American Samoa Community College

Fall 2016 Convocation

August 15, 2016

Our purpose is our “Mission”

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

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

- **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.**

ASCC Institutional Learning Outcomes:

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

ASCC Core Values:

- **Through the missions of our programs and services, we hold ourselves accountable to the following:**
  - **Student Centeredness**: ASCC commits to provide high quality programs and services focusing on student learning;
  - **Respect for Diversity**: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
  - **Collaboration and Teamwork**: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
  - **Respect for Tradition and Culture**: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
  - **Lifelong Learning**: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

American Samoa Community College

Convocation

FY 2017 Institutional Priorities

August 15, 2016

ASCC FY 2017 Institutional Priorities:

- **Maintenance**
  - ISP Academic Excellence
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies.
- **Reclassification**
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 3: ASCC will emphasize high quality teaching and services.
- **Professional Development**
  - Goal 2: ASCC will support faculty and staff performance commitment.
    - ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities.

"Accreditation"

Forms of Commission Action

- Actions that Reaffirm Accreditation
  - Reaffirm Accreditation
  - Reaffirm Accreditation and Require a Follow-Up Report
- Sanctions:
  - Warning
  - Probation
  - Show Cause
- Actions Related to Commission Withdrawal of Accreditation
  - Withdraw Accreditation for Noncompliance
  - Grant Restoration Status

Status of Accreditation: Warning

- The Warning sanction is assigned when "an institution has been determined by the Commission not to meet one or more standards, and Reaffirmation for One Year is not warranted. When the Commission finds that an institution is out of compliance with the Commission's Standards to an extent that gives the Commission, it may issue Warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities, and meet the standards. The Commission may also issue Warning if the institution has acknowledged within its Institutional Self Evaluation Report or Special Report the deficiencies leading to serious noncompliance, and has demonstrated affirmative steps and plans to fully resolve the deficiencies within twelve months. The Commission will specify the time within which the institution must resolve the deficiencies and demonstrate compliance, generally twelve to eighteen months. During the Warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Warning is issued as a result of the institution's comprehensive review, reaffirmation is delayed during the period of Warning. The accredited status of the institution continues during the Warning period."

ACCJC Accreditation Reference Handbook, Policy on Commission Action on Institutions, Section III, pp. 43-44 (July 2015 Edition)

Commission Actions

Commission Action

Dr. Rosevonne Pato
American Samoa Community College
February 5, 2016

Additional Information:

Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to terminate the accreditation of an institution which is out of compliance with any standards, or, alternatively, may provide an institution with additional notice and a deadline for coming into compliance that is no later than two years from when the institution was first informed of the non-compliance. With this letter, American Samoa Community College is being provided with notice of the Standards for which it remains out of compliance, and is being provided time to meet the Standards.

unity College was placed on Show Cause in January 2015, following its
n fall 2014. Following the Commission's review of the October 2015
l Show Cause Evaluation Team Report, the Commission finds that the
ost of the deficiencies in meeting standards and only remains out of
ce Standards noted above. American Samoa Community College must
eficiencies and meet the three remaining Standards by **October 2016.**
in the two-year period permitted by federal regulations.

American Samoa Comm
comprehensive review i
Show Cause Report and
College has resolved m
compliance with the thr
resolve the remaining d
This deadline falls with

Definitions Related to Commission Actions and Action Letters

- Enforcement Action: Federal regulations require accreditors to take adverse action (action to deny or withdraw accredited status) to enforce compliance with accreditation standards. Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to withdraw the accreditation of an institution which is out of compliance with any standard. At the discretion of the Commission and in the alternative, the Commission may provide the institution with notice and a deadline for resolving the deficiencies and coming into compliance that must not exceed two years from when the institution was first informed for noncompliance. The two-year rule, as is commonly known, is found in federal regulations 34 C.F.R § 602.20. It should be noted that the U.S. Department of Education requirement is based solely on the passage of time following notification to the institution of any standard it does not meet. The maximum allowable period for meeting a standard is not based upon whether there is the imposition of a sanction.

ASCC Required Actions

- Follow up Report: is required when an institution must provide evidence that demonstrates it has addressed recommendations, resolved deficiencies identified in evaluation team reports, and meets Commission's Standards. [1]
- *The Report includes a narrative analysis and evidence that describes the resolution of deficiencies identified in the Commission action letter; verifies that Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards) are met; and affirms that the institution will sustain changes/ improvements*. [2]

[1] ACCJC Guidelines for Preparing Institutional Reports to the Commission, p. 1 (October 2015 Revised Edition)
[2] ACCJC Guidelines for Preparing Institutional Reports to the Commission, p. 5 (October 2015 Revised Edition)

Report Required Format

- Cover Sheet: The Cover Sheet identifies it is a Follow-Up Report and includes the name and address of the institution and the date of submission.
- Certification Page: The Certification Page certifies there was broad participation in the preparation of the Report and the Report is an accurate reflection of the nature and substance of the institution. The college Chief Executive Officer (CEO), Chair of the Governing Board, and other college personnel as appropriate, sign this certification attesting to their review of the Report.
- Table of Contents: The Table of Contents is a listing of the contents of the Report, including appendices.
- Report Preparation: This section describes the process of report preparation and identifies those who were involved in preparation.
- Response to the Commission Action Letter: Each deficiency identified by the Commission in its action letter must be resolved. The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must also demonstrate that the Commission's Standards are met and affirm that the institution will sustain the changes/improvements.
- Appendices: The Follow-Up Report shall include appropriate evidence to support the information provided in the Report.

ACCJC Guidelines for Preparing Institutional Reports to the Commission, p. 5 (October 2015 Revised Edition)

Submission of Report

- The ASCC Follow-Up Report is due to the Commission on the 15th of October, 2016.

Commission Action Letter to ASCC, February 5, 2016, p. 1

ASCC Accreditation Focus

- **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**
  - I.A Mission:
    - 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.
  - I.B Assuring Academic Quality and Institutional Effectiveness:
    - I.B.3- Academic Quality: 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.
    - I.B.6- Institutional Effectiveness: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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.

Effective Practices: A culture of evidence and inquiry is pervasive in the institution, including cohort tracking, using disaggregated data and strong support from the institutional research unit. [1]

Focus Questions: [1]

1. What data does the institution use to determine whether or not it is accomplishing its mission? What institutional processes does the institution use to evaluate the effectiveness and success of its mission? *(Federal Regulation)*
2. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?

Visiting Team Notes: [2]

1. "The College needs time to evaluate its planning processes and to use data for more long range planning."
2. "The College is in the beginning stages of directing institutional priorities, based on the results of assessment data."
3. "The College does not meet the Standard."

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[1] ACCJC Guide to Evaluating & Improving Institutions, p. 13 (July 2015 Revised Edition)
[2] ASCC Show Cause Visiting Team Report to Commission, p. 4

ASCC Action Plan to Address I.A.2:

Improve institutional processes for Program Review, Assessment, Planning and Resources Allocation by solidifying the linkage of these processes to institutional learning outcomes and institutional-set achievement standards to determine institutional priorities and mission effectiveness.

Note: In order to achieve this substandard, substandard I.B.3 and I.B.6 must be addressed first.

Academic Quality- I.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.

Focus Questions: [1]

1. What criteria and processes does the college use to determine its priorities and set minimum expectations (institution-set standards) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? *(Federal Regulation)*
2. Is there broad-based understanding of the priorities and the processes to implement.
3. To what extent does the college achieve its standards? *(Federal Regulations)*
4. How does the college use accreditation annual report data to assess performance against institution-set standards?
5. If an institution does not meet its own standards, what plans are developed and implemented to enable it to reach these standards? *(Federal Regulations)*
6. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?

Visiting Team Notes: [2]

1. "Time is needed to complete the assessment cycle to determine how well they are achieving the Standard to reach the stage of continuous improvement."
2. "The College does not yet meet the Standard. It will complete its assessment of student achievement this fall."

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[1] ACCJC Guide to Evaluating & Improving Institutions, p. 15 (July 2015 Revised Edition)

[2] ASCC Show Cause Visiting Team Report to Commission, p. 7

ASCC Action Plan to Address I.B.3:

1. Complete the Student Learning Outcomes 2015-2016 academic calendar assessment cycle (Institutional Learning Outcomes, General Education Outcomes, Program Learning Outcomes, Course Learning Outcomes)
2. Institutional Data Sets (IDS) for institution-set standards and Student Learning Outcomes analysis are compiled, updated, and disseminated for program review, planning, and resources allocation.

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

Effective Practices: An equity agenda is integrated with efforts to improve student learning and achievement. [1]

Focus Questions: [1]

1. Does the institution identify significant trends among subpopulations of students and interpret their meaning?
2. Has the institution set performance expectations (key performance indicators) for the subpopulations?
3. How does it judge achievement of the target outcomes?
4. Is the institution performance satisfactory?
5. What changes have been made or are planned as a result of the analysis of the data?

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[1] ACCJC Guide to Evaluating & Improving Institutions, p. 16 (July 2015 Revised Edition)

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

Visiting Team Notes: [1]

1. "Although the College does disaggregate data by subpopulations for student achievement metrics, it does not disaggregate data by subpopulations with regards to learning outcomes."
2. "It would still be beneficial to disaggregate the student learning outcomes by gender, age, or other variables."
3. "The College does not meet the Standard."

[1] ASCC Show Cause Visiting Team Report to Commission, pp. 8-9

ASCC Action Plan to Address I.B.6:

Review the IDS and identify other areas of student achievement data that should be disaggregated which may include:

- Achievement by age
- Achievement by gender
- Achievement by race/ethnicity
- Achievement by socio economic status
- Achievement by delivery mode
- Achievement by cohort
- Other, as relevant to the college's service area and mission

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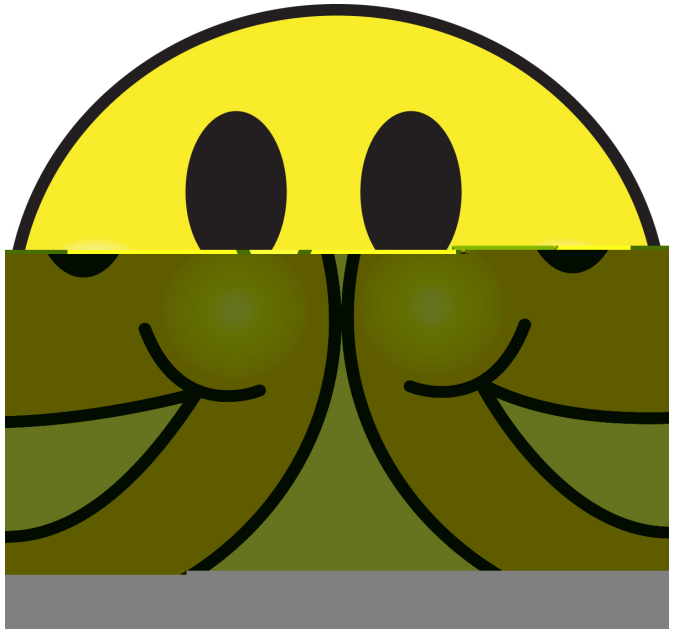
ACCJC Manual for Institutional Self Evaluation, Student Achievement Data, pp. 22-23 (October 2015 Revised Edition)

Sustaining Institutional Effectiveness

- Demonstrating sustainability and compliance:
  - Eligibility Requirements
  - Accreditation Standards
  - Commission Policies



American Samoa Community College

Convocation

Reemphasizing Perspectives of Best Practice

August 15, 2016

Best Practice for the Accreditation Process

- Best Practices provide valuable guidance to our institution;
- Best Practices serve as a reference for measuring overall operational execution and performance in the the accreditation process and used as guiding principles for developing and initiating appropriate actions or improvements.

Best Practices in the Accreditation Process

1. That the institution understands the accreditation process.

    A. Steps in the Accreditation Process
    B. Resources Available

Best Practices in the Accreditation Process

2. Institutional Commitment:

   A. Role of the CEO
   B. Institutional Partnership in Accreditation
   C. The Role of the Liaison Officer (ALO)

Best Practices in the Accreditation Process

3. Eligibility Requirements, Accreditation Standards, and Commission Policies

What are:

A. Eligibility Requirements?

B. Accreditation Standards?

C. Commission Policies?

Best Practices in the Accreditation Process

4. Self Evaluation Process

    A. Purpose of the Self Evaluation Process
    B. Organization of the Self Evaluation Process/Roles of Campus Groups

Best Practices in the Accreditation Process

5. The Self Evaluation Report of Educational Quality and Institutional Effectiveness

   A. Purpose of the Institutional Self Evaluation Report
   B. Evidence and Data
   C. Content for the Institutional Report
   D. Requirements for Evidentiary Information
   E. Submission and Format of the Institutional Self Evaluation Report

American Samoa Community College

Convocation

Self Study – External Perspective

August 15, 2016

A. Integrity: Ethical and Responsible Conduct

B. Teaching and Learning: Quality, Resources, and Support

C. Teaching and Learning: Evaluation and Improvement

D. Resources, Planning, and Institutional Effectiveness

American Samoa Community College

Convocation

Accreditation – A Voluntary Process

August 15, 2016

Benefits of Accreditation

- The Commission and its accreditation authority provide to students an assurance that the educational activities of the accredited institution have found to meet Accreditation Standards and are satisfactory.

Benefits of Accreditation

- Accreditation Status provide students the following benefits:
  1. Easier transfer of earned academic credits when those credits are appropriate to the receiving institution;
  2. Greater acceptance of the students' credits, certificates and degrees by employers, and other institutions of higher education.

Benefits of Accreditation

- The Commission provides:
  1. Provides an incentive for self evaluation and self-directed institutional improvement through the institutional self evaluation of educational quality and effectiveness.
  2. Provides valuable information and recommendations for improvement through the external evaluation process

Benefits of Accreditation

4. Provides to its member institutions a guard against external encroachment harmful to the institutional quality.
5. An enhanced reputation of the accredited institution because of its voluntary participation in peer review.
6. Access to federal programs and private support that aid postsecondary education.

Benefits of Accreditation

7. Provides to the public an assurance that through external evaluation the institution conforms to established standards of good practice in higher education.
8. Provides assurance that an institution of higher education is committed to improving the quality of its educational offerings and an assurance that the institution is operating with in the legal and fiscal practices of good conduct appropriate to an institution of higher education.

American Samoa Community College

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Addressing ACCJC Recommendations

August 15, 2016

Completed Tasks: March - July

- Finalized the Accreditation Planning Agenda, Timeline and Processes to address Warning Sanction.
- Board of Higher Education:
  - Review ASCC's Accreditation Status and Planning Agendas.
  - Review previous Board Recommendations and updates on Board annual goals.
  - Discussed other matters pertinent to the Board.
- Completed the assessment cycle for AY 2015-2016.

Completed Tasks: March - July

- Presentation of Warning Sanction and Expectations:
  - Facilitation of Accreditation Focus, Tasks, and Responsibilities.
  - Presentation of Accreditation Status and Action Plan to Internal Stakeholders. (Leadership Team/Faculty/Staff)
- Thorough Review of Recommendations:
  - Review ASCC's Strategic Plan 2015-2020, Program Review Templates. (Biennial and Divisional Assessments)
  - Delegation of tasks to Strategic Planning Subcommittees. (Strategic Focus Areas)

Completed Tasks: March - July

- Implementation of Strategic Plan, goals, and objectives:
  - Priority: I.A.2 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 2, Performance Indicator 4, Expected Outcome 6, pp. 23-24)
  - Priority: I.B.3 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 2, Performance Indicator 1a and 1b, Expected Outcomes, 1 and 2) *Possible updates may need to be addressed as these outcomes have been completed.*
  - Priority: I.B.6 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 3, Performance Indicator 3, Expected Outcome 4)
  - Provide recommendations and updates on expected outcomes per strategic area.

Completed Tasks: March - July

- Implementation of Strategic Plan, goals, and objectives:
  - Priority: I.A.2 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 2, Performance Indicator 4, Expected Outcome 6, pp. 23-24)
  - Priority: I.B.3 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 2, Performance Indicator 1a and 1b, Expected Outcomes, 1 and 2) *Possible updates may need to be addressed as these outcomes have been completed.*
  - Priority: I.B.6 (Referencing Institutional Strategic Plan, AE Strategic Goal 1, Objective 3, Performance Indicator 3, Expected Outcome 4)
  - Provide recommendations and updates on expected outcomes per strategic area.

Completed Tasks: March - July

- Analysis due to IPECC:
  - Student Achievement and Learning Outcome Analysis.
  - Strategic Plan Updates and Recommendations.
- Finalizing of Program Review Instruments:
  - Implementation of Divisional Assessment. (Annual Program Review)
  - Implementation of Institutional Program Review. (Biennial Program Review)
- Review of Institutional Strategic Plan updates and recommendations and provide institutional priorities.
  - Review of Divisional Assessment and Institutional Program Review Summaries.
  - Update Strategic Plan and provide a written institutional program review analysis.
  - Submit updates and analysis to the Leadership Triangle.

Completed Tasks: March - July

- Setting of institutional priorities based on program review analysis and strategic planning updates.
- A memo is released to inform all constituencies and internal stakeholders of institutional priorities to base resource allocation.
- Preparation and Planning of divisional annual budget linked to institutional priorities.
  - Budget Deadline: June 29, 2016.

Completed Tasks: March - July

- Budget Compiled and Submitted to the Leadership Triangle.
- Review of Budget.
- Finalizing and Presentation of Institutional Priorities and FY 2017 Budget to the Board of Higher Education for review and approval.

Current Task: August - September

- Drafting of Accreditation Report:
  - Report due: August 26, 2016 and submitted to the Leadership Triangle.
- Board of Higher Education review of the ASCC Accreditation Report.
- Board recommendations and approval of report.
- Submission of Accreditation Report to the Commission.

American Samoa Community College

Convocation

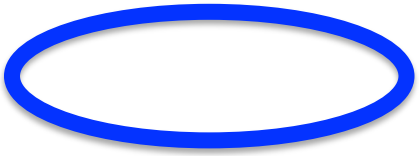
"Accreditation Information and Resources"

August 15, 2016

Access to Accreditation Information:

- Accreditation Status
- Accreditation Information & Resources
- ACCJC Updates
- ASCC-ACCJC Annual Reports
- Accreditation History & Actions Taken
- ACCJC Accreditation Basics Online Course

Access to Accreditation Information:



Information & Resources:

Accreditation Information & Resources

ACCJC Commission Updates

ASCC-ACCJC Annual Report Archive

Accreditation History & Actions Taken

Accreditation Basics (Online Course)

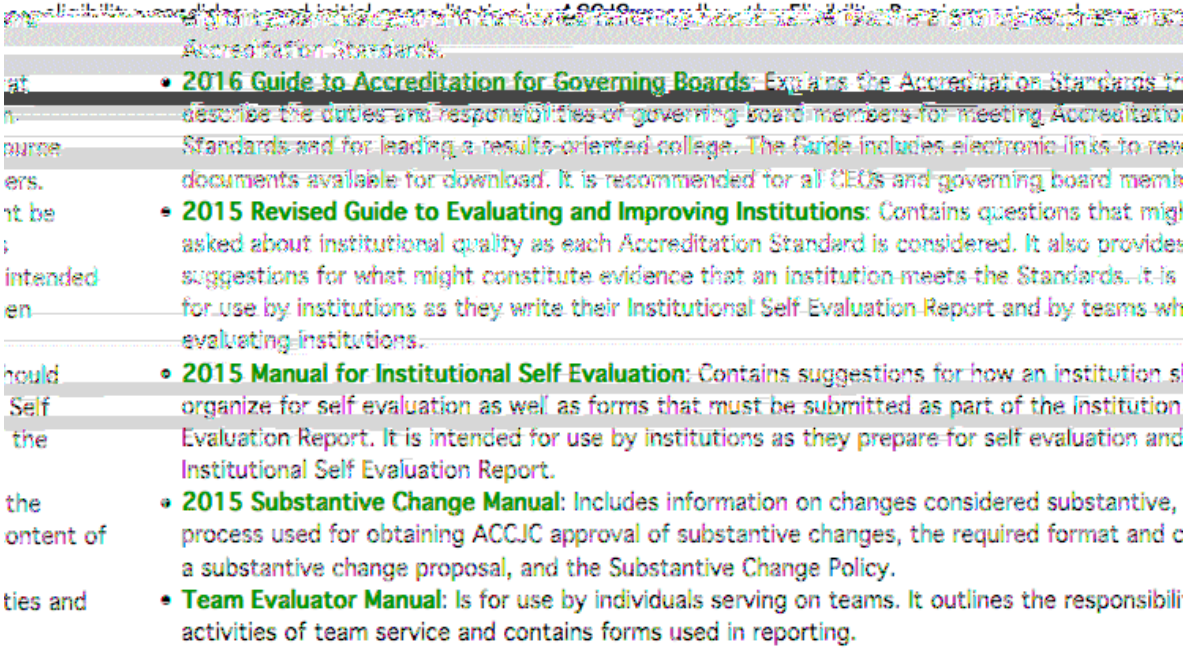
Purpose of Accreditation

Statement: The purpose of accreditation in higher education is a collegial process based on self and peer assessment. Accreditation ensures that institutions demonstrate continuity on improvement in academic quality, sustainability, and public accountability.

Accreditation Manuals

This page provides access to all ACCJC published manuals and resources. This information can also be retrieved from the ACCJC Website at: **http://www.accjc.org/all-commission-publications-policies**. All ACCJC Manuals and descriptions were taken from the ACCJC Website.

- **2015 Accreditation Reference Handbook**: Contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Accreditation Standards, and all Commission policies.
- **2015 Checklist for Evaluating Compliance with Federal Regulations and Commission Policies**: The checklist alerts team members of recent USDE regulatory changes or interpretations. It also includes the Commission policies that must be specifically addressed.
- **2015 Eligibility, Candidacy, and Initial Accreditation Manual**: Includes the steps for establishing


Accreditation Standards.

- **2016 Guide to Accreditation for Governing Boards**: Explains the Accreditation Standards to describe the duties and responsibilities of governing board members for meeting Accreditation Standards and for leading a results-oriented college. The Guide includes electronic links to rev documents available for download. It is recommended for all CEOs and governing board memb
- **2015 Revised Guide to Evaluating and Improving Institutions**: Contains questions that migh asked about institutional quality as each Accreditation Standard is considered. It also provides suggestions for what might constitute evidence that an institution meets the Standards. It is for use by institutions as they write their Institutional Self Evaluation Report and by teams wh evaluating institutions.
- **2015 Manual for Institutional Self Evaluation**: Contains suggestions for how an institution sl organize for self evaluation as well as forms that must be submitted as part of the Institution Evaluation Report. It is intended for use by institutions as they prepare for self evaluation and Institutional Self Evaluation Report.
- **2015 Substantive Change Manual**: Includes information on changes considered substantive, process used for obtaining ACCJC approval of substantive changes, the required format and c a substantive change proposal, and the Substantive Change Policy.
- **Team Evaluator Manual**: Is for use by individuals serving on teams. It outlines the responsibili activities of team service and contains forms used in reporting.

Information & Resources:

- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
- Accreditation History & Actions Taken
- Accreditation Basics (Online Course)

Accreditation Resources

- Accreditation Toolkit

Information & Resources:

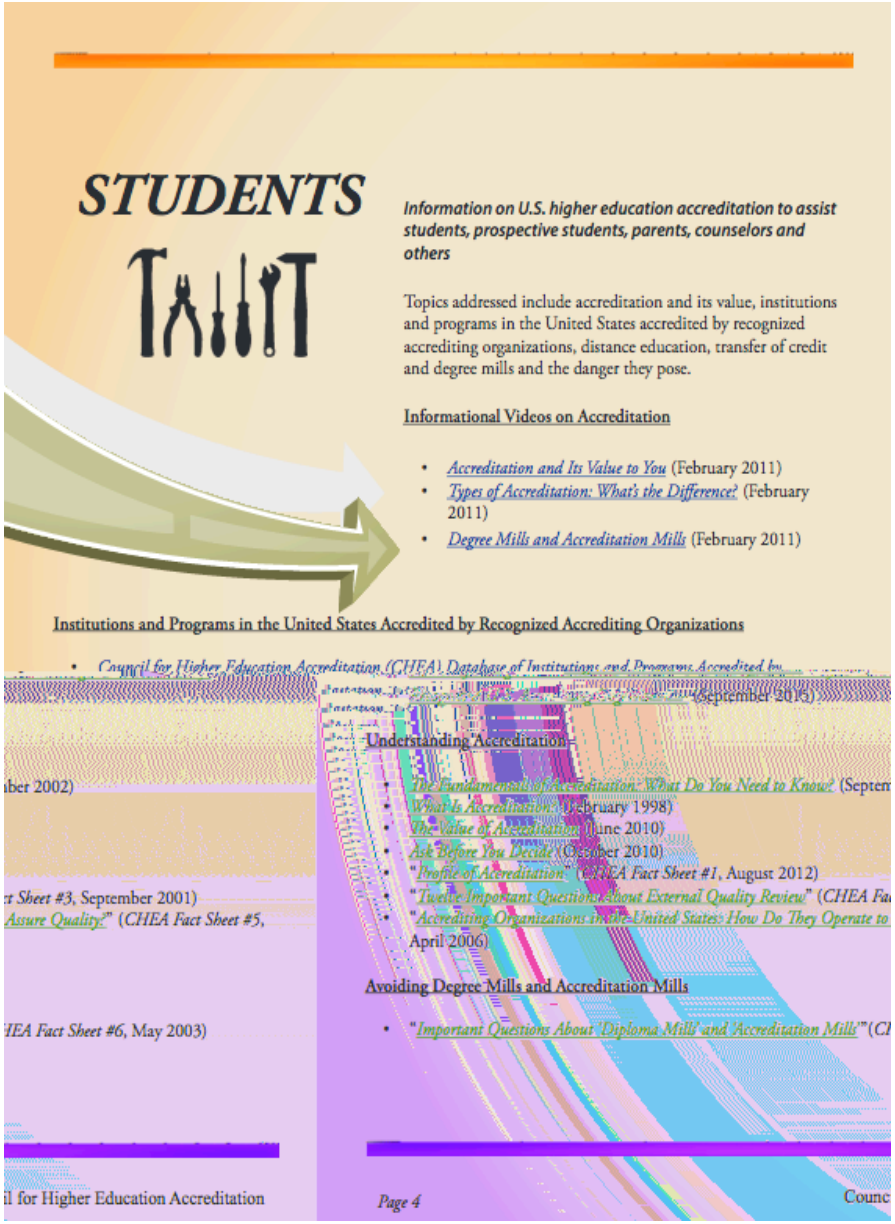
Accreditation Information & Resources

ACCJC Commission Updates

ASCC-ACCJC Annual Report Archive

Accreditation History & Actions Taken

Accreditation Basics (Online Course)



STUDENTS

Information on U.S. higher education accreditation to assist students, prospective students, parents, counselors and others

Topics addressed include accreditation and its value, institutions and programs in the United States accredited by recognized accrediting organizations, distance education, transfer of credit and degree mills and the danger they pose.

Informational Videos on Accreditation

- *Accreditation and Its Value to You* (February 2011)
- *Types of Accreditation: What's the Difference?* (February 2011)
- *Degree Mills and Accreditation Mills* (February 2011)

Institutions and Programs in the United States Accredited by Recognized Accrediting Organizations

- *Council for Higher Education Accreditation (CHEA) Database of Institutions and Programs Accredited by*

Understanding Accreditation

- *The Fundamentals of Accreditation: What Do You Need to Know?* (Septem
- *What Is Accreditation?* (February 1998)
- *The Value of Accreditation* (June 2010)
- *Ask Before You Decide* (October 2010)
- "*Profile of Accreditation*" (*CHEA Fact Sheet #1*, August 2012)
- "*Twelve Important Questions About External Quality Review*" (*CHEA Fa*
- "*Accrediting Organizations in the United States: How Do They Operate to*

April 2006)

Avoiding Degree Mills and Accreditation Mills

- "*Important Questions About 'Diploma Mills' and 'Accreditation Mills'*"(*C*

ber 2002)

t Sheet #3, September 2001)

Assure Quality?" (*CHEA Fact Sheet #5*,

HEA Fact Sheet #6, May 2003)

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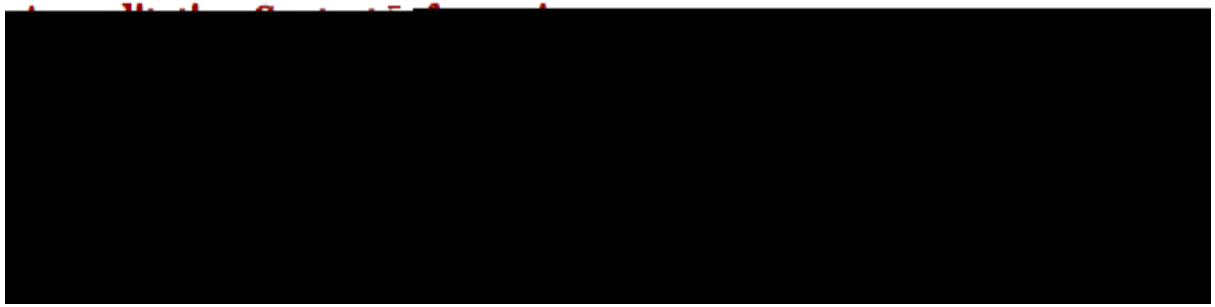
Information & Resources:

- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
- Accreditation History & Actions Taken
- Accreditation Basics (Online Course)



Commission Updates:

- Accreditation Information & Resources
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- Accreditation History & Actions Taken
- Accreditation Basics (Online Course)

ACCJC COMMISSION UPDATES

Purpose: To provide institutional access to updates regarding ACCJC Newsletters, Workshops, Commission Actions, and accreditation resources. The ACCJC Commission Update link is updated weekly to assure that information is available to all internal and external stakeholders.

Updates

- July 8, 2016:
  - Commission Action on Policies
  - 2016 Commission Meeting
  - s: ACCJC Election Report and Two New ACCJC Staff Appointments
  - late - Spring 2016 Edition
  - iting Commission for Community and Junior Colleges to be Held June
  - y Public Session Agenda
  - 2016 Commission Meeting
  - 23, 2016 Announcement of Commission Vacancies and Request for
  - cations
  - College CEOs and Accreditor to Partner in Accreditation Reform
  - Report on June 8 - 10
  - ACCJC Announcement
- May 3, 2016:
  - ACCJC Newsletter Upd
- April 25, 2016:
  - Meeting of the Accred
  - 8-10, 2016; Preliminar
- April 18, 2016:
  - Report on April 18th,
- April 15, 2016:
  - Amendment to March
  - Nominations and Appli
- April 5, 2016:
  - California Community

Annual Reports:

- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
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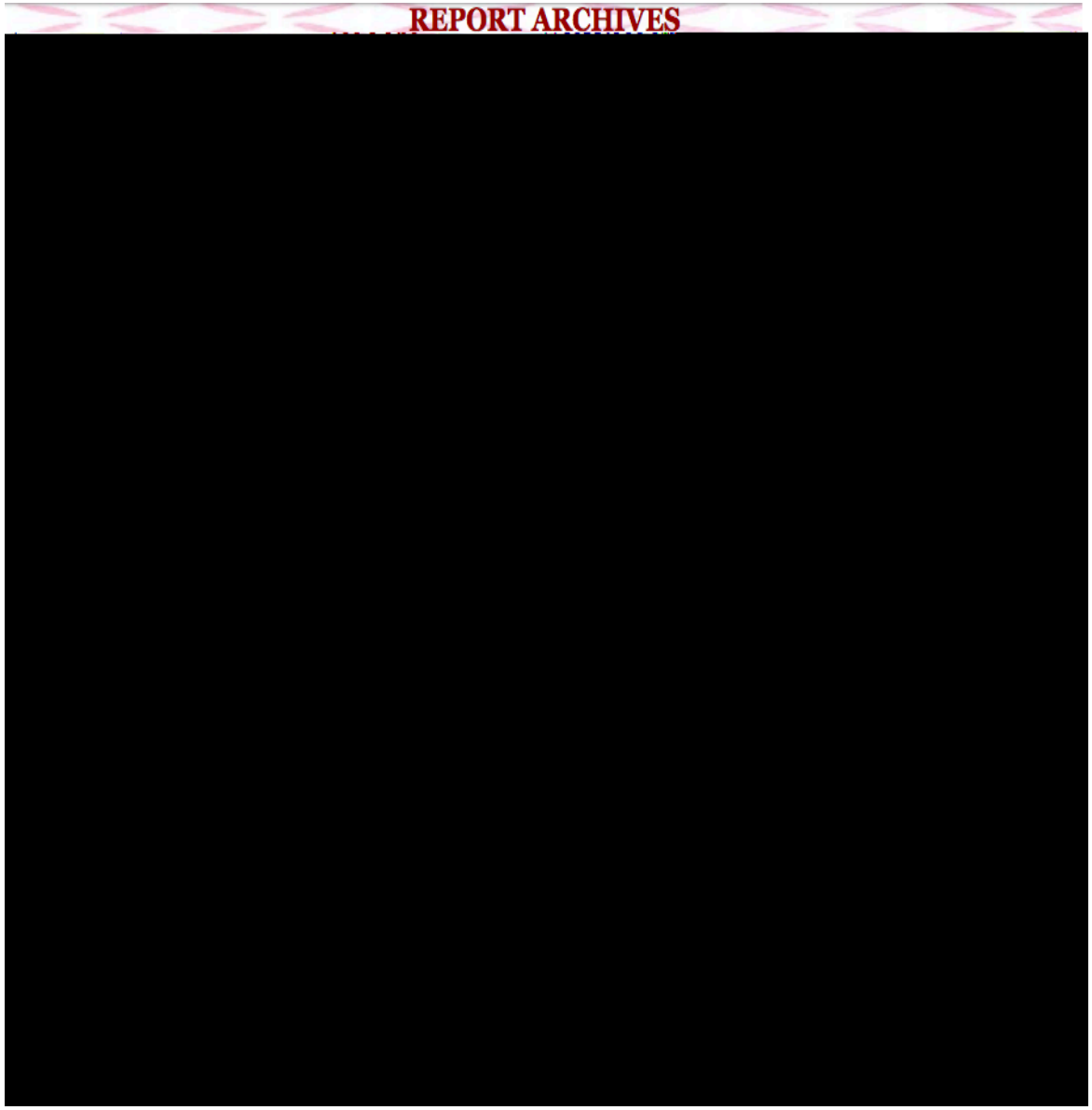

Accreditation History & Actions Taken:

- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
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FAASILASILAGA FAALAUAITELE MO LE KOLISI TUUFAATASI O AMERIKA SAMOA.

Mo le silafia e le mamalu o le aufaigaluega aemaise tagata lautele;

- O loo tumau pea le avea o le Kolisi Tuufaatasi o Amerika Samoa ma Kolisi e taualoa i tulaga tauaoaoga a le lunaite Setete. (US Accredited Institution)
- O le faaiuga a le Komisi mo Aoga (Accrediting Commission for Community and Junior Colleges) na faia i le aso 7 lanuari 2015, o le tuuina lea o le Kolisi Tuufaatasi o Amerika Samoa i le tulaga o le Faaali Mafuaaga poo le *Show CAUSE*.
- E tatau i le Kolisi Tuufaatasi o Amerika Samoa ona tuuina atu lana ripoti i le Aso 15 Oketopa 2015, e tali fuaitau ai i lenei tulaga.

The official WASC ACCJC Public Disclosure Notice for ASCC's accreditation status is provided below:

- Show Cause Report
- ACCJC Action Letter: February 6, 2015
- Public Disclosure Notice

2014: Comprehensive Review

- Self Study Report
- Visiting Team Report

2013: WASC Special Visit

- Team Report, June 2013 Action
- Commission Action Letter, June 2013 Action
- Commission Action Letter, November 2013 Action

2012: WASC Special Visit

- Team Report, June 2012 Action
- Commission Action Letter, June 2012 Action

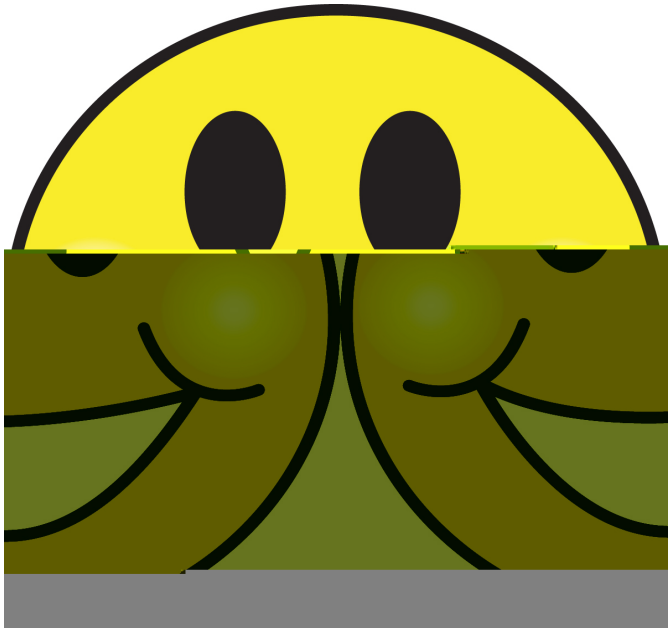
Accreditation Basics:

- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
- Accreditation History & Actions Taken
- Accreditation Basics (Online Course)

Accreditation Basics – An online workshop on the basic principles of accreditation

Accreditation Basics: An online workshop that offers a comprehensive overview of higher education accreditation in the United States, including regional accreditation, and the Western Association of Schools and Colleges as well as an in-depth look at the ACCJC Accreditation Standards. Participation in the workshop will be required for new team members and is recommended for all those interested in learning more about accreditation and/or for team members who are interested in an update on the principles of accreditation or learning more about the Accreditation Standards.

The workshop will offer a flexible, self-paced learning opportunity. Participants can register and complete the workshop at any time that suits their schedule. The workshop, if taken in full, requires approximately two hours.

Registration for the Accreditation Basics workshop is now open.

Discussion Forum: