



American Samoa Community College

Accreditation Standard II: II.A, II.B, II.C

Accreditation Liaison Officers and Standard II Chairperson

March 22, 2019



Presentation Outline:

- Clarification of Standard II
- Clarification of Standard Lead Tasks
 - ASCC Policies
 - ASCC Procedures
 - ASCC Practice
- Clarification of Committee Action Plan and Meeting Schedule
- **Due Date:** Action Plan and Meeting Schedule (March 29, 2019)



Standard II



Accreditation Standard II:

- Standard II: Student Learning Programs and Support Services
 - II.A Instructional Program
 - (II.A.1-**ER 9 and ER 11**, II.A.2, II.A.3, II.A.4, II.A.5-**ER 12**, II.A.6-**ER 9**, II.A.7, II.A.8, II.A.9-**ER 10**, II.A.10-**ER 10**, II.A.11, II.A.12-**ER 12**, II.A.13, II.A.14, II.A.15, II.A.16)
 - II.B Library and Learning Support Services
 - (II.B.1-**ER 17**, II.B.2, II.B.3, II.B.4-**ER 17**)
 - II.C Student Support Services
 - (II.C.1-**ER 15**, II.C.2, II.C.3-**ER 15**, II.C.4, II.C.5, II.C.6-**ER 16**, II.C.7, II.C.8)



Initiating the Planning Processes:

- 6 Step process for the initiating of the Standard review:
 1. Thoroughly read to understand each of the assigned Accreditation Standards. (*Please refer to Standard Chairpersons or ALOs for necessary clarifications*)
 2. Determine whether the Standard is referring to a policy, procedure, or practice.
 3. Determine the types of evidence available and if the evidence is accessible to all stakeholders.
 4. Determine ASCC personnel conducive to the Standard dialogue based on his/her role(s) and the level of involvement particular to the implementation of a service, monitoring of procedures and reporting, or decision-making. (*faculty, staff, administrators, students, board members, etc.*)
 5. Develop a Peer Review action plan and meeting schedule for the review of ASCC's Student Learning Programs and Support Services based on Accreditation Standard II.A, II.B, and II.C.
 6. Submit each Action Plan and Meeting Schedules to the Standard Chair. (Due March 29, 2019)



Standard Clarification:

- Determine what the Standard is asking for:
 - “To understand the Standards and what they are asking, it helps to deconstruct the sentence grammatically-look for the subjects and the verbs. Each statement in the Standard delineates that the institution is supposed to do something or that someone within the institution, such as the CEO or the governing board, is supposed to do something. Descriptive words and phrases in the Standards define the scope of the action that the institution or person is supposed to engage in. The descriptive phrases frequently provide parameters that limit the scope of the expected activity. If the action in the statement is followed by nouns (direct objects), those nouns can also limit the scope of persons or items upon which the action is expected to be enacted.
 - When evaluating the institution’s compliance with a Standard, campus personnel who are working on the ISER should note the limiting descriptors in the statements. They should then search for and analyze evidence that pertains only to what the Standard requires within the limits of those descriptors. They need not stray into tangential areas that are indirectly related to the Standard, Similarly, members of peer review team should expect to evaluate only evidence that pertains to the Standard as the institution has applied the Standard to its own mission.”¹

1. ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review (2018). Section 7: Guide to Understanding and Applying Standards, pp. 33-34.