

**American Samoa Community College  
Self-Evaluation Report 2014**





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# **AMERICAN SAMOA COMMUNITY COLLEGE**

## **SELF EVALUATION REPORT of EDUCATIONAL QUALITY and INSTITUTIONAL EFFECTIVENESS**

**in support of**

### **REAFFIRMATION OF ACCREDITATION**

**Submitted by**

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

**Submitted to**

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

**July 29, 2014**

(revised to ACCJC cross 8/28/14)



CERTIFICATION

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

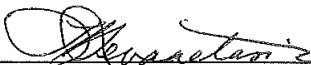
From: Dr. Seth P. Galea'i, President  
American Samoa Community College  
P.O. Box 2609  
Pago Pago, American Samoa 96799

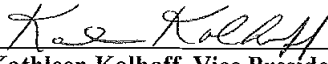
This Institutional Self Evaluation Report is submitted to ACCJC for the purpose of assisting in the determination of the institution's accreditation status.


I certify that there was broad participation by the campus community and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.


Signatures:


  
\_\_\_\_\_  
Dr. Seth P. Galea'i, President 7/18/14  
Date

  
\_\_\_\_\_  
Rev. Dr. Leanavaotaua Sekuini Seva'aetasi, Chairperson  
Board of Higher Education 7/18/14

  
\_\_\_\_\_  
Dr. Kathleen Kolhoff, Vice President of Academic & Student Affairs/ALO 7/13/14

  
\_\_\_\_\_  
Dr. Rosevonne Pato, Vice President of Administration 7/18/14

  
\_\_\_\_\_  
Tapaa Dr. Daniel Aga, Dean/Director of Community & Natural Resources 7/18/14

  
\_\_\_\_\_  
Ms. Emey Silafau, Chief Financial Officer 7/18/14

  
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Ms. Sereima Asifoa, Director Human Resources 7/18/14



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## Structure of the Institutional Self Study Report

### A. Introduction

American Samoa, the only U.S. Territory south of the equator, lies 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. The closest neighbor is the Independent State of Samoa (Western Samoa), 73 miles to the east. American Samoa consists of seven islands, with a total land mass of 76 square miles. The main island of Tutuila accounts for three-fourths of the total land area and is home to 90% of the population of 65,000. American Samoa has been a territory of the United States since 1900.

The economic resource base in American Samoa is very limited. According to the American Samoa Department of Commerce and the 2010 US Census, American Samoa is heavily dependent on the tuna industry. The tuna cannery employs about one-third of the territorial workforce and as much as 90% of the local economy is indirectly based on the tuna industry. The American Samoa Government (ASG) is the largest employer in the Territory. Half of the households in American Samoa had an annual income of \$24,000 or less, with an average family income of \$34,000. Families tend to be large in American Samoa, so the “average” household living on that \$34,000 numbers between seven and ten people. Approximately 56% of the people in American Samoa live below the federally established poverty level. Approximately 90% of the Samoans living below the poverty level have children under the age of 18. The unemployment rate is more than 25%.

The population of American Samoa is young, with the median age in 2013 of 22.4 years. Children under the age of 14 account for 25.2% of the population. This is a young and rapidly growing population, which indicates that pressure will continue for the American Samoa Community College to upgrade academic and vocational programs and services and to expand to meet the growing needs of the Territory.

It is important to note that the geographic isolation of American Samoa is a factor in all planning and development activities. American Samoa is linked to Hawaii by two passenger flights each week. Access to consultants, university libraries, vendors and other resources that are readily available on the mainland require extensive travel, expensive international phone calls and shipping delays that place a burden on transactions that are accomplished routinely elsewhere.

The closest university is the University of Hawaii -- 2500 miles away. Internet access, which has been available for the last 17 years, is provided through computers at the public schools, ASCC and the public library and to less than 3000 private households. American Samoa, although legally and proudly a part of the United States, is a world apart.



For more 44 years, the American Samoa Community College has been the sole provider of post-secondary education in the Territory. ASCC, founded in 1970, has a current enrollment of 1500 students in liberal arts, education and vocational programs.

After the College's beginnings in makeshift quarters and on a very small scale in 1970, the ASG purchased a private high school building and signed a 75 year lease for a 39 acre campus site in the Malaeimi Valley, about eight miles from the capital, Pago Pago. At the same time, the American Samoa Legislature established a Board of Higher Education as the governing board of the College, severing it from the ASG Department of Education.

In 1976, ASCC was expanded with five new buildings funded by the United States Economic Development Administration. The new buildings doubled the floor space and provided ASCC with one of the best facilities in the region. A new Land Grant building was completed in 2000, a new Learning Resource Library was completed in 2004, and in 2007 ASCC completed extensive renovations providing additional classrooms, a lecture hall, teacher education offices and classrooms, new nursing education building, renovated Samoan Studies Institute, renovated Marine Science Program, renovated Institute of Trades and Technology, and renovated administrative offices and new facilities for the President, Human Resources, Procurement and archives.

An infusion of funds in 2010 from the American Recovery and Restoration Act (ARRA) allowed ASCC to complete renovations of all classrooms and labs, upgrade computer resources and other instructional technology and complete many of the objectives of the 2009-2014 Strategic Plan.

In 2013, ASCC's Land Grant/Community and Natural Resources Division completed construction of the ASCC Wellness Center. A Multipurpose Center, which will house Student Services and a multi-use auditorium, is currently under construction and scheduled for completion in January of 2015.

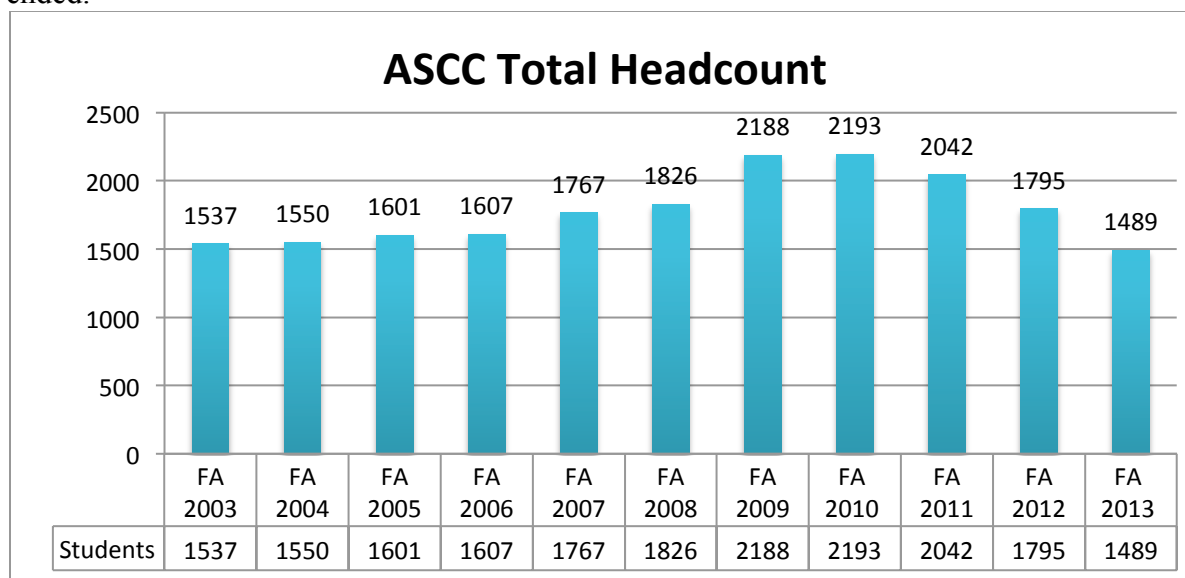
ASCC is an open admissions, co-educational Land Grant institution that provides two-year transfer programs in general education, vocational programs and a B.Ed teacher education program, as well as Samoan and Pacific Studies, Adult Education and several grant-funded special projects.

The Samoan culture and language are important and unique characteristics of the students and the people of the community. As the primary institution of higher learning in American Samoa, it is appropriate for the College to take a leading role in researching and teaching traditional roles and status of the Samoan culture and language.

ASCC does not maintain any off-campus sites or centers.

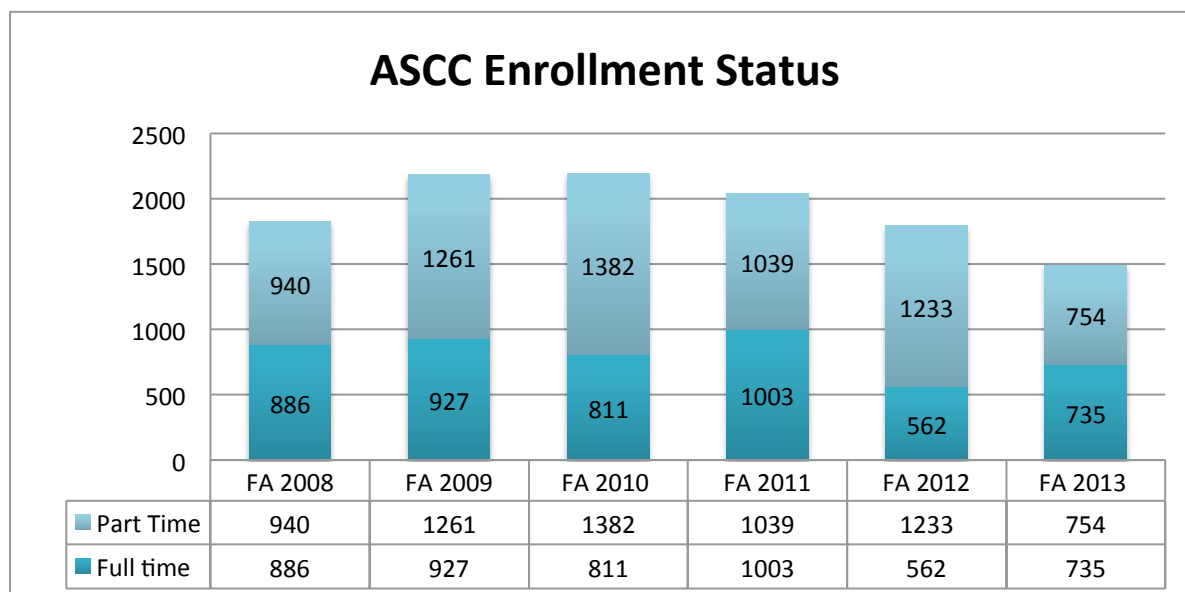


In fall 2009, ASCC had a record 20% increase in enrollment from 1,826 students to 2,188. Since fall 2011, enrollment has been gradually decreasing at an average rate of 10%. The enrollment peak was due to the pilot project “Evening College” and an influx of workers displaced after the 2009 tsunami and supported by National Emergency Grant funds to return to school. Enrollment returned to a more realistic level when Evening College and NEG funding ended.



Source: Admissions, Records and Financial Aid Office (ARFAO)

Students who enroll under part time status continue to exceed the number of students who enroll full time. Recently in fall 2011 and fall 2013, full time enrollment has almost equaled that of part time. The increase in fall 2013 could be explained by the induction of the College Accelerated Preparatory Program (CAPP) which allowed students to enroll in two sequential developmental courses per semester.

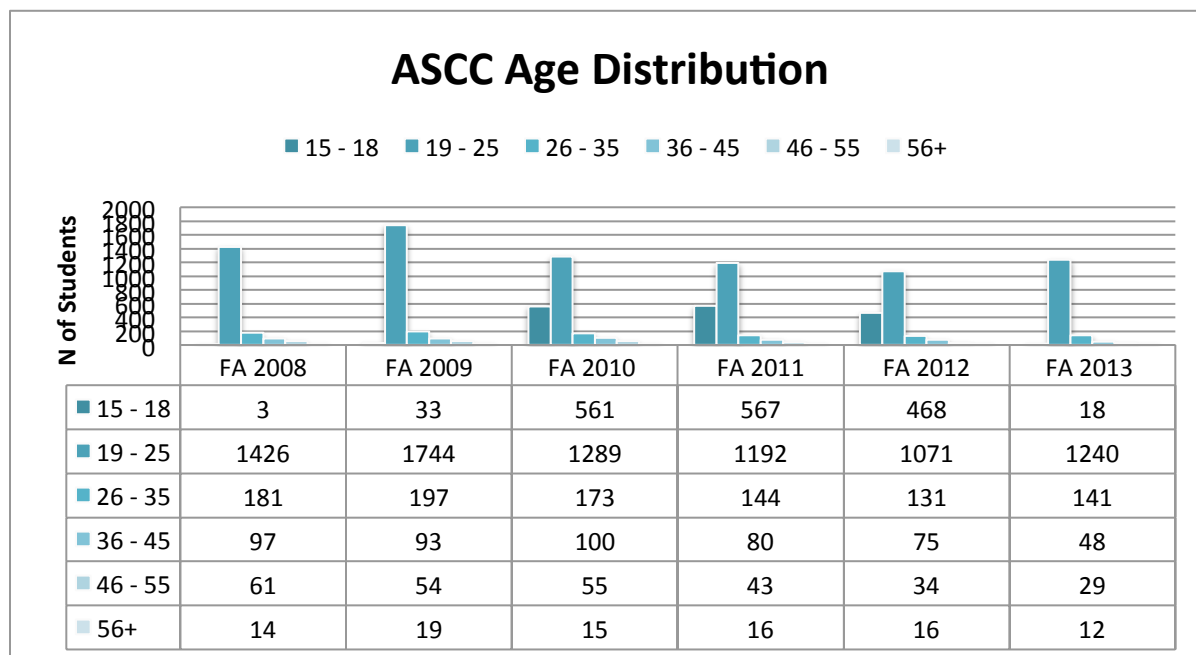






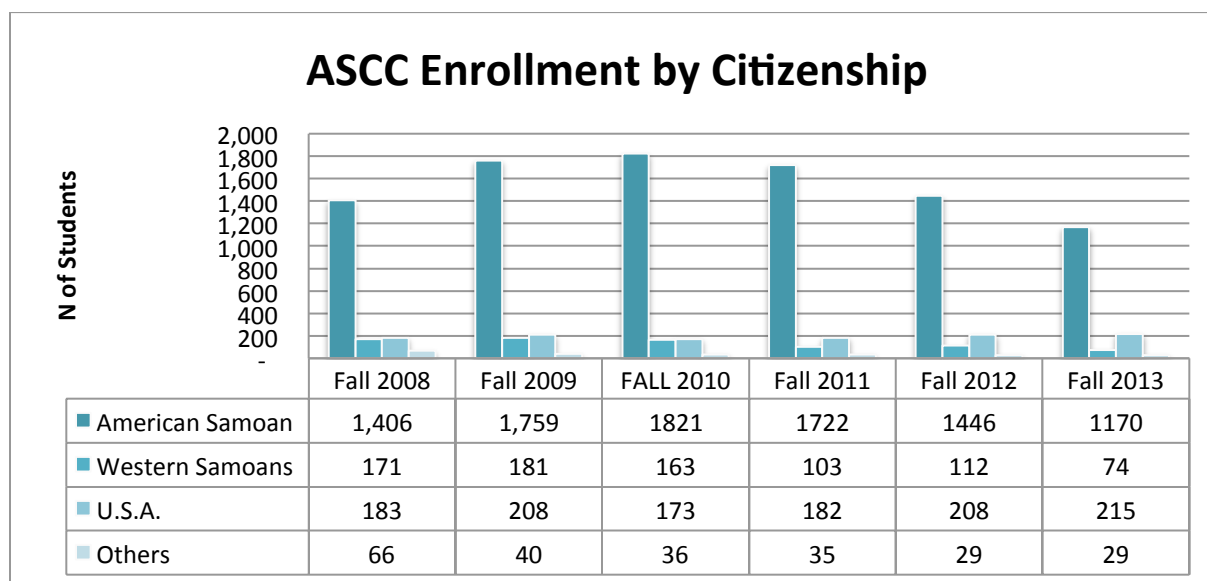
Source: ARFAO

The majority of students enrolled at ASCC are in the young adult age range of 19 to 25. Since fall 2010, the number of students aged 18 and below has increased. Middle aged students make up three per cent of enrollment.



Source: ARFAO

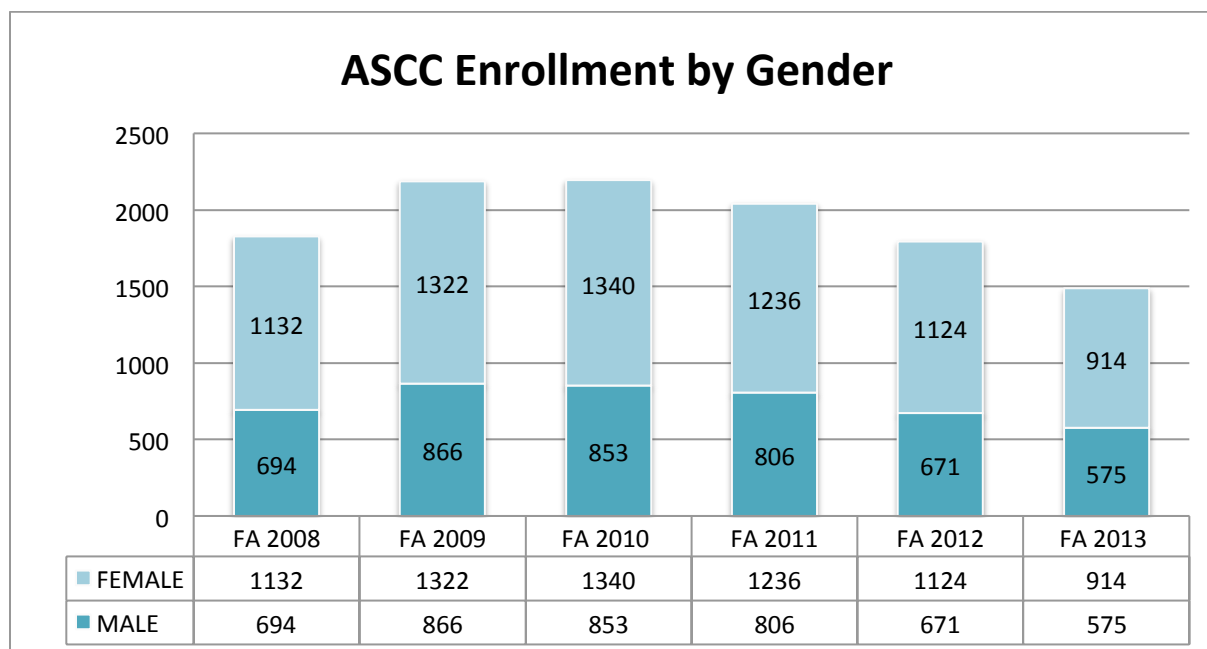
Roughly 80% of the students enrolled are citizens of American Samoa, a little over ten per cent are US citizens, and less than ten per cent are citizens of the Independent State of Samoa. Citizens from other areas nearby such as the Philippines and other Pacific islands make up two per cent of the enrollment.



Sources: ARFAO

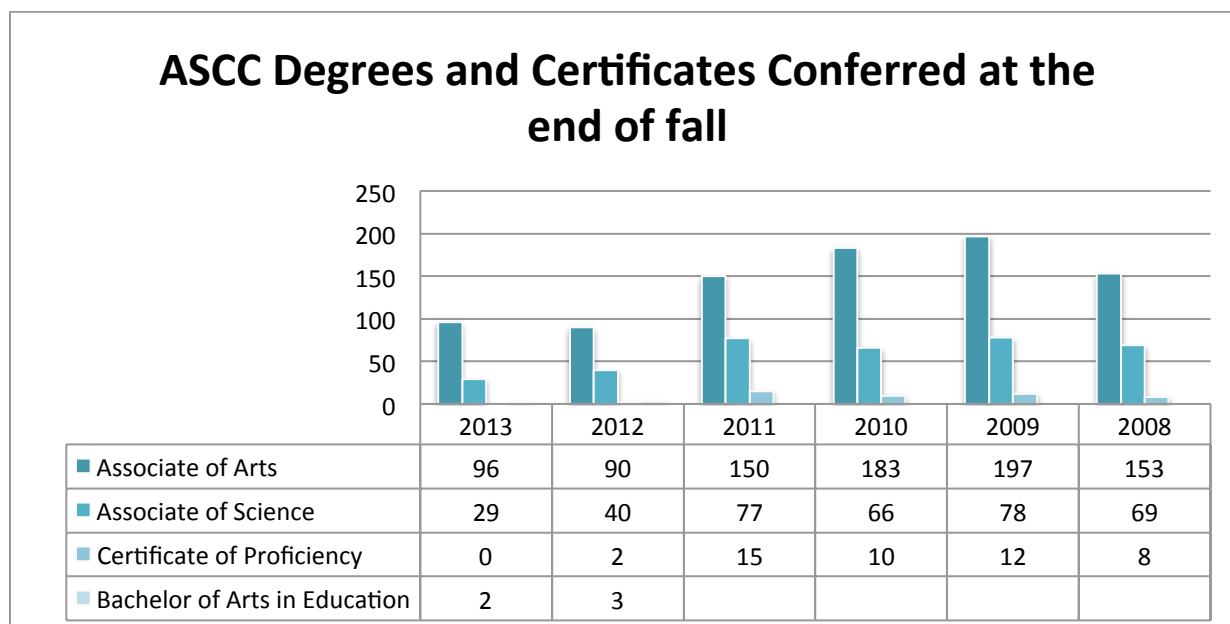


There are more female students at ASCC versus male students. Females make up more than 60% of enrollment.



Source: ARFAO

ASCC has conferred a total of 1,280 degrees and certificates in the past six years during fall graduation. Another 677 degrees and certificates were conferred during spring semesters.



Source: ARFAO



Placement test results show that more than 95% of students test into developmental math courses, 85% or more place in developmental reading, and around 80% place in developmental writing courses. This number has been consistent over the years.

**MATH PLACEMENT RESULTS**

Fall	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Math 80	92%	92%	97%	98%	97%
Math 90	5%	5%	1%	1%	2%
Math 151/155	3%	3%	1%	1%	1%
Math 155/250	0.00%	0.00%	0.46%	0.00%	0.49%

**READING PLACEMENT RESULTS**

Fall	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Eng 70	27%	28%	27%	35%	27%
Eng 80	44%	41%	44%	45%	44%
Eng 90	15%	19%	15%	15%	15%
Eng 150	14%	11%	14%	5%	14%

**READING PLACEMENT RESULTS**

Fall	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Eng 71	10%	17%	10%	13%	21%
Eng 81	44%	44%	44%	55%	50%
Eng 91	24%	32%	24%	27%	21%
Eng 151	21%	7%	21%	5%	8%

Source: ARFAO



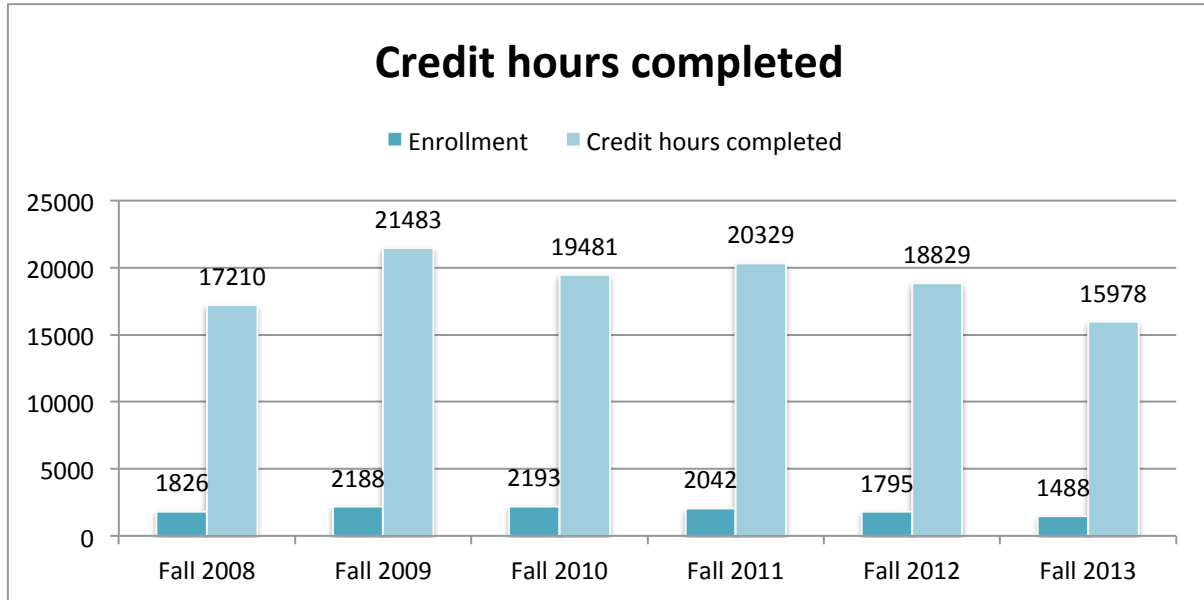
Passing rates for developmental courses have been steady for Math, Reading and Writing courses over the past fall semesters until 2012. Developmental math passing rates have increased to 60% in fall 2012. Developmental reading passing rates have increased to 76% and developmental Writing passing rates have increased to 70%.

COURSE	FALL 2008		FALL 2009		FALL 2010		FALL 2011		FALL 2012	
	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass
Math 80	93	64	189	279	174	177	177	199	25	20
Math 90	32	48	83	112	86	106	116	107	36	20
<b>TOTAL</b>	125	112	272	391	260	283	293	306	61	40
Total N of students	237		663		543		599		101	
Percent Pass N/Pass	53%	47%	41%	59%	48%	52%	49%	51%	60%	40%

COURSE	FALL 2008		FALL 2009		FALL 2010		FALL 2011		FALL 2012	
	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass
English 70	59	36	50	71	35	51	59	68	15	3
English 80	105	78	119	111	98	61	137	78	49	3
English 90	86	83	136	91	104	88	130	42	39	26
<b>TOTAL</b>	250	197	305	273	237	200	326	188	103	32
Total N of students	447		578		437		514		135	
Percent Pass N/Pass	56%	44%	53%	47%	54%	46%	63%	37%	76%	24%

Writing	FALL 2008		FALL 2009		FALL 2010		FALL 2011		FALL 2012	
	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass	Pass	N/Pass
English 71	27	12	36	47	31	21	19	37	-	-
English 81	97	71	114	102	91	73	120	88	35	3
English 91	121	75	125	89	112	74	168	68	23	22
<b>TOTAL</b>	245	158	275	238	234	168	307	193	58	25
Total N of students	403		513		402		500		83	
Percent Pass N/Pass	61%	39%	54%	46%	58%	42%	61%	39%	70%	30%

Source: ARFAO



Source: ASCC Performance Reports



## **B. Organization of the Self Study Process**

ASCC's Self Study process began in the fall of 2012, when ten members of the College's leadership team traveled to Hawaii to participate in the ACCJC Self Evaluation Training. The ASCC representatives included the following:

- Dr. Kathleen Kolhoff, Vice President of Academic and Student Affairs/ALO
- Dr. Rosevonne Pato, Vice President of Administrative Services (then Director of IE)
- Dr. Irene Helsham, Dean of Academic Affairs (retired January 2014)
- Ms. Letupu Moananu, Dean of Academic Affairs (then Chairperson of Math Dept.)
- Dr. Lina Scanlan, Dean of Teacher Education (then Director of TED)
- Ms. Emey Silafau, Chief Financial Officer
- Ms. Grace Tulafono, Director of MIS
- Mr. Sonny Leomiti, Director of Institutional Effectiveness
- Ms. Evelyn Fruean, Assistant Dean of Academic Affairs (then Chair of Trades & Technology)
- Mr. Mikaele Etuale, no longer at ASCC (then Vice President of Administration)
- Ms. Alison Hurst, no longer at ASCC (then Student Services Counselor)

In the Fall of 2013 the Steering Committee was appointed by the ASCC President, with each member designated as a Chair or Co-Chair of one of the Standards Committees. The first task was the selection of members of the Standards Committees and Sub-Committees. A preliminary list of committee members was submitted to the Chairs and Co-Chairs, who recommended changes and added additional members from the faculty and staff. Membership lists were then announced College-wide, with an open invitation for faculty, staff and students to volunteer to serve on a committee. Ultimately, 150 members of the College community served on the 11 committees. (In 2008, there were 80 participants in the Self Study process.) Committee membership is listed on the first page of each Standard in the body of the Self Study. The Steering Committee included the following:

- Dr. Seth Galea'i, President
- Dr. Kathleen Kolhoff, Vice President of Academic and Student Affairs (Co-Chair)
- Dr. Rosevonne Pato, Vice President of Administrative Services
- Mrs. Emey Silafau-Toa, Chief Financial Officer
- Dr. Dan Aga, Dean/Director of Land Grant/Community and Natural Resources
- Mrs. Letupu Moananu, Dean of Academic Affairs
- Dr. Emilia Le'i, Dean of Student Services
- Mr. Michael Leau, Dean of Trades and Technology
- Dr. Lina Scanlan, Dean of Teacher Education
- Ms. Grace Tulafono, Chief Information Officer
- Mrs. Sereima Asifoa, Director of Human Resources



- Mr. Sonny J. Leomiti, Director of Institutional Effectiveness
- Mrs. Virginia Mailo-Filiga, Institutional Researcher
- Mrs. Sifagatogo Tuitasi, Director of Admissions, Records and Financial Aid
- Mrs. Okenaisa Fauolo-Manila, Director of Samoan Studies Institute
- Mr. Elvis Zodiacal, Director of Learning Resources Center

Steering Committee members were provided with copies of the following documents, either in hard copy or on-line through Compliance Assist:

- 2008 ASCC Self Study
- 2009 and 2010 Follow-up Reports
- 2011 Mid-term Report
- ACCJC Guide to Evaluating Institutions Standards
- Guiding Questions for their Standard from the Guide
- Links to ACCJC's on-line Accreditation Course

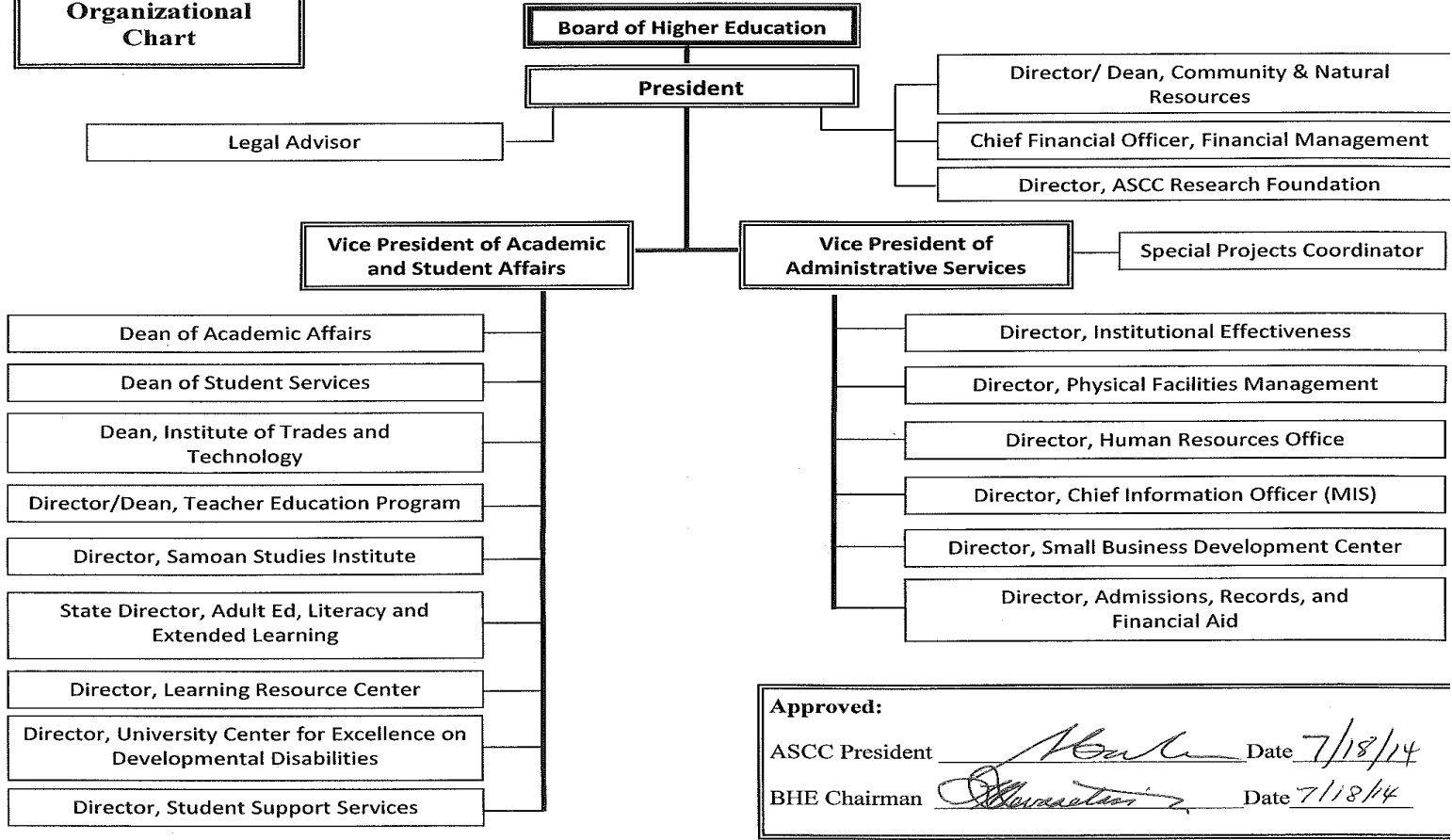
Additional evidence was identified and added regularly to Compliance Assist throughout the process. The Director of IE and the Researcher were responsible for posting all evidence on Compliance Assist for use by the Committees and also responsible for the final presentation of evidence throughout the final Self Study. ASCC used the Accreditation module of Compliance Assist to manage minutes, evidence, drafts and the final production of the Self Study document.

The Committee Chairs and Co-Chairs developed a master schedule for individual Standards meetings and the Steering Committee met monthly through April of 2014, when frequency increased to provide a thorough review and edit of drafts of each Standard. The Steering Committee was responsible in June and July for a comprehensive review and edit of the final draft of the completed Self Study Report in preparation for submission to the Board of Higher Education for final review. This final draft was also emailed to all faculty and staff for review and comment.

No external consultants or third-party providers were used for the Self Study. ASCC does not maintain any off-campus sites or centers.

### C. Organizational Information

**ASCC  
Organizational  
Chart**

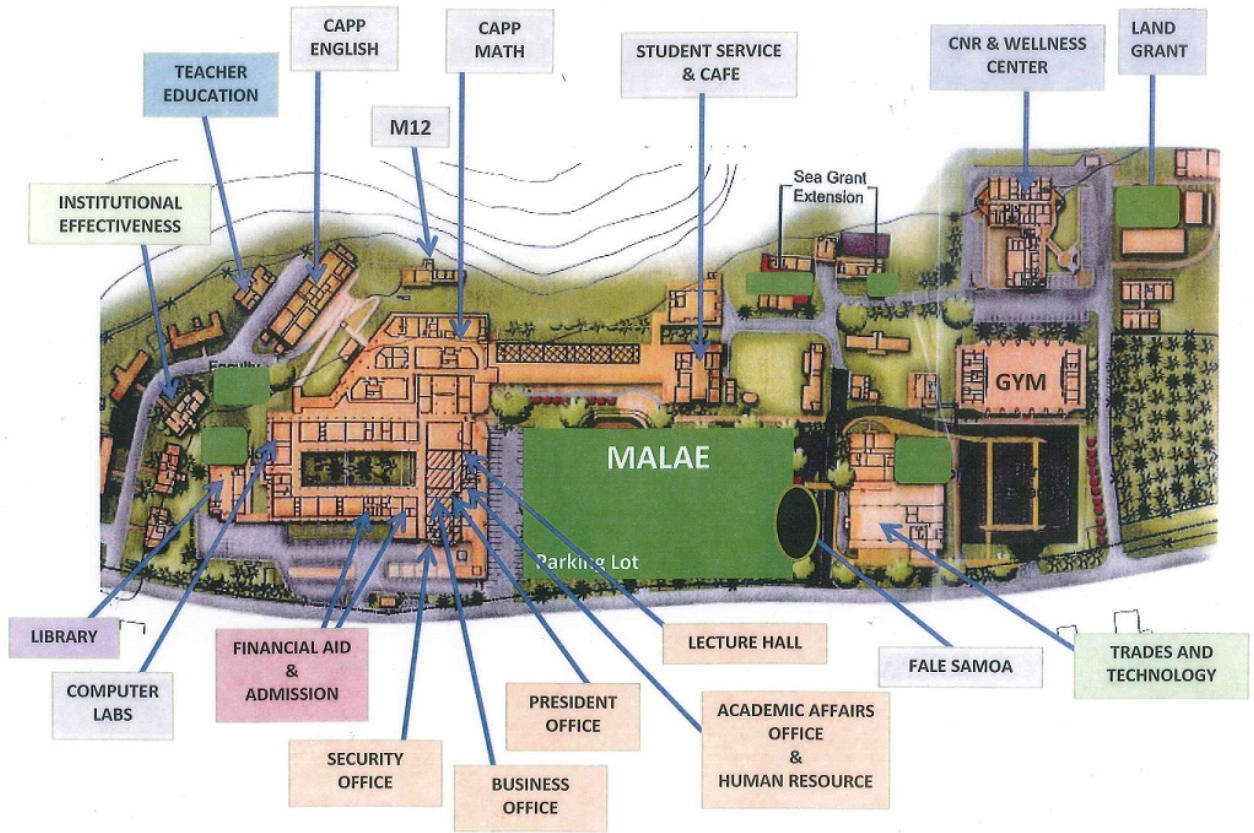


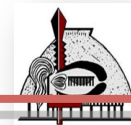
**Approved:**  
 ASCC President [Signature] Date 7/18/14  
 BHE Chairman [Signature] Date 7/18/14

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



# ASCC MAP





#### **D. Certification of Continued Compliance with Eligibility Requirements**

ASCC expects to continue to meet the stated WASC eligibility requirements.

#### **1. AUTHORITY**

In July of 1970, the American Samoa Community College 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:

### **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;
- (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.

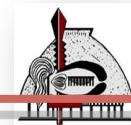
(b) In order to provide continuity in the work of the board, the term of office of 6 of the Board members shall be for 4 years and shall be so arranged as not to expire at the same time. Members shall serve until their successors have been qualified. Vacancies shall be filled in the same manner as original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

(c) The 7<sup>th</sup> member of the board is a 2<sup>nd</sup> 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. PL28-1 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.

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.

#### **16.2009 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 percentum 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

ASCC has been in operation since 1970, offering two-year degrees and certificates in a wide variety of programs. In 2003 the ASCC Board of Higher Education approved development of the Associate of Arts Degree in Education. Currently, 235 students are enrolled in the Teacher Education program, with 47 in the B.Ed. (300-400 level courses) Program.

ASCC's enrollment peaked in 2010 at 2193, but has since gradually declined by 10%. There are several contributing factors, including the availability of ARRA funds to support evening classes and provide bus transportation for evening students, the dislocation of many workers after the tsunami who returned to school, which added to the pool of potential students. ARRA support and other emergency grant funds for school attendance have ended. Most recently, changes in Pell Grant funding and ASCC's policy that students must complete all developmental studies in Math and English as pre-requisites to enrolling in any College-level class, have contributed to the decline in enrollment. Efforts are underway to coordinate more closely with local high schools, supporting increased College readiness and greater awareness of the programs and services available at ASCC, to increase enrollment and student success. ASCC has also increased short-term training programs, such as the Workforce Development/Apprenticeship activities, to expand services.

It is important to note that even with the recent decline in enrollment, ASCC's financial position has improved. The College recognized that the infusion of ARRA funds provided the resources to test the evening College option, and that there was a surge of displaced workers after the tsunami, but did not make long-term commitments to institutionalize new programs without the assurance that funds would be available after ARRA to sustain them. The evening College was not sustainable; the B.Ed. program has been institutionalized.

## 3. DEGREES

The majority of students at ASCC are enrolled in the A.A. or A.S. Degree Programs. The *American Samoa Community College Fact Book* details student enrollment by major.

Pages 44-71 of the 2014-2016 ASCC Catalog provide lists of degrees, courses and credit requirements. Pages 73-117 provide additional detail of each specific program, including courses, prerequisites and academic credit. ASCC awards degree credit for courses numbered 100 or above. The catalog also details graduation requirements for all A.A., A.S. and Certificate programs offered by ASCC, as well as for the B.Ed. program

## 4. 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

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.

***Evidence:***

*ASCC Audit 2011*

*ASCC Audit 2012*

*ASCC Audit 2013*

## 6. MISSION

The mission of the American Samoa Community College, as stated in the ASCC 2014 – 2016 Catalog, 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***

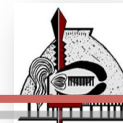
The mission is further clarified on page 113 of the General Catalog in the section describing the Bachelor of Education (B.Ed.) in Elementary Education Program, as follows:

***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;***
- ***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.*

A copy of the 2014-2016 ASCC General Catalog is included as evidence.

## **7. GOVERNING BOARD**

ASCC's Board of Higher Education is duly constituted according to PL 22-30:

### **16.2012 Establishment of Board of Higher Education.**

*(d) 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.*

*(e) 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.*

*(f) The 7<sup>th</sup> member of the board is a 2<sup>nd</sup> 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.

Current members of the ASCC Board of Higher Education include the following:

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. To'afaVaiaga'e, Vice Chairperson

Dr. Vaiaga'e received his Ph.D. Degree in 1989 from the University of Oregon, Eugene Oregon in Curriculum & Instructions, Education Administration and Program Evaluation in Education, his Masters Degree in counseling and Career Guidance from Oregon State University, Corvallis, Oregon in 1980, his Bachelors Degree in Liberal Arts/General Education from William Jewell College, Liberty,



Missouri in 1975 and his High School diploma from Mapusaga High School. Dr. Vaiaga'e will serve on the BHE for four years.

3. 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.

4. 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.

5. 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.

6. Monsignor Viane Etuale, member

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 – Pago Pago.

7. 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.



#### 8. Ms. Talimeli Taufete'e, Student Representative

Talimeli Taufete'e is the current Student Representative to the Board of Higher Education. She is from the village of Nu'uuli and an alumna of Tafuna High School. Talimeli is not new in the field of student government. She held the position as the student body secretary during her junior and senior year in high school. Talimeli is a 2<sup>nd</sup> year student at ASCC with a Cumulative GPA of 3.60 and majoring in Liberal Arts. She plans on graduating Spring 2014 and will be furthering her education at the University of Hawaii, Manoa, majoring in Engineering. She is a member of PTK. (A new Student Representative will be elected in August of 2014 by the student body.)

### **8. ADMINISTRATIVE CAPACITY**

Dr. Galea'i is supported by an administration that includes the Vice President for Academic and Student Affairs, the Vice President for Administrative Services, the Dean/Director of Land Grant, and the Chief Financial Officer. All key administrators, including the Chief Financial Officer, are full-time employees of ASCC. The administration also includes the Deans of Academic Affairs, Trades and Technology, teacher Education and Student Services; as well as Directors of Institutional Effectiveness, Human Resources, Adult Education, Physical Facilities and Maintenance, Management Information Systems; and the Directors of ASCC's TRIO and other grant and special programs. A copy of the Organization Chart is available as Evidence File 08. Comprehensive policies and procedures manuals have been developed to support all administrative functions, the College undergoes regular campus-wide program review, and the institution is guided by an integrated five year plan.

A complete listing of the ASCC Administration, with academic credentials, is provided on pages 126-127 of the 2014-2016 ASCC Catalog.

### **9. EDUCATIONAL PROGRAMS**

ASCC offers one Baccalaureate Degree Program in Education, as well as Associate of Arts, Associate of Science, and Certificate programs. Current degree programs that reflect the mission and purpose of ASCC include the following:

#### **Bachelor of Education in Elementary Education**

##### **Associate of Arts**

- Liberal Arts

##### **Associate of Arts with an Emphasis in**

- \* Elementary Education
- \* Human Services
- Liberal Arts
- Music
- Political Science



- Pre-Law
- Samoan Studies
- Visual Arts

**Associate of Science**

- Accounting
- Agribusiness
- Architectural Drafting Technology
- Automotive 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

## 10. ACADEMIC CREDIT

ASCC's policy on award of credit, as stated on page 35 of the Catalog, is 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, internships, practicum, field work, and physical education courses.*

## 11. STUDENT LEARNING AND STUDENT ACHIEVEMENT

ASCC has established expected student learning outcomes at the course, program and institutional level for all courses and programs. General Education courses have been identified which specifically address the SLOs, including four B.Ed. courses that extend GE to the Baccalaureate level. These courses have identified assessment plans, which are being implemented. Data on student achievement is collected through rubrics each semester and analyzed to determine program improvements. Evidence includes the *Closing the Loop* report and ASCC's report to ACCJC in October of 2012. Assessment efforts continue and are being expanded to include all courses. All courses include complete assessment procedures.

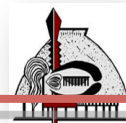
The mission statement and student learning outcomes for the American Samoa Community College Education Department were described above.

## 12. GENERAL EDUCATION

ASCC's General Education Requirements are described on pages 42-44 of the 2014-2016 ASCC Catalog. 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. General Education areas include Communication, Information Technology, Critical Thinking, Global Awareness and Cultural Competency, and Personal Development and Responsibility. Core Foundational Areas for General Education include Fine Arts, Humanities, Computer Science, English, History, Mathematics, Physical Education and Health, Samoan and Pacific Studies, Science, and Social Science. All General Education courses are numbered 150 or above, indicating College-level rigor.

## 13. ACADEMIC FREEDOM

ASCC's Policy Statement on Academic Freedom, found on page 43 of the 2014-2016 Catalog, is as 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 both teacher 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:***

- a. *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 with the authorities of the institution.*
- b. *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. 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.*
- c. *The ASCC Instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but 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.*

#### **14. FACULTY**

The ASCC Faculty currently includes 61 full-time instructors teaching classes in the Fall of 2013. A faculty roster, with academic qualifications, is included on pages 120-124 of the ASCC Catalog 2014-2016.

Faculty governance is centered with the Faculty Senate. Senators are elected by the faculty and meet monthly. The Chair of the Faculty Senate is responsible for convening regular faculty meetings.

The Department Chairpersons meet monthly as the College's Curriculum Committee. It is their responsibility to review new course proposals, course and program changes, and provide quality review of degree requirements and academic courses. The Curriculum Committee, with the assistance of the Assessment Planning Core Committee (with faculty and administrator members), guides the development and implementation of assessment processes. All members of the Curriculum Committee have attended off-island workshops on Assessment and Student Learning Outcomes.



## 15. STUDENT SUPPORT SERVICES

The mission of the ASCC Student Services Division, as stated on page 18 of the ASCC Catalog, is as follows:

*The mission of the 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.*

The following programs are provided by Student Services:

- College and Life Planning Courses
- Counseling Services (Academic, Career, Personal, Transfer, Diversity and Tutorial)
- Drug and Alcohol Awareness Program
- Diversity and Tutorial Services
- Disability Access and Accommodation/Modification Services
- “You Are Not Alone (YANA) Program
- 411 Newsletter/Journalism Club
- Student Employment and Training Center (SECT)
- Veterans Educational Assistance
- VA Transcript Evaluation
- Financial Aid Outreach
- Student Government Association
- International Student Organizations
- Organizations and Intramural Activities
- Phi Theta Kappa Society

Student demographics are described in the Introduction.

The ASCC Student Services Division is part of the on-going Quarterly and Annual Report reviews, the annual Planning process and Program Review. Student Services is responsible for an annual ASCC Graduate Survey, which includes questions about the quality and satisfaction of recent graduates with the College programs and services. A copy of the most recent Graduate Survey is included as evidence.

## 16. ADMISSIONS

As stated on page 23 of the ASCC Catalog:

*Admission is open to all that can benefit from instruction at American Samoa Community College (ASCC) provided the student is a legal resident of American Samoa and at least ONE of the following:*

1. *The student is at least 18 years of age, or*
2. *The student is a high school graduate, or*



3. *The student is a General Education Diploma (GED) recipient, or*
4. *The student bears a U.S. Military Form DD214, or*
5. *The student bears a Secondary School Certificate if entering from a British system, or*
6. *The student is admitted under the Early Admissions Program.*

Pages 23 and 24 of the Catalog describe the admission procedures, early admission policy, residency requirements, and placement tests

## **17. INFORMATION AND LEARNING SUPPORT RESOURCES**

ASCC opened a new Library/Learning Resource Center in 2003. The Library houses several special collections, including an extensive Samoan and Pacific Studies collection and an Educational Resources Room dedicated to students in the teacher education program.

The library's print holdings are supplemented through subscription to eight online databases for full-text e-books, newspapers and journals. The library holdings total approximately 40,000 books and 90 periodical titles.

The Education Resource Room has a full-time staff member in charge of the collection and computer stations, available to assist teacher education students.

In addition to the computers available in the library for students, the Colleges houses six computer labs for general student use, 21 department-based computer labs for specialized study, and three TED MAC labs.

## **18. FINANCIAL RESOURCES**

### **Overall ASCC Financial Status**

From 2009 to 2012, ASCC's cash flow and financial status was in critical state. The institution's leadership team implemented cost containment measures, new revenue generation mechanism, and negotiated payment plan terms in order for the institution to recover financially. Over the course of recovery, ASCC gradually improved its fiscal capabilities each year and this is evident in our audit reports.

Currently, ASCC has adequate funding to support all student learning programs. ASCC's budget for 2014 included \$8,691,500 from local funding and a total of \$4,607,500 in grant funds. The 2014 ASCC budget shows a slight increase for local funding from \$7,827,500 in 2009 to \$8,691,500 in 2014. The 2014 ASCC budgeted revenue sources are listed below.

Local Funding	
Department of Interior	1,358,000
General Fund Subsidy	3,000,000
ASCC Funds Collected	<u>4,333,500</u>
	8,691,500





Grants

Federal Sources	4,150,200
Endowment Funds	<u>457,300</u>
	4,607,500

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.

**Teacher Education Four Year Program Support**

Financial Support:

American Samoa Community College started budgeting for this very important program back in Fiscal Year 2007. Since then, ASCC has been allocating resources for this specific program. ASCC has secured local and grant funding to support the hiring of a Director and five full-time instructors for the program, as well as to support required adjuncts. The ASCC Education Department budget shows an increase from \$47,000 in 2007 to \$348,500 in 2014. Below is the fiscal allocation summary report for the years 2008 to 2014.

TEACHER EDUCATION PROGRAM LOCAL BUDGET INFORMATION							
LINE ITEM	FY2014	FY2013	FY2012	FY2011	FY2010	FY2009	FY2008
PERSONNEL	347,000	277,000	276,665	272,451	271,644	265,963	215,622
SUPPLIES	1,500	7,000	7,000	13,500	14,000	19,000	11,500
CONTRACTUAL	-		-	14,500	14,500	14,500	14,500
TRAVEL	-		-	-	-	10,000	8,000
OTHERS	-		-	-	-	20,500	20,500
EQUIPMENT	-	1,500	1,500	-	-	10,000	-
<b>TOTAL</b>	<b>348,500</b>	<b>285,500</b>	<b>285,165</b>	<b>300,451</b>	<b>300,144</b>	<b>339,963</b>	<b>270,122</b>

**Facilities Support:**

ASCC has also built facilities for the Teacher Program. In the year 2009, ASCC built two classrooms geared primarily for the Teacher Education Program. They are located adjacent to the lecture hall. In 2011, with ARRA funding, ASCC renovated and designated additional facilities for the teacher education program. This includes a computer lab and classrooms.

**19. INSTITUTIONAL PLANNING AND EVALUATION**

Following an institution-wide Program Review in 2009, which included the Teacher Education Department, College employees representing faculty, staff, administration, Board and students began work on a five-year institutional plan. The first step was to organize four task forces, charged with developing plans for Academic Excellence, Technology, Facilities and Physical Maintenance, and Staffing. The developing plans were reviewed weekly in meetings open to the entire College community. These four plans were then aligned and integrated into an overall



Institutional Strategic Plan, linked to financial resources, and presented to the Board of Higher Education for review and approval.

With the five year plan as a base, each division and department was charged with identifying annual goals and objectives from the plan and providing quarterly reports on progress, impediments and results. The quarterly reports, and resulting annual reports on goals and objectives, provide the basis for evaluating the effectiveness of the five year plan and updating the plan annually making appropriate allocation of resources based on the plan.

In 2012-2013, all academic and administrative divisions developed “division outcomes” based on the division mission and goals set previously and in alignment with the Institutional Strategic Plan. Progress toward achievement of the division outcomes are monitored through bi-weekly and quarterly reports.

An Administrative Services Program Review was conducted in 2011, and with the earlier Program Review elements from institutional and student surveys, was used for revisions of the Institutional Strategic Plan. The program reviews and divisional assessments conducted in 2014 provided data for the update of the institutional plan. The 2015-2020 Institutional Strategic Plan was completed in the Spring of 2014 and approved by the Board of Higher Education in June 2014.

Academic and institutional review and planning is also linked closely to the accreditation requirements for institutional program review, assessment of student learning outcomes, and compliance with the WASC Standards.

Through the annual selection of goals and objectives from the institutional plan, and through quarterly progress reports, the College has developed an effective method of monitoring and aligning diverse needs and institutional priorities and objectives with available financial resources.

An example of the effectiveness of the planning process was evident as the College responded to the call for proposals for ARRA State Fiscal Stabilization Program Funds. The 27 projects, including the Teacher Education program, selected for funding after review by the U.S. Department of Education were each developed in alignment with the institutional plan or supporting documents developed during the writing of the plan. The planning and evaluation processes in place meet current institutional needs and will continue to be developed.

The B.Ed. program is involved at all levels of the established planning and review processes. The Teacher Education Department has been a model for other academic departments at ASCC in the development and implementation of assessment practices. All courses are assessed based on clearly defined goals with systematic data collection. Program revisions, aligned with institutional planning and evaluation practices, are data-driven and reflect consideration of evidence of student learning.



All A.A. and A.S. courses have identified SLOs, supported by PLOs, the General Education Requirements, and are aligned with the College's Core Values/ILOs. All departments have an assessment plan. Currently, all courses are assessed, but the emphasis on data analysis is on the General Education courses.

Approval processes for new curriculum and programs are established and coordinated through the policies and procedures of the Curriculum Committee and the Dean of Academic Affairs.

These same policies and procedures apply to the B.Ed. program, with the addition of consultation as needed with the President and the President's Advisory Council. This additional consultation is to assure compliance with accreditation requirements and alignment with available human, fiscal and physical resources.

Curriculum matrices have been developed and implemented for all Teacher Education courses 100- through 400-level. Data has been collected and analyzed and is used for continued planning and program development. This process has opened a substantive dialog for program and course improvement, as well as established a model for other ASCC Departments.

## **20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC**

ASCC publishes a General Catalog every two years that contains public information, requirements and policies. In addition to print copies, the General Catalog is also available on line at [www.amsamoa.edu](http://www.amsamoa.edu). Other College policy manuals are available either on-line at the ASCC website or by request through the President's Office.

## **21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION**

The American Samoa Community College is requesting substantive change for an American Samoa Bachelor of Education in Elementary Education Degree Program. In a letter to ASCC dated June 2006, permission from both ACCJC and ACSCU to begin the process for joint accreditation of the American Samoa Bachelor of Education in Elementary Education Program was granted.

ASCC was placed on Probation following the Comprehensive Visit in 2009. After the Follow Up Visit of March 2010, the sanction was changed to Warning. Accreditation was re-affirmed after the October 2010 Follow Up visit and the January 2011 Commission Review.

ASCC's 2011 Substantive Change Proposal addressed the addition of 400 level teacher education courses during the 2011 academic year as well as the degree granting authority from ACSCU.

ASCC received Eligibility from ACSCU in 2011, Candidate for Accreditation for the B.Ed. Program in 2012, and Initial Accreditation of the B.Ed. Program in 2013.

ASCC currently holds primary accreditation from ACCJC and received Initial Accreditation of the B.Ed. Program from ACSCU in July of 2013.



At the request of ACCJC and to comply with the single accreditor determination by the U.S. Department of Education, ASCC submitted a Substantive Change Proposal for authority to offer the B.Ed. Program in the fall of 2013. ACCJC conducted a site visit and the Substantive Change was approved.

#### **E. Certification of Continued Institutional Compliance with Commission Policies**

Board policies and practices assure continuing compliance with WASC Commission Standards, Policies and Procedures, including the following:

##### ***Governance Policy Manual, Policy 1001***

##### **GOVERNANCE AN ORGANIZATION STRUCTURE**

3<sup>rd</sup> paragraph...

...Governance provision of ASCC exists to reflect acceptance of the criteria for accreditation as a basis for establishing an effective teaching, learning, and working environment in order to facilitate fulfillment of the College's purpose.

***Approved: 6/5/2014, signed 7/18/2014***

##### **BPS 3010.1COLLEGE ACCREDITATION**

*3010.1(a) - The American Samoa Community College is accredited by the Accrediting Commission for Community and Junior Colleges of Western Association of Schools and Colleges.*

*3010.1(b) - The President shall ensure the College complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges, Senior Colleges and of other College programs that seek special accreditation.*

##### **CR 3010.2COLLEGE ACCREDITATION ADMINISTRATION**

*3010.2(a) In accordance with the standards of the Accrediting Commission for Community and Junior and Senior Colleges, the College shall conduct a comprehensive self study as scheduled and host a visit by an accreditation team. Mandatory reports are prepared and submitted to the Accrediting Commission when due.*

*3010.2(b) - Those employees who are responsible for the functions related to the accreditation standards must be involved in the self study and team visit. There will be active, campus-wide involvement of administrators, faculty, staff, and students in the development of the Accreditation Self-Study.*

*3010.2(c)- The process for producing the Self Study shall include appointments by the President for:*

- *Accreditation Liaison Officer (ALO)*
- *Chair or co-Chairs for Accreditation Standards, and*
- *Committees to represent the Institutional Strategic Plan: Institutional Planning Executive Core Committee (IPECC), and committees for priorities identified through Institutional Program Review/Assessment /Planning*



*When the Self Study is completed, it shall be reviewed and approved by the Board of Higher Education prior to submission to the Accrediting Commission prior to the team visit.*

*ASCC also complies with the following ACCJC policies, as noted in the Governance Manual:*

1. Policy on Distance Education and Correspondence Education  
ASCC does not offer Distance Education or Correspondence Education
2. Policy on Compliance with Title IV  
Governance Policy Manual, Policy 5327: Institutional Financial Aid
3. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status  
Governance Policy Manual, Policy 3022, 3022.1, 3022.2;  
Governance Policy Manual, Policy 5306: Programs, Policy, And Fee Changes

***BP3026***

***UNAUTHORIZED USE OF COLLEGE NAME***

*3026(a) - No employee or student of the College shall intentionally use the College name without written consent from the President or designee:*

- 1) Use the name of the College to endorse a product or service offered by any person or organization other than the College;*
- 2) Use the name of the College to endorse or sponsor any occasion or event;*
- 3) Use the name of the College to endorse a political ideology, party, or candidate;*
- 4) Attribute to the College any editorial opinion, political ideology or philosophical position or idea;*
- 5) Seek or obtain any organizational membership in the name of the College; and/or*
- 6) Contribute any funds in the name of the College to any person or organization.*

*3026(b) - This policy shall not be construed to prohibit any person from identifying himself/herself as a student, employee, or faculty member of the College as long as such person does not attribute to the College any statements or actions in violation of the foregoing prohibitions.*

4. Policy on Institutional Degrees and Credits  
ASCC's policy on award of credit, as stated on page 42 of the Catalog, is 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, internships, practicum, field work, and physical education courses.*

5. Policy on Institutional Integrity and Ethics

- Governance Policy Manual, Policy 2002: BHE Code of Conduct
- Governance Policy Manual, Policy 3001: President of the College
- Governance Policy Manual, Policy 3004: General Executive Constraints
- Governance Policy Manual, Policy 3005: People Treatment
- Governance Policy Manual, Policy 5000: Statement of Instructional Philosophy
- Governance Policy Manual, Policy 5001: Academic Integrity
- Governance Policy Manual, Policy 4203: Employee Code of Conduct
- Governance Policy Manual, Policy 4203.1: Prohibited Conduct Infraction
- Governance Policy Manual, Policy 4203.2: Commission of a Criminal Act

6. Policy on Contractual Relationships with Non-Regionally Accredited Organizations  
 ASCC has no contractual relationships with non-regionally accredited organizations.

**F. Responses to Recommendation from the most Recent Educational Quality and Institutional Effectiveness Review**

The fall 2008 Visiting Team identified ten recommendations for ASCC improvement. One additional recommendation was added by the Commission. ASCC was required to respond to all items within two years and to undergo two Follow-up Visits to assure compliance. After the first Follow Up Report and Visit, ASCC's sanction was reduced from Probation to Warning; sanctions were removed and Reaffirmation of Accreditation was granted after the second Follow Up Report and Visit. The recommendations included the following:

**Recommendation 1:**

The visiting team recommends that the College designate a group of College constituents to oversee planning activities and to design a process to promote broader participation, provide more coordination, ensure greater integration of functional plans, and establish a clearer link to resource allocations.

***Status:*** *ASCC has fulfilled this recommendation. The planning process continues as each division and department identifies goals, objectives and activities from the Strategic Plan at the beginning of each academic year and provides quarterly reports aligned with the plan. These*



*reports, along with program review and other data, are integrated into the on-going implementation of the Institutional Strategic Plan and provide the basis for continued integrated planning and resource management and allocation.*

*ASCC received more than fourteen million dollars from the ARRA Stimulus Grants awarded to the Territory and completed most activities ahead of schedule. The ARRA funded projects were aligned to the ISP and assisted the institution with meeting the expected goals outlined to the ISP and assisted the institution with meeting the expected goals outlined within the plan.*

*The Core Planning Committee continues to coordinate planning activities, with broad institutional participation through the Quarterly Reports and institution-wide Program Review and Divisional Assessment. The Core Planning Team (IPECC) has been the committee tasked with overseeing and monitoring the progress of achievement of institutional strategic goals. The broad-based planning subcommittees and institutional committees (Data Committee, Resource Management Committee/TCO) ensure the participation and accountability of all divisions for processes linked to resource allocation and planning.*

*In 2009, ASCC conducted its Institutional Program Review, which involved the Academic and Administrative divisions of the college. From this review, four strategic focus 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. The 2015-2020 Five Year Institutional Strategic Plan, which includes a fifth strategic focus area of Total Cost of Ownership, developed after the 2014 Institutional Program Review, was approved in June 2014. [IV.A.1](#), [IV.B.1](#)*

### **Recommendation 2:**

The visiting team recommends that the College develop a document that fully describes the relationship between the assessment of SLOs, program review, and planning. It is further recommended that this document be shared throughout the campus community and its content be presented to the various constituency groups.

**Status:** *ASCC has fulfilled this recommendation and continues work on closing the assessment loop. The Assessment Planning Core Committee is responsible for preparing an annual assessment report, which is distributed to the College community and presented for discussion and review by the Curriculum Committee. Program Review templates have been revised to align with planning and assessment activities, faculty and administrators have attended WASC and other workshops on assessment and program review, and work continues on integrated planning and closing the assessment loop.*



*ASCC, as an outcome driven institution, addresses the needs of the student population using the following assessments of student learning outcomes:*

- 1) *Institutional Learning Outcomes – Program Review (biennially monitored by BHE and IPECC) [IV.A.1](#)*
- 2) *Divisional Learning Outcomes – Divisional Assessment, Budget Planning (annually internal self-review) [VII.H](#) Quarterly Reporting (Quarterly) [VII.B.3](#)*
- 3) *General Education Outcomes – Student Achievement Reports - General Education Program (biennially – reviewed by general education faculty) [IX.A.1](#), [IX.B.1](#), [IX.B.2](#), [IX.B.3](#), [IX.B.4](#), [IX.B.5](#), [IX.B.6](#), [IX.B.7](#), [IX.B.8](#), [IX.B.9](#), [IX.B.10](#)*
- 4) *Program and Department Learning Outcomes – Program / Assessment Student Achievement Reports (annually by Division or Program) [VII.B.3](#)*
- 5) *Course Learning Outcomes – Quality and Competency Assessment (every semester by faculty) [VII.D.1.a](#)*

*The Institutional Strategic Plan details the process by which the institution carries out the assessment of SLOs at all levels, the program review process, and the responsibility of each planning committee and division in the cycle of assessment. (ISP p.11- 15). The Institutional Strategic Plan 2009 – 2014 and the updated ISP 2015 - 2020 is a widely distributed document used by each division in the bi-weekly reporting, quarterly reporting, and annual budget planning. This document was continually referenced in the development of divisional SOPs and divisional outcomes.*

### **Recommendation 3:**

The visiting team recommends that the College establish a comprehensive tutoring and learning assistance program to support students enrolled in both basic skills and upper level transfer courses.

**Status:** *ASCC has fulfilled this recommendation. The Student Learning Assistance Center was established to provide tutoring at all levels. Additional tutors have been hired, computer resources have been increased and students preparing for transfer have the additional resources provided by the College Access Challenge Grant to assist with tutoring and transfer application.*

#### *Student Learning Assistance (SLA) Center*

*The SLA Center, staffed by a full-time tutor coordinator/manager, full-time tutors, and student tutors, offers both referral and walk-in assistance to students in English, math and other academic areas.*

*The SLA Center provides instructional support to all ASCC students who have identified a need for instructional/learning assistance outside the regular classroom experience. The SLA Center offers free tutorial assistance to help students improve and increase their chances to succeed in*





their courses, attain personal goals and prepare for transfer. Tutoring services are available to all students at the Student Learning Assistance Center in two locations, SLA Center and Annex. The Tutorial Directory, which includes departmental tutoring as well as SLA Center services, is distributed by electronic and hard copy throughout the campus and is updated at the beginning of each semester. <sup>X.P</sup> Tutoring outcomes include the following:

- 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
- To provide a supportive and encouraging environment where learning takes place at the students' pace. <sup>1.D.9</sup>

Tutoring records are maintained each semester, with follow-up on individual student progress on course completions and grades.

#### **Recommendation 4:**

The visiting team recommends that the College improve collection and dissemination of student success data to ensure effective data driven planning and to support College dialogue.

**Status:** ASCC has fulfilled this recommendation. Through ARRA funds, the Office of Institutional Effectiveness has been renovated and expanded, with additional data clerk and data management software. Two new five-year grants, Transition to Teaching and Title III Strengthening Institutional Programs, have funds included for data collection and analysis related to student success and improved program planning.

In 2009, the College organized a comprehensive Institutional Program Review outlining inputs, outputs and operations of every division. Survey instruments were disseminated to all employees of the institution and data was compiled by the Division of Institutional Effectiveness (IE). The results of the Program Review were analyzed and used as a basis for identifying the strategic focus areas for the Integrated Strategic Plan. Institutional Program Reviews are conducted every two years and Divisional Assessment Surveys are conducted annually. In 2014 the results from these instruments were used for the update of the Institutional Strategic Plan (2015 - 2020).

In fall 2010, IE developed Fact sheets compiled every semester to ensure the timely dissemination of data to all stakeholders. Information contained in the Fact sheets provided all stakeholders with updated facts about institutional progress each semester. Fact Books are still compiled showing longitudinal data and disseminated to coincide with the catalog years.

In 2011, the College purchased Compliance Assist, a fully integrated and comprehensive online solution for managing institutional research, planning, and accreditation needs. This system is currently being used for quarterly reporting.



*In 2011, the Data Committee was formed to allow for ongoing dialogue on the collection and dissemination of data and for improvement in data driven planning and processes. This committee is comprised of a representative from all divisions involved in the collection, compilation, dissemination, or analysis of data.*

*The College distributes its Fact Sheets and success data to external requesters and has presented this data to agencies and departments in the government.*

*The institution ensures the alignment of its offerings and mission through an ongoing review and assessment of Student Learning Outcomes. Being an outcome driven Institution, ASCC's hierarchy of Student Learning Outcomes identifies the scope, assessment instruments and cycles for all levels of student learning outcomes.*

- *Assessing General Education Outcomes (GEO), Program Learning Outcomes (PLO), Course Learning Outcomes (CLO):*
  - *Scope: Academic Programs and Departments*
- *Assessment Instruments and Cycle:*
- *Course: Semester based assessment using rubrics defined by Program/Department*
  - *Program Learning Outcomes: Semester Based/Annually assessment using Content rubrics defined by Program/Department with Student Achievement Report collected biennially.*
  - *General Education Outcomes: Semester based assessment using content rubrics defined by General Education Faculty. In addition, course evaluations are disseminated on a semester based with Student Achievement report submitted biennially.*
- *Assessing Divisional Learning Outcome Assessment (DLO):*
  - *Scope: Academic & Administrative Divisions*
- *Assessment Instruments and cycle:*
  - *Divisional outcomes are assessed bi-weekly, quarterly, and annually through bi-weekly reports, quarterly reports, divisional outcome summation, divisional standard operation procedures, budget proposal, and divisional Self Review survey.*
- *Assessing Institutional Learning outcomes and Core Values (ILO):*
  - *Scope: Institution*
- *Assessment Instruments and Cycle: Institutional Learning Outcomes are assessed annually and biennially using Divisional Outcome quarterly reports, Program review survey, Strategic planning and updates, Divisional Assessment survey, and the ASCC Catalog.*
- *Mission Statement:*
  - *Scope: Institution*



- *Focus: Institutional Processes, Policies, and Financial Stability.*<sup>IV.B.1</sup>

### **Recommendation 5:**

The visiting team recommends that the College improve transfer advisement and coordination and establish a comprehensive support program to meet the College's transfer mission.

**Status:** *ASCC has fulfilled this recommendation and continues to expand support for transfer students through the Student Learning Assistance Center and the resources of the College Access Challenge Grant.*

*The SLA Center includes a Transfer Counselor, who assists students with information regarding transfer options, applications, scholarship and loan information. Computers are available for transfer research and on-line applications.*

*ASCC continuously updates and renews articulation and new articulation agreements with off-island Colleges and universities. The following table provides contact information and status of existing MOUs with off-island Colleges/ universities and ASCC:*<sup>1.D.3</sup>

	Off-Island Colleges/Universities	Contact information	Status of MOU
1	Chaminade University of Honolulu, HI	<a href="http://www.chaminade.edu">www.chaminade.edu</a>	MOU signed Spring 2014
2	Brigham Young University, Laie, HI	<a href="http://www.byuhawaii.edu">www.byuhawaii.edu</a>	2008 MOU still stands
3	Hawaii Pacific University, HI	<a href="http://www.hpu.edu">www.hpu.edu</a>	Renewed MOU Spring 2014
4	University of Hawaii at Manoa, HI	<a href="http://www.uhmanoa.edu">www.uhmanoa.edu</a>	MOU signed Summer 2014
5	University of Hawaii at Hilo, HI	<a href="http://www.uhh.hawaii.edu">www.uhh.hawaii.edu</a>	Currently updating course articulations
6	Kapiolani Community College, HI	<a href="http://www.kcc.edu">www.kcc.edu</a>	Updating articulation of GEO & Core foundational courses



7	Alfred State College, NY	<a href="http://www.alfredstate.edu">www.alfredstate.edu</a>	Provided link to Transfer equivalency courses.
8	Dixie State University, UT	<a href="http://dixie.edu/futurestudents/academics.php">http://dixie.edu/futurestudents/academics.php</a>	Link to Transfer equivalency courses.

*PPEC agreement for articulation among member institutions.*<sup>V.D</sup>

*The outcomes of the institution's programs have resulted in students graduating with degrees in various programs, transferring to four-year institutions, finding employment in the local government or completing rigorous military requirements before active duty.*

**Recommendation 6:**

The visiting team recommends that the College develop a staffing plan and budget development process that are integrated with institutional planning, including educational master plan and facilities master plan.

***Status:** ASCC has fulfilled this recommendation. Staffing, facilities, technology and budget development are an integral part of Institutional Program Review and the on-going planning processes. The Academic Excellence Plan is central to all other master plans. Each master plan addresses the specific strategic focus areas of the institution and is fully integrated with the Academic Excellence Plan. The institutional strategic focus areas were identified in 2009 through the results of the Institutional Program Review (2009) and have included academic excellence, staffing, facilities, and technology as institutional priorities. In 2014, Total Cost of Ownership was identified as a fifth priority area. The 27 ARRA funded projects on 2010 – 2011 followed a clear budget development process linking all strategic priorities to budgeted planning. The budget development process implemented in 2014 clearly integrated budget planning with institutional strategic planning.*

**Recommendation 7:**

The visiting team recommends that the College respond to the finding cited in the 2007 audit, specifically checks issued to financial aid recipients that were not cashed, and resolve the issue.

***Status:** ASCC has fulfilled this recommendation and implemented policies and procedures that will avoid future incidents. ASCC has continued to develop and implement required corrective action plans and received an unqualified audit in 2013.*

**Recommendation 8:**



The visiting team recommends that the College develop a plan to fund the total cost of ownership for recent capital investments in computing technology, facilities expansion, and air conditioning, based on support area program review, and integrated planning.

**Status:** *ASCC has fulfilled this requirement and implemented TCO procedures for technology and other capital investments. ARRA funds have been used to upgrade and increase technology resources throughout the College and to renovate all classrooms and science labs. A major consideration for technology purchases was the capability and cost of maintenance. Hardware and software purchases were made based on uniform specifications developed by the Chief Information Officer and her staff, and training was provided to assure that system maintenance could be handled by current MIS staff. Prior to the start of classroom and lab renovation, an energy audit was completed and recommendations for increased energy efficiency were integrated into the projects. The Territorial Energy Office assisted with the purchase of energy efficient air conditioners. The College also installed more than 300 solar panels to help reduce energy costs.*

*Total Cost of Ownership was added as a fifth strategic focus area in the 2013-2014 planning process and is reflected in the 2015-2020 Institutional Strategic Plan. The Total Cost of Ownership plan [IV.B.2 P.48](#) integrates staffing, technology, and facilities master plans to better improve resource management and resource allocation. Annual budget planning for each division of the institution requires clear alignment to the Total Cost of Ownership plan.*

### **Recommendation 9:**

The visiting team recommends that the College identify and document the charge, scope of authority, and the responsibilities of each College committee; identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administrators in the decision-making processes; and identify and document the specific procedures for moving items or issues through decision-making processes at the College, including mechanisms for providing feedback.

**Status:** *ASCC has fulfilled this recommendation. The development of divisional SOPs linked to policies and divisional mission and outcomes has greatly assisted in the improvement of specific procedures and processes in decision-making. The Institutional Assessment Cycle of Outcomes, as outlined in the Institutional Strategic Plan 2015 – 2020 provides the identified ownership and responsibility of each division and committee involved in the planning and assessment processes. The Organizational Charts for the institution and divisions provide the outline for protocol and decision making authority. [IV.A.1](#), [IV.B.1](#)*

### **Recommendation 10:**

The visiting team recommends that the Board, in consultation with the President, define and delineate the roles and responsibilities of the Board in College operations and policy making and develop an evaluation process to determine the effectiveness of the delineation.



**Status:** *ASCC has fulfilled this recommendation and funds have been budgeted for continued Board development.*

Governance 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.”

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.*

*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.* [II.A.2, II.A.3 P.10](#)

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.

The records show that the Board has discussed, examined, and approved of self-evaluation.

In 2009, the Board discussed self-evaluation. [X.N.7-View on campus](#) At a Board training The 2009 White Paper "American Samoa Community College Board Development Workshop Report" reports findings from a 2009 self-evaluation. Further, a July 2011 memo from ACCJC provides the ACCJC Rubric for Evaluation Institutional Effectiveness.

In 2010, the President gave an example of a question from WASC. “How did the board engage in an evaluation process to determine the effectiveness of its delineation of roles and responsibility of the board in policy making?” [X.N.8- View on campus](#)



In 2010, the Board approved self-evaluation at its summer retreat. [X.N.9-View on campus](#) In 2012, the IE Division presented on the requirement on self-evaluation to the Board. In 2014, the self evaluation instrument was revised. [VI.J](#) Professional development activities for the Board include a workshop facilitated by Dr. Wilson Hess in April of 2014, followed by a Board Retreat in June.

Board self evaluations have taken place during the annual Board retreats. These retreats have been effective in reviewing Board policies, institutional planning, and conducting self-evaluation.

The Accreditation Liaison Officer/Vice President of Student and Academic Affairs, Vice President of Administrative Services, the Director of Institutional Effectiveness, the Director of Human Resources, and the Chief Financial Officer have made several presentations to the Board on assessment activities.

**Commission Recommendation:**

The Commission recommends the College work immediately with the government of American Samoa to ensure that the government end restrictions on the College's use of resources, and that the College is able to use the financial resources available to it in a timely manner.

***Status:** ASCC has fulfilled this recommendation and continues to work with the American Samoa Government (ASG) to increase resources. ASCC has been receiving budgeted transfers from the American Samoa Government, based on the approved local budget, in a regular and timely manner. ASCC has also received supplemental appropriations from ASG to support priority projects, including Apprenticeship/Workforce Development and Professional Development.*

**G. Institutional Analysis**

ASCC's response to each of the ACCJC Standards follows:



## **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 cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.





## 1A. Mission Committee

Chair: Keseta Okenaisa Fauolo-Manila, *Director of Samoan Studies Institute*  
 Co-Chair: Dr. Kathleen Kolhoff, *Vice President of Academic & Student Affairs*

Members: Dr. Seth Galea'i, *President*  
 Dr. Daniel Aga, *Dean/Director of Community & Natural Resources*  
 Dr. David Addison, *Archeologist, Samoan Studies Institute*  
 Grace Tulafono, *Chief Information Officer*  
 Sonny J. Leomiti, *Director of Institutional Effectiveness*  
 To'aiva Fiame Tago, *Social Science Instructor*  
 Evile Feleti, *Samoan Studies Instructor*

### 2014 new

***A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (Original I. & I.A)***

#### I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

#### Descriptive Summary:

The mission statement of the American Samoa Community College (ASCC) clearly states its broad educational purposes of fostering successful student learning by providing high quality educational programs and services that facilitate students to achieve their educational goals and contribute to the well-being of American Samoa.<sup>I.D.1</sup> These broad educational purposes are appropriate for the only institution of higher learning in American Samoa.

Table 1: Mission Statement in 2014-2016 Catalog

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.



**Self-Evaluation:**

ASCC is an open-admission institution welcoming students who are educationally underserved, challenged, non-traditional or without access to other higher education opportunities off-island. ASCC is the only US accredited institution in the South Pacific and serves a student population that is primarily Samoan and Pacific Islander. The demographics for the past five years reflect the following:

There is a reasonable match between ASCC’s location, resources and its role as the only institution of higher learning in American Samoa. American Samoa consists of seven islands, with majority of the population living on the main island of Tutuila, where ASCC is located. Students must travel to Tutuila to access ASCC programs and services, as the local infrastructure is not sufficient to support distance education and the College has no correspondence courses.

As demonstrated by the Mission and Core Values/Institutional Learning Outcomes, ASCC is committed to student learning. The Core Values/ILOs are as follows:

- Student Centeredness
- Respect for Diversity
- Collaboration and Teamwork
- Respect for Tradition and Culture
- Lifelong Learning

ASCC already has in place a number of 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. [X.R](#)

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

**Planning Agenda:**

ASCC will Assess, Evaluate and document recommendations to improve institutional effectiveness [IV.B.4](#)

**2014 new**

***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. (Original I.A.1)***



- *I.A.1 The institution establishes student learning programs and services aligned with its purposes its character, and its student population.*

**Descriptive Summary:**

ASCC uses data to determine effectiveness and to support the mission of the college. The mission of the college identifies its priorities through its process of strategic planning.

**Self-Evaluation:**

Formal review of the mission statement takes place every two years. The Curriculum Committee, which is responsible for reviewing and approving program courses, instructional and curricula issues, reviews the College mission statement and may recommend changes. Following this, the Deans and Directors Committee reviews and approves the Mission statement prior to it being given to the Board of Higher Education for final review and approval.

Dialogue and discussion on the relevancy of the mission statement takes place within the different stakeholders of the College. The key constituents for the College as listed below are involved and made aware of the institutional mission statement.

Table 2: ASCC Stakeholders

Key Constituents/ Stakeholders	Discuss Mission Statement	Are made Aware of Mission Statement
1. Board of Higher Education	Yes & Approved	Yes
2. President’s Advisory Council	Yes	Yes
3. Deans and Directors	Yes & Approved	Yes
4. Vice Presidents Committees (ASA & AD. Services)	Yes	Yes
5. Institutional Planning Executive Core Committee	Yes	Yes
6. Curriculum Committee	Yes, Review and recommend changes	Yes
7. Assessment Committee	Yes	Yes
8. Data Committee	Yes	Yes
9. Faculty Senate	Yes	Yes
10. Students – SGA	Yes. Student Representative on the BHE.	Add the College mission statement
11. Division/Program/Department/Community	Yes. Community participation through BHE and Academic Departments’ Advisory Committees.	Yes.

As an outcome driven institution [IV.B.1](#), ASCC validates that its student learning programs and services are aligned to its educational functions as an institution of higher learning. [II.G](#) College’s diverse educational programs and services provide students with content knowledge and the



necessary skills to either pursue studies at off island Colleges and universities, perform research in human and natural resources, have an awareness of Samoa and the Pacific, or enter into the workforce. [I.C.1](#)

ASCC addresses the needs of the student population using the following assessments of student learning outcomes:

- 6) Institutional Learning Outcomes – Program Review (biennially monitored by BHE and IPECC) [IV.A.1](#)
- 7) Divisional Learning Outcomes – Divisional Assessment, Budget Planning (annually internal self-review) [VII.H](#) Quarterly Reporting (Quarterly) [VII.B.3](#)
- 8) General Education Outcomes – Student Achievement Reports - General Education Program (biennially – reviewed by general education faculty) [IX.A.1](#), [IX.B.1](#), [IX.B.2](#), [IX.B.3](#), [IX.B.4](#), [IX.B.5](#), [IX.B.6](#), [IX.B.7](#), [IX.B.8](#), [IX.B.9](#), [IX.B.10](#)
- 9) Program and Department Learning Outcomes – Program / Assessment Student Achievement Reports (annually by Division or Program) [VII.B.3](#)
- 10) Course Learning Outcomes – Quality and Competency Assessment (every semester by faculty) [VII.D.1.a](#)

ASCC’s mission statement is reviewed regularly and has remained consistent over the years. It is focused, anchoring ASCC core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning.)

ASCC has also defined the following Core Values and through the missions of programs and services, 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.

### **Planning Agenda:**

ASCC will continue to expand academic programs to meet the needs of the community [IV.B.4](#)

To include ASCC’s mission statement in all major college publications.

To develop a formal documentation of the review process of the Mission, including the Samoan translation.



**2014 new**

**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 student goals for student learning and achievement. (Original I.A.1 and I.A.4)**

➤ *I.A.4. The institution's mission is central to institutional planning and decision-making.*

**Descriptive Summary:**

ASCC's mission is central to all programs and services, and guides planning to set annual objectives, goals, outcomes aligned to the mission. [IV.A.1](#), [IV.B.1](#)

The mission is central to institutional planning and decision-making through the Institutional Strategic Planning process. This process begins with Program Review, 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. [IV.A.1](#), [IV.B.1](#)

**Self-Evaluation:**

In 2009, ASCC conducted its Institutional Program Review, 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.

Currently, ASCC has updated its Institutional Strategic Plan to 2015-2020. 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 outcomes in the Strategic Plan. Finally, all divisional as well as committee mission statements must be aligned to the Institutional mission statement. [VII.B.2](#)

The 2015-2020 Five Year Institutional Strategic Plan, developed after the 2014 Institutional Program Review, was approved in June 2014. [IV.A.1](#), [IV.B.1](#) ASCC's 2015-2020 Institutional Strategic Plan provides the institution's strategic priorities for planning for the forthcoming five years.

**2014 new**



***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 as necessary. (Original I.A.2 & I.A.3)***

- *I.A.2. The mission statement is approved by the governing board and published.*
- *I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

**Descriptive Summary:**

The mission statement is 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. [II.B.1](#)

**Self-Evaluation:**

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. This review incorporates the interests of the institution's stakeholders as represented by the Curriculum Committee which includes department chairpersons, the Dean and Associate Dean of Academic Affairs, Dean of Trades and Technology, Dean of Teacher Education Program, Director of Adult Education, Dean of Student Services, Assessment Coordinator and a representative from the Office of Institutional Effectiveness.

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.

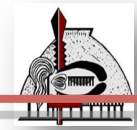
The mission statement is approved by the governing board and published in the College Catalog.

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. VII.B.3

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.D.2](#) [IV.B.4](#)



**Evidence:**

1. I.C.1- ASCC Catalog 2012-2014 (p. iii)
2. I.D.1- ASCC Catalog 2014-2016:Core Values (p. iii)
3. I.D.2- ASCC Catalog 2014-2016: Mission Statement (p. iii)
4. II.B.1- ASCC Governance Manual: Policy 1000 (p.1)
5. II.G- ASCC Organization Chart
6. IV.A- ASCC Strategic Plan 2009-2014
7. IV.A.1- ASCC Strategic Plan 2009-2014: Planning Process (p. 8-11)
8. IV.B.1- ASCC Strategic Plan 2015-2020: Outcome Planning and Assessment Charts (p.)
9. VII.B.3- Quarterly Reports: 1<sup>st</sup> Quarterly Report 2014
10. VII.D.1.a- Assessment Reports: Guidelines for Closing the Loop Manual (p. 1-28)
11. VII.H- Divisional Assessment Analysis
12. IX.A.1- GEO Process and Procedure Presentation 2014
13. IX.B.1- Domain 1: Communication Qualities and Competencies
14. IX.B.2- Domain 1: Communication Data Sheets
15. IX.B.3- Domain 2: Technology Literacy Qualities and Competencies
16. IX.B.4- Domain 2: Technology Literacy Data Sheets
17. IX.B.5- Domain 3: Critical Thinking Qualities and Competencies
18. IX.B.6- Domain 3: Critical Thinking Data Sheets
19. IX.B.7- Domain 4: Global Awareness and Cultural Competence Qualities and Competencies
20. IX.B.8- Domain 4: Global Awareness and Cultural Competence Data Sheets
21. IX.B.9- Domain 5: Personal Development Qualities and Competencies
22. IX.B.10- Domain 5: Personal Development Data Sheets



## **1B. Improving Institutional Effectiveness Committee**

Chair:	Sonny J. Leomiti, <i>Director of Institutional Effectiveness</i>
Co-Chair:	Virginia Ma'ilo-Filiga, <i>Institutional Researcher/Publication Officer</i>
Members:	Dr. Rosevonne Pato, <i>Vice President of Administrative Services</i> Dr. Larry Purcell, <i>Teacher Education &amp; Training Instructor</i> Matesina Willis, <i>Director of ASCC Research Foundation</i> June Paogofie, <i>SBDC Business Development Division Manager</i>
Members (Cont'd):	Dr. Daniel Chang, <i>Health &amp; Human Services Chairperson</i> Letupu Moananu, <i>Dean of Academic Affairs</i> Tafaimamao Tupuola, <i>Director of University Center for Excellence on Developmental Disabilities</i> Evelyn Fruean, <i>Associate Dean of Academic Affairs</i> Feleni Petelo, <i>ASBEP Faculty-TED English Instructor</i> Silaulelei Saofaigaalii, <i>Human Resource Manager</i> Lipena Samuelu, <i>Human Resource Generalist</i> Wei-Lie Tunoa, <i>Adult Education Literacy &amp; Extended Learning Instructor</i>

*2014 new*

### ***B. Assuring Academic Quality and Institutional Effectiveness Academic Quality***

#### **1.B: Institutional Mission and Effectiveness**

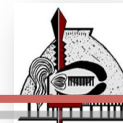
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

*2014 new*

***I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, institutional effectiveness, and continuous improvement of student learning and achievement. (Original I.B.1)***

- *I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*





### **Descriptive Summary:**

There are different levels at which self-reflective dialogue on continuous improvement occurs. ASCC's emphasis on dialogue is linked to the structural levels of planning encompassing institutional dialogue, committee dialogue, and divisional/program/ department dialogue. [IV.B.1](#)

Institutional dialogue centers on achieving the mission of the College through its operations. The dialogue at the institutional level focuses on institutional processes and policies, institutional program review, institutional planning, and institutional assessment of ASCC's Core Values and learning outcomes.

- Board of Higher Education
- President's Advisory Council
- VPs Divisional Planning
- Institutional Strategic Planning [IV.A.1](#)

Committee Dialogue is central to planning, implementation, assessment, and achievement of the College's mission through its institutional strategic planning goals and objectives.

- Deans & Directors Planning
- Curriculum & Assessment Planning [X.A.1, X.C.1](#)
- Faculty Senate Planning [X.F.1](#)
- Data Committee Planning [X.B.1](#)

All divisions are mission driven and are aligned to the overall mission of the College. [II.G](#)  
Divisional missions are linked to outcomes, which are assessed at the end of each fiscal year. [II.G](#), [VII.B.1](#)

- Divisional/Program/Department Planning

### **Self-Evaluation:**

As an outcome driven institution, dialogue occurs at different levels and stages. Dialogue is essential to outcome progress, the review of internal and external affairs not limited to institutional developments and accreditation.

ASCC's focus on assessing SLOs, has led to an intensive review of all outcomes. These outcomes guide ASCC's structural and functional planning stages for continuous improvements. [IV.B.1 P.12](#) ASCC needs to further delineate the roles of all employees towards the achievement of SLOs linked to institutional processes and policies.

ASCC has an open admission policy [II.B.92](#) and is stated within the mission. ASCC further states in policy 4210 "ASCC prohibits discrimination against any person on the basis of race, religion, gender, color, ancestry or national origin, age, political opinion, sexual orientation, marital status, veteran status, or physical or mental disability of otherwise qualified individuals. This non-discrimination policy applies to and includes, but is not necessarily limited to, employment practices, educational program, student admissions, and access to services. The college will abide by all applicable requirements of local and federal laws prohibiting discrimination."



ASCC recognizes a need to formalize institutional dialogue, and Standard Operating Procedures (SOPs), and awareness to ensure compliance to all ASCC policies on equity and regulations.

ASCC's dialogue on academic quality is ongoing and reemphasized each semester during orientation.

**Planning Agenda:**

To review and distribute on a regular basis the document on all institutional committees delineating the purpose/scope, participants, meeting dates and their role and responsibilities in planning and decision-making. [IV.B.4](#)

To review and refine policies that support institutional program review, planning, assessment and formalize institutional Standard Operating Procedures (SOPs). [IV.B.4](#)

**2014 new**

***I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (Original II.A.2.a & IIB)***

- *II.A.2.a. The institution uses established procedures to design, identify learning outcomes to approve, administer, deliver, and evaluate course and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
- *II .B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

**Descriptive Summary:**

The institution has established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. The Assessment cycle of all outcomes clearly defines the scope, charge, and assessment instruments and cycles for all learning outcomes at the Institutional, Divisional, Program, General Education, and Course levels. [IV.B.1](#) Faculty, through the Curriculum Committee and Assessment Planning Committee are central to the development, evaluation and planning of courses, programs, certificates and degrees.

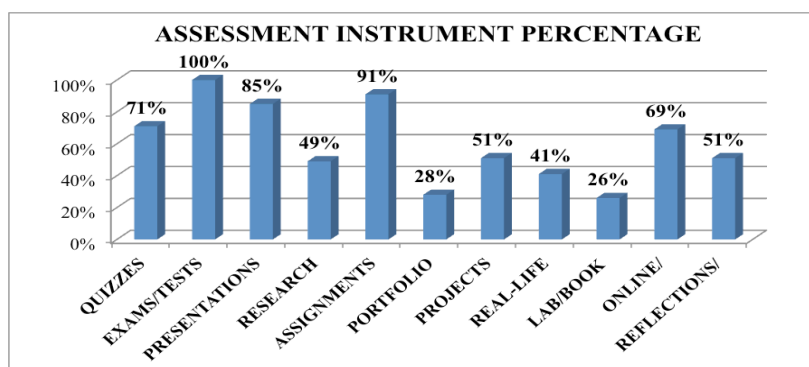
Assessment of course, general education, and program learning outcomes is an ongoing process to ensure competencies and qualities are achieved by students. [VII.D.3.a](#) Course evaluations are disseminated by IE to evaluate General Education Outcomes. Faculty members, in collaboration with academic chairpersons, program directors and appropriate Deans, are responsible for identifying appropriate student learning outcomes prior to submission for further review to Assessment and Curriculum committees.



All ASCC courses, programs, general education, certificates and Degrees have student learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes at the course, program, general education, degrees and certificates.

### Self Evaluation:

Assessment of CLO, PLO, and GEO is an ongoing process within academic departments and programs. [VII.D.3.a](#) Academic departments/programs are responsible for collecting student outcome achievement data.



The Curriculum Committee review process focuses on the biennial review of the catalog that allows programs and divisions to thoroughly review its courses, programs, certificates and degrees to ensure the alignment of student learning outcomes at all levels and to the Mission of the College. There is a broad-based review of course and program learning outcomes with in academic departments, programs, curriculum, and assessment committees. Development of standard operating procedures (SOP) is in place for course and program approval/removal. For recommended changes to be implemented, evidence must be provided to support proposed changes. [VIII.B.1](#)

After Curriculum Committee approval, changes are reviewed by the Deans, Vice President of Academic and Student Affairs and President. Responsibility for direct administration of academic programs rests with the Deans of Academic Affairs, Trades and Technology, and Teacher Education, who report to the Vice President of Academic and Student Affairs. This process is effective, but the College continues to work to improve quality.

All certificates and degrees are evaluated at least every two years through the catalog revision and program review. Courses and programs are evaluated annually through review of course learning outcomes. Assessment instruments and rubrics have been identified and developed by faculty, academic departments and programs to assess student learning outcomes at the course and program level. The results of evaluations and assessments are used to make informed decisions on the progress of course, programs, certificates, and degrees. Student course evaluation is also used to document students' perceptions on achievement of course learning outcomes. [VI.F](#)



A number of improvements have been made as a direct result of evaluation and assessment. As discussed above, the developmental studies program was revised and is now CAPP. The B.Ed. program has been refined through the review and strengthening of rubrics and assessment measures. With approval of the B.Ed. program by both WASC Commissions, the American Samoa Department of Education has entered into MOUs with the College to provide training and certification of local in-service teachers and to support pre-service Education majors.

In response to an identified need in the community, and supported by the Governor's Office, ASCC has implemented the Apprenticeship/Workforce Development program to improve education and training in the Trades. Certificates of Completion and Certificates of Proficiency have been revised to align with existing curricula and community needs.

Standard Operating Procedures (SOPs) have been developed and implemented throughout the institution, in support of improved teaching and learning. Institutional Program Review supports integrated budget and planning.

Courses and programs are in alignment with the institution's overall mission and are more focused on outcome expectations. As a result there are more proposals of curricular changes to some programs and degrees to ensure alignment of student learning outcomes at all levels. Student course evaluations have been revised to be driven by the achievement of course learning outcomes. Faculty expertise is reflected on the current instrument used for performance evaluation; however there is continuing dialogue on improving the instrument to be more outcome based. Professional development has been provided both on-island and off-island to ensure faculty are equipped with the expertise necessary to evaluate the quality of its courses and programs.

ASCC is dedicated to helping its students attain their highest educational potential and to providing 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. These services and programs include the following:

- Admissions, Records and Financial Aid (ARFAO)
- Counseling:
  - Academic
  - Career
  - Personal
  - Transfer
- Diversity Student Learning Assistance (SLA) Center
- University Center for Excellence in Developmental Disabilities (UCEDD)
- Student Support Services
- College Access Challenge Grant Program

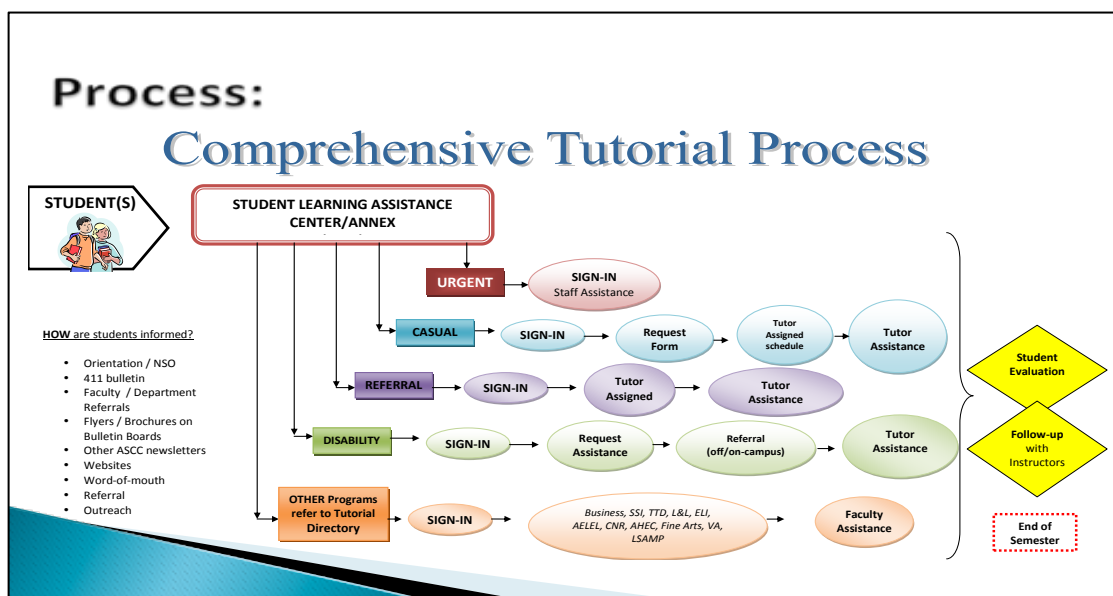


Faculty has a central role in the development of SLOs, in assessment, and in course development and ongoing review to assure quality. ASCC meets the standard.

The CAPP courses are structured in six-week blocks, with exams to determine progress to the next level given during the seventh week. This regular evaluation provides opportunity for early and on-going assessment of the academic progress of new students. Tutoring and counseling support are readily available to students who are having difficulty. In some cases, tutors are embedded in the CAPP classes to provide additional support.

Discussions about student access, progress, learning and success have been on-going for the past five years in College-wide faculty/staff meetings, institutional committees (Curriculum Committee, Assessment Planning Committee), academic departments, and among the Academic and Student Affairs Deans and Directors. Following are examples of these discussions:

- A series of faculty/staff meetings in the fall of 2009 facilitated the clarification, and refinement of the tutoring programs and development of the Student Learning Assistance Center. Faculty and staff discussion of student achievement in the previous developmental studies program led to the formation of an inter-departmental working group that developed the CAPP model, which was funded by USED and implemented in 2012.



- Faculty and staff dialog was instrumental in developing the institutional statements of Core Values, which were integrated into Institutional Learning Outcomes. <sup>1.D.1</sup>
- Faculty and staff participate in an orientation at the beginning of each semester. Topics have included placement issues for new students, student achievement data, tutoring and support services, on-line registration, and providing appropriate services for students with disabilities.



- The Assessment Planning Core Committee prepared comprehensive presentations for the faculty and staff, the Board of Higher Education, the leadership team of the American Samoa Department of Education and the 2013 American Samoa Education Summit to facilitate discussion on student readiness, access, progress and success among the College and the community. <sup>XV.A</sup>
- Discussion on General Education within the Curriculum Committee led the identification and implementation of the General Education Program pathway for first year students.
- As a result, the Assessment Planning Committee developed appropriate means to track student performance.
- ARFAO, MIS and Academic Affairs worked collaboratively to develop and implement on-line registration.
- CACG staff collaborated with Academic and Student Affairs to develop and deliver outreach programs to the high schools and community to support College access and success.

Faculty, academic chairpersons and program deans/directors work collaboratively with the Division of Student Services, ARFAO, SSS, and CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported.

Data on increased student success since the implementation of the CAPP courses demonstrates that the support services are effective.

#### **Planning Agenda:**

Update to the Committee Structure Manual

Improve and implement the instrument to evaluate faculty performance.

The Student Services Division will institutionalize the Graduate Exit Survey and the Graduate Satisfaction Survey, in consultation with Institutional Effectiveness, to provide meaningful analysis and widespread distribution of data to support improvement.

The Student Services Division will review and revise outcomes that support student learning and will integrate these into the institutional assessment plan.

#### **2014 new**

***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. (Original I.B.+& I.B.2)***

- *I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*



### **Descriptive Summary:**

The process of institutional program review determines the institution's priorities and goal setting. Through program review, the institutional strategic plan is identified.

The institutional integrated planning process occurs in several stages:

- Program Review
- Data Collection & Analysis
- Identification of Priority Needs or Recommendations. [IV.A.1](#)

In FY 2010, all divisional goals were required to be aligned to the Institutional Strategic Plan. Alignment of divisional goals is monitored through each divisional Quarterly Report. [IV.A.1](#)

FY 2013 was marked as an Outcome trend for ASCC. All Academic and Administrative Divisions shifted from Goal Planning to Outcome Planning. The submission of Quarterly Reports is a standard requirement for all academic and administrative divisions. [VII.B.3](#) The Quarterly Report format provides the alignment of divisional mission statements linked to divisional outcomes, divisional objectives, divisional evidence, divisional challenges in the strategic planning areas of Staffing, Technology, Facilities, and divisional recommendations. [VII.B.3](#)

The quarterly reports are used as a mechanism to monitor progress towards the achievement of strategic goals. Updates of the plan are generated annually to provide status reports on each strategic focus area. [IV.C.1, IV.C.2, IV.C.3, IV.C.4](#) Also, a timeline for implementation of Strategic Goals is identified and linked to internal and external planning, assessment, budgeting, reporting, and accreditation. [IV.A.2](#)

ASCC has institutional instruments in place to implement its Strategic Goals, Objectives, and Expected Outcomes and an identified cycle for which each instrument is implemented:

- Institutional Program Review Surveys (Biennially), [IV.A.1](#)
- Annual Reports (Annually) [VII.A.2, VIII.A.3](#)
- Strategic Plan Updates (Annually) [IV.C.1](#)
- Divisional Assessment Survey (Annually) [VI.B.1, VIII.A](#)
- Fact Sheets (Semester Based) [VII.G.](#)
- Quarterly Reports (Quarterly) [VII.B.3, VIII.A.2](#)
- Bi-weekly Reports (Bi-weekly) [VIII.A.4](#)

Through the process of institutional program review, expected outcomes are reviewed institutionally and addressed by all institutional divisions through data collection instruments mentioned above.

Since 2009, ASCC's process of identifying its General Education Program has impacted the assessment of Institutional Learning Outcomes (ILOs). [LB.1](#) The ILO categories that centered on Communication Skills, Job skills, and Lifelong Learning Skills were included in the review of General Education domains due to content, skills, and behavioral-based indicators that were



emphasized in the defining of General Education. [I.C.5](#) The shift of ILO indicators was based on the Assessment Planning Core Committee’s (APCC) thorough review of GEO domains and outcomes in 2010. [VII.D.2](#), [VII.D.3a](#)

The college implemented its general education program in the fall of 2012. Institutional emphasis on GEO assessment initiated in the fall of 2012 and continued to the fall of 2013 to provide guidance for General Education Faculty on outcome competency indicators extracted from existing assessment instruments, content consensus deliberations, processes for inter-rating reliability, data collection methods, cycle of GEO review, analysis, and using data to improve GE outcomes attainment and achievement. [IX.A.2](#)

**Self Evaluation:**

ASCC revisited its Core Values in the spring of 2014. This revision resulted to the defining of Core Value statements now referred to as ILOs for accountability for all divisional missions.

In the beginning of the fall 2014 semester, the IE Director and staff presented to the ASCC Deans and Directors its mission and SOPs to solicit feedback on areas to improve the collection of institutional data, data transparency, and ways to better inform the institution and external stakeholders on data analysis and dissemination.

Institutional data specifically collected for review and analysis on a semester basis linked to achievement include placement data, enrollment data, and graduation data. This data is collected, analyzed, compiled into ASCC Fact Sheets, and disseminated accordingly following IE SOPs for data dissemination. [VIII.A.8](#)

Dialogue on institutional student achievement indicators continues based on institutional data collected each semester. This data includes preparatory pass/no pass rates, enrollment rates, and graduate rates and was used to set the following institutional achievement indicators:

- CAPP English 90/91- 65%
- CAPP Math 90- 60%
- Graduation within 3 years- 53%

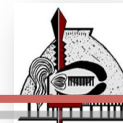
These achievement indicators will allow the institution to strengthen the need areas of students based on the attainment and achievement of competencies for college readiness and completion of degree requirements within a three-year interval.

ASCC has completed its two-year cycle of GEO assessment in spring 2014 and an analysis has been generated on GE outcome attainment. [IX.F](#) The GE analysis is in the process of being reviewed by GE faculty to generate recommendations for improving GE outcome competencies.

Passing rates for all GE courses offered in 2012-2014 was generated as a sample to determine an institutional standard percentage for GE achievement.

COMPLETION RATE				
GEO	Fall 2012	Spring2013	Fall 2013	Spring 2014





Courses													
				C or better									
<b>AVERAGE</b>		88%		70%	88%	65%	90%	73%	92%	75%			
1	<b>ENG 150</b>	197	91%	73%	153	88%	79%	173	87%	74%	120	86%	68%
2	<b>ENG 151</b>	201	90%	71%	176	89%	76%	138	88%	79%	129	92%	66%
3	<b>SPH 153</b>	25	96%	92%	46	98%	98%	70	99%	99%	108	99%	97%
4	<b>ICT 150</b>	181	74%	52%	128	79%	64%	147	89%	81%	133	92%	81%
5	<b>MAT 151</b>	147	90%	65%	180	88%	61%	160	88%	62%	151	92%	51%
6	<b>PHSCI 150/150L</b>	65	89%	62%	94	95%	65%	116	96%	74%	128	88%	74%
7	<b>HIS 150</b>	30	75%	53%	21	81%	42%	39	81%	40%	26	93%	71%
8	<b>HIS 151</b>	19	83%	61%	33	89%	49%	24	92%	69%	28	100%	100%
9	<b>HIS 170</b>	65	98%	67%	57	95%	77%	59	87%	63%	63	90%	70%
10	<b>HIS 171</b>	70	93%	71%	59	84%	47%	32	91%	77%	47	92%	71%
11	<b>HIS 162</b>	43	98%	95%	41	100%	100%	70	97%	88%	79	94%	87%
12	<b>PSY 150</b>	72	92%	87%	54	79%	37%	44	96%	93%	71	96%	88%
13	<b>HEA 150</b>	21	100%	62%	39	98%	53%	25	81%	55%	39	83%	45%
		1136			1081			109			1122		
								7					

Student course completion for GE requirements of C or better (Fall 2012-Spring 2014)

- Spring 2014 75%
- Fall 2013 73%
- Spring 2013 65%
- Fall 2012 70%
- Average percentage (70.75%)

Institutional discussion based on data indicates a 70% passing rate ‘C or better’ which is in alignment with the traditional standard of satisfactory however, setting a GE institutional achievement percentage at this time provides a preliminary picture of the degree components offered at ASCC until a full review of the Core Foundational and Co-Foundational areas has been completed. This will allow the institution to review the linkages between GE competencies, Core Foundational (content enrichment) competencies, and Co-Foundational (program/specialized) competencies.

**Planning Agenda:**

ASCC will continue to complete the review of its Core Foundational and Co-Foundational Areas. Data generated from this review will be submitted for institutional review to confirm the institutional educational achievement indicators. [IV.B.4](#)

To review and refine policies that support institutional program review, planning, assessment and formalize institutional Standard Operating Procedures (SOPs). [IV.B.4](#)



## **2014 new**

### ***I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. (Original I.B, I.B.3, & I.B.4)***

- *I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, the implementation, and re-evaluation. Evaluation is based on analysis of qualitative and quantitative data.*
- *I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

#### **Descriptive Summary:**

Planning occurs at every level of the institution. Within the internal processes, discussions, and decision-making of the governing groups, institutional and task oriented committees, and divisions, broad based participation in planning for the improvement of institutional effectiveness is evident. While within some of these groups, planning may be informal, the institution also has a formal process for strategic planning which encourages input by appropriate constituencies and ensures broad-based participation.

In 2009, under the directive of the President, the Institutional Planning Committee (IPC) <sup>X.1.1</sup> was formed in response to recommendations made by the Accrediting commission for integrated planning. In the effort for broad based participation, subcommittees were established integrating equal representation of all stakeholders for the strategic planning process. Representation included a team of administrators, faculty, and staff.

The 2009 Institutional Program Review survey provided for feedback from all Departments/Divisions/Programs concerning inputs, outputs and operations. From the IPC, the Institutional Planning Executive Core Committee (IPECC) <sup>X.1.2</sup> was formed and initially tasked to spearhead and monitor the Program review and the strategic planning processes. This group was also responsible for the analysis of the Program Review Results in which they identified four strategic focuses for the 2009-2014 Institutional Strategic Plan:

- Academic Excellence
- Technology
- Physical Facilities and Maintenance
- Staffing

As a result of the implementation of the plan, the institution was able to allocate resources, with support from ARRA funds, to sufficiently address the areas of the plan. IPECC was additionally tasked with the annual monitoring of the 2009-2014 Institutional Strategic Plan.

In 2014, IPECC updated the plan through 2020 using a similar process to that of 2009. Using Institutional Program Review and Divisional Assessments as mechanisms for broad-based



participation, IPECC analyzed the results to revisit the plan's focus areas. The previous IPECC arrangement of Administrators, Faculty, Staff and Students was used to review the progress of the plan. As a result of the review by IPECC and the analysis of the 2014 Institutional Program Review and Divisional Assessments, a fifth strategic focus area of Total Cost of Ownership was identified and an adjustment of the goals and objectives of the previous plan was made. The 2015-2020 Institutional Strategic Plan <sup>IV.B</sup> was approved in June of 2014.

With Total Cost of Ownership in place within the plan, a call for budget required all departments and divisions to plan their budget accordingly with alignment to the goals and objectives of the 2015-2020 Strategic plan. As a result of the implementation of these plans, the following changes occurred:

- Additional Strategic Areas have been identified (Program Review)
- Differentiating between Institutional Assessment and Academic Assessment (Planning/Student Learning Outcomes)
- Review of Institutional Policies (Planning)
- Review of Institutional Learning Outcomes (Planning)
- Administrative & Academic Outcomes (Student Learning Outcomes/Planning)
- Standard Operating Procedures were developed
- Mission Focused
- Data/Evidence Driven

To continue broad-based involvement in planning (formal and informal), and guarantee valuable input from appropriate stakeholders, the institution has in place a governance policy <sup>II.B.2</sup> for the establishment and maintenance of the following institutional committees where planning is central for the improvement of institutional effectiveness:

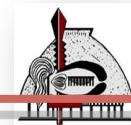
- Curriculum Committee
- Assessment Committee
- Institutional Planning Committee
- Faculty Senate

ASCC's outcome infrastructure assures cohesiveness in program review, assessment, and planning. The outline below encompasses ASCC's definition of institutional effectiveness through its mission to ensure the achievement of Student Learning Outcomes at all levels, and the linkage to program review and planning. <sup>IV.B.1</sup>

Institutional Assessment Cycle of all Outcomes: <sup>IV.B.1</sup>

Assessing General Education Outcomes, Program Learning Outcomes, Course Learning Outcomes:

- a. Scope: Academic Programs & Departments
- b. Charge: Academic Deans: Dean of Academic Affairs, Dean of Student Services, Dean Teacher Education, Dean of Trades & Technology.
- c. Assessment Instruments & Cycle:
  - i. Charge: All Faculty (Full Time & Adjunct)



- ii. Courses: Semester based assessment
  - 1. Assessment Instrument:
    - a. Rubrics- Defined by Program/Department
- iii. Program Learning Outcomes:
  - 1. Charge: Program & Adjunct Faculty
  - 2. Assessment Instrument:
    - a. Content Rubrics- Defined by Program/Department (Semester Based/Annually)
    - b. Student Achievement Report- Defined by Program/Department (Biennially)
- iv. General Education Outcomes:
  - 1. Charge: General Education & Adjunct Faculty
  - 2. Assessment Instrument:
    - a. Content Rubrics- Defined by General Education Faculty (Semester Based)
    - b. Student Achievement Report (Biennially)
    - c. Course Evaluations (Semester Based)

Assessing Divisional Learning Outcome Assessment:

- d. Scope: Academic & Administrative Divisions
- e. Charge: Deans & Directors
- f. Assessment Instruments & Cycle:
  - i. Divisional Quarter Reports:
    - 1. 1<sup>st</sup> Quarter Report (Quarterly)
    - 2. 2<sup>nd</sup> Quarter Report (Quarterly)
    - 3. 3<sup>rd</sup> Quarter Report (Quarterly)
    - 4. 4<sup>th</sup> Quarter Report (Quarterly)
    - 5. Divisional Outcome Summation (Annually)
    - 6. Divisional Standard Operating Procedures (Annually)
  - ii. Budget Planning:
    - 1. Budget Proposals (Annually)
  - iii. Divisional Assessment:
    - 1. Divisional Self Review (Annually)
  - iv. Bi-weekly Reports (Bi-weekly)

Assessing Institutional Learning Outcomes & Core Values:

- g. Scope: Institution
- h. Charge: President & Vice Presidents
- i. Assessment Instruments & Cycle:
  - i. Institutional Learning Outcomes:
    - 1. Divisional Outcomes (Annually)
      - a. Assessment Instrument
        - i. Quarterly Reports
  - ii. Institutional Program Review (Biennially)
    - 1. Assessment Instruments:



- a. Program Review Survey
- b. Divisional Assessment Survey
- iii. Institutional Assessment and Planning (Annually)
  1. Strategic Planning & Updates (Biennially)
    - a. Assessment Instruments:
      - i. Quarterly Reports
      - ii. Divisional Assessment Analysis
      - iii. Program Review Analysis
  - iv. ASCC Catalog (Biennially)

Mission Statement:

- j. Scope: Institution
- k. Charge: President, Board of Higher Education
- l. Focus: Institutional Processes & Policies

**Self-Evaluation:**

The institution practices broad-based planning and ensures support for these practices through policy and the allocation of resources. As there are other committees not listed under the governance policy stated above, there is a need to revisit the policy to include these other committees vital to broad-based participation. In addition, there should be language in the policy which defines or emphasizes broad-based involvement to further secure support for these practices.

Although this policy pertains to faculty involvement in the committees above, a review of this policy to include all institutional stakeholders and their participation in these committees should be addressed. In addition, funds are allocated for assessment and planning further securing the maintenance of the committees charged with this scope.

The institution collects an array of assessment data for decision-making. Data is compiled and presented in publications or as separate reports. Commonly collected data include:

- Fact Sheets/Books: Enrollment data, Student demographics, Developmental Progress, Graduation rates, placement results
- Quarterly Reports: Divisional Outcomes
- Annual Reports: Institutional/Program Salient Accomplishments
- Student Opinion Reports: Student Feedback on Course Evaluation and Student Satisfaction Surveys
- Budget Proposals/Allocation: Institutional/Divisional
- Institutional Program Review Survey: (Focus Areas): 1) Mission Effectiveness 2) Program/Service Effectiveness 3) Resources 4) Organization & Leadership 5) Institutional Strengths 6) Institutional Weaknesses
- Divisional Assessment Analysis (Focus Areas): 1) Department/Program/Division Information 2) Personnel 3) Staff Development 4) Facilities, Equipment, and Budget 5) Technology & Library 6) Evaluation & Improvement



- General Education Program: Student Achievement Data
- Academic Program: Student Achievement Data
- Student Learning Outcomes

ASCC's Compliance Assist site, [XII.B](#) 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.

The ASCC website [XII.A](#) provides access to ASCC Catalogs, Press releases, Strategic Plans, Accreditation and other reports. This information is available to anyone. In 2014, the institution hired a full-time Webmaster to keep the website current.

#### **Planning Agenda:**

To review and refine policies that support institutional program review, planning, assessment and formalize institutional Standard Operating Procedures (SOPs). [IV.B.4](#)

To review Governance Policy 5118- 'Faculty Committees' to include administrators and staff. [IV.B.4](#)

#### **2014 new**

#### ***Institutional Effectiveness***

#### **2014 new**

***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. (Original I.A.3 & I.B.3)***

- *I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*
- *I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, the implementation, and re-evaluation. Evaluation is based on analysis of qualitative and quantitative data.*

#### **Descriptive Summary:**



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's outcome infrastructure assures cohesiveness in program review, assessment, and planning. The outline below encompasses ASCC's definition of institutional effectiveness through its mission to ensure the achievement of Student Learning Outcomes at all levels, and the linkage to program review and planning. <sup>IV.B.1</sup>

Institutional Assessment Cycle of all Outcomes: <sup>IV.B.1</sup>

Educational Programs: All programs submit assessment reports based on outcome achievement that follows the biennial catalog review. Programs include preparatory, general education and program emphasis courses.

Assessing General Education Outcomes, Program Learning Outcomes, Course Learning Outcomes:

- a. Scope: Academic Programs & Departments
- b. Charge: Academic Deans: Dean of Academic Affairs, Dean of Student Services, Dean Teacher Education, Dean of Trades & Technology.
- c. Assessment Instruments & Cycle:
  - i. Charge: All Faculty (Full Time & Adjunct)
  - ii. Courses: Semester based assessment
    1. Assessment Instrument:
      - a. Rubrics- Defined by Program/Department
  - iii. Program Learning Outcomes:
    1. Charge: Program & Adjunct Faculty
    2. Assessment Instrument:
      - a. Content Rubrics- Defined by Program/Department (Semester Based/Annually)
      - b. Student Achievement Report- Defined by Program/Department (Biennially)
  - iv. General Education Outcomes:
    1. Charge: General Education & Adjunct Faculty
    2. Assessment Instrument:
      - a. Content Rubrics- Defined by General Education Faculty (Semester Based)
      - b. Student Achievement Report (Biennially)
      - c. Course Evaluations (Semester Based)

Divisional Programs and Services: All divisions contribute to the ASCC Quarterly Reports, which are used in decision-making and to monitor the Institutional Strategic Plan.

Assessing Divisional Learning Outcome Assessment:

- d. Scope: Academic & Administrative Divisions



- e. Charge: Deans & Directors
- f. Assessment Instruments & Cycle:
  - v. Divisional Quarter Reports:
    1. 1<sup>st</sup> Quarter Report (Quarterly)
    2. 2<sup>nd</sup> Quarter Report (Quarterly)
    3. 3<sup>rd</sup> Quarter Report (Quarterly)
    4. 4<sup>th</sup> Quarter Report (Quarterly)
    5. Divisional Outcome Summation (Annually)
    6. Divisional Standard Operating Procedures (Annually)
  - vi. Budget Planning:
    1. Budget Proposals (Annually)
  - vii. Divisional Assessment:
    1. Divisional Self Review (Annually)
  - viii. Bi-weekly Reports (Bi-weekly)

Institutional: All institutional programs and divisions contribute to institutional strategic planning and setting of priorities for the institution.

Assessing Institutional Learning Outcomes & Core Values:

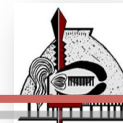
- g. Scope: Institution
- h. Charge: President & Vice Presidents
- i. Assessment Instruments & Cycle:
  - ix. Institutional Learning Outcomes:
    1. Divisional Outcomes (Annually)
      - a. Assessment Instrument
        - i. Quarterly Reports
  - x. Institutional Program Review (Biennially)
    1. Assessment Instruments:
      - a. Program Review Survey
      - b. Divisional Assessment Survey
  - xi. Institutional Assessment and Planning (Annually)
    1. Strategic Planning & Updates (Biennially)
      - a. Assessment Instruments:
        - i. Quarterly Reports
        - ii. Divisional Assessment Analysis
        - iii. Program Review Analysis
  - xii. ASCC Catalog (Biennially)

Mission Statement:

- j. Scope: Institution
- k. Charge: President, Board of Higher Education
- l. Focus: Institutional Processes & Policies

**Self-Evaluation:**





Quantitative and qualitative data exists for outcome assessments in General Education, placement, College Accelerated Placement Program (developmental math and English), graduation rates, retention, budget, enrollment data, fixed assets, and total cost of ownership.

**Planning Agenda:**

To review and refine policies that support institutional program review, planning, assessment and formalize institutional Standard Operating Procedures (SOPs). [IV.B.4](#)

**2014 new**

***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. (Original I.B.+)***

***Descriptive Narrative:***

Enrollment, graduation, and placement data has been collected annually for many years as part of IPEDS and Title IV requirements as well as for internal review and planning. [VII.G.4](#)

In 2009, emphasis on outcome assessment led to the Closing of the Loop dialogue to identify a process of outcome assessment at all levels. [VII.D.1](#) This process provided guidance to courses linked to program outcomes and institutional outcomes. In the fall of 2010, ASCC's focus shifted to General Education Program with emphasis on General Education Outcome qualities and competencies. The curriculum review process was well documented however, took two years of institutional deliberation prior to its approval in the spring of 2012. [VII.D.1](#), [VII.D.2](#), [VII.D.3](#)

In the fall of 2012, the General Education Program was published in the 2012-2014 ASCC Catalog and fully implemented with institutional focus to assist General Education faculty to review the assessment of GEOs by domain that followed a set review process that was completed in the spring of 2013. [XV.J](#)

ASCC has defined statements linked to outcomes for all the degrees it offers:

- General Education: The core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describes what the institution wants students to be able to do on completion of the General Education Program for an AA, AS, or B.Ed. degree. (1st Year)
- Core Foundational Areas: Courses that enhance content foundational competencies in core disciplinary areas of study. Core foundational course requirements are determined by the degree programs. (2nd Year)
- Co-Foundational Areas: Courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas. [I.D.4](#)



Currently, ASCC has completed its first cycle (2 years) of GEO assessment in the spring of 2014 following the ASCC Catalog review cycle. Data has been collected, compiled, and disseminated to General Education faculty for their review and analysis. [IX.F](#)

**Self-Evaluation:**

ASCC has defined the components of all degrees offered. [VII.N](#) ASCC will continue the dialogue review of its Core Foundational and Co-Foundational programs with focus on student achievement data. Processes will follow the General Education cycle and data collection methods. By fall of 2016, ASCC will complete its cycle of outcome assessment for Core Foundational and Co-Foundational areas and will be able to disaggregate data based on student populations in general education, core foundational and co-foundational areas to follow an institutional review to provide all academic departments and programs with data conducive to student attainment and achievement of outcomes and implementation strategies.

ASCC continues to support assessment planning. A budget has been allocated for institutional assessment, program review and planning (\$15,000). Professional Development (off-island/internal training) has been provided for faculty and administrators involved in assessment planning and implementation. This includes the reallocation of institutional resources to support high need areas which include CAPP and General Education faculty, equipment, facilities, and improving service operations.

One critical performance gap that ASCC identified was in the significant number of new first time students who could not demonstrate college readiness. ASCC evaluated its existing programs, identified major weaknesses and redesigned the program now known as College Accelerated Preparatory Program (CAPP). Under the CAPP program, a higher percentage of students are achieving college readiness in a shorter period of time.

**Planning Agenda:**

Continue the review, identification/solidification of assessment cycle, data collection methods process, and reporting of outcome assessment for Core and Co-Foundational Areas. [IV.B.4](#)

Within three years ASCC will have achieved full cycle Core and Co-Foundational Assessment with continued efforts to analyze and disseminate achievement data for decision-making and continuous improvement. [IV.B.4](#)

**2014 new**

***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, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. (Original I.B.7.)***



- *I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

### **Descriptive Summary:**

The institution gathers evidence about the effectiveness of programs and services through Program Review. The institutional Program Review contains measures aligned to the accreditation standards. This review highlights Mission Effectiveness, Program/Service Effectiveness, Resources, Organization & Leadership and Institutional Strengths and Weaknesses.

The institution also gathers evidence for the effectiveness of operations in Divisional Assessments, highlighting the areas of Personnel, Staff Development, Facilities and Equipment, Budget, Technology and Library, and Evaluation and Improvement efforts.

The Quarterly reports are mechanisms for Departments/Divisions to provide information on the progress toward their outcomes. These reports highlight divisional/departmental achievement, challenges with resources and recommendations for improvement.

The Fact Books compile institutional data to report the trends in enrollment, entry level placement, developmental progress, and graduation rates, with demographic and other data, to provide an overall picture of the institution's progress. The Fact Books were initially compiled prior to Fact Sheets.

### **Self-Evaluation:**

Program Review was conducted every 4<sup>th</sup> quarter of the Fiscal Year. As of 2014, program review is conducted during the 2<sup>nd</sup> quarter to coincide with the budget. With this change, budget and planning are integrated annually.

The Divisional Assessment is disseminated annually and results are compiled and distributed to the divisions for internal improvement. Because of this, all divisions are accountable for data-based decisions and to improve services.

In the final quarter of the Fiscal Year, division/department heads are asked to assess their divisional outcomes and report the result of their assessment in the End of Year Summary. The assessment allows the division/department to evaluate the effectiveness of their outcomes in improving student learning.

To improve access to current data, in 2010 fact sheets were developed each semester. Fact Sheets are compiled every two years into Fact Books. Fact Sheets are compiled every semester to provide timely access to data.

### **Planning Agenda:**

To review and refine institutional policies that will solidify processes of planning, program review, and assessment. [IV.B.4](#)



**2014 new**

***I.B.8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (Original I.B.5)***

- *I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

**Descriptive Summary:**

ASCC's Compliance Assist site, <sup>XII.B</sup> 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.

**Self-Evaluation:**

The ASCC website <sup>XII.A</sup> provides access to ASCC Catalogs, Press releases, Strategic Plans, Accreditation and other reports. This information is available to anyone. In 2014, the institution hired a full-time Webmaster to keep the website current.

Data is also provided to stakeholders through special presentations <sup>X.E.1</sup> to the governing groups, committees and divisions. During orientation each semester, departments and divisions are given opportunities to present data to faculty, staff and students. Other ASCC programs present data to the community through outreach and workshops.

The institution also presents salient accomplishments in newsletters and press releases through different media. The 411 <sup>XI.B.1</sup> is a student newsletter reporting accomplishments and announcements pertaining to students. It is compiled by Student Services. The 'Connections Newsletter' <sup>XI.A.1</sup> is compiled by the Division for Institutional Effectiveness (IE) and reports program achievements and institutional data. This newsletter is disseminated to all staff and faculty via email. Press releases of program or institutional achievements are sent to local newspapers and radio stations. Job and registration announcements are also provided to local media for widespread notification.

The institution assesses the effectiveness of its communication with stakeholders through Student Satisfaction Surveys and Institutional Program Review instruments. Both instruments include sections on communication and ask stakeholders to rate the institution on how well it gives and receives feedback from stakeholders.

The institution also participates in several web-based surveys to provide institutional data to agencies that post this information on research websites such as IPEDS, Peterson's, the Higher Education Directory (HED), and the Department of Commerce Annual Yearbook survey.



## 2014 new

***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 institutional 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. (Original I.B.4 {I.B.6}, III.A.6, III.B.2.b, III.C.2 & III.D.4***

- *I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*
- *III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.*
- *III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement*
- *III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*
- *III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.*

### **Descriptive Summary:**

Planning occurs at every level of the institution. Within the internal processes, discussions, and decision-making of the governing groups, institutional and task oriented committees, and divisions, broad based participation in planning for the improvement of institutional effectiveness is evident. While within some of these groups, planning may be informal, the institution also has a formal process for strategic planning which encourages input by appropriate constituencies and ensures broad-based participation.

In 2009, under the directive of the President, the Institutional Planning Committee (IPC)<sup>X.1.1</sup> was formed in response to recommendations made by the Accrediting commission for integrated planning. In the effort for broad based participation, subcommittees were established integrating equal representation of all stakeholders for the strategic planning process. Representation included a team of administrators, faculty, and staff.

The 2009 Institutional Program Review survey provided for feedback from all Departments/Divisions/Programs concerning inputs, outputs and operations. From the IPC, the



Institutional Planning Executive Core Committee (IPECC) <sup>X.1.2</sup> was formed and initially tasked to spearhead and monitor the Program review and the strategic planning processes. This group was also responsible for the analysis of the Program Review Results in which they identified four strategic focuses for the 2009-2014 Institutional Strategic Plan:

- Academic Excellence
- Technology
- Physical Facilities and Maintenance
- Staffing

#### **Self- Evaluation:**

The institutional personnel needs are embedded in the annual budget preparation process. The President and Vice Presidents work with Deans and Directors throughout the year to ensure that all positions are based on and meet institutional needs. Personnel assignments must be supported by data from Institutional Program Review and Divisional Assessment in alignment with the Institutional Strategic Plan.

Human resource decisions are in alignment with institutional policies. Institutional Program Review and Divisional Assessment identify institutional needs. The Human Resources division is guided by institutional policy in the development of SOPs. The Institutional Strategic Plan documents the integration of program review results with HR direction and focus. <sup>IV.B, VIII.F.1, VIII.F.2</sup>

The Institutional Strategic Plan identifies objectives to be met by the Human Resources division. The quarterly reports monitors the progress made toward meeting the objectives of the Institutional Strategic Plan. <sup>IV.B</sup>

Through the process described below, the institution ensures that facility decisions are based on program results, institutional needs, and plans for improvement. Program review and divisional assessments data assist in the identification of facility strategic priorities. Facility decisions are data driven as evidenced in the following institutional processes:

- The final facility decisions are determined through protocol (Org chart) resulting in final Board approval.
- The Resource Management Committee (RMC) monitors implementation of PFM and Total Cost of Ownership plans.
- Institutional Planning Committees review Program review data to set the plan for improvement.
- Identification of facility priorities are determined by the analysis of Program review Data.
- The PFM Planning subcommittee develops activities within the Physical Facilities and Maintenance Strategic Focus Area.

The institution bases its physical resource decisions on the results and analysis of data from many sources. The Bi-weekly reports and Quarterly Reports provide the College with up to date input from Deans and Directors from each division on the challenges and the progress and status of outcome achievement. Divisions responsible for reporting Student Enrollment data and the



classroom schedule for each semester provide the institution and administration with needed information as to the adequacy and sufficiency of equipment and College facilities. From the Institutional Program Review and the Divisional Assessment the administration is able to determine priority needs for facilities and equipment. This was evident in the 28 ARRA projects (with total funding of more than 14 million dollars), of which more than half required repair, renovation, and construction for the facilities and the need for the purchase of more equipment. The Student Satisfaction Survey allows the College to receive input from the students on their view of facilities and equipment.

For research grants, approval of equipment purchase is determined ahead of time by matching itemized list of equipment with the scope of work. All divisions have a set budget allocation for equipment. The Job Order process sets equipment priority determined by urgency of the work requested and the condition of the equipment needed. The Fixed Asset Report compiled by the Finance Division through the Procurement Office determines current equipment life span and its depreciation value. Both the Finance Division and MIS use the survey and disposal forms to determine equipment needing to be replaced.

The institution determines that physical resource needs have been effectively met by assessing the achievement of divisional outcomes through biweekly and quarterly reporting. Students and College personnel provide feedback on physical resource effectiveness through the Student Satisfaction Survey and the Customer Service Survey.

Technology planning for ASCC is based on the Institutional Strategic Plan. ASCC has completed the 2015-2020 Strategic Plan that provides updated goals and objectives based on the most recent Institutional Program Review and Divisional Assessment. <sup>IV.B</sup>

All divisions develop objectives aligned with the Strategic Plan. These objectives are used to guide the activities of the division. Divisional budget proposals are integrated with the Strategic Plan. MIS operates according to technology outcomes for its division based on the Strategic Plan. Technology planning is integrated with institutional planning <sup>VII.B.4.a</sup>

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 program and services needed. <sup>VII.H.3, VIII.I, IV.A, VII.B.4.a, VII.C</sup>

Each division is responsible for their own budget and technology purchases. All budgets are aligned to the Strategic Plan and reported on according to the divisional outcomes. As stated before, if technology is involved in the planning, MIS is involved in the meeting. The CIO collaborates with other division directors to make sure the needs of each division are met. The CIO is involved in committees who ensure the institution's technology goals are met. Draft policies are approved by the President and the Board before they are implemented, ensuring the policies are aligned with the College mission and goals.



Institutional Program Review and Divisional Assessment results are used to determine whether technology needs on campus are met effectively. Questions in the Program Review survey are used to collect data on whether technology services are adequate.

Biweekly <sup>VII.C</sup> and Quarterly Reports <sup>VII.B.4.a</sup> are used to account for all projects and trouble calls that are received by the MIS Division. These reports explain the status of MIS outcomes that are based on the Strategic Plan goals and objectives. The Strategic Plan is based upon priorities set using the Institutional Program Review and Divisional Assessment results. The achievement of these goals and objectives shows that program and service area needs have been effectively met.

Technology purchases are reviewed by the MIS Division. <sup>VIII.H</sup> MIS ensures that all needs are met by consistently re-evaluating its services and discussing projects and ways to improve within its monthly staff meetings.

ASCC prioritizes technology purchases based on needs expressed through Institutional Program Review and Divisional Assessment. <sup>VII.H.3, VII.II</sup> Priorities are set from the data collected during Institutional Program Review and Divisional Assessment. These priorities are used to update the Strategic Plan. <sup>IV.A</sup> All divisions are tasked to update their divisional objectives based on this Strategic Plan. <sup>IV.A</sup> Divisional purchases, including technology, are based on these objectives and evaluated and reported through Biweekly and Quarterly Reports.

Financial resource planning is integrated with institutional planning. The institutional strategic plan is disseminated to align divisional budget planning to institutional plans. The CFO collaborates with the IPECC to ensure that the financial resource planning is evident and clearly integrated with the institutional strategic plan. The President and the Board of Higher Education also reviews the annual financial resource planning to ensure that it supports and is linked to institutional priorities, which is outlined in the Institutional Strategic Plan.

All financial decisions are developed and assessed accurately through the review of all statistical documentations and financial reports. ASCC systematically assesses the use of financial resources by reviewing progress reports which are produced biweekly, quarterly, and annually to determine that the financial needs of the institution are met. <sup>VIII.G.2, IV.B</sup>

As a result of the implementation of the plan, the institution was able to allocate resources, with support from ARRA funds, to sufficiently address the areas of the plan. IPECC was additionally tasked with the annual monitoring of the 2009-2014 Institutional Strategic Plan.

In 2014, IPECC updated the plan through 2020 using a similar process to that of 2009. Using Institutional Program Review and Divisional Assessments as mechanisms for broad-based participation, IPECC analyzed the results to revisit the plan's focus areas. The previous IPECC arrangement of Administrators, Faculty, Staff and Students was used to review the progress of the plan. As a result of the review by IPECC and the analysis of the 2014 Institutional Program Review and Divisional Assessments, a fifth strategic focus area of Total Cost of Ownership was identified and an adjustment of the goals and objectives of the previous plan was made. The 2015-2020 Institutional Strategic Plan <sup>IV.B</sup> was approved in June of 2014.





With Total Cost of Ownership in place within the plan, a call for budget required all departments and divisions to plan their budget accordingly with alignment to the goals and objectives of the 2015-2020 Strategic plan. As a result of the implementation of these plans, the following changes occurred:

- Additional Strategic Areas have been identified (Program Review)
- Differentiating between Institutional Assessment and Academic Assessment (Planning/Student Learning Outcomes)
- Review of Institutional Policies (Planning)
- Review of Institutional Learning Outcomes (Planning)
- Administrative & Academic Outcomes (Student Learning Outcomes/Planning)
- Standard Operating Procedures were developed
- Mission Focused
- Data/Evidence Driven

#### **Planning Agenda:**

Improve planning and coordination of major equipment purchases to improve resource management. [IV.B.2](#)

#### **2014 new**

##### ***I.C. Institutional Integrity***

#### **2014 new**

***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 with all of its accreditors. (Original II.A Intro., II.A.1, II.A.6.c)***

- *II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address, and meet the mission of the institution and uphold its integrity.*
- *II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel, through its catalogues, statements, publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

The American Samoa Community College currently offers one(1) Bachelor of Education, eight (8) Associate of Arts Degrees, eighteen (18) Associate of Science degrees, twenty- two (22) Certificate of Proficiency, and six (6) Certificate of Completion. All degrees and certificates offered under Academic Departments and Programs are bound by Missions and Outcomes. These divisional outcomes and missions are aligned to the four elements of the Institutional Mission:



- 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<sup>I.C.1</sup>

Bachelor of Education

Bachelor of Education in Elementary Education

Associate of Arts Degree Programs

Associate of Arts Degree in Liberal Arts  
Associate of Arts Degree With an Emphasis in Visual Art  
Associate of Arts Degree With an Emphasis in Education  
Associate of Arts Degree With an Emphasis in Human Services  
Associate of Arts Degree With an Emphasis in Music  
Associate of Arts Degree With an Emphasis in Political Science  
Associate of Arts Degree With an Emphasis in Pre-Law  
Associate of Arts Degree With an Emphasis in Samoan Studies

Associate of Science Degree Programs

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

Certificate of Proficiency

Certificate of Proficiency in Accounting  
Certificate of Proficiency in Air Conditioning & Refrigeration  
Certificate of Proficiency in Architectural Drafting  
Certificate of Proficiency in Auto Body Repair  
Certificate of Proficiency in Basic Automotive Technology  
Certificate of Proficiency in Advanced Automotive Technology  
Certificate of Proficiency in Business Management  
Certificate of Proficiency in Civil Engineering Technology  
Certificate of Proficiency in Carpentry



Certificate of Proficiency in Diesel Engines  
 Certificate of Proficiency in Electrical Technology  
 Certificate of Proficiency in Electronics  
 Certificate of Proficiency in Electronics-Communication Systems  
 Certificate of Proficiency in Electronics-Computer Systems  
 Certificate of Proficiency in Elementary Education  
 Certificate of Proficiency in Guidance and Counseling  
 Certificate of Proficiency in Information and Communications Technology (ICT)-Electronic Office  
 Certificate of Proficiency in Marine Option Program (MOP)  
 Certificate of Proficiency in Networking and Computing  
 Certificate of Proficiency in Practical Nursing  
 Certificate of Proficiency in Public Health  
 Certificate of Proficiency in Welding

Certificate of Completion

Certificate of Completion in Intro to Auto Body Repair  
 Certificate of Completion in Fundamentals of Automotive  
 Certificate of Completion in Carpentry Fundamentals  
 Certificate of Completion in Basic Electrical Theory  
 Certificate of Completion in Nurse Aide  
 Certificate of Completion in Welding Fundamentals

The institution's mission statement drives the focus of study for all programs. ASCC offers a range of programs and services, within the available resources, to help students achieve their academic goals and contribute to the overall well-being of the community.

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.<sup>1.D</sup> 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 its integrity and credibility in all its representations as stated and noted in its mission, goals and objectives, programs and services.<sup>1.D</sup>

**Self-Evaluation:**

The institution ensures the alignment of its offerings and mission through an ongoing review and assessment of Student Learning Outcomes. Being an outcome driven Institution, ASCC's hierarchy of Student Learning Outcomes identifies the scope, assessment instruments and cycles for all levels of student learning outcomes.

- Assessing General Education Outcomes (GEO), Program Learning Outcomes (PLO), Course Learning Outcomes(CLO):
  - Scope: Academic Programs and Departments
  - Assessment Instruments and Cycle:
    - Course: Semester based assessment using rubrics defined by Program/Department



- Program Learning Outcomes: Semester Based/Annually assessment using Content rubrics defined by Program/Department with Student Achievement Report collected biennially.
- General Education Outcomes: Semester based assessment using content rubrics defined by General Education Faculty. In addition, course evaluations are disseminated on a semester based with Student Achievement report submitted biennially.
- Assessing Divisional Learning Outcome Assessment (DLO):
  - Scope: Academic & Administrative Divisions
  - Assessment Instruments and cycle:
    - Divisional outcomes are assessed bi-weekly, quarterly, and annually through bi-weekly reports, quarterly reports, divisional outcome summation, divisional standard operation procedures, budget proposal, and divisional Self Review survey.
- Assessing Institutional Learning outcomes and Core Values (ILO):
  - Scope: Institution
  - Assessment Instruments and Cycle:
    - Institutional Learning Outcomes are assessed annually and biennially using Divisional Outcome quarterly reports, Program review survey, Strategic planning and updates, Divisional Assessment survey, and the ASCC Catalog.
- Mission Statement:
  - Scope: Institution
  - Focus: Institutional Processes, Policies, and Financial Stability. <sup>IV.B.1</sup>

Academic quality rests with the qualifications of academic faculty. Strict measures are in place to assure that faculty have appropriate qualifications and experience in their respective disciplines. Institutional and Divisional Learning Outcomes are periodically assessed through divisional assessment surveys, strategic planning and updates, quarterly reports, bi-weekly reports, and Program review analysis. Divisional assessments are used to review internal operations according to outcomes and its link to effectiveness. It allows academic programs and divisions to determine the quality of educational programs and services and for continual improvement. Courses are reviewed periodically by the curriculum committee and syllabi are reviewed by the respective Dean(s). The following table summarizes degrees and certificates awarded in various disciplines from Fall2010-Fall 2013.

	Fall 2013	Spring 2013	Fall 2012	Spring 2012	Fall 2011	Spring 2011	Fall 2010	TOTAL
Bachelor of Education								
	2	2	3	2				9



Associates of Arts Degree (AA)								
Liberal Arts	82	66	76	76	105	64	94	563
Art	0			2			1	3
Education	12	14	10	11	6	5	8	66
Human Services	0	1	1					2
Marine Science	1	4		2	1		1	9
Music	1							1
Political Science	0							0
Pre-Law	5	8	2	4	5	5	8	37
Samoan Studies	0			2	3	1	2	8
Associates of Science Degree (AS)								
Accounting	11	11	12	11	10	6	5	66
Agribusiness	0							0
Architectural Drafting	3		1			1	1	6
Automotive Body Repair	0						1	1
Automotive Mechanics	0		2				1	3
Business Management	1	4	1	8	6	4	3	27
Civil Engineering Tech.	0			3				3
Criminal Justice	7	11	12	12	15	13	16	86
Electronics	2	1	4		1			8
Family & Consumer Sci.	1						1	2
General Agriculture	1	4	3	3	3	1	5	20
Health Science	5	6	3	8	4	4	4	34
Natural Resources	0	2						2
Nursing	0							0
Welding		1						1
Certificate of Proficiency								
Accounting								0



Architectural Drafting								0
Automotive Tech		2		1				3
Business Management								0
Civil Engineering Tech.								0
Guidance & Counseling						1		1
Marine Option Program								0
Practical Nursing		3	2	2	6		9	22

To ensure ASCC meets its mission, internal and external stakeholders’ inputs are considered in regards to institutional and community needs. ASCC utilizes Academic Community Advisory Boards to recommend or prescribe feedback to the institution relevant to the needs of the community, businesses, private sector and government agencies. This information supports the mission of the institution and the selection of various fields of study and programs offered to all students. <sup>X.A.1</sup>

ASCC has entered into agreements with local agencies through its Memorandum of Understanding (MOUs). These existing MOUs include Department of Education (DOE), Department of Health (DOH) <sup>V.B.2</sup> and various agencies through its Apprenticeship Program. In addition, ASCC continuously updates and renews articulation and new articulation agreements with off-island Colleges and universities. The following table provides contact information and status of existing MOUs with off-island Colleges/ universities and ASCC. <sup>I.D.3</sup>

Off-Island Colleges/Universities	Contact information	Status of MOU
1 Chaminade University of Honolulu, HI	<a href="http://www.chaminade.edu">www.chaminade.edu</a>	MOU signed Spring 2014
2 Brigham Young University, Laie, HI	<a href="http://www.byuhawaii.edu">www.byuhawaii.edu</a>	2008 MOU still stands
3 Hawaii Pacific University, HI	<a href="http://www.hpu.edu">www.hpu.edu</a>	Renewed MOU Spring 2014
4 University of Hawaii at Manoa, HI	<a href="http://www.uhmanoa.edu">www.uhmanoa.edu</a>	MOU signed Summer 2014
5 University of Hawaii at Hilo, HI	<a href="http://www.uhh.hawaii.edu">www.uhh.hawaii.edu</a>	Currently updating course articulations



6	Kapiolani Community College, HI	<a href="http://www.kcc.edu">www.kcc.edu</a>	Updating articulation of GEO & Core foundational courses
7	Alfred State College, NY	<a href="http://www.alfredstate.edu">www.alfredstate.edu</a>	Provided link to Transfer equivalency courses.
8	Dixie State University, UT	<a href="http://dixie.edu/futurestudents/academics.php">http://dixie.edu/futurestudents/academics.php</a>	Link to Transfer equivalency courses.

PPEC agreement for articulation among member institutions.<sup>V.D</sup>

The outcomes of the institution's programs have resulted in students graduating with degrees in various programs, transferring to four-year institutions, finding employment in the local government or completing rigorous military requirements before active duty. 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 actual work places enhance what is learned in the institution. The following table provides a summary of degrees and certificates awarded to students between the Fall2012 and Spring 2014.

Degrees and Certificates Completed				
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
AA/AS/B.Ed. Degrees Awarded:	133	135	136	120
Certificate of Proficiency Awarded:	2	5	0	9
(Apprenticeship) Certificates of Completion Awarded:	-	-	41	61

In addition, the Nursing Department provides a summary data on the number of degree completion, job placement, and national certification as shown in the following figure.

NURSING DATA FOR 2009-2014

NURSING PROGRAMS	2009	2010	2011	2012	2013	Spring & Summer2014
CERTIFICATE OR PROFICIENCY PRACTICAL NURSING (COP-PN)						
GRADUATED	11	9	6	2	3	9
LPN-NCLEX PASS	8	7	3	0	0	3
EMPLOYED	9	9	4	2	2	4
ASSOCIATE OF SCIENCE IN NURSING (AS-RN)						



GRADUATED	3	0	0	1	0	13
RN- NCLEX PASS	3	0	0	0	0	1
EMPLOYED	3	0	0	0	0	11

Provided below are actual numbers of enrollment and the number of Certificates of completion awarded since fall 2013.

Apprenticeship/Workforce Development Enrollment & Certificates of Completion Awarded				
	Fall 2013	Spring 2014	Mid-Spring 2014	Fall 2014
	Oct.-Dec.	Feb.-Apr.	May-Jun.	Aug.-Sept.
Enrollment:	54	78	86	-
Certificate of Completion Awarded:	41	61	Currently In-Session	-

Programs at the institution are assessed on a semester basis and annually for currency, improvement of teaching and learning strategies, and review of its student learning outcomes. The assessment process requires Academic Departments/Programs to review course syllabi, course curriculum, delivery modes, teaching and learning strategies, and student achievement reports. All proposed changes to any programs must be initiated within departments/programs before submission for review and approval by the Curriculum committee through its biennial review of the catalog.<sup>X.A.1</sup>

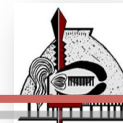
The College reviews its curriculum every two years through the Catalog review. The institution maintains currency through on-going assessments of programs and courses and through professional development. Faculty, department chairpersons and program directors participate in dialogues and discussions on improvement of courses and programs based on results of student learning outcomes<sup>X.A.1</sup> Academic programs use divisional assessment results to implement changes for improvement of programs.<sup>VII.H.</sup> All approved changes are incorporated in the catalog through its biennial review by the Curriculum Committee.<sup>X.A.2</sup> The integrity of all instructional programs is through its curriculum, assessment, academic departments/programs, and Faculty Senate.

One of the major changes recently implemented by the Institution is requiring all incoming students placed in Development Math/English to enroll in the College Accelerated Preparatory Program (CAPP) prior to placement in College level math courses.

Catalog or policy changes are publicized as addenda on the electronic version with hard copies and posted throughout the campus. All publications including electronic representation must follow the institutional procedures for review and approval prior to release.

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. <sup>VIII.A.6</sup>

ASCC provides student achievement data to the public through several public documents, through USED required reports, as part of relevant grant reports and on request. <sup>VII.B.3</sup>

ASCC also provided CAPP achievement data publicly at the American Samoa Education Summit in the Fall of 2013. <sup>XV.A</sup>

The Data Committee was established to review the accuracy of data for all divisions. <sup>X.I.3</sup>

ASCC provides data on student achievement on request but needs to improve institutional definition and practices.

The college continues to comply with Eligibility Requirement 20.  
ASCC meets this standard.

#### **Planning Agenda:**

1. To continue to improve access to and tracking of transfer data
2. Expand information provided in the Fact Sheets/Fact Book and to clarify institutional definition and formalize SOPs.

#### **2014 new**

***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”***

- **II.B.2.** The institution provides a catalog for its constituencies with precise accurate and current information concerning the following:
- **II.B.2a. General Information:**
- **II.B.2b Requirements for Admissions, Student Fees and Other Financial Obligations, Degrees, Certificates, Graduation and Transfer.**
- **II.B.2.c. Major Policies Affecting Students**
- **II.B.2.d. Locations or publications where other policies may be found**

#### **Descriptive Summary:**

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

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the <sup>I.D.10</sup>
- Educational Mission <sup>I.D.2</sup>
- Course, Program, and Degree Offerings <sup>I.D.6</sup>
- Academic Calendar and Program Length <sup>I.D.11</sup>



- Academic Freedom Statement<sup>I.D.12</sup>
- Available Student Financial Aid<sup>I.D.13</sup>
- Available Learning Resources<sup>I.D.9</sup>

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

- Admissions<sup>I.D.7</sup>
- Student Fees and Other Financial Obligations<sup>I.D.16</sup>
- Degree, Certificates, Graduation and Transfer<sup>I.D.17</sup>
- Names and Degrees of Administrators and Faculty<sup>I.D.14</sup>
- Names of Governing Board Members<sup>I.D.15</sup>

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

- Academic Regulations, including Academic Honesty<sup>I.D.18</sup>
- Nondiscrimination<sup>I.D.19</sup>
- Acceptance of Transfer Credits<sup>I.D.20</sup>
- Grievance and Complaint Procedures<sup>I.D.21</sup>
- Sexual Harassment<sup>I.D.22</sup>
- Refund of Fees<sup>I.D.23</sup>

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

- General Information<sup>I.D.24</sup>
- ASCC Divisions, Programs, and Services<sup>I.D.9</sup>
- Degree and Certificate Programs of Study<sup>I.D.6</sup>
- Academic<sup>I.D.5</sup>
- ASCC- American Samoa Bachelors in Education Program Catalog<sup>I.D.26</sup>
- List of ASCC Administration, Staff, Faculty and Professional Staff<sup>I.D.14</sup>

The opening pages of the College's catalog include the institutional mission, core values/ILOs, table of contents, and the academic calendar.

The ASCC Catalog is reviewed and revised every two years by the Curriculum Committee to ensure that information is current and accurate and that all program changes and requirements are clearly identified. 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.<sup>XII.A.1</sup>

Institutional policies are accessible through online or hard copy of the Governance Manual, Personnel Manual, Student Handbook, Student Library Handbook, and Student Financial Aid



Handbook. Hard copies are available in the ASCC Library. Institutional policies are posted on the ASCC website.<sup>XII.A.1</sup>

Records of student complaint/grievances are housed in the Division of Student Services and are made available to the Disciplinary Committee and the College Administration. These records will be available for Team review during the Comprehensive Visit.

### **Self-Evaluation:**

ASCC continues to update the General Catalog information in alignment with the biennial review and approval process. Further, the General Catalog is made available on the ASCC college website online, campus library, and the bookstore.

ASCC provides clear and accurate information through a catalog that is updated every two years.

ASCC now has a full-time Webmaster who is charged with web updates. The college needs to develop an SOP that will formally link web updates to other forms of dissemination throughout the campus to assure accuracy of all information.

The college continues to comply with Eligibility Requirement 20.

ASCC meets the standard.

### **Planning Agenda:**

Implement an institutional SOP to assure that all catalog and policy changes are updated on the ASCC website in a timely manner and that hard copies are distributed appropriately to eliminate error.

To assure that web publication follows the institutional SOP for all other publications.

### **2014 new**

***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. (Original I.B.5)***

➤ *I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

### **Descriptive Summary:**

Assessment data is provided to stakeholders through special presentations<sup>X.E.1</sup> to the governing groups, committees and divisions. During orientation each semester, departments and divisions are given opportunities to present data to faculty, staff and students. Other ASCC programs present data to the community through outreach and workshops.



The institution also presents salient accomplishments in newsletters and press releases through different media. The 411<sup>XI.B.1</sup> is a student newsletter reporting accomplishments and announcements pertaining to students. It is compiled by Student Services. The ‘Connections Newsletter’<sup>XI.A.1</sup> is compiled by the Division for Institutional Effectiveness (IE) and reports program achievements and institutional data. This newsletter is disseminated to all staff and faculty via email. Press releases of program or institutional achievements are sent to local newspapers and radio stations.

#### **Self-Evaluation:**

ASCC’s Compliance Assist<sup>XII.B</sup>, 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.

The ASCC website<sup>XII.A</sup> provides access to ASCC Catalogs, Press releases, Strategic Plans, Accreditation and other reports. This information is available to anyone. In 2014, the institution hired a full-time Webmaster to keep the website current.

#### **2014 new**

#### ***I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. (Original II.A.6)***

- *II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*

#### **Descriptive Summary:**

Academic Affairs requires that all Programs and Departments provide a Curriculum Map centralizing all Outcome Qualities and Competencies. Department Chairpersons are charged with assuring that academic policies are followed by all faculty.<sup>II.B.7, II.B.8</sup>

- Explain Program/Department Curriculum Map
- Program/Department Qualities and Competencies
  - Matrices of Competencies
  - Competencies embedded in Courses (Reference Presentation on Curriculum Mapping)
  - Competency Assessment Instruments

#### **Self-Evaluation:**



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 follow a standard format:

- 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 and archived by Academic Affairs each semester. ASCC meets this standard.

### ***2014 new***

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

- *IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.*

### **Descriptive Summary**

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.

### **Self Evaluation:**

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 (Deans and Directors, VPs, and President). 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.

**2014 new**

***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. (new)***

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

#### **Self Evaluation**

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.

**2014 new**

***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. (Original II.A.7)***

- *II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibilities, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*



### **Descriptive Summary:**

ASCC's Academic Freedom policy is stated in 5002 of the Governance Manual and in the ASCC Catalog: *"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 applied 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 can be found on page 32 of the 2014-2016 ASCC Catalog and as policy 5300 of the Governance Manual: <sup>II.B.14</sup>

*"ASCC prohibits the following actions:*

*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;*

*Cheating, that includes, but is not limited to, giving unauthorized sharing of information on any exam with others before the end of all final exams;*

*The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted material;*

*Knowingly furnishing false information to the College with the intent to deceive or fraud; forgery, alteration or misuse of documents, records, or identification; and the attempted or actual theft or damage of College property.*

### **Self-Evaluation:**

These policies are enforced for students by the Student Services Division, with the President having final authority to assure academic freedom:

*"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."* <sup>II.B.14</sup>

*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"* <sup>II.B.13</sup>

The college continues to comply with Eligibility Requirement 13.

ASCC meets this standard but must review student and faculty publications to assure the most current policy statements are reflected.

### **Planning Agenda:**

To review Faculty and Student Handbooks for inclusion of policy statements



*2014 new*

***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. (Original II.A.7.b+)***

- *II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

**Descriptive Summary:**

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.

**Self-Evaluation:**

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.

The institution meets the standard.

*2014 new*

***I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. (Original II.A.7.a)***

- *II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

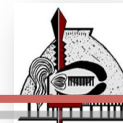
**Descriptive Summary:**

Policy 5103: Faculty Competency for Instructional Effectiveness assures academic integrity and the commitment of ASCC to hire qualified faculty who will uphold professional standards. <sup>II.B.7</sup>

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. <sup>II.B.13</sup>

**Self-Evaluation:**





Faculty engage 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. <sup>II.B.2</sup>

Adherence to ASCC policy as stated in the Governance Manual is evaluated through annual performance reviews of faculty. Policies for student grievances are also stated in the Governance Manual. <sup>II.B.15, II.B.16, II.B.17</sup> The procedure for student academic grievances is found on page 19 of the catalog and in the Student Handbook (p.9).

The institution meets the standard.

### **2014 new**

***I.C.10. Institutions that require conformity to specific codes of conduct of 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. (Original II.A.7.c)***

- *II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administration, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog or appropriate faculty or student handbook.*

#### **Descriptive Summary:**

ASCC does not require conformity to specific codes of conduct, beliefs or world view, so this standard does not apply.

II.A.8. Institutions offering curricula in foreign locations to students other than US Nationals operate in conformity with standards and applicable Commission policies.

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

#### **Self Evaluation:**

The institution meets the standard.

### **2014 new**

***I.C.11. Institutions operating in foreign locations operate 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, (Original II.A.8)***

- II.A.8. Institutions offering curricula in foreign locations to students other than US Nationals operate in conformity with standards and applicable Commission policies.*



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

**Self Evaluation:**

The institution meets the standard.

**2014 new**

***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 by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (Original IV.A.4)***

- *IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.*

**Descriptive Summary**

Accreditation with ACCJC and WASC Senior Commissions are 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.

**Self Evaluation**

The institution responded immediately to address the dual accreditation issue 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 on time 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. [XII.A.7](#)

***I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance 2014 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. (Original IV.A.4)***

- *IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.*

**Descriptive Summary:**

The institution demonstrates integrity in its relationship with the Commission as is evident in the college's Follow Up Reports in 2010. The college responded to all eleven recommendations, of which seven were reviewed by the visiting team in March 2010. The commission reviewed all eleven responses to the recommendations in a second Follow Up report. These follow up reports addressing all recommendations allowed for the lifting of the probationary sanction originally placed on the institution.

**Self Evaluation:**

The institution responded immediately to address the dual accreditation issue 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 on time demonstrating the progress toward improvement and achievement of institutional outcomes.

The institution has worked closely with the ASG Governor and administration in providing timely subsidies and in finding other support for program and service implementation.

***2014 new***

***I.A.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. (New)***

**Descriptive Summary:**

ASCC is a semi-autonomous agency of the American Samoa Government and receives an annual budget allocation from local funds. ASCC has no private investors and does not support any external interests.

**Self-Evaluation:**

ASCC meets this standard.

**AMERICAN SAMOA BACHELORS OF EDUCATION PROGRAM  
Bachelor of Education Addendum**



All information provided above for Standard IA and Standard IB applies to the B.Ed. program. In addition, the following program-specific information is provided:

The B.Ed. program has implemented rubrics for the assessment of student learning for all 300- and 400-level courses. This serves as the model for data collection in the lower division courses, although the degree of effective implementation is not yet consistent among the various academic departments. The available data on student achievement presented to the Curriculum Committee by each academic department were used to justify curricular and other changes in the 2012-2014 Catalog. Evidence includes the rubrics being used for Teacher Education courses. [XIV.L.1](#)

Data on student achievement, retention and completion are documented for all B.Ed. courses. [VII.D.4](#)

The Teacher Education Department meets weekly and is actively engaged in on-going discussions regarding program development, assessment and student learning.

The most recent change in the approved Organization Chart documents the change in position title from Director of Teacher Education to Dean of Teacher Education.

### **Evidence:**

1. I.B.1- Institutional Learning Outcomes (p. 59)
2. I.C.5- General Education Definition (p. 53)
3. II.B.2- Governance Manual: Policy 5118 (p. 90)
4. II.B.92- Policy 5210: Student Admissions (p.91)
5. II.G- ASCC Organizational Charts
6. IV.A.1- ASCC Strategic Plan 2009-2014: Planning Process (p. 8-11)
7. IV.A.2- ASCC Strategic Plan 2009-2014: Planning Timeline (p. 50-59)
8. IV.B- ASCC Strategic Plan 2015-2020
9. IV.B.1- ASCC Strategic Plan 2015-2020: Outcome Planning and Assessment Charts (p. )
10. IV.C.1- ASCC Strategic Plan Updates: Progress Report 2010 (p. )
11. IV.C.2- ASCC Strategic Plan Updates: Academic Excellence 2010
12. IV.C.3- ASCC Strategic Plan Updates: Technology 2010
13. IV.C.4- ASCC Strategic Plan Updates: Budget 2010
14. VI.B.1- Institutional Program Review Survey 2009
15. VII.A.2- Annual Report: 2013 Annual Report (p. )
16. VII.B.1- Quarterly Reports: 2<sup>nd</sup> Quarterly Report 2013 (p. )
17. VII.B.3- Quarterly Reports: 1<sup>st</sup> Quarterly Report 2014
18. VII.D.4- Assessment Report: TED Program Outcome Assessment Report
19. VII.G.1- Fact Sheets: Fall 2013
20. VII.N Degree Profile Matrix
21. VIII.A- Divisional SOPs: Institutional Effectiveness SOP
22. VIII.A.1- Divisional SOP: Institutional Effectiveness: Student Satisfaction Survey (p. 9)
23. VIII.A.2- Divisional SOP: Institutional Effectiveness: Quarterly Reports (p. 12-13)
24. VIII.A.3- Divisional SOP: Institutional Effectiveness: Annual Reports



25. VIII.A.4- Divisional SOP: Institutional Effectiveness: Biweekly Reports
26. VIII.A.8- Data Dissemination (p. 6-8)
27. IX.A.2- GEO Assessment Presentation Fall 2014
28. IX.E GEO Update Presentation- Faculty Orientation Fall 2014
29. IX.F- GEO Assessment Analysis- Fall 2014
30. X.A.1- Curriculum Committee: Agenda: Schedule of Catalog Review
31. X.B.1- Data Committee: Agenda
32. X.C.1- Assessment Committee: Agenda
33. X.E.1- Deans and Directors: Agenda
34. X.F.1- Faculty Senate: Agenda
35. X.I.1- President's Memo: Establishment of Institutional Planning Committee
36. X.I.2- President's Memo: Establishment of Institutional Planning Executive Core Committee
37. X.R- Mission Quality Matrix
38. XI.A.1- ASCC Newsletters: Connections: 2<sup>nd</sup> Quarter 2014 Connection Newsletter
39. XI.B.1- ASCC Newsletters: 411: April 28- May 8 Edition
40. XII.A- ASCC Website and Online Resources: ASCC Website
41. XII.B- ASCC Website and Online Resources: Compliance Assist
42. XIV.L- TED Rubrics



## **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 and appreciation of diversity, and encourages personal civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.



## IIA. Instructional Programs Sub-Committee

- Chair: Letupu Moananu, *Dean of Academic Affairs (Chair January 2014)*  
Dr. Irene Helsham, *Former Dean of Academic Affairs (retired December 2013)*
- Co-Chairs: Michael Leau, *Dean of Trades & Technology Division*  
Dr. Lina Galeai-Scanlan, *Dean of Teacher Education*
- Members: Dr. Seth Galea'I, *President*  
Dr. Kenneth Belle, *Science Instructor*  
Dr. Faofua Fa'atoafe, *CC-Teacher VII/Business Department Chairperson*  
Frederick Suisala, *Automotive, Diesel, & Air Conditioning & Refrigeration Instructor*  
Anthony Felise, *Developmental Math Instructor*  
Adullum Esera, *Architectural, Engineering, & AutoCAD Technology Instructor*  
Donna Achica-Talaeai, *Adult Education Literacy & Extended Learning Instructor*  
Juliet Fung Chen Pen, *Administrative Assistant V*  
Cherie Ripley, *Special Assistant to the Dean of Academic Affairs*  
Siaumaua Ropeti, *ELI Instructor*  
Evelyn Fruean, *Associate Dean of Academic Affairs*  
Sonny Leomiti, *Director of Institutional Effectiveness*  
Michael Otto Hansell, *Animal Specialist*  
Tero Talamoa, *ASBEP Faculty-TED Math Instructor*  
Iosefa Faiiai, *ALELEL Instructor*  
Derek Helsham, *Social Science Instructor*  
Roxanne Moananu, *HRO Specialist*  
Silaulelei Saofaigaali'i, *HRO Manager*



## II. A. Instructional Programs

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.

*2014 new*

***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. (Original II.A{1})***

- *II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address, and meet the mission of the institution and uphold its integrity.*
- *II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning outcomes.*
- *II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of the students.*

### **Descriptive Summary:**

The American Samoa Community College currently offers one (1) Bachelor of Education, eight (8) Associate of Arts Degrees (1 Associate of Arts in Liberal Arts and 7 Associate of Arts with Emphasis), eighteen (18) Associate of Science degrees, twenty- two (22) Certificate of Proficiency, and six (6) Certificate of Completion. All degrees and certificates offered under Academic Departments and Programs are bound by Missions and Outcomes. These divisional outcomes and missions are aligned to the four elements of the Institutional Mission: [1.D.2](#)

- 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





Bachelor of Education

Bachelor of Education in Elementary Education

Associate of Arts Degree Programs

Associate of Arts Degree in Liberal Arts  
Associate of Arts Degree With an Emphasis in Visual Art  
Associate of Arts Degree With an Emphasis in Education  
Associate of Arts Degree With an Emphasis in Human Services  
Associate of Arts Degree With an Emphasis in Music  
Associate of Arts Degree With an Emphasis in Political Science  
Associate of Arts Degree With an Emphasis in Pre-Law  
Associate of Arts Degree With an Emphasis in Samoan Studies

Associate of Science Degree Programs

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

Certificate of Proficiency

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



Certificate of Proficiency in Guidance and Counseling  
Certificate of Proficiency in Information and Communications Technology (ICT)-Electronic Office  
Certificate of Proficiency in Marine Option Program (MOP)  
Certificate of Proficiency in Networking and Computing  
Certificate of Proficiency in Practical Nursing  
Certificate of Proficiency in Public Health  
Certificate of Proficiency in Welding

Certificate of Completion

Certificate of Completion in Intro to Auto Body Repair  
Certificate of Completion in Fundamentals of Automotive  
Certificate of Completion in Carpentry Fundamentals  
Certificate of Completion in Basic Electrical Theory  
Certificate of Completion in Nurse Aide  
Certificate of Completion in Welding Fundamentals

The institution's mission statement drives the focus of study for all programs. ASCC offers a range of programs and services, within the available resources, to help students achieve their academic goals and contribute to the overall well-being of the community.

**Self-Evaluation:**

The institution ensures the alignment of its offerings and mission through an ongoing review and assessment of Student Learning Outcomes. Being an outcome driven Institution, ASCC's hierarchy of Student Learning Outcomes identifies the scope, assessment instruments and cycles for all levels of student learning outcomes.

- Assessing General Education Outcomes (GEO), Program Learning Outcomes (PLO), Course Learning Outcomes(CLO):
  - Scope: Academic Programs and Departments
  - Assessment Instruments and Cycle:
    - Course: Semester based assessment using rubrics defined by Program/Department
    - Program Learning Outcomes: Semester Based/Annually assessment using Content rubrics defined by Program/Department with Student Achievement Report collected biennially.
    - General Education Outcomes: Semester based assessment using content rubrics defined by General Education Faculty. In addition, course evaluations are disseminated on a semester based with Student Achievement report submitted biennially.
- Assessing Divisional Learning Outcome Assessment (DLO):
  - Scope: Academic & Administrative Divisions
  - Assessment Instruments and cycle:
    - Divisional outcomes are assessed bi-weekly, quarterly, and annually through bi-weekly reports, quarterly reports, divisional outcome



summation, divisional standard operation procedures, budget proposal, and divisional Self Review survey.

- Assessing Institutional Learning outcomes and Core Values (ILO):
  - Scope: Institution
  - Assessment Instruments and Cycle:
    - Institutional Learning Outcomes are assessed annually and biennially using Divisional Outcome quarterly reports, Program review survey, Strategic planning and updates, Divisional Assessment survey, and the ASCC Catalog.
- Mission Statement:
  - Scope: Institution
  - Focus: Institutional Processes, Policies, and Financial Stability. <sup>IV.B.1</sup>

Academic quality rests with the qualifications of academic faculty. Strict measures are in place to assure that faculty have appropriate qualifications and experience in their respective disciplines. Institutional and Divisional Learning Outcomes are periodically assessed through divisional assessment surveys, strategic planning and updates, quarterly reports, bi-weekly reports, and Program review analysis. Divisional assessments are used to review internal operations according to outcomes and its link to effectiveness. It allows academic programs and divisions to determine the quality of educational programs and services and for continual improvement. Courses are reviewed periodically by the curriculum committee and syllabi are reviewed by the respective Dean(s). The following table summarizes degrees and certificates awarded in various disciplines from Fall2010-Fall 2013.

	Fall 2013	Spring 2013	Fall 2012	Spring 2012	Fall 2011	Spring 2011	Fall 2010	TOTAL
Bachelor of Education								
	2	2	3	2				9
Associates of Arts Degree (AA)								
Liberal Arts	82	66	76	76	105	64	94	563
Art	0			2			1	3
Education	12	14	10	11	6	5	8	66
Human Services	0	1	1					2
Marine Science	1	4		2	1		1	9
Music	1							1
Political Science	0							0
Pre-Law	5	8	2	4	5	5	8	37



Samoan Studies	0			2	3	1	2	8
Associates of Science Degree (AS)								
Accounting	11	11	12	11	10	6	5	66
Agribusiness	0							0
Architectural Drafting	3		1			1	1	6
Automotive Body Repair	0						1	1
Automotive Mechanics	0		2				1	3
Business Management	1	4	1	8	6	4	3	27
Civil Engineering Tech.	0			3				3
Criminal Justice	7	11	12	12	15	13	16	86
Electronics	2	1	4		1			8
Family & Consumer Sci.	1						1	2
General Agriculture	1	4	3	3	3	1	5	20
Health Science	5	6	3	8	4	4	4	34
Natural Resources	0	2						2
Nursing	0							0
Welding		1						1
Certificate of Proficiency								
Accounting								0
Architectural Drafting								0
Automotive Tech		2		1				3
Business Management								0
Civil Engineering Tech.								0
Guidance & Counseling						1		1
Marine Option Program								0
Practical Nursing		3	2	2	6		9	22

To ensure ASCC meets its mission, internal and external stakeholders' inputs are considered in regards to institutional and community needs. ASCC utilizes Academic Community Advisory Boards to recommend or prescribe feedback to the institution relevant to the needs of the



community, businesses, private sector and government agencies. This information supports the mission of the institution and the selection of various fields of study and programs offered to all students.<sup>X.A.1</sup>

ASCC has entered into agreements with local agencies through its Memorandum of Understanding (MOUs). These existing MOUs include Department of Education (DOE), Department of Health (DOH)<sup>V.B.2</sup> and various agencies through its Apprenticeship Program. In addition, ASCC continuously updates and renews articulation and new articulation agreements with off-island Colleges and universities. The following table provides contact information and status of existing MOUs with off-island Colleges/ universities and ASCC:<sup>I.D.3</sup>

	Off-Island Colleges/Universities	Contact information	Status of MOU
1	Chaminade University of Honolulu, HI	<a href="http://www.chaminade.edu">www.chaminade.edu</a>	MOU signed Spring 2014
2	Brigham Young University, Laie, HI	<a href="http://www.byuhawaii.edu">www.byuhawaii.edu</a>	2008 MOU still stands
3	Hawaii Pacific University, HI	<a href="http://www.hpu.edu">www.hpu.edu</a>	Renewed MOU Spring 2014
4	University of Hawaii at Manoa, HI	<a href="http://www.uhmanoa.edu">www.uhmanoa.edu</a>	MOU signed Summer 2014
5	University of Hawaii at Hilo, HI	<a href="http://www.uhh.hawaii.edu">www.uhh.hawaii.edu</a>	Currently updating course articulations
6	Kapiolani Community College, HI	<a href="http://www.kcc.edu">www.kcc.edu</a>	Updating articulation of GEO & Core foundational courses
7	Alfred State College, NY	<a href="http://www.alfredstate.edu">www.alfredstate.edu</a>	Provided link to Transfer equivalency courses.
8	Dixie State University, UT	<a href="http://dixie.edu/futurestudents/academics.php">http://dixie.edu/futurestudents/academics.php</a>	Link to Transfer equivalency courses.

ASCC is a member under PPEC agreement for articulation among its member Institutions.<sup>V.D</sup>

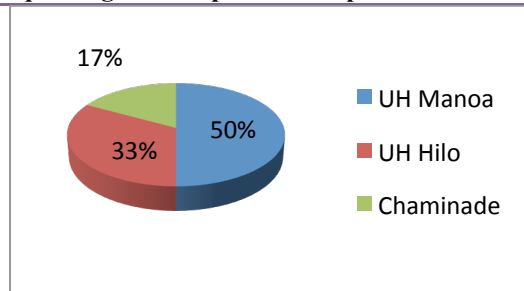
**SEMESTER**

**\*TRANSCRIPT**



<b>REQUESTS</b>	
<b>FALL 2012</b>	86
<b>SPRING 2013</b>	65
<b>SUMMER 2013</b>	39
<b>FALL 2013</b>	109
<b>SPRING 2014</b>	111

\* Students requesting transcript for anticipated transfer



\* Students requesting transcript for anticipated transfer

The outcomes of the institution's programs have resulted in students graduating with degrees in various programs, transferring to four-year institutions, finding employment in the local government or completing rigorous military requirements before active duty. 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 actual work places enhance what is learned in the institution. The following table provides a summary of degrees and certificates awarded to students between the Fall 2012 and Spring 2014.

Degrees and Certificates Completed				
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
AA/AS/B.Ed. Degrees Awarded:	133	135	136	120
Certificate of Proficiency Awarded:	2	5	0	9
(Apprenticeship) Certificates of Completion Awarded:	-	-	41	61

In addition, the Nursing Department provides a summary data on the number of degree completion, job placement, and national certification as shown in the following figure.

**NURSING DATA FOR 2009-2014**

NURSING PROGRAMS	2009	2010	2011	2012	2013	Spring & Summer 2014
<b>CERTIFICATE OR PROFICIENCY PRACTICAL NURSING (COP-PN)</b>						
GRADUATED	11	9	6	2	3	9
LPN-NCLEX PASS	8	7	3	0	0	3



EMPLOYED	9	9	4	2	2	4
ASSOCIATE OF SCIENCE IN NURSING (AS-RN)						
GRADUATED	3	0	0	1	0	13
RN- NCLEX PASS	3	0	0	0	0	1
EMPLOYED	3	0	0	0	0	11

Provided below are actual numbers of enrollment and the number of Certificates of completion awarded since fall 2013.

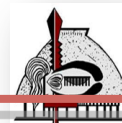
Apprenticeship/Workforce Development Enrollment & Certificates of Completion Awarded				
	Fall 2013	Spring 2014	Mid-Spring 2014	Fall 2014
	Oct.-Dec.	Feb.-Apr.	May-Jun.	Aug.-Sept.
Enrollment:	54	78	86	-
Certificate of Completion Awarded:	41	61	Currently In-Session	-

The Certificate of Proficiency in Public Health was implemented to address community health issues through the MOU with Department of Health.

Programs at the institution are assessed on a semester basis and annually for currency, improvement of teaching and learning strategies, and review of its student learning outcomes. The assessment process requires Academic Departments/Programs to review course syllabi, course curriculum, delivery modes, teaching and learning strategies, and student achievement reports. All proposed changes to any programs must be initiated within departments/programs before submission for review and approval by the Curriculum committee through its biennial review of the catalog.<sup>X.A.1</sup>

The College reviews its curriculum every two years through the Catalog review. The institution maintains currency through on-going assessments of programs and courses and through professional development. Faculty, department chairpersons and program directors participate in dialogues and discussions on improvement of courses and programs based on results of student learning outcomes.<sup>X.A.1</sup> Academic programs use divisional assessment results to implement changes for improvement of programs.<sup>VII.H</sup> All approved changes are incorporated in the catalog through its biennial review by the Curriculum Committee.<sup>X.A.2</sup> The integrity of all instructional programs is through its curriculum, assessment, academic departments/programs, and Faculty Senate.

One of the major changes recently implemented by the Institution is requiring all incoming students placed in Development Math/English to enroll in the College Accelerated Preparatory Program (CAPP) prior to placement in College level math courses.



To assess students' educational preparedness, the institution employs a placement test as well as standardized test scores (SAT, ACT, TOEFL) to place students in their respective courses. <sup>VII.G.1</sup>

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.

The institution uses Divisional Assessment <sup>VII.H.1, VII.H.2, VII.H.3, VII.H.4, VII.H.5, VII.H.6</sup> and Institutional Program Review to inform the College of student learning needs. Recommended changes are made on student learning through periodic reviews and assessments by academic departments/Programs, Curriculum Committee, Assessment, Divisions, and Faculty Senate. Student surveys are conducted to identify learning needs. <sup>VI.E</sup> In addition to internal reviews, community external input through academic program Advisory Councils is documented to identify community needs for student learning.

This information is incorporated into program planning through various institutional committees; integrated broad-based planning committees, Curriculum Committee, Assessment Planning Committee, Administrative (Deans and Directors)/VP Committees, and IPECC. <sup>IV.B.1</sup> Continuous dialogue and review in these committees informs the institution of support services and interventions needed to sustain progress and improvements. Divisional self-review and committee review on academic process and policies are considered in the planning and decision making. <sup>IV.B.1</sup>

Achieved SLOs are determined through course level, program level, general education level, divisional level and institutional level assessment. In addition, assessment reports on SLO attainment, General Education outcome assessments and student course evaluations consistently inform the institution on the progress towards the achievement of SLOs. <sup>VII.D.3.a, IX.A.1</sup> ASCC continues to develop and improve research on achievement of SLOs through its assessment, evaluation, planning and decision making processes.

ASCC has done numerous external presentations on student achievement to government and educational agencies in the territory and this has helped the college better understand the breadth of the issues throughout the community.

ASCC faculty continues to utilize delivery systems and modes of instruction compatible with objectives of the Curriculum. <sup>IX.C</sup> Faculty engages in professional development workshops to integrate technology and expand and improve delivery of instruction beyond traditional lecture. One of the notable improvements made to delivery of instruction was the inclusion and incorporation of technology to course content. <sup>IX.C</sup>

Delivery of instruction is reviewed and evaluated within each program or department. Chairpersons conduct observations and provide feedback to instructors regarding delivery of instruction. Program and Departments' internal review of courses through learning outcomes were presented to Curriculum committee for review. <sup>X.A.1</sup> Dialogue is continued within each





department focusing on the effectiveness of instructions and making recommendations as to what needs to be changed or strengthened. <sup>X.A.2</sup> Faculty orientations allow faculty with opportunities to share strategies and methodologies for delivery through workshops. Course evaluation results as well as course passing rates document the effectiveness of instruction delivered. <sup>VII.G.1</sup> A separate survey for General Education Outcomes asks instructors to evaluate their own performance each semester. <sup>VI.F</sup>

Delivery systems and modes of instruction used by the institution are effective. <sup>IX.B.1, IX.B.2, IX.B.3, IX.B.4, IX.B.5, IX.B.6, IX.B.7, IX.B.8, IX.B.9, IX.B.10</sup> There is a high rate of student access to computers on campus completing assignments, more instructors are opting to use technology as another mode of delivery, community and business leaders are brought in as guest speakers, and favorable result were collected from a technology survey administered to faculty. <sup>VI.G</sup> Similarly, there has been greater community involvement when outreach programs i.e. Nursing, Business and Trades enhanced hands-on learning while exhibiting specific skills necessary to succeed in the workplace. <sup>XIV.A</sup>

Workshops were conducted in providing training for faculty in using smart boards and Moodle to facilitate effective interaction with students. <sup>XIII.A.1</sup> As a result of trainings, selected faculty utilize Moodle and Smart Board with the technologies and services available. Rubrics were initiated to assess outcomes and course evaluation surveys were disseminated to gauge the success of instructions delivered. <sup>XIII.A.1</sup>

The dialogue takes place in academic departments/programs, Curriculum Committee, Assessment Committee, and workshops conducted to improve student achievement.

Faculty orientation each semester provides the opportunities for faculty dialogue and professional development and in-service workshops.

One major change implemented as a result of student completion data analysis and faculty dialog was the change in the developmental studies program at ASCC. The former English Language Institute (ELI) program was transformed from 15 weeks to an intensive six-week schedule of daily classes in developmental English and developmental math, renamed the College Accelerated Placement Program (CAPP). The longer daily classes, with the support of tutors and computer labs, has resulted in an increased retention and passing rate. This accelerated schedule also allows students to move through the developmental studies sequence and gain readiness for General Education courses more quickly.

ASCC is still gathering follow-up data to track success of CAPP completers as they move through the General Education courses. Preliminary data is encouraging.



GEO COMPLETION RATE														
	GEO Courses	Fall 2012			Spring 2013			Fall 2013			Spring 2014			C OR BETTER
		AVERAGE	88%	C	88%	C	90%	C	92%	C				
1	ENG 150	197	91%	73%	153	88%	79%	173	87%	74%	120	86%	68%	
2	ENG 151	201	90%	71%	176	89%	76%	138	88%	79%	129	92%	66%	
3	SPH 153	25	96%		46	98%		70	99%		108	99%		
4	ICT 150	181	74%		128	79%		147	89%		133	92%		
5	MAT 151	147	90%	65%	180	88%	61%	160	88%	62%	151	92%	51%	
6	PHSCI 150/150L	65	89%		94	95%		116	96%		128	88%		
7	HIS 150	30	75%		21	81%		39	81%		26	93%		
8	HIS 151	19	83%		33	89%		24	92%		28	100%	100%	
9	HIS 170	65	98%		57	95%		59	87%		63	90%		
10	HIS 171	70	93%		59	84%		32	91%		47	92%		
11	HIS 162	43	98%		41	100%	100%	70	97%		79	94%		
12	PSY 150	72	92%		54	79%		44	96%		71	96%		
13	HEA 150	21	100%	62%	39	98%		25	81%		39	83%		
		1136			1081			1097			1122			

CAPP COMPLETION RATE SUMMER 2012-FALL2013											
	SUMMER 2012		FALL 2012		SPRING 2013		SUMMER 2013		FALL 2013		AVERAGE PER COURSES PER COURSE
	ENROLLMENT	PASS	ENROLLMENT	PASS	ENROLLMENT	PASS	ENROLLMENT	PASS	ENROLLMENT	PASS	
ENG 70	35	91%	152	78%	26	77%	44	50%	166	58%	71%
ENG 71	26	81%	92	73%	18	67%	17	71%	106	59%	70%
ENG 80	75	86%	289	61%	133	47%	70	77%	264	60%	66%
ENG 81	71	83%	226	70%	117	46%	48	52%	215	71%	64%
ENG 90	64	83%	233	67%	207	62%	66	62%	244	69%	69%
ENG 91	62	85%	213	77%	184	61%	66	67%	259	61%	70%
MAT 80	106	75%	411	62%	180	62%	108	77%	337	60%	67%
MAT 90	78	74%	189	69%	262	55%	69	77%	245	67%	68%
		82%		69%		60%		67%		63%	

NOTE: AVERAGE FOR BOTH SESSIONS

The college continues to comply with Eligibility Requirement 9 and 11.

ASCC meets this standard.

**Planning Agenda:**

1. To continue to improve access to and tracking of transfer data. [IV.B.4](#)
2. Improve the use of assessment data in program development. [IV.B.4](#)
3. Institutionalize Data (Quantitatively & Qualitatively). [IV.B.4](#)
4. Continue training for improved use of Moodle, Smart Boards, and other technology application for instruction, with appropriate training for faculty. [IV.B.4](#)



**2014 new**

***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. (Original II.A.1, II.A.2.b, d, e, & f)***

- *II.A. 2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*
- *II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*
- *II.A.2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
- *II.A. 2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational, and education degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

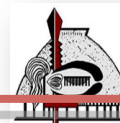
**Descriptive Summary:**

The institution relies on faculty expertise and the assistance of Community Advisory Councils when appropriate to identify competency levels and measurable student learning outcomes for all courses, certificates and degrees. Academic and program Community Advisory Councils provide input on student learning outcomes in academic departments or programs.

Competency levels and student learning outcomes are determined through Program/General Education assessment matrices and plans.<sup>IX.A.1</sup>

Course and Program learning outcomes measure outcome qualities and competencies are initiated and developed by faculty, department/program chairpersons before submission to Curriculum and Assessment Committees for review and approval.<sup>IX.A.1</sup>

Definitions of General Education Outcome Requirements, Core Disciplinary Content (Core Foundational) and Program Outcomes (Co-Foundational) emphasize requirements to determine the competency level for student learning outcomes at all levels.<sup>I.D.4</sup>



ASCC students have a clear path to achieve student learning outcomes at each level through Individual Education Plans (IEP)/ Advising Sheets, which provide clear guidance. Students receive a course syllabus which contains specific learning outcomes and expectations for each course. Syllabi are reviewed each semester by the Deans.

The program assessment cycle and Curriculum Committee review cycle follow the review of the ASCC Biennial catalog. <sup>IV.B.1</sup>

Faculty has been engaged periodically in discussions of student learning styles. <sup>XV.C.1</sup> Presentations of learning styles have been part of faculty orientation. <sup>XV.C</sup> The College has identified assessment instruments beyond traditional tests, and pedagogies through collaboration among faculty, chairpersons, program deans/director to ensure achievement of student learning outcomes regardless of learning styles. <sup>XV.C.2</sup> The Core Value of Respect for Diversity highlights the College's commitment to all students regardless of learning styles. <sup>VIII.B.1</sup>

Teaching methods as recorded on course syllabi include but not limited to Lecture based, student presentations, group discussion, field-work, portfolios, fieldtrips, service learning and practica. <sup>XIV.A, XIV.B, XIV.C</sup> Academic department faculty and program chairpersons select various methods appropriate for achieving student learning outcomes. Faculty is tasked to align teaching methodologies to student learning achievement as evidenced in rubric development and standardization of course evaluation. The assessment of learning outcomes allows faculty to make decisions and plans to facilitate student performance. This allows for ongoing dialogue in departments on appropriate teaching methodologies. <sup>XV.C.2</sup>

### **Self-Evaluation:**

Faculty, academic departments/program chairpersons attended off-island WASC conferences on SLOs and assessment. As a result, faculty assess, collect, and report outcome achievement data. <sup>VII.D.3.a</sup>

Course competency levels are achieved at the course level differentiating between proficiency, developing, and knowledge level indicators (rubric). Qualities are achieved at the program level in which courses achieve competencies towards degree or certificate requirements. All degrees and certificates outcomes are assessed at the course and program levels as well. All program and course outcomes are assessed.

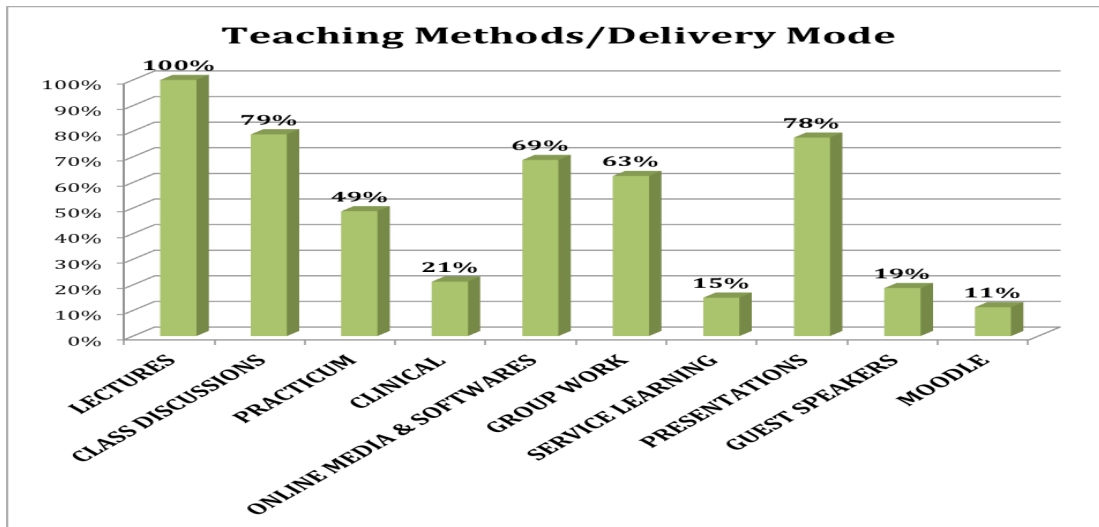
Achievement of course learning outcomes is evident in data presented at the end of the course. CLOs are aligned to PLOs. Certificate and degree learning outcomes are assessed upon completion of degrees and certificates.

Courses are evaluated and assessed on a semester-basis, and programs, certificates and degree outcomes are assessed on a biennial cycle which coincides with the catalog review. Divisional Assessment and Program Review follow a biennial cycle. Decision making and planning are based on the analysis of learning outcomes at the course, program and GEO levels. <sup>IV.B.1</sup>



Academic Affairs worked collaboratively with Student Services to assist students with disabilities. Specific training is provided by UCEDD for students with disabilities.

Full-time, part-time and adjunct faculty identifies various pedagogical and teaching methods to meet the needs of all students. <sup>XIV.A</sup> Students have different learning styles and faculty respond to the needs as reported by students or identified through other means. <sup>VI.F</sup> ASCC provides professional development for faculty through local and off-island workshops in assessment and pedagogy. Teaching methods are identified in course syllabi and Course Approval Forms.



Faculty identifies different methods to assess student learning outcomes. Teaching methodologies are identified by faculty in course syllabi. A semester basis review of course outcomes, delivery methods and assessment instruments assures the College is meeting the needs of all students. <sup>VI.F</sup>

The College continues to provide opportunities for faculty to attend off-island workshops on assessment and pedagogy. Presentations on GEO alignment are shared with faculty during orientation for transparency and to incorporate into their respective academic departments and programs. <sup>IX.A.1</sup>

The College investigated the effectiveness of its delivery modes through ongoing review of course syllabi and assessment of SLOs. Student achievement data at the course and program levels allow faculty and program/department chairpersons to assess their instructional delivery modes. Divisional Assessment provides faculty input on student achievement.

The College evaluates the effectiveness of its courses and programs through continuing review and ongoing assessment of student learning outcomes at course and program level. Through the biennial review of curriculum, all academic departments and programs emphasize the



importance of alignment from course learning outcomes to program learning outcomes, divisional learning outcomes, and to the core values/institutional learning outcomes.

Course outcomes are assessed each semester. The resulting student achievement data allows departments and faculty to make informed decisions and plans. Academic Departments/Programs continue to dialogue on teaching methodologies and assessment instruments in order to improve and assist students in achieving course learning outcomes. Programs, including General Education, are assessed through course outcome evaluation on a biennial cycle to evaluate outcomes and qualities using student achievement data. Program Assessment templates are provided to allow programs to evaluate, review, and assess its courses, programs with supporting evidence. Programs use analysis to make changes on program learning outcomes and degree requirements in the core/co- foundational areas. Examples of change following assessment and discussion were provided above and include CAPP, B.Ed. and integrated planning.

The following is a summary of course offerings over the last two years:

**COURSE OFFERED FALL 2012-2014**

	DEPARTMENTS	TOTAL # COURSES	FALL2012	SPRING13	SUMMER13	FALL 13	SPRING14	SUMMER14	# COURSES ASSESSED	# COURSES NOT ASSESSED	Percentage courses assessed by dept.
1	AGRICULTURE	16	7	8	2	8	8	2	13	3	81%
2	FINE ARTS	22	7	9	1	8	9	2	14	8	64%
3	BUSINESS	17	14	14	0	14	15	0	17	0	100%
4	CLP	1	1	1	0	1	1	0	1	0	100%
5	CRIMINAL JUSTICE	16	9	9	0	9	9	0	16	0	100%
6	HEALTH & HUMAN SER.	15	6	5	0	5	5	1	7	8	47%
7	LANG. & LIT.	7	4	5	4	5	6	2	6	1	86%
8	MATH	9	6	7	4	6	6	4	7	2	78%
9	NURSING	13	4	5	0	4	4	0	13	0	100%
10	PE	8	6	6	0	6	6	1	7	1	88%
11	ROTC	5	3	3	0	3	1	0	5	0	100%
12	SAMOAN	14	8	8	0	6	8	1	11	3	79%
13	SCIENCE	27	11	12	2	9	14	2	22	5	81%
14	SOCIAL SCIENCE	28	16	17	6	10	17	7	25	3	89%
15	TEACHER ED.	14	7	7	6	6	7	7	7	7	50%
16	TRADES & TECH.	88	11	12	1	11	15	1	35	53	40%
17	ELI-CAPP	6	6	6	6	6	6	6	6	0	100%
	<b>TOTAL</b>	<b>306</b>	<b>126</b>	<b>134</b>	<b>32</b>	<b>117</b>	<b>137</b>	<b>36</b>	<b>212</b>	<b>94</b>	
		<b>100%</b>	<b>41%</b>	<b>44%</b>	<b>10%</b>	<b>38%</b>	<b>45%</b>	<b>12%</b>	<b>69%</b>	<b>31%</b>	



Summary of Course Offerings: Class Sections Offered per Semester				
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
CAPP:	92	54	75	50
General Education:	61	67	63	61

Summary of CAPP Course Offerings: Class Sections Offered per Semester				
MATHEMATICS	Fall 2012	Spring 2013	Fall 2013	Spring 2014
MAT 80	20	8	14	8
MAT 90	12	10	9	12
READING	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 70	7	1	7	2
ENG 80	14	7	10	5
ENG 90	13	10	10	8
WRITING	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 71	4	1	5	2
ENG 81	11	7	9	5
ENG 91	11	10	11	8

Summary of General Education Course Offerings: Class Sections Offered per Semester				
Fine Arts	Fall 2012	Spring 2013	Fall 2013	Spring 2014
SPH 153	1	2	3	4
Health	Fall 2012	Spring 2013	Fall 2013	Spring 2014
HEA 150	1	2	2	2
Language & Lit	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 150	9	9	10	7
ENG 151	9	9	7	7
Mathematics	Fall 2012	Spring 2013	Fall 2013	Spring 2014
MAT 151	7	9	8	7
Science	Fall 2012	Spring 2013	Fall 2013	Spring 2014
PHSCI 150	3	5	5	6
PHSCI 150L	3	5	5	6
Social Sciences:	Fall 2012	Spring 2013	Fall 2013	Spring 2014
HIS 150	2	1	2	1
HIS 151	1	2	1	1
HIS 162	2	3	3	2
HIS 170	3	3	3	3
HIS 171	4	4	2	2
PSY 150	3	3	2	3
Trades & Tech.:	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ICT 150	13	10	10	10



The Divisional Assessment Survey and Institutional Program Review Survey are the instruments used for evaluation of courses and programs. Division Assessment review criteria include the following components: Personnel, Staff Development, Facilities, Equipment, Budget, Technology, Library resources, Evaluation and Improvement.<sup>VI.B.1</sup> The Divisional Assessment is conducted annually and the Institutional Program Review occurs every two years.<sup>VIII.A.5</sup> The Institutional Program review criteria include the following: Mission, Student Learning Programs, Resources, Governance, Evaluation and Improvement.

Department/program mission statements, student learning outcomes for courses and programs are also available for evaluation. 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 reviewing changes.<sup>VIII.B.6, VIII.B.7</sup>

All programs are aligned to the Academic Affairs Mission, which is aligned to the College's ILOs and mission. Program evaluations assist the institution in setting priorities, making informed decisions and plans based on analysis for allocation of resources.<sup>VI.A.3</sup> Based on the needs identified in the Institutional Strategic Plan (ISP), funds are allocated to provide personnel, to improve instructional activities, to expand professional development and to support continuing discussion on curriculum improvement.<sup>XV.E</sup>

ASCC formalized a 2009-2014 five-year plan. The current institutional strategic plan extends to 2015-2020 with emphasis on the following focus areas: Academic Excellence which serves as the core of the Institutional Strategic Plan, Technology, Physical Facilities & Maintenance, Staffing, and an additional strategic focus on Total Cost of Ownership (TCO).

The Institutional Planning Executive Core Committee (IPECC) has a broad-based membership, which includes faculty, administrators, staff, IE director, and a grant representative. The ISP (2015-2020) is a five-year plan with strategic goals, objectives and performance indicators in place. This plan was coordinated with budget development. It was presented by the IPECC committee and approved by the Deans and Directors. The ISP 2015-2020 was approved by the Board of Higher Education during the Board retreat in the Summer 2014 and presented to the college community and external stakeholders during Fall 2014. All operations are supported by evidence in assessment, planning, and decision-making.

ASCC meets this standard.

**Planning Agenda:**

1. Continue and refine assessment for ongoing quality improvement.
2. To continue to provide annual update for the plan
3. ASCC will define and centralize institutional data to enable continuing improvement in the integration of data for program planning and review.





4. The college continues to strengthen participation of part-time and adjunct faculty in curricular issues, assessment, and pedagogies to improve teaching strategies and promote student success.

All recommendations are referenced to ISP [IV.B.4](#)

**2014 new**

***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. (Original IIA.1.c)***

*II.A. 1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Descriptive Summary:**

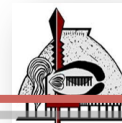
All courses have SLOs. Programs that offer degrees have learning outcomes and demonstrate alignment to divisional outcomes:

- General Education Outcome Qualities (Core Foundational)
- Program Learning Outcome Qualities (Co-Foundational- Certificate/Degrees)
- Course Learning Outcomes (Competencies). [VIII.B.1](#)

SLOs and strategies are created through the collaborative efforts of department faculty and chairpersons before submission to the Assessment Planning Committee for review and alignment. Subsequently, the narrative is submitted to the Curriculum Committee for review and approval before its inclusion in the catalog. Course and learning programs are assessed within departments and programs. Since the establishment of GEOs, dialogue has been ongoing in each department. [IX.A.1](#) GE outcomes are reviewed and assessed for alignment before submission to the Curriculum Committee's approval. [VII.D.3.a](#) These outcomes are shared with faculty during orientation as follows:

- Program Faculty (Co-Foundational)/General Education Faculty (Core Foundational)
- Program/General Education Rubrics
- Program/GE Student Achievement Reports- Recommendations for reviewing CLOs/PLOs/GEOs
- College bound Qualities & Competencies
  - (Linkages to ASDOE and off-island Colleges (Articulation/Placement Test)
  - Process of Assessment (Semester Based)
  - Internal Review (Annually)
  - Institutional Review (Biennially)

Faculty is required to submit course syllabi to the Academic Affairs Division prior to the first week of instruction. (Policy 5104)



**Self-Evaluation:**

At the Course and Program level, on-going dialogue has occurred among faculty members, chairpersons, and curriculum committee members on assessment results through program review. Further dialogue ensured in closing the loop on the assessment of student learning outcomes at the course and program level.

Individual academic departments are revising course curriculum and program requirements based on results of assessment.<sup>IX.B.2, IX.B.4, IX.B.6, IX.B.8, IX.B.10</sup> On-going review of course and program learning outcomes continue with all departments and programs.

General Education Outcomes are currently being assessed with various departments offering GEO requirements.<sup>IX.A.1</sup> Decision making is now based on achieving student learning outcomes. Any recommendation in revising SLOs has to be communicated at all levels. This is an indication of collaborative effort and teamwork.<sup>IX.A.1</sup>

The faculty, with administrators and staff, has engaged in ongoing dialogue using assessment results to guide improvements and program development in a number of additional areas, including the following:

Assessment data from the developmental English and math courses, formerly known as ELI (English Language Institute), were reviewed at several meetings of the College faculty and staff. Data showed course completion rates below 45%, a high number of failures student attendance problems, and an average of two years spent in developmental studies before students were able to begin regular College courses.

From these discussions, the College developed CAPP to provide two six-week intensive terms each semester, with daily classes and support labs and tutoring, and the opportunity for students to move through two levels of CAPP courses in a single semester. Students were also required to complete all CAPP requirements before attempting any College-level courses. (Exceptions are granted to CAPP students who have completed all English levels and are enrolled in the final CAPP Math 90. They may begin General Education courses.) Course completion rates have improved from 45% to an average of 60% in math and 70% in English. Preliminary follow-up data indicates that students who have completed CAPP are successful in the General Education courses.

A thorough curriculum review resulted in the articulation of General Education Outcomes and the separation of General Education courses, core foundational courses, and co-foundational (program) courses. The 2014-2016 Catalog reflects these changes.<sup>1.D.4</sup>

Several new Certificates of Completion were extracted from existing programs and established as either terminal training programs or bridges to the degree level.

Student Learning Outcomes are now identified in all Course Approval Forms (CAFs) and course syllabi. Syllabi are provided to students during the first week of instruction.



General Education Outcomes were established and a GE curriculum was identified.

ASCC meets this standard

**Planning Agenda:**

Continue to review and refine outcomes and assessment throughout the instructional programs. All recommendations are referenced to ISP [IV.B.4](#)

**2014 new**

***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. (Original II.A.2+)***

- *II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including College, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract of other special programs, regardless of type of credit, awarded, delivery mode, or location.*
- *II.A.2.a. The institution uses established procedures to design, identify learning outcomes to approve, administer, deliver, and evaluate course and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

**Descriptive Summary:**

Developmental, Pre-collegiate, continuing and community education and short term training programs are determined by community needs. The College does not offer study abroad, international or contract education programs.

Agriculture, Community and Natural Resources (ACNR or Land Grant) offers degrees and certificates which fall under Academic Affairs, and also provides extension training programs in the community.

The Samoan Studies Institute offers a course in Conversational Samoan (SAM 101A / 101B) for interested students who are interested in learning introduction to Samoan Language.

Reserved Officer Training Corps (ROTC) offers courses (MSL 100) to prepare cadets career skills in introductory military science.

Apprenticeship/Workforce Training was implemented in direct response to a request from the American Samoa Government to provide focused short term vocational training. This program operates in cooperation with local business and government agencies and fees are charged. Continuing education units are awarded upon completion of each term. Enrollment is open to any interested individual.



ASCC's developmental studies program is the College Accelerated Preparatory Program (CAPP) offered to accommodate students placed in remedial courses. Entry into CAPP relies on the following criteria:

- College placement exam or,
- Equivalent scores on Standardized exams

For proper placement in these degree programs, new students have the option of utilizing their placement examination scores or SAT, ACT, TOEFL equivalent scores.

The institution has established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. The Assessment cycle of all outcomes clearly defines the scope, charge, and assessment instruments and cycles for all learning outcomes at the Institutional, Divisional, Program, General Education, and Course levels. <sup>IV.B.1</sup> Faculty, through the Curriculum Committee and Assessment Planning Committee are central to the development, evaluation and planning of courses, programs, certificates and degrees.

All ASCC courses, programs, general education, certificates and Degrees have student learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes at the course, program, general education, degrees and certificates.

#### **Self Evaluation:**

Assuring academic quality for CAPP and Apprenticeship/Workforce requires Curriculum Committee review. Other short term programs described above derive quality control first from ASCC's commitment to hiring qualified instructors. These programs are grant funded and quality is further assured through meeting grant requirements.

Successful completion of CAPP requires that students achieve passing grades in developmental Reading, Writing, and Mathematics. There is a clear distinction between developmental and College based studies. The ASCC CAPP courses are designed to help entering College students' bridge the gap between high school and College competencies and expectations. <sup>XV.A</sup>

The institution has implemented Certificates of Completion under the Trades & Technology and Nursing to prepare for entry level skills and training required for a specific trade and occupation or profession related to the field of study.

Successful completion of Apprenticeship Workforce requires that participants complete a combination of hours of instruction and demonstration of skills.

All instructional faculty are required to meet established minimum standards of academic credentials and experience in their field of expertise. All faculty are evaluated annually and must participate in in-service professional development activities. Off-island professional development is supported for faculty.



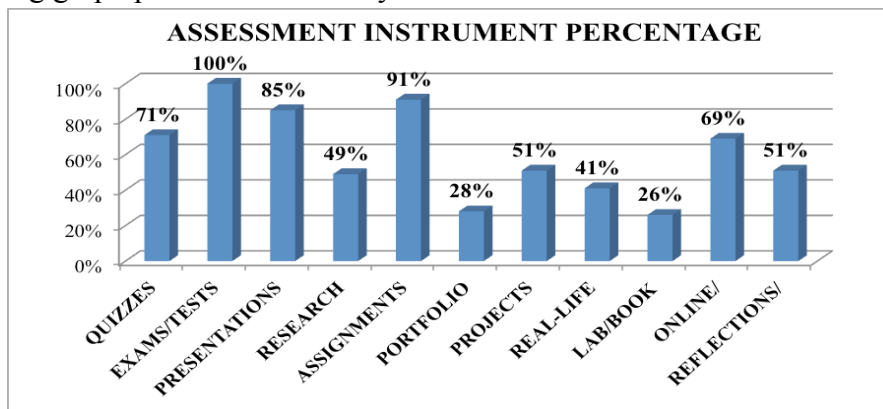
The biennial review of the catalog allows programs and departments to review their curriculum and the quality of their courses and programs. Divisional scope is referred to Academic and Program Divisional Assessment and Curriculum reviews. [VII.H.1](#)

Curriculum Committee scope of work requires review and approval of process of program/Department changes in courses, outcomes, degree and certificate requirements, and mission. All instructional courses and programs are part of regular program review and assessment.

Faculty has a central role in the development of SLOs, in assessment, and in course development and ongoing review to assure quality.

Assessment of course, general education, and program learning outcomes is an ongoing process to ensure competencies and qualities are achieved by students. [VII.D.3.a](#) Course evaluations are disseminated by IE to evaluate General Education Outcomes. Faculty members, in collaboration with academic chairpersons, program directors and appropriate Deans, are responsible for identifying appropriate student learning outcomes prior to submission for further review to Assessment and Curriculum committees. Academic departments/programs are responsible for collecting student outcome achievement data.

The following graph provides a summary of assessment instruments.



The Curriculum Committee reviews process focuses on the biennial review of the catalog that allows programs and divisions to thoroughly review its courses, programs, certificates and degrees to ensure the alignment of student learning outcomes at all levels and to the Mission of the College. There is a broad-based review of course and program learning outcomes with in academic departments, programs, curriculum, and assessment committees. Development of standard operating procedures (SOP) is in place for course and program approval/removal. For recommended changes to be implemented, evidence must be provided to support proposed changes. [VIII.B.1](#)

After Curriculum Committee approval, changes are reviewed by the Deans, Vice President of Academic and Student Affairs and President. Responsibility for direct administration of academic programs rests with the Deans of Academic Affairs, Trades and Technology, and



Teacher Education, who report to the Vice President of Academic and Student Affairs. This process is effective, but the College continues to work to improve quality.

All certificates and degrees are evaluated at least every two years through the catalog revision and program review. Courses and programs are evaluated annually through review of course learning outcomes. Assessment instruments and rubrics have been identified and developed by faculty, academic departments and programs to assess student learning outcomes at the course and program level. The results of evaluations and assessments are used to make informed decisions on the progress of course, programs, certificates, and degrees. Student course evaluation is also used to document students' perceptions on achievement of course learning outcomes.<sup>VLF</sup>

A number of improvements have been made as a direct result of evaluation and assessment. As discussed above, the developmental studies program was revised and is now CAPP. The B.Ed. program has been refined through the review and strengthening of rubrics and assessment measures. With approval of the B.Ed. program by both WASC Commissions, the American Samoa Department of Education has entered into MOUs with the College to provide training and certification of local in-service teachers and to support pre-service Education majors.

In response to an identified need in the community, and supported by the Governor's Office, ASCC has implemented the Apprenticeship/Workforce Development program to improve education and training in the Trades. Certificates of Completion and Certificates of Proficiency have been revised to align with existing curricula and community needs.

Standard Operating Procedures (SOPs) have been developed and implemented throughout the institution, in support of improved teaching and learning. Institutional Program Review supports integrated budget and planning.

Courses and programs are in alignment with the institution's overall mission and are more focused on outcome expectations. As a result there are more proposals of curricular changes to some programs and degrees to ensure alignment of student learning outcomes at all levels. Student course evaluations have been revised to be driven by the achievement of course learning outcomes. Faculty expertise is reflected on the current instrument used for performance evaluation; however there is continuing dialogue on improving the instrument to be more outcome based. Professional development has been provided both on-island and off-island to ensure faculty are equipped with the expertise necessary to evaluate the quality of its courses and programs.

ASCC meets the standard.

**Planning Agenda:**

1. Update the Committee Structure Manual
2. Improve and implement the instrument to evaluate faculty performance.



All recommendations are referenced to ISP [IV.B.4](#)

*2014 new*

***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. (Original II.A.2.c)***

➤ *II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

**Descriptive Summary:**

The College has in place policies and core values (student-centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning) that define an effective teacher and support high quality instruction. [II.B.4, II.B.5, II.B.6](#)

Policy4006 states “ASCC recruits and employs the most competent faculty member qualified to accomplish the mission and the goals of the College. When determining acceptable qualifications of a faculty member, the College will give primary consideration to the highest earned degree in the discipline as per the written guidelines. ASCC will also consider competence, effectiveness, and capacity, including, as appropriate undergraduate and graduate degrees, related work experiences in the field, professional licensure and certification, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching, and student learning outcomes. The College will hire full-time and adjunct faculty members that meet or exceed minimum qualifications as stated in the current edition of the Western Association Schools and Colleges Accreditation.”[II.B.3](#)

Faculty has a central role in determining and developing qualities and competencies of student learning outcomes at all levels.[IV.B.1](#) There is ongoing dialogue and discussion within academic departments, curriculum committee and assessment committee to ensure program offerings are meeting the Mission of the College. Rigorous review of course curricular programs occurs to ensure alignment with General Education outcomes, course outcomes, and program outcomes as well as WASC standards.[IX.A.1](#)

**Self-Evaluation:**

The ASCC faculty performance evaluation and Job Duties and Responsibilities forms currently used for evaluation and hiring of a faculty emphasized characteristics of an effective teacher as illustrated in the aforementioned policy. Effective teaching is categorized as follow:



- Student-centeredness
- Professionalism
- Ethical behavior
- Competence
- Effective classroom and behavior management
- Subject specialist
- Enthusiasm in teaching
- Teaching methodologies centered on student learning

All these contribute to the performance of students and student achievement.

Quality of instruction is initially evaluated at the academic departments, programs, and divisions for alignment to the mission of the institution. Faculty, academic chairpersons and program deans/directors continue ongoing assessment and evaluation of course, program and general education learning outcomes before submission to the Assessment and Curriculum Committees for further review and approval. All courses and programs currently offered at the College are reviewed through the biennial review of the catalog and semester review of course syllabi. Course approval forms are consistently updated to reflect any recommended changes proposed by departments or programs. Evidence is submitted to the Academic Affairs office for documentation purposes. These documents/changes are shared with the institution through revision of catalog and updates on divisional reports.

The Curriculum Committee is broad-based and comprised of faculty chairpersons. Chairpersons represent each academic department and program. Student Learning Outcome dialogue is initiated at the Department/Program with faculty and Department Chairpersons. Any proposed changes to SLO are forwarded to the Assessment and Curriculum committee for further discussion, review, and approval.

The institution assures high quality instruction for all its programs through assessment and improved planning of student learning outcomes. ASCC levels of Student Learning Outcomes are thoroughly reviewed and assessed to ensure alignment to the institutional mission.<sup>IV.B.1</sup> The biennial review of the catalog allows internal stakeholders to assess, plan, and improve quality of instruction.

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.<sup>V.A.1, V.A.2</sup> GEO requirements have been identified to assess GEO outcomes for all degree program to ensure students are well rounded in the general education area upon completion of the freshmen level. In addition, core and co-foundation 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. Additional GE outcomes have been identified for the B.Ed. program and are embedded in the third-year courses.<sup>IX.D</sup>





ASCC has established the following required academic credits for all its degrees and certificates.

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 of Arts degree. The General Education requirements for all Associate of Arts/Science degree programs are comprised of the following courses which address the five General Education domains:

GENERAL EDUCATION REQUIREMENTS	
Communication	
ENG 150, ENG 151, SPH 153	9
Information and Technology Literacy	
ICT 150	3
Critical Thinking	
MAT 151, PHSCI 150/150L	7
Global Awareness and Cultural Competence	
HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	6
Personal Development and Responsibility	
PSY 150 or HEA 150	3
<i>Total GER credits:</i>	<i>28</i>

A minimum of 60 academic credits is required for an Associate of Science degree. All Associate of Science degrees require outcomes from General Education, Co-Foundational, and Program Requirements.

A minimum of 30 academic credits is required for a Certificate of Proficiency degree.

A Certificate of Completion degree is awarded to individuals to prepare for an entry level skills in training required for employment in a specific trade, occupation, or profession related to a field of study. This award is for students who have successfully completed a minimum of 12 academic credits, but may not exceed 19 academic credits in an occupational program.

The college continues to comply with Eligibility Requirement 12.

The college meets this standard.

**Planning Agenda:**

Assist Faculty Senate with reviewing the faculty handbook regarding policies for SOPs in planning, program review and assessment.



All recommendations are referenced to ISP [IV.B.4](#)

**2014 new**

***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. (new)***

The college through its Academic Departments, Programs and Divisions schedules courses on a semester basis. Schedule of classes is a collaborative effort by all departments/programs to ensure faculty members are complying with ASCC teaching policies (Policy 5107 & 5108). Academic Department Chairpersons and respective Deans continue to plan and schedule courses based on course sequence, length of time for certificate or degree completion, and available resources

Course scheduling and offerings are preapproved prior to the upcoming semester (Referencing AA SOP). The SOP clearly defines the role of all Academic Departments/Program chairpersons in the scheduling process with final approval by respective Deans (AA, TED, & TTD).

**Self-Evaluation**

Schedule of classes are made available to all students prior to preregistration. This will allow students to plan accordingly with the assistance of their advisors in fulfilling their Individual Educational Plan (I.E.P) for a declared degree or certificate. The I.E.P. also known as the advising sheet is available at the office of Academic Affairs or with respective programs which serves as a guidance to students on the sequencing of courses and program length.

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 rate, 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.

An estimated time period to pursue the B.Ed. degree after completion of all GE and Elementary Education program requirements is set at 2 years.

The following table summarizes course offerings at ASCC in the last two years for all Academic Programs.

<b>DEPARTMENTS</b>											
		TOTAL # COURSES	FALL 2012	SPRING 2013	SUMMER 2013	FALL 2013	SPRING 2014	SUMMER 2014	# COURSES ASSESSED	# COURSES NOT ASSESSED	Percentage courses assessed by dept.
<sup>1</sup>	<b>AGRICULTURE</b>	<b>16</b>	7	8	2	8	8	2	13	3	81%



2	<b>FINE ARTS</b>	<b>22</b>	7	9	1	8	9	2	14	8	64%
3	<b>BUSINESS</b>	<b>17</b>	14	14	0	14	15	0	17	0	100%
4	<b>CLP</b>	<b>1</b>	1	1	0	1	1	0	1	0	100%
5	<b>CRIMINAL JUSTICE</b>	<b>16</b>	9	9	0	9	9	0	16	0	100%
6	<b>HEALTH &amp; HUMAN SER.</b>	<b>15</b>	6	5	0	5	5	1	7	8	47%
7	<b>LANG. &amp; LIT.</b>	<b>7</b>	4	5	4	5	6	2	6	1	86%
8	<b>MATH</b>	<b>7</b>	4	5	2	4	4	2	5	2	71%
	<b>CAPP-MATH</b>	<b>2</b>	2	2	2	2	2	2	2	0	100%
9	<b>NURSING</b>	<b>13</b>	4	5	0	4	4	0	13	0	100%
10	<b>PE</b>	<b>8</b>	6	6	0	6	6	1	7	1	88%
11	<b>ROTC</b>	<b>5</b>	3	3	0	3	1	0	5	0	100%
12	<b>SAMOAN</b>	<b>14</b>	8	8	0	6	8	1	11	3	79%
13	<b>SCIENCE</b>	<b>27</b>	11	12	2	9	14	2	22	5	81%
14	<b>SOCIAL SCIENCE</b>	<b>28</b>	16	17	6	10	17	7	25	3	89%
15	<b>TEACHER ED.</b>	<b>14</b>	7	7	6	6	7	7	7	7	50%
16	<b>TRADES &amp; TECH.</b>	<b>88</b>	<b>11</b>	<b>12</b>	<b>1</b>	<b>11</b>	<b>15</b>	<b>1</b>	35	53	40%
17	<b>ELI-CAPP</b>	6	6	6	6	6	6	6	6	0	100%
<b>TOTAL</b>		<b>306</b>	126	134	32	117	137	36	212	94	
		<b>100%</b>	<b>41%</b>	<b>44%</b>	<b>10%</b>	<b>38%</b>	<b>45%</b>	<b>12%</b>	<b>69%</b>	<b>31%</b>	

According to the course offering chart from Fall2012-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 a two sessions per semester to accommodate students placed in remedial courses. The availability of CAPP courses for 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 courses are also offered to provide opportunities for 2<sup>nd</sup> year students to complete all degree and graduation requirements.

The following table summarizes the components of all degrees offered at ASCC from Fall 2012-Summer 2014

<b>ASSOCIATE OF ARTS DEGREE (FALL 2012- SU2014)</b>										
		GER credits	% GER CR	CORE	%-CORE	PROGRAM	%-program	ELECTIVES	%-elective	DEGREE CR
<b>1</b>	AA Liberal Arts	28	<b>44%-46%</b>	24-26	<b>39%</b>	3	<b>4%</b>	6	<b>11%</b>	61-63



2	AA Visual Arts	28	43%-44%	24-25	38%	12	19%			64-65
3	AA Elementary Edu.	28	45%	25	40%	9	15%			62
4	AA Human Services	28	45%-46%	21-22	34%	12	20%			61-62
5	AA Music	28	45%-46%	24-25	40%	9	15%			61-62
6	AA Political Science	28	45%-46%	21-22	34%	12	20%			61-62
7	AA Pre-Law	28	43%-44%	21-22	33%	15	24%			64-65
8	AA Samoan Studies	28	46%	21	34%	12	20%			61

**ASSOCIATE OF SCIENCE**

		GER credits (Percent GER)		CFA	% CFA	PROGRAM	%- Program	ELECTIVES	%- Elective	DEGREE CR
1	AS ACCOUNTING	28	42%	21	31%	18	27%			67
2	AS AGRIBUSINESS	28	44%	35	56%					63
3	AS ARCHITECTURAL DRAFTING	28	39%			43	61%			71
4	AS BUSINESS MANAGEMENT	28	42%	24	36%	14	21%			66
5	AS CIVIL ENGINEERING TECH	28	42%	5	7%	34	51%			67
6	AS CRIMINAL JUSTICE	28	46%			27	44%	6	10%	61
7	AS ELECTRONICS	28	44%			36	56%			64
8	AS FAMILY & CONSUMER SCIENCE	28	46%	9	15%	24	39%			61
9	AS GENERAL AGRICULTURE	28	44%	12	19%	23	37%			63
10	AS HEALTH SCIENCE	28	44%- 45%	22-24	35%- 38%	12	19%- 18%			62- 64
11	AS NATURAL RESOURCES	28	44%			35	56%			63
12	AS NURSING	28	35%			51	65%			79
13	AS MARINE SCIENCE	28	45%- 47%	16-17	27%	13	22%	3 --4	5%- 6%	60- 62

*CFA= Core Foundational Areas*

**Planning Agenda:**

ASCC under the purview of Academic Affairs, Teacher Education, and Trades and Technology division will continue to improve availability of course offerings and schedules from a semester to yearly or biennial schedule (Fall & Spring schedules).

The institution will continue to strengthen Academic Advising (yearly/summer scheduling), online clustered options for degree completion, Course Substitution, Review Program courses for consistency of course offerings.

*2014 new*



***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. (Original II.A.2.d)***

➤ *II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

**Descriptive Summary:**

Faculty has engaged periodically in discussions of student learning styles.<sup>XV.C.1</sup> Presentations of learning styles have been part of faculty orientation.<sup>XV.C</sup> The College has identified assessment instruments beyond traditional tests, and pedagogies through collaboration among faculty, chairpersons, program deans/director to ensure achievement of student learning outcomes regardless of learning styles.<sup>XV.C.2</sup> The Core Value of Respect for Diversity highlights the College's commitment to all students regardless of learning styles.<sup>VIII.B.1</sup>

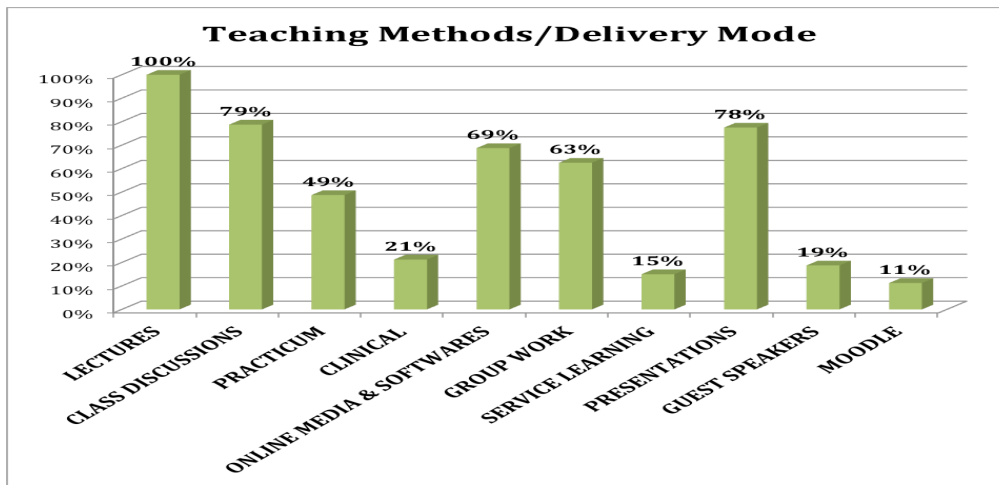
Teaching methods as recorded on course syllabi include but not limited to Lecture based, student presentations, group discussion, field-work, portfolios, fieldtrips, service learning and practicum.<sup>XIV.A, XIV.B, XIV.C</sup> Academic department faculty and program chairpersons select various methods appropriate for achieving student learning outcomes. Faculty are tasked to align teaching methodologies to student learning achievement as evidenced in rubric development and standardization of course evaluation. The assessment of learning outcomes allows faculty to make decisions and plans to facilitate student performance. This allows for ongoing dialogue in departments on appropriate teaching methodologies.<sup>XV.C.2</sup>

**Self-Evaluation:**

As the point of contact, the Dean of Student Services works collaboratively with Academic Affairs, ARFAO, and other offices to assist all students.

Specific training is provided by UCEDD for Student Services to address students with disabilities. In addition UCEDD provides workshops for faculty and staff.

Faculty identifies various pedagogical and teaching methods to meet the needs of all students.<sup>XIV.A</sup> Students have different learning styles and faculty respond to the needs as reported by students or identified through other means.<sup>VI.F</sup> ASCC provides professional development for faculty through local and off-island workshops in assessment and pedagogy. Teaching methods are identified in course syllabi and Course Approval Forms.



Faculty identify different methods to assess student learning outcomes. Teaching methodologies are identified by faculty in course syllabi. A semester basis review of course outcomes, delivery methods and assessment instruments assures the College is meeting the needs of all students. <sup>VI.F</sup>

The College continues to provide opportunities for faculty to attend off-island workshops on assessment and pedagogy. Presentations on GEO alignment are shared with faculty during orientation for transparency and to incorporate into their respective academic departments and programs. <sup>XV.D, IX.A.1</sup>

The College investigated the effectiveness of its delivery modes through ongoing review of course syllabi and assessment of SLOs. Student achievement data at the course and program levels allow faculty and program/department chairpersons to assess their instructional delivery modes. Divisional Assessment provides faculty input on student achievement.

ASCC meets the standard.

### **2014 new**

***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. (Original II.A.2g)***

- *II.A. 2.g. If an institution uses departmental course or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.*



**Descriptive Summary:**

The process of course evaluation rests with Institutional Effectiveness (IE). Data generated by divisions is validated by the assessment process, which includes course, program, division, vice presidents, and president. Institutional, academic, and administrative data is centralized at IE for validation.

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

**Self-Evaluation:**

IE provides quality assurance for data generated by all divisions.

The Nursing Department offers programs that will qualify the graduate to take the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) 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 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.

The following table on the Nursing Department provides a summary data on the number of degree completion, job placement, and national certification as shown in the following figure.

NURSING DATA FOR 2009-2014

NURSING PROGRAMS	2009	2010	2011	2012	2013	Spring & Summer 2014
<b>CERTIFICATE OR PROFICIENCY PRACTICAL NURSING (COP-PN)</b>						
GRADUATED	11	9	6	2	3	9
LPN-NCLEX PASS	8	7	3	0	0	3
EMPLOYED	9	9	4	2	2	4
<b>ASSOCIATE OF SCIENCE IN NURSING (AS-RN)</b>						
GRADUATED	3	0	0	1	0	13
RN- NCLEX PASS	3	0	0	0	0	1
EMPLOYED	3	0	0	0	0	11

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.

ASCC meets the standard.



**2014 new**

***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. (Original II.A.2.h& i)***

- *II.A.2.h. The institution awards credit based on student achievement of the stated learning outcomes in its courses. Units of credits awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*
- *II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

**Descriptive Summary:**

Course credit is awarded based on successful completion of the course and achievement of outcomes stated in course syllabi. All courses currently offered at ASCC have learning outcomes that are directly aligned to Program and Department Degrees/Certificates.<sup>1.C.2</sup> Each course has learning objectives that are linked to course content, methods of instruction, assessment and course requirements.

Outcomes are assessed on a semester basis by faculty following the departments/programs assessment cycle. Course syllabi identify instruments used to assess course learning outcomes. Courses currently offered are articulated with off-island Colleges and universities.

ASCC follows accepted academic practices award of credit based on instructional hours, credit per course, credits required for certificates and degrees, and maintenance of 2.0 CGPA for graduation.

Degrees are awarded based on successful completion of course requirements and achievement of learning outcomes required for the program. All programs have learning outcomes aligned to divisional and institutional learning outcomes. Each program has defined learning outcomes that are linked to course content, methods of instruction, assessment and course requirements.

All programs follow a biennial review of its program learning outcomes, which coincide with the review of the College catalog.<sup>VIII.B.3</sup> 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. Each academic department or Academic Program/Division continues to hold discussion on ways to improve student learning at the course, program, and divisional level. Changes are recommended through the Curriculum Committee and Assessment Planning





Committee for final approval. <sup>X.A.2</sup>The institutional dialogue on outcomes and assessment has been ongoing at ASCC since 2004.

The college does not offer courses based on clock hours.

**Self-Evaluation:**

ASCC has established the following required academic credits for all its degrees and certificates.

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 of Arts degree. The General Education requirements for all Associate of Arts/Science degree programs are comprised of the following courses which address the five General Education domains:

GENERAL EDUCATION REQUIREMENTS	
Communication	
ENG 150, ENG 151, SPH 153	9
Information and Technology Literacy	
ICT 150	3
Critical Thinking	
MAT 151, PHSCI 150/150L	7
Global Awareness and Cultural Competence	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
Personal Development and Responsibility	
PSY 150 or HEA 150	3
<i>Total GER credits:</i>	<i>28</i>

A minimum of 60 academic credits is required for an Associate of Science degree. All Associate of Science degrees require outcomes from General Education, Co-Foundational, and Program Requirements.

A minimum of 30 academic credits is required for a Certificate of Proficiency degree.

A Certificate of Completion degree is awarded to individuals to prepare for an entry level skills in training required for employment in a specific trade, occupation, or profession related to a field of study. This award is for students who have successfully completed a minimum of 12 academic credits, but may not exceed 19 academic credits in an occupational program.

The college continues to comply with Eligibility Requirement 10.

ASCC meets the standard.



2014 new

***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 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. (Original II.A.6.a)***

- *II.A. 6.a. 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 transfer credits to fulfill degree requirements, the institution certifies that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

#### **Descriptive Summary:**

All policies of transfer credits are stated in the ASCC General Catalog and Student Handbook. [II.B.9](#), [II.B.10](#) Articulation is done through Academic Affairs. Articulation is stated in the ASCC General Catalog. [1.C.3](#) The ASCC 2012-2014 General Catalog included a "Transfer of Credit to Off-island Public and Private Colleges' policy. This includes articulation agreements for transfer of credit and web-access contact information. [1.C.3](#)

The Student Handbook clearly states what a student needs to do in order to receive credit from courses taken at other institutions. [II.E](#) These policies are reviewed every two years.

Articulation agreements have been established with regional institutions where ASCC students are most likely to transfer. ASCC administrators meet regularly with regional counterparts to initiate, review and renew articulation agreements.

#### **Self-Evaluation:**

The college has in place a policy for receiving transferable credits from US accredited and non-US colleges and university is listed in the ASCC catalog. [1.D.19](#)

ASCC has entered into agreements with local agencies through its Memorandum of Understanding (MOUs). These existing MOUs include Department of Education (DOE), Department of Health (DOH) [V.B.2](#) and various agencies through its Apprenticeship Program. In addition, ASCC continuously updates and renews articulation and new articulation agreements with off-island Colleges and universities. The following table provides contact information and status of existing MOUs with off-island Colleges/ universities and ASCC: [1.D.3](#)



	Off-Island Colleges/Universities	Contact information	Status of MOU
1	Chaminade University of Honolulu, HI	<a href="http://www.chaminade.edu">www.chaminade.edu</a>	MOU signed Spring 2014
2	Brigham Young University, Laie, HI	<a href="http://www.byuhawaii.edu">www.byuhawaii.edu</a>	2008 MOU still stands
3	Hawaii Pacific University, HI	<a href="http://www.hpu.edu">www.hpu.edu</a>	Renewed MOU Spring 2014
4	University of Hawaii at Manoa, HI	<a href="http://www.uhmanoa.edu">www.uhmanoa.edu</a>	MOU signed Summer 2014
5	University of Hawaii at Hilo, HI	<a href="http://www.uhh.hawaii.edu">www.uhh.hawaii.edu</a>	Currently updating course articulations
6	Kapiolani Community College, HI	<a href="http://www.kcc.edu">www.kcc.edu</a>	Updating articulation of GEO & Core foundational courses
7	Alfred State College, NY	<a href="http://www.alfredstate.edu">www.alfredstate.edu</a>	Provided link to Transfer equivalency courses.
8	Dixie State University, UT	<a href="http://dixie.edu/futurestudents/academics.php">http://dixie.edu/futurestudents/academics.php</a>	Link to Transfer equivalency courses.

The college continues to comply with Eligibility Requirement 10 ASCC meets this standard.

**Planning Agenda:**

Continue to extend articulation agreements with schools based on further data collection.

**2014 new**

***II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. (Original II.A.2.c, II.A.3.b, & II.B.3.d)***



- *II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*
- *II.A.3.b. A capability to be a productive life long learner includes: oral and written communication, information competency, computer literacy, scientific/quantitative reasoning, critical analysis and logical thinking through a variety of means.*
- *II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

**Descriptive Summary:**

The College has in place policies and core values (student-centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning) that define an effective teacher and support high quality instruction. <sup>II.B.4, II.B.5, II.B.6</sup>

Policy4006 states “ASCC recruits and employs the most competent faculty member qualified to accomplish the mission and the goals of the College. When determining acceptable qualifications of a faculty member, the College will give primary consideration to the highest earned degree in the discipline as per the written guidelines. ASCC will also consider competence, effectiveness, and capacity, including, as appropriate undergraduate and graduate degrees, related work experiences in the field, professional licensure and certification, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching, and student learning outcomes. The College will hire full-time and adjunct faculty members that meet or exceed minimum qualifications as stated in the current edition of the Western Association Schools and Colleges Accreditation.”<sup>II.B.3</sup>

The Curriculum Committee is broad-based and comprised of faculty chairpersons. Chairpersons represent each academic department and program. Student Learning Outcome dialogue is initiated at the Department/Program with faculty and Department Chairpersons. Any proposed changes to SLO are forwarded to the Assessment and Curriculum committee for further discussion, review, and approval.

There is a clear distinction between developmental and College based studies. The ASCC CAPP courses are designed to help entering College students bridge the gap between high school and College competencies and expectations. <sup>XV.A</sup>

**Self-Evaluation:**

The ASCC faculty performance evaluation and Job Duties and Responsibilities forms currently used for evaluation and hiring of a faculty emphasized characteristics of an effective teacher as illustrated in the aforementioned policy. Effective teaching is categorized as follow:

- Student-centeredness
- Professionalism
- Ethical behavior
- Competence



- Effective classroom and behavior management
- Subject specialist
- Enthusiasm in teaching
- Teaching methodologies centered on student learning

All these contribute to the performance of students and student achievement.

Quality of instruction is initially evaluated at the academic departments, programs, and divisions for alignment to the mission of the institution. Faculty, academic chairpersons and program deans/directors continue ongoing assessment and evaluation of course, program and general education learning outcomes before submission to the Assessment and Curriculum Committees for further review and approval. All courses and programs currently offered at the College are reviewed through the biennial review of the catalog and semester review of course syllabi. Course approval forms are consistently updated to reflect any recommended changes proposed by departments or programs. Evidence is submitted to the Academic Affairs office for documentation purposes. These documents/changes are shared with the institution through revision of catalog and updates on divisional reports.

The institution assures high quality instruction for all its programs through assessment and improved planning of student learning outcomes. ASCC levels of Student Learning Outcomes are thoroughly reviewed and assessed to ensure alignment to the institutional mission.<sup>IV.B.1</sup> The biennial review of the catalog allows internal stakeholders to assess, plan, and improve quality of instruction.

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.<sup>V.A.1, V.A.2</sup> GEO requirements have been identified to assess GEO outcomes for all degree program to ensure students are well rounded in the general education area upon completion of the freshmen level. In addition, core and co-foundation 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. Additional GE outcomes have been identified for the B.Ed. program and are embedded in the third-year courses.<sup>IX.D</sup>

Faculty have a central role in determining and developing qualities and competencies of student learning outcomes at all levels.<sup>IV.B.1</sup> There is ongoing dialogue and discussion within academic departments, curriculum committee and assessment committee to ensure program offerings are meeting the Mission of the College. Rigorous review of course curricular programs occurs to ensure alignment with General Education outcomes, course outcomes, and program outcomes as well as WASC standards.<sup>IX.A.1</sup>

ASCC has a General Education Program that include the following outcome qualities and competencies: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, Personal Development and Responsibility. We have



identified required GE courses, GEOs, assessment instruments. Successful completion of the GE courses requires attainment of these skills. [IX.B.1](#), [IX.B.2](#), [IX.B.3](#), [IX.B.4](#), [IX.B.5](#), [IX.B.6](#), [IX.B.7](#), [IX.B.8](#), [IX.B.9](#), [IX.B.10](#)

<b>GEO 1: OUTCOME ANALYSIS:</b>									
C- Indicators	1-A			1-B			1-C		
	B	D	P	B	D	P	B	D	P
	1	2	3	1	2	3	1	2	3
a	6	11	25						
b	5	19	18						
c	6	19	17						
d	11	25	6						
e	0	5	37						
f	24	10	8						
g									
h									
i									
j									

<b>GENERAL EDUCATION OUTCOME - 1 ANALYSIS</b>				
	B	D	P	TOTAL
1-A	21%	35%	44%	100%
1-B				
1-C				

**GEO-1 RECOMMENDATIONS:**

*Recommendation 1:*

ASCC’s GE courses have been reviewed as part of the articulation negotiation with other Colleges and universities and have been deemed comparable. AS program degrees and certificates have been reviewed by Community Advisory Councils to assure expected skills for employment. The College continues to review all aspects of instruction for continuous quality improvement. [I.D.6](#)

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. The students are applying these skills well as they continue to attain the goals and outcomes of general education requirements for GE courses and their chosen program of study.

As an open admission institution, ASCC is an equal opportunity campus, serving a diverse group of students. All students have equal access and opportunity to attend the college as well as access to all student services and programs.

A Diversity Counselor is available to provide support and oversee the appropriate programs, practices and services that enrich and enhance understanding and appreciation of diversity.



There are ongoing campus activities, outreach programs, SGA clubs, organizations and honorary members to the SGA to foster inclusion and respect for diversity. Students are encouraged to form clubs of their own interests, supported by Student Services, in cooperation and collaboration with Academic Affairs and various departments of the College, requiring a faculty or staff as advisors. These clubs and organizations provide many diverse student activities and functions, including Service Learning, International Student Organization, Journalism/Fresh Print Club, the Student Association for Fa'aSamoa, Business Ambassadors (Business Club), Phi Theta Kappa, and the Research Foundation Student Club; Veterans Student services; and respect for religious groups. Non-traditional students are all included in various activities of the College. UCEDD works with Student Services to ensure appropriate services for students with disabilities and to promote inclusion in all aspects of College life.

Student activities are evaluated by participants, with evaluations used to improve future events. Other elements of student life are included in the Student Satisfaction Surveys each semester.

ASCC meets this standard

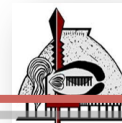
#### **Planning Agenda**

1. Assist Faculty Senate with reviewing the faculty handbook regarding policies for SOPs in planning, program review and assessment.
2. The Fact Sheets and Fact Book should be expanded to include employment, course completion, transfer, and retention data.

#### **2014 new**

***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. (Original II.A.3 & II.B.3.b+)***

- *II.A. 3. The institution requires all academic and vocational degree programs have a component of general education based on a carefully considered philosophy that is clearly stated in the catalogue. The institution, relying on the expertise of its faculty, determines appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcome for the course.*



- *II.A. 3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities, fine arts, the natural sciences, and the social sciences.*
- *II.A.3.b. A capability to be a productive life long learner includes: oral and written communication, information competency, computer literacy, scientific/quantitative reasoning, critical analysis and logical thinking through a variety of means.*
- *II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for culture diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*
- *II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

### **Descriptive Summary:**

The General Education program is the core of the undergraduate degree for all students, regardless of their major. The GEOs describe what the institution wants students to be able to do on completion of the GE program for an AA or AS and B.Ed degree. <sup>I.D.4.</sup>

General Education courses focus on five main General Education domains: Information Literacy, Communication, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. Faculty identified courses in each program recommended for inclusion in General Education. Selected courses were reviewed by the Curriculum Committee, in consultation with the course instructor, based on CLOs, revised if necessary and approved for inclusion in General Education.

ASCC’s mission includes a specific statement that directs emphasis to personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students:

*“...enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa”<sup>I.D.2</sup>*

ASCC’s Core Values/ILOs guide the College’s learning environment<sup>I.D.1</sup>

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, tradition, 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.





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. The mission of Student Services is aligned with the ASCC mission and is evaluated regularly through program review and the various student opinion surveys.

**Self-Evaluation:**

ASCC established well-defined General Education Outcomes (GEO's) and Course Learning Outcomes (CLO's) as identified in all course syllabi.<sup>1.D.4</sup> In addition, the ASCC General Catalogue 2014-2016, identifies PLO's (Program Learning Outcomes) and General Education Outcomes (GEO's) for degrees, programs and certificates.<sup>1.D.4, 1.D.5</sup>

The ASCC General Catalogue 2014-2016 identifies all GER's, GEO's and GE courses.<sup>1.D.4</sup> The process for General Education emphasizes a thorough review of General Education Outcome Qualities and Competencies spearheaded by the Curriculum Committee comprised of faculty which is a broad based representation of all academic programs and departments.

Curriculum Committee recommendation were presented to the College community for discussion and revisions, with final approval by the President.

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. This information has been included in the College catalog since 2012 and is available on the College website.

General Education content and methodology was determined by the Assessment Committee and Curriculum Committee in alignment to institution's Core Values and Mission Statement.<sup>1.D.1</sup> The Curriculum Committee reviewed and approved the proposed outcomes needed for students to succeed in upper level courses and required GE courses.<sup>VII.D.3.a</sup> The General Education philosophy and domains are listed in the ASCC General Catalogue 2012-2014.<sup>1.D.4</sup>

The process for determining GE courses involved reviewing CLO alignment and assessment data to determine what key general skills students need to be successful learners at higher-level College courses. The Curriculum Committee reviews and approves GEO's. Student achievement data is monitored through course matrices and syllabi for GE courses.

ASCC has defined the competency levels for student achievement as indicated below: Students must have the General Education basic content and methodology courses in order to be successful in the second year courses. There is a process for the review and submission of all course syllabi. This process is monitored by Academic Affairs.

- General Education Requirements
- Core Foundational Requirements
- Co-Foundational Requirements



Students who have completed the GE sequence of courses have demonstrated success and subsequent coursework. Anecdotal evidence indicates that the GE 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.

ASCC has a General Education Program that include the following outcome qualities and competencies: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, Personal Development and Responsibility. We have identified required GE courses, GEOs, assessment instruments. Successful completion of the GE courses requires attainment of these skills [IX.B.2](#), [IX.B.3](#), [IX.B.4](#), [IX.B.5](#), [IX.B.6](#), [IX.B.7](#), [IX.B.8](#), [IX.B.9](#), [IX.B.10](#)

**GEO 1: OUTCOME ANALYSIS:**

C-Indicators	1-A			1-B			1-C		
	B	D	P	B	D	P	B	D	P
	1	2	3	1	2	3	1	2	3
a	6	11	25						
b	5	19	18						
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h									
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j									

GENERAL EDUCATION OUTCOME - 1 ANALYSIS				
	B	D	P	TOTAL
1-A	21%	35%	44%	100%
1-B				
1-C				

**GEO-1 RECOMMENDATIONS:**

*Recommendation 1:*

ASCC’s GE courses have been reviewed as part of the articulation negotiation with other Colleges and universities and have been deemed comparable. AS program degrees and certificates have been reviewed by Community Advisory Councils to assure expected skills for employment. The College continues to review all aspects of instruction for continuous quality improvement <sup>I.D.6</sup>

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. The students are applying these skills well as they continue to attain the



goals and outcomes of general education requirements for GE courses and their chosen program of study.

ASCC’s GE Domains of Global Awareness and Cultural Competences and Personal Responsibility and Development were developed to address ethics and effective citizenship.

- Global Awareness & Cultural Competence:<sup>1.D.4</sup>
  - Social Economics and Political Systems
    - Identifies social, economic and political systems and issues
  - Perspectives of Others, Diversity
  - Awareness of Samoa and the Pacific
- Personal Responsibility and Development:<sup>1.D.4</sup>
  - Ethical Decision Making - Demonstrates and applies ethical decision making in real life situations
  - Health Choices and Practices
  - Community and Family Participation
  - Career, Personal, and Professional Growth

The following table summarizes GEO requirements for the ASCC defined GE Domains:

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	<b>9</b>
<b>Information and Technology Literacy</b>	
ICT 150	<b>3</b>
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	<b>7</b>
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	<b>6</b>
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	<b>3</b>
<b>Total GER credits:</b>	<b>28</b>

The college continues to comply with Eligibility Requirement 12.

**Planning Agenda:**

1. The Fact Sheets and Fact Book should be expanded to include employment, course completion, transfer, and retention data.
2. To identify and implement SOPs for tracking students. [IV.B.4](#)

**2014 new**

***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. (Original II.A.4+)***

- *II.A. 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

**Descriptive Summary:**

The College has identified its general education program as the core of the undergraduate Associate of Arts (AA) or an Associate of Science (AS) degree. Core foundational requirements have been identified for AA degrees to enhance content foundational competencies in core disciplinary areas of study. An AS or AA degree major has to complete core/co-foundational requirements pertaining to the program in addition to the General Education requirements to fulfill a minimum of 60 credits. These same 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.

Core Foundation:

Core Content Disciplinary Areas/Content Genre:<sup>I.D.4</sup>

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 cultural 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, 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, 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.

Samoa 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 science through lecture and laboratory activities.



Social Science: Demonstrate an understanding on 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.

Co- Foundational: Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in a specialized area.

**Self-Evaluation:**

ASCC offers the following courses that enhance content foundational competencies in core disciplinary areas of study:

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
<b>ARTS:</b> <i>Select one 3 credit course from below</i> <b>ART 150, ART 160, DRA 150, DRA 151, MUS 150, MUS 160, MUS 165, MUS 170, MUS 180</b>	3
<b>HUMANITIES:</b> <i>Select one 3-credit course from the Cluster below</i> <b>SPH 153, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274</b>	3
<b>ENGLISH:</b> <b>ENG 251</b>	3
<b>HISTORY:</b> <i>Selection is based on Global Awareness &amp; Cultural Competency:</i> <i>Select one 3 credit course:</i> <b>HIS 150, or HIS 151, or HIS 170, or HIS 171</b>	3
<b>MATH:</b> <i>Select one 4 or 5 credit course</i> <b>MAT 250 (4 credits), or MAT 280 (5 credits)</b>	4-5
<b>PHYSICAL EDUCATION:</b> <b>Select one 1 credit course from any Physical Education Courses</b>	1
<b>SAMOAN AND PACIFIC STUDIES:</b> <i>Select one 3-4 credit course</i> <b>SAM 101A, or SAM 101B or SAM 111 or SAM 151/151L OR SAM 154</b>	3-4
<b>SCIENCES:</b> <i>Select one 4 credit course</i> <b>BIO 150/ 150L, or BIO 155/ 155L, or BIO 180/180L, or MSC 170/170L</b>	4



<p><b>SOCIAL SCIENCE:</b>  <i>Select one 3 credit course from one of the three Clusters</i>  <b>Cultural Courses: ANT 150, ANT 153, ANT 154, GEO 160</b>  <b>Political Courses: PAD 150, POL 150, POL 160, POL 170</b>  <b>Social and Behavioral Courses:</b>  <b>PSY 150, PSY 250, SOC 150</b></p>	<p>3</p>
<p><b><i>Total Core Foundational credits:</i></b></p>	<p><b><i>27-29</i></b></p>

In addition, ASCC offers Co-foundation requirements specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas.



**BACHELOR OF EDUCATION (B.Ed.)  
PROGRAM OF STUDY**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Language &amp; Literature</b> <i>(all courses required)</i>	
ENG 150 Introduction to Literature	3
ENG 151 Freshman Composition	3
ENG 250 Survey of Literature	3
ENG 251 Sophomore Composition	3
<b>Total credits</b>	<b>12</b>
<b>History</b> <i>(a total of nine [9] credits required)</i>	
HIS 150, HIS 151 (American History I & II)	6
<i>or</i>	
HIS 170, HIS 171 (World Civilization I & II)	3
HIS 160 Samoan History I	
<b>Total credits</b>	<b>9</b>
<b>Science</b> - <i>(a total of eight [8] credits, four credits from the <u>Life Science</u>, and four credits from the <u>Physical Science</u> below):</i>	
<i>Life Sciences</i>	
BIO 180, BIO 180L Biology I	4
<i>or</i>	
BIO 155, BIO 155L Ecology	
<i>or</i>	
MSC 170, MSC 170L Introduction to Marine Biology	
<i>Physical Sciences</i>	
CHM 150, CHM 150L Chemistry I	4
<i>or</i>	
PHSCI 150, PHSCI 150L Physical Science	
<i>or</i>	
MSC 150, MSC 150L Introduction to Oceanography	
<b>Total credits</b>	<b>8</b>
<b>Mathematics</b> <i>(a total of seven [7] credits required)</i>	
MAT 150 Survey of Mathematics	3
MAT 151 Intermediate Algebra	3
MAT 250 College Algebra & Trigonometry	4
MAT 280 Calculus I	5
<b>Total credits</b>	<b>7</b>
<b>Social Science</b>	
PSY 150 Introduction to Psychology	3
PSY 250 Human Development	3
<b>Total credits</b>	<b>6</b>
<b>Arts and Humanities</b>	
SPH 153 Introduction to Speech	3
ART 150 Art History Survey I	3
MUS 160 Music Literature	3
SAM 151, SAM 151L Freshman Samoan	4
<b>Total credits</b>	<b>13</b>
Physical Education	1
Computer Science	3
<b>Total General Education (GE) Credits</b>	<b>59</b>



ASCC meets this standard.

### Planning Agenda

Continue review of core/co-foundational requirements to be inclusive of other applicable courses based on course and program learning outcomes in alignment with the biennial review of the catalog. [IV.B.4](#)

### 2014 new

***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. (Original II.A4{5})***

- *II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

### Descriptive Summary:

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

- MOUs (Apprenticeship/Workforce Development)
- Employment Stats (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.

### Self-Evaluation:

The outcomes of the institution's programs have resulted in students graduating with degrees in various programs, transferring to four-year institutions, finding employment in the local government or completing rigorous military requirements before active duty. 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 actual work places enhance what is learned in the institution. The following table provides a summary of degrees and certificates awarded to students between the Fall2012 and Spring 2014.

Degrees and Certificates Completed				
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
AA/AS/B.Ed. Degrees Awarded:	133	135	136	120
Certificate of Proficiency Awarded:	2	5	0	9
(Apprenticeship) Certificates of	-	-	41	61





Completion Awarded:

In addition, the Nursing Department provides a summary data on the number of degree completion, job placement, and national certification as shown in the following figure.

NURSING DATA FOR 2009-2014

NURSING PROGRAMS	2009	2010	2011	2012	2013	Spring & Summer 2014
<b>CERTIFICATE OR PROFICIENCY PRACTICAL NURSING (COP-PN)</b>						
GRADUATED	11	9	6	2	3	9
LPN-NCLEX PASS	8	7	3	0	0	3
EMPLOYED	9	9	4	2	2	4
<b>ASSOCIATE OF SCIENCE IN NURSING (AS-RN)</b>						
GRADUATED	3	0	0	1	0	13
RN- NCLEX PASS	3	0	0	0	0	1
EMPLOYED	3	0	0	0	0	11

Provided below are actual numbers of enrollment and the number of Certificates of completion awarded since fall 2013.

Apprenticeship/Workforce Development Enrollment & Certificates of Completion Awarded				
	Fall 2013	Spring 2014	Mid-Spring 2014	Fall 2014
	Oct.-Dec.	Feb.-Apr.	May-Jun.	Aug.-Sept.
Enrollment:	54	78	86	-
Certificate of Completion Awarded:	41	61	Currently In-Session	-

ASCC meets the standard but needs to continue to improve alumni tracking.

**2014 new**

***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. (Original II.A.6)***

- *II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and*



*certificates in terms of their purpose, content, course requirements, and expected learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*

- *II.A.6.b. 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.*
- *II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel, through its catalogues, statements, publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

### **Descriptive Summary:**

Academic Affairs requires that all Programs and Departments provide a Curriculum Map centralizing all Outcome Qualities and Competencies. Department Chairpersons are charged with assuring that academic policies are followed by all faculty. [II.B.7](#), [II.B.8](#)

- Explain Program/Department Curriculum Map
- Program/Department Qualities and Competencies
  - Matrices of Competencies
  - Competencies embedded in Courses (Reference Presentation on Curriculum Mapping)
  - Competency Assessment Instruments

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. [1.D](#) 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 its integrity and credibility in all its representations as stated and noted in its mission, goals and objectives, programs and services. [1.D](#)

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. [1.D.28](#)

### **Self-Evaluation:**

The process for elimination or major changes is a data driven decision. A program must follow the Course Approval Form (CAF). After the CAF, Course Removal Form, (CRF) and Program Removal Form (PRF) are routed through the proper channels, the Academic Department Chairperson is responsible to present the changes and or course revisions to the Curriculum



Committee for their review and or recommendations to administration for approval or disapproval<sup>II.B.11</sup>

Major changes such as the addition of the B.Ed. program require that ASCC follow ACCJC substantive change procedures.

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.<sup>II.B.12, VIII.B.3, XIV.D</sup>

ASCC meets this standard.

**Planning Agenda:**

None

**2014 new**

***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. (Original II.A.2.e)***

- *II.A.2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
- *II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibilities, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*
- *II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*
- *II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*
- *II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administration, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog or appropriate faculty or student handbook.*
- *II.A.8. Institutions offering curricula in foreign locations to students other than US Nationals operate in conformity with standards and applicable Commission policies.*



### **Descriptive Summary:**

The College evaluates the effectiveness of its courses and programs through continuing review and ongoing assessment of student learning outcomes at course and program level. Through the biennial review of curriculum, all academic departments and programs emphasize the importance of alignment from course learning outcomes to program learning outcomes, divisional learning outcomes, and to the core values/institutional learning outcomes.

Department/program mission statements, student learning outcomes for courses and programs are also available for evaluation. 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 reviewing changes. <sup>VIII.B.6, VIII.B.7</sup>

All programs are aligned to the Academic Affairs Mission, which is aligned to the College's ILOs and mission. Program evaluations assist the institution in setting priorities, making informed decisions and plans based on analysis for allocation of resources. <sup>VI.A.3</sup> Based on the needs identified in the Institutional Strategic Plan (ISP), funds are allocated to provide personnel, to improve instructional activities, to expand professional development and to support continuing discussion on curriculum improvement. <sup>XV.E</sup>

The Adult Education Literacy and Extended Learning (AELEL) provides non-traditional students with the opportunity for a General Education Diploma (GED) and also an Adult Basic Education (ABE). These classes are open admissions and offered at low or no cost.

The Small Business Development Center (SBDC) offers educational services to the community and local businesses through short-term, non-credit training.

The University Center for Excellence on Developmental Disabilities (UCEDD) provides preparation and continuing education and direct services to increase the local capacity in serving persons with disabilities.

Agriculture, Community and Natural Resources (ACNR or Land Grant) offers degrees and certificates which fall under Academic Affairs, and also provides extension training programs in the community.

The Samoan Studies Institute offers a course in Conversational Samoan (SAM 101A / SAM 101B) for interested students who are interested in learning introduction to Samoan Language.

Reserved Officer Training Corps (ROTC) offers courses (MSL 100) to prepare cadets career skills in introductory military science.

Apprenticeship/Workforce Training was implemented in direct response to a request from the American Samoa Government to provide focused short term vocational training. This program



operates in cooperation with local business and government agencies and fees are charged. Continuing education units are awarded upon completion of each term. Enrollment is open to any interested individual.

ASCC's developmental studies program is the College Accelerated Preparatory Program (CAPP) offered to accommodate students placed in remedial courses. Entry into CAPP relies on the following criteria:

- College placement exam or,
- Equivalent scores on Standardized exams

For proper placement in these degree programs, new students have the option of utilizing their placement examination scores or SAT, ACT, TOEFL equivalent scores.<sup>1</sup>

The institution has established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. The Assessment cycle of all outcomes clearly defines the scope, charge, and assessment instruments and cycles for all learning outcomes at the Institutional, Divisional, Program, General Education, and Course levels. <sup>IV.B.1</sup> Faculty, through the Curriculum Committee and Assessment Planning Committee are central to the development, evaluation and planning of courses, programs, certificates and degrees.

All ASCC courses, programs, general education, certificates and Degrees have student learning outcomes. Assessment instruments and rubrics are identified to assess learning outcomes at the course, program, general education, degrees and certificates.

#### **Self-Evaluation:**

The Divisional Assessment Survey and Institutional Program Review Survey are the instruments used for evaluation of courses and programs. Division Assessment review criteria include the following components: Personnel, Staff Development, Facilities, Equipment, Budget, Technology, Library resources, Evaluation and improvement. <sup>VI.B.1</sup> The Divisional Assessment is conducted annually and the Institutional Program Review occurs every two years. <sup>VIII.A.5</sup> The Institutional Program review criteria include the following: Mission, Student Learning Programs, Resources, Governance, Evaluation and Improvement.

Course outcomes are assessed each semester. The resulting student achievement data allows departments and faculty to make informed decisions and plans. Academic Departments/Programs continue to dialogue on teaching methodologies and assessment instruments in order to improve and assist students in achieving course learning outcomes. Programs, including General Education, are assessed through course outcome evaluation on a biennial cycle to evaluate outcomes and qualities using student achievement data. Program Assessment templates are provided to allow programs to evaluate, review, and assess its courses, programs with supporting evidence. Programs use analysis to make changes on program learning outcomes and degree requirements in the core/co- foundational areas. Examples of change following assessment and discussion were provided above and include CAPP, B.Ed. and integrated planning.



The following is a summary of course offerings over the last two years:

**COURSE OFFERED FALL 2012-2014**

	DEPARTMENTS	TOTAL # COURSES	FALL2012	SPRING13	SUMMER13	FALL 13	SPRING14	SUMMER14	# COURSES ASSESSED	# COURSES NOT ASSESSED	Percentage courses assessed by dept.
1	AGRICULTURE	16	7	8	2	8	8	2	13	3	81%
2	FINE ARTS	22	7	9	1	8	9	2	14	8	64%
3	BUSINESS	17	14	14	0	14	15	0	17	0	100%
4	CLP	1	1	1	0	1	1	0	1	0	100%
5	CRIMINAL JUSTICE	16	9	9	0	9	9	0	16	0	100%
6	HEALTH & HUMAN SER.	15	6	5	0	5	5	1	7	8	47%
7	LANG. & LIT.	7	4	5	4	5	6	2	6	1	86%
8	MATH	9	6	7	4	6	6	4	7	2	78%
9	NURSING	13	4	5	0	4	4	0	13	0	100%
10	PE	8	6	6	0	6	6	1	7	1	88%
11	ROTC	5	3	3	0	3	1	0	5	0	100%
12	SAMOAN	14	8	8	0	6	8	1	11	3	79%
13	SCIENCE	27	11	12	2	9	14	2	22	5	81%
14	SOCIAL SCIENCE	28	16	17	6	10	17	7	25	3	89%
15	TEACHER ED.	14	7	7	6	6	7	7	7	7	50%
16	TRADES & TECH.	88	11	12	1	11	15	1	35	53	40%
17	ELI-CAPP	6	6	6	6	6	6	6	6	0	100%
	<b>TOTAL</b>	<b>306</b>	<b>126</b>	<b>134</b>	<b>32</b>	<b>117</b>	<b>137</b>	<b>36</b>	<b>212</b>	<b>94</b>	
		<b>100%</b>	<b>41%</b>	<b>44%</b>	<b>10%</b>	<b>38%</b>	<b>45%</b>	<b>12%</b>	<b>69%</b>	<b>31%</b>	

**Summary of Course Offerings: Class Sections Offered per Semester**

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
CAPP:	92	54	75	50
General Education:	61	67	63	61

**Summary of CAPP Course Offerings: Class Sections Offered per Semester**

MATHEMATICS	Fall 2012	Spring 2013	Fall 2013	Spring 2014
MAT 80	20	8	14	8
MAT 90	12	10	9	12
READING	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 70	7	1	7	2
ENG 80	14	7	10	5
ENG 90	13	10	10	8
WRITING	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 71	4	1	5	2
ENG 81	11	7	9	5
ENG 91	11	10	11	8



Summary of General Education Course Offerings: Class Sections Offered per Semester				
Fine Arts	Fall 2012	Spring 2013	Fall 2013	Spring 2014
SPH 153	1	2	3	4
Health	Fall 2012	Spring 2013	Fall 2013	Spring 2014
HEA 150	1	2	2	2
Language & Lit	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ENG 150	9	9	10	7
ENG 151	9	9	7	7
Mathematics	Fall 2012	Spring 2013	Fall 2013	Spring 2014
MAT 151	7	9	8	7
Science	Fall 2012	Spring 2013	Fall 2013	Spring 2014
PHSCI 150	3	5	5	6
PHSCI 150L	3	5	5	6
Social Sciences:	Fall 2012	Spring 2013	Fall 2013	Spring 2014
HIS 150	2	1	2	1
HIS 151	1	2	1	1
HIS 162	2	3	3	2
HIS 170	3	3	3	3
HIS 171	4	4	2	2
PSY 150	3	3	2	3
Trades & Tech.:	Fall 2012	Spring 2013	Fall 2013	Spring 2014
ICT 150	13	10	10	10

The college provides continuing and community education through the Adult Education Literacy and Extended Learning Program (AELEL) and Small Business Development Center (SBDC). Evaluation of course(s) and program rests solely with the respective divisions.

ASCC partially meets the standard.

#### Planning Agenda:

1. Continue and refine assessment for ongoing quality improvement for all institutional programs. [IV.B.4](#)

#### Evidence:

1. I.C.1- ASCC Catalog 2012-2014: Awareness of Samoa and the Pacific
2. I.C.2- ASCC Catalog 2012-2014: Program SLOs (pgs. 56-76)
3. I.C.3- ASCC Catalog 2012-2014: Transfer Credit (p. 49)
4. I.D- ASCC Catalog 2014-2016
5. I.D.1- ASCC Catalog 2014-2016: ASCC Core Values (p. iii)
6. I.D.3- ASCC Catalog 2014-2016: Transfer Credit (p. 41)
7. I.D.4- ASCC Catalog 2014-2016: General Education (pgs. 44-46)
8. I.D.5- ASCC Catalog 2014-2016: Program SLOs (pgs. 73-112)



9. I.D.6- ASCC Catalog 2014-2016: Degrees and Certificate of Proficiency (pgs. 47-71)
10. II.B.2- Governance Manual: Policy 5118 (p.90)
11. II.B.3- Governance Manual: Policy 4006 (pgs. 35-36)
12. II.B.4- Governance Manual: Policy 4006.1 (p. 35)
13. II.B.5- Governance Manual: Policy 5000 (p. 85)
14. II.B.6- Governance Manual: Policy 5001 (p. 85)
15. II.B.7- Governance Manual: Policy 5103 (p. 87)
16. II.B.8- Governance Manual: Policy 5104 (p. 87)
17. II.B.9- Governance Manual: Policy 5316 (p. 96)
18. II.B.10- Governance Manual: Policy 5317 (p.96)
19. II.B.11- Governance Manual: Policy 5306 (p. 94)
20. II.B.12- Governance Manual: Policy 5313 (p.96)
21. II.B.13- Governance Manual: Policy 5002 (pgs. 85-86)
22. II.B.14- Governance Manual: Policy 5300 (pgs. 93-94)
23. II.B.15- Governance Manual: Policy 5320 (p.97)
24. II.B.16- Governance Manual: Policy 5112 (pgs. 88-89)
25. II.B.17- Governance Manual: Policy 5113 (p. 89)
26. II.E- ASCC Policy Manuals and Handbooks: Student Handbook 2014
27. IV.B.1- ASCC Strategic Plan 2015-2020: Outcome Planning and Assessment Charts
28. V.A.1- ASCC MOU's and Articulations: Transferability: Chaminade University, HI
29. V.A.2- ASCC MOU's and Articulations: Transferability: Hawaii Pacific University, HI
30. V.B.2- ASCC MOU's and Articulations: Workforce: MOU Department of Health
31. VI.A.3- ASCC Surveys: Institutional Program Review Surveys: IPS 2014
32. VI.B.1- ASCC Surveys: Divisional Assessment Surveys: DAS 2014
33. VI.E- ASCC Surveys: Student Satisfaction Survey
34. VI.F- ASCC Surveys: Student/Faculty GEO Course Evaluation Surveys
35. VI.G- ASCC Surveys: Faculty Technology Survey
36. VII.B.3- ASCC Institutional/Divisional Analysis and Reports: Quarterly Report: 1<sup>st</sup> Quarterly Report 2014
37. VII.D.3.a- ASCC Institutional/Divisional Analysis and Reports: Assessment Reports 2013: GEO Assessment Progress (pgs. 6-17)
38. VII.G.1- ASCC Institutional/Divisional Analysis and Reports: Fact Sheets Fall 2013
39. VII.H- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis
40. VII.H.1- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: Academic Affairs
41. VII.H.2- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: Student Services
42. VII.H.3- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: MIS
43. VII.H.4- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: Library
44. VII.H.5- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: Human Resources





45. VII.H.6- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: Institutional Effectiveness
46. VIII.A.5- ASCC Divisional Standard Operating Procedures: Institutional Effectiveness SOP: Divisional Assessment (p. 19)
47. VIII.A.6- ASCC Divisional Standard Operating Procedures: Institutional Effectiveness SOP: ASCC Publications (pgs. 14-18)
48. VIII.B.1- ASCC Divisional Standard Operating Procedures: Academic Affairs SOP: Course Approval Form (CAF)
49. VIII.B.3- ASCC Divisional Standard Operating Procedures: Academic Affairs SOP: Academic Advising Sheets
50. VIII.B.6- ASCC Divisional Standard Operating Procedures: Academic Affairs SOP: Course and Program Review for Catalog Revisions
51. VIII.B.7- ASCC Divisional Standard Operating Procedures: Academic Affairs SOP: Reviewing Recommended changes to the Catalog
52. IX.A.1- ASCC General Education Program: GEO Assessment Process and Procedure Presentations: GEO Process and Procedures Presentation 2014
53. IX.B.1- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 1: Communication Qualities and Competencies
54. IX.B.2- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 1: Communication Data Sheets
55. IX.B.3- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 2: Technology Literacy Qualities and Competencies
56. IX.B.4- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 2: Technology Literacy Data Sheets
57. IX.B.5- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 3: Critical Thinking Qualities and Competencies
58. IX.B.6- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 3: Critical Thinking Data Sheets
59. IX.B.7- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 4: Global Awareness and Cultural Competence Qualities and Competencies
60. IX.B.8- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 4: Global Awareness and Cultural Data Sheets
61. IX.B.9- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain5: Personal Development Qualities and Competencies
62. IX.B.10- ASCC General Education Program: GEO Assessment Outcome Qualities and Competencies: Domain 5: Personal Development Data Sheets
63. IX.C- ASCC General Education Program: GEO Sample Syllabus
64. IX.D- ASCC General Education Program: Teacher Education GEO Qualities and Competencies
65. X.A.1- ASCC Committees, Memos and Documentations: Curriculum Committees: Agenda: Schedule of Catalog Review
66. X.A.2- ASCC Committees, Memos and Documentations: Curriculum Committees: Agenda: Minutes: Approval of Outcomes and Course Proposals



67. X.I.3- ASCC Committees, Memos and Documentations: President's Memos: Establishment of Data Committee
68. XIII.A.1- Professional Development: Internal: Moodle and Smartboard Training (Faculty Orientation)
69. XIV.A- Program Syllabi, Rubrics, and Forms: Business Syllabus
70. XIV.B- Program Syllabi, Rubrics, and Forms: Samoan Studies Syllabus
71. XIV.C- Program Syllabi, Rubrics, and Forms: Fine Arts Syllabus
72. XV.A- ASCC Internal and External Presentations: Educational Summit Presentation (List Name and Page)
73. XV.C- ASCC Internal and External Presentations: Faculty Orientation Presentation
74. XV.C.1- ASCC Internal and External Presentations: Faculty Orientation Presentation: VAK Presentation (Rose)
75. XV.C.2- ASCC Internal and External Presentations: Faculty Orientation Presentation: Assessment Presentation
76. XV.D- ASCC Internal and External Presentations: Program Assessment of Outcome Qualities and Competencies Presentations
77. XV.E- ASCC Internal and External Presentations: Strategic Outcome Alignment and Budget Planning Presentation



## **IIB. Library and Learning Support Services Committee**

Chair: Mr. Elvis Zodiacal, *Director of Learning Resource Center*  
Co-Chairs: Ms. Elisapeta Fa'alafi, *CC-Teacher V (ELI)*

Members: Vesi Matu'u, *Language & Literature Instructor*  
Poe Mageo, *Music Instructor*  
Saofetalai Faulkner, *Developmental English Instructor*  
Dr. Lina Galeai-Scanlan, *Dean of Teacher Education*  
Grace Tulafono, *Chief Information Officer*  
Jack Palelei, *Web/Communications Coordinator*  
Sonny Leomiti, *Director of Institutional Effectiveness*  
Allen Hisatake, *Property Management Technician*  
Alofia Afalava, *Bookstore Manager*  
Micah Van Der Ryn, *Health Communications Research/Media Specialist*  
Tamari Mulitalo-Cheung, *Samoan Language & Culture Instructor*  
Roxanna Finau-Moananu, *HRO Technician II*

### **STANDARD IIB- LIBRARY AND LEARNING SUPPORT SERVICES**

***2014 new***

***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. (Original II.C & II.C.1)***

*II.C The library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

*II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*



### **Descriptive Summary:**

The American Samoa Community College provides a variety of learning support services on campus including the Library-Learning Resource Center (LRC), Management Information System (MIS) Computer Labs and the SLA Center Labs. These are the departmental units that provide services and resources for students. The Library and SLA Center are under the Vice President of Academic and Student Affairs; MIS is under the Vice President of Administrative Services.

The ASCC Library-Learning Resource Center (LRC) is a two-story 9960 square foot building located on the western side of campus facing the main road. 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.<sup>1.C.4</sup>

ASCC library is a member of the American Samoa Library Consortium that includes American Samoa Historic Preservation Office, Feleti Bartow Public Library, Kanana Fou Theological Seminary, Manua High School Public Library, Ofu Community Center, Polynesian Photo Archives, and the Tafuna Juvenile Correctional Center.<sup>XII.A.3</sup>

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.

The Library staff consists of the Director of Library/LRC, a professional librarian and seven Library Associates.<sup>1.D.27</sup> All are dedicated to teaching information competencies, which include research skills so that students can locate, evaluate, and utilize information for their educational needs. The Library provides reference and research assistance to students, faculty, and staff. A Reference Library Associate is able to assist patrons on a one-to-one basis at the Reference Desk, during all hours the Library is open. All library staff is available to help patrons find and use information efficiently and effectively.

### **MIS PC Labs Rooms 15 and 16**

The MIS PC Labs Rooms 15 and 16 located in the Quad Area by the library are staffed by two MIS Lab Assistants. Each computer lab room has one MIS Lab Assistant and is equipped with 32 PCs and a printer. Lab Assistants provide technical computer support to lab users as well as guidance on internet research access. Both labs are supervised for proper lab usage, with a required user sign-in to track user lab activity.

### **SLA Center Labs**



The SLA Center has two labs. The main center has 14 PCs and a printer; the annex has six laptops and a printer. The SLA Center and annex are staffed by tutors and each location has a supervisor. The SLA Center also maintains sign-in information to track activity.

### **Self-Evaluation:**

#### **Library**

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 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 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 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 tables and three individual study carrels.

The Special Collection Room, also called the Samoa Pacific Collection, is located on the first floor and contains books, periodicals and materials on the Pacific and Samoan 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 Xerox machine and three tables.

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.

Further the Library 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.

The Library and Learning Support Services meet their primary goals by providing a physical space for resources, services and equipment that support the curriculum, a qualified professional and paraprofessional staff to assist patrons, and a welcoming environment conducive to research and studying. Services to students and all library users are continually improved as a result of the annual library user surveys. [VI.H](#) 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. [VII.H.4](#), [VI.H](#), [VIII](#)

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.

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 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. [VII.C.2](#)

### **MIS PC Labs and SLA Center Labs**

The institution through its MIS PC Labs and SLA Center Labs meet the “other learning and support services” part of this standard. These labs evaluate services by keeping daily statistics on lab users. Computer users indicate their particular lab visit purpose. The lab user statistics are used to inform MIS policies in strengthening and sustaining the MIS PC labs continued operations to best serve the academic wide community.

The college continues to comply with Eligibility Requirement 17.

The college meets the standard. Further the SLA Center Labs above meets the fall 2008 Visiting Team Recommendation 3, that “the college establishes a comprehensive tutoring and learning assistance program to support students enrolled in both basic skills and upper level transfer courses.”

### **Planning Agenda:**

Continue support for meeting Academic wide informational needs.  
All recommendations are referenced to ISP [IV.B.4](#)



### **2014 new**

- ***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. (Original II.C.1.a)***
- *II.C.1.a 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.*
- *II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*
- *II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*
- *II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.*

### **Descriptive Summary:**

The Library and Learning Support Services meet their primary goals by providing a physical space for resources, services and equipment that support the curriculum, a qualified professional and paraprofessional staff to assist patrons, and a welcoming environment conducive to research and studying. Services to students and all library users are continually improved as a result of the annual library user surveys.<sup>VI.H</sup> 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.

Further the Library Director works collaboratively with faculty to ascertain curriculum resource material 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 and requirement.

The library also works collaboratively every week with MIS Support Desk to immediately troubleshoot any computer, printer, and internet access problem library staff or library student users may encounter. MIS is an invaluable integral part of library operations.



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.<sup>I.C.4</sup>

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, and the Tafuna Juvenile Correctional Center.<sup>XII.A.3</sup>

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.

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 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 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 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 tables and three individual study carrels.

The Special Collection Room, also called the Samoa Pacific Collection, is located on the first floor and contains books, periodicals and materials on the Pacific and Samoan 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 Xerox machine and three tables.





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.

The Library staff consists of the Director of Library/LRC, a professional librarian and seven Library Associates. <sup>I.D.27</sup> All are dedicated to teaching information competencies, which include research skills so that students can locate, evaluate, and utilize information for their educational needs. The Library provides reference and research assistance to students, faculty, and staff. A Reference Library Associate is able to assist patrons on a one-to-one basis at the Reference Desk, during all hours the Library is open. All library staff is available to help patrons find and use information efficiently and effectively.

The library is open Monday through Friday from 7:30 a.m. to 4:00 p.m. It is closed on weekends and on local and U.S. Federal holidays. During the summer session, the library is open with the same hours.

Students, faculty, and staff can use the library's reference service both face-to-face and remotely, via email or telephone.

The institution's website is always available with the online resources Library Search link on its main page. <sup>XII.A</sup> The Library Search link provides access not only to the library's catalog, but to electronic books as well through the EBSCO HOST Databases. Users have continuous access to this online database with password from the library. <sup>XII.A.4</sup>

Students can access the library Online Public Access Catalog (OPAC) through the institution's above website from anywhere using campus wide Wi-Fi. The Library Search link is available to anyone with internet access.

During regular business hours library users utilize a single entrance/exit. Before exiting, they pass through the gates of an electronic detection system. Tattle tape security strips have been applied to library collection items. If an item has not been properly checked out, the detection system will alert library staff.

In order to ensure data security, library employees must use passwords to access databases, and data is encrypted. Sensitive personal information has been deleted from students' records. Any personal information is kept in a secure area and any paperwork with personal information is shredded before disposal. User borrowing history is deleted after a certain time. Only the last five users are listed for each item.

Regular institution security patrols are currently in place. In addition, the library also has a Nine Digital Video Camera Monitoring System mounted inside and around the library building. The cameras provide specific view of the library's entrance and exit areas, various Collection areas in the library as well as the two secured fenced AC unit areas outside of the library. The camera



system can also record and capture viewed activity and is used to monitor library activities in these selected value areas. The camera recordings are retained for one week and deleted.

To protect the library's book collection, library staff and library work-study students regularly dust book shelves. Plastic covers offer protection to books, and broken books are repaired.

The library does air conditioning spot checks and monthly maintenance on the library's AC units for collection preservation. The MIS Help Desk Staff provides maintenance and security of the library's user and staff computers and printers.

#### MIS PC Labs and SLA Center Labs

The MIS PC Labs Rooms 15 and 16 located in the Quad Area by the library are staffed by two MIS Lab Assistants. Each computer lab room has one MIS Lab Assistant and is equipped with 32 PCs and a printer. Lab Assistants provide technical computer support to lab users as well as guidance on internet research access. Both labs are supervised for proper lab usage, with a required user sign-in to track user lab activity.

The SLA Center has two labs. The main center has 14 PCs and a printer; the annex has six laptops and a printer. The SLA Center and annex are staffed by tutors and each location has a supervisor. The SLA Center also maintains sign-in information to track activity.

The SLA Labs are open Monday through Friday from 8:00 a.m. to 4:00 p.m. During the summer session, the labs are open with the same hours.

The Labs also offer information for connecting to the wireless network to all students, faculty, and staff.

### **Self-Evaluation**

#### Library

The Library meets its primary goals by providing a physical space for resources, services and equipment that support the curriculum, a qualified professional and paraprofessional staff to assist patrons, and a welcoming environment conducive to research and studying. Services to students and all library users are continually improved as a result of the annual library user surveys.<sup>VI.H</sup> 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.<sup>VII.H.4, VI.H, VII.I</sup>

The library continues to work with faculty on acquiring more materials that add to the collection's currency as well as assist students in accessing course reserves textbooks and materials.

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.

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 director into an institutional required Library Bi-weekly Report submission, which is uploaded to ASCC's Compliance Assist. There is ongoing reporting and evaluation of library activities and services. [VII.C.2](#)

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. [VIII.E.1](#) All library staff are involved in providing faculty requested tours or instruction. [VIII.E.1](#)

The Library further meets this standard by informing library users verbally and through handouts at the Circulation Desk, Reference Desk, TERC 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 however closer collaboration among Academic Affairs and service divisions is needed to assure that students receive the appropriate level of support.

There needs to be a more deliberate assignment and assessment link between library skill instruction and demonstration of ability to apply these skills in course assignment.

#### *MIS PC Labs and SLA Center Labs*

The institution through its MIS PC Labs and SLA Center Labs meet the "other learning and support services" part of this standard. These labs evaluate services by keeping daily statistics on lab users. Computer users indicate their particular lab visit purpose through a sign-in sheet. The lab user statistics are then used to inform MIS policies in strengthening and sustaining the MIS PC labs continued operations to best serve the academic wide community.

Computer Labs are secured by on-site staff and routinely scheduled security patrols. Staff provides the institution and computer lab users' safe and secured internet sites access and visit.

The institution does not have other campus sites or Distance Education programs.

The college meets the standard.



**Planning Agenda:**

To improve institutional collaboration among instructors, library and labs for better integration and assessment of resources for students and to formalize this process with SOPs.

To conduct in Fall 2014 semester a user survey to assess need for extended library hours of operation.

All recommendations are referenced to ISP [IV.B.4](#)

**2014 new**

***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. (Original II.C.2)***

- *II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Descriptive Summary:**

ASCC uses Divisional and Institutional Program Review to evaluate library and other learning support services.

**Self Evaluation:**

Program Review assesses use, access, and relationship of resources to student learning. The evaluation includes input by faculty and staff through Divisional Assessment and Institutional Program Review. [VI.A.3, VI.B.1](#)

The college meets the standard.

**Planning Agenda:**

The annual library user surveys will be conducted every semester beginning Fall 2014 and used as a basis for continued library improvements.

All recommendations are referenced to ISP [IV.B.4](#)

**2014 new**

***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. (Original II.C.1.e+)***

- *II.C.1.e 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

**Descriptive Summary:**

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.<sup>XII.A.3</sup>

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.

**Self Evaluation:**

The college continues to comply with Eligibility Requirement 17.  
The college meets the standard.

**Planning Agenda:**

Continue to improve collaboration with other institutions and libraries to meet student informational needs.

All recommendations are referenced to ISP [IV.B.4](#)



**2014 new**

## ***II.C. Student Support Services***

### **II.C. Student Support Services Committee**

Chair: Dr. Emelia Le'i, *Dean of Student Services*  
Co-Chair: Sifagatogo Tuitasi, *Director of Admissions, Records, & Financial Aid Office*

Members: Tauvela Fale, *Director of Adult Education Literacy & Extended Learning Program*  
Elizabeth Leuma, *Admissions Officer*  
Tiare Tupua, *Administrative Assistant (Research Foundation)*  
Mark Mageo, *Criminal Justice Instructor*  
Peteru Lam Yuen, *Financial Aid Office Manager*  
Annie Panama, *Student Support Services Program Director*  
Shirley Dela Rosa, *ASBEP-TED Faculty*  
Ben Goodwin, *Language & Literature Instructor*  
Maina Galea'I, *Assistant Registrar*  
Maxine Tuiolemotu, *Student Government Association Coordinator*  
Iosefa Faiai, *AELEL Instructor*  
Theresa Togia, *(Student Government Association President)*  
Sina Hudson, *Administrative Assistant*  
Tala Leo, *English Tutor*

**2014 new**

***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. (Original II.B.1 & II.B.4)***

- *II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*
- *II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Descriptive Summary:**

The institution evaluates student support services to assure their adequacy in meeting identified student needs. To help determine the various needs of the student population, the following student surveys have been conducted.



The Student Satisfaction Survey is administered to all students each semester to evaluate the following areas:

- Student activities and College environment
- Communication
- Facilities
- Learning Resources,
- Counseling and Tutoring,
- Gains in skills and knowledge
- Support Services

Divisional Assessment results are reviewed to improve services provided to ASCC students.

The Student Services Division and all student support offices are part of Institutional Program Review, with results used for evaluation and planning for improvement.

Student support services operations are assessed regularly as part of Institutional Program Review, and on-going activities are reviewed and reported through bi-weekly and quarterly reports aligned with service missions and the College mission.

Student usage of computer labs, library and tutoring services is tracked, with follow-up on individual student achievement after tutoring support. The Student Satisfaction Survey helps identify service areas that need improvement.

As with instruction, the quality of all student services begins with assuring that all staff have the appropriate academic and experiential qualifications and are provided with ongoing in-service training and opportunities for professional development. All hiring is under the supervision of Human Resources and follows institutional policies to verify credentials and monitor interviews.

Divisions and offices hold regular meetings for in-service support and professional development support is provided to attend regional and national conferences. The ARFAO Director and Financial Aid staff attend annual workshops to assure compliance with Federal regulations and remain informed of policy changes. <sup>VIII.1</sup>

ASCC further assures the quality of its student support services through the assessment of services provided. Assessment measures include final grades of students who received tutoring services within the semester. Divisional Assessment also includes the Low Grade Report Form. <sup>XIV.N</sup> Institutional Assessment includes Program Review, Customer Service Survey, and the Student Satisfaction Survey, which is administered each semester.

### **Self Evaluation:**

Student Support Services address the needs of students and enhance a supportive learning environment. Student Support Services contribute to the academic, social, financial, and personal support of students and potential entrants to enable them to succeed at ASCC.



ARFAO offices were renovated in 2010-2011 to improve accessibility, privacy and accommodate increasing needs. ARFAO services were improved with the provision of admission, application and transcript request forms online.

Online registration has been available on-campus since Fall of 2012.

The Student Services Division uses data from the Student Satisfaction Survey to improve the quality of student support services. Evaluations from the various student services activities that are held throughout the semester are also used to improve the overall quality of student support services.

ASCC provides an appropriate range and scope of student support services to meet the needs of students and support the achievement of the college's mission. All service areas are included in on-going institutional Program Review, but the additional assessment activities of the Student Services Division need to be institutionalized, with appropriate analysis and dissemination of data for program improvement.

Tutoring and transfer services were improved, as documented in the 2009 and 2010 follow-up reports to ACCJC and have continued to grow to meet identified student needs.

All offices are staffed with qualified personnel and professional development is supported.

With the noted exception of B.Ed. student participation in SGA activities, all programs and services are available to all ASCC students.

The Student Services Division will move into the Multi-Purpose Center, currently under construction and scheduled for completion in January of 2015. The MPC will provide space for student activities and services, including SGA and club meeting rooms and an auditorium for programs and performances.

Evaluation methods are utilized for all student service areas and the college has adequate information to improve services, but assessment should be institutionalized. Coordinated SOPs will enhance effectiveness and allow for more consistent review and improvement of services.

The college continues to comply with Eligibility Requirement 15.

**Planning Agenda:**

1. Institutionalize, coordinate and integrate assessment data for better dissemination and value throughout the institution.
2. Institutionalize assessment practices and analysis of learning support data and appropriate services to align with institutional SOPs.
3. Revise SGA by-laws to ensure inclusion of B.Ed. third and fourth year students.
4. Extend online registration services to off-campus users with online payment options.

All recommendations are referenced to ISP [IV.B.4](#), [IV.B.8](#)





### **2014 new**

#### ***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. (Original II.B+)***

- *II.B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

#### **Descriptive Summary:**

ASCC is dedicated to helping its students attain their highest educational potential and to providing 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. These services and programs include the following:

- Admissions, Records and Financial Aid (ARFAO)
- Counseling:
  - Academic
  - Career
  - Personal
  - Transfer
- Diversity Student Learning Assistance (SLA) Center
- Student Employment Center
- Veterans Student Affairs
- Student Government Association (SGA)
- University Center for Excellence in Developmental Disabilities (UCEDD)
- Student Support Services
- College Access Challenge Grant Program
- ASCC Wellness Center

#### **Self Evaluation:**

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 studies and are required to complete the CAPP program (Math 80/90, English/Reading 70/80/90 and English/Writing 71/81/91) to prepare for regular College courses.



The Admissions Officer, in consultation with academic Chairpersons, evaluates transcripts of students transferring into the institution so they may be placed appropriately.

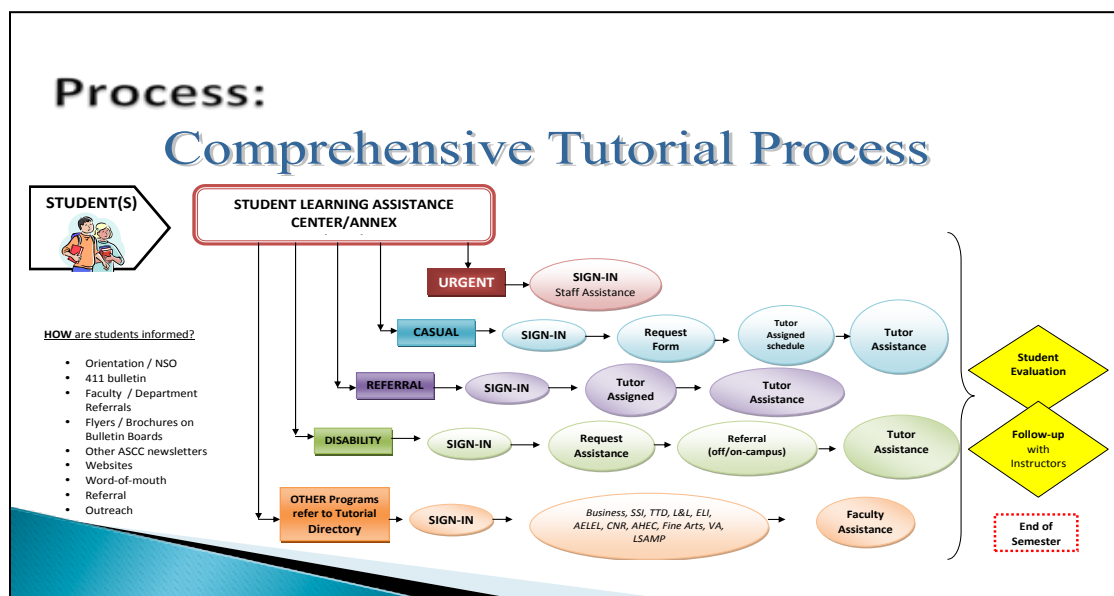
As the College mission states, ASCC is open to all who can benefit from its programs provided that the following conditions are met:<sup>I.D.2</sup>

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

The CAPP courses are structured in six-week blocks, with exams to determine progress to the next level given during the seventh week. This regular evaluation provides opportunity for early and on-going assessment of the academic progress of new students. Tutoring and counseling support are readily available to students who are having difficulty. In some cases, tutors are embedded in the CAPP classes to provide additional support.

Discussions about student access, progress, learning and success have been on-going for the past five years in College-wide faculty/staff meetings, institutional committees (Curriculum Committee, Assessment Planning Committee), academic departments, and among the Academic and Student Affairs Deans and Directors. Following are examples of these discussions:

- A series of faculty/staff meetings in the fall of 2009 facilitated the clarification, and refinement of the tutoring programs and development of the Student Learning Assistance Center. Faculty and staff discussion of student achievement in the previous developmental studies program led to the formation of an inter-departmental working group that developed the CAPP model, which was funded by USED and implemented in 2012.



- Faculty and staff dialog was instrumental in developing the institutional statements of Core Values, which were integrated into Institutional Learning Outcomes. <sup>1.D.1</sup>
- Faculty and staff participate in an orientation at the beginning of each semester. Topics have included placement issues for new students, student achievement data, tutoring and support services, on-line registration, and providing appropriate services for students with disabilities.
- The Assessment Planning Core Committee prepared comprehensive presentations for the faculty and staff, the Board of Higher Education, the leadership team of the American Samoa Department of Education and the 2013 American Samoa Education Summit to facilitate discussion on student readiness, access, progress and success among the College and the community. <sup>XV.A</sup>
- Discussion on General Education within the Curriculum Committee led the identification and implementation of the General Education Program pathway for first year students.
- As a result, the Assessment Planning Committee developed appropriate means to track student performance.
- ARFAO, MIS and Academic Affairs worked collaboratively to develop and implement on-line registration.
- CACG staff collaborated with Academic and Student Affairs to develop and deliver outreach programs to the high schools and community to support College access and success.

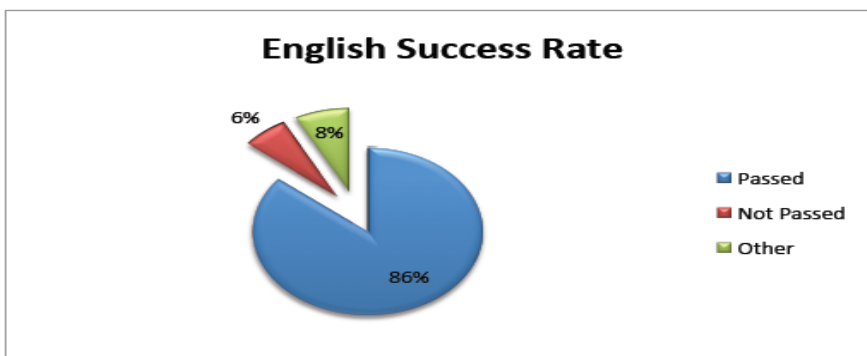
Faculty, academic chairpersons and program deans/directors work collaboratively with the Division of Student Services, ARFAO, SSS, and CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported.



Data on increased student success since the implementation of the CAPP courses demonstrates that the support services are effective.

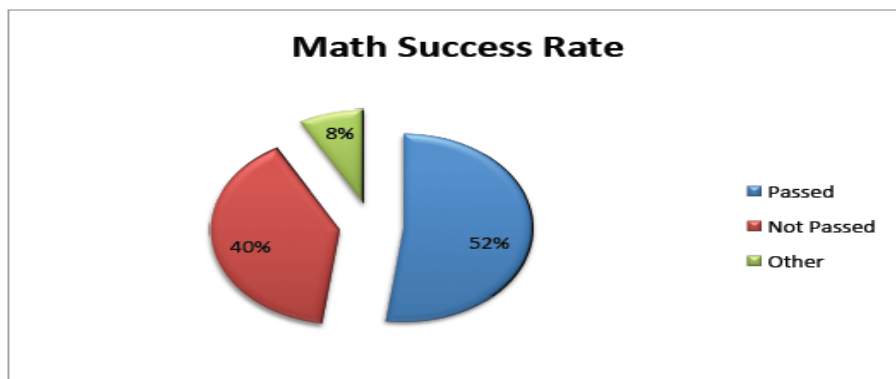
**English Success Rate Spring 2014**

- 247 Students with one or more tutorial sessions
- 212 P
  - 16 N/P
  - 19 other (withdrew, not in datatel, not active)



**Math Success Rate Spring 2014**

- 136 Students with one or more tutorial sessions
- 71 P
  - 54 N/P
  - 11 other (withdrew, not in datatel, not active)



The SLA Center maintains records of students who participate in the tutoring programs, with follow-up on course grades each semester.

Through the Graduate Satisfaction Survey and the Graduate Exit Survey, administered each semester, additional information about the use and value of the various student services activities is collected. This data is currently needs to be institutionalized and reported beyond Student Services to enhance continuous quality improvement.

All student services programs participate in institution-wide Program Review and the results are used for institutional planning and budgeting.



The Student Services Division and the other offices that provide student services support have identified mission statements aligned with the ASCC Mission.<sup>I.D.5, I.D.8</sup> Bi-weekly and quarterly reports document activities for each service area.

Student Services provides College Life Planning courses (CLP 150) each semester and these courses follow institutional practices of regular assessment.

College-wide discussions are frequent, ongoing and have facilitated progress toward significant program and service improvements.

Support for students who wish to transfer is provided through the transfer counselor, located in the SLA Center and through Student Services assistance with transfer applications and scholarship and loan applications.

ASCC does not offer distance education or correspondence education.

ASCC meets the standard.

#### **Planning Agenda:**

The Student Services Division will institutionalize the Graduate Exit Survey and the Graduate Satisfaction Survey, in consultation with Institutional Effectiveness, to provide meaningful analysis and widespread distribution of data to support improvement.

The Student Services Division will review and revise outcomes that support student learning and will integrate these into the institutional assessment plan.

All recommendations are referenced to ISP [IV.B.4](#), [IV.B.8](#)

#### **2014 new**

***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. (Original II.B.3.a)***

➤ *II.B.3.a 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:**

As with instruction, the quality of all student services begins with assuring that all staff have the appropriate academic and experiential qualifications and are provided with ongoing in-service training and opportunities for professional development. All hiring is under the supervision of Human Resources and follows institutional policies to verify credentials and monitor interviews.

Divisions and offices hold regular meetings for in-service support and professional development support is provided to attend regional and national conferences. The ARFAO Director and



Financial Aid staff attends annual workshops to assure compliance with Federal regulations and remain informed of policy changes.<sup>VIII.L.1</sup>

ASCC further assures the quality of its student support services through the assessment of services provided. Assessment measures include final grades of students who received tutoring services within the semester. Divisional Assessment also includes the Low Grade Report Form.<sup>XIV.N</sup> Institutional Assessment includes Program Review, Customer Service Survey, and the Student Satisfaction Survey, which is administered each semester.

Student Support Services include the following:

### **Admissions, Registrar, and Financial Aid Office (ARFAO)**

ARFAO provides services for students in the following areas: Admissions, Registration, Financial Aid, and Records.

The Admission Office processes applications for admission to ASCC. This is done through electronic and direct application routes. 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.<sup>1.D.25</sup> 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. A total of 1,515 students were awarded Title IV Aid during the 2012-2013 Academic Year; Eighty-eight percent (88%) of First-Time, Full-Time ASCC students in 2012-2013 received financial aid assistance.

### **Counseling Office**

The Counseling Office provides academic, career, and personal counseling, tutorial services, transfer assistance and support for diversity issues.

Counselors work closely with instructors to inform the students of their academic status such as probation and suspension, during the Low Grade Reporting period at mid-term to provide ample time for students to seek tutorial assistance.



The Counseling Office is staffed by four full-time counselors who provide support in the following areas of Academic, Transfer, Career, Personal and Diversity/Tutorial.

### **Student Learning Assistance (SLA) Center**

The SLA Center, staffed by a full-time tutor coordinator/manager, full-time tutors, and student tutors, offers both referral and walk-in assistance to students in English, math and other academic areas.

**The SLA Center** provides instructional support to all ASCC students who have identified a need for instructional/learning assistance outside the regular classroom experience. The SLA Center offers free tutorial assistance to help students improve and increase their chances to succeed in their courses and attain personal goals. Tutoring services are available to all students at the Student Learning Assistance Center in two locations, SLA Center and Annex. The Tutorial Directory, which includes departmental tutoring as well as SLA Center services, is distributed by electronic and hard copy throughout the campus and is updated at the beginning of each semester. <sup>X.P</sup> Tutoring outcomes include the following:

- 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
- To provide a supportive and encouraging environment where learning takes place at the students' pace. <sup>I.D.9</sup>

Tutoring records are maintained each semester, with follow-up on individual student progress on course completions and grades.

The SLA Center includes a Transfer Counselor, who assists students with information regarding transfer options, applications, scholarship and loan information. Computers are available for transfer research and on-line applications.

### **Veterans Administration Services**

The Veterans Affairs (VA) Student Coordinator assists the VA students who are eligible under the various programs with their degree and certificate requirements and acts as the liaison to the VA Regional Office.

### **Student Employment and Training Center**

The purpose of the on-campus Student Employment and Training Center (SETC) is to provide temporary employment to students while pursuing their academic careers at ASCC. While the period of employment is short and temporary in nature, the experience gained will facilitate transition into the workforce. <sup>I.D.9</sup>



The SETC provides financial assistance to students who are ineligible for federal Pell Grants or Work Study. The financial assistance available through the SETC is in the form of employment within ASCC and is based solely on availability of local funds and willingness of various divisions to support and employ students.

The SETC assists participating divisions within ASCC by announcing vacancies, collecting and maintaining student personnel files for qualified candidates. Each student applies for and is selected on his/her own merit as announced or listed in the job announcement. First priority is for students who are not eligible for federal financial aid, and are not current scholarship recipients of ASG and various private agencies of American Samoa.

**The Student Government Association (SGA)** of ASCC 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.<sup>1.D.9</sup>

The SGA includes 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 is also elected as a member of the Board of Higher Education.

SGA sponsors a number of activities each year, including the Miss ASCC pageant, sports activities, cultural activities, assemblies, forums and other activities. Funding for these activities comes from student activity fees collected during registration.

Students interested in serving as executive officers must have a cumulative Grade Point Average of 3.00 or better at the time of election. Any full-time student who maintains a 2.70 cumulative Grade Point Average, who has completed one semester in ASCC, and is in good academic status is eligible to serve in the SGA as a representative. Applications are available from the SGA office and additional information can be obtained from the Student Handbook.

### **Club Activities**

Student clubs provide enrichment and socialization for students, particularly on a non-residential campus. Students are encouraged to participate in clubs that interest them. If students cannot find a club that suits their interest, they may apply to start one of their own. All campus clubs and organizations must have a faculty advisor and meet the requirements established by the SGA.

Over the past two years, the emphasis has broadened from social/competitive clubs to include a diverse range of clubs (e.g., Glee Club, International Student Organization, and Journalism Club) and pre-professional clubs (e.g., Business Ambassadors, and Student Nurses Association).

### **Student Support Services (SSS)**

Student Support Services is primarily an instructional/CAPP program, but has a director and two counselors/tutors available for 200 participating students who are the first generation in their





family to attend College, students who are economically disadvantaged, and students who are minority students. The counselors offer academic advising, personal and career counseling. <sup>1.D.8</sup>

### **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 Student Services Division 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. <sup>1.D.9</sup>

### **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 has recently opened a 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.

### **Self Evaluation:**

Student Support Services address the needs of students and enhance a supportive learning environment. Student Support Services contribute to the academic, social, financial, and personal support of students and potential entrants to enable them to succeed at ASCC.

ARFAO offices were renovated in 2010-2011 to improve accessibility, privacy and accommodate increasing needs. ARFAO services were improved with the provision of admission, application and transcript request forms online.

Online registration has been available on-campus since Fall of 2012.

The Student Services Division uses data from the Student Satisfaction Survey to improve the quality of student support services. Evaluations from the various student services activities that are held throughout the semester are also used to improve the overall quality of student support services.

ASCC provides an appropriate range and scope of student support services to meet the needs of students and support the achievement of the college's mission. All service areas are included in on-going institutional Program Review, but the additional assessment activities of the Student

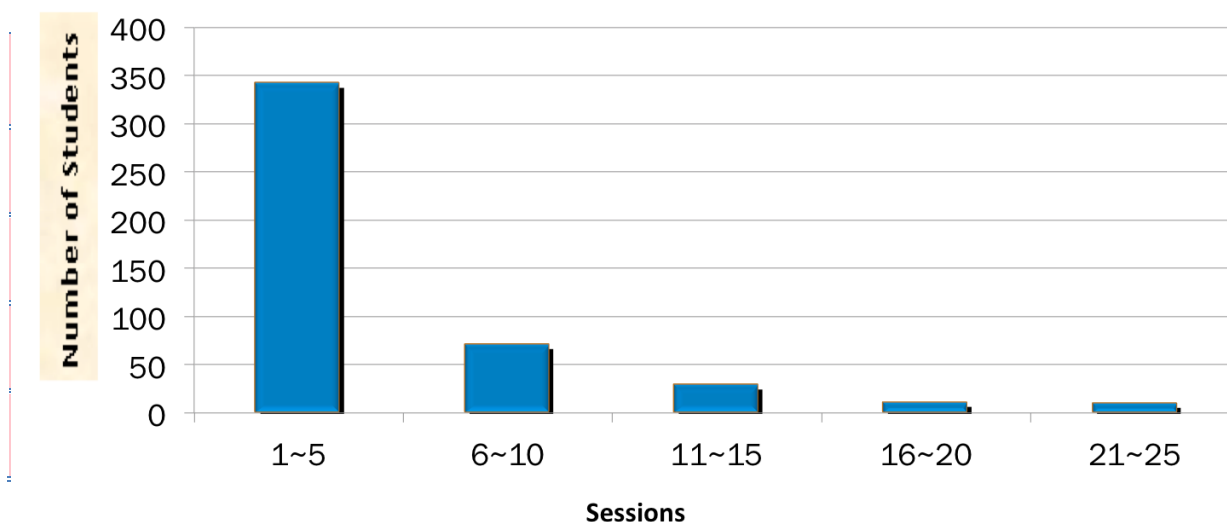


Services Division need to be institutionalized, with appropriate analysis and dissemination of data for program improvement.

Tutoring and transfer services were improved, as documented in the 2009 and 2010 follow-up reports to ACCJC and have continued to grow to meet identified student needs. ARFAO and Student Services continued to provide assistance to students requesting information for off-island colleges. With the assistance provided, it is found that the majority of ASCC students transferred or selected the following colleges.

## Tutorial recurrence rate

2010-2013



1-5 Sessions: 341    6-10 Sessions: 70    11-15 Sessions: 28    16-20 Sessions: 10    21-25 Sessions: 9

**TOTAL STUDENTS = 458**

The Student Services Division will move into the Multi-Purpose Center, currently under construction and scheduled for completion in January of 2015. The MPC will provide space for student activities and services, including SGA and club meeting rooms and an auditorium for programs and performances.

Evaluation methods are utilized for all student service areas and the college has adequate information to improve services, but assessment should be institutionalized. Coordinated SOPs will enhance effectiveness and allow for more consistent review and improvement of services.



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, dramatic 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 was invited to perform at celebrations in the neighboring independent Samoa.

The Adult Education Literacy and Extended Learning programs provide adults an opportunity to complete GED programs and continue to address their basic educational needs through CEU and non-credit courses and activities.

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. [VII.B.3.a](#)

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 with Fall 2012 and 2013 demonstrate the movement from competitive club activities to more campus-wide enrichment programs.

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.

Faculty are encouraged to continue to expand service learning activities, engaging students in more direct community involvement. SGA membership changes each year, so the administration and student services work with each new group to build on previous efforts and encourage students to identify and develop solutions to new challenges.

**Self Evaluation:**

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. Operations are observed and evaluated and staff and administrators engage regularly with SGA members to solicit feedback and suggestions.

Data and anecdotal 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 [XV.H](#)

Most students do not have access to computer or internet service at home, so ASCC used ARRA funds and other resources to address this need. Campus-wide WIFI was established in 2011, students were issued passwords, and the campus computer labs were expanded and upgraded. Students are required to sign in at all of the computer labs, including the library computers, and the College is able to track usage.

The college provides services to assist and support students in all areas of their educational development.

There are ongoing campus activities, outreach programs, SGA clubs, organizations and honorary members to the SGA to foster inclusion and respect for diversity. Students are encouraged to form clubs of their own interests, supported by Student Services, in cooperation and collaboration with Academic Affairs and various departments of the College, requiring a faculty or staff as advisors. These clubs and organizations provide many diverse student activities and functions, including Service Learning, International Student Organization, Journalism/Fresh Print Club, the Student Association for Fa'aSamoa, Business Ambassadors (Business Club), Phi Theta Kappa, and the Research Foundation Student Club; Veterans Student services; and respect for religious groups. Non-traditional students are all included in various activities of the College. UCEDD works with Student Services to ensure appropriate services for students with disabilities and to promote inclusion in all aspects of College life.

Student activities are evaluated by participants, with evaluations used to improve future events. Other elements of student life are included in the Student Satisfaction Surveys each semester.

Observation of Student Services clubs and other activities indicated that student participation in competitive clubs had declined and that most activities were geared primarily toward the clubs. In consultation with SGA, the focus has shifted from competitive clubs to more inclusive interest-based, career-based or service clubs, and activities have been designed to serve the broader student population. Student participation in activities has increased since this change. [VII.B.3.a](#)

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 [VII.G.4](#)
- Quarterly Reports: Divisional Outcomes [VII.B.3](#)
- Annual Reports: Institutional [VII.A.2](#)



- Institutional Program Review Survey: Focus Areas: 1) Mission Effectiveness 2) Program/Service Effectiveness 3) Resources 4) Governance [VI.A.3](#)

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.

Student Services offices and programs are readily available to assist and support students in all areas of their educational development.

Student Services and programs encourage and support students in many areas of their educational, civic and social development.

Formal and informal methods of evaluation are noted and documented through bi-weekly and quarterly reports required of all ASCC departments, including Student Services. The Curriculum Committee and Assessment Planning Committee have developed various methods for assessment. The recommendations are discussed, shared and implemented accordingly to assure quality educational plans for the institution and the student body. All student support services are included in the institutional Program Review.

The college continues to comply with Eligibility Requirement 15.

ASCC meets the standard

#### **Planning Agenda:**

1. Continue work toward expanding online registration to off campus access.
2. Improve coordination of all assessment data elements for better institutionalization of SOPs and dissemination of results
3. Institutionalize and integrate all student services evaluation processes to improve dissemination, value and use of assessment data for continuous quality improvement.

All recommendations are referenced to ISP [IV.B.4](#), [IV.B.8](#)

*2014 new*

***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. (New)***

- *II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*



**Descriptive Summary:**

ASCC's mission includes a specific statement that directs emphasis to personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students:

*"...enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa"* [1.D.2](#)

**Self Evaluation:**

Student Services and programs encourage and support students in many areas of their educational, civic and social development.

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, dramatic 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 was invited to perform at celebrations in the neighboring independent Samoa.

The Adult Education Literacy and Extended Learning programs provide adults an opportunity to complete GED programs and continue to address their basic educational needs through CEU and non-credit courses and activities.

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. [VII.B.3](#)

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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.

Faculty are encouraged to continue to expand service learning activities, engaging students in more direct community involvement. SGA membership changes each year, so the administration and student services work with each new group to build on previous efforts and encourage students to identify and develop solutions to new challenges.

In addition, at the beginning of each semester, the Student Government Association (SGA) budget is funded by the 30% (\$15.00) from the total enrollment registration fee to support the activities, clubs/organization, student IDs, 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 & 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.

#### **2014 new**

***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. (Original II.B.3.c+)***

- *II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*
- *II.B.3.a 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.*
- *II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*
- *II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*
- *II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

#### **Descriptive Summary:**



The American Samoa Community College has in place advising and counseling procedures that serve all students, from entry through graduation [XIV.1](#) These procedures are outlined in the Student Services SOP Manual. The ASCC Catalog, Student Handbook and the Financial Aid Handbook provide additional guidance to students throughout their academic program on policies, rules and 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. Program faculty serves as the primary advisors for students who have declared majors other than Liberal Arts.

Counseling Services are provided to enhance students general and program success, as discussed above, in the areas of academic, personal, career, transfer and diversity support. Counselors are trained to identify critical personal issues with students that require referral to other social service or crisis intervention services in the community and to assist students in obtaining necessary services.

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. [VII.C.1](#)

Counseling Follow-up Forms include reviews of the value of counseling and advising on student development and success. [XIV.1](#)

Counselors and advisors have appropriate academic credentials and are provided with in-service and off-island professional development opportunities.

Faculty orientation each semester provides faculty with updated information on registration, advising and support services. All faculty members are required to serve as academic advisors.

A Diversity Counselor is available to provide support and oversee the appropriate programs, practices and services that enrich and enhance understanding and appreciation of diversity.

### **Self Evaluation:**

Tutoring and transfer counseling services were upgraded in 2010/2011. Student use is recorded and the progress of students who use tutoring services is tracked to assess course completion and grades at the end of each semester.

In response to problems identified with registration, the College took the following measures:

- Implemented a priority registration period at the end of each semester, enabling students in good standing to register early.
- Developed and implemented an online registration program allowing students to utilize two of the computer labs on campus for more efficient registration.





- The College is working to expand online registration to off-campus access and the ability to use electronic payments.
- Admissions, Registration, and Financial Aid have combined services under one Director to provide for a one-stop services window to provide the following services:
  - Admission application
  - Placement Test information
  - Transfer Credit Evaluations
  - Registration completion
  - Registration changes (course add/drop, withdrawals)
  - Academic Transcripts
  - Student records
  - Grade reports
  - Financial Aid processing

To comply with Federal Requirements the Division of Academic Affairs, ARFAO and the Finance Division work together to ensure that students who have been approved for financial aid have access at the beginning of the semester to secure books and supplies. Each approved financial aid student has an account at the ASCC Bookstore and may purchase books against expected aid checks.

Students who do not qualify for financial aid are encouraged to set up tuition payment plans, without interest charges with the Finance Division.

ASCC meets the standard

#### **Planning Agenda:**

1. Continue to work collaboratively with the Academic Affairs Division in improving advising and counseling. [IV.B.4](#)

*2014 new*

***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. (New)***

➤ *II .B. STUDENT SUPPORT SERVICES*

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*



- *II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

### **Descriptive Summary**

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 studies and are required to complete the CAPP program (Math 80/90, English/Reading 70/80/90 and English/Writing 71/81/91) to prepare for regular College courses.

The Admissions Officer, in consultation with academic Chairpersons, evaluates transcripts of students transferring into the institution so they may be placed appropriately.

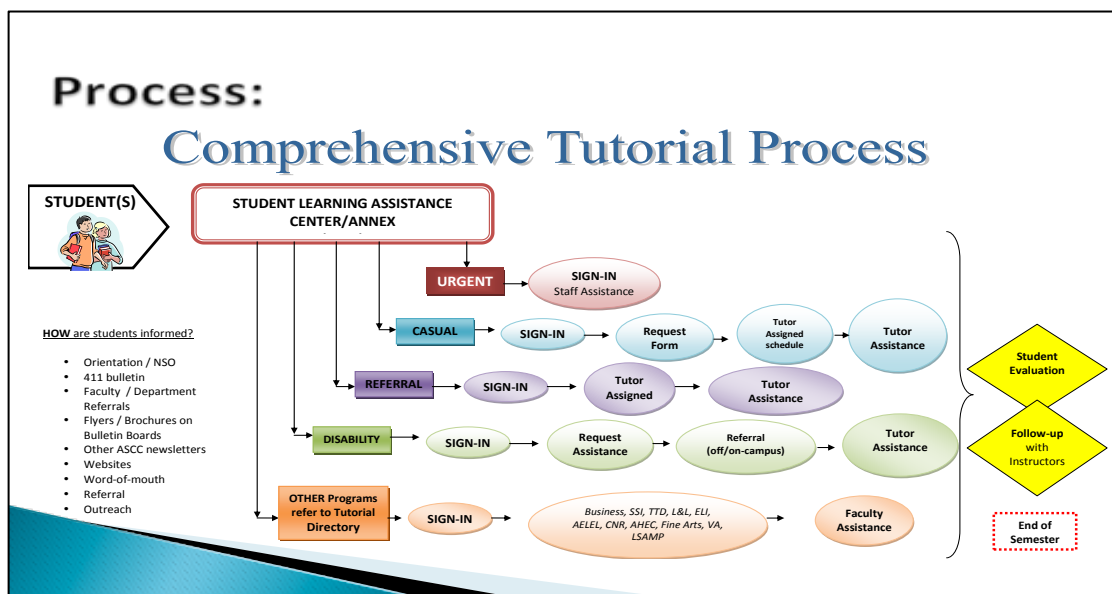
As the College mission states, ASCC is open to all who can benefit from its programs provided that the following conditions are met: [I.D.2](#)

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

The CAPP courses are structured in six-week blocks, with exams to determine progress to the next level given during the seventh week. This regular evaluation provides opportunity for early and on-going assessment of the academic progress of new students. Tutoring and counseling support are readily available to students who are having difficulty. In some cases, tutors are embedded in the CAPP classes to provide additional support.

Discussions about student access, progress, learning and success have been on-going for the past five years in College-wide faculty/staff meetings, institutional committees (Curriculum Committee, Assessment Planning Committee), academic departments, and among the Academic and Student Affairs Deans and Directors. Following are examples of these discussions:

- A series of faculty/staff meetings in the fall of 2009 facilitated the clarification, and refinement of the tutoring programs and development of the Student Learning Assistance Center. Faculty and staff discussion of student achievement in the previous developmental studies program led to the formation of an inter-departmental working group that developed the CAPP model, which was funded by USED and implemented in 2012.



- Faculty and staff dialog was instrumental in developing the institutional statements of Core Values, which were integrated into Institutional Learning Outcomes. [1.D.2](#)
- Faculty and staff participate in an orientation at the beginning of each semester. Topics have included placement issues for new students, student achievement data, tutoring and support services, on-line registration, and providing appropriate services for students with disabilities.
- The Assessment Planning Core Committee prepared comprehensive presentations for the faculty and staff, the Board of Higher Education, the leadership team of the American Samoa Department of Education and the 2013 American Samoa Education Summit to facilitate discussion on student readiness, access, progress and success among the College and the community. [XV.A](#)
- Discussion on General Education within the Curriculum Committee led the identification and implementation of the General Education Program pathway for first year students.
- As a result, the Assessment Planning Committee developed appropriate means to track student performance.
- ARFAO, MIS and Academic Affairs worked collaboratively to develop and implement on-line registration.
- CACG staff collaborated with Academic and Student Affairs to develop and deliver outreach programs to the high schools and community to support College access and success.

**Self Evaluation:**

Faculty, academic chairpersons and program deans/directors work collaboratively with the Division of Student Services, ARFAO, SSS, and CAPP program to strengthen support services to ensure student access, progress, learning, and success are consistently supported.

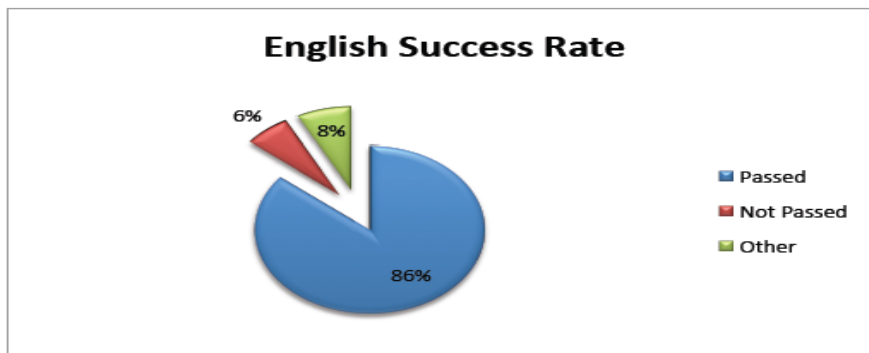


Data on increased student success since the implementation of the CAPP courses demonstrates that the support services are effective.

**English Success Rate Spring 2014**

247 Students with one or more tutorial sessions

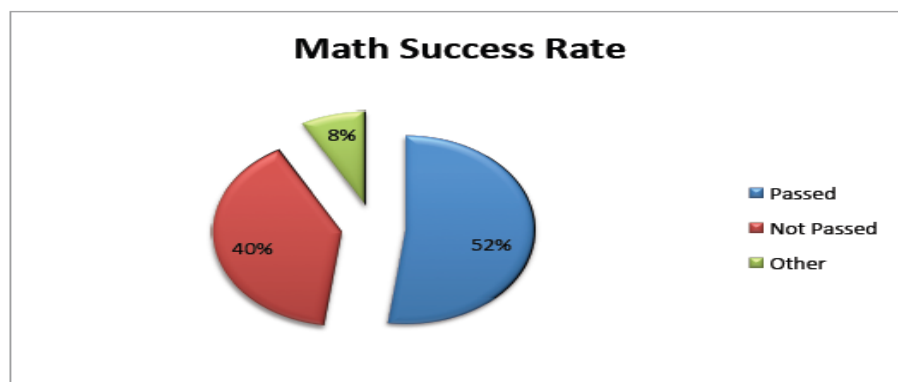
- 212 P
- 16 N/P
- 19 other (withdrew, not in datatel, not active)



**Math Success Rate Spring 2014**

136 Students with one or more tutorial sessions

- 71 P
- 54 N/P
- 11 other (withdrew, not in datatel, not active)



The SLA Center maintains records of students who participate in the tutoring programs, with follow-up on course grades each semester.

Student Services provides College Life Planning courses (CLP 150) each semester and these courses follow institutional practices of regular assessment.

College-wide discussions are frequent, ongoing and have facilitated progress toward significant program and service improvements.

Support for students who wish to transfer is provided through the transfer counselor, located in the SLA Center and through Student Services assistance with transfer applications and scholarship and loan applications.



The American Samoa Community College has in place advising and counseling procedures that serve all students, from entry through graduation. These procedures are outlined in the Student Services SOP Manual. <sup>VIII.C</sup> The ASCC Catalog, Student Handbook and the Financial Aid Handbook provide additional guidance to students throughout their academic program on policies, rules and 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. Program faculty serve as the primary advisors for students who have declared majors other than Liberal Arts.

Counseling Services are provided to enhance students general and program success, as discussed above, in the areas of academic, personal, career, transfer and diversity support. Counselors are trained to identify critical personal issues with students that require referral to other social service or crisis intervention services in the community and to assist students in obtaining necessary services.

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. <sup>VII.C.1</sup>

Counseling Follow-up Forms include reviews of the value of counseling and advising on student development and success.

Counselors and advisors have appropriate academic credentials and are provided with in-service and off-island professional development opportunities.

Faculty orientation each semester provides faculty with updated information on registration, advising and support services. All faculty members are required to serve as academic advisors.

**Planning Agenda:**

Institutionalize and integrate all student services evaluation processes to improve dissemination, value and use of assessment data for continuous quality improvement.

*2014 new*

***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)***

- *II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*



**Descriptive Summary:**

ASCC uses a locally-produced Placement Test for English and Mathematics that are aligned to local and national standards. Placement is dependent on placement scores or successful challenge. 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.

**Self-Evaluation:**

ASCC through internal review by the Division of Academic Affairs, the test instrument is updated as necessary.

**Planning Agenda:**

1. The college continues to improve and implement a procedure for review and update of the placement test instruments.

**2014 new**

***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. (Original II.B.3.f)***

- *II.B.3.f 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 published policies for release of student records.*

**Descriptive Summary:**

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 ARFAO 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. [II.B.18](#), [II.B.19](#), [VIII.D.1](#)

**Self-Evaluation:**

All student records are securely maintained in the Registrar's Office. ASCC complies and maintains strict compliance adhering to the 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.

ASCC meets this standard.

**Evidence:**



1. I.D.1- ASCC Catalog 2014-2016: ASCC Core Values (pg. iii)
2. I.D.2- ASCC Catalog 2014-2016: ASCC Mission Statement (pg. iii)
3. I.D.5- ASCC Catalog 2014-2016: Program Mission and SLOs (pg. 73-112)
4. I.D.6- ASCC Catalog 2014-2016: Degrees and COPs (pgs.47-71)
5. I.D.7- ASCC Catalog 2014-2016: Student Admissions (pg.23)
6. I.D.8- ASCC Catalog 2014-2016: Divisional Mission Statements (pgs.11-30)
7. I.D.9- ASCC Catalog 2014-2016: Student Services (pgs.18-43)
8. I.D.10- ASCC Catalog 2014-2016: ASCC Address (pg. ii)
9. I.D.11- ASCC Catalog 2014-2016: Academic Calendar (pgs.1-8)
10. I.D.12- ASCC Catalog 2014-2016: Academic Freedom (pg.43)
11. I.D.13- ASCC Catalog 2014-2016: Student Financial Aid (pgs. 29-30)
12. I.D.14- ASCC Catalog 2014-2016: Administration, Faculty, and Staff (pgs. 119-132)
13. I.D.15- ASCC Catalog 2014-2016: Board of Higher Education (pg. iv)
14. I.D.16- ASCC Catalog 2014-2016: Tuition and Fees (pgs.24-25)
15. I.D.17- ASCC Catalog 2014-2016: Degrees, Certificates, Graduation, and Transfer (pgs.viii-x)
16. I.D.18- ASCC Catalog 2014-2016: Academic Honesty and Integrity (pg. 32)
17. I.D.19- ASCC Catalog 2014-2016: Nondiscrimination and Affirmative Action (pg. 39)
18. I.D.20- ASCC Catalog 2014-2016: Credit by Examination (pg. 39)
19. I.D.21- ASCC Catalog 2014-2016: General and Academic Grievance (pg. 32-33)
20. I.D.22- ASCC Catalog 2014-2016: Sexual Harassment (pg. 32)
21. I.D.23- ASCC Catalog 2014-2016: Refund Policy (pg. 28)
22. I.D.24- ASCC Catalog 2014-2016: General Information (pgs. 9-10)
23. I.D.25- ASCC Catalog 2014-2016: Admission, Registrar, and Financial Aid (pgs. 22-27)
24. II.B.18- Governance Manual: Policy 3013 (pg. 21)
25. II.B.19- Governance Manual: Policy 3013.1 (pg. 21-22)
26. VI.A.3- ASCC Surveys: Institutional Program Review Surveys: IPS 2014
27. VII.A.2- ASCC Surveys: Institutional Program Review Surveys: IPS 2011
28. VII.B.3- ASCC Institutional/Divisional Analysis and Reports: Quarterly Report: 1<sup>st</sup> Quarterly Report 2014
29. VII.B.3.a- ASCC Institutional/Divisional Analysis and Reports: Quarterly Report: 1<sup>st</sup> Quarterly Report 2014: SGA Activities (pg. 28-30)
30. VII.C.1- ASCC Institutional/Divisional Analysis and Reports: Bi-Weekly Reports: ARFAO – July 4 2014 (pgs. 20-22)
31. VII.G.4- ASCC Institutional/Divisional Analysis and Reports: Fact Sheets: Spring 2014
32. VIII.D.1- ASCC Divisional Standard Operating Procedures: Admission Registration Financial Aid Office SOP: Records Management (pg. 30)
33. XII.A.1- ASCC Website and Online Resources: ASCC Website: Online ASCC Catalogs <http://www.amsamoa.edu/catalog/2012-2014/index.htm>
34. XII.A.2- ASCC Website and Online Resources: ASCC Website: Online Academic Policies and Procedures: <http://www.amsamoa.edu/academicpolicies.htm>
35. XV.A- ASCC Internal and External Presentations: ASCC Placement Results and Actions Taken
36. XV.H Tutoring Presentation



## **AMERICAN SAMOA BACHELORS OF EDUCATION PROGRAM**

### **Bachelor of Education Addendum**

All information provided above for Standard IIA, Standard IIB and Standard IIC applies to the B.Ed. program. In addition, the following program-specific information is provided:

The Teacher Education Department (TED) has a curriculum infrastructure that emphasizes the qualities and competencies for elementary education. Outcomes have been standardized and courses are named and described according to competencies and levels of outcome attainment. Core faculty and adjunct faculty have been identified and hired for each courses, based on expertise.

The B.Ed. courses have been developed to align with NCATE, INTASC, and ASTESS standards. The Dean of Teacher Education and faculty are participating in on-going discussions regarding Common Core Standards as ASDOE moves to adopt the Common Core. . [1.D.26, VIII.B.3.a, X.M.2, X.O.1](#)

The B.Ed. program requirements include a foundation of 100- and 200-level education courses, as well as General Education courses and electives. Entry into the B.Ed. program is based on completion of the lower division program. Lower division students preparing for the B.Ed. program are assigned an advisor from the Teacher Education faculty and follow the curriculum guide that includes the B.Ed. program pre-requisites. The application process for admission to the 300- and 400-level B.Ed. program is described as follows in the ASBEP Catalog:

All students planning on entering a program of study towards a Bachelor of Education in Elementary Education must have successfully completed the following admission requirements:

1. Complete the admission requirements to the American Samoa Community College as outlined in the current General Catalog;
2. Complete the application requirements with the ASCC ASBEP Program for official classification to major in the B.Ed. Elementary Education degree program.);
3. Complete the ASBEP General Education and Pre-Educational Core requirements (70 credits) as outlined in the B.Ed. Program of Study. (Grade C or better is required in all ASBEP General Education and Pre-Educational Core courses.)





- Prior to enrolling for 300 level education courses, all official classified education majors must have completed ASBEP General Education courses and Pre-Educational Core requirements.
  - Prior to enrolling for 400 level education courses, all students must have completed all 300 level education courses and provide a verified test and or score for PRAXIS I Pre-Professional Skills Test (PPST) Exam.
  - Applicants must have a cumulative GPA of 2.70 or better. Applicants must have C grade or better in all General Education and Pre-Educational Core courses.
4. Maintain a grade of C or better in every course in the ASBEP Professional Education Core Requirements.
  5. Tuition fees are charged accordingly [1.D.28](#)

When students have been admitted to the B.Ed. program, TED faculty continue to provide advising and guidance to assure that the all program requirements are completed. The course of study is clearly defined and the syllabus for each course includes clear statements of SLOs and expected levels of achievement.. [1.D.26, VIII.B.3.a, X.M.2, X.O.1](#)

Students entering the B.Ed. program have completed a lower division curriculum of General Education as well as introductory courses in the major. This includes demonstration of appropriate College level communication and qualitative skills, Critical thinking is facilitated through courses that include practical observation or experience.

The program qualities and competencies throughout the third and fourth years compliment the mission of the Teacher Education Program by providing students with the opportunity to apply knowledge that is research based, innovative and appropriate for education in the American Samoa society. It further provides service and support to the local and regional education community.

General Education Requirements contribute to the embedded institutional core values and B.Ed. requirements, providing the foundation for the focused teacher education curriculum of the 300- and 400-level courses. [1.D.26, VIII.B.3.a, X.M.2, X.O.1, VII.D.4](#)

ASCC has defined expectations for learning and student attainment reflected in its academic programs and policies, both at the lower division and for the B.Ed. program. Course syllabi reflect student learning outcomes and expectations for attainment beyond the classroom through practical experience embedded in the B.Ed. curriculum. [XIV.M.1, XIV.M.2](#)

The SLO and assessment process at ASCC has centered around the work of two faculty committees, the Curriculum Committee and the Assessment Planning Committee. B.Ed. faculty have been key members of both groups. The Teacher Education Department has participated fully in the development, review and approval processes.

The B.Ed. program, which serves both pre-service and in-service teachers, includes a specific emphasis on practical applications, observations and experience throughout the third and fourth



years. Class size is small and students receive personal attention and encouragement. The challenge will be to maintain this level of support as the number of students increases. [XIV.L.9](#), [XIV.L.10](#), [XIV.L.11](#)

The College's philosophy, vision, mission and core values emphasize scholastic, curricular and instructional innovations and creative activity. Faculty are encouraged to provide service learning opportunities and facilitate internships for students, as well as to develop their skill with active teaching/learning and multiple forms of assessment. Students have the opportunity to work with visiting artists, participate in field research through the Samoan Studies Institute, and participate in art, music and dramatic performances. Students entering the B.Ed. program bring these lower division experiences to their teacher education studies. The B. Ed. Curriculum includes ED 435/435P Elementary Creative Dramatics as a Teaching Resource

The B.Ed. program was developed in consultation with the American Samoa Department of Education and implemented to meet specific local needs for qualified elementary teachers. The program has articulated clear academic goals and expected outcomes for student learning. From its inception, the program has focused on professional development, personal growth and improving the quality of educational services throughout the Territory.

B.Ed. students have access to all campus support services, including the newly renovated and equipped computer labs and three TED Mac Labs. The ASCC Library houses a collection of more than 7,200 volumes of teacher education resources in the Education Resource Center. The Teacher Education Resource Center in the ASCC Library was expanded and renovated in the Fall of 2012 to provide additional space for the growing collection and other resources. The TED Resource Center also includes a small computer lab, with printers for student use

Students entering the B.Ed. program are required to have completed 28 hours or General Education Requirements at the Associate of Arts level and must complete four B.Ed. General Education courses as part of the B.Ed. Program

#### **NEW (2016) STANDARDS RELATED TO B.ED. PROGRAM – ADDED AT REQUEST OF ACCJC**

**II.A.6. The institution's degrees and programs follow practices common to American higher education and appropriate length, breadth, depth, rigor, course sequencing, time to completion, a synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.**

#### **Descriptive Summary:**

The development of the American Samoa Bachelor of Education in Elementary Education has been determined by the ASCC Board of Higher Education to be an integral part of ASCC's mission to provide educational services needed by the Territory. This program has been one of



the Board's top priorities in institutional plans spanning the past five years. The ASCC Institutional Strategic Plan 2009-2014 is included in the List of Evidence.

The program was developed in cooperation with the American Samoa Department of Education to assure that graduates will meet local teacher certification requirements. The Teacher Education Program and the ASBEP were developed through the collaborative efforts of the faculty, Director and staff of the Teacher Education Department (TED). A complete review of the TED was completed, as evidenced through the Closing of the Loop presentation with regards to the Two Year AA Elementary Education Program. This review solidified the Two Year Program and ensures a smooth transition to the 3<sup>rd</sup> and 4<sup>th</sup> Year Bachelor of Education in Elementary Education.

At the end of the Fall 2011 semester, the ASCC Curriculum Committee approved the institutional General Education Requirements, which will apply to the B.Ed. program. These requirements include the following:

- Communication
- Information and Technology Literacy
- Qualitative Literacy, Scientific Literacy, Critical Thinking and Problem Solving
- Global Awareness and Cultural Competency
- Personal Responsibility and Development

The B.Ed. program requirements include a foundation of 100- and 200-level education courses, as well as General Education courses and electives. Entry into the B.Ed. program is based on completion of the lower division program. Lower division students preparing for the B.Ed. program are assigned an advisor from the Teacher Education faculty and follow the curriculum guide that includes the B.Ed. program pre-requisites. The application process for admission to the 300- and 400-level B.Ed. program is described as follows in the ASBEP Catalog:

*All students planning on entering a program of study towards a Bachelor of Education in Elementary Education must have successfully completed the following admission requirements:*

- 4. Complete the admission requirements to the American Samoa Community College as outlined in the current General Catalog;*
- 5. Complete the application requirements with the ASCC ASBEP Program for official classification to major in the B.Ed. Elementary Education degree program.);*
- 6. Complete the ASBEP General Education and Pre-Educational Core requirements (70 credits) as outlined in the B.Ed. Program of Study. (Grade C or better is required in all ASBEP General Education and Pre-Educational Core courses.)*
  - Prior to enrolling for 300 level education courses, all official classified education majors must have completed ASBEP General Education courses and Pre-Educational Core requirements.*



- *Prior to enrolling for 400 level education courses, all students must have completed all 300 level education courses and provide a verified test and or score for PRAXIS I Pre-Professional Skills Test (PPST) Exam.*
- *Applicants must have a cumulative GPA of 2.70 or better. Applicants must have C grade or better in all General Education and Pre-Educational Core courses.*

*5 Maintain a grade of C or better in every course in the ASBEP Professional Education Core Requirements.*

*5. Tuition fees are charged accordingly*

When students have been admitted to the B.Ed. program, TED faculty advise and guide students to assure that the all TED program requirements are completed. The course of study is clearly defined and the syllabus for each course includes clear statements of SLOs and expected levels of achievement.

A total of 70 credits for lower level courses is needed for the B.Ed. Program. The total B.Ed. in Elementary Education credits required is 127 credits.

**Self Evaluation:**

ASCC meets this Standard.

**II.A.13. The institution requires of all 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. The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for lifelong learning through a variety of means and a broad comprehension of the development of knowledge, practice, and interpretative approaches in the major area of knowledge, traditionally referred to as the arts and humanities, the sciences, including mathematics, and social sciences.**

**Descriptive Summary:**

ASCC's General Education Outcomes align with the statement of the Association of American Colleges and Universities Essential Learning Outcomes at the appropriate degree level, with the following, as stated by the Association:

- Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts;
- Intellectual and Personal Skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving;



- Personal and Social Responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning; and
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies.

**ASCC's General Education outcomes are as follows:**

- **Communication** – Foster the ability to receive and express information through various mediums
  - \* Listening and Speaking – Listen actively and speak effectively in many different situations
  - \* Reading – Read effectively to comprehend, interpret and evaluate information
  - \* Writing – Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences
- \* **Information Technology Literacy** – Demonstrates the ability to utilize technology to evaluate present and apply information
  - \* Evaluate Information – Demonstrates the ability to access, locate, manage and evaluate information from multiple sources
  - \* Present and Apply Information/Technology – Utilizes technological tools to perform basic functions appropriate to job and life; Applies research skills in multiple formats
- \* **Critical Thinking** – Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts
  - \* Quantitative – Apply quantitative skills to personal, academic and career related activities
  - \* Scientific – Apply scientific concepts and models to analyze complex problems in academic and real life situations
  - \* Problem Solving – Apply critical thinking skills to synthesize information and evaluate the credibility of sources/context
- \* **Global Awareness and Cultural Competence** – Understands and appreciates the historical and cultural context regionally and globally
  - \* Identifies social, economic and political systems and issues
  - \* Recognizes and respects the perspectives of others (locally and globally) and develop an awareness of diverse attitudes, values and beliefs
  - \* Demonstrates an appreciation of Samoan culture and other Pacific cultures
- \* **Personal Development and Responsibility** – Enhance personal growth and wellness leading to responsible decision-making
  - \* Demonstrates and applies ethical decision making in real life situations
  - \* Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness



- \* Identify and recognize the relevance of being responsible and participate actively in family and community
- \*Develop career goals and plans, and apply lifelong learning skills for personal and professional growth

There has been a conscious effort throughout the development and assessment of student learning outcomes to align course outcomes, with program outcomes, with general education outcomes and with institutional outcomes. The B.Ed. program continues to be part of this alignment, with emphasis on Integrative Learning.

Three General Education Qualities have been identified for B.Ed. students as they move into the third and fourth years of the program:

- **Analysis and Research** – The teacher candidate demonstrates a high level of competency in examining and interpreting information
- **Diversification** – The teacher candidate demonstrates a high level of competency in language learning and multicultural background
- **Technology Literacy** – The teacher candidate demonstrates a high level of competency in the application of technology in learning environments

These general education qualities are integrated into four courses: ED 300, ED 301, ED 325 and ED 340. The Teacher Education Program is actively involved in the assessment of Program Learning Outcomes.

The American Samoa Bachelor of Education in Elementary Education Program at ASCC provides a clear pathway to improvement of teaching and learning at all levels in the Territory. The College is looking to the Bachelor of Education in Elementary Education Degree for both short-term and long-term improvements. There is a critical need for qualified and certified teachers in the public and private schools in American Samoa. There are no local programs that can provide the instruction to fill this need and no “nearby University” the community College can look to for extended resources. The courses and program offer both pre-service and in-service teachers on the path toward certification and will directly improve instruction in the local schools.

The ASCC Institutional Strategic Plans for 2009-2014 and, most recently for 2015-2020, were formally reviewed and approved by the Board of Higher Education, with specific attention to the College’s four identified strategic areas of Academic Excellence, Technology, Physical Facilities and Maintenance and Facilities. (Total Cost of Ownership has been added as a fifth strategic area in the new plan.) The College’s planning process is described in detail in both of these documents.

ASCC also has an on-going academic program review process for assessing student learning and attainment of educational goals. The program reviews for academic departments and other program units of the College provide the core data for review and evaluation and are the basis for all on-going planning.



The American Samoa Bachelor of Education in Elementary Education Program was implemented according to plan and is subject to on-going program review with all other ASCC programs.

Development of the American Samoa Bachelor of Education in Elementary Education follows ASCC protocols for institutional planning, with progress reviewed annually by the Board, the Administration and the ASCC Curriculum Committee. The B.Ed. program is subject to internal review, self-study and all reviews mandated by WASC.

**Self Evaluation:**

ASCC meets the Standard.

**II.B.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualification of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.**

**Descriptive Summary:**

ASCC conducts orientation for academic advising for new students and regular advising for all students throughout the semester. The ASCC Catalog, published every two years and available in hard copy and on the ASCC Website, contains information about the academic calendar, program requirements and other pertinent student information. In addition, the Student Services Division publishes a weekly newsletter, the 411, providing current information about upcoming deadlines, tutoring services, and scholarship opportunities.

Students entering the B.Ed. program have completed a lower division curriculum of General Education as well as introductory courses in the major. This includes demonstration of appropriate College level communication and qualitative skills; Critical thinking is facilitated through courses that include practical observation or experience.

The program qualities and competencies throughout the third and fourth years compliment the mission of the Teacher Education Program by providing students with the opportunity to apply knowledge that is research based, innovative and appropriate for education in the American Samoa society. It further provides service and support to the local and regional education community.

General Education Requirements contribute to the embedded institutional core values and B.Ed. requirements, providing the foundation for the focused teacher education curriculum of the 300- and 400-level courses.



ASCC's policy for awarding credit for transfer courses is stated in the ASCC Catalog. It includes the following statements:

*Transfer credit is awarded on a course-by-course basis, based on the following conditions:*

*The transcript used is an official copy received directly by ASCC from the institution where the credit was earned.*

- 1. The transferred course must be similar in scope, content, and institutional format to an ASCC course.*
- 2. The transfer credits must be a "C" grade or better.*
- 3. The transfer credits must be approved by the instructional Department Chairperson and the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology.*
- 4. A maximum of 45 credits may be transferred.*

The process for evaluating transfer credit for ASBEP is handled by the Director of Teacher Education only if the candidate has graduated with an AA, AS degree from ASCC or off-island, and includes a personal interview and on-going advising. Students in the first and second year of the program follow the procedure described above.

ASCC's statement on "Transfer Credits to Off-Island Institutions" is listed in the College catalog. The College has written articulation agreements with Chaminade University of Honolulu, Brigham Young University (HI), University of Hawaii at Manoa, University of Hawaii at Hilo, Kapiolani Community College (HI), and Alfred State College in New York. ASCC is also a participant in the regional articulation agreement among the members of the Pacific Postsecondary Education Commission (PPEC), intended to facilitate transfer among the PPEC community Colleges and the University of Guam and University of Hawaii.

Students requesting transfer to ASCC are required to provide official transcripts, which are reviewed first by the Director of Admissions. Department Chairpersons review specific courses recommended for transfer acceptance, with final approval from the Dean of Academic Affairs. ASCC provides transferability opportunities and articulation of courses

#### **Self Assessment:**

ASCC has policies and procedures in place to meet all three of the new standards as they apply to the B.Ed. program.





## **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.



### III A: Human Resources Committee

Chair: Ms. Sereima Asifoa, *Director of Human Resources*

Co-Chair: Mr. James Kneubuhl, *Press Officer*

Members:

- Frances Sefo, *Library Assistant*
- Silualelei Saofaigaalii, *Human Resource Manager*
- Sina Hudson, *Administrative Assistant to the Dean of Student Services*
- Emey Silafau, *Chief Financial Officer*
- Tafaimamao Tua-Tupuola, *Director of University Center for Excellence in Developmental Disabilities*
- Frederick Suisala, *Automotive, Diesel, & Air Conditioning & Refrigeration Instructor*
- Matesina Willis, *Director of ASCC Research Foundation*
- Tauvela Fale, *Director of Adult Education Literacy & Extended Learning Program*
- Cherie Ripley, *Special Assistant to the Dean of Academic Affairs*
- Michael Leau, *Dean of Trades & Technology Division*
- Solomona Simanu, *Supervisor of Custodial Services*
- Fa'au Aydon, *Administrative Assistant/Data Analyst (TED)*
- Josephine Tuisamoa, *Financial Aid Counselor II*
- Dr. Donald Vargo, *Research Coordinator*
- Faamasani Tuitasi, *Security Officer*



## STANDARD IIIA. HUMAN RESOURCES

*2014 new*

***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 serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. (Original III.A1 & IIIA.1.a)***

*III.A.1. The institution employs qualified personnel to support learning programs and services wherever offered and by whatever means delivered, and to improve the institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human Resource planning is integrated with institutional planning.*

- *III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S accrediting agencies. Degrees from non-U.S institutions are recognized only if equivalence has been established.*

### **Descriptive Summary:**

Qualifications for each position are determined by the range and scope of each program. These qualifications are subject to institutional review, first by the initiating division and subsequently by Human Resources, Finance, respective Vice President and President.

All established College positions are initiated by each division based on their programmatic needs identified through the institutional program review. These are based on their divisional goals, objectives and standards. Position description specifies employment criteria, which aligns to the program structure, divisional mission and aligns to the College mission.<sup>II.G</sup> The Human Resources Division administered and implements the recruitment and hiring process, in accordance with College policies, State and Federal regulations, by utilizing the Personnel Action Form and Personnel Review Form to document and record any new or revised position requests.<sup>VIII.F.1, XIV.E, XIV.F</sup> Divisional Dean/Directors are responsible to initiate and submit new positions requests for approval through the finance office and respective Vice President. Final approval rests with the President.



ASCC employs qualified career service and contractual full-time faculty, staff, administrators and adjunct faculty who provide academic programs and supporting services.<sup>I.D.14</sup>

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.<sup>I.D.14</sup> Appointments and promotions at ASCC are made solely on the basis of merit and fitness and when practical be ascertained by competitive examinations.<sup>II.B.20, II.B.21</sup>

Policy 4006 states “*ASCC recruits and employs the most competent faculty member qualified to accomplish the mission and the goals of the College. When determining acceptable qualifications of a faculty member, the College will give primary consideration to the highest earned degree in the discipline as per the written guidelines. ASCC will also consider competence, effectiveness, and capacity, including, as appropriate undergraduate and graduate degrees, related work experiences in the field, professional licensure and certification, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching, and student learning outcomes. The College will hire full-time and adjunct faculty members that meet or exceed minimum qualifications as stated in the current edition of the Western Association Schools and Colleges Accreditation.*”<sup>II.B.3</sup>

All support staff must meet job specific qualifications for employment at ASCC.

The institution's personnel meet recognized standards of qualification, and degrees and credentials are listed in the ASCC Catalog.<sup>I.D.14</sup>

The determination of hiring criteria begins at the divisional/departmental level. Divisional/departmental hiring criteria are formulated based on discussions between division/department leaders and their staff. Once these program needs have been determined and documented, these criteria for the vacant position are reviewed in a process that involves the department/divisions respective Vice President, the Human Resource Office, the Finance Division, and the President.

While ASCC is an Equal Opportunity Employer, in applicable cases, an open position will be advertised in-house to provide a career development opportunity for current faculty and/or staff who meet the requirements of the vacant position.<sup>II.B.23</sup> The decision for a position to be announced in-house is initiated by a division/department and must be approved by the President.

Internal postings of vacant positions provide career development opportunities for faculty/staff who are initially employed with qualifications that they subsequently upgrade through earning higher degrees or other professional certification, or through enhanced skills and knowledge gained while employed with ASCC.



In addition to reviewing a candidate's resume and conducting background checks, the candidate's official transcript is reviewed. All of this gives the institution the basis with which to assess the candidate's competency level in the respective discipline.

ASCC Policy 4005.1 requires that *"ASCC recruits and hires excellent faculty and staff on the basis of job-related selection criteria, demonstrated ability, experience, and training. Equal employment opportunity laws and guidelines and maintaining a diverse workforce will guide all searches. Every effort will be made to ensure that recruitment and selection is conducted from diverse pools of qualified internal and external candidates consistent with College policy concerning non-discrimination, equal employment opportunity and affirmative action."*<sup>II.B.23</sup>

ASCC values scholarship as demonstrated by the institutional Core Values.<sup>I.D.1</sup>

- 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.
- Teamwork/Collaboration: ASCC promotes a sound environment for network opportunities through effective communication, partnerships, and growth.
- Respect for Tradition and Culture: ASCC embraced 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.

Positions are publicly advertised through in-house communications, local media and the College webpage.<sup>II.B.28</sup> Advertisements specify employment criteria, pre-determined by the divisions and departments based on their programmatic needs, which in turn support the institutional mission and goals in accordance with local and federal regulations. Advertisements of positions follow a standard operation procedure.

Position Advertisement Standard Operating Procedures (SOP):

- The requesting division(s) forwards an approved completed Personnel Action Form with supporting documents to HR. The Division is responsible for including all teaching criteria in its request and all subsequent steps. The Division determines criteria based on its needs and established practices.
  - HR completes a Position Review Form that includes Organizational Chart, Job Description, Budget, Classification and Compensation, based on information from the requesting Division.
  - HR completes the Position Public Announcement Form, which includes a General Summary of Position, Position Responsibilities, Qualifications, Salary Range, Deadlines and Contact Information.
  - The Institutional Effectiveness Division reviews the Position Public Announcement Form
  - External and Internal Postings of position through Media, including *Samoa News*, *Samoa Post*, KVZKTV, ASCC Web page, Higher Ed Jobs, local bulletin postings
- Internal Announcement: Email Dissemination and Bulletin Postings.



Recruitment of adjuncts and other professional staff follows the same procedure and all must meet minimum requirements.

The Human Resource Office implements the hiring process based on stated criteria as follows:

#### Hiring and Recruitment Operating Procedure

- Human Resource oversees the application process, and facilitates all of the following steps to ensure compliance with existing policies and procedures.
- Human Resources, along with Deans/Directors/Chairpersons and selected Faculty and Staff, screen received applications and determine qualified applicants. Evaluation includes applicants' official transcripts, certifications, licenses, reference letters and resumes detailing their experience and familiarity with the subject matter.
- Human Resource performs background checks to determine which candidate will be interviewed. Background checks includes verifying degrees and other qualifications as being from accredited US institutions and certified documents to exclude student copies. Applicants with degrees from non-US institutions have to provide the appropriate equivalent as determined by Educational Credential Evaluators. [II.B.27, I.D.14](#)
- Personnel who screened candidates will also comprise the panel who interviews them. Panel will include incumbent faculty members from the requesting division. The majority members are faculty members, including the department chair.
- Based on interview and ratings, the panel recommends candidate selection.
- The recommendation of the panel is forwarded to Deans/Directors/Chairpersons.
- HR forwards recommendation to President for final approval.

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 and certifying documents, including official transcripts and reference letters. Applicants with degrees from non-US institutions have to provide the appropriate equivalent as determined by Educational Credential Evaluators. [II.B.4, II.B.27](#)

ASCC accepts validation from several organizations that evaluate foreign degrees for their legitimacy in the US. ASCC refers applicants to the evaluation services of Educational Credential Evaluators Incorporated in Wisconsin if they have not yet fulfilled this requirement.

The established hiring process includes screening ratings, recommendations and background checks. The involvement of the division/department personnel in the screening and interview portions of the process provides them with the opportunity to ensure that incoming employees meet the needs of the program as well as the institution.

#### **Self Evaluation:**

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, Deans and Directors, President Advisory Council 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.

Human Resources data from 2011 through 2014 indicates that of the new employees hired during this period, only two did not have their contracts renewed following their probationary period. Available data indicates that the majority of new employees go on to successfully serve the institution.

The Human Resource Office administers the recruitment and hiring process in accordance with College policies and State and Federal regulations pertaining to employment. If an employment candidate feels they have not been treated equitably and fairly, a grievance process is available. <sup>II.B.33, VIII.F.2</sup> Candidates who were not selected during the application process may file an appeal with the President.

### **Planning Agenda**

HR, in consultation with divisions, will develop a set of core questions specific to the position to become a standard part of each interview.

***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. (Original III.A.1.a)***

- *III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S accrediting agencies. Degrees from non-U.S institutions are recognized only if equivalence has been established.*

### **Descriptive Summary:**

The determination of hiring criteria begins at the divisional/departmental level. Divisional/departmental hiring criteria are formulated based on discussions between division/department leaders and their staff. Once these program needs have been determined and documented, these criteria for the vacant position are reviewed in a process that involves the



department/divisions respective Vice President, the Human Resource Office, the Finance Division, and the President.

Faculty have the opportunity for involvement in the selection of new faculty, first by participating in the screening of applications for vacant position within their respective departments, and second by serving on the interview committees for potential hires.

The successful candidate must meet the prescribed professional qualifications and experience for the vacant position as specified in the job description. A candidate for a teaching position must demonstrate the appropriate knowledge of his/her subject area, as well as applicable pedagogical strategies for teaching it. Consideration is also made of the candidates' suitability in fostering and supporting student learning within the educational environment of ASCC, as well as his/her potential for contributing to the overall mission of the institution. For an administrative or support staff position, the candidate must meet all requirements as specified in the job description. Qualifications, experience, and individual professional goals are evaluated to determine suitability in supporting the mission of the institution.

The College has in place policies and core values (student-centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning) that define an effective teacher: [I.D.1](#), [II.B.3](#), [II.B.4](#), [II.B.5](#), [II.B.6](#), [II.B.25](#), [II.B.26](#), [II.B.27](#)

Policy 4006 states “*ASCC recruits and employs the most competent faculty member qualified to accomplish the mission and the goals of the College. When determining acceptable qualifications of a faculty member, the College will give primary consideration to the highest earned degree in the discipline as per the written guidelines. ASCC will also consider competence, effectiveness, and capacity, including, as appropriate undergraduate and graduate degrees, related work experiences in the field, professional licensure and certification, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching, and student learning outcomes. The College will hire full-time and adjunct faculty members that meet or exceed minimum qualifications as stated in the current edition of the Western Association Schools and Colleges Accreditation.*” [II.B.3](#)

Academic collegiate and pre-collegiate program instructors are preferred to have at least a Masters Degree in the content area or related field with at least 15 credits in the content discipline with evidence of teaching experience. Credentials from a U.S accredited institution are preferred. Applicants with credentials from a non-U.S. institution must provide documentation that ensures that the equivalent qualifications are recognized in the United States. ASCC vocational program instructors must meet the minimum qualifications, which include certification and recognized significant work experience.

The ASCC faculty performance evaluation and Job Duties and Responsibilities forms currently used for evaluation and hiring of a faculty emphasize characteristics of an effective teacher as illustrated in the aforementioned policy. Effective teaching is categorized as follow:

- Student-centeredness





- Professionalism
- Ethical
- Competence
- Effective classroom and behavior management
- Subject specialist
- Enthusiasm in teaching
- Teaching methodologies centered on student learning

All these contribute to the performance of students and student achievement.

In the hiring process, evaluators who include members of the faculty and the Human Resource office, assess whether the candidate's experience and qualifications will reflect and support the institution's mission and core values.

In the interview process candidates are given the opportunity to describe how they will facilitate techniques that enhance learning, and evaluate student performance per established standards of ASCC. <sup>II.B.7</sup>

ASCC Policy 4005.1 states that *"ASCC recruits and hires excellent faculty and staff on the basis of job-related selection criteria, demonstrated ability, experience, and training. Equal employment opportunity laws and guidelines and maintaining a diverse workforce will guide all searches. Every effort will be made to ensure that recruitment and selection is conducted from diverse pools of qualified internal and external candidates consistent with College policy concerning non-discrimination, equal employment opportunity and affirmative action."* <sup>II.B.23</sup>

ASCC values scholarship as demonstrated by the institutional Core Values. <sup>I.D.1</sup>

- 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.
- Teamwork/Collaboration: ASCC promotes a sound environment for network opportunities through effective communication, partnerships, and growth.
- Respect for Tradition and Culture: ASCC embraced 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.

Faculty job descriptions and expectations include development and review of curriculum as well as assessment of learning. Department chairs serve as members of the Curriculum Committee and all faculty are expected to be active participants in assessment practices.

### **Self- Evaluation:**

When faculty serve as application screeners and subsequent interviewers of candidates, they bring with them a prior knowledge of program curriculum, core competencies, expected student learning outcomes, necessary related experience and pedagogical approach. This prior



knowledge enables the screening and interviewing faculty to evaluate a candidate's professional alignment to the values and practices that serve the College's mission. During a successful candidate's first year of employment, he or she is in a probationary period during which a review of course content and teaching methods by the department chairpersons may take place at any time. ASCC has a standard system of assessment for instructional competencies and expected student learning outcomes, which the newly hired instructor must become familiar with and follow. If the newly hired instructor is found to have misrepresented him/herself with regards to knowledge of the subject matter, employment is subject to immediate disciplinary actions. <sup>II.B.24</sup>

To ensure that all instructors stay informed of recent development in their area of expertise, they are reviewed on a yearly basis by their department chairpersons utilizing the faculty performance evaluation. Qualifications, experience, and individual professional goals are evaluated annually to determine continuing suitability in supporting the mission of the institution.

### **Planning Agenda**

HR, in consultation with divisions, will develop a set of core questions to become a standard part of each interview.

### **2014 new**

#### ***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. (Original III.A.1 & 2)***

*III.A.1. The institution employs qualified personnel to support learning programs and services wherever offered and by whatever means delivered, and to improve the institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human Resource planning is integrated with institutional planning.*

- *III.A.2. The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

### **Descriptive Summary:**

ASCC employs qualified career service and contractual staff and administrators who provide academic programs and supporting services. <sup>I.D.14</sup>



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.<sup>I.D.14</sup> Appointments and promotions at ASCC are made solely on the basis of merit and fitness and when practical be ascertained by competitive examinations.<sup>II.B.20, II.B.21</sup>

Staffing levels for faculty, administration and support staff are determined based on data from Divisional Assessment and the Institutional Program Review. Assessment results help determine the institution's priorities for appropriate staffing. Determined by assessment results and development of the Institutional Strategic Plan, 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 2012-2014.<sup>I.D.14</sup>

### **Self Evaluation**

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.

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.

### **2014 new**

***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. (Original III.A.1.a)***

- *III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Descriptive Summary:**

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 and certifying documents, including official transcripts and reference letters. Credentials from a U.S. accredited institution are preferred. Applicants with credentials



from a non-U.S. institution must provide documentation that ensures that the equivalent qualifications are recognized in the United States.

#### **Self Evaluation:**

ASCC accepts validation from several organizations that evaluate foreign degrees for their legitimacy in the US. ASCC refers applicants to the evaluation services of Educational Credential Evaluators Incorporated in Wisconsin if they have not yet fulfilled this requirement.

#### **2014 new**

***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. (Original III.A.1.b)***

- *III.A.1.b. 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 & 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.*

#### **Descriptive Summary:**

ASCC has a clearly defined evaluation process that encourages and empowers the faculty and staff by ensuring that their satisfactory performance is recognized, that they are held accountable, and that they contribute to the overall effectiveness of the institution. This reflects how institutional appreciation is demonstrated in addition to salary increment increases. <sup>II.B.30</sup>

Faculty evaluation takes place on an annual basis and provides each instructor with feedback, critique and suggestions for improvement. <sup>XIV.H</sup>

For both faculty and staff, salary increments are awarded for satisfactory performance, as reflected in the faculty or staff members' annual evaluation. In cases where a faculty or staff member's performance is repeatedly below standard, increments may be denied and in extreme cases employment may be terminated.

The Human Resources Office provides accurate information on performance management through its collection and analysis of faculty and staff performance evaluation data. The faculty and staff evaluation process is overseen by the Human Resource Department and administered on divisional/departmental basis.



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.

The appropriateness of institutional responsibilities is guided by institutional needs. These needs are determined as a result of Divisional Assessment and Institutional Program Review. A recent example was the establishment of the Data Committee whose function was to centralize and standardize institutional data. Participants in the Data Committee include personnel from Institutional Effectiveness, Student Services, Academic Affairs, Admission, Registrar and Financial Aid, Human Resources, Finance, Management Information System and the ASCC Research Foundation.

Similarly, other committees appointed by the President for a specific tasks include the Planning Committees, IPEC Committee, President's Advisory Council and others. These committees bring together personnel from critical areas of the institution to share knowledge and collectively make decisions. Effectiveness is judged according to the productivity of the given committee. As part of the staff evaluation process, the staff member and his/her supervisor formulate an action plan to address any areas of concern regarding the employee's performance.<sup>XIV.G</sup> This action plan is designed to foster progressive improvement in job performance. The employee is given a plan to address areas of concern in progressive stages.<sup>XIV.G</sup>

### **Self Evaluation:**

ASCC has recently adopted an evaluation process that integrates all programs and services beginning at the program level and proceeding to the departmental, divisional, and institutional levels.<sup>VIA.3, VI.B.1</sup> 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 Management Report, which is distributed to the President and Vice Presidents.<sup>VII.J – View on campus</sup> This report needs to be institutionalized and disseminated throughout the institution to support continuous quality improvements.

Performance evaluation is performed on all employees at least once a year. Two instruments, faculty performance evaluation and staff performance evaluation, specify criteria, based on unit core work, employee job description and strategic initiatives.<sup>XIV.H, II.B.31</sup> The faculty performance evaluation instrument consists of four components that are aligned to the division's stated outcomes, including:<sup>XIV.G, XIV.H</sup>

- 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:



- Productivity
- Interactive skills
- Additional responsibilities

The staff performance evaluation instrument needs to be revised to clearly indicate participation in additional activities that fulfill the institution's mission, such as committee membership. The faculty evaluation, as approved by the BHE in 2003, follows a different method from the staff evaluation. Currently faculty job descriptions reflect SLOs, which are assessed each semester as a part of syllabi review. The Faculty Performance Evaluation instrument needs to be revised to include SLO assessment, extracurricular, and other faculty participation in institutional committees.

#### **Planning Agenda:**

Performance evaluation instruments will be reviewed and revised to emphasize SLOs and participation in additional activities to assure the effectiveness of its human resources. The college will establish a policy reflecting this emphasis.

#### **2014 new**

***III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for students learning includes, as a component of that evaluation, consideration of how these employees use the results of assessment of learning outcomes to improve teaching and learning. (Original III.A.1.c)***

- *III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

#### **Descriptive Summary:**

Faculty are responsible for identifying, delivering, and assessing student learning outcomes at the course and program level. Outcomes are substantiated through ongoing dialogue based on the mission of the academic program, articulation, and internal and external assessment based on student needs. Evaluating faculty preparedness, alignment and performance involves a review of syllabi by the respective academic chairpersons and Deans, assuring that course content meets the determined criteria for effectively achieving the stated Student Learning Outcomes (SLO). Others directly involved in student progress, including tutors and counselors, follow a clearly defined method of assisting students to achieve the SLOs.<sup>IV.B</sup>

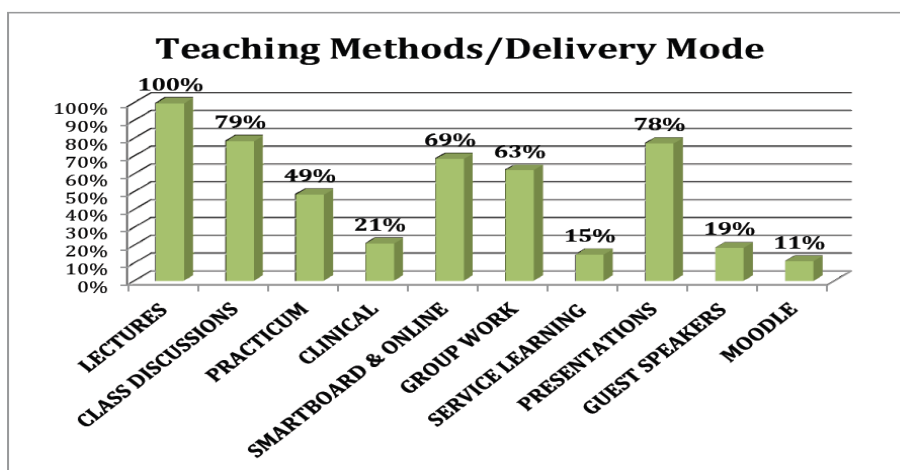
The Chairperson is also responsible for the ongoing performance evaluation of the faculty member.

#### **Self Evaluation**



For the past several years, ASCC has taken a number of steps towards formalizing in-depth discussion and analysis to effectively determine Student Learning Outcomes (SLO). This discussion begins with regular department meetings, where course competencies and measurable student learning outcomes for all courses are identified. These discussions continue in Curriculum Committee meetings and in general faculty assemblies.

The Curriculum Committee and Assessment Planning Committee review new course proposals and evaluate the alignment SLOs of existing courses to the mission of the College. Learning is measured through diverse, effective instructional processes including the following:



Ongoing discussions on how to improve learning are institution wide. Discussions are generally initiated by faculty, academic chairpersons and program Deans/Directors at the department and program levels. Faculty chairpersons also participate in the Curriculum Committee. The Curriculum Committee contributes to the biennial review, which includes the assessment of courses, outcomes, degree and certificate requirements, and the institution's mission statement. Teaching and learning continue to be strengthened through ongoing institutional dialogue. <sup>II.B.2</sup>

Significant changes in teaching have resulted from the formalizing of SLO centered instruction. Instructional divisions have instituted SLO based approaches identified to suit the needs of students.

There is a steady increase in the use of technology as an instructional tool. This includes an increased accessibility of computer labs with the accompanying increase in internet resources. Favorable results were collected from a technology survey administered to faculty, which reflects how more instructors are opting to use technology as another mode of instruction delivery. <sup>VI.G</sup>

ASCC students in various programs, including Nursing, Education, Marine Science, Business, and Trades and Technology, engage in practica where exposure to real life experiences in actual work places enhance what is learned in the classroom. For example, as a service learning option,



Business students offer free tax preparation assistance at the Tax Office in Utulei, while Nursing students provide outreach and services at LBJ Hospital. <sup>XIV.A, XIV.B, XIV.C</sup>

As a response to the concerns and needs of the development English and Math instructional divisions, the College Accelerated Preparatory Program (CAPP) was developed to better serve the students population who require a stronger foundation in these subjects before entering College level courses.

The institution evaluates effectiveness in producing SLOs through its assessment instruments and ongoing assessment cycles at all levels beginning with the mission of the College. These include the assessment of 1) General Education Outcomes (GEO), Program Learning Outcomes (PLO), Course Learning Outcomes (CLO); 2) Assessing Divisional Learning Outcome (DLO); 3) Assessing Institutional Learning Outcomes and Core Values (ILO); 4) Alignment with Mission Statement. <sup>IV.B.1</sup>

The outcomes of the institution's program have resulted in students graduating with degrees in various programs, transferring to four-year institutions, finding employment in the local government or private sector, or joining the military.

On an institutional level, the results of the analysis of assessment inform department/divisions, the administration and its planning committees as part of their planning processes. The institution has completed its 2015-2020 Institutional Strategic Plan with priority areas of Academic Excellence, Staffing, Technology, Physical Facilities and Maintenance and Total Cost of Ownership. Academic Excellence is the core for improving student learning outcomes. <sup>IV.A, IV.B</sup>

#### **Planning Agenda:**

Evaluation instruments will be reviewed and revised to emphasize SLOs and assure continuous improvement. The college will establish an institutional SOP to assure the utilization of evaluation results to improve teaching and learning.

#### **2014 new**

***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. (Original III.A.2)***

- *III.A.2. The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

#### **Descriptive Summary:**





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 enrolment increases and specialized areas. Assessment results help determine the division's priorities for long term and short term staffing. [VII.H.1](#), [VII.H.2](#) A full list of ASCC personnel and their credentials can be found within the ASCC General Catalog 2012-2014. [I.D.14](#)

**Self Evaluation:**

ASCC has sufficient faculty to meet its mission. Faculty is organized in an effective manner to provide quality academic and administrative services to our students. 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.

**Planning Agenda:**

None

**2014 new**

***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. (New)***

**Descriptive Summary**

ASCC has provided orientation workshops for adjunct faculty beginning in the Fall semester of 2011. [XV.I](#), [II.B.30](#)

**Self Evaluation:**

ASCC continues to provide adjunct faculty and full time faculty with internal professional development in the areas of Student Learning Outcomes, Course Planning and Syllabi requirements, Assessment, and Policies pertaining to all faculty with access on the ASCC website. [XV.J](#)

ASCC recognizes the need for an institutional effort in providing oversight for adjunct faculty and part time employees in their scope of work. Dialogue has been initiated to identify the pool of adjunct faculty and part time employees who have already completed specific training in the areas of SLOs, Assessment and College Policies.

**Planning Agenda:**

ASCC will plan to solidify processes, institutional SOPs, and implement policies that impact adjunct faculty for accountability in SLO identification and implementation, assessment, and evaluation to assure current trends in policies, pedagogy, involvement, and access to institutional resources.

**2014 new**

***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. (Original III.A.2)***

***Descriptive Summary***

Number of support staff are determined based on data from Divisional Assessment and the Institutional Program Review. Assessment results help determine the institution's priorities for appropriate staffing. Determined by assessment results and development of the Institutional Strategic Plan, 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 2012-2014. [I.D.14](#)

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.

**Self-Evaluation:**

ASCC has sufficient staff to meet its mission. Staff is organized in an effective manner to provide quality academic and administrative services to our students. Institutional effectiveness is assessed through regular program review. In year one of the Institutional Strategic Plan priority areas of academic excellence, technology, physical facilities and staffing will be reviewed to ensure high quality education program and services. [IV.B](#)

**Planning Agenda:**

None

***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. (Original III.A.2)***

- *III.A.2. The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation*



*and experience to provide the administrative services necessary to support the institution's mission and purposes.*

**Descriptive Summary:**

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.

**Self -Evaluation:**

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. In year one of the Institutional Strategic Plan priority areas of academic excellence, technology, physical facilities and staffing will be reviewed to ensure effectiveness. [IV.B](#)

Qualifications, experience, and individual professional goals are evaluated annually to determine continuing suitability in supporting the mission of the institution.

**Planning Agenda:**

None

**2014 new**

***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. (Original III.A.3)***

- *III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*
- *III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

**Descriptive Summary:**

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.

The ASCC Governance Policy Manual clarifies that one of the key roles of the President is “developing, revising, recommending to the BHE, and implementing College policy” in



collaboration with the appropriate administrative authorities.<sup>II.B.35, II.B.36, II.B.37</sup> All policy changes must be approved by the Board of Higher Education (BHE).<sup>II.B.37</sup> Approved changes are publicized and implemented. These changes are reflected as updates on all documentation.

To facilitate equitable and consistent administration of all ASCC policies and procedures, the College formulates standard operating procedures in alignment with existing approved policies. These standard operating procedures are put into practice by the respective departments and divisions, under the supervision of each chairperson, Director, or Dean.

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, such as their Chairperson, Dean, and or Director.

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.

**Self Evaluation:**

All HR trainings, programs, practices and services are provided equitably to all employees.<sup>XIII.A.2</sup>

All ASCC policies and procedures pertaining to employment are clearly documented. Each employment procedure adheres to State and Federal guidelines designed to foster fairness to all employees. The ASCC governance structure allows access to every level of authority, provided the protocols are observed, which establishes clear lines of communication and delineation of accountability.

Every advertised job position at ASCC stresses that the College is an Equal Employment Opportunity institution and follows the applicable guidelines.<sup>II.B.23</sup>

**Planning Agenda:**

None

*2014 new*



***III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. (Original III.A.4)***

- *III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*
- *III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*
- *III.A.4.b. The institution regularly assesses its records in employment equity and diversity consistent with its mission.*
- *III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

**Descriptive Summary:**

ASCC's mission states its policy towards diversity by clarifying that it is "an open admissions" institution, which provides educational services to "all students including those that are educationally underserved, challenged, or non-traditional". 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.<sup>II.B.47</sup>

In the College's statement of Core Values, the second entry specifies that a "Respect for Diversity" is a major component of the institution's vision. The Core Values also emphasize "Collaboration and Teamwork", "Respect for Tradition and Culture" and "Lifelong Learning", all of which promote inclusivity and participation by a diverse population.

In all hiring and employment procedures, ASCC complies with federal equal employment opportunity and affirmative action guidelines, as well as local laws and regulations. The ASCC community reflects the diversity of American Samoa.

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:

*Employee Statistics 2014:*



### Diversity

1	Samoan	270
2	African	2
3	Hispanic	1
4	Fijian	1
5	Indian	2
6	Caucasian	20
7	Filipino	7
8	Chinese	1
<b>Total Employees</b>		<b>304</b>

### Hiring & Recruitment

1	Local Hires	8
2	Off-Island Hires	0

### Employment Status

1	Part-time	22
a)	Support Staff	2
b)	Adjunct Faculty - Spring 2014	8
c)	Student - Non Pell School to Work	12
2	Full-Time	282
a)	Faculty	66
b)	Support Staff	216
<b>Total Employees</b>		<b>304</b>

The Human Resource Office has provided training on discrimination and harassment, making it clear that ASCC will not tolerate mistreatment of employees or students on the basis of ethnicity, gender or disability. Records of disciplinary actions indicate that incidents of harassment on the basis of ethnicity, gender or disability are very few. ASCC has responded appropriately to grievances dealing with accessibility or other EEO issues.

Decisions on personnel support are data driven. The Institutional Program Review outline strategic focus, goals, objectives, and expected outcomes to be achieved by the divisions. Data from both Divisional Assessment and Institutional Program Review also inform the Institutional Strategic Plan, which in turn outlines priority areas in Academic Excellence, Staffing, Technology, Physical Facilities and Total Cost of Ownership. The priority areas define personnel need and what support is necessary to fulfill those needs.

Faculty and staff needs are discussed in the respective departments and the department chair or supervisor works with the administration to provide necessary support. [II.B.48, VII.H](#)

ASCC, an Equal Opportunity employer, formulates its programs and services in accordance with its policies on non-discrimination. All employees and students are welcome to participate in the institution's programs and services as applicable, and all employment opportunities are evaluated solely on the basis of merit. ASCC will not tolerate mistreatment of employees or students on the basis of color, ethnicity, age, gender or disability. [II.B.49](#)

Programs and services are developed in response to needs that are identified through Divisional Assessment and Institutional Program Review. Information is disseminated through orientation and divisional meetings and is available on the College website. Emerging needs are addressed as they arise through established protocol. [XV.C](#)

All ASCC programs and services provide the necessary support for personnel. HRO 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.

ASCC makes professional development opportunities a strategic priority.<sup>IV.B</sup> 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.<sup>IV.B</sup>

Divisional Assessments provide information on the effectiveness of these programs and guidance for improvements.<sup>VI.B.1</sup>

MIS, PFM, and Finance assure that personnel have the resources necessary to perform their duties.

Within the institution, all programs, practices and services, are reviewed through the program review biennially. On a department/division level, accomplishments and challenges are reviewed and reported bi-weekly in a regular institution wide report. Other reports include a review of programs, practices and services through the quarterly report and the annual report.

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.<sup>X.Q</sup>

The HR Director serves as the EEO Coordinator, responsible for collecting data for inclusion in IPEDS, as well as ASCC Quarterly and Annual Reports. The HR Director assesses the data on behalf of the institution to ensure compliance with EEO policies and Affirmative Action federal regulations.

#### **Self -Evaluation:**

ASCC subscribes 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.”*<sup>II.B.50</sup>

ASCC has core values that foster a working and learning environment in which all people can interact and respect each other’s differences and values.

The Core Values that guide the institution are:

- 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.



- Teamwork/Collaboration: ASCC promotes a sound environment for network opportunities through effective communication, partnerships, and growth.
- Respect for Tradition and Culture: ASCC embraced 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.

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.*”<sup>II.B.32</sup>

ASCC has a statement on People Treatment which 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 employees or student*”. The College cannot “*prevent students and staff from using established grievance procedures.*”<sup>II.B.50</sup>

**Planning Agenda:**

None

**2014 new**

**III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (Original III.A.1.d)**

➤ *III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.*

**Descriptive Summary:**

“*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.*”<sup>II.B.32</sup> 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.<sup>I.D.1</sup>

The written code for professional ethics at ASCC is clearly outlined in the Governance Policy Manual<sup>II.B.32</sup> 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.<sup>II.B.34</sup>

**Self- Evaluation:**

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.

**Planning Agenda:**

None

*2014 new*

***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 evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (Original III.A.5)***

- *III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*
- *III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.*
- *III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**Descriptive Summary:**

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. 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. <sup>VI.A.3, VI.B.1</sup>

#### **Self Evaluation:**

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. <sup>XV.E</sup>



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 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. <sup>VII.D.3.a</sup>

### **2014 new**

***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. (Original III.A.3)***

➤ *III.A.3.b. 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.*

### **Descriptive Summary**

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. <sup>II.B.38, II.B.39</sup> 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.

### **Self Evaluation**

ASCC employees may gain access to their official personnel records by contacting the Human Resources Office and arranging an appointment to view them. <sup>II.B.40, II.B.41, II.B.42, II.B.38, II.B.43, II.B.44, II.B.45, II.B.46</sup> These records may not be removed from HR Office, but will be copied for the employee upon written request.

### **Planning Agenda**

None.

### **Evidence:**

1. I.D.1- ASCC Catalog 2014-2016: ASCC Core Values (p. iii)
2. I.D.14- ASCC Catalog 2014-2016: Administration, Faculty, and Staff (pgs. 119-132)
3. II.B.2- Governance Manual: Policy 5118: Faculty Committees (p. 90)
4. II.B.3- Governance Manual: Policy 4006: Academic and Professional Credentials for Faculty (pgs. 35-36)



5. II.B.4: Governance Manual: Policy 4006.1: Degree Requirements (p.35)
6. II.B.5- Governance Manual: Policy 5000: Degree Requirements (p. 35)
7. II.B.6- Governance Manual: Policy 5001: Academic Integrity (p. 85)
8. II.B.7- Governance Manual: Policy 5103: Faculty Competencies for Instructional Effectiveness (p. 87)
9. II.B.20- Governance Manual: Policy 4003: Employment Standards (p. 29)
10. II.B.21- Governance Manual: Policy 4008: Faculty Appointment (p. 37)
11. II.B.22- Governance Manual: Policy 4003.1: General Requirements of Recruitment and Replacement (p. 30)
12. II.B.23- Governance Manual: Policy 4005.1: Employee Recruitment and Hiring (pgs. 32-33)
13. II.B.24- Governance Manual: Policy 5114: Removal of Faculty from Teaching (p. 89)
14. II.B.25- Governance Manual: Policy 4006.2: Documentation of Education for Placement (p. 35)
15. II.B.26- Governance Manual: Policy 4006.3: Professional License and Certification (p. 35)
16. II.B.27- Governance Manual: Policy 4006.4: Verification of Academic Credentials (p. 35)
17. II.B.28- Governance Manual: Policy 4005: Job Posting (p. 32)
18. II.B.30- Governance Manual: Policy 4300: Employee Performance Evaluation (p. 58)
19. II.B.31- Governance Manual: Policy 4300.1: Evaluation Reporting Requirements (p. 59)
20. II.B.32- Governance Manual: Policy 4203: Employee Code of Conduct (pgs. 49-50)
21. II.B.33- Governance Manual: Policy 4212: Appeal and Grievances (pgs. 56-57)
22. II.B.34- Governance Manual: Policy 4203.1: Prohibited Conduct \_ Infractions (p. 50)
23. II.B.35 - Governance Manual: Policy 3000: Delegation to the President (p. 14)
24. II.B.36 - Governance Manual: Policy 3003: Developing, Recommending, and Implementing Approved College Policy (pgs. 16-17)
25. II.B.37- Governance Manual: Policy 2005: Establishment of Board and College Policies (p. 7)
26. II.B.38- Governance Manual: Policy 4205.5: Access to Employee Master File (p. 52)
27. II.B.39- Governance Manual: Policy 4205: Employee Privacy Rule (pgs. 50-51)
28. II.B.40- Governance Manual: Policy 4205.1: Collecting and Retaining Personal Information (p. 51)
29. II.B.41 - Governance Manual: Policy 4205.2: Personal File (p. 51)
30. II.B.42- Governance Manual: Policy 4205.3: Information not Retained in Employee File (pgs. 51-52)
31. II.B.43 - Governance Manual: Policy 4205.4: Review of Records (p. 52)
32. II.B.44- Governance Manual: Policy 4205.6: Notification of Changes (p. 52)
33. II.B.45- Governance Manual: Policy 4205.7: Disclosure of Employee Information (pgs. 52-53)
34. II.B.46- Governance Manual: Policy 4205.8: File Retention (p. 53)
35. II.B.47- Governance Manual: Policy 4208: Equal Employment Opportunities and Affirmative Action (pgs. 53-54)
36. II.B.48- Governance Manual: Policy 3022: Communication Protocol (p. 24)
37. II.B.49- Governance Manual: Policy 4000: General Administration (p. 28)



38. II.B.50- Governance Manual: Policy 3005: People Treatment (pgs. 17-18)
39. II.G- ASCC Organizational Chart 2013
40. IV.A-ASCC Strategic Plan 2009-2014
41. IV.B- ASCC Strategic Plan 2015-2020
42. IV.B.1- ASCC Strategic Plan 2015-2020: Outcome Planning and Assessment Charts
43. VI.A.3- ASCC Surveys: Institutional Program Review Surveys: IPS 2014
44. VI.B.1 ASCC Surveys: Divisional Assessment Surveys: DAS 2014
45. VI.G ASCC Surveys: Faculty Technology Survey
46. VII.D.3.a- ASCC Institutional/Divisional Analysis and Reports: Assessment Reports: Assessment Report 2013: GEO Assessment Progress (pgs. 6-17)
47. VII.H- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis
48. XIV.A- Program Syllabi, Rubrics, and Forms: Business Syllabus
49. XIV.B- Program Syllabi, Rubrics, and Forms: Samoan Studies Syllabus
50. XIV.C- Program Syllabi, Rubrics, and Forms: Fine Arts Syllabus
51. XIV.E- Program Syllabi, Rubrics, and Forms: Personnel Action Form
52. XIV.F- Program Syllabi, Rubrics, and Forms: Personnel Review Form
53. XIV.G- Program Syllabi, Rubrics, and Forms: Staff Evaluation Form
54. XIV.H- Program Syllabi, Rubrics, and Forms: Faculty Performance Form
55. XV.C- ASCC Internal and External Presentations: Faculty Orientation Presentations
56. XV.E- ASCC Internal and External Presentations: Strategic Outcome Alignment and Budget Planning Presentation
57. XV.I SLO Orientation for Adjunct Presentation 2011
58. XV.J Assessment 101: Orientation for Adjunct Faculty Fall 2014



### **IIIB. Physical Resources Committee**

Chair: Dr. Rosevonne Pato, *Vice President of Administrative Services*  
Co-Chairs: Loligi Seumanutafa, *Director of Physical Facilities Management*  
Jessie Su'esu'e, *Procurement Officer*

Members: Solomona Simanu, *Supervisor of Custodial Services*  
Lokeni Lokeni, *Special Projects Manager*  
Grace Tulafono, *Chief Information Officer*  
Mikaele Aunoa, *Network / Multimedia Specialist*  
Estelle Levu, *Administrative Assistant to the Vice President of Administrative Services*  
Virginia Ma'ilo-Filiga, *Institutional Researcher/Publication Officer*  
Fa'amasani Tuitasi, *Security Guard*  
Allen Hisatake, *Property Management Technician*  
Toma Solia, *Welder/Maintenance Supervisor*  
Ursula Te'o Martin, *Exercise Physiologist*  
Sione Ah Sam, *Data Entry Clerk I*  
Tolomoa Alalamua, *Acting Station Manager (CNR)*  
Hansolo Lopesi, *Procurement Buyer*

Saili Toetu, *Security Guard*  
Mapusaga Luaao, *Front Desk Receptionist*

### **III.B. Physical Resources**

*2014 new*

***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. (Original III.B.1.b)***

- *III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*
- *III.B.1.b. Assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

#### **Descriptive Summary:**

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 23 buildings total to



provide services in support of student learning. Included in these structures are 40 classrooms and labs plus six dedicated computer labs, counting those located in the gymnasium but not those housed in the Community and Natural Resources building. Some of the recent improvements to facilities include the renovation of all classrooms and labs, the conversion of faculty housing to classrooms and offices, the installation of technological equipment in specified classrooms and conference rooms, the air conditioning of all classrooms, the expansion of service division offices (MIS, IE, ARFAO) and the construction of the ASCC Wellness Center. <sup>VII.L.1</sup> Under current construction is the Multi Purpose Center, which will house the Student Services division and a multi-purpose auditorium.

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.

#### **Self-Evaluation:**

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 building construction or 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

ASCC follows internal processes to ensure the safety of facilities. These include:

- Security personnel conduct daily routine safety checks of the campus during and after school hours. <sup>VII.M</sup>
- Physical Facilities Management (PFM) personnel conduct safety checks of facilities and campus grounds in their areas.
- Upon request for repairs, safety inspections and assessment of facilities are conducted before work is carried out. <sup>VIII.I.1</sup>



- Staff and Faculty report safety concerns within their departments and surrounding areas through the use of Job Order forms, which are submitted to PFM. <sup>XIV.J</sup>
- For Physical Facilities Requests by community members/organizations, ASCC provides Security and Custodial personnel to ensure the safety of campus facilities while in use.
- Review of evacuation plans and carrying out of safety drills. <sup>XV.G</sup>
- Spot checks are done by AS-EPA for labs and hazardous materials storage and AS-DOH for Cafeteria.

The institution determines the sufficiency of classrooms, lecture halls, laboratories, and other facilities through several processes. Each semester Academic Affairs, in collaboration with TTD and TED, schedules courses and labs for all course offerings. A Facility Request Form (requiring approval by the Vice President of Administrative Services 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. <sup>X.J.1</sup>

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 Customer Service Survey allows staff and faculty their voice in facility adequacy and service satisfaction. The Divisional Assessment and Institutional Program Review provide data on facility adequacy and service effectiveness.

All institutional facility priorities are identified through these mechanisms and allow the institution to address facility needs through planned activities reported in Bi-weekly reports, Quarterly reports, and Annual reports.

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. Security is also monitored 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:

- Identification of an appropriated budget to address facility needs. (FY2015 budget and in the Total Cost of Ownership Plan)
- Identification of the need to re-train and to update all ASCC employees on the process of obtaining materials and services needed for facility improvement. <sup>VIII.G.1</sup>
- Justification for new technology software or upgrades to improve facility management and tracking of orders.
- Identification of accessibility limitations and concerns raised by students resulted in renovation of the access ramp and planned annual assessment and awareness training of campus and facility accessibility.
- Appropriated FY2015 budget for Compliance Safety Officer position.

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

The institution is working towards continual improvement of accessibility to all campus facilities through Compliance with 2012 ADA requirements. Evidence of the continual effort to ensure access is in assessments made on the accessibility to all classrooms and all facilities, the recent reconstruction of the ramp to the Upper Campus facilities, and the repair of the entrance areas of the College. <sup>VII.C.4</sup> The FY 2015 Budget includes the allocation for a new full-time Compliance Safety Officer who is responsible for ensuring facilities meet standards as specified in the codes and requirements for ADA, OSHA, and IBC.



The institution does not have off-campus sites for instruction. ASCC maintains sufficient control over the ASCC-CNR sites in Manu'a by conducting regular visits to the sites to assess their condition. As needed, CNR and PFM staff travel to sites for necessary maintenance.

**Planning Agenda:**

- Review and update the Security Operations Manual
- Posting of updated Safety and Evacuation plans on campus
- Improve coordination of incident reporting across campus
- Hire Compliance Safety Officer
- Conduct annual assessment of all facilities [IV.B.2](#)

***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 achieve its mission. (Original III.B.1.a)***

*III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

**Descriptive Summary:**

The following information is used to determine the needs of programs and services and in planning the proper utilization of facilities:

- Enrollment data
- Student Completion 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, and Finance. 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. Finance division procedures are followed for all purchasing and replacement of equipment. Each division responsible for equipment is provided with the following:



- Updated Technology Replacement plan includes all physical equipment replacement and maintenance (TCO)
- Annual fixed assets report
- Institutional Program Review and Divisional Assessments provide data on the need for equipment and maintenance

### **Self-Evaluation:**

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 programs and services and their satisfaction with facilities and equipment.

The effective use of physical resources is determined through a variety of means. These include the tracking of daily usage of Library resources and computer labs, the occupancy per square footage assessment, the Classroom Usage Schedule, and the Physical Facility Request Forms. [VII.C.2](#), [VII.C.3](#), [X.J.2](#)

Divisions responsible for physical resources (facilities and equipment) include the Physical Facilities and Maintenance Division (PFM), Finance, 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.

### **Planning Agenda:**

Conduct annual assessment of all facilities [IV.B.2](#)

### **2014 new**

***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. (Original III.B.2)***

- *III.B.2. 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.*

### **Descriptive Summary:**

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, Academic Affairs, Library, MIS, and PFM SOPs.

#### **Self Evaluation:**

The institution uses the results of evaluation to improve facilities or equipment as evidenced in the revision of SOPs for the PFM, MIS, and Finance (Procurement) divisions. The College has used Institutional Program Review and Divisional Assessment data to identify priority needs for facilities and equipment. <sup>IV.B.2, XIV.A, XIV.B</sup> These priorities determined the specific areas in need 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 this task to the TCO Committee, which has been renamed the Resource Management Committee to monitor the progress of the TCO plan in the improvement of facilities and equipment.

#### **Planning Agenda:**

None

### ***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. (Original III.B.2.a)***

- *III.B.2.a . Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

#### **Descriptive Summary:**

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 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 January 2015. <sup>II.I(view on campus)</sup>

**Self Evaluation:**

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)
- Multi-Purpose Center (in progress)
- Renovation of all classrooms and classroom buildings (completed)

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.

**Planning Agenda:**

The Resource Management Committee will formalize institutional SOPs for TCO. [IV.B.2](#)

**Evidence:**

1. II.I- ASCC Policy, Manuals and Handbooks: Board of Higher Education Manual 1998
2. IV.B.2- ASCC Strategic Plan: ASCC Strategic Plan 2015-2020: TCO Plan
3. VII.C.2- ASCC Institutional, Divisional Analysis and Report: Bi-Weekly Reports: Learning Resource Center- July 4, 2014
4. VII.C.3- ASCC Institutional, Divisional Analysis and Report: Bi-Weekly Reports: MIS- July 4, 2-14



5. VII.C.4- ASCC Institutional, Divisional Analysis and Report: Bi-Weekly Reports: VP of Administrative Services- July 4, 2014
6. VII.L.1- ASCC Institutional, Divisional Analysis and Report: Finance Reports: Summary ARRA Report
7. VII.M- ASCC Institutional, Divisional Analysis and Report: Security Daily Report
8. VIII.G.1- ASCC Divisional Standard Operating Procedures: Finance SOP: Purchase Requisition (PR) SOP
9. VIII.I.1- ASCC Divisional Standard Operating Procedures: Physical Facilities Maintenance SOP: Job Order Flow Chart (p.)
10. X.J.1- ASCC Committees, Memos and Documentations: Physical Facilities and Maintenance Data: Classroom Occupancy Matrix (p.4)
11. X.J.2- ASCC Committees, Memos and Documentations: Physical Facilities and Maintenance Data: Square Footage of Physical Facilities (p. 1)
12. XIV.A- Program Syllabi, Rubrics and Forms: Business Syllabus
13. XIV.B- Program Syllabi, Rubrics and Forms: Samoan Studies Syllabus
14. XIV.J- Program Syllabi, Rubrics and Forms: Job Order Form
15. XV.G- Program Syllabi, Rubrics and Forms: Staff Evaluation Form



### **IIIC. Technology Resources Committee**

Chair: Grace Tulafono, *Chief Information Officer*  
Co-Chair: Evelyn Fruean, *Associate Dean of Academic Affairs*

Members: Mikaele Aunoa, *Network/Multimedia Specialist*  
Michael Leau, *Dean of Trades & Technology Division*  
Emey Silafau, *Chief Financial Officer*  
Sereima Asifoa, *Director of Human Resources*  
Sifagatogo Tuitasi, *Director of Admissions, Records, & Financial Aid Office*  
Ernie Seiuli, *ICT Instructor*  
Silualelei Saofaigaalii, *Human Resource Manager*  
Tanya Lesa, *Data Entry Clerk II*  
Lytania Ahoia, *Administrative Technician Officer*  
Daniel Helsham, *MIS Technician III (CNR)*  
Katrina Garcia, *English Tutor (Student Services)*  
Fuatapu Alaimalo, *Helpdesk Supervisor*  
Marie Filiaga, *System Administrator*  
Reupena Lesa, *Library Associate-Reference Desk*  
Shirley Dela Rosa, *ASBEP-TED Faculty*  
Pisia Atonio, *Shipping & Receiving Technician*



### 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. (Original III.C.1 & III.C.1.a+)***

- *III.C.1. ASCC assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.*
- *III.C.1a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.*
- *III.C.1b. The institution provides quality training in the effective application of its information technology to students and personnel.*

#### **Descriptive Summary:**

ASCC ensures that its various types of technology needs are identified through 1) Institutional Program Review and Divisional Assessment, 2) Request Protocol with the supervisors, Deans and Directors for employees to communicate their technology needs and requests to following proper protocol, and 3) the support of the Management Information Systems (MIS) Division.

**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. From the program review<sup>VIII.H</sup> and divisional assessment needs are identified that set priorities, and this is translated into goals and objectives in the ASCC Strategic Plan.<sup>IV.A</sup> Divisional outcomes are then based on the strategic plan, including those for technology.

**Request Protocol.** Each ASCC division follows protocol when reporting all 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 or Director prior to submission to MIS.

**MIS Division.** 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.<sup>VIII.H</sup>





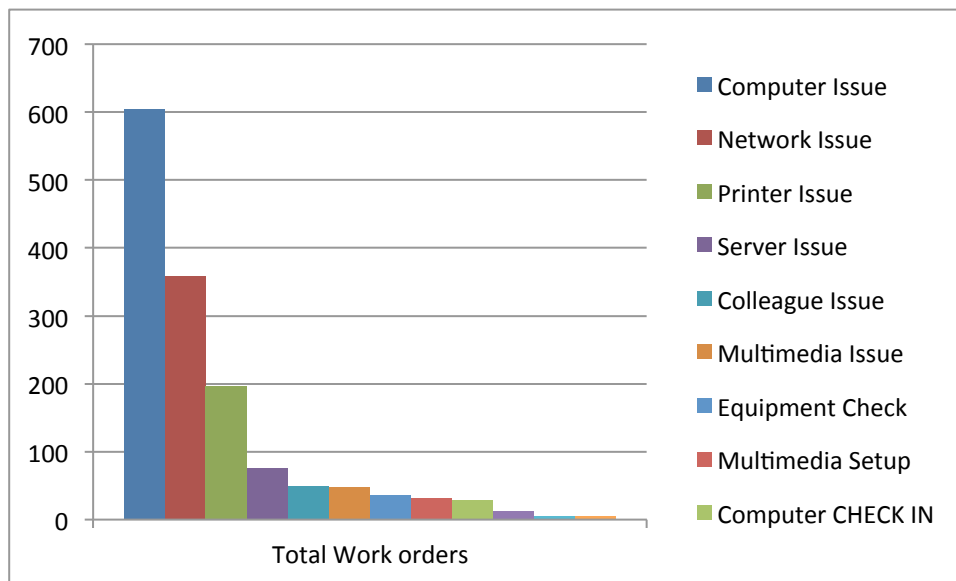
The MIS Division is organized into offices that provide support for different areas of technology for ASCC. These offices are 1) Office of CIO, 2) Network and Multimedia, 3) Helpdesk, 4) Systems Administration, 5) Web and Communications, 6) Website Administration, and 7) Computer Labs.<sup>II.G</sup> Each office provides technological 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.<sup>VIII.H</sup> Needs that arise within these offices or by any users supported by these offices are reported through MIS office biweekly reports to the CIO.

Work order requests for technology support are entered into a Helpdesk system currently in place called 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, and the Work Order Trends by Type is one report MIS uses for this purpose.<sup>VIII.H</sup> Diagram 1 shows an example of this report, summarizing the total number of work orders by the work order type from January to December 2013.

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 1 shows that in 2013, 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 trend, MIS has hired more technicians in the offices that support these three areas.

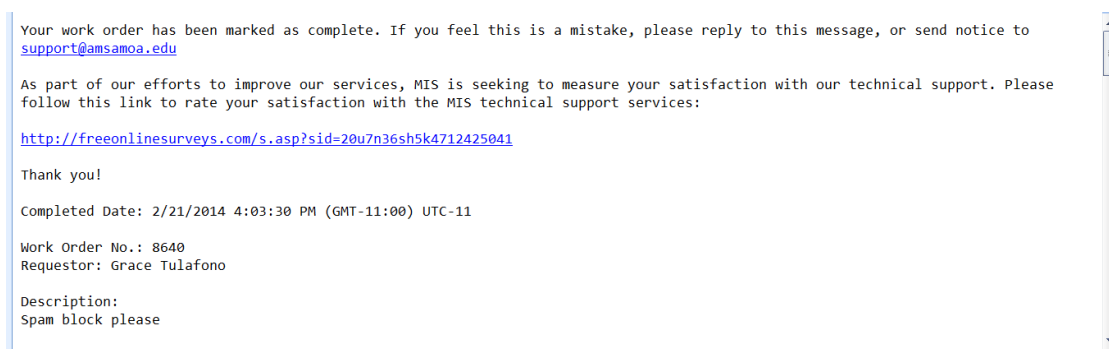
**Diagram 1.** January – December 2013 ASCC Work Order Trends by Type.





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. <sup>VIII.H</sup> Also included in this E-mail is a link to an online survey to measure user satisfaction. Diagram 2 shows a sample E-mail that is sent to the requestor when their work order has been completed. This survey provides a comment section for users that is also used by MIS to identify user needs with regards to technology support.

**Diagram 2.** MIS Work Order Completion Confirmation E-mail.



ASCC uses Institutional Program Review and Divisional Assessment to assess the effectiveness of its technology in meeting the needs of its employees. Surveys distributed for Institutional Program Review and Divisional Assessment include questions pertaining to whether technological needs are being met. <sup>VII.H.3, VII.II</sup>

MIS has recently launched an online survey that users can complete to show whether the work order was completed to their satisfaction. The link to this survey is provided in the work order completed confirmation email shown in Diagram 2. The results of this survey are reviewed each month during MIS staff meetings to evaluate how well MIS technology support is being provided. <sup>VIII.H, VI.D</sup>

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. <sup>X.K</sup>

1. TED Mac Lab A (10 desktops)
2. TED Mac Lab B (10 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 (14 desktops)
6. Annex Computer Lab (6 Laptops)

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. <sup>VIII.H</sup>

**Active Directory / DHCP Services.** MIS houses Active Directory and DHCP Services to control user logins and computer connectivity. Each user 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 these, 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 Office as well as the Admissions and Records Office. These two divisions still need the data that is on this old system. MIS still houses this software for the Finance and Admissions 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, online and manual registration, student and employee information, as well as reporting. There are currently seven servers in the MIS server room that support this software. The main users of the system for data entry are the Human Resources, Admissions Records and Financial Aid, and Finance divisions. Deans and Directors use it to manage their budgets, and students use it during online registration. The system was implemented in 2008, and MIS is currently working on a hardware upgrade.

The Colleague system offers capabilities for additional support through a service called WebAdvisor, which allows Deans / Directors to log in to check real-time updates on their divisional budgets.

**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](http://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 eight academic departments: Teacher Education, CAPP English, Fine Arts & Music, Health and Human Services, Language and Literature, Samoan Studies Institute, Social Science, and Trades and Technology. <sup>XII.A.5</sup>

**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, and the Data Committee.

In addition to the services hosted on server systems, 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 is managed and monitored by the Institutional Researcher of the Institutional Effectiveness Division. [VIII.A.7](#)

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 2009-2014 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. Finally, the site



features a comprehensive data Gallery to house all institutional documents. All self-study evidence is linked to the Gallery.

**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 students to access the student wireless network, they need to register their laptop with MIS, then use their student login to access the student 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 projects.

**E-mail Spam and Virus Filter.** MIS uses a spam and virus firewall called Barracuda to block any spam or virus from getting into the e-mail system.

**Firewall.** MIS uses 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 sufficient access to computers, printers and Smartboards. Copying services are available to faculty and staff on campus through the Reproduction Office that is under the supervision of the Vice President of Administrative Services. Faculty members also have access to projectors and laptops they may check out from the Academic Affairs Division. Trades and Technology faculty have the option to check out projector equipment from the Dean'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.

**Technological Services.** 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.<sup>VIII.H</sup> 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.<sup>VIII.H</sup>

Decisions pertaining to technology services 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 Administrative Services, who also supervises the Physical Facilities and Maintenance (PFM) division.<sup>II.G</sup> 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.<sup>VIII.H.1</sup> 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.

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 Conferencing (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.

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 **Network Connections.** ASCC has increased its bandwidth from one external connection 512Kbps, to three external connections: 1) Bluesky Fiber connection of 4Mbps, 2) Bluesky consideration because it is still very expensive locally. However, ASCC's bandwidth has greatly improved, allowing for better support of distance learning activities.



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. <sup>X.L.1</sup> On both sides, there exists computer and network technology to make this possible.

**Reliability.** MIS is tracking the information that may indicate the success or failure of MIS in relation to reliability through helpdesk software. In the past, MIS could not actively review this data because of lack of staff. Since then, MIS has increased staff, and this data is now being reviewed every two weeks. <sup>VIII.H</sup>

MIS has also created a user satisfaction survey to help assess how well MIS is providing support to the users. Some questions measure reliability. <sup>VI.D</sup>

ASCC was able to acquire 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. <sup>VIII.H.</sup>

**Disaster Recovery.** There are more than 20 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 is currently in the process of updating the ASCC disaster recovery plan. <sup>VIII.H.2</sup>

**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. <sup>VIII.H.2</sup>

**Security.** To prevent security breaches, MIS implements the password reset policy, uses a Firewall, Web Filter 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. <sup>VIII.H.2</sup>

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.

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.

Training is provided for student workers within each division as necessary. Students are provided training through assistance that is available in the computer labs from the Computer Lab Assistants. MIS provides guidance and support for students who connect to the wireless technology on campus.

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. <sup>X.L.2</sup>

ARRA funding supported Moodle online course training, which 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. <sup>X.L.2</sup>

For the Colleague system, the Finance division provides training for Deans and Directors 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 and Financial Aid, Finance (including Procurement), Human Resources, and Management Information Systems (MIS) <sup>X.L.2</sup> 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 and troubleshooting. 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 and 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.

Each division regularly reviews and evaluates training. Technological and training needs are assessed during the Institutional Program Review and Divisional Assessment.

### Self Evaluation

The results of the 2008 Institutional Program Review and Divisional Assessment <sup>VII.H.3, VIII</sup> identified campus technology needs. The IPECC used these results to form priorities for ASCC that became the basis for the 2009-2014 Strategic Plan. <sup>IV.A</sup> The objectives and outcomes of the MIS Division were aligned with the goals and objectives stated in the Technology Plan portion of the Strategic Plan. An infusion of ARRA funds in 2010-2011 facilitated the technology improvements of the institution.

Diagram 3 shows the progress made in completing the MIS Outcomes for fiscal year 2013. Data used to populate this graph was obtained from the 4<sup>th</sup> quarterly report submitted by MIS in FY2012-2013. According to this, outcomes ranged from 68% to 96% completed. MIS completed most of its outcome objectives in 2013 in efforts to effectively meet the needs of ASCC.

**Diagram 3.** MIS Outcome Completion for FY2012-2013

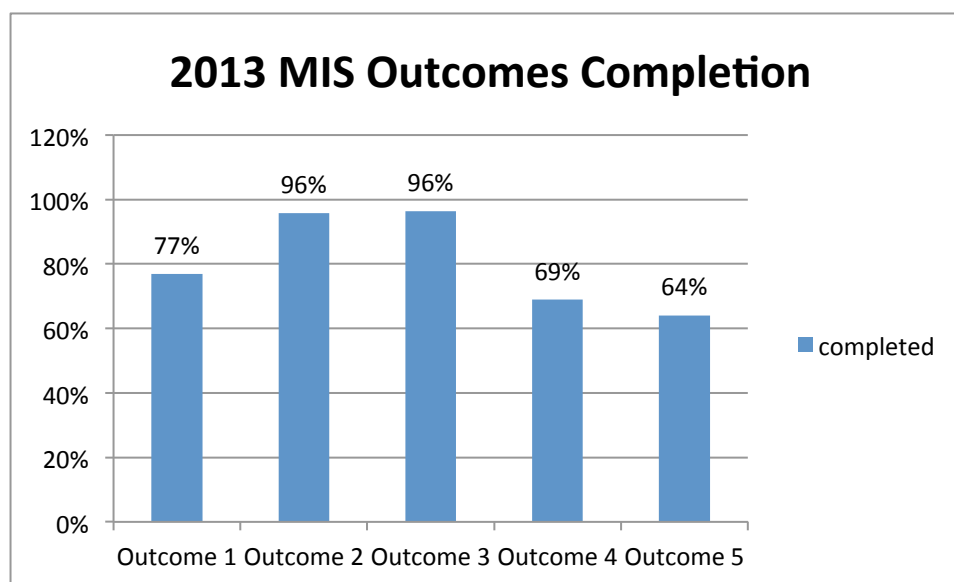
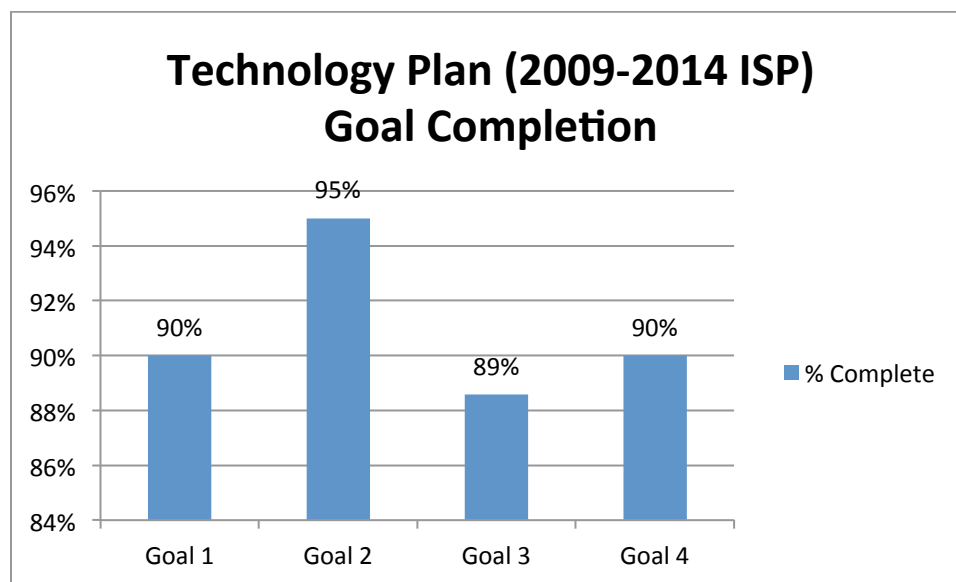




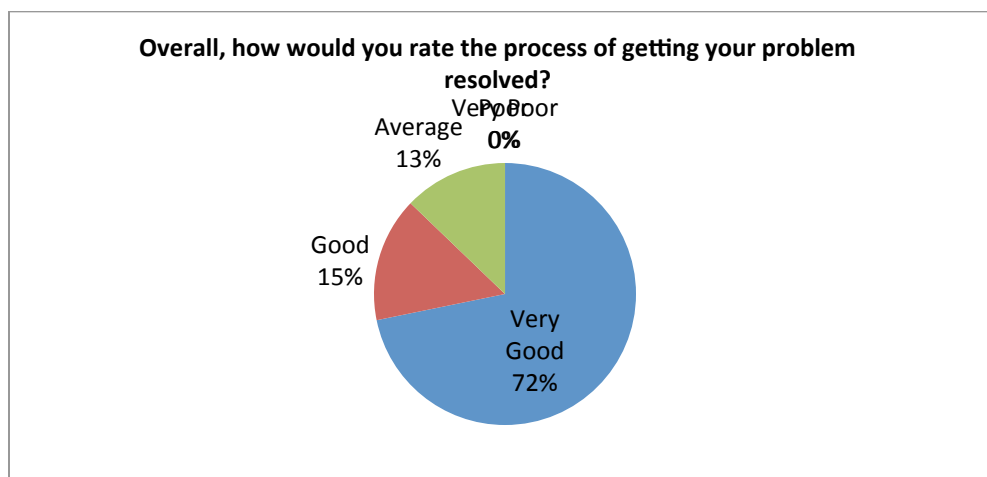
Diagram 4 shows the progress made towards completing the Technology Plan goals of the 2009-2014 Strategic Plan as of the end of 2013. According to this, the stated goals range from 89% to 95% completed. This shows that ASCC has nearly completed all of its technology goals stated in the 2009-2014 ISP and is effectively meeting the technology needs of ASCC.

**Diagram 4.** Technology Plan (ISP 2009-2014) Goal Completion.



The most recent MIS user satisfaction survey results<sup>VIC</sup> show that a majority of the respondents to the survey are satisfied with the services provided by MIS. Diagram 5 shows a pie chart summarizing the user ratings for the process used to get their technological problem resolved.

**Diagram 5.** Pie Chart for user feedback on overall process for resolving problem.



According to Diagram 5, 72% of the respondents reported the process for resolving the issue was Very Good, 15% reported it was Good and 13% reported that it was average. None of the



respondents reported that the process was Poor or Very Poor. Overall, the responses collected using this survey shows that users are satisfied with the technology support provided by MIS.

Data from the Student Satisfaction surveys is currently being collected and analyzed for the purpose of identifying whether student technology needs are being met.

ASCC ensures that various types of technology needs are identified, evaluates the effectiveness of its technology in meeting its range of needs, and it provides adequate technology and support as shown in the surveys to collect data on how well technological needs are being met on campus. ASCC is currently working on a more consistent process of gathering and analyzing this data from student surveys.

Divisions work collaboratively to make technology decisions. ASCC does not offer distance learning courses or programs, but does support distance learning technology. The provisions for reliability, disaster recovery, privacy, and security are sufficient for the current technology usage at ASCC.

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.<sup>II.G</sup> Training is offered upon request, and done within each individual office, supported by the MIS office.

### **Planning Agenda**

Create more consistent process for gathering technology data collected during surveys for students. [IV.B.8](#)

Create an IT training program including IT basics and Colleague basics for ASCC employees and students. [IV.B.2](#)

Improve the process for assessing and evaluating technology training. [IV.B.2](#)

### **2014 new**

***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. (Original III.C., III.C.1.d, III.C.2)***



- *III.C.1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*
- *III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

### **Descriptive Summary:**

The distribution of technology resources has not been an issue in the past because divisions purchase equipment with allocated budget funds. MIS does provide assistance to programs that have no funding for technological equipment. If there are technology resources that are donated to MIS by programs that are replacing their systems, or if MIS itself is replacing its systems, the old systems are installed in divisions where they can be of the most use. This is in accordance with the ASCC Replacement and Disposal Policy.

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 configured 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. All users must comply with the Acceptable Usage Policies or risk losing privileges.

Through ARRA funding, ASCC was able to purchase server equipment that allowed for the upgrade of all ASCC servers. 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.

Policies and procedures used by MIS in order to keep the technology infrastructure current and sustainable are Acceptable Usage Policy, Replacement and Disposal Policy, Hardware Minimum Specifications, and consideration for Total Cost of Ownership for technology equipment.

**Acceptable Usage Policy.** The ASCC Acceptable Usage Policy is made available on the ASCC website. 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 Human Resources. When the user signs this form, they agree to adhere to the rules governing ASCC technology usage provided in the Acceptable Usage Policy. [XII.A.6](#), [XIV.K](#)

**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 policy. [X.L.3](#)

**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. <sup>VIII.H.1</sup>

**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. In accordance with the technology portion of this plan, ASCC will create a comprehensive inventory of technology equipment on campus, a replacement and disposal policy for all technology, will plan for technical training for technical staff, will draft a comprehensive maintenance plan for all campus technology, and will continue to monitor and expand access to software, network and technology equipment. All of these activities will enable ASCC to better budget for the cost of technology on campus, and provide better maintenance and sustainability. <sup>IV.A</sup>

Currently ASCC does not offer distance education.

Technology planning for ASCC is based on the Institutional Strategic Plan. ASCC has completed the 2015-2020 Strategic Plan that provides updated goals and objectives based on the most recent Institutional Program Review and Divisional Assessment. <sup>IV.B</sup>

All divisions develop objectives aligned with the Strategic Plan. These objectives are used to guide the activities of the division. Divisional budget proposals are integrated with the Strategic Plan. MIS operates according to technology outcomes for its division based on the Strategic Plan. Technology planning is integrated with institutional planning. <sup>VII.B.4.a</sup>

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 program and services needed. <sup>VII.H.3, VII.I, IV.A, VII.B.4.a, VII.C</sup>

Each division is responsible for their own budget and technology purchases. All budgets are aligned to the Strategic Plan and reported on according to the divisional outcomes. As stated before, if technology is involved in the planning, MIS is involved in the meeting. The CIO collaborates with other division directors to make sure the needs of each division are met. The CIO is involved in committees who ensure the institution's technology goals are met. Draft policies are approved by the President and the Board before they are implemented, ensuring the policies are aligned with the College mission and goals.

Institutional Program Review and Divisional Assessment results are used to determine whether technology needs on campus are met effectively. Questions in the Program Review survey are used to collect data on whether technology services are adequate.

Biweekly <sup>VII.C</sup> and Quarterly Reports <sup>VII.B.4.a</sup> are used to account for all projects and trouble calls that are received by the MIS Division. These reports explain the status of MIS outcomes that are based on the Strategic Plan goals and objectives. The Strategic Plan is based upon priorities set using the Institutional Program Review and Divisional Assessment results. The achievement of these goals and objectives shows that program and service area needs have been effectively met.



Technology purchases are reviewed by the MIS Division. <sup>VIII.H</sup>MIS ensures that all needs are met by consistently re-evaluating its services and discussing projects and ways to improve within its monthly staff meetings.

ASCC prioritizes technology purchases based on needs expressed through Institutional Program Review and Divisional Assessment. <sup>VII.H.3, VII.1</sup>Priorities are set from the data collected during Institutional Program Review and Divisional Assessment. These priorities are used to update the Strategic Plan. <sup>IV.A</sup>All divisions are tasked to update their divisional objectives based on this Strategic Plan. <sup>IV.A</sup>Divisional purchases, including technology, are based on these objectives and evaluated and reported through Biweekly and Quarterly Reports.

#### **Self Evaluation:**

ASCC has processes in place for distributing its technology for its purposes. Policies and procedures are also in place to ensure reliability and sustainability. In accordance with its plans, ASCC needs to develop a more comprehensive maintenance plan for technology, technology training, technology asset inventory, and assessment of software, network and technology equipment access to ensure better budgeting for total cost.

ASCC meets this standard according to its technological functions. As described above, the planning for technology is integrated with institutional planning and budgeting.

#### **Planning Agenda**

Develop a comprehensive technology maintenance plan for all ASCC technology. <sup>IV.B.2</sup>

#### **2014 new**

***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. (Original III.C.1.c)***

- *III.C.1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

#### **Descriptive Summary:**

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 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 has installed a Windows Update server that provides updates for all ASCC computers at regular intervals.



According to the ASCC replacement and disposal policy, computers should be replaced every five years.<sup>X.L.3</sup> 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, in accordance with the replacement and disposal policy.<sup>X.L.3</sup>

MIS provides backup for all the servers; however, the backup of the rest of the computers is the responsibility of the user. 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.<sup>VIII.H.2</sup>

ASCC has purchased and installed a backup generator that allows for all servers to stay operational even during outages. The setup makes it possible for the generator to automatically start up when the regular service fails.

#### **Self Evaluation:**

ASCC has processes in place to provide for system reliability and emergency backup. MIS has plans to improve this process as well by purchasing more safety supplies. This will be included in the campus-wide technology maintenance plan.

As part of the TCO review, it was noted that a technology maintenance plan is needed for all technology on campus. The Resource Management Committee needs a maintenance plan for all technology equipment on campus.

#### **Planning Agenda:**

Develop a comprehensive technology maintenance plan for all ASCC technology.<sup>IV.B.2</sup>

#### **2014 new**

***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. (Original III.C.1.b)***

- *III.C.1b. The institution provides quality training in the effective application of its information technology to students and personnel.*

#### **Descriptive Summary:**

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.

Training is provided for student workers within each division as necessary. Students are provided training through assistance that is available in the computer labs from the Computer Lab Assistants. MIS provides guidance and support for students who connect to the wireless technology on campus.

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. <sup>X.L.2</sup>

ARRA funding supported Moodle online course training, which 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. <sup>X.L.2</sup>

For the Colleague system, the Finance division provides training for Deans and Directors 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 and Financial Aid, Finance (including Procurement), Human Resources, and Management Information Systems (MIS) <sup>X.L.2</sup> 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 and troubleshooting. 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 and 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.



### **Self Evaluation:**

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. [II.G](#)

Each division regularly reviews and evaluates 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.

### **Planning Agenda:**

Create an IT training program including IT basics and Colleague basics for ASCC employees and students. [IV.B.2](#)

Improve the process for assessing and evaluating technology training [IV.B.2](#)

### **2014 new**

***III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. (Original III.C.1.d)***

➤ *III.C.1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

### **Descriptive Summary:**

The distribution of technology resources has not been an issue in the past because divisions purchase equipment with allocated budget funds. MIS does provide assistance to programs that have no funding for technological equipment. If there are technology resources that are donated to MIS by programs that are replacing their systems, or if MIS itself is replacing its systems, the old systems are installed in divisions where they can be of the most use. This is in accordance with the ASCC Replacement and Disposal Policy.

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 configured 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. All users must comply with the Acceptable Usage Policies or risk losing privileges.

Through ARRA funding, ASCC was able to purchase server equipment that allowed for the upgrade of all ASCC servers. 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.



Policies and procedures used by MIS in order to keep the technology infrastructure current and sustainable are Acceptable Usage Policy, Replacement and Disposal Policy, Hardware Minimum Specifications, and consideration for Total Cost of Ownership for technology equipment.

**Acceptable Usage Policy.** The ASCC Acceptable Usage Policy is made available on the ASCC website. 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 Human Resources. When the user signs this form, they agree to adhere to the rules governing ASCC technology usage provided in the Acceptable Usage Policy. [XII.A.6, XIV.K](#)

**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 policy. [X.L.3](#)

**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. [VIII.H.1](#)

**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. In accordance with the technology portion of this plan, ASCC will create a comprehensive inventory of technology equipment on campus, a replacement and disposal policy for all technology, will plan for technical training for technical staff, will draft a comprehensive maintenance plan for all campus technology, and will continue to monitor and expand access to software, network and technology equipment. All of these activities will enable ASCC to better budget for the cost of technology on campus, and provide better maintenance and sustainability. [IV.A](#)

Currently ASCC does not offer distance education.

#### **Self Evaluation:**

ASCC has processes in place for distributing its technology for its purposes. Policies and procedures are also in place to ensure reliability and sustainability. In accordance with its plans, ASCC needs to develop a more comprehensive maintenance plan for technology, technology training, technology asset inventory, and assessment of software, network and technology equipment access to ensure better budgeting for total cost.

#### **Planning Agenda**

Develop a comprehensive technology maintenance plan for all ASCC technology. [IV.B.2](#)



## Evidence:

1. II.G- ASCC Policy Manuals and Handbooks: ASCC Organizational Chart 2013
2. IV.A- ASCC Strategic Plans: ASCC Strategic Plan 2009-2014
3. IV.B- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020
4. VI.A- ASCC Surveys: Institutional Program Review Surveys
5. VI.C- ASCC Surveys: MIS Satisfaction Survey Results 2014
6. VI.D- ASCC Surveys: MIS Helpdesk User Satisfaction Survey
7. VII.B.4.a- ASCC Institutional/Divisional Analysis and Reports: Quarterly Reports: 4<sup>th</sup> Quarterly Report 2013: MIS Outcome Summary Report (p.)
8. VII.C- ASCC Institutional/Divisional Analysis and Reports: Bi-Weekly Reports
9. VII.H.3- ASCC Institutional/Divisional Analysis and Reports: Divisional Assessment Analysis: MIS
10. VII.I- ASCC Institutional/Divisional Analysis and Reports: Institutional Program Review Analysis
11. VIII.A.7- ASCC Divisional Standard Operating Procedures: Institutional Effectiveness SOP: Compliance Assist (p. 11)
12. VIII.H- ASCC Divisional Standard Operating Procedures: Management Information System SOP
13. VIII.H.1- ASCC Divisional Standard Operating Procedures: Management Information System SOP: Equipment Specification Approval (p. 5)
14. VIII.H.2- ASCC Divisional Standard Operating Procedures: Management Information System: Disaster Recovery (p. 15-17)
15. X.K: ASCC Committees, Memos and Documentations: ASCC Computer Lab Directory
16. X.L.1- ASCC Committees, Memos and Documentations: MIS Documents: Technology for Distance Learning ASCC/ASDOE- Manu'a
17. X.L.2- ASCC Committees, Memos and Documentations: MIS Documents: Technology Training Documents
18. X.L.3- ASCC Committees, Memos and Documentations: MIS Documents: Replacement/Disposal Process Document
19. XII.A.5- ASCC Website and Online Resources: ASCC Website: ASCC Moodle: <http://moodle.amsamoa.edu/>
20. XII.A.6- ASCC Website and Online Resources: ASCC Website: Acceptable Usage Policy: [http://www.amsamoa.edu/Acceptable\\_Usage\\_Policy.pdf](http://www.amsamoa.edu/Acceptable_Usage_Policy.pdf)
21. XIV.K- Program Syllabi, Rubrics, and Forms: Email. Domain Account Request Form



### **IIID. Financial Resources Committee**

Chair: Emey Silafau, *Chief Financial Officer*  
Co-Chair: Sifagatogo Tuitasi, *Director of Admissions, Records, & Financial Aid Office*

Members: Herbert Thweatt, *Director of Small Business Development Center*  
Peteru Lam Yuen, *Financial Aid Manager*  
Claire Sagapolutele, *Staff Accountant*  
Cherie Ripley, *Special Assistant to the Dean of Academic Affairs*  
Dr. Lina Galeai-Scanlan, *Dean of Teacher Education*  
Dr. Daniel Aga, *Dean/Director of Community & Natural Resources*  
Sereima Asifoa, *Director of Human Resources*  
Matesina Willis, *Director of ASCC Research Foundation*  
Eleasaro Sialoi, *General Account Manager*  
Jessie Su'esu'e, *Procurement Officer*  
Juliet Fung Chen Pen, *Administrative Assistant (TTD)*  
Elsie Lesa, *Grant Accountant*  
Rennelle Toeaina-Loa, *Staff Accountant*  
Bettyann Schroeder, *Accounts Payable Technician*  
Malaea Ale, *Grant Accountant*  
Catherine Balauro, *Business Development Financial Analyst*



### III.D. Financial Resources

*2014 new*

*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. (Original III.D. Introduction)***

The approved 2014 annual budget for the institution is \$13.3 million

#### **Budget Summary 2014**

##### **LOCAL REVENUE RESOURCES**

ASCC Revenue (Tuition and other)	\$ 4,151,000
General Fund Subsidy	\$ 3,000,000
DOI Grant in Aid	<u>\$ 1,358,000</u>
Total revenue sources for local funds	<u>\$ 8,509,000</u>

##### **GRANT REVENUE RESOURCES**

Federal Grants	\$ 4,150,200
Endowment Funds	<u>\$ 457,300</u>
Total Revenue Sources for Grants	<u>\$ 4,607,500</u>

**TOTAL APPROVED BUDGET: \$13,299,000**

#### **Self Evaluation:**

The institution has sufficient revenues to support educational improvements. Through careful fiscal management and control of available resources, the College maintains fiscal integrity and stability and meets its stated mission, goals and objectives. The resource allocation is an integral part of the College's planning process provides the means based on available resources to fund the institution's priorities. <sup>VIII.G.2</sup>

Currently, the American Samoa Community College has adequate financial resources to support student learning programs, services and to improve institutional effectiveness. <sup>VII.L.2</sup>

*2014 new*



***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. (Original III.D.1., III.D.1.a., & III.D.2.c.)***

- *III.D.1.a The institution's mission and goals are the foundation for financial planning. Financial Planning is integrated with and supports all institutional planning.*
- *III.D.2.C. Appropriate financial information is provided throughout the institution in a timely manner.*

#### **Descriptive Summary:**

Financial Planning is an integral and integrated component of institutional planning to meet mission and goals. It is linked and integrated to the ASCC Institutional Strategic Plan 2009-2014, and the updated plan 2015 through 2020. <sup>IV.A, IV.B</sup> 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. <sup>IV.B.3, VIII.G.2</sup>

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 faculty 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. <sup>IV.A.3</sup> In fiscal year 2014, ASCC began construction of the Multipurpose Center, with an expected completion date of January 2015. This construction project is funded by the Department of Interior. <sup>VIII.L.1.</sup>

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. <sup>XV.E</sup>

ASCC's unrestricted net position for the past three years are as follows: <sup>VIII.L10</sup>

Year 2011: (1,196,636)

Year 2012: 125,509

Year 2013: 458,404

Given the cyclical nature of tuition collections, various grant payment or reimbursement policies, and previous unreliable transfer of appropriated funds from ASG to ASCC, the College's cash flow position continues to be an on-going concern. 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 (Budget)	\$ 3,000,000.00	\$ 1,358,000.00

**Self Evaluation:**

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: [X.I.4](#)

- o Suspend locally funded annual salary increments,
- o Freeze locally funded travels,
- o Freeze locally funded new hires,
- o Freeze reclassification
- o Maximize allowable grant cost sharing – which includes ARRA Stimulus Funding received in 2011.
- o Scrutinize all purchase requests
- o Incremental Tuition Rate Increase – 2011, 2012, 2013

Since the implementation of the above listed cost containment measures, ASCC’s cash flow has improved. As a result, in 2014 ASCC was able to set aside the following cash reserves:

- o \$200,000 Operation Cash Reserve [XVI.C.4](#)
- o \$105,000 Multi-Purpose Center Maintenance Set Aside (Total Cost of Ownership)

Currently, ASCC's cash flow is steady but it still remains a concern. ASCC routinely monitors its cash flow through the Daily Cash Position Report (DCPR). [VIII.L.4](#)

ASCC does not have any other means of accessing cash, other than through appropriation from the ASG, DOI, tuition and fees revenue collection which includes financial aid, federal and local grants, facility rental fees and for any other services rendered by ASCC departments and divisions.

ASCC receives its revenue by way of monthly apportionment of annual approved funding from the ASG and DOI. In fiscal year 2011, allocation from ASG was not fully received, which negatively impacted the institution’s cash flow. The situation was resolved in fiscal year 2014. 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.

The College property insurance coverage is included with the government wide insurance package under the auspices of the American Samoa Government. Other semiautonomous organizations contribute to the ASG insurance policy. The property insurance coverage is reviewed biennially to ensure that the facilities are adequately protected. [II.J.1](#)

### **2014 new**

***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. (Original III.D.1.d)***

- *III.D.1.d. The institution clearly defines and follows its guidelines and process for financial planning and budget development, and with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

### **Descriptive Summary:**

ASCC follows the budget preparation process in accordance with instructions as received from the ASG Planning and Budget Office. Preliminary budgets are required for the upcoming fiscal year and the second year following. 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.

### **Self Evaluation:**

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 and directors. The official budget call includes important documents and information that will assist the deans and directors in preparing their annual budget proposal. These documents are as follows: approved prior year budget details, historical expenditure data, current budget form, current division assessment data provided by the office of Institutional Effectiveness (IE), and the institution strategic plan
- An institution budget training is conducted by the Director of IE, Human Resource (HR), and the Chief Financial Officer (CFO)
- Deans and Directors conducts their budget review and planning. Deans and Directors may meet with the Director of HR and CFO as needed
- Deans and Directors submits preapproved budget proposals to CFO



- CFO compiles ASCC budget and prepares projected revenues for the upcoming fiscal year
- IPECC reviews the ASCC budget for fiscal resource allocation and alignment to the ISP
- CFO finalizes budget with changes and submits to the President for approval
- Board Review for approval to ensure budget alignment to ISP
- 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. <sup>VIII.G.3</sup>

ASCC will continue to improve the integration of budget planning with the institutional plan. <sup>IV.B.2</sup>

### ***2014 new***

#### ***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. (Original III.D.1.b)***

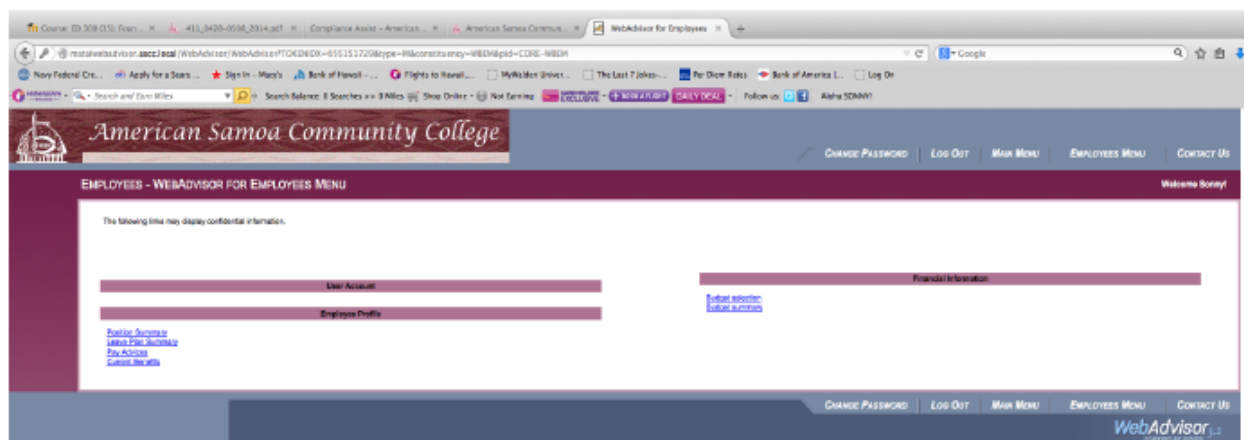
- *III.D.1.B Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

#### **Descriptive Summary:**

ASCC annually assesses its current and future financial resource availability based on historical financial statements and enrollment data. <sup>XVI.C.1</sup> Projected financial resources for upcoming fiscal years are allocated for budgetary purposes based on the institution's priorities.

#### **Self Evaluation:**

The ASCC Web Advisor provides regular budgetary and financial data to key users including but not limited to deans and directors. This information is used for continuous budgetary planning, to control expenditures, and assures that the College meets its financial obligations. <sup>XII.C.1</sup>



Based on institutional program review and divisional assessments, ASCC develops its funding priorities as outlined in the institutional strategic plan. Instructional and other student learning priorities are given high ranking in the order of funding allocation. [XVI.C.2](#)

ASCC has expanded its enterprise entity, the ASCC Bookstore, to generate additional financial resources [X.M.1](#) ASCC reorganized the American Samoa College Research Foundation (ASCRF) [V.E](#) to assist in generating future financial resources. The ASCRF has completed the following:

- 2009-2012: ASCC submitted the request for a name change to remove the word “research” from its official organization title to American Samoa College Foundation
- 2013-Present: ASCRF has established a new volunteer board based on the ASCRF statute.

### Planning Agenda:

Continue efforts to fully implement the American Samoa College Research Foundation to generate additional fiscal resources for the institution. [IV.B.4](#)

### 2014 new

***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. (Original III.D.2. & III.D.3.h)***

- *III.D.2. 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.*



- *III.D.3.H. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

### **Descriptive Summary:**

Since the last WASC visit in 2008, ASCC invested in the Colleague system which integrates the Finance Division with Admissions, Registrar, and Financial Aid Division (ARFAO) and with Academic planning and Human Resources.

With the new 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. [VII.L3 \(view on campus\)](#), [VII.L.4](#), [VII.L.5 \(view on campus\)](#) All ASCC divisions are provided emailed 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.

### **Self Evaluation**

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 MCL, the Finance Division reviews all recommendations to be implemented to improve ASCC's financial management practices.

ASCC reviews its audit and budget reports to review and assess the effectiveness of its past fiscal planning. This data is disseminated and is used as part of planning for current and future fiscal needs. [VII.L.9](#)

### **2014 new**

***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. (Original III.D.2.a)***

*III.D.2.A. Financial Documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

### **Descriptive Summary:**

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.



### Self-Evaluation:

Financial and budget planning is based on institutional program reviews, divisional assessments, and priorities as outlined in the institutional strategic plan. <sup>IV.B.3</sup> In addition, revenue projections are based on historical enrollment data. <sup>XVI.C.1</sup> Estimated expenditures are determined accordingly with budgetary allocations and focused on the Academic Excellence Plan. <sup>XVI.C.2.a, IV.B.3</sup>

ASCC has received an "unqualified opinion" for the 2009-2013 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. <sup>VII.L.6.a</sup>

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 deans and directors to assist them in preparing their annual budgets. <sup>VIII.G.2</sup>

### Planning Agenda:

None.

### 2014 new

**III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. (Original III.D.2.b)**

➤ *III.D.2.B. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### Descriptive Summary:

Divisions access their budget financial reports online through Web Advisor. The financial reports are updated real time and are available daily to Deans, Directors, Vice Presidents and President. 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. <sup>VIII.L.5 (view on campus)</sup> The overall fiscal status of the institution is regularly reported during Deans and Director's meetings for transparency and institutional financial planning. <sup>XV.E</sup>

The Board of Higher Education is provided with financial reports at every board meeting. 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. <sup>XV.F</sup>

### Self-Evaluation:

ASCC's annual audits indicate findings that the institution must provide corrective action plans in a timely manner. Additionally, the auditors issue a Management Corrective Letter (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.. [VIII.G.4](#), [VIII.G.5](#), [XVI.C.7](#) As evident in ASCC's 2013 audit report, these two material weaknesses were resolved. [VII.L.6.b](#)

The corrective action plan is prepared by the Finance Division to address all audit findings in a timely manner 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. [XV.E](#)

Plans for continuous improvement is provided in the 2015-2020 Institutional Strategic Plan. [IV.B.4](#)

### **2014 new**

***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. (Original III.D.2.e.)***

➤ *III.D.2.E. The institution's 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 as mandated by the Federal Government. Funding agencies occasionally conduct financial reviews. Recently, the US Small Business Administration conducted an audit review of ASCC SBDC funds. [VII.L.8](#)

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.

### **Self-Evaluation:**

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 most recent 2013 audit report, ASCC received an "unqualified opinion" for its A-133 audit. [VII.L.6.b](#) In addition, the US Small Business Administration did not indicate any deficiencies in managing the institution's SBDC funds. [VII.L.8](#)



The Finance Division has SOPs in place for all financial operations, including fixed asset inventory and cash management. For quality assurance, these SOPs are reviewed quarterly.

Plans for continuous improvement is provided in the 2015-2020 Institutional Strategic Plan. [IV.B.4](#)

*2014 new*

***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. (Original III.D.3.a)***

- [III.D.3. The institution has policies and procedures to ensure sound financial practices and stability.](#)
- [III.D.3.A. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.](#)

ASCC cash flow has been a critical concern. From FY 2011 to FY 2013, the institution worked collaboratively to improve its cash flow to sustain its operations. The ASCC leadership team implemented contingency cost containment and new revenue measures to strengthen and stabilize its cash flow.

**Self Evaluation:**

As a result of the cost containment measures, along with the increase in the local ASG support, ASCC's cash flow has improved. As of 2014 ASCC was able to set aside the following cash reserves:

- \$200,000 Operation Cash Reserve
- \$105,000 Multi-Purpose Center Maintenance Set Aside (Total Cost of Ownership)

The finance division continues to monitor ASCC's cash flow carefully through the DCPR to ensure that the institution's cash flow is stable and is able to meet unforeseen financial occurrences and financial obligations. [VII.L.4](#)

**Planning Agenda:**

Continue to implement cost containment as deemed necessary for the financial security and sustainability of ASCC and building of cash reserves. [IV.B.4](#)

*2014 new*

***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. (Original III.D.3.b.)***

- *III.D.3.B. 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.*

**Descriptive Summary:**

The Finance Division provides updated financial and budget reports to all Deans and Directors, Vice Presidents, and President 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 uses Web Advisor budget reports and accounting to assess yearly divisional financial needs.

**Self Evaluation:**

ASCC is governed by its Governance Policy Manual, which includes all fiscal policies that must be followed. In addition, 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 adheres to federal regulations and guidelines in managing of all Federal Funds, which include Title IV, Title III, NIFA, and Veteran Benefits.

***2014 new  
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)***

- *III.D.1.C. 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.*

**Descriptive Summary:**

ASCC has steadily improved its financial status within the past five years in meeting its short term liabilities, and continues efforts in meeting its long and short term financial liabilities.

**Self Evaluation:**





ASCC's long-term fiscal planning and priorities are identified in the institutional strategic plan. [IV.A.4, IV.B.3](#) Future operational revenues expected to be received from tuition and fees are projected out three to four years for long-term planning purposes. [XVI.C.3](#) The institution's leadership is mindful of its long-range financial priorities and ensures 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 \$200,000 for the institution's operation and \$105,000 set aside for future maintenance and upkeep cost of the Multipurpose Center. [XVI.C.4](#)

From 2010 to 2013, the finance division developed payment plans with vendors and negotiated payment terms for old debts. [XVI.C.5.a, XVI.C.5.b, XVI.C.5.c](#) These payment plans were included in ASCC's fiscal planning to ensure the institution's financial stability. As of 2014, 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 liabilities 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. [XVI.C.6](#) 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.

#### **Planning Agenda:**

Identify additional financial resources in support of short and long term planning as outlined in the ASCC ISP 2015—2020. [IV.B.4](#)

#### **2014 new**

***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. (Original III.D.3.c & d)***

- *III.D.3.C. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*
- *III.D.3.D. The actuarial plan to determine OPEB is prepared, as required by appropriate accounting standards.*



**Descriptive Summary:**

ASCC does not participate in any Other Post Employment Benefits (OPEB).

**Self Evaluation:**

ASCC is able to provide payment for our current liabilities, compensated absences and other employee related obligations. ASCC does not participate in any other post employment benefits (OPEB). Currently, ASCC career service employees participate in the ASG Retirement program which is managed by the American Samoa Government Employee Retirement Fund (ASGERF).

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.

*2014 new*

***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. (Original III.D.3.e)***

- *III.D.3.E On an annual basis, the institution assesses and allocated resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

**Descriptive Summary:**

ASCC currently does not have any long-term debt.

**Self Evaluation:**

This standard is not applicable to ASCC

**Planning Agenda:**

None

*2014 new*

***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. (Original III.D.2.d.)***

- *III.D.2.D 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.*

**Descriptive Summary:**

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. <sup>II.B.51, II.B.52</sup> Through the Finance Division, the annual audit and the internal control evaluations are conducted.

#### **Self-Evaluation:**

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 MCL that is received from the auditors is discussed and corrective action plans are put into place to address all recommended areas for improvement. <sup>VII.L.7</sup>

The Finance Division reviews and updates its Standard Operating Procedures and policies routinely to ensure the validity and streamlining of ASCC's fiscal processes. The Finance Division processes are assessed through the institutional program review and its divisional assessments. The results are used to update and improve the division's SOP for effectiveness of its services and to strengthen internal controls. <sup>VIII.G</sup>

ASCC currently does not have any long-term debt.

ASCC does not participate in the federal student loan program, so there is no institutional default rate.

Over the past six years, ASCC received an "unqualified opinion" for its financial statements but from 2010 to 2012, it received a "qualified opinion" for its single audit. This was primarily due to two material findings, Cash Management and Equipment and Property Management. The finance division prepared and implemented the corrective action plans to resolve these two major findings. In the institution's 2013 audit report, ASCC received an "unqualified opinion" for its financial statements and its single A-133 audit. <sup>XVI.C.7, VII.L.6.b</sup>

#### **2014 new**

***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. (Original III.D.3.f.)***

- *IIID.3.F. Institution monitors and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

#### **Descriptive Narrative:**

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 Deans and Directors.



### **Self Evaluation:**

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% of the cash flow received for tuition and fees is through the Financial Aid Pell grant program [VII.L.11](#). Therefore any deficiency that is identified by our A-133 Single Audit is a top priority of the institution and is resolved immediately.

### **2014 new**

#### **Contractual Agreements**

***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. (Original III.D.3.g.)***

*III.D.3.G. 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.*

### **Descriptive Summary:**

ASCC's current contractual agreements are as follows:

- Cafeteria Lease Agreement : Premise lease for Food Service
- Contract No.C-002-2013 : Consultant Engineer –Multi-purpose Center (MPC)
- 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)

These contracts are consistent with ASCC's mission and goals in supporting student learning and institutional effectiveness.

### **Self Evaluation:**

All ASCC contracts are governed by policies set forth by the ASCC Governance Policy Manual, ASCC Procurement Rules [II.N](#), 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)

## **AMERICAN SAMOA BACHELORS IN EDUCATION PROGRAM**

### **Bachelor of Education Addendum**

All information provided above for Standard IIIA, Standard IIIB, Standard IIIC and Standard IIID applies to the B.Ed. program. In addition, the following program-specific information is provided:

The B.Ed. program is led by the Dean of Teacher Education, who reports to the Vice President for Academic and Student Affairs. Two new full-time TED faculty members were hired in January of 2012, and one more in August, bringing the TED core faculty to six full-time instructors. They are supported by an active adjunct pool of more than a dozen qualified and experienced individuals from the educational and professional community and are available to teach specific courses as needed. To assure continuing quality of instruction and services, the full-time teaching load for TED faculty has been reduced from 15 credit hours to 12 credit hours per semester.

The Institutional Strategic Plan 2015-2020 includes provisions to update an institutional staffing plan that includes the needs of the B.Ed. program. [IV.B.4](#)

Teacher Education faculty were hired with the intent to build a full-time core faculty to deliver the B.Ed. curriculum, as well as the lower division TED courses. Faculty hold the academic qualifications and experience required for their positions.

The expected full-time work load for all faculty, except TED instructors, is 15 credit hours each semester. TED instructors have a full-time work load of 12 credit hours per semester (effective Fall 2012).

The B.Ed. faculty and staff participate fully in all available professional development activities, including a leadership academy, annual ARC meetings, and WASC-sponsored program review



and level 1 and level 2 assessment workshops. Most recently, the Director of Teacher Education and the Vice President for Academic and Student Affairs attended the WASC Outcomes-Based Program Review workshop for senior Colleges and a team of 10 faculty and administrators attended the ACCJC Self Study Workshop with other Pacific Colleges in Honolulu. B.Ed. faculty regularly attend the ARC and other regional education workshops.

B.Ed. Instructional Technology faculty attended an iPad workshop in Hawaii for the purpose of integrating the use of iPads and applications into ED 240. ASDOE in-service teachers are using iPads in their classroom instruction. The ED 240 course was revised to include this new ASDOE initiative.

### **Evidence:**

1. II.B.51- ASCC Policy Manuals and Handbooks: Governance Policy: Policy 7000.2A: Annual Audit (p. 107)
2. II.B.52- ASCC Policy Manuals and Handbooks: Governance Policy: Policy 7000.5D: Review and Evaluation of Internal Control (pgs. 109- 110)
3. II.J.1- ASCC Policy Manuals and Handbooks: American Samoa Government Policy Manual: Property Insurance Policy
4. II.N Procurement Rules
5. IV.A- ASCC Strategic Plans: ASCC Strategic Plan 2009-2014
6. IV.A.3- ASCC Strategic Plans: ASCC Strategic Plan 2009-2014: Physical Facilities and Maintenance Plan (pgs. 34- 35)
7. IV.A.4- ASCC Strategic Plans: ASCC Strategic Plan 2009-2014: Budget Activities Timeline (pgs. 53-59)
8. IV.B- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020
9. IV.B.3- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020: Budget Alignment (p.)
10. IV.B.4- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020: Academic Excellence (p.)
11. V.E MOU Research Foundation
12. VII.L.1- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Summary ARRA Report
13. VII.L.2- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: June 2014 Local Budget Expenditure Report
14. VII.L.3- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Expenditure Tracking Report Update Daily (View on Campus)
15. VII.L.4- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Daily Reconciled Cash Report
16. VII.L.5- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Monthly Closing Report (View on Campus)
17. VII.L.6.a- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Audit Report: Audit Reports 2009-2013 (Individual Audit Report)
18. VII.L.6.b- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Audit Report: Audit Reports 2013



19. VIII.L.7- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: 2013 Audit Finding Update June 2014
20. VII.L.8- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: 2014 SBDC Audit Review Report
21. VII.L.9- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Financial Trend Report
22. VII.L.10 Financial Trend and Analysis
23. VII.L.11 FISAP Report
24. VIII.G- ASCC Divisional Standard Operating Procedures: Finance SOP
25. VIII.G.2- ASCC Divisional Standard Operating Procedures: Finance SOP: Annual Budget Preparation (pgs. 4-6)
26. VIII.G.3- ASCC Divisional Standard Operating Procedures: Finance SOP: Budget Transfer (p.)
27. VIII.G.4- ASCC Divisional Standard Operating Procedures: Finance SOP: Grant Draw-Down SOP (p.)
28. VIII.G.5- ASCC Divisional Standard Operating Procedures: Finance SOP: Fixed Asset SOP (p.)
29. X.I.4- ASCC Committees, Memos and Documentations: President's Memos: Cost Containment 2011-2013
30. X.M.1- ASCC Committees, Memos and Documentations: Brochures: ASCRF Brochure
31. XII.C.1- ASCC Website and Online Resources: Web Advisor: Access Document
32. XV.E- ASCC Internal and External Presentations: Strategic Outcome Alignment and Budget Planning Presentation 2014
33. XV.F- ASCC Internal and External Presentations: ASCC Financial Status PowerPoint (BHE June 2014)
34. XVI.C.1- Divisional Planning Budget: Finance: Tuition and Fee Projection 2014-2015 (Separate Reports)
35. XVI.C.2- Divisional Planning Budget: Finance: Budget Summary Report
36. XVI.C.2.a- Divisional Planning Budget: Finance: Budget Summary Report: 2015
37. XVI.C.3- Divisional Planning Budget: Finance: Tuition and Fee Projection 2010-2014
38. XVI.C.4- Divisional Planning Budget: Finance: Operation and Maintenance Account July 2014 (Daily Cash Report)
39. XVI.C.5.a- Divisional Planning Budget: Finance: Payment Plans: 2012 ASPA Payment Plan
40. XVI.C.5.b- Divisional Planning Budget: Finance: Payment Plans: 2010 ASTCA Payment Plan
41. XVI.C.5.c- Divisional Planning Budget: Finance: Payment Plans: 2012 Retirement
42. Payment Plan
43. XVI.C.6- Divisional Planning Budget: Finance: ASG Annual Subsidy Reconciliation
44. XVI.C.7- Divisional Planning Budget: Finance: Fixed Asset Corrective Action Plan



## **Standard IV: Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.





#### **IV A. Decision-Making Process Committee**

Chair: Dr. Rosevonne Pato, *Vice President of Administrative Services*

Members:

- Dr. Randell DeWees, *Science Instructor/Chairperson*
- Dr. Lina Galeai-Scanlan, *Dean of Teacher Education*
- Dr. Lina Scanlan, *Dean of Teacher Education*
- Sereima Asifoa, *Director of Human Resources*
- Emey Silafau, *Chief Financial Officer*
- Sonny Leomiti, *Director of Institutional Effectiveness*
- Tafaimamao Tupuola, *Director of University Center for Excellence on Developmental Disabilities*
- Virginia Ma'ilo-Filiga, *Institutional Researcher/Publication Officer*

#### **IV.A. Decision-Making Process**

*2014 new*

***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. (Original IV.A.1.)***

- *IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the 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 discussion, planning, and implementation.*

#### **Descriptive Summary:**

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.*<sup>I.D.2</sup>



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 Pacific

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.

### **Self Evaluation:**

Policy 3001.2 sets the direction of the President and the Board of Higher Education to ensure that all College goals are monitored for progress toward achievement of the expected outcomes. <sup>II.B.53</sup>

*College Goals: 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, <sup>II.G</sup> all personnel work toward achievement of the institutional goals through the provision of programs and services. Every ASCC division has a mission statement that is aligned with the institutional mission statement. All institutional expected goals are integrated with the Academic Excellence goals <sup>IV.A.5</sup> making student success and educational achievement the focus of the entire institution.

The institution's goals and values are stated in the Governance Manual 3001.2 and in major publications of the College. The institutional core values have been articulated throughout the College in the development of General Education Outcomes, in the revision of the Institutional Learning Outcomes to reflect core values, and in the alignment of program and divisional outcomes. The goals and values are clearly articulated through institutional reports and documents, and in the Institutional Strategic Plan. Through their daily operations and in carrying out their responsibilities outlined in divisional SOPs staff practice the core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning.

All ASCC staff have identified roles and responsibilities detailed in their job descriptions. Divisional Standard Operating Procedures 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, or supervisor to work with staff in the training and orientation to the division's mission, goals and outcomes.



ASCC staff are encouraged to participate in committees and to be representatives of their divisions. Participation in committees is recognized as additional responsibilities that assist in the achievement of institutional goals.

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 biennially. The Connections newsletter is distributed quarterly. Bi-weekly and Quarterly Reports are other means in which deans and directors 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 evidenced in the minutes and reports of the Curriculum Committee, Assessment Planning Committee, Data Committee, Institutional Planning Executive Core Committee, 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. The analysis of results from these evaluations provides information used in planning for improvements at the divisional levels and institutional level. The biennial Catalog review is a process that allows faculty and staff to review, revise, and implement improvements in curriculum and programs. The annual budget call provides a process for divisional evaluation of annual expenditures and planned budgeting. The ISP requires a comprehensive institutional process of evaluation and review of data by the IPECC to identify strategic priority focus areas and broad based planning committees who develop activities for the achievement of outcomes. The Resource Management Committee (formerly Total Cost of Ownership Committee) evaluates and reviews institutional data in planning resource allocation and integration of all plans.

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 within each program, department, and/or division. The handbooks and manuals are disseminated across all divisions, programs, and departments. Fact sheets and fact books are made available.

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.<sup>X.1.1</sup> The ISP further described in detail the definition of broad based participation and the composition of each planning subcommittee.<sup>IV.A.1</sup> Since 2009, ASCC has made every effort to use broad based participation in committee composition as in the Data Committee, Resource Management Committee and all Self-Study committees.



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 surveys. Both surveys provide the individual with several questions allowing for open-ended responses. Improvements are made as a result of institutional data review and prioritization.

The organizational structure of the College<sup>II.G.1</sup> supports open discussion among staff and supervisors. Ideas and suggestions can be reported in bi-weekly and quarterly reports listed in the *Recommendations* section of the reports.

The institution encourages participation in committees. Faculty are encouraged to be active in the Faculty Senate and staff in support staff committees. 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.

There is an organizational structure in place. The organizational structure outlines the protocol to follow in articulating responsibilities of individuals to the division and organization. The individual is held responsible for carrying out the roles and responsibilities of the position.

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.<sup>II.B.30</sup>

Several policies state ways in which individuals can participate in improvements of the institution. *Policies and policy changes may be suggested by BHE members, President, faculty, staff, students, and citizens within the community.*<sup>II.B.37</sup> *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.*<sup>II.B.36</sup>

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 written into the position description. Each division has its divisional organization with a director or dean as its head with all delineation of authority outlined. Divisions follow 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 College places importance of student learning and active participation in the student representation to the Board of Higher Education. The ISP 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.



**Planning Agenda:**

Develop institutional SOPs for committees. [IV.B.4](#)

**2014 new**

***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. (Original IV.A.2.)***

- *IV.A.2. Institutional leaders establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.*

**AND**

***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. (Original IV.A.2.a.)***

- *IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

**Descriptive Summary:**

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.

**Self Evaluation:**

The Board of Higher Education as the governing policy committee has several policies stating the roles of the institution's committees.

*“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 has membership that includes a Student Representative to the Board. It is the responsibility of the student to represent the voice of the student population.

Faculty have an important role in governance as described in the Governance Manual, Policy 5102 and 5118.<sup>II.B.54, II.B.2</sup>

*“...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, 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 Curriculum committee, as described in the Committee Structure Manual, has the following responsibilities:<sup>II.K.1</sup>

*Charged with review and approval of new or revised courses program revisions, establishing pre-requisites, recommendations to the administration for academic policy changes, and review/revision of the catalog and mission every two years.*

- a. The committee recommends academic policies and procedures for the College and approves all program and course proposals and revisions, with final approval*

Through the authority of the President several committees were established to take charge of key responsibilities of planning, management, and decision-making. The Assessment Planning Committee has the key role of institutional assessment.<sup>II.B.2</sup> The Data Committee is responsible for data management and states within its bylaws the broad representation of all divisions in data collection, analysis, and dissemination.<sup>II.B.2</sup> The IPECC has been designated as the committee responsible for institutional planning and monitoring of the progress toward achievement of strategic goals.<sup>X.I.2</sup>

The Faculty Senate is the committee charged with the responsibility of faculty dialogue on concerns, issues, and policies pertaining to faculty and student learning.

The President’s Advisory Committee (PAC) is an advisory group from the leadership team who discuss issues and concerns of the institution with recommendations for immediate action.<sup>II.B.5, II.A.1, II.K.1</sup>



The development of 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. <sup>VIII.G</sup>

**Planning Agenda:**

Update and centralize forms with dates of change and update Committee Structure Manual to include all committees. <sup>IV.B.4</sup>

**2014 new**

***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. (Original IV.A.2.b.)***

- *IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

**Descriptive Summary:**

Faculty and administrators' responsibilities are clearly defined in faculty and staff job descriptions. The Organizational Chart 2013 outlines interrelationships of all positions within ASCC. Curricular and educational matters fall under the scope of the Academic divisions specifically the Vice President of Academic and Student Affairs and the Deans of Academic Affairs, TED, and TTD. The Curriculum Committee <sup>II.B.56</sup> and Faculty Senate are established by policy and have within their scope of work responsibilities for curricular, educational, and student support decisions. <sup>II.B.2</sup>

**Self Evaluation**

Currently roles and responsibilities are clearly understood and implemented, however, there is a need to include all institutional manuals, handbooks, and other official documents in regular and ongoing program review.

**Planning Agenda:**

Align institutional policies, handbooks and manuals <sup>IV.B.4</sup>

Update Committee Structure Manual <sup>IV.B.4</sup>

Clearly define and document the roles and processes of curriculum and assessment committees, as well as the role of academic administrators in curriculum decision making and planning.



### **2014 new**

***IV.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. (Original IV.A.3.)***

- *IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

#### **Descriptive Summary:**

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. Institutional improvements are evident in the completion of all ARRA funded projects, which required all divisions to be active in the achievement of institutional outcomes. [VII.L.1](#)

The Student handbook is updated and available to students annually.

- Policy #3014 **Forms Management**. Information vital to the success of ASCC that provides the basis for management decisions. [II.B.59](#)

#### **Self Evaluation**

All staff are well informed of their respective roles through orientation and in the first year of employment (probationary period). Participation in divisional meetings is required and committee participation is highly encouraged.

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. Employees submit and compile daily and weekly task reports that pertain to achieving their divisional goals. Deans and directors and divisional staff submit bi-weekly reports on the progress toward achievement of their goals and these reports are compiled for Quarterly reporting.

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.

A finding within the written policies on governance is that staff and faculty are used interchangeably within the Governance Manual. [II.B.56](#) These policies outline the role of





staff/faculty in academic freedom, access to instructional services, FERPA, faculty assessment and other roles.

### **Planning Agenda**

Consistent definition of faculty, staff, and employee throughout policy statements.

Complete centralization and review of manuals, handbooks, SOPs and committee documents.  
[IV.B.4](#)

*2014 new*

***IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. (New)***

### **Descriptive Summary:**

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.  
[II.B.58](#)
- Policy #3014 **Forms Management.** Information vital to the success of ASCC that provides the basis for management decisions.  
[II.B.59](#)
- Policy #3022 **Communication Protocols.** Approved organizational and department charts shall be used and implemented as a guide for communication protocols.  
[II.B.48](#)
- 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.  
[II.B.60](#)
- Policy #3023-3024 **Information, correspondences and filing.** Detail about preparing and processing of internal and external official correspondences.  
[II.B.61](#)

### **Self Evaluation:**

The process of decision-making follows the organizational structure and communication protocols of the institution (Governance Manual, Policy #3022). The ISP identifies an overview of the framework through institutional planning committees role in planning and decision-making (ISP, pg. 14).

The Deans and Directors meetings are held every month or when scheduled by the President. The Deans and Directors disseminate information from these meetings to all staff and faculty.

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.

A Student Conduct policy statement does exist.<sup>II.B.56</sup> The Student Handbook outlines the role and responsibilities of students in their participation in educational programs and services. The Governance Manual details the Student role in policies 5201 – 5327.<sup>II.B.57</sup>

### **2014 new**

***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. ((Original IV.A.5))***

- *IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.*

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.

### **Self Evaluation:**

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 (Deans and Directors, VPs, and President). 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.

### **Evidence:**

1. I.D.2- ASCC Catalos: ASCC Catalogs 2010-2012: Program SLOs (pgs. 56-76)
2. II.A.1- ASCC Policy Manuals and Handbooks: BHE Manual (1998): Governance Commitment (pgs. 2-3)
3. II.B.2- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5118: Faculty Committees (p.80)
4. II.B.5- ASCC Policy Manuals and Handbooks: Governance Manual: 5000: Instructional Philosophy (p. 85)



5. II.B.14- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5300: Academic Conduct of Students (pgs. 93-94)
6. II.B.30- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 4300: Employee Performance Evaluation P. 58)
7. II.B.36- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3003: Developing, Recommending, and Implementing Approved College Policy (pgs. 16-17)
8. II.B.37- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2005: Establishment of Board and College Policies (p. 7)
9. II.B.48- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3022: Communication Protocol (p. 24)
10. II.B.53- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.2: College Goals (p. 14)
11. II.B.54- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5102: Faculty Orientation, Internship, and Institution Development (p. 7)
12. II.B.56- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5000-5119: Instructional and Student Service Governance Policy Statements (pgs. 85-90)
13. II.B.57- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5201-5327: Student Policies (pgs. 91-98)
14. II.B.58- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3010: Communication and Counsel to the Board (p.20)
15. II.B.59- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3014: Forms Management (p. 22)
16. II.B.60- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3022.1: Communication with the media (p. 25)
17. II.B.61- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3023-3024: Information, Correspondence and Filing (pgs. 25-26)
18. II.C.1- ASCC Policy Manuals and Handbooks: Personnel Manual: Policy 4.2137: Director (p. 9)
19. II.G- ASCC Policy Manuals and Handbooks: ASCC Organizational Chart 2013
20. II.G.1- ASCC Policy Manuals and Handbooks: ASCC Organizational Chart 2013: Organizational Chart June 2014
21. II.K.1- ASCC Policy Manuals and Handbooks: ASCC Committee Structure Manual 2010-2012
22. IV.A.1- ASCC Strategic Plan: ASCC Strategic Plan 2009-2014: Planning Process (pgs. 8-10)
23. IV.A.5- ASCC Strategic Plan: ASCC Strategic Plan 2009-2014: Academic Excellence (pgs. 17-26)
24. VII.L.1- ASCC Institutional/Divisional Analysis and Reports: Finance Reports: Summary ARRA Report



25. VIII.G- ASCC Divisional Standard Operating Procedures: Finance SOP
26. X.B.2- ASCC Committees, Memos and Documentations: Data Committees: By-Laws
27. X.I.1- ASCC Committees, Memos and Documentations: President's Memos:  
Establishment of Institutional Planning Committee
28. X.I.2- ASCC Committees, Memos and Documentations: President's Memos:  
Establishment of Institutional Planning Executive Core Committee
29. XII.A.7- ASCC Website and Online Resources: ASCC Website: ASCC Public Release:  
<http://www.amsamoa.edu/pressrelease.htm#SelfStudy>



## **IV B. Board and Administrative Organization Committee**

Chair: Dr. Seth Galea'i, *President*  
Co-Chair: Dr. Daniel Aga, *Dean/Director of Community & Natural Resources*

Members: Teleiai Christian Ausage, *Samoan Language & Culture Instructor*  
Filemoni Lauilefue, *Teacher Education & Training Instructor*  
Kuki Tuiasosopo, *Music Instructor/Fine Arts Department Chairperson*  
Maxine Tuiolomotu, *Student Government Association Coordinator*  
Talimeli Taufete'e, *Student Rep. to the Board of Higher Education*  
Sereima Asifoa, *Director of Human Resources*  
Donna Achica-Talaeai, *Adult Education Literacy & Extended Learning Instructor*  
Sonny Leomiti, *Director of Institutional Effectiveness*  
Emey Silafau, *Chief Financial Officer*  
Dr. Kathleen Kolhoff, *Vice President of Academic & Student Affairs*  
Letupu Moananu, *Dean of Instruction*  
Okenaisa Fauolo, *Director of Samoan Studies Institute*  
Tafaimamao Tua-Tupuola, *Director of UCEDD*  
Grace Tulafono, *Chief Information Officer*  
Dr. Rosevonne Pato, *Vice-President of Administrative Services*  
Michael Leau, *Director Trades & Technology*  
Sifagatogo Tuitasi, *Registrar*  
Dr. Emelia Le'i, *Dean of Student Services*  
Elvis Zodiacal, *Director of Learning & Library Services*  
Dr. Lina Galeai-Scanlan, *Director of Teacher Education*

### **Standard IV.B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.**

*2014 new*

***IV.B. Chief Executive Officer***

*2014 new*

***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. (Original IV.B.2)***



- *IV.B.2. The president has primary responsibility for the quality of the institution. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

#### **Descriptive Summary:**

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.” [II.B.35](#)*

The effectiveness of the President’s leadership is determined by the successful accomplishment of the mission, the realization of the College core institutional values, the achievement of student learning outcomes.

- *IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He delegates authority to administrators and other consistent with their responsibilities, as appropriate.*

#### **Descriptive Summary:**

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.

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, and other supervisory staff.



**Self Evaluation:**

ASCC meets this standard.

**Planning Agenda:**

Continue to monitor the effectiveness of the organizational chart and modify based on evidence when needed.

**2014 new**

***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. (Original IV.B.2.a)***

- IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He delegates authority to administrators and other consistent with their responsibilities, as appropriate.*

**Descriptive Summary:**

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.

**Self Evaluation:**

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.

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, and other supervisory staff.

ASCC meets this standard.



**Planning Agenda:**

Continue to monitor the effectiveness of the organizational chart and, based on evidence, modify when needed.

**2014 new**

***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. (Original IV.B.2.b)***

• *IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:*

- *Establishing a collegial process that sets values, goals and priorities;*
- *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *Ensuring that education planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

**Descriptive Summary:**

The President promotes the mission and core values of the institution.

The President leads and guides institutional improvements, as documented by the Institutional Program Reviews and Divisional Assessment. A recent review took place in 2014. The President is charged with implementing the policies of the Board and guiding the College to the achievement of planned improvements.





The President is directly involved in all aspects of accreditation, including maintenance of Eligibility Requirements and compliance with Commission policies and requirements.

Institutional Program Review and Divisional Assessment are used to assess the internal operations of the College. The Institutional Effectiveness Division helps to ensure the quality of the research and analysis.

Under the President's leadership and in consultation with various stakeholders, improvements of student learning continue to be instituted by aligning student learning outcomes and course objectives to the College mission. [IV.B](#)

The 2015-2020 Institutional Strategic Plan integrates education planning with resource planning and distribution of resources to achieve student learning outcomes. [IV.B.4](#)

The President is an ex-officio member on the ASG Scholarship Committee and is familiar with scholarship data and the success of students attending off-island universities.

The President is charged with implementing Board policies and communicates policy directions to the College community.

The President participates in institutional planning through regular meetings with the President's Advisory Council and regular meetings with the Deans and Directors. At these meetings, there are program updates and feedback.

The President communicates institutional values, goals, and directions both orally and in writing throughout the organization.

He communicates the values, goals, and directions at Faculty Orientations and Faculty Committee meetings.

He communicates them routinely to the President's Advisory Council and at Deans and Directors meetings.

He communicates them to Board members, Legislators, at meetings of the Governor's cabinet when the opportunity arises

Values, goals, and directions are communicated to the general ASCC staff at field days when the entire staff does a "road-side cleanup" or at special events like ASCC Staff Appreciation Day.

At Fall and Spring Graduation ceremonies, he expresses the values, mission, and vision of the College to graduates, parents, and the community at large.

He speaks to student groups on campus and at award ceremonies off-campus.



He relates values and directions to security guards, custodial staff, clerical and administrative officers, the accountants, and other support staff.

The President communicates institutional values, goals, and directions in the catalog and in major publications. They are stated in institutional reports such as the Quarterly Reports and in documents like the Institutional Strategic Plan.

**Self-Evaluation:**

The President is well-versed in the data and analysis of institutional performance. The President receives and reviews all Bi-Weekly Reports and Quarterly Reports and has a detailed and comprehensive knowledge of the College.

He knows and understands the significance of ASCC Placement Test data, student financial aid data and its impact on revenues, enrollment data and its relation to effectiveness in delivering instruction, enrolment data and its impact on teaching workloads, and graduation and transfer rates and their relation to the achievement of the College's mission.

The President is familiar with the data on Teacher Education and its importance in serving the educational needs of the territory.

The President leads and guides institutional improvements based on data from Institutional Program Reviews and Divisional Assessment, which are on-going and systematic.

The President is familiar with the overall performance of faculty and staff based on summary evaluation reports from the Human Resources Office. Because professional development is a strategic priority, he is familiar with staff capabilities and professional growth.

The President monitors resource allocation and quality improvement throughout the campus by supporting the divisions with the Vice Presidents.

The President receives daily financial reports from the CFO and is well-aware of the financial status of the College.

The President's ongoing emphasis on the use of data and evidence to inform decision-making is established throughout the College leadership and support staff.

The requirement for Program Review is one of the most important ways of communicating the need to establish a culture of evidence. The President established the Data Committee and Assessment Planning Committee to emphasize the importance of culture of evidence.



The requirement for Bi-Weekly and Quarterly Reports and the focus on student learning outcomes helps the President to guide the Board of Higher Education

Institutional research is under the Office of Institutional Effectiveness. Institutional Effectiveness reports to the Vice President of Administrative Services with open access to the President. The President reviews and approves all institutional reports that are disseminated throughout the institution and to the Board of Higher Education.

Research on student learning, institutional planning processes, and resource allocation processes are linked through the Institutional Program Review and the Divisional Assessment processes.

ASCC meets the standard.

**Planning Agenda:**

None

**2014 new**

***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. (new)***

*IV.B.1.j*

*The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

**Descriptive Summary**

In multi College district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

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 was first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College president. [II.L.1](#)

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). [II.B.66](#), [II.B.67](#), [II.B.81](#)

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. [II.B.64](#)

These policies were followed when 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.”* [II.B.35](#)

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.* [II.B.82](#)

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.* [II.B.53](#)

The delegation of administrative authority to the President is clear.

Policy 2001 GOVERNANCE STYLE emphasizes a style for focusing the Board on the policy level.



The Board will govern with a style that emphasizes including:

- Outward vision rather than an internal preoccupation.
- Strategic leadership rather than administrative detail.
- Clear distinction of the Board and ASCC President's roles.
- Future rather than past or present. [II.B.83](#)

#### 2005 ESTABLISHMENT OF BOARD AND COLLEGE POLICIES and 3003 DEVELOPING, RECOMMENDING, AND IMPLEMENTING APPROVED COLLEGE POLICY

These statements describe policy development by the Board and policy implementation by the President. This allows the Board to be more effective in focusing at the policy level.

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.* [II.B.64](#)

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 goals. The Board shall conduct an evaluation of the President each academic year or at any time.* [II.B.65](#)

Therefore, the Board's evaluation process of 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. [VI.K](#)

The Board sets clear expectations for regular reports on institutional performance in these two governance policies:

Policy 3010 COMMUNICATION AND COUNSEL TO THE BOARD [II.B.58](#)

Policy 3002.2 INTERNAL AND EXTERNAL MONITORING REPORTS [II.B.84](#)

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 PHILOSOPHY [II.B.56](#)

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 Reports [II.B.84](#)



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.

Policies whose purpose is to keep the Board apprised of the College's growth, development, and challenges are:

Policy 2009.3 ADEQUATE INFORMATION TO PRECEDE ACTION [II.B.85](#)

Policy 2013 RELATIONSHIP BETWEEN THE BOARD AND THE PRESIDENT OF THE COLLEGE [II.B.86](#)

Policy 2013.C states the *"President shall keep the Board well-informed on programs, plans and progress through staff/faculty member's reports and other means of choice."* [II.B.87](#)

Policy 3007 BUDGETING AND FORECASTING

*"No budget will become effective until approved by the Board."* [II.B.88](#)

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."* [II.B.37](#), [II.B.89](#)

The Board requires that the President provide high-quality 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.

A good example of how the Board stated its expectations for sufficient information on institutional performance was in one of its motions.

*"It was moved to communicate through email the issues and questions about the quarterly reports. Once all feedback from the board to the president are compiled, then a meeting is called with responses to the board concerns on the quarterly reports. Motion carried unanimously."* [X.N.3 \(view on campus\)](#)

Another example of how the Board sets its expectations for sufficient information on institutional performance to ensure it can fulfill its responsibility for educational quality was in regards to the Four Year Teacher Education Program.

The Board receives information on the performance of educational programs. For example, Dean of Academic Affairs and Vice President of Academic and Student Affairs presented information about the College Accelerated Preparatory Program or CAPP. [X.N.4 \(view on campus\)](#)

ASCC's Leadership Team made a number of presentations to the American Samoa Education Summit, both at the planning committee level and in full presentation to the Summit attendees on education programs, assessment, planning, and student progress.

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.

The Board's responsibility for the financial integrity of the College is demonstrated by requiring the audits. The CFO introduced ASCC Auditor who was conducting FY 2011 Audit. These audits inform the Board of on-going opinions of financial instability. <sup>X.N.5 (view on campus)</sup> The President explains the positive feedback received from the auditors on the 2012 Audit. <sup>X.N.6 (view on campus)</sup>

The College has been able to maintain its fiscal responsibility despite the island's economic challenges. Recognizing the challenging economic climate of American Samoa, the Board approved incremental tuition increase from 2011 to 2013 by 5% increases. The Board also approved cost-containment measures to improve fiscal health of the institution in November 2011.

The Board sets expectations for sufficient information on financial integrity as described in Policy 3007 and 3008, as well as other policies on Audit, Investments, Procurement, Competitive Bidding, Sole Source Purchasing, and Grants Management. [II.B.88](#), [II.B.90](#)

### **Self evaluation:**

College policies were followed when current President was selected in 2008.

The delegation of administrative authority to the President is clearly stated in policy. The stated governance style encourages the Board to be effective at focusing on the policy level.

The Board's evaluation process of the President includes ways to evaluate the implementation of board policies and the achievement of institutional goals.

The Board sets clear expectations for regular reports on institutional performance and the Board is kept Board apprised of the College's growth, development, and challenges.

The Board's responsibility for the financial integrity of the College is demonstrated by requiring financial audits.

ASCC meets the standard.

### **Planning Agenda**

None.



*2014 new*

***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. (Original IV.B.2.c & d)***

- *IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- *IV.B.2.d. The president effectively controls budget and expenditures.*

**Descriptive Summary:**

The President, as chief executive officer, is charged with the direct management and administration of the College under Public Law 22-30. [U.L](#)

The Board Policy Manual and Governance Policy Manual clearly define the detailed responsibilities of the President. The President is the spokesperson for the College to the Board on all issues.

Once the annual budget has been approved by the Board of Higher Education, the President has final authority for controlling approved expenditures. The CFO provides regular budget information to the President, as well as to the Deans and Directors, so that current information is available for decision-making

**Self Evaluation:**

ASCC meets the standard. The President provides effective leadership and demonstrates good judgment to recruit and maintain qualified college personnel to assure the integrity of the college. The President requires that all college programs, divisions and departments comply with statutes and regulations and link activities specifically to the college's mission, goals and achievement of SLOs.

ASCC meets the Standard. The President, in consultation with the CFO, controls the budget and expenditures effectively.

*2014 new*

***IV.B.6. The president works and communicates effectively with the communities served by the institution. (Original IV.B.2.e)***

- *IV.B.2.e. The president works and communicates effectively with the communities served by the institution.*





The President is recognized and respected by the community and is a strong public advocate for the College.

The President is the primary spokesperson for the College, represents ASCC on various boards and commissions, and serves as a member of the Governor's Cabinet. Reports are disseminated regularly to external stakeholders. The ASCC President has a number of options for communicating with the public.

**Self Evaluation:**

The President communicates institutional values, goals, and directions both orally and in writing throughout the organization.

He communicates the values, goals, and directions at Faculty Orientations and Faculty Committee meetings.

He communicates them routinely to the President's Advisory Council and at Deans and Directors meetings.

He communicates them to Board members, Legislators, at meetings of the Governor's cabinet when the opportunity arises

Values, goals, and directions are communicated to the general ASCC staff at field days when the entire staff does a "road-side cleanup" or at special events like ASCC Staff Appreciation Day.

At Fall and Spring Graduation ceremonies, he expresses the values, mission, and vision of the College to graduates, parents, and the community at large.

He speaks to student groups on campus and at award ceremonies off-campus.

He relates values and directions to security guards, custodial staff, clerical and administrative officers, the accountants, and other support staff.

The President communicates institutional values, goals, and directions in the catalog and in major publications. They are stated in institutional reports such as the Quarterly Reports and in documents like the Institutional Strategic Plan.

ASCC meets the standard.



**2014 new**

#### **4.C. Governing Board**

**2014 new**

***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. (Original IV.B.1)***

- IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effective operation of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College.*

#### **Descriptive Summary:**

Approved by the Board in 2008 and updated in 2010, the ASCC Governance Policy Manual (GPM) is a comprehensive compilation of ASCC policies. The GPM is organized in the following eight chapters:

- Mission & Vision Statements, Organization Charts
- Board Governance
- Administrative Governance
- Personnel Governance
- Instructional and Student Services Governance
- Site Facilities Governance Policies
- Financial and Procurement Governance
- Workforce, Economic, and Community Development Governance

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 ASCC. 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.” [II.B.62](#)*

Chapter II Administrative Governance Policy Statements describes and defines the relationship between the Board and the President. Supported by Human Resources policies and SOPs for all hiring, the Board is responsible for the screening and selection of applicants for President, for interviewing candidates, and for the final selection of the President. Policy 3001 states that:



*“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 applicable laws.” [II.B.63](#)*

Policy 3001.4 states that:

*“Annually, the Board meets in an executive session to conduct a performance evaluation of the President.” [II.B.64](#)*

Policy 3002 further states that:

*“The Board shall conduct an evaluation of the President each academic year or at any time the Board deems appropriate.” [II.B.65](#)*

Chapter I, Policy 1000 of the Governance Policy Manual clearly states ASCC’s mission, vision, goals and objectives. [II.B.1](#) The ASCC Catalog 2014-2016, as well as all previous catalogs, 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. [I.D.1](#), [I.D.2](#)

Governance Policies 3001.1 (Qualifications of the President), 3001.3 (Contract for the President), 3001.4 (Evaluation of the President), 3001.7 (Non-Renewal of Contract), and 3002 (Monitoring the President’s Performance) describe the employment and evaluation of the ASCC President. Institutional hiring policies and SOPs were described in Standard III A and apply to the President, with final selection resting with the Board of Higher Education. [II.B.66](#), [II.B.67](#), [II.B.64](#), [II.B.68](#), [II.B.65](#)

Prior to 2003, the Board of Higher Education policy was to recommend three candidates to the Governor of American Samoa, who made the final selection. Since 2003, the Board has had sole authority to hire the President. The Board was given complete autonomy to select the President when section 16.2005 of PL 22-30 was amended in 2003. [II.L.1](#)

### **Self Evaluation:**

The Board has consistently followed the authorized procedures for advertisement, application screening, interview, selection and evaluation of the President.

ASCC meets this standard.

### **Planning Agenda:**

None.

### **2014 new**

***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. (Original IV.B.1.a.)***



- *IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

### **Descriptive Summary:**

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. Four of the Board members are career educators. Three Board members serve in the clergy. One is a retired US military veteran. Three of the eight 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 President of ASCC and the Director of the American Samoa Department of Education serve 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. [II.B.69](#), [II.B.70](#)

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 ... [II.B.71](#)

Policy 2004.3 F states that:

*“Chairperson shall have no authority on his/her own to make decisions about policies created by the Board....”* [II.B.72](#)

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.”* [II.B.73](#)

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.

ASCC is a public institution, so there are no private owners.



**Self Evaluation:**

ASCC is in partial compliance with Board Policy 2009.4. While Board meetings informing the public of proposed tuition increases are made public, it needs to be more proactive in making announcements about Board meetings public.

**Planning Agenda:**

Develop and implement strategies for making Board meetings public.

**2014 new**

***IV.C.2. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. (Original IV.B.1.j.)***

- *IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as chancellor) in a multi College/system, or the College chief administrator (most often known as president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or College respectively.*

**Descriptive Summary:**

In multi College district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

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 was first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College president.

[II.L.1](#)

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). [II.B.66](#), [II.B.67](#), [II.B.81](#)

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. [II.B.64](#)



These policies were followed when 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.”* [II.B.35](#)

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*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.* [II.B.53](#)

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The Board will govern with a style that emphasizes including:

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Policy 2013.C states the *“President shall keep the Board well-informed on programs, plans and progress through staff/faculty member’s reports and other means of choice.”* [II.B.87](#)

## Policy 3007 BUDGETING AND FORECASTING

*“No budget will become effective until approved by the Board.”* [II.B.88](#)

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### **Self Evaluation:**

The Board has consistently followed the authorized procedures for advertisement, application screening, interview, selection and evaluation of the President.

ASCC meets this standard.

### **2014 new**

***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. (Original IV.B.1.a.)***

- *IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

### **Descriptive Summary:**

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. Four of the Board members are career educators. Three Board members serve in the clergy. One is a retired US military veteran. Three of the eight members are women.

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describe the eligibility and requirements for Board membership, as well as the exclusions. [II.B.69](#), [II.B.70](#)

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:

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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.”* [II.B.73](#)

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.

### **Self Evaluation:**

ASCC is in partial compliance with Board Policy 2009.4. While Board meetings informing the public of proposed tuition increases are made public, it needs to be more proactive in making announcements about Board meetings public.

ASCC is a public institution, so there are no private owners.

The Board represents the public interest. Policies on conflict of interest should be strengthened and formalized. ASCC meets the standard.

### **Planning Agenda:**

Strengthen the policy on conflict of interest.



### **2014 new**

***IV.C.5. The governing board establishes policies consistent 2014 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. (Original IV.B.1.b & c)***

- *IV.B.1.b. The governing board established policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

### **Descriptive Summary:**

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. [IV.A](#), [IV.B](#) 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 & support programs to facilitate Student Academic Success.
- ASCC will Assess, Evaluate and document Recommendations to improve Institutional Effectiveness.
- ASCC will emphasize High Quality Teaching & Services
- 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."* [II.B.37](#)

### **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* [II.B.55](#)

### **Self Evaluation:**

The Board approves the Colleges budget and must ensure the necessary resources exist to support the quality, integrity, and improvement of student learning programs and services.

Policy 2000.1 (Board Purpose Statement) states that:

*“The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission.”* [II.B.62](#)

The ASCC Catalog 2014-2016, as well as all previous catalogs, 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.

### **Planning Agenda:**

None.

### **IV.B.1.c The governing board has ultimate responsibilities for educational quality, legal matters, and financial integrity.**

#### **Descriptive Summary:**

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.”* [II.B.74](#)

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) [II.L.2](#)

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. [II.L.3](#)  
[II.L.4](#)



The Board of Higher Education exercises independent authority and bears responsibility for its educational quality, legal matters, and financial integrity.

**Self Evaluation:**

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.

The College meets the standard.

**Planning Agenda:**

None.

**2014 new**

***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. (New)***

*IV.B.1.d*

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

**Descriptive Summary**

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 2<sup>nd</sup> 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."* (Board Minutes 8/6/13)

According to policy 3001 PRESIDENT OF THE COLLEGE, the:

*"President is the chief executive officer of the College and serves as the ex-officio member to the Board."* [II.B.63](#)

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). [II.L.2](#), [II.L.5](#)*

Other duties and Board responsibilities, structure, and operating procedures are described in ASCC Governance Policy Manual, Chapter II, Policy 2000 to 2015. [II.B.75](#)

Policy 2005.C. ESTABLISHMENT OF BOARD AND COLLEGE POLICIES describes the President’s responsibility for policy manuals.

*“C. Official Policy Manual: 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.” [II.B.37](#)*

### **Self evaluation**

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.

ASCC meets this standard.

### **Planning Agenda**

- To publish and update all policies and make them available/accessible at the public ASCC the library and on the ASCC website.
- To continue to review and update the Governance Manual

**2014 new**



***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. (Original IV.B.1.e.)***

- *IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

**Descriptive Summary:**

A review of the Board minutes from 2009 to 2013 provides some examples of how the Board acts in a manner consistent with its policies.

- Consistent with the Board’s authority to approve the educational program (PL 22-30), the Board gave its “approval of the Four Year Teacher Education [which] will be signed by both Chair and Vice-Chair to be sent off to Senior Commission.” [X.N.1\(view on campus\)](#)
- Consistent with its authority to approve the College’s budget, all Board members unanimously voted to approve the FY 2014 Final Budget. [X.N.2\(view on campus\)](#)
- Consistent with its policy to create a Master Plan, the minutes show the Board discussed integrated planning as far back as Feb. 2009.
- Consistent with Board Policy 2005.A, the Board reviews policy as necessary for the operation of the College.

Policy 2005.A ESTABLISHMENT OF BOARD AND COLLEGE POLICIES Policy Initiation, Development and Review states “Policies shall be reviewed by the Board as necessary for the operation of the College.” [II.B.37](#)

**Self-Evaluation:**

Records of the Board indicate that its actions are consistent with its policies. Board meetings are open to the public.

The Board develops policies as necessary, and reviews policies annually. The goal of this review process is to ensure that the standards of organization, healthy dialog, institutional integrity, evaluation, planning and improvement are sustained, reflected and incorporated into the policies.

**Planning Agenda:**

The Board will continue to assess whether its actions are consistent with its policies on a regular basis.

**2014 new**



***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. (New)***

*IV.B.2.b*

*The president guides institutional improvement of the teaching and learning environment by the following:*

- Establishing a collegial process that sets values, goals, and priorities.*
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.*
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.*
- Establishing procedures to evaluate overall institutional planning and implementation efforts.*

**Descriptive Summary**

The President leads and guides institutional improvements, as documented by the Institutional Program Reviews and Divisional Assessment. The recent review took place in 2014. The President is charged with implementing the policies of the Board and guiding the College to the achievement of planned improvements.

Institutional Program Review and Divisional Assessment are used to assess the internal operations of the College. The Institutional Effectiveness Division ensures the quality of the research and analysis.

Under the President's leadership and in consultation with various stakeholders, improvements of student learning continue to be instituted by aligning student learning outcomes and course objectives to the College mission. [IV.B](#)

The 2015-2020 Institutional Strategic Plan integrates education planning with resource planning and distribution of resources to achieve student learning outcomes. [IV.B.4](#)

The President is charged by the Board for the College's institutional planning through regular meetings with the President's Advisory Council and periodic meetings with the Deans and Directors. Program updates, feedback and evaluation are received from these groups and the President.

The President communicates institutional values, goals, and directions both orally and in writing throughout the organization.

He communicates the values, goals, and directions at Faculty Orientations and Faculty Committee meetings.

He communicates them routinely to the President's Advisory Council and at Deans and Directors meetings.





He communicates them to Board members, Legislators, at meetings of the Governor's cabinet when the opportunity arises

Values, goals, and directions are communicated to the general ASCC staff at field days when the entire staff does a "road-side cleanup" or at special events like ASCC Staff Appreciation Day.

At Fall and Spring Graduation ceremonies, he expresses the values, mission, and vision of the College to graduates, parents, and the community at large.

He speaks to student groups on campus and at award ceremonies off-campus.

He relates values and directions to security guards, custodial staff, clerical and administrative officers, the accountants, and other support staff.

The President communicates institutional values, goals, and directions in the catalog and in major publications. They are stated in institutional reports such as the Quarterly Reports and in documents like the Institutional Strategic Plan.

The President is well-versed in the data and analysis of institutional performance. The President receives and reviews all Bi-Weekly Reports and Quarterly Reports and has a detailed and comprehensive knowledge of the College.

He knows and understands the significance of ASCC Placement Test data, student financial aid data and its impact on revenues, enrollment data and its relation to effectiveness in delivering instruction, enrolment data and its impact on teaching workloads, and graduation and transfer rates and their relation to the achievement of the College's mission.

The President is familiar with the data on Teacher Education and its importance in serving the educational needs of the territory.

The President is an ex-officio member on the ASG Scholarship Committee and is familiar with scholarship data and the success of students attending off-island universities.

The President leads and guides institutional improvements based on data from Institutional Program Reviews and Divisional Assessment, which are on-going and systematic.

### **Self evaluation**

The President is charged with implementing Board policies and communicates policy directions to the College community.



The President participates in institutional planning through regular meetings with the President's Advisory Council and regular meetings with the Deans and Directors. At these meetings, there are program updates and feedback.

The President is familiar with the overall performance of faculty and staff based on summary evaluation reports from the Human Resources Office. Because professional development is a strategic priority, he is familiar with staff capabilities and professional growth.

The President monitors resource allocation and quality improvement throughout the campus by supporting the divisions with the Vice Presidents.

The President receives daily financial reports from the CFO and is well-aware of the financial status of the College.

The President promotes the mission and core values of the institution.

The President's ongoing emphasis on the use of data and evidence to inform decision-making is established throughout the College leadership and support staff.

The requirement for Program Review is one of the most important ways of communicating the need to establish a culture of evidence. The President established the Data Committee and Assessment Planning Committee to emphasize the importance of culture of evidence.

The requirement for Bi-Weekly and Quarterly Reports and the focus on student learning outcomes helps the President to guide the Board of Higher Education

Institutional research is under the Office of Institutional Effectiveness. Institutional Effectiveness reports to the Vice President of Administrative Services with open access to the President. The President reviews and approves all institutional reports that are disseminated throughout the institution and to the Board of Higher Education.

Research on student learning, institutional planning processes, and resource allocation processes are linked through the Institutional Program Review and the Divisional Assessment processes.

ASCC meets the standard.

***2014 new***

***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. (Original IV.B.1.d {& f})***



- *IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Descriptive Summary:**

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 2<sup>nd</sup> 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."* (Board Minutes 8/6/13)

According to policy 3001 PRESIDENT OF THE COLLEGE, the:

*"President is the chief executive officer of the College and serves as the ex-officio member to the Board."* [II.B.63](#)

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). [II.L.2](#), [II.L.5](#)

Other duties and Board responsibilities, structure, and operating procedures are described in ASCC Governance Policy Manual, Chapter II, Policy 2000 to 2015. [II.B.75](#)

Policy 2005.C. ESTABLISHMENT OF BOARD AND COLLEGE POLICIES describes the President's responsibility for policy manuals.

*"C. Official Policy Manual: 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."* [II.B.37](#)

### **Self Evaluation:**

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.



ASCC meets this standard.

### **Planning Agenda**

- To publish and update all policies and make them available/accessible at the public ASCC the library and on the ASCC website.
- To continue to review and update the Governance Manual **on a regular basis.**

*IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### **Descriptive Summary:**

Policy 2010 (Board Orientation and Training) requires that “An annual workshop will be conducted to address the training needs of the Board members.” [II.B.79](#) Topics are identified to guide the content of the training. Board members have the opportunity to participate in off-island professional development. [XIII.C View on campus](#)

In addition, the White Paper serves as a primary document that supports Board development for continuous quality improvement.

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.” [II.B.80](#)

Board members serve staggered terms and service is designed to assure continuity of at least half of the Board if a newly elected Governor wishes to make new appointments during his/her four-year term of office.

### **Self Evaluation:**

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.

Two White Papers were provided 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.

He challenged the Board to set higher expectations, “not merely avoid irresponsible behavior, but to take positive, systematic actions in the interest of the institutions they oversee.” <sup>11</sup>



Key Principles covered in this workshop were: Conflict of Interest; Board Independence not only to act as buffers but also bridges to stakeholders; and the difference between Governing and Managing.

Dr. Hess emphasized the special responsibility of the Board “to students for the quality and value of their educational experience.”

ASCC meets this standard.

**2014 new**

***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. (Original IV.B.1.g.)***

- *IV.B.1.g. The governing board’s self evaluation processes for assessing board performance are clearly defined, implemented and published in its polices and bylaws.*

**Descriptive Summary:**

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.*

*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. [VI.J](#)

#### **Self Evaluation:**

The records show that the Board has discussed, examined, and approved of self-evaluation:

- In 2009, the Board discussed self-evaluation (BM 2/17/09). At a Board training, the 2009 White Paper "American Samoa Community College Board Development Workshop Report" reports findings from a 2009 self-evaluation. Further, a July 2011 memo from ACCJC provided the ACCJC Rubric for Evaluation Institutional Effectiveness.
- In 2010, the President gave an example of a question from WASC. "How did board engage in an evaluation process to determine the effectiveness of its delineation of roles and responsibility of the board in policy making?" (BM 4/12/10)
- In 2010, the Board approved self-evaluation at its summer retreat. (BM 6/16/10)
- In 2012, Director of Institutional Effectiveness presented on the requirement of self-evaluation to the Board. Board self evaluations have taken place during the annual Board retreats. These retreats have been effective in reviewing Board policies, institutional planning, and conducting self-evaluation.
- The Accreditation Liaison Officer/Vice President of Student and Academic Affairs, Vice President of Administrative Services, the Director of Institutional Effectiveness, the Director of Human Resources, and the Chief Financial Officer have made several presentations to the Board on assessment activities. [VI.J](#)

In July 2014 the Board was provided with an instrument for their self-evaluation. Results will be compiled in Fall 2014.

ASCC meets the standard.

#### **Planning Agenda:**

After the results have been compiled for its 2014 Board Self-Evaluation, the Board will develop goals for the two year action plan, which will guide the next Board evaluation.

#### ***2014 new***

***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. (Original IV.B.1.h.)***

- *IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

#### **Descriptive Summary:**

Policy 2002 BOARD OF HIGHER EDUCATION CODE OF CONDUCT states that:

*“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.” [II.B.73](#)*

The President has a responsibility to advise the Board if he believes there is an issue related to Board behavior. As stated in Policy 3010.C COMMUNICATION AND COUNSEL TO THE BOARD, the President shall:

*“advise the Board if, in the President’s opinion, the Board is not in compliance with its own policies on Governance Process and Board Staff Relationship, particularly in the case of Board behavior which is detrimental to the working relationship between the Board and the President.” [II.B.58](#)*

In 3010.G, the President is expected to *“report in a timely manner an actual or anticipated non-compliance with any policy of the Board.” [II.B.58](#)*

#### **Self Evaluation:**

No detailed policy exists for a Board member’s disclosure of any possible conflicts of interest.

No written policy exists for dealing with behavior that violates the code.

There is a current issue that has not yet been resolved regarding a perceived conflict of interest.

Human Resources has informed the Board of a possible conflict of interest. The Board Chair dealt with this behavior by stating “it is good to be in touch with the Legal Counsel and Governor’s Office in regards to this matter, because it is the Governor’s appointment.” (BM 9/13/13)

The Board continued to discuss this issue at their October 31, 2013 meeting. They were provided with a copy of the policy. One of the Board members advised that the “President is doing his job on clarifying policies and thanks him for being alert on this issue.” More of the Board’s discussion is in the 10/31/13 minutes.

#### **Planning Agenda:**

In compliance with Accreditation Standard IVB.1.h., the governing board will establish more clearly defined policies for responsible self-disclosure of conflict of interest and for dealing with



behavior that violates policy 2002 BOARD OF HIGHER EDUCATION CODE OF CONDUCT.

**2014 new**

***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. (Original IV.C.B.1.j.)***

*IV.B.1.j*

*The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

### **Descriptive Summary**

In multi College district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

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 was first became law, section 16.2005 was amended in 2003 to give complete autonomy to the Board in selecting the College president. [II.L.1](#)

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). [II.B.66](#), [II.B.67](#), [II.B.81](#)

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. [II.B.64](#)





These policies were followed when 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.”* [II.B.35](#)

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.* [II.B.82](#)

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.* [II.B.53](#)

The delegation of administrative authority to the President is clear.

Policy 2001 GOVERNANCE STYLE emphasizes a style for focusing the Board on the policy level.

The Board will govern with a style that emphasizes including:

- Outward vision rather than an internal preoccupation.
- Strategic leadership rather than administrative detail.
- Clear distinction of the Board and ASCC President’s roles.
- Future rather than past or present. [II.B.83](#)

2005 ESTABLISHMENT OF BOARD AND COLLEGE POLICIES and 3003 DEVELOPING, RECOMMENDING, AND IMPLEMENTING APPROVED COLLEGE POLICY

These statements describe policy development by the Board and policy implementation by the President. This allows the Board to be more effective in focusing at the policy level.

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.* [II.B.64](#)

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 goals. The Board shall conduct an evaluation of the President each academic year or at any time.* [II.B.65](#)

Therefore, the Board's evaluation process of 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. [VI.K](#)

The Board sets clear expectations for regular reports on institutional performance in these two governance policies:

Policy 3010 COMMUNICATION AND COUNSEL TO THE BOARD [II.B.58](#)

Policy 3002.2 INTERNAL AND EXTERNAL MONITORING REPORTS [II.B.84](#)

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 PHILOSOPHY [II.B.56](#)

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 Reports [II.B.84](#)

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.

Policies whose purpose is to keep the Board apprised of the College's growth, development, and challenges are:

Policy 2009.3 ADEQUATE INFORMATION TO PRECEDE ACTION [II.B.85](#)

Policy 2013 RELATIONSHIP BETWEEN THE BOARD AND THE PRESIDENT OF THE COLLEGE [II.B.86](#)

Policy 2013.C states the "*President shall keep the Board well-informed on programs, plans and progress through staff/faculty member's reports and other means of choice.*" [II.B.87](#)

Policy 3007 BUDGETING AND FORECASTING

*"No budget will become effective until approved by the Board."* [II.B.88](#)



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.”* [II.B.37](#), [II.B.89](#)

### Self evaluation

The Board requires that the President provide high-quality 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.

A good example of how the Board stated its expectations for sufficient information on institutional performance was in one of its motions.

“It was moved to communicate through email the issues and questions about the quarterly reports. Once all feedback from the board to the president are compiled, then a meeting is called with responses to the board concerns on the quarterly reports. Motion carried unanimously.” [X.N.3 \(view on campus\)](#)

Another example of how the Board sets its expectations for sufficient information on institutional performance to ensure it can fulfill its responsibility for educational quality was in regards to the Four Year Teacher Education Program.

The Board receives information on the performance of educational programs. For example, Dean of Academic Affairs and Vice President of Academic and Student Affairs presented information about the College Accelerated Preparatory Program or CAPP. [X.N.4 \(view on campus\)](#)

ASCC’s Leadership Team made a number of presentations to the American Samoa Education Summit, both at the planning committee level and in full presentation to the Summit attendees on education programs, assessment, planning, and student progress.

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.

The Board’s responsibility for the financial integrity of the College is demonstrated by requiring the audits. The CFO introduced ASCC Auditor who was conducting FY 2011 Audit. These audits inform the Board of on-going opinions of financial instability. [X.N.5 \(view on campus\)](#) The President explains the positive feedback received from the auditors on the 2012 Audit. [X.N.6 \(view on campus\)](#)

The College has been able to maintain its fiscal responsibility despite the island’s economic challenges. Recognizing the challenging economic climate of American Samoa, the Board approved incremental tuition increase from 2011 to 2013 by 5% increases. The Board also



approved cost-containment measures to improve fiscal health of the institution in November 2011.

The Board sets expectations for sufficient information on financial integrity as described in Policy 3007 and 3008, as well as other policies on Audit, Investments, Procurement, Competitive Bidding, Sole Source Purchasing, and Grants Management. [II.B.88](#), [II.B.90](#)

ASCC meets the standard.

### ***2014 new***

***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.)***

- *IV.B.1.i. The governing board is informed about and involved in the accreditation process.*

### **Descriptive Summary:**

The Board professional development seminar in April of 2013 included information about accreditation standards and the accreditation process.

The Board takes an active role in the review and approval of Substantive Change Proposals, Special Reports and has an oversight role in the self-study process. 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. The Board evaluation instrument aligns with accreditation expectations.

### **Self Evaluation:**

The Board must complete, analyze and deliberate on the results of its self-evaluation, forming an appropriate action plan.



ASCC meets this standard.

**Planning Agenda:**

Board training in Accreditation processes will continue and will develop policies to support the College's efforts to improve and excel.

*2014 new*

***D. Multi-College Districts or Systems***

***This standard refers only to multi-College districts or systems and does not apply to ASCC.***

**AMERICAN SAMOA BACHELORS IN EDUCATION PROGRAM**

**Bachelor of Education Addendum**

**Standard 4: Leadership and Governance**

All information provided above for Standard IVA and Standard IVB applies to the B.Ed. program.

**Evidence:**

- I.D.1- ASCC Catalogs: ASCC Catalo 2014-2016: ASCC Core Values (p. iii)
- I.D.2- ASCC Catalogs: ASCC Catalo 2014-2016: ASCC Mission Statement (p. iii)
- II.B.1- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 1000: ASCC Mission, Vision, Goals Objectives (p. 1)
- II.B.35- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3000: Delegation to the President (p. 14)
- II.B.37- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2005: Establishment of Board and College Policies (p. 7)
- II.B.53- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.2: College Goals (p. 14)
- II.B.55- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2000: Governance Commitment (p. 3)
- II.B.56- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 5000-5119: Instructional and Student Service Governance Policy Statements (pgs. 85-90)
- II.B.58- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3010: Communication and Counsel to the Board (p. 20)



- II.B.62- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2000.1: Board Purpose Statement (p. 3)
- II.B.63- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001: President of the College (p. 14)
- II.B.64- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.4: Evaluation of the President (p. 15)
- II.B.65- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3002: Monitoring the President's Performance (p. 16)
- II.B.66- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.1: Qualifications of the President (p. 14)
- II.B.67- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.3: Contract for the President (p.14)
- II.B.68- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.7: Non-Renewal of Contract (p. 15)
- II.B.70- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2003.3: Board Officers (p. 4)
- II.B.71- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2004.1: Authority of Board Committees (p. 5)
- II.B.72- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2004.3: Chairperson's Role and Authority (p. 6)
- II.B.73- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2002: Board of Higher Education Code of Conduct (p. 3)
- II.B.74- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2004: Authority and Functions of the Board, Committees, and Members (p. 5)
- II.B.75- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2000-2015: Board Governance Policy Statements (pgs. 3-13)
- II.B.76- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2008.2: Types of Board Meetings (p. 9)
- II.B.77- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2009.4: Public Participation (p. 10)
- II.B.78- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2009.5: Public Comments (pgs. 9-10)
- II.B.79- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2010: Board Orientation and Training (p. 11)
- II.B.80- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2010.1: Orientation for New Members (p. 12)
- II.B.81- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3001.5: Salary (p. 15)
- II.B.82- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 6500: Master Plan (p. 105)
- II.B.83- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2001: Governance Style (p. 3)
- II.B.84- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3002.2: Internal and External Monitoring Reports (p. 16)



- II.B.85- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2009.3: Adequate Information to Precede Action (p. 10)
- II.B.86- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2013: Relationship Between Board and the President of the College (p. 12)
- II.B.87- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 2013.C (p. 13)
- II.B.88- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3007: Budgeting and Forecasting (p. 18)
- II.B.89- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3003.A (p.gs. 16-17)
- II.B.90- ASCC Policy Manuals and Handbooks: Governance Manual: Policy 3008: Financial Condition (p. 18)
- II.L- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law
- II.L.1- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law PL 22-30 Section 16.2005 (p.)
- II.L.2- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law PL 22-30 Section 16.2002 (p.)
- II.L.3- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law PL 22-30 Section 16.2009 (p.)
- II.L.4- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law PL 22-30 Section 16.2010 (p.)
- II.L.5- ASCC Policy Manuals and Handbooks: American Samoa Government Public Law PL 22-30 Section 16.2004 (p.)
- II.M.1- ASCC Policy Manuals and Handbooks: ASCC Governance Policy Statements and Regulations July 2014: Board Self-Evaluation (p. 7)
- IV.A- ASCC Strategic Plans: ASCC Strategic Plan 2009-2014
- IV.B- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020
- IV.B.4- ASCC Strategic Plans: ASCC Strategic Plan 2015-2020: Academic Excellence (p.)
- VI.J- ASCC Surveys: BHE's Evaluation Survey
- VI.K- ASCC Surveys: President's Evaluation Survey
- X.N.1- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 01/12/12
- X.N.2- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 06/25/13
- X.N.3- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 06/06/2010
- X.N.4- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 08/23/2012
- X.N.5- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 01/23/2012
- X.N.6- ASCC Committees, Memos and Documentations: Board of Higher Education: Minutes for 02/22/2013
- XIII.C- Board Professional Development Table

