



American Samoa Community College

Show Cause Report 2015

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges



Appendix A

**American Samoa Community College
Show Cause Report**

Submitted by:

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

Submitted to

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

October 15, 2015

American Samoa Community College

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Show Cause Report - Certification Page

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

From: Dr. Seth P. Galea'i
American Samoa Community College
P.O. Box 2609
PagoPago, AS. 96799

I Certify that there was broad participation by the campus community and believe this Show Cause Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Seth P. Galea'i, President

Rev. Dr. Leanaavaotaua Sekuini Seva'aetasi, Chairperson Board of Higher Education

Dr. Rosevonne Pato, Vice President of
Academic & Student Affairs

Mrs. Letupu Moananu, Dean of
Academic Affairs/Assistant ALO

Dr. Emilia Le'i, Dean of Student
Services

Mrs. Evelyn Fruean, Director of
Curriculum and Instruction

Ms. Annie Panama, Program Director
of Counseling

Mr. Michael Leau, Director of Trades
& Technology

Mr. Sonny J. Leomiti, Director of
Institutional Effectiveness/ALO

Tapa'au Dr. Daniel Aga, Director of
Community and Natural Resources

Mrs. Okenaisa Fauolo-Manila, Director
of Samoan-Studies Institute

Mr. Fred Suisala, Faculty Chairperson-
Trades & Technology

Ms. Shirley De La Rosa, Teacher
Education Faculty

Dr. Mikaele Etuale, Vice President of
Administration & Finance

Mrs. Emey Silafau-Toa, Chief Financial
Officer

Ms. Grace Tulafono, Chief Information
Officer

Mrs. Jessie Sutesu'e, Procurement
Officer

Mrs. Sereima Asifoa, Human
Resources Officer

Ms. Tafaimamao Tupuola, Director of
University Center for Developmental
Disabilities

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Report Preparation:

In the beginning of September an ad hoc committee was formed and charged with the writing of the ASCC Show Cause Report. Chaired by the Vice President of Administration and Finance with guidance by the Acting President, ALO, and Assistant ALO, ACCJC expectations were clarified to guide committee members for the drafting of the report. Committee members include:

- Dr. Mikaele Etuale, Vice President of Administration and Finance
- Dr. Rosevonne Pato, Vice President of Academics and Student Affairs/Acting President
- Mrs. Letupu Moananu, Dean of Academic Affairs/Assistant ALO
- Dr. Emilia Le'i, Dean of Student Services
- Dr. Daniel Aga, Director of Community and Natural Resources
- Mrs. Okenaisa Fauolo-Manila, Director Samoan Studies Institute
- Mrs. Emey Silafau-Toa, Chief Financial Officer
- Ms. Grace Tulafono, Chief Information Officer
- Ms. Shirley De La Rosa, Teacher Education Faculty
- Mr. Fred Suisala, Trades and Technology Chairperson
- Mr. Michael Leau, Director of Trades and Technology Department
- Ms. Tafaimamo Tupuola, Director of University Center for Excellence on Developmental Disabilities
- Mr. Sonny J. Leomiti, Director of Institutional Effectiveness/ALO
- Mrs. Evelyn Fruean, Director of Curriculum and Instruction
- Mrs. Jessie Su'esu'e, Procurement Officer
- Mrs. Sereima Asifoa, Human Resources Officer
- Ms. Annie Panama, Program Director of Counseling
- Mr. Elvis Zodiacal, Director of Library Services
- Mrs. Virginia Filiga, Institutional Researcher

The composition of the Show Cause Committee consist of members who were part of the subcommittees that worked towards the addressing of the Visiting Team's Recommendations since early March.

All committee members were assigned particular Accreditation Standards and Eligibility Requirements. The ALO and Assistant ALO provided members with the following documents:

- ACCJC Accreditation Eligibility Requirements
- ACCJC Accreditation Standards
- ACCJC Guide to Evaluating and Improving Institutions-July 2015 Edition
- ACCJC Protocol for Creating/Submitting Evidence
- ACCJC Suggested Formatting and Style Sheet-Revised July 2014

- ASCC Internal Show Cause Sanction Report and Analysis of actions taken to address ACCJC Recommendations
- ASCC 2014 Self Study Report
- ASCC External Evaluation Report
- ASCC Participatory Governance Structural Manual

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

A complete report on the ASCC's Show Cause Sanction and full listing of constituents involved is included as evidence in the report.

Responses to the Commission Identified Deficiencies

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)

The College has clarified program review processes, planning processes, and assessment processes through established policy and in the development of the Participatory Governance Structural Manual.

The College adopted the new Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services to clearly outline the processes that authentically measure the work of the institution toward achieving its mission.

The Participatory Governance Structural Manual clarified further all processes in program review, planning, and assessment through the identification of the constituent roles in governance and decision-making, the types of decision-making groups, and the roles and responsibilities of constituent groups. The manual clarifies the College's communication protocol and operational functions as set by the organizational structure (Organizational Chart 2015)

The College invited Dr. Mary Allen to conduct a 3-day training on authentic assessment entitled Closing the Loop, Authentic Assessment, Rubrics, Calibration, and Inter and Intra-rater Reliability. This training took place during the Fall 2015 orientation week for faculty. All College employees were encouraged to attend this training to learn how best practices in assessment can be used in providing programs and services for student learning and achievement of outcomes.

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 16-34) *Adopted*
- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (*Adopted*)
- Organizational Chart 2015
- Presentation Schedule for Dr. Mary Allen

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)

The College took several actions to better clarify program review processes, planning processes, and assessment processes in the development of the Participatory Governance Manual and the

clear definition of roles of constituencies and decision-making groups. The College encourages collegial dialogue in student learning and student success at the department/program, committee, and institutional levels as defined in the purpose, composition, and outcomes of Governance Groups, Operational Groups, and Task Force Groups. A Convocation was held for all College administrators, staff and faculty in August 2015 that centered on accreditation purposes, roles in planning, and achievement of student learning outcomes.

The College adopted the Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services to establish and implement assessment and review processes that involve the entire College in the student learning and student success. Policy 1001: Governance and Organization Structure define the how individuals are involved in governance in one or more of the following ways:

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

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 20-22) *Adopted*
- New Policy 1004
- Convocation PPT presentation

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)

The College has clarified, defined and set Student Achievement Standards. In order to set institutional achievement standards the College identified data sets for student Career Pathway milestones. This identification of data sets required extensive dialogue by the academic faculty and committees to review program review data and provide an analysis of Assessed Courses (Developmental courses, Gateway courses), Degree Program Requirements (Core Foundational, Co-Foundational), Degree /Certificate Completion and Transfer Outcomes. The process of establishment of the institutional standards was identified in the Academic Excellence Subcommittee Report.

In order to ensure the continuance of this process of institution set standards, the Board adopted Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. A summary all academic department assessment reports is found in the Assessing Student Learning & Achievement document. This document provides an analysis of assessment data that was used in the establishment of Institutional Achievement Standards.

The revised Institutional Learning Outcomes (ILOs) clearly defines the expectations of the College for all graduates. The revised ILOs guide institutional planning and goals for programs and services.

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 22-29)
- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services
- Revision of Institutional Learning Outcomes
- Assessing Student Learning & Achievement Document

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 student to institutions of higher learning. (2008 Recommendation 5, Standard II.C.2)

The College’s commitment to provide high quality programs and services requires continuous and ongoing review of all academic programs and student support services. The institution clarified program review processes, planning processes, and assessment processes in the establishment of the Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. The policy identified all College divisions as responsible in the achievement of student learning outcomes. The thorough analysis of the institutional processes identified the accountability for both academic divisions and student support services in the attainment of Career Pathway milestones. The Data Sets for Career Pathway Milestones were identified as

- Developmental Courses
- Gateway Courses
- Degree Program Requirements
- Persistence
- Degree/Certificate Completion and Transfer

In order to improve support services and to provide more comprehensive services to students, the student support service divisions were consolidated 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).

The Career Transfer Center (CTC) provides specific services to students who seek assistance and guidance in career exploration and options for transfer to institutions of higher learning or employment. The Counseling Program of DOSS and all consolidated services assures better tracking of students throughout their college experience and in the attainment of the Career Pathway milestones.

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 25-28) *Adopted*

- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (*Adopted*)
- Revisions of ASCC Organizational Chart (*Approved*)

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)

The College thoroughly reviewed policies and processes on employment for equity, diversity, and fairness through ongoing meetings of the Staffing Subcommittee and in reviewing procedures for hiring, recruitment, and employee performance evaluation. Policies and procedures were reviewed in the Personnel Manual, the Governance Policy Manual (2008), and the Employee Handbook. These actions resulted in clarifications of employment processes and revisions in policies to ensure equity, diversity and fairness.

Revisions were made to the following policies:

- Revision of Policy 4006.1: Degree Requirements (*Adopted*)
- Revision of Policy 4008.1 Staff Appointment Types (*Adopted*)
- Revision of Policy 4200: Employment of Non Residents (*Adopted*)
- Revision of Policy 4208.1: Employment Preference (*Adopted*)
- Revision of Policy 5108: Faculty Teaching Load (*Adopted*)
- Revision of Faculty Evaluation Form (*Approved*)

Standard Operating Procedures for Human Resources were reviewed and revised to improve the consistent provision of services to College personnel. Forms used by the institution and initiated by the Human Resources Division were revised to reflect fair practices in recruitment, hiring, and performance evaluation.

Evidence:

- PARR form
- PR form
- Faculty Performance Evaluation form
- Performance Evaluation Form
- Interview Form

Recommendation 6

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

The College took action to review all performance evaluation instruments and procedures in the performance evaluation process. This review resulted in the development of a Flow Chart for evaluation processes and the revision of the Faculty Performance Evaluation Instrument to include the participation in Institutional Program Review and assessment. The ASCC

Participatory Governance Structural Manual outlines the entire process of assessment and program review and the link to Institutional Student Achievement Standards.

Evidence:

- Faculty Performance Evaluation (revised)
- Participatory Governance Structural Manual (pp.19 – 25)

Recommendation 7

The College manages 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)

The College took action to clarify the ongoing procedures in place and the compliance to policies on the management of its fiscal resources through the processes of planned purchases and resource allocation. Several new policies were adopted to assure financial stability of the College. The new policies adopted include Policy 7212: Reserve Funds and Policy 7005.5(E): Financial Emergency Plan. The revisions made to policies to assure financial stability include Policy 3007: Budgeting and Forecasting and Policy 7001: Budget.

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 21-22) *Adopted*
- New Policy 7212: Reserve Funds (*Adopted*)
- New Policy 7005.5(E): Financial Emergency Plan (*Adopted*)
- Revision of Policy 3007: Budgeting and Forecasting (*Adopted*)
- Revision of Policy 7001: Budget (*Adopted*)

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)

The College evaluated the organizational structure and governance 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. Several organizational changes were made as reflected in the Organizational Chart 2015:

- Institutional Effectiveness Division placed under the authority of the President
- All divisions placed under the authority of the Vice Presidents
- 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
- Title changes 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:

- ASCC Participatory Governance Structural Manual (pgs. 02-34) *Adopted*
- Revision of ASCC Organization Chart (*Approved*)

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 Board of Higher Education took action to clarify the roles and practices it has in place for self-evaluation and publication of roles and actions. The Board took action to ensure that it meets this Standard by revising Policy 2005: Board of Higher Education Establishment of Board and College Policies, adopting new Policy 2007.1: Board of Higher Education Self Evaluation, A revision to the Self Evaluation Instrument was made in order to better evaluate the Board performance in meeting their Annual goals. The Board assures transparency and accountability for their performance by publishing on the College website the Self Evaluation results, the 2015-2016 Annual Goals, and Board meeting minutes.

Evidence:

Publishing of Board Rulings for institutional Access:

- New Policy 2007.1: Board of Higher Education Self Evaluation (*Adopted*)
- Revision of Policy 2005: Board of Higher Education Establishment of Board and College Policies
- Board 2015-2016 Annual Goals (*Approved*)
- Board Self Evaluation Instrument (*Approved*)
- Board Self Evaluation Results (*Approved*)
- Board approval of Policies (*Adopted*)
- Board Meeting Minutes

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 College took action by the establishment of Board Policies that clearly defined the conflict of interest and process for dealing with behavior that violates this code. The policies that were revised include Policy 2001: Board of Higher Education Code of Ethics and Policy 2002: Board of Higher Education Code of Conduct. New policies were adopted to clearly identify the actions of the Board for violation of its code of conduct which include Policy 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. The Board Trustee with a conflict of interest resigned in August of 2015, resolving the conflict of issue code.

Evidence:

- Board Meeting Minutes on resignation of Board member
- 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
- Policy 2002.2: Board of Higher Education Conflict of Interest

10 Recommendation Response Evidence Listing:

Recommendation 1:

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 16-34) *Adopted*
- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (*Adopted*)
- Organizational Chart 2015
- Presentation Schedule for Dr. Mary Allen

Recommendation 2

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 20-22) *Adopted*
- New Policy 1004
- Convocation PPT presentation

Recommendation 3

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 22-29)
- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services
- Revision of Institutional Learning Outcomes
- Assessing Student Learning & Achievement Document

Recommendation 4

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 25-28) *Adopted*
- New Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services (*Adopted*)
- Revisions of ASCC Organizational Chart (*Approved*)

Recommendation 6

Evidence:

- Faculty Performance Evaluation (revised)
- Participatory Governance Structural Manual (pp.19 – 25)

Recommendation 7

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 21-22) *Adopted*
- New Policy 7212: Reserve Funds (*Adopted*)
- New Policy 7005.5(E): Financial Emergency Plan (*Adopted*)
- Revision of Policy 3007: Budgeting and Forecasting (*Adopted*)
- Revision of Policy 7001: Budget (*Adopted*)

Recommendation 8

Evidence:

- ASCC Participatory Governance Structural Manual (pgs. 02-34) *Adopted*
- Revision of ASCC Organization Chart (*Approved*)

Recommendation 9

Evidence:

- Publishing of Board Rulings for institutional Access:
New Policy 2007.1: Board of Higher Education Self Evaluation (*Adopted*)

Revision of Policy 2005: Board of Higher Education Establishment of Board and College Policies

Board 2015-2016 Annual Goals (*Approved*)

Board Self Evaluation Instrument (*Approved*)

Board Self Evaluation Results (*Approved*)

Board approval of Policies (*Adopted*)

Board Meeting Minutes

Recommendation 10

Evidence:

- Board Meeting Minutes on resignation of Board member
- 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
- Policy 2002.2: Board of Higher Education Conflict of Interest

A. Certification of Continued Compliance with Eligibility Requirements

1. Authority:

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

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

In July of 1970, the American Samoa Community College (ASCC) was established as part of the American Samoa Department of Education. ASCC was later separated from the Department of Education and in 1992, under Public Law 22-30, was granted semi-autonomous status within the American Samoa Government. The authority to operate as a degree-granting institution is contained within PL 22-30, which follows:¹

Chapter 20

AMERICAN SAMOA COMMUNITY COLLEGE

Sections:

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

16.2001 Establishment of the American Samoa Community College.

There is establishment an institution of higher learning known as the American Samoa Community College within the executive branch of the government.

History: 1992, PL 22-30.

16.2002 Powers and duties of the College.

The American Samoa Community College:

- (1) may sue and be sued;
- (2) may adopt and use a seal;
- (3) may make contracts, as authorized in this chapter;

¹ Public Law, pp. 22 - 30

- (4) may adopt, amend and repeal bylaws;
- (5) may purchase or lease and hold personal property it considers necessary or convenient in the transaction of its business, may dispose of personal property held by it;
- (6) has the power in the name of the government to purchase, lease, or sell real estate, and accept title to that real estate in the name of the government; to accomplish the purposes of this chapter;
- (7) may procure or contract for the procurement of supplies, equipment, materials, personal services other than by employees, and construction with any public or private entity upon terms and conditions as it finds necessary to the full and convenient exercise of its purposes and powers, subject to all applicable laws and rules of American Samoa; and shall receive and account for its inventory of materials;
- (8) shall develop a program of education to meet the current and future needs of American Samoa, which shall be accredited under appropriate procedures existing in the United States for higher education;
- (9) shall develop and establish a Samoan and Pacific Studies Program to promote interest in, and awareness of the culture, including language, and affairs of American Samoa and other islands of the Pacific; the Samoan and Pacific Studies Program shall include, but not limited to programs for the development of cultural, educational, training, and research programs for the people of Polynesia and other islands of the Pacific.
- (10) shall develop and establish an Adult Education and Literacy Program for American Samoa;
- (11) shall develop and establish a program in response to Federal laws relating to the Land Grant Program;
- (12) shall fix schedules of tuition rates and fees for educational service and shall establish rules and procedures, in accordance with 4.1001 et seq., for the provision of such services;
- (13) may accept on behalf of the government from any other government or governmental agency, or from any other public or private body, or from any other source, grants, contributions of money or property which the College may use for or in aid of any of its purposes;
- (14) adopt other rules pursuant to 4.1001 et seq., not inconsistent with the provisions of this chapter or with the rules of government, that are necessary and proper for the administration and operation of the College;
- (15) exercise all other powers, not inconsistent with the provisions of this chapter or with the rules of the government, which may be reasonably necessary or incidental to the establishment, maintenance, and operation of an institution of higher learning.

History: 1992, PL 22-30.

16.2003 Establishment of - board of higher education.

- (a) The board of higher education is established. The board shall consist of the director of education and 7 members, 6 of whom are appointed by the Governor with the advice and consent of the Legislature. The board members shall serve without compensation or other emoluments.
- (b) In order to provide continuity in the work of the board, the term of office of 6 of the Board members shall be for 4 years and shall be so arranged as not to expire at the

same time. Members shall serve until their successors have been qualified. Vacancies shall be filled in the same manner as original appointments.

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

History: 1992, PL 22-30.

16.2004 Board of higher education--Powers and duties.

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

- (1) shall serve in a supervisory capacity and as such, shall function to supervise the implementation of the powers and duties of the College;
- (2) shall select its chairman and other officers from among its own membership;
- (3) may change the name of the College, with approval of the Legislature;
- (4) shall review and approve the educational program of the College;
- (5) shall grant diplomas, certificates, degrees or other honors; and
- (6) shall adopt the seal of the College.

History: 1992, PL 22-30.

16.2005 President of the College.

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

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

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

16.2006 Personnel.

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

History: 1992, PL 22-30.

16.2007 Assumption of role.

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

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

History: 1992, PL 22-30.

16.2008 Budget.

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

History: 1992, PL 22-30.

16.2009 Fiscal Management

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

History: 1992, PL 22-30.

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

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

investment trusts, and other securities selected by the board with the care of a prudent man. The word “property” excludes lands for sites or experimental farms of the College, and buildings including the purchase, erection, and preservation or repair thereof, except as permitted by federal laws.

History: 1992, PL 22-30.

16.2011 American Samoa Community College land grant endowment fund.

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

real estate investment trusts, and other securities selected by the board with the care of a prudent man. The word "property" excludes lands for sites or experimental farms of the College, and buildings including the purchase, erection, and preservation or repair thereof, except as permitted by federal laws.

History: 1992, PL 22-30.

2. Operational Status:

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

The ASCC has been in operation since 1970, offering a bachelor degree in elementary education and two-year degrees and certificates in a wide variety of programs. The College’s current enrollment for fall 2015 is 1,284.²

The ASCC’s student demographics are as follows:

| Unduplicated Headcount by Year | | | |
|--------------------------------|--------|--------|------|
| Year | Spring | Summer | Fall |
| 2005 | 1352 | 1050 | 1601 |
| 2006 | 1495 | 1032 | 1607 |
| 2007 | 1494 | 1100 | 1767 |
| 2008 | 1621 | 1149 | 1826 |
| 2009 | 1631 | 1367 | 2188 |
| 2010 | 1787 | 1276 | 2193 |
| 2011 | 1859 | 1108 | 2042 |
| 2012 | 1659 | 741 | 1759 |
| 2013 | 1262 | 802 | 1485 |
| 2014 | 1220 | 711 | 1276 |
| 2015 | 1152 | | |



3. Degrees:

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

The ASCC Catalog provide lists of degrees, courses and credit requirements along with additional detail of each specific program, including courses, prerequisites, and academic credit.³ Credit requirements for a Bachelor degree in elementary education include courses, prerequisites and academic credit is also indicated in the Catalog.⁴

² ASCC Annual Report 2014 – 2015, pp. 13 – 14

³ ASCC Catalog 2014 – 2016, pp. 47 – 71

⁴ ASCC Catalog 2014 – 2016, pp. 4 – 7

ASCC awards degree credit for courses numbers 100 or above. The Catalog also details graduation requirements for all offered certificates, associate degrees, and the B.Ed. degree. **The time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at ASCC takes at least a year and a half including summer(s). Based on degree completion rates, the majority of ASCC programs require 2.5 to 3 years to complete an Associate Degree, which is consistent with established expectations in higher education. A student may also complete a certificate with a minimum of 30 credits in two or more semesters.**

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

4. Chief Executive Officer

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

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

5. Financial Accountability:

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

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

Audit Reports:

- ASCC Audit 2012⁵
- ASCC Audit 2013⁶
- ASCC Audit 2014⁷

5 ASCC Audit 2012

6 ASCC Audit 2013

6. Mission:

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

The mission statement of the ASCC is written in both English and Samoan to describe its broad educational purposes of fostering successful student learning by providing high quality educational programs and services that allows students to achieve their educational goals and contribute to the well-being of American Samoa.⁸

The mission is as follows:

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as open admissions United States accredited Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged or non-traditional for:

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

The mission further clarifies the Bachelor of Education (B.Ed.) in Elementary Education Program as the only Bachelor Degree offered at ASCC, which follows:⁹

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

The program aims to:

- Prepare and provide ongoing professional development of Early Childhood Education and Elementary Education teachers at the undergraduate level;
- Apply knowledge in education that is research based, innovative and appropriate for the American Samoa society;

7 ASCC Audit 2014

8 ASCC Catalog 2014 – 2016, pp. ii – iii

9 ASCC Catalog 2014 – 2016, pp. 116 (ASBEP 4)

- Provide service for and support to the local and regional education communities.

Program graduates will be competent in:

- Teaching content area and the fundamental principles, theories and methodologies in elementary (K-8) education;
- The traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning;
- The current technology and the application of technology.

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

All educational programs are aligned to the Mission of the College. These educational programs are designed whereas its Associate of Arts degrees are to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of Completion and Certificates of Proficiency prepare students to enter into the workforce. Its Bachelor in Elementary Education degree provides a student with a choice to either enter the workforce or to transfer to an institution of higher learning.

The ASCC Mission is essential to institutional planning through its emphasis on student learning and student achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes in assuring that Student Centeredness is central to institutional planning and the setting of institutional priorities.

The ASCC Vision holds as its central theme "Saili le Atamai" or to "seek knowledge" as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organize the College's operating agreements and shared governance.¹⁰ Furthermore, highlighting ASCC's commitment to student learning is stated in its Institutional Core Values which are the characteristics of internal constituents to ensure their support of student learning.¹¹ The Institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.

In 2015, through further review of what the institution expected their students to achieve when they graduate, the Dean of Academic Affairs and Director of Institutional Effectiveness proposed the evaluation of Institutional Learning Outcomes for discussion with the Curriculum Committee. This resulted in the newly established Institutional Learning Outcomes of ASCC that are measurable.¹²

10 ASCC Catalog 2014 – 2016, pp. iii

11 Participatory Governance Structural Manual, pp. 11 – 12

12 Participatory Governance Structural Manual, pp. 9 – 10

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

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

ASCC has a strong mission statement that is regularly reviewed every two years and revised when deemed necessary. The review of the mission statement is carried out during the Catalog revision every two years. Listed below are the constituents who are made aware of the mission statement.¹³

| Key Constituents/ Stakeholders | Discuss Mission Statement | Are made Aware of Mission Statement |
|--|-----------------------------------|--|
| 1. Board of Higher Education | Yes and Approved | Yes |
| 2. Leadership Triangle | Yes and Approved | Yes |
| 3. Accreditation Steering Committee | Yes and Approved | Yes |
| 4. Institutional Planning Executive Core Committee | Yes and Recommend | Yes |
| 5. Curriculum Committee | Yes, Review and recommend changes | Yes |
| 6. Academic Assessment Committee | Yes | Yes |

¹³ 13 Participatory Governance Structural Manual, pp. 13 – 19

| | | |
|--|---|-----|
| 7. Data Committee | Yes | Yes |
| 8. Faculty Senate | Yes | Yes |
| 9. Students-Student Government Association (SGA) | Yes. Student Representative on the BHE. | Yes |

The ASCC Mission review is an element of institutional program review, assessment and planning. Institutional assessment provides the information necessary for any revisions.

The mission statement is approved by the governing board and published in the College Catalog.

7. Governing Board:

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution’s mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body member or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

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

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

16.2003 Establishment of Board of Higher Education.

(a) The Board of Higher Education is established. The board shall consist of the director of education and 7 members, 6 of whom are appointed by the Governor with the advice and consent of the Legislature. The board members shall serve without compensation or other emoluments.

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

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

History: 1992, PL 22-30.¹⁴

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

1. Reverend Dr. Leanavaotaua Sekuini Seva'aetasi, Chairperson
Reverend Seva'aetasi is one of two returning Board members from the previous term and is the newly elected Chairman of the Board. Sekuini has been a member of the Board of Higher Education for 17+ years. Reverend Seva'aetasi has been the Minister of the Congregational Christian Church of American Samoa (CCCAS) in the eastern village of Tula for over 12 years. He holds a Doctorate of Ministry degree and is also a member of the Kanana Fou Theological Seminary Board.
2. Dr. Annie Fuavai, member
Dr. Annie Fuavai has just been appointed by the Board of the LBJ Medical Center to be the Deputy to the CEO of the Medical Center. Dr. Fuavai is an Emergency Room Physician where she practiced medicine with distinction for over two decades. Her wide-ranging educational background includes Fa'asao High School, Seattle University, Fiji School of Medicine, University of Auckland and a Masters in Business Administration from the University of Phoenix. A former teacher at Samoana High School, she is active in her community and is a proven advocate of youth programs. Dr. Fuavai will serve for a term of two years.
3. HC Tau'ili'ili Lauifi, member
High Chief Tau'ili'ili Lauifi is the second returning Board member who has been on the Board over 5 years. He holds the directorship positions both as the Director of the American Samoa Goodwill and the Veterans Association of American Samoa. HC Tau'ili'ili is also a member of the American Samoa Humanities Council and a Deacon of the Congregational Christian Church in the village of Ili'ili.
4. Reverend Dr. Siulagi Solomona Jr., member
Reverend Dr. Siulagi Solomona Jr. is a former ASCC student as well as a former ASCC instructor, and currently serves as the Special Assistant to the House Speaker with a focus on legal matters.
5. Monsignor Viane Etuale, Co-Chairperson
Monsignor Viane Etuale is a former teacher, principal, and Director of Catholic Education. He currently serves as Vicar General of the Catholic Diocese of Samoa – PagoPago.

14 Public Law 22-30

6. Vaitinasa Dr. Salu Hunkin Finau, ex-officio member

Vaitinasa Dr. Salu Hunkin has been an educator in American Samoa for over 20 years. She was an instructor of the American Samoa Community College as well as the former President of ASCC. Dr. Hunkin has held many positions as an academic administrator for various educational organizations, including ASCC, PREL, and her current position as the Director of the American Samoa Department of Education. Dr. Hunkin holds a Doctorate degree in Education.

7. Jessebeth Ropeti, Student Representative

As the governing body of the College, the Board is committed to leadership and governance assuring that policies that govern the College are essential to the achievement of its Mission. The BHE has set accountability measures that are used to evaluate their performance and results from their evaluation are used to set their annual goals.¹⁵

Trustees are held accountable to the following:

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

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

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

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

- Educational Programs and Quality whereas members:
 - Are knowledgeable about the educational and workforce training needs in the community;

- Establish expectations and standards that enable them to monitor the quality and effectiveness of the College's educational programs;
 - Receive and reviews College reports on institutional effectiveness;
 - Are appropriately involved in the accreditation process; and
 - Understand and protects academic freedom.
- Fiduciary Role whereas members:
 - Assure that the budget reflects priorities in the College's Institutional Strategic Plan;
 - Assure effective fiscal management and internal controls;
 - Review the annual audit and monitors responses to recommendations;
 - Provide appropriate direction for seeking external funding; and
 - Support and ensures adequate financial reserve.
- Human Resources and Staff Relations whereas members:
 - Support ASCC human resource policies to ensure fair and equitable treatment of staff;
 - Follow protocol regarding Board business in communication with College employees;
 - Refrain from attempting to manage employee work; and
 - Support faculty, staff, and student participation in College decision-making.
- Board Leadership whereas members:
 - Understand its leadership roles and responsibilities;
 - Express its authority only as a unit;
 - Understand that he/she has no legal authority outside Board roles;
 - Review regularly its by-laws or standards of practice and has a policy on addressing violations of the code;
 - Uphold and comply with the Board's by-laws;
 - Uphold the decisions made by the Board; and
 - Reflect a climate of trust and respect in Board discussions.
- Board Meetings whereas members:
 - Conduct Board meetings in an orderly efficient manner;
 - Provide sufficient information according to agenda items to ensure good Board decision-making;
 - Maintains confidentiality of privileged information;
 - Adopt and monitors the implementation of the College's Institutional Strategic Plan; and
 - Set annual goals based on its self-evaluation and monitors progress toward them.
- Board Education whereas members:
 - Participate in a comprehensive orientation to the Board and College (New Members);
 - Participate in trustee development activities;
 - Use self-evaluation processes to enhance its performance; and

- Measure its accomplishments against Board goals.

The BHE assures the community that their authority is that of a policy making board solely for the achieving of the College's Mission as well as, adhering to policies that pertain to the interest of the College, including but not limited to the codes of ethics.¹⁶ The BHE has approved policies to address members suspicious of, or may serve as a potential Conflict of Interest to the Board, and policies addressing Board actions for members in violation of its law, codes of ethics, and conduct.¹⁷

8. Administrative Capacity:

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

The President of the College ensures that all services and operations exist for the achievement of ASCC's Mission and implementation of Board Policies through the designated administrative positions. Administrative positions are established and monitored by the President of the College through the Vice President of Academic and Student Affairs, and Vice President of Administration and Finance that monitor the effectiveness of services offered for programs and departments under their preview.¹⁸

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.

¹⁶ BHE Policy 2002.1 Violation of the Law, Code of Ethics and Conduct

¹⁷ BHE Policy 2002.2 Conflict of Interest

¹⁸ Participatory Governance Manual pg. 21

- 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.¹⁹

9. Educational Programs:

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

The ASCC's Mission ensures the community and its students the offering of high quality educational programs and services.²⁰ Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific.²¹

All ASCC educational programs are aligned to the mission of the College through its offering of certificates, associate degrees, and a Bachelor in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of Completion and Certificates of Proficiency prepare students to enter into the workforce. ASCC offers eight Associate of Arts Degrees, 18 Associate of Science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and six certificates of completion.²²

The time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at ASCC takes at least a year and a half including summer(s). Based on degree completion rates, the majority of ASCC programs require 2.5 to 3 years to complete an Associate Degree, which is consistent with established expectations in higher education. A student may also complete a certificate with a minimum of 30 credits in two or more semesters.

19 Participatory Governance Structural Manual

20 ASCC Catalog 2014 – 2016, p. 9

21 ASCC Catalog 2014 – 2016, p. 9

22 ASCC Catalog 2014 – 2016, p. ix-x

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

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

- Effective Communicators:
 - ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies.
- Critical Thinkers:
 - ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
- Global Citizens:
 - ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- Quantitative Competent Individuals:
 - ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.
- Responsible Leaders:
 - ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.²³

Types of certificates and degrees offered include:²⁴

Bachelor of Education in Elementary Education

Associate of Arts

- Liberal Arts

Associate of Arts with an Emphasis in

- Elementary Education

²³ Participatory Governance Structural Manual

²⁴ ASCC Catalog 2014 – 2016

- Human Services
- Liberal Arts
- Music
- Political Science
- Pre-Law
- Samoan Studies
- Visual Arts

Associate of Science

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

Certificate of Proficiency

- Accounting
- Air Conditioning and Refrigeration
- Architectural Drafting
- Auto Body & Repair
- Advanced Automotive Technology
- Basic Automotive Technology
- Business Management
- Carpentry
- Civil Engineering Technology
- Diesel Engines
- Electrical Technology
- Electronics - Consumer
- Electronics – Communication Systems
- Electronics – Computer Systems
- Elementary Education

- Guidance and Counseling
- Information and Communications Technology- Electronic Office Option
- Marine Option Program
- Network & Computing
- Practical Nursing
- Public Health
- Welding

Certificate of Completion

- Auto Body Repair
- Fundamentals of Automotive
- Carpentry Fundamentals
- Basic Electrical Theory
- Welding Fundamentals
- Nurses Aid

10. Academic Credit:

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

ASCC follows accepted academic practices on awarding of credit based on instructional hours, credit per course, credits required for certificates and degrees, and in maintaining a 2.0 Cumulative Grade Point Average (CMGP) for AA/AS graduation and 2.7 CGPA for students graduating with a B.Ed.²⁵

The college defines academic credits as follows:

- Academic credits are granted for work completed successfully in courses specifically outlined below
- A lecture course carries one semester credit hour for one hour of classroom instruction per week.

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

Course credit is awarded based on successful completion of the course and achievement of student learning outcomes (SLO) as stated in course syllabi.

The College has in place transfer-of-credit policies to address transfer of coursework internally and externally. These policies are available to students via the College Catalog and are communicated through the Transfer Counseling Services. The ASCC 2014-2016

Catalog is available online.²⁶ When accepting transfer credits to fulfill degree requirements, the Registrar certifies the transfer credits through the approval process. This process involves students' submission of official transcripts to the Admissions and Records Division for review and articulation, and the final review and approval of transferred courses by the Department Chairperson and the Dean of Academic Affairs. This confirms course equivalency through review of course descriptions to ensure courses are similar in scope and content, review of course syllabi if available, and course articulations.

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

These transfer of credit policies are stated in the 2014-2016 Catalog.²⁷

- Credit for Transfer Courses:
- Credit for Work/Life Experience:
- Credits Earned at Foreign (non U.S.) Colleges and Universities
- Distance Learning Courses
- Transfer Credits to Private and Public Off-Island Colleges and Universities

11. Student Learning and Student Achievement:

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

The American Samoa Community College (ASCC) has defined institutional-set achievement standards. Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. The College's defined standards and data are used as a basis to focus institutional dialogue on improving student learning and achievement through assessment practices. Standards for the ASCC's institutional-set standards are as follows:

- Developmental Courses: The successful Completion of highest developmental English and Math Courses which transition students into college readiness;
- Gateway Courses: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements;

²⁶ ASCC Catalog 2014 – 2016, pp. 39-43

²⁷ ASCC Catalog 2014 – 2016, pp. 39-43

- Degree Program Requirements: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program;
- Persistence: The retention of students in their first year and second year and within 150 percent time to graduation;
- Degree/Certificate Completion and Transfer: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

To ensure high quality of educational programs, the College developed indicators and measurements for determining institutional-set standards to evaluate the effectiveness of outcome competencies for the certificates and degrees offered.²⁸

The College has established its institutional-set achievement standards in the spring of 2015. The ASCC will be monitoring the achievement of its institutional-set standards in the fall of 2015 following the academic cycle.

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

The benchmarks set for each standard are as follows:

Standard 1: Developmental Courses: Percent of student population who successfully pass their developmental courses each semester = 70 percent

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

Standard 3: Program requirements: Percent of student population who successfully complete all program requirements with a “C” or better each semester = 80 percent
For each requirement, targets were also set:

- General Education Target: 75 percent
- Core Foundational Target: 80 percent
- Co-Foundational Target: 90 percent

Standard 4: Persistence Rates-percent of student population who were retained in the first year and 2nd year.

- 1st Year (fall to spring) Retention Target: 50 percent with a stretch goal of 60 percent
- 2nd Year (fall to spring to fall) Retention Target: 30 percent with a stretch goal of 40 percent

Standard 5: Graduation and Transfer:

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

The institution uses the benchmarks to assess its performance every semester. Institutional Data Sets (IDS) 0001 posts data, which supports each of the five student achievement standards. This data is measured against the benchmarks to assess the achievement of each target outcome. This data is reported in the ASCC Annual Report. The targets are rated by two criteria; meets the standard or does not meet the standard. Dialogue over the improvement of performance occurs basically at every level of the institution provided that Student Achievement data is published in the IDS. The Student Achievement Standards are scheduled to be reviewed on a biennial basis following the Institutional Program Review Cycle.

The College has defined Student Learning Outcomes (SLO) for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi. All CAF are routed for signature approval and are filed with the Office of Academic Affairs to ensure the integrity of all its courses and programs.²⁹

ASCC categorized Student Learning Outcomes (SLO) into four main types of learning outcomes that include Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), General Education Learning Outcomes (GEO), and Course Learning Outcomes (CLO). CLOs are central to the assessment of all competencies and are aligned to particular qualities as defined in ASCC's definition of ILOs, General Education Program, Core Foundational and Co-Foundational areas.

- ILOs: Are the competencies defined by the institution that all students upon graduating from the ASCC should acquire and demonstrate proficiencies.
- General Education Courses: General Education is the core of the undergraduate degree for all students, regardless of their major. GEO courses describe what the institution wants students to be able to do on completion of the General Education program for an AA or AS degree.
- Core Foundational Courses: Are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by academic degree programs/departments.
- Co-Foundational Course: Are courses specific to a discipline or area of specialization. Co-Foundational courses are program focused with emphasis in specialized areas.³⁰

29 Academic Affairs SOP Manual

30 ASCC Catalog 2014 – 2016, p. 45

The institution has defined ILOs and these ILOs are published in the ASCC Participatory Governance Structural Manual.³¹

ASCC ILOs are as follow:

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

All General Education courses with GEO are published in the ASCC Catalog. The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe competencies students should be able to demonstrate on completion of the General Education requirements for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development & Responsibility. The General Education requirements apply to students in the first two years of the B.Ed. program, with additional GE requirements embedded in third year courses.³²

The General Education requirements consists of 13 introductory collegiate courses as listed:

- **Communication:** ENG 150, ENG 151, SPH 153
- **Information Technology Literacy:** ICT 150
- **Critical Thinking:** MAT 151 AND PHSCI 150/150L
- **Global Awareness & Cultural Competence:** HIS 150, HIS 151, HIS 161, HIS 170, HIS 171

³¹ ASCC Participatory Governance Manual, p. 9

³² ASCC Catalog, p. 44

- Personal Development & Responsibility: PSY 150 & HEA 150

Core Foundational Area Outcomes are the courses that enhance content foundational competencies in core disciplinary areas of student. Core Foundational course requirements are determined by degree programs and are listed in the catalog and the Assessing Student Learning and Achievement Manual.³³

Co-Foundational Area Outcomes consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas. All PLO for Co-Foundational Area Outcomes are published in the catalog and the Assessing Student Learning and Achievement Manual.³⁴

Certain CLOs in courses such as enrichment courses and developmental/pre-collegiate courses are not aligned to the GEO, Core and CO-Foundational Area Outcomes. Enrichment courses provide outcomes for personal and career enrichment opportunities and may be taken as electives. Pre-Collegiate Outcomes are specific to developmental Math and English pre-collegiate courses. These courses enable students to demonstrate skills necessary for college readiness or college level courses.

All CLO and PLO are regularly assessed following an assessment cycle for all courses and programs. Courses are assessed regularly and accordingly to a set cycle. The Academic Assessment Committee (AAC) has approved a two-year assessment cycle for all General Education, Core Foundational, Co-Foundational areas, and Developmental courses divided into four semesters.³⁵

Chart 1, encompasses the assessment of CLO (courses) competencies for General Education following a two-year cycle:

| General Education Qualities | Assessing General Education Qualities 1 ST & 2 ND Year | | | | |
|-----------------------------|--|---|---|-------------------------------|----------------|
| | Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 1 |
| | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> |
| GE 1 | SPH 153 ENG 150 ENG 151 | | | SPH 153 ENG 150 ENG 151 | |
| GE 2 | ICT 150 | | | ICT 150 | |
| GE 3 | | PHSCI 150 MAT 151 | | PHSCI 150 MAT 151 | |
| GE 4 | | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | | |
| GE 5 | | HEA 150 | HEA 150 | | |

³³ Assessing Student Learning and Achievement, pp. 9-12

³⁴ Assessing Student Learning and Achievement, pp. 13-19

³⁵ Assessing Student Learning and Achievement, pp. 20-21

| | | | | | |
|--|--|---------|---------|--|--|
| | | PSY 150 | PSY 150 | | |
|--|--|---------|---------|--|--|

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

| Co & Core Foundational Area Course Assessment Cycle | Assessing Core and Co-Foundational Area Qualities 1ST & 2ND Year | | | |
|--|---|-----------------------|-----------------------|-----------------------|
| | Semester 1 | Semester 2 | Semester 3 | Semester 4 |
| | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> |
| | 100-150 | 151-199 | 200-250 | 251-299 |
| | | | | |
| | 300-400 | 401-499 | | |
| | | | | |

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

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

The Curriculum mapping process for all instructional programs provides alignment evidence of how CLO are mapped to PLO. These curriculum mappings are documented in the Assessing Student Learning and achievement manual. ASCC has successfully assessed its general education courses following guidelines for “closing of the loop” in which CLO are defined, CLO are identified on syllabus, CLO instruments are defined, CLO are assessed, CLO Data is analyzed by faculty, and CLO is revised for improvement.³⁶

Dialogue at the Program level is ongoing as Academic Programs continues the assessment of program learning outcomes. All ASCC programs are assessing Core foundational areas and co-foundational areas following an identified cycle of assessment. ILOs are assessed through 1st year of General Education competencies on Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. The second year competencies and qualities are assessed

³⁶ 36 Assessing Student Learning and Achievement, pp. 20-32

through Core and Co-Foundational Courses on Effective Communicator, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.³⁷

Assessment findings allow academic departments/programs to evaluate the necessary improvements of learning outcomes at the course and program level. Recommended changes to ILOs, PLOs, GEOs, or CLOs are required for the review and approval of the Curriculum Committee and then forwarded to the AAC for monitoring. As a result of evaluation, recommendations are generated and actions are implemented to improve on student learning outcomes, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies are generated and implemented.³⁸

12. General Education:

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

The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe competencies students should be able to demonstrate on completion of the General Education requirements for an AA or AS degree. All General Education courses with GEO are published in the ASCC Catalog. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development & Responsibility. The General Education requirements apply to students in the first two years of the B.Ed. program, with additional GE requirements embedded in third year courses.³⁹

The General Education requirements consists of 13 introductory collegiate courses for all Associate Degrees listed below:⁴⁰

- Communication: ENG 150, ENG 151, SPH 153
- Information Technology Literacy: ICT 150
- Critical Thinking: MAT 151 AND PHSCI 150/150L
- Global Awareness & Cultural Competence: HIS 150, HIS 151, HIS 161, HIS 170, HIS 171
- Personal Development & Responsibility: PSY 150 & HEA 150

³⁷ Participatory Governance Structural Manual, pp. 20-24

³⁸ Assessing Student Learning and Achievement, pp. 59

³⁹ ASCC Catalog 2014 – 2016, pp. 44

⁴⁰ Academic Affairs GEO Outcome Analysis, pp. 9

| GE DOMAINS | GE SUB DOMAINS | GE OUTCOMES | COURSES | |
|--|---|-------------|---|---------------------------------------|
| COMMUNICATION | LISTENING & SPEAKING | 1-A | Listen actively and speak effectively in many different situations. | SPH 153 |
| | READING | 1-B | Read effectively to comprehend, interpret and evaluate information. | ENG 150 |
| | WRITING | 1-C | Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences. | ENG 151 |
| INFORMATION & TECHNOLOGY LITERACY | EVALUATE INFORMATION | 2-A | Demonstrates the ability to access, locate, manage and evaluate information from multiple sources. | ICT 150 |
| | PRESENT INFORMATION USING TECHNOLOGY | 2-B-1 | Utilizes technological tools to perform basic functions appropriate to job and life. | ICT 150 |
| | APPLY INFORMATION | 2-B-2 | Applies research skills and presents knowledge in multiple formats. | ICT 150 |
| CRITICAL THINKING | QUANTITATIVE | 3-A | Apply quantitative skills to personal, academic and career related activities. | MAT 151 or PHSCI 150 |
| | SCIENTIFIC | 3-B | Apply scientific concepts and models to analyze complex problems in academic and real life situations. | PHYSIC 150 |
| | PROBLEM SOLVING | 3-C | Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts. | MAT 151 or PHSCI 150 |
| GLOBAL AWARENESS & CULTURAL COMPETENCE | SOCIAL, ECONOMIC & POLITICAL SYSTEMS | 4-A | Identifies social, economic and political systems and issues. | HIS 170/171 or HIS 150/151 |
| | PERSPECTIVES OF OTHERS, DIVERSITY | 4-B | Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs. | HIS 170/171 or HIS 150/151 or HIS 162 |
| | SAMOA & THE PACIFIC | 4-C | Demonstrates an appreciation of Samoan Culture and other Pacific cultures. | HIS 162 |
| PERSONAL RESPONSIBILITY & DEVELOPMENT | ETHICAL DECISION MAKING | 5-A | Demonstrates and applies ethical decision making in real life situations. | HEA 150 or PSY 150 |
| | HEALTH CHOICES AND PRACTICES | 5-B | Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness. | HEA 150 or PSY 150 |
| | COMMUNITY & FAMILY PARTICIPATION | 5-C | Identify and recognize the relevance of being responsible and participate actively in family and community. | HEA 150 or PSY 150 |
| | CAREER, PERSONAL, & PROFESSIONAL GROWTH | 5-D | Develop career goals and plans, and apply lifelong learning skills for personal and professional growth. | |

The General Education requirements for a Bachelor Degree is as listed:⁴¹

- Analysis and Research: ED 300, ED 301, ED 340
- Diversification: ED 300, ED 325
- Technology Literacy: ED 340

| GE Curriculum Mapping of 3 rd & 4 th Year Qualities & Competencies | | | | |
|--|---|-----|---|-----------------|
| GE DOMAINS | DESCRIPTION: | | GE OUTCOMES | COURSES |
| ANALYSIS & RESEARCH | <i>The teacher candidate demonstrates a high level of competency in examining and interpreting information.</i> | 1-A | Demonstrates quantitative and qualitative skills in teaching and learning. | ED 301 & ED 340 |
| | | 1-B | Utilizes appropriate APA style of referencing. | ED 300, ED 301 |
| DIVERSIFICATION | <i>The teacher candidate demonstrates a high level of competency in language learning and multicultural background.</i> | 2-A | Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific. | ED 300, ED 325 |
| TECHNOLOGY LITERACY | <i>The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.</i> | 3-A | Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments. | ED 340 |
| | | 3-B | Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically. | ED 340 |

Associate Degree students are required to complete 28 hours of General Education courses, with B.Ed. students required to take four additional courses identified as General Education supporting the major. All General Education courses are numbered 150 or above, indicating College-level rigor.⁴²

13. Academic Freedom:

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

The ASCC has a policy statement of Academic Freedom, which states:

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

The President of the college shall ensure that all faculty, staff and students are aware of their duties, responsibilities and rights pertaining to Academic Freedom. The entire Academic Freedom Policy Statement shall be published in the ASCC General Catalog, Faculty Handbook and the Student Handbook.⁴³

Furthermore, Academic Freedom is clearly described in the 2014-2016 ASCC Catalog, which follows:

Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the ASCC Instructor in teaching and of the student in learning. It carries with it duties correlative with rights.

Academic freedom:

The ASCC Instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding

42 ASCC Catalog 2014 – 2016, pp. 42-44

43 ASCC Governance Manual, Policy 5002

with the authorities of the institution. Some conditions may be required of commissioned work.

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

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

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

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

His/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and the institution by his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, and should show respect for the opinions of others.⁴⁴

14. Faculty:

The institution has a sufficient number of qualified faculty, which includes full time and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must

44 ASCC Catalog 2014 – 2016, p.43

**include development and review of curriculum as well as assessment of learning.
(Standard III.A.7 and III.A.2)**

The ASCC Faculty comprise of full-time and adjunct faculty. Faculty currently includes:

- Percent of full-time Faculty: 96 percent
- Percent of Adjunct Faculty: four percent
- Faculty Qualifications: Doctorates: nine percent; Masters: 80 percent; Bachelors: 11 percent.
 - Academic Year 2014-2015 (fall 2014): Raw Data: Doctorates: five; Masters: 43; Bachelors: six; Total: 54.
 - Academic Year 2015-2016 (spring 2015): Raw Data: Doctorates: six; Masters: 44; Bachelors: six; Total: 59.
- 1 Licensures (career tech) and 2 certifications

59 full-time instructors, part-time and 15 adjunct faculty teaching classes in the fall of 2015.

Full-time faculty credentials as of fall 2015:

| Full Time Faculty | Collegiate (GEO, Core, Co-Foundational, Enrichment) | Vocational/Technical (TTD and Nursing) | Developmental (Pre-collegiate) | CEU |
|--------------------------|---|--|--------------------------------|----------|
| Doctorate | 5 | | 1 | |
| Masters | 32 | 3 | 6 | 3 |
| Bachelors with licensure | 2 | 2 | 1 | 1 |
| Certification/Licensure | 1 | 2 | | |
| Total: | 40 | 7 | 8 | 4 |

Part-time and adjunct fall 2015:

| Full Time Faculty | Collegiate (GEO, Core, Co-Foundational, Enrichment) | Vocational/Technical (TTD and Nursing) | Developmental (Pre-collegiate) | CEU |
|--------------------------|---|--|--------------------------------|-----|
| Doctorate | | | | |
| Masters | 11 | 1 | | |
| Bachelors with Licensure | | 2 | | |
| Certification | | 1 | | |
| Total: | 11 | 4 | | |

Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate. Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as Senate Officers. Terms and conditions for officers are determined through the Senate's by-laws.⁴⁵

The faculty performance evaluation instrument has been thoroughly reviewed by the Faculty Senate committee.⁴⁶ As a result of the review, the faculty performance evaluation instrument was revised in fall 2014 to include the development, implementation, assessment and analysis of student learning outcomes, and in summer 2015 to include faculty participation in ASCC's Institutional and Divisional Program Reviews.

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

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

Faculty are appointed to serve as academic program/department Chairpersons. The appointment of Chairpersons is recommended by the Dean of Academic of Affairs to ensure continuity and the quality of outcome planning, implementation, assessment and degree offerings. The Department Chairpersons meet monthly as the College's Curriculum Committee. It is the Curriculum Committee's responsibility to review and approve new course proposals, course and program changes, and provide quality review of degree requirements and recommendations to improve academic policies and processes.⁴⁷

Faculty also serve as members of the Assessment Committee. The composition of the committee is a representation of all academic programs and departments. The focus of the committee is to provide an analysis of student learning outcomes and monitor outcomes based on defined assessment processes in achieving the ASCC institution-set standards.⁴⁸

Faculty are represented in the Institutional Planning Executive Core Committee (IPECC). The IPECC serves as a governance standing committee that monitors the implementation of institutional program reviews and planning.⁴⁹

15. Student Support Services:

45 Participatory Governance Structural Manual, p. 14

46 Faculty Performance Evaluation Form

47 Participatory Governance Structural Manual, p. 18

48 Participatory Governance Structural Manual, p.18

49 Participatory Governance Structural Manual, p.17

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

The mission of the ASCC Student Services Division is to support the educational pursuit of all students attending ASCC through an active concern for high quality services, student access, learning, progress and success.⁵⁰

The College is dedicated to helping its students attain their highest educational potential and to provide them with a firm foundation for lifelong learning. The College is committed to offering a diverse program of student services to support and promote attainment of student educational goals. Major components of this network are available to students from the time they apply for admission through graduation and beyond. These services and programs include the following.⁵¹

- Admissions
- ASCC Wellness Center
- Career Transfer Center (CTC)
- College Access Challenge Grant Program: Outreach and Recruitment
- Counseling-Academic, Career, Personal, Transfer, Diversity, Tutorial and Veteran
- Financial Aid (Federal Pell grant/Federal Work Study and Non Pell Work Study)
- Library
- New Student Orientation
- Records
- Student Learning Assistance (SLA) Center-Annex-Tutorial
- Student Government Association (SGA)
- Scholarships and Loans (ASCC, ASG, private and national)
- Veterans Affairs (VA) Student Services⁵²

The College assures that its student and learning support services are regularly reviewed on an annual basis using the Non-instructional Divisional Assessments- Program Review. Areas of review include divisional outcomes and mission, evaluation of program/department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and planning and resources allocation.⁵³

Section 10 of the Non-instructional Program Review instrument includes the availability and accessibility of services that include computer labs, counseling, library, academic tutoring, academic advising, campus life, and access to admission services and records.⁵⁴

50 ASCC Catalog 2014 – 2016, p. 18

51 ASCC Catalog 2014 – 2016, pp. 18-33

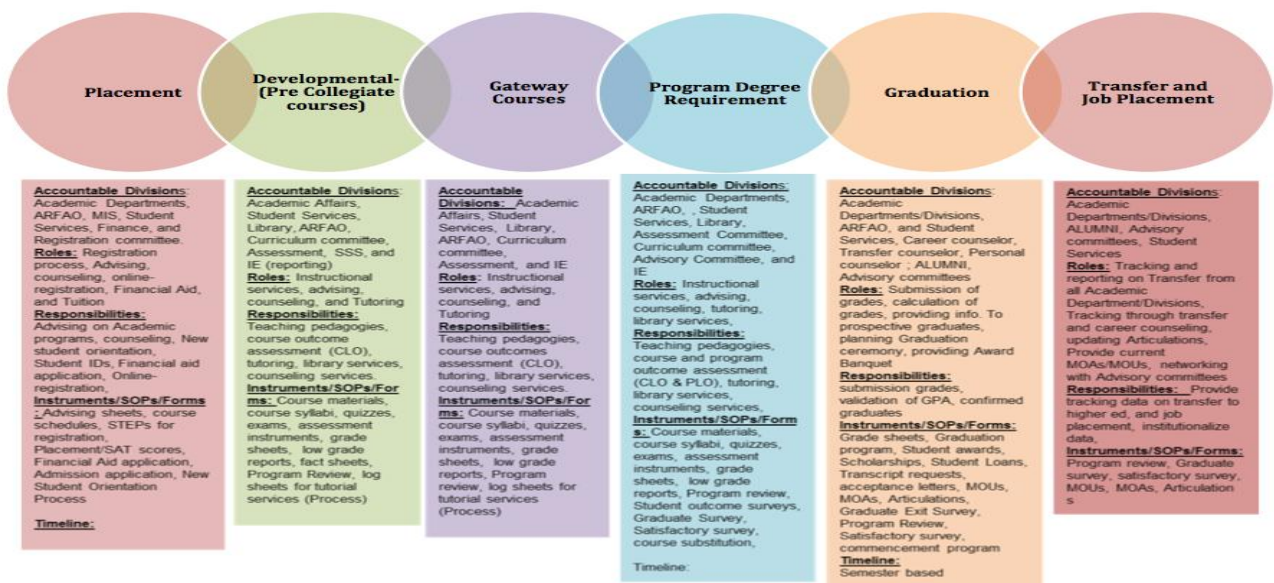
52 Division of Student Services Comprehensive Manual, pp. 7-25

53 Non-Instructional Divisional Assessment Program Review Survey

54 Non-Instructional Divisional Assessment Program Review Survey, pp. 12

In August 2015, the Board of Higher Education made changes to the ASCC Organizational Chart to bring together all student services departments under the Dean of Student Services. Departments include the Library, Admissions, Financial Aid, and Records.⁵⁵

The changes to the Organizational Chart allowed the Division of Student Services to develop a Comprehensive Student Services Manual to focus on student support services offered and for consistency in tracking students in accordance to the ASCC institutional-set standards.⁵⁶ As a result of broad-based discussion in the setting of ASCC’s institutional-set standards, student support services were linked to each institutional standard to ensure that reliable services are provided to students as a measure to improve and solidify divisional instruments and Standard Operating Procedures (SOP).⁵⁷



16. Admissions:

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

As an open admission institution the College does not restrict entry but provides for appropriate placement and support to assure that students are able to benefit from ASCC programs. The College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. Most new students test into developmental courses and are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80/90, English/Reading 70/80/90 and English/Writing 71/81/91) to prepare for College level courses.⁵⁸

55 ASCC 2015 August Organizational Chart

56 Division of Student Services Comprehensive Manual, pp. 1-30

57 Internal Show Cause Sanction Report and Analysis of Actions taken to Address ACCJC Recommendations, pp. 50-53

58 ASCC Catalog 2014 – 2016, p. 23

The Admissions Officer, in consultation with Academic Chairpersons, evaluates transcripts of students transferring into the institution so they may be placed appropriately. As the College mission states, ASCC is open to all who can benefit from its programs provided that the following conditions are met:

1. The student is a legal resident of American Samoa
2. The student is at least 18 years of age
3. Student is a high school graduate
4. Student is a General Education Diploma (GED) recipient
5. Student bears a U.S. Military Form DD214
6. Student bears a Secondary School Certificate if entering from a non-US system
7. Student is admitted under the Early Admission Program

17. Information and Learning Support Resources:

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

The library has a collection of approximately 40,000 volumes that includes a subscription to ninety periodicals and some online databases for full-text professional and scholarly articles, reference books, journals, and newspapers for student and faculty research. In addition the library has an elevator that is in compliance with the Americans with Disabilities Act. The library is also designated as a federal depository library, and houses federal government publications. The library owns DVDs, CDs and audios, and videotapes for instructional purposes. The Follett Automation System is currently available at the ASCC Library.⁵⁹

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

Card catalog and Online Public Access Catalog (OPAC) provide information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty.⁶⁰

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

- The Reference Collection is located on the first floor of the library. This collection consists of Encyclopedias, Almanacs, Dictionaries, Atlases, Handbooks, and other reference materials. The Magazine collection is also located in the Reference area of

59 ASCC Catalog 2014 – 2016, p. 30

60 ASCC Library Website Link

the library. The Reference Collection area also contains ten student desktop computer carrels with a printer, located at the adjacent Circulation Desk, to facilitate student learning and research, as well as ten study-tables.

- The General Collection for patron check-out is located on the second floor of the library and consists of Non-fiction and Fiction Books. This collection also contains the Biography, Large-Print, Juvenile, Paperback, and Spanish Language collections. The General Collection area also contains 12 study-tables and five individual study carrels.
- The Education Resource Center (ERC) room is located on the second floor of the library and contains educational books and periodicals in support of the B.Ed. Elementary Degree program and teacher education courses. The ERC room is equipped with eight student desk top computers and two printers to facilitate student learning and research, as well as three study-tables and three individual study carrels.
- The Special Collection Room, also called the Samoa and other Pacific Islands Collection, is located on the first floor and contains books, periodicals and materials on Samoa and other Pacific Islands, Pacific CD-ROMs, and materials from the South Pacific Commission. The library's Rare Book Collection is also located in this room. The Special Collection area is equipped with a fax/photo-copy machine and three study-tables. ASCC research publications are also available in the Special Collection Room. The Special Collection Room also provides access to the Samoa Studies Institute archives via ASCC's website.

In addition to the College's collection materials, books may also be borrowed from the Feleti Barstow Public Library, University of Hawaii Libraries, University of Guam Library, and College of Micronesia Library through a Memorandum of Understanding interlibrary loan program with each of these affiliate libraries.⁶¹

ASCC collaborates with other institutions but is primarily responsible for its own resources. ASCC Library is a member of the American Samoa Library Consortium (ASLC). Other members are the American Samoa Historic Preservation Office, Feleti Barstow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, Tafuna Juvenile Correctional Center, KVZK-TV Station.⁶²

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

In addition to ASLC membership above, the library also participates in the Interlibrary Loan program for borrowing books or document delivery through a Memorandum of Understanding with the University of Hawaii Library at Manoa, University of Guam Library,

61 Library MOUs

62 ASCC Catalog 2014 - 2016, p. 30

and College of Micronesia Libraries. As a result, library users from participating campuses can borrow collection items, for a nominal fee, from another member's campus collection.

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

18. Financial Resources:

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

The ASCC funding base, financial resources, and plans for financial development encompasses the bachelor program.

Funding Base:

The ASCC documents its funding base through its annual budget planning. The major contributor of financial resources for the institution are listed below:

- Local Funding (General Fund Revenue) - Unrestricted
 - DOI Operation Grant
 - ASG General Fund Subsidy
 - ASCC Funds (Tuition & Fees)
- Grant Funding - Restricted
 - Federal Funding
 - Endowment Funding

The availability of funding financial resources are assessed through short-term and long-term revenue projections for the institution. This guides the institution in its allocation process to improve institutional effectiveness.⁶³

Financial Planning:

ASCC's fiscal planning is integrated with the Institutional Strategic Plan (ISP). This is a very important process to ensure that fiscal resources are allocated based on the institution's priorities outlined in the ISP.

The College's recent actions to set institutional-set achievement standards and realignment of its practices towards the monitoring, assessing, and evaluating of those standards, provided a clear understanding of the College's priorities which are focused on student learning.

The College now at its monitoring stage of institutional-set standards will assure that actions will be taken to improve the quality of educational programs in its forthcoming evaluation of institutional-set standards in the spring of 2016.

63 Annual Budget Revenue Projection, 2015 - 2020

In its efforts for continuous financial improvement, ASCC formulated two new fiscal policies: Cash Reserve Policy 7212 and Financial Emergency Plan Policy 7000.5E. The cash reserve policy mandates setting aside funds for the institution's long-term financial stability. The financial emergency policy references the financial emergency plan that includes new revenue options.⁶⁴

Financial Stability:

The ASCC's financial status' has improved and is stable. Currently, the institution's cash reserve level is \$603,186.47. The cash reserve allocates \$100,106 for the future preventive maintenance of the Multi-Purpose Center and \$503,080.47 for the institution's operations cash reserve.⁶⁵ The institution is committed to continue building its cash reserve and manage its fiscal resources with integrity to further strengthen its financial stability to support student learning programs and services

19. Institutional Planning and Evaluation:

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

The divisional and institutional program reviews are designed to gather evidence from constituents demonstrating the effectiveness of programs and services. The planning and resource allocation process includes the review and analysis of program review results and dialogue to determine the institution's priority areas.

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

20. Integrity in Communication with the Public:

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information.

64 Institution Show Cause Recommendation Report

65 Operation and Maintenance 9-30-15 Balance

The ASCC Catalog is reviewed, revised, and updated every two-years by the Curriculum Committee to ensure that information is current and accurate and that all program changes and requirements are clearly defined.⁶⁶

When concerns that require catalog changes, updates, or revisions to services or programs, these changes are presented to the Curriculum Committee for approval to be included in the new catalog. Upon approval by the Curriculum Committee, the catalog revisions are reviewed by the Deans, Vice Presidents and President, and forwarded to the Board of Higher Education for final approval. Following the approval of the Board of Higher Education, the electronic version of the ASCC Catalog is uploaded to the College's website and hard copies are published.⁶⁷ The ASCC Catalog is accessible by all stakeholders and publicized on the College's website.⁶⁸

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

21. Integrity in Relations with the Accreditation Commission:

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

The ASCC has policies to assure its commitment to accreditation. Policies include Policy 3010.1-College Accreditation, Policy 3010.2-College Accreditation Administration, and Policy 3026-Unauthorized use of College Name.⁶⁹

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

To assure continual compliance, ASCC submits its Show Cause sanction report to demonstrate that the College adheres to the Eligibility Requirements, Accreditation Standards, and Commission Policies to sustain its accreditation status.

Eligibility Requirement Evidence:

1. Academic Affairs GEO Outcome Analysis 2012-2014, p. 9
2. Academic Affairs SOP Manual

66 Curriculum Committee Minutes for Catalog Review

67 Catalog Approval by the Board

68 ASCC Website

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

3. Annual Budget Revenue Projection, and six year long term Revenue Projection 2015-2020
4. ASBEP GEO Competencies PPT, slide 5
5. ASCC 2014-2015 Annual Report, pp. 13-14
6. ASCC 2014-2015 Catalog
7. ASCC 2015 August Organizational Chart
8. ASCC Audit 2012
9. ASCC Audit 2013
10. ASCC Audit 2014
11. ASCC Catalog, p. 44
12. ASCC Governance Manual, Policy 5002
13. ASCC Library Website Link:
https://aslc.follettdestiny.com/common/welcome.jsp?context=saas41_8500988
14. ASCC Participatory Governance Structural Manual, p. 9
15. ASCC Website, Catalog: http://www.amsamo.edu/files/ASCC_CATALOG_2014-2016.pdf
16. Assessing Student Learning and Achievement
17. BHE 2015 Approved Self Evaluation
18. BHE 2015-2016 Goals
19. BHE June 2014 Approved Policies, pp. 10-11
20. BHE Policy 2002.1 Violation of the Law, Code of Ethics and Conduct, p.
21. BHE Policy 2002.2, Conflict of Interest, p.
22. Catalog Approval by the Board
23. Curriculum Committee Minutes for Catalog review
24. Division of Student Services Comprehensive Manual, pp. 1-30
25. Division of Student Services Comprehensive Manual, pp. 7-25
26. Faculty Performance Evaluation Form
27. Institution Show Cause Recommendation Report
28. Internal Show Cause Sanction Report and Analysis of Actions taken to address ACCJC Recommendations, pp. 50-53
29. Library MOUs
30. Non-Instructional Divisional Assessment Program Review Survey
31. Operation and Maintenance 9-30-15 Balance
32. Participatory Governance Manual
33. Public Law 22-30

Standard I: Institutional Mission and Effectiveness

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



I.A. Mission (Standard I.A.2)

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

The mission statement of the American Samoa Community College (ASCC) that is written and published in both English and Samoa in the 2014 – 2016 College Catalog, clearly describes its broad educational purposes of fostering successful student learning by providing high quality educational programs and services that allows students to achieve their educational goals and contribute to the well-being of American Samoa.

Table 1: Manulauti / Mission Statement in 2014-2016 Catalog p.ii-p.iii

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

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

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

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

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

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

ASCC is an open-admission institution that provides educational opportunities for students who are educationally underserved, challenged, and non-traditional for transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and

natural resources, and awareness of Samoa and the Pacific through the offering of certificates, Associate degrees, and a Bachelor in Elementary Education degree.

All ASCC's educational programs are aligned to the mission statement. These educational programs are designed whereas its Associate of Arts degrees are to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of Completion and Certificates of Proficiency prepare students to enter into the workforce. Its Bachelor in Elementary Education degree provides a student with a choice to either enter the workforce or to transfer to an institution of higher learning.

The ASCC Mission is essential to institutional planning through its emphasis on student learning and student achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes in assuring that Student Centeredness is central to institutional planning and the setting of institutional priorities.

The ASCC Vision holds as its central theme "Saili le Atamai" or to "seek knowledge" as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organize the College's operating agreements and shared governance. Furthermore, highlighting ASCC's commitment to student learning is stated in its Institutional Core Values which are the characteristics of internal constituents to ensure their support of student learning. The Institutional Core Values are as follows; Student Centeredness, Respect for Diversity, Collaboration and Teamwork, Respect for Tradition and Culture and Lifelong Learning.

In 2015, through further review of what the institution expected their students to achieve when they graduate, the Dean of Academic Affairs and Director of Institutional Effectiveness proposed the evaluation of Institutional Learning Outcomes for discussion with the Curriculum Committee.⁷⁰ This resulted in the newly established Institutional Learning Outcomes of ASCC that are measurable.

- **Effective Communicators:** ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;
- **Critical Thinkers:** ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

70 Addendum, Institutional Learning Outcomes, 09/25/15

- Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- Quantitative Competent Individuals: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;
- Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

An Addendum of the changes to the Institutional Learning Outcomes had been made to the 2014 – 2016 College Catalogue and approved by the Curriculum Committee on September 25, 2015 and the Leadership Triangle on September 29, 2015.

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

ASCC uses data from its Institutional and Divisional Program Reviews to determine its effectiveness support the mission of the college and identify its priorities.

ASCC has Institutional Student achievement and Institutional Program Review data to determine the accomplishment of its mission statement. Since February 2015, ASCC under the direction of its Leadership Triangle spearheaded the reevaluation and analysis of its Institutional data, reviewed its processes so to determine the College’s Institutional Set Standards. Collaborative effort, broad representation and team work amongst the Leadership Team, the Office of Institutional Effectiveness, Admission Office, IPECC, ad hoc Academic Excellence Sub Committee, and the Curriculum Committee resulted in the production of ASCC set institutional student achievement standards.⁷¹

The Board of Higher Education adopted on August 28, 2015 a new governing policy titled Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services (Policy 1004) to make sure all ASCC educational programs and services program review can demonstrate they support the College mission statement.⁷²

71 Academic Excellence Sub Committee, Curriculum Committee minutes

72 Governance Policy Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services, p. 2

The ASCC Acting President provided key constituents with copies of the Participatory Governance Structural Manual (September 25, 2015) which clarifies roles and responsibilities of all internal constituents to ensure institutional effectiveness in reviewing and assessing ASCC mission statement.⁷³

ASCC already has in place the processes that ensure quality programs and services to foster student learning. At the program level, alignment of learning outcomes for all courses is in place. At the institutional level, ASCC has in place the following processes which link to achievement data.

- Five Year Strategic Plan
- Institutional Program Review
- Divisional Assessment
- Quarterly Reporting
- Course Evaluation

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

ASCC mission is central to institutional planning and decision-making through the Institutional Strategic Planning process. This process already updated begins with Program Reviews, where all ASCC employees complete a Program Review survey. The Institutional Planning Executive Core Committee (IPECC) reviews the results of this evaluation. During this review, the IPECC identifies College priorities by aligning the results of Program Review to the Mission Statement. These priorities become the core of the Strategic Plan.^{74, 75}

In 2009, ASCC conducted its Institutional Program Review and Divisional Assessment and in 2015 Divisional Assessment only, which involved the Academic and Administrative divisions of the College. From this review, four strategic areas were identified which were Academic Excellence, Staffing, Technology and Physical Facilities /Maintenance. Strategic goals were identified within each area to allow for a more detailed, integrated and broad based planning. After reviewing of the plans by all internal and external stakeholders, ASCC finalized its 2009–2014 Five Year Institutional Strategic Plan.

ASCC has updated its Institutional Strategic Plan to 2015-2020. An additional strategic focus area was added as a priority of the College. This additional institutional priority placed the focus on Total Cost of Ownership. All divisions create outcomes based on this Strategic Plan, and divisional activities are guided by these divisional outcomes. Divisions report on the status of these activities through bi-weekly reports as well as quarterly reports. Divisional budget proposals are also required to justify funding requests by aligning them with expected

73 Participatory Governance Structural Manual

74 Institutional Strategic Plan 2009-2014

75 Institutional Strategic Plan 2015-2020

outcomes in the Strategic Plan. Finally, all divisional as well as committee mission statements must be aligned to the Institutional mission statement.

The 2015-2020 Five Year Institutional Strategic Plan, developed after the 2014 Institutional Program Review was approved in June 2014. ASCC’s 2015-2020 Institutional Strategic Plan provides the institution’s strategic priorities for planning for the forthcoming five years. Furthermore, the re-structuring of the College organizational chart by the Board of Higher Education on August 28, 2015 highlighted the importance of the College mission in the choices it makes.

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

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

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

ASCC has a strong mission statement that is regularly reviewed every two years and revised when deemed necessary. The review of the mission statement is carried out during the Catalog revision every two years. Listed below are the constituents who are made aware of the mission statement.

Table 2: ASCC Stakeholders according to Participatory Governance Manual

| Key Constituents/ Stakeholders | Discuss Mission Statement | Are made Aware of Mission Statement |
|---|-----------------------------------|-------------------------------------|
| 10. Board of Higher Education | Yes & Approved | Yes |
| 11. Leadership Triangle | Yes & Approved | Yes |
| 12. Accreditation Steering Committee | Yes & Approved | Yes |
| 13. Institutional Planning Executive Core Committee | Yes & Recommend | Yes |
| 14. Curriculum Committee | Yes, Review and recommend changes | Yes |
| 15. Academic Assessment Committee | Yes | Yes |
| 16. Data Committee | Yes | Yes |
| 17. Faculty Senate | Yes | Yes |

| | | |
|--------------------|---|-----|
| 18. Students – SGA | Yes. Student Representative on the BHE. | Yes |
|--------------------|---|-----|

Mission review is an element of institutional program review, assessment and planning. Institutional assessment provides the information necessary for any revisions. The self-evaluation describes changes since 2008.

The mission statement is approved by the governing board and published in the College Catalog.

The 2008 Self Study Report included Teacher Education in the mission however the inclusion of Teacher Education was delayed due to sanctions in 2009 and is now an approved part of the mission.

In the 2010–2012 College Catalog, the formatting was changed to feature the Vision, Mission and Core Values on the first page, giving a clear picture of what ASCC stands for. The curriculum review of the 2012–2014 College Catalog, warranted no change to the mission statement.

All Divisional Mission Statements are aligned to the Institutional Mission Statement. For the 2014–2016 Catalog, a change was made to add “bachelor” to the mission statement. This reflects an institutional change with ASCC offering a B.Ed. program.

I.A. Evidence

1. Addendum, Institutional Learning Outcomes, 09/25/15
2. Academic Excellence Sub Committee, Curriculum Committee minutes
3. Governance Policy Manual, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services, p. 2
4. Participatory Governance Structural Manual
5. Institutional Strategic Plan 2009-2014
6. Institutional Strategic Plan 2015-2020

I.B. Assuring Academic Quality and Institutional Effectiveness (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, I.B.8, I.B.9)

Academic Quality

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

The changes made at the College to comply with this standard were guided by Recommendation 1 and 2.

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

The diagram below illustrates the planning levels and the functions of each level College constituents and decision-making groups contribute towards institutional planning and effectiveness.⁷⁶



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

⁷⁶ 2014 Presentation of Institutional Strategic Plan

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

At the institutional level, dialogue is central to decision-making. Institutional level dialogue centers on the achieving of the College's Mission encompassing dialogue at the program/department and committee levels for continuous improvements regarding institutional processes, priorities, policies, and mission effectiveness.

The ASCC emphasizes the importance of dialogue and published its first Participatory Governance Structural Manual to describe the principles of participatory governance and the structure for meaningful dialogue and collaboration by constituents and decision-making groups towards making sound decisions.⁷⁷

The College has defined in the Participatory Governance Structural Manual the different roles of its constituents, and the level of dialogue that pertain to them. Constituent dialogue include:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.
- President: The President serves as the Chief Executive Officer of the College and as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. The Board hires the President to administer the College and to issue rules, procedures, and guidelines necessary to implement the Board's policies for governance of the College, consistent with all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.⁷⁸
- 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.

⁷⁷ Participatory Governance Manual

⁷⁸ Policy 3001

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on the Board of Higher Education.
- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
 - Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.
- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions.⁷⁹ In addition, administrators are responsible for:
 - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
 - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
 - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
 - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.
 - Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
 - Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.⁸⁰

The committee dialogue involves the types of decision-making groups that provide recommendations for institutional effectiveness, which include Governance Groups,

⁷⁹ Personnel Manual

⁸⁰ Governance Manual

Operational Groups, and Task Force Groups. Provided are descriptions of the types of decision-making groups, composition, purpose, and outcomes which dialogue is based.

Governance Groups consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.⁸¹

| Governance Group: | Purpose: | Outcome: | Members: |
|---|---|---|--|
| <p>Leadership Triangle:</p> <p>Reporting Protocol: President</p> <p>Meeting Cycle: Monthly</p> | <ul style="list-style-type: none"> To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission. | <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 & Student Affairs; Vice President of Administration & Finance. |
| <p>Accreditation Steering Committee:</p> <p>Reporting Protocol: Leadership Triangle</p> <p>Meeting Cycle: Annually</p> | <ul style="list-style-type: none"> To define and review the institutional processes for accreditation and reporting; To define, implement, and implement the integrated framework for drafting the College’s Self-Study; To define and review the cycle and timeline for reviewing reports and plans; and To define and review the steps to address WASC-ACCJC recommendations. | <ul style="list-style-type: none"> Compliance to Eligibility Requirements; Mission, Academic Quality and Institutional Effectiveness, and Integrity; Student Learning Programs and Support Services; Institutional Resources; Leadership and Governance. | <ul style="list-style-type: none"> Accreditation Liaison Officer; Assistant Accreditation Liaison Officer; Dean of Academic Affairs; Deans of Student Services; Program Director of Library Services; Program Director of Counseling and Learning Services; Director of Curriculum and Assessment; Director of Community and Natural Resources; Director of Samoan Studies Institute; Director of Teacher Education; Director of Trades and Technology; Chief Financial Officer; |

⁸¹ Participatory Governance Manual

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

Operational Groups consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.⁸²

| Operational Group: | Purpose: | Outcome: | Members: |
|---|---|---|--|
| Leadership Team: Reporting Protocol: Leadership Triangle | <ul style="list-style-type: none"> To assure that operational functions and processes are defined, implemented, monitored, and | <ul style="list-style-type: none"> Program Review of department and program functions: implementation, monitoring, | <ul style="list-style-type: none"> President; Vice Presidents; Deans; Program Directors; |

| | <ul style="list-style-type: none"> • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and present to the Curriculum Committee. | | |
|--|--|--|--|
| Operational Group: | Purpose: | Outcome: | Members: |
| <p>Data Committee:</p> <p>Reporting Protocol: Leadership Triangle</p> <p>Meeting Cycle: Monthly</p> | <ul style="list-style-type: none"> • To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and | <ul style="list-style-type: none"> • Data analyses, collection and dissemination. | <ul style="list-style-type: none"> • Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer. |

| | | | |
|--|--|--|--|
| | <p>externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual);</p> <ul style="list-style-type: none"> • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance. | | |
|--|--|--|--|

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.⁸³

The roles of constituents and decision-making groups are vital to institutional effectiveness and the dialogue that takes place leads to a collective understanding of the meaning of evidence, data, research, and how it is used in the evaluation of student learning.

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

The ASCC has established a new Policy on Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services.⁸⁴ 1004 ensures ASCC’s commitment to planning, assessment, and review processes that authentically measure the work of the College towards achieving its mission. Policy 1004 specifies the following definitions:

⁸³ Participatory Governance Structural Manual

⁸⁴ Policy 1004 Comprehensive Program Review

- Institutional Effectiveness: The measurement of ASCC’s performance against established mission, goals, and outcomes.
- Institutional Assessment and Program Review: A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC’s programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.
- Assessment Process: Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction or services that will move the institution forward to meet the overall goal of continuous improvement.
- Program Review Process: Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.
- Assessment and Program Review Cycle: Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.⁸⁵

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

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

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

Divisional Assessment-Program Review assesses the quality of ASCC’s instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment-Program Review is to assure that the College provides high quality programs for students and to identify opportunities for improvement for each academic or service program/department.⁸⁶

⁸⁵ Policy 1004 Comprehensive Program Review

⁸⁶ Participatory Governance Structural Manual

Instructional Divisional Assessment also referred to as the Academic Program Review (APR) are conducted annually in the following areas:

- **Input Measures:** Institutional resources provided for a program of student to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- **Program Operations:** Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- **Output Measures:** Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.⁸⁷

Instructional Program Review participants include faculty and adjunct faculty. In September 2015, the Faculty Senate has approved to include in Faculty Performance Evaluations statements for faculty participation in Instructional Divisional Assessment Program Review and Institutional Program Review.⁸⁸

The Assessment Committee and Curriculum Committee comprised of faculty reviews and approves the Academic Program Review instrument annually with an emphasis on how Student Learning Outcomes (SLO) are achieved through competencies defined in the General Education Program, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).⁸⁹

Certificate and degree competencies are categorized according to Course Learning Outcomes (CLO) embedded in courses that are aligned to either/or General Education Outcomes (GEO), Program Learning Outcomes (PLO), and the impact these courses have towards achieving ASCC's Institutional Learning Outcomes (ILO).

Non-instructional Divisional Assessment- Program Reviews are conducted annually in the areas of divisional outcomes and mission, evaluation of program/department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and planning and resources allocation.⁹⁰ Divisional Assessment- Program Review instruments are reviewed by programs/departments annually to assure that areas pertaining to services offered are included and results are used by programs/departments for planning and resource allocation.⁹¹

⁸⁷ Academic Program Review

⁸⁸ Faculty Performance Evaluation

⁸⁹ 2015 Instructional Divisional Assessment Survey

⁹⁰ 2015 Non-Instructional Divisional Assessment Survey

⁹¹ 2015 IE Planning and Resource Allocation Analysis

Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves ASCC’s operations through strategic planning.⁹² Areas reviewed includes Mission effectiveness, student learning programs and services, resources, and governance. Institutional Program Review is conducted biennially and the Institutional Planning Executive Core Committee (IPECC), a governance decision-making group reviews the instrument for accuracy. Data collected from Institutional Program Review is analyzed by the IPECC including but not limited to annual Divisional Assessment-Program Review data to monitor the ASCC Institutional Strategic Plan and provide updates on the achievement of institutional stated goals and objectives.

The Office of Institutional Effectiveness (IE) compiles program review summaries based on survey input per program/department or institutionally depending on the type of program review being conducted and cycle, and disseminates the summaries accordingly. Access to all summaries are provided on the ASCC website. IE also provides data on enrollment trends and student achievement standards statistics including but not limited to, the Instructional Divisional Assessment-Program Review analysis for institutional planning and resource allocation.⁹³

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

The College assures that there are considerable data available on student learning for institutional review and analysis. Disaggregated data includes student enrollment trends, student achievement indicators, student placement, developmental passing rates (pre-collegiate), degree requirements, graduation rates, employee data, student opinion, and program reviews that are compiled in Institutional Data Sets (IDS), which include:

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

⁹² Participatory Governance Structural Manual

⁹³ 2015 IE Academic APR Summary

| | | | | Test Placements | Survey |
|---|--|---|----------------------------------|-------------------------|------------------|
| 0004: Developmental Passing Rates (Pre-Collegiate Courses) | Developmental English Reading Passing Rates | Developmental English Writing Passing Rates | Developmental Math Passing Rates | | |
| 0005: Degree Requirements | Gateway Courses | General Education Courses | Core Foundational Courses | Co-Foundational Courses | |
| 0006: Graduation Rates | Degrees/Certificates Conferred | Degrees/Certificates Conferred by Program | Completer Data | Graduate Exit Survey | |
| 0007: Student Learning Outcomes | General Education Outcomes | Program Learning Outcomes | Institutional Learning Outcomes | | |
| 0008: Employee Data | Number of Employees | Number of Employees by degree | Number of Employees by Ethnicity | | |
| 0009: Student Opinion Surveys | Course Evaluation Survey | Student Satisfactory Survey | | | |
| 0010: Program Reviews | Divisional Assessment-Program Review Summaries | Institutional Program Review Summaries | | | |
| 0011: Student Services | Admissions & Records Data | Tutoring Data | Counseling Data | Financial Aid Data | Library Services |

IDS are compiled by IE and disseminated on a semester basis through Fact Sheets that are now available for institutional access on the ASCC website.

SLOs are categorized into four main types of learning outcomes that include ILOs, PLOs, General Education Learning Outcomes (GEO), and CLOs. CLOs are central to the assessment of all competencies and are aligned to particular qualities as defined in ASCC's definition of ILOs, General Education Program, Core Foundational and Co-Foundational areas.

- ILOs: Are the competencies defined by the institution that all students upon graduating from the ASCC should acquire and demonstrate proficiencies.
- General Education Courses: General Education is the core of the undergraduate degree for all students, regardless of their major. GEO courses describe what the institution wants students to be able to do on completion of the General Education program for an AA or AS degree.

- Core Foundational Courses: Are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by academic degree programs/departments.
- Co-Foundational Course: Are courses specific to a discipline or area of specialization. Co-Foundational courses are program focused with emphasis in specialized areas.⁹⁴

The College has defined CLOs for all courses and is documented in Course Approval Forms (CAF) that are approved by the Curriculum Committee and noted in all faculty course syllabi. All original CAFs are archived at the Office of Academic Affairs upon completion of the signature approval process.⁹⁵

Courses are assessed regularly and accordingly to a set cycle. The Academic Assessment Committee (AAC) has approved a two-year assessment cycle for all General Education, Core Foundational, Co-Foundational areas, and Developmental courses divided into four semesters.

Chart 1, encompasses the assessment of CLO (courses) competencies for General Education following a two-year cycle:

| General Education Qualities | Assessing General Education Qualities 1 ST & 2 ND Year | | | | |
|-----------------------------|--|---|---|-------------------------------|----------------|
| | Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 1 |
| | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> |
| GE 1 | SPH 153 ENG 150 ENG 151 | | | SPH 153 ENG 150 ENG 151 | |
| GE 2 | ICT 150 | | | ICT 150 | |
| GE 3 | | PHSCI 150 MAT 151 | | PHSCI 150 MAT 151 | |
| GE 4 | | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | | |
| GE 5 | | HEA 150 PSY 150 | HEA 150 PSY 150 | | |

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

| Co & Core Foundational Area | Assessing Core and Co-Foundational Area Qualities 1 ST & 2 ND Year |
|-----------------------------|--|
|-----------------------------|--|

⁹⁴ ASCC Catalog 2014-2016

⁹⁵ Academic Affairs SOP Manual

| Course Assessment Cycle | Semester 1 | Semester 2 | Semester 3 | Semester 4 |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> |
| | 100-150 | 151-199 | 200-250 | 251-299 |
| | | | | |
| | 300-400 | 401-499 | | |

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

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

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

ASCC GENERAL EDUCATION DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT

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

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

Class Enrollment: 25
Student Assessed: 23
GEO: 5A

HEA 150
GEO 5-A (CLO 4) (UNIVERSAL STATEMENT)
MAKING GOOD DECISIONS ESSAY RUBRIC

| | D-3 | | | | | | | | | | | |
|----------|-----|--|--|--|--|--|--|--|--|--|--|--|
| B | 5 | | | | | | | | | | | |
| D | 13 | | | | | | | | | | | |
| P | 5 | | | | | | | | | | | |

RECOMMENDATIONS: _____

Course data sheets are submitted to the Director of Curriculum and Instruction (former Associate Dean of Academic Affairs). The Director of Curriculum and Assessment compiles all raw data collected from faculty data sheets and provides a summary for faculty analysis.⁹⁶

| HEA 150 INTRODUCTION TO HEALTH SCIENCE | | | | | | |
|---|------------------|----------------|----------------|----------------|----------------|--------------------------|
| GEO 5: OUTCOME ANALYSIS | | | | | | |
| GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) MAKING GOOD DECISIONS ESSAY RUBRIC | | | | | | |
| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 2014-2016 |
| B | 40% | 21% | 0% | | | |
| D | 30% | 56% | 3% | | | |
| P | 30% | 21% | 97% | | | |
| | | | | | | |
| GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL | | | | | | |
| B | 10% | 0% | 0% | | | |
| D | 19% | 28% | 3% | | | |
| P | 71% | 72% | 97% | | | |
| | | | | | | |
| GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC | | | | | | |
| B | 4% | 4% | 0% | | | |
| D | 48% | 24% | 11% | | | |
| P | 48% | 72% | 89% | | | |
| | | | | | | |
| GEO 5-C (CLO 3) UNIVERSAL STATEMENT ORAL PRESENTATION RUBRIC | | | | | | |
| B | 29% | 20% | 27% | | | |
| D | 21% | 0% | 4% | | | |
| P | 50% | 80% | 69% | | | |

The Director of Curriculum and Assessment disseminates the competency-based summaries to each academic program/department faculty for analysis. Meetings are scheduled by the Director of Curriculum and Assessment with academic program/department faculty to review data summaries, inter-rater reliability and calibration, and to provide recommendations for improving CLO competencies for courses offered.⁹⁷

| |
|---|
| GEO DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT |
| Course: HEA 150 Introduction to Health Science |
| GEO 5-A Ethical Decision Making |
| GEO 5-B Health Choices and Practices |
| GEO 5-C Community & Family Participation |
| GEO 5-D Career Personal & Professional Growth |
| Recommendations/Comments: |
| <ul style="list-style-type: none"> • Meeting and Developing of the rubric for this Dimension with Assessment Coordinator • Meeting and revision of dimension 4 with assessment coordinator • Meeting and revising GEO 5C with assessment coordinator • GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded • Meeting and revising with assessment coordinator • Meeting and revising D-4 assessment coordinator |

⁹⁶ Assessing Student Learning Manual

⁹⁷ Assessing Student Learning Manual

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

As a result of evaluation, recommendations are generated and actions are implemented to improve on student learning outcomes, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies are generated and implemented.⁹⁸

OUTCOMES IDENTIFIED AND AREAS OF ASSESSMENT:

- **GEO 1-A: Listen actively and speak effectively in many different situations.**
- GEO 1.A – CLO 1 – Apply competent English speaking and listening skills as a helping skill.
 - **Holistic Rubric for Oral Presentations**
 - Demonstrate a well employed and organized oral speech. (Dimension 3)
 - Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
 - Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)
- GEO 1.A – CLO 2 – Demonstrate public speaking techniques orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
 - **Informative Speech Rubric and Persuasive Speech**
 - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
 - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
 - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

Language & Literature Department (September 2, 2014)

Comments:

- **CLO1:** Of the 16 students assessed, 5 students did not turn-in an Expository Essay, so they were not assessed for this particular CLO 1: D1 & D3
- **CLO2:** Of the 16 students assessed, 1 student did not turn-in a Persuasive essay, so the individual was not assessed for this particular CLO 2: D3, D4, D9
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Resume, so they were not assessed for this particular CLO 3: D1, D2, D3, D4
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Cover Letter, so they were not assessed for this particular CLO3: D5, D6, D7, D8
- **CLO4:** Of the 16 students assessed, 2 students did not turn-in a Research Paper, so they were not assessed for this particular CLO4: D1, D2, D3, D4, D9, D11

Recommendations:

- When students present their original pieces (poems), they need to include samples of published work where historical and cultural influences have impacted the developments of their chosen poet. Include this discussion in their PPT presentations.
- Need to provide in-class written exercises of analysis instead of take home assignments. Encourage students to bring resources of various analyses, but they need to generate their own analysis in class before they can type and publish them for assessment purposes.
- Need to do more group discussions of literary terms and let them utilize corporate group tasks for practice.

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

The College assures that its student and learning support services are regularly reviewed on an annual basis using the Non-instructional Divisional Assessments- Program Review. Areas of review include divisional outcomes and mission, evaluation of program/department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and planning and resources allocation.⁹⁹

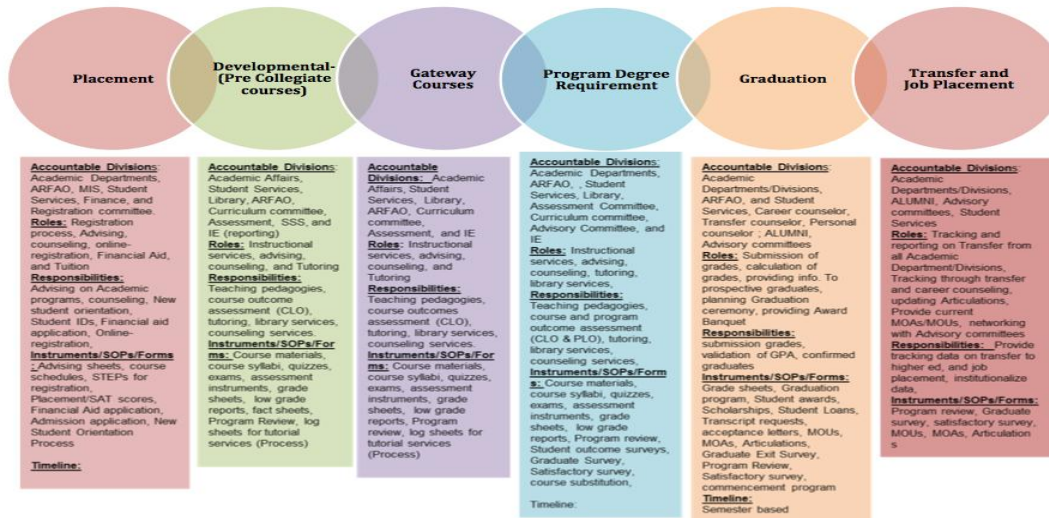
⁹⁸ Assessing Student Learning Manual

⁹⁹ 2015 Non-Instructional Divisional Assessment Survey

Section 10 of the Non-instructional Program Review instrument includes the availability and accessibility of services that include computer labs, counseling, library, academic tutoring, academic advising, campus life, and access to admission services and records.¹⁰⁰

In August 2015, the Board of Higher Education made changes to the ASCC Organizational Chart to bring together all student services departments under the Dean of Student Services. Departments include the Library, Admissions, Financial Aid, and Records.¹⁰¹

The changes to the Organizational Chart allowed the Division of Student Services to develop a Comprehensive Student Services Manual to focus on student support services offered and for consistency in tracking students in accordance to the ASCC institutional-set standards.¹⁰² As a result of broad-based discussion in the setting of ASCC’s institutional-set standards, student support services were linked to each institutional standard to ensure that reliable services are provided to students as a measure to improve and solidify divisional instruments and Standard Operating Procedures (SOP).¹⁰³



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

The ASCC has established institutional-set achievement standards. Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. The College’s defined standards and data are used as a basis to focus institutional dialogue on improving student learning and achievement

100 2015 Non-Instructional Divisional Assessment Survey

101 ASCC 2015 Organizational Chart

102 Division of Student Services Comprehensive Manual

103 Internal Show Cause Sanction Report & Analysis of Actions taken to address ACCJC Recommendations, p. 50-53

through assessment practices. Standards for the ASCC’s institutional-set standards are as follows:

- **Developmental Courses:** The successful Completion of highest developmental English and Math Courses which transition students into college readiness;
- **Gateway Courses:** The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements;
- **Degree Program Requirements:** The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program;
- **Persistence:** The retention of students in their first year and second year and within 150 percent time to graduation;
- **Degree/Certificate Completion and Transfer:** The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

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

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

To ensure high quality of educational programs, the College developed indicators and measurements for determining institutional-set standards to evaluate the effectiveness of outcome competencies for the certificates and degrees offered.¹⁰⁴

| Standards: | Institutional-set Standard Percentages: | Courses assessed to determine Institutional-set Standards: | Data sets used for Analysis: |
|---|--|---|---|
| Developmental Courses: | Percentage defined by the College on student completion of developmental courses. | ENG 90, ENG 91, MAT 90 | <ul style="list-style-type: none"> • Percentages of passing students. |
| Gateway Courses: | Percentage defined by the College on student completion of gateway courses. | ENG 150, ENG 151, MAT 151 | <ul style="list-style-type: none"> • Formative Data: Percentages of students assessed at the developing and proficient level determined by rubric competencies . • Summative Data: Percentages of students have received a 'C' grade or higher. |
| Degree Program Requirements: | Percentage set by the College upon successful completion of degree program requirements. | General Education Courses Core Foundational Courses Co-Foundational Courses | <ul style="list-style-type: none"> • Formative Data: Percentages of students assessed at the developing and proficient level determined by rubric competencies . • Summative Data: Percentages of students have received a 'C' grade or higher. |
| Persistence: | Percentages set by the institution based on the retention of students in the first and second year and within a 150 percent time to graduation. | | <ul style="list-style-type: none"> • Percentages of students who are retained from fall to spring. • Percentages of students who are retained from fall to fall. |
| Degree/Certificate and Transfer: | Percentages set by the College upon successful completion of degree or certificate and transfer to institutions of higher learning or transition into the workforce. | | <ul style="list-style-type: none"> • Graduation Rates: Percentages of cohort completion within 150 percent of normal time to completion. • Transfer to Institutions of Higher Learning: Percentages of potential graduates tracked through advising, Percentages of graduates tracked through counseling, Percentages of students who receive student loans and scholarships. • Transfer into the Workforce: Percentages of potential graduates tracked through advising, Percentages of graduates tracked through counseling. |

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The determination of institutional measurements resulted to the setting of ASCC’s institutional-set achievement standard percentages.¹⁰⁵

| ASCC Institutional-set Achievement Standards: | | | |
|--|--|---|--|
| Standards: | Institutional-set achievement standard percentages for courses and programs per standard. | Institutional-set Achievement Standard percentages: | Institutional Stretch Goals: |
| Developmental Courses: | <ul style="list-style-type: none"> • ENG 90: 70 percent • ENG 91: 70 percent • MAT 90: 66 percent | <ul style="list-style-type: none"> • 70 percent | |
| Gateway Courses: | <ul style="list-style-type: none"> • ENG 150: 73 percent • ENG 151: 72 percent • MAT 151: 63 percent | <ul style="list-style-type: none"> • 72 percent | |
| Degree Program Requirements: | <ul style="list-style-type: none"> • General Education Courses: 75 percent • Core Foundational Courses: 80 percent • Co-Foundational Courses: 90 percent | <ul style="list-style-type: none"> • 80 percent | |
| Persistence: | | <ul style="list-style-type: none"> • Graduation: 39 percent • 1st Year Retention: 50 percent • 2nd Year Retention: 30 percent | <ul style="list-style-type: none"> • 1st Year Retention: 60 percent • 2nd Year Retention: 40 percent |
| Degree/Certificate and Transfer: | | <ul style="list-style-type: none"> • Transfer to Institutions of Higher Learning: 18 percent • Transfer to the Workforce: 50 percent | <ul style="list-style-type: none"> • Transfer to Institutions of Higher Learning: 25 percent • Transfer to the Workforce: 63 percent |

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

All internal stakeholders are committed to the best interest of the students and are unified by the College’s Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes to assure that student centeredness is central to institutional planning and the setting of institutional priorities.¹⁰⁶

The College has established its institutional-set achievement standards in the spring of 2015. The ASCC will be monitoring the achievement of its institutional-set standards in the fall of 2015 following the academic cycle.

The ASCC’s 2015 Annual Report submitted to ACCJC did not include certain institutional-set achievement standard percentages for program completion, percentages of students who transfer to four-year institutions, percentages for graduate employment, and percentages of institutional learning outcomes with ongoing assessment of learning outcomes.

The College at the time prior to submitting its 2015 Annual Report was not made aware of the criteria required by ACCJC specifically, institution-set standards for student achievement of certificates and degree but has learned the importance of setting such standards and its impact on student learning and student achievement.

¹⁰⁵ Participatory Governance Structural Manual

¹⁰⁶ Participatory Governance Structural Manual

The College now at its monitoring stage of institutional-set standards will assure that actions will be taken to improve the quality of educational programs in its forthcoming evaluation of institutional-set standards in the spring of 2016.

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

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

IE monitors data submitted by the College’s departments/programs and disseminates accordingly through the approval process for transparency purposes. Disaggregated data includes student enrollment trends, student achievement indicators, student placement, developmental passing rates (pre-collegiate), degree requirements, graduation rates, and student opinion that are compiled in Institutional Data Sets (IDS).¹⁰⁷

| ASCC Institutional Data Sets | | | | | |
|---|---|---|--------------------------------------|-------------------------------------|-----------------------------|
| Type of Data Set: | Measure 1 | Measure 2 | Measure 3 | Measure 4 | Measure 5 |
| 0001: Student Achievement Data | Developmental Completion Rates | Gateway Course Completion Rates | Program Requirement Completion Rates | Persistence Rates | Graduation & Transfer Rates |
| 0002: Student Enrollment Trends | Unduplicated Headcount | Enrollment by Age | Enrollment by Ethnicity | Enrollment by Major | |
| 0003: Student Placements | English Reading Placements | English Writing Placements | Math Placements | Scholastic Aptitude Test Placements | Placement Test Survey |
| 0004: Developmental Passing Rates (Pre-Collegiate Courses) | Developmental English Reading Passing Rates | Developmental English Writing Passing Rates | Developmental Math Passing Rates | | |
| 0005: Degree Requirements | Gateway Courses | General Education Courses | Core Foundational Courses | Co-Foundational Courses | |

¹⁰⁷ Institutional Data Sets

| | | | | | |
|--|--|---|----------------------------------|----------------------|------------------|
| 0006: Graduation Rates | Degrees/Certificates Conferred | Degrees/Certificates Conferred by Program | Completer Data | Graduate Exit Survey | |
| 0007: Student Learning Outcomes | General Education Outcomes | Program Learning Outcomes | Institutional Learning Outcomes | | |
| 0008: Employee Data | Number of Employees | Number of Employees by degree | Number of Employees by Ethnicity | | |
| 0009: Student Opinion Surveys | Course Evaluation Survey | Student Satisfactory Survey | | | |
| 0010: Program Reviews | Divisional Assessment-Program Review Summaries | Institutional Program Review Summaries | | | |
| 0011: Student Services | Admissions & Records Data | Tutoring Data | Counseling Data | Financial Aid Data | Library Services |

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

The changes made at the College to comply with this standard were guided by Recommendation 2.

ASCC has a comprehensive program review process in place supported by Policy 1004.¹⁰⁸ The process is fully defined in the ASCC Participatory Governance Structural Manual.¹⁰⁹ The College has two types of Program Review, each with its own process as summarized in the table below.

| ASCC Program Review Processes | | |
|--------------------------------------|---|---|
| | Institutional Program Review | Divisional Assessment-Program Review |
| Assessment Cycle | Biennially | Annually |
| Instrument: | Institutional Program Review Survey i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee) | Divisional Assessment- Program Review Survey i. Review of Instrument: Annually (Programs/Departments) |

¹⁰⁸ Policy 1004 Comprehensive Program Review

¹⁰⁹ Participatory Governance Structural Manual

| | | |
|--------------------------|---|---|
| Areas for Review: | <ul style="list-style-type: none"> i. ASCC Mission Effectiveness ii. Student Learning Programs and Services iii. Resources iv. Governance | <ul style="list-style-type: none"> i. Divisional Mission and Outcomes ii. Evaluation of Program/Department Effectiveness and Improvements iii. Decision Making iv. Personnel v. Staff Development and Facilities vi. Equipment & Technology vii. Student Support Services viii. Safety and Emergency Procedures ix. Divisional Planning and Resource Allocation |
| Participants: | Administrators, Faculty, and Staff | Programs and Departments |
| Focus | <ul style="list-style-type: none"> i. Institutional Set Achievement Standards ii. Institutional Learning Outcomes iii. Review of Institutional Strategic Plan Priorities | <ul style="list-style-type: none"> i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division) ii. Compilation of data summaries (Institutional Effectiveness Division); iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division); iv. Analysis of data (Program/Department); v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance); vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance); vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President) viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. |

| | | |
|-----------------------------|--|--|
| | | (President) |
| Procedures and Roles | <ul style="list-style-type: none"> i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division); ii. Compilation of data summaries (Institutional Effectiveness Division); iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC); iv. Analysis of data (IPECC); v. Compilation and submission of analysis to the Leadership Triangle (IPECC); vi. Review of Analysis by the Leadership Triangle with recommendations and/or approval (Leadership Triangle); vii. Submission of analysis and action plans to the Board of Higher Education (President) viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President). | i. Planning and Resource Allocation Analysis of ASCC Operations |
| Outcomes | <ul style="list-style-type: none"> i. ASCC Catalog ii. Institutional Strategic Plan Priorities iii. Board Policies | |

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

Program Review is also used at the divisional levels to determine budget needs. During budget call each year, the divisions are required to submit their annual budget requests supported by program review data. Budget requests are reviewed and discussed by the IPECC to provide recommendations on fiscal appropriations and routed for approval by the Leadership Triangle.

The Division of Academic Affairs provide faculty with an Assessment Exit Summary Report every semester. This report gives data on the assessment of student learning outcomes, which is discussed in Curriculum meetings. This data is useful for faculty when completing the Academic Program Review. The IE provide disaggregated data under the IDS Tool kit on the ASCC website. This table below summarizes what is provided in the IDS.

| ASCC Institutional Data Sets | | | | | |
|---|---|---|--------------------------------------|-------------------------------------|-----------------------------|
| Type of Data Set: | Measure 1 | Measure 2 | Measure 3 | Measure 4 | Measure 5 |
| 0001: Student Achievement Data | Developmental Completion Rates | Gateway Course Completion Rates | Program Requirement Completion Rates | Persistence Rates | Graduation & Transfer Rates |
| 0002: Student Enrollment Trends | Unduplicated Headcount | Enrollment by Age | Enrollment by Ethnicity | Enrollment by Major | |
| 0003: Student Placements | English Reading Placements | English Writing Placements | Math Placements | Scholastic Aptitude Test Placements | Placement Test Survey |
| 0004: Developmental Passing Rates (Pre-Collegiate Courses) | Developmental English Reading Passing Rates | Developmental English Writing Passing Rates | Developmental Math Passing Rates | | |
| 0005: Degree Requirements | Gateway Courses | General Education Courses | Core Foundational Courses | Co-Foundational Courses | |
| 0006: Graduation Rates | Degrees/Certificates Conferred | Degrees/Certificates Conferred by Program | Completer Data | Graduate Exit Survey | |
| 0007: Student Learning Outcomes | General Education Outcomes | Program Learning Outcomes | Institutional Learning Outcomes | | |
| 0008: Employee Data | Number of Employees | Number of Employees by degree | Number of Employees by Ethnicity | | |
| 0009: Student Opinion | Course Evaluation Survey | Student Satisfactory Survey | | | |

| | | | | | |
|-------------------------------|--|--|-----------------|--------------------|------------------|
| Surveys | | | | | |
| 0010: Program Reviews | Divisional Assessment-Program Review Summaries | Institutional Program Review Summaries | | | |
| 0011: Student Services | Admissions & Records Data | Tutoring Data | Counseling Data | Financial Aid Data | Library Services |

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

The changes made at the College to comply with this standard were guided by Recommendation 1, 2, AND 3

ASCC uses disaggregated data to inform the institution on student trends. This data is provided to constituents via the ASCC website under the IDS Toolkit. The tool kit is a virtual instrument designed to provide faculty, staff and students access to disaggregated data for decision making. The IDS includes trends in enrollment, graduation, retention and several other student trends. IDS-0002 on Enrollment trends identifies student sub populations by gender, age, ethnicity, part time and full time status and major. IDS-0003 on placement identifies student sub-populations by placement into Reading, Writing and Math. IDS-0006 identifies student subpopulations by degrees and certificates conferred by program and by time to completion.

The College has set Student Achievement Standards that measure the performance of student achievement against the expected outcomes of the institution. The standards are based on the disaggregation of student subpopulations, which follow the Student Pathway to Success Model in the Participatory Governance Structure Manual.¹¹⁰

The benchmarks used to set the standards were based on longitudinal data. The data used to set the standard can be seen in the 2014-2015 Annual Report.¹¹¹

There are five institutional set standards for student achievement:

1. Developmental Courses: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness
2. Gateway Courses: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
3. Degree Program Requirements: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program

¹¹⁰ Participatory Governance Structural Manual

¹¹¹ ASCC Annual Report

4. Persistence: The retention of students in their first year and second year and within 150 percent time to graduation.
5. Degree/Certificate Completion and Transfer: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

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

The benchmarks set for each standard are as follows:

Standard 1: Developmental Courses: Percent of student population who successfully pass their developmental courses each semester = 70 percent

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

Standard 3: Program requirements: Percent of student population who successfully complete all program requirements with a “C” or better each semester = 80 percent
For each requirement, targets were also set

- General Education Target: 75 percent
- Core Foundational Target: 80 percent
- Co-Foundational Target: 90 percent

Standard 4: Persistence Rates-percent of student population who were retained in the first year and 2nd year.

- 1st Year (fall to spring) Retention Target: 50 percent with a stretch goal of 60 percent
- 2nd Year (fall to spring to fall) Retention Target: 30 percent with a stretch goal of 40 percent

Standard 5: Graduation and Transfer

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

The institution uses the benchmarks to assess its performance every semester. IDS.0001 posts data, which supports each of the five student achievement standards. This data is measured against the benchmarks to assess the achievement of each target outcome. This data is reported in the ASCC Annual Report. The targets are rated by two criteria; meets the standard or does not meet the standard. Dialogue over the improvement of performance occurs basically at every level of the institution provided that Student Achievement data is published in the IDS. The Student Achievement Standards are scheduled to be reviewed on a biennial basis following the Institutional Program Review Cycle.

The spring 2015 data for the first three standards; Developmental Course completion, Gateway Course completion, and Program Requirement completion, was measured in the summer. This was published in the 2014-2015 Annual Report.¹¹² Although the college missed its target for developmental courses by four percent, it met its targets for Gateway course completion and Program Requirement completions. The College has not made judgments in regards to the targets reported because the standard were just set over the course of 2015 spring and summer semesters.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, supporting academic quality and accomplishments of mission.

The changes made at the College to comply with this standard were guided by Recommendation 1, 2, 3.

Policy 1003 governs the process for approving and implementing board policy and college regulations and procedures.¹¹³ Policy 1003.1 allows for any employee in the college to propose college regulations via a supervisor. Such proposals must follow the appropriate lines of authority as defined in the college's organizational chart.¹¹⁴ Policy 1004 commits ASCC to: "*planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).*"

In the Participatory Governance Structure Manual, constituent roles in governance and decision-making are explained. All ASCC constituents are at liberty to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations.¹¹⁵ This includes policies and practices for evaluation across all areas of the institution and the roles decision-making groups.¹¹⁶ There are three groups listed which include Governance groups (Leadership

¹¹² ASCC 2014-2015 Annual Report

¹¹³ Policy 1003 College Regulations/Procedures

¹¹⁴ Policy 1003.1 College Regulations/Procedures

¹¹⁵ Participatory Governance Structural Manual

¹¹⁶ Participatory Governance Structural Manual

Triangle and Accreditation Steering Committee), Operational groups (Leadership Team, Curriculum Committee, Academic Assessment Committee and Data Committee), and Task Force groups which are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. All three groups have separate functions but group membership may overlap within the groups because of their designated roles within the institution. The roles and responsibilities of these groups is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

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

The College continues to actively review its plan for effectiveness using its planning Task Force Groups. There is a designated review committee for each of the focus areas in the 2015-2020 ISP. These review committees were also tasked to address ACCJC recommendations and in doing so were able to identify gaps in processes, policies and practices which moved the college forward in addressing those areas and achieving some of the goals of ISP. For example, the Academic Excellence subcommittee facilitated in the development of Student Achievement Standards that imposed standards which will measure how well the college is achieving goal one in the Academic Excellence plan which states "ASCC will enhance and deliver innovative, effective education and support program to facilitate Student Academic Success" and support the part of the mission which states "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 goals."

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

The changes made at the College to comply with this standard were guided by Recommendation 1, 2, and 3.

The ASCC has mechanisms to solicit input from constituents on planning and evaluation. Program review is the key component of planning. Instruments used in program review are reviewed and approved by IPECC. The Instructional Divisional Assessment – Program Review solicits feedback in the following areas:

- Input Measures: Institutional resources provided for a program of student to achieve stated mission goals and objectives. Main resources are facilities, equipment, teach qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of

- courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.

In 2015, the divisional assessment distributed to all divisions focused on the following:

- Evaluation (Effectiveness)
- Evaluation (Improvement)
- Decision Making
- Personnel
- Staff Development
- Facilities
- Equipment
- Budget
- Technology
- Student Support Services
- Safety and Emergency Procedures

Both Program Review results were shared with members in the Leadership Triangle who in turn shared it with their divisions. Results were used as the basis for planning divisional budgets.

Compliance Assist (CA) is a web-based data management system used by the college to collect information from the divisions on planning items. The system consists of three modules focused on institutional participation in different areas: Accreditation, Planning and Program Review.

The College has faithfully used the planning module for bi-weekly reporting, quarterly reports and the End of Year Summary. The biweekly reports are a compilation of short-term divisional objectives planned by the division for the upcoming weeks. The Quarterly reports are summations of the divisions' activities towards meeting their expected outcomes. The End of Year summary is a report designed to solicit the feedback from divisions on the effectiveness of the outcomes selected by the divisions and planning items for the upcoming Fiscal year. These reports are accessible by the divisions at all times.

The Gallery on CA stores all completed reports made available for all CA users to access. The divisions also have their own galleries to upload documents for their divisions so that they are always available for the division to access. These divisional galleries are only accessible by designated users on CA as requested by division heads. In the planning module, the College also has access to the ISPs goals and objectives that can be referenced in any of the reports mentioned. CA is designed so that planning items can be directly linked to other

areas of planning, program review, or accreditation standards as aligned by the user in reporting.

The Accreditation model gives users access to the college's self-evaluation and to ACCJC guides for Accreditation. Users have the ability to link their planning items to the accreditation standards so the evaluation process can be organized.

The Program Review module is not used at this time because not every employee has access to a computer. All employees are required to complete the survey so paper surveys have been the method used. The division of IE is working towards designing a template for program review that can collect data summaries from the divisions on program review.

The IDS toolkit provides compiled data to inform the college on student and institutional trends. The IDS is a collection of quantitative data from divisions throughout the college. IDS-0001 is based on Student Achievement Standards that inform the college on student achievement performance. Individuals, divisions, or groups can use the IDS for data to improve programs and services.

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

The changes made at the College to comply with this standard were guided by Recommendation 1, 2, and 3.

The divisional and institutional program reviews are designed to gather evidence from constituents demonstrating the effectiveness of programs and services. The planning and resource allocation process includes the review and analysis of program review results and dialogue to determine the institution's priority areas.

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

The College's recent actions to set institutional-set achievement standards and realignment of its practices towards the monitoring, assessing, and evaluating of those standards, provided a clear understanding of the College's priorities which are focused on student learning.

Standard 1B Evidence:

1. 2014 Presentation of Institutional Strategic Plan
2. 2015 Divisional Assessment Program Review Survey
3. 2015 Faculty Performance Evaluation
4. 2015 IE Academic Affairs Program Review Summary, pgs. 1-30
5. 2015 IE Planning and Resource Allocation Analysis
6. 2015 Non-Instructional Divisional Assessment Program Review Survey
7. Academic Affairs 2015 Divisional Assessment Program Review Survey
8. Academic Affairs Annual Academic Program Review Manual, p. 6
9. Academic Affairs SOP Manual
10. ASCC 2014-2015 Annual Report, p. 27
11. ASCC 2014-2015 Annual Report, pp. 20-25
12. ASCC 2014-2016 Catalog, p. 45
13. ASCC 2015 August Organizational Chart
14. ASCC Governance Manual, Policy 1003, p. 5
15. ASCC Governance Manual, Policy 1003.1, pp. 5-6
16. Assessing Student Learning and Achievement Manual
17. Comprehensive Program Review Policy
18. Division of Student Services Comprehensive Manual, pp. 1-37
19. Governance Manual, Policy 3001, p. 14
20. IE Institutional Data Sets- ASCC Website
21. Internal Show Cause Sanction Report & Analysis of Actions taken to address ACCJC Recommendations, p. 50-53
22. Participatory Governance Structural Manual
23. Personnel Manual, Policy 4.2002, p

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

ASCC conducts regular review of its policies and practices regarding publications through the Division of Institutional Effectiveness (IE) as designated by the President to oversee all Media relations, publications, and all press inquiries for ASCC. ¹¹⁷

The President ensures institutional integrity by reviewing all publications before being released to the public. In addition, the Director of Institutional Effectiveness and ASCC Press Officer further review ASCC press releases and ASCC public documents for accuracy and credibility review for the institution before being given to the President for his review and approval.

¹¹⁷ Governance Policy Manual, Policy 3022.1 Communications with the Media

ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the mission of the College and this ensures the integrity of policies in regard to ASCC publications. The College President's role is to recommend to the Board policies and changes to policies to support the Mission of ASCC. ¹¹⁸

ASCC presents and represents itself clearly, accurately and with consistency to its current and prospective students as well as the public and its personnel, by means of its catalogs, statements, and publications inclusive of those presented in electronic format. New or revised ASCC policies are reviewed by the Board of Higher Education. Academic and student policies, procedures, and publications are reviewed regularly following the biennial catalog review cycle ensuring its integrity and credibility in all its representations as stated and noted in its mission, goals and objectives, programs and services.

ASCC reviews the institution electronic representations as the source of information that is updated on a regular basis. All information that is electronically disseminated follows an approval process through IE. ¹¹⁹ Catalog or policy changes are publicized as addenda on the electronic version via ASCC website and hard copies are available to Leadership Team, IPECC, and Academic Departments. All publications including electronic representation must follow the institutional procedures for review and approval prior to release.

Student Achievement information is available to the public through fact books and fact sheets compiled by IE Division. ¹²⁰

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote on page 18 of the Guide). (ER 20)

The catalog is available both in printed and electronic format via the ASCC Website. The opening pages of the College's catalog include the institutional mission, core values/ILOs, table of contents, and the academic calendar.

The 2014-2016 ASCC Catalog provides general information of the following:

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

¹¹⁸ Participatory Governance Manual

¹¹⁹ Institutional Effectiveness Press Release SOP

¹²⁰ Fact Book 2014-2015

The 2014-2016 ASCC Catalog provides general information of the following Requirements:

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

The 2014-2016 ASCC Catalog provides general information of the following major policies affecting students:

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

The College's 2014-2016 Catalog is structured into the following categories for ease of use and understanding:

- General Information
- ASCC Divisions, Programs, and Services
- Degree and Certificate Programs of Study
- Academic
- ASCC- American Samoa Bachelors in Education Program Catalog
- List of ASCC Administration, Staff, Faculty and Professional Staff

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

Catalog revisions are reviewed by the Deans, Vice Presidents and President, and forwarded to the Board of Higher Education for final approval. Upon approval by the Board of Higher Education, the electronic version of the Catalog is uploaded to the ASCC website and hard copies are published. ¹²¹

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

¹²¹ Signature page of Board Approval of Catalog

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

The College collects SLO data and Student Achievement Set- standard data on a regular basis. All CLO and PLO are regularly assessed following an assessment cycle for all courses and programs. Courses are assessed regularly and accordingly to a set cycle. The Academic Assessment Committee (AAC) has approved a two-year assessment cycle for all General Education, Core Foundational, Co-Foundational areas, and Developmental courses.

Faculty is required to submit General Education, Co-Foundational, Core Foundational, and Developmental/Pre-Collegiate data sheets for each course they teach by the end each semester to the Office of Academic Affairs for compilation. The Director of Curriculum and Assessment then compiles all data and disseminates the results to the academic departments/programs for analysis, summaries and findings. This allows faculty to analyze data and provide recommendations for improvement of SLO, teaching methodologies, assessment instruments and teaching pedagogy.

Student achievement and Assessment data are available to ASCC stakeholders through fact books, fact sheets, bi-weekly, quarterly reports, and annual reports. These documents are available on ASCC website.¹²²

ASCC's Compliance Assist, a web-based data sharing and management system, houses most of the institutional data collected by the institution. Access to Compliance Assist is limited to Deans, Directors and key staff responsible for entering progress of their divisional outcomes in a Quarterly Report template under the system's Planning Module and to Self-Study Committee members to review evidence for the Self-evaluation process under the Accreditation Module.

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

The college ensures that information about its programs is clear and accurate through ongoing review and updates by the academic departments, curricular review by the curriculum committee, and ongoing assessment of outcomes by the Assessment committee. Degree and certificate requirements are listed in the catalog and noted on advising sheets. Student learning outcomes are listed on course syllabi and course approval forms.¹²³

The College has defined SLO for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi. All CAF are routed for signature approval

¹²² Fact Book/Fact Sheet 2014-2015

¹²³ ASCC Catalog 2014-2016, 44-71

and are filed with the Office of Academic Affairs to ensure the integrity of all its courses and programs. ASCC faculty is required to submit course syllabi for all courses taught on a semester basis. All course syllabi are reviewed by academic chairpersons and administrators to ensure inclusion of SLO and alignment of course objectives and program learning outcomes (PLO) as listed on the topical outline. All students are provided with a course syllabus at the beginning of the semester for each course taken at ASCC. The Office of Academic Affairs monitors submission of course syllabi, with the assistance of department chairpersons, to ensure students are provided with current course syllabi at the beginning of each semester. ¹²⁴

The 2014-2016 ASCC General Catalog is available on the college website; Academic schedule is published in the media and on the website prior to the beginning of the semester.

Academic Affairs requires all course syllabi be submitted before the first week of instruction: Course syllabi include the following:

- Course Description
- Course Rationale
- Course Materials and Supplementary Resources
- Course Objectives
- Student Learning Outcomes (Coded by Alignment)
- General Education Outcomes
- Program Learning Outcomes
- Course Learning Outcomes
- Methods of Instruction
- Course Required Assignments and Assessment Instruments
- Course Grading
- Attendance Policy
- Semester Calendar of Events
- Course Topical Outline

Course syllabi are collected by Academic Affairs each semester.

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

ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the mission of the College and this ensures the integrity of policies. The College President's role is to recommend to the Board policies and changes to policies to support the Mission of ASCC. ¹²⁵

¹²⁴ Academic Affairs-SOP, #002 and #006

¹²⁵ Participatory Governance Manual

ASCC conducts regular review of its policies and practices regarding publications through the Division of Institutional Effectiveness (IE) as designated by the President to oversee all Media relations, publications, and all press inquiries for ASCC.¹²⁶

The President ensures institutional integrity by reviewing all publications before being released to the public. In addition, the Director of Institutional Effectiveness and ASCC Press Officer further review ASCC press releases and ASCC public documents for accuracy and credibility review for the institution before being given to the President for his review and approval.

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

ASCC provides current information on tuition and fees and other costs for attending ASCC for current and prospective students.

The cost to attend ASCC, also known as the cost of attendance, includes costs for: 1) Tuition and Fees, 2) Room and Board, 3) Books and Supplies, 4) Transportation, and 5) Miscellaneous. The explanation of cost of attendance may be found in the Financial Aid Handbook that is available on the ASCC website.

ASCC provides current information about tuition and fees on the ASCC Website on its Tuition and Fees page. Information about tuition and fees are also available in the ASCC catalog.

ASCC provides a Net Price Calculator on the website to assist students in calculating an estimated cost of attending ASCC based on the student's income and living situation. As stated in the welcome message of the net price calculator, the estimate provided by this tool "is an "estimate" based on cost of attendance and financial aid provided to students in a previous year".

ASCC also provides a list of current textbooks and their prices on the website. This information is available to anyone with an Internet connection, including current and prospective students.

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

126 Governance Policy Manual 3022.1 Communications with Media

ASCC's Academic Freedom policy 5002 is stated in the ASCC Catalog and the ASCC Governance Manual as follows: ¹²⁷

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

The policy on student academic honesty is stated in the Governance Manual policy 5300 as Academic Conduct of Students and can be found on page 32 of the 2014-2016 ASCC Catalog as follows: ¹²⁸

Academic Honesty and Integrity

ASCC prohibits the following actions:

1. Plagiarism, the submitting of one person's written ideas or thoughts as one's own without giving proper citation or credit to the original author; and,
2. Cheating that includes, but is not limited to, unauthorized sharing of information on any exam with others before the end of all final exams; and,
3. The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted materials; and,
4. Knowingly furnishing false information to the college with the intent to deceive or fraud; and,
5. Forgery, alteration or misuse of documents, records, or identification; and,
6. The attempted or actual theft or damage of college property.

Students caught will be reported to the Dean of Student Services to be disciplined and/or counseled which may result in probation, suspension or expulsion in accordance to the severity of the action.

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

The Governance Policy Manual, ASCC General Catalog and the Student Handbook explain the College academic honesty policy, how it is enforced, and the consequences for violation.

¹²⁷ Governance Policy Manual 5002 Academic Freedom

¹²⁸ Governance Policy Manual 5300 Academic Conduct of Students

ASCC Board of Higher Education serves as the legal and fiduciary body that regularly reviews and approves policies to fulfill the mission of the college.

The College catalog section on Student Rights and Responsibilities outlines personal responsibilities and academic conduct of the students. Course syllabi must include a statement on academic honesty. College catalog is also available online.

I.C.9. Faculty distinguishes between personal conviction and professional accepted views in a discipline. They present data and information fairly and objectively.

The college communicates its expectations of distinguishing between personal conviction and professional views of faculty by adhering to Policy 5103 which states:

ASCC expects faculty members in all disciplines to demonstrate a consistent level of proficiency in facilitating their courses. Demonstrated evidence in course content, applying facilitation techniques that enhance learning, and evaluating student's performances both in oral and written course work per established ASCC standards.

This assures academic integrity and the commitment of ASCC to hire qualified faculty who will uphold professional standards. ¹²⁹

The statements of Academic Freedom in the Governance Manual communicate the expectations that faculty distinguish between personal conviction and professionally accepted views in their discipline.

Faculty engages in discussion of Academic Freedom and other professional issues through Faculty senate meetings, Department/Program meetings, and planning committee meetings. In addition, there is informal discussion among colleagues. Adherence to ASCC policy as stated in the Governance Manual is evaluated through annual performance reviews of faculty.

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

ASCC has in place an Employee Code of Conduct as stated in the Governance Manual, which outlines the institution's ethical and standards for professional conduct in the workplace. ¹³⁰

The college does not advocate specific beliefs or world view.

129 Governance Policy Manual 5103 Faculty Competencies for Instructional Effectiveness

130 Governance Policy Manual 4203 Employee Code of Conduct

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

This standard does not apply to ASCC, as the College offers no curricula in foreign locations.

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

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

All team visitations, commission recommendations, and institutional actions are shared with the college stakeholders and have been made public through presentations by the college and through the media.

I.C.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)

The institution demonstrates integrity in its relationship with the Commission as is evident in the college's response in addressing the Show Cause sanction. The institution responded immediately to address the Show Cause sanction as followed:

Informing all stakeholders of ASCC's Show Cause Sanction:

In response to ASCC's Show Cause sanction and PDN publicizing requirements, ASCC Acting President implemented a schedule of presentations following internal protocol and presented to all ASCC stakeholders regarding its Accreditation Status, ACCJC Forms of Commission Actions, Definition of Show Cause, ACCJC Recommendations, and ACCJC Eligibility Requirements and Standards:

- Presentation to the Board of Higher Education- February 23, 2015 (*Referencing PPT*)
- Presentation to ASCC Deans and Directors- February 25, 2015 (*Referencing PPT*)
- Presentation to ASCC Faculty and Staff- February 26, 2015 (*Referencing PPT*)
- Presentation to ASCC Students- February 27, 2015 (*Referencing PPT*)
- Presentation to the Public- KVZK-TV and Samoa News- February 27, 2015 (*Referencing Televised Recording and ASCC Press Release*)

Planning the Process to address ACCJC Recommendations:

Following the presentation of ASCC's accreditation status, Acting President in collaboration with IE Director set meetings with ASCC internal stakeholders to initiate and organize an action plan to address ACCJC Recommendations through ASCC's 2015-2020 Institutional Strategic Plan, utilizing the process of strategic planning and the Institutional Planning Core Committee (IPECC) composition.

ASCC's Institutional 2015-2020 Strategic Plan encompasses several of the recommendations as cited by the ACCJC however, although ASCC's Strategic Plan details the addressing of these outcomes in a two to five-year cycle, ASCC will have to expedite the process to achieve these outcomes in a six to seven-month time frame to meet the ACCJC Show Cause sanction expectations.

Using ACCJC Recommendations as a guide for planning, expected outcomes were extracted from ASCC's Institutional 2015-2020 Strategic Plan and aligned accordingly to strategic goal(s), objective(s), and performance indicator(s) with emphasis on outcome expectations for addressing each Recommendation. ¹³¹

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

The American Samoa Community College's Mission ensures the community and its students the offering of high quality educational programs and services. Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific. ¹³²

All ASCC educational programs are aligned to the mission of the College through its offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of

¹³¹ ASCC Analysis of Show Cause Actions Taken, pp.1- 20

¹³² ASCC Catalog 2014-2016 p. 9

Completion and Certificates of Proficiency prepare students to enter into the workforce. ASCC offers eight Associate of Arts Degrees, 18 Associate of Science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and six certificates of completion.¹³³

The College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

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

Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve program practices that are appropriate to improve student achievement and learning. The institution sets its priorities based on program review results with emphasis on the identified strategic focus areas of the ASCC Institutional Strategic Plan. These focus areas are Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, and Total Cost of Ownership.¹³⁴

ASCC's focus on student learning and achievement allows the college to determine the quality of its instructional programs through the setting of student learning outcome measures and institution-set standards as indicators for continual improvements in program review, assessment, and planning.¹³⁵

133 ASCC Catalog 2014-2016 pp. ix-x

134 ASCC Strategic Plan 2015-2020

135 Participatory Governance Structural Manual pp. 25-27

Standard 1C Evidence:

1. **ASCC Governance Policy Manual #3022.1**
2. **Participatory Governance Manual**
3. **IE SOP**
4. **IE Fact Book**
5. **Curriculum Committee Minutes and Bi-weekly**
6. **Signature Approval of Board**
7. **Assessing Student Learning & Achievement Manual pp. 20-21**
8. **Assessing Student Learning & Achievement Manual pp. 20-21**
9. **Fact Book/Fact Sheet**
10. **Catalog 2014-2016**
11. **Academic SOP #002 & #006**
12. **Participatory Governance Manual**
13. **ASCC Governance Policy Manual 3022.1**
14. **Governance Policy Manual 5002**
15. **Governance Policy Manual 5300**
16. **Governance Policy Manual 5103**
17. **Governance Policy manual 4203**
18. **ASCC Analysis of Show Cause Actions Taken, pp.1- 20**
19. **ASCC Catalog 2014-2016 p. 9**
20. **ASCC Catalog 2014-2016 pp. ix-x**
21. **Divisional Assessment**
22. **ASCC Strategic Plan 2015-2020**
23. **Participatory Governance Structural Manual pp. 25-27**

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding as well as intellectual, aesthetic, and personal development for all of its students.



Instructional Programs



Library and Learning Support Services



Student Support Services



STANDARD II.A. INSTRUCTIONAL PROGRAMS (Standard II.A.2, II.A.10, II.B.3, II.C.2, II.C.3)

The institution offers high quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degree, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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

The American Samoa Community College's (ASCC) Mission ensures the community and its students the offering of high quality educational programs and services.¹³⁶ Program offerings provide opportunities for students to achieve their educational goals through transfer to institutions of higher learning, successful entry into the workforce, research and extension in human and natural resources, and awareness of Samoa and the Pacific.

All ASCC educational programs are aligned to the mission of the College through its offering of certificates, Associate of Arts degrees, Associate of Science degrees, and a Bachelor in Elementary Education degree. Associate of Arts degrees are designed to prepare students to transfer to institutions of higher learning. Associate of Science degrees and Certificates of Completion and Certificates of Proficiency prepare students to enter into the workforce. ASCC offers eight Associate of Arts Degrees, 18 Associate of Science degrees, one Bachelor in Elementary Education Degree, 22 certificates of proficiency, and six certificates of completion.¹³⁷

ASCC's focus on student learning and achievement allows the college to determine the quality of its instructional programs through the setting of student learning outcome measures and institution-set standards as indicators for continual improvements in program review, assessment, and planning.¹³⁸ Monitoring of student progression through the completion of certificates and degrees is categorized by pathways to student success. ASCC has defined five standards for student success:

- **Developmental Courses:** The successful completion of highest developmental English and Mathematics Courses (Eng 90, Eng 91, Math 90) which transition students into college readiness;

136 ASCC Catalog: Mission Statement, p. iii

137 ASCC Catalog: Degree and Certificate Programs of study, p. ix-x

138 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement & Institution Set Achievement Standards, p. 16-28

- Gateway Courses: The successful completion of college level English and Math Courses (Eng 150, Eng 151, Math 151) as required by all degrees to transition into Gen-Ed and Program Requirements;
- Degree Program Requirements: The successful completion of General Ed, Core Foundational and Co-Foundational courses required by a Degree program;
- Persistence: The retention of students in their first and second year, and within 150% time to graduation;
- Degree/Certificate Completion and Transfer: The successful completion of a degree program or Certificate, and transfer to institutions of higher learning or transition into the workforce.¹³⁹

Each standard provides direction on the process of setting institutional set-standards, courses assessed to set standards, and data set used for analysis to determine the achievement of ASCC's Institutional Learning Outcomes (ILO). ASCC ILOs are as follows:

- Effective Communicators: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;
- Critical Thinkers: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;
- Global Citizens: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- Quantitative Competent Individuals: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;
- Responsible Leaders: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.¹⁴⁰

139 Participatory Governance Structural Manual: Institution Set Achievement Standards, p. 25-27

140 Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 9-10

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

The College determines the appropriateness of its delivery modes through ongoing review of course syllabi and assessment of Student Learning Outcomes (SLO). All ASCC faculty are required to identify different instructional modes of teaching following the expectations for course syllabi requirements.¹⁴¹ Each semester, full-time, part-time and adjunct faculty are required to submit course syllabi to the Department Chairperson (DC). The DC reviews course syllabi to ensure that all SLO, including teaching methods, are listed, and SLO are aligned with assessment instruments that link to course graded assignments. The Office of Academic Affairs monitors the instructional modes of teaching used by all academic departments and programs through its standardized course syllabi template and Instructional Academic Program Review (APR).¹⁴²

The College places emphasis on the involvement of faculty, staff and administration in the development and implementation of SLO at all levels. Faculty discussions on relationships between SLO, student performance and the effectiveness of teaching methods are initiated at the department level. Based on the faculty peer review of student performance, proposed changes to teaching methods are adjusted at the discretion of the department. Any recommended changes to SLO or curriculum are presented to the curriculum committee for review and approval. The DC is charged with submission of any course/program changes to the Curriculum Committee for review and approval. The curriculum approval process assures the College of the quality of its courses and programs in achieving SLO.

ASCC faculty use effective delivery modes that cater to the diverse needs of students and are recorded on course syllabi. A semester basis review of course outcomes, delivery methods, and assessment instruments assures that the College meets the needs of all students through achievement of SLO. The General Education Faculty Assessment exit report presented to the Assessment Committee resulted in ten recommendations. Two of the recommendations emphasized teaching methodologies and delivery of instruction that have been addressed by departments.

The College defined the annual Non-instructional Divisional Assessment Program Review (DAPR) and Academic Program Review (APR) as assessment instruments to evaluate programs and services. The DAPR is required by the Institution of all its divisions to assess the quality of instructional and non-instructional programs/departments. Areas of review include divisional mission and outcomes,

¹⁴¹ Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus

¹⁴² Academic Affairs Program Review Summary & Findings 2015, pg.3 9

evaluation of program/department effectiveness and improvement, decision making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation.¹⁴³

The APR instrument was revised as an additional program review mechanism and was approved and adopted by the Curriculum Committee. The APR was implemented in spring 2015 and will continue its review annually.⁷ The APR is comprised of faculty, administrators and staff who were engaged in a collaborative process of assessing and improving the quality of all academic programs. An APR report of its findings has been compiled by the Division of Institutional Effectiveness. With the establishment of APR, the College has a systematic process for assessing student learning and student attainment of educational goals.¹⁴⁴ The APR process is as follows:

This process involves faculty, administrators, and staff in:

- a) Gathering information about academic programs/departments,
- b) reviewing and analyzing of information,
- c) combining all information in making judgments about overall program quality and making recommendations for improvements, and
- d) following up to ensure that all academic programs are fully supported in their efforts to provide quality academic programs/courses.

The APR was developed to include these major criteria: (1) Input Measures (2) Program Operations and (3) Output Measures. *Input measures* are institutional resources provided for a program of study to achieve stated mission and outcomes. Input measures address the area of facilities, equipment, materials, teaching methods, teacher qualifications, and faculty professional development. *Output measures* are specific student characteristics developed after the completion of an academic program of study or course. The areas identified are tracking, course and degree/certificate, retention/completion rates, and the assessment of student learning outcomes. The *Program Operation* criteria requires information that is directly related to the instructional program of the College. The instrument (curriculum grid) is designed to obtain information on scheduling history. The reports indicate the number of courses that were offered during each semester of the cycle by each academic department.

APR at ASCC places emphasis on the involvement of faculty, administrators, and staff in linking the academic programs/departments with the community it serves, reviewing and planning, decision-making, and allocating resources at departmental and divisional levels. This emphasis ensures that the review contributes to the attainment of the institutional mission and that appropriate recommendations are made for improvement and currency of all academic programs. Currency of curriculum and program relevancy are the responsibility of the faculty as they initiate changes to courses and programs based on

143 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement & Institution Set Achievement Standards, p. 16-28

144 Participatory Governance Structural Manual: Institution Set Achievement Standards, p. 25-27

program review results and assessment for instructional improvement. Through the recommendations, the College ensures continual improvements in the quality of instruction at ASCC.¹⁴⁵

Results of the DAPR compliment the APR in supporting instruction through achievement of SLO and meeting Institutional Student Achievement Standards. Findings are used in institutional planning through its resource and budget allocation for operation. Results of both instruments allow academic divisions to allocate funds for strengthening programs, providing adequate personnel, improving on teaching and learning, promoting continuous professional development, improving services, and providing a sufficient budget as an instructional resource for meeting the mission of the College.¹⁴⁶

ASCC, as a data driven institution, continues to evaluate and assess the effectiveness of its instructional methods through ongoing assessment of SLO and continuous implementation of program review processes to ensure the currency and high quality of its instructional programs. The College, through broad-based collaboration of its stakeholders, continues to improve and support instructional courses, programs and direct services through effective decision-making and allocation of resources to promote student success.

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

The College has defined SLO for all of its courses and programs offered as documented on Course Approval Forms (CAF) and course syllabi. All CAF are routed for signature approval and are filed with the Office of Academic Affairs to ensure the integrity of all its courses and programs.¹⁴⁷ ASCC faculty are required to submit course syllabi for all courses taught on a semester basis. All syllabi are reviewed by academic chairpersons and administrators to ensure inclusion of SLO showing alignment to course objectives and program learning outcomes (PLO) as listed on the course syllabi topical outline.¹⁴⁸ All students are provided with a course syllabus at the beginning of the semester for each course taken at ASCC. The Office of Academic Affairs monitors submission of course syllabi, with the assistance of department chairpersons, to ensure students are provided with current course syllabi at the beginning of each semester.

145 Academic Program Review-Summary & Findings 2015

146 Participatory Governance Structural Manual: Assessment of Student Learning and Achievement & Institution Set Achievement Standards, p. 16-28

147 ASCC website: <http://www.amsamoa.edu/academicprograms.html>

148 Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus

Certificate and degree competencies are categorized according to CLO embedded in courses that are aligned to either/or General Education Outcomes (GEO), PLO, and the impact these courses have towards achieving ASCC's ILO.

ASCC General Education Program emphasizes the 1st year competencies assessing qualities in Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Responsibilities. Program Learning Outcomes are assessed under each Academic Degree/Certificate Program based on curriculum mapping of CLO to PLO as identified by each program. ILO Qualities are assessed through General Education 1st year CLO Qualities and Competencies. The 2nd year CLO Qualities and Competencies are assessed through Core and Co-Foundational Area Courses.¹⁴⁹

All courses offered at ASCC are assessed following an assessment cycle. All General Education courses are assessed each semester. The assessment planning committee has approved a two-year assessment cycle for all General Education, Co-Foundational Area courses, Core Foundational Area courses, and developmental/pre-collegiate courses. The assessment cycle is divided into four semesters, to ensure that all courses offered at ASCC are being assessed within two years.¹⁵⁰

The assessment of all General Education Outcomes (GEO) began in fall 2012. The review cycle was completed in the summer of 2014. All data that was collected from fall 2012 to summer 2014 was compiled by the Associate Dean of Academic Affairs. The GEO Analysis was shared with each GEO faculty in fall 2014. Each GEO faculty made recommendations on how to improve the Closing of the Assessment Loop when the GEO matrices were submitted. Core and Co-foundational courses are assessed following the approved cycle as well as the developmental/pre-collegiate courses.

The following diagrams summarize assessment cycle for all ASCC courses.

ASSESSMENT CYCLE: Gen Ed, Core, Co-Foundational Area, and Developmental /Pre-Collegiate courses

| GENERAL EDUCATION QUALITIES | ASSESSING GE QUALITIES 1 ST & 2 ND YEAR | | | | |
|-----------------------------|---|------------------------------|----------------|--|----------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 | SEMESTER 5 |
| | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> | <i>COURSES</i> |
| GE 1 | SPH 153 ENG 150 ENG 151 | | | SPH 153 ENG 150 ENG 151 | |
| GE 2 | ICT 150 | | | ICT 150 | |
| GE 3 | | PHSCI 150 MAT 151 | | PHSCI 150 MAT 151 | |

¹⁴⁹ Participatory Governance Manual p. 22-24

¹⁵⁰ Assessing Student Learning Achievement Manual, pg. 20-21

| | | | | | |
|------|--|--|--|--|--|
| GE 4 | | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | HIS 150 HIS 151 HIS 170 HIS 171 HIS 162 | | |
| GE 5 | | HEA 150 PSY 150 | HEA 150 PSY 150 | | |

Approved Spring 2015

| Co & Core Foundational Area Course Assessment Cycle | ASSESSING CO and CORE FOUNDATIONAL AREA QUALITIES 1ST & 2ND YEAR | | | |
|--|---|---------------------------|---------------------------|---------------------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 |
| | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> | <i>Course Numbers</i> |
| | 100-150 | 151-199 | 200-250 | 251-299 |
| | | | | |
| | 300-400 | 401-499 | | |
| | | | | |

Approved Spring 2015

| Developmental/ Pre-Collegiate Course Assessment Cycle | ASSESSING DEVELOPMENTAL COURSES | | | |
|--|--|-------------------|-------------------|-------------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 |
| | <i>Courses</i> | <i>Courses</i> | <i>Courses</i> | <i>Courses</i> |
| | ENG 70 | ENG 71 | ENG 70 | ENG 71 |
| | ENG 80 | ENG 81 | ENG 80 | ENG 81 |
| | ENG 90 | ENG 91 | ENG 90 | ENG 91 |
| | MAT 80 | MAT 80 | MAT 80 | MAT 80 |
| MAT 90 | MAT 90 | MAT 90 | MAT 90 | |

Assessment results through closing of the loop discussions involving all academic departments and programs allow departments to evaluate themselves and reach consensus on needed improvement of learning outcomes at the course and program level. Seventy percent of ASCC courses have been assessed and thirty percent have not due to cancellation.¹⁵¹ Academic departments and programs, through assessment discussions and scheduled meetings, provided recommendations to improve SLO, assessment instruments, curriculum alignment, facilities, educational resources, and teaching methodologies.¹⁵²

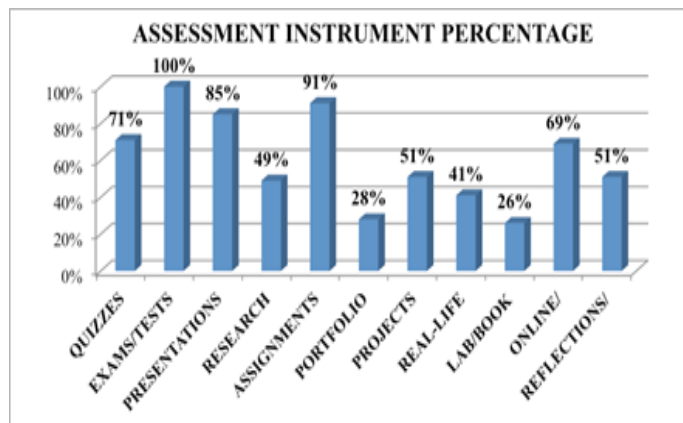
151 Academic Program Review-Summary & Findings 2015, pg. 39-40

152 Assessing Student Learning Achievement Manual, pg. 20-21

Assessment of SLO at the course, program and institutional levels is faculty driven, through their participation in departmental, curriculum and assessment committees. The Curriculum Committee oversees the College curriculum to ensure quality of courses, programs, degrees and certificates. The Academic Assessment Committee consists of faculty representatives from each academic department/division. The committee reviews and monitors dialogue, discusses learning outcomes, identifies strengths and weaknesses of SLO, reviews data for APR, presents a workable assessment plan, monitors ongoing assessment, and reviews ASCC's mission according to SLO findings.¹⁵³ The Assessment Planning Core Committee (APCC) advises on assessment instruments, analyzes data, and provides recommendations that will secure SLO alignment at all levels of assessment with an emphasis on the mission of the ASCC.¹⁵⁴

Faculty are required to submit General Education, Co-Foundational, Core Foundational, and Developmental/Pre-Collegiate data sheets for each course they teach by the end each semester to the Office of Academic Affairs for compilation. The Director of Curriculum and Assessment then compiles all data and disseminates the results to the academic departments/programs for analysis, summaries and findings. The Director of Curriculum and Assessment then schedules one on one meetings with academic departments/programs. This allows faculty to analyze data and provide recommendations for improvement of SLO, teaching methodologies, assessment instruments and teaching pedagogy.¹⁵⁵

The following diagram provides a summary of assessment methods use by faculty as recorded on course syllabi on a semester basis.



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

Developmental/Pre-collegiate, continuing, and community education offerings are determined by students' placement on entrance exams and by the community needs in

¹⁵³ Participatory Governance Structural Manual p.18

¹⁵⁴ Assessment Planning Committee & Closing the Assessment Loop Guidelines (Revised) Fall 2014

¹⁵⁵ Assessing Student Learning Achievement Manual, pg. 20-21

alignment with the College’s mission. The College does not offer study abroad, international student, short term training, or contract education programs at this time.

The College offers developmental /pre collegiate courses to accommodate students placed in remedial English and Math as determined by the College’s entrance exam or SAT/ACT scores. Pre-collegiate/developmental courses are currently offered through the College Accelerated Preparatory Program (CAPP) to prepare students for college level curriculum courses. CAPP is a special admissions program for selected students who do not meet current “college level” admissions requirements. A CAPP student is allowed a certain duration of time to successfully complete and exit from the program.¹⁵⁶

ASCC has in place a CAPP policy for students who do not demonstrate college level Reading, Writing and Math competencies. Students who have not met these necessary requirements are advised to enroll in preparatory courses to gain knowledge, skills, and abilities to succeed in college level courses. A student with a placement result indicating ENG 150 Introductory to Literature, and ENG 151 Freshman Composition and Math 90 Elementary Algebra, is eligible to take General Education courses (150-college level) courses.¹⁵⁷

For direct entry into the workforce, ASCC students are provided with the opportunity to enroll in entry level career technical courses to attain the necessary skills. The College provides a Nurses’ Aide and Apprenticeship programs for students with introductory courses necessary for entry level job placement. These programs are supported through MOUs/MOAs with community agencies. Upon a student’s successful completion of entry level courses and set requirements, the College awards him/her a certificate of completion (COC) to certify qualification for direct placement into the workforce. COC are not conferred certificates, but are recognized for the purpose of entry level placement in the workforce.¹⁵⁸

Adult Education Literacy and Extended Learning (AELEL) through Adult Basic Education (ABE) provides opportunities for students to pursue a General Education Diploma (GED) through college preparatory courses and occupational training which enable them to sit the GED examination. Successful completion of the GED examination allows the students to attain a high school diploma.¹⁵⁹

The process for establishing any course or program within the institution involves the collaboration between academic departments and a community advisory council based on educational needs of the College’s community stakeholders. All new, revised, removed or proposed changes to courses and programs are presented to the Curriculum Committee for their review and approval to ensure alignment to the ASCC mission.¹⁶⁰

¹⁵⁶ ASCC Catalog: College Accelerated Preparatory Program (CAPP), p. 14

¹⁵⁷ ASCC Catalog: Certificate of Completion, p. 70

¹⁵⁸ ASCC Catalog: Certificate of Completion, p. 70

¹⁵⁹ ASCC Catalog: Adult Basic Education, p. 15

¹⁶⁰ Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA & 006-AA, Catalog Review/Course Review for Course/Program Approval

Course credit is recommended by the academic department/programs based on faculty expertise, research in meeting the minimum national standards requirements in content/discipline areas. Final approval of all course changes follows the Standard Operating Procedures for Catalog Review for Course/Program Approval. Determination of appropriate credit type and differentiating of pre-collegiate from collegiate courses is the sole responsibility of faculty through collaboration with departments and final approval by the Curriculum Committee.¹⁶¹

ASCC has identified through its Institutional Student Achievement standard a clear 'Pathway to Student Success' as a guide for students to succeed in attaining a degree/certificate. This shows a direct alignment of pre-collegiate curriculum with college level curriculum as follows:

- **Developmental Courses:** The successful completion of highest developmental English and Math courses, which transition students into college readiness.
- **Gateway Courses:** The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements¹⁶²

Through these pathways, students are able to see a clear transition from pre-collegiate courses to college level course curriculum in Math, Reading and Writing. This provides students with a clear and efficient pathway as they transition from developmental courses to collegiate level courses.

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

The institution assures high quality instruction for all its programs through assessment and improved planning of student learning outcomes. Quality of instruction is initially evaluated by the academic departments, programs, and divisions. ASCC faculty demonstrates the quality of its instruction through assessment, data collection and analysis to improve student learning and instruction. Academic departments and programs identify the level of competencies through utilizing analytical/holistic rubrics and rubrics summaries to determine achievement of Course Learning Outcomes (CLO) and/or Program Learning Outcomes (PLO). ASCC levels of Student Learning Outcomes are thoroughly reviewed and assessed to ensure alignment to the institutional mission.

¹⁶¹ Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA & 006-AA, Catalog Review/Course Review for Course/Program Approval

¹⁶² Participatory Governance Structural Manual: Assessment of Student Learning and Achievement & Institution Set Achievement Standards, p. 16-28

The biennial review of the catalog allows internal stakeholders to assess, plan, and improve quality of instruction¹⁶³.

The College has identified and standardized its general education outcomes (GEO) and core and co-foundational areas for all AA/AS/B.Ed. degree programs. These outcomes and areas are comparable to those offered at other accredited institutions. GEO requirements have been identified to assess GEO outcomes for all degree programs to ensure students are well rounded in the general education area upon completion of the first year. In addition, core and co-foundational area requirements have been identified to assess and enhance students' knowledge in the content areas. Any AA/AS degree has a two-year time frame period for a student to complete all AA/AS requirements. All Certificates of Proficiency require completion of General Education Math and English requirements. GE outcomes have been identified for the B.Ed. program and are embedded in the third-year courses.¹⁶⁴ The B.Ed. program has a continuation of a two-year time frame period for a student to complete all B.Ed. third and fourth year requirements upon a completion of the AA with an emphasis in Elementary Education.

ASCC, through the Curriculum Committee, has established and set minimum degree requirements for all its degrees and certificates following common practices by American higher education on degree/certificate requirements. A minimum of 127 academic credits is required for a Bachelor of Education degree as indicated in the 2014-2016 catalog. A minimum of 60 academic credits is required for an Associate degree. The General Education requirements for all Associate of Arts/Science degree programs are comprised of general education courses, which address the five General Education domains. These GE domains are Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility. A minimum of 30 academic credits is required for a Certificate of Proficiency degree.¹⁶⁵

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

The College, through its Academic Departments, programs and divisions, schedules courses on a semester basis. The College's schedule of classes is a collaborative effort by all departments/programs to ensure faculty members are complying with ASCC teaching policies¹⁶⁶. Course scheduling and offerings are preapproved prior to the upcoming semester. Each department/program/division schedule is reviewed and approved by department/program/division chairperson before a final submission to the Dean of Academic Affairs. The Department Chairperson prepares all tentative course schedules with input from the faculty. Department Chairpersons are required to create a yearly tentative course schedule to assist students in academic advising and planning. This

163 Assessment Planning Committee & Closing the Assessment Loop Guidelines (Revised) Fall 2014

164 ASCC Catalog: AA/AS/COP degrees and certificates, p. 44-71

165 ASCC Catalog: AA/AS/COP degrees and certificates, p. 44-71

166 ASCC Governance Policy Manual, policy 5107, 5108, pg. 84

enables all students to create a clear pathway to complete their degrees and/or certificates in a reasonable period of time.¹⁶⁷

A schedule of classes is made available to all students before priority registration. This allows students to plan accordingly with the assistance of their advisors in fulfilling their Individual Educational Plan (IEP) for a declared degree or certificate programs. The IEP, also known as the advising sheet, is available at the office of Academic Affairs or with respective programs, and serves as a guide to students on required courses. The Student Planning Sheet indicates the sequencing of courses and program length.¹⁶⁸

Academic Department Chairpersons continue to plan courses based on course sequence, length of time for certificate or degree completion, and available resources prior to submission of their semester course schedule to the Division of Academic Affairs.¹⁶⁹

A time period to pursue an Associate of Arts or Associate of Science degree with a minimum of 60 credits at ASCC is at least a year and half including summers or more. Based on degree completion rates, the majority of ASCC students require 2.5 to 3 years to complete an Associate Degree, which is consistent with established expectations in higher education. A student may also complete a certificate with a minimum of 30 credits in two or more semesters. Based on ASCC institutional-set student achievement standards, graduation rate is set at 39% within a 150% normal time to completion, which is equivalent to three years.

An estimated time period to pursue the B.Ed. degree after completion of all GE and Elementary Education program requirements is set at two years. According to the course offerings from fall 2012-spring 2014, the institution continues to place emphasis on offering CAPP courses and General Education requirements every semester including summer. CAPP English and Math courses are offered in two six-week sessions per semester to accommodate students placed in developmental/pre-collegiate courses. The increased availability of CAPP courses each semester provides students opportunities to move forward with their program of study in a timely manner.

In addition, all General Education requirements are offered every semester to provide students opportunities to continue with their program of study towards completion of their chosen degree program. For students who have completed all CAPP and identified GER courses, both Core and Co-Foundational area courses are also offered to provide opportunities for second year students to complete all degree and graduation requirements.

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

167 Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling

168 ASCC website: <http://www.amsamoa.edu/academicprograms.html>

169 Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling

The College has identified assessment instruments beyond traditional tests, and pedagogies through collaboration among faculty and chairpersons to ensure achievement of student learning outcomes regardless of learning styles. Faculty has engaged periodically in discussions of student learning styles. Faculty identify various pedagogies and teaching methods to meet the needs of all students. Students have different learning styles and faculty respond to the needs of students. ¹⁷⁰

ASCC provides professional development for faculty through local and off-island workshops in assessment and pedagogy. The Division of Academic Affairs provides an Assessment 101 workshop spearheaded by the Directors of Curriculum and Assessment and Institutional Effectiveness to all full time, part time, and adjunct faculty. Presentations on learning styles have been part of faculty orientation. ¹⁷¹ As a result of upgrading assessment pedagogies, curriculum framework, and collecting qualitative data, a formal invitation was sent to Dr. Mary Allen to conduct training on Reliability, Calibration, Validity, and the Integrity & Quality of Degrees. ¹⁷⁰

Teaching methods are listed in course syllabi and Course Approval Forms (CAF). Teaching methods, as recorded on course syllabi, include but are not limited to lectures, student presentations, group discussions, fieldwork, portfolios, fieldtrips, and service learning. Academic department faculty and program chairpersons select various methods appropriate for achieving student learning outcomes. ¹⁷²

Faculty are tasked to align teaching methodologies to student learning achievement as evidenced in rubric development and standardization of course evaluation. Curriculum Mapping is required for all academic department/programs to ensure alignment of CLO, PLO, DLO, and ILO to all Course Graded Assignments (CGA). The assessment of learning outcomes allows faculty to make decisions and plans to facilitate student performance, and also facilitates ongoing dialogue in departments on appropriate teaching methodologies. ¹⁷³

The College evaluates the effectiveness of its delivery modes through its review of academic departments and its assessment of SLO at the course and program levels. This allows faculties to assess instructional delivery modes. The assessment process requires Academic Departments/Programs to review course syllabi, course curriculum, delivery modes, teaching and learning strategies, and student achievement reports. ¹⁷⁴

ASCC faculty continues to implement different teaching methods to assess student learning outcomes on approved Course Approval Forms and course syllabi. A per-semester review of course outcomes, delivery methods and assessment instruments assures that the college is meeting the needs of all students.

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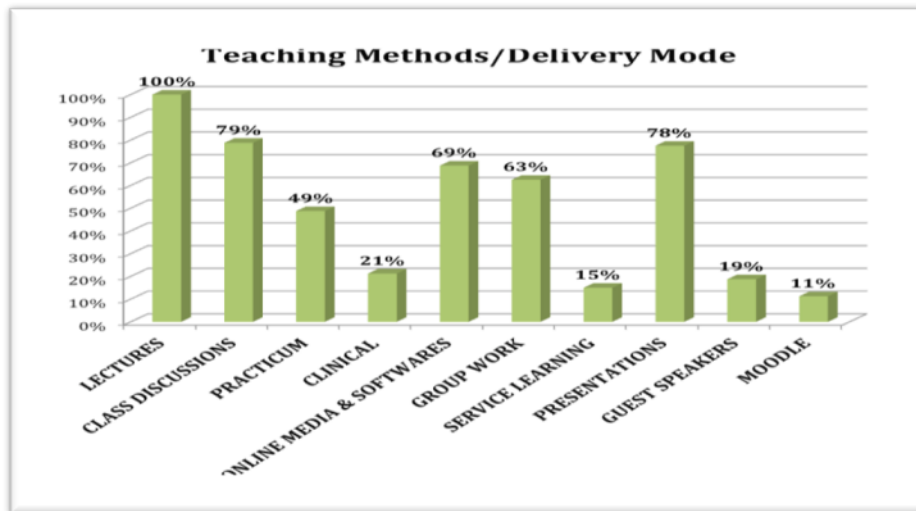
171 Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus

172 Academic Affairs Division Standard Operating Procedures Manual, SOP #020-AA, Course/Program Approval/Removal Forms

173 Assessment Planning Committee & Closing the Assessment Loop Guidelines (Revised) Fall 2014

174 Academic Program Review-Summary & Findings 2015.

The following table summarizes various teaching methods as recorded on a semester basis.¹⁷⁵



II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, here used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability (Accreditation Reference Handbook, 2015)

The institution does not use departmental course or program examinations although several departments/divisions, such as the Nursing Department, Teacher Education Program, and Trades and Technology Division, prepare students for national certification exams.

ASCC, through the Nursing Department, offers programs that will prepare a graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) certifications that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). The Nurse Aide certificate prepares students to sit the exam to be a Certified Nurses' Aide (CNA). Successful completion of these examinations enables the nurses to practice in the United States accredited hospitals and public health agencies within American Samoa, as well as other U.S. Territories.¹⁷⁶

The Teacher Education Program uses PRAXIS I to prepare students for teacher certification in the United States and American Samoa. The Trades and Technology Division continues to prepare automotive students for the Automotive Service Excellence (ASE) certification examinations.

¹⁷⁵ Academic Program Review Summary

¹⁷⁶ ASCC Catalog: Nursing, p. 88-89

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

ASCC follows accepted academic practices on awarding of credit based on instructional hours, credit per course, credits required for certificates and degrees, and in maintaining a 2.0 CGPA for AA/AS graduation and 2.7 CGPA for students graduating with a B.Ed. ¹⁷⁷

The college defines the academic credits as followed:

- Academic credits are granted for work completed successfully in courses specifically outlined below
- A lecture course carries one semester credit hour for one hour of classroom instruction per week.
Instructor-supervised laboratory work carries one semester credit hour for three hours of laboratory time per week. Note: Supervised laboratory work includes clinical, studio, internship, practicum, fieldwork, and physical education courses. ¹⁷⁸

Course credit is awarded based on successful completion of the course and achievement of student learning outcomes (SLO) as stated in course syllabi. All courses currently offered at ASCC have learning outcomes that are directly aligned to Program and Department Degrees/Certificates. Each course has course objectives that are linked to course content, methods of instruction, assessment and course requirements. ¹⁷⁹

Degrees are awarded based on successful completion of GEO, Core and/or Co-foundational area course requirements and successful achievement of student learning outcomes. All degrees/certificates requirements have course outcomes aligned to program learning outcomes and institutional learning outcomes. Each program has defined learning outcomes that are linked to course content, methods of instruction, assessment and course requirements. Programs evaluate outcomes through academic/program review, which identifies assessment instruments and outcomes that have been achieved by students upon completion of the program. Successful achievement of program learning outcomes and completion of program requirements allow students to earn degrees or certificates. ¹⁸⁰

The college does not offer courses based on clock hours.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting

177 ASCC Catalog: Academic Course Credit, p. 35

178 SCC Website: <http://www.amsamoa.edu/archive.html>

179 Annual Academic Program Review Manual 2014-2015, pg. 2

180 Assessment Planning Committee & Closing the Assessment Loop Guidelines (Revised) Fall 2014

transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its on courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

The College has in place transfer-of-credit policies to address transfer of coursework internally and externally. These policies are available to students via the college catalog and are communicated through the Transfer Counseling Services. The ASCC 2014-2016 catalog is available online.¹⁸¹ When accepting transfer credits to fulfill degree requirements, the Registrar certifies the transfer credits through the approval process. This process involves students' submission of official transcripts to the Admissions and Records Division for review and articulation, and the final review and approval of transferred courses by the Department Chairperson and the Dean of Academic Affairs. This confirms course equivalency through review of course descriptions to ensure courses are similar in scope and content, review of course syllabi if available, and course articulations.

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

These transfer of credit policies are stated in the 2014-2016 Catalog.¹⁸²

- Credit for Transfer Courses:
- Credit for Work/Life Experience:
- Credits Earned at Foreign (non U.S.) Colleges and Universities
- Distance Learning Courses
- Transfer Credits to Private and Public Off-Island Colleges and Universities

ASCC continuously updates and renews articulation agreements with off-island colleges and universities, through the DOAA. All articulation agreements are documented on ASCC website and available in the DOAA.¹⁸³ Articulation agreements have been established with regional institutions where ASCC students are most likely to transfer. Other institutions have initiated some articulation agreements. ASCC administrators meet regularly with regional counterparts to initiate, review and renew articulation agreements. Course articulations with off-island colleges require a thorough review of General Education Outcomes, Core-foundational outcomes and Co-foundational outcomes through submission of ASCC course syllabi and the ASCC catalog.

181 ASCC Catalog: AA/AS/COP degrees and certificates, p. 39-43

182 ASCC Catalog: AA/AS/COP degrees and certificates, p. 39-43

183 ASCC Website: <http://www.amsamo.edu/archive.html>

The following table summarizes all currently approved Articulation Agreements with Off-Island Universities and colleges. ¹⁸⁴

| Off-Island Colleges/Universities | Contact information | Status of MOU |
|--------------------------------------|---|--|
| Chaminade University of Honolulu, HI | www.chaminade.edu | MOU signed Spring 2014 |
| Brigham Young University, Laie, HI | http://www.byuh.edu | 2008 MOU still stands |
| Hawaii Pacific University, HI | http://www.hpu.edu | Renewed MOU Spring 2014 |
| University of Hawaii at Manoa, HI | http://manoa.hawaii.edu | MOU signed Summer 2014 |
| University of Hawaii at Hilo, HI | www.uhh.hawaii.edu | Currently updating course articulations |
| Kapiolani Community College, HI | http://www.kapiolani.hawaii.edu | Updating articulation of GEO & Core foundational courses |
| Alfred State College, NY | www.alfredstate.edu | Provided link to Transfer equivalency courses. |
| Dixie State University, UT | https://bannersec.dixie.edu/proddad/SZPTRANSARTIC.SZTransHist | Link to Transfer equivalency courses. |
| Southern Utah University | http://www.suu.edu/ | Articulations are initiated by the University |
| North Park University | https://www.northpark.edu/ | Articulations are initiated by the University |

Status: Expand articulation agreements

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

184 Articulation Agreements with Off Island Universities and Colleges <http://www.amsamoa.edu/transfercredits.html>

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

The College, through its institutional student achievement standards and pathways, has identified a Degree Program Requirement with emphasis on successful completion of general education, core foundational area, and co-foundational area courses.¹⁸⁵

These program requirements/criteria are listed:

- The General Education component focuses on assessing qualities in Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and personal development & Responsibility.
- Core foundational area courses enhance content foundational competencies in core disciplinary areas of study, with emphasis on assessing 2nd year qualities of institutional learning outcomes
- Co-foundational area courses focus on areas specific to a discipline of specialization, with emphasis on assessing of 2nd year ILO on: effective communicators, critical thinking, global citizenship, quantitative competent individualism, and responsible leadership.¹⁸⁶

Faculty are responsible for determining and developing qualities and competencies of SLO at all levels. There is ongoing dialogue and discussion within academic departments, the Curriculum Committee and the Assessment Committee to ensure program offerings are meeting the mission of the College. Rigorous review of course curriculum is an ongoing process to ensure alignment with all SLO. With a set general education requirement with emphasis on personal development and responsibility, achievement of competencies in personal development promotes student understanding and appreciation of diverse perspectives. This outcome is further emphasized in the 2nd year ILO pertaining to global citizenship and responsible leadership. Information competencies are also emphasized in the General Education competencies and ILO competencies and qualities pertaining to quantitative competent individualism.¹⁸⁷

Information retrieval/use is assessed through the GEO domain 1: Communication as well as Student Support Services¹⁸⁸

Assessment results and analysis indicate that ASCC students are achieving the intended student learning outcomes.¹⁸⁹ With Institutional-Set Achievement Standards in place, the institution continues to monitor how well students are achieving intended outcomes. Achievement of SLO is monitored through an available data set as listed in the following documents:

- Student Achievement Data
- Fact book

¹⁸⁵ Participatory Governance Manual, p.26

¹⁸⁶ Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 26

¹⁸⁷ Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 26

¹⁸⁸ Institutional Data Set

¹⁸⁹ Assessing Student Learning & Achievement Manual, pg. 51-66

- Annual Report
- Geo Analysis 2012-2014
- Participatory Governance Structure Manual

The institution, through its program offerings and services, provides students the opportunity to achieve student learning outcomes and attain their academic degrees/certificates in respective programs. Achievement of student learning outcomes at all levels is evidenced through the institution's awarding of degrees/certificates and in achievement of ILO for students to become effective communicators, critical thinkers, global citizens, quantitative competent individuals, and responsible leaders.¹⁹⁰ Student learning outcomes at ASCC are thoroughly reviewed to ensure alignment to the institutional mission. Biennial review of the catalog allows the College's constituents to assess, plan, and improve quality of instruction.

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

Faculty participation and ongoing discussions within departments and the Curriculum Committee have resulted in the approval of GE requirements. The identified GEO competencies and requirements were thoroughly reviewed and approved by the Curriculum Committee before implementation in fall 2012. This information has been included in the College catalog since 2012 and is available on the College website.¹⁹¹

The General Education program is the core of the undergraduate degree for all students, regardless of their degree programs. The General Education Outcomes describe competencies students should be able to demonstrate on completion of the General Education requirements for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility. The General Education requirements apply to students in the first two years of the B.Ed. program, with additional GE requirements embedded in third year courses.¹⁹²

The GER consists of 13 introductory collegiate courses as listed:

- Communication: ENG 150, ENG 151, SPH 153
- Information Technology Literacy: ICT 150
- Critical Thinking: MAT 151 AND PHSCI 150/150L

¹⁹⁰ Participatory Governance Manual p.9

¹⁹¹ Assessment Committee Exit Summary 2011, p.1-3

¹⁹² ASCC Catalog: General Education, Core Foundational Area, and Co-Foundational Area , p. 44-71

- Global Awareness & Cultural Competence: HIS 150, HIS 151, HIS 161, HIS 170, HIS 171
- Personal Development & Responsibility: PSY 150 & HEA 150

ASCC GE courses have been reviewed as part of the articulation negotiation with other colleges and universities and have been deemed comparable. Associate of Science (AS) program degrees and certificates have been reviewed by Community Advisory Councils to assure expected skills for employment.

The process for General Education emphasizes a thorough review of General Education Outcome Qualities and Competencies by the Assessment and Curriculum Committees. The Curriculum Committee is comprised of broad based representation of faculty from all academic programs and departments. The Academic Assessment Committee is comprised mainly of faculty.¹⁹³

Students must be familiar with the General Education basic content and methodology in order to be successful in the second year courses. Students who have completed the GE sequence of courses have demonstrated success in subsequent coursework. Student achievement data is monitored through course matrices and syllabi for GE courses.

General Education program provides an appropriate foundation for continued study or employment. Additional analysis is needed to validate the impact of the new GE requirements as students are applying these skills through their chosen programs of study, employment and pursuit of advanced degrees either on or off-island.¹⁹⁴

Through Program Review and Assessment Data reports, the institution documents how well students are achieving identified outcomes for each College course. Departments are required to report student achievement data for course retention, employment and other endeavors. ASCC students are applying these skills as they continue to attain the goals and outcomes of general education requirements for GE courses and their chosen programs of study.

The rationale for GE courses was communicated to all stakeholders via Power Point presentations, dialogue and discussion with both the Curriculum and Assessment Committees, all academic departments and at all levels of management. These GE presentations were made to faculty and staff.

General Education content and methodology was determined by the Assessment Committee and Curriculum Committee to be in alignment with institution's Core Values and Mission Statement. The Curriculum Committee reviewed and approved the proposed outcomes needed for students to succeed in upper level courses and required GE courses. The General Education philosophy and domains are listed in the ASCC General Catalog 2012-2014 and 2014-2016.¹⁹⁵

¹⁹³ ASCC Catalog: General Education, Core Foundational Area, and Co-Foundational Area , p. 44-71

¹⁹⁴ ASCC Catalog: General Education, Core Foundational Area, and Co-Foundational Area , p. 44-71

¹⁹⁵ 2012-2014 ASCC Catalog: General Education , p.54

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

The College has identified its core foundational requirements for AA degrees to enhance content foundational competencies in core disciplinary areas of study. In addition, ASCC offers Co-Foundational area courses specific to a discipline or area of specialization. These courses are program focused with emphasis in a specialized area.

A student who declares an AS or AA degree major has to complete core/co-foundational area requirements pertaining to the program in addition to the General Education requirements to fulfill a minimum of 60 credits. ASCC ensures that achievement of stated program learning outcomes and successful completion of all AA/AS requirements are the basis of awarding degrees. All course requirements are listed in the catalog under each core foundational areas as options for students to select in fulfilling an AA core requirement. .

The following are core foundational areas with emphasis on specific competencies and program qualities:

Arts: Demonstrates an understanding and appreciation of the visual of the performing arts (music, art, drama)

Humanities: Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas and thoughts through the study in the disciplines of literature, philosophy and the arts.

Computer Science: Demonstrate knowledge, skills, and abilities to utilize technological tools and procedures for personal use, academics, and career task for entry level employment.

English: A. Demonstrate active listening and speaking abilities. B. Demonstrate proficiencies in clear and effective written communication; C. Demonstrate improvement in reading skills focused on comprehending analyzing, interpreting, and evaluating printed texts.

History: A. Demonstrate an understanding of historical events from the context of American or global history; B. Demonstrate an understanding of the regional and global historical patterns, such as the development of peoples and of social, political, and economic institutions.

Mathematics: Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of mathematics.

Physical Education/Health: Demonstrate a basic understanding of maintaining a healthy lifestyle.

Samoan and Pacific Studies: Demonstrate critical thinking and the understanding of cultural diversity in the Samoa and Pacific Region.

Science: Demonstrate foundational competencies in physical and life sciences through lecture and laboratory activities.

Social Science: Demonstrate an understanding of historical processes, cultural development, and interrelationships, reflected in social, economic, and political progress. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.

ASCC has identified courses to meet co-foundational areas under specific programs or disciplines.

Co-Foundational Area Outcomes consist of courses specific to a discipline or area of specialization. These course requirements are listed in the catalog under each specific program.¹⁹⁶

ASCC assures the quality of degrees/certificates through continuous and ongoing assessment and evaluation of program learning outcomes. Curriculum mapping, as documented in assessment exit reports, explains how courses requirement for general education, core-foundational areas, and co-foundation areas are aligned to program learning outcomes and ILO. Faculty are charged with assessment of SLO at all levels for quality improvement of all degrees and certificates. This also ensures students demonstrate mastery of all course competencies and program qualities.

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

ASCC verifies and maintains currency of employment opportunities through ongoing review and assessment of program learning outcomes and improvement of program review processes with all academic programs including career-technical programs. One of the College's Institutional Student Achievement set standards emphasizes degree/certificate completion and transfer, particularly on transition into the workforce.¹⁹⁷ A thorough review by an Academic Subcommittee comprised of faculty, staff, and administrators has resulted in finalizing a set standard on job placement.

Through its review, the Academic Subcommittee relied on its Academic Program Review and Academic Program tracking for providing up to date information on ASCC graduates in career technical areas. The institution has also set a process in which graduates are

¹⁹⁶ ASCC Catalog: General Education, Core Foundational Area, and Co-Foundational Area , p. 44-71

¹⁹⁷ Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 9-10

tracked through advising, counseling services, and establishment of MOUs with government agencies.¹⁹⁸ This provides career and technical information for the institution to thoroughly review its program learning outcomes and to ensure achievement of student learning outcomes through successful transition in to the workforce.¹⁹⁹

It was decided that the institution would concentrate on the programs, which had reliable and valid data and also were designed for students to immediately transition into the workforce. The list of departments was narrowed down to the TED, TTD and Nursing programs. The rate was determined using the average number of graduates from the three programs who were successfully tracked into the workforce over a six-year period. As a result, the rate was set at 50 percent with a stretch goal of 63 percent.

Graduates of vocational and occupational programs demonstrate success through the following elements:

- MOUs (Apprenticeship/Workforce Development)
- Employment Statistics (Business, TED, TTD and Nursing Students)
- National Certification Exams (Praxis, NCLEX, ACE)

Sources of reliable information include national test scores, Community Advisory Council feedback, and employer feedback.

Faculty plays a key role in the developing of SLO and competencies as they have expertise and knowledge in their own disciplines. Career technical programs such as Nursing, Business, Trades, and Teacher Education each rely on a community advisory council for reliable feedback in the evaluation of career technical programs. Most of these programs are supported by the community through established MOUs/MOAs with government agencies. Members of the community advisory councils are listed in the catalog under each academic program/department.²⁰⁰

The outcomes of the institution's programs have included students graduating with degrees in various programs, transferring to institutions of higher learning and finding employment.³⁴ ASCC students in various programs, i.e. Nursing, Education, Marine Science, Business, Trades and Technology, engage in practicum where exposure to real life experiences in the actual work place enhances what is learned in the classroom.

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

ASCC represents itself clearly, accurately and with consistency to its current and prospective students as well as the public and its personnel, by means of its catalogs,

198 Participatory Governance Structural Manual: Institution Set Achievement Standards, p. 25-27

199 Articulation Agreements with Off Island Universities and Colleges <http://www.amsamoa.edu/transfercredits.html>

200 ASCC Catalog: Academic Programs, Departments, and Divisions , p. 72-112

statements, and publications, inclusive of those presented in electronic format. New or revised policies are reviewed annually by the Board of Higher Education. Academic and student policies, procedures, and publications are reviewed regularly following the biennial catalog review cycle, ensuring the institution's integrity and credibility in all its representations as stated in its mission, goals and objectives, programs and services.

When programs are modified, students are notified of the change and provided with appropriate course substitution if necessary. When a program has been slated for elimination, no new students are allowed to enroll and continuing students are provided with a pathway to completion in the existing program as clarified through the requirement policy found in the catalog.

The following policies are listed in the 2014-2016 catalog to clarify requirements and processes for students to follow when programs are eliminated or changed:

Course Substitution Policy ²⁰¹

A student is expected to satisfy all ASCC degree requirements (such as General Education, Core Foundational, Co-Foundational, and Program Requirements) that were in effect when the student first scheduled a class after his/her admission or most recent re-enrollment as a degree candidate. Requirements for a program are those in effect at the time of the student's admission or most recent re-enrollment into that program.

A course substitution form is available from the Admissions and Record's office. ²⁰²

Guidelines for Considering Course Substitution Requests: The course to be substituted should be similar in outcome, scope, and content with all courses except GEN ED courses. All degree/program requirements needed for a certificate or degree may not be substituted unless approved by the Department Chairperson and the Dean of Academic Affairs. A limit of two courses may be substituted for non-GEN ED courses during your enrollment at ASCC Catalog Requirement Policy ²⁰³

A student must satisfy either the graduation requirements in effect at the time he/she first enrolled as a classified student in a specific ASCC degree or certificate program, or the requirements in effect at the time of his/her graduation. A student whose enrollment is interrupted for two consecutive semesters (excluding summer sessions) must complete the requirements in effect at the time the student is readmitted or the requirements in effect at the time of his/her graduation. Any exceptions must be petitioned to the appropriate Dean.

A student must satisfy either the graduation requirements in effect at the time he/she first enrolled as a classified student in a specific ASCC degree or certificate program or the requirements in effect at the time of his/her graduation. A student whose enrollment is interrupted for two consecutive semesters (excluding summer sessions) must complete the requirement in effect at the time the student is re-admitted or the requirements in effect at the time of his/her graduation.

201 American Samoa Community College 2014-2016 Catalog, 2014, pg. 37

202 American Samoa Community College 2014-2016 Catalog, 2014, pg 37

203 American Samoa Community College 2014-2016 Catalog, 2014, pg. 42

The process for elimination or major changes is a data driven decision. A program must follow the Course Approval Form (CAF) for proposal of a new course. The Course Removal Form (CRF) and Program Removal Form (PRF) are proposals by programs of removing courses or removing a degree/certificate from their academic programs. These forms are routed through with supporting evidence and data through the proper channels of approval. The Academic Department Chairperson is responsible for presenting the changes and/or course revisions to the Curriculum Committee for their review and/or recommendations to administration for approval or disapproval^{II.B.11}

Standard Operating Procedures (SOP) #005-AA on Catalog Review requires chairpersons to provide supporting evidence to justify changes or revisions to programs. Changes or revisions should reflect a thorough review by the academic departments and advisory council, on achievement of student learning outcomes, and the need to improve programs based on data analysis provided by the respective department.

Procedures:

1. Course(s) and/or program(s) proposed changes must be reviewed and approved by the department/division chairperson. Any new, removed, or modified course and/or program must result from a collaborative discussion involving the appropriate department/division/program before submission to the Assessment Coordinator.
2. The initiator (faculty member/chairperson) completes the Course Approval Form (CAF), Course Removal Form (CRF), and/or Program Approval Form (PAF) and provides evidence supporting proposed changes and/or modifications.
3. The initiator (faculty member/chairperson) completes the Course Approval Form (CAF), Course Removal Form (CRF), or Program Approval Form (PAF) and provides evidence supporting new/existing course(s) and/or program(s).

Evidence:

- Department/Division's minutes and agendas
- Result of course/program assessment data
- Textbook samples, fees, and/or lab fees
- Complete topical outline of proposed course
- Current Institutional Educational Plan (Advising Sheet)

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The College evaluates the effectiveness of its courses and programs through ongoing review and assessment of student learning outcomes at the course and program levels on a semester basis. All courses and programs are regularly reviewed for currency and to ensure program quality through the biennial review of the catalog and the annual academic program review of its program/department. The catalog review by the

curriculum committee requires all academic departments/programs, including pre-collegiate, career technical and community education courses, to thoroughly review its curriculum for program quality assurance. All proposed changes must be initiated by the department/programs and referred to the Curriculum Committee and Assessment Planning Committee for review. Proposed changes to course or program outcomes must include evidence to support changes, including retention, remediation, and completion. The academic division's SOPs on catalog proposed changes provide respective departments/programs with the process in proposing changes.²⁰⁴

All ASCC courses, programs, general education, certificates and degrees have student learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes of courses, programs, general education offerings, degrees and certificates. Certificate and degree competencies are categorized according to Course Learning Outcomes (CLO) embedded in courses that are aligned to either/or General Education Outcomes (GEO), Program Learning Outcomes (PLO), and the impact of these courses have towards students achieving ASCC's Institutional Learning Outcomes (ILO).

ASCC's Program Review ensures that processes are ongoing, systematic and used to assess and improve institutional effectiveness. The results of Program Reviews are used to continually refine and improve practices resulting in appropriate improvements in student achievement and learning. Divisional Assessment- Program Review assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that the College provides high quality programs for students and to identify opportunities for improvement for each academic or service program/department.²⁰⁵

Instructional Divisional Assessment- Program Reviews are conducted annually with an emphasis on how Student Learning Outcomes (SLO) are achieved through competencies defined in the General Education Program, Core Foundational Areas (content enrichment competencies), and Co-Foundational Areas (specialized competencies).²⁰⁶

Divisional Assessment- Program Review instruments are reviewed by programs/departments annually to assure that areas pertaining to services offered are included and results are used by programs/departments for planning and resource allocation.²⁰⁷

Institutional Program Review provides access to institutional data, provides assistance in the analysis of data for decision-making, and improves ASCC's operations through strategic planning.²⁰⁸ Data collected from Institutional Program Review is analyzed by the IPECC, including but not limited to annual Divisional Assessment-Program Review data to monitor the ASCC Institutional Strategic Plan and provide updates on the achievement of institution's stated goals and objectives.

204 Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA & 006-AA, Catalog Review/Course Review for Course/Program Approval

205 Participatory Governance Structural Manual, p. 21

206 Academic Affairs 2015 Divisional Assessment Program Review Survey

207 2015 IE Analysis, Planning and Resource Allocation

208 Participatory Governance Structural Manual, p. 20

The Office of Institutional Effectiveness (IE) compiles program review summaries based on survey input, either per program/department or institutionally, depending on the type of program review being conducted and on the relevant cycle, and disseminates the summaries accordingly. IE also provides data on enrollment trends and student achievement standard statistics including but not limited to the Instructional Divisional Assessment- Program Review analysis for institutional planning and resource allocation.²⁰⁹

The outcomes of the Divisional Assessment- Program Review and Instructional Program Review improve planning and decision making on resource allocation in supporting student success and achievement of student learning outcomes at all levels.²¹⁰

The following is a list of all changes/improvements that have occurred as a result of program evaluation.

- Implementation of College Accelerated Program (CAPP). CAPP, through two sessions of six weeks accelerated courses per semester, is provided to prepare new incoming students for college level courses. Students may declare majors in various degree and certificate programs to enhance personal or professional development.²¹¹
- Identification and implementation of General Education Domain & Requirements regardless of AA/AS degrees.
- Setting of Institutional Student Achievement Set Standards and Institutional Learning outcomes.²¹²
- Assessment 101 workshops on campus co-presented by the Associate Dean and the Director of IE to allow new and adjunct faculty to become familiar with assessment of Student Learning Outcomes at all levels. These workshops are conducted at the beginning of the semester mainly for the new adjunct and part-time faculty²¹³
- Through recommendations and support from the institution in allocating resources, full time, part-time, and adjunct faculty were able to participate in a three-day Assessment Workshop conducted by a renowned expert in assessment and accreditation, Dr. Mary J. Allen. The emphasis of the workshops was on rubrics, calibration, authentic assessment, closing the loop, and inter & intra-rater reliability.
- Relocation of faculty offices due to limited space as noted on Academic Program Review
- Expansion of tutorial and counseling services available to students for improvement and achievement of student learning outcomes.

209 2015 IE Academic Affairs Program Review Summary, pgs. 1-30

210 Participatory Governance Structure Manual, pg. 20-22

211 2012-2014 Catalog

212 Participatory Governance Manual, p.25-26)

213 Spring 2015 Assessment Exit Report p.3

Evidence:

1. ASCC Catalog: Mission Statement, p. 9
2. ASCC Catalog: Degree and Certificate Programs of study, p. ix-x
3. Participatory Governance Structural Manual: Assessment of Student Learning and Achievement & Institution Set Achievement Standards, p. 16-28
4. Participatory Governance Structural Manual: Institution Set Achievement Standards, p. 25-27
5. Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 9-10
6. Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus
7. Academic Affairs Program Review Summary & Findings 2015, pg. 9
8. Assessing Student Learning Achievement Manual, pg. 20-21
9. Annual Academic Program Review Manual 2014-2015, pg. 2
10. Academic Program Review-Summary & Findings 2015.
11. Assessment Planning Committee & Closing the Assessment Loop Guidelines (Revised) Fall 2014
12. **ASCC Catalog: College Accelerated Preparatory Program (CAPP), p. 14**
13. ASCC Catalog: Adult Basic Education, p. 15
14. ASCC Catalog: Course Classification System, p. 37
15. ASCC Catalog: Certificate of Completion, p. 70
16. ASCC Catalog: Grading System, p. 35
17. Academic Affairs Division Standard Operating Procedures Manual, SOP #005-AA & 006-AA, Catalog Review/Course Review for Course/Program Approval
18. ASCC Catalog: AA/AS/COP degrees and certificates, p. 44-71
19. ASCC Governance Policy Manual, policy 5107, 5108, pg. 84
20. Academic Affairs Division Standard Operating Procedures Manual, SOP #003-AA, Course Scheduling
21. ASCC website: <http://www.amsamo.edu/academicprograms.html>
22. Academic Affairs Division Standard Operating Procedures Manual, SOP #020-AA, Course/Program Approval/Removal Forms
23. ASCC Catalog: AA/AS/COP degrees and certificates, p. 39-43
24. ASCC Catalog: Academic Course Credit, p. 35
25. ASCC Website: <http://www.amsamo.edu/archive.html>
26. Assessing Student Learning Achievement Manual, pg. 22
27. Academic Program Review-Summary & Findings 2015, pg. 39-40
28. Participatory Governance Structural Manual: Institutional Learning Outcomes, p. 26
29. Assessing Student Learning & Achievement Manual, pg. 51-66.
30. Dr. Mary Allen Ph.D. PPT (2015)
31. ASCC Catalog: Nursing , p. 88-89
32. Curriculum Committee Meeting Agenda/Minutes: Sept 24 & Oct 1, 2015
33. ASCC Catalog: General Education, Core Foundational Area, and Co-Foundational Area , p. 44-71
34. Academic Program Review-Summary & Findings 2015, Output Measures, pg. 203-263
35. ASCC Catalog: Academic Programs, Departments, and Divisions , p. 72-112
36. 2012-2014 ASCC Catalog: General Education , p.54

37. Fall 2012-2014 Course Offering Table

38. Articulation Agreements with Off Island Universities and Colleges

<http://www.amsamoa.edu/transferecredits.html>

STANDARD II.B: LIBRARY AND LEARNING SUPPORT SERVICES (Standard II.B.3)

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

The Library Program Director works collaboratively with faculty to ascertain curriculum needs, where faculty requests are encouraged and purchases are made accordingly throughout the academic year. In addition, the library works with faculty to provide students with access to course reserves (textbooks, course notes, instructional handouts, etc.) from a broad spectrum of disciplines, as well as provide faculty requested Library Tours for courses, emphasizing student information literacy on how students can access EBSCO HOST databases, do a scholarly or professional journal article search, retrieve and save it, and use the citation feature available to this process to complete course research assignment and requirement.^{214, 215, 216}

The institution assesses the effectiveness of its Library and Learning Support Services through the Divisional Assessment Program Review. The results allow the Library Division to improve its services through qualified personnel, maintenance of materials to support student learning, provide training for users of the library, access to the library, and have articulations with other institutions for library support services. The institution assesses the effectiveness of its library and learning support services through qualified personnel and allocation of resource for improvement.

Services to students and all library users are continually improved as a result of the annual library user surveys. Each staff member has specific duties and responsibilities, yet all serve on a need basis the Circulation Desk, Reference Desk, Pacific Collection Desk, General Collection Desk, and Education Resource Center Desk. Data from recent surveys and library statistics confirm the library is meeting its user informational needs favorably each semester.

The Library further evaluates its services through daily work area observations and the use of an automated daily attendance Exit Gate count for library patrons. Further there is a sign-in Roster at the first floor Reference Desk and Special Collections (Samoa and Pacific Collections room) and at the second floor ERC room Library Associate Desk. When signing in to a particular library collection area, users are asked to also show a valid library card or current College identification, and state their declared or undeclared academic program and purpose of visit whether it is to do internet research, email, typing an assignment paper or other tasks.

214 Reference 2014-2015 Bi-weekly reports

215 Template for faculty supplemental course material order request

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

All library collection and work areas including the cataloging and processing work room evaluate services by recording daily statistics. This data is compiled and highlighted by the library program director into an institutional required Library Bi-weekly Report submission and subsequent Library Quarterly Report and End of Year Summary Report, which is uploaded to ASCC's Compliance Assist. There is ongoing reporting and evaluation of library activities and services.²¹⁷

The library has a collection of approximately 40,000 volumes that includes a subscription to ninety periodicals and some online databases for full-text professional and scholarly articles, reference books, journals, and newspapers for student and faculty research. In addition the library has an elevator that is in compliance with the Americans with Disabilities Act. The library is also designated as a federal depository library, and houses federal government publications. The library owns DVDs, CDs and audios, and videotapes for instructional purposes. The Follett Automation System is currently available at the ASCC Library.²¹⁸

Library User skills are documented and assessed through user surveys and student performance on class based library assignments. Selected courses require library research and information retrieval skills which indicate levels of student proficiency. Each library work area and library user tour has library Standard Operating Procedures (SOPs) in place that guides each library staff member on respective area duties as well as providing library user tours. All library staff are involved in providing faculty requested tours or instruction.

The Library further meets this standard by informing library users verbally and through handouts at the Circulation Desk, Reference Desk, ERC Desk, and through the Library Tour(s) Brochure Handout materials and per faculty request Library Guided Tour that online tutorial and databases are available for research.

The technology resources on campus are adequate for current needs with closer collaboration among Academic Affairs and service divisions to assure that students receive the appropriate level of support.

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

Card catalog and Online Public Access Catalog (OPAC) provide information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty.²¹⁹

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

217 Institutional Data Set 0011

218 ASCC Catalog 2014-2016. page 30

219 Reference ASCC website main page search library link ASLC.FollettDestiny.com

- The Reference Collection is located on the first floor of the library. This collection consists of Encyclopedias, Almanacs, Dictionaries, Atlases, Handbooks, and other reference materials. The Magazine collection is also located in the Reference area of the library. The Reference Collection area also contains ten student desk top computer carrels with a printer, located at the adjacent Circulation Desk, to facilitate student learning and research, as well as ten study-tables.
- The General Collection for patron check-out is located on the second floor of the library and consists of Non-fiction and Fiction Books. This collection also contains the Biography, Large-Print, Juvenile, Paperback, and Spanish Language collections. The General Collection area also contains 12 study-tables and five individual study carrels.
- The Education Resource Center (ERC) room is located on the second floor of the library and contains educational books and periodicals in support of the B.Ed. Elementary Degree program and teacher education courses. The ERC room is equipped with eight student desk top computers and two printers to facilitate student learning and research, as well as three study-tables and three individual study carrels.
- The Special Collection Room, also called the Samoa and other Pacific Islands Collection, is located on the first floor and contains books, periodicals and materials on Samoa and other Pacific Islands, Pacific CD-ROMs, and materials from the South Pacific Commission. The library's Rare Book Collection is also located in this room. The Special Collection area is equipped with a fax/photo-copy machine and three study-tables. ASCC research publications are also available in the Special Collection Room. The Special Collection Room also provides access to the Samoa Studies Institute archives via ASCC's website.

In addition to the College's collection materials, books may also be borrowed from the Feleti Barstow Public Library, University of Hawaii Libraries, University of Guam Library, and College of Micronesia Library through a Memorandum of Understanding interlibrary loan program with each of these affiliate libraries.²²⁰

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

In addition to institutional and divisional assessment program reviews, faculty and library interaction about supplemental course materials as well as the results of library user surveys also inform the selection of educational equipment and materials to support student learning.

220 Reference copy of MOUs

The institution selects and maintains educational equipment and materials to support student learning through the process of program reviews. Through this process, the institution assesses the adequacy of its equipment and materials and identifies technology needs. The needs identified in the 2014 Program Review called for a technology replacement and disposal plan under the focus area of Total Cost of Ownership in the Institutional Strategic Plan (ISP). This plan will ensure that learning support services professionals can sustain their services with adequate technological equipment and materials to enhance student learning.

All learning support services participate in program reviews. Through program reviews, the support services are able to identify its adequacy in meeting identified student needs. Most labs use sign-in sheets to track the population in which they serve. Some use evaluation forms to evaluate their services, either by those providing the service (self evaluation) or by those receiving the services (satisfaction survey).

Divisional and Institutional Program Reviews assesses use, access, and relationship of resources to student learning. The evaluation includes input by faculty and staff through Divisional Assessment and Institutional Program Reviews.

Data from Institutional Assessment Program Review, Divisional Assessment Program Review, and Library user surveys informs the institution on the depth of sufficiency and variety of materials to meet the needs of the students. This data is often reported in the Library bi-weekly, quarterly, and End of Year Summary reports uploaded to Compliance Assist.

Library partial data below extracted and compiled from submitted Library Biweekly Report for whole SY2013-2014 to Compliance Assist to indicate usage, access, and relationships of library services to intended student learning.

1. Processing Room:

- a. Number of New Books Processed: 733 (books donated) 84, 1, 24, 3, 8
- b. No. of Orders Processed (PRs, POs, Invoices): 53
- c. Maintenance Repair Service Done: 25
- d. New books cataloged: 2350 (52 to Pacific/Samoan Collection) cataloged into system

Donation of books: Books currently being evaluated, cleaned, and processed for cataloging into collection.

2. Circulation Desk:

- a. Daily Head Count Total: 63,487
- b. New Library Cards: 186
- c. Computer Usage: 6,975
- d. Circulation Statistics (Borrowed Materials): 877

3. Reference Desk:

- a. Computer usage- 7,606
- b. Typing- 3,177

- c. Research- 2,519
- d. Email- 1,192
- e. OPAC- 567
- f. Flash drive / Scan- 399
- g. Student program represented: Accounting, Architectural Drafting, Business Management, CAPP, Criminal Justice, Community Member, Education, Health Science, Liberal Arts, Marine Science, Music, Nursing, Pre-law, and Samoan Studies.

4. Special Collections: Samoa and Pacific Island Nations Collection

a. Student use count: 293

Selected topics: Samoan language, Samoan legends, Tusi Faalupega, Pacific Poetry, Tusi Pese, Samoan Arts, Samoan Oratory, Aspects of cultures, Samoan history, Folklore of Samoa, Alagaupu Faasamoa, Tusi Faalupega, Pacific Poetry, Samoan Tattoo, Samoan Myths & Samoan Dictionary, Samoan Proverbs, Dual Language, Samoan Medicines, Solos and songs, ASG funds, Water quality in A.S. villages & Gov't Policy, ASG, Matai system, Education in A.S., Fireknife origins, Fishing industries, Obesity, Captain Cook, Samoan Bible, Village & Gov't policy, Tala o le Vavau, Samoan fiction, Quiet place for class work and a request for a quiet place to type a research paper.

Child abuse in Samoa, Information for Samoan presentation, Corporal punishment, L.M.S. Church History, Reading (Telesa), American Samoa Constitution, Teenage suicide in Samoa, Measina Samoa, Samoan short stories, Mau uprising, Ifoga, Sexual Transmitted Disease's in the Pacific,

Student program represented: Liberal Arts, Accounting, Samoan Studies, Community Member, Education, Health Science, Criminal Justice, Faculty, Security Staff, PFM staff, Pre-Law, Architectural, Nursing, Drafting, Business Management, Music,

5. Education Resource Center (ERC) Room

- a. Computer usage-3,674
- b. Research-1,179
- c. Typing- 1,716
- d. Email- 1,001
- e. Students program represented: Accounting, Architectural Drafting, Business Management, CAPP, Criminal Justice, Community Member, Education, Health Science, Liberal Arts, Marine Science, Music, Nursing, Pre-law, and Samoan Studies.

6. Other

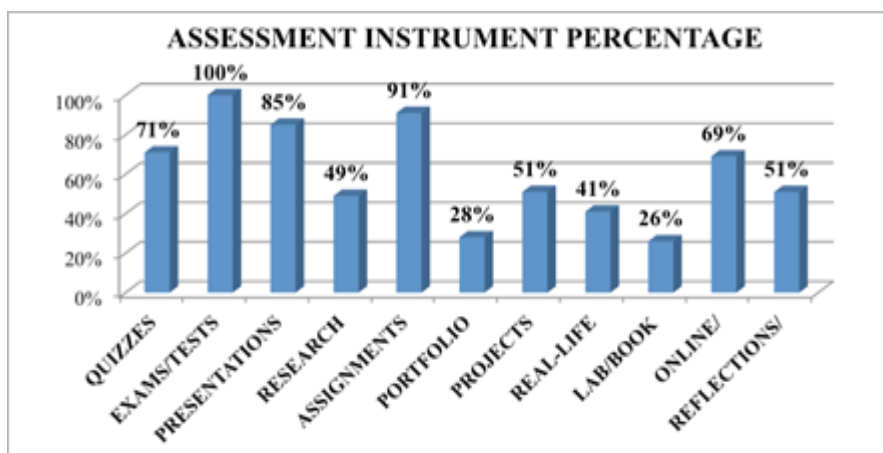
- a. Completed two English and Literature, for same faculty, requested general library tours.
- b. Completed one English and Literature faculty (different from above faculty) requested class orientation session for guided EBSCO Databases instructions on how to access and retrieve scholarly and professional journal articles to complete student research assignments.

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

ASCC uses Divisional and Institutional Program Review to evaluate library and other learning support services. Divisional review for library and other learning support services includes library user surveys, and bi-weekly, quarterly, end of year reports, as well as staff performance evaluations for both to insure mission readiness status. Institutional review for both is through the office of Institutional Effectiveness (IE) Annual Institutional Program Review for each division where the results are compiled by IE and disseminated to the whole college for each division’s review and respective improvement activities.

The College has identified Institutional Data Sets (IDS) 0011: Student Services to collect data on student support services that include Admissions, Tutoring, Counseling, Financial Aid, Library Services, and Records. This data is available on the ASCC’s website. The data is accessible to all constituents and decision-making groups for divisional and institutional planning.



The above chart show the college teaches information literacy skills, but not for credit. Information literacy is embedded into our General Education Program with assignments

provided by the faculty to their students that require them to use the library for information research skills.

Further the library assesses use, access, and relationship of services to intended student learning through its daily Exit Gate statistic and student usage count from Circulation and Reference Desks, Special Collection, and Education Resource Center room.

Use, access, and relationship statistics include but are not limited to daily student or patron count:²²¹

- number of new library cards issued,
- number of books or materials checked in or out,
- faculty with students library tours,
- computer use sign in sheet by student (include stating academic program),
- faculty, or community member for the purposes of email, typing or research.

As well as use, access, and relationship of services data from other library work areas are compiled and incorporated into the library's required Bi-Weekly Report and subsequent Quarterly and End of Year Reports.

Computer labs and SLA Center-Annex use, access, and relationship of services are also assessed through similar student intake methods like sign in sheets and on-site staff intake person monitors and tutors who provide the needed support services to students and record it in a daily activity log for subsequent divisional reporting, review, and improvement activities.

The institutional Program review solicits input from faculty and staff in evaluating the services of learning resources. The library user survey receives feedback from students on the evaluation of Library services.

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

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

221 ASCC Catalog 2014-2016, pg. 30

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

In addition to ASLC membership above, the library also participates in the Interlibrary Loan program for borrowing books or document delivery through a Memorandum of Understanding with the University of Hawaii Library at Manoa, University of Guam Library, and College of Micronesia Libraries. As a result, library users from participating campuses can borrow collection items, for a nominal fee, from another member’s campus collection.

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

Evidence Listing:

1. Reference 2014-2015 Bi-Weekly Reports
2. Template for faculty supplemental course material order request
3. ASCC website main page search library link ASLC.FollettDestiny.com
4. IE to include data set stats for library
5. American Samoa Community College 2014-2016 Catalog, 2014, pg. 30
6. Reference ASCC website main page search library link ASLC.FollettDestiny.com
7. Reference Copy of MOUs
8. American Samoa Community College 2014-2016 Catalog, 2014, pg. 30

II.C. Student Support Services (Standard II.C.2)

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

The College has qualified Student Services Personnel consisting of the Dean of Student Services, Counselors (Academic, Personal, Transfer/Alumni, Career, Diversity, Veteran Affairs), Admission Officer, Registrar, Librarian, and Financial Aid Officer. These Student Services Personnel are evaluated on an annual basis to ensure the provision of high quality services. In Fall 2015, student support services were consolidated to ensure appropriate and reliable services to students. The College reorganized and placed all student support services with the Division of Student Services (DOSS).

The College evaluates student support services in meeting students' needs through program review and institutional processes. Program review and analysis of institutional processes identify areas of strengths and areas in need of improvement to support the achievement of SLO. Through broad-based discussions and dialogue of the faculty, staff, leadership, administrators and students, all stakeholders provide input and contribute to the continuity of quality student support services.²²²

The DOSS takes part in Divisional Assessment-Program Review (DAPR), with results used for evaluating and planning for improvement of student services. The operations are assessed as part of IPR, and on-going activities are reviewed and reported through bi-weekly, quarterly, and annual reports aligned with the mission of the College.²²³

To ensure quality services on going professional development support is provided to DOSS personnel through attendance of local, regional and national conferences/workshops.²²⁴

ASCC provides an appropriate range and scope of student support services to meet the needs of students and support the College's mission. DOSS personnel assist students through academic, social, financial, and personal support services on their pathway to success.

Renovations to office space were made to improve accessibility, privacy and accommodate increasing needs of all prospective, new, and continuing students. Student accessibility to the following forms and services are available through the College website.

- Online registration (On-campus only)
- Admission Application
- Transcript Request

²²² Participatory Governance Structural Manual, pp. 22-28

²²³ Participatory Governance Structural Manual, pp. 20-22

²²⁴ Division of Student Services Quarterly Reports

- Financial Aid Handbook
- Student Handbook
- 411 Student Newsletter

Presently, structural changes to the college have moved the Library, Admissions, Financial Aid, and Records divisions under the umbrella of the DOSS.²²⁵ The current structure combines all necessary student support services for the purpose of meeting the needs of students of ASCC. The DOSS coordinated SOP²²⁶ will enhance effectiveness and allow for more consistent review and improvement of services. Support services in the area of transfer and the workforce include the development of the Career Transfer Center (CTC).²²⁷

DOSS will move into the Multi-Purpose Center (MPC), currently under construction and anticipated completion by February 2016. The MPC will provide offices for DOSS and space for students' activities and services, including Student Government Association (SGA) and club meeting rooms and an auditorium for programs and performances.

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

The College is dedicated to helping its students attain their highest educational potential and to provide them with a firm foundation for lifelong learning. The College is committed to offering a diverse program of student services to support and promote attainment of student educational goals. Major components of this network are available to students from the time they apply for admission through graduation and beyond. These services and programs include the following:

- Admissions
- ASCC Wellness Center
- Career Transfer Center (CTC)
- College Access Challenge Grant Program: Outreach and Recruitment
- Counseling-Academic, Career, Personal, Transfer, Diversity, Tutorial and Veteran
- Financial Aid (Federal Pell grant/Federal Work Study and Non Pell Work Study)
- Library
- New Student Orientation
- Records
- Student Learning Assistance (SLA) Center-Annex-Tutorial
- Student Government Association (SGA)

225 Participatory Governance Structural Manual pp. 30-33

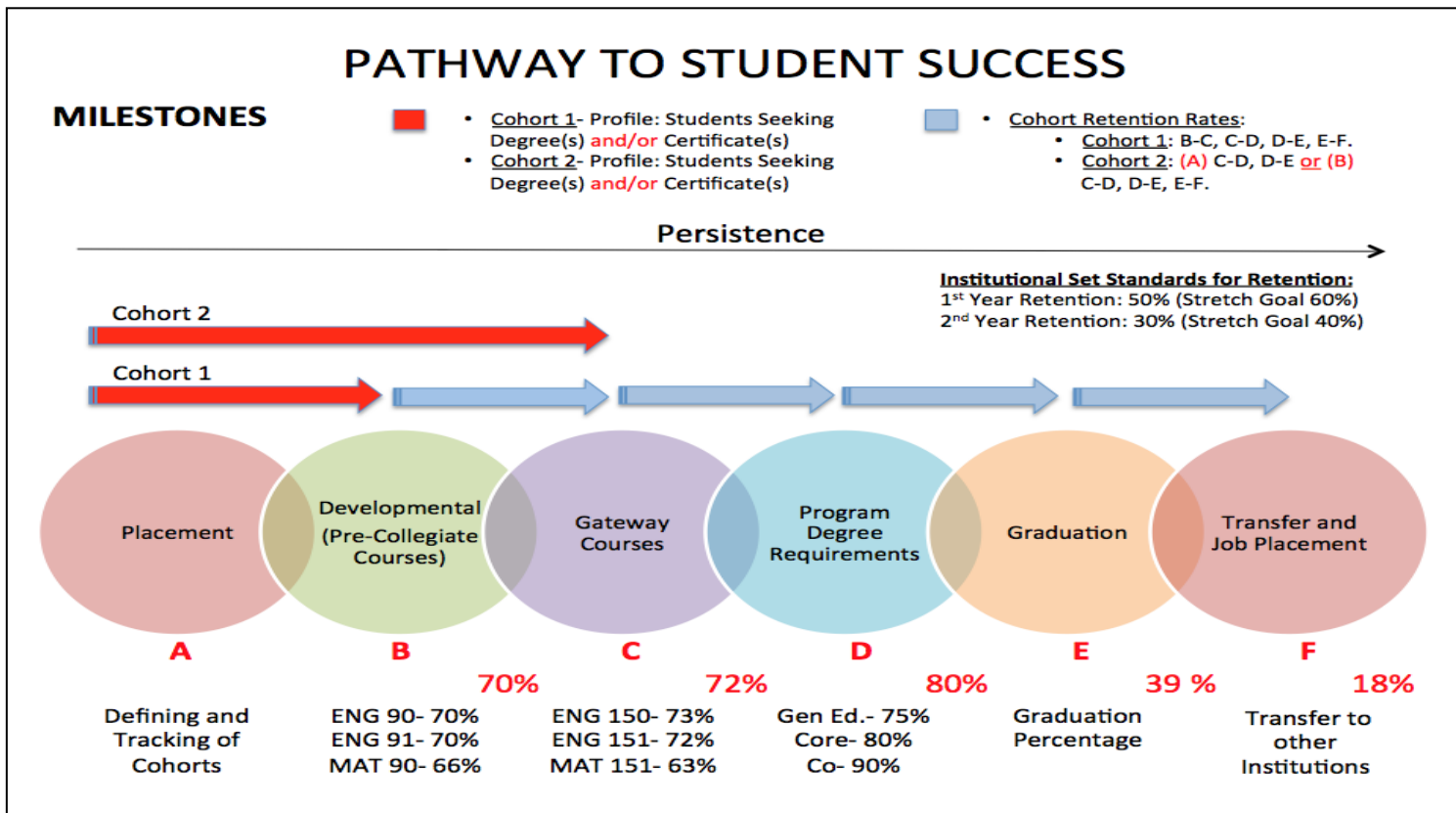
226 DOSS SOP

227 Comprehensive Student Services Manual

- Scholarships and Loans (ASCC, ASG, private and national)
- Veterans Affairs (VA) Student Services

The consolidation of all student services division areas under DOSS addressed the areas in need of improvement for effectiveness of student services and programs. The College has identified and assessed learning support outcomes for all students through the creation of the identified Institutional-Set Standards and Pathway to Student Success. The DOSS provides support services for all students throughout their pathway to student success.

Figure 1



Discussions about student access, progress, and learning support services have been on-going through faculty/staff meetings and committee meetings which resulted in the Institutional-Set Standards and Pathways to Student Success. The evaluation of services in the Institution Program Review (IPR) identified the importance of comprehensive student support services for student achievement and success. ²²⁸

Tutoring services are available to all enrolled students to help assist in attainment of personal and academic goals. The comprehensive-tutoring services provide quality academic support to all enrolled students, and are available as one on one assistance and small group sessions. Programs and departments that offer tutorial services serve a target

228 Participatory Governance Structural Manual: Institution Set Achievement Standards, pp. 25-27

population such as Science, Technology, Engineering and Mathematics (STEM) through the Louis Stokes Alliances for Minority Participation (LSAMP) grant.²²⁹

Assessment measures of DOSS effectiveness include final grades of students who received tutoring services within the semester. Divisional Assessment also includes the Low Grade Reporting period²³⁰ whereby it is scheduled on the fourth week of instructions. DOSS in collaboration with the DOAA and other support services, uses the Low Grade Report referral process²³¹ to allow students with low grade and students on academic probation to create an academic plan to improve their academic performance.²³²

DOSS counseling services continues to provide academic, career, personal, transfer, veterans and diversity counseling, however, to further enhance the counseling services area the Career and Transfer Center was developed to assist students in career and transfer exploration in alignment with the mission of the college. Career and transfer counseling services collect, maintain, and distribute academic, transfer and career information to all students. Additionally these counselors provide services to assist students with admission applications to higher institutions, as well as academic preparation, assistance with application for financial aid, scholarships, loans and other resources.

In response to the previous 2008 Recommendation 5, continuous dialogue and discussions by the responsible divisions of ASCC and members of the Academic Excellence Subcommittee set definitions for Institutional set standards for Persistence and Degree/Certificate Completion and Transfer. Available data allowed the Academic Excellence Subcommittee to consent on set standards based on data available with the Institution.

Transfer planning starts upon entry to ASCC through orientations, workshops, advising, counseling, and other academic support activities. The Career and Transfer/Alumni counselors provide assistance to students requesting information on transferring to institutions of higher learning or for career pathways.

Transfer to the Workforce: To address Student Achievement Standard 5 on transfer into the workforce²³³ the office of Institutional Effectiveness gathered existing data to determine factors for measuring and monitoring this rate. Data from three Academic Departments (Nursing, Trades, Teacher Education) on graduate tracking was used to determine the rate of transfer to the workforce. IE compiled the information for initial review by the Academic Excellence Subcommittee.²³⁴

229 Comprehensive Student Services Manual

230 ASCC Catalog 2014-2016, p.8

231 DOSS Standard Operating Procedures Manual

232 Comprehensive Student Services Manual

233 ASCC Analysis of Show Cause Actions Taken, p. 37

234 ASCC Analysis of Show Cause Actions Taken, p. 37

TRANSFERS: ASCC to Stateside Colleges/Universities

Fall 2001 – Spring 2014

(Started off-island Spring 2002 – Fall 2014)

| <u>Stateside Colleges/Universities</u> | <u>SEMESTER/YEAR</u> | <u>TOTAL</u> |
|--|---|---------------------|
| Academy of Art: | SP 08 | 1 |
| Andrews University – Michigan: | 1(F12); | 1 |
| Andrews University –WA: | 1(SP13); | 1 |
| Argosy University Online Program – HI: | FA 12 | 1 |
| Arizona State University: | FA 11, SP 12 | 2 |
| ASCC – AS (Bachelor in Elementary Education): | FA 12 | 3 |
| BYU – Hawaii : | 3 (F-01); 4 (SP02); 3(F02); 3(SP03); 1(SP08); 1(F08); 1(F09); 1(SP10); 2(SP11); 1(SP13); | 20 |
| BYU – Provo: | | 1 |
| California State University – East Bay: | SP 08 | 1 |
| California State University-Los Angeles: | SP 08 | 1 |
| California State University – Northridge: | SP 09 | 1 |
| California State University – Sacramento: | | 1 |
| CSU | FA 08 | 6 |
| Catholic University: | SP 03 | 1 |
| Chaminade University of Honolulu: | 1(FA01); 7(FA02); 2(SP03); 3(SP08); 3(FA08); 1(SP09); 1(SP11); 1(SP11); 2(SP12); 1(FA12); 2(SP13); 2(FA13); 4(SP14); | 30 |
| College of St. Rose – NY: | | 1 |
| Embry Riddle University: | SP 13 | 1 |
| Hawaii Pacific University: | 1 (SP02); 3(FA03); 2(SP10); 1(FA12) | 7 |
| Kansas State University: | FA 08 | 1 |
| Menlo College: | | 1 |
| New School of Architectural Design: | FA 08 | 1 |
| New York Institute of Technology: | SP 14 | 1 |
| North Park University – Illinois: | SP 14 | 2 |
| Northern Arizona University: | FA 10 | 1 |
| Ohio State University: | SP 14 | 1 |
| Oregon State University – Oregon | FA 11, SP 14 | 2 |
| Pensacola Christian College – FL: | SP 14 | 1 |
| Portland State University – Oregon | FA 12 | 1 |
| Sam Houston State University- TX | FA 09 | 1 |
| San Diego State University: | FA 01, SP 02 | 2 |

| | | |
|--|--|-----|
| Southern Oregon University: | | 1 |
| Texas A&M University – Commerce, TX | 2(SP08); 1(F09); 1(F11); 1(SP12) | 5 |
| Union College: 1(SP08); University of Advancing Technology – AZ: | FA 12, SP 13 | 2 |
| University of Alaska: | 1(SP10); 1(F10); | 2 |
| University of Arizona: | (FA01); 1(FA02); 1(SP11); 1(SP12) 4 (F03); 4(SP02); 4(SP08); 3(F08); 10 (F09); 11(SP09); 12(SP10); 3(F10); | 4 |
| University of Hawaii – Hilo: | 10(F11); 11(SP11); 12(SP12); 9(F12); 7(SP13); 2(F13); 2(SP14); 2 (FA01); 4 (SP02); 11(FA02); 7(SP03); 3(FA03); 6(SP08); 4(FA09); 2(FA08); | 104 |
| University of Hawaii – Manoa: | 3(SP10); 8(FA10); 5(SP11); 6(FA11); 6(SP12); 3(FA12); 3(SP13); 3(F13); 6(SP14); | 82 |
| University of Hawaii – West Oahu: | 1(FA01); 1(FA02); 2(FA11); 1(SP13); 2(FA13); | 7 |
| University of Idaho: | 1(FA12); | 1 |
| University of San Diego-CA: | 1(SP11); | 1 |
| University of Nevada –Las Vegas: | 2(SP03); 1(SP13); 2(FA13); | 5 |
| University of New Mexico: | 1(FA12); 1(FA13); | 2 |
| University of North Carolina: | 1 (SP02); | 1 |
| University of South Florida: | | 1 |
| U of Washington: | 2(SP03) | 2 |
| University of South Florida: | 1(SP12); | 1 |
| University of Utah: | 1(SP08); 1(F08); | 2 |
| University of Washington: | 1(FA09); | 1 |
| University of West Florida: | 1(SP14); | 1 |
| Utah Valley University | 1(FA09); 1(FA10); | 1 |
| Utah State University | 1(SP12); 1(SP14); | 2 |
| Washington State University- Pullman | 1(SP08); 2(FA10); 3(SP13); | 6 |
| Westminster College, UT | 1(FA01); | 1 |
| Wilmington College – Ohio | 1(FA12); | 1 |

Transfer to Institution of Higher Learning Rate: The 18 percent rate represents an average of students who have been awarded with American Samoa Government Scholarships and/or loans for the past five years to further their education at an institution of higher learning. Great discussions amongst members of the Academic Excellence committee on improving services in solidifying tracking instruments, processes and policies to ensure validity of data available to meet the student achievement standard. As a result, a stretch goal is set at 25 percent for the Accountable Divisions to revisit and improve on its tracking instruments, practices, and processes through Academic Programs and Transfer service. ²³⁵

Hawaii: 250 (80.906%)

| | |
|----------------------------------|-----|
| BYU-Hawaii: | 20 |
| Chaminade University of Honolulu | 30 |
| HPU | 7 |
| UH-Hilo | 104 |
| UH-Manoa | 82 |
| UH-West Oahu | |

7

California 12(3.88%)

| | |
|---------------------------------------|---|
| Academy of Art | 1 |
| California State University | 6 |
| New School of Architecture and Design | 1 |
| Menlo College | 1 |
| San Diego State University | 2 |
| University of San Diego | 1 |

Washington 9(2.91%)

| | |
|-----------------------------|---|
| Andrews University | 1 |
| University of Washington | 2 |
| Washington State University | 6 |

Arizona 5 (1.61%)

| | |
|-----------------------------|---|
| Northern Arizona University | 1 |
| University of Arizona | 4 |

Oregon 5 (1.61%)

| | |
|----------------------------|---|
| Oregon State University | 2 |
| Portland State University | 1 |
| Southern Oregon University | 1 |

Utah 5 (1.61%)

| | |
|------------------------|---|
| BYU | 1 |
| University of Utah | 1 |
| Utah State University | 1 |
| Utah Valley University | 1 |
| Westminster College | 1 |

Florida 4 (1.29%)

| | |
|-----------------------------|---|
| Embry Riddle University | 1 |
| Pensacola Christian | 1 |
| University of South Florida | 1 |
| University of West Florida | 1 |

Texas 3 (.97%)

| | |
|------------------------------------|---|
| Sam Houston State University | 1 |
| Texas A&M University – Commerce | 1 |
| University of Advancing Technology | 1 |

| | |
|----------------------------------|-----------|
| Arizona | 1* |
| Arizona State University | 1 |
| Idaho | 1* |
| University of Idaho | 1 |
| Illinois | 2* |
| North Park University | 2 |
| Kansas | 1* |
| Kansas State University | 1 |
| Michigan | 1* |
| Andrews University | 1 |
| Nebraska | 1* |
| Union College | 1 |
| Nevada | 1* |
| University of Nevada – LV | 1 |
| New Mexico | 2* |
| University of New Mexico | 2 |
| New York, NY | 2* |
| College of St. Rose | 1 |
| New York Institute of Technology | 1 |
| North Carolina | 1* |
| University of North Carolina | 1 |
| Ohio | 2* |
| Ohio State University | 1 |
| Wilmington College | 1 |
| Washington, DC | 1* |
| Catholic University | 1 |

2 Colleges/Universities, total of 16 students attendance (1-2 students per institution) **5.77 percent**

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

Descriptive Summary:

The changes made at the College to comply with this standard were guided by Recommendation 1.

Program Reviews (IPR, DPR, APR) results provides feedback on the adequacy of student support services to meet the needs of students and support the achievement of the college's mission. The results of the program review confirm that students have access to these support services regardless of location and mode of delivery.

ASCC provides an appropriate range and scope of student support services. ASCC assures equitable access to all of its students through the appropriate, comprehensive, and reliable support services.

The DOSS works together with all applicable departments, both on and off campus, to collaborate on academic and social activities, and support services, to enhance personal and professional growth and lifelong learning.²³⁶

The Admission Office processes applications for admission to ASCC. Admissions provide students with ASCC information required by applicants to move from initial enquiry to enrolled student.

The Registrar's Office provides registration, records management, information services, and academic support to students and the campus community supporting the mission and purposes of ASCC. Services include the following:

- Maintaining permanent academic records for current and former students
- Providing transcripts and enrollment information upon request
- Creating and maintaining class lists, grade lists, and grade reports
- Graduation activity support
- Graduation certification
- Statistical reporting, and
- Transcript evaluation

The Financial Aid Office provides FAFSA guidance and support to ASCC students who are eligible for federal, private, or institutional financial assistance.

Counseling Services

The mission of Counseling Services is to provide academic, career, personal, transfer, diversity and veterans assistance, assist with orientation of new students, implement outreach activities, offer crisis intervention workshop, and referral services to our College students, prospective students and the community.

Counseling Service's goal is to provide quality assistance that will create a safe, supportive and affirming student environment. Counseling is available to the diverse student population requiring assistance regardless of the mode of delivery and location. Students are encouraged to seek help from the following Counselors.

236 Participatory Governance Structural Manual, pp. 20-22

1. Academic
2. Career
3. Personal
4. Transfer
5. Diversity
6. Veteran Affairs

1. Academic Counseling

- Assist and advise students during the registration process;
- Counsel students on academic planning of degree or certificate programs and educational requirements;
- Conduct orientation and outreach presentations of comprehensive college information for new and returning students;
- Consult students with low grades and students on academic probation to create an academic plan to improve their progress with academic referral assistance;
- Serve as instructors of College and Life Planning Courses to develop and instill in students, skills and strategies for life-long learning;
- Design, implement and assess the student population retention initiatives.

2. Career Counseling

- Assist students in career exploration, through local networking and through partnership with community based agencies;
- Advise students in aligning their college program with a career of interest;
- Provide job skills training, job search assessment, application information, interview skills and resume writing for interested students; and
- Plan and implement a Career/College Fair, Career Seminars and, or Career Workshops for students.

3. Personal Counseling

- Counsel students with personal problems that affect and interfere with their studies;
- Provide counseling with a referral plan to a local professional agency for assistance if necessary;
- Explore disciplinary plan of action to help students manage problematic issues; and
- Conduct workshops and trainings on ways to deal with challenges affecting student.

4. Transfer Counseling

- Collect, maintain and distribute academic, transfer and career information to prospective and current students;
- Assist students with college or university selection, the application process, academic preparation, financial aid and scholarships, loans and other resources; and
- Participate in professional and training activities that support the development of effective transfer counseling

5. Diversity Counseling

- Provide counseling support to the diverse student population at ASCC;
- Collaborate with instructors and other support services on campus to support the diverse student population; and,
- Collaborate with community programs to obtain additional assistance to meet educational needs of students with disabilities.

6. Veterans Affairs (VA) Counseling

The VA Student Services assist all veteran students and their family members enrolled at ASCC. New students entering the college and utilizing VA benefits must be approved by the regional office in Muskogee, OK, except Vocational Rehab (Chapter 31), which is served by Honolulu, HI for approval/disapproval. Students are notified directly by Muskogee, OK of their approval or disapproval decision.

- Veterans Educational Assistance

ASCC is an approved educational institution for education and training under the Veterans Educational Assistance Act (GI Bill), the Veterans Readjustment Act, and the Dependent's Educational Assistance (DEA) Act. All students who are eligible to receive educational financial assistance from the U.S. Department of VA under Chapter 30, 31, 35 and 106 are advised to contact the ASCC VA Student Services Counselor (VASSC) for clarification and explanation of awards before registering with their assigned faculty advisor. It is important that their application is received and reviewed and that the VA Regional Processing Office in Muskogee OK makes an official decision of denial or grant of benefits.

Eligible students may apply for veterans' benefits as soon as they have been admitted to ASCC. The VASSC will assist with detailed information regarding eligibility, entitlement, and authorized types of training.

All drops and withdrawals must be reported to the VASSC for reporting to the U.S. VA Education Office in Muskogee, OK. This is the student's responsibility; otherwise the student will be required to repay any money that was overpaid.

Chapter 30 and Chapter 106 students are required to verify their monthly attendance to the VASSC in order to receive monthly awards. Contact the VASSC for further assistance.

Career Transfer Center (CTC)

The CTC provides temporary employment to students who are ineligible for federal financial aid assistance and are not current scholarship recipients of the American Samoa Government (ASG) and various private agencies of American Samoa. In addition, the center offers assistance in resume writing, career pathways, job search, and more.

Student Learning Assistance (SLA) Center-Annex

The SLA Center offers free tutorial help for students to improve their chances to succeed in their courses and attain personal and academic goals. This comprehensive tutoring program provides quality academic support to all currently enrolled students who have identified a need for assistance outside the regular classroom experience. Tutorial

services are available as one on one assistance and small group sessions. This center also provides a computer lab for research and a quiet space for students to study. The program goals are:

- To assist students in becoming independent learners;
- To identify students' area(s) of concern;
- To provide access to study skills resources, such as workshops and online support;
- To assist students in mastering of a particular subject area;
- To assist students in becoming active in the learning process;
- To aid in the development of a positive approach toward learning; and,
- To provide a supportive and encouraging environment where learning takes place at the students' pace.

The SLA Center-Annex includes a College Access Challenge Financial Aid Counselor who assists students with information regarding federal financial aid online application.

Student Government Association (SGA)

SGA exists to advance the democratic process of student government. SGA encourages professionalism and improved quality of activity and service at all levels of student government for the benefit of the total student population. It contributes to the analysis, understanding, and resolution of student issues by providing academic and social activities.

SGA is open to all enrolled students. The SGA is governed by the executive officers and the representatives, who are elected from the freshmen and sophomore classes. SGA representatives also serve on various ASCC committees and one serves as a member of the Board of Higher Education. SGA sponsors a number of activities each year, including the Miss ASCC pageant, Intramural Sports, cultural, assemblies and other club activities. Funding for these activities comes from student activity fees collected during registration.

Students interested in serving as an executive officer must have a cumulative Grade Point Average (GPA) of 3.00 at the time of election. Interested full-time students who maintain a cumulative GPA of 2.70, who have completed one semester at ASCC, and is in good academic standing, is eligible to run as a representative. Applications are available from the SGA office located in the Coleman Building / cafeteria and additional information can be obtained from the Student Handbook.

College Access Challenge Grant Program

ASCC has been designated by the Governor's Office to coordinate American Samoa's College Access Challenge Grant (CACG). This project supports outreach to high school students and the community with College information, counseling, tutoring, financial aid resources, and other services that encourage student access and success.

Peer Mentoring/You Are Not Alone (YANA)

The DOSS offers a support program called YANA (You Are Not Alone). Its purpose is to reach out to students and other community members who are experiencing personal problems. Qualified counselors are available to assist anyone who is in need of help.

Student mentors are also available to help students who are not comfortable talking to an adult.

Health and Wellness

ASCC does not provide a campus health center. All residents of American Samoa are entitled to low-cost medical and dental services through the LBJ Tropical Medical Center or one of the regional Health Centers. The Tafuna Health Clinic is located approximately 15 minutes from the ASCC campus and is accessible by bus.

The ASCC Land Grant/Community and Natural Resources Division have recently opened a Health and Wellness Center, equipped with an exercise physiology room and access to professional health and nutrition staff. This center is open to all ASCC students, faculty and staff, as well as to the community.

Student support needs have been developed and refined over the years at ASCC through a variety of methods. Students are surveyed each semester to assess use and satisfaction with services. DOSS conducts regular monthly meetings where divisional management and staff discuss and assess its services, identify service gaps, and develop plans to improve its service operations to best support ASCC students.^{237,238}

Evidence is collected through several means, including the use of sign-in sheets to track student usage, tracking of requests for services, data on student participation in activities and events, and observation of events such as registration.^{239,240,241} There are ongoing campus activities, outreach programs, SGA intramural activities and honorary membership to the SGA to foster inclusion and respect for diversity.

ASCC provides a range of student support services that meet the needs of the student population and are aligned with the College's mission and core values. Services are assessed regularly and data is used for continuous improvement. In addition to monitoring service operations, ASCC collects, analyzes, reports and integrates student service data as follows:

- Fact Sheets Enrollment Data, Developmental Data, Graduate Data
- Quarterly Reports Divisional Outcomes
- Annual Reports Institutional
- Institutional Program Review Survey Focus Areas: 1) Mission Effectiveness 2) Program/Service Effectiveness 3) Resources 4) Governance

Formal and informal methods of evaluation are noted and documented through bi-weekly and quarterly reports required of all ASCC departments, including Division of Student Services. The recommendations are discussed, shared and implemented accordingly to support quality educational plans for the student body. All student support services are included in the IPR.

237 Student Satisfaction Survey

238 Graduate Exit Survey

239 Financial Aid Biweekly Report

240 Admissions & Records Biweekly Report

241 Student Services Biweekly Report

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

DOSS and academic programs encourage and support students in many areas of their educational, civic and social development. Co-curricular activities and programs, along with the learning and operations support services which contribute to a positive campus environment. Co-curricular activities are conducted with sound educational policy and standards of integrity evidenced in the set criteria by program.

Co-Curricular

- Fine Arts Plays (Student Performance)
- Jazz Festival
- Christmas Concert
- Orchestra
- Read Aloud (Feleti Barstow Public Library)
- Student Association for Fa'asamoa (SAFF)
- PTK
 - Induction
 - Tutoring Service
 - Community Service
- BAOA Educational Trips
 - Internships
- Science Symposium

Extra-Curricular Activities

- Student Forum
 - Author
 - Congressional
 - Gubernatorial
- Halloween Activities
- Intramurals
- Club Activities

The Division of Student Services collaborates with the Academic Affairs Division on academic and social activities to support and enhance personal and professional growth and lifelong learning. Campus student activity information is made available and is accessible to students on campus and to the community. Student workshops such as academic/career development, leadership, communication, suicide prevention and HIV awareness are held throughout the semester to promote personal and civic responsibility of ASCC students.

Students participate in musical, literary, drama and cultural performances on campus and in the community. The Student Association for the Fa'a Samoa performs regularly at government and community functions and have performed at celebrations in the neighboring Independent Samoa.

As part of the annual Student Government Association elections, a representative to the Board of Higher Education is elected by the students. This student serves as a voting member of the Board. SGA and Peer Mentors are the voice of the students enrolled in ASCC for a variety of social and cultural activities.

The Phi Theta Kappa (PTK) honor society recognizes academic merit and excellence of the students of ASCC. PTK members as well as SGA members assist with a variety of campus and community events.

These activities and programs, along with the learning and operations support services described previously, contribute to a positive campus environment. A comparison of the Student Activities Calendars from fall 2010 and 2013 demonstrate the movement from competitive club activities to more campus-wide enrichment programs.²⁴²

Students led by SGA, are challenged to engage in College and community efforts to improve personal and civic responsibility. In 2011 ASCC received grant funds from the Territorial Energy Office for an energy awareness and conservation education program. This project was planned, developed and implemented by SGA students, with the assistance of the SGA advisor and Student Services staff. SGA students have since taken the lead in efforts to deal with issues of diversity and bullying on campus. The Student Association for the Fa'a Samoa has taken the lead as the College's cultural ambassadors throughout the College and the community.

In addition, at the beginning of each semester, the Student Government Association (SGA) budget is funded by the 30 percent (\$15.00) from the registration fee per student to support the activities, clubs, student IDs, and the in-house scholarship Saili le Atamai, SGA office supplies and other student-related activities that is planned and approved for the semester. The SGA Budget is regulated by students through the SGA after approval process from the President, VP of Academic and Student Affairs and the Dean of Student Services. For any clubs or organization to receive funding support from the SGA, they must register at the beginning of each semester.

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

The changes made at the College to comply with this standard were guided by Recommendation 1.

The American Samoa Community College has in place advising and counseling procedures that serve all students, from entry to graduation. The ASCC Catalog, provide additional guidance to students throughout their academic program on policies, rules and

242 Student Government Association (SGA) Semester Calendar

procedures as applicable to students. Individual Educational Plan (IEP)/Advising sheets are provided for each student during the registration process.

Designated Academic Advisors assist students with their educational plans during registration and throughout the academic year. In addition, students can access their Individual Educational Program (IEP) evaluations online.

Counseling Services are provided to enhance students' general and program success in the areas of academic, personal, career, transfer, veterans, and diversity & tutorial support. Financial Aid counselors assist all students who are eligible for federal financial aid and provide referral to student employment and other options for non-Pell students.

Tutoring and transfer counseling services were enhanced through the years by refining its processes to be more academically connected. As a result, all students accessing these services were recorded, and their progress was tracked to assess course completion and success at the end of each semester.

In its efforts to enhance and foster student learning and success, the college has also improved its support services in the following areas:

- Priority registration is offered to enrolled students at the end of each semester and summer ²⁴³
- Online registration afforded to continuing students on campus

ACADEMIC ADVISING

| | | | |
|--------|--|-----------------|---|
| SOP # | 001-AA | Responsibility: | Department Chairperson, faculty, All Deans, Academic Directors and Associate Dean |
| Title: | Academic Advising | Policy: | #5106 Faculty Accessibility, ASCC Student Handbook 2009-2010, pg. 25 |
| Scope: | Academic Deans, Directors, Department Chairperson, New and adjunct faculty | Review Date: | March 2014/Spring Semester |

Description:

Academic Advising is an opportunity to exchange information designed to help students reach their educational and career goals. Advising is a shared responsibility between the advisor and the student.

Reference:

https://www.google.com/search?q=defien+academic+advising&rlz=1C1SNNT_enUS425US425&oq=defien+academic+advising&aqs=chrome..69i57j0l5.4173j0j4&sourceid=chrome&espv=210&es_sm=122&ie=UTF-8

Procedures:

243 ASCC Catalog 2014-2016, pp.1-8

1. Department Chairpersons are issued with class rosters at the beginning of each semester, before disseminating class rosters to the faculty, the chairperson identifies which student are in their academic degree program.

| ID | Student Name | Spec Need | Credits/CEU | Acad Level Taken | Class | Acad Program | Admit Stat | Ant Cmpl Date | Rpt Crs | P/A | Acad Cr Stat | Add/Dr op/Withdra w Date | Dro p Gr |
|---------|--------------|-----------|-------------|------------------|-------|--------------|------------|---------------|---------|-----|--------------|--------------------------|----------|
| 0015984 | John Doe | | 3.00 cr | UG | FR | NONDEGREE | EARLY | | | | Add | 6/11/13 | |
| 0015942 | Jane Doe | | 3.00 cr | UG | FR | ELE.CERT | NEW | 2/15 | | | Add | 6/10/13 | |
| 0015948 | Rex Doe | | 3.00 cr | UG | FR | NETCOMP.CERT | NEW | 11/15 | | | New | 6/7/13 | |
| 0014495 | Mary Doe | | 3.00 cr | UG | FR | LIBART.AA | NEW | 10/15 | | | New | 6/10/13 | |

2. Once the student(s) has been identified, the chairperson/faculty schedules a meeting with the student.
3. The Department Chairperson and/or faculty assist the student with their Individual Education Plan by using an Academic Advising sheet.
4. Chairperson/faculty creates a matrix of what courses that the student needs to take in the following semester.
5. The chairperson/faculty creates the semester schedule according to the need of the student(s). *For example see matrix below.*

| Name | PROGRAM REQUIRMENTS | | | | | | | | | | | | | | GENERAL ED. REQ | | | | | | Other Courses | | | | | |
|----------------|--|---------|---------|---------|---------|---------|---------|---------|----------|---------|--|---------|---------|---------|-----------------|-----|-----------|--------------------|------------------|---------|---------------|---------|--|--|--|--|
| | ADT 140 | BUS 103 | ELE 150 | ELE 151 | ELE 170 | ELE 190 | ELE 201 | ELE 202 | ELE 299A | ICT 250 | ICT 150 | ENG 150 | ENG 151 | MAT 151 | MAT 250 | PED | PHSCI 150 | Soc. Sci or Human. | Samoa & The Pac. | ETP 100 | ICT 155 | ICT 161 | | | | |
| Alapti Truman | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shwu-Mei Wei | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Pene Vaisagote | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| Jason Tufele | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Roger Choo | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| Felix Talamoni | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | GENERAL EDUCATION REQUIREMENTS CREDITS | | | | | | | | | | PROGRAM REQUIREMENTS | | | | | | | | | | | | | | | |
| | Computer Technology ICT 150 3 | | | | | | | | | | ADT 140 Residential House Wiring 3 | | | | | | | | | | | | | | | |
| | English ENG 150, 151 6 | | | | | | | | | | BUS 103 Introduction to Business 3 | | | | | | | | | | | | | | | |
| | Math MAT 151, MAT 250 7 | | | | | | | | | | ELE 150 Electronics I 4 | | | | | | | | | | | | | | | |
| | Physical Education 1 | | | | | | | | | | ELE 151 Electronics II 4 | | | | | | | | | | | | | | | |
| | Science PHSCI 150 4 | | | | | | | | | | ELE 170 Consumer Electric 4 | | | | | | | | | | | | | | | |
| | Social Science or Humanities 3 | | | | | | | | | | ELE 190 Digital Techniques 4 | | | | | | | | | | | | | | | |
| | Studies of Samoa and the Pacific 3-4 | | | | | | | | | | ELE 201 Communication Systems 4 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | ELE 202 Computer Systems 4 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | 27-28 ELE 299A Electronics Systems Practicum 4 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | ICT 250 Telecommunications Systems and Networkin | | | | | | | | | | | | | | | |
| | | | | | | | | | | | 37 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | TOTAL 64-65 | | | | | | | | | | | | | | | |

Academic Advising

The entire ASCC faculty is committed to helping each student pursue a course of study to fulfill his/her Individual Education Plan (I.E.P.). Academic advisors are knowledgeable of their academic disciplines, but also have the understanding of the rationale that underlies the curricula of ASCC. Students are strongly encouraged to seek assistance early in their college careers.

Academic advising includes:

- Assisting students in clarifying, articulating, and attaining academic and life goals;
- Facilitating each student's academic adjustment to the campus;
- Educating students to assess academic progress and to develop educational plans;
- Explaining and clarifying college core courses, graduation requirements, and academic rules and regulations;
- Advise students on issues as they relate to academic progress, which may include referral to appropriate College programs and community agencies; and,
- Serving as advocates and mediator for your program and students.

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

As an open admission institution the College does not restrict entry but provides for appropriate placement and support to assure that students are able to benefit from ASCC programs. The College Placement Test is administered to evaluate the readiness for College level Math and English. Students may use SAT or ACT scores in lieu of the placement test. Most new students test into developmental courses and are required to complete the College Accelerated Preparatory Program (CAPP), (Math 80/90, English/Reading 70/80/90 and English/Writing 71/81/91) to prepare for College level courses.

The Admissions Officer, in consultation with Academic Chairpersons, evaluates transcripts of students transferring into the institution so they may be placed appropriately. As the College mission states, ASCC is open to all who can benefit from its programs provided that the following conditions are met:

1. The student is a legal resident of American Samoa
2. The student is at least 18 years of age
3. Student is a high school graduate
4. Student is a General Education Diploma (GED) recipient
5. Student bears a U.S. Military Form DD214
6. Student bears a Secondary School Certificate if entering from a non-US system
7. Student is admitted under the Early Admission Program

Faculty, Academic Chairpersons and Deans and Directors work collaboratively with the Division of Student Services, Admission, Financial Aid, Records, Library Services, and

CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported.

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

The American Samoa Community College has in place advising and counseling procedures that serve all students, from entry to graduation. These procedures are outlined in the Student Services SOP Manual, ASCC Catalog, Student Handbook and the Financial Aid Handbook which provides additional guidance for students throughout their academic program on policies, rules and procedures.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness, while minimizing biases. (Original II.B.3.e)

ASCC uses a locally-produced Math Placement Test that is aligned to local and national standards. In addition, the English Placement Test is adapted from a U.S. publishing company.

Placement into the Math and English courses are dependent on the entrance placement test scores. Students may challenge placement if they feel scores are not an accurate reflection of their skills. SAT, ACT, and TOEFL scores may be used for placement, based on student request.²⁴⁴

Placement Test

All new students are required to take the placement tests in Math and English. The TOEFL exam may be used for English placement, but must have been taken within 12 months prior to the date of application for admission. Current SAT or ACT examination scores may be used for placement. It is the responsibility of the student to either sit the ASCC Placement Test or provide alternate test scores prior to registering for classes. Refer to the *Testing Fees* section for placement test fees.

Students who have graduated or transferred from an accredited college or university, and have provided official copies of transcripts may have the placement test waived by the Admissions and Records Office.

The SAT, ACT and TOEFL tests are administered by the American Samoa Department of Education. Students interested in taking one of these tests should contact the appropriate testing office.

The Math placement test instrument was reviewed by the ASCC Math Department faculty and shared with American Samoa Government Department of Education counselors for alignment to national college placement.

244 ASCC Catalog 2014-2016, p.23

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

Student Records are maintained permanently and securely in fireproof filing cabinets. They are also secured by electronic means via Colleague system. Access to the files is limited to the Records staff and for institutional purposes as protocol applies. It is the policy of ASCC to subscribe and maintain the requirements of Section 438 of General Education Provision Act, Title IV, of the Public Law 90-247, as amended, and to rules and regulations governing the Act, which protect the privacy right of students.

All student records are securely maintained in the Records Office. ASCC complies and maintains strict compliance adhering to the Family Educational Rights Privacy Act (FERPA) regulations. ASCC publishes information on the requirements for the release of student records in the college catalog, financial aid handbook, and the student handbook. Information regarding release is part of the New Student Orientation every semester.

II.C. Evidence Listing:

1. Participatory Governance Structural Manual , pp. 22-28
2. Participatory Governance Structural Manual, pp. 20-22
3. Comprehensive Student Services Manual
4. Participatory Governance Structural Manual -pg.30-33
5. DOSS SOP
6. Comprehensive Student Services Manual
7. Participatory Governance Structural Manual: Institution Set Achievement Standards, pp. 25-27
8. ASCC Catalog 2014-2016, pp. 19-20
9. ASCC Catalog 2014-2016, p.8
10. DOSS Standard Operating Procedures Manual
11. Comprehensive Student Services Manual
12. ASCC Analysis of Show Cause Actions Taken, p. 37
13. ASCC Analysis of Show Cause Actions Taken, p. 37
14. ASCC Analysis of Show Cause Actions Taken, p. 37
15. Participatory Governance Structural Manual, pp. 20-22
16. Student Satisfaction Survey
17. Graduate Exit Survey
18. Financial Aid Biweekly Report
19. Admissions & Records Biweekly Report
20. Student Services Biweekly Report
21. Student Government Association (SGA) Semester Calendar
22. ASCC Catalog 2014-2016, pp.1-8
23. Reference: ASCC Student Handbook 2009-2010, pg. 25. (American Samoa Community College 2014-2016 Catalog, 2014, pg 37)
24. ASCC Catalog 2014-2016, p.23

Figure 1: Pathway to Student Success

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited Colleges.

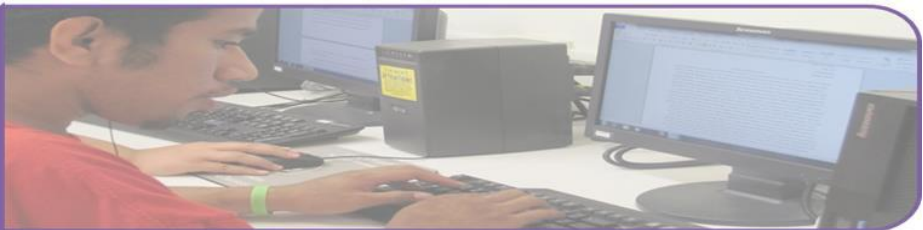
Human Resources



Physical resources



Technology Resources



Financial Resources



III.A.HUMAN RESOURCES (Standards III.A.6, III.A.12, III.D.9, III.D.2)

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

ASCC systematically conducts institutional program review based on their programmatic needs. These are based on their divisional goals, objectives, and mission. The analysis and discussion of programmatic needs are part of the Program and Institutional Review process.

Each ASCC division is responsible for working with Human Resources (HR) to establish positions descriptions that outline hiring criteria for each position. In 2012, HR created a Position Review, Classification and Compensation form that provided for more details to be added to a position's documentation. There are two parts to this form. Part I is the position review portion of the form, and this is to be completed by the hiring division, usually the division head (Dean, Director, Officer, VP or President). For faculty positions, this is usually done by the Department Chair. Part II is the Position Classification and Compensation portion of the form which is completed by HR, using information on Part I of the form.²⁴⁵

Information on Part I of this form includes position budget, place in organizational chart, duties and responsibilities, contacts and communications, supervisory responsibilities, independent action / judgment, budget responsibilities, consequences of errors, access to sensitive information, work environment, and work experience and educational background. When this is completed, it is reviewed and approved by the hiring Division Head and respective Vice President (or President for the division directly under the President), according to the organizational chart.²⁴⁶ This form is then submitted to HR for review and initiation of Part II of the form.

Part II is the Position Classification and Compensation of the form, which requires Part I of the form to be completed. HR uses information from Part I to complete Part II and provide a recommendation of Position Classification Range. Part II of this form is completed and submitted to be reviewed and approved by the hiring Division Head and respective Vice President (or President for the division directly under the President), according to the organizational chart.²⁴⁷ This form is then submitted back to HR for review. This completes the establishment of hiring criteria for a position.

HR performs its reviews and ensures that processes performed in establishing hiring criteria adhere to policies provided in the Governance Policy Manual, specifically Policy

245 Position Review Form

246 ASCC Organizational Chart

247 ASCC Organizational Chart

4000.2 Personnel Administration²⁴⁸, Policy 4003.1 General Requirements of Recruitment and Placement²⁴⁹, Policy 4005.1 Employee Recruitment and Hiring²⁵⁰, and Policy 4006 Academic and Professional Credentials for Faculty²⁵¹.

Faculty have an opportunity to be involved in the selection of new faculty, first by participating in the screening of applications for vacant positions within their respective departments, and second by serving on the interview committees for potential hires. The hiring Department Chairperson (DC), who is a faculty member, performs the screening and recommends faculty members to be on the interview panel. All other faculty may be selected by the DC to be on the interview panel.

When current faculty serve as application screeners and interviewers of candidates, they bring with them a prior knowledge of program curriculum, core competencies, student learning outcomes, related experience and pedagogical approach.

Positions are advertised through internal posting or external posting in accordance with Policy 4005 Job Posting²⁵². Divisions use the Personnel Action Request (PAR) Form to request the advertisement of a position and to specify whether it should be internal or external²⁵³.

The Job Announcement Form used to advertise a position is completed by HR, using information from the Position Review Form for the position. The Job Announcement includes position information such as position title, employment status, position description, job responsibilities, job qualifications, and salary information²⁵⁴.

In order to advertise a position, the requesting division forwards the completed and approved Personnel Action Form with an updated Position Review Form. HR completes the Job Announcement for the position and the Public Information Release (PIR) Form²⁵⁵ to be submitted to Institutional Effectiveness (IE) Division for review. Once this is approved from the IE Division, the Job Announcement is sent for posting. External postings are done using local news media, ASCC Website, Higher Ed Jobs online posting, and local bulletin postings. Internal postings are done using ASCC Email Dissemination and Divisional bulletin board postings.

The advertisement process is detailed in the HR Job Announcement & Advertisement Standard Operating Procedures (SOP).²⁵⁶ The advertisement process is the same for full-time and part-time positions, including adjunct faculty.

248 Governance Policy Manual, Policy 4000.2 Personnel Administration

249 Governance Policy Manual, Policy 4003.1 General Requirements of Recruitment and Placement

250 Governance Policy Manual, Policy 4005.1 Employee Recruitment and Hiring

251 Governance Policy Manual, Policy 4006 Academic and Professional Credentials for Faculty

252 Governance Policy Manual, Policy 4005 Job Posting

253 Personnel Action Request Form

254 Job Announcement Form and Position Review Form

255 Public Information Release Form

256 Human Resources Standard of Operating Procedures

Human Resource (HR) performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees as being from United States (US) accredited, or equivalent, institutions, as well as reviewing certifying documents, including official transcripts and reference letters. Applicants with degrees from non-US accredited institutions are required to provide proof of equivalency that is recognized and verified by a third party evaluator that ensures the equivalent qualifications²⁵⁷ ASCC has accepted equivalency certifications from organizations such as Educational Credential Evaluators.

Newly hired personnel are required to provide clearances before starting employment with ASCC. These clearances are medical clearance from the Public Health Division of American Samoa, and a Security Background clearance from the Department of Public Safety (DPS). For non-residents, immigration clearance is required.²⁵⁸

The analysis and discussion of programmatic needs are part of the Program and Institutional Review. A continual analysis and discussion of programmatic needs takes place among a number of ASCC committees, which include Curriculum, Assessment Planning, Data, Institutional Planning Executive Core, Faculty Senate, Leadership Team and the Board of Higher Education. Individual departments and divisions routinely meet to discuss their particular needs and how to fulfill them.

The Institutional Strategic Plan is one example of how discussion and analysis inform all stages of the institutional planning process at ASCC. All institutional needs and plans are part of an on-going process of analysis and discussion towards the goal of supporting student learning programs and services.

The Human Resource (HR) Division coordinates the recruitment and hiring process in accordance with ASCC policies and State and Federal regulations pertaining to employment. HR also has Standard Operating Procedures in place for hiring so that a standard process is assured.²⁵⁹ During the interview process, an HR representative is required to be present to ensure "uniformity in personnel practices and compliance with local and federal laws concerned with employment practices"²⁶⁰ and ensure employee code of conduct.²⁶¹ For candidates who feel they have not been treated equitably and fairly, a process for appeal and grievance is in place.²⁶²

The Human Resources Division coordinates the recruitment and hiring process, in accordance with College policies. The Human Resources, in cooperation with directors, deans, managers, officers and supervisors, establish qualification requirements and evaluation methods for positions. Job descriptions are created based on position reviews created by divisions based on their needs and tied to divisional goals and objectives.

257 Governance Policy Manual, Policy 4006 Academic and Professional Credentials for Faculty

258 Governance Policy Manual 4003.1 General Requirements of Recruitment and Placement

259 Human Resources Standard of Operating for Hiring

260 Governance Policy Manual, Policy 4005.1 Employee Recruitment and Hiring

261 Governance Policy Manual, Policy 4203 Employee Code of Conduct

262 Governance Policy Manual, Policy 4212 Appeal and Grievance

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning (ER 14).

The determination of qualifications begins at the divisional/departmental level. Divisional/departmental qualifications are formulated based on discussions between division/department leaders and their staff. Once the program needs have been determined and documented, these qualifications are used to complete or update the Position Review Form.

The Position Review Form (PRF) is used to detail job description. Faculty position reviews include requirements for knowledge of subject matter and requisite skills under the Work Experience / Educational Background section of the form. Degree and work experience requirements are listed. This information is used to create the Position Description and Job Announcement, listing requirements for the position. This process is detailed in the HR Standard Operation Procedure for Recruitment and Hiring.²⁶³

Faculty position reviews have been updated to require the assessment of SLOs for each course taught, usage of SLO data to improve student learning, and active participation in program review processes and college committees.

Academic collegiate and pre-collegiate program instructors are preferred to have at least a Masters Degree in the content area or a Masters Degree in a related field with at least 15 credits in the content discipline. In specialized career technical areas, a Master's degree is preferred, but in lieu of a Master's degree, a combination of a degree in the field of study, certification or licensure and work experience may be accepted.

Combination of work experience including training and education may be substituted for degree

The successful candidate must meet the minimum qualifications and experience for the vacant position as specified in the job description. A candidate for a faculty position must demonstrate the appropriate knowledge of his/her subject area, as well as required skills and experience, and this may be confirmed through the applicant's transcripts and resume.

The interview portion of the hiring process provides opportunity for the interview panel to gauge applicant knowledge and experience in these areas. The interview panel also assesses whether the candidate's experience and qualifications will reflect and support the institution's mission and core values.

During the probationary period, faculty is provided the opportunity to demonstrate knowledge, skills and abilities pertaining to effective teaching. Faculty may be evaluated at any point during this period to ensure expectations of the position are met.

263 Recruitment and Hiring Standard of Operating Procedures

Faculty are evaluated using the Faculty Performance Evaluation instrument, which includes items to measure how well they develop, implement, and assess SLOs for each course taught, and how well they use data collected from courses taught on SLOs to share with department and other college stakeholders, and provide recommendations for improvement on student learning.²⁶⁴

ASCC's Hiring and Recruitment process ensures that applicants for faculty positions meet the requirements of having knowledge of subject matter and required skills to perform duties based on the position description.

Requirements of appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the mission of the institutions are evaluated during the hiring process in the review of application documents, the screening and interview process, and also during the performance evaluation process after the applicant is hired.

In 2015, all Faculty Position Review forms were updated to include requirements for assessment of SLOs for each course taught, usage of SLO data to improve student learning, and active participation in program review processes and college committees.

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

ASCC employs qualified career service and contractual staff and administrators who provide academic programs and support services.

ASCC professional staff, including the administrators and faculty members, must meet the minimum qualifications with proven substantive directly related experience as set by each program. Appointments and promotions at ASCC are made solely on the basis of merit and fitness and when practical be ascertained by competitive examinations.²⁶⁵

Staffing priorities are determined based on data from Divisional Assessment and the Institutional Program Review. The results determine the institution's priorities within the Institutional Strategic Plan that identify appropriate staffing. The College formulates its annual budget, with priority given to instruction. A full list of ASCC personnel and their credentials can be found within the ASCC General Catalog 2014-2016.²⁶⁶

ASCC has sufficient administrators and other employees to meet its mission. Faculty, staff, and administrators are organized in an effective manner to provide quality educational programs and support services to our students. Institutional effectiveness is assessed through regular program review.

²⁶⁴ Faculty Performance Evaluation

²⁶⁵ Governance Policy Manual, Policy 4003 Employment Standards; Policy 4008, Faculty Appointments

²⁶⁶ ASCC Catalog 2014-2016

The institutional leadership regularly assesses and recommends both structural and functional organization for institutional effectiveness. Changes are data driven and based on the emerging needs of the institution.

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

Human Resource performs background checks to determine the validity of the candidate's application. Background checks include verifying degrees and other qualifications as being from accredited US institutions, or equivalent, and certifying documents, including official transcripts and reference letters.²⁶⁷

“All degrees earned by faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution equivalent to U.S. qualifications.”²⁶⁸ ASCC accepts validation from several organizations that evaluate foreign degrees for their equivalency in the US. ASCC refers applicants to the evaluation services of a third party evaluator if they have not yet fulfilled this requirement.

The HR division ensures that the hiring process is consistent to assure that qualifications and requirements for the positions are met and highly qualified employees are hired.²⁶⁹ A listing of all employees and their credentials is provided in the 2014-2016 Catalog (p.119).²⁷⁰

ASCC requires that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accreditation agencies, and ASCC accepts validation from organizations that evaluate foreign degrees for their legitimacy in the US. ASCC refers applicants to the evaluation services of a third party evaluator if they have not yet fulfilled this requirement.

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

Performance evaluation is performed on all employees at least once a year. Faculty performance evaluation and staff performance evaluation, specify criteria, based on unit core work, employee job description and strategic initiatives.²⁷¹ The faculty performance

²⁶⁷ Governance Policy Manual, Policy 4006.4 Verification of Academic Credentials

²⁶⁸ ASCC Governance Policy Statements, Policy 4006.1 Degree Requirements

²⁶⁹ Human Resources Hiring and Recruitment Standard of Operating Procedures

²⁷⁰ ASCC Catalog 2014-2016 Administration, Staff, Faculty and Professional Staff

²⁷¹ Governance Policy Manual, Policy 4300.1 Evaluation Reporting Requirement

evaluation instrument consists of four components that are aligned to the division's stated outcomes, including Responsibility to instruction,

- Responsibility to students,
- Responsibility to institution and community,
- Responsibility to professional development

Staff performance evaluation is based on the following criteria, which are also aligned to stated divisional outcomes: ^(two-way performance evaluation)

- Productivity
- Interactive skills
- Additional responsibilities

The Faculty Performance Evaluation instrument was revised in Spring 2015 to include SLO assessment, extracurricular, and other faculty participation in institutional committees.

Faculty evaluation takes place on an annual basis and provides each instructor with feedback, critique and suggestions for improvement. Faculty job description and evaluation include in its component the development, implementation, assessment and program review of student learning.²⁷²

The staff performance evaluation is a two-part process with the initial portion performed by the employee and the second by their immediate supervisor. The Human Resource Department acts in a timely manner to process evaluations by either confirming increment eligibility, or documenting any necessary corrective actions to be taken. All associated paperwork is filed for documentation purposes.²⁷³

ASCC's evaluation process integrates all programs and services beginning at the program level and proceeding to the departmental, divisional, and institutional levels. All of these levels inter-connect, and successful evaluation of faculty and staff provides a vital indicator of their effectiveness. HR compiles a quarterly Performance Evaluation Summary Report, which is distributed to each respective division. A combined summary report including results for all divisions is submitted to the Leadership Triangle and the IE Division.²⁷⁴

Employees are held accountable to their position requirements through the performance evaluation process. The ASCC performance evaluation instruments allow for supervisors to rate employee performance, but also complete an explanation of ratings and action plans for improvement if necessary. If the ratings are unsatisfactory, the supervisor has the option to deny salary increment. In such case, HR requires the supervisor to develop an action plan with the employee on improving performance and document it in the action plan or comments section of the evaluation form.^{275; 276} This process ensures high

272 Faculty Performance Evaluation Form

273 Two-Way Performance Evaluation Form

274 Performance Evaluation Summary Report - View on campus

275 Governance Policy Manual, Policy 4300.2 Evaluation Counseling_Improvement of Performance

276 Personnel Manual, Section 4.2308 Step-Increment increases for length of service – Pay schedule structure

quality of work performance and standard of service, thereby improving institutional effectiveness.

Performance evaluations are based on the position description and divisional goals for that position for the evaluation period. Performance evaluations are “related to performance elements based on unit core work, employee job descriptions, strategic initiatives, college service and professional development goals”.²⁷⁷

Ratings on criteria used in the performance evaluations demonstrate the level of achievement of position description requirements, divisional goals, as well as performance elements for the evaluation period. These measure the effectiveness of an employee.

ASCC has a comprehensive performance evaluation process. Criteria are established for evaluating personnel based on position description, which outlines assigned duties, as well as involvement in institutional responsibilities and productiveness. Performance evaluations are conducted at least once a year to ensure continuous and progressive improvement. HR has updated workflows that document the comprehensive performance evaluation process actions taken are consistent and timely.²⁷⁸

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

The changes made at the College to comply with this standard were guided by Recommendation 6.

In 2014, ASCC updated the faculty performance evaluation form to include two evaluation items for Instructional Preparation to ensure that the employee “develops, implements, and assesses Student Learning Outcomes for each course taught”, and “uses data collected from courses taught on SLOs to share with department and other college stakeholders, and provide recommendations for improvement on student learning”.²⁷⁹ These items were added to ensure that employees are evaluated on the use of results of assessment of learning outcomes to improve student learning. In the Responsibility to Institution section, a revision includes participation levels of student learning outcome review. This item ensures that employee participation in extracurricular activities is taken into account during the evaluation process.

In 2015, ASCC adopted a new policy statement 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services that establishes and defines a program review and assessment process to ensure assessment of learning outcomes is ongoing at ASCC.²⁸⁰

277 Governance Policy Manual, Policy 4300 Employee Performance Evaluation

278 ASCC Analyses of Show Cause Actions Taken

279 Faculty Performance Evaluation Form

280 ASCC Governance Policy Statements, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

The development of this policy prompted another addition to the Faculty Performance Evaluation form under Responsibility to Institution to collect information on which levels of program review and student assessment that the employee participates in.²⁸¹ Proposals to revise the faculty performance evaluation form was initiated by the Academic Excellence Planning Subcommittee and forwarded to the Faculty Senate for review and approval.

ASCC defines academic administrators and other personnel directly responsible for student learning as those with teaching responsibilities. All personnel with teaching responsibilities are evaluated using the Faculty Performance Evaluation form.

The faculty senate reviewed and approved revisions of the faculty performance evaluation instrument. These revisions ensure faculty is held accountable to improve teaching and learning and achievement of SLOs.²⁸² HR compiles an annual Performance Evaluation Summary Report, which is distributed to each respective division. A combined summary report including results for all divisions is submitted to the Leadership Triangle and IE Division.²⁸³ This data is used by academic divisions to improve teaching and learning, extracurricular involvement, and other faculty participation in committees.²⁸⁴

ASCC has adopted a new policy statement 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services that establishes and defines a program review and assessment process to ensure assessment of learning outcomes is ongoing at ASCC.²⁸⁵

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

Purpose: This policy establishes that ASCC will implement assessment and review processes that authentically measure the work for the institution toward achieving its mission.

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

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

281 Faculty Performance Evaluation Form

282 Faculty Senate Meeting Minutes

283 Performance Evaluation Summary Report-View on campus

284 Show Cause Sanction & Analysis Report

285 ASCC Governance Policy Statement, Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

All positions specific to instructional personnel are identified in the approved budget. Determined by assessment results and development of the Institutional Strategic Plan, the College formulates its annual budget, with continuing priority given to instruction. Program Review data is required to determine additional instructional personnel to address enrollment increases and specialized areas. Assessment results help determine the division's priorities for long term and short term staffing. A full list of ASCC personnel and their credentials can be found within the ASCC General Catalog 2014-2016.²⁸⁶

ASCC has sufficient faculty to meet its mission. Institutional effectiveness is assessed through regular divisional assessment and program review.

The institutional leadership regularly assesses and recommends both structural and functional organization for institutional effectiveness. Changes are data driven and based on the emerging needs of the institution.

Qualifications, experience, and individual professional goals are evaluated annually to determine continuing suitability in supporting the mission of the institution.

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

ASCC part time and adjunct faculty undergo the employment procedures for recruitment and hiring criteria as administered by the Human Resource Office as per governance policies and personnel procedures. Applications for part-time faculty positions are continuously accepted. Human Resources maintain a list of eligible pool for each program in accordance with their qualification meeting the minimum qualifications and having completed specific training on student learning outcomes. These trainings are provided during the beginning of each semester for new part-time/adjunct faculty.

Due to the nature of part time/adjunct hiring, the departmental chair, program director or Dean will initiate the request with justification to the Human Resources by utilizing the Personnel Action Request – Recruitment Form²⁸⁷ as well as the Adjunct Teacher Request Form.²⁸⁸ Human Resources review the candidate's qualifications to ensure that they meet the minimum qualification requirements and that their file is complete. The hiring division is notified and the process proceeds to the respective Vice President before final approval by the President. Human Resources will extend the employment offer to the applicant and a contract is initiated.

ASCC continues to provide all faculty, including part-time and adjunct faculty with internal professional development in the areas of Student Learning Outcomes, Course

286 ASCC Catalog 2014-2016, Administration, Staff, Faculty and Professional Staff

287 Personnel Action Request Form

288 Adjunct Teaching Request Form

Planning and Syllabi requirements, Assessment, and Policies pertaining to all faculty with access on the ASCC website.²⁸⁹

All part-time and adjunct faculty are required to complete their course completion clearances which includes their performance evaluation by the department chairperson.

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

The number of support staff is determined based on data from Divisional Assessment and Institutional Program Review. Assessment results as well as the Institutional Strategic Plan help determine the institution's priorities for appropriate staffing. Using the ISP, the College formulates its annual budget, with continuing priority given to instruction. A full list of ASCC personnel and their credentials can be found within the ASCC General Catalog 2014-2016.²⁹⁰

The institutional leadership regularly assesses and recommends both structural and functional organization for institutional effectiveness. Changes are data driven and based on the emerging needs of the institution.

ASCC determines it has sufficient staff to meet its mission and institution effectiveness through regular program review. Staff is organized in an effective manner to provide quality academic and administrative services to our students.

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

The institutional leadership regularly assesses and recommends both structural and functional organization for institutional effectiveness. Changes are data driven and based on the emerging needs of the institution. The organizational structure as reflected in the organizational chart is reviewed and approved by the Board of Higher Education.

ASCC has sufficient number of administrators to meet its mission. Administrators are designated divisional responsibilities to provide quality educational programs and services to fulfill the mission of the College. Institutional effectiveness is assessed through regular program review.

Qualifications, experience, and individual professional goals are evaluated annually to determine continuing suitability in supporting the mission of the institution.

289 [Assessment 101](#) Orientation for Adjunct Faculty, Fall 2014

290 ASCC Catalog 2014-2016, Administration, Staff, Faculty and Professional Staff

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

The Board of Higher Education sets all ASCC policies, which must be consistent with local and federal laws. All ASCC policies and procedures are documented and accessible online at the ASCC website. Hard copies of ASCC policies and procedures, such as the Governance Policy Manual, Personnel Manual, Employee Handbook, and ASCC General Catalogs are available in the Human Resources Office, President's Office, and the Library.

All policy changes must be approved by the Board of Higher Education (BHE). Approved changes are publicized, published on the website, and implemented. These changes are reflected as updates on all documentation.

The College formulated standard operating procedures in alignment with existing approved policies to facilitate equitable and consistent administration of all ASCC policies and procedures. These standard operating procedures are put into practice by the respective departments and divisions, under the supervision of each Chairperson, Dean, Director, Officers, and Managers.

All ASCC employees are guaranteed the right to work in a safe, smoke-free, non-hostile environment that is free of harassment. In the event that an employee feels these are violated, procedures exist for these concerns to be addressed. Support for all ASCC personnel begins with their immediate supervisor.

Support for faculty begins with each department chairperson, who is the link with the College administration through the Curriculum Committee or Dean(s). Faculty needs are brought to the attention of the Curriculum Committee, which reviews and revises the College's core curriculum on a regular basis. Faculty may also express their concerns to the Faculty Senate, which makes recommendation to the Administration through the Deans regarding faculty matters.

The Human Resource Office assists employees in matters such as records management, compensation, benefits, and grievances. HR provides current information pertaining to ASCC internal protocols and policy updates. Information is disseminated through email and hard copy postings on campus.

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

The changes made at the College to comply with this standard were guided by Recommendation 5.

To ensure equity, diversity and fairness, ASCC has updated its policies on staff appointment types, employment preference, employment of non-residents, and degree qualifications.

Policy 4208.1 American Samoa Employment Preference in its original form made reference to residents of American Samoa as American Samoan, suggesting a preference for an ethnicity rather than a residential status. This was in accordance with the American Samoa Code Annotated (ASCA) 7.0205. The law explains that this section is a preference for permanent residents rather than ethnic Samoans.

Policy 4208.1 American Samoa Employment Preference has been updated to state the following:

“Policy:

- A. With the exception of the President all employment matters concerning employees of the college are to be continuously governed by policies, regulations and administrative rules adopted by the American Samoa Community College and no longer under A.S.C.A 7.0101 et.seq.*
- B. The ASCC shall adhere to all applicable local immigration qualifications laws pertaining to the employment of non-residents.*
- C. If no resident can be found who meets the minimum qualifications for employment established for a particular Staff Appointment Type as defined in #4008.1, the ASCC may employ non-residents.”²⁹¹*

This clarifies requirements by limiting the language to residential requirements to eliminate any suggestion of a preference for ethnicity. Policy 4200 Employment of Non Residents was also updated for the same purpose.

Policy 4200 Employment of Non Residents has been updated to state the following: *“ASCC shall comply with the federal law and based on the Immigration Reform and Control Act (IRCA) of 1986 requires agencies funded by federal grants to ensure employees are authorized for employment in the A.S. Therefore, only individuals lawfully authorized for employment in the A.S. will be employed.”²⁹²*

Policy 4008.1 Staff Appointment Types was revised to clarify language for non-resident employment, as well as emphasize the due process in the recruitment of personnel, and removing language that may suggest any authority to override this process. Under this process, Temporary Appointments are hired for a limited time period. Career Service positions are advertised, and hiring processes are ensured to be consistent and equitable through HR hiring SOPs.

Policy 4008.1 Staff Appointment Types has been updated to state the following: *“The President of the College or designee(s) is (are) authorized to employ, set the terms of employment, terminate, suspend, and otherwise make personnel decision concerning personnel for Board approved Staffing Plan and temporary positions. No employee of the college other than the President has any authority to make oral or written representations or agreements with an employee for employment for any specified length of time or for*

²⁹¹ ASCC Governance Policy Statements, Policy 4208.1 American Samoa Employment Preference

²⁹² ASCC Governance Policy Statements, Policy 4200 Employment of Non Residents

employee benefits. ASCC shall make appointments of eligible applicants based on the requirements of the appointment. Appointment types will be made as per the following:

- A. Career service or permanent appointments are made through open competitive examination from a regularly budgeted position. It requires a probationary period of one year, with a satisfactory performance evaluation as a requirement for permanent status in the position during this period.*
- B. Temporary appointment when work or a temporary nature, at the completion of which services of an additional employee will not be required. The President may authorize a temporary appointment for a period not exceeding one year.*
- C. Emergency appointment when an emergency occurs requiring the immediate service of a person or persons, the president may approve such appointment not to exceed 60 days, based on the agency justification of the continuing state of emergency. If a person other than an U.S. citizen, U.S. national or permanent resident of American Samoa is to be appointed, immigration clearance must be secured prior to entrance on duty, but police and medical clearances may be furnished during the 30-day emergency period.²⁹³*

Policy 4006.1 Degree Requirements has been updated to reflect ASCC acceptance of degrees from non-U.S. that are equivalent to U.S. qualifications, and requirements for proof of this equivalency. This ensures equity and fairness in ASCC’s degree requirements, and promotes diversity by providing opportunities for more applicants.

Policy 4006.1 Degree Requirements has been updated to state the following:
*“All degrees earned by a faculty member must be either from a U.S. regionally accredited institution or a non-U.S. institution equivalent to U.S. qualifications. Applicants with degrees from a non-U.S. institution must be recognized and verified by a third party evaluator that ensures the equivalent qualifications. Presentation of transcript is required prior to employment. The employee will pay for the official transcript that will be mailed directly to ASCC Human Resources. In addition, any staff position requiring an education degree as a qualification shall be a requirement for employment with ASCC.”*²⁹⁴

ASCC policies clearly state that the College will not discriminate on the basis of ethnicity, gender, age, sexual orientation, religious affiliation, cultural background, or military status.²⁹⁵

ASCC is “*an open admissions*” institution, which provides educational services to “*all students including those that are educationally underserved, challenged, or non-traditional*”. The institution core values on respect for diversity and respect for tradition and culture holds ASCC accountable in initiating best practices when addressing diversity issues.

²⁹³ ASCC Governance Policy Statements, Policy 4008.1 Staff Appointment Types

²⁹⁴ ASCC Governance Policy Statements, Policy 4006.1 Degree Requirements

²⁹⁵ Governance Policy Statements Policy 4208.3 Equal employment opportunity & Affirmative Action.

The Human Resource Division conducts required annual training to employees on discrimination and harassment. As an Equal Opportunity employer, ASCC does not condone mistreatment of employees and students on the basis of ethnicity, gender, or disability.

To assist the institution with ensuring that its programs, practices and services accommodate diversity, the Equal Employment Opportunity Commission has conducted training for the American Samoa Government, which included participation by the ASCC staff. As part of a territory wide review, ASCC was assessed by the U.S Department of Labor in 2014. Several issues of noncompliance were identified. ASCC implemented corrective actions and the College is now in compliance with DOL policies.²⁹⁶

Records of disciplinary actions indicate that incidents of harassment on the basis of ethnicity, gender or disability are very few. For employees who feel they have not been treated equitably and fairly, a process for appeal and grievance is in place.²⁹⁷

Personnel needs are identified from Divisional Assessment and Institutional Program Review. Data from Divisional Assessment and Institutional Program Review are analyzed by the Institutional Planning Core Committee (IPECC) to identify priorities that are used to create the Institutional Strategic Plan (ISP). The Staffing Plan portion of the ISP outlines goals and objectives for Staffing to address ASCC's personnel needs.

In the Staffing Plan portion of the ISP, professional development opportunities are made a strategic priority for employees.²⁹⁸ For example, all personnel may enroll in one course per semester during work hours if they can demonstrate how taking this course will enhance their competencies within their scope of work. Off-island professional development opportunities are encouraged and supported by the College.

HR supports personnel by ensuring appropriate compensation, resolving disputes, protecting employee rights, informing personnel of relevant new information pertaining to the institution and/or their positions, and ensuring that the institution remains in compliance with all state and federal policies.

Programs, practices and services are evaluated annually through Divisional Assessment, and biennially through the Institutional Program Review. On a department/division level, accomplishments and challenges are reviewed and reported bi-weekly through Compliance Assist. Other reports include a review of programs, practices and services through the quarterly report.

Through the annual performance evaluation, the programs and services can assess how effective employees carry out their job responsibilities to achieve divisional mission, thereby supporting the institutional mission.

The HR Officer serves as the Equal Employment Opportunity (EEO) Coordinator, responsible for collecting data for inclusion in the Integrated Post-Secondary Education

²⁹⁶ Corrective action letter from ASCC to DOL – View on campus

²⁹⁷ Governance Policy Manual, Policy 4212 Appeal and Grievance

²⁹⁸ Institutional Strategic Plan 2015-2020

Data Survey (IPEDs) report, as well as ASCC Quarterly and Annual Reports. The HR Officer assesses the data on behalf of the institution to ensure compliance with EEO policies and Affirmative Action federal regulations.

While the majority of employees at ASCC are of Samoan or part Samoan ethnicity, a number of different ethnic groups are also represented. The College’s diverse pool of employees includes the following:

Demographic Data for Fall 2015

| Ethnicity | |
|-------------------------|------------|
| Samoan | 267 |
| Caucasian | 15 |
| Filipino | 8 |
| African-American | 2 |
| Chinese | 1 |
| Indian | 1 |
| Fijian | 1 |
| Total | 295 |

HR Records, Spring 2015

Employment Status

| Full Time | Headcount |
|------------------|------------------|
| Faculty | 59 |
| Staff | 221 |
| Part Time | |
| Adjunct Faculty | 15 |
| Total | 295 |

Gender

| | Female | Male | Total |
|-----------------------|---------------|-------------|--------------|
| Career Service | 87 | 81 | 168 |
| Contractors | 40 | 46 | 86 |
| Temporary | 12 | 14 | 26 |
| Adjunct | 8 | 7 | 15 |

HR Records, Spring 2015

ASCC commits to integrity in the treatment of its staff and students through its policy on People Treatment that applies to students, employees, volunteers, vendors, and citizens. The policy states *“the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive.”*²⁹⁹

This policy also ensures that the College cannot *“Operate without policies and/or procedures which set forth employee and student rules, provide for effective handling of grievances, ensure due process, and protect against wrongful actions against or by*

299 Governance Policy Manual, Policy 3005 People Treatment

employees or student”. The College cannot “prevent students and staff from using established grievance procedures.”³⁰⁰

The College’s Employee Code of Conduct states that all employees “will meet ethical and professional standards for personal conduct and work performance. All students and employees have the right to learn and work in a positive learning environment which is free of harassment, threats, intimidation, violence or any other misconduct.”³⁰¹

Existing policies are in place to ensure equal employment opportunity and fair treatment of personnel. ASCC has updated policies on staffing appointment types, employment preference, employment of non-residents, and degree qualifications to ensure equity, diversity and fairness.

In accordance with these policies, ASCC maintains programs, such as training and opportunity for professional development, and practices such as those to ensure appropriate compensation, resolving disputes, and protecting employee rights in support of personnel

Employment equity records are assessed and monitored by the HR Officer, who is also the EEO Coordinator, to ensure compliance with federal regulations and submit reports on demographic data for use in IPEDs reporting as well as quarterly and annual reports for ASCC.

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

“ASCC expects its employees will meet ethical and professional standards for personal conduct and work performance. All students and employees have the right to learn and work in a positive learning environment, which is free of harassment, threats, intimidation, violence or any other misconduct.”³⁰² Furthermore ASCC’s Core Values express the commitment to ethical behavior.

The ASCC Personnel Manual clearly specifies that disciplinary action will be taken in cases where employees breach policies regarding conduct of College employees. Both the Governance Manual and Personnel Manual outline the College policy regarding ethical behavior.³⁰³

The written code for professional ethics at ASCC is clearly outlined in the Governance Policy Manual, Personnel Manual, Faculty Handbook, Student Handbook, General Catalog, American Samoa Administrative Code Annotated. ASCC also abides by all state and federal policies and regulations. ASCC policies contain processes and procedures to address instances where an individual or department behaves in such a way as not in keeping with the institution code of professional ethics.³⁰⁴

300 Governance Policy Manual, Policy 3005 People Treatment

301 Governance Policy Manual, Policy 4203 Employee Code of Conduct

302 Governance Policy Manual, Policy 4203 Employee Code of Conduct

303 ASCC Catalog 2014-2016, Vision, Mission, Institutional Core Values & Learning Outcomes

304 Governance Policy Manual, Policy 4203.1 Prohibited Conduct – Infractions

The College's governance structure provides for fair redress of conflicts involving personnel. This includes a grievance process in which both parties are provided the opportunity to fairly state their concerns.

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

ASCC's budget allocates funds for local or off-island professional development. Professional Development is approved contingent upon alignment with identified strategic needs. ASCC permits career service staff to take one course per semester at no cost to the employee.

Professional development activities at ASCC are provided to meet identified strategic priorities of the College. The professional development focus has been on SLOs and assessment. Another identified professional development priority is Total Cost of Ownership. Faculty and staff are provided with opportunities to participate in professional development activities.

Grant budgets include professional development funds, which are used to enhance programs and achieve institutional objectives. Grant programs with budgeted professional development funds include Community and Natural Resources (Land Grant), the Small Business Development Center, Teacher Education, and grants supporting CAPP and counseling programs.

The College provides faculty and staff workshops and/or trainings to increase informational awareness. Opportunities are also offered for faculty and staff to participate in institutional committees, providing for an increased knowledge of the College's operations, leadership and management, and enhancing professional capabilities.

ASCC has supported a range of professional development, programs and activities, including the following:

- SLOs
- Teaching Content and Pedagogy
- Assessment
- Technology
- Financial Management
- Resource Management (safety, human, facilities)
- TCO
- Institutional Planning
- Program Review
- CIP Implementation
- Federal Grants Management
- Accreditation Standards and Self Study

- Leadership Academy
- Financial Aid
- Board Development
- Organization Affiliation and Membership (NACUPA, NACUBO, CUPA, IPEDS)
- Food Safety

Professional development participation has enhanced the College's ability to respond to emerging needs of higher education and provide improved services to students.

Professional development plays a key role in ASCC's commitment to continuous quality improvement.

On a divisional level, faculty and staff communicate teaching and learning needs to their colleagues, department chair and Dean/Director/Officers. On an institutional level, the Institutional Program Review assesses the needs of each academic division in relation to the College mission. The Divisional Assessment feeds into the Institutional Program Review to coordinate needs assessment with planning, budget, resource management, and program improvement.

The College provides funding for professional development opportunities to fulfill identified needs. Overall professional development opportunities center on WASC workshops and identified strategic priorities. Approval for professional development is initiated by divisions and must be approved by Vice Presidents, CFO and President to ensure alignment to the outcomes of the division.

Evaluation of professional development activities begins at the divisional level through review and discussion of new information, which can lead to improvement. The value of professional development is gauged by the impact on divisional improvements and capacity building.

ASCC has fulfilled its objective of providing on-island and off-island professional development in SLO and assessment for all faculty. This has enabled ASCC faculty to embrace trends in technology, outcome expectations, assessment, and dialogue for continuous quality improvement.

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

ASCC makes extensive provisions for the security and the confidentiality of personnel records. HR records are secured in the Human Resources office, with access restricted to authorized personnel only.^{305,306} This is specified in the Governance Policy Manual Section 4205, pgs. 50-51, which also addresses employee access to his/her personnel records in accordance with the law. The Human Resources Office is charged with the responsibility of implementing these SOPs.

305 Governance Policy Manual, Policy 4205.5 Access to Employee Master File

306 Governance Policy Manual Policy 4205 Employee Privacy Rule

ASCC employees may gain access to their official personnel records by contacting the Human Resources Office and arranging an appointment to view them. These records may not be removed from HR Office, but will be copied for the employee upon written request.

Human Resources Office maintains the official personnel files, and only employees, supervisors and HR staff members have access to the filing cabinets. When a file is being reviewed, a HR staff is present to ensure that items are placed in files remain in files, and that no materials are added to the file without approval of Human Resource Officer.

III. B. Physical Resources

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

ASCC consists of one campus located in the village of Mapusaga. It has approximately 53 acres with more than 26,000 square feet of physical facility space. There are 27 buildings³⁰⁷ total to provide services in support of student learning. Included in these structures are 47 classrooms, 21 instructional labs, and six general computer labs.

Currently under construction is the Multi Purpose Center (MPC), which will house Student Services and the 500 maximum capacity auditorium for programs and learning support services activities. The Capital Improvement Project under the U.S. Department of Interior funds the construction of MPC.

To ensure the safety of the institution's facilities, the following criteria are adhered to for all facilities: the 1967 Uniform Building Code (UBC), the 2012 American Disabilities Act (ADA) requirements for accessibility, the Occupational Safety and Health Administration (OSHA) Standards, and the 2006 International Building Code (IBC) requirements. The Department of Public Works conducts inspection throughout each phase of construction.

For continuous compliance with regulatory agencies, the Compliance Safety Officer (CSO) accesses all new, renovation, and relocation projects. Upon meeting all building codes standards, Certificate of Occupancy is issued by the American Samoa Public Work (AS-PW).

Installation of solar lights in parking and isolated areas increased the security of facilities at night.

ASCC follows internal processes to ensure the safety of facilities. These include:

- Physical Facilities Management (PFM) personnel conduct safety checks of facilities and campus grounds in their areas.
- Security personnel conduct daily routine safety checks of the campus during and after school hours.³⁰⁸
- Upon request for repairs, safety inspections and assessment of facilities are conducted before work is carried out.³⁰⁹
- Staff and Faculty report safety concerns within their departments and surrounding areas through the use of Job Order forms, which are submitted to PFM.³¹⁰
- For Physical Facilities Requests by community members/organizations, ASCC provides Security and Custodial personnel to ensure the safety of campus facilities while in use.

³⁰⁷ 2015 TOFR ASCC Building Replacement Cost Report

³⁰⁸ ASCC Institutional, Divisional Analysis and Report: Security Daily Report

³⁰⁹ Job Order Flow Chart

³¹⁰ [Job Order Form](#)

- Evacuation plans for safety drills are in place.³¹¹
- Compliance checks are done by AS-EPA for labs and hazardous materials storage and AS-DOH for Cafeteria.

ASCC follows specific criteria and processes required for new construction of facilities and any major renovation or repair to facilities. The following steps are required by the American Samoa Government (ASG) and Semi-autonomous agencies for new construction, renovation, or repair to facilities:

- Submit an application for a Land Use Permit (LUP)
- Schedule the inspection by Project Notification Review System (PNRS) Board consisting of the following agency representatives who conduct ongoing inspections to ensure compliance to building, safety, environmental and health codes:
 - Department of Commerce (DOC),
 - American Samoa Department of Public Works (ASDPW),
 - American Samoa Environmental Protection Agency (ASEPA),
 - American Samoa Department of Health (ASDOH),
 - American Samoa Power Authority (ASPA)
- Obtain approval of LUP by PNRS Board
- Obtain the Building permit issued by the ASDPW based on their review of UBC and IBC codes.
- Receive the safety checklist from the ASDPW for compliance issues
- Obtain a Certificate of Occupancy upon completion of construction

The institution determines the sufficiency of classrooms, lecture halls, laboratories, and other facilities through several processes. Each semester Academic Affairs schedules courses and labs for all course offerings. A Facility Request Form (requiring approval by the Vice President of Administrative Service and Finance or President) is routed for written approval if facilities are to be used outside of the scheduled course use. Sufficiency of facilities is also documented within regular reports and documents including the Quarterly Reports, Bi-weekly Reports, student enrollment data and classroom schedules, and the Student Satisfaction Survey (Facilities and Campus section). Academic Affairs prepares an analysis of classroom use every semester to ensure that physical resources are used effectively and that there are adequate classrooms for all scheduled courses.³¹²

Various mechanisms are used to evaluate the effectiveness of the institution in meeting the needs of programs and services. Actual Expenditure Reports list expenses for facility repair and maintenance. Job Order Summary Reports document actual work performed on facilities with a comment section filled out by the division/department. The Student Satisfaction Survey provides students with an avenue to give feedback on facility adequacy and service effectiveness. The Institution Program Review (IPR), Divisional Assessment Program Review (DAPR), and the Academic Program Review (APR) allow staff and faculty to comment on facility adequacy and service effectiveness. All

³¹¹ Evacuation Plan: [Security](#)

³¹² Classroom Occupancy Matrix (p.4)

institutional facility priorities are identified through these mechanisms and allow the institution to address facility needs through its Institutional Strategic Plan.

ASCC does not have off-campus instructional sites however there are off-campus Community and Natural Resources (CNR) stations in Ta'u and Ofu, Manu'a. The external processes described above are the same for these stations. Similar internal processes are followed to determine safety and sufficiency of the off campus facilities; however, assessment for the safety of the Manu'a sites by the CNR station manager is done upon request by groups who visit the sites regularly. The responsibility for Security is shared through a partnership with the American Samoa Department of Education (ASDOE) who also utilizes the Manu'a facilities.

With the assessment of Job Order requests, a need was identified to improve the Job Order process to expedite job completion. Analysis of the results led to the development and improvement of Standard Operating Procedures for facility management. With the analysis of Institutional Program Review results on facilities, the following improvements were made:

- Allocation of \$56,000 for Fiscal Year 2016 for maintaining facilities.
- ASCC employees have been trained on the process of obtaining materials and services needed for facility improvement.
- Justification for MIS Trackit software to be extended for use by PFM to track job orders that are currently monitored manually.
- Compliance Safety Officer (CSO) position has been filled.
- The CSO continues to assess the institution facilities to address any concerns from students, faculty, and staff.

Similar internal processes are used to assure the safety and sufficiency of the equipment to also include:

- Annual inspection of vehicles for insurance purposes
- Property Management tagging of all maintenance equipment
- Fixed asset annual inventory
- Property Management personnel use of "Survey and Disposal" forms to assess and replace equipment including vehicles
- Purchase of equipment with warranties and maintenance plans. Service manuals are also included in purchase to be used internally for care and maintenance by personnel.
- Service of heavy equipment is outsourced to external vendors for the maintenance of equipment and vehicles

ASCC does not offer distance education but programs such as ASCC Land Grant and Samoan Studies Institute provide mobile equipment to be used in service, program outreach and documentation for off-campus activities. The institution provides vehicles and equipment for recruitment, outreach, student practicum, field experience and service learning.

The equipment provided is sufficient for institutional needs. These are evident in the following reports:

- Actual Expenditure Report (available for review on campus upon request)

- Fixed Asset Report
- Divisional Assessment Report

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

The following information is used to determine the needs of programs and services and in planning the proper utilization of facilities:

- Enrollment data
- Annual Reports (Achievements)
- Institutional Program Review
- Divisional Assessment
- 2020 Campus Plan as a guide
- Quarterly Reports (Challenges and Recommendations)

The institution also responds to community and territorial needs in allowing community and government agencies to provide input and support (e.g., MPC, disaster center designation) for utilization of facilities.

The processes in place for equipment replacement and maintenance are detailed in the divisional SOPs for MIS, PFM, Procurement, and Finance. The PFM follows a work order request process, which includes maintenance and replacement of air conditioners and heavy equipment. MIS follows a step-by-step process of technology equipment replacement and maintenance. The Procurement procedures are followed for all purchasing and replacement of equipment. Each division responsible for equipment is provided with the following:

- Updated Technology Replacement plan, AC Maintenance Plan, Facilities Maintenance Plan to align with Total Cost of Ownership (TCO)
- Annual Fixed Assets Report
- Institutional Program Review and Divisional Assessments provide data on the need for equipment and maintenance

The institution evaluates effectiveness of facilities and equipment through regular reporting in the Bi-Weekly Reports and Quarterly Reports. The biennial Institutional Program Review and the annual Divisional Assessment provide the College with an analysis indicating whether the facilities and equipment needs have been met. The Student Satisfaction Surveys administered each semester provide feedback from students on satisfaction of programs and services that includes facilities and equipment. Divisions responsible for physical resources include the Physical Facilities and Maintenance Division (PFM), Procurement, and MIS. These divisions consistently track the use of physical resources and provide the support and services to all College divisions requesting maintenance, custodial, security, technical assistance and procurement.

The effective use of physical resources is determined through a variety of means. These include the daily usage of Library resources and computer labs, the occupancy per square footage assessment, Classroom Schedule, and the Physical Facility Request Forms.³¹³

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

The institution conducts regular assessments on the use of its facilities through an annual assessment of fixed asset inventory, semester reports of lab, facility, and classroom usage, and daily inspection of facilities and campus grounds by security, maintenance, and other PFM personnel. Descriptions of these assessment processes are detailed in the Finance, Procurement, Academic Affairs, Library, and PFM SOPs.

- Finance: (1) Assists in analyzing of facilities usage by updating expenditure reports. This process is done monthly. (2) Updates Fixed Asset General Ledger Reports that contains building depreciation value information.
- Procurement: Conducts Fixed Asset Inventory. This is done annually.
- Academic Affairs: Provides classroom usage report each semester
- Library: Provides facility usage report each semester
- PFM: Prepares Job Order Summary Report to analyze facility maintenance needs. This is done monthly.³¹⁴

The institution uses the results of the evaluation to improve the facilities or equipment as evidenced in the revision of SOPs in the PFM, MIS, Finance, and Procurement divisions. The college has used institutional program review and divisional assessment data to identify priority needs for facilities and equipment. These priorities determine the specific areas in needs of immediate and long-term action. As a result of the identification of priority needs and a plan of action, the institution was able to set a budget for maintenance, hiring, and training for the proper use and care of facilities and equipment. The College has assigned to the Resource Management Committee (comprised of administrators) to manage the College's resources. A form was developed to ensure data is used to assess proposed facilities whether it is new, renovated, and relocation of space or building.³¹⁵

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

The institution develops capital plans based on needs identified in Program Review. These needs are manifested into the goals and objectives of the Institutional Strategic Plan. The 2020 Campus plan was developed in 2008 with an external team and has been used as a guide to identify all facilities and the potential development and construction of new facilities to accommodate projected program and student growth. In the 2009-2014

313 ASCC Institutional, Divisional and Analysis and Report: Bi-Weekly Reports: Learning Resource Center-July 4, 2014

314 Job Order Summary Report

315 Facility Proposal Form

Institutional Strategic Plan, one of the strategic goals of the Physical Facilities and Maintenance plan was for the completion of identified projects described in the 2020 Campus Plan (Teacher Education, Trades and Technology, Nursing, and Samoan Studies classrooms/ buildings). During FY 2010 - 2011, ARRA provided funds for the completion of most of the long-range capital plans. The 2015 – 2020 Institutional Strategic Plan and the guiding manual 2020 Campus Plan provide a framework to follow for long range capital project planning and implementation. The Multipurpose Center, currently under construction, was conceptualized in the late 1990s, formally proposed in 2006, with the first DOI CIP funding becoming available in 2007. Construction began in December 2013, and completion is scheduled for February 2016. Approved CIP projects include the Trades and Technology building (2016-2017), and the Samoan Village (2018).

As detailed in the Total Cost of Ownership plan within the Institutional Strategic Plan 2015-2020, the elements of “total cost of ownership” include the integration of staffing, technology, and facilities with academic planning and budget planning. The TCO plan links all planned activities to a budget and assists in the annual budget planning for the institution. The Resource Management Committee monitors the implementation and progress of each objective, according to the TCO Plan. Every division is accountable and responsible for resource management

All capital projects have to be aligned to the goals of the Institutional Strategic Plan and are identified as strategic focus goals. In each of the plans (USDA approved CNR Plan of Work, 2004 Master Plan, 2009-2014 Institutional Strategic Plan, 2015-2020 Institutional Strategic Plan) capital projects were identified based on data from program review, program growth and development, and community needs. Each capital project is carried through to completion as resources and funding are secured through CIP, ARRA, grants, or local funding.

Capital projects are a result of priorities identified in program review. The capital projects within the past 10 years include:

- Library (completed)
- ASCC Wellness Center (completed)
- Lecture Hall, TED and Administrative wing (completed)
- Trades and Technology equipment (completed)
- ASCC Bookstore (completed)
- CNR Experiment Station (completed)
- CNR Manu’a Extension site (completed)
- Renovation of all classrooms and classroom buildings (completed)
- Multi-Purpose Center (in progress)

In 2008, the 2020 Campus Plan was developed and continues to be used as a guide for long-range capital projects. The 2009 -2014 Institutional Strategic Plan was used to determine all ARRA projects and monitored the progress toward successful completion of each project and the achievement of expected outcomes. The 2015-2020 Institutional Strategic Plan guides and directs the institution in implementing activities toward achievement of long range capital projects which in turn address the identified institutional priorities.

III.B. Evidence Listing:

1. 2015 TOFR ASCC Building Replacement Cost Report
2. ASCC Institutional, Divisional Analysis and Report: Security Daily Report
3. ASCC Divisional Standard Operating Procedures: Physical Facilities Maintenance SOP: Job Order Flow Chart
4. Program Syllabi, Rubrics and Forms: Job Order Form
5. Evacuation Plan: Security
6. ASCC committees, Memos and Documentations: Physical Facilities and Maintenance Data: Classroom Occupancy Matrix (p.4)
7. ASCC Institutional, Divisional and Analysis and Report: Bi-Weekly Reports: Learning Resource Center-July 4, 2014
8. Job Order Summary Report
9. Facility Proposal Form

III.C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services to improve ASCC effectiveness. Technology planning is integrated with institutional planning.

2014 new

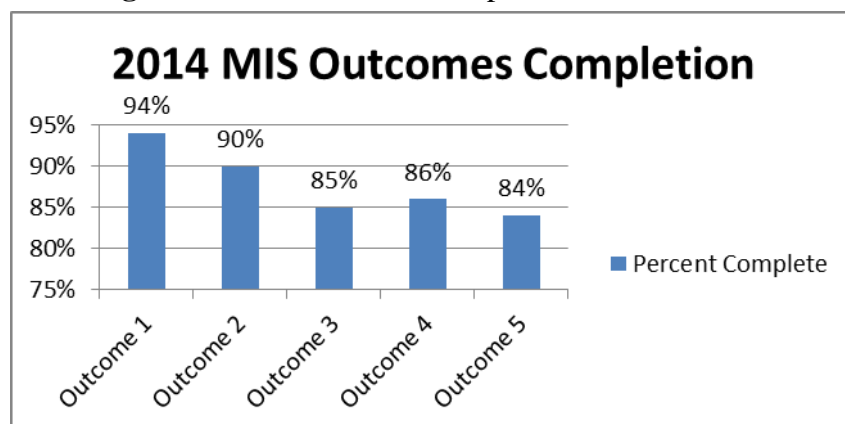
III.C.1. Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

ASCC ensures that its various types of technology needs are identified through 1) Institutional Program Review and Divisional Assessment, 2) Request Protocol for employees to communicate their technology needs and requests by following proper protocol, and 3) reports generated by Management Information Systems (MIS) Division.

Institutional Program Review and Divisional Assessment. Through Program Review and Divisional Assessment, ASCC employees are able to report what technology services are provided and whether these are adequate for their purposes. Results of the program review are analyzed by the Institutional Planning Executive Core Committee (IPECC), in order to update priorities that are then used to create goals and objectives placed in the Institutional Strategic Plan (ISP). The results of 2014 Institutional Program Review³¹⁶ was used create goals and objectives for the 2015-2020 Institutional Strategic Plan³¹⁷. Each year, divisions update outcomes in order to work toward achieving goals and objectives in the ISP. Progress made towards divisional outcomes is reported using quarterly reports. In the 4th quarterly report, each division provides a summary of outcomes that were completed and those that were incomplete.

Diagram 1 shows progress made in completing the MIS Outcomes for fiscal year 2013-2014 that was reported in the MIS 4th quarterly report summary.³¹⁸ According to this, outcomes ranged from 84% - 94% completed. MIS completed most of its outcome objectives in 2014 in efforts to effectively meet the needs of ASCC.

Diagram 1. MIS Outcome Completion for FY2013-2014



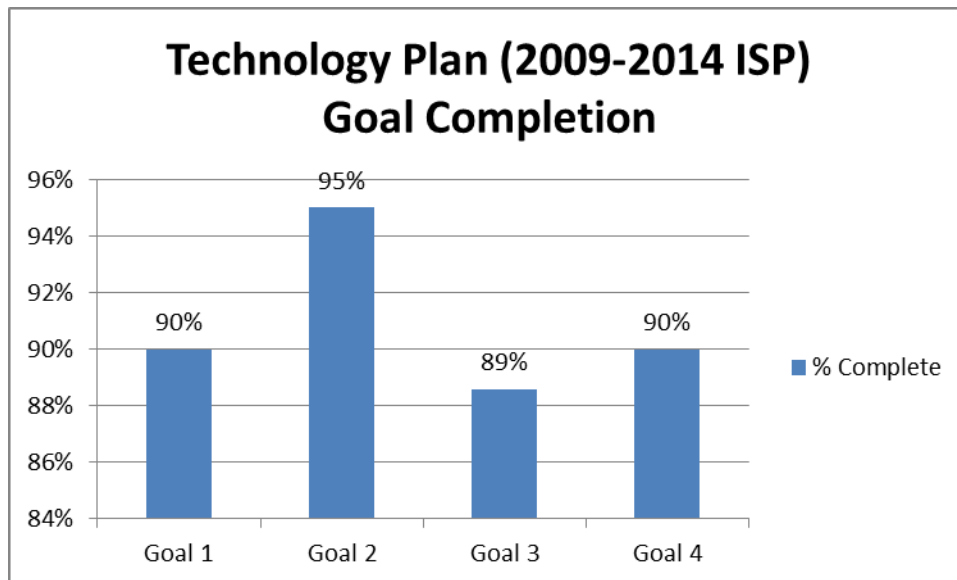
316 2014 Institutional Program Review Summary & Findings

317 Institutional Strategic Plan 2015-2020

318 MIS 4th Quarterly Report

Diagram 2 shows the progress made towards completing the Technology Plan goals of the 2009-2014 Strategic Plan as of the end of 2014. According to this, the stated goals range from 89% to 95% completed. This shows that ASCC completed a majority of its technology goals stated in the 2009-2014 ISP in efforts to effectively meet the technology needs of ASCC.

Diagram 2. Technology Plan (ISP 2009-2014) Goal Completion.



Summary data from program review and divisional assessments are distributed to division heads to be used for divisional improvements. In addition, all data collected from program review and divisional assessments is available upon request from the Institutional Effectiveness (IE) Division.

Request Protocol. Each ASCC division follows protocol when reporting needs and/or requests, including those for technology. Requests for technology support may be reported directly to MIS as a work order request. Technology requests that require approval must be routed through a divisional Dean, Director, Officer or Vice President prior to submission to MIS. Request for technology support are tracked through software used by MIS called Trackit Pro, and progress toward these requests are reported through biweekly and quarterly reports.

Every two weeks, MIS staff report status of projects and work orders to the CIO. CIO also runs a summary report on completed work orders using Trackit. Summary reports are also submitted on number of students served in the computer labs. This information is used to compile the MIS Biweekly Report that is submitted to the IE division by uploading to Compliance Assist, an online portal used in part for report tracking. This is completed every two weeks to show how well MIS is completing its tasks. This process is detailed on MIS SOPs³¹⁹. Information from the biweekly reports is also used to create quarterly reports, which are also uploaded to compliance assist.

319 MIS Bi-weekly Standard of Operating Procedures

MIS Reports. The MIS Division is responsible for providing support for campus technology. Supported technology include Personal Computer (PC) and Mac Desktops and Laptops, All-in-one laser printers, scanners, projectors, video teleconference units, phone conference units, phones, fax machines, Smart-boards, I-pads, and lecture hall sound system and microphones.

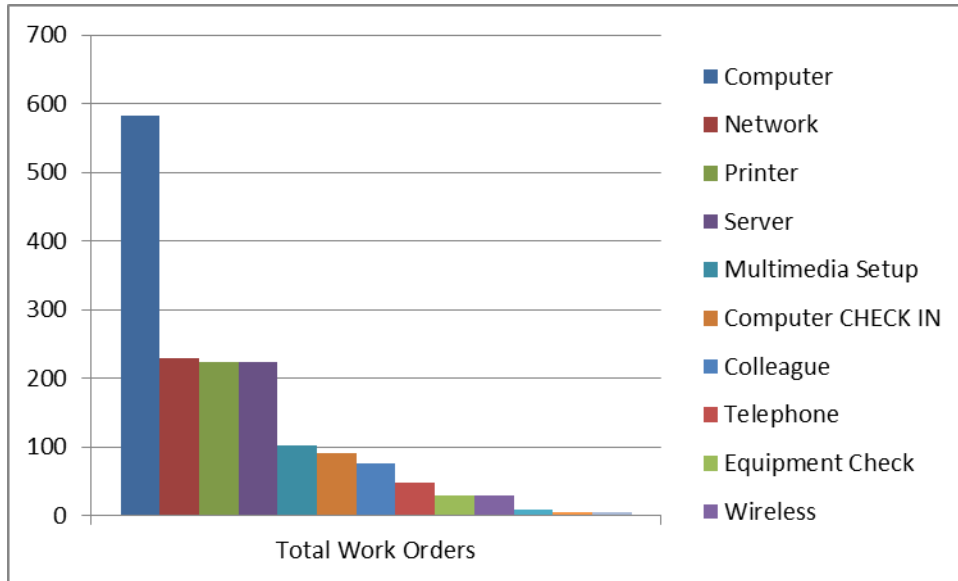
The MIS Division is organized into offices that provide support for different areas of technology for ASCC. These offices are 1) Office of CIO, 2) Network and Multimedia, 3) Helpdesk, 4) Systems Administration, 5) Web and Communications, 6) Website Administration, and 7) Computer Labs. Each office provides technology support to ASCC users either directly by responding to a work order or providing direct assistance, or indirectly by completing projects for the MIS Division to improve MIS services. Technology needs that arise within these offices or by any users supported by these offices are reported to MIS through email, phone or visit to the MIS office. MIS has a support email address (support@amsamo.edu) that is tied to the Trackit software. A work order is automatically created when a user emails the support address. An email confirmation is also automatically generated and sent to the user, including the work order number, to confirm their request has been received. This process is documented in MIS Standard Operating Procedures for creating a work order request.³²⁰

Work order requests for technology support are entered into Trackit Pro. MIS uses Trackit to assign work orders to the appropriate technician, document work orders from start to finish, confirm completion of work order with users via email including the satisfaction survey link, and run reports.

MIS uses Trackit reports to help identify technology needs. An example of this is a report on Work Order Trends by Type. Diagram 3 shows an example of this report, summarizing the total number of work orders by the work order type from January to December 2014.

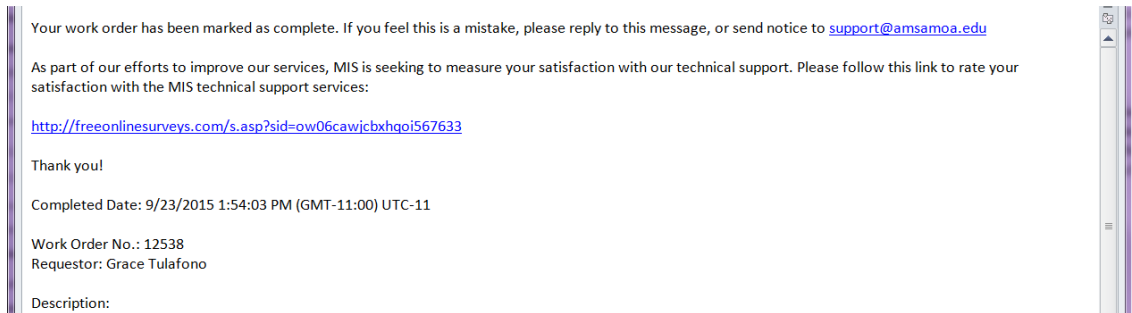
From this report, MIS is able to identify user needs based on the amount of work orders in each type. For example, the report displayed in Diagram 3 shows that in 2014, MIS received the most requests for computer, network and printer support. This report identifies a strong need for technology support, especially in the areas of computers, the network, and printers. This trend has been consistent in previous years. Responding to this, MIS has hired more technicians in the offices that support these three areas. Also steadily increasing recently are requests for server support. MIS has a System Administrator assigned to these work orders, but MIS is monitoring this increase to see if more staff is needed to provide server support.

Diagram 3.January – December 2014 ASCC Work Order Trends by Type.



When a work order is completed, an E-mail is automatically sent to the requestor to notify them that their work order has been completed. The requestor has the option to respond if he/she feels the work order was not completed. Diagram 4 shows a sample E-mail that is sent to the requestor when their work order has been completed.

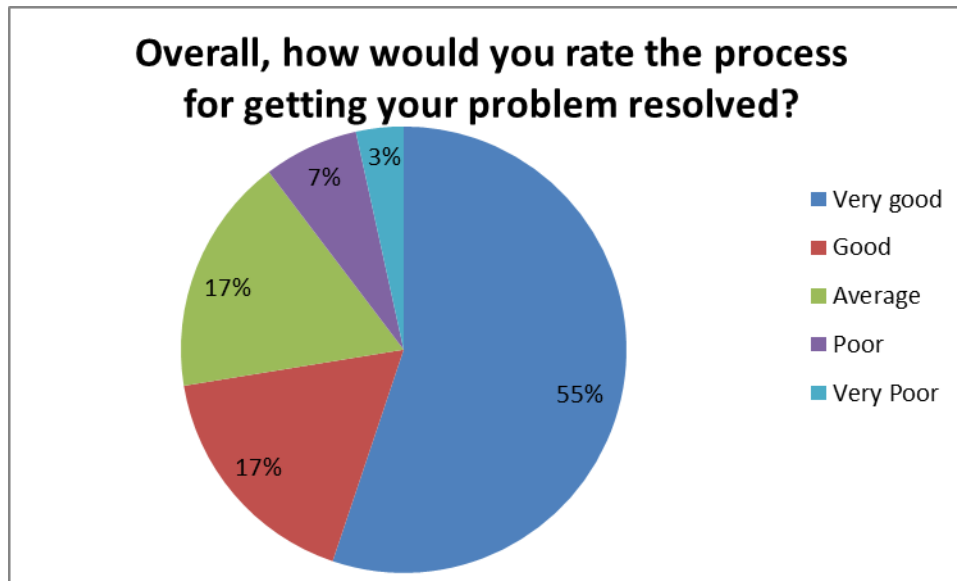
Diagram 4. MIS Work Order Completion Confirmation E-mail.



Included in the confirmation email is a link to an online survey to measure user satisfaction. This survey also provides a section for user comments. MIS runs a summary report for this survey once a month to identify user needs and identify any weaknesses in support. This report is shared with MIS staff during staff meetings to find ways to improve on weaknesses and to reinforce strengths and share the feedback from users.

The most recent MIS user satisfaction survey results show that a majority of the respondents to the survey are satisfied with the services provided by MIS. Diagram 5 shows a summary chart of the user ratings for the process used to get their technology problem resolved.

Diagram 5. User feedback on process for resolving technology problem.



According to Diagram 5, 55 percent of the respondents reported the process for resolving the issue was Very Good, 17 percent reported it was Good, 17 percent reported that it was average, seven percent reported that it was Poor, and three percent reported that it was very poor. The responses collected using this survey shows that users are generally satisfied with the technology support provided by MIS. However, compared to data that was collected prior to this, satisfaction has slightly decreased. Some factors that may have contributed to this are that MIS was short-staffed by two employees for the second half of the year, so completing requests took longer.

At the end of 2014, MIS placed a student satisfaction survey in the computer labs to test responses. There was good feedback from students. Even though this was a test, MIS used the results to improve MIS services. MIS reinforced cleanliness and clarifying computer lab rules during semester breaks as a result of this. From this test, MIS also found that an online survey may be a better way for collecting this data rather than just having a printed version. MIS is currently working on placing this survey online, alongside the employee satisfaction survey.

In meeting the technology needs of ASCC, the following provides an overview of the technology equipment and facilities that are available to ASCC students and employees.

ASCC provides 21 instructional computer labs available for courses that require the use of computers to deliver the course. The following are computer labs that are used for instruction with number of computers available:

1. TED Mac Lab A (15 desktops)
2. TED Mac Lab B (5 desktops)
3. TED Rm. 10 Mac Lab (28 desktops)
4. ELI CAPP Lab A (20 laptops)
5. ELI CAPP Lab B (20 laptops)
6. Math CAPP Lab (30 laptops)

7. Science Lab A (25 laptops)
8. Science Lab B (25 laptops)
9. Science Lab C (25 laptops)
10. TTD Lab A– ICT(25 desktops)
11. TTD Lab B– ICT(25 desktops)
12. TTD Lab C– ICT (25 Netbooks)
13. TTD Lab D–Electronics (6 desktops)
14. TTD Lab E–ADT (6 desktops)
15. Adult Education (AELEL) Computer Lab (10 desktops)
16. Business Department Computer Lab(20 desktops)
17. Small Business Development Center (SBDC) Computer Lab (10 desktops)
18. Nursing Lab A (6 desktops)
19. Nursing Lab B (10 desktops)
20. Samoan Studies Institute Computer Lab (6 desktops)
21. CNR Computer Lab (10 desktops)

Total instructional computer lab computers: 352

ASCC provides 6 computer labs that are available to the general student population. These computer labs are:

1. Rm. 15 Computer Lab (32 desktops)
2. Rm. 16 Computer Lab (32 desktops)
3. Library Computer lab (10 desktops)
4. Library Teacher Education Computer Lab (8 desktops)
5. Student Services Student Learning Assistance (SLA) Center Computer Lab (5 desktops)
6. Annex Computer Lab (6) - CHECK SSS LAB #s

Total general computer lab computers: 102

Total computers available to students in all computers labs: 454

MIS houses server equipment that offers the following services to the ASCC community.

Active Directory / DHCP Services. Directory and DHCP Services control user logins and computer connectivity. Each ASCC employee gets a login, and this is the same login employees can use to access their amsamoa.edu E-mail account, the Colleague system, and also the employee wireless network. MIS also houses student Active Directory servers to provide students with logins. With this login, students can take advantage of online registration and checking their information online, such as majors, grades, and transcripts. Students can also use their logins to access the student wireless network.

Blackbaud. Prior to the use of the Colleague system, ASCC used a system called Blackbaud. This system was used by the Finance, Admissions, and Records Offices. These three divisions still need the data that is on this old system. MIS still houses this software for these three divisions so that they have access to the historical data that has not been moved to the new Colleague system.

Colleague Administrative Suite. The Colleague software is the Administrative Suite used by ASCC to manage its finances, registration (online and through Admissions

Office), student and employee information, as well as reporting. Initially, there were seven servers installed in 2008 to support this software. MIS completed an upgrade that expanded the hardware to 14 servers, most of them virtual machines to improve security and recovery using best practices. The main users of the system for data entry are the Human Resources, Admissions, Records, Financial Aid, Procurement, and Finance divisions.

The Colleague system offers capabilities for additional support through a service called WebAdvisor. This allows Deans, Directors, Officers, Vice Presidents and President access to manage their budgets, and students' access for online registration and academic records such as unofficial transcripts and course schedules.

E-mail. All ASCC employees are provided with an E-mail account on the amsamoa.edu domain supported by MIS. E-mail accessibility is available from on or off campus.

Financial Aid Software. MIS houses software for the Financial Aid office, including EDEXpress and EDConnect. This same server is also used for Financial Aid file sharing.

Website. ASCC houses its website locally, and it is available at www.amsamoa.edu. The website provides access to current ASCC information, and is available to anyone with an internet connection. The Website also provides links to online ASCC services including Moodle, Webmail, Library Search, WebAdvisor, Samoan Media Search, Compliance Assist, Archive, and Photo Gallery.

Moodle. MIS houses a Moodle server, which supports teachers with their course delivery. Moodle allows for students to log in and acquire course materials such as presentations, syllabi, schedules, and other information. Students may also take quizzes online, post in the discussion forum and upload assignments. The instructors have the ability to grade the assignments online, provide feedback to students on their assignments, grade quizzes online, and keep a grade book that students have access to so they may check their status in the course throughout the semester. Moodle is currently being used by nine academic departments: Teacher Education, CAPP English, Fine Arts & Music, Health and Human Services, Language and Literature, Samoan Studies Institute, Social Science, Science and Trades and Technology.

Library Software. MIS also houses a server that supports Follet software. This is a catalog searching software that allows students to search the library card catalog by specific subjects, authors or keywords.

File Sharing. Some divisions require sharing files to increase efficiency in their offices. MIS offers this service on some of its servers, and more recently through the use of Network Access Storage units. Currently MIS hosts file sharing for Institutional Effectiveness, Financial Aid, Samoan Studies Institute, Academic Affairs, Human Resources and the Data Committee.

In addition to the services hosted on server systems and user support, MIS also offers the following technology services:

Internet Connection. The MIS division also supports three external connections to the Internet Service Providers (ISP). These connections are terminated at the MIS Server Room. Currently ASCC is connected through a 4Mbps fiber connection to Bluesky Communications. ASCC also has a second connection to Bluesky via a 2Mbps wireless connection. This is a backup to the fiber connection. ASCC has another connection through a 1Mbps connection to American Samoa Telecommunications Authority (ASTCA). MIS manages these main connections for the ASCC campus, excluding only two divisions that are located farthest from the Administrative Building, which are Community and Natural Resources (CNR) and Small Business Development Center (SBDC). These two divisions have opted to manage their own network connectivity. However, MIS also manages a wireless network that covers the entire campus, and reaches these two divisions, so that they may take advantage of services on the ASCC intranet.

In addition to managing external connections, MIS also manages all wired connection from all offices back to the server room. The Network office supports wire pulls and network equipment installation on campus for any new offices or buildings and replaces old lines.

Compliance Assist. Compliance Assist (CA) is a fully integrated and comprehensive online solution for managing institutional research, planning, and accreditation needs. It is powered by Campus Labs, an online solutions company in Alpharetta, Georgia. The website designed for ASCC has three modules: Accreditation, Planning, and Program Review. CA is currently being used for Strategic Planning, Quarterly and Bi-weekly reporting. Instructions for reporting are given to designated users who have been given access to templates on the site. The site was managed and monitored by the Institutional Researcher of the Institutional Effectiveness Division until recently. At the end of September, management and monitoring of the Compliance Assist site was moved to MIS to keep systems support consistent.

CA is used by ASCC to house documents such as the Quarterly Reports and Biweekly Reports. Each divisional unit is provided a username and password to access this portal in order to upload its own reports. Additional features include a Planning module in which Deans and Directors upload their Bi-weekly and Quarterly Reports. The current Strategic Plan is uploaded to this module for updates. The Accreditation module is currently used for the self-evaluation process by allowing permitted users to coordinate the Self Study Report and to streamline evidence uploaded for the institution's use. The Program Review module is currently under construction for future use. The site features a comprehensive data Gallery to house all institutional documents.

Wireless Network. MIS manages the wireless network that is available throughout the campus. There are two wireless connections available. One is for ASCC employees that they can access using their ASCC login accounts. The second wireless connection is available to students. In order for users to access the wireless network, they need to register their laptop with MIS, then use their login to access the wireless network.

Phone Support. MIS supports the phone lines on campus. New line pulls are completed by the local phone company, ASTCA, but MIS is responsible for performing basic troubleshooting and contacting ASTCA for bigger requests.

E-mail Spam and Virus Filter. MIS supports a spam and virus firewall called Barracuda to block any spam or virus from getting into the e-mail system.

Firewall. MIS supports a Sonicwall unit to protect Network connectivity between the internal and external networks.

Antivirus. MIS deploys Bitdefender antivirus for the entire campus on each computer that belongs to ASCC. It also deploys antivirus for each of its server units.

Multimedia. Each division has access to computers, printers and Smartboards. Copying services are available to faculty and staff on campus through the Printing Services that is under the supervision of the Vice President of Administration and Finance. Faculty members also have access to projectors and laptops they may check out from the Academic Affairs Division. Trades and Technology and Teacher Education faculty have the option to check out projector equipment from the Director's office. All ASCC divisions may check out document cameras, laptops, projectors, projector screens and speakers from the multimedia center housed in the MIS Division.

Technology Consulting. There is a collaborative effort to provide the best technological services for ASCC. The MIS Division plays a significant role in this collaboration, because it is charged with the responsibility to oversee the support for technology on campus. Each division is responsible to assess its own technology needs. When a need arises for technological services, a division consults with the MIS Division, whether it is to purchase equipment, implement software, or even to provide insight on defining the parameters of a project. MIS is tasked with making sure the ASCC technology policies and processes are followed.

Decisions pertaining to technology services, facilities, hardware and software are made in alignment to divisional outcomes and the technological goals and objectives stated in the strategic plan.

Facilities. The MIS Division reports to the Vice President of Administration and Finance, who also supervises the Physical Facilities and Maintenance (PFM) division. PFM is responsible for managing facilities on campus. PFM and MIS work together to make sure that all facilities are properly equipped with appropriate technology.

The Special Projects coordinator is in charge of major renovation and building projects. Whenever there is a new building project, MIS is involved during the planning to make sure the technology requirements for the new facility are provided for during the planning and construction period of the process.

Hardware and Software. MIS is responsible for creating the minimum specifications for hardware and software on campus. Each division is responsible for decisions made to purchase new hardware or software. MIS collaborates with all divisions to review hardware and software purchase requisitions to make sure that minimum specifications and Total Cost of Ownership (TCO) requirements are met.

Technology services are provided directly by ASCC, and provisions are made for reliability, disaster recovery, privacy and security.

Reliability. MIS tracks information that indicates the success or failure of MIS in relation to reliability through helpdesk software. MIS has increased staff, and data is reviewed every two weeks. Regular maintenance is performed by the System Administrator to ensure downtime is minimized. MIS uses the results of the satisfaction survey to help assess how well MIS is providing support to the users. Some questions measure reliability.

ASCC has a generator unit that supports the ASCC server room. All servers are also connected to Uninterruptible Power Supply (UPS) units that provide backup power when there is a power outage. Therefore, power to the technology equipment in the server room is consistent, even during a power outage. The power is automatically switched to the generator unit if the power goes out. This has increased reliability of systems being up and running. This has resolved many server issues, because outages are recurring, and tend to last longer than the backup battery time allowed for by the UPS units connected to the servers, especially on the weekends.

Disaster Recovery. There are 24 servers in the MIS Server Room. MIS uses two software; one called *Shadowprotect* and the other called *Syncbak* in order to perform backups of all server data. The MIS System Administrator has updated the ASCC disaster recovery plan.

Privacy. To promote privacy, the password policy on the server defaults to require users to reset their passwords once a month. The best way to prevent privacy infringement would be to increase awareness, and currently, as stated before, training has not been adequate. MIS advises users on the importance of password protection. Emails have gone out to warn users of this. More training is necessary in this area to increase awareness of the importance of protecting passwords.

Security. To prevent security breaches, MIS implements the password reset policy, uses a Firewall, and Web and Spam filter software as detailed above. MIS allows very limited access to the MIS Server room. No one is allowed entry unless approved by the CIO. The CIO and the Network Specialist collaborate in overseeing Security for the MIS systems. MIS has a full-time System Administrator who assists with these areas on a daily basis.

ASCC has a representative in the American Samoa Cyber Security Working Group (CSWG), whose purpose is to help increase awareness and security on American Samoa systems. This group sends out security newsletters and holds training on security practices that is available to its members. ASCC has benefited from implementing security processes learned from membership in this group.

Currently ASCC does not offer distance learning programs or courses. However, distance learning technology is being used in on-campus courses. Technology for distance learning includes the Moodle Course Management System, Video Teleconferencing (VTC) Units, computers, and network connections. These resources provide the infrastructure for ASCC to implement distance learning in the future.

Moodle. The Moodle Course Management System is used by instructional departments to provide online access to their students for learning support. Most of the time, these courses are offered in a classroom equipped with computers for the students. Access is also available from on or off-campus computers. Moodle is not a substitute for the required class contact hours.

VTC Units. Currently, there is one VTC unit installed at the CNR conference room. ASCC has updated other VTC equipment with ARRA funding and is in the process of installing this new equipment.

Computers. Instructors using Moodle help deliver their courses in instructional computer labs. As stated above, ASCC provides 21 instructional computer labs available for instructors who use Moodle to support the delivery of courses.

Network Connections. ASCC has increased its bandwidth from one external connection 512Kbps, to three external connections: 1) Bluesky Fiber connection of 4Mbps, 2) Bluesky Wireless connection of 2Mbps, and 3) ASTCA connection of a shared 1Mbps. MIS has also installed a new firewall that allows ASCC to divide and prioritize these connections, helping to resolve bandwidth issues. Bandwidth still remains a major consideration because it is still very expensive locally.

The American Samoa Government has increased resource availability to the Manu'a Islands. As part of this initiative, the President asked MIS to do an assessment of what technology is necessary in order to extend our courses via distance learning to once again include the Manu'a Islands. A report on this was submitted to the President from MIS stating that the technology is available, but the proper agreements need to be drafted.³²¹ On both sides, computer and network technology exist to make this possible.

Divisions are responsible for the purchase of equipment with divisional budget. However, MIS does provide assistance to programs that have no funding for technology equipment. As part of the replacement and disposal process³²², if any division replaces technology, the items replaced are to be transferred to MIS to be documented and cleared of any data. If the equipment is still in good condition, the equipment may be redistributed to other divisions to be used.

ASCC has measures in place to allow for needs to be expressed and identified through program review, divisional assessment, request protocol and MIS reports. The MIS division is tasked with providing technology support for ASCC. MIS uses reports from helpdesk software and satisfaction surveys to collect and review data to improve processes and meet the technology needs of ASCC.

Feedback from employees through satisfaction surveys, program review and divisional assessment shows that a high percentage of technology needs are being met. MIS is currently working on placing the student satisfaction survey online to create a better way of collecting data on student satisfaction for technology services.

³²¹ ASCC Committees, Memos and Documentations: MIS Documents, Technology for Distance Learning ASCC/ASDOE-Manua

³²² Replacement and Disposal Process

MIS has continued to maintain a high percentage of completing goals and objectives during the year in support of the Institutional Strategic Plan. This supports the statement that technology needs are being met at ASCC.

Divisions work collaboratively to make technology decisions. The provisions for reliability, disaster recovery, privacy, and security are available for the current technology usage at ASCC. ASCC does not offer distance learning courses or programs, but does support distance learning technology.

Distribution of technology equipment has not been an issue in the past because each division is responsible for purchasing technology using divisional funds. However, the replacement and disposal process allows for MIS to assist divisions without budget for technology.

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

The MIS division provides security and reliability for the ASCC systems through the use of its firewall and usage policies. The CIO and Network Specialist provide management of rules used on the ASCC firewall. These rules are in accordance with security policies that govern the MIS network that is managed and updated by the Network Specialist.

MIS manages server equipment that allows for the upgrade of all ASCC servers. MIS is currently in the process of migrating all old server software to new server hardware. The Colleague system migration to the new servers has been completed. The same server upgrade provisions have been made for the rest of the software services provided by MIS using server technology.

Policies and procedures used by MIS in order to keep the technology infrastructure current and sustainable are the Replacement and Disposal Process, Hardware Minimum Specifications, and consideration for Total Cost of Ownership for technology equipment.

Replacement and Disposal. In order to keep equipment current and also to ensure that all divisions are provided with functioning technology equipment, MIS uses the procedures set forth in the replacement and disposal process.

Hardware Minimum Specifications. MIS enforces minimum specifications that are updated whenever there are new releases for software and hardware. These new releases are evaluated to see if ASCC is prepared to implement them. If not, the specifications stay the same. Currently, MIS has minimum specifications for the following equipment: 1) PC Desktop, 2) PC Laptop, 3) Mac Desktop, 4) Mac Laptop, 5) PC Netbook, 6) All-in-one Printer, 7) Conference Equipment, 8) Ipad, 9) Smartboard, and 10) Projector hardware.

Total Cost of Ownership. Consideration for total cost of ownership is important for the sustainability of technology equipment. ASCC has updated its Institutional Strategic Plan 2015-2020 to include total cost of ownership. The TCO Plan portion of the ISP includes consideration for Academic Excellence, Staffing, Physical Facilities, and Technology.

The TCO plan for technology calls for a comprehensive inventory of technology equipment on campus, a formalized replacement and disposal policy for all technology, a plan for technical training for technical staff, a comprehensive maintenance plan for all campus technology, and continued improvement of access to software, network and technology equipment. These activities are to enable ASCC to better budget for the cost of technology on campus, and provide better maintenance and sustainability.

Technology planning for ASCC is based on the Institutional Strategic Plan (ISP). ASCC has completed the 2015-2020 Institutional Strategic Plan that provides updated goals and objectives based on the 2014 Institutional Program Review and Divisional Assessment.

All divisions develop outcomes aligned with the ISP. These outcomes are used to guide the activities and decisions of the division. Technology decisions are made based on these outcomes. The biweekly and quarterly reports provide a section for Challenges and Recommendations used to identify needs and recommend solutions. These are also used to make technology decisions.

Divisional budget proposals are also integrated with the ISP. In the budget proposal, the division is required to offer justification for budget items citing the ISP as support.³²³ Divisions are also required to submit with budget proposals a planned purchase proposal detailing purchases that are planned for the fiscal year.³²⁴ This provides guidance and priorities for technology purchasing.

Institutional Program Review, Divisional Assessment, ASCC Budget, Quarterly Report, and Biweekly reports are evidence that ASCC bases its technology decisions on the results of evaluation of services needed.

Currently ASCC does not offer distance education.

ASCC has processes in place for distributing technology based on needs and priorities set in the ISP. Policies and procedures are also in place to ensure reliability and sustainability.

Technology decisions, including budget and purchasing, are made based on priorities set in the ISP. The biweekly and quarterly reports are also used when making technology decisions, and these are tied to the ISP, Program Review and Divisional Assessment.

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

The MIS division provides drafts of policies and plans for Administrative review and enforces approved policies on management, maintenance and operation of the technological infrastructure. MIS schedules maintenance for all computer lab computers during semester breaks. All computers are reloaded and cleared of any files. Antivirus

323 MIS Budget Proposal

324 MIS Planned Purchases

and spam programs are run, and updates are installed. For computers that are not in the computer labs, this is done as requested by the users. MIS manages a Windows Update as well as an Antivirus server that provides updates and antivirus scanning for all ASCC computers at regular intervals.

In accordance with the replacement and disposal process, computers should be replaced every five years.³²⁵ The student technology fee allows for funding for this policy to be actively enforced within the computer labs. Each ASCC division purchases its own equipment and must include this as a line item during the budget development process. MIS collaborates on the replacement of the computers in accordance with TCO guidelines; however, replacing computers depends on each division's decision. MIS enforces this policy by not supporting equipment that is obsolete.

MIS provides backup for all the servers. MIS uses file servers and Network Access Storage units to provide shared folders for divisions as requested. All files placed on these shared media are backed up by MIS. The backup of individual employee computers is the responsibility of the user.

ASCC maintains a backup generator that allows for all servers to stay operational even during electrical outages. The setup makes it possible for the generator to automatically start up when the regular service fails.

ASCC has processes in place to provide for system reliability and emergency backup. MIS has recently purchased more safety supplies such as fire extinguishers for each MIS office, especially the server room.

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

Each division assesses its needs for IT training. Requests are made through proper protocol when there are technology training needs within divisions. Divisions provide basic IT training for technology that is used within their divisions. If there is a need for a formal IT training on topics such as Colleague usage or E-mail orientation, requests are made to the MIS division, and such training is scheduled, usually during a specific event such as faculty orientation.

ASCC provides training in different ways. MIS has provided training as requested by faculty during faculty orientation. MIS coordinated off-island training, supported by ARRA funding, for faculty and support staff to receive training on the use of Smartboards. These users returned and provided training to ASCC. Training was also offered using distance education technology with the Smartboard vendors for faculty members who use this technology for their courses. ASCC divisions, such as Trades and Technology, provided in-house Smartboard training for all faculty.

325 ASCC Committees, Memos and Documentations: MIS Documents: Replacement/Disposal Process Document

Moodle online course training was provided for both administrators as well as faculty wishing to use this technology in their courses. Faculty and support staff participated in this training. These users in turn provided training within ASCC.

For the Colleague system, the Finance division provides training for the Leadership Team to view and manage their budget information online. Key divisions that use the system for data entry were trained by representatives from the company that owns the software. These divisions include Admissions, Records, Financial Aid, Finance, Procurement, Human Resources, and Management Information Systems (MIS). Employees who were trained provide training for the users within their division. New employees in divisions using Colleague are trained as part of their orientation.

MIS personnel are trained within the MIS Division on technology troubleshooting and maintenance, and on software usage. MIS has participated in off-island technology training supported by ARRA funding to update skills necessary for maintenance of servers and the network.

Admissions, Records, Financial Aid, Management Information Systems, Student Support Services, and University Center for Excellence on Developmental Disabilities have taken part in free Webinar training.

The Institutional Effectiveness division provides training for the Compliance Assist site that is used to access and upload reports and institutional data.

Training is provided within different divisions to student workers who require the use of technology to perform their duties. Students are also provided support in the computer labs by the Computer Lab Assistants should they need assistance with learning new technology. Students are provided guidance and support for wireless technology when they request to use this service.

All training described above provided by ASCC aids in the effective application of technology to benefit students and personnel. Currently, the training is not assessed using a survey tool; however, MIS uses a survey sent out with a completion confirmation email for each work order to assess the user satisfaction with the MIS technology support. MIS will develop a survey tool to assess the success of IT training that is provided.

Each division reviews and evaluates its own training. Technological and training needs are assessed during the Institutional Program Review and Divisional Assessment.

Training is offered upon request, and done within each individual office, supported by the MIS office. No separate instrument is used to assess training that has been provided for technology.

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

ASCC uses the Acceptable Usage Policy to guide the appropriate use of technology. This is in accordance with Policy 4410 Acceptable use of ASCC E-mail and Internet Services

and Policy 4411 Acceptable and the safe use of Equipment & Property in the ASCC Governance Manual.³²⁶ These policies ensure that technology is to be used for ASCC business to support student learning and not other purposes.

The ASCC Acceptable Usage Policy is made available on the ASCC website under Technology Support page as well as the Academic Policies page. Users access ASCC computers using their ASCC login. These logins are provided only after an approved ASCC E-mail / Domain Account Request form is received by MIS. This form is approved by the Division Head and initialed by Human Resources to verify employment with ASCC. When the user signs this form, they agree to adhere to the rules governing ASCC technology usage provided in the Acceptable Usage Policy.³²⁷

As stated before, divisions are responsible for the purchase of equipment with divisional budget. However, MIS does provide assistance to programs that have no funding for technology equipment. As part of the replacement and disposal process³²⁸ if any division replaces technology, the items replaced are to be transferred to MIS to be documented and cleared of any data. If the equipment is still in good condition, the equipment may be redistributed to other divisions to be used.

Currently ASCC does not offer distance education.

ASCC has the Acceptable Usage Policy (AUP) in place to guide appropriate use of technology. Since the last WASC visit, MIS has added the AUP to the Academic Policies page to make it more visible. MIS is committed to making the AUP more prominent on the website and increase the distribution and awareness of the AUP and technology policies.

326 Governance Policy Manual, Policy 4410 Acceptable Use of ASCC E-mail and Internet Services; Policy 4411 Acceptable and the Safe Use of Equipment& Property

327 Governance Policy Manual, Policy 4410 Acceptable Use of ASCC E-mail and Internet Services

328 MIS Replacement and Disposal Process

Evidence:

1. ASCC Strategic Plan 2009-2014
2. ASCC Strategic Plan 2015-2020
3. 2014 Program Review Results
4. 2014 Divisional Assessment Results
5. 2015 Divisional Assessment Results
6. FY2015-2016 MIS Budget Proposal
7. FY2015-2016 MIS Planned Purchases
8. MIS Biweekly Reports
9. MIS SOPs
10. MIS Quarterly Reports
11. Technology Replacement and Disposal Process
12. Acceptable Usage Policy
13. ASCC Governance Policy Manual
14. Amendments to ASCC Governance Policy Manual

III.D. Financial Resources (Standards III.D.9, III.D.11)

Planning

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

Revenues generated through available financial resources are sufficient to support the American Samoa Community College mission and its student learning programs.

The overall approved budget for 2015 is \$13.1 million.

Budget Summary 2015

LOCAL REVENUE RESOURCES

| | |
|---------------------------------------|---------------------|
| ASCC Revenue (Tuition and other) | \$ 4,134,500 |
| General Fund Subsidy | \$ 3,000,000 |
| DOI Grant in Aid | <u>\$ 1,358,000</u> |
| Total revenue sources for local funds | <u>\$ 8,492,500</u> |

GRANT REVENUE RESOURCES

| | |
|----------------------------------|---------------------|
| Federal Grants | \$ 4,674,000 |
| Total Revenue Sources for Grants | <u>\$ 4,674,000</u> |

TOTAL APPROVED BUDGET: \$13,166,500

In the eleventh month of the fiscal year 2015, the institution's general fund revenue generated 13 percent above its operation expenditures.³²⁹ The institution manages its fiscal resources through monthly analysis that is conducted in collaboration by the finance division and the leadership team. Planned purchases was implemented during this fiscal year, 2015, as an additional instrument to assist divisions, departments, and the institution as a whole in managing its fiscal resources with integrity.³³⁰

The resource allocation is an integral part of the College's budget planning process³³¹, which provides the means based on available resources to fund the institution's priorities outlined in its Institutional Strategic Plan 2015-2020.³³²

The American Samoa Community College plans, implements, monitors for compliance, and assesses its fiscal resources to maintain financial stability for its student learning programs and services.³³³ ASCC formulated and approved its cash reserve policy, in its

329 August 31, 2015 GF Budget, Actual Revenue Vs. Expenditure Report

330 2015 Planned Purchase Memo & Form

331 Annual Budget Process

332 ISP 2015-2020 – Expected Outcome Summary, pgs. 71-79

333 Show Cause Recommendation Report, TCO Subcommittee Report, pp 61-63

continuous efforts to sustain the institution's financial solvency.³³⁴ Cash reserve policy specifies the level of funds that the institution must set aside. The institution increased its cash reserves during this fiscal year 2015 and has exceeded its minimum threshold by 20 percent.³³⁵

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

Financial Planning is an integrated component of institutional planning to meet its mission and goals. It is linked to the ASCC Institutional Strategic Plan 2009-2014, and the updated plan 2015 through 2020. ASCC's Institutional Strategic Plan outlines the institution's goals and priorities each fiscal year, which drives the annual budget and long-range fiscal planning.^{336 337}

From 2011 to 2012, the American Recovery Reinvestment Act (ARRA) stimulus funding enabled the College to renovate and improve all of its classrooms, science labs, computer labs, and offices. ARRA funding also supported a number of program improvements that were aligned to planning documents for the institution's strategic focus areas, including Academic Excellence, Staffing, Technology, and Physical Facilities Maintenance.³³⁸ In fiscal year 2014, ASCC began construction of the Multipurpose Center, with an expected completion date of February 2016. This construction project is funded by the Department of Interior (DOI).

The President and the Board of Higher Education discuss the financial planning annually and align the priorities of the institution based on the Institutional Strategic Plan, which was the result of institutional program review and divisional assessment recommendations.³³⁹

ASCC's unrestricted net position for the past three years are as follows:³⁴⁰

Year 2012: 125,509³⁴¹
Year 2013: 458,404³⁴²
Year 2014: 1,835,643³⁴³

334 ASCC New Cash Reserve Policy 7212

335 ASCC Operation & Maintenance Balance as of 9-30-15

336 ISP 2015-2020 Budget Alignment pages 59-70,

337 ASCC Budget Comparison Report FY2014, FY2015, FY2016 with ISP Linkage (Updated September 8, 2015)

338 ARRA Financial Summary Report

339 BHE Budget Presentations 2014 & 2015

340 Schedule of Financial Trends & Analysis

341 Audit Report 2012

342 Audit Report 2013

343 Audit Report 2014

ASCC receives its revenue by way of monthly apportionment of annual approved funding from the American Samoa Government (ASG) and DOI. ASCC also generates internal collections from monthly reimbursements of federal grants expenditures, the College's portion of Federal Pell Grants, third party inflows, and cash payments for tuition and other fees.

In fiscal year 2011, ASG did not fully disburse the approved appropriation as mandated. Due to the economic downturn, ASG decreased ASCC's subsidy again in fiscal year 2012. However, in Fiscal Year 2014, ASG appropriated an additional \$650,000 for ASCC's operation.

| American Samoa Community College Actual ASG Subsidy & DOI Received | | |
|---|--------------------|-----------------|
| Year | ASG Subsidy | DOI |
| 2009 | \$ 2,251,000.00 | \$ 1,358,000.00 |
| 2010 | \$ 2,161,000.00 | \$ 1,358,000.00 |
| 2011 | \$ 1,534,726.74 | \$ 1,358,000.00 |
| 2012 | \$ 1,948,006.00 | \$ 1,358,000.00 |
| 2013 | \$ 2,232,497.15 | \$ 1,358,000.00 |
| 2014 | \$ 3,000,000.00 | \$ 1,358,000.00 |
| 2015 (Budget) * | \$ 3,000,000.00 | \$1,358,000.00 |

From fiscal years 2009 to 2013, the institution did not have sufficient cash flow and reserves to maintain stability. In the midst of this financial crisis, ASCC developed strategies leading to the institution's fiscal recovery. ASCC temporarily implemented the following cost containment measures and additional funding proposals ³⁴⁴

- Suspend locally funded annual salary increments,
- Freeze locally funded travels,
- Freeze locally funded new hires,
- Freeze reclassification
- Maximize allowable grant cost sharing – which includes ARRA Stimulus Funding received in 2011.
- Scrutinize all purchase requests
- Incremental Tuition Rate Increase – 2011, 2012, 2013

Since the implementation of the above listed cost containment measures, ASCC's cash flow has improved. Therefore, the cost containment measures were lifted at the end of fiscal year 2013.

As evident of the institution's improved financial status, in 2015 ASCC was able to set aside the following cash reserves

344 Cost Containment Memo

- \$503,057 Operation Cash Reserve
- \$100,106 Multi-Purpose Center Maintenance Set Aside (Total Cost of Ownership)

The College property insurance coverage is included with the government wide insurance package under the auspices of the ASG. Other semiautonomous organizations contribute to the ASG insurance policy. The property insurance coverage is reviewed biennially to ensure that the facilities are adequately protected.³⁴⁵

Given the cyclical nature of tuition collections, various grant payment or reimbursement policies, and previous variable transfer of appropriated funds from ASG to ASCC, the College's cash flow position remains steady. In addition, ASCC routinely monitors its cash flow through the Daily Cash Position Report (DCPR) to ensure the institution's financial stability.³⁴⁶

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

ASCC follows the budget preparation process in accordance with instructions as received from the ASG Planning and Budget Office. Each year the Fono (local House of Representatives and Senate) establishes budget ceilings for individual ASG departments and agencies, including ASCC, which operates as a semi-autonomous agency.

ASCC's annual budget planning process ensures the broad base participation within the institution. The process is as follows:

- An official budget call is sent out to all deans, directors, officers, and managers (The Leadership Team). The official budget call includes important documents and information that will assist the leadership team in preparing their annual budget proposal. These documents are as follows: approved prior year budget details, historical expenditure data, current budget form, current Divisional Assessment – Program Review data provided by the Office of Institutional Effectiveness (IE), the Institution Strategic Plan (ISP), and the Academic Program Review (APR) Report.
- An institution budget training is conducted by the Director of IE, Human Resource Officer (HRO), and the Chief Financial Officer (CFO)
- The leadership team conducts their budget review and planning. They may meet with the HR Officer and CFO as needed.
- The leadership team meets with their presiding Vice President to discuss their budget proposals, fiscal resource allocation, alignment to the institution strategic plan, and for pre-approval.³⁴⁷
- The leadership team submits preapproved budget proposals to CFO
- CFO compiles ASCC budget and prepares projected revenues for the upcoming fiscal year

345 Property Insurance 2014-2016 Premium

346 Daily Cash Position Report

347 Revised Policy 7001-Budget

- Institutional Planning Executive Core Committee (IPECC) reviews the ASCC budget for alignment to the ISP
- CFO finalizes budget with changes and submits to the President for approval
- Board of Higher Education (BHE) review for approval to ensure budget alignment to ISP
- CFO sends BHE approved budgets to the leadership team.
- College budget is presented before the Fono hearing for the final approval

The final budget is available to College constituents, when approved by the Fono, at the finance division and is uploaded on Web Advisor.

Requests for reprogramming of line items or supplemental funding may be submitted to the finance division during the budget year, using forms and procedures that have been established and approved for general use by all divisions.³⁴⁸

The institution's budget planning process ensures that all constituents are involved. This promotes transparency throughout the institution and as a result it is able to manage its fiscal resources effectively to meet the institution's mission and goals.

Fiscal Responsibility and Stability

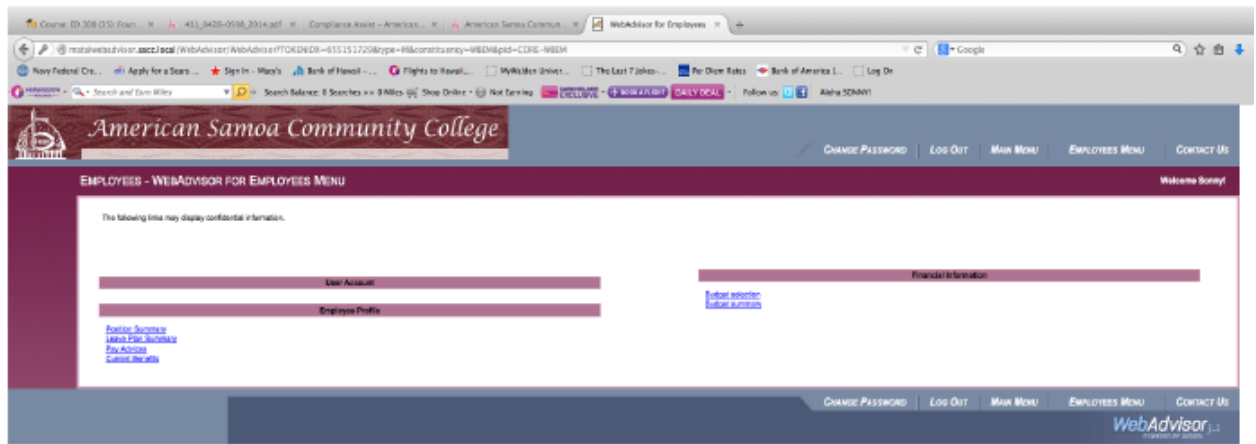
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

ASCC annually assesses its current and future financial resource availability based on historical financial statements and enrollment data.³⁴⁹ Projected financial resources for upcoming fiscal years are allocated for budgetary purposes based on the institution's priorities.

The ASCC Web Advisor provides regular budgetary and financial data to key users including but not limited to the leadership team. This information is used for continuous budgetary planning, to control expenditures, and assures that the College meets its financial obligations.

³⁴⁸ Finance Budget Review SOP

³⁴⁹ FY2015 & FY2016 Tuition Revenue Projections



ASCC recognizes the importance of assessing its available financial resources accurately to support its mission and institutional effectiveness. Based on institutional program review and divisional assessments, ASCC develops its funding priorities as outlined in the institutional strategic plan. Student Centeredness is one of ASCC’s core values. Therefore instructional and other student learning priorities are given high ranking in the order of funding allocation.³⁵⁰

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

Since the WASC visit in 2008, ASCC invested in the Colleague system, which integrates the Finance Division with the Divisions of Admissions, Records, Financial Aid, Academic Affairs, and Human Resources.

With the Colleague financial system, all divisions are able to review their budget and financial reports online using Web Advisor to assist in their purchasing and financial decision-making. The finance division reviews and updates all accounts to ensure control mechanisms are in place.^{351, 352, 353} All ASCC divisions are provided email updates to review their financial report for discrepancies regarding budget reports, and the opportunity to provide feedback to the finance division. This is part of the institutional process for internal control and check and balance.

ASCC reviews its effectiveness as part of its yearly planning review process. The annual external audit regularly evaluates the institution’s financial management practices. Through the Audit Report and Management Corrective Letter (MCL), the finance division reviews all recommendations to be implemented to improve ASCC’s financial management practices.

350 2015 & 2016 Budget Summary – showing Student Services & Instructional

351 Expenditure Tracking Spreadsheets - view on campus

352 Daily Cash Position Report

353 Monthly Closing Binder Report -view on campus

ASCC reviews its budget reports to analyze and assess the effectiveness of its past fiscal planning. This data is disseminated to the leadership team and is used as part of planning for current and future fiscal needs. This is part of our annual budget process.

The institution's internal control structure is an important component in managing its fiscal resources. The ability of the institution to have timely financial reports and the opportunity to analyze it strengthens the integrity of the financial system. This is an on-going process that is currently implemented by ASCC.

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

Budget development is based on the available resources from the ASG Budget and Planning Office and follows General Accepted Accounting Principles (GAAP) & Governmental Accounting Standard Board (GASB) practices in accordance to Public Law 22-30. ASG provides an annual budget ceiling for operation financial planning.

Financial and budget planning is based on institutional program reviews, divisional assessments, and priorities as outlined in the institutional strategic plan. In addition, revenue projections are based on historical enrollment data.³⁵⁴ Estimated expenditures are determined accordingly with budgetary allocations and focused on the Academic Excellence Plan.

ASCC has received an "unqualified opinion" for the 2009-2014 audited financial statements. The auditor's clean opinion rendered for ASCC's financial statements is evidence of integrity of its financial management. These audits reflect the outcome of cost allocation of resources that supported student learning programs and services.

Through the finance division, ASCC prepares, reviews, and monitors the monthly budget versus expenditure reports to track revenue and expenditures of the institution. Historical expenditure reports are provided to the leadership team to assist them in preparing their annual budgets. This enables the institution to use financial resources appropriately.

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

Divisions access their budget financial reports online through Web Advisor. The financial reports are updated real time and are available daily to the leadership team. The budget versus expenditure reports are updated and analyzed regularly for accuracy by the finance division's monthly closing, to support institutional and financial management. The overall fiscal status of the institution is regularly reported during the Leadership team's meetings for transparency and institutional financial planning.³⁵⁵

354 2015 Revenue Projection

355 2011, 2012, 2013, 2014, 2015 Leadership Team Presentations

The Board of Higher Education is provided with financial reports quarterly during its board meetings. These financial reports include the budget versus expenditure reports, cash flow projections and audit reports. These reports provide the governing board an overview financial status of the institution.³⁵⁶

ASCC's annual audits indicate findings that the institution must provide corrective action plans in a timely manner. Additionally, the auditors issue a MCL to inform management of recommendations pertaining to financial operation that requires immediate response.

ASCC received several findings over the past six years. These findings were addressed and resolved by the fiscal management in a timely manner with the exception of two findings. These two findings were Cash Management and Equipment and Property Management. The finance division documented, updated, improved, and implemented standard operating procedures to address these two findings.³⁵⁷ As evident in ASCC's 2013 and 2014 audit reports, these two material weaknesses were resolved.³⁵⁸

In its 2014 A-133 audit report, ASCC received one material weakness that pertains to financial aid verification. The institution had immediately implemented corrective action plan by revising its standard operating procedure on ASCC Financial Aid Verification Process to ensure a thorough review in resolving conflicting data. Currently a total of 663 students were selected for verification. Out of those 663 students, 53 indicated having Business related income and investments. Those student's verification worksheets were pulled and re-verified to ensure that assets are reported for their 2014-2015 award year. The USDOE Region IX had confirmed that ASCC's corrective action plan has been accepted in resolving this material audit finding.³⁵⁹

The corrective action plan is prepared by the finance division to address all audit findings and is approved by the President. ASCC's audit findings and the corrective action plans are shared with the institutional leadership, ASG, and the Board of Higher Education.

ASCC recognizes the importance of being in compliance with all governing fiscal regulations and policies. The institution makes it a priority to resolve all audit findings in a timely manner.

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

ASCC's engagement contract with the external auditors includes and outlines the A-133 Single Audit, which is now called COFAR Part 200, as mandated by the Federal Government. Funding agencies occasionally conduct financial reviews.

356 BHE Fiscal Update Reports 2011-2015

357 Drawdown SOP, Fixed Asset Inventory SOP

358 Audit Reports 2013 & 2014, summary pages

359 USDOE Region IX September 2015 letter

It is mandatory that all purchases and usage of funds are used for their initial intentions and as approved by the granting federal agencies. Any changes to the budget must be approved by the granting federal agencies.

The auditor's opinion as expressed through the audit report reflects the integrity of ASCC's financial management. From 2010 to 2012, ASCC received a “qualified opinion” of its A-133 Single audit due to two material weaknesses, Cash Management and Equipment and Property Management. ASCC, through its finance division, implemented improved operating procedures to resolve these two findings and as evident in the 2013 audit report, ASCC received an “unqualified opinion” for its A-133 audit. In its 2014 A-133 audit report, the institution received an “unmodified opinion” for all federal programs except for Federal Pell Grant Program due to the material weakness finding that relates to Financial Aid Verification, which has been resolved.

ASCC reviews the effectiveness of its internal control through its program review process. The annual external audit regularly evaluates the institution’s financial management practices and identifies any deficiencies.

The institution through the finance division assesses the institution program review and audit recommendations to be implemented to improve ASCC’s financial management practices. These recommendations for improvements are used to update the finance division’s standard operation procedures.³⁶⁰

For further quality assurance, the finance division reviews its SOPs quarterly to ensure that internal controls are in place, streamlining of processes, and practicality.

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

The changes made at the College to comply with this standard were guided by Recommendation 7.

During fiscal year 2015, the American Samoa Community College established its cash reserve policy³⁶¹. The cash reserve policy identified the minimum balance that the institution must set aside as its cash reserve.

As of 2015, ASCC was able to set aside the following cash reserves:

- \$503,057 Operation Cash Reserve
- \$100,106 Multi-Purpose Center Maintenance Set Aside (Total Cost of Ownership)

ASCC reached and exceeded its current required threshold of \$415,875. The finance division continues to monitor ASCC’s cash flow carefully through the DCPR to ensure

360 Updated Finance Division 2015 Manual – view on campus

361 New Policy#7212

that the institution's cash flow is stable and is able to meet unforeseen financial occurrences and financial obligations.³⁶²

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

The finance division provides updated financial and budget reports to the leadership team via Web Advisor. This provides transparency for all divisions and allows for administrators to check their budgets on a daily basis and to make sound decisions and recommendations for budget allocations.

ASCC adheres to federal regulations and guidelines in managing of all Federal Funds, which includes Title IV, Title III, NIFA, and Veteran Benefits. The institution demonstrates compliance with Federal Title IV regulations through its annual external audit. In its 2014 A-133 audit report, the institution received an "unmodified opinion" for all federal programs except for Federal Pell Grant Program. This was due to the material weakness finding that relates to Financial Aid Verification, which has been resolved. The institution implemented corrective action plan by updating its ASCC Financial Aid Verification standard operating procedure.

ASCC is governed by its Governance Policy Manual, which includes all fiscal policies that must be followed. The finance division continues to review and update its divisional standard operating procedure manual to strengthen its internal control to ensure high quality services and sound financial practices.

ASCC uses Web Advisor budget reports and accounting to assess its financial usage to maintain institutional effectiveness. For improvement of monitoring, planning, and the usage of the institution fiscal resources, ASCC implemented "Planned Purchases" and purchase cut off time.³⁶³

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. (Original III.D.1.c)

The changes made at the College to comply with this standard were guided by Recommendation 7.

362 Summarized FY2015 Daily Cash Position Report

363 Planned Purchase Cut Off Time Memo

ASCC has steadily improved its financial status within the past five years in meeting its liabilities.

ASCC's long-term fiscal planning and priorities are identified in the institutional strategic plan.³⁶⁴ Future operational revenues expected to be received from its tuition, fees, and all other funding sources, are projected out three to four years for long-term planning purposes.^{365, 366} The institution's leadership is mindful of its long-range financial priorities, such as its facilities, air con, and technology maintenance to ensure financial stability of the institution.

ASCC continues to work towards building its cash reserves to fund obligatory and future planned commitments identified in the institutional strategic plan. Currently, ASCC has a cash reserve of \$503,057 for the institution's operation and \$100,106 set aside for future maintenance and upkeep cost of the Multipurpose Center.

From 2010 to 2013, the finance division developed payment plans with vendors and negotiated payment terms for old debts.³⁶⁷ These payment plans were included in ASCC's fiscal planning to strengthen the institution's financial stability. As of 2015, ASCC is up-to-date with its current operation liabilities, which includes utilities, fringe benefits, and technology annual upgrades.

ASCC does not have any long-term debts and it continues to allocate funds for short-term liabilities, which includes property insurance. Payments for the property insurance premium are deducted from ASCC's monthly ASG subsidy allotments.³⁶⁸ ASCC does not have any Other Post-Employment Retirement Benefit besides the ASG retirement. ASCC has no health insurance plan other than Medicaid and Medicare benefits for its employees but affordable medical services are available through the ASG Lyndon B. Johnson (LBJ) Medical Center.

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

ASCC does not participate in any Other Post Employment Benefits (OPEB).

ASCC is able to provide payment for our current liabilities, compensated absences and other employee related obligations. Currently, ASCC career service employees participate in the ASG Retirement program, which is managed by the American Samoa Government Employee Retirement Fund (ASGERF).

364 ASCC ISP Alignment Template 2015-2020, Updated 6-25-15

365 March 23, 2010 BHE Meeting Long Term Projection

366 2015-2020 Financial Resource Projection Report from 2014

367 2010- 2012 Vendor Payment Plans

368 2014 ASG Subsidy Recon

Informal dialogue has taken place at the Administration level in the past for offering more employee benefits, such as healthcare, however it has not appeared as an institutional priority.

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

ASCC currently does not have any long-term debt.

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

The financial resources are allocated and used in accordance with the "Prudent Man's" rule, consistent with the mission and goals of ASCC. ASCC's procedures for reviewing its fiscal management are outlined and specified in the ASCC Governance Policy Manual.³⁶⁹ Through the finance division, the annual audit and the internal control evaluations are conducted.

ASCC goes through an annual external audit to review fiscal management. These audit engagements validates the integrity of the financial management practices at ASCC. Reasonable testing of various transactions administered by the auditors consistent with its audit programs reassures the integrity of the financial statements that have been prepared and presented. The outcome of the audit report confirms that all financial resources are utilized for its approved intended purposes.

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

ASCC monitors and analyzes its revenue streams through its monthly budget versus actual revenue and expenditure report. This budget report is shared with the President, BHE, as well as the Leadership Team.

ASCC does not participate in federal student loan program but ASCC recognizes the importance to be in compliance with Title IV regulation for about 70 percent of the cash flow received for tuition and fees is through the Financial Aid Pell grant program. Therefore any deficiency that is identified by the A-133 Single Audit is a top priority of the institution and is resolved immediately.

Contractual Agreements

³⁶⁹ Governance Policy #7000.2A: Annual Audit, Governance Policy #7000.5D

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

ASCC's current contractual agreements are as follows:

- Cafeteria Lease Agreement : Premise lease for Food Service
- Contract No.C-003-2013: A&E Service/design of Multi-purpose Center (MPC)
- Contract No.C-003-2014: Construction of Multi-purpose Center (MPC)
- Contract No.C-003-2015: Air Con Maintenance

These contracts are consistent with ASCC's mission and goals in supporting student learning and institutional effectiveness.

All ASCC contracts are governed by policies set forth by the ASCC Governance Policy Manual, ASCC Procurement Rules³⁷⁰, local, and federal guidelines and regulations. Control for termination and changes are included into the contractual agreement. The following termination clauses are examples of ASCC's control implemented:

- APPENDIX A: "TERMINATION FOR CONVENIENCE" (a) *ASCC may terminate performance of work under this contract in whole or from time to time, in part if the Contracting Officer determines that a termination is in ASCC's interest etc.*
- APPENDIX B: "TERMINATION FOR DEFAULT (CONSTRUCTION)" *If the Contractor refuses or fails to prosecute the work, or any separable part thereof, with such diligence as will insure its completion within the time specified in this contract, or any extension thereof, or fails to complete said work with such time etc. ASCC may by written notice to Contractor terminate etc.*
- APPENDIX B2: "TERMINATION FOR DEFAULT (GOODS AND SERVICES)".

ASCC's external contracts follow and adhere to federal guidelines. The following federal guidelines are included in all contractual agreements:

- Non-Collusion Affidavit
- Certification as to Current History Regarding Suspension and Debarment
- Disclosure Statement (Disclosing that contractor is not related to those handling contracts for ASCC)
- Ethical Conduct Standards for ASCC employees and Contractors
- Employee Conflict of Interest
- Davis-Bacon Act (applicable wage of workers are paid)

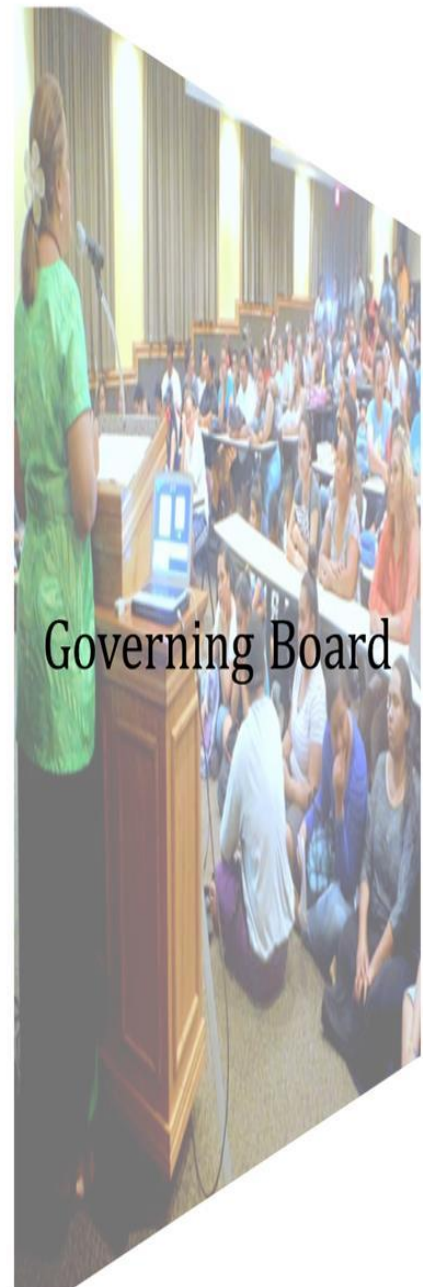
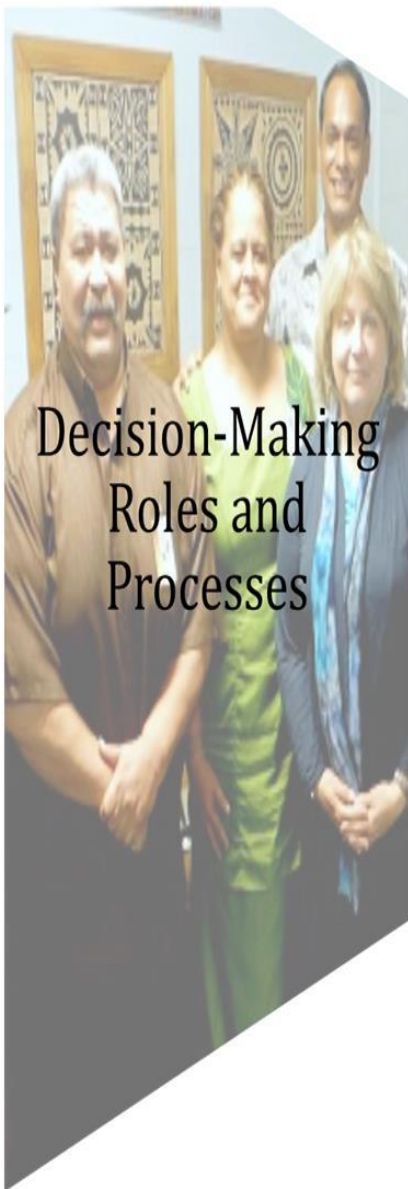
370 Procurement Rules

Evidence Summary List:

1. August 31, 2015 Budget, Actual Revenue vs. Actual Expenditure Report
2. 2015 Planned Purchase Memo & Form
3. Annual Budget Process
4. ISP 2015-2020, pgs. 71-79
5. Show Cause Recommendation Report, TCO Subcommittee Report, pp. 61-63
6. ASCC Cash Reserve Policy #7212
7. ASCC Operation & Maintenance Balance as of 9-30-15
8. ISP 2015-2020 Budget Alignment pages 59-70,
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16. Cost Containment Memo
17. Property Insurance Premium 2014-2016
18. Daily Cash Position Report
19. Revised Policy 7001-Budget
20. Finance Budget Review SOP
21. FY2015 & FY2016 Tuition Revenue Projections
22. 2015 & 2016 Budget Summary – showing Student Services & Instructional
23. Expenditure Tracking Spreadsheets – ([View on campus](#))
24. Daily Cash Position Report
25. Monthly Closing Binder Report – ([View on campus](#))
26. 2015 Revenue Projection
27. May 2014 & May 2015 Budget Alignment Deans & Director’s Training Power Points
28. BHE Fiscal Update Reports 2011-2015
29. Drawdown SOP, Fixed Asset Inventory SOP
30. Audit Reports 2013 & 2014, summary pages
31. USDOE Region IX September 2015 letter
32. Updated Finance Division 2015 Manual ([View on campus](#))
33. New Policy#7212
34. Summarized Daily Cash Position Report
35. Planned Purchase Form & Purchase Cut Off Time Memo
36. ASCC ISP Alignment Template 2015-2020, Updated 6-25-15
37. Tuition Revenue Projection (2011-2014) - Prepared For the March 23, 2010 BHE Meeting
38. 2015-2020 Financial Resource Projection Report from 2014
39. 2010 ASTCA Payment Plan, 2011 ASG Retirement Payment Plan, 2012 ASPA Payment Plan
40. 2014 ASG Subsidy Recon
41. Governance Policy #7000.2A: Annual Audit, Governance Policy #7000.5D
42. Procurement Rules

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvements of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging and designated responsibilities of the governing board and the chief administrator.



IV.A. Decision-Making Process (Standards IV.A.1, IV.A.2, IV.A.3, IV.B.2, IV.B.3, IV.C.8, IV.C.10, IV.C.11)

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

The changes made at the College to comply with this standard were guided by Recommendation 1 and 2.

The institution's mission is:

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

The ASCC mission statement outlines the commitment to students' success through its open admissions, US accreditation, access to bachelor and associate degrees and certificate programs of study, and its preparation of all students including the educationally underserved, challenged, or non-traditional for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources, and
- Awareness of Samoa and the Pacific³⁷¹

The College's Institutional Strategic Plan 2015 – 2020 sets five priority areas – Academic Excellence, Staffing, Physical Facilities Maintenance, Technology, and Total Cost of Ownership for all employees to work toward in achieving the mission. The College is fully committed to student success and educational excellence as it centers all goals, plans, and expectations as set by institutional standards with Academic Excellence as its focal point.³⁷²

The ASCC Mission is essential to institutional planning through its emphasis on student learning and achievement. All internal stakeholders are committed to the best interest of the students and are unified by the College's Vision, Participatory Governance Core Values, and achievement of its Institutional Learning Outcomes in assuring that student centeredness is central to institutional planning and the setting of institutional priorities.

The ASCC Vision holds as its central theme “Saili le Atamai” or to “seek knowledge” as an institutional foresight towards achieving its Mission and guiding principles of participatory governance that organize the College's operating agreements and shared governance.

371 ASCC Catalog 2014 – 2016

372 Institutional Strategic Plan 2015-2020)

ASCC is guided by its Core Values and institutional outcomes reflecting its commitment to student success and educational excellence. The core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning emphasize the focus of all goals of the institution as an integral part of all governance and operations.

The College's goals are clearly defined in the Institutional Strategic Plan (ISP) 2015 – 2020. The ISP identifies five priority focus areas of Academic Excellence, Staffing, Physical Facilities and Maintenance, Technology and Total Cost of Ownership. All college divisions align the operations and division outcomes to the institutional priority focus areas. The ISP is a living document that all divisions follow in planning, resource allocation, and in decision-making processes.³⁷³

Policy 3001.2 sets the direction of the President and the Board of Higher Education (BHE) to ensure that all College goals are monitored for progress toward achievement of the expected outcomes.

“College goals are mutually agreed upon between the BHE and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the BHE to ensure status and level of accomplishment.”

Regardless of position or responsibility, all personnel work toward achievement of the institutional goals through the provision of programs and services. Every College division has a mission that is aligned with the institutional mission statement. All institutional expected goals are integrated with the Academic Excellence goals making student success and educational achievement the focus of the entire institution.

The emphasis on the importance of the institution's goals and values are in the Governance Manual 3001.2 and written into major publications of the College. The institutional core values have been articulated throughout the College in the development of General Education Outcomes (GEO), in the revision of the Institutional Learning Outcomes (ILO), and in the alignment of program and divisional outcomes. The goals and values are clearly articulated through institutional reports and documents, and in the ISP. Through the daily operations and in carrying out the responsibilities outlined in divisional Standard Operating Procedures (SOP) staff practice the core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning.

College staff have identified roles and responsibilities detailed in their job descriptions. Divisional SOP outline the processes to carry out divisional goals that are aligned to institutional goals. Each division has a mission aligned to the institutional mission. It is the responsibility of the Dean, Director, Officer or supervisor to work with staff in the training and orientation to the division's mission, goals and outcomes.

College employees are encouraged to represent their respective divisions in committees. Members of all constituencies provide essential input to the dialogue on Mission

373 Institutional Strategic Plan 2015 – 2020

effectiveness with a focus on the quality of the College's educational programs and services. Different groups and their functions are defined by purpose, composition and outcomes. These constituent groups are defined as Governance Groups, Operational Groups, and Task Force Groups³⁷⁴.

The institutional program review and divisional assessment surveys contain questions on staff participation in the development of the mission and goals of the division. ASCC has several means in which to circulate information about institutional performance to staff and students. Fact sheets are distributed each semester. Fact books are distributed annually. The IE Academic Program Review Summary³⁷⁵ is distributed in the fall semester of the academic year. The Academic Program Review Summary and Findings³⁷⁶ is posted on the College website. Bi-weekly and Quarterly Reports are other means in which deans, directors, and officers report progress toward achievement of outcomes. Information on institutional performance is available on the website, through Compliance Assist, emails, and printed copies.

Information about institutional performance is regularly used in institutional dialogue and decision-making as evidence in the minutes and reports of the Curriculum Committee, Academic Assessment Committee (AAC), Data Committee, Institutional Planning Executive Core Committee (IPECC), the Faculty Senate, and the Institutional Planning Subcommittees. These committees regularly use performance data in divisional planning and improvements, and in strategic planning.

ASCC has institutional processes for evaluation and review in its Institutional Program Review and Divisional Assessments.³⁷⁷ The results analysis of the evaluation provides information used in planning for improvements at the divisional and institutional levels. The ISP requires a comprehensive institutional process of evaluation and analysis of Program Review data by the IPECC to identify strategic priority focus areas and broad based planning through subcommittees who identify performance activities for the achievement of outcomes. The Resource Management Committee evaluates and reviews institutional data in planning resource allocation and integration of all plans³⁷⁸. The evaluation of the institution's performance is detailed in the data sets for Student Achievement Indicators³⁷⁹ and Degree Requirements³⁸⁰.

The venues in which the evaluations of the institution's performance are made available are the ASCC website and Compliance Assist. Printed copies are available and disseminated within each program, department, and/or division. Fact sheets and fact books are made available through the College website and printed copies are distributed to the Leadership Team and when requested by individuals.

374 Participatory Governance Structural Manual, pp. 16 - 19

375 IE Academic Program Review Summary

376 Academic Program Review Summary & Findings

377 Institutional Data Set

378 Participatory Governance Structural Manual, pp. 20 -22

379 Institutional Data Set

380 ASCC Website, <http://www.amsamo.edu>

Broad based and integrated planning efforts began in 2009 with the development of the Institutional Strategic Plan 2009 – 2014. The ASCC President disseminated a memo detailing the broad based participation in the planning committees. The ISP further described in detail the definition of broad based participation and the composition of each planning subcommittee. Since 2009, ASCC has made every effort to use broad based participation in the committee composition in all decision-making groups defined by the purpose, composition, and outcomes of the constituent groups identified as Governance Groups, Operational Groups, and Task Force Groups.³⁸¹

The governance process at ASCC is carried out through leadership and meaningful participation of employees in daily operations and committee involvement. All programs and services are provided directly or indirectly to serve students and to promote student learning. All personnel follow the protocol of the organizational structure. Each division has its divisional organization with a director, dean, or officer as its head with all delineation of authority outlined. Divisions follow Standard Operating Procedures (SOPs) detailing each major task of the division. These SOPs are aligned to institutional policies and include the approval process. All employees are governed by policies that guide and direct operations and roles within the division.

The organizational structure of the College outlines the communication protocol of the College. The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3022 Communication Protocol detailing the open discussion among staff and supervisors.³⁸² Policy 1001 – Governance and Organization Structure details the organizational structure and processes for decision-making. Decision-making involves all decisions – those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, and evaluation and articulates the responsibilities of individuals to the division and organization. The individual is held responsible for carrying out the roles and responsibilities of the position.

The institution encourages participation in committees. Faculty are encouraged to be active in the Faculty Senate and if appointed to committees. Staff is encouraged to participate in committees and to represent the divisions of the College. Divisional and departmental meetings are held regularly and provide a venue for sharing and bringing forth ideas for divisional and institutional improvement. Individuals can participate in the development, recommendation, and implementation of approved policy. Ideas and suggestions can be reported in bi-weekly and quarterly reports listed in the Recommendations section of these reports.³⁸³

Every ASCC employee has the opportunity to bring forward ideas for institutional improvement through participation in the biennial Institutional Program Review and the annual Divisional Assessment Program Review. Both Program Review surveys provide the individual with questions allowing for open-ended responses. Improvements are made as a result of institutional data analysis, review, and prioritization.

381 Participatory Governance Structural Manual, pp.16 – 19

382 Participatory Governance Structural Manual, pp. 30 – 32

383 Participatory Governance Structural Manual, pp. 13-19

All College employees are responsible for participation in institutional improvement. The Faculty performance evaluation instrument has been revised to reflect participation in committees, program reviews, and student learning assessment.³⁸⁴ Strengths and weaknesses of employees are addressed within their annual performance evaluation. Also outlined in the performance evaluation is the Plan of Action for improvement where both supervisor and employee discuss ways to work on improvement.

Several policies state ways in which individuals can participate in improvements of the institution. New policies and policy changes may be suggested by BHE members, President, faculty, staff, students, and citizens within the community. Before developing and implementing policy, the President will seek advice and recommendations through the administrative structure where such policies have an impact. The President may develop and approve department rules and regulations that aligns with College policies to ensure effectiveness of College operations.³⁸⁵

The College places importance of student learning and active participation in the student representation to the Board of Higher Education. The ISP 2015-2020 places the educational excellence as the center of all plans integrating all activities to the Academic Excellence Plan. Decisions in budgeting and resource management (human, technology, and physical resources) must be directly linked to student learning and improvement of services and programs.

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

The changes made at the College to comply with this standard were guided by Recommendation 1 and 2.

The Participatory Governance Manual clearly details the roles Governance Groups, Operational Groups, and Task Groups have and are responsible for in governance, planning, and budget development.³⁸⁶ Policy 1001 Governance and Organizational Structure, Policy 1003 Board Policy and College Regulations/Procedures, Policy 1003.1 College Regulations/Procedures, and Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Students Services, and Administrative Services describe in detail the structural organization that supports the implementation of policies, regulations, and procedures.³⁸⁷

The College uses Bi-weekly and Quarterly Reports as the mechanism in which deans, directors, and officers report progress toward achievement of outcomes. These reports are

384 ASCC Memorandum 046-15 Faculty Performance Evaluation

385 Governance Policy Manual 3003

386 Participatory Governance Structural Manual, pp. 13-19)

387 Participatory Governance Structural Manual, pp. 2-4)

submitted through the Compliance Assist data system and are accessible to the Leadership Team and reviewed by the Leadership Triangle on a regular basis. Fact sheets are distributed each semester. Fact books are distributed annually. The IE Academic Program Review Summary is distributed in the Fall semester of the academic year.³⁸⁸ The Academic Program Review Summary and Findings is posted on the College website.³⁸⁹

The College has become very evidence based with the requirement of all divisions to develop Standard Operating Procedures (SOP). These SOP provide for a more consistent manner in which operations are carried out and follow approval processes that reflect the organizational structure and communication protocol. The development of Standard Operating Procedures (SOPs) for each College division was a result of institutional program review and divisional assessment data that indicated the need for clear and specific processes and procedures. Continual assessment and feedback from students and personnel through surveys have prompted divisions to review and improve SOPs and forms.

Each individual is held accountable for their responsibilities to the College division in the achievement of the division goals and outcomes. Performance evaluations are conducted on an annual basis for all full time faculty and staff.

The Governance Manual, Personnel Manual, and Faculty Handbook identify the responsibilities and authority of the faculty and of academic administrators in curricular and educational matters. The Participatory Governance Structural Manual summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters. The Human Resources Office keeps an accurate and updated record of the job description of each faculty and academic administrator within the employee's file. The file includes the annual Faculty Performance Evaluation detailing the performance evaluation of the faculty or academic administrator and the Plan of Action for areas in need of improvement.

Students are given an integral role in the decision-making processes of the College. As detailed in the Participatory Governance Structural Manual,³⁹⁰ the Student Government Association is the elected body providing recommendations to the President on issues, concerns, and processes that impact students. The Student Representative to the Board of Higher Education serves a one-year term and has full voting rights as a Trustee on policies and processes that govern the College.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

388 IE Academic Program Review Summary

389 Academic Program Review Summary and Findings

390 Participatory Governance Structural Manual, pp. 13-14

The changes made at the College to comply with this standard were guided by Recommendation 1, 2, and 8.

Policy 1004 identifies the President as the authority to delegate responsibilities for governance to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle.³⁹¹

ASCC has written policies that promote faculty, staff, administrator and student participation in the decision-making process. There is a mechanism in place for valuable input from students and staff. The roles and responsibilities of the constituencies are identified in the Participatory Governance Structural Manual.

ASCC Policy 1001 on organizational structure describes how individuals of the College are involved in governance in one or more of the following ways:

1. Through the organizational structure;
2. By serving on or presenting information to a standing committee;
3. By serving on or working with advisory, ad hoc, and task force committees;
4. Through the Faculty Senate;
5. By participating in staff meetings; and
6. Through Student Government³⁹²

Policy 2000.1 describes the purpose of the Board of Higher Education and its commitment to the achievement of the mission.³⁹³

“The American Samoa Community College Board of Higher Education will develop a vision, establish a set of goals, define outcomes, and liaison with ASCC’s students, customers and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission.”

The BHE includes an elected Student Representative to the Board. It is the responsibility of the student to represent the voice of the student population.³⁹⁴

Faculty have an important role in governance as described in the Governance Manual, Policy 5102 and 5118:^{395, 396}

“...faculty will be given the opportunity to address institutional-wide issues such as catalog revision, budget development, institutional planning, curriculum revision, policy discussion, institutional self-study, program evaluation and revision, etc.”

“ASCC shall establish committees as part of the professional responsibilities of the College faculty. Committee membership may be determined by position,

391 Participatory Governance Structural Manual, pp. 4-5

392 Participatory Governance Structural Manual, pp. 2-3

393 Governance Policy Manual # 2000.1

394 Participatory Governance Structural Manual, pp. 13-14

395 Governance Policy Manual #5102,

396 Governance Policy Manual #5118

appointment, or by election, and becomes effective, usually at the beginning of each academic year. ASCC shall establish the following standing committees with by-laws to govern their processes on file with the Dean of Academic Affairs and copies to appropriate departments.

- i. Curriculum*
- ii. Assessment*
- iii. Faculty Senate*
- iv. Institutional Planning*

The role and responsibility of faculty as constituencies in governance is detailed in the Participatory Governance Manual ³⁹⁷ and in committees ³⁹⁸

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

Faculty and administrators' responsibilities are clearly defined in faculty and staff job descriptions. Curricular and educational matters fall under the scope of the Academic divisions specifically the Vice President of Academic and Student Affairs, the Dean of Academic Affairs, the Director of Teacher Education, the Director of Trades and Technology, and the Director of Curriculum and Assessment.

The Governance Manual, Personnel Manual, and Faculty Handbook identify the responsibilities and authority of the faculty and of academic administrators in curricular and educational matters. The Participatory Governance Structural Manual (PGSM) summarizes the policies, the roles, and the responsibilities that all constituencies have in governance and decision-making on educational matters. The Human Resources Office keeps an accurate and updated record of the job description of each faculty and academic administrator within the employees file. The file includes the annual Faculty Performance Evaluation detailing the performance evaluation of the faculty or academic administrator and the Plan of Action for areas in need of improvement.

The PGSM clearly details the roles Governance Groups, Operational Groups, and Task Groups have and are responsible for in governance, planning, and budget development. ³⁹⁹ Policy 1001, 1003, 1003.1 and 1004 describe in detail the structural organization that supports the implementation of policies, regulations, and procedures. ⁴⁰⁰

The Curriculum Committee and Assessment Committee are comprised of faculty (includes Chairperson) from each of the academic departments. The PGSM outlines the outcomes for each of these operational groups that define the crucial role in curriculum development, educational planning, and achievement of the institutional achievement standards.

397 Participatory Governance Structural Manual, p. 14

398 Participatory Governance Structural Manual, pp. 17-19

399 Participatory Governance Structural Manual, pp. 13-19

400 Participatory Governance Structural Manual, pp. 2-4

The revised Faculty Performance Evaluation form includes the responsibilities of faculty (part time and adjunct included) in the achievement of SLO, the participation in program review, and the accountability for assessment of student learning outcomes.

Policies 1003 Board Policy and College Regulations / Procedures, 1003.1 College Regulations / Procedures, and 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services were revised to ensure that procedures and processes are in place to provide evidence of institutional effectiveness. The College uses Bi-weekly and Quarterly Reports as the mechanism in which deans, directors, and officers report progress toward achievement of outcomes. These reports are submitted through the Compliance Assist data system and are accessible to the Leadership Team and reviewed by the Leadership Triangle on a regular basis. Fact sheets are distributed each semester. Fact books are distributed annually. The annual Divisional Assessment and the biennial Program Review is conducted, results compiled, and an analysis provided for ongoing assessment of divisional and institutional effectiveness.

Standard Operating Procedures for all College Divisions were updated as a means for accountability of responsibilities within divisions. Revisions to College forms reflect the authority of personnel in the approval of resource allocation, personnel actions, and operating functions.

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

Policy 1001 Governance and Organizational Structure refers to the structures and processes for decision-making and communication. Policy 3000 – Delegation to the President gives the authority to the President to implement, designate and detail arrangements for College operations. Policy 1002 Organizational Charts detail the purpose of communicating reporting relationships and functional responsibilities of employees and management.

The PGSM clearly defines the roles and responsibilities of all constituencies in governance and decision-making. Broad based planning requires full representation of staff and faculty in the improvements of the institution. The planning subcommittees and institutional committee composition demonstrate broad representation and participation.

The importance of comprehensive Program Review and Assessment as detailed in Policy 1004 clearly emphasizes and highlights the importance of continuous efforts to be made toward institutional improvement.

Recent changes to the Organizational structure have allowed for more effective communication protocols promoting equal access to authority and better communications for effective management of the College. The changes have allowed for all divisions to be under the leadership of the Vice Presidents and the clear distinction between programs and services divisions.

Policy 3014 Forms Management. Information vital to the success of ASCC that provides the basis for management decisions.

The college website is available to all employees of the college providing essential information and updated announcements.

Employees are aware of and follow divisional SOPs in achievement of goals and improvement of programs and services. Information is shared in meetings of the division, in committee meetings, and in publication and dissemination of institutional information.

Broad representation in committees has allowed for a wider awareness of the College efforts toward improvement.⁴⁰¹

The ISP is distributed throughout the College and to government and external agencies providing a clear guide to institutional planning and efforts toward improvement in educational programs and services.

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

The following policies on communication at the College are:

- Policy 3010 Communication and Counsel to the Board. President informs BHE of trends, media coverage or political consequences to the College or its interest.⁴⁰²
- Policy 3014 Forms Management. Information vital to the success of ASCC that provides the basis for management decisions.⁴⁰³
- Policy 3022 Communication Protocols. Approved organizational and department charts shall be used and implemented as a guide for communication protocols.⁴⁰⁴
- Policy 3022.1 Communication with the Media. Press release to the media an official spoke person will be assigned during crisis situations and in matters concerning policy, procedures, students, and employees.⁴⁰⁵
- Policy 3023-3024 Information, correspondences and filing. Detail about preparing and processing of internal and external official correspondences.^{406,407}

The process of decision-making follows the organizational structure and communication protocols of the institution.^{408, 409, 410} The PGSM identifies an overview of the

401 Participatory Governance Structural Manual

402 Governance Policy Manual. 3010 Communication and Counsel to the Board

403 Governance Policy Manual 3014 Forms Management

404 Governance Policy Manual 3022 Communication Protocol

405 Governance Policy Manual 3022.1 Communication with Media

406 Governance Policy Manual 3023 Official Correspondence

407 Governance Policy Manual 3024 Standard Filing Systems

framework of governance and decision-making. Governance Groups, Operational Groups, and Task Force Groups are all required to keep minutes of official meetings.

The Leadership Team (formerly Deans and Directors) meetings are held every month or more often as needed. Minutes of meetings are documented and distributed to the Leadership Team. The Deans, Directors, and Officers disseminate information from these meetings to all staff and faculty.

The College website provides updated information to all employees, students, and community with links to articles, Board of Higher Education actions, Fact Sheets, Fact Books and other updates on decisions and actions at all levels of protocol. The 411 Student Newsletter is the main venue for information dissemination to students.

Communication through correspondence is sent via email. In cases where employees do not have access to email, Supervisors print and place notices for their employees to access. Regularly scheduled meetings within divisions, departments, and sections are held and documented through minutes.

In situations where translation is needed for limited English, translation and/or interpretation is conducted by immediate supervisor or an employee. An example of this was in the translation of the Institutional Program Review and Divisional Assessment surveys and in the meetings held by several division heads to conduct surveys.

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

As a result of the evaluation of governance structures and decision-making as documented in the meeting minutes of the Board of Higher Education, Program Review data on governance concerns, and recommendations of the accrediting commission, the following actions were made to address the integrity and effectiveness of leadership roles and governance:

- Institutional Effectiveness division was placed directly under the authority of the President ⁴¹¹
- Appointment of a new Accreditation Liaison Officer ⁴¹²
- Appointment of an Assistant Accreditation Liaison Officer ⁴¹³
- Revision of the ASCC Organization Chart 8/28/15.
 - All Directors, Deans, and Officers were placed under the direct supervision of the Vice Presidents

408 Governance Policy Manual 3022 Communication Protocols

409 Governance Policy Manual 1001 Governance and Organizational Structure

410 Governance Policy Manual 1002 Organizational Charts

411 Organizational Chart, 3/2015, IE Placement Under President

412 ALO-Appointment Memo 3/3/2015

413 Assistant -ALO Memo 6/2015

- All Student Services divisions were placed under the supervision of the Dean of Student Services
- Title changes were made to reflect the distinct responsibilities of deans, directors, program directors, and officers of service divisions

The institution has organizational structures and processes that are regularly evaluated through regular reporting and review and revision of SOPs. The IPR and DA provide regular avenues for evaluation of processes and decision-making structures, identification of weaknesses, and plans for continuous quality improvement.

The institution has worked diligently over the past five years to ensure campus wide participation in the evaluation of its operations and continues to communicate the results through its leadership structure. The development of SOPs by all divisions is a clear indicator of the ongoing improvement of the institution in implementing the plans and maintaining direction in achievement of its strategic goals.

The use of Program Review processes, the analysis of results, and committee recommendations to the Leadership which have resulted in changes in structure and governance processes are evidence of the strong commitment of the institution to make needed improvements.

Evidence

1. Academic Program Review Summary & Findings
2. ALO-Appointment Memo 3/3/2015
3. ASCC Catalog 2014 – 2016
4. ASCC Memorandum 046-15 Faculty Performance Evaluation
5. Assistant -ALO Memo 6/2015
6. College Website, <http://www.amsamoa.edu>
7. Governance Policy Manual
8. Academic Program Review Summary
9. Institutional Data Set, <http://www.amsamoa.edu/IDS/index.html>
10. Institutional Strategic Plan 2015-2020
11. Organizational Chart
12. Participatory Governance Structural Manual

IV.B. Chief Executive Officer

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

The responsibility of the President for the quality of the institution is stated in Policy 3000 Delegation to the President:

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

The effectiveness of the President’s leadership is determined by the successful accomplishment of the mission, the achievement of student learning outcomes and the compliance to the achievement standards required by the Accrediting Commission.

The organizational structure of the College outlines its communication protocol. The Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to Board Policy 3022 Communication Protocol detailing the open discussion among staff and supervisors.⁴¹⁴ Policy 1001 – Governance and Organizational Structure reflects the organizational structure and processes for decision-making. Decision-making involves all decisions – those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, and evaluation and articulates the responsibilities of ASCC individuals to the division and organization. The ASCC individuals are held responsible for carrying out the roles and responsibilities of the position.

The CEO has direct access to the IE data. The IE division is under the direct supervision of the President. This organizational change⁴¹⁵ allowed for the direct access of the IE division to the President for accountability and monitoring of institutional effectiveness.

All institutional reports to the accrediting commission, federal and local government, and external are reviewed and approved by the President and verified for accuracy through the IE Division.

The CEO communicates the importance of a culture of evidence and a focus on student learning through the charge and authority of the Vice President of Academic and Student Affairs and the Vice President of Administration and Finance for all respective College divisions in the implementation of operations and decision making processes and functions to meet the ASCC Mission.⁴¹⁶

414 Governance Policy Manual Policy 3022 Communication Protocol

415 IE Organizational Change Memo 3/3/2015

416 Participatory Governance Structural Manual, pp. 2-4, p. 16

The CEO ensures the culture of evidence and focus on student learning is communicated throughout the College through its communication protocol detailed in Policy 3022 Communication Protocols.⁴¹⁷ The administrative structure of the College is organized to reflect the purpose and philosophy embodied in the College's mission statement and to fulfill its responsibilities for quality teaching and learning.

ASCC's organizational chart provides an appropriate and effective structure given the number of employees and variety of College programs.

The organizational chart provides a framework for the President to organize personnel, functions, and financial resources to achieve the mission of the College.

The organizational chart provides a structure to clarify reporting and communication channels. The organizational chart with program functions and job descriptions, clarifies the responsibilities of Vice-Presidents, Deans and Directors, and other supervisory staff.

Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services describe the implementation of assessment and review processes of the College. Roles and responsibilities of constituent groups in program review and assessment set the processes in which research and data are used to ensure sound planning and resource allocation.⁴¹⁸

Data sets are available to all constituents of ASCC on the College website. This includes all program review reports. Program review and assessment data assisted in the identification of institutional strategic priority areas and in the institutional goals. The President has supported the efforts of the divisions of Finance and Procurement to put procedures in place for all divisions to use the planned purchases process for planning and resource allocation. The Finance Division provides a historical expenditure report to the Leadership Team for better budget planning.

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

The changes made at the College to comply with this standard were guided by Recommendation 8.

The organizational chart was revised to provide a framework for the President to organize the personnel, functions and financial resources to achieve the mission of the College. As a result of several recommendations by WASC a thorough analysis of the organizational

417 Governance Policy Manual 3022 Communication Protocol

418 Governance Policy Manual 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services

structure was conducted by the Leadership Triangle resulting in an organizational structure identifying the communication protocol of all divisions under the supervision of the Leadership Triangle. The first step in the reorganization was to place the IE Division directly under the authority of the President with direct access to the division responsible for the monitoring of institutional effectiveness measures. The second step was to organize all divisions under the authority of both vice presidents with clear communication reporting relationships.

The organizational chart provides a structure to clarify reporting and communication channels. Delegation of authority follows the organizational chart and is communicated in writing to the College staff. The organizational chart with program functions and job descriptions, clarifies the responsibilities of Vice-Presidents, Deans, Directors, Officers, and other supervisory staff.

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

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

The changes made at the College to comply with this standard were guided by Recommendation 3.

The effectiveness of the President's leadership is determined by the successful accomplishment of the mission, the achievement of student learning outcomes and the compliance to the achievement standards required by the Accrediting Commission.

Policy 3001.2 College Goals is "mutually agreed upon between the Board and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the Board to ensure status and level of accomplishment." 419

The President uses institutional program and individual assessment to guide institutional improvement. The ISP 2015-2020 integrates educational planning with resource planning to support student achievement and learning. Data from Bi-Weekly and Quarterly reports focus on student learning outcomes, which helps the President in advising the Board of

419 Governance Policy Manual 3001.2 College Goals

Higher Education. The College has established institutional-set standards for student achievement in assessing the institutional effectiveness and efforts to support continuous quality improvement.

The CEO has direct access to the Institutional Effectiveness division and to data and analyses of institutional performance through institutional reports and updates that are made available through IE.

The IE division is under the direct supervision of the President. The IE division is the only College division directly under the authority of the President. This organizational change⁴²⁰ allowed for the direct access of the IE division to the President for the accountability and monitoring of institutional effectiveness.

All institutional reports to the accrediting commission, federal and local government, and external are reviewed and approved by the President and verified for accuracy through the Institutional Effectiveness Division.

The CEO communicates the importance of a culture of evidence and a focus on student learning through the charge and authority of the Vice President of Academic and Student Affairs and the Vice President of Administration and Finance for all respective College divisions in the implementation of operations and decision making processes and functions to meet the ASCC Mission.⁴²¹

The CEO ensures the culture of evidence and focus on student learning is communicated throughout the College through its communication protocol detailed in Policy 3022 Communication Protocols⁴²². The administrative structure of the College is organized to reflect the purpose and philosophy embodied in the College's mission statement and to fulfill its responsibilities for quality teaching and learning.

ASCC's organizational chart provides an appropriate and effective structure given the number of employees and variety of College programs.

The organizational chart provides a framework for the President to organize the personnel, functions and financial resources to achieve the mission of the College.

The organizational chart provides a structure to clarify reporting and communication channels. The organizational chart with program functions and job descriptions, clarifies the responsibilities of Vice-Presidents, Deans & Directors, and other supervisory staff.

Delegation of authority follows the organizational chart and is communicated in writing to the College staff.

Policy 1004 Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services describe the implementation of assessment and review processes of the College. Roles and responsibilities of constituent groups in

420 IE Organizational Chart Memo 3/3/2015

421 Participatory Governance Structural Manual, pp 2-4, p 16

422 Governance Policy Manual 3022 Communication Protocol

program review and assessment set the processes in which research and data are used to ensure sound planning and resource allocation.⁴²³

Data sets are available to all constituents of ASCC on the College website. This includes all program review reports. Program review and assessment data assisted in the identification of institutional strategic priority areas and in the institutional goals. The President has supported the efforts of the divisions of Finance and Procurement to put procedures in place for all divisions to use the planned purchases process for planning and resource allocation. The Finance Division provides a historical expenditure report to the Leadership Team for better budget planning.

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

The President has primary leadership responsibility for accreditation in conjunction with the Accreditation Liaison Officer (ALO), Assistant ALO, faculty, staff, and other administrators.

The President appoints an Accreditation Liaison Officer (ALO) as the second contact point for accreditation matters addressed with and to the accrediting commission. On March 4, 2015 a new ALO was appointed.⁴²⁴ by the Acting President to provide clear focus and guidance on accreditation standards and eligibility requirements. On June 4, 2015 and Assistant ALO was appointed to work closely with the ALO in maintaining the priority focus of the College to comply with and sustain best practices for institutional effectiveness. In August 2015, a Convocation was held for all employees of the College on the accreditation recommendations and actions set to address the Show Cause sanction. On September 25, 2015 a presentation to all constituent groups of the College was conducted to provide the completed actions taken to address all recommendations of the Show Cause sanction.

Policy 1004 states that the President delegates authority and responsibility for managing the assessment process the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

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

⁴²³ Participatory Governance Structural Manual, pp 19-29

⁴²⁴ ALO Appointment Memo 3/4/2015

The President, as chief executive officer, is charged with the direct management and administration of the College under Public Law 22-30.⁴²⁵

The Governance Policy Manual clearly defines the detailed responsibilities of the President. Board Policy and College Regulations/Procedures ensures that all policies have been written to be consistent with provisions of the law, but do not encompass all laws relating to the American Samoa government and federal activities. Policy 3000 Delegation to the President ensures that all services and operations exist for the achievement of ASCC's Mission and implementation of Board policies through the designated administrative positions.⁴²⁶ Administrative positions are overseen by the President through the Vice Presidents who monitor the effectiveness of services offered for programs and departments under their purview.⁴²⁷

Upon the approval of the annual budget by the Board of Higher Education and the American Samoa Government Legislature, the President has final authority for controlling approved expenditures. The CFO provides regular budget information to the President, and to the Leadership Team so that current information is available for decision-making. Policy 3007 Budgeting and Forecasting identifies the accountability of the President in maintaining budget plans that are aligned to College priorities, not risk fiscal jeopardy, and not be unrealistic in projections of income and expenses.⁴²⁸ Policy 3008 Financial Condition further holds the President accountable for fiscal integrity.⁴²⁹ Policy 3009 College Assets states that the President assures that assets are protected adequately, maintained, and not necessarily risked.

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

The President is recognized and respected by the community as a public advocate of the College. The President is actively engaged in community relations as evidence by participating in community activities. The President also serves as the spokesperson for the College, represents the College on Boards and Commission as well as serving as a member of the Governor's Cabinet.

Evidence

1. Participatory Governance Structural Manual
2. Governance Policy Manual
3. Participatory Governance Structural Manual
4. American Samoa Code Annotated PL 22-30
5. Governance Policy Manual

425 American Samoa Code Annotated PL 22-30

426 Governance Policy Manual 300 Delegation to the President

427 Participatory Governance Structural Manual pp. 32

428 Governance Policy Manual 3007 Budget and Forecasting

429 Governance Policy Manual 3008 Financial Condition

6. IE Organizational Change Memo 3/3/2015
7. ALO Appointment Memo 3/4/2015

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

The American Samoa Community College has its Governance Policy Manual that was approved in 2008 and updated in 2010. In 2015, specific policies were reviewed and new policies were adopted that demonstrate the governing board and the institution's commitment to effective learning programs and services, and financial stability. For instance, New Policy #1004 on Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services strengthened the existing policies which are Policy #1000 on College Mission and Policy # 1001 on Organizational Chart, Policy 5000 on Instructional Philosophy and Policy 5001 on Academic Integrity.

Furthermore, the Governance Policy Manual is reviewed regularly and updated as needed. Sections II. Board Governance and III Administrative Governance include the policies that assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the College. Policy 2000.1 states that:

“The American Samoa Community College Board of Higher Education will develop a vision, establish a set of goals, define outcomes, and liaison with ASCC’s employees, students, customers and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission.”

The Institution's Governance Policy Manual has inclusive statements and particular chapters that contain the College Mission and Vision Statement, Academic Integrity, Instructional programs as well as statements of direction. Chapter I, Policy 1000 of the Governance Policy Manual clearly states ASCC's mission, vision, goals and objectives. The ASCC Catalog 2014-2016, and the Institutional Strategic Plans contain statements of mission and core values, as well as policies and procedures to ensure effective student learning programs and services. These documents are reviewed and approved by the Board of Higher Education.

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

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the islands. A majority of members hold doctoral degrees with one of them a medical doctor. Three of the Board members are career educators. Three Board members serve in the clergy. One is a retired US military veteran. Three members are women.

A number of Board policies affirm the need for the Board to act as whole.

Several provisions in Policy 2004.1 AUTHORITY OF BOARD COMMITTEES affirm the intent of the Board to act as a whole. They are:

- *B. Board committees shall: Not act or speak for the Board except when formally given such authority for specific and time-limited purposes.*
- *C. Not provide the President with approval, unless it is through the Board as a whole*
- *D. Avoid representation of the College, in part rather than with the whole*
- *F. Act as a committee of the whole ...*⁴³⁰

Policy 2004.3(F) states that:

*“Chairperson shall have no authority on his/her own to make decisions about policies created by the Board....”*⁴³¹

As a statement of the Board’s independence from undue influence, the following Policy 2002 Board of Higher Education Code of Conduct serves as a reminder:

*“Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member.”*⁴³²

With the mentioned policies that governed the conduct of the board members, to demonstrate commitment, the Board of Higher Education acted upon their own governing issue with members perceived to have conflict of interest with their roles and responsibilities which resulted in the adoption of Policy 2002.1 on the Violation of the Law, Codes of Ethic and Conduct.

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

The American Samoa Community College is a single College and the only public institution of higher education in American Samoa.

The written policies describing the selection and evaluation of the President as chief administrator are found in Public Law 22-30 and the Governance Policy Manual (GPM).

Selected by the Governor since 1992 when PL 22-30 first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College President.⁴³³

Chapter III of the GPM states the Board *“hires the President ... to implement the Board’s policies for governance of the College.”* Subsequent sections describe the qualifications of the President (3001.1), the contract (3001.3), and salary (3001.5).^{434, 435, 436}

430 Governance Policy Manual, Policy 2004.1 Authority of Board Committees

431 Governance Policy Manual, Policy 2004.3 Chairperson’s Role and Authority

432 ASCC Governance Policy Statements, Policy 2002 Board of Higher Education Code of Conduct

433 American Samoa Government Public Law 22-30 Section 16.2005

After the previous President resigned in 2007, the Board used established Human Resources processes to search for and select the next President. This included developing a job description, advertising the position, interviewing qualified applicants, and making a final selection as a whole.

The current President was hired in 2008. The Board has conducted biennial evaluations of the President, prior to contract renewal.⁴³⁷

These policies were followed when the current President was selected in 2008.

Policy 3000 Delegation to the President states how the board delegates administrative authority to the President.

“The Board of Higher Education’s authority to the overall operations of the College is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated.”⁴³⁸

Further –

Policy 6500 Master Plan states –

“The President shall develop, in document form, for review and approval by the Board of Higher Education, a College Strategic Master Plan, which encompasses the needs of the entire institution with specific attention given to educational, financial, and construction planning. The ASCC Master Plan will be based upon current determinations of community needs and responsible use of fiscal, physical, and human resources.”⁴³⁹

Finally –

Policy 3001.2 College Goals states --

“College goals are mutually agreed upon between the Board and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the Board to ensure status and level of accomplishment.”⁴⁴⁰

The delegation of administrative authority to the President is clear.

The board has its performance evaluation form to evaluate the College president.⁴⁴¹

434 Governance Policy Manual, Policy 3001.1 Qualifications of the President

435 Governance Policy Manual, Policy 3001.3 Contract for the President

436 Governance Policy Manual, Policy 3001.5 Salary

437 Governance Policy Manual, Policy 3001.4 Evaluation of the President

438 Governance Policy Manual, Policy 3000 Delegation to the President

439 Governance Policy Manual, Policy 6500 Master Plan

440 Governance Policy Manual, Policy 3001.2 College Goals

441 Governance Policy Manual, Policy 3001.4 Evaluation of the President

The Board has an annual performance evaluation of the President includes ways to evaluate the implementation of board policies and the achievement of institutional goals.

The policy provides the basis and the instrument is the mechanism used by the Board to evaluate the President’s performance.⁴⁴²

Policy 3001.4 Evaluation of the President⁴⁴³

Policy 3002 Monitoring the President’s Performance⁴⁴⁴

The Board sets clear expectations for regular reports on institutional performance in these two governance policies:

Policy 3010 Communication and Counsel to the Board⁴⁴⁵

Policy 3002.2 Internal and External Monitoring Report⁴⁴⁶

Beginning with the “Statement of Instructional Policy”, the Board sets expectations for sufficient information on educational quality in Governance Policy

Policy 5000 Statement of Instructional Philosophy⁴⁴⁷

Based on these policies the President provides Institutional Data Collection, Community Surveys, Placement Data, Assessment of Student Learning Outcomes, and Financial/Grant Reports.⁴⁴⁸ The Board relies on recommendations from the President and his key staff for the best information and encourages input and generally bases its decision on policy.

There are also policies that hold the President accountable for keeping the Board apprised of the College’s growth, development, and challenges are:

Policy 2009.3 Adequate Information to Precede Action⁴⁴⁹

Policy 2013 Relationship Between the Board and the President of the College⁴⁵⁰

Policy 3007 Budgeting and Forecasting⁴⁵¹

442 President’s Evaluation Form

443 Governance Policy Manual, Policy 3001.4 Evaluation of the President

444 Governance Policy Manual, Policy 3002 Monitoring the President’s Performance

445 Governance Policy Manual, Policy 3010 Communication and Counsel to the Board

446 Governance Policy Manual, Policy 3002.2 Internal and External Monitoring Reports

447 Governance Policy Manual,: Policy 5000- 5119: Instructional and Student Service Governance Policy Statements

448 Governance Policy Manual, Policy 3002.2 Internal and External Monitoring Reports

449 Governance Policy Manual, Policy 2009.3 Adequate Information to Precede Action

450 Governance Policy Manual, Policy 2013 Relationship Between Board and the President of the College

451 Governance Policy Manual, Policy 3007 Budgeting and Forecasting

While the Board has the responsibility of formulating policy for the operation of the College (see 2005), Policy 3003.A charges the President “*with the duties and responsibilities of developing, revising, recommending to the Board, and implementing College policy.*”⁴⁵²

The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly Reports are a comprehensive vehicle for providing sufficient information to the Board.

The written policy for selecting and evaluating the College President Policies # 3001.1, (qualifications) 3001.3 (contract) and 3001.5 (salary).

The Board has consistently followed the authorized procedures for advertisement, application screening, interview, selection and evaluation of the President.

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

The composition of the Board reflects public interest with a cross-section of professionals and community representatives from throughout the islands. A majority of members hold doctoral degrees with one of them a medical doctor. Three of the Board members are career educators. Three Board members serve in the clergy. One is a retired US military veteran. Three members are women.

Six Board members are nominated by the Governor and must be confirmed by the House and Senate of the *Fono* (legislature). The ASCC student body elects a Student Representative who is a voting member. The Director of the American Samoa Department of Education serves as *ex officio* members of the Board. Governance Policies 2003 and 2003.3 describe the eligibility and requirements for Board membership, as well as the exclusions.⁴⁵³

A number of Board policies affirm the need for the Board to act as a whole.

Several provisions in Policy 2004.1 Authority of Board Committee affirm the intent of the Board to act as a whole. They are:

- *B. Board committees shall: Not act or speak for the Board except when formally given such authority for specific and time-limited purposes.*
- *C. Not provide the President with approval, unless it is through the Board as a whole*
- *D. Avoid representation of the College, in part rather than with the whole*

⁴⁵² Governance Policy Manual, Policy 2005 Establishment of Board and College Policies; Governance Policy Manual, Policy 3003.A Developing, Recommending and Implementing approved College policy

⁴⁵³ Governance Policy Manual, Policy 2003.3 Board Officers

- *F. Act as a committee of the whole ...* ⁴⁵⁴

Policy 2004.3 F states that:

“Chairperson shall have no authority on his/her own to make decisions about policies created by the Board....” ⁴⁵⁵

As a statement of the Board’s independence from undue influence, the following Policy 2002 Board of Higher Education Code of Conduct serves as a reminder:

“Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member.” ⁴⁵⁶

Board professional development regularly includes presentations and discussions on conflict of interest. The responsibility for identifying and disclosing real or apparent conflict of interest rests with the individual Board members.

ASCC is a public institution, so there are no private owners.

The Board represents the public interest Policy 2009.4 Public Participation.

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

The Board assumes responsibility for legal matters. It has deliberated and received legal advice on Land Issues, the Endowment, and heard Grievances.

The Board has sought legal assistance from both the American Samoa Attorney General’s Office and from private attorneys.

One of the most important formal statements for conveying the Board’s expectations for quality, integrity and improvement of student learning programs and services is the Board’s approval of the ASCC Institutional Strategic Plans 2009-2014 and 2015-2020. ⁴⁵⁷ It is this core to which all other strategic goals and objectives are linked. These strategic goals under Academic Excellence are:

- ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.
- ASCC will Assess, Evaluate and document recommendations to improve Institutional Effectiveness.
- ASCC will emphasize High Quality Teaching and Services

454 Governance Policy Manual, Policy 2004.1 Authority of Board Committees

455 Governance Policy Manual, Policy 2004.3 Chairperson’s Role and Authority

456 Governance Policy Manual, Policy 2002 Board of Higher Education Code of Conduct

457 Institutional Strategic Plan 2015-2020

- ASCC will continue to develop, implement, and solidify programs that serve the need of the Community.
- ASCC will increase the Quality and Availability of Educational Technology.
- ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.
- ASCC will enhance opportunities for student academic, career and personal success.

Policy 2005 Establishment of Board and College Policies states in part that:

*“All policies shall be written, defined and based on ASCC’s mission, vision, values, goals and objectives with a thorough understanding and appreciation of the needs of the College.”*⁴⁵⁸

Policy 2000 Governance Commitment

A. The Board of Higher Education will govern American Samoa Community College according to the Constitution and laws of the Territory of American Samoa. The Board will always act in the best interest of the College and the Community as a whole.

B. The Board shall be committed to excellence and to the following values that will enhance the operational atmosphere of the College:

- *Teamwork*
- *Open Communication*
- *Recognition*
- *Recognizing past for its influence of the present and the future*
- *Focus on the Future*⁴⁵⁹

In August 2015, the governing board was presented the institutional set standards and the newly established institutional student achievement standard.⁴⁶⁰

As a result the Board adopted Policy 1004 Comprehensive Program Review, Assessment and Instructional Programs, Student Services and Administrative Services.

As a statement of the Board’s independence from undue influence, the following policy 2002 Board of Higher Education Code of Conduct serves as a reminder:

*“Board members shall conduct itself with proper authority and appropriate decorum as an individual or group when serving in the capacity of a Board member.”*⁴⁶¹

Policy 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct

Board professional development regularly includes presentations and discussions on conflict of interest. The responsibility for identifying and disclosing real or apparent conflict of interest rests with the individual Board members. Conflicts of interest have been rare in the Board’s history, but the current practice of self-monitoring should be strengthened and formalized in policy.

⁴⁵⁸ Governance Policy Manual, Policy 2005 Establishment of College Policies

⁴⁵⁹ Governance Policy Manual, Policy 2000 Governance Commitment

⁴⁶⁰ Evidence of Meetings and Power-point presentation – Institution set standards PowerPoint

⁴⁶¹ ASCC Governance Policy Statements, Policy 2002 Board of Higher Education Code Conduct

The Board asserts its independence in Policy 2004 AUTHORITY AND FUNCTIONS OF THE BOARD, COMMITTEES, AND MEMBERS:

*“The Board, within the limits imposed by Public Law 22-30 has complete and full control of the American Samoa Community College (ASCC). The Board has final authority to formulate, interpret and approve the policies that govern the College.”*⁴⁶²

The Board approves the College’s mission and is responsible for the quality of the overall educational program, which it shall review and approve. Its many legal responsibilities lie in its authority to make contracts, purchase, lease or accept property, procure supplies and equipment, fix tuition rates, adopt rules, and even to sue or be sued. (PL 22-30, § 16.2002 Powers and duties of the College)⁴⁶³

The Board, with recommendation from the President, assumes authority and responsibility for the financial integrity of the College by approving the College’s budget, its fiscal management, acquiring an independent audit, and the land grant endowment fund. (PL 22-30, § 16.2009 Fiscal Management and § 16.2010 Independent audit reports – consultants – Annual Reports). The Board assures the fiscal integrity of the College as it acts in accordance with the law.⁴⁶⁴

The Board of Higher Education exercises independent authority and bears responsibility for its educational quality, legal matters, and financial integrity.

Because the College is established within the executive branch of government and receives direct funding from the local government, the local government does have an expectation that the College be accountable for spending these funds in a manner that provides high quality education. Nevertheless, the Board exercises ultimate responsibility for financial integrity.

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

The Board’s size is established by Public Law 22-30. The governing Board consists of 8 members, including the Director of the American Samoa Department of Education. Six (6) of the seven others are appointed by the Governor and confirmed by the Legislature. The seventh is a 2nd year student elected at a school-wide election. The current Board membership fulfills the requirements of the enabling legislation.

*“The Student Representative is a full voting member of the Board, shares the same responsibilities and duties and also authority as an individual member of the board.”*⁴⁶⁵

462 Governance Policy Manual, Policy 2004 Authority and Functions of the Board, Committees, and Members

463 American Samoa Government Public Law PL 22-30 Section 16.2002

464 American Samoa Government Public Law PL 22-30 Section 16.2009 (p.); American Samoa Government Public Law PL 22-30 Section 16.2010

465 Board Minutes 8/6/13

By law, the Board’s powers and duties include developing a

“program of education to meet the current and future needs of American Samoa, which shall be accredited under appropriate procedures existing in the United States for higher education” PL 22-30, §16.2002 (8). The Board *“shall review and approve the educational program of the College”* and (5) *“shall grant diplomas, certificates, degrees, or other honors...”* §16.2004 (4).⁴⁶⁶

Other duties and Board responsibilities, structure, and operating procedures are described in ASCC Governance Policy Manual, Chapter II, Policy 2000 to 2015.⁴⁶⁷ Policy 2005.C. Establishment of Board and College Policies describes the President’s responsibility for policy manuals.

*“The Board shall designate responsibility to the President the official policy manual for the College. The official copy shall be kept in the President’s office, and the President or designee shall be responsible for its accuracy and currency. If discrepancies occur between different copies of the manual distributed throughout the College, the version contained in the official policy manual shall be regarded as the authoritative. All revisions shall be approved by the Board.”*⁴⁶⁸

Working with the Board, the President is responsible for overall integrity of the institution by assuring that governing policies are accurate and current.

The Board’s bylaws and policies can be found on the ASCC website. The Governance Policy Manual is available for open review. ASCC is currently shifting all documents on the ASCC website archive to Compliance Assist.

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

The governing board actions are consistent with its policies and bylaws. Records show how the board responded to a conflict of interest of its member.

The Board of Higher Education adopted the following policies for responsible self-disclosure of conflict of interest and for dealing with behavior that violates policies:

- 2001 Board of Higher Education Code of Ethics
- 2002 Board of Higher Education Code of Conduct
- 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct
- 2002.2 Board of Higher Education Conflict of Interest

The Board develops policies as necessary, and reviews policies during their annual retreat. The goal of this review process is to ensure that the standards of organization, healthy

466 American Samoa Government Public Law PL 22-30 Section 16.2002

467 Governance Policy Manual Policy 2000-2015 Board Governance Policy Statements

468 ASCC Governance Policy Manual, Policy 2005 Establishment of Board and College Policies

dialog, institutional integrity, evaluation, planning and improvement are sustained, reflected and incorporated into the policies.

Policy 2005.A Establishment of Board and College Policies states “*Policies shall be reviewed by the Board as necessary for the operation of the College.*”⁴⁶⁹

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

The changes made at the College to comply with this standard were guided by Recommendation 3.

Since the show cause status of ASCC in 2015, the board had their training on student learning key indicators. The board is regularly informed by the President and Leadership Team on student performance data such as but not limited to:

- Developmental Courses
- Gateway Courses
- General Education
- Degree Programs
- Co and Core Courses
- Graduation Rate
- Transferability Rate
- Enrollment

The IE Department currently reports directly to the President who reviews and approves all institutional reports that are shared with the Board of Higher Education. An institutional assessment cycle for all outcomes has been developed and implemented. The College has established institutional set performance standards for student achievement. Policy 1004 was established to address implementing assessment and review processes that authentically measure the work of the institution toward achieving its mission.

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

The Board’s size is established by Public Law 22-30. The governing Board consists of 8 members, including the Director of the American Samoa Department of Education. Six (6) of the seven others are appointed by the Governor and confirmed by the Legislature. ASCA Section 16.2002 provides for Board continuity and states that members “*shall serve 4 years as not to expire at the same time. They will serve until their successors have been qualified.*” Currently, four board members are serving four year terms and two are serving three year terms.⁴⁷⁰

469 ASCC Governance Policy Manual, Policy 2005 Establishment of Board and College Policies

470 American Samoa Government Public Law PL 22-30

Policy 2010 (Board Orientation and Training) requires that *“An annual workshop will be conducted to address the training needs of the Board members.”*⁴⁷¹ Topics are identified to guide the content of the training. Board members have the opportunity to participate in off-island professional development.⁴⁷²

Policy 2010.1 (Orientation for New Members) describes the provision of assistance for new members *“to assist them in understanding the Board’s functions, policies and procedures.”*⁴⁷³

The Board has increased its knowledge of accreditation standards. In February 2014, the Board of Higher Education was briefed on the standard IVB.2 on “Board and Administrative Organization” to introduce the standards that apply to the Board.

In April 2014, Dr. Wilson Hess conducted a development workshop for the Board in American Samoa that looked at the “American System of Higher Education Accreditation” and “Trusteeship Best Practices: The Body of Knowledge.” This workshop helped to ensure the Board is knowledgeable about Accreditation Standards.

Dr. Hess emphasized the special responsibility of the Board “to students for the quality and value of their educational experience.”

In 2015 the Board received training on sustaining best practices and accreditation basics.

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

The changes made at the College to comply with this standard were guided by Recommendation 9.

The Board policies for self-evaluation are stated in Governance Policy Manual and were revised to BPS 2000.2 Board Self Evaluation.

2002.2(a) In order to evaluate progress towards its stated goals, the Board will annually schedule a time and place at which all of its members will participate in a formal self-evaluation.

2002.2(b) The Board shall be evaluated as whole and not as individuals. The evaluation will focus on the internal Board operations and performance. The Board members shall develop goals against which the Board will be evaluated. A self-evaluation instrument will be based on these goals.

471 Governance Policy Manual, Policy 2010 Board Orientation and Training

472 Board Professional Development Table

473 Governance Policy Manual, Policy 2010.1 Orientation for New Members

2002.2(c) *The evaluation process shall include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the following year's evaluation.*

As stated in 2002.2(a), every member of the board including the student representative has the opportunity to participate in the evaluation process.

The process of self-evaluation provides an effective overview as it makes it clear that it is an evaluation of the Board as a whole and that the Board will develop goals and evaluate their performance. Using the results of the Board evaluation, the Board and President formulate a plan of action.⁴⁷⁴

The Board Annual Goals developed from the plan of action monitor their annual goals by:⁴⁷⁵

- Calendar of Board Activities (Board members are assigned to monitor particular goals)
- Goals are reviewed quarterly (Policy)
- Indirect Assessment of Internal Stakeholders (Board Fall 2015 initiatives)

There is a policy for regular self-evaluation located in the “Internal Show Cause Sanction Report and Analysis of Action Taken To Address ACCJC Recommendation.”⁴⁷⁶

The new Policy 2007.1 Board of Higher Education Self Evaluation

“In an effort assure board effectiveness, an effective governing board is committed to accessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness. The evaluation focuses on board policies and practice3s and the role of the board in representing of the community, setting policy direction working with the CEO and monitoring institutional effectiveness.

- A. Before the Board orientation and retreat, the Board will conduct its annual self-evaluation.*
- B. The evaluation instrument will incorporate criteria regarding policy review and updates, Governance responsibilities as well as criteria defining Board effectiveness established by recognized practitioners in the field.*
- C. Completed surveys will be collected by the Board secretary and forwarded to the ASCC Director of Institutional Effectiveness for calculated analysis and ratings.*
- D. A summary of the calculated analysis and ratings will be presented to the Board at the Board orientation and training retreat for review and discussion.*

474 ASCC Surveys: BHE's Evaluation Survey

475 ASCC Internal Show Cause Report pp 112-133

476 ASCC Internal Show Cause Report pp 112-113

- E. *Survey results will be used to identify accomplishments made in the past year and set goals for the upcoming year.*
- F. *Publish results for public review.*

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

The changes made at the College to comply with this standard were guided by Recommendation 10.

The Board has taken the initiative to address any behavior that is unethical by adopting Policy 2002.1 Board of Higher Education Violation of the Law, Codes of Ethics and Conduct. When the Board is aware or informed of any actual or perceived violation of this policy the following process is implemented:

- The violation is addressed to the Board's Chair/Chairperson
- An opportunity is given to the trustee perceived to be in violation of Policy 2002 to explain his/her motive to clarify or correct their suspected action or come to an agreed resolution
- The Board Chair/Chairperson appoints an ad hoc committee to investigate and recommend the course of action to the Board
- Sanction is determined by the Chair/Chairperson and may include to censure Trustee. The Vice Chair/Chairperson will determine sanction in situation where the Chair/Chairperson is the individual that violated Policy 2002.

In August 2015, a Board member with a conflict of interest resigned from the Board of Higher Education.

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

The governing board establishes a clearly defined policy for selecting and evaluating the President of the College. The written policies describing the selection and evaluation of the President as chief administrator are found in Public Law 22-30 and the Governance Policy Manual (GPM).

Selected by the Governor since 1992 when PL 22-30 was first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College president.⁴⁷⁷

Chapter III of the GPM states the Board *“hires the President ... to implement the Board’s policies for governance of the College.”* Subsequent sections describe the qualifications of the President (3001.1), the contract (3001.3), and salary (3001.5).⁴⁷⁸

The delegation of administrative authority to the President is clear.

Board members are engaged in self-assessment of their performance annually. The Board is a policy making board and at time-to-time reviews and approves policies that govern the institutions as presented by the President on behalf of the College. Although it sets governing policies, the daily operation of the College is the sole responsibility of the President.

There are several mechanisms the board uses to evaluate the College president on performance on implementation of board policies and achievement of institutional goals.

1. Performance Evaluation Instrument that evaluates the president in the areas of
 - Mission and Planning
 - Policy Role
 - President-Board Relations
 - Community Relations & Advocacy
 - Educational Programs & Quality
 - Fiduciary Role
 - Human Resources & Staff Relations
 - Leadership
2. Governing Policies that accounts for evaluations as given below

Policy 3001.4 Evaluation of the President states—

“Annually, the Board meets in an executive session to conduct a performance evaluation of the President. However, a formative evaluation may be conducted as the Board desires within 6 months into the contract. In reviewing the accomplishments, the Board provides feedback to the President on observed strengths and any areas needing improvement for the upcoming academic year.”⁴⁷⁹

Policy 3002 Monitoring the President’s Performance states –

“Monitoring executive performance is synonymous with monitoring the College’s performance against Board policies Mission & Vision, and on Executive Limitations. The Board will monitor performance in a manner as to have systematic assurance of policy compliance, including accomplishments of College

477 American Samoa Government Public Law PL 22-30 Section 16.2005

478 Governance Policy Manual, Policy 3001.1 Qualifications of the President; Governance Policy Manual 3001.3: Contract for the President; Governance Policy Manual, Policy 3001.5 Salary

479 Governance Policy Manual, Policy 3001.4 Evaluation of the President

goals. The Board shall conduct an evaluation of the President each academic year or at any time.”⁴⁸⁰

Therefore, the Board's evaluation process of President includes ways to evaluate the implementation of board policies and the achievement of institutional goals.

The delegation of administrative authority to the chief administrator is defined in Policy 3000 Delegation to the President:

*“The Board of Higher Education’s authority to the overall operations of the College is delegated through the President. All authority and accountability of the staff/faculty members as defined by the Board is considered to be the authority and accountability of the President. The Board delegates to the President of the College the function to implement policy decisions and to designate the detailed arrangements under which the College will be operated.”*⁴⁸¹

Policy 6500 Master Plan states:

*“The President shall develop, in document form, for review and approval by the Board of Higher Education, a College Strategic Master Plan, which encompasses the needs of the entire institution with specific attention given to educational, financial, and construction planning. The ASCC Master Plan will be based upon current determinations of community needs and responsible use of fiscal, physical, and human resources.”*⁴⁸²

Policy 3001.2 College Goals states:

*“College goals are mutually agreed upon between the Board and the President, and the President is charged with developing an action plan for implementation of goals. The goals will be reviewed quarterly by the Board to ensure status and level of accomplishment.”*⁴⁸³

The Board sets clear expectations for regular reports on institutional performance in these two governance policies which are Policy 3010 Communication and Counsel to the Board whereby the Board sets expectation for sufficient information on educational quality^{II.B.58} and Policy 3002.2 Internal and External Monitoring Reports which includes Institutional Data Collection, Community Surveys, Placement Data, Assessment of Student Learning Outcomes, and Financial/Grant Report.⁴⁸⁴

The Board relies on recommendations from the President and his key staff for the best information and encourages input and generally bases its decision on policy. To keep the Board apprised of the College’s growth, Policy 2013 Relationship between the Board and President of College, states:

480 Governance Policy Manual, Policy 3002 Monitoring the President’s Performance

481 Governance Policy Manual, Policy 3000 Delegation to the President

482 Governance Manual: Policy 6500: Master Plan

483 Governance Policy Manual, Policy 3001.2 College Goals

484 Governance Policy Manual, Policy 3002.2, Internal and External Monitoring Reports

“President shall keep the Board well-informed on programs, plans and progress through staff/faculty member’s reports and other means of choice.”⁴⁸⁵

The Board requires that the President provide accurate information to the Board for review prior to making decisions. The Quarterly Reports are the most comprehensive vehicle for providing sufficient information to the Board.

In addition, the Board through their trainings provided by the Institution under the direction of the President, as well as Governance Policies that defines their roles and responsibilities contributed to their ability to set appropriate expectations. Currently, the Board has an Action Plan for 2015-2016 that states their Goals and Objectives.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. (Original IV.B.1.i.)

The Board professional development training in January of 2015, which included information about accreditation standards and the accreditation process. During their August 2015 Annual Retreat, the Board participated in the review and approval of policies recommended by the “show cause subcommittees” in order to address the recommendations by the Commission.

The Board takes an active role in the review and approval of Substantive Change Proposals and Special Reports. Board members receive a draft of the Self Study after the Steering Committee completes its comprehensive review and edit. Final approval of the Self Study rests with the Board.

Board commitment to SLOs, assessment and institutional improvements, whether identified through Divisional Assessment, Institutional Program Review, the Strategic Plan or the Self Study is demonstrated by approval of the budget that supports improvement.

The Board receives and reviews special or follow-up reports to the Commission and receives all Commission recommendations. The President and key administrators provide regular updates to the Board on accreditation, assessment, planning, budget and institutional progress, including responses to Commission recommendations.

Through Board professional development activities, interaction with Visiting Teams, and involvement with the Self Study, members are knowledgeable about accreditation standards.

Evidence

485 Governance Policy Manual, Policy 2013.C Relationship between Board and the President of the College

1. American Samoa Government Public Law PL 22-30
2. Governance Policy Statements
3. ASCC Surveys: BHE's Evaluation Survey
4. Board Minutes 8/6/13
5. Board Professional Development Table
6. Evidence of Meetings and Power-point presentation
7. Governance Policy Manual
8. Internal Show Cause Action Report pp 112-133

APPENDICES

1. 2010- 2012 Vendor Payment Plans
2. 2011, 2012, 2013, 2014, 2015 Leadership Team Presentations
3. 2012-2014 ASCC Catalog: General Education , p.54
4. 2012-2014 Catalog
5. 2014 ASG Subsidy Recon
6. 2014 Institutional Program Review Summary & Findings
7. 2014 Presentation of Institutional Strategic Plan
8. 2015 & 2016 Budget Summary – showing Student Services & Instructional
9. 2015 IE Academic Affairs Program Review Summary, pgs. 1-30
10. 2015 IE Academic APR Summary
11. 2015 IE Analysis, Planning and Resource Allocation
12. 2015 IE Planning and Resource Allocation Analysis
13. 2015 Instructional Divisional Assessment Survey
14. 2015 Non-Instructional Divisional Assessment Survey
15. 2015 Planned Purchase Memo & Form
16. 2015 Revenue Projection
17. 2015 TOFR ASCC Building Replacement Cost Report
18. 2015-2020 Financial Resource Projection Report from 2014
19. Academic Affairs 2015 Divisional Assessment Program Review Survey
20. Academic Affairs Division Standard Operating Procedures Manual, SOP #002-AA, Course Syllabus
21. Academic Affairs GEO Outcome Analysis
22. Academic Affairs Program Review Summary & Findings 2015
23. Academic Affairs SOP Manual
24. Academic Excellence Sub Committee, Curriculum Committee minutes
25. Academic Program Review-Summary & Findings 2015
26. Addendum, Institutional Learning Outcomes, 09/25/15
27. Adjunct Teaching Request Form
28. Admissions & Records Biweekly Report
29. ALO Appointment Memo 3/3/2015
30. American Samoa Code Annotated PL 22-30
31. American Samoa Community College 2014-2016 Catalog
32. American Samoa Government Public Law 22-30
33. Annual Budget Process
34. Annual Budget Revenue Projection, 2015 – 2020
35. ARRA Financial Summary Report
36. Articulation Agreements with Off Island Universities and Colleges
<http://www.amsamoa.edu/transferecredits.html>
37. ASBEP GEO Competencies PPT
38. ASCC 2014-2015 Annual Report
39. ASCC 2015 Organizational Chart

40. ASCC Analyses of Show Cause Actions Taken
41. ASCC Annual Report
42. ASCC Audit 2012
43. ASCC Audit 2013
44. ASCC Audit 2014
45. ASCC Budget Comparison Report FY2014, FY2015, FY2016 with ISP Linkage
(Updated September 8, 2015)
46. ASCC Catalog 2014-2016
47. ASCC Governance Policy Statement
48. ASCC Internal Show Cause Report pp 112-113
49. ASCC ISP Alignment Template 2015-2020, Updated 6-25-15
50. ASCC Memorandum 046-15 Faculty Performance Evaluation
51. ASCC New Cash Reserve Policy 7212
52. ASCC Operation & Maintenance Balance as of 9-30-15
53. ASCC Organizational Chart
54. ASCC Participatory Governance Structural Manual
55. ASCC website main page search library link ASLC.FollettDestiny.com
56. ASCC Website, <http://www.amsamoa.edu>
57. ASCC website: <http://www.amsamoa.edu/academicprograms.html>
58. ASCC website: <http://www.amsamoa.edu/academicprograms.html>
59. ASCC website: <http://www.amsamoa.edu/archive.html>
60. Assessing Student Learning & Achievement Manual
61. Assessment 101 Orientation for Adjunct Faculty, Fall 2014
62. Assessment Committee Exit Summary 2011, p.1-3
63. Assessment Planning Committee & Closing the Assessment Loop Guidelines
(Revised) Fall 2014
64. Assistant -ALO Memo 6/2015
65. Audit Report 2012
66. Audit Report 2013
67. Audit Report 2014
68. Audit Reports 2013 & 2014, summary pages
69. August 31, 2015 GF Budget, Actual Revenue Vs. Expenditure Report
70. BHE Approved Policies June 2014, pp. 10-11
71. BHE Budget Presentations 2014 & 2015
72. BHE Fiscal Update Reports 2011-2015
73. BHE Policy 2002.1 Violation of the Law, Code of Ethics and Conduct
74. BHE Policy 2002.2 Conflict of Interest
75. BHE Self Evaluation 2015
76. BHE's Evaluation Survey
77. Board Minutes 8/6/13
78. Board Professional Development Table
79. Catalog Approval by the Board

80. Classroom Occupancy Matrix (p.4)
81. Comprehensive Student Services Manual
82. Corrective action letter from ASCC to DOL – View on campus
83. Cost Containment Memo
84. Curriculum Committee Minutes for Catalog Review
85. Daily Cash Position Report
86. Division of Student Services Comprehensive Manual
87. Division of Student Services Quarterly Reports
88. DOSS Standard Operating Procedures Manual
89. Dr. Mary Allen Ph.D. PPT (2015)
90. Drawdown SOP, Fixed Asset Inventory SOP
91. Evacuation Plan: Security
92. Evidence of Meetings and Power-point presentation – Institution set standards
PowerPoint
93. Expenditure Tracking Spreadsheets - view on campus
94. Facility Proposal Form
95. Fact Book 2014-2015
96. Faculty Performance Evaluation Form
97. Faculty Senate Meeting Minutes
98. Finance Budget Review SOP
99. Financial Aid Biweekly Report
100. FY2015 & FY2016 Tuition Revenue Projections
101. Governance Policy Manual
102. Governance Policy Statements
103. Graduate Exit Survey
104. Human Resources Standard of Operating Procedures
105. IE Academic Program Review Summary
106. IE Organizational Change Memo 3/3/2015
107. Institution Show Cause Recommendation Report
108. Institutional Data Set, <http://www.amsamoa.edu/IDS/index.html>
109. Institutional Effectiveness Press Release SOP
110. Institutional Strategic Plan 2015-2020
111. Institutional Strategic Plan 2009-2014
112. Internal Show Cause Sanction Report & Analysis of Actions taken to
address ACCJC Recommendations, p. 50-53
113. Job Announcement Form and Position Review Form
114. Job Order Flow Chart
115. Job Order Form
116. Job Order Summary Report
117. Learning Resource Center-July 4, 2014
118. Library MOUs
119. March 23, 2010 BHE Meeting Long Term Projection

120. MIS 4th Quarterly Report
121. MIS Bi-weekly Standard of Operating Procedures
122. MIS Budget Proposal
123. MIS Creating Work Orders Standard of Operating Procedures
124. MIS Planned Purchases
125. Monthly Closing Binder Report -view on campus
126. Non-Instructional Divisional Assessment Program Review Survey
127. Operation and Maintenance 9-30-15 Balance
128. Organizational Chart, 3/2015, IE Placement Under President
129. Participatory Governance Structural Manual
130. Performance Evaluation Summary Report - View on campus
131. Personnel Action Request Form
132. Personnel Manual
133. Planned Purchase Cut Off Time Memo
134. Position Review Form
135. President's Evaluation Form
136. Procurement Rules
137. Property Insurance 2014-2016 Premium
138. Public Information Release Form
139. Public Law 22-30
140. Recruitment and Hiring Standard of Operating Procedures
141. Reference 2014-2015 Bi-weekly reports
142. Reference ASCC website main page search library link
ASLC.FollettDestiny.com
143. Reference copy of MOUs
144. Replacement and Disposal Process
145. Replacement and Disposal Process
146. Replacement/Disposal Process Document
147. Schedule of Financial Trends & Analysis
148. Security Daily Report
149. Show Cause Recommendation Report, TCO Subcommittee Report, pp 61-
63
150. Show Cause Sanction & Analysis Report
151. Signature page of Board Approval of Catalog
152. Spring 2015 Assessment Exit Report p.3
153. Student Government Association (SGA) Semester Calendar
154. Student Satisfaction Survey
155. Student Services Biweekly Report
156. Summarized FY2015 Daily Cash Position Report
157. Technology for Distance Learning ASCC/ASDOE-Manua
158. Template for faculty supplemental course material order request
159. Two-Way Performance Evaluation Form

160. Updated Finance Division 2015 Manual – view on campus
161. USDOE Region IX September 2015 letter