



PARTICIPATORY GOVERNANCE STRUCTURAL MANUAL

SHARED GOVERNANCE

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, PagoPago, AS. 96799



American Samoa Community College

Participatory Governance Structural Manual

A handwritten signature in black ink, appearing to read 'Lusanae L. L.', is written over a horizontal line.

ASCC President Signature

July 22, 2024

Date of Amended Approval

Purpose of Participatory Governance

The purpose of this manual is to outline the principles of participatory governance and the decision-making structure at the American Samoa Community College (ASCC). It covers:

- The principles of participatory governance that guides the College's shared governance agreements.
- The groups responsible for developing recommendations to ensure institutional effectiveness planning.
- The roles and responsibilities of constituent groups in the implementing, assessing, and evaluating for continuous improvement.

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

Policy 1000- Mission and Vision, Goal(s), Objectives:

Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost).

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

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

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

Mission – The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These Programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

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

Policy 1001- Governance and Organizational Structure:

A. American Samoa Community College shall prepare and publish major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure. The President shall establish organizational charts that delineate lines of responsibilities, and general duties of employees within the College.

B. The Board and President shall have exclusive authority to approve and authorize the major and

associated organization charts of the College.

Policy 1002- College Organization Charts:

- A. The College's organizational charts shall be made available to all division supervisors and the College website. The major organizational chart will be updated as assessed. Divisional organization charts shall be approved to include changes by the President and appropriate Vice President and a final approval and copy filed with the President's Office.*

Policy 1003- Board Policy and College Regulations/Procedures:

- A. The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.*
- B. College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations or procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations procedures may be revised as deemed necessary by the President.*
- C. The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.*

Policy 1003.1- College Regulations/Procedures:

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

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

This policy establishes that ASCC shall implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:

A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:

Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction or services that will move the institution forward to meet the overall goal of continuous improvement.

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Introduction:

This document outlines how the American Samoa Community College facilitates governance and decision-making through a participatory process involving Board members, faculty, staff, administration, and students. Internal stakeholders engage in defined constituent groups dedicated to advancing ASCC's Vision, Mission, Core Values, and Institutional Learning Outcomes, prioritizing student success.

The document specifies ASCC's governance and decision-making frameworks, emphasizing opportunities for constructive dialogue and collaboration among constituent groups to ensure informed decision-making. It covers the purpose, membership criteria, and reporting structure of these groups.

ASCC Vision:

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

ASCC Mission:

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admission, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- **S**uccessful entry into the workforce
- **T**ransfer to institutions of higher learning
- **A**wareness of the Samoan Culture and the Pacific
- **R**esearch and extension in human and natural resources

Institutional Learning Outcomes:

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

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

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

Participatory Governance Core Values:

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

1. Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning. Leaders and members of all constituent groups are committed to:
 - Provide instructional programs and courses of highest quality, regardless of mode of delivery, location or level;
 - Promote academic integrity, scholarship, and empowerment.
2. Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality in life. Leaders and members of all constituent groups are committed to:
 - Promote diversity in education needs of the community and to assist individual students in realizing their maximum potential in a setting of cultural changes;
 - Promote opportunities, access, and equity.
3. Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth. Leaders and members of all constituent groups are committed to:
 - Focus on proactive and innovative initiatives for student success.
4. Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact on education and research. Leaders and members of all constituent groups are committed to:
 - Understand its role as an essential component of the economic growth of American Samoa.
5. Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth. Leaders and members of all constituent groups are committed to:
 - Nurture the environment where students will acquire marketable skills, develop self-confidence, widen their interests, come to value the search for truth, deepen an appreciation for cultural diversity, and equipped to cope with their own social challenges. Individual student growth in this area is the paramount goal.

ASCC aims to enhance its governance and decision-making processes by acknowledging and respecting the interconnectedness of its stakeholders.

Constituent roles in Governance and Decision-Making:

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

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

2. President: In accordance to Policy 3001, the President's Role is the Chief Executive Officer (CEO) of the College. The President is the Board's single official link to the operations of the College. The Board hires the President for the administration of the College to develop a system of rules, procedures, and guidelines necessary to implement the Board's policies consistent with all applicable laws.
3. Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.
 - The student representatives elect the President of the Student Government Association and officers.
 - A student representative is also elected by the student body (*all enrolled*) students to serve a one-year term as a Trustee on the Board of Higher Education.
4. Faculty: Full-time and adjunct faculty members may provide policy recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
 - Faculty and adjunct faculty elect Senator(s) to serve in the Faculty Senate. Faculty Senate elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.
5. Staff: Staff members elect representatives to serve on the Staff Senate to address issues of concern and may recommend changes that address these concerns to the President that have or will have a significant effect on them as well as the process for developing those recommendations.
6. Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions. In addition, administrators are responsible for:
 - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
 - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
 - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
 - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.
 - Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
 - Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.
 - Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication supports sound decision-making processes, emphasizing inclusiveness and transparency for all its constituencies. Members from each constituency contribute essential input to discussions on Mission effectiveness, focusing on the quality of the College's educational programs and services. Below is a list of the various groups detailing their purpose, composition, and expected outcomes.

Governance Groups:

1. **Governance Groups:** Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Executive Leadership, President's Advisory Council (PAC), Accreditation Steering Committee, Institutional Planning Committee, and the Distance Education Committee.

Executive Leadership:

Governance Group:	Purpose:	Outcome:	Members:
Executive Leadership Reporting Protocol: President	The committee is tasked with reviewing, planning, and assessing institutional effectiveness across its operations and decision-making processes. It operates in alignment with the ASCC Mission, ensuring that all institutional activities and decisions contribute meaningfully to fulfilling the mission and goals of the institution.	<ul style="list-style-type: none"> • ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness. 	<ul style="list-style-type: none"> • President; • Vice President of Academic, Community and Student Affairs; • Vice President of Administration and Finance; • Executive Director of Institutional Effectiveness.

President's Advisory Council:

Governance Group:	Purpose:	Outcome:	Members:
President's Advisory Council Reporting Protocol: President <i>(By-Laws not required for advisory)</i>	The committee's role is to provide advice to the President on strategic plans, issues, and challenges relevant to the institution. They are responsible for implementing plans directed by the President, ensuring alignment with the College's mission. This implementation may involve coordinating with internal and external stakeholders to achieve institutional objectives effectively.	<ul style="list-style-type: none"> • Outcome is determined based on assigned tasks. 	<ul style="list-style-type: none"> • Vice President of Academic, Community and Student Affairs; • Vice President of Administration and Finance; • Executive Director of Institutional Effectiveness; • Director of Agriculture Community and Natural Resources; • Director of Samoan Studies Institute; • Dean of Academic Affairs; • Dean of Student Services.

Accreditation Steering Committee:

Governance Group:	Purpose:	Outcome:	Members:
Accreditation Steering Committee Reporting Protocol: President	The committee is responsible for defining and reviewing institutional processes related to accreditation and reporting. They oversee the implementation of an integrated framework for drafting the College's Institutional Self Evaluation Report (ISER) and establish the cycle and timeline for reviewing reports and plans. Additionally, they define steps to address recommendations from WASC-ACCJC, ensuring	<ul style="list-style-type: none"> • Compliance to Eligibility Requirements and Commission Policies; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; 	<ul style="list-style-type: none"> • Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Vice President of Academic, Community and Student Affairs; • Vice President of Administration and Finance; • Executive Director of Institutional Effectiveness; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services;

	compliance and continuous improvement in institutional practices and standards.	<ul style="list-style-type: none"> • Leadership and Governance. 	<ul style="list-style-type: none"> • Director of Agriculture Community and Natural Resources; • Director of Samoan Studies Institute; • Program Director of Teacher Education; • Program Director of Nursing; • Program Director of Trade and Technical; • Financial Officer; • Chief Information Officer; • Human Resources Officer.
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Institutional Planning Executive Core Committee:

Governance Group:	Purpose:	Outcome:	Members:
Institutional Planning Executive Core Committee Reporting Protocol: President	The committee's primary responsibilities include overseeing the Program Review process by planning its execution and monitoring the progress of all departments and programs throughout the institution-wide review. They analyze data from these reviews to identify strategic priorities and make recommendations accordingly. Furthermore, the committee tracks the implementation of these priorities using established data collection mechanisms and provides biennial reports on the status of the Institutional Strategic Plan, ensuring alignment with the institution's overarching goals and objectives.	<ul style="list-style-type: none"> • Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Biennial Status Report on Mission Effectiveness. 	<ul style="list-style-type: none"> • Dean of Academic Affairs; • Dean of Student Services; • Director of Agriculture Community and Natural Resources; • Director of Samoan Studies Institute; • Executive Director of Institutional Effectiveness (Chairperson); • Program Director of Teacher Education; • Chief Information Officer; • (2) Faculty Selected by the Faculty Senate; • (1) Staff Selected by the Staff Senate.

Distance Education / Learning Committee:

Governance Group:	Purpose:	Outcome:	Members:
Distance Education/Learning Committee Reporting Protocol: Executive Leadership	The committee's objectives are to establish a strategic framework for implementing Distance Education at ASCC. They define and review rules and policies to ensure the continuity and accessibility of education through online platforms. Additionally, the committee outlines guidelines for transitioning from traditional in-person learning to online formats, with a focus on training faculty and students in CMS or LMS platforms. Their aim is to equip ASCC with a comprehensive Distance Education plan that enhances educational resilience, broadens access to learning opportunities, and prepares	<ul style="list-style-type: none"> • Establishment of Distance Education Calendar, instruments, and processes. • Development of DE Course plans, assessment plans, and cycle of assessment. • Ensuring DE compliance to Accreditation Standards. • Creation of DE Technology plans. 	<ul style="list-style-type: none"> • Chief Information Officer; • Dean of Academic Affairs; • Dean of Student Services • Program Director of Teacher Education Department / American Samoa Bachelors in Education Program; • Director of Samoan Studies Institute; • Program Director of Library;

	students effectively for academic and professional success in a digital age.		<ul style="list-style-type: none"> • Registrar/Records Officer; • Computer Science Chairperson; • Faculty Senate President; • Compliance Officer.
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Operational Groups:

2. **Operational Groups:** Consists of members who are given the authority by the President to implement institutional functions to carry out the College's rules and regulations. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Leadership Team, Institution-Set Standard Committee, Core Curriculum and Assessment Committee, General Curriculum Committee, Assessment Committee, and Resource Committee.

Leadership Team:

Operational Group:	Purpose:	Outcome:	Members:
Leadership Team Reporting Protocol: Executive Leadership <i>(Bi-laws not required for awareness)</i>	To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	<ul style="list-style-type: none"> • Program Review of department and program functions: implementation, monitoring, assessment, and evaluation; • Assessment of Policies linked to department/program; • Mission Effectiveness. 	<ul style="list-style-type: none"> • President; • Vice Presidents; • Executive Director; • Deans; • Directors; • Academic Program directors; • Service Program directors and officers; • Administrative Services officers; • State directors.

Core Curriculum and Assessment Committee:

Operational Group:	Purpose:	Outcome:	Members:
Core Curriculum and Assessment Committee Reporting Protocol: President	The role of the committee is to streamline and enhance institutional standards by facilitating dialogue among stakeholders. This involves a comprehensive review of all General Education and Program Requirements across degrees and certificates, aiming to recommend improvements and expansions to academic programs through the General Curriculum Committee (GCC). They are responsible for scheduling meetings to review the academic catalog, providing guidance on curricular issues impacting academic policies, and suggesting enhancements to academic services. Additionally, the committee reviews assessment plans for student learning outcomes	<ul style="list-style-type: none"> • The Core Curriculum Committee shall provide written Semester reports to the President each spring and fall term that will include the Committee's recommendations on academic policies, curriculum development, academic catalog, assessment of SLO using assessment data to improve academic and support services, and other matters listed in the CCC Bylaws. 	<ul style="list-style-type: none"> • Vice President of Academic, Community, and Student Affairs (Chairperson); • Executive Director of Institutional Effectiveness; • Dean of Academic Affairs; • Dean of Student Services; • Program Director of Teacher Education; • Program Director of Nursing; • Program Director of Trade and Technical; • Program Director of Counseling; • Senior Faculty Representative(s).

	(SLOs) and advises the Academic Assessment Committee (AAC) on improving assessment methodologies, plans, and the Student Achievement Manual.		
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General Curriculum Committee:

Operational Group:	Purpose:	Outcome:	Members:
General Curriculum Committee Reporting Protocol: Core Curriculum Committee	<p>The Curriculum Committee's responsibilities include reviewing and approving new or revised courses and program revisions, including the establishment of prerequisites. They also oversee the review and approval of Student Learning Outcomes (SLOs) and ensure the accuracy of Institutional Set Achievement Standards. The committee implements, assesses, and recommends improvements on academic policies and periodically reviews ASCC's mission to ensure alignment with educational objectives and institutional goals.</p>	<ul style="list-style-type: none"> • ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness. 	<ul style="list-style-type: none"> • Dean of Academic Affairs; • Dean of Student Services; • Executive Director of Institutional Effectiveness; • Academic and Program Chairpersons (18).

Academic Assessment Committee:

Operational Group:	Purpose:	Outcome:	Members:
Academic Assessment Committee Reporting Protocol: Core Curriculum Committee	<p>The committee's main tasks involve overseeing the assessment of student learning outcomes (SLOs) through active dialogue and monitoring. They discuss and review SLOs, identifying strengths and weaknesses in current outcomes and analyzing data from Academic Program Reviews on course learning outcomes. The committee initiates the development of an appropriate assessment plan for the College, presenting it to the Curriculum Committee with details such as timelines, staff development on SLO assessment, instruments for assessing SLOs, and an implementation strategy. They also monitor ongoing assessment activities and</p>	<ul style="list-style-type: none"> • Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness. 	<ul style="list-style-type: none"> • Executive Director of Institutional Effectiveness; • Dean of Academic Affairs; • Dean of Student Services; • Faculty Representatives from Academic Program and Departments (18).

	periodically review the College's mission in light of SLO findings, presenting their insights to the Curriculum Committee for alignment purposes.		
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Institution-Set Standards Committee:

Operational Group:	Purpose:	Outcome:	Members:
Institution-Set Standard Committee Reporting Protocol: Executive Director of Institutional Effectiveness	The committee aims to establish a streamlined process for collecting and releasing institutional data in accordance with legal and regulatory requirements. They implement a structured data schedule (monthly, quarterly, semesterly, annually) to ensure timely distribution of information to both internal and external divisions. Collaboration efforts focus on integrating current data systems to enhance accuracy, currency, and synchronization in reporting. The committee also prioritizes making well-founded decisions on requests, release, collection, reporting, and compliance related to institutional data and information.	<ul style="list-style-type: none"> • Data analyses, collection and dissemination. 	<ul style="list-style-type: none"> • Executive Director of Institutional Effectiveness; • Dean of Academic Affairs; • Dean of Student Services; • Core Curriculum and Assessment; • General Curriculum • Institutional Researcher; • Program Director of Counseling; • Financial Aid Officer; • Admissions Officer; • Records Officer; • Program Director of Library Services.

Resource Committee:

Operational Group:	Purpose:	Outcome:	Members:
Resource Committee Reporting Protocol: Vice President of Administration and Finance	The committee's objectives include developing sustainable Comprehensive Maintenance Plans that outline cycles and timelines for managing all ASCC resources effectively. They are responsible for planning, monitoring, assessing, and evaluating the College's resource requirements, actively seeking potential funding opportunities through eligible grant programs to support the implementation of the Institutional Strategic Plan.	<ul style="list-style-type: none"> • Local, Federal, Accreditation Compliance • Comprehensive Maintenance Plans 	<ul style="list-style-type: none"> • Finance Officer; • Chief Information Officer; • Physical Facilities Management Officer; • Procurement Officer; • Human Resources Officer; • Bookstore Manager; • Grants Officer; • Compliance Officer.

Task Force Groups:

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

Roles and Responsibilities of Constituent Groups:

The role of constituent groups in decision-making is to ensure that the College effectively defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review,
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

Planning for Institutional Effectiveness:

Planning for institutional effectiveness involves setting clear, aligned goals and strategies that support ASCC's Mission. It includes allocating resources effectively, monitoring progress, and engaging stakeholders to ensure continuous improvement and accountability. This systemic approach aims to enhance organizational performance and achieve measurable outcomes in education and service delivery.

The College maintains ongoing, systematic Program Review processes to assess and enhance student learning and achievement. It continually reviews and refines these processes to improve institutional effectiveness. The outcomes of these reviews inform ongoing enhancements in program practices, leading to improvements in student achievement and learning.

Consult the ASCC Accreditation Manual for guidance on Planning for Institutional Effectiveness for clarity.¹

Institutional Assessment of Student Learning and Achievement:

ASCC ensures that Student Learning Outcomes (SLOs) and Student Achievement assessments are continuous, systematic processes used to improve its educational programs and student services. Student Learning is assessed through:

- Continuous dialogue on institutional set standards and their attainment.
- Ongoing evaluation of process related to student learning outcomes.
- Continuous assessment and enhancement of organizational structures that facilitate student learning.
- Ongoing program review of student learning.

Institutional Assessment of student learning and achievement involves systematically evaluating how well students are meeting educational goals through defined outcomes and various assessment methods. Data collected from assessments informs continuous improvement efforts, guiding adjustments to curriculum, teaching methods and support services to enhance student learning. This ongoing process promotes accountability, educational quality, and the overall effectiveness of academic programs and services.

Consult the ASCC Accreditation Manual for guidance on Student Learning Outcomes and Achievement for clarity.²

Institutional Program Review:

The College ensures that its program review processes are continuous, systematic, and utilized to assess and enhance student learning and achievement. It regularly reviews and refines these processes to improve institutional effectiveness. The outcomes of program review are continually used to refine and enhance program practices, leading to improvements in student achievement and learning outcomes.

Consult the ASCC Accreditation Manual for guidance on Program Review for clarity.³

¹ Accreditation Guide for Internal and External Constituencies, Planning for Institutional Effectiveness, pp. 08-17

² Accreditation Guide for Internal and External Constituencies, Student Learning Outcomes and Achievement, pp. 17-23

³ Accreditation Guide for Internal and External Constituencies, Institutional Program Review, p. 24

ASCC Organizational Chart and Communication Protocol:

ASCC is dedicated to enhancing the quality of its educational programs and services through a structured communication protocol. This protocol is detailed in the ASCC's Organization Chart, which outlines reporting relationships, administrative responsibilities, and service as per Board Policy 3022-Communication Protocols, which state:

Policy 3021 Communication Protocols:

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

The President oversees a regular review system to ensure that all rules are fully implemented and assessed for quality assurance and alignment with the College's mission effectiveness.

President's Authority:

Board Policy 3000- Delegation to the President states that:

The Board of Higher Education's authority to the overall operations of the college is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated.

The President ensures that all services and operations are aligned with ASCC's Mission and comply with Board Policies through designated administrative positions. These positions overseen by the President through the Vice President of Academic, Community and Student Affairs, and Vice President of Administration and Finance, monitor the effectiveness of services provided to programs and departments within their responsibility.