

SHOW CAUSE REPORT

**American Samoa Community College
P.O. Box 2609
Pago Pago,
American Samoa 96799**

**This report represents the findings of the Show Cause Team that visited
American Samoa Community College on November 2-6, 2015.**

**Gari Browning, Ph.D.
Team Chair**

LIST OF TEAM MEMBERS

Dr. Gari Browning (Chair)
Superintendent/President
Ohlone College

Dr. Mary Therese Perez Hattori
Outreach Director
Center for Pacific Islands Studies
University of Hawai'i at Manoa

Dr. Kimberlee Messina
Interim President
Foothill College

Dr. Mary Okada
President/CEO
Guam Community College

Dr. Steven Reynolds
English Instructor
College of the Siskiyous

Mr. Brandon Shimokawa
Vice Chancellor for Administrative Services
Kauai Community College

Dr. Keith Walters
B.A. Subject Matter Specialist
Associate Professor, School of Education
California Baptist University

Dr. Norval Wellsfry
Associate Vice President
Accrediting Commission for Community and Junior Colleges

**American Samoa Community College
Show Cause Team Report
November 2-6, 2015**

Part I. Introduction and Accreditation Overview

The last comprehensive visit to ASCC occurred September 30 to October 3, 2014. At its January 2015 meeting the ACCJC acted to put the college on Show Cause status. During the interim since the action, the College has worked to meet the Standards identified by the 2014 evaluation team as not met. ASCC prepared the Show Cause report and submitted it as required on October 15, 2015.

A Show Cause evaluation team visited the college from November 2-6 to evaluate whether the college satisfied the 2014 team recommendations and now meets the Standards. The team found that the College had worked diligently to address the Standards and satisfy the ten recommendations to meet the Standards. The College has fully addressed seven of the ten recommendations and now meets the Standards associated with those recommendations. The other three recommendations had been substantially addressed and only three of the original 27 Standards cited remain to be met.

Part II. Team Findings and Evidence on Institutional Compliance with Accreditation Standards and Eligibility Requirements

The team evaluated and reported on all of the Standards in the comprehensive evaluation one year ago, and thus the narrative of this Show Cause Team Report is summary in nature except as to areas cited as deficient the Commission's action letter.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

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

Findings and Evidence:

The ASCC mission, written in English and Samoan, clearly describes the institution's educational purposes, the intended student population, the degrees and credentials and the college's commitment to student learning and achievement.

The statement, published in the course catalog and on the web, clearly identifies the Bachelors of Education program (B.Ed.) as a key component of the institution's mission.

Conclusions:

The College continues to meet this Standard.

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

Findings and Evidence:

The College has made significant progress in achieving this standard in the last year. Student learning and achievement data are explicitly analyzed and referenced in the program reviews and in determining resource allocations. The College has provided concrete examples of how data are used on an annual basis to support student learning. The College needs time to evaluate its planning processes and to use data for more long range planning.

The College has identified the Associate Degree level GE courses and program as the vehicle of assessing student learning to determine if they are meeting their mission, based on the fact that the GE program is required for students to graduate or transfer, and is also required as a prerequisite for the BA degree offered in teacher education. The College uses this assessment data for dialogue and ongoing improvement of student learning in support of the mission.

For the baccalaureate program, demonstration of professional competencies occurs during the student teaching semester when candidate abilities are assessed across eight domains (Competence of Content and Pedagogy; Competence in the Samoan Language, History, and Culture; Technology; Designs and Provides Meaningful Learning Experiences; Assessment; Diversity; School and Community Relationships; and Demonstrates Professionalism). Criterion within the eight domains are aligned with the professional standards recommended by the Interstate Teacher Assessment and Support Consortium (INTASC) and the Council for the Accreditation of Educator Preparation (CAEP). The student teaching evaluation serves as the capstone experience for the B.Ed. program. Successful completion of a bachelor's degree and a passing score on the two Praxis tests are the standards established by the American Samoa Department of Education (ASDOE) as the criteria for securing an American Samoa teaching certification.

The College is in the beginning stages of directing institutional priorities, based on the results of assessment data.

Conclusions:

The College does not meet the Standard.

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

Findings and Evidence:

The College offers basic skills courses, vocational courses and programs, transfer courses and programs, associate degrees and certificates, as well as a Bachelor's degree in Education and a vibrant Samoan Studies Program. There is a wide array of support services including counseling, transfer advising, tutorial services, services for students with disabilities, and the accelerated College Accelerated Preparatory Program (CAPP) program designed to prepare students for college level work.

The Bachelors of Education program (B.Ed.) is aligned with the ASCC mission. Three educational goals are clearly seen in the B.Ed. program. Educational goal one, transfer to institutions of higher learning, is apparent both in the transfer of ASCC AA students into the B.Ed. program as well as some B.Ed. students completing master's degrees. (The dean's informal surveys of graduates working in area schools revealed that three B.Ed. graduates have already earned master's degrees.) Educational goal two, successful entry into the workforce, is evident in the MOU (#C00102) with the America Samoa Department of Education (ASDOE). The MOU seeks to improve the quality of the Samoa K-6 public school system through the development and hiring of a highly qualified teachers. ASDOE provided additional support for the B.Ed. Program when the decision was made to require all new public school teachers in America Samoa to minimally hold a bachelor's degree in teacher education. Interviews and advisory committee minutes show that the implementation of the MOU has resulted in continuous dialogue related to ASCC student success. Finally, educational goal four, awareness of Samoa and the Pacific, is visible in B.Ed. required coursework (SAM 151/151A, ED325, and ED 440) as well as the clinical experiences required in years three and four where students work in America Samoa public schools.

As evidence of commitment to the B.Ed., ASCC continues to provide sufficient funding for program operations through continued increases in annual budget funds.

Conclusions:

The College continues to meet this Standard.

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

Findings and Evidence:

The College's mission statement is reviewed every two years in accordance with the catalog cycle, and is revised as necessary. The mission statement can be found in the published printed catalog, as well as on the college's website.

Conclusions:

The College continues to meet this Standard.

B. Assuring Academic Quality and Institutional Effectiveness

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

Findings and Evidence:

The College provided evidence of sustained and substantive dialogue for all of these areas. The team reviewed several published documents, such as program reviews, assessment summaries, and committee minutes, and found examples that demonstrate that collegial dialogue is occurring among various discipline faculty, as well as with administration, staff, and faculty. Interviews with the faculty senate and the Director of Instruction and Assessment confirmed that faculty chairs meet weekly, together with the Director, to discuss student learning, assessment, and strategies for continuous improvement. In addition, faculty meet in the curriculum committee and the assessment committee to strategize interventions based on the assessment results. The student achievement data are available on the College's website to members of the college community and the public.

Conclusions:

The College now meets this Standard.

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

Findings and Evidence:

The College has identified student learning outcomes for all instructional programs, including the B.Ed. program, and student learning support services and assesses them every semester. The Catalog section on the B.Ed. program clearly articulates the four program learning outcomes for the bachelor's degree. Student mastery of these learning outcomes is assessed in the in the capstone project for the baccalaureate program. The assessment results are included as part of the program review documents, and the outcomes are in alignment with the college mission. Student assessment data are included in the program review process, published in college documents, and broadly shared.

Conclusions:

The College now meets this Standard.

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

Findings and Evidence:

Institution Set Standards have been adopted by the Bachelors of Education program (B.Ed.). Program degree completion is set at 90 percent and is published on the Institutional Data Set Tool Kit section of the ASCC website. The most recent data show that 100% of B.Ed. students finished the program. The transition to job placement rate is set at 18 percent and is published in the American Samoa Community College Fact Book. Data from the last two years show that 89% of the 2014 graduates and 33% of the 2015 graduates are in the workforce. Data for the B.Ed. is generated annually by the office of Institutional Effectiveness. The B.Ed. faculty will be analyzing the data in the fall of 2015 as part of their academic review cycle.

With regard to the rest of the institution's programs, the College engaged in a robust institutional dialogue regarding Institutional Standards during the last academic year. ASCC identified institutional set standards in the spring of 2015 and is in the process of assessing them in the current fall semester. The standards have been posted on the website and have been widely shared. The individual programs have chosen to adopt the institutional standards as their program standards, based on interviews with Office of Institutional Effectiveness and faculty members. The College has made significant progress with this Standard, but needs time to complete the assessment cycle this fall to determine how well they are achieving their standards, and to reach a stage of continuous improvement. Information presented in the ASCC Self Study as well as in the America Samoa Community College Fact Book articulate an institutional set standard that B.Ed. candidates will finish each portion of the program within 150% of the stated time, i.e., within a combined total of six years.

Interviews with faculty, the office of institutional effectiveness, as well as a review of assessment documents highlight that the B.Ed. program is being used as the exemplar for the rest of the college. The data collected are valid and efforts to ensure reliability are apparent. Similar to the rest of the college, time is needed to complete the assessment cycle to determine how well they are achieving the Standard to reach the stage of continuous improvement.

Conclusions:

The College does not yet meet this Standard. It will complete its assessment of student achievement this fall.

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

Findings and Evidence:

The team reviewed the College's documents, website, minutes, and reports, and conducted extensive interviews. It is clear that the College is engaged in a thoughtful process of evaluating student learning and sharing the results across the institution in order to support student learning and achievement. As with other standards, the College needs to repeat the assessment cycle in order to provide ongoing and sustainable support for student learning and achievement, specifically with regards to institutional processes such as planning and explicit linkage to resource allocation based on student learning data.

Conclusions:

The College now meets this Standard.

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

Findings and Evidence:

The team reviewed the Strategic Plan, the Fact Book 2014-2015, the Spring 2015 Assessment Exit Report, and the Annual Program Review Summary. The College's mission is at the core of the Strategic Plan that drives the institutional goals and objectives. The program review includes prompts related to resource requests, along with required analysis of learning outcomes and student achievement. The assessment exit report includes quantitative and qualitative data regarding student learning and achievement. In interviews with faculty and the dean of academic affairs, the team confirmed that there is extensive dialogue regarding student learning, and that is the basis for the recommendations by the dean for allocating resources to the programs. The college identified the General Education courses and program as the primary means of evaluating the College's achievement of the mission, based on the fact that the college's GE courses are required for degrees and for transfer. The assessment results of the GE outcomes were considered in the development of the institutional standards.

Conclusions:

The College now meets this Standard.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Findings and Evidence:

The College analyzes student achievement and student learning outcomes. Although the College does disaggregate data by subpopulations for student achievement metrics, it does not disaggregate data by subpopulation with regards to learning outcomes. The Office of Institutional Effectiveness indicates that they have the capacity to disaggregate the data for student learning outcomes, but given the institutional demographics (97% Samoan, 3% other), they have not yet done so. The College does highlight gaps in achievement, and uses this data as part of its program review and resource allocation processes. Although the College has made significant progress in this area, and correctly notes that it does not have an ethnically diverse population, it would still be beneficial to disaggregate the student learning outcomes data by gender, age, or other variables.

Conclusions:

The College does not meet the Standard.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Findings and Evidence:

The institution regularly evaluates its programs, including the B.Ed. program, and services through a comprehensive program review process that is integrated with its Institutional Strategic Plan to assure their effectiveness in accomplishing its mission. The Board of Higher Education, verified by board agendas and minutes, reviews and revises policies as needed. However, the College has not identified a cycle for reviewing policies and procedures. Instead, they review them as needed, based on input from the college community or by changes in board policy or legislative changes. The College cites the example of the need to review and revise faculty evaluations to incorporate SLO participation, in which the staffing committee drafted a revision, presented it to the faculty senate for their review and approval, and then forwarded the revised policy to the leadership triangle for final approval before forwarding to the board.

Conclusions:

The College now meets the Standard.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Findings and Evidence:

The College continues to share institutional data and evaluation with the college community through presentations and in meetings and committees, and has increased the access to college-wide data on the college's website. The institutional data are now available to the public with no password, and department or division specific data are broadly shared. These evaluations form part of the program review process which informs institutional priorities.

Conclusions:

The College now meets this Standard.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Findings and Evidence:

The College has recently revised its strategic plan and has undergone an intensive process of identifying student learning outcomes and institutional standards. The College has assessed SLOs and engaged in broad-based dialogue regarding student learning. The student learning data are integrated into program review and resource allocation on an annual basis.

The College has provided evidence of resource allocation decisions that were directly related to program review, such as the recent full time faculty prioritization and hiring processes, as well as the decision to add staff and reclassify existing staff to support the office of institutional effectiveness as it receives increasing demands for data in order to best support the mission and institutional effectiveness.

In order to improve, the College should continue its regular cycle of evaluation of its planning processes, policies, procedures, as well as explicitly and systematically tie resource allocation and long-range planning to the college mission in support of student learning and student achievement.

Conclusions:

The College now meets the Standard.

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student

support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Findings and Evidence:

The College regularly reviews all publications and information provided to the students, faculty, staff, and the public for accuracy. The College has a systemic process for this review, which includes members of the institutional effectiveness division and the president.

The College includes an extensive amount of information on a webpage dedicated to accreditation including the Order to Show Cause; however, the January 2015 action letter should be posted.

Conclusions:

The College continues to meet this Standard.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Findings and Evidence:

The College provides both a printed and an online catalog that contains accurate and current information for students and prospective students.

Conclusions:

The College continues to meet this Standard.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Findings and Evidence:

The team reviewed the General Education Outcome Analysis report, the Academic Program Review Summary and Findings Spring 2015 report, and the Assessment Exit Report Spring 2015, and the online tool kit on the College’s website that is an open access site for internal and external constituents that highlights student success and achievement data. Interviews with faculty, staff, and administrators confirmed that detailed analysis of the data are available upon request through the office of institutional effectiveness.

Conclusions:

The College continues to meet this Standard.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Findings and Evidence:

The College has identified student learning outcomes for each course and program, including the B.Ed., and they are listed on the course syllabi and the catalog, and all degree and certificate requirements are listed in the catalog.

The Bachelors of Education program (B.Ed.) is described on the ASCC website and within its own section of the ASCC Course Catalog. Both documents articulate that the B.Ed.'s purpose is to prepare elementary school teachers who are equipped with the ability to apply research based knowledge that is innovative and appropriate for American Samoa society. Course descriptions show that classes are organized into areas that include general education, integrating general education content with instructional pedagogy, basic instructional policies, and practicum experiences. The B.Ed. purpose is operationalized through eight program student learning outcomes. Syllabi highlight the relationship between content objectives, assignments and program student learning outcomes.

Conclusions:

The College continues to meet this Standard.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Findings and Evidence:

The team confirmed through interviews and the participatory governance manual that the College regularly reviews its policies and procedures through the division of institutional effectiveness and the college president before being forwarded to the Board of Higher Education for final approval.

Conclusions:

The College continues to meet the Standard.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Findings and Evidence:

The College publishes information regarding the total cost of education in the catalog and on the website, and also provides a Net Price Calculator for students to calculate specific costs based on their own personal information.

Conclusions:

The College continues to meet this Standard.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Findings and Evidence:

The College has approved board policies regarding academic freedom and academic honesty and integrity published in the college catalog as well as the governance manual.

Conclusions:

The College continues to meet this Standard.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Findings and Evidence:

The College has approved board policies regarding academic freedom and academic honesty and integrity published in the 2014-2016 college catalog as well as the governance manual.

Conclusions:

The College continues to meet this Standard.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Findings and Evidence:

The College's academic freedom policy, published in the 2014-2016 catalog, clearly states the expectation that faculty distinguish between personal and professional views.

Conclusions:

The College continues to meet this Standard.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Findings and Evidence:

The College does not advocate specific beliefs.

Conclusions:

The College continues to meet this Standard.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Findings and Evidence:

The College does not offer any classes or programs in foreign locations.

Conclusions:

The College continues to meet this Standard.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Findings and Evidence:

The College responds to all requests by the accrediting commission and publishes accreditation information on the website, as well as through the local media.

Conclusions:

The College continues to meet this Standard.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Findings and Evidence:

The College demonstrates integrity in its relationship with external agencies, and as identified in Standard I.C.12, consistently publishes the most current information on its website.

Conclusions:

The College continues to meet this Standard.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Findings and Evidence:

In January 2015, the governing board adopted two new policies which the team reviewed. The first was a policy that includes a definition of conflict of interest and covers all parts of the Standard. The second was a policy for dealing with board members who violate the board's existing code of ethics policy and the new conflict of interest policy.

Conclusion:

The College continues to meet this Standard.

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Findings and Evidence:

A complete list of degree and certificate programs can be found in the College Catalog. The team reviewed the college catalog and found that each program is described in detail, including program learning outcomes, required courses, General Education requirements appropriate for the program, and core foundational required courses. The analysis of the program descriptions showed that each program is appropriate to the mission of the College,

leading to degrees or certificates, transfer to senior institutions, entry into the workforce, and/or awareness of Samoan and Pacific cultures.

The College does not engage in distance education or correspondence education.

The community needs analysis, in the dialogue between American Samoa Community College (ASCC) personnel and the American Samoa Department of Education (ASDOE), identified a growing demand for highly qualified teachers on the island. Consistent with the institutional mission statement, the Bachelors of Education (B.Ed.) program was designed to equip students with the knowledge, skills, and abilities necessary to secure employment as teachers in American Samoa public schools. Professional teacher educator standards generated by Interstate Teacher Assessment and Support Consortium (INTASC), Council for the Accreditation of Educator Preparation (CAEP), and American Samoa Department of Education (ASDOE) were used during the development phase of the B.Ed. program to create coursework and practicums that are appropriate for a baccalaureate degree.

The teacher education department's curriculum map highlights a thorough coordination between teacher educator professional expectations for the teacher/educator and the B.Ed.'s student learning outcomes. Interviews with faculty and students as well as an evaluation of the student teaching practicum's final evaluation rubric confirm that successful completion of the program will result in meeting the ASDOE requirements for employment in American Samoa public schools. Ten of the eleven graduates who are still living in American Samoa are currently employed in area schools.

Coursework such as the research paper in ED 325 indicate students are being provided with the academic foundation needed for enrollment in a master's level program upon graduation.

Conclusions:

The College continues to meet this Standard.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Findings and Evidence:

The team reviewed program review reports and summary division and institutional reports on program review and assessment. They also interviewed faculty and academic administrators.

The program review reports and the interviews provided evidence that the College has followed its established processes for creating SLOs at the course, program, and institutional level and for identifying and implementing assessment methods and rubrics for measuring

student attainment of SLOs. The reports show that the faculty and academic administrators have discussed the implications of assessment results for improving student achievement. In this past two-year cycle of assessment, the discussions have led to improvements to assessment methods. In interviews with the evaluation team, academic administrators and faculty stated that the next cycle of assessment will lead to action plans for improving instruction and/or learning support services for students. They will also implement changes to assessment methods and measure whether the revised assessments result in better performance by students.

The program review documents and the interviews provided evidence and assurance that faculty, academic administrators, and others responsible for teaching and learning recognize the program review process as a valuable tool for improving teaching and learning. They are using program review to engage in systematic evaluation of curriculum, teaching methods, assessment methods, and the learning environment all for the purpose of increasing student success.

Interviews with Bachelors of Education (B.Ed.) program faculty and administrators provided information on the manner in which the weekly faculty meetings include conversations related to course content, instructional practices, and student learning outcomes. Regular interactions between ASCC B.Ed. faculty and local elementary school teachers assist in maintaining relevancy with professional standards and expectations. An example of the program improvement efforts to maintain relevancy can be seen in the recent decision to adjust the Thematic Unit Plan rubric to include a criterion related to the Common Core State Standards.

Job descriptions, affirmed by annual faculty evaluation forms, establish expectations for faculty participation. Data published in the annual Academic Program Summary and Findings Review as well as the Institutional Data Set Tool Kit section of the ASCC website confirmed that student learning outcome data are being collected. Interviews with faculty noted that evaluation of data are leading to recommendations for program improvement (e.g., moving the instruction of Miscue Analysis from ED 300 to ED 312). However, the full assessment cycle will not be complete until spring 2016 so evidence of program improvement efforts remains at the anecdotal level. While it is clear that the B.Ed. is leading ASCC in understanding and implementing continuous improvement practices, additional time is needed to fully demonstrate that the gap has been closed.

Conclusions:

The College now meets this Standard.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Findings and Evidence:

The team reviewed Course Outlines of Record (CORs), program review documents, and assessment documents for courses and programs. The College has demonstrated that course outcomes have been assessed. Through its matrices of course embedded learning outcomes, the College also evaluates assessment of general education learning outcomes and program outcomes.

In the Bachelor of Education (B.Ed.) program, a summative assessment of the program learning outcomes occurs in the practicum course. The assessment includes a 360-degree review of knowledge and skills in six domains. Rubric categories have been developed to measure the ASCC student's knowledge and skills. Face validity was established through dialogue with local educators as well as comparisons to INTASC and CAEP professional standards. Efforts to bring about reliability occurs through instructions in the student teaching handbook.

Learning outcomes have been assessed for the past two years and results reported in academic program reviews. However, the team finds that two years of data are just a beginning of regular assessment practices.

The College has demonstrated that all courses contain learning outcomes that are approved by faculty and academic administrators following the institution's course and program review and approval process. All official course outlines contain the learning outcomes for the course. Syllabi for all courses are collected by the director of curriculum and assessment and reviewed to ensure that the syllabi contain the learning outcomes for the course. If a syllabus does not contain the learning outcomes, it is returned to the instructor for corrections. The evaluation team encourages the College to remain diligent in maintaining ongoing processes for assessment and analysis.

Conclusions:

The College continues to meet this Standard.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Findings and Evidence:

The team reviewed course outlines and the college catalog. All pre-collegiate courses are distinguished by the course numbering system. Courses numbered below 150, such as MAT 90 Elementary Algebra or ENG 71 Beginning Writing, are pre-collegiate courses. Courses that are numbered 150 or higher are college-level courses. Determination of the appropriate placement of a course as pre-collegiate or college-level occurs in the curriculum review and approval process. In addition to the evidence of the course outlines, the team interviewed members of the curriculum committee and verified that the course approval process includes

ensuring that pre-collegiate courses have appropriate learning outcomes leading to the knowledge and skills necessary to advance to college-level coursework.

Conclusions:

The College continues to meet this Standard.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Findings and Evidence:

The Course Outlines of Record include course content, prerequisites, co-requisites, and student learning outcomes appropriate for the level of each course. Length, breadth, depth, and rigor of course content and outcomes are appropriate.

The College Catalog lists all degree and certificate programs and contains information regarding unit requirements for each. To earn an associate degree, a student must successfully complete a minimum of 60 credits.

A review of the Bachelor of Education (B.Ed.) ASCC web page as well as the approved academic advising sheet shows that graduates must complete 69 credit units at the associate level and 57 additional credit units at the baccalaureate level for a baccalaureate program total of 126 credit units. Information presented in the ASCC Self Study as well as in the America Samoa Community College Fact Book articulate an institutional set standard that candidates will finish each portion of the program within 150% of the stated time, i.e., within a combined total of six years.

A review of the rubrics the Bachelor of Education (B.Ed.) program has connected to major course assignments highlights that baccalaureate level work involves more breadth, depth, and rigor than associate level work. One example can be found in the individual presentation assignments. Associate level students are assessed on speaking mechanics as well as content. Conversely, baccalaureate students are assessed on the depth and thoroughness of their content as well as speaking mechanics. Associate and Baccalaureate criteria for the major rubrics were developed and continue to be used during the faculty's program improvement conversations.

A review of advising sheets, program expectations stated on the ASCC Teacher Preparation web page, and course syllabi depict a typical teacher preparation program scope and sequence. Increased expectations related to a student's knowledge, skills, and abilities are apparent. The flow of the ASCC program starts with associate level courses that assist students in preparing for the Core portion of the Praxis exam. The second portion of the program emphasizes human development and general pedagogical knowledge. The third

portion of the program synthesizes content knowledge and general pedagogy as a means of preparing ASCC students for the second Praxis exam. The final program requirement is a student teaching semester where ASCC students implement the knowledge and pedagogical learning during coursework as a mentee teacher in a local school. The American Samoan Department of Education has established that passing both Praxis exams, coupled with graduation with the B.Ed., meets the highly qualified new teacher status mandated under No Child Left Behind legislation.

Conclusions:

The College continues to meet this Standard.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Findings and Evidence:

The College presented evidence that the College conducts ongoing analysis of enrollment and course scheduling data to determine its class schedules for each year and semester. The analysis includes ensuring that the class schedule will accommodate students' educational plans to graduate with an associate's degree or certificate within a two-year timeframe.

The B.Ed. class schedule is posted in the course catalog, the ACSS department of education website, and on advising sheets that are provided during academic advising. All class schedule documents are consistent and show that the B.Ed. program can be completed within a two-year timeframe. Interviews with faculty and students highlighted that the B.Ed. program is a cohort model designed to provide support that ensures students complete the program within the stated timeframe. Students who do find it necessary to fall out of the cohort sequence are allowed to join a new cohort which allows the student to reenter into the sequence of courses and complete the program. The B.Ed. department monitors the student success rate and publishes the information in the Academic Program and Summary Review.

Conclusions:

The College continues to meet this Standard.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Findings and Evidence:

The team reviewed the Academic Program Review (APR) Summary and Findings Report and interviewed the deans, staff, counselors, and faculty. In the documented evidence and in the interviews, the College demonstrated commitment to serving the diverse needs of its

students. The APR summary presented data on all the teaching methods used in courses in all programs, verifying that instructors use a wide variety of teaching methods in their classrooms. The College also provides a variety of learning support services for students with diverse needs, including but not limited to tutoring centers in two locations on campus. The team also reviewed the Standard Operating Procedures (SOP) for the Division of Student Services. One of the SOPs in this document outlined how Student Services staff and counselors and academic faculty are to collaborate to provide accommodations for students with special learning needs.

Conclusions:

The College continues to meet this Standard.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Findings and Evidence:

The College does not utilize department-wide course examinations.

Conclusion:

The College continues to meet this Standard.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Findings and Evidence:

The College has demonstrated that units of credit are awarded when students successfully complete a course. Successful completion is defined by students' demonstration of attaining the expected learning outcomes for the course. Successful completion of all courses within a program of study shows that students have demonstrated achievement of the learning outcomes for the program as those are embedded within the required courses for the degree or certificate, including the bachelor's degree. The College offers a small number of degrees or programs. However, they all share the same GE pattern. ASCC has systematically identified and assessed GE course outcomes in order to determine that students are achieving the outcomes for the degrees and certificates. Therefore, the awarding of degrees reflects students' attainment of the expected learning outcomes for the program.

Conclusions:

The College continues to meet this Standard.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Findings and Evidence:

ASCC's College Catalog publishes to all students the College's policies and procedures for transfer of credit. Its College Credit Equivalency Program outlines different types of transfer credits that may be awarded and the processes students must follow to apply for those credits. Counseling services staff, faculty, and academic administrators collaborate in the review of transfer courses as prescribed by the ASCC policy and thus ensure that transfer courses are of similar scope, depth, breadth, and rigor as ASCC courses prior to awarding transfer credit.

The College has established articulation agreements (known as Memoranda of Agreement) with ten off-island colleges and universities to which ASCC students transfer most frequently. The College notifies students of these transfer agreements with off-island institutions by publishing the list in the College Catalog and posting the list in a prominent location in the career and transfer center.

The Bachelor of Education (B.Ed.) ASCC web page states associate level students can seek admission near the end of or after the completion of general education requirements. However, non-conditional acceptance cannot be secured until general education requirements are successfully completed. Information related to admittance policies are provided to candidates through fliers and advising meetings with B.Ed. faculty. The application process supports students who desire a seamless transfer into the ASCC Bachelor's program while also allowing ASCC students the option to transfer to another university's teacher education program.

Suitability of the ASCC B.Ed. program as a prerequisite for master's level work also appears to be supported. Data provided by the director of the teacher education program noted that three of the sixteen previous B.Ed. graduates secured admittance into and subsequently earned master degrees.

Conclusions:

The College now meets this Standard.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information

competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Findings and Evidence:

Student Learning Outcomes appropriate to the program level, including the B.Ed., have been established. The College demonstrates that it meets this Standard through its clearly defined GE pathway, which includes the area outcomes of communication, information technology literacy, critical thinking, global awareness and cultural competence, and personal development and responsibility. These outcomes are assessed regularly and the data are reviewed collegially with the faculty and the assessment committee.

Conclusions:

The College continues to meet this Standard.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Findings and Evidence:

The GE pathway highlighted in Standard II.A.11 includes carefully selected courses that directly map to the required emphases in II.A.12. These courses and outcomes are listed in the college catalog and on the website. The discipline faculty work directly with their departments and the assessment committee to ensure that the courses align with these themes, and regularly assess the outcomes and continuously evaluate the GE pathway on a regular cycle.

B.Ed. students are accepted into the program based on their completion of ASCC's General Education requirements. Students can be accepted at two levels. Unconditional acceptance is available for those who have successfully completed the General Education portion of the associate's degree (59 credit units). Conditional acceptance is available for students who have unfinished General Education coursework.

The Bachelor of Education (B.Ed.) program's ASCC webpage, Advising Sheet and the ASCC Course Catalog convey a 59 credit unit associate level general education requirement combined with an 11 unit Pre-Education Core. The General Education component emphasizes mastery of core content needed for twenty-first century employment. General

education content areas include subject areas such as language arts, math, social studies, science, computer technology, fine arts, and health. The baccalaureate level general education requirement is integrated into 27 credit units of upper division content methodology courses. The B.Ed. curriculum map and course syllabi demonstrate the manner in which lower level courses support upper level courses and coordinate with institutional and program student learning outcomes.

Faculty and administer interviews noted instances where B.Ed. faculty expertise as well as student achievement data from the methods courses were used to recommend adjustments to associate level general education courses (e.g., more emphasis on 6th ed. APA formatting). Input from practicum Cooperating Teachers and the final Student Teaching assessment provides additional input that is used to keep associate level and upper division general education courses relevant to the content knowledge demands B.Ed. students need to make a successful transition into elementary school employment.

Conclusions:

The College continues to meet this Standard.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Findings and Evidence:

The college catalog lists all degree and certificate programs. The academic degrees are focused in an area of study, or an established interdisciplinary core, and the vocational programs meet outside agency requirements where indicated. The B.Ed. program works closely with the American Samoa Department of Education (ASDOE) to establish requirements for teacher certification. In addition, the catalog is edited and re-published every two years to ensure that course and program requirements are accurate and up-to-date. The discipline faculty, including the B.Ed. faculty, determine the appropriate courses and subject matter and define the learning outcomes. The outcomes are assessed regularly and reviewed to ensure currency and relevance for the field of study.

Conclusions:

The College continues to meet this Standard.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Findings and Evidence:

ASCC has identified institutional standards for job placement in their primary career technical programs (TED, TTD, business, and nursing). The college evaluates that the graduates meet the employment standards through various strategies including direct survey feedback from the employers in the case of the TED and TTD programs, follow up surveys with the nursing students who have transferred to complete their degree, advisory committees, and results of licensure exams.

Demonstration of professional competencies occurs during the student teaching semester when candidate abilities are assessed across eight domains (Competence of Content and Pedagogy; Competence in the Samoan Language, History, and Culture; Technology; Designs and Provides Meaningful Learning Experiences; Assessment; Diversity; School and Community Relationships; and Demonstrates Professionalism). Criterion within the eight domains are aligned with the professional standards recommended by the Interstate Teacher Assessment and Support Consortium (INTASC) and the Council for the Accreditation of Educator Preparation (CAEP). The student teaching evaluation serves as the capstone experience for the B.Ed. program. Successful completion of a bachelor's degree and a passing score on the two Praxis tests are the standards established by the American Samoa Department of Education (ASDOE) as the criteria for securing an American Samoa teaching certification.

The B.Ed. program works closely with the American Samoa Department of Education (ASDOE) to ensure that the graduates meet requirements for teacher certification. As described earlier, the rubric used to evaluate the skills and knowledge of baccalaureate graduates is aligned with external professional standards for teacher education—INTASC and CAEP—and students are assessed in their last year of studies using these standards.

Conclusions:

The College continues to meet this Standard.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Findings and Evidence:

The College publishes their policies regarding course substitution, catalog rights, and program modifications in their catalog. Students are notified by the college if their program is going to change and are provided the appropriate substitutions needed in order to graduate.

Conclusions:

The College continues to meet this Standard.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and

programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Findings and Evidence:

The College regularly evaluates all instructional programs through the assessment of course and program learning outcomes, program review, and the review of the college's curriculum every two years as part of the college catalog review cycle. The College has defined institutional standards and will be assessing them in fall 2015. The College has broad based dialogue regarding the results and makes changes as needed.

Conclusions:

The College continues to meet this Standard.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Findings and Evidence:

The team found that the College offers library resources and other learning support services that support the academic programs and contribute to the educational experience of the students, including archives of Samoan history and culture. The library holdings and database subscriptions serve not only students but also staff and faculty. The team reviewed the program review documents for the library and the learning support services. These reports provided evidence of the currency, depth, and quantity of resources. The team also interviewed staff and managers of the library and learning support services and toured facilities.

The ASCC library has a dedicated facility, the Education Resource Center (ERC) for the Bachelors of Education program (B.Ed.). A staff member is assigned to the ERC and is available to assist students. A grant provided the initial funding for the ERC, and ASCC now provides a \$10,000 annual budget to make certain that resources are maintained at sufficient quantity, currency, depth, and variety. The B.Ed. library has accumulated over 7,200 volumes of teacher education resources as well as a variety of on-line resources. Faculty and student interviews characterized the library services as appropriate. Two faculty

currently in doctoral programs articulated that the ASCC ERC collection has been a helpful resource for them.

ASCC provides a designated computer lab for B.Ed. students. While ASCC tutoring services are primarily designed for associate level students, B.Ed. faculty members are required by contract to offer office hours as a means of providing tutorial support for students. Hours for support library and learning support services are limited. However, comments during student interviews expressed appreciation for the support of the B.Ed. faculty as well as the willingness of ASCC support staff to accommodate requests for off-hour services.

Conclusions:

The College continues to meet this Standard.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Findings and Evidence:

The team reviewed program review documents and interviewed staff members. The compilation of program review reports from the academic programs provides one mechanism for faculty to inform the library and other learning support services of their learning resource needs. In an interview, the program director of library services confirmed that the library also regularly solicits input from program faculty for increasing and improving the library's collection. Academic program reviews also provide a mechanism for faculty to make their needs known for technology and other educational equipment.

Conclusions:

The College continues to meet this Standard.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Findings and Evidence:

The team reviewed program review documents for library and learning support services and for academic programs. All academic programs report their library and learning support needs in their programs reviews. These results are shared with the program director of library services and library staff and with the student support and learning services officer and learning services staff. These departments also conduct their own program reviews.

Both departments use the results of the program reviews to plan improvements to the collections and services.

The academic program reviews, especially for English, include data regarding student achievement of core learning outcomes for information literacy. The analysis of assessment results on these outcomes provides data to academic faculty and to library staff to plan improvements and to request resources for the library and other learning support services.

Conclusions:

The College now meets this Standard.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Findings and Evidence:

The team reviewed evidence that the College continues to maintain MOUs with off-island colleges and universities to share library resources, such as through inter-library loan, and that it maintains its membership in the American Samoa Library Consortium, which shares information and resources with other agencies on the island. The College also maintains its subscription services for research databases of periodicals. The College evaluates the usefulness and effectiveness of these resources and relationships when the agreements near the end of the term of service.

Conclusions:

The College continues to meet this Standard.

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Findings and Evidence:

The College utilizes its program review process to evaluate its student support services. The team reviewed program review documents and found evidence that the process identifies

accomplishments and areas of need. The program review process affirms student support services connection to the mission of the College. Program reviews compile data gathered from student use records, student satisfaction surveys, and graduate exit surveys. The graduate exit surveys contain questions that ask students to self-assess whether student support services supported their learning and helped them to attain their educational goals. The College collects and analyzes the data to determine plans for improvement of services to students.

Conclusions:

The College continues to meet this Standard.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Findings and Evidence:

The team reviewed the Standard Operating Procedure (SOP) for the division of student services (DOSS). The SOP identifies four outcomes for DOSS, two of which are outcomes intended to positively impact student learning and students' college experience. The team's review of program review documents show that the DOSS assesses these outcomes through the use of student satisfaction surveys. Interviews with administrators and staff showed that the College has collected assessment data and analyzed it to make improvements to DOSS operations and services to students. As the College moves forward in its efforts to continuously improve student support services, DOSS may want to expand its list of outcomes to include outcomes specific to services within the division that have direct impact on students, such as financial aid and orientation.

Conclusions:

The College now meets this Standard.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Findings and Evidence:

The College operates only one service location and does not utilize delivery methods other than direct classroom instruction. Nevertheless, the College assures equitable access to services and programs for all its students. The SOP for the division of student services includes procedures for assuring that disabled students and students with special learning needs receive appropriate services. The procedures outline the roles of faculty and

counseling staff to ensure that all students receive accommodations to assure equitable access and opportunity.

Conclusions:

The College now meets this Standard.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Findings and Evidence:

The team found evidence of co-curricular and extra-curricular activities in flyers and posters around campus. Interviews with staff and students affirmed that these activities are suited to the College's mission. Activities and programs that celebrate Samoan history and culture are especially important to the College's commitment to that aspect of its mission.

The team interviewed members of the Student Government Association (SGA). The students verified that the College has ultimate responsibility for the control of SGA's finances. SGA is financed by a portion of the fees collected from each student at registration. The student leaders explained that at the beginning of each academic year, staff from the finance office participate in the SGA orientation to train the students on their responsibilities and procedures for using those funds.

Conclusions:

The College continues to meet this Standard.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Findings and Evidence:

ASCC has counselors who are specialists in the College's degree and certificate requirements, as well as career and transfer policies. They also assess students to ensure students are placed appropriately in core courses in math and English. In addition, full-time instructional faculty provide academic advising to students. Faculty advisors are trained by the dean of academic affairs and the dean of student services and work closely with

counselors in order to ensure students are provided with up-to-date information related to their discipline expertise, transfer pathways, and/or career pathways.

Conclusions:

The College continues to meet this Standard.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Findings and Evidence:

In this past year, to assist student with transferring to off-island colleges and universities, the College consolidated its career counseling and transfer counseling into a single location known as the career and transfer center. The center is staffed by two counselors who provide information to students regarding career and transfer pathways. These counselors are an integral part of student orientations and also participate heavily in outreach and recruitment as part of the College's efforts to promote career and transfer to students and to potential students.

The ASCC website for the Bachelors of Education's (B.Ed.) website provides program admission policies. There is a separate application process for the Bachelors of Education program (B.Ed.). Students can be accepted at two levels. Unconditional acceptance is available for those who have successfully completed the General Education portion of the associate's degree (59 credit units). Conditional acceptance is available for students who have unfinished general education coursework. Regardless of the General Education status, applicants must submit three letters of recommendation as well as TB test results. The additional information is consistent with typical teacher education program requirements. The requirements provide the institution with the data needed to establish the prospective student's match with program and institution values.

The B.Ed. faculty assume primary advising responsibilities for the program. The Course Catalog, ASCC website, and program specific Advising Sheets are all tools that provide the faculty advisors and independent students with the information needed to ensure proper course sequencing. In addition, most upper division B.Ed. courses have clearly established and published prerequisites which guarantee that students have the knowledge and skills required for course success. Comments during the student interviews highlighted appreciation for the published information as well as the thoroughness of faculty advising.

Conclusions:

The College continues to meet this Standard.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Findings and Evidence:

The College provides placement tests for English and math. The math test has been provided to the American Samoa Department of Education for alignment. Students may satisfy the English placement test locally, or with a recent TOEFL exam score. Students may also submit transcripts from other institutions for review, and may also challenge the placement results. In addition, math and English faculty reviewing placement instruments on a five-year cycle of review.

Conclusions:

The College continues to meet the Standard.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Findings and Evidence:

ASCC maintains student records electronically and in fireproof file cabinets. They adhere to FERPA regulations and maintain confidentiality of student files. The processes for release of student records are clearly stated in the college catalog.

Conclusions:

The College continues to meet this Standard.

Standard III: Resources

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Findings and Evidence:

The team interviewed each administrator and found that each possesses the requisite preparation and experience to perform the duties required to sustain institutional effectiveness and academic quality. Additionally, based on examining the employee listing in the 2014-16 College Catalog, the team finds that the College's faculty and staff possesses appropriate education, training, and experience to provide and support the College's programs and services.

According to Policy 4005 Job Posting, recruitments for vacant career service positions are posted internally first to support the professional development of existing employees. If the position is not filled internally, then it is advertised externally in order to generate a diverse applicant pool and find the best qualified candidate. Interviews with various administrators and examinations of Position Reviews, demonstrated that the criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated.

Furthermore, employee job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The director, human resources office (HRO), stated that the College is 85% complete with the mass updating of all job descriptions, 100% for faculty and 80% for administrators and staff, to ensure they are properly classified by the U.S. Department of Labor standard of occupation, and in alignment with the needs of the institution.

A job description has been developed for the Bachelor of Education (B.Ed.) faculty. Elements that conform to ASCC values include teaching skills, written and oral speaking skills, community involvement, and participation in the assessment of students and student learning outcomes. Unique requirements for the B.Ed. faculty include a minimum of a Master's Degree in Education, 5 years of teaching experience in a K-12 school, computer skills, advising/tutoring skills, and familiarity with current curricular reforms. The combination of shared and unique qualifications have assisted the B.Ed. department in hiring faculty who embrace the ASCC mission and are prepared to train students to be highly qualified elementary school teachers as defined by the American Samoan Department of Education (ASDOE).

The job description is reviewed during the interview process. At the point of hiring, the new B.Ed. faculty member is asked to sign a copy affirming their understanding of employment expectations. The annual faculty evaluation is coordinated with the skills listed in the job description allowing ASCC to gather data that verify the extent to which B.Ed. faculty are maintaining the integrity and quality of the program.

Conclusions:

The College continues to meet this Standard.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees,

professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Findings and Evidence:

Based on examining the faculty listing in the 2014-16 College Catalog and discussions with various administrators, the team found that the College's faculty possesses qualifications including knowledge of the subject matter and requisite skills for the functions they perform. The College asserts that all faculty job descriptions have been updated to require the assessment of student learning for each course taught, and the usage of assessment results to improve student learning. Based on a sample of eight faculty Position Reviews, or a 10 percent sample size, the team found that all included the development and review of curriculum and assessment of student learning.

The Vitae of the Bachelor of Education (B.Ed.) faculty show that all fulltime and adjunct faculty minimally hold a master's degree and have taught in a K-12 school for at least five years. Annual job evaluations note that B.Ed. faculty continue to demonstrate successfully knowledge of the subject matter, currency in the field of education, effective teaching skills, engagement in assessment/evaluation of student learning outcomes, service to ASCC, involvement in community workshops/seminars, and commitment to professional development. It should be noted that there is a vague distinction between an associate and B.Ed. faculty scholarly activities. ASCC should consider clarifying the policies so that expectations for B.Ed. faculty are more closely aligned with typical bachelor's standards that include contributions to the field through presentations and publications in professional venues.

Conclusions:

The College continues to meet this Standard.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Findings and Evidence:

The team interviewed each administrator and found that the administration and staff responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Conclusions:

The College continues to meet this Standard.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Findings and Evidence:

Based on examining the employee listing in the 2014-16 College Catalog and discussions with various administrators, faculty, and staff, the team found that the College's faculty, staff, and administrators possess degrees from institutions accredited by recognized U.S. accrediting agencies or a foreign equivalent.

Conclusions:

The College continues to meet this Standard.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Findings and Evidence:

The College has formal, systematic, and documented processes to evaluate the performance of all personnel annually. The College uses several evaluation instruments, based on position classification, to assess each employee's performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The team verified the functioning of these processes by examining the 2015 Performance Evaluation Summary Report and a 10% sample of evaluations for each position classification, which aggregated to 30 evaluations.

Conclusions:

The College continues to meet this Standard.

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Findings and Evidence:

In January 2015, a revised version of the Faculty Performance Evaluation form was implemented by the College. The revision involved adding items that emphasize student learning outcomes (SLOs) and use of results of assessment of SLOs to improve teaching and

learning. These performance evaluations are conducted for all personnel who teach, including those whose primary duties are in other areas such as administration and counseling. Employees may thus be evaluated using multiple instruments; for example, an administrator who teaches classes at the College will be evaluated using both the Two Way Performance Evaluation and the Faculty Performance Evaluation. Performance evaluations are conducted on an annual basis. On-site interviews and examination of completed performance evaluations confirmed these practices.

As part of ASCC's response to Recommendation 6, the Staffing Subcommittee was tasked with reviewing all existing employee performance evaluation documents. After identifying and analyzing the instruments currently in place, the subcommittee recommended that two forms be created to replace the Two Way Performance Evaluation instrument for the purposes of assessment of these two groups: (1) administrators, supervisors, managers and (2) all non-supervisory staff. Until new documents are adopted, the Two Way Performance Evaluation form is being used. When a non-teaching employee's position description involves direct responsibility for student learning, how that occurs and how the data are used to inform improvements to teaching and learning are discussed as part of the customary two way performance evaluation meeting between supervisor and employee. This process of including student outcomes data in performance evaluation for non-instructional employees whose duties include direct responsibility for student learning will be formalized with the new evaluation forms. The anticipated date of implementation of these new forms is fall 2016.

The evidence that the team reviewed in reaching its conclusions includes on site interviews, documents such as Two Way Performance Evaluation Forms, Faculty Performance Evaluation Forms, the Internal Show Cause Sanction Report and Analysis of Action Taken, Show Cause Report, Institutional Strategic Plan, Academic Affairs division Standard Operating Procedures, Governance Policy Manual, Personnel Manual, Position Review, Classification & Compensation Forms, and Academic Affairs Division Assessment 101 presentation dated August 29, 2014.

Conclusions:

The College now meets the Standard.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Findings and Evidence:

The College states that the academic credentials of its 74 full-time and adjunct faculty are as follows: 8 percent doctoral, 76 percent masters, 11 percent bachelors, and 3 percent professional licensure or certification. A review of the faculty and adjunct faculty listings in the 2014-16 College Catalog, and interviews with College administrators, faculty, and

students supports the College's assertion that it maintains a sufficient number of qualified faculty to support all of its educational programs, including the B.Ed. program, and to achieve its mission and purposes.

Conclusions:

The College continues to meet this Standard.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Findings and Evidence:

Based on a review of the Governance Policy Manual and the Personnel Manual, the team finds that the College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of its adjunct faculty. According to the director, HRO, 8 of the 15 adjunct faculty are administrators or staff, consequently there are only 7 incremental adjunct faculty members at the College. The team found that although the College did not provide conclusive evidence that the adjuncts are effectively integrated into the life of the institution, these adjuncts represent a small portion of the College's total instructional faculty.

Conclusions:

The College continues to meet this Standard.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Findings and Evidence:

A review of the organizational structure, staff listing in the 2014-16 College Catalog, and interviews with students and personnel confirmed that the College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Conclusions:

The College continues to meet this Standard.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Findings and Evidence:

There have been several significant changes within the College's administration over the past year. In December 2014, the vice president of administration was appointed into the position of acting president until March 2015 upon the return of the president. The vice president of academic and student affairs retired in June 2015, when the former VP of administration returned to that position; this individual previously held the position of VP of administration. In addition, the president has been out on extended leave since July 2015 and had also been out on leave previously before March 2015. During this absence up to March 2015 and since July 2015, the newly appointed VP of academic and student affairs served and has been serving as the acting president in addition to her other duties. Lastly, to facilitate transparency, accountability, and cohesiveness at the administrative level, the College completed a reorganization in August 2015 that ultimately resulted in all functions of the College reporting to either the vice president of academic and student affairs or the vice president of administration and finance, except institutional effectiveness which reports directly to the president. Nevertheless, the team's review of the new organizational structure and interviews with each administrator confirmed that the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College's mission and purposes.

Conclusions:

The College continues to meet this Standard.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Findings and Evidence:

Based on a review of the Governance Policy Manual, the Personnel Manual, and interviews with administrators, faculty, and staff, the team found that the College establishes, publishes, and adheres to written personnel policies and procedures, and that such policies and procedures are fair and equitable and consistently administered.

Conclusions:

The College continues to meet this Standard.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Findings and Evidence:

The team agrees with the College's revisions of policies 4200 Employment of Non Residents, 4006.1 Degree Requirements, 4008.1 Staff Appointment Types, and 4208.1 American Samoa Employment Preference, which were adopted on August 28, 2015, to remove any suggestion that it has an employment preference based on ethnicity. In addition the College demonstrates that it regularly assesses its employment equity and diversity consistent with its mission by reviewing and publishing employee demographics through the HR Annual Report.

Conclusions:

The College now meets this Standard.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Findings and Evidence:

Based on a review of the Governance Policy Manual, the Personnel Manual, and interviews with administrators, the team finds that the College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Conclusions:

The College continues to meet this Standard.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Findings and Evidence:

The team examined Program Reviews, Divisional Assessments, and Quarterly and Bi-Weekly Reports and found that the College plans for and provides all personnel with appropriate opportunities for continued professional development, and that the College continually evaluates its professional development programs for improvement.

Conclusions:

The College continues to meet this Standard.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Findings and Evidence:

The HR office recently moved to new location with better handicap accessibility and increased space. The team finds that the College makes appropriate provisions for the security and confidentiality of personnel records by securing them in a locked heavy-duty file cabinet in a locked storeroom. Based on interviews with the director, HRO, the team also finds that the College affords each employee access to his/her personnel records in accordance with law.

Conclusions:

The College continues to meet this Standard.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Findings and Evidence:

The team toured the College's facilities and reviewed its Quarterly Reports, Bi-Weekly Reports, and Divisional Assessments, and found that the College maintains sufficient physical resources at all locations where it offers courses, programs, and learning support services. The team also supports the College's hiring of a compliance safety officer to ensure its facilities are constructed and maintained to provide a safe, secure, and accessible learning and working environment.

Conclusions:

The College continues to meet this Standard.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Findings and Evidence:

The College's mission and Institutional Strategic Plan guides its physical resource needs, which are subsequently included in either its Capital Plan or Comprehensive Maintenance Plan. The College's 2015-2020 Capital Plan and 2015-2020 Comprehensive Maintenance

Plan evidence the College's intent to maintain the quality of its physical resources to support its programs and services and achieve its mission.

Conclusions:

The College continues to meet this Standard.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Findings and Evidence:

The College provided its Quarterly Reports, Bi-Weekly Reports, and Divisional Assessments, which evidenced that it regularly reviews the effectiveness of its physical resources. Furthermore, as a result of completing its 2015-2020 Comprehensive Maintenance Plan the College increased its FY16 facilities maintenance budget to \$40,000, which is a 33 percent increase over FY15. This additional funding will allow the College to be more proactive versus reactive in maintaining its facilities.

Seven classrooms, a computer lab, and a separate section of the library, the ERC have been assigned to the Bachelors of Education (B.Ed.) program. The annual Academic Program Review: Summary and Findings report provides data that allow administrators to ascertain strengths and weaknesses of ASCC physical resources. The 2014-2015 report disaggregates data based on program. The B.Ed. data, confirmed through interviews with faculty and students, indicates that the current physical resources assigned to the B.Ed. program are sufficient.

Conclusions:

The College continues to meet this Standard.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Findings and Evidence:

The Strategic Integrated Budget Plan links the Institutional Strategic Plan to the Capital Plan and Comprehensive Maintenance Plan, and the Total Cost of Ownership (TCO) framework is embedded into both of those planning processes. The team examined the Multi-Purpose Center capital project plan and the 2015-2020 Comprehensive Maintenance Plan and finds that the College thoroughly utilized the TCO framework to project the cost of acquiring and maintaining its physical resources.

Conclusions:

The College continues to meet this Standard.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Findings and Evidence:

ASCC provides technology services, support, equipment and software that are appropriate and sufficient for all segments of the institution--student services, instruction, and administration. Technology is used to deliver, enhance, expand, and support campus operations and services, and teaching and learning are supported and enhanced with technologies. The campus website is used to provide relevant information to the public, students, employees, and administrators; it also serves as a portal to campus technology services.

The Bachelor of Education (B.Ed.) program integrates technology into all coursework. Teaching students essential computer skills occurs in ED 240: Instructional Technology. A designated computer lab, Moodle software, and electronic databases such as ERIC, provide the basic hardware and software required to support the B.Ed. teaching and learning activities. It was noted by B.Ed. faculty and mentor teachers that students, during their practicums, train other teachers in area public schools with the technology skills learned in the B.Ed. program. Technological currency is further evidenced by ASCC's decision to purchase Smart Boards for B.Ed. classrooms (to be installed by the end of the spring 2016 semester).

The annual Academic Program Review: Summary and Findings report provides data that allow administrators to ascertain strengths and weaknesses of the technology services, professional support, facilities, hardware, and software provided by ASCC. The 2014-2015 report disaggregates data based on program. The B.Ed. data, confirmed through interviews with faculty and students, indicate that the current technology resources assigned to the B.Ed. program are sufficient.

Conclusions:

The College continues to meet the Standard.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Findings and Evidence:

Technology is a significant element of numerous planning processes that occur at the institution and is a well-considered aspect of short and long term budgeting, repair and maintenance activities, strategic planning, instruction and student support. ASCC recently completed a Comprehensive Technology Plan for 2015-2020 and the Institutional Strategic Plan includes three strategic goals related to technology. Decision-making related to technology (procurement, upgrades, budgeting, expansion, etc.) is aligned with the institutional plans and strategic goals.

Conclusions:

The College continues to meet the Standard.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Findings and Evidence:

A concerted effort is made to ensure that technology resources at all locations where ASCC offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. Disaster-recovery, data backup, uninterruptable power supplies/generator, firewalls and malware protection ensure reliability and security.

Conclusions:

The College continues to meet the Standard.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Findings and Evidence:

There is institutional support for faculty professional development to support adoption of educational technologies to enhance student learning. Budgeting spreadsheets, planning documents, committee reports, the College Catalog, and ICT 150 course syllabi provide evidence of this institutional support and commitment to technology-related professional development for employees and students.

ASCC is also committed to supporting technology training for end-users, enabling a variety of professional development activities including off-island travel to conferences, webinars, on-site training, and train-the-trainer arrangements wherein ASCC employees who receive training then share their learning by training others. Students' technology literacy skills are

integrated in General Education Outcomes for ICT 150 which is required for all ASCC students.

Conclusions:

The College continues to meet the Standard.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Findings and Evidence:

In addition to the institutional documents cited previously, Standard Operating Procedures (SOPs), a documented Technology Equipment Replacement and Disposal Process, a Comprehensive Technology Maintenance Plan, and a standard Acceptable Usage Policy exist and are shared widely and appropriately to guide appropriate application of technology in the teaching and learning processes and promote digital citizenship and cybersecurity.

Conclusions:

The College continues to meet the Standard.

D. Financial Resources

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Findings and Evidence:

Upon review of the College's budgetary process, the team finds that the College's distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. Furthermore, upon examination of the College's 2014 through 2016 annual budgets, the team finds that the College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Additionally, the team finds that the College plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

The Bachelors of Education (B.Ed.) program illustrates the important and complex task of integrating financial planning with the institution's mission and goals. Starting in 1998, ASCC realized the match between the American Samoan Department of Education's (ASDOE) desire to improve the quality of elementary school teachers and ASCC's mission to "contribute to the social...well-being of America Samoa." After years of work, the B.Ed.

program at ASCC was approved in 2013. A grant from the U.S. government provided start-up money for the B.Ed. program. The grant expires in 2016. The ASDOE's recent decision to require public school teachers to hold a bachelor's degree will help ensure that program enrollment and revenues are sustained. Additionally, a review of recent budgets confirmed the institution's commitment to provide the B.Ed. with necessary financial resources after the grant expires.

Conclusions:

The College continues to meet this Standard.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Findings and Evidence:

The team reviewed the College's Strategic Integrated Budget Plan process and its 2014-2016 budget comparison with Institutional Strategic Plan linkages and found that the College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The team finds that the College has recently adopted policies 3007 Budgeting and Forecasting and 7001 Budget, and revised policies 7212 Reserve Funds and 7000.E Financial Emergency Plan, which will improve its ability to ensure sound financial practices and financial stability. The team also finds that the College disseminates actual versus budget comparisons of spending to all areas of the College in a timely manner through the Web Advisor online financial reporting tool.

Conclusions:

The College continues to meet this Standard.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Findings and Evidence:

The team reviewed the College's planning and budgeting processes and finds that they are clearly defined, followed, and include appropriate opportunities for the participation of all constituencies.

Conclusions:

The College continues to meet this Standard.

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Findings and Evidence:

The team examined the College's 5-year revenue projections and 2014 through 2016 annual budgets, and finds that they reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Conclusions:

The College continues to meet this Standard.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Findings and Evidence:

The team interviewed the institutional planning effectiveness core committee and finds that the College widely disseminates dependable and timely information for sound financial decision making. Additionally, based on the a review of the 2009 to 2014 external audit reports and the Standard Operating Procedures for the Department of Finance, the team finds that the College has appropriate and functioning control mechanisms and evaluates its financial management practices and uses the results to improve its internal control systems.

Conclusions:

The College continues to meet this Standard.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Findings and Evidence:

Upon examining the College's 2014 through 2016 annual budgets and gathering feedback from the various administrators and divisions, the team finds that the College's financial documents have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Conclusions:

The College continues to meet this Standard.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Findings and Evidence:

Upon examination of the 2009 to 2014 external audit reports and a letter from the Office of Federal Student Aid regarding the College's 2014 external audit report, the team finds that the College's responses to external audit findings are comprehensive, timely, and communicated appropriately.

Conclusions:

The College continues to meet this Standard.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Findings and Evidence:

The team reviewed the 2009 to 2014 external audit reports, and the Standard Operating Procedures for the Department of Finance. The team finds that the College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results are used for improvement.

Conclusions:

The College continues to meet this Standard.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Findings and Evidence:

As of September 30, 2015, the College's unrestricted operating cash reserve had increased to \$503,057, unaudited, or 7 percent of its general fund operating expenditures. Furthermore, the daily cash balances for fiscal year 2015 show that since March 2015 the College has continually maintained at least a 5 percent unrestricted operating cash reserve. As a result, the team finds that the College has sufficient cash flow and reserves to maintain stability. Additionally, the team interviewed the Leadership Triangle, and reviewed the College's revised policy, 3007 Budgeting and Forecasting, and new policies, 7212 Reserve Funds and 7000.E Financial Emergency Plan, and finds that the College has appropriate strategies for

risk management, and has contingency plans to meet financial emergencies and unforeseen occurrences.

Conclusions:

The College now meets this Standard.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Findings and Evidence:

The team reviewed the 2009 to 2014 external audit reports and a letter from the Office of Federal Student Aid regarding the College's 2014 external audit report, and finds that the College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Conclusions:

The College continues to meet this Standard.

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Findings and Evidence:

Starting in 2012 the College began augmenting its funding base with Federal Grants, which increased over the past few years to \$532,503 in FY15. Additionally, starting in 2014 the American Samoa Government (ASG) increased its subsidy to the College by \$650,000 per year. Moreover, in 2015 the College successfully convinced the ASG to allow the College to receive the \$1.4 million Grant in Aid payment directly from the U.S. Department of the Interior. Lastly, from fiscal years 2009 to 2015 the ASG fell short of paying the entire amount of the subsidy due to the College in all years except 2014, with the amount of the 2015 shortfall totaling \$398,000. However, in an unprecedented agreement, the College was able to hold the ASG accountable to honor on the missed fiscal year 2015 payments in 2016. Through a combination of these strategies and prudent, daily fiscal management the team finds that the College has been able to secure a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency.

Conclusions:

The College now meets this Standard.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Findings and Evidence:

The team reviewed the 2009 to 2014 external audit reports and confirmed that the College does not have any OPEB obligations.

Conclusions:

The College continues to meet this Standard.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Findings and Evidence:

The team reviewed the 2009 to 2014 external audit reports and confirmed that the College does not have any short- or long-term debt obligations.

Conclusions:

The College continues to meet this Standard.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Findings and Evidence:

Based on interviews with administrators, and reviews of the College's fiscal, procurement, and internal control policies and procedures, the team finds that the College uses all financial resources with integrity and in a manner consistent with the intended purpose of the funding source.

Conclusions:

The College continues to meet this Standard.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Findings and Evidence:

The team reviewed the 2009 to 2014 external audit reports and a letter from the Office of Federal Student Aid regarding the College's 2014 external audit report, and finds that the College is in compliance with federal requirements, including Title IV of the Higher Education Act. Additionally, the team finds that the College does not participate in the federal student loan program.

Conclusions:

The College continues to meet this Standard.

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Findings and Evidence:

Based on interviews with administrators, the team finds that the College has several contractual agreements with external entities, which are consistent with the mission and goals of the College, and that the agreements are reviewed by administrators and internal legal counsel to ensure these agreements contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Conclusions:

The College continues to meet this Standard.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and

services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Findings and Evidence:

The College continues to encourage innovations in all areas of the college. In October 2015, the governing board reviewed the ASCC Participatory Governance Structural Manual and the Organization Chart that identified the roles and responsibilities of the various constituency groups (leadership triangle, accreditation steering committee, and institutional planning executive core committee) in governance and decision-making processes, which the team reviewed.

The Participatory Governance Structural Manual identifies three constituent groups, defined by purpose, composition, and outcomes. These groups include: governance groups, operational groups, and task force groups that serve as the structure for the decision-making and communication processes of the college.

Conclusions:

The College now meets the Standard.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Findings and Evidence:

The Participatory Governance Manual outlines the roles, charge, and membership for each group (faculty, staff, students, and administrators) and type of governance body (leadership, operational, and committee) that support governance and decision-making processes. Throughout various subcommittees, all employee groups are represented and encouraged to participate and represent their respective divisions. The team conducted interviews with various employees, including students, to determine their involvement in governance and the decision-making process. Students actively participate in all student related matters of interest.

Conclusions:

The College now meets the Standard.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in

institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Findings and Evidence:

College policy and procedures identify substantive and a clearly defined role in institutional governance to administrators and faculty. Policy 5118 establishes that academic administrators and faculty have primary responsibility for oversight of and decision-making for all learning programs and services through four committees: curriculum committee, assessment committee, institutional planning committee, and the faculty senate. Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services, identifies the president as the authority to delegate responsibilities for managing the assessment process to the leadership team and various standing committees. The president has the ultimate authority and responsibility for ensuring that assessment activities are completed, reported to the board, and used to improve institutional quality and effectiveness. The Participatory Governance Structure Manual identifies the constituent roles in governance and decision-making. Through institutional assessment and program review, administrators, faculty, and staff assess the overall effectiveness of programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Conclusions:

The College now meets this Standard.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Findings and Evidence:

Faculty and administrators are clearly identified as the primaries for recommendations and decision-making in regard to curriculum and student learning programs and services including the B.Ed. program. The Participatory Governance Structural Manual identifies the roles of the governance groups, operational groups, and task groups and their responsibilities for governance, planning, and budget development.

Conclusions:

The College continues to meet this Standard.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Findings and Evidence:

The president has the responsibility to implement and designate the detailed arrangements under which the college will be operated. The Participatory Governance Structural Manual identifies the roles of the governance groups, operational groups, and task groups. The institutional planning executive core committee and the subcommittees (academic excellence, technology, physical facilities and maintenance, and the total cost of ownership) of the Institutional Strategic Plan are comprised of members from the various constituent groups on campus. These members set the timelines for the completion of tasks related to achieving strategic goals and objectives that further the college's mission. The curriculum committee approves new or revised courses, program revisions, and establishment of prerequisites; reviews and approves student learning outcomes, reviews and recommends the accurateness of institutional-set achievement standards, and implements, assesses, and recommends improvements on academic policies.

Conclusions:

The College continues to meet this Standard.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Findings and Evidence:

Communication protocols are outlined in Board policies and the Participatory Governance Structural Manual. The team reviewed several publications, including information provided on the College's website, that provide updated information to all employees, students, and the community.

Conclusions:

The College continues to meet this Standard.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Findings and Evidence:

The College continues to review its Standard Operating Procedures regularly, providing updates when necessary to improve its processes and outcomes. As a result of the evaluation of the governance structure, the college updated its Organization Chart to address the integrity and effectiveness of leadership roles. The team reviewed the Organization Chart, the ASCC Governance Policy Statements, and the minutes of the Board of Higher Education August 2015 meeting at which these documents were approved.

Conclusions:

The College continues to meet this Standard.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence:

The Board of Higher Education designates the authority of the overall operations of the college to the president through Policy 3000. The president's annual evaluation includes a review of effective leadership responsibilities in ensuring the quality of the institution. The team reviewed updates to board policies and the updated organizational chart which further delegates related institutional responsibilities to respective vice presidents and directors.

Conclusions:

The College continues to meet this Standard.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Findings and Evidence:

The College evaluated its organizational structure and recommended a revision to the board in order to improve the processes and oversight of personnel, and ensuring effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness. The new structure provides broad-based participation and purposeful dialogue that lead to a more effective governance process. Upon adoption by the board, the updates were communicated in writing to the college staff. The team reviewed the updated organizational chart and the minutes of the board meeting approving the adoption.

Conclusions:

The College now meets this Standard.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Findings and Evidence:

Board Policy 3001.2 identifies the college goals that are mutually agreed upon between the board and the president. The president is charged with developing an action plan for implementation of the goals and uses institutional program reviews and divisional assessment, to guide institutional improvement. The College updated its organization chart to provide direct supervision of the Institutional Effectiveness Division to the President. This allows for the monitoring, review, and approval of institutional data and information provided to the board and external entities. The College has established institution-set through a consensus process.

Conclusions:

The College now meets this Standard.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Findings and Evidence:

The president has the primary leadership responsibility for accreditation, in conjunction with the Accreditation Liaison Officer (ALO), assistant ALO, faculty, staff, and other administrators. The president appoints the ALO and the assistant ALO, as evidenced in the memos indicating updated assignments reviewed by the team.

Conclusions:

The College continues to meet this Standard.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Findings and Evidence:

Public law 22-30 charges the president with the direct management and administration of the College. The Board Policy Manual and the Governance Policy Manual also define the responsibilities of the president. Board policies sets the expectations for communicating information on educational quality, including institutional data collection, community surveys, placement data, assessment of student learning outcomes, and financial/grant reports, ensuring that all policies are consistent with provisions of the law and reflect the institution's mission.

Conclusions:

The College continues to meet this Standard.

6. The CEO works and communicates effectively with the communities served by the institution.

Findings and Evidence:

The president continues to be actively engaged with the community, serves as the spokesperson for the college, and represents the college on various boards and commissions.

Conclusions:

The College continues to meet this Standard.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Findings and Evidence:

The ASCC Governing Board membership is defined in Public Law 22-30 and the Governance Policy Manual. The team reviewed the Governance Policy Manual along with the updates to existing policies and the newly adopted policies that assure academic quality, integrity, and effectiveness of student learning programs and services.

Conclusions:

The College continues to meet this Standard.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Findings and Evidence:

Board Policy 2004.1: Authority of Board Committees identifies provisions that require the Board to act as a whole and not to act or speak for the board except when formally given such authority for specific and time-limited purpose; not provide the president with approval unless it is through the board as a whole; avoid representation of the college in part rather than with the whole, and act as a committee of the whole. Additionally, the chairperson shall have no authority to make decisions about policies created by the board.

Conclusions:

The College continues to meet this Standard.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Findings and Evidence:

Board policy outlines the provisions establishing the board's authority to select and evaluate the president. The board provides authority to the president over all operations of the college, including the accountability of staff and faculty and the function to implement policy decisions and designate the detailed arrangements by which the college operates. The board meets annually in an executive session to conduct the performance evaluation of the president, providing feedback on observed areas of strength and identifying areas needing improvement for the upcoming year.

Conclusions:

The College continues to meet this Standard.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Findings and Evidence:

The board acts as an independent body serving in the public's interest in accord with appropriate standards of conduct. Board policies define composition, eligibility requirements, and exclusions for membership. The board is comprised of eight members. Six are nominated by the Governor and confirmed by the House and Senate, the student body elects a voting student representative, and the Director of the American Samoa Department

of Education also serves, reflecting a cross-section of professional and community representatives.

Conclusions:

The College continues to meet this Standard.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Findings and Evidence:

Board policy indicates that written policies shall constitute the basic method by which the board effectively discharges its responsibilities with regard to policies, rules, and regulations as defined by law or which are required in its judgment for the effective operation of the College. All policies shall be written, defined, and based on ASCC's mission, vision, values, goals, and objectives. The board approved Institutional Strategic Plan (2015-2020) defines the key goals and objectives in five strategic areas: academic excellence, technology, physical facilities and maintenance, staffing, and total cost of ownership, articulating its expectations for quality, integrity, and improvement of student learning outcomes and services. Public law outlines the board's legal responsibilities, which include assurance of the fiscal integrity of the College.

Conclusions:

The College continues to meet this Standard.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Findings and Evidence:

Board bylaws and policies are published on the College's website. Policies contain details on the board's size, duties, responsibilities, structure, and operating procedures. The Governance Policy Manual and the Board of Higher Education Policy Manual are posted as well.

Conclusions:

The College continues to meet this Standard.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Findings and Evidence:

A review of the board minutes indicates that the board acts in accordance with its adopted policies and bylaws, including self-evaluations. As identified in the previous report of the External Evaluation Team, the review cycle is not established in policy. Thus, the board does not have a system for evaluating and revising its policies on a regular basis as noted in Recommendation to improve institutional effectiveness. There is evidence that policy review is occurring as needed, however.

Conclusions:

The College continues to meet the Standard.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Findings and Evidence:

The president and the leadership team provided training to the board on key indicators of student learning, including performance data on developmental courses, gateway courses, general education, degree programs, co and core courses, graduation rate, transferability rate, and enrollment. In addition, the institutional effectiveness department was reassigned directly under the president's office to allow the president to review and approve all institutional reports. The College established an institutional assessment cycle for all outcomes including student-learning outcomes and has set performance standards for student achievement.

Conclusions:

The College now meets the Standard.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Findings and Evidence:

Board policy is in place that directly addresses board development. Policy 2010: Board Orientation and Training requires an annual workshop to address the training needs of the Board members. The Board of Higher Education held a retreat in August 2015 to review and address the accreditation status and recommendations for the college. In addition, Board

members received training on sustaining best practices and accreditation basics. Orientation for new members is provided to assist them in understanding the board's functions, policies, and procedures.

The Governing Board consists of eight members, including the Director of the American Samoa Department of Education. Four board members are serving four-year terms, two are serving three-year terms, and the student trustee is serving a one-year term. One vacancy exists on the Board at this time. This practice of staggering terms ensures the continuity of Board membership.

Conclusions:

The College continues to meet this Standard.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Findings and Evidence:

The board self-evaluation process is stated in Board Policy Statement 2000.2, wherein the board identifies an annual process for member participation. The focus of evaluation covers the internal operations and performance. Results of the self-evaluation were made available to the public and used to establish the 2016 goals for future evaluation. Board members identified a plan of action that establishes a calendar of board activities, a quarterly review of the stated goals, and an indirect assessment of internal stakeholders.

Board Policy 2007.1: Board of Higher Education Self Evaluation was adopted to ensure board effectiveness and assessing the results of their self-evaluation to enhance board effectiveness.

Conclusions:

The College now meets the Standard.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.
(ER 7)

Findings and Evidence:

In August 2015, the Board of Higher Education adopted Policy 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct to define the actions for dealing with behavior that violates its code. At the August 25, 2015 meeting of the Board of Higher Education, board members outlined the events and resolution to the conflict of interest that existed at the college:

1. The Board of Higher Education has heard the matter of a potential conflict of interest
2. Board of Higher Education members had determined that there was a conflict of interest
3. Board of Higher Education addressed the matter of conflict of interest with the Governor of American Samoa
4. Letter was addressed to the Governor of American Samoa identifying the conflict of interest
5. Board member identified to be in conflict did willingly step down from his position as Board Trustee
6. Board accepted the resignation of the member identified to be in conflict
7. Policies were reviewed and revised by the Board to assure that matters of conflict are addressed accordingly.

Conclusions:

The College now meets the Standard.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Findings and Evidence:

The Board delegates authority to the president to fulfill the duties and responsibilities of the overall operations of the College, including the function to implement policy decisions and to designate the detailed functions by which the College operates. Through the annual performance evaluation, the president is held accountable for the overall effectiveness of the college.

Conclusions:

The College continues to meet this Standard.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Findings and Evidence:

The Board is fully informed of the accreditation process. The recent board retreat held from August 24 to 28, 2015, provided a comprehensive overview of the accreditation standards, policies, and processes. During this retreat, the president provided updates to the board regarding accreditation and the responses to the Commission recommendations. The team reviewed the minutes of the Board of Higher Education retreat at which the president provided information on the status of the college's accreditation and the necessary action needed to resolve the recommendations.

Conclusions:

The College continues to meet this Standard.

Part III. Response to 2014 Evaluation Team Recommendations to meet the Standards

The narrative provided below supplements the section with information specifically addressing the deficiencies which led to the previous findings of noncompliance with the Standards.

Recommendation 1:

In order to meet the Standard, the team recommends that the College, in cooperation with the governance process, fully develop program review processes, systematic course review, and authentic assessment of SLOs and analyze and use the results of assessments to improve continuously. (Standards I.A.2, I.B.1, I.B.2, II.A.2, II.B.3, I.B.6, I.B.7, I.B.8, I.B.9, II.C.2, II.C.3, IV.A.1, IV.A.2, IV.A.3)

Recommendation 1 incorporated several deficiencies. Although there was direct assessment of student learning at the course and program level, the College lacked specific evidence of how these data were analyzed or how the results were used. There was not sufficient evidence of how the institution evaluated the effectiveness of the mission. A more robust set of practices related to the collection and analysis of data were needed to ensure appropriate, comprehensive, and reliable services to students.

The College has made significant progress on this recommendation. The College has completed its first cycle of SLO assessment and has begun to adjust assessment processes to provide better data in measuring student outcomes. Next they will develop action plans for improvements. At the previous visit, the College had collected data beyond survey results, but only the surveys had been analyzed. Dialogue on continuous improvement is robust, but evidence of improvement awaits the completion of the second review cycle.

The College has fully developed its program review processes and has incorporated the SLO assessments and student achievement data in the program reviews. Resource allocation decisions and planning efforts reflect the program review results. The team reviewed the final program reviews, as well as resource requests and the College's priorities for key items

such as full time faculty requests and requests for increased departmental budgets. The College is beginning to assess the program review process itself, but evidence of continuous improvement requires the completion of the second review cycle.

The institution has made significant progress in addressing the recommendation and correcting the deficiencies. They have all the processes in place and have participation in dialogue from faculty and administration. However, because of the need to complete the review cycle, the College has not yet achieved compliance with the Commission's Standard I.A.2.

Recommendation 2:

In order to meet the Standard, the team recommends that the College, in cooperation with the governance process, expand access to program evaluation and assessment data and promote collegial dialogue surrounding student learning and student success.

(Standards I.B.1, I.B.4, I.B.5, I.B.6, I.B.7, I.B.8, I.B.9, IV.A.1, IV.A.2, IV.A.3)

For the basis of Recommendation 2, there did not appear to be broad-based dialogue based on these reviews, and it was unclear how the student data were used in College decision-making. Disaggregated data were needed to allow the College to measure specific impacts on student achievement. There did not appear to be a process for broadly sharing and discussing the data, and much of the data were password protected and only available by request. The dialogue regarding student success and instructional improvements was limited to small groups and department and committee meetings and within the B.Ed. program.

In interviews with college faculty and administrators and members of the curriculum and assessment committees, it is clear that faculty are very engaged in the creation and in the assessment of student learning and student success. In addition, the process to establish institution set standards for student achievement was robust, data driven and involved collegial dialogue. Policies and procedures for program review are in place, and dialogue is strong.

The office of institutional effectiveness has compiled the assessment data into accessible reports, and the online tool kit is available to all college staff, without a password. The College is in the process of disaggregating data for SLOs. While the team was assured of the college's ability to disaggregate program review data, disaggregation of achievement data by ethnicity may be irrelevant at this institution, which is 97 percent Samoan. Data disaggregated on other variables should be pursued as it may reveal patterns to be addressed. (Standard I.B.6)

The College has made extensive progress on this recommendation and meets the Commission's Standards with the exception of Standard I.B.6.

Recommendation 3:

In order to meet the Standard, the team recommends that the College set institutional standards for student achievement and use them as the basis for evaluation in the

program review and institutional planning processes. (Standards I.B.3, I.B.6, I.B.7, I.B.8, I.B.9, IV.B.3, IV.C.8; ER11)

Recommendation 3 was the result of the College not having identified or applied institution-set standards.

The team verified that the College established institution set standards for student achievement in spring 2015 after a robust dialogue and review of the assessments of student learning outcomes and previous achievement data. The College is currently in the process of assessing its performance against the standards and will incorporate those assessments in the program review and institutional planning processes. The College president oversaw the process of setting the standards, and the Board of Higher Education reviewed and approved them according to Board minutes. The College will need to disaggregate the data by subpopulations, and continue to assess and evaluate the standards in pursuit of continuous improvement.

The institution has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards, with the exception of Standards I.B.3 and I.B.6, which it is in the process of meeting.

Recommendation 4:

In order to meet the Standard, the team recommends that the College address the previous recommendation to improve services to support the College's mission to transfer students to institutions of higher learning. (2008 Recommendation 5; Standard II.C.2)

The College needed more robust transfer services for students. A counselor had been designated to provide transfer information, but there was no transfer or career center with comprehensive transfer information.

During the past year, the institution clarified program review processes, planning processes, and assessment processes by establishing Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. The program review process was implemented in 2014-2015. As a result of the analysis of data for student support services, the College consolidated all student support services under the supervision of the dean of student services. This organizational restructure placed the divisions of admissions, records, financial aid, library services, counseling, and student support and learning services as the division of student services (DOSS).

One program within the counseling department that was reorganized as a result of the program review process was the career transfer center (CTC), which provides specific services to students who seek assistance and guidance in career exploration and options for transfer to other institutions of higher learning or employment. The CTC was consolidated and moved to its own location, providing a larger space for career and transfer counselors to work directly with students. The larger space also affords the department to collect and store resources for career exploration and transfer advising. At the center, the staff keeps an updated profile on Memoranda of Agreement with transfer institutions. The list of transfer

institutions is posted visibly for easy access by students who visit the CTC. The CTC is located in a high-traffic area of the College for high visibility and easy access. The counselors in the CTC develop materials to share with students at new student orientations and with potential students when they conduct outreach activities to the island's high school students. The CTC counselors provide regular updates of information to students, faculty, and staff throughout the year, publishing information in the College's *411 Newsletter*.

The College has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standard.

Recommendation 5:

In order to meet the Standard, the team recommends that the College revise its employment policies to ensure equity, diversity, and fairness. (Standard III.A.12)

As the basis of Recommendation 5, the College had in place policies that appeared to give employment preference by ethnicity.

In order to eliminate any suggestion that the College has an employment preference based on ethnicity, the College has revised Policies 4200 Employment of Non Residents, 4006.1 Degree Requirements, 4008.1 Staff Appointment Types, and 4208.1 American Samoa Employment Preference. The team found these revised policies in the ASCC Governance Policy Statements document, which showed they were approved by the Board of Higher Education and adopted on August 28, 2015. Although the College did not make any changes to Policy 4005.2 Preference Candidate, the team finds that the aforementioned policy revisions sufficiently clarify that the preference relates to a candidate's place of residence as opposed to their ethnicity.

The College has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standard.

Recommendation 6:

In order to meet the Standard, the team recommends that the College revise and conduct performance evaluations that include consideration of how employees use the results of assessment of learning outcomes to improve teaching and learning. (Standard III.A.6; ER14)

Evaluations of faculty and others with direct responsibility for student learning outcomes did not have SLOs included as a component of their evaluations.

A staffing subcommittee performed a comprehensive review of internal and external standards, policies, and processes and recommended revision of the Faculty Evaluation Form, which is used to assess performance of all employees who teach and thus have direct responsibilities for student learning. The form was revised to include several items related to the use of results of learning outcomes assessment and was implemented beginning in January 2015.

The subcommittee also recommended the creation of two new forms to replace the single instrument used for administrators, supervisors, managers and for all nonsupervisory staff. These forms will allow all employees involved with SLOs, in addition to those who are teaching, to have SLOs included in their evaluations. Until the new forms are implemented in fall 2016, SLOs are discussed as part of the current process. On-site interviews and examination of completed performance evaluations confirmed these practices.

The College has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards and Eligibility Requirements.

Recommendation 7:

In order to meet the Standard, the team recommends that the College manage its fiscal resources to effectively achieve the mission, manage its cash position, and maintain a minimum 5% reserve to ensure financial stability. (Standards III.D.9, III.D.11; ER18)

Although College finances were on a healthy trajectory, the cash reserve for the College was below the required 5% and cash on hand at any given moment was low.

In order to ensure the College manages its financial resources prudently it has revised two existing policies, 3007 Budgeting and Forecasting and 7001 Budget, and established two new policies, 7212 Reserve Funds and 7000.E Financial Emergency Plan. The College has also documented an adequate funding base to support its student learning programs and services, and to improve its institutional effectiveness. Moreover, the College has developed adequate operating reserves and financial emergency plans to assure its financial stability.

The College has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.

Recommendation 8:

In order to meet the Standard, the team recommends that the College evaluate the organizational structure and governance processes to increase opportunities for broad-based participation, purposeful dialogue, and involvement in decision-making processes. (Standards IV.A.1, IV.A.2, IV.A.3, IV.B.2)

Because of a strict adherence to chain of command and a structure that relied heavily on administrative representatives, some constituent groups were left out of and disconnected from governance and decision-making processes.

The College evaluated the organizational structure and governance processes by reviewing the authority of the leadership triangle and the responsibilities placed on the leadership team accountable for the provision of quality programs and services. As a result, several organizational changes were made and reflected in the updated organizational chart including placing the institutional effectiveness division under the authority of the president; all divisions under the authority of a vice president; all divisions providing community, extension, and research under the authority of the vice presidents; all student support divisions placed under the authority of the dean of student services; and title changes were

made for distinction between responsibilities in academic, program, and service divisions. The College developed the ASCC Participatory Governance Structural Manual to clarify the roles and responsibilities of constituencies in governance and decision-making.

Evidence reviewed by the team in reaching its conclusion included the ASCC Participatory Governance Structural Manual, the Revised ASCC Organization Chart, and Board of Higher Education minutes.

The institution has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.

Recommendation 9:

In order to meet the Standard, the team recommends that the College use and publish the results of Board of Higher Education self-evaluations to improve Board performance. (Standard IV.C.10)

The College lacked a plan to use the results of the board's self-evaluations to improve board performance, academic quality, and institutional effectiveness.

The Board of Higher Education took action by revising Policy 2005: Board of Higher Education Establishment of Board and College Policies and adopting a new Policy 2007.1: Board of Higher Education Self Evaluation. The self-evaluation instrument was revised to better evaluate the Board performance in meeting their annual goals. The self-evaluation instrument was administered; results were published and used to develop the 2016 Board annual goals.

Evidence reviewed by the team in reaching its conclusion included new Policy 2007.1, the Board of Higher Education Self Evaluation, Board 2015-2016 Annual Goals, the Board Self Evaluation Instrument, the Board Self Evaluation Results, the Board Meeting Minutes of Board showing approval of policies, and the ASCC College website for published self-evaluation results.

The institution has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.

Recommendation 10:

In order to meet the Standard, the team recommends that the College establish and implement a Board code of ethics and conflict of interest policy that clearly defines conflict of interest and the process for dealing with behavior that violates its code. (Standard IV.C.11; ER7)

The Board lacked a clear policy regarding conflict of interest and procedures to address members who were in violation of the policy.

The Board of Higher Education took action that clearly defined conflict of interest and the process for dealing with behavior that violated its code with the revision of Policy 2001:

Board of Higher Education Code of Ethics and Policy 2002: Board of Higher Education Code of Conduct and establishment of new policies 2002.1: Board of Higher Education Violation of the Law, Code of Ethics, and Conduct and Policy 2002.2: Board of Higher Education Conflict of Interest.

Evidence reviewed by the team in reaching its conclusion included revised Policy 2001: Board of Higher Education Code of Ethics, revised Policy 2002: Board of Higher Education Code of Conduct, Policy 2002.1: Board of Higher Education Violation of the Law, Code of Ethics, and Conduct, and Board of Higher Education Meeting Minutes.

The institution has fully addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.