



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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**2016 Annual Report****Final Submission**

03/31/2016

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>
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 2015: 1,284 Fall 2014: 1,276 Fall 2013: 1,488
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	888
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	396
9.	Number of courses offered via distance education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: 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 Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a

13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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### 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 2015 semester:	85%									
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>90</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>N/A</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>N/A</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	90	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?	N/A	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?	N/A
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	90									
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?	N/A									
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?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	254									
16b.	Number of students who received a degree in the 2014-2015 academic year:	252									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	2									
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?	18 %									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	50									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Introduction 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,	42									

	including those for licensure and certification:				
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:	42			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	n/a			0 %	0 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
	Teacher Education Department		50 %	69 %	
	Associate of Arts Degree with an emphasis in Elementary Education	13.0101	0 %	0 %	
	Bachelors in Elementary Education	13.1202	0 %	0 %	
	Nursing Program		50 %	83 %	
	Associate of Science Degree in Nursing	51.3817	0 %	0 %	
	Certificate of Proficiency in Practical Nursing	51.3999	0 %	0 %	
	Trades and Technology		50 %	27 %	
	Associate of Science Degree in Architectural Drafting	15.1303	0 %	0 %	
	Associate of Science Degree in Auto Body Repair	47.0603	0 %	0 %	
	Associate of Science Degree in Automotive Technology	15.0803	0 %	0 %	
	Associate of Science Degree in Carpentry	46.0201	0 %	0 %	
	Associate of Science Degree in Civil Engineering Technology	14.0801	0 %	0 %	
	Associate of Science Degree in Electronics	14.1001	0 %	0 %	
	Associate of Science Degree in Electrical Technology	15.0399	0 %	0 %	
Associate of Science Degree in Welding	48.0508	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	

	Gateway Courses:	The successful completion of lowest level college English and Math courses as required by all degree and certificate programs to transition into General Education and program requirements.	72
	Degree Program Requirements:	The successful completion of General Education, Core Foundational, and Co-Foundational courses required by the degree program.	80
	Persistence: (2 definitions)	The retention of students in their 1st and 2nd year and within 150% time to graduate	
	1st Year Retention	Percentage of students who are retained from fall to spring.	50
	2nd Year Retention	Percentage of students who are retained from fall to fall.	30
	Graduation:	Successful completion of a degree requirement within 150% time to graduate.	39
23.	<p>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).</p> <p>ASCC established its institution-set achievement standards in the spring of 2015. Student achievement standards provide definitions and measurements to determine the amount of academic content a student learns in a determined amount of time. 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. ASCC further clarified in the fall of 2015 the roles, composition, purpose, and outcomes of its constituents and decision-making groups in program review, assessment of student learning and achievement, and planning to emphasize the importance of shared governance in its published Participatory Governance Structural Manual. As a result, changes were made to ASCC's Organizational Chart and divisions were grouped according to outcome functions in the areas of Academic Service Outcomes, Student Service Outcomes, Administrative Service Outcomes, Research and Human Extension Service Outcomes.</p>		

**Student Learning Outcomes and Assessment**

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	309
	b. Number of college courses with ongoing assessment of learning outcomes	230
	Auto-calculated field: percentage of total:	
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	52
	Auto-calculated field: percentage of total:	

Courses			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	1
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	1
	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:	<a href="http://www.amsamoa.edu/IDS/0001.html">http://www.amsamoa.edu/IDS/0001.html</a>	
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).	82%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	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>ASCC fully reviewed and approved its Institutional Learning Outcomes (ILOs) in the spring of 2015 during its Show Cause Sanction. The ILO assessment cycle will conclude in the spring of 2016 and a thorough review of ILO qualities and competencies will take place. ILOs are institutional qualities embedded into identified courses as institutional outcome competencies. These institutional qualities are mapped to General Education competencies, Core Foundational competencies (content focused/enrichment courses), and/or embedded in Co-Foundational (program based) competencies to equip students with the necessary content/skills to complete their career pathways as emphasized in ASCC's Mission.</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.	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>Student Learning Outcomes (SLOs) is a general statement describing the different levels of outcomes particular to student learning and student achievement offered at ASCC. SLOs include: Institutional Learning Outcomes (ILOs): Outcome qualities required for all ASCC graduates. General Education Outcomes (GEOs): Outcome qualities that describe what the institution wants students to be able to do in completion of the General Education Program for an AA or AS Degrees. Program Learning Outcomes (PLOs): Program defined outcome qualities specific to a discipline or area of specialization. Course Learning Outcomes (CLOs): Outcomes that demonstrate competencies in Program, General Education, and Institutional qualities. All courses are mapped accordingly to a degree quality profile that demonstrates alignment of course competencies/outcomes to program and institutional outcome qualities. All courses are reviewed following a program and/or institutional outcome assessment cycle for recommendations pertaining to degree appropriateness for transfer and gainful employment.</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>The Participatory Governance Structural Manual documents ASCC's approach to governance and decision-making to reflect participatory principles and procedures for its defined constituents and decision-making groups. The various partnerships of internal stakeholders, through participation in constituent groups, are committed to the best interest of the College's students and are unified by ASCC's Vision, Mission, Core Values, and Institutional Learning Outcomes to assure that student success is the focus of all institutional priorities. The role of constituent groups in ASCC's decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of its Mission through program review, institutional assessment of student learning programs and services, institutional planning, and institutional reporting. ASCC developed in the fall of 2015 an Institutional Data Set (IDS) Toolkit to provide access for internal and external stakeholders to data in the areas of student achievement indicators, enrollment, student placements, developmental passing rates, degree requirements, graduation rates, student learning outcomes, employee data, student opinion surveys, program review, student services, and external reports to aid in decision-making.</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 clarification of its constituents, which include all internal stakeholders from all programs and decision-making groups through its Participatory Governance Structural Manual (PGSM) provides focus and structure to the different types of dialogue that center on institutional effectiveness. The PGSM specifies the roles, composition, purpose, outcomes, and reporting protocol for the different constituents and decision-making groups. 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. 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.</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> <p>ASCC's Closing of the Assessment Loop dialogue continues at the course, program, and</p>

institutional levels, ensuring that outcome qualities and competencies are achieved through its certificate and degree programs. Program review analysis and findings are used to strengthen ASCC services with emphasis on student learning and student achievement. As a result, organizational changes have been made to ASCC's Organizational Chart. The changes reflect the categorization of services aligned to student learning outcomes. The College's Accelerated Preparatory Program (CAPP) that was developed in 2012 was assessed using ASCC's institution-set standards for developmental and gateway courses. As a result of this assessment, ASCC has learned that the time students take to complete preparatory courses has decreased enabling students to transition into college courses.

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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

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