resources and computer labs, the occupancy per square footage assessment, Classroom Schedule, and the Physical Facility Request Forms.

III.B. 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The institution conducts regular assessments on the use of its facilities through an annual assessment of fixed asset inventory, semester reports of lab, facility, and classroom usage, and daily inspection of facilities and campus grounds by security, maintenance, and other PFM personnel. Descriptions of these assessment processes are detailed in the Finance, Procurement, Academic Affairs, Library, and PFM SOPs.

- Finance: (1) Assists in analyzing of facilities usage by updating expenditure reports. This process is done monthly. (2) Updates Fixed Asset General Ledger Reports that contains building depreciation value information.
- Procurement: Conducts Fixed Asset Inventory. This is done annually.
- Academic Affairs: Provides classroom occupancy matrix each semester.
- Library: Provides facility usage report quarterly.
- PFM: Prepares Job Order Summary Report to analyze facility maintenance needs. This is done monthly.[680]

The institution uses the results of the evaluation to improve the facilities or equipment as evidenced in the revision of SOPs in the PFM, MIS, Finance, and Procurement divisions. The College has used institutional program review and divisional assessment data to identify priority needs for facilities and equipment. These priorities determine the specific areas in

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680 Job Order Summary Report

needs of immediate and long-term action. As a result of the identification of priority needs and a plan of action, the institution was able to set a budget for maintenance, hiring, and training for the proper use and care of facilities and equipment. The College assigned to the Resource Management Committee (comprised of administrators) a task force committee to manage the College's resources in the fall of 2015. A Facilities Proposal Form was developed to ensure data is used to assess proposed facilities whether it is new, renovated, and relocation of space or building.[681]

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The institution develops capital plans based on needs identified in Program Review. These needs are manifested into the goals and objectives of the Institutional Strategic Plan. The 2020 Campus plan was developed in 2008 with an external team and has been used as a guide to identify all facilities and the potential development and construction of new facilities to accommodate projected program and student growth. In the 2009-2014 Institutional Strategic Plan, one of the strategic goals of the Physical Facilities and Maintenance plan was for the completion of identified projects described in the 2020 Campus Plan (Teacher Education, Trades and Technology, Nursing, and Samoan Studies classrooms and buildings). During FY 2010-2011, ARRA provided funds for the completion of most of the long-range capital plans. The 2015-2020 Institutional Strategic Plan and the guiding manual 2020 Campus Plan provide a framework to follow for long range capital project planning and implementation. The Multipurpose Center, currently under construction, was conceptualized in the late 1990s, formally proposed in 2006, with the first DOI CIP funding becoming available in 2007. Construction began in December 2013, and completion is scheduled for February 2017. Approved CIP projects include the Trades and Technology building (2016-2017), and the Samoan Village (2018).

To further strengthen the ASCC's long term planning, the institution implemented a new source of fiscal resource through approval of the facilities fee of five dollars per credit. This source of funding is to assist the ASCC in implementing its future maintenance priorities and capital improvements as outlined in the institution's Comprehensive Maintenance Plan 2015-2020.

As detailed in the Total Cost of Ownership plan within the Institutional Strategic Plan 2015-2020, the elements of "Total Cost of Ownership" include the integration of staffing, technology, and facilities with academic planning and budget planning. The TCO plan links all planned activities to a budget and assists in the annual budget planning for the institution. Every division is accountable and responsible for resource management.

All capital projects are aligned to the goals of the Institutional Strategic Plan and are identified as strategic focus goals. In each of the plans (USDA approved ACNR Plan of

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681 Facility Proposal Form

Work, 2004 Master Plan, 2009-2014 Institutional Strategic Plan, 2015-2020 Institutional Strategic Plan) capital projects were identified based on data from program review, program growth and development, and community needs. Each capital project is carried through to completion as resources and funding are secured through CIP, grants, or local funding.

Capital projects are a result of priorities identified in program review. The capital projects within the past 10 years include:

- o Library (completed)
- o ACNR Wellness Center (completed)
- o Lecture Hall, TED classrooms and Administrative wing (completed)
- o Trades and Technology equipment (completed)
- o ASCC Bookstore (completed)
- o ACNR Experiment Station (completed)
- o ACNR Manu'a Extension site (completed)
- o Renovation of all classrooms and classroom buildings (completed)
- o Multi-Purpose Center (in progress)

In 2008, the 2020 Campus Plan was developed and continues to be used as a guide for long-range capital projects. The 2009-2014 Institutional Strategic Plan was used to determine all ARRA projects and monitored the progress toward successful completion of each project and the achievement of expected outcomes. The 2015-2020 Institutional Strategic Plan guides and directs the institution in implementing activities toward achievement of long range capital projects which in turn address the identified institutional priorities.

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

The ASCC ensures that its various types of technology needs are identified through 1) Institutional Program Review and Divisional Assessments and 2), Request Protocol for employees to communicate technology needs and requests by following proper protocol, 3) Reports generated by Management Information Systems (MIS) Division.

Through Program Review and Divisional Assessment, ASCC employees are able to report what technology services are provided and whether these are adequate for purposes. Results of the program review are analyzed by the Institutional Planning Executive Core Committee (IPECC), in order to update priorities that are then used to create goals and objectives placed in institutional plans. The results of 2014 Institutional Program Review[682] was used to create goals and objectives for the Institutional Strategic Plan (ISP) 2015-2020.[683] Each year, divisions update outcomes in order to work toward achieving goals and objectives in the ISP 2015-2020. Progress made towards divisional outcomes is reported using quarterly reports. In the fourth quarterly report, every division provides a summary of outcomes completed and not completed.

The ISP 2015-2020 sets the foundation for technological decisions. Strategic Goal One in the Technology Plan states that, "ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders."[684] One of the objectives for this goal is to meet the challenge of computer and server needs, which MIS plays a role in providing monitoring services and scheduled maintenance. In the bi-weekly and quarterly reports, divisions report challenges in meeting their goals, which include technological problems and needs.

In addition to Program Review, the institution effectively ensures it meets its technological needs through the services provided by the MIS department. Although the decision for divisions to purchase equipment follows proper protocol of Purchase Requests, MIS provides support for decision-making by recommending specifications for equipment and software. Each ASCC division follows protocol when reporting needs and or requests for technology. Requests for technology supports are reported directly to MIS as a work order request or routed through a divisional dean, director, officer or respective vice presidents prior to submission to MIS. Requests for technology support are tracked through software used by MIS called Trackit Pro, and progress towards these requests is reported through bi-weekly and quarterly reports.

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682 2014 Institutional Program Review Summary and Findings
683 Institutional Strategic Plan 2015-2020
684 Institutional Strategic Plan 2015-2020, p. 32

By having a historical report on work orders, MIS pinpoints what problems exist and make recommendations to the divisions. MIS follows a bi-weekly reporting to the Chief Information Officer (CIO) of status of projects and work orders. Summary reports track completed work orders and number of students served in the computer labs. Bi-weekly and quarterly reports are submitted to the IE division by uploading to Compliance Assist, an online portal used in part for report tracking. MIS SOP details this full process.[685]

The MIS and Procurement collaborate on the Replacement and Disposal process to assess the usefulness of equipment and make recommendations to divisions regarding upgrades or purchases. As part of the Total Cost of Ownership priority in the ISP 2015-2020, an annual fixed asset inventory is conducted by MIS and Procurement of all equipment.[686]

As part of the replacement and disposal process[687], if any division replaces technology, the items replaced are to be transferred to MIS to be documented and cleared of any data. If the equipment is still in good condition, the equipment may be redistributed to other divisions to be used.

The MIS division is the central division providing all technological services for the institution.
The MIS division is organized into offices that provide support for different areas of technology for the ASCC. These offices are:
- Office of CIO
- Network and Multimedia
- Helpdesk
- Systems Administration
- Web and Communications
- Website Administration

Each office provides technology support to users, work order assistance, direct or indirect assistance in troubleshooting. Technology needs are reported to MIS through email, telephone calls or office visits. MIS has a support email address (support@amsamoa.edu) tied to the Trackit software. A work order is automatically created when a user emails the support address. An email confirmation is automatically generated and sent to the user, including the work order number, to confirm that a request has been received. This process is documented in MIS SOP.[688]

The Institution is responsible for providing support through MIS for campus technology. Supported technology include Personal Computers (PC) and Macintosh Desktops and Laptops, all-in-one laser printers, scanners, projectors, video teleconference units, phone

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685 MIS Bi-weekly Standard of Operating Procedures
686 2015 Fixed Asset Inventory
687 Replacement and Disposal Process
688 MIS Creating Work Orders Standard of Operating Procedures

conference units, phones, fax machines, SmartBoards, Ipads, and lecture hall sound system and microphones.

In meeting the technology needs of the ASCC, technology equipment and facilities are available to students and employees. The ASCC provides:
- 21 academic computer labs with a total of 350 computers used for course delivery.
- 6 computer labs with a total of 93 computers for general student population.

A total of 443 computers are available in computers labs to serve all students. Based on fall 2014 enrollment of 1550, the student per computer ratio is three to four students per computer.

The following technology services are available to the ASCC community:
- Active Directory and Dynamic Host Configuration Protocol (DHCP)
  - Each employee gets a login using the *amsamoa.edu* domain. E-mail accessibility is available from on or off campus.
  - Each student gets a login using the *student.amsamoa.edu* domain. Students have online accessibility for registration, grades, majors, transcripts, and course schedule on campus.
- Colleague system
- Wireless network
  - Each employee and student accesses the wireless connection using user login.
- Compliance Assist
- Modular Object Oriented Dynamic Learning Environment (MOODLE)

The Institution supports three external connections to the Internet Service Providers. These connections are terminated at the MIS Server Room. Currently the ASCC is connected through a 4Mbps (megabits per second) fiber connection and a 2Mbps wireless connection through BlueSky Communications. The ASCC has another connection through a 1Mbps connection to American Samoa Telecommunications Authority (ASTCA). MIS manages these main connections for the ASCC campus, excluding only two divisions that are located farthest from the Administrative Building, which are the Agriculture, Community and Natural Resources (ACNR) and the Small Business Development Center (SBDC). ACNR and SBDC each have separate network connectivity. MIS manages the wireless network covering the entire campus, to include these two divisions.

Technology services are provided directly by ASCC, and provisions are made for reliability, disaster recovery, privacy and security. The ASCC has a generator unit that supports the ASCC server room.

The Institution provides Internet connectivity and security for all communication services provided through the following:
- A spam and virus firewall called Barracuda to block any spam or virus from getting into the e-mail system.

- A Sophos antivirus deployed for the entire campus on each computer. The antivirus is deployed for each of its server units.
- A Sonicwall unit is maintained to protect Network connectivity between the internal and external networks for the ASCC campus.

All servers are connected to Uninterruptible Power Supply (UPS) units that provide backup power when there is a power outage. Power to the technology equipment in the server room is consistent, even during a power outage.

There are 24 servers in the Server Room. ASCC uses two software *Shadowprotect* and *Syncbak* in order to perform backups of all server data.

ASCC has a representative in the American Samoa Cyber Security Working Group (CSWG), whose purpose is to help increase awareness and security on American Samoa systems and has benefited from implementing security processes learned from membership in this group.

To promote privacy and to prevent security breaches, MIS has SOP. MIS has a full-time System Administrator who assists with these areas on a daily basis. The MIS System Administrator has updated the ASCC disaster recovery plan.

Website
The ASCC houses its website locally, and it is available at *www.amsamoa.edu.* The website provides access to current ASCC information, and is available to anyone with an Internet connection. The Website provides links to online services including Moodle, Webmail, Library Search, WebAdvisor, Samoan Media Search, Compliance Assist, Archive, and Photo Gallery.

Through the use of Network Access Storage units, ASCC hosts file sharing for Institutional Effectiveness, Financial Aid, Samoan Studies Institute, Academic Affairs, Human Resources and the Data Committee.

Colleague Administrative Suite
The Colleague software is the Administrative Suite used by ASCC to manage its finances, registration (online and through Records Office), student and employee information, as well as reporting. In 2008, seven servers were installed to support this software. In 2014, an upgrade was completed that expanded the hardware to 14 servers, of which most are virtual machines. The main users of the system for data entry are the Human Resources, Admissions, Records, Financial Aid, Procurement, and Finance divisions.

The Colleague system offers capabilities for additional support through a service called WebAdvisor. WebAdvisor allow deans, directors, officers, vice presidents and the President to manage divisional budgets. WebAdvisor for students allow access for online registration, academic records and course schedules. WebAdvisor for faculty allows viewing of course rosters.

Compliance Assist
Compliance Assist (CA) is a fully integrated and comprehensive online solution for managing institutional research, planning, and accreditation needs. It is powered by Campus Labs, an online solutions company in Alpharetta, Georgia. The website designed for the ASCC has four modules: Accreditation, Planning, Program Review and Gallery. CA is currently being used for strategic planning, quarterly and bi-weekly reporting and archiving. Instructions for reporting are given to designated users who have been given access to templates on the site.

MOODLE
The ASCC houses a MOODLE server, which supports teachers with their course delivery. MOODLE allows for students to log in and acquire course materials such as presentations, syllabi, schedules, and other information. Students take quizzes online, post in the discussion forum and upload assignments. The instructors grade the assignments, provide feedback, administer quizzes, and keep records of grades, submission of assignments and participation. MOODLE is used by nine academic departments: Teacher Education, CAPP English and CAPP Math, Fine Arts and Music, Health and Human Services, Language and Literature, Samoan Studies, Social Science, Science and Trades and Technology.

The ASCC does not offer distance learning programs or courses. Distance Learning technology is being used in on-campus courses. Technology for distance learning includes the MOODLE Course Management System, Video Teleconferencing (VTC) Units, computers, and network connections. These resources provide the infrastructure for ASCC to implement distance learning in the future.

MOODLE is used by academic departments to provide online access to students for learning support. MOODLE courses are offered in a classroom equipped with computers for students. Instructors using MOODLE, help deliver courses in instructional computer labs. Access is available from on or off campus computers. MOODLE is not a substitute for the required class contact hours.

Other Server Systems
Prior to the use of the Colleague system, the ASCC used a system called Blackbaud. The Admissions, Records and Finance offices use the system. The ASCC houses this software for these three divisions so that they have access to the historical data that has not been moved to the new Colleague system.

The ASCC houses software for the Financial Aid office, including EDExpress and EDConnect. This same server is used for Financial Aid file sharing.

The ASCC houses a server that supports Follett software. This is a catalog searching software that allows students to search the library card catalog by specific subjects, authors or keywords.

Multimedia and Peripherals

Multimedia and peripherals services are provided through MIS and other divisions. All divisions have access to computers, printers and SmartBoards. Copying services are available to faculty and staff on campus through the Printing Services office. Faculty and staff requests use of projectors, printers, computer components and laptops through the Office of Academic Affairs, MIS and within academic departments. Faculty and staff check out document cameras, laptops, projectors, projector screens and speakers through MIS and other divisions.

The College supports the phone lines on campus through MIS. New line pulls are completed by the local phone company, ASTCA, but the institution is responsible for performing basic troubleshooting and contacting ASTCA for major requests.

There is a collaborative effort to provide the best technological services for the ASCC. Each division is responsible to assess its own technology needs. The MIS division plays a significant role in this collaborative effort as it is charged with the responsibility to oversee the support for technology on campus. When a need arises for technological services, a division consults with the MIS division, whether to purchase equipment, implement software, or provide insight on the parameters of a project. MIS is accountable for SOP that supports technology policies.

Decisions pertaining to technology services, facilities, hardware and software are made in alignment to divisional outcomes and the technological goals and objectives stated in the strategic plan.

The MIS division reports to the Vice President of Administration and Finance, who also supervises the Physical Facilities and Maintenance (PFM) division. PFM is responsible for managing facilities on campus. PFM and MIS work together to make sure that all facilities are properly equipped with appropriate technology. The Special Projects coordinator is in charge of major renovations and building projects. Whenever there is a new building project, MIS is involved during the planning to ensure the technology requirements for the new facility are provided for during the planning and construction period of the process.

Each division is responsible for decisions made to purchase new hardware or software. MIS collaborates with all divisions to review hardware and software purchase requisitions to ensure that minimum specifications and Total Cost of Ownership (TCO) requirements are met.

The ASCC has measures in place to allow for needs to be expressed and identified through program review, divisional assessment, request protocol and MIS reports. The MIS division is tasked with providing technology support for the Institution. MIS uses reports from helpdesk software and satisfaction surveys to collect and review data to improve processes and meet the technology needs of the College. MIS has completed goals and objectives in support of technology needs as evidenced in Divisional Assessment and Institutional Program Review.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

The ASCC provides security and reliability for the systems through the use of its firewall and usage policies. The CIO and Network Specialist provide management of rules used on the ASCC firewall. These rules are in accordance with security policies that govern the MIS network managed and updated by the Network Specialist.

The ASCC manages server equipment that allows for the upgrade of all servers. The Colleague system migration to the new servers has been completed. The same server upgrade provisions have been made for the rest of the software services provided by the ASCC using server technology. Policies and procedures used by the ASCC in order to keep the technology infrastructure current and sustainable are the Replacement and Disposal Process, Hardware Minimum Specifications, and consideration for Total Cost of Ownership for technology equipment.

In order to keep equipment current and to ensure that all divisions are provided with functioning technology equipment, the ASCC uses MIS SOP for replacement and disposal. The ASCC evaluates and updates minimum specifications for new releases of software and hardware. The ASCC has minimum specifications for the following equipment: 1) PC Desktop, 2) PC Laptop, 3) Macintosh Desktop, 4) Macintosh Laptop, 5) PC Netbook, 6) all-in-one Printer, 7) conference equipment, 8) Ipad, 9) SmartBoard, and 10) projector hardware.

Consideration for total cost of ownership is important for the sustainability of technology equipment. The Institutional Strategic Plan 2015-2020 includes total cost of ownership as a strategic focus. The TCO plan for technology calls for a comprehensive inventory of technology equipment on campus, a formalized replacement and disposal policy for all technology, a plan for technical training for technical staff, a comprehensive maintenance plan for all campus technology, and continued improvement of access to software, network and technology equipment. These activities enable the ASCC to better budget for the cost of technology on campus, and provide better maintenance and sustainability.

Technology decisions are evidenced based and outcome driven. Divisional assessment, program review and the ISP 2015-2020 guide technology decisions. The bi-weekly and quarterly reports provide a section for Challenges and Recommendations used to identify needs and recommend solutions. These are also used to make technology decisions.

Divisional budget proposals require justification for budget items.[689] The ISP 2015-2020 provides the guidance to set priorities for technology purchasing. Institutional Program Review, divisional assessment, the ASCC Budget, quarterly reports, and bi-weekly reports are evidence that the ASCC bases its technology decisions on the results of evaluation of

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[689] MIS Budget Proposal

services needed. Technology decisions, including budget and purchasing, are based on institutional priorities.

The ASCC has processes in place for decisions on technology distribution, replacement and purchases. Policies and procedures are in place to ensure reliability, security and sustainability. The ASCC prioritizes technology needs and bases its decision in alignment with the College's Mission.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

The ASCC provides drafts of policies and plans for administrative review and enforces approved policies on management, maintenance and operation of the technological infrastructure. MIS schedules maintenance for all computer labs during semester breaks. All computers are reloaded and cleared of any files. Anti-virus and spam programs are run, and updates are installed. Maintenance for computers not in computer labs, maintenance is done at user's request. The ASCC manages a Windows Update as well as an Anti-virus server that provides updates and anti-virus scanning for all computers at regular intervals.

In accordance with the replacement and disposal process, computers should be replaced every five years.[690] The student technology fee supports the purchase, maintenance and sustainability of the College's technological systems. Each ASCC division purchases its own equipment based on approved budget. The ASCC divisions collaborate on the replacement of computers in accordance with TCO guidelines.

The ASCC provides backup for all servers. The Institution uses file servers and Network Access Storage units to provide shared folders for divisions as requested. MIS backs up all files placed on these shared media. The backup of individual employee computers is the responsibility of the user.

The MIS maintains a backup generator that allows for all servers to stay operational even during electrical outages. The setup makes it possible for the generator to automatically start up when the regular service fails.

The ASCC has processes in place to provide for system reliability and emergency backup. MIS has recently purchased safety supplies such as fire extinguishers for each MIS office and the server room.

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690 ASCC Committees, Memos and Documentations: MIS Documents: Replacement/Disposal Process Document

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Each division assesses its needs for Information Technology (IT) training. Requests are made through proper protocol when there are technology-training needs within divisions. Divisions provide basic IT training for technology that is used within their divisions. If there is a need for an advanced IT training such as Colleague usage or E-mail orientation, requests are made to the MIS division and training is scheduled.

The ASCC provides training in different ways. MIS has provided training as requested by academic divisions during faculty orientation. MIS coordinated off-island training for faculty and support staff to receive training on the use of SmartBoards. These users returned and provided training to the ASCC personnel. Training was offered using distance education technology with the SmartBoard vendors for faculty who use this technology for course delivery.

MOODLE online course training was provided for both administrators and faculty for technology in course delivery. Faculty and support staff participated in this training. These users in turn provided training within ASCC.

For the Colleague system, the Finance division provides training for the Leadership Team to view and manage their budget information online. Representatives from Ellucian trained key divisions using the system for data entry. These divisions include Admissions, Records, Financial Aid, Finance, Procurement, Human Resources, and Management Information Systems (MIS). Employees who were trained provide training for the users within their division. New employees in divisions using Colleague are trained as part of their orientation.

Admissions, Records, Financial Aid, Management Information Systems, Student Support Services, and University Center for Excellence on Developmental Disabilities have taken part in free Webinar training.

Training is provided within different divisions to student workers who require the use of technology to perform their duties. Students are provided support in the computer labs by the Computer Lab Assistants should they need assistance with learning new technology. Students are provided guidance and support for wireless technology when requested.

The MIS uses a survey sent out with a completion confirmation email for each work order to assess the user satisfaction with the MIS technology support. MIS is in the process of developing a survey tool to assess the success of IT training that is provided to the Institution. Each division reviews and evaluates its own training. Training is offered upon request, and supported by the MIS office. Technological and training needs are assessed during the Institutional Program Review and Divisional Assessment.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

The ASCC uses the Acceptable Usage Policy to guide the appropriate use of technology. This is in accordance with Policy 4410 Acceptable use of the ASCC E-mail and Internet Services and Policy 4411 Acceptable and the Safe Use of Equipment and Property in the ASCC Governance Manual.[691] These policies ensure that technology is used solely for conducting College business and to support student learning.

The ASCC Acceptable Usage Policy is made available on the ASCC website under the Technology Support page as well as the Academic Policies page. The ASCC has the Acceptable Usage Policy (AUP) in place to guide appropriate use of technology. When the user signs the Domain Account Request form, they agree to adhere to the rules governing the ASCC technology usage provided in the Acceptable Usage Policy.[692]

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691 Policy 4410, Acceptable Use of ASCC E-mail and Internet Services; Policy 4411, Acceptable and the Safe Use of Equipment and Property

692 Policy 4410, Acceptable Use of ASCC E-mail and Internet Services

III.D. Financial Resources

Planning
III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through its Participatory Governance Structural Manual (PGSM). The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

Revenues generated through available financial resources are sufficient to support the American Samoa Community College Mission and its student learning programs.

The overall approved budget for 2016 is $12.3 million.

Budget Summary 2016

LOCAL REVENUE RESOURCES	
ASCC Revenue (Tuition and other)	$ 4,016,000
General Fund Subsidy	$ 3,000,000
DOI Grant in Aid	$ 1,358,000
Total revenue sources for local funds	$ 8,374,000
GRANT REVENUE RESOURCES	
Federal Grants	$ 3,926,000
Total Revenue Sources for Grants	$ 3,926,000
TOTAL APPROVED BUDGET:	$12,300,000

The institution manages its fiscal resources through monthly analysis that is conducted in collaboration by the finance division and the Leadership Team. Planned purchases were implemented during fiscal year 2015, as an additional instrument to assist divisions, departments, and the institution as a whole in managing its fiscal resources with integrity.[693]In the eleventh month of the fiscal year 2016, the institution's general fund revenue generated nine percent above its operation expenditures.[694]

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693 2015 Planned Purchase Memo and Form

694 August 31, 2016 General Fund Budget vs. Expenditure Report

The resource allocation is an integral part of the College's budget planning process,[695] which provides the means based on available resources to fund the institution's priorities outlined in its Institutional Strategic Plan (ISP) 2015-2020.[696] The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve outcomes through the PGSM. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

The College has fully assessed its Mission through program review processes in the spring of 2016. Data results from SLO assessment, institution-set standards, and committee recommendations were used to set the institutional priorities for fiscal year 2017. The President issued a memo institutionally to inform all internal stakeholders of the College's institutional priorities to base all department planning and budget proposals for fiscal year 2017.[697] Department budget plans and proposals were submitted to the appropriate vice presidents and President according to protocol for review. In the review of the College's fiscal year 2017 budget, the Leadership Triangle invited the Chief Financial Officer, Human Resources Officer, and the Director of Institutional Effectiveness to participate in the review of the College's fiscal year 2017 budget proposal to note changes made and for input concerning human, physical, and fiscal resources and committee recommendations.[698] The fiscal year 2017 budget was finalized by the President, and presented to the Board for review and approval.

The ASCC continues to plan, implement, monitor for compliance, and assess fiscal resources to maintain financial stability to support student learning programs and services.[699] In its continuous efforts to sustain the institution's financial solvency, ASCC formulated and approved its cash reserve policy in 2015.[700] The cash reserve policy specifies the level of funds that the institution must set aside. The institution increased its cash reserves during fiscal year 2016 and has exceeded the minimum threshold by 28 percent.[701]

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

The annual divisional and biennial institutional program reviews are designed to gather evidence from constituents. The results of the evidence indicate the effectiveness of programs and services and are used for planning and resource allocation. This process

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695 Annual Budget Process

696 ISP 2015-2020 – Expected Outcome Summary, pp. 71-79

697 FY 2017 Institutional Priorities, President's Memo

698 FY 2017 Budget Review, Chief Information Officer Notes

699 Show Cause Recommendation Report, TCO Subcommittee Report, pp. 61-63

700 ASCC New Cash Reserve Policy 7212

701 ASCC Operation and Maintenance Balance as of 9-30-16

includes the review and analysis of program review results and dialogue to determine the institution's priority areas in the five-year institutional strategic plan.

Financial planning is an integrated component of institutional planning to meet the college mission and goals. Financial planning is linked to the ASCC ISP 2009-2014, and the updated ISP 2015-2020. The ISP 2015-2020 outlines the institution's goals and priorities each fiscal year, which drives the annual budget and long-range fiscal planning.[702] [703] Policies 3007 Budgeting and Forecasting; 7000 Budget; 7212 Cash Reserves; and 7000.E Financial Emergency Plan solidifies the institution's ability to ensure sound financial practices and financial stability. [704] [705] [706] [707]

From 2011 to 2012, the American Recovery Reinvestment Act (ARRA) stimulus funding enabled the College to renovate and improve all classrooms, science labs, computer labs, and offices. ARRA funding also supported a number of program improvements that were aligned to planning documents for the institution's strategic focus areas, including Academic Excellence, Staffing, Technology, and Physical Facilities Maintenance.[708] In fiscal year 2014, the ASCC began construction of the Multipurpose Center (MPC), with an expected completion date of February 2017. The Department of Interior (DOI) funds this construction project.

The President and the Board of Higher Education discuss the financial planning annually and align the priorities of the institution based on the ISP 2015-2020, which was the result of institutional program review and divisional assessment recommendations.[709]

The ASCC's unrestricted net position for the past three years are as follows:[710]

Year 2013: 458,404 [711]
Year 2014: 1,835,643 [712]
Year 2015: (1,295,671)[713]

The 2015 audited unrestricted net position for the ASCC decreased due to the implementation of Governmental Accounting Standard Board (GASB) 68. GASB 68 mandates that audited financial statements include the ASCC's portion of the American Samoa Government's (ASG) retirement unfunded liability. The ASG retirement fund is

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702 ISP 2015-2020 Budget Alignment pages 59-70

703 ASCC Budget Comparison Report FY2014, FY2015, FY2016 with ISP Linkage (Updated September 8, 2015)

704 Policy 3007, Budgeting and Forecasting

705 Policy 7001, Budget

706 Policy 7000.E, Emergency Plan

707 Policy 7212, Reserve Funds

708 ARRA Financial Summary Report

709 BHE Budget Presentations 2014 and 2015

710 Schedule of Financial Trends and Analysis 2016

711 Audit Report 2013

712 Audit Report 2014

713 Audit Report 2015

managed and maintained by the American Samoa Government Employee Retirement Fund (ASGERF).

The ASCC receives general fund revenue by way of monthly apportionment of annual approved funding from ASG and DOI. The ASCC also generates internal collections from monthly reimbursements of federal grants expenditures, the College's portion of Federal Pell Grants, third party inflows, and cash payments for tuition and other fees.
In fiscal year 2011, ASG did not fully disburse the approved appropriation as mandated. Due to the economic downturn, ASG decreased the ASCC's subsidy again in fiscal year 2012. However, in fiscal year 2014, ASG appropriated an additional $650,000 for the ASCC's operation.

American Samoa Community College Actual ASG Subsidy and DOI Received		
Year	ASG Subsidy	DOI
2009	$ 2,251,000.00	$ 1,358,000.00
2010	$ 2,161,000.00	$ 1,358,000.00
2011	$ 1,534,726.74	$ 1,358,000.00
2012	$ 1,948,006.00	$ 1,358,000.00
2013	$ 2,232,497.15	$ 1,358,000.00
2014	$ 3,000,000.00	$ 1,358,000.00
2015	$ 2,601,922.00	$1,358,000.00
2016	$ 2,208,921.00	$1,358,000.00

From fiscal years 2009 to 2013, the institution did not have sufficient cash flow and reserves to maintain stability. In the midst of this financial crisis, the ASCC developed strategies leading to the institution's fiscal recovery. The ASCC temporarily implemented the following cost containment measures and additional funding proposals:[714]

- Suspend locally funded annual salary increments
- Freeze locally funded travels
- Freeze locally funded new hires
- Freeze reclassification
- Maximize allowable grant cost sharing – which includes ARRA Stimulus Funding received in 2011
- Scrutinize all purchase requests
- Incremental Tuition Rate Increase – 2011, 2012, 2013

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714 Cost Containment Memo

Page | 238

Since the implementation of the above listed cost containment measures, the ASCC's cash flow has improved. As a result, the cost containment measures were lifted at the end of fiscal year 2013.

Although the ASCC did not fully receive the allocated ASG subsidy payments in 2015 and 2016, the institution continues to control spending. As evidence of maintaining a steady cash flow of the institution, the ASCC increased its operational cash reserves by $30,000.00. The updated amounts are as follows:

- $533,057 Operation Cash Reserve
- $100,106 Multi-Purpose Center Maintenance Set Aside (Total Cost of Ownership)

The College property insurance coverage is included with the government wide insurance package under the auspices of the ASG. Other semiautonomous organizations contribute to the ASG insurance policy. The property insurance coverage is reviewed biennially to ensure that the facilities are adequately protected.[715]

Given the cyclical nature of tuition collections, various grant payment or reimbursement policies, and previous variable transfer of appropriated funds from ASG to ASCC, the College's cash flow position remains steady. The ASCC routinely monitors its cash flow through the Daily Cash Position Report (DCPR) to ensure the institution's financial stability.[716]

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The ASCC follows the budget preparation cycle as set by the ASG Planning and Budget Office. Each year the Fono (Legislature) establishes budget ceilings for individual ASG departments and agencies, including the ASCC, which operates as a semi-autonomous agency.

The ASCC's annual budget planning process ensures the broad base participation within the institution. The process is as follows:
- An official budget call is sent out to all deans, directors, officers, and managers (The Leadership Team). The official budget call includes important documents and information that will assist the Leadership Team in preparing divisional annual budget proposal. These documents are as follows:
    o Approved prior year budget details
    o Historical expenditure data
    o Current budget form

715 Property Insurance 2016-2018 Premium

716 Daily Cash Position Report

- o Current Divisional Assessment program review data provided by the Office of Institutional Effectiveness (IE)
- o Institution Strategic Plan 2015-2020
- o Academic Program Review Report
- An institution budget training is conducted by the Director of IE, Human Resource Officer (HRO), and the Chief Financial Officer (CFO)
- The Leadership Team conducts budget review and planning, and may meet with the HR Officer and CFO as needed.
- The Leadership Team meets with respective vice presidents to discuss divisional budget proposals, fiscal resource allocation, alignment to the ISP 2015-2020, supported by program review data, and for pre-approval. [717]
- The Leadership Team submits pre-approved budget proposals to CFO.
- CFO compiles the ASCC budget and prepares projected revenues for the upcoming fiscal year.
- The Leadership Triangle reviews the ASCC budget for prioritizing institutional human, fiscal, and physical facilities resource allocation.
- CFO finalizes budget with changes as approved by the Leadership Triangle.
- Board of Higher Education (BHE) review for approval.
- CFO sends the final and approved Budget to the ASG Budget Office.
- College budget is presented before the Fono hearing for the final approval.

Once approved by the Fono the final budget is available to College constituents at the finance division and uploaded on the WebAdvisor.

Requests for reprogramming of line items or supplemental funding may be submitted to the finance division during the budget year. All divisions must use the approved forms and procedures.[718]

The institution's budget planning process ensures that all constituents are involved. This promotes transparency throughout the institution and as a result manages fiscal resources effectively to meet the institution's Mission and goals.

Fiscal Responsibility and Stability
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The ASCC annually assesses current and future financial resource availability based on historical financial statements and enrollment data.[719] Projected financial resources for

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717 Revised Policy 7001-Budget

718 Finance Budget Review SOP

719 FY2015 and FY2016 Tuition Revenue Projections

upcoming fiscal years are allocated for budgetary purposes based on the institution's priorities.

The ASCC WebAdvisor provides regular budgetary and financial data to key users including but not limited to the Leadership Team. This information is used for continuous budgetary planning, to control expenditures, and assures that the College meets financial obligations.
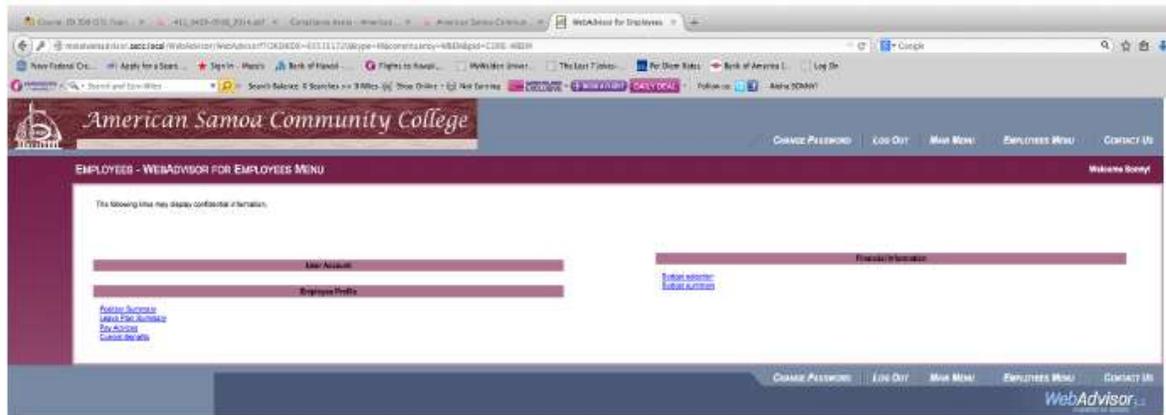
The ASCC recognizes the importance of assessing its available financial resources accurately to support the College Mission and institutional effectiveness. Based on institutional program review and divisional assessments, the ASCC developed funding priorities as outlined in the ISP 2015-2020. Student Centeredness is one of the ASCC's core values. The ISP 2015-2020 places the educational excellence as the center of all plans integrating all activities to the Academic Excellence Plan. Decisions in budgeting and resource management must be directly linked to student learning and improvement of services and programs. Instructional and other student learning priorities are given high ranking in the order of funding allocation.[720]

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Since the Western Association for Schools and Colleges (WASC)- Accreditation Commission for Community and Junior Colleges (ACCJC) visit in 2008, the ASCC invested in the Colleague system, which integrates the Finance division with the divisions of Admissions, Records, Financial Aid, Academic Affairs, Procurement, and Human Resources.

With the Colleague financial system, all divisions are able to review budget and financial reports online using WebAdvisor to guide in purchasing and financial decision-making. The

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720 2015 and 2016 Budget Summary – showing Student Services and Instructional

finance division reviews and updates all accounts to ensure control mechanisms are in place.[721] [722] [723] All ASCC divisions are provided email updates to review financial reports for discrepancies regarding budget reports, and the opportunity to provide feedback to the finance division. This is part of the institutional process for internal control and checks and balances.

The ASCC reviews annual planning processes for effectiveness of financial planning. The annual external audit regularly evaluates the institution's financial management practices. Through the Audit Report and Management Corrective Letter (MCL), the finance division reviews all recommendations to be implemented for the improvement of the ASCC's financial management practices.

The ASCC annually assesses current and future financial resource availability based on historical financial statements and enrollment data.[724] Projected financial resources for upcoming fiscal years are allocated for budgetary purposes based on the institution's priorities. The ASCC reviews budget reports to analyze and assess the effectiveness of past fiscal planning. This data is disseminated to the Leadership Team and is used as part of planning for current and future fiscal needs. This is part of the College's annual budget process.

The institution's internal control structure is an important component in managing fiscal resources. The ability of the institution to have timely financial reports and the opportunity to analyze the financial reports strengthens the integrity of the financial system. This is an on-going process that is implemented by the ASCC.

III.D.6. Financial Documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Financial and budget planning is based on institutional program reviews, divisional assessments, and priorities as outlined in the ISP 2015-2020. Revenue projections are based on historical enrollment data.[725] Estimated expenditures are determined accordingly with budgetary allocations and focused on the Academic Excellence Plan. Appropriate allocations and usage of financial resources is evident in the following actions taken by the College during its fiscal year 2017 resource allocation process:
- The allocation of local funds for four tutorial positions previously grant funded.
- The allocation of funds for the Student Support and Learning Services Officer, which was put into the Organizational Chart in September 2015 but missed the budget

721 Expenditure Tracking Spreadsheets (view on campus)

722 Daily Cash Position Report

723 Monthly Closing Binder Report (view on campus)

724 FY2015 and FY2016 Tuition Revenue Projections

725 2015 Revenue Projection

allocation for FY 2016. This action was only recently allocated funding for the fiscal year 2017.
- The transfer of position from Assistant Registrar to Admissions Outreach Counselor to better assist in outreach at the high school and admissions and placement into the College's programs and courses.
- Reallocation of the Computer Lab Assistant positions to the Division of Student Services from MIS.

Budget development is based on the available resources from the ASG Budget and Planning Office and follows General Accepted Accounting Principles (GAAP) and GASB practices in accordance to Public Law 22-30. The ASG provides an annual budget ceiling for operation financial planning.

The ASCC received an "unqualified (unmodified) opinion" for the 2009-2015 audited financial statements. The auditor's clean opinion rendered for ASCC's financial statements is evidence of integrity of the institution's financial management. These audits reflect the outcome of cost allocation of resources that support student learning programs and services.

Through the Finance division, the ASCC prepares, reviews, and monitors the monthly budget versus expenditure reports to track revenue and expenditures of the institution. Historical expenditure reports are provided to the Leadership Team to assist in preparing annual budgets. This enables the institution to use financial resources appropriately.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Divisions access budget financial reports online through WebAdvisor. The financial reports are updated real time and available daily to the Leadership Team. To support institutional and financial management, the budget versus expenditure reports are updated regularly and analyzed for accuracy by the finance division's monthly closing. The overall fiscal status of the institution is reported during the Leadership Team's meetings for transparency and institutional financial planning.[726]

The BHE is provided with financial reports quarterly during board meetings. These financial reports include the budget versus expenditure reports, cash flow projections and audit reports. These reports provide the governing board an overview financial status of the institution.[727]

The ASCC's annual audits indicate findings that the institution must provide corrective action plans in a timely manner. The external auditors issue a MCL to inform management of recommendations pertaining to financial operation that requires immediate response.

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726 2011, 2012, 2013, 2014, 2015 Leadership Team Presentations

727 BHE Fiscal Update Reports 2011-2016

The ASCC received several findings over the past six years. These findings were addressed and resolved by the fiscal management in a timely manner with the exception of two findings. These two findings were Cash Management and Equipment and Property Management. The finance division documented, updated, improved, and implemented Standard Operating Procedures (SOP) to address these two findings.[728] As evidenced in the ASCC's 2013 and 2014 audit reports, these two material weaknesses were resolved.[729]

In the 2014 A-133 audit report, the ASCC received one material weakness that pertains to financial aid verification. The institution immediately executed corrective action plan by revising the SOP on the ASCC Financial Aid Verification Process to ensure a thorough review in resolving conflicting data. A total of 663 students were selected for verification. Of the 663 students, 53 indicated having business related income and investments. The student verification worksheets were pulled and re-verified to ensure that assets are reported for 2014-2015 award year. The United States Department of Education Region IX had confirmed that ASCC's corrective action plan was accepted in resolving this material audit finding.[730]

The ASCC 2015 audit report indicated an unmodified opinion in its financial statements. The ASCC received an unmodified opinion on the A-133 single audit with the exception of the financial aid program that was modified due to three material audit findings. The corrective action plan indicated and described in the 2015 ASCC Audit Report was immediately implemented to address these audit findings.[731]

The corrective action plan is prepared by the institution to address all audit findings and is approved by the vice presidents and the President. The ASCC's audit findings and the corrective action plans are shared with the institutional leadership, the BHE, and the Fono.

The ASCC recognizes the importance of being in compliance with all governing fiscal regulations and policies. The institution makes it a priority to resolve all audit findings in a timely manner.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

The ASCC's engagement contract with the external auditors includes and outlines the A-133 Single Audit, now called Council on Financial Assistance Reform (COFAR) Part 200, as mandated by the Federal Government. Funding agencies occasionally conduct financial reviews.

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728 Drawdown SOP, Fixed Asset Inventory SOP

729 Audit Reports 2013 and 2014, summary pages

730 USDOE Region IX September 2015 letter

731 ASCC 2015 Audit Report

It is mandatory that all purchases and usage of funds be used for the initial intentions and as approved by the granting federal agencies. Any changes to the budget must be approved by the granting federal agencies.

The auditor's opinion as expressed through the audit report reflects the integrity of the ASCC's financial management. From 2010 to 2012, the ASCC received a "qualified opinion" of its A-133 Single audit due to two material weaknesses, Cash Management and Equipment and Property Management. The ASCC, through the Finance division, implemented improved SOP to resolve these two findings and as evidenced in the 2013 audit report, the ASCC received an "unqualified opinion" for its A-133 audit. In the 2014 and 2015 A-133 audit reports, the institution received an "unmodified opinion" for all federal programs except for the federal Pell grant program due to material weaknesses. The institution immediately implemented the corrective action plan to resolve the audit findings.

The ASCC reviews the effectiveness of internal control through program review processes. The annual external audit regularly evaluates the institution's financial management practices and identifies any deficiencies. The recommendations for improvements are used to update the College's fiscal management processes, procedures and the Finance division's SOP.[732] For quality assurance, the finance division reviews SOP quarterly to ensure that internal controls are in place, the streamlining of processes, and practicality.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

During fiscal year 2015, the ASCC established *Policy 7212 Reserve Funds*.[733] The policy identified the minimum balance that the institution must set aside.

As of 2016, ASCC was able to set aside the following cash reserves:
- $533,057 Operation Cash Reserve
- $100,106 MPC Maintenance Set Aside (Total Cost of Ownership)

The ASCC reached and exceeded the required threshold of $415,875. The finance division continues to monitor ASCC's cash flow carefully through the DCPR to ensure that the institution's cash flow is stable and is able to meet unforeseen financial occurrences and financial obligations.[734]

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732 Updated Finance Division 2015 Manual (view on campus)

733 Policy 7212, Reserve Funds

734 Summarized FY2015 Daily Cash Position Report

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The Finance division provides updated financial and budget reports to the Leadership Team via WebAdvisor. This provides transparency for all divisions and allows for administrators to check financial budget reports on a daily basis and to make sound decisions and recommendations for budget allocations.

The ASCC adheres to federal regulations and guidelines in managing of all federal funds, which includes United States Department of Education (USDE) Title III, USDE Title IV, United States Department of Agriculture-National Institute for Food and Agriculture (USDA-NIFA), and Veterans Affairs (VA) benefits. The institution demonstrates compliance with USDE Title IV regulations through the annual external audit. In the 2014 and 2015 A-133 audit reports, the institution received an "unmodified opinion" for all federal programs except for the federal Pell grant program. This was due to the material weakness findings related to financial aid verification. The institution implemented corrective action plan by updating the ASCC Financial Aid Verification SOP. This action resolved the audit findings.

The ASCC is governed by the Governance Policy Manual (GPM). The GPM includes all fiscal policies that must be followed. The finance division continues to review and update the SOP manual to strengthen internal control ensuring high quality services and sound financial practices.

The ASCC uses institutional protocol to review and validate grant annual progress and financial reports. This process assesses financial usage in maintaining institutional effectiveness. For continuous improvement of monitoring, planning, and the usage of the institution fiscal resources, the ASCC implemented "Planned Purchases" and purchase cut off time.[735]

Liabilities
III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

The ASCC has shown steady improvement in financial status within the past five years to meet operation liabilities.

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735 Planned Purchase Cut Off Time Memo

The ASCC's long-term fiscal planning and priorities are identified in the ISP 2015-2020.[736] Future operational revenues expected to be received from tuition, fees, and all other funding sources, are projected out five years for long-term planning purposes.[737][738] The institution's leadership is mindful of the long-range financial priorities, such as facilities, air conditioning systems, and technology maintenance to ensure financial stability of the institution.

The ASCC continues to work towards building cash reserves to fund obligatory and future planned commitments identified in the ISP 2015-2020. The ASCC has a cash reserve of $533,057 for the institution's operation and $100,106 set aside for future maintenance and upkeep cost of the MPC.

In 2007, ASCC implemented the technology fee of five dollars per credit for students. The student technology fee supports the purchase, maintenance and sustainability of the College's technological systems.

Funding from facility rental fees supports the institution's maintenance priority. To further strengthen the ASCC's long term planning fiscal allocation for physical facilities, the institution implemented a new source of fiscal resource through the approval of the Facilities Fee of five dollars per credit for students. This source of funding is to assist the ASCC in meeting future facilities' maintenance priorities and capital improvements as outlined in the institution Comprehensive Maintenance Plan 2015-2020. The Comprehensive Maintenance Plan 2015-2020 integrates and supports the ISP 2015-2020.

From 2010 to 2013, the Finance division developed payment plans with vendors and negotiated payment terms for old debts.[739] These payment plans were included in ASCC's fiscal planning to strengthen the institution's financial stability. As of 2016, the ASCC is up-to-date with current operation liabilities, which includes utilities, fringe benefits, and technology annual upgrades.

The ASCC does not have any long-term debts and continues to allocate funds for short-term liabilities, which includes property insurance. Payments for the property insurance premium are deducted from the ASCC's monthly ASG subsidy allotments.[740] The ASCC does not have any Other Post-Employment Retirement Benefit besides the ASG retirement. The ASCC has no health insurance plan other than Medicaid and Medicare benefits for employees but affordable medical services are available through the ASG Lyndon B. Johnson (LBJ) Medical Center.

736 ASCC ISP Alignment Template 2015-2020, Updated 6-25-15

737 March 23, 2010 BHE Meeting Long Term Projection

738 2015-2020 Financial Resource Projection Report from 2014

739 2010- 2012 Vendor Payment Plans

740 2015 ASG Subsidy Recon

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB) compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

The ASCC does not participate in any Other Post Employment Benefits (OPEB).

The ASCC is able to provide payment for current liabilities, compensated absences and other employee related obligations. The ASCC career service employees participate in the ASG retirement program, which is managed by the ASG Employee Retirement Fund.

Although fiscal resources are not allocated for other employee benefits, such as healthcare and life insurance, the institution provides programs to support employee health and wellness.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

The ASCC currently does not have any long-term debt.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

The financial resources are allocated and used in accordance with the "Prudent Man's" rule, consistent with the Mission and goals of the ASCC. The ASCC's procedures for reviewing fiscal management are outlined and specified in the ASCC Governance Policy Manual.[741] Through the finance division, the annual audit and the internal control evaluations are conducted.

The ASCC goes through an annual external audit to review fiscal management. These audit engagements validate the integrity of the financial management practices at the ASCC. Reasonable testing of various transactions administered by the auditors consistent with the audit programs reassures the integrity of the financial statements prepared and presented. The outcome of the audit report confirms that all financial resources are utilized for the approved intended purposes.

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[741] Policy 7000.2A, Annual Audit; Policy 7000.5.D, Internal Control

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The ASCC monitors and analyzes revenue streams through monthly budget versus actual revenue and expenditure reports. This budget report is shared with the respective vice presidents, President, and the BHE.

The ASCC does not participate in federal student loan programs but the ASCC recognizes the importance to be in compliance with Title IV regulations. Seventy percent of the cash flow received for tuition and fees is through the financial aid Pell grant program. Any deficiency that is identified by the A-133 Single Audit is a top priority of the institution and is resolved immediately.

Contractual Agreements
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations.

The ASCC's current contractual agreements are as follows:
- Cafeteria Lease Agreement: Premise lease for Food Service
- Contract No.C-003-2013: Architectural and Engineering Service/design of Multi-purpose Center (MPC)
- Contract No.C-003-2014: Construction of Multi-Purpose Center (MPC)

These contracts are consistent and in alignment with the ASCC's Mission and goals in supporting student learning and institutional effectiveness.

All the ASCC contracts are governed by policies set forth by the ASCC Governance Policy Manual, ASCC Procurement Rules, local, and federal guidelines and regulations.[742] Control for termination and changes are included into the contractual agreement. The following contract termination clauses are examples of the ASCC's control implemented:
- APPENDIX A: "TERMINATION FOR CONVENIENCE" (a) *ASCC may terminate performance of work under this contract in whole or from time to time, in part if the Contracting Officer determines that a termination is in ASCC's interest etc.*
- APPENDIX B: "TERMINATION FOR DEFAULT (CONSTRUCTION)" *If the Contractor refuses or fails to prosecute the work, or any separable part thereof, with such diligence as will insure its completion within the time specified in this*

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742 Procurement Rules

contract, or any extension thereof, or fails to complete said work with such time etc. ASCC may by written notice to Contractor terminate etc.

- APPENDIX B2: "TERMINATION FOR DEFAULT (GOODS AND SERVICES)". *If the Contract refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the contract provisions or commits any other substantial breach of this contract, etc.*

The ASCC's external contracts follow and adhere to federal guidelines. The following federal guidelines are included in all contractual agreements:

- Non-Collusion Affidavit
- Certification as to Current History Regarding Suspension and Debarment
- Disclosure Statement (Disclosing that contractor is not related to those handling contracts for ASCC)
- Ethical Conduct Standards for ASCC employees and Contractors
- Employee Conflict of Interest
- Davis-Bacon Act (applicable wage of workers are paid)

Standard IV

Governance and Leadership

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvements of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging and designated responsibilities of the governing board and the chief administrator.

Decision-Making Roles and Process

Chief Executive Officer

Governing Board
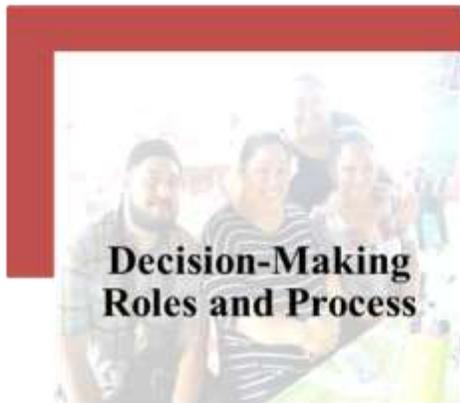
A. Decision-Making Process

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

The institution's Mission is:

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 well-being of American Samoa.

The ASCC Mission statement outlines the commitment to students' success through its open admissions, US accreditation, access to bachelor and associate degrees and certificate programs of study, and its preparation of all students including the educationally underserved, challenged, or non-traditional for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources, and
- Awareness of Samoa and the Pacific[743]

The College's Institutional Strategic Plan 2015-2020 sets five priority areas – Academic Excellence, Staffing, Physical Facilities Maintenance, Technology, and Total Cost of Ownership for all employees to work toward in achieving the mission. The College is fully committed to student success and educational excellence as it centers all goals, plans, and expectations as set by institutional standards with Academic Excellence as its focal point.[744]

The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes in assuring that student centeredness is central to institutional planning and the setting of institutional priorities.

The ASCC Vision holds as its central theme "Saili le Atamai" or to "Seek Knowledge" as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organize the College's operating agreements and shared governance.

The ASCC is guided by its Core Values and Institutional Learning Outcomes reflecting its commitment to student success and educational excellence. The core values of student

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743 ASCC Catalog 2014 – 2016
744 Institutional Strategic Plan 2015-2020

centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning emphasize the focus of all goals of the institution as an integral part of all governance and operations.

The College's goals are clearly defined in the Institutional Strategic Plan (ISP) 2015-2020. The ISP identifies five priority focus areas of Academic Excellence, Staffing, Physical Facilities and Maintenance, Technology and Total Cost of Ownership. All College divisions align the operations and division outcomes to the institutional priority focus areas. The ISP is a living document that all divisions follow in planning, resource allocation, and in decision-making processes.[745]

Policy 3001.2 sets the direction of the President and the Board of Higher Education (BHE) to ensure that all College goals are monitored for progress toward achievement of the expected outcomes.

> *"College goals are mutually agreed upon between the BHE and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the BHE to ensure status and level of accomplishment."*

Regardless of position or responsibility, all personnel work toward achievement of the institutional goals through the provision of programs and services. Every College division has a mission that is aligned with the institutional Mission statement. All institutional expected goals are integrated with the Academic Excellence goals making student success and educational achievement the focus of the entire institution.

The emphasis on the importance of the institution's goals and values are in the Governance Manual 3001.2 and written into major publications of the College. The institutional Core Values have been articulated throughout the College in the development of General Education Outcomes (GEO), in the revision of the Institutional Learning Outcomes (ILO), and in the alignment of program and divisional outcomes. The goals and values are clearly articulated through institutional reports and documents, and in the ISP. Through the daily operations and in carrying out the responsibilities outlined in divisional Standard Operating Procedures (SOP) College staff practice the core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning.

College staff have identified roles and responsibilities detailed in their job descriptions. Divisional SOP outlines the processes to carry out divisional goals that are aligned to institutional goals. Each division has a mission aligned to the institutional Mission. It is the responsibility of the Dean, Director, Officer or supervisor to work with staff in the training and orientation to the division's mission, goals and outcomes.

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[745] Institutional Strategic Plan 2015 – 2020

College employees are encouraged to represent their respective divisions in committees. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Different groups and their functions are defined by purpose, composition and outcomes. These constituent groups are defined as Governance Groups, Operational Groups, and Task Force Groups.[746]

The institutional program review and divisional assessment surveys and performance evaluations for all the College's employees contain questions on staff participation in the development of the mission and goals of the division. The ASCC has several means in which to circulate information about institutional performance to staff and students. Fact sheets are available. Fact books are distributed annually. The office of Institutional Effectiveness (IE) Academic Program Review Summary[747] is distributed in the spring semester of the academic year. The Academic Program Review Summary and Findings[748] is posted on the College website. Bi-weekly and Quarterly Reports are other means in which deans, directors, and officers report progress toward achievement of outcomes. Information on institutional performance is available on the website, through Compliance Assist, emails, and printed copies.

Information about institutional performance is regularly used in institutional dialogue and decision-making as evident in the minutes and reports of the Curriculum Committee, Academic Assessment Committee (AAC), Data Committee, Institutional Planning Executive Core Committee (IPECC), the Faculty Senate, and the Institutional Planning Subcommittees. These committees regularly use performance data in divisional planning and improvements, and in strategic planning.

The ASCC has institutional processes for evaluation and review in its Institutional Program Review and Divisional Assessments.[749] The analysis of the evaluation provides information used in planning for improvements at the divisional and institutional levels. The ISP 2015-2020 requires a comprehensive institutional process of evaluation and analysis of Program Review data by the IPECC to identify strategic priority focus areas and broad based planning through subcommittees who identify performance activities for the achievement of outcomes. The evaluation of the institution's performance is detailed in the Institutional Data Sets for Student Achievement Indicators[750] and Degree Requirements.[751]

The venues in which the evaluations of the institution's performance are made available on the ASCC website and Compliance Assist. Printed copies are available and disseminated within each program, department, and/or division. Fact sheets and fact books are made

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746 Participatory Governance Structural Manual, pp. 16-19

747 IE Academic Program Review Summary

748 Academic Program Review Summary & Findings

749 Institutional Data Set

750 Institutional Data Set

751 ASCC Website, http://www.amsamoa.edu

available through the College website and printed copies are distributed to the Leadership Team and when requested by individuals.

Broad based and integrated planning efforts began in 2009 with the development of the Institutional Strategic Plan 2009-2014. The ASCC President disseminated a memo detailing the broad based participation in the planning committees. The ISP 2009-2014 further described in detail the definition of broad based participation and the composition of each planning subcommittee. Since 2009, ASCC has made every effort to use broad based participation in the committee composition in all decision-making groups defined by the purpose, composition, and outcomes of the constituent groups identified as Governance Groups, Operational Groups, and Task Force Groups.[752]

The governance process at the ASCC is carried out through leadership and meaningful participation of employees in daily operations and committee involvement. All programs and services are provided directly or indirectly to serve students and to promote student learning. All personnel follow the protocol of the organizational structure. Each division has its divisional organization with a director, dean, or officer as its head with all delineation of authority outlined. Divisions follow Standard Operating Procedures (SOPs) detailing each major task of the division. These SOPs are aligned to institutional policies and include the approval process. All employees are governed by policies that guide and direct operations and roles within the division.

The organizational structure of the College outlines the communication protocol of the College. The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3022 Communication Protocol detailing the open discussion among staff and supervisors.[753] Policy 1001 – Governance and Organization Structure details the organizational structure and processes for decision-making. Decision-making involves all decisions – those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, and evaluation and articulates the responsibilities of individuals to the division and organization. The individual is held responsible for carrying out the roles and responsibilities of the position.

The institution encourages participation in committees. Faculty are encouraged to be active in the Faculty Senate and if appointed to committees. Staff is encouraged to participate in committees and to represent the divisions of the College. Divisional and departmental meetings are held regularly and provide a venue for sharing and bringing forth ideas for divisional and institutional improvement. Individuals can participate in the development, recommendation, and implementation of approved policy. Ideas and suggestions can be reported in bi-weekly and quarterly reports listed in the Recommendations section of these reports.[754]

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752 Participatory Governance Structural Manual, pp. 16-19

753 Participatory Governance Structural Manual, pp. 30 – 32

754 Participatory Governance Structural Manual, pp. 13-19

Every ASCC employee has the opportunity to bring forward ideas for institutional improvement through participation in the biennial Institutional Program Review and the annual Divisional Assessment program review. Both Program Review surveys provide the individual with questions allowing for open-ended responses. Improvements are made as a result of institutional data analysis, review, and prioritization. Program Review instruments are translated in Samoan and services are provided by the division of Institutional Effectiveness to facilitate the participation of employees who may not have access to technology. Services include the clarification of the instrument criteria.

All College employees are responsible for participation in institutional improvement. The Faculty performance evaluation instrument has been revised to reflect participation in committees, program reviews, and student learning assessment.[755] Strengths and weaknesses of employees are addressed within their annual performance evaluation. Also outlined in the performance evaluation is the Plan of Action for improvement where both supervisor and employee discuss ways to work on improvement. The College implemented the staff performance evaluation and administrator performance evaluation in fall 2016.

Several policies state ways in which individuals can participate in improvements of the institution. New policies and policy changes may be suggested by BHE members, President, faculty, staff, students, and citizens within the community. Before developing and implementing policy, the President will seek advice and recommendations through the administrative structure where such policies have an impact. The President may develop and approve department rules and regulations that align with College policies to ensure effectiveness of College operations.[756]

The College places importance of student learning and active participation in the student representation to the Board of Higher Education. The ISP 2015-2020 places the educational excellence as the center of all plans integrating all activities to the Academic Excellence Plan. Decisions in budgeting and resource management (human, technology, and physical resources) must be directly linked to student learning and improvement of services and programs.

The ASCC continues to encourage participation of all stakeholders in improving practices, programs, and services. The Participatory Governance Structural Manual and the Organizational Chart (2015) outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs and services. A review of all College policies was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision-making is outlined in the 2016 Assessment of ASCC Policies document.[757]

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755 ASCC Memorandum 046-15 Faculty Performance Evaluation

756 Policy 3003, Developing, Recommending, and Implementing approved College Policies

757 2016 Review of Policies (view on campus)

Planning occurs at three structural levels that include department and program planning, committee planning, and institutional planning. Program review data and student learning and achievement data are key to decision making at each level of planning.

Planning at the program and department level focuses on the improving of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from Divisional Assessment program review and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet its needs. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program.[758]

Planning at the committee level is essential to data analysis, strategic planning, and the developing of recommendations for decision-making. The College through its 2015 Participatory Governance Structural Manual has categorized the different committees into two main types of decision-making groups that include Governance Groups and Operational Groups.

The Governance Group consist of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Group consists of the Leadership Triangle, Accreditation Steering Committee, and the Institutional Planning Executive Core Committee. The composition of each committee in the Governance Group, include particular constituents who are appointed by the President based on the authority by title or responsibilities conducive to the purposes and outcomes of the defined committees.[759]

The Operational Group consist of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are appointed based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, the Assessment Committee, and the Data Committee. The composition of each committee in the Operational Group, include particular constituents who are appointed by the President based on the authority by title or responsibilities conducive to the purposes and outcomes of the defined committees.[760]

The Task Force Groups are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. The Task Force Group is charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.[761]

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758 Participatory Governance Structural Manual, pp. 31-34

759 Participatory Governance Structural Manual, pp. 16-17

760 Participatory Governance Structural Manual, pp. 17-19

761 Participatory Governance Structural Manual, p. 19

The roles of the governance and operational groups in decision-making is to ensure that the College defines, implements, assesses, and evaluates the achievement of the Mission through institutional program review, institutional assessment of SLOs and services, and strategic planning. Recommendations at this level are referred to the Leadership Triangle for institutional decision-making.

At the institutional level of planning, decision-making is conducive to institutional effectiveness and Mission achievement. The vice presidents and President utilize the recommendations at the program and department level and committee level to assess the College's structure of shared governance and Board policies.[762] The President of the College provides the final draft of the ISP and updates, institutional priorities, policy updates, organizational chart, allocation and reallocation of resources, and the ASCC Catalog to the Board of Higher Education.[763] [764] [765] Necessary changes are implemented upon approval of the Board following the fiscal year cycle.

The College continues to encourage participation of its employees and students in determining its priorities through the following cycles:

- Identification of long range priorities:
    - Cycle: 5 years
    - Outcomes:
        - ASCC Institutional Strategic Plan 2009-2014[766]
        - ASCC Institutional Strategic Plan 2015-2020[767]
- Annual update of long range priorities:
    - Cycle: Annually
    - Outcome:
        - 2016 Review of the ASCC ISP 2015-2020[768]
- Set priorities and resource allocation:
    - Cycle: Annually
    - Outcome:
        - President's Memo: ASCC FY 2017 Priorities
        - Budget Planning

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762 2016 Assessment of ASCC Policies(view on campus)

763 FY 2017 Institutional Priorities Memo

764 FY 2017 ASCC Budget (view on campus)

765 ASCC 2016-2018 General Catalog

766 Institutional Strategic Plan 2009-2014

767 Institutional Strategic Plan 2015-2020

768 2016 Review of the ASCC ISP 2015-2020

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees.

The Participatory Governance Manual clearly details the roles Governance Groups and Operational Groups have and are responsible for in governance, planning, and budget development.[769] Policy 1001 Governance and Organizational Structure, Policy 1003 Board Policy and College Regulations/Procedures, Policy 1003.1 College Regulations/Procedures, and Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Students Services, and Administrative Services describe in detail the structural organization that supports the implementation of policies, regulations, and procedures.[770]

The College uses Bi-weekly and Quarterly reports as the mechanism in which deans, directors, and officers report progress toward achievement of outcomes. These reports are submitted through the Compliance Assist data system and are accessible to the Leadership Team and reviewed by the Leadership Triangle on a regular basis. Fact sheets are available and Fact books are distributed annually. The IE Academic Program Review (APR) Summary is distributed to each division.[771] The Academic Program Review Summary and Findings is posted on the College website.[772]

The College has become very evidence based with the requirement of all divisions to develop Standard Operating Procedures (SOP). These SOP provide for a more consistent manner in which operations are carried out and follow approval processes that reflect the organizational structure and communication protocol. The development of SOP for each College division was a result of institutional program review and divisional assessment data that indicated the need for clear and specific processes and procedures. Continual assessment and feedback from students and personnel through surveys have prompted divisions to review and improve SOP and forms.

Each individual is held accountable for their responsibilities to the College division in the achievement of the division goals and outcomes. Performance evaluations are conducted on an annual basis for all full time faculty and staff.

The Governance Manual, Personnel Manual, and Faculty Handbook identify the responsibilities and authority of the faculty and of academic administrators in curricular and educational matters. The Participatory Governance Structural Manual summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters. The Human Resources Office keeps an accurate and

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769 Participatory Governance Structural Manual, pp. 13-19
770 Participatory Governance Structural Manual, pp. 2-4
771 IE Academic Program Review Summary
772 Academic Program Review Summary and Findings

updated record of the job description of each faculty and academic administrator within the employee's file. The file includes the annual Faculty Performance Evaluation detailing the performance evaluation of the faculty. Academic administrators are evaluated with the Administrator Performance Evaluation. Plans of action are included for areas in need of improvement in each type of performance evaluation.

Students are given an integral role in the decision-making processes of the College. As detailed in the Participatory Governance Structural Manual,[773] the Student Government Association is the elected body providing recommendations to the President on issues, concerns, and processes that impact students. The Student Representative to the Board of Higher Education serves a one-year term and has full voting rights as a Trustee on policies and processes that govern the College.

Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

The ASCC continues to encourage participation of administrator, staff, faculty and students in improving practices, programs, and services. The Participatory Governance Structural Manual and the Organizational Chart (2015) outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs and services. In order to better link policy with accountability and evaluation of actions and decisions, a full policy review was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision making is outlined in the 2016 Assessment of ASCC Policies document.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Policy 1004 identifies the President as the authority to delegate responsibilities for governance to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle.[774]

The ASCC has written policies that define faculty, staff, administrator and student participation in the decision-making process. There is a process in place for valuable input

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773 Participatory Governance Structural Manual, pp. 13-14
774 Participatory Governance Structural Manual, pp. 4-5

from students and staff. The roles and responsibilities of the constituencies are identified in the Participatory Governance Structural Manual.

The ASCC Policy 1001 on organizational structure describes how individuals of the College are involved in governance in one or more of the following ways:
- Through the organizational structure;
- By serving on or presenting information to a standing committee;
- By serving on or working with advisory, ad hoc, and task force committees;
- Through the Faculty Senate;
- By participating in staff meetings; and,
- Through Student Government.[775]

Policy 2000.1 describes the purpose of the Board of Higher Education and its commitment to the achievement of the Mission.[776]

> "*The American Samoa Community College Board of Higher Education will develop a vision, establish a set of goals, define outcomes, and liaison with ASCC's students, customers and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission.*"

The BHE includes an elected Student Representative to the Board. It is the responsibility of the student to represent the voice of the student population.[777]

Faculty have an important role in governance as described in the Governance Manual, Policy 5102 and 5118:[778] [779]

"…faculty will be given the opportunity to address institutional-wide issues such as catalog revision, budget development, institutional planning, curriculum revision, policy discussion, institutional self-study, program evaluation and revision, etc."

"ASCC shall establish committees as part of the professional responsibilities of the College faculty. Committee membership may be determined by position, appointment, or by election, and becomes effective, usually at the beginning of each academic year. ASCC shall establish the following standing committees with by-laws to govern their processes on file with the Dean of Academic Affairs and copies to appropriate departments.
>   i. *Curriculum*
>   ii. *Assessment*
>   iii. *Faculty Senate*
>   iv. *Institutional Planning*

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775 Participatory Governance Structural Manual, pp. 2-3

776 Policy 2000.1, Board Purpose Statement

777 Participatory Governance Structural Manual, pp. 13-14

778 Policy 5102, Faculty Orientation, Internship, and Institutional Development

779 Policy 5118, Faculty Committees

The role and responsibility of faculty as constituencies in governance is detailed in the Participatory Governance Structural Manual and in committees. [780] [781]

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Faculty and administrators' responsibilities are clearly defined in faculty and staff job descriptions. Curricular and educational matters fall under the scope of the Academic divisions specifically the Vice President of Academic and Student Affairs, the Dean of Academic Affairs, Dean of Student Services, the Director of Teacher Education, the Director of Trades and Technology, and the Director of Curriculum and Assessment.

The Governance Manual, Personnel Manual, and Faculty Handbook identify the responsibilities and authority of the faculty and of academic administrators in curricular and educational matters. The Participatory Governance Structural Manual (PGSM) summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters. The Human Resources Office keeps an accurate and updated record of the job description of each faculty and academic administrator within the employees file. The file includes the annual Faculty Performance Evaluation detailing the performance evaluation of the faculty. Academic administrators are evaluated with the Administrator Performance Evaluation. Plans of action are included for areas in need of improvement in each type of performance evaluation.

The PGSM clearly details the roles Governance Groups and Operational Groups have and are responsible for in governance, planning, and budget development.[782] Policy 1001, 1003, 1003.1 and 1004 describe in detail the structural organization that supports the implementation of policies, regulations, and procedures.[783]

The Curriculum Committee and Academic Assessment Committee are comprised mainly of faculty from each of the academic departments. The PGSM outlines the outcomes for each of these operational groups that define the crucial role in curriculum development, educational planning, and achievement of the institution-set achievement standards.

The revised Faculty Performance Evaluation Form includes the responsibilities of faculty (part time and adjunct included) in the achievement of SLO, the participation in program review, and the accountability for assessment of student learning outcomes.

Policies 1003 Board Policy and College Regulations/Procedures, 1003.1 College Regulations / Procedures, and 1004 Comprehensive Program Review and Assessment of Instructional

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780 Participatory Governance Structural Manual, p. 14

781 Participatory Governance Structural Manual, pp. 17-19

782 Participatory Governance Structural Manual, pp. 13-19

783 Participatory Governance Structural Manual, pp. 2-4

Programs, Student Services, and Administrative Services were revised to ensure that procedures and processes are in place to provide evidence of institutional effectiveness. The College uses Bi-weekly and Quarterly Reports as the mechanism in which deans, directors, and officers report progress toward achievement of outcomes. These reports are submitted through the Compliance Assist data system and are accessible to the Leadership Team and reviewed by the Leadership Triangle on a regular basis. Fact sheets are available and Fact books are distributed annually. The annual Divisional Assessment that include instructional and non-instructional program reviews and the biennial Institutional Program Review is conducted, results compiled, and an analysis provided for ongoing assessment of divisional and institutional effectiveness.

Standard operating procedures for all College divisions were updated as a means for accountability of responsibilities within divisions. Revisions to College forms reflect the authority of personnel in the approval of resource allocation, personnel actions, and operating functions.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Policy 1001 Governance and Organizational Structure refers to the structures and processes for decision-making and communication. Policy 3000 – Delegation to the President gives the authority to the President to implement, designate and detail arrangements for College operations. Policy 1002 Organizational Charts detail the purpose of communicating reporting relationships and functional responsibilities of employees and management.

The PGSM clearly defines the roles and responsibilities of all constituencies in governance and decision-making. Broad based planning requires full representation of staff and faculty in the improvements of the institution. The planning subcommittees and institutional committee composition demonstrate broad representation and participation.

The importance of comprehensive program review and assessment as detailed in Policy 1004 clearly emphasizes and highlights the importance of continuous efforts to be made toward institutional improvement.

Recent changes to the organizational structure have allowed for more effective communication protocols promoting equal access to authority and better communications for effective management of the College. The changes have allowed the clear distinction between programs and services divisions placed under the leadership of the vice presidents with the exception of IE that is directly under the President.

Policy - 3014 Forms Management:

Information is vital to the success of ASCC and provides the basis for management decisions. The President of the College has overall responsibility for the management of forms used in the College. ASCC forms management programs shall be established by the president to ensure that each forms provides the needed information effectively, efficiently, and economically.

The College website provides updated information to all employees, students, and community with links to articles, Board of Higher Education actions, fact sheets, fact books and other updates on decisions and actions at all levels of protocol. The 411 Student Newsletter is the main venue for information dissemination to students.

Employees are aware of and follow divisional SOP in achievement of goals and improvement of programs and services. Information is shared in meetings of the division, in committee meetings, and in publication and dissemination of institutional information.

Broad representation in committees has allowed for a wider awareness of the College efforts toward improvement.[784]

The ISP 2015-2020 is distributed throughout the College and to government and external agencies providing a clear guide to institutional planning and efforts toward improvement in educational programs and services.

At the institutional level of planning, decision-making is conducive to institutional effectiveness and mission achievement. The vice presidents and President utilize the recommendations at the program and department level and committee level to assess the College's structure of shared governance and Board policies.[785] The President of the College provides the final draft of the ISP and updates, institutional priorities, policy updates, organizational chart, allocation and reallocation of resources, and the ASCC Catalog to the Board of Higher Education.[786] [787] [788]

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

The following policies on communication at the College are:
- Policy 3010 Communication and Counsel to the Board. President informs BHE of trends, media coverage or political consequences to the College or its interest.[789]

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784 Participatory Governance Structural Manual, p.13

785 2016 Assessment of ASCC Policies(view on campus)

786 FY 2017 Institutional Priorities Memo

787 FY 2017 ASCC Budget (view on campus)

788 ASCC 2016-2018 General Catalog

789 Policy 3010, Communication and Counsel to the Board

- Policy 3014 Forms Management. Information vital to the success of ASCC that provides the basis for management decisions.[790]
- Policy 3022 Communication Protocols. Approved organizational and department charts shall be used and implemented as a guide for communication protocols.[791]
- Policy 3022.1 Communication with the Media. Press release to the media an official spoke person will be assigned during crisis situations and in matters concerning policy, procedures, students, and employees.[792]
- Policy 3023-3024 Information, correspondences and filing. Detail about preparing and processing of internal and external official correspondences.[793,794]

The process of decision-making follows the organizational structure and communication protocols of the institution.[795][796][797] The PGSM identifies an overview of the framework of governance and decision-making. Governance Groups and Operational Groups are all required to keep minutes of official meetings.

The Leadership Team meetings are held every month or more often as needed. Minutes of meetings are documented and distributed to the Leadership Team. The Deans, Directors, and Officers disseminate information from these meetings to all staff and faculty.

The College website provides updated information to all employees, students, and community with links to articles, Board of Higher Education actions, fact sheets, fact books and other updates on decisions and actions at all levels of protocol. The 411 Student Newsletter is the main venue for information dissemination to students.

Communication through correspondence is sent via email. In cases where employees do not have access to email, supervisors print and place notices for their employees to access. Regularly scheduled meetings within divisions and departments are held and documented through minutes.

Program Review instruments are translated in Samoan and services are provided by the division of Institutional Effectiveness to facilitate the participation of employees who may not have access to technology. Services include the clarification of the instrument criteria.

Reporting
The College ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning, and decision-making, and for

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790 Policy 3014, Forms Management

791 Policy 3022, Communication Protocol

792 Policy 3022.1, Communication with Media

793 Policy 3023, Official Correspondence

794 Policy 3024, Standard Filing Systems

795 Policy 3022, Communication Protocol

796 Policy 1001, Governance and Organizational Structure

797 Policy 1002, Organizational Charts

transparency purposes. Listed below are a few types of data publications utilized in decision making.

- Annual Report: Annual reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC Administration. The Annual Report runs by the academic year beginning in fall semester to the summer term in the consecutive year.
  - o Cycle: Annually
  - o Contents:
    - ▪ Student Demographics
      - • Enrollment
      - • Placement
      - • Graduate Profile
      - • Student Achievement
    - ▪ Financial Statistics
    - ▪ ASCC Highlights and Accomplishments
  - o Outcomes:
    - ▪ 2014-2015 Annual Report[798]
    - ▪ 2015-2016 Annual Report[799]

- Fact Books: Fact Books are publications compiled every year. The Fact Book covers that academic year beginning fall semester to the spring semester term in the consecutive year. Fact Books are data publications for use by the institution for decision-making.
  - o Cycle: Annually
  - o General Contents:
    - ▪ Enrollment
    - ▪ Student Achievement Statistics
    - ▪ Academic Departments
    - ▪ Instructional Services
    - ▪ Student Services
    - ▪ Grant Programs
  - o Outcomes:
    - ▪ 2014-2015 Fact Book[800]
    - ▪ 2015-2016 Fact Book[801]

- Fact Sheets: Fact Sheets are compiled and available. Fact Sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, development performance, and student achievement statistics. Fact Sheets contribute to the ASCC Fact Book for longitudinal data.

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798 ASCC 2014-2015 Annual Report
799 ASCC 2015-2016 Annual Report
800 2014-2015 Fact Book
801 2015-2016 Fact Book

- o Cycle: Semester Based
- o General Contents:
  - Enrollment
  - Student Achievement Statistics
  - Academic Departments
  - Instructional Services
  - Student Services
  - Grant Programs
- o Outcomes:
  - Fall 2014 Fact Sheet[802]
  - Spring 2015 Fact Sheet[803]
  - Fall 2015 Fact Sheet[804]
  - Spring 2016 Fact Sheet[805]

The annual reports, fact books, and fact sheets are compiled and disseminated as publications or on the College's IDS webpage by the Office of Institutional Effectiveness. Data sources utilized in the reports are collected from the offices of the Chief Information Officer, Chief Financial Officer, Human Resources Officer, Program Director of Counseling, Director of Curriculum and Assessment, Financial Aid Officer, Admissions Officer, and the Records Officer who serve on the Data Committee. The Data Committee is the source of data for institutional reporting internally and externally.[806]

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

As a result of the evaluation of governance structures and decision-making as documented in the meeting minutes of the Board of Higher Education, Program Review data on governance concerns, and recommendations of the accrediting commission, the following actions were made to address the integrity and effectiveness of leadership roles and governance:

- Institutional Effectiveness division was placed directly under the authority of the President[807]
- Appointment of a new Accreditation Liaison Officer[808]
- Appointment of an Assistant Accreditation Liaison Officer[809]

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802 Fall 2014 Fact Sheet

803 Spring 2015 Fact Sheet

804 Fall 2015 Fact Sheet

805 Spring 2016 Fact Sheet

806 Participatory Governance Structural Manual, p. 19

807 Organizational Chart, 3-2015, IE Placement Under President

808 ALO-Appointment Memo 3-3-2015

809 Assistant - ALO Memo 6-2015

- Revision of the ASCC Organization Chart in fall 2015
  - All Directors, Deans, and Officers were placed under the direct supervision of the vice presidents;
  - All Student Services divisions were placed under the supervision of the Dean of Student Services;
  - Title changes were made to reflect the distinct responsibilities of deans, directors, program directors, and officers of service divisions.

The institution has organizational structures and processes that are evaluated through regular reporting and review and revision of SOP. The Institutional Program Review and Divisional Assessment provide regular avenues for evaluation of processes and decision-making structures, identification of weaknesses, and plans for continuous quality improvement.

The institution has worked diligently over the past five years to ensure campus wide participation in the evaluation of its operations and continues to communicate the results through its leadership structure. The development of SOP by all divisions is a clear indicator of the ongoing improvement of the institution in implementing the plans and maintaining direction in achievement of its strategic goals.

The use of program review processes, the analysis of results, and committee recommendations to the leadership which have resulted in changes in structure and governance processes are evidence of the strong commitment of the institution to make needed improvements.

The College is committed to review and evaluation of policies. In reviewing the Governance Manual a more consistent and ongoing schedule of review of policies was needed. In order to better link policy with accountability and evaluation of actions and decisions, a full policy review was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision making is outlined in the 2016 Assessment of ASCC Policies document.

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The responsibility of the President for the quality of the institution is stated in Policy 3000 Delegation to the President:

> *"The Board of Higher Education's authority to the overall operations of the College is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated."*

The effectiveness of the President's leadership is determined by the successful accomplishment of the Mission, the achievement of student learning outcomes and the compliance to the achievement standards required by the Accrediting Commission.

The organizational structure of the College outlines its communication protocol. The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3022 Communication Protocol detailing the open discussion among staff and supervisors.[810] Policy 1001 – Governance and Organizational Structure reflects the organizational structure and processes for decision-making. Decision-making involves all decisions – those relating to policy development, policy implementation, curriculum decisions, resource allocations, planning, and evaluation and articulates the responsibilities of the ASCC individuals to the division and organization.[811] The ASCC individuals are held responsible for carrying out the roles and responsibilities of the position.

The CEO has direct access to the Institution of Effectiveness (IE) data. The IE division is under the direct supervision of the President. This organizational change allowed for the direct access of the IE division to the President for accountability and monitoring of institutional effectiveness.[812]

All institutional reports to the accrediting Commission, federal and local government, and external are reviewed and approved by the President and verified for accuracy through the IE division.

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810 Policy 3022, Communication Protocol

811 Policy 1001, Governance and Organizational Structure

812 IE Organizational Change Memo 3-3-2015

The CEO communicates the importance of a culture of evidence and a focus on student learning through the charge and authority of the Vice President of Academic and Student Affairs and the Vice President of Administration and Finance for all respective College divisions in the implementation of operations and decision making processes and functions to meet the ASCC Mission.[813]

The CEO ensures the culture of evidence and focus on student learning is communicated throughout the College through its communication protocol detailed in Policy 3022 Communication Protocols.[814] The administrative structure of the College is organized to reflect the purpose and philosophy embodied in the College's mission statement and to fulfill its responsibilities for quality teaching and learning.

The ASCC's organizational chart provides an appropriate and effective structure given the number of employees and variety of College programs.

The organizational chart provides a framework for the President to organize personnel, functions, and financial resources to achieve the Mission of the College.

The organizational chart provides a structure to clarify reporting and communication channels. The organizational chart with program functions and job descriptions, clarifies the responsibilities of vice-presidents, deans and directors, and other supervisory staff.

Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services describe the implementation of assessment and review processes of the College. Roles and responsibilities of constituent groups in program review and assessment set the processes in which research and data are used to ensure sound planning and resource allocation.[815]

Institutional Data Sets (IDS) are available to all constituents of the ASCC on the College website. This includes all program review reports. Program review and assessment data assisted in the identification of institutional strategic priority areas and institutional goals. The President has supported the efforts of the divisions of Finance and Procurement to develop and monitor procedures for all divisions to use the planned purchases process for planning and resource allocation. The Finance Division provides a historical expenditure report to the Leadership Team for better budget planning.

The ASCC President continues to ensure the quality of programs and services of the College in maintaining accountability through the organization and structure of the decision-making processes. The Participatory Governance Structural Manual and the Organizational Chart

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813 Participatory Governance Structural Manual, pp. 2-5

814 Policy 3022, Communication Protocol

815 Policy 1004, Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

(2015) outlines the roles and responsibilities of the various levels of decision-making and participation in planning for improvement and continuous quality in provision of programs and services. A full policy review was conducted in August and September of 2016. The assignment of authority and accountability for monitoring, assessment, actions taken, and the evaluation of policies linked to decision making is outlined in the 2016 Assessment of ASCC Policies document.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The 2015 Organizational Chart was revised to provide a framework for the President to organize the personnel, functions and financial resources to achieve the mission of the College. As a result of several recommendations by Western Association of Schools and Colleges (WASC) Accreditation Commission for Community and Junior Colleges (ACCJC) a thorough analysis of the organizational structure was conducted by the Leadership Triangle resulting in an organizational structure identifying the communication protocol of all divisions under the supervision of the Leadership Triangle. The first step in the reorganization was to place the IE division directly under the authority of the President with direct access to the division responsible for the monitoring of institutional effectiveness measures. The second step was to organize all divisions under the authority of the respective vice presidents with clear communication reporting relationships.

The organizational chart provides a structure to clarify reporting and communication channels. Delegation of authority follows the organizational chart and is communicated in writing to the College staff. The organizational chart with program functions and job descriptions, clarifies the responsibilities of vice presidents, deans, directors, officers, and other supervisory staff.

The President continues to play a key role in ensuring institutional effectiveness through planning, oversight, and evaluation of the College's organizational structure. The Leadership Triangle works collaboratively in carrying out the organizational processes for decision-making through the President and respective vice presidents. The authority and accountability for institutional responsibilities are monitored by the respective vice presidents who oversee the deans, directors, officers, and managers in the Leadership Team.

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.**

The effectiveness of the President's leadership is determined by the successful accomplishment of the mission, the achievement of student learning outcomes and the compliance to the achievement standards required by the accrediting Commission. Policy 3001.2 College Goals states:

> *"mutually agreed upon between the Board and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the Board to ensure status and level of accomplishment."*[816]

The President uses Institutional Program Review and Divisional Assessments (instructional and non-instructional) to guide institutional improvement. The ISP 2015-2020 integrates educational planning with resource planning to support student achievement and learning. Data from Bi-Weekly and Quarterly reports focus on student learning outcomes, which helps the President in advising the Board of Higher Education. The College has established institutional-set standards for student achievement in assessing the institutional effectiveness and efforts to support continuous quality improvement.

The CEO has direct access to the Institutional Effectiveness division and to data and analyses of institutional performance through IDS, institutional reports and updates that are made available through IE.

The IE division is under the direct supervision of the President. The IE division is the only College division directly under the authority of the President. This organizational change[817] allowed for the direct access of the IE division to the President for the accountability and monitoring of institutional effectiveness.

All institutional reports to the accrediting Commission, federal and local government, and external are reviewed and approved by the President and verified for accuracy through the Institutional Effectiveness division.

The CEO communicates the importance of a culture of evidence and a focus on student learning through the charge and authority of the Vice President of Academic and Student Affairs and the Vice President of Administration and Finance for all respective College

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816 Policy 3001.2, College Goals
817 IE Organizational Chart Memo 3-3-2015

divisions in the implementation of operations and decision-making processes and functions to meet the ASCC Mission. [818]

The CEO ensures the culture of evidence and focus on student learning is communicated throughout the College through its communication protocol detailed in Policy 3022 Communication Protocols.[819] The administrative structure of the College is organized to reflect the purpose and philosophy embodied in the College's mission statement and to fulfill its responsibilities for quality teaching and learning.

The ASCC's Organizational Chart provides an appropriate and effective structure given the number of employees and variety of College programs.

The organizational chart provides a framework for the President to organize the personnel, functions and financial resources to achieve the Mission of the College.

The organizational chart provides a structure to clarify reporting and communication channels. The organizational chart with program functions and job descriptions, clarifies the responsibilities of vice presidents, deans and directors, officers, and other supervisory staff.

Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services describe the implementation of assessment and review processes of the College. Roles and responsibilities of constituent groups in program review and assessment set the processes in which research and data are used to ensure sound planning and resource allocation.[820]

Institutional Data Sets are available to all constituents of the ASCC on the College website. This includes all program review reports. Program review and assessment data assisted in the identification of institutional strategic priority areas and institutional goals. The President has supported the efforts of the divisions of Finance and Procurement to develop and monitor procedures for all divisions to use the planned purchases process for planning and resource allocation. The Finance Division provides a historical expenditure report to the Leadership Team for better budget planning.

Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves the ASCC's operations through strategic planning.[821] Areas reviewed include Mission effectiveness, student learning programs and services, resources, and governance. Institutional Program Review is conducted biennially and the Institutional Planning Executive Core Committee (IPECC), a governance decision-

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818 Participatory Governance Structural Manual, pp. 2-5
819 Governance Policy Manual 3022 Communication Protocol
820 Participatory Governance Structural Manual, pp. 19-29
821 Participatory Governance Structural Manual

making group reviews the instrument for accuracy. Data collected from Institutional Program Review is analyzed by the IPECC including but not limited to annual Divisional Assessment program review data to monitor the ASCC Institutional Strategic Plan and provide updates on the achievement of institutional stated goals and objectives.

The Office of Institutional Effectiveness (IE) compiles program review summaries based on survey input per program and department or institutionally depending on the type of program review being conducted and cycle, and disseminates the summaries accordingly. Access to all summaries are provided on the ASCC website. IE also provides data on enrollment trends and student achievement standards statistics including but not limited to, the instructional Divisional Assessment program review analysis for institutional planning and resource allocation.[822]

The ASCC ensures that SLO and student achievement processes are systematic, ongoing, and used for continuous improvements of its educational programs and services. The College emphasizes the importance of ongoing student learning dialogue and institution-set standards, ongoing evaluation of student learning processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.

The College assures that there is data available on student learning for institutional review and analysis. Disaggregated data includes student enrollment trends, student achievement indicators, student placement, developmental passing rates (pre-collegiate), degree requirements, graduation rates, employee data, student opinion, and program reviews that are compiled in IDS.

Through systematic program review and analysis of student learning outcome data, the ASCC established institution-set achievement standards in the spring of 2015. Student achievement standards provide measurements of academic content a student learns in a determined amount of time. The College's defined standards and data are used as a basis to focus institutional dialogue on improving student learning and achievement through assessment practices. Institution-set standards are as follows:

- 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 percent time to graduation; and,

822 2015 IE Academic APR Summary

- 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 ASCC's standards for student achievement guarantee that the College's Mission is implemented and fully accountable for the offering of high quality educational programs and services for students to achieve the desired career pathway.

The emphasis on career pathways to student success allows the College to capture the needs of students and to monitor student-learning experiences upon completion of a certificate or degree. The College identified the types of student cohorts, which include certificate seeking students and degree seeking students, and the path towards achieving their educational goals.

To ensure high quality of educational programs, the College developed indicators and measurements for determining institution-set standards to evaluate the effectiveness of outcome competencies for the certificates and degrees offered.[823]

The College emphasizes its broad-based understanding of priorities and processes to implement strategies to achieve its outcomes through its Participatory Governance Structural Manual. The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement.

All internal stakeholders are accountable to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.[824]

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The President has primary leadership responsibility for accreditation in conjunction with the Accreditation Liaison Officer (ALO), Assistant ALO, faculty, staff and other administrators.

The President appoints an Accreditation Liaison Officer (ALO) and Assistant ALO as the second contact point for accreditation matters addressed with and to the accrediting Commission.

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823 Participatory Governance Structural Manual
824 Participatory Governance Structural Manual, pp. 9-10

Policy 1004 states that the President delegates the authority and responsibility for managing the assessment process through the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

In February 2016, a presentation was conducted to provide all ASCC stakeholders with the update of accreditation and the change of Show Cause status to Warning sanction. In this presentation, the actions set to address the recommendations for Warning sanction were shared and accreditation information pertinent to all stakeholders was disseminated.
In August 2016, the second annual Convocation was held for all employees of the College. The convocation covered information on accreditation, the accreditation Commission recommendations for Warning sanction, the actions taken by the ASCC to address the recommendations, a schedule and timeline for reporting, and the participation of all stakeholders in the process.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The President, as chief executive officer, is charged with the direct management and administration of the College under Public Law 22-30.[825]

The Governance Policy Manual clearly defines the detailed responsibilities of the President. Board Policy and College Regulations/Procedures ensures that all policies have been written to be consistent with provisions of the law. Policy 3000 Delegation to the President ensures that all services and operations exist for the achievement of ASCC's Mission and implementation of Board policies through the designated administrative positions.[826] Administrative positions are overseen by the President through the vice presidents who monitor the effectiveness of services offered for programs and departments under their purview.[827]

Upon the approval of the annual budget by the Board of Higher Education and the American Samoa Government Fono, the President has final authority for controlling approved expenditures. The Chief Financial Officer provides regular budget information to the President, and to the Leadership Team so that current information is available for decision-making. Policy 3007 Budgeting and Forecasting identifies the accountability of the President in maintaining budget plans that are aligned to College priorities, not risk fiscal jeopardy, and not be unrealistic in projections of income and expenses.[828] Policy 3008 Financial Condition

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825 American Samoa Code Annotated PL 22-30

826 Policy 3000, Delegation to the President

827 Participatory Governance Structural Manual pp. 32

828 Policy 3007, Budget and Forecasting

further holds the President accountable for fiscal integrity.[829] Policy 3009 College Assets states that the President assures that assets are protected adequately, maintained, and not necessarily risked.

The ASCC President ensures that the ASCC uses program review data and analysis for resource allocation. Program review is an integral part of the ASCC's institutional strategic planning process. Through program review, the College is able to obtain data needed to identify areas for improvement. In 2009, results from the institutional program review data identified four focus areas as the basis of the 2009-2014 Institutional Strategic Plan (ISP); Academic Excellence, Technology, Staffing and Facilities. In 2014, the Divisional Assessments and Institutional Program Review data identified a fifth focus area, Total Cost of Ownership (TCO) incorporated into the 2015-2020 ISP.

Program Review is also used at the divisional levels to determine budget needs. During budget call each year, the divisions are required to submit their annual budget requests supported by program review data.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

The President is recognized and respected by the community as a public advocate of the College. The President is actively engaged in community relations as evident by participating in community activities. The President also serves as the spokesperson for the College, represents the College on Boards and Commission and serves as a member of the Governor's Cabinet.

The President may delegate his representation to the vice presidents or relative College leadership for representation to communities served by the institution. The vice presidents are active members in the American Samoa Government task force committees such as the Education Compensation and Classification Task Force, the Government Workforce Task Force, the ASG Scholarship Board, and the American Samoa Department of Education Student Longitudinal Data System Committee.

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829 Policy 3008, Financial Condition

C. Governing Board
IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Policy 2000 Governance Commitment- *The Board of Higher Education American Samoa Community College according to the Constitution and under Public Law 22-30 of the Territory of American Samoa. The Board will always act in the best interest of the College and the community as a whole.*[830] The American Samoa Community College Governance Policy Manual was approved in 2008 and updated in 2010. In 2014 and 2015, specific policies were reviewed, amended and approved, and new policies were adopted that demonstrate the governing board and the institution's commitment to effective learning programs and services, and financial stability. Policy 1004 on Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services strengthened the existing policies, which are Policy 1000 on College Mission and Policy 1001 on Organizational Chart, *Policy 5000* on Instructional Philosophy and *Policy 5001* on Academic Integrity.

The Governance Policy Manual is reviewed regularly and updated as needed. Chapter-two Board Governance and three Administrative Governance include the policies that assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the College. Policy 2000.1 states that:

> "*The American Samoa Community College Board of Higher Education will develop a vision, establish a set of goals, define outcomes, and liaison with ASCC's employees, students, customers and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission.*"

The Institution's Governance Policy Manual has inclusive statements and particular chapters that contain the College Mission and Vision Statement, Academic Integrity, Instructional programs as well as statements of direction. Chapter I, *Policy 1000* of the Governance Policy Manual clearly states the ASCC's Mission, Vision, goals and objectives. The ASCC Catalog 2016-2018, and the Institutional Strategic Plan 2015-2020 contain statements of Mission and Core Values, as well as policies and procedures that ensure effective student learning programs and services. These documents are reviewed and approved by the Board of Higher Education.

The Board of Higher Education held its retreats in 2016 to review all policies pertaining specifically to the Board, the Board self-evaluation, and board annual goals. A report summarizing actions toward the annual goals was compiled and reviewed by the board.

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830 ASG Public Law 22-30

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the territory. Board membership reflects diversity with doctoral degrees holders, medical doctor, career educators, clergymen, retired military veterans, and a student representative.

A number of Board policies affirm the need for the Board to act as whole.

Several provisions in *Policy 2004.1 Authority Of Board Committees* affirm the intent of the Board to act as a whole. The provisions are as follow:
> *B. Board committees shall: Not act or speak for the Board except when formally given such authority for specific and time-limited purposes…*
> *C. Not provide the President with approval, unless it is through the Board as a whole.*
> *D. Avoid representation of the College, in part rather than with the whole…*
> *F. Act as a committee of the whole…*[831]

Policy 2004.3(F) states that:
> *"Chairperson shall have no authority on his/her own to make decisions about policies created by the Board…"*[832]

As a statement of the Board's independence from undue influence, the following *Policy 2002 Board of Higher Education Code of Conduct* serves as a reminder:
> *"Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member."*[833]

With the mentioned policies that governed the conduct of the board members, to demonstrate commitment, the Board of Higher Education acted upon their own governing issue with members perceived to have conflict of interest with their roles and responsibilities which resulted in the adoption of Policy 2002.1 on the Violation of the Law, Codes of Ethic and Conduct.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The American Samoa Community College is a single College and the only public institution of higher education in American Samoa.

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831 Policy 2004.1, Authority of Board Committees

832 Policy 2004.3, Chairperson's Role and Authority

833 Policy 2002, Board of Higher Education Code of Conduct

The written policies describing the selection and evaluation of the President as chief administrator are found in Public Law (PL) 22-30 and the Governance Policy Manual (GPM).

Selected by the Governor since 1992 when PL 22-30 first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College President.[834]

Chapter III of the GPM states the Board *"hires the President ... to implement the Board's policies for governance of the College."* Subsequent sections describe the qualifications of the President (Policy 3001.1), the contract (Policy 3001.3), and salary (Policy 3001.5).[835] [836] [837]

After the previous President resigned in 2007, the Board used established Human Resources processes to search for and select the next President. This included developing a job description, advertising the position, interviewing qualified applicants, and making a final selection as a whole.

The current President was hired in 2008. The Board has conducted biennial evaluations of the President, prior to contract renewal. [838]

These policies were followed when the current President was selected in 2008.

Policy 3000 Delegation to the President states how the board delegates administrative authority to the President.

> *"The Board of Higher Education's authority to the overall operations of the College is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated."*[839]

Policy 6500 Master Plan states:
> *"The President shall develop, in document form, for review and approval by the Board of Higher Education, a College Strategic Master Plan, which encompasses the needs of the entire institution with specific attention given to educational, financial, and construction planning. The ASCC Master Plan will be based upon current*

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834 American Samoa Government Public Law 22-30 Section 16.2005

835 Policy 3001.1, Qualifications of the President

836 Policy 3001.3, Contract for the President

837 Policy 3001.5, Salary

838 Policy 3001.4, Evaluation of the President

839 Policy 3000, Delegation to the President

determinations of community needs and responsible use of fiscal, physical, and human resources.[840]

Policy 3001.2 College Goals states:
> *"College goals are mutually agreed upon between the Board and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the Board to ensure status and level of accomplishment."*[841]

The delegation of administrative authority to the President is clear within the abovementioned policies.

The Board uses the President's Performance Evaluation Form to evaluate the College president.[842] The Board has an annual performance evaluation of the President includes ways to evaluate the implementation of board policies and the achievement of institutional goals. The policy provides the basis and the instrument as the mechanism used by the Board to evaluate the President's performance.[843]

> *Policy 3001.4 Evaluation of the President*[844]
> *Policy 3002 Monitoring the President's Performance*[845]

The Board sets clear expectations for regular reports on institutional performance in these two governance policies:
> *Policy 3010 Communication and Counsel to the Board*[846]
> *Policy 3002.2 Internal and External Monitoring Report*[847]

Beginning with the "Statement of Instructional Policy", the Board sets expectations for sufficient information on educational quality in Governance Policy:
> *Policy 5000 Statement of Instructional Philosophy*[848]

Based on these policies the President provides Institutional Data Collection, Community Surveys, Placement Data, Assessment of Student Learning Outcomes, and Financial/Grant Reports.[849] The Board relies on recommendations from the President and his key staff for the best information and encourages input and generally bases its decision on policy.

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840 Policy 6500, Master Plan

841 Policy 3001.2, College Goals

842 Policy 3001.4, Evaluation of the President

843 President's Evaluation Form

844 Policy 3001.4, Evaluation of the President

845 Policy 3002, Monitoring the President's Performance

846 Policy 3010, Communication and Counsel to the Board

847 Policy 3002.2, Internal and External Monitoring Reports

848 Policy 5000- 5119, Instructional and Student Service Governance Policy Statements

849 Policy 3002.2, Internal and External Monitoring Reports

There are also policies that hold the President accountable for keeping the Board apprised of the College's growth, development, and challenges. These are:

> *Policy 2009.3 Adequate Information to Precede Action*[850]
> *Policy 2013 Relationship Between the Board and the President of the College*[851]
> *Policy 3007 Budgeting and Forecasting*[852]

While the Board has the responsibility of formulating policy for the operation of the College (see 2005), Policy 3003.A charges the President *"with the duties and responsibilities of developing, revising, recommending to the Board, and implementing College policy."*[853]

The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly, Institutional Planning updates, and Annual reports are means for providing current and accurate information to the Board.

The written policies for selecting and evaluating the College President include

> *Policies 3001.1 Qualifications of the President*
> *Policy 3001.3 Contract for the President*
> *Policy 3001.5 Salary*

The Board has consistently followed the authorized procedures for advertisement, application screening, interview, selection and evaluation of the President.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the territory. Board membership reflects diversity with doctoral degrees holders, medical doctor, career educators, clergymen, retired military veterans, and a student representative.

Six Board members are nominated by the Governor and must be confirmed by the House and Senate of the *Fono* (legislature). The ASCC student body elects a Student Representative who is a voting member. The Director of the American Samoa Department of Education serves as an *ex officio* voting member of the Board. Governance Policies 2003 and 2003.3 describe the eligibility and requirements for Board membership, as well as the exclusions.[854]

A number of Board policies affirm the need for the Board to act as a whole.

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850 Policy 2009.3, Adequate Information to Precede Action

851 Policy 2013, Relationship Between Board and the President of the College

852 Policy 3007, Budgeting and Forecasting

853 Policy 2005, Establishment of Board and College Policies; Policy 3003.A, Developing, Recommending and Implementing approved College Policy

854 Policy 2003.3, Board Officers

Several provisions in Policy 2004.1 Authority of Board Committee affirm the intent of the Board to act as a whole. They are:

> B. Board committees shall: Not act or speak for the Board except when formally given such authority for specific and time-limited purposes…
> C. Not provide the President with approval, unless it is through the Board as a whole.
> D. Avoid representation of the College, in part rather than with the whole…
> F. Act as a committee of the whole…[855]

Policy 2004.3(F) states that:
> *"Chairperson shall have no authority on his/her own to make decisions about policies created by the Board…"*[856]

As a statement of the Board's independence from undue influence, the following *Policy 2002 Board of Higher Education Code of Conduct* serves as a reminder:
> *"Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member."*[857]

> *Public Law 22-30 § 16.2005:*
> *The Board of Higher Education shall select the President of the College. The selection of the President shall conform to rules, regulations and criteria promulgated by the board and made available for public inspection. Subject to government employee laws 7.0101 et. seq., and rules and procedures of the college, the President serves at the pleasure of the Board.*

Board professional development regularly includes presentations and discussions on conflict of interest. The responsibility for identifying and disclosing real or apparent conflict of interest rests with the individual Board members.

The ASCC is a public institution, so there are no private owners.

The Board represents the public interest as stated in *Policy 2009.4 Public Participation*.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board assumes responsibility for legal matters. It has deliberated and received legal advice on Land Issues, the Endowment, and heard Grievances.

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855 Policy 2004.1, Authority of Board Committees

856 Policy 2004.3, Chairperson's Role and Authority

857 Policy 2002, Board of Higher Education Code of Conduct

The Board has sought legal assistance from both the American Samoa Attorney General's Office and from private attorneys.

One of the most important formal statements for conveying the Board's expectations for quality, integrity and improvement of student learning programs and services is the Board's approval of the ASCC Institutional Strategic Plans 2009-2014 and 2015-2020.[858] It is this core to which all other strategic goals and objectives are linked. These strategic goals under Academic Excellence are:

- ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.
- 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.

Policy 2005 Establishment of Board and College Policies states in part that:
> *"All policies shall be written, defined and based on ASCC's mission, vision, values, goals and objectives with a thorough understanding and appreciation of the needs of the College."*[859]

Policy 2000 Governance Commitment
> A. *The Board of Higher Education will govern American Samoa Community College according to the Constitution and laws of the Territory of American Samoa. The Board will always act in the best interest of the College and the Community as a whole.*
> B. *The Board shall be committed to excellence and to the following values that will enhance the operational atmosphere of the College:*
> - *Teamwork*
> - *Open Communication*
> - *Recognition*
> - *Recognizing past for its influence of the present and the future*
> - *Focus on the Future*[860]

In August 2015, the governing board was presented the institution-set standards and the newly established institutional student achievement standard.[861]

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858 Institutional Strategic Plan 2015-2020

859 Policy 2005, Establishment of College Policies

860 Policy 2000, Governance Commitment

861 Evidence of Meetings and Power-point presentation – Institution set standards PowerPoint

As a result the Board adopted Policy 1004 Comprehensive Program Review, Assessment and Instructional Programs, Student Services and Administrative Services.

As a statement of the Board's independence from undue influence, the following policy 2002 Board of Higher Education Code of Conduct serves as a reminder:

> *"Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member."*[862]

Board professional development regularly includes presentations and discussions on conflict of interest. The responsibility for identifying and disclosing real or apparent conflict of interest rests with the individual Board members.

The Board asserts its independence in Policy 2004 Authority and Functions of the Board, Committees, and Members:

> *"The Board, within the limits imposed by Public Law 22-30 has complete and full control of the American Samoa Community College (ASCC). The Board has final authority to formulate, interpret and approve the policies that govern the College."*[863]

The Board approves the College's Mission and is responsible for the quality of the overall educational program, which it shall review and approve. Its many legal responsibilities lie in its authority to make contracts, purchase, lease or accept property, procure supplies and equipment, fix tuition rates, adopt rules, and even to sue or be sued. (PL 22-30, § 16.2002 Powers and duties of the College)[864]

The Board, with recommendation from the President, assumes authority and responsibility for the financial integrity of the College by approving the College's budget, its fiscal management, acquiring an independent audit, and the land grant endowment fund (PL 22-30, § 16.2009 Fiscal Management and § 16.2010 Independent audit reports – consultants – Annual Reports). The Board assures the fiscal integrity of the College as it acts in accordance with the law.[865]

The Board of Higher Education exercises independent authority and bears responsibility for its educational quality, legal matters, and financial integrity.

Because the College is established within the executive branch of government and receives direct funding from the local government, the local government does have an expectation that the College be accountable for spending these funds in a manner that provides high quality education. The Board exercises ultimate responsibility for financial integrity.

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862 Policy 2002, Board of Higher Education Code Conduct

863 Policy 2004, Authority and Functions of the Board, Committees, and Members

864 American Samoa Government Public Law PL 22-30 Section 16.2002

865 American Samoa Government Public Law PL 22-30 Section 16.2009 pp 4

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The Board's size is established by Public Law 22-30. The governing Board consists of eight members, including the Director of the American Samoa Department of Education. Six of the seven others are appointed by the Governor and confirmed by the Fono (legislature). The seventh is a second-year student elected at a school-wide election.

The current Board membership fulfills the requirements of the enabling legislation.
> *"The Student Representative is a full voting member of the Board, shares the same responsibilities and duties and also authority as an individual member of the board."*[866]

By law, the Board's powers and duties include developing a
> *"program of education to meet the current and future needs of American Samoa, which shall be accredited under appropriate procedures existing in the United States for higher education"* PL 22-30, §16.2002 (8). The Board *"shall review and approve the educational program of the College" and (5) "shall grant diplomas, certificates, degrees, or other honors..."* §16.2004 (4).[867]

Other duties and Board responsibilities, structure, and operating procedures are described in the ASCC Governance Policy Manual, Chapter II, Policy 2000 to 2015.[868]

Policy 2005.C Establishment of Board and College Policies describes the President's responsibility for policy manuals.
> *"The Board shall designate responsibility to the President the official policy manual for the College. The official copy shall be kept in the President's office, and the President or designee shall be responsible for its accuracy and currency. If discrepancies occur between different copies of the manual distributed throughout the College, the version contained in the official policy manual shall be regarded as the authoritative. All revisions shall be approved by the Board."*[869]

Working with the Board, the President is responsible for overall integrity of the institution by assuring that governing policies are accurate and current.

The Board's bylaws and policies can be found on the ASCC website. The Governance Policy Manual is available for open review.

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866 Board Minutes 8-6-13

867 American Samoa Government Public Law PL 22-30 Section 16.2002

868 Policies 2000-2015 Board Governance Policy Statements

869 Policy 2005, Establishment of Board and College Policies

IV.C.7. The board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The governing board actions are consistent with its policies and bylaws. Records show how the board responded to a conflict of interest of its member.

The Board of Higher Education adopted the following policies for responsible self-disclosure of conflict of interest and for dealing with behavior that violates policies:
- 2001 Board of Higher Education Code of Ethics
- 2002 Board of Higher Education Code of Conduct
- 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct
- 2002.2 Board of Higher Education Conflict of Interest

The Board develops policies as necessary, and reviews policies during their annual retreat. The goal of this review process is to ensure that the standards of organization, healthy dialog, institutional integrity, evaluation, planning and improvement are sustained, reflected and incorporated into the policies.

Policy 2005.A Establishment of Board and College Policies states: *"Policies shall be reviewed by the Board as necessary for the operation of the College."*[870]

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.

Since the Show Cause sanction status of the ASCC in 2015, the Board had their training on student learning key indicators. The Board is regularly informed by the President and Leadership Team on student performance data such as but not limited to:
- Developmental Courses
- Gateway Courses
- General Education
- Degree Programs
- Core Foundational and Co-Foundational courses
- Graduation Rate
- Transferability and Job Placement Rates
- Enrollment

The Institutional Effectiveness division currently reports directly to the President who reviews and approves all institutional reports that are shared with the Board of Higher

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870 Policy 2005, Establishment of Board and College Policies

Education. An institutional assessment cycle for all outcomes has been developed and implemented. The College has established institutional set performance standards for student achievement. Policy 1004 was established to address implementing assessment and review processes that authentically measure the work of the institution toward achieving its Mission.

The Board in its quarterly meetings requests through the President an update of accreditation and student achievement and student learning standards. A process of review and approval of the ASCC reports by the Board for the Annual reports, accreditation reports, facts books and Fact sheets, Institutional Strategic Plan is scheduled during regular quarterly meetings and special meetings.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

The Board's size is established by Public Law 22-30. The governing Board consists of 8 members, including the Director of the American Samoa Department of Education. Six of the seven members are appointed by the Governor and confirmed by the Legislature. American Samoa Code Annotated Section 16.2002 provides for Board continuity and states that members *"shall serve 4 years as not to expire at the same time. They will serve until their successors have been qualified."* Currently, four Board members are serving four-year terms and two are serving three-year terms.[871]

> *Policy 2003.1 Board Members Terms: To provide continuity in the work of the Board, the term of office of six members of the Board shall be for four (4) years and shall be so arranged as not to expire at the same time. Members shall serve until their successors have been qualified. The student representative shall serve one year, and the Director of Education shall remain until term is over as directed by the Governor of American Samoa. Vacancies shall be filled in the same manner as original appoints as referenced in ASG Public Law 22-30.*

Policy 2010 Board Orientation and Training requires that *"An annual workshop will be conducted to address the training needs of the Board members."*[872] Topics are identified to guide the content of the training. Board members have the opportunity to participate in off-island professional development.[873]

Policy 2010.1 Orientation for New Members describes the provision of assistance for new members "*to assist them in understanding the Board's functions, policies and procedures."*[874]

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871 American Samoa Government Public Law PL 22-30

872 Policy 2010, Board Orientation and Training

873 Board Professional Development Table

874 Policy 2010.1, Orientation for New Members

The Board has increased its knowledge of accreditation standards. In February 2014, the Board of Higher Education was briefed on the standard IV.B.2 on "Board and Administrative Organization" to introduce the standards that apply to the Board.

In 2014, Dr. Wilson Hess conducted a development workshop for the Board in American Samoa that looked at the "American System of Higher Education Accreditation" and "Trusteeship Best Practices: The Body of Knowledge." This workshop helped to ensure the Board is knowledgeable about Accreditation Standards. Dr. Hess emphasized the special responsibility of the Board "to students for the quality and value of their educational experience."

In 2015, the Board received off-island training on sustaining best practices and accreditation basics and Association of Community College Trustees (ACCT).

In 2016, the Board during its annual retreat reviewed the standards of accreditation to provide updates on Board goals and review of the ASCC policies.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board policies for self-evaluation are stated in Governance Policy Manual and were revised to BPM 2000.2 Board Self Evaluation.

> 2002.2(a) *In order to evaluate progress towards its stated goals, the Board will annually schedule a time and place at which all of its members will participate in a formal self-evaluation.*
>
> 2002.2(b) *The Board shall be evaluated as whole and not as individuals. The evaluation will focus on the internal Board operations and performance. The Board members shall develop goals against which the Board will be evaluated. A self-evaluation instrument will be based on these goals.*
>
> 2002.2(c) *The evaluation process shall include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the following year's evaluation.*

As stated in 2002.2(a), every member of the board including the student representative has the opportunity to participate in the evaluation process.

The process of self-evaluation provides an effective overview as it makes it clear that it is an evaluation of the Board as a whole and that the Board will develop goals and evaluate their

performance. Using the results of the Board evaluation, the Board and President formulate a plan of action.[875]

The Board Annual Goals developed from the plan of action monitor their annual goals by:[876]
- Calendar of Board Activities (Board members are assigned to monitor particular goals)
- Goals are reviewed quarterly (Policy)
- Indirect Assessment of Internal Stakeholders (Board fall 2015 initiatives)

Policy 2007.1 Board of Higher Education Self Evaluation states
> *"In an effort assure board effectiveness, an effective governing board is committed to accessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness. The evaluation focuses on board policies and practice3s and the role of the board in representing of the community, setting policy direction working with the CEO and monitoring institutional effectiveness.*
> A. *Before the Board orientation and retreat, the Board will conduct its annual self-evaluation.*
> B. *The evaluation instrument will incorporate criteria regarding policy review and updates, Governance responsibilities as well as criteria defining Board effectiveness established by recognized practitioners in the field.*
> C. *Completed surveys will be collected by the Board secretary and forwarded to the ASCC Director of Institutional Effectiveness for calculated analysis and ratings.*
> D. *A summary of the calculated analysis and ratings will be presented to the Board at the Board orientation and training retreat for review and discussion.*
> E. *Survey results will be used to identify accomplishments made in the past year and set goals for the upcoming year.*
> F. *Publish results for public review.*

The Self Evaluation results and a summary report of Board goals and outcomes was compiled and reviewed by the Board. The Director of Institutional Effectiveness compiled and presented the Board's Self-Evaluation results in September 2016.

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875 ASCC Surveys: BHE's Evaluation Survey
876 ASCC Internal Show Cause Report pp. 112-133

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Board has taken the initiative to address any behavior that is unethical by adopting Policy 2001 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct. When the Board is aware or informed of any actual or perceived violation of this policy the following process is implemented:

- The violation is addressed to the Board's Chair/Chairperson;
- An opportunity is given to the trustee perceived to be in violation of Policy 2002 to explain his/her motive to clarify or correct their suspected action or come to an agreed resolution;
- The Board Chair/Chairperson appoints an ad hoc committee to investigate and recommend the course of action to the Board;
- Sanction is determined by the Chair/Chairperson and may include to censure Trustee. The Vice Chair/Chairperson will determine sanction in situation where the Chair/Chairperson is the individual that violated Policy 2002.

In August 2015, a Board member with a conflict of interest resigned from the Board of Higher Education.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The governing Board establishes a clearly defined policy for selecting and evaluating the President of the College. The written policies describing the selection and evaluation of the President as chief administrator are found in Public Law 22-30 and the Governance Policy Manual (GPM).

Selected by the Governor since 1992 when PL 22-30 was first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College president.[877]

The written policies for selecting and evaluating the College President include:
Policies 3001.1 Qualifications of the President
Policy 3001.3 Contract for the President
Policy 3001.5 Salary

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[877] American Samoa Government Public Law PL 22-30 Section 16.2005

The delegation of administrative authority to the President is clear.

Board members are engaged in self-assessment of their performance annually. The Board is a policy making board reviews and approves policies that govern the institution as presented by the President on behalf of the College. The Board delegates authority to the President for all operations of the College.

There are several mechanisms the board uses to evaluate the College president on performance on implementation of board policies and achievement of institutional goals.

President's Performance Evaluation Form evaluates the president in the areas of Mission and Planning, Policy Role, President-Board Relations, Community Relations and Advocacy, Educational Programs and Quality, Fiduciary Role, Human Resources and Staff Relations, and Leadership.
    Policy 3001.4 Evaluation of the President
Policy 3002 Monitoring the President's Performance

The delegation of administrative authority to the chief administrator is defined in
    Policy 3000 Delegation to the President
    Policy 6500 Master Plan
    Policy 3001.2 College Goals

The Board sets clear expectations for regular reports on institutional performance through
    Policy 3010 Communication and Counsel to the Board
    Policy 3002.2 Internal and External Monitoring Reports

The Board relies on recommendations from the President and key staff for information
    through *Policy 2013 Relationship between the Board and President of College*

The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly, Institutional Planning updates, and Annual reports are means for providing current and accurate information to the Board.

The review of all policies was conducted in August and September 2016 by the Leadership Triangle. The 2016 Assessment of ASCC Policies document details the authority, the monitoring authority, the reporting and protocol, the assessment cycle, and the actions taken and evaluation for all policies. This document designates the responsible individual or group responsible for each of the policies within the Governance Manual.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The Board professional development training in January of 2015 included information about accreditation standards and the accreditation process. During the Board 2015 annual retreat, the Board participated in the review and approval of policies recommended by the "Show Cause subcommittees" in order to address the recommendations by the Commission.

The Board takes an active role in the review and approval of Substantive Change Proposals and Special Reports. Board members receive a draft of the Self Study after the Accreditation Steering Committee completes its comprehensive review and edit. Final approval of the Self Study rests with the Board.

Board commitment to SLOs, assessment and institutional improvements, whether identified through Divisional Assessment, Institutional Program Review, the Strategic Plan or the Self Study is demonstrated by approval of the budget that supports improvement.

The Board receives and reviews special or follow-up reports to the Commission and receives all Commission recommendations. The President and key administrators provide regular updates to the Board on accreditation, assessment, planning, budget and institutional progress, including responses to Commission recommendations.

Through Board professional development activities, interaction with Visiting Teams, and involvement with the Self Study, members are knowledgeable about accreditation Standards.

APPENDICES

Responses to the Commission's Identified Deficiencies

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3. Participatory Governance Structural Manual, pp. 16-19
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5. Appointment of Accreditation Chairpersons, President's Memo 018-16
6. Participatory Governance Structural Manual, p. 19
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8. FY 2017 Budget Review, Chief Information Officer Notes
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10. IE 2017 Analysis and Planning, pp. 14-15
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13. ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv
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17. ILO Qualities and Competencies
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29. Institutional Data Set 0005, Degree Requirements
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4. ASCC Catalog 2016-2018, pp. 155-159
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6. ASCC Audit 2013
7. ASCC Audit 2014
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9. ASCC Catalog 2016-2018, pp. ii – iii
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12. BHE Self Evaluation 2015
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17. Participatory Governance Manual pg. 21
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21. ASCC Catalog: 2016-2018 p.52
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23. ASCC Catalog 2016-2018 p.52
24. ASCC Catalog 2016-2018 p. 33
25. ASCC Website: http://www.amsamoa.edu/archive.html
26. Annual Academic Program Review Manual 2014-2015, p. 2
27. Assessment Planning Committee and Closing the Assessment Loop Guidelines (Revised) Fall 2014
28. ASCC Catalog 2016-2018, p.8
29. ASCC Catalog 2016-2018 p. 14
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31. ASCC Website: http://www.amsamoa.edu/archive.html
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34. ASCC 2016-2018 General Catalog, Institutional Learning Outcomes, p. iv
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