

American Samoa
Community College
Saili le Atamai



MIDTERM REPORT



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American Samoa Community College
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Midterm Report

Submitted by

American Samoa Community College

P.O. Box 2609

PagoPago, AS. 96799

to

Accrediting Commission for Community and Junior Colleges

October 10, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

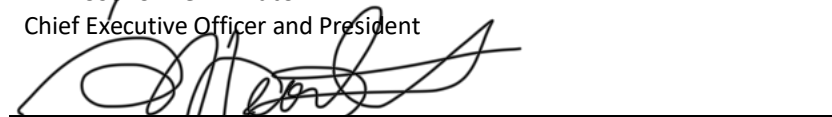
Signatures:


Reverend Elder Fouvale Asiata
Chairman, ASCC Board of Higher Education

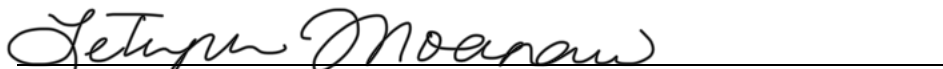
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Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review.....1

 Recommendation 1: ASCC Actions..... 2

 Recommendation 2: ASCC Actions..... 3

 Recommendation 3: ASCC Actions..... 4

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement6

 Course Completion:..... 6

 Certificate and Degree Completion:..... 6

 Transfer: 6

 Job Placement: 7

 Persistence/Retention:..... 7

C. Reflections on Assessments of Student Learning10

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review16

E. Appendices18

 Evidence Directory 18

A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Since its last comprehensive peer review in 2021, the American Samoa Community College (ASCC) has continued to demonstrate a strong commitment to Mission effectiveness. This commitment is evident through ongoing assessment of student learning outcomes and student achievement, the strengthening of planning processes, and the enhancement of program review procedures to ensure the overall achievement of its Mission.

As an institution of higher learning that experienced the intense impacts of the COVID-19 pandemic on education, and recognizing the limitations of traditional face-to-face instruction, ASCC has taken proactive steps to explore alternative modes of learning. The College is initiating efforts to develop a proposal for Distance Education (DE) as an alternative delivery method. As part of this initiative, a DE Committee has been established to assess student needs, propose infrastructure plans, and prepare for the implementation of a DE plan, as outlined in the 2024 updated ASCC Participatory Governance Structural Manual (PGSM).¹ The introduction of online learning would enable the College to reach a broader student population, aligning with institutional planning efforts. ASCC aims to complete a DE Substantive Change Proposal in the near future, with the goal of offering online teaching certification programs. This initiative would significantly improve accessibility for in-service teachers, particularly those residing on neighboring islands, by providing remote access to coursework.

In addition to DE efforts, ASCC has made considerable progress in the development of three new bachelor's degree programs, as identified in the Institutional Strategic Plan (2021–2026 ISP). These additional programs are intended to expand opportunities for students seeking a four-year degree and to meet a range of academic and professional needs.

Other significant improvements include the renovation of campus facilities and upgrades to systems and technology, funded through the Higher Education Emergency Relief Fund (HEERF) under the American Rescue Plan (ARP). The College has also enhanced equipment and technology infrastructure, including the security of student records, through grant support provided to the Management Information Systems (MIS) Division, as referenced in the Risk Assessment Report.

Beyond infrastructure improvements, ASCC continues to refine and streamline its assessment practices for student learning and achievement. This includes ongoing reviews of its Institutional Set Standards (ISS). To further strengthen its capacity for tracking and analyzing data related to these standards, the College has participated in the Data Voyage Project.

In late 2023, the American Samoa Community College (ASCC) participated in the Data Voyage Project (DVP), funded by the Asian Pacific Islander American (APIA) Scholars in collaboration with higher education institutions across Hawai'i and the U.S. Pacific Islands. The project focused on co-investigative action research utilizing disaggregated data to improve institutional policies and practices that support Native Hawaiian and Pacific Islander students.

ASCC's area of focus was the transfer process for its graduates and the services available to support that transition. An on-campus inquiry team was assembled to lead the research efforts. The project contract

¹ [2024 Participatory Governance Structural Manual, pp. 9-10](#)

concluded in June 2025, and participating institutions are now expected to share their findings with key stakeholders.

The research at ASCC revealed that while 90% of current students expressed an intention to continue their education after graduation, many lacked sufficient information about other colleges and available financial aid, factors that created barriers to successful transfer. ASCC alumni reported facing similar challenges during their own transfer experiences.

In response, the inquiry team developed a communications plan to disseminate these findings and proposed the establishment of a dedicated transfer center to better support prospective transfer students. The plan was initiated with a formal presentation to the Dean of Academic Affairs and Student Services in Fall 2025. The process is ongoing, with the next step involving the presentation of the inquiry team's recommendations, together with input from the Deans, to the College's Executive Team.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Actions Taken in Response to Recommendations for Improving Institutional Effectiveness

Recommendation 1: To increase effectiveness, the team recommends the College strengthen its existing process of disaggregating learning outcomes and achievement for subpopulations of students. (2014 Standard 1.B.6)

Recommendation 1: ASCC Actions

The American Samoa Community College (ASCC) has made significant progress in strengthening its process for disaggregating learning outcomes and achievement data for various student subpopulations. The College continues to follow established assessment cycles and processes to ensure that learning outcomes are achieved across all student groups.

To enhance the disaggregation process, academic departments have expanded their assessments beyond individual courses. Course learning outcomes are now disaggregated by factors such as the timeline of course offerings and identified career pathways. For example, within the Teacher Education Department (TED), courses are disaggregated based on two instructional formats: a 15-week session for pre-service teachers and a 10-week session for in-service teachers. Data collected through this approach led to specific recommendations to improve learning outcomes for students pursuing a degree in Elementary Education. One key challenge identified in the TED 2022–2024 Assessment Report was the difficulty in securing consistent coursework completion from in-service students, prompting a targeted recommendation to better support this population.²

Beyond departmental efforts, the College's Assessment Committee, comprised of faculty from key academic departments, regularly reviews disaggregated data, particularly by career pathway. Students are grouped into cohorts based on placement exam results, and learning outcomes are disaggregated by these cohorts, such as those enrolled in preparatory classes versus those in first-year general education courses. Similarly, student learning outcomes are disaggregated for second-year students and for those enrolled in specific degree program requirements. These assessment results are reviewed on a semester and annual basis as part of the College's approved assessment cycle.³

² [Teacher Education Department, 2022-2024 Assessment Report, p. 22](#)

³ [2025 SLO Manual, Academic Report, Remedial Courses, pp. 35-37](#)

This continuous analysis allows departments to identify areas for improvement, ensuring that learning outcomes are being met and that all student groups receive the support they need. The College remains committed to improving the disaggregation process, including extending analysis to students who utilize tutorial services and participate in remedial or intervention programs.

Institutional Effectiveness and Advancement Division (IEAD) Response:

The IEAD supports this effort by providing disaggregated data during assessment reviews, often supplying comprehensive datasets during review sessions. Recognizing the need for continuous communication between biennial reviews, the Division has initiated targeted presentations during faculty orientations and departmental meetings to promote data-informed best practices.

From 2020 to 2022, in collaboration with academic departments, IEAD facilitated the collection of Student Learning Outcomes (SLO) data using the Outcomes Module (OM), a platform from Anthology (formerly Campus Labs – Compliance Assist). The OM enabled streamlined data collection, report generation, and visualization to guide faculty in interpreting assessment outcomes.

The Institutional Researcher in Assessment (IRA) maintained and updated the OM system until the position became vacant in 2023. In response, the Division of Academic Affairs instructed departments to continue data collection independently, supported by an appointed assessment chairperson to oversee the transition and assist with ongoing departmental assessment needs.

Recommendation 2: To increase effectiveness, the team recommends the College strengthen its process of using assessment data to continuously improve student support programs and services. (2014 Standard II.C.2)

Recommendation 2: ASCC Actions

The College, through the Division of Student Services (DOSS), has made notable improvements in its use of assessment data to enhance student support programs and services.

DOSS conducts annual assessments of its divisional outcomes and mission through the Fiscal Year Outcome Planning and Resource Allocation process. For FY 2026, this process confirmed the achievement of outcome goals across key student support areas, including Student Services, Library Services, Counseling, Student Learning Support Services, the Records Office, Admissions Office, and Financial Aid Office.⁴ These outcomes highlight the division's growing effectiveness in using data for continuous improvement.

In Spring 2025, DOSS launched several initiatives to improve student engagement and support. A PowerPoint presentation on Counseling and Tutoring Services was delivered to the Curriculum and Campus Assessment Committee (CCAC) and submitted to the Administration, including the President and Vice Presidents, reinforcing the department's commitment to accountability and continuous development.⁵

Assessment data also informed revisions to the College Life Planning (CLP) curriculum. CLP 150A and CLP 099 were restructured into 1-credit, 6-week courses, replacing the previous 3-credit semester-long CLP 150 course. This change, effective Fall 2024, allows for more flexible, targeted learning opportunities aligned with student needs.

⁴ [FY 2026 Outcome Planning and Resource Allocation, pp. 103-127](#)

⁵ [2025 Assessment of Support Services, Division of Student Services, PPT Presentation](#)

Additional improvements include:

- Revising the Counseling Services organizational chart to assign counselors based on students' last names for greater clarity and efficiency.
- Continuously updating Tutorial Services data to reflect real-time student participation and demand.
- Digitizing scholarship applications to remove access barriers and broaden student participation.
- Enhancing communication through the continued management of the ASCC 411 Facebook page, which shares timely information on scholarships, support services, and student opportunities.

Outreach efforts were also expanded. Faculty participated in high school visits to connect with prospective students and families, building stronger school partnerships and promoting early college awareness. These outreach efforts contributed to a successful Fall 2025 New Student Orientation (NSO), which saw full attendance from students and parents. The strong turnout was supported by faculty engagement, the "One Stop Shop" pilot program, and improved placement testing processes.

Collectively, these actions reflect DOSS's commitment to improving access, streamlining services, and enhancing student success through data-informed strategies.

Recommendation 3: To increase effectiveness, the team recommends the College update provisions for securing and backing up all student records. (2014 Standard II.C.8)

Recommendation 3: ASCC Actions

ASCC has implemented significant measures to improve the security and backup of student records, ensuring compliance with data protection standards and reducing the risk of unauthorized access.

Key actions taken include:

- Role-Based Access Control (RBAC): Access to student records through the Colleague system is managed using RBAC, limiting access to only those with job-specific responsibilities.
- Multi-Factor Authentication (MFA): All users accessing student records through Colleague must now use MFA via an authenticator app (e.g., Microsoft Authenticator or Google Authenticator), which adds a time-sensitive code layer to the login process. This measure was implemented in 2025.
- Digital Record Migration: Approximately 75% of older student records, including those from before 1998, have been migrated into Colleague. This is part of an ongoing effort to ensure all archived records are securely backed up.
- Secure Scanning and Backup: A heavy-duty scanner has been installed in the Records Office to digitize physical files stored in secure, fireproof cabinets. These digital files are stored in a protected Records Shared Folder, which is now backed up regularly.
- Disaster Recovery System: The MIS Division has completed its Disaster Recovery Project. This system backs up the Records Shared Folder to both the ASCC Disaster Recovery site and to a tape drive, providing multiple layers of redundancy and ensuring data is preserved in the event of a failure.
- Risk Assessment and Data Security Compliance: MIS conducts an annual Risk Assessment and maintains a comprehensive Data Information Security Program in compliance with the Gramm-Leach-Bliley Act (GLBA). The most recent assessment was completed in September 2024 and

included a review of the Records Office archive, its computers, and Shared Folders. The next Risk Assessment is scheduled for September 2025.⁶

Through these proactive measures, ASCC has significantly strengthened its student data protection protocols and reaffirmed its commitment to maintaining secure, reliable records systems.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The College has strengthened its processes for disaggregating learning outcomes and student achievement by identifying key subpopulations based on the timeline of course offerings, differentiating in-service teachers from pre-service teachers, and categorizing students by their career pathways. (2024 Standards 1.1, 1.2, 1.3) All assessment processes, including timelines for evaluating courses, are documented in the updated 2025 Student Learning Outcomes (SLO) and Student Achievement Manual.⁷ (2024 Standards 1.4, 1.5)

Additionally, the Division of Student Services (DOSS) is working to enhance its use of assessment data by evaluating current methods and identifying areas for improvement in service delivery. All individuals and committees involved in course assessments at various levels are clearly outlined in the updated ASCC Participatory Governance Structural Manual.⁸ (2024 Standards 1.3, 1.4, 2.2)

In response to the need for improved security and backup of student records, the College has committed to ongoing assessments of its records and systems to ensure the safety and protection of all future student data. By taking actions to address the recommendations for quality improvement, ASCC reaffirms its commitment to meeting all necessary recommendations to ensure student success. (2024 Standards 2.4, 2.9, 3.9, 3.10)

⁶ [2024 ASCC Risk Assessment Report](#)

⁷ [2025 SLO Manual, Assessment Processes and Timeline, pp. 21-25](#)

⁸ [2024 Participatory Governance Structural Manual, pp. 12-13](#)

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The American Samoa Community College continues to hold itself accountable for achieving its mission by regularly reviewing student achievement data. Ongoing reviews of Institution-Set Standards are Student Learning Outcomes, core responsibilities of the Academic Assessment and Institution-Set Standards committees, inform plans for continuous improvement in fulfilling its mission.⁹

In the review of the most recent 2025 ACCJC Annual Report and other student achievement metrics, the College highlights several key accomplishments related to course completion, certificate and degree completion, transfer, job placement, and retention/persistence standards. The ongoing review of Institutional Set Standards (ISS) ensures the College's commitment to meeting its established floor targets and stretch goals.

Course Completion:

The College successfully met its floor standard of 80% for course completion over the last three academic years, surpassing even its stretch goal of 85% in 2022-2023. This aligns with the College's ISS-3: the successful completion of Degree Program Requirements. However, in the 2024-2025 review of ISS for course completion rates, the ISS Review Committee identified the need to examine additional factors influencing performance, including further disaggregation of completion data for ISS-1 (Developmental Courses) and ISS-2 (Gateway Courses), to identify potential equity gaps. The review revealed a decline in performance for ISS-2, which, in turn, affects performance in ISS-3.

Certificate and Degree Completion:

The College has successfully met its stretch goal for certificate and degree completion, aligning with ISS-5: the successful completion of Degree Programs/Certificates and Career Technical Education (CTE) Programs. Growth in certificate completions has been driven by student interest in two new programs: the Certificate to Teach the Samoan Language and the Certificate in Guidance and Counseling. In 2022, the ISS Committee recommended revisiting the calculation standard for bachelor's degree completions, as the previous method did not align with the approach used for certificates and associate degrees. During the 2024-2025 review, this calculation was updated. The revised approach uses the actual number of certificates, associate degrees, and bachelor's degrees awarded as the completion indicator, rather than calculating the percentage of graduates who received them.¹⁰

Transfer:

The College has met its transfer standard for the past three academic years, exceeding its stretch goal in two of those years. Transfer success aligns with ISS-6: the successful completion of a degree program or certificate within 150% of normal time to completion, and successful transfer to higher education institutions or transition into the workforce. Initially, the College tracked local scholarships and loans awarded to graduates continuing their education. However, the committee recommended enhancing data collection methods. In the 2022 review, the College incorporated data from the Financial Aid Office, which expanded the tracking of graduates. As a result, the target and stretch goal for transfer rates were increased in the 2024

⁹ 2024 Participatory Governance Structural Manual, pp. 11-13

¹⁰ 2024-2025 Institutional Set-Standards Report, Summary of ISS Review, pp. 17-23

ISS review. Additionally, the College is in the process of joining the National Student Clearinghouse to improve tracking mechanisms for graduates.

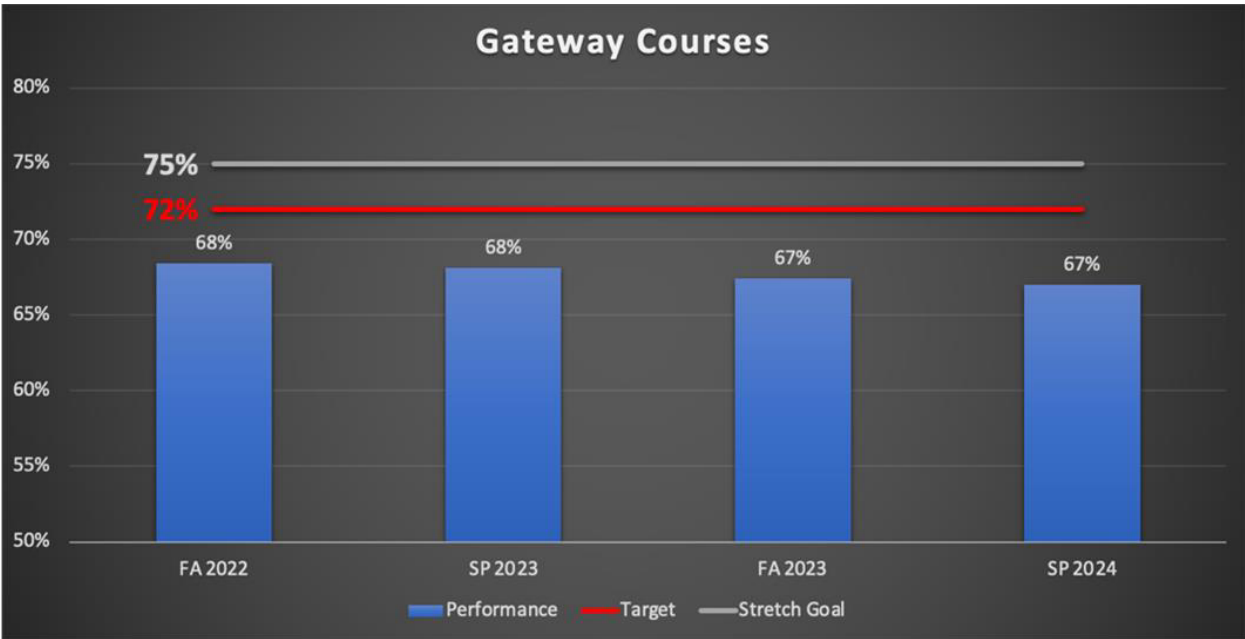
Job Placement:

Similar to transfer, the College has made progress in improving data collection for job placement. This metric is also aligned with ISS-6. Initially, the College could only track job placement for three CTE degree programs. In 2020, the review committee approved the identification of additional CTE programs to track and monitor graduate transitions into the workforce. The College now tracks job placement for graduates of several CTE certificate and degree programs across nine academic departments.

Persistence/Retention:

Persistence is monitored through ISS-4: the retention of students in their first and second years. This standard tracks students who remain enrolled from entry to graduation. The College primarily focuses on retention from one semester to the next, which impacts overall persistence rates. Since the standard’s introduction, ASCC has consistently met its targets and even exceeded stretch goals, with these goals increasing over time during the ISS review process. While this is a positive outcome, the College recognizes there is still room for improvement, particularly through enhanced student support services.

In the 2024-2025 review of ISS, it was noted that the College did not meet its 80% course completion standard in Spring 2024. The ISS Committee began reviewing these results in Fall 2024 and identified a decline in students earning a “C” or better in Gateway Courses as a significant factor contributing to lower course completion rates.



This finding prompted a discussion during the Fall 2024 ISS review about the role of the College Accelerated Preparatory Program (CAPP) in preparing students for Gateway courses. Dialogue between the CAPP and the Language and Literature departments, which has been ongoing in previous academic years, was highlighted. As a result of these discussions, the committee recommended maintaining the current targets and stretch goals until the next review period. Academic Affairs will continue planning for more structured collaboration between departments to address these challenges and improve outcomes.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

The College continues to review its Institutional Set Standards (ISS) for Student Achievement through its biennial review process to assess and enhance student learning. These ongoing reviews allow the College to refine processes for disaggregating data and identifying equity gaps, ultimately supporting improvements in student achievement and learning outcomes.

Disaggregated student achievement data is available on the institution's website at <https://ie.amsamoa.edu/ids>, organized by gender, age, and ethnicity. However, because more than 90% of students are Samoan, over 70% are female, and approximately 60% are between 19 and 25 years old, demographic disaggregation does not yield significant statistical differences in performance trends.

Between Fall 2024 and Spring 2025, the College conducted a comprehensive three-step review of its Institutional Set Standards, as documented in the 2024–2025 Institutional Review of Institutional Set Standards for Student Achievement.¹¹

Step One: ISS Committee Review:

The ISS Committee identified the need to examine additional factors influencing performance, particularly with ISS-1, ISS-2, and ISS-3, which focus on course completions. Concerns about performance inconsistencies in Gateway courses led to renewed dialogue regarding the role of the College Accelerated Preparatory Program (CAPP) in preparing students for Gateway success. This dialogue between the CAPP and the Language and Literature Department has been noted in previous ISS reviews. In Fall 2024, the ISS Committee recommended increasing the targets and stretch goals in anticipation of improved performance. However, the Executive Team responsible for final approval, rejected the recommendation and determined that targets remain unchanged until the next review period. The Executive Team further requested more disaggregated data prior to the next review to justify any changes. Meanwhile, discussions continue within Academic Affairs to develop a more structured collaboration between departments to support future improvements.

Step Two: Core Curriculum Committee Review:

During this stage, the Institutional Effectiveness and Advancement Division (IEAD) Office was tasked with disaggregating data for ISS-5 (Degree/Certificate Completion and Career Technical Education) in accordance with recommendations from the 2022 and 2024 reviews. Specifically, IEAD analyzed degree and certificate completions by time to completion to assess their impact on overall completion rates. The analysis yielded inconclusive results regarding the significance of this factor.

Step Three: Executive Team Review:

In the final stage, the Executive Team requested that IEAD further disaggregate ISS-5 data by the actual number of degrees and certificates awarded rather than percentages. This approach provided a more accurate measure of the standard and led to a recommendation to strengthen reporting for this measure.

The College continuously reviews and assess student achievement, with findings presented to various committees for dialogue and decision-making. This process ensures the quality of academic programs, learning support, and student service, and supports the development of improvement plans to promote success for all students.

Future Directions:

As a result of the 2024–2025 review process, the College identified the need to further disaggregate student achievement data for specific groups, including:

¹¹ [2024-2025 Institutional Set-Standards Report, Summary of ISS Review, pp. 2-3](#)

- Student Entrance Status: Regular students vs. Dual Enrollment students.
- Placement Status: Students beginning in developmental courses vs. Gateway courses.
- Financial Aid Status: Pell vs. Non-Pell students.
- Enrollment Status: First-year students vs. Transfer and Continuing students.

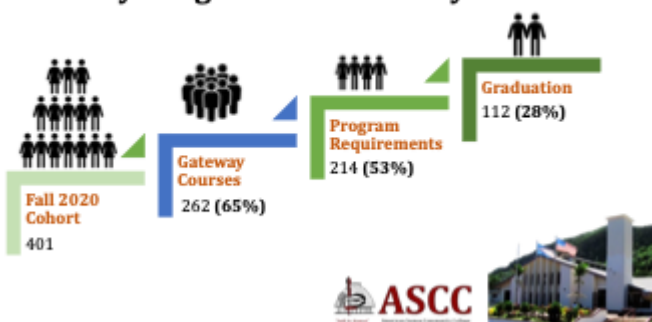
3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

The ASCC IEAD Office, continues to provide institutional data to strengthen the review process and respond to recommendations from the Institutional Set-Standards Committee. The outcomes of these reviews inform ongoing enhancements in data collection and program practices, leading to improvements in student achievement and learning.

During the review of ISS Standard 2, the Executive Team emphasized the need for the ISS Committee to evaluate the transition point between Developmental and Gateway stages for students.¹² The Executive Team also stressed the importance of collecting more disaggregated data to identify gaps between milestones and pinpoint areas for improvement in student services.

In response, in Fall 2025, IEAD presented challenges within the pathway to student success during faculty orientation.¹³ This study tracks newly enrolled students entering ASCC through the pathway to student success, which was originally developed when the College first established its student achievement standards. The presentation focused on a cohort of first-time college students beginning at the start of an academic year. The cohort was disaggregated by English and Math placement to examine differences in student pathways and to identify factors influencing program success. Findings indicated that students who remain at the developmental and Gateway levels for extended periods are less likely to persist.

Pathway Progression Summary



In addition, among the few students who successfully completed their degrees, many took longer than the expected two years.

¹² 2024-2025 Institutional Set-Standards Report, Summary of ISS Review, p. 11

¹³ Challenges Within the Pathway to Student Success, ISS Presentation, 2025 Faculty Orientation

Pre and Post Covid Results

Cohort	Placed in Developmental	Placed in Gateway	Gateway	Program Requirements	Graduation
FA 2018 (371)	299 (81%)	72 (19%)	225 (61%)	208 (56%)	95 (26%)
FA 2020 (401)	355 (88%)	43 (11%)	262 (65%)	214 (63%)	112 (28%)
FA 2022 (376)	337 (90%)	39 (10%)	227 (60%)	201 (53%)	55 (15%)



In collaboration with Academic and Student Affairs, the Division of IEAD will regularly share presentations and reports on disaggregated student achievement data, specifying the process, frequency, and intended audiences to better identify factors influencing achievement.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

The College continues to assess learning outcomes for all courses, programs, and the institution, as detailed in the ASCC Accreditation Guidance Manual.¹⁴ Data collected from these assessments inform continuous improvement efforts by guiding adjustments to curriculum, teaching methods, and support services, all aimed at enhancing student learning. To ensure student success, the College remains committed to the ongoing assessment of learning outcomes, a process that promotes accountability, educational quality, and the overall effectiveness of academic programs and services.

The Assessment Committee compiles assessment results for all academic programs in accordance with the assessment cycle outlined in the 2025 SLO Manual.¹⁵ In the most recent review, course assessment data were consolidated based on course sequences and career pathways for students pursuing certificates and associate degrees. Disaggregating data by career pathways ensures that the College remains aligned with its mission and that academic programs are structured to support the attainment of degrees and certifications, as well as preparation for transfer or employment. The data were further disaggregated by level of entry, beginning with remedial courses, followed by gateway or first-year general education courses, core or second-year general education courses, and degree exit or program requirement courses.¹⁶

The assessment cycle spans two years, beginning with the Spring 2023 - Fall 2023 review of first-year courses, followed by the Spring 2024–Fall 2024 review of second-year courses.¹⁷

Results for AY 2023–2024 show that, in gateway or first-year general education courses, student achievement of learning outcomes averaged 10% at the Basic level, 68% at the Developing level, and 22% at the Proficient level.

¹⁴ [ASCC Accreditation Guidance Manual, pp. 17-23](#)

¹⁵ [2025 SLO Manual, Assessment Processes and Timeline, pp. 35-38](#)

¹⁶ [Consolidated Course Report, Remedial Courses, pp. 3-8](#)

¹⁷ [Consolidated Course Report, Core Courses, pp. 10-47](#)

On average, the level of performance for all students in gateway courses

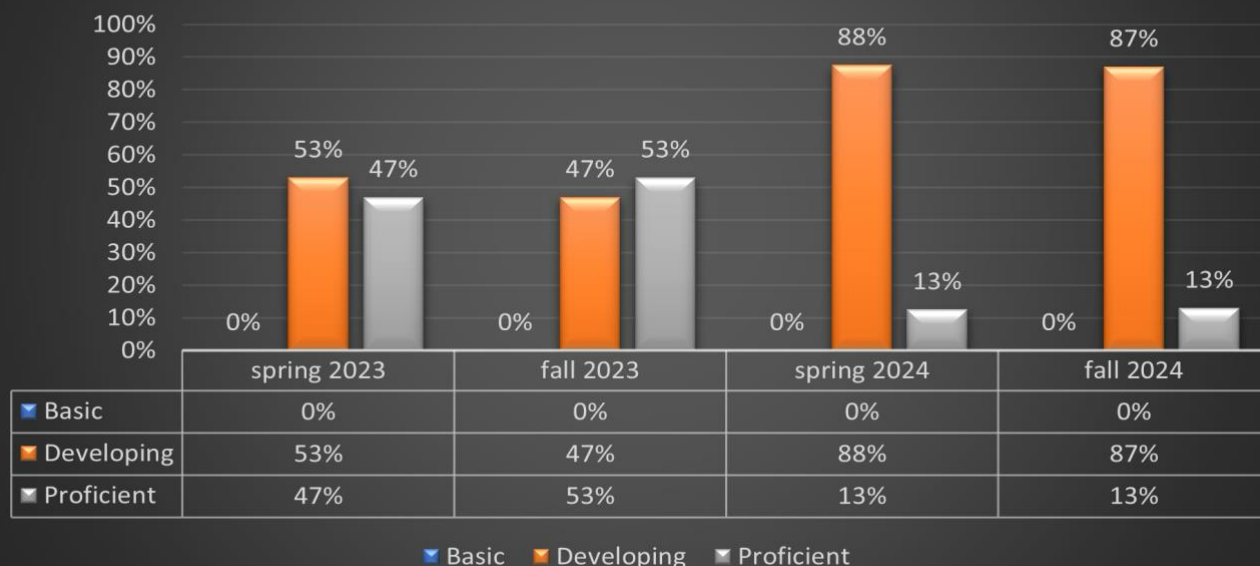


Gateway or First-Year General Education Courses

Discussions continue within the Academic Departments and the Assessment Committee, in collaboration with General Education faculty, on improvement plans for pedagogy and course curriculum design to strengthen student achievement of learning outcomes, with particular focus on addressing performance at the Basic level.

For students enrolled in Core or second-year General Education courses, the average performance results show 0% at the Basic level, 69% at the Developing level, and 31% at the Proficient level in achieving learning outcomes.

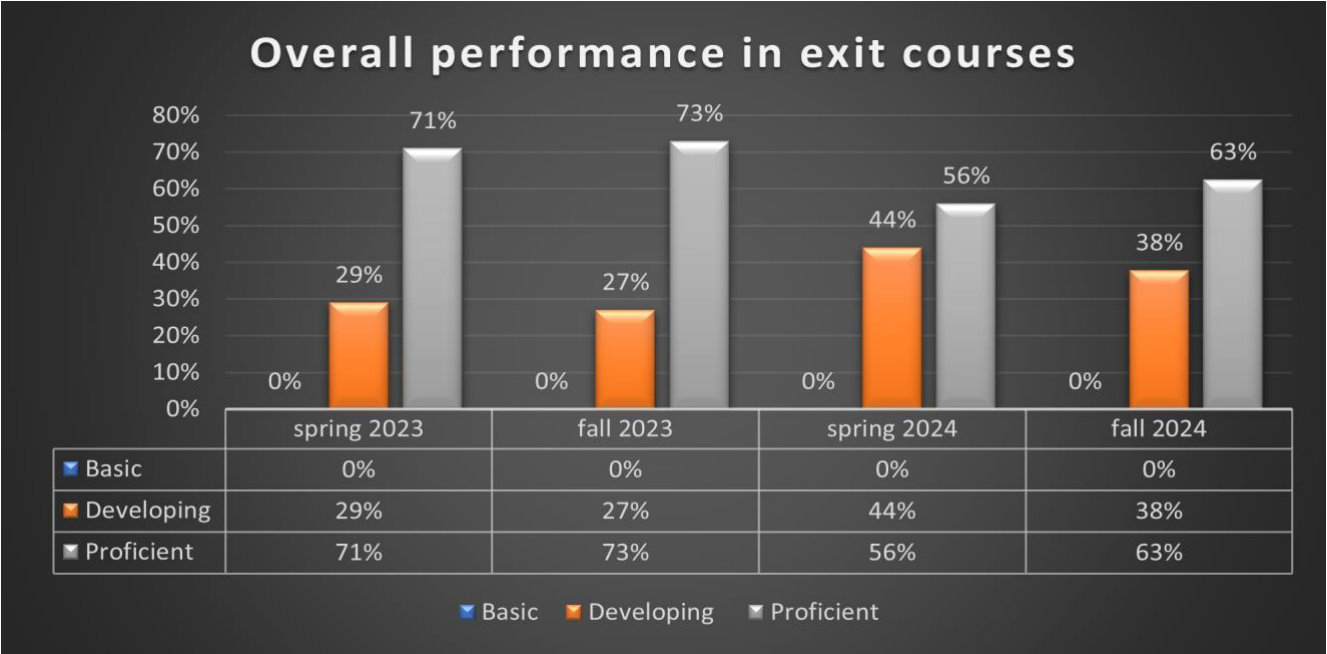
Mean performance of all students in core courses



Core or Second-Year General Education Courses

Although students in second-year General Education courses are achieving learning outcomes at the Developing and Proficient levels, above average overall, faculty teaching general education and core courses continue to engage in dialogue on alternative assessment methods and further disaggregation of learning outcomes to increase the percentage of students reaching the Proficient level. The Assessment Committee also continues discussions on improving course delivery and enhancing support services to strengthen student achievement.

For exit courses or program requirements, data indicate strong performance, with an average of 66% at the Proficient level, 34% at the Developing level, and 0% at the Basic level.



Exit Courses or Program Requirements

The results indicate that as students matriculate into second-year or higher-level degree requirements, they achieve learning outcomes primarily at the Developing and Proficient levels. In contrast, in first-year general education or Gateway courses, approximately 10% of students perform at the Basic level. Ongoing dialogue among General Education faculty and the Assessment Committee continues to focus on identifying factors contributing to below-average performance in these first-year courses.

The Teacher Education Department (TED), also known as the American Samoa Bachelor of Education Program (ASBEP), the College’s only bachelor’s degree program, follows a two-year assessment cycle. The cycle begins in the fall semester of the first year and concludes in the summer semester of the second year. For example, fall 2022 marked the start of the Academic Year (AY) 2022–2024 assessment cycle, which concluded in Summer 2024. TED’s review process relies on data collected and reported on dedicated assessment datasheets. These data provide direct evidence of student learning aligned with the knowledge, skills, and attitudes embedded in the program’s eight Program Learning Outcomes (PLOs).

The AY 2022–2024 cycle presented recurring challenges that delayed the department’s review process, also known as “Closing the Loop.” This process was ultimately completed in Spring 2025. The assessment report outlines data collected from each semester of the cycle: Fall 2022, Spring 2023, Summer 2023, Fall 2023, Spring 2024, and Summer 2024. TED offers two five-week summer sessions each year. Based on the collected data, instructors provided course-level recommendations. The continued examination and analysis of student

attainment of the PLOs guide TED in identifying areas for improvement in pedagogy and content knowledge, ensuring students achieve competency in the program's learning outcomes.¹⁸

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

The College disaggregates data by career pathways, based on students' placement at the time of admission. Student performance in remedial or developmental English and Mathematics courses is further disaggregated by the timeline of course offerings.

SPRING 2023		1st session					SP '23		1st session		
COURSE	SEC	INSTRUCTORS	EN	P %	NP %		80-151	B	D	P	TOTAL
MAT80	151	A	11	82%	18%		LO1	1	0	10	11
MAT80	152	A	14	79%	21%		LO2	6	1	4	11
MAT80	153	S	12	67%	33%		LO3	2	1	8	11
MAT80	154	A	24	74%	26%		LO4	1	0	10	11
MAT90	151	E	23	52%	26%						
MAT90	152	A	22	77%	23%		80-152	B	D	P	TOTAL
MAT90	153	A	11	73%	27%		LO1	2	1	9	12
MAT90	154	E	17	94%	6%		LO2	0	1	11	12
MAT90	155	S	9	67%	33%		LO3	1	2	9	12
MAT90	50	A	5	83%	17%		LO4	0	2	10	12
SPRING 2023		2nd session					80-153	B	D	P	TOTAL
COURSE	SEC	INSTRUCTORS	EN	P %	NP %		LO1	0	1	9	10
MAT80	251	A	4	75%	25%		LO2	0	5	5	10
MAT80	252	A	3	100%	0%		LO3	0	0	9	9
MAT80	253	S	7	43%	57%		LO4	0	2	8	10
MAT90	251	E	21	57%	43%						
MAT90	252	A	15	67%	33%		80-154	B	D	P	TOTAL
MAT90	253	A	10	90%	10%		LO1	6	5	13	24
MAT90	254	E	6	67%	33%		LO2	5	12	7	24
MAT90	255	S	2	100%	0%		LO3	6	2	16	24
MAT90	50	A	6	100%	0%		LO4	0	5	19	24

Remedial Courses

One method of disaggregating data at the remedial level is based on the timeline of course offerings, comparing the performance of students enrolled in the first 6-week session with those in the second 6-week session. In Spring 2023, the average pass rate for Math 80 was 75.5% in the first session and 72.6% in the second session. Although the difference between sessions is small, it is noteworthy that students are achieving pass rates above 70%. Faculty teaching remedial courses continue to discuss strategies to improve student

¹⁸ Teacher Education Department, 2022-2024 Assessment Report, p. 8

learning and explore additional methods of disaggregating data to better capture the performance of various subpopulations.

For remaining courses, data are disaggregated by course sequence within career pathways. This includes Gateway or first-year general education courses, second-year general education (core) courses, and exit or program requirement courses. Results indicate higher levels of achievement in core courses and program requirements. The Assessment Committee and academic programs continue to explore alternative disaggregation methods, such as comparing students who utilize support services versus those who do not, to ensure the institution captures all relevant subpopulations for continuous improvement.¹⁹

Courses in the Teacher Education Program (TED) are disaggregated by timeline, comparing courses offered in 10-week sessions, typically after hours for in-service student teachers, with courses offered in 15-week sessions for pre-service students. This distinction is important as it differentiates subpopulations within the program. Assessment results inform recommendations and action plans to address challenges identified through the analysis.

A common challenge noted by TED faculty involves the in-service student population's ability to meet coursework requirements and submit assignments on time. One faculty member recommended creating a contract for in-service students to promote accountability. The department agreed that faculty discretion should be exercised based on individual circumstances, with guidance from collegiate policies as needed. Ongoing deliberation and calibration of course assessments by TED faculty are critical, as the College continues to rely on faculty to deliver academic programs that support the attainment of learning outcomes for all students.

In addition to recommendations, action plans are developed to ensure the continuous improvement of student learning.²⁰ This ongoing assessment process demonstrates the College's commitment to the systematic review and evaluation of all its programs in support of student achievement.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

The College has established assessment processes that guide departments in proposing action plans and implementing approved recommendations, as detailed in the SLO Manual.

At the department level, faculty may propose recommendations for improving pedagogy and course accountability, which can be modified and implemented within the department. For example, in the Teacher Education Program, one challenge identified during the review involved in-service students' commitment to coursework and timely submission of assignments. To address this, the department proposed an action plan requiring in-service students to sign a class contract to promote accountability and support learning. Ongoing dialogue and assessment at the department level continue to evaluate the effectiveness of these action plans.²¹

Disaggregating remedial courses by the timeline of course offerings, using two to six-week daily sessions, supports institutional decisions regarding the College Accelerated Preparatory Program (CAPP). In Spring 2023,

¹⁹ Consolidated Course Report, Core Courses, pp. 10-47

²⁰ Teacher Education Department, 2022-2024 Assessment Report, Action Plans, pp. 9-11

²¹ Teacher Education Department, 2022-2024 Assessment Report, Action Plans, p. 22

pass rates for Math 80 were 75.5% in the first session and 72.6% in the second session. These high pass rates demonstrate the effectiveness of accelerated, daily-session developmental courses.

Assessment findings at both department and program levels are presented to the Assessment Committee for further dialogue and review. Following the two-year cycle, proposed changes are organized into a three-phase plan for improvement, which includes curriculum adjustments and pedagogical changes implemented through the biennial catalog review. All proposed catalog changes undergo a review process and require final approval by the President.^{[22](#) [23](#) [24](#)}

²² [Core Curriculum Committee, Phase I Template](#)

²³ [Core Curriculum Committee, Phase II Template](#)

²⁴ [Core Curriculum Committee, Phase III Template](#)

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

The College has established priorities outlined in its 2021–2026 Institutional Strategic Plan (ISP), which serve as the major focus leading up to the next institutional self-evaluation.²⁵ These priorities aim to improve accessibility for subpopulations of students, expand educational opportunities through additional bachelor programs, and position the College as a hub for training, certification, and the establishment of a Testing Center and digital archive for artifacts. Key priorities are described below:

Distance Education – Teacher Certification:

The College is committed to offering online Teacher Certification courses to accommodate teachers residing on neighboring islands and in isolated villages on Tutuila. To support this initiative, the College will submit a Substantive Change proposal to allow three Teacher Certification courses to be offered fully online. This approach provides flexible learning options that meet diverse student needs. With the capability to deliver online courses in the Teacher Education Program, the College may also explore offering teaching certifications in other disciplines, such as Samoan Language and Culture.

Offering Teacher Certification courses online aligns with the College’s proposed action plan in the 2021 Quality Focus Essay, which focuses on establishing career pathways for in-service teachers and solidifying timelines for completing the Teaching Certification and Bachelor of Education in Elementary Education.

Development of New Bachelor Degree Programs:

The College’s Four-Year Strategic Plan emphasizes expanding programs in Samoan Studies, Nursing, and Business to enhance educational opportunities, strengthen cultural identity, improve healthcare outcomes, and stimulate economic growth. These initiatives are designed to meet the diverse needs of the territory while enhancing the general education curriculum. Despite limited local funding, the College continues to develop these curricula.

The Samoan Studies program focuses on immersing students in the Samoan language and culture, including grammar, vocabulary, and cultural practices. The College may also offer Samoan Language courses to neighboring islands and other Pacific Island colleges and universities.

Curriculum frameworks for Nursing, Business, and Samoan Language and Culture bachelor programs have been developed, including 300–400 alpha-level courses at the program level. At the 2025 Board of Higher Education (BHE) Annual Retreat, the three departments presented their curriculum frameworks, receiving positive feedback and commendation for achieving this milestone.

Expanded Opportunities for Training, Education, and Skill Building:

As the only U.S.-accredited institution on the island, the College provides workforce development training to build local capacity. Supported by federal ANAPISI Grants through the Strengthen Institutional Programs (SIP), the College offers a Pre-Apprenticeship Program (PAP) to high school juniors and seniors.²⁶ Students receive training in Trade and Technical programs, Nursing, and Public Health to encourage pursuit of certifications and degrees.

²⁵ 2021-2026 Institutional Strategic Plan, Institutional Priorities, pp. 12-15

²⁶ 2024 Strengthening Institutional Programs Report, pp. 5-6

Through the Technical Assistance Program (TAP), the College also provides Apprenticeship and Workforce Development training to local agencies.²⁷ Memoranda of Understanding (MOUs) with local agencies support workforce skill enhancement and introduce high school students to the College's programs.

Pacific Center for Education:

The College envisions serving as a hub for training, certification, and the establishment of a Testing Center and digital archive for artifacts. Partnerships with off-island colleges and universities support this initiative. Currently, an MOU with Yale University assists with digital archiving and guidance in establishing an Internal Review Board for educational research.²⁸

Challenges:

While the College has set ambitious priorities, it faces financial constraints at both local and federal levels. Uncertainty or reduction in federal funding may affect programs such as SIP, Land Grant, and divisions reliant on DEI funds. Locally, limited government subsidies impact the College's ability to implement priorities, including developing bachelor programs and expanding Distance Education. Funding shortages limit the hiring of personnel, upgrading infrastructure, accommodating additional students, and maintaining online learning systems.

The Board of Higher Education continues to collaborate with the American Samoa Government and Fono to identify funding sources for American Samoa Public Law 22-30 – ASCC Subsidies.

²⁷ [Apprenticeship and Workforce Development Training Report](#)

²⁸ [Memorandum of Understanding, Yale University](#)

E. Appendices

Evidence Directory

1. [2024 Participatory Governance Structural Manual, p. 10](#)
2. [Teacher Education Department, 2022-2024 Assessment Report, p. 22](#)
3. [2025 Student Learning Outcome \(SLO\) Manual, Remedial Courses, p.35](#)
4. [Fiscal Year 2026 Outcome Planning and Resource Allocation, pp. 103-127](#)
5. [2025 Assessment of Student Services, Division of Student Services, PPT Presentation](#)
6. [2024 ASCC Risk Assessment Report](#)
7. [2025 Student Learning Outcome \(SLO\) Manual, Assessment Process and Timeline, pp. 21-23](#)
8. [2024 Participatory Governance Structural Manual, p. 12](#)
9. [2024 Participatory Governance Structural Manual, pp. 12-13](#)
10. [2024-2025 Institutional Set-Standards Report, Summary of ISS Review, pp. 17-23](#)
11. [2024-2025 Institutional Set-Standards Report, Summary of ISS Review, p. 2](#)
12. [2024-2025 Institutional Set-Standards Report, Summary of ISS Review, p. 11](#)
13. [Challenges Within the Pathway of Student Success, ISS Presentation, 2025 Faculty Orientation](#)
14. [ASCC Accreditation Guiding Manual, pp. 17-23](#)
15. [2025 Student Learning Outcome \(SLO\) Manual, Assessment Process and Timeline, pp. 35-38](#)
16. [Consolidated Remedial Course Report](#)
17. [Consolidated Core Courses Report](#)
18. [Teacher Education Department, 2022-2024 Assessment Report, p. 8](#)
19. [Consolidated Core Courses Report](#)
20. [Teacher Education Department, 2022-2024 Assessment Report, Action Plans, p. 11](#)
21. [Teacher Education Department, 2022-2024 Assessment Report, Action Plans, p. 22](#)
22. [Core Curriculum Committee, Phase I Template](#)
23. [Core Curriculum Committee, Phase II Template](#)
24. [Core Curriculum Committee, Phase III Template](#)
25. [2021-2026 Institutional Strategic Plan, Institutional Priorities, pp. 12-14](#)
26. [2024 Strengthening Institutional Programs Report, pp. 5-6](#)
27. [Apprenticeship and Workforce Development Training Report](#)
28. [Memorandum of Understanding, Yale University](#)