

This confirms that your 2015 Annual Report to ACCJC was submitted by Dr. Seth Galea'i <s.galeai@amsamoa.edu> on 04/07/2015. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



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

**2015 Annual Report**  
**Final Submission**  
 04/07/2015

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

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Sonny J. Leomiti
3.	Phone number of person preparing report:	(684) 699-7834
4.	E-mail of person preparing report:	s.leomiti@amsamoa.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.amsamoa.edu/files/ASCC_CATALOG_2014-2016.pdf">http://www.amsamoa.edu/files/ASCC_CATALOG_2014-2016.pdf</a> (Page 21 of pdf electronic file)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.amsamoa.edu/institution/accreditation.html">http://www.amsamoa.edu/institution/accreditation.html</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 1,276 Fall 2013: 1,488 Fall 2012: 1,795
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	787
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	489
9.	Number of courses offered via distance education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
10.	Number of programs which may be completed via distance education:	n/a
11.	Total unduplicated headcount enrollment in all types of Distance	Fall 2014: n/a

	Education:	Fall 2013: n/a Fall 2012: n/a
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	80%									
14b.	Successful student course completion rate for the fall 2014 semester:	89%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>0</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>0</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	0	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	0
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	0									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	0									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	238									
16b.	Number of students who received a degree in the 2013-2014 academic year:	229									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	9									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	n/a									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Intro to Auto Body Repair Fundamentals of Automotive Carpentry Fundamentals									

		Basic Electrical Theory Welding Fundamentals Nurse Aide (CNA)			
19a.	Number of career-technical education (CTE) certificates and degrees:	42			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	42			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
		<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	Not Set			0 %	0 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
	Not Set		0 %	0 %	
22.	Please list any other institution set standards at your college:				
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>		<b>Institution set standard</b>	
	Developmental Courses	The successful Completion of highest developmental English and Math Courses which transition students into college readiness.		70%	
	Degree Program Requirements	The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program.		80%	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	ASCC continues to work towards the defining of its degree qualification profiles with emphasis on the linkages to set institutional standards based on formative analyses. Although several institutional standards have been set last month on student course completion rates, pre-collegiate course completion rates, and program degree requirement completion rates, ASCC continues to review its definition, dialogue, and processes on gateway courses, transfer, and job placement qualities and competencies				

not limited to institutional qualities and competencies. (Referencing ASCC Show Cause Sanction, Eligibility Requirements 7, 11, 14, 18 and Standards I, II, III, IV and Recommendations 1, 2, 3, 4, 5, 6, 7, and 8)

### Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	309
	b. Number of college courses with ongoing assessment of learning outcomes	216
	Auto-calculated field: percentage of total:	69.9
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	55
	b. Number of college programs with ongoing assessment of learning outcomes	47
	Auto-calculated field: percentage of total:	85.5
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	3
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	3
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	Not Available
28.	Number of courses identified as part of the general education (GE) program:	13
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	13
32.	Number of Institutional Student Learning Outcomes defined:	5

33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	0%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	0%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>ASCC is currently reviewing its Institutional Learning Outcomes to encompass institutional qualities and competencies. (Referencing ASCC 2015 Show Cause Sanction, WASC ACCJC Eligibility Requirements 7, 11, 14, 18 Standards I, II, III, IV and Recommendations 1, 2, 3, 4, 6, 8)</p>	
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>ASCC is working to clarify the alignment of its student learning outcomes to institutional learning outcome qualities and competencies. (Referencing ASCC Show Cause Sanction, Eligibility Requirements 7, 11, 14 and Standards I, II, IV and Recommendations 1, 2, 3, 6, and 8)</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>ASCC is currently reviewing how student learning outcome assessment results are compiled and analyzed for institutional dialogue and decision making. (Referencing ASCC Show Cause Sanction, Eligibility Requirements 7, 11, 14, 18 and Standards I, II, III, IV and Recommendations 1, 2, 3, 4, 5, 6, 7, and 8)</p>	
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>ASCC's dialogue on SLO assessment occurs at all levels of the institution based on its existing structure but has learned that there are limitations on institutional dialogue and outcome analyses that contribute to institutional effectiveness. ASCC is currently working to improve its definition of institutional effectiveness. (Referencing ASCC Show Cause Sanction, Eligibility Requirements 7, 11, 14, 18 and Standards I, II, III, IV and Recommendations 1, 2, 3, 4, 5, 6, 7, and 8)</p>	
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p>	

ASCC's thorough review of its General Education program outcome qualities and competencies has transformed the dialogue on student achievement. This process enabled general education faculty to focus on strengths and weaknesses concerning GE qualities and competencies and to make informed decisions using quality evidence to improve GE course outcomes, assessment instruments, and GE program outcomes. The emphasis on dialogue and processes spearheaded by general education faculty follows an eight step process: GEO course identified, Review of Course and GE outcome alignment, Review of GE course assessment and instruments, Review of course outcome validity (inter rater reliability), Review of GE assessment cycle, Analyzing GE qualities and competencies, and Report Findings. Using matrices to map GE outcome competencies at the beginning, developing, and performing levels upon completion of GE courses, alignment to outcome qualities, and the reliability of faculty inter rating helped to eliminate flaws in data analyses. ASCC is now reviewing its Core Foundational Areas (Content Enrichment Courses) and Co-Foundational Areas (Program Courses) to review program and course qualities and competencies linked to quality evidence. (Referencing ASCC Show Cause Sanction, Eligibility Requirements 7, 11, 14, 18 and Standards I, II, III)

### Substantive Change Items

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 1 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Scope and/or Name
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Name change to reflect addition of Baccalaureate program

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	None
43.	List all of the institutions instructional sites out of state and outside the United States:	None

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

If you need additional assistance, please contact the commission.

Sincerely,

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