



# American Samoa Community College

## Participatory Governance Structural Manual

September 25, 2015

## Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The roles and responsibilities of its constituent groups; and
- The type of groups that develop recommendations to ensure institutional effectiveness.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

### *Policy 1000- Mission and Vision:*

*American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*

*The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*

*The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of its official vision and mission statements.*

### *Policy 1001- Governance and Organization Structure:*

*The concept "governance" refers to the College's structures and processes for decision-making and communication. Decision-making involves all decisions- those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, evaluation, etc. Governance means institutional decision-making in its broadest sense. Individuals of the College community are involved in governance in one or more of the following ways:*

1. *Through the organizational structure;*
2. *By serving on or presenting information to a standing committee;*
3. *By serving on or working with advisory, ad hoc, and task force committees;*
4. *Through the Faculty Senate;*
5. *By participating in staff meetings; and*
6. *Through Student Government.*

*According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist to reflect acceptance of the criteria for accreditation as a basis for establishing an effective teaching, learning, and working environment in order to facilitate fulfillment of the College's purpose.*

*American Samoa Community College operates within the statutes, policies, and regulations set forth by the American Samoa Government, the College Board of Higher Education, and the Federal government. Within these conditions, the President as Chief Executive Officer is charged with the delegation of authority to various organizational systems and positions.*

*The President is granted the right of review and approval over all internal grievances and management decisions. He or she will explain the reversal of modifications of internal governance /or management decisions except where in his or her judgment such decisions would adversely affect the College or individuals. In cases where management decisions are required in the absence of a policy, the management decision will prevail until an orderly means can be found to develop and implement appropriate policy.*

*The organizational structure of the College is designed to provide a system for coordination and problem solving. Communication is essential for effective problem solving. The skill and good faith of individuals who function within the College contribute to establishing a balance between problem solving and coordination efforts.*

*Policy 1002- Organization Charts:*

*It is the policy of ASCC to prepare and publish the ASCC major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure.*

*The Board and President shall have exclusive authority to approve and authorize the major organization and associated charts.*

*Policy 1003- Board Policy and College Regulations/Procedures:*

- a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are*



- expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.*
- b. College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
  - c. The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

*Policy 1003.1- College Regulations/Procedures:*

- a. College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
- b. Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

*Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:*

*This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of 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).*

*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.*

*Roles & Responsibilities:*

*The President will delegate authority and responsibility for managing the assessment process to 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.*

 9/25/15

 Ysmael L. L.  
President, American Samoa Community College

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**Introduction:**

This document maps the American Samoa Community College’s approach to governance and decision-making to reflect a participatory process amongst Board members, faculty, staff, administration, and students. The various partnerships of internal stakeholders, through participation in defined constituent groups, are committed to the best interest of the College’s students and are unified by ASCC’s Vision, Mission, Core Values, and Institutional Learning Outcomes to assure that student success is the focus of all institutional priorities.

This document describes the governance and decision-making processes that ASCC utilizes, as well as the opportunities for meaningful dialogue and collaboration by constituent groups towards making sound decisions. This document includes the purpose, membership and reporting structure.



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

**ASCC Vision:**

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

**ASCC Mission:**

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



## **Institutional Learning Outcomes:**

Upon graduating from the American Samoa Community College, all students should acquire the skills and demonstrate proficiencies as:

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



### **Participatory Governance Core Values:**

Through the missions of our programs and services, ASCC holds itself accountable to the following:

- Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning.
  - Leaders and members of all constituent groups are committed to:
    - Provide instructional programs and courses of highest quality, regardless of mode of delivery, location or level;
    - Promote academic integrity, scholarship, and empowerment.
- Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality in life.
  - Leaders and members of all constituent groups are committed to:
    - Promote diversity in education needs of the community and to assist individual students in realizing their maximum potential in a setting of cultural changes;
    - Promote opportunities, access, and equity.
- Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
  - Leaders and members of all constituent groups are committed to:
    - Focuses on proactive and innovative initiatives for student success.
- Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact on education and research.
  - Leaders and members of all constituent groups are committed to:
    - Understands its role as an essential component of the economic growth of American Samoa.



- Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.
  - Leaders and members of all constituent groups are committed to:
    - Nurtures the environment where students will acquire marketable skills, develop self confidence, widen their interests, come to value the search for truth, deepen an appreciation for cultural diversity, and equipped to cope with their own social challenges. Individual student growth in this area is the paramount goal.

ASCC strives to improve its governance and decision-making processes, which are based on recognition of and respect for the interrelationships of its constituents.





### **Constituent roles in Governance and Decision-Making:**

Provided are descriptions of constituents and their respective roles in decision making:

- 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.
  
- President: *ASCC Governance Manual Policy 3001* defines the President's Role as the chief executive officer of the College and serves 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 will instruct and delegate 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.
  
- 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.
  - The student representatives elect the President of the Student Government Association and officers.

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on 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.
  - 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 as referenced in the *ASCC Personnel Manual Policy 4.2002- Administration*. 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' recommendations regarding divisional operations follow 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.



**Types of decision-making groups that provide recommendations:**

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. 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. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

- a. **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 bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

<b>Governance Group:</b>	<b>Purpose:</b>	<b>Outcome:</b>	<b>Members:</b>
<b>Leadership Triangle:</b>  <b>Reporting Protocol:</b> <b>President</b>	<ul style="list-style-type: none"> <li>• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.</li> </ul>	<ul style="list-style-type: none"> <li>• ASCC Procedural Manual updates in alignment with ASCC policies;</li> <li>• Institutional Set Achievement Standards;</li> <li>• Institutional Learning Outcomes;</li> <li>• Mission Effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• President;</li> <li>• Vice President of Academic &amp; Student Affairs;</li> <li>• Vice President of Administration &amp; Finance.</li> </ul>
<b>Accreditation Steering Committee:</b>  <b>Reporting Protocol:</b> <b>Leadership Triangle</b>	<ul style="list-style-type: none"> <li>• To define and review the institutional processes for accreditation and reporting;</li> <li>• To define, implement, and implement the integrated framework for drafting the College’s Self-Study;</li> <li>• To define and review the cycle and timeline for reviewing reports and plans; and</li> <li>• To define and review the steps to address WASC-ACCJC recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance to Eligibility Requirements;</li> <li>• Mission, Academic Quality and Institutional Effectiveness, and Integrity;</li> <li>• Student Learning Programs and Support Services;</li> <li>• Institutional Resources;</li> <li>• Leadership and</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation Liaison Officer;</li> <li>• Assistant Accreditation Liaison Officer;</li> <li>• Dean of Academic Affairs;</li> <li>• Deans of Student Services;</li> <li>• Program Director of Library Services;</li> <li>• Program Director of Counseling and Learning Services;</li> <li>• Director of Curriculum and Assessment;</li> </ul>



		Governance.	<ul style="list-style-type: none"> <li>• Director of Community and Natural Resources;</li> <li>• Director of Samoan Studies Institute;</li> <li>• Director of Teacher Education;</li> <li>• Director of Trades and Technology;</li> <li>• Chief Financial Officer</li> <li>• Chief Information Officer;</li> <li>• Human Resources Officer;</li> </ul>
<b>Governance Group:</b>	<b>Purpose:</b>	<b>Outcome:</b>	<b>Members:</b>
<b>Institutional Planning Executive Core Committee:</b>  <b>Reporting Protocol: Leadership Triangle</b>	<ul style="list-style-type: none"> <li>• To plan the process of Program Review;</li> <li>• To monitor the progress of all departments and programs as they undergo the institutional wide Program Review;</li> <li>• To identify and propose recommendations on Strategic Priorities based on Program Review data;</li> <li>• To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms;</li> <li>• To report semiannually on the status of the Institutional Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Program Review and Planning Calendar, Instruments, and Processes;</li> <li>• Institutional Strategic Plan;</li> <li>• Semiannual Status Report on Mission Effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Academic Affairs;</li> <li>• Dean of Student Services;</li> <li>• Director of Community &amp; Natural Resources;</li> <li>• Director of Samoan Studies Institute;</li> <li>• Director of Institutional Effectiveness (Chairman);</li> <li>• (2) Faculty Selected by the Faculty Senate.</li> </ul>

b. **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.

<b>Operational Group:</b>	<b>Purpose:</b>	<b>Outcome:</b>	<b>Members:</b>
<b>Leadership Team:</b>  <b>Reporting Protocol: Leadership Triangle</b>	<ul style="list-style-type: none"> <li>• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;</li> </ul>	<ul style="list-style-type: none"> <li>• President;</li> <li>• Vice Presidents;</li> <li>• Deans;</li> <li>• Program Directors;</li> <li>• Directors;</li> <li>• Officers</li> <li>• (25 members)</li> </ul>



Operational Group:	Purpose:	Outcome:	Members:
<p><b>Curriculum Committee:</b></p> <p><b>Reporting Protocol: Leadership Triangle</b></p>	<ul style="list-style-type: none"> <li>To review and approve new or revised courses, program revisions, establishing pre-requisites;</li> <li>To review and approve Student Learning Outcomes;</li> <li>To review and recommend the accurateness of Institutional Set Achievement Standards;</li> <li>To implement, assess, and recommend improvements on academic policies;</li> <li>To review ASCC's Mission; The Curriculum Committee.</li> </ul>	<ul style="list-style-type: none"> <li>ASCC Catalog;</li> <li>Academic Policies;</li> <li>Institutional Set Achievement Standards;</li> <li>Student Learning Outcomes</li> <li>Mission Effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Assessment (Chairperson);</li> <li>Academic and Program Chairpersons (15)</li> <li>ROTC Representative;</li> <li>College &amp; Life Planning Representative;</li> <li>Director of Teacher Education;</li> <li>Director of Trades and Technology;</li> <li>Director of Institutional Effectiveness;</li> <li>Dean of Student Services;</li> <li>Dean of Academic Affairs.</li> </ul>
<p><b>Academic Assessment Committee:</b></p> <p><b>Reporting Protocol: Curriculum Committee</b></p>	<ul style="list-style-type: none"> <li>To review and monitor the dialogue on assessing student learning outcomes;</li> <li>To discuss and review student learning outcomes and present findings to the Curriculum Committee;</li> <li>To identify strengths and weaknesses of current student learning outcomes;</li> <li>To review the data from Academic Program Review on course learning outcomes;</li> <li>To initiate the process of developing an appropriate assessment plan for the College;</li> <li>To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan;</li> <li>To monitor ongoing assessment;</li> <li>Review ASCC's Mission according to SLO findings and</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of SLOs;</li> <li>Academic Assessment Processes;</li> <li>Mission Effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Assessment (Chairman);</li> <li>Faculty Representatives from Academic Program and Departments (15);</li> <li>Institutional Researcher;</li> <li>Program Director of Counseling.</li> </ul>

	present to the Curriculum Committee.		
<b>Operational Group:</b>	<b>Purpose:</b>	<b>Outcome:</b>	<b>Members:</b>
<b>Data Committee:</b>  <b>Reporting Protocol:</b> <b>Leadership Triangle</b>	<ul style="list-style-type: none"> <li>To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner;</li> <li>To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual);</li> <li>To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting;</li> <li>To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.</li> </ul>	<ul style="list-style-type: none"> <li>Data analyses, collection and dissemination.</li> </ul>	<ul style="list-style-type: none"> <li>Institutional Researcher;</li> <li>Chief Information Officer;</li> <li>Human Resources Officer;</li> <li>Program Director of Counseling;</li> <li>Director of Curriculum and Assessment</li> <li>Chief Financial Officer;</li> <li>Financial Aid Officer;</li> <li>Admissions Officer;</li> <li>Records Officer.</li> </ul>

- c. **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.

**Roles and responsibilities of constituent groups:**

The role of constituent groups in decision-making is to ensure that 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:** ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

**Accountability:** President

**Charge:** Leadership Triangle

**Types of Program Reviews:**

- 1) **Institutional Program Review:** An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
  - a. Assessment Cycle: Biennially
  - b. Instrument: Institutional Program Review Survey
    - i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
  - c. Areas for Review:
    - i. ASCC Mission Effectiveness
    - ii. Student Learning Programs and Services
    - iii. Resources
    - iv. Governance
  - d. Participants: Administrators, Faculty, and Staff
  - e. Focus:
    - i. Institutional Set Achievement Standards
    - ii. Institutional Learning Outcomes
    - iii. Review of Institutional Strategic Plan Priorities
  - f. Procedures and Roles:
    - i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
    - ii. Compilation of data summaries (Institutional Effectiveness Division);
    - iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
    - iv. Analysis of data (IPECC);
    - v. Compilation and submission of analysis to the Leadership Triangle (IPECC);
    - vi. Review of Analysis by the Leadership Triangle with

- recommendations and/or approval (Leadership Triangle);
- vii. Submission of analysis and action plans to the Board of Higher Education (President)
- viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and
- ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

- g. Outcomes:
  - i. ASCC Catalog
  - ii. Institutional Strategic Plan Priorities
  - iii. Board Policies

2) **Divisional Assessment- Program Review:** Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

- a. Assessment Cycle: Annually
- b. Instrument: Divisional Assessment- Program Review Survey
  - i. Review of Instrument: Annually (Programs/Departments)
- c. Areas for Review:
  - i. Divisional Mission and Outcomes
  - ii. Evaluation of Program/Department Effectiveness and Improvements
  - iii. Decision Making
  - iv. Personnel
  - v. Staff Development and Facilities
  - vi. Equipment & Technology
  - vii. Student Support Services
  - viii. Safety and Emergency Procedures
  - ix. Divisional Planning and Resource Allocation
- d. Participants: Programs and Departments
  - i. Faculty
  - ii. Staff
  - iii. Administrators
- e. Procedures and Roles:
  - i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
  - ii. Compilation of data summaries (Institutional Effectiveness Division);



- iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
  - iv. Analysis of data (Program/Department);
  - v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
  - vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
  - vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
  - viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
  - ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)
- f. Outcomes:
- i. Planning and Resource Allocation Analysis of ASCC Operations

**Assessment of Student Learning and Achievement:** ASCC ensures that Student Learning Outcomes 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 institutional 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.

**Accountability:** President

**Charge:** Leadership Triangle

**Types of Student Learning Assessments:**

- 1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

- a. Assessment Cycle: Annually
- b. Instrument: Academic Program Review Survey
  - i. Review of Instrument: Annually (Academic Programs & Departments)
- c. Areas for Review:
  - i. Institutional Learning Outcome Qualities
    1. General Education 1<sup>st</sup> year Course Learning Outcome Qualities and Competencies;
    2. Core & Co-Foundational 2<sup>nd</sup> year Course Learning Outcome Qualities and Competencies.
- d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
- e. Participants: Faculty/Adjunct Faculty
- f. Focus:
  - i. Institutional Learning Outcome Qualities and Competencies;
- g. Procedures and Roles:
  - i. General Education Program 1<sup>st</sup> Year Competencies
    1. Charge: General Education Faculty
    2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
    3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
    4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
    5. Procedures and Roles:
      - a. Semester submission of GE Course Data (General Education Faculty);
      - b. GE Data is Compiled (Institutional Effectiveness Division);
      - c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
      - d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
      - e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
      - f. Reports are reviewed by the Assessment Committee and recommendations are



- compiled and submitted to the Curriculum Committee (Assessment Committee)
    - g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1<sup>st</sup> Year Competencies (Curriculum Committee);
    - h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
    - i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
    - j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).
  - ii. Core and Co-Foundational Courses 2<sup>nd</sup> Year Competencies
    - 1. Charge: Academic Department & Program Faculty
    - 2. Assessment Cycle: Semester-based
    - 3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
    - 4. Procedures and Roles:
      - a. Semester submission of 2<sup>nd</sup> Year ILO Course Data (Academic Department and Program Faculty);
      - b. ILO 2<sup>nd</sup> year Competencies data is compiled (Institutional Effectiveness Division);
      - c. ILO 2<sup>nd</sup> year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
      - d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
      - e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
      - f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
      - g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2<sup>nd</sup> Year

- Competencies (Curriculum Committee);
- h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
- i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
- j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards:** Student achievement standards provide measurements to determine the amount of 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 on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways:**

- i. **Developmental Courses:** The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
  - 1. Set Standard: % defined by the College on student completion of developmental courses;
  - 2. Courses assessed to determine set standard:
    - a. ENG 90, ENG 91, MAT 90.
  - 3. Data Sets used for analysis:
    - a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
- ii. **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;
  - 1. Set Standard: % defined by the College on student completion of gateway courses;
  - 2. Courses assessed to determine set standard:
    - a. ENG 150, ENG 151, MAT 151.
  - 3. Data Sets used for analysis:
    - a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
    - b. Summative Data: Data sets obtained through



- a variety of means such as tests, projects,  
and student portfolios.
- iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
      - a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
      - b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
      - c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
      - a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
      - b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.
  - iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
      - a. 1st Year Retention: Percentage of students who are retained from fall to spring;
      - b. 2<sup>nd</sup> Year Retention: Percentage of students who are retained from fall to fall.
  - v. 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.
    1. Graduation Data Statistics:
      - a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
        - i. 2 Years (4 semesters excluding summer terms)
        - ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
        - iii. 4 Years (8 semesters excluding

- summer terms)
- iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)
- b. Data Sets:
  - i. Academic Departments & Programs cohort completion of degrees and certificate:
    - 1. AA Degrees
    - 2. AS Degrees
    - 3. B.Ed.
    - 4. Certificates of Proficiency
- 2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
  - a. Data Sets:
    - i. Percentages of potential graduates tracked through advising;
    - ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
    - iii. Percentages of graduates tracked through counseling services;
    - iv. Graduation Exit Survey feedback from students.
- 3. Transition into the Workforce: Percentages of students that transition into the workforce.
  - a. Data Sets:
    - i. Percentages of potential graduates tracked through advising;
    - ii. Percentages of graduates tracked through counseling services;
    - iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.



# PATHWAY TO STUDENT SUCCESS

## MILESTONES



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



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

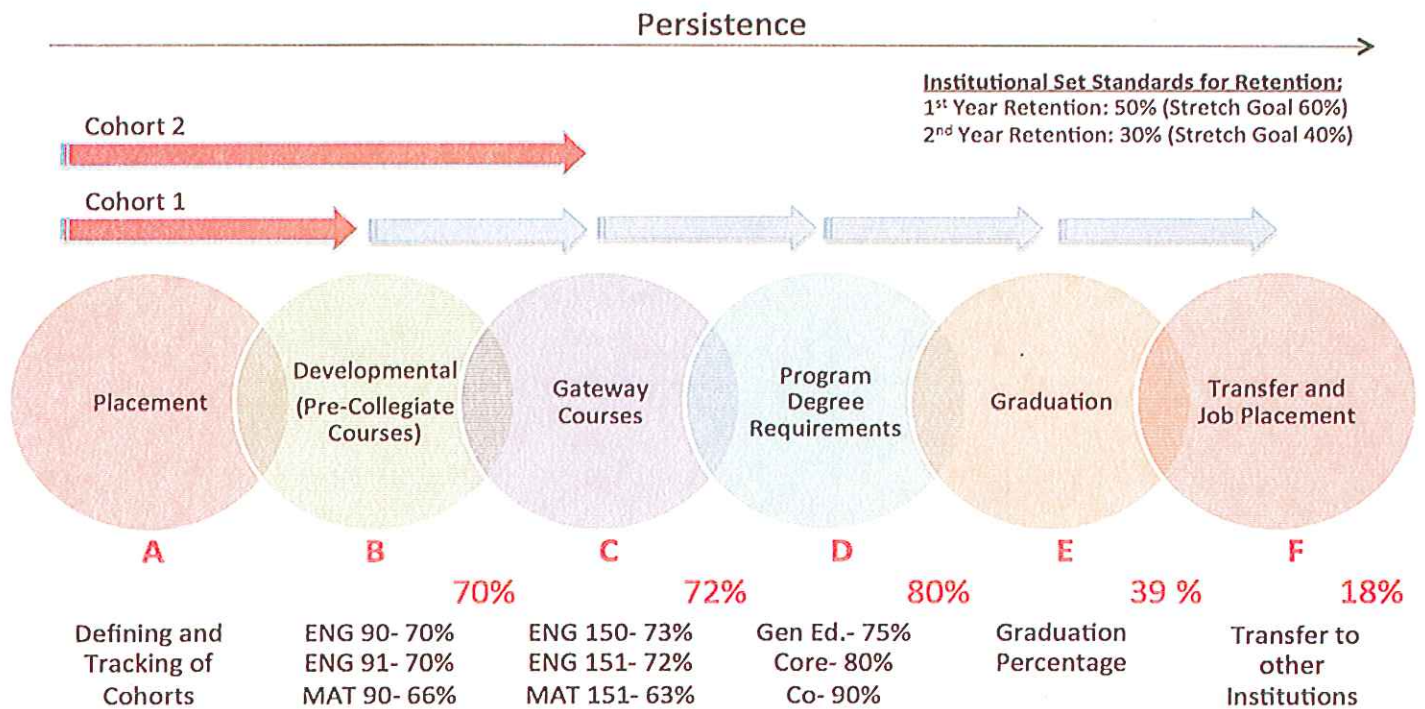


Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

- 3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.
  - a. **ASCC 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 fall

semester to the summer term in the consecutive year.

i. General Contents:

1. President's Message
2. General Information
3. Student Demographics:
  - a. Enrollment
  - b. Placement
  - c. Graduate Profile
  - d. Student Achievement
4. Financial Statistics
5. ASCC Highlights & Accomplishments
6. ASCC Administration

b. Quarter Reports: Quarter Reports are internal reports compiled by administrators to provide updates per quarter that correspond with Department/Program outcomes, objectives, activities and evidence of what has been achieved through the types of services offered. The Quarterly Report is used as a monitoring mechanism for the ASCC Institutional Strategic Plan goals and objectives.

c. ASCC Fact Book: 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.

i. General Contents:

1. President's Message
2. General Information
3. Enrollment
4. Student Achievement Statistics
5. Academic Departments
6. Instructional Services
7. Student Services
8. Administrative Services
9. Grant Programs

d. ASCC Fact Sheets: Fact Sheets are compiled every semester. 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.



### **ASCC Organizational Chart and Communication Protocol:**

ASCC is committed to improving the quality of its educational programs and services through its communication protocol. ASCC's Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to *Board Policy 3022-Communication Protocols*, which states:

*Policy 3022- Communication Protocols:*

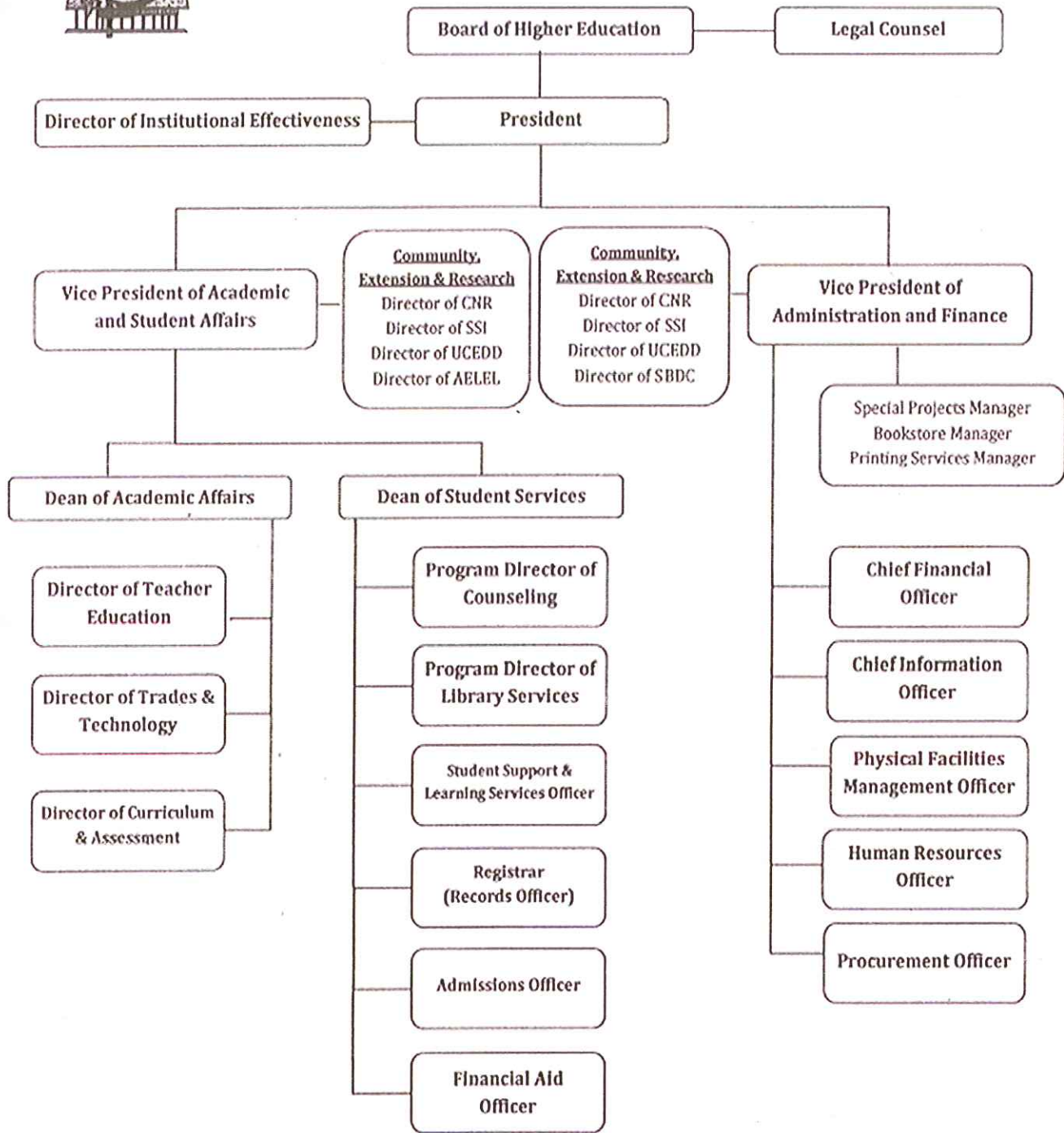
*The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide by the major organizational chart as a fundamental rule for college-wide matters, or a department organizational chart when an issue requires the attention of a department only.*

The President maintains a system of periodic review to determine that all rules relating to administrative responsibilities are fully implemented and assessed for quality assurance and mission effectiveness (*Referencing Personnel Manual Policy 4.2002*).





# American Samoa Community College Organizational Chart 2015



**APPROVED:**

for ACC President: *Lawrence LB* Date: 8/28/15

BHE Chairman: *Shirley* Date: 9/28/15



## **ASCC Organizational Service Programs and Departments:**

### **President's Authority:**

*Board Policy 3000- Delegation to the President states that:*

*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 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. Administrative positions are overseen by the President 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.

### **I. President's Administrative Subordinates:**

#### **a. Vice President of Academic and Student Affairs:**

##### ***Deans:***

##### **1. Dean of Academic Affairs:**

- a. Director of Teacher Education;
- b. Director of Trades and Technology;
- c. Director of Curriculum and Assessment.

##### **2. Dean of Student Services:**

- a. Program Director for Counseling;
- b. Program Director for Library Services;
- c. Student Support & Learning Services Officer;
- d. Registrar (Records Officer);
- e. Admission Officer;
- f. Financial Aid Officer.

##### ***Directors:***

3. Director of Community and Natural Resources  
*(Academic Courses)*;
4. Director of Samoan Studies Institute *(Academic Courses)*;
5. Director of University Center for Excellence in Developmental Disabilities;
6. Director of Adult Education Literacy and Extended Learning.

**b. Vice President of Administration and Finance:**

***Officers:***

1. Chief Financial Officer;
2. Chief Information Officer;
3. Physical Facilities Management Officer;
4. Human Resources Officer;
5. Procurement Officer;

***Directors:***

6. Director of Community and Natural Resources  
*(Extension & Community Outreach, Research)*;
7. Director of Samoan Studies Institute *(Extension, Community Outreach, Research, Translations)*;
8. Director of University Center for Excellence in Developmental Disabilities *(Extension, Community Outreach)*;
9. Director of Small Business Development Center  
*(Outreach and Training)*;

***Managers:***

10. Special Projects Manager;
11. Bookstore Manager;
12. Printing Services Manager.



c. Office of Institutional Effectiveness: *(Institutional Quality & Mission Effectiveness Department)*

