Midterm Report

Submission to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

Post Office Box 2609
PagoPago, AS. 96799

MIDTERM REPORT CERTIFICATION

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

From: Dr. Rosevonne Makaiwi-Pato
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P.O. Box 2609
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We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Reverend Dr. Leanavaotaua Sekuini Seva'aetasi — Date 10/12/18
Chairman, Board of Higher Education

Dr. Rosevonne M. Pato — Date 10/12/18
President/Chief Executive Officer

Mr. Sonny J. Leomiti — Date 10/11/18
Director of Institutional Effectiveness/
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Mrs. Letupu Tauanu'u-Moananu — Date 10/12/18
Acting Vice President/Dean of Academic and Student Affairs/
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Dr. Lina Scanlan — Date 10/12/18
Vice President of Administration and Finance

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Report Preparation

The American Samoa Community College's Midterm Report addresses all four visiting Team's recommendations to improve institutional effectiveness and planning agendas noted in its 2014 Institutional Self Evaluation Report (ISER).

The College's Midterm Report submission to the Accrediting Commission for Community and Junior College (ACCJC), addressed majority of its arising plans/planning agendas referenced in its 2014 ISER in order to fully resolve the deficiencies cited by the visiting Team in its Show Cause and Warning sanction reports.

The College in response to its 2014 arising plans/planning agendas, provide summarized actions coherent to its 2015 Show Cause and 2016 Warning reports submitted to the ACCJC with updates particular to each standard and judgment statuses of its 2014 plans.

The Midterm Report was organized by the College's Accreditation Standard chairpersons and compiled by the Accreditation Liaison officers (ALO). The Midterm Report was reviewed by the Accreditation Steering Committee and presented to the Board of Higher Education during their October 2018 retreat.

Dr. Rosevonne Makaiwi-Pato, President
American Samoa Community College

PLANS ARISING OUT OF THE AMERICAN SAMOA COMMUNITY COLLEGE 2014 SELF-EVALUATION PROCESS

Standard I. Institutional Mission and Effectiveness

I.A.1 ASCC will assess, Evaluate and document recommendations to improve institutional effectiveness.

The American Samoa Community College (ASCC) continues to emphasize the importance of mission effectiveness through its focus on Student Learning Outcomes (SLO) and student achievement. The College released in 2015 its Participatory Governance Structural Manual (PGSM) to internal stakeholders emphasizing the principles of participatory governance and the structure for decision-making processes in conjunction to the College's overall Mission.[1]

The PGSM documents the types of decision-making groups that contribute to the College's Mission and the roles of internal constituencies to ensure continued improvements in the areas of student learning and achievement, assessment, program review, strategic planning, and mission effectiveness.[2]

The College continues to build its institutional archives to ensure that documentations and evidence pertaining to decision-making and processes are digitally archived in the ASCC Archives on Compliance Assist. The ASCC digital archive centralizes all previous and current files, memos, manuals, publications, and reports. Access to the digital archives is accessible to all staff, faculty, and College administrators.[3]

The College continues to monitor the effectiveness of the PGSM whereas updates are forthcoming to include the establishment of the Core Curriculum[4] and the Internal Control Audit[5] committees. The Board of Higher Education (BHE) during their October 2018 retreat reviewed policies in chapters one, two, and three of the ASCC Governance Manual. Updates to the PGSM are now in review and will be completed by the end of the fall 2018 semester. Updates made to the PGSM will coincide with the timeline and cycle for the review of the College's policies.

Status: Ongoing

I.A.2 ASCC will continue to expand academic programs to meet the needs of the community. 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.

[1] Participatory Governance Structural Manual, pp. 2-34
[2] Participatory Governance Structural Manual, pp. 13-30
[3] Access Credentials to ASCC Archives – *amsamoa.compliance-assist.com*
[4] 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
[5] 2018-06-01 – Appointment of the Internal Control Audit Committee, pp. 1-2

The College reviews the appropriateness of its cycles/timelines, provides update statuses and recommendations to improve processes, and identifies action plans to ensure the implementation of ASCC Policy 1004 titled "Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services."[6]

Student Achievement

The College completed the full review of its Institution-Set Standards (ISS) in November 2017 through an ISS-Ad Hoc Committee based review.[7] The review spearheaded by the Dean of Academic Affairs, Dean of Student Services, and the Director of Institutional Effectiveness concluded with recommendations posed by the ISS-Ad Hoc Review Committee.[8] Meeting minutes and documentations are archived in the College's digital archives on Compliance Assist.

During the ASCC fall 2018 faculty orientation and annual convocation, the Acting Vice President of Academic Affairs/Dean of Academic Affairs presented the status and actions taken to address the ISS-Ad Hoc Committee's recommendations.[9]

Student Learning Outcomes

In 2018, the establishment of the Core Curriculum Committee (CCC) was approved by the ASCC President through recommendations by the Dean of Academic Affairs to provide guidance to academic chairpersons in the review of program curriculum and measures to assist in the closing of the assessment loop.[10] The roles and responsibilities of the CCC are documented in the committee's bylaws.[11]

The CCC during the finalizing of the College's 2018-2020 General Catalog provided guidance for all academic program chairpersons to finalize the presentation of program changes to SLO, course descriptions, course credits, and degree/certificate requirements. The review process was divided into three phases as follows:

> CCC Phase I: Presentation proposal for all academic programs to determine courses applicable to the first and second year General Education Program. The review includes program based courses proposed by academic programs and was thoroughly reviewed by the CCC to determine the equivalency of course outcomes to the general education outcomes.[12]
>
> CCC Phase II: Presentation of academic program courses listed in the ASCC 2016-2018 Catalog at which academic programs identify all active courses, inactive courses (duration since the course was last offered and justifications why courses were not

[6] Participatory Governance Structural Manual, pp. 4-5
[7] 2017-09-11 – Review of Institution-Set Standards – Proposal, pp. 2-5
[8] 2017-11-30 – Institution-Set Standards – Committee Recommendations
[9] 2018-08-14 – Institution-Set Standards – Committee Recommendations Addressed
[10] 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
[11] 2018-06-01 – Core Curriculum Committee – Approved Bylaws, pp. 3-7.
[12] 2018-05-21 – GCC Template – Phase I

offered), proposals for course modifications, and new course/degree proposals and justifications.[13]

CCC Phase III: Presentation following the guidelines provided by the CCC that includes the review of data particular to an academic program's mission, assessment of SLO, and program statistical data.[14] The CCC Chairman presented to academic program chairpersons a sample of the three phases completed, using the Teacher Education Program/American Samoa Bachelors of Education Program (TED/ASBEP) closing of the loop model to link SLO qualities and competencies to the needs of its students and the community.[15]

In completion of all academic program phased reviews, the CCC documented its recommendations in the ASCC 2018-2020 General Catalog that was presented to the Leadership Triangle and further approved by the BHE.[16] Curriculum changes include the redefining of the core foundational and co-foundational areas to be identified as the College's first and second year General Education and Program Requirements.[17]

The CCC in review of the College's curriculum framework tasked the Assessment Committee in collaboration with the Office of Institutional Effectiveness to work closely with academic program chairpersons to ensure that all approved program changes to the 2018-2020 General Catalog are documented in programs' curriculum outcome mapping and assessment documentations.

Program Review and Planning

The Institutional Planning Executive Core Committee (IPECC) in September 2016 provided its first update of the College's Institutional Strategic Plan (ISP) 2015-2020.[18] The update of the ISP provides status summaries of pending tasks and completed actions made by the College to address the expected outcomes for each strategic focus area.[19]

The IPECC in October 2017 reviewed the College's annual divisional program review instrument to include the president's approval for the implementation of the annual divisional program review in the fall of each semester.[20] Changes include the discontinuation of the instructional/academic program review instrument and the formation of the CCC as approved by the College President.[21, 22] The process for instructional/academic program review now lies with the Closing the Loop three-phased process of the Core Curriculum Committee.

[13] 2018-05-22 – GCC Template – Phase II
[14] 2018-04-06 – GCC Template – Phase III
[15] 2018-05-09 – Catalog Review – Closing the Loop in Teacher Education
[16] 2018-08-27 – BHE Approval of the ASCC General Catalog
[17] ASCC 2018-2020 General Catalog, p. 52
[18] ASCC 2016 Review of ISP 2015-2020
[19] ASCC 2016 Review of the ISP 2015-2020, pp. 3-5
[20] 2017-10-27 – Approved Divisional Program Recommendations for changes and implementation, pp. 1-26
[21] 2017-10-02 – Presidents approval to discontinue Instructional Program Review
[22] 2017-09-28 – Dean of Academic Affairs – Memo to Discontinue the APR

The College implemented its program review between the months of November 2017 to January 2018 to allow internal stakeholders sufficient time to provide input. The availability of the 2017 program review was extended as granted by the president to officially conclude in January 2018.

Summaries of the program reviews are documented and archived in the ASCC digital archives on Compliance Assist.[23] Summaries per division, unit, and program were disseminated via email and copies are accessible to all constituencies in the ASCC digital archives.

In September 2018, the IPECC released a second update of the College's 2015-2020 ISP to provide status updates on previous recommendations and actions taken in the IPECC 2016 Report to the Leadership Triangle[24] for review and for the planning of the College's institutional priorities.[25]

Reporting
In August 2017, the College President revamped the reporting purpose and processes for divisional and institutional reporting.[26] The purpose of the change resulted through recommendations from the BHE to ensure accountability and transparency.[27] To further emphasize the importance of transparency of decision-making and college priorities, the ASCC President revived the Connections Monthly Newsletter to be disseminated to internal constituencies and the community via the College's Website.[28]

The College continues to ensure that its Mission is publicized in all ASCC manuals and catalogs to include public online resources such as the ASCC Website, Modular Object Oriented Dynamic Learning Environment (MOODLE) – course management system, and Compliance Assist. Samoan translation of the College's Mission and other documentations are referred to the Samoan Studies Institute for translation services.

Status: Closed

I.B.1 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. To review and refine policies that support institutional program review, planning, assessment and formalize institutional Standing Operating Procedures (SOPs).

ASCC continues to emphasize the importance of dialogue in decision-making. The College ensures that all constituencies are aware of the dialogue and processes to which decisions are made as documented in the PGSM.[29] Updates to the PGSM are forthcoming to include the

[23] 2018 Program Review Summaries – ASCC Digital Archives
[24] Governance Group – Participatory Governance Structural Manual, p. 16
[25] ASCC 2018 Review of the ISP 2015-2020, pp. 5-39
[26] 2017-09-15 – ASCC Internal Reporting Amended – Memo 071-17
[27] 2017-08-29 – Review of Internal Reporting Processes
[28] ASCC Website – Connections Newsletter
[29] Participatory Governance Structural Manual, pp. 13-30

establishment of the Core Curriculum[30] and the Internal Control Audit[31] committees. The 2015 PGSM remains accessible to all constituencies via the College's digital archives and upon request.

Status: Ongoing

I.B.2 Update the Committee Structural Manual; Improve and implement the instrument to evaluate faculty performance. The Student Services Division will institutionalize the Graduate Satisfaction Survey, in consultation with IE, to provide meaningful analysis and widespread distribution of data to support improvement. Student Services Division will review and revise outcomes that support student learning and will integrate these into the institutional assessment plan.

The College's 2010 Committee Structural Manual was rewritten in September 2015 and replaced by the PGSM. Changes made were conducive to the clarification of the College's constituent roles and the roles of decision-making groups congruent to the College's governance policies that includes:

- Policy 1000: Mission and Vision
- Policy 1001: Governance and Organization Structure
- Policy 1002: Organization Charts
- Policy 1003: Board Policy and College Regulations/Procedures
- Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services[32]

The IPECC during its review of the College's Program Review instruments in October 2017 proposed changes to the definition and name of the Annual Divisional Assessment Program Review to be called the Annual Divisional Program Review (ADPR). The College President approved the IPECC recommendations.[33]

In March 2017 the Dean of Academic Affairs, Dean of Student Services, and the Director of Institutional Effectiveness collaborated on the review of academic and student support services data. The review led to the adopting of the Academic Services Data Sets (ASDS). The ASDS are organized in five categories and aligned to the College's academic SLO and ISS. The categories include:

- Curriculum, Instruction, and Planning statistics;
- Academic and Student Support Services statistics;
- Internal and External Partnership and Entities statistics;
- Allocation of Resources data; and,
- Recruitment, Retention, and Faculty and Staff Support statistics.[34]

[30] 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
[31] 2018-06-01 – Appointment of the Internal Control Audit Committee, pp. 1-2
[32] Participatory Governance Structural Manual, pp.2-5
[33] 2017-10-27 – Approved Divisional Program Recommendations for changes and implementation, pp. 2-4
[34] Academic Services Data Sets

The ASDS was approved by the ASCC President and presented to faculty during the College's fall 2017 Convocation to coincide with the full review of the College's ISS. Graduate Satisfaction Survey data continues to be collected by the Student Services Division particularly for the improvement of student services. Data collected from the Graduate Satisfaction Survey is collected and analyzed by the Division of Student Services staff and then reported as part of the ASDS to the Office of Institutional Effectiveness.

Status: Ongoing

I.B.3 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. To review and refine policies that support institutional program review, planning, assessment, and formalize institutional Standard Operating Procedures (SOPs)

The CCC during its review of the 2018-2020 General Catalog conducted a full review of the College's Core Foundational and Co-Foundational Areas. The results of the review led to the amending of the Core and Co-Foundational areas to be renamed as the General Education Program and Program Requirements.[35] The change allowed programs to carefully review course outcomes for courses with competencies equivalent to general education outcomes. The CCC recommendation was approved following the 2018-2020 Catalog approval processes.[36]

The College continues to implement Board Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. The College is scheduled to implement its Biennial Institutional Program Review (BIPR) and ADPR in November 2018 following its documented SOPs.

Status: Closed

I.B.4 To review and refine policies that support institutional program review, planning, assessment, and formalize institutional Standard Operating Procedures (SOPs). To review governance policy 5118- 'Faculty Committees' to include administrators and staff.

The BHE approved Policy 1004 - Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services in 2015 to ensure that data is utilized and reported as a measure to evaluate mission effectiveness.[37] The Standard Operating Procedures (SOP) for the College's Program Review, Assessment, Planning, and Student Achievement definitions and processes are documented in the Office of Institutional Effectiveness 2016 SOP Manual accessible on the ASCC digital archives.[38]

[35] 2018-06-21 – Core Curriculum Committee Minutes, p. 2
[36] Please refer to Evidence #17 – ASCC 2018-2020 General Catalog, p. 52
[37] Participatory Governance Structural Manual, pp.2-5
[38] IE SOP Manual 2016, pp. 8-11; pp. 25-30; pp. 31-37; pp. 38-47

In November 2017, the ASCC President conducted a second policy review of the Governance Manual to review all chaptered policies excluding chapters two and three particular to the College president and BHE.[39] The purpose of the 2017 review was initiated to ensure that policies were consistent to changes made to the BHE Organizational Chart in 2015. The president's collective review of the College's governance policies concluded in December 2017.

The BHE during its October 2018 Retreat provided a thorough review of the ASCC Governance Manual chapters one, two, and three policies. There were no recommendations made by the Board to edit or revise Policy 1004.

A Memorandum of Agreement (MOA) was signed between the American Samoa Department of Education (ASDOE) Director and the ASCC President in June 2018. The purpose of the MOA is to systemize the collecting and assessing of student data to improve student success and achievement in American Samoa.[40] Currently the College is working closely with ASDOE staff and technicians to launch its dashboard on student achievement statistics on the ASDOE State Longitudinal Data System (SLDS).[41]

Status: Closed

I.B.5 To review and refine policies that support institutional program review, planning, assessment, and formalize institutional Standard Operating Procedures.

The College continues to implement Board Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services.[42] The College is scheduled to implement its Biennial Institutional Program Review (BIPR) and ADPR in November 2018 following its documented SOPs.[43]

Status: Closed

I.B.6 Continue the review, identification/solidification of assessment cycle, data collection methods process, and reporting of outcome assessment for Core and Co-Foundational Areas. 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.

The College continues to assess its student learning and student achievement data as documented in the PGSM.[44] The College in its Quarter reports provides updates pertaining to its annual priorities and 2015-2020 ISP along with action plans for the forthcoming quarter(s).[45] The College completed its full review cycle of ISS (Core and Co-Foundational

[39] 2017-11-29 – Review of Chapter 5 Board Policies, p. 11
[40] 2018-06-14 – ASDOE and ASCC MOA – Integrated Data Services
[41] 2018-09-21 – ASCC SLDS Data Statistics – ASCC Dashboard
[42] Participatory Governance Structural Manual, pp. 2-5
[43] IE SOP Manual 2016, pp. 31-37
[44] Participatory Governance Structural Manual, pp. 22-28
[45] 2018-08-15 – ASCC 3rd Quarter Report

areas) in the fall of 2017. Student achievement data continues to be featured in the College's Fact Books.

Status: Closed

I.B.7 To review and refine institutional policies that will solidify processes of planning, program review, and assessment.

The College continues to monitor Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services, and Administrative Services. During the ASCC President's collective review of Policy 1004 in November 2017, there were no recommendations made to the policy and in October 2018, there were no revisions from the Board during their review of Policy 1004.

Status: Closed

I.B.9 Improve planning and coordination of major equipment purchases to improve resource management.

The College's effort to improve planning and resource allocation led to the refining of its budget planning and resource allocation processes. In May 2017, the Fiscal Year (FY) 2018 Outcome Plans and Resource Allocation report was released to the institution.[46] The report was compiled through collaboration between the Chief Financial Officer, Procurement Officer, Human Resources Officer, and the Director of Institutional Effectiveness to include a detailed outcome and planned purchases plans to the budget proposal process.[47] Changes made to the College's budget planning and resource allocation processes required all divisions to ensure that outcome plans are aligned to the College's ISP and FY 2018 Institutional Priorities.

Status: Closed

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

The College continues to ensure that information released to the public is accurate. College publication processes are documented in the Office of Institutional Effectiveness SOP manual.[48] Access to publications are made available to internal stakeholders in the digital archives on Compliance Assist and on the College's website. The ASCC Fact Books feature ISS targets monitored by the College, which includes transfer data.

Status: Closed

[46] FY 2018 Outcome Plans and Resource Allocation, pp. 3-39
[47] 2017-05-17 – Institutional Process and Presentation Proposal for FY 2018 Planning and Resource Allocation
[48] IE SOP Manual 2016, pp. 21-24

I.C.2 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. Assure that web publication follows the institutional SOP for all other publications.

The CCC in April 2018 conducted a thorough review of the College 2018-2020 General Catalog.[49] The CCC recommendations to the 2018-2020 Catalog were reviewed by the Leadership Triangle and approved by the BHE.[50] The CCC process review of the Catalog is documented in minutes to include resources and presentations presented by academic programs.

The College continues to ensure that its catalogs are accessible to the community via the ASCC website. The College continues to monitor documents, manuals, and publication updates on the ASCC website through the Management Information Systems (MIS) Website Change Request Form and SOP.[51]

Status: Ongoing

I.C.7 To review Faculty and Student Handbooks for inclusion of policy statements.

The College continues to ensure that policies particular to students are reviewed and changes are documented in the ASCC General Catalog 2018-2020.[52]

Status: Ongoing

Standard II. Student Learning Programs and Services

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

The College continues its emphasis on student learning and student achievement through the review of its ISS as indicators for continuity in program review, assessment, and planning. The monitoring of student progression is tracked through the completion of certificates and degrees as defined by the College through its students' career pathways.

The assessment of preparatory, general education, and program required courses are ongoing to ensure the achievement of SLO and ISS. In the summer of 2018, the CCC completed its review of academic program assessment data and evidence submitted by programs, following a three-phased cycle of reviews for program improvement and development. Approved

[49] 2018-06-01 – Core Curriculum Committee – Approved Bylaws, p. 3
[50] 2018-08-27 – Board Approval of ASCC 2018-2020 General Catalog
[51] 2017-09-01 – Website Change Request Form - Amended
[52] ASCC 2018-2020 General Catalog, pp. 39-45

proposals and program changes include new certificate and degree programs that are documented in the 2018-2020 General Catalog.[53]

The Office of Academic Affairs in collaboration with other service divisions provide trainings for faculty such as Course Management System (CMS) – MOODLE trainings, presentation updates as it pertains to the BHE policies, administrative governance, and SLO awareness.[54]

Status: Closed

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

The College continues to refine its processes in assessment to ensure quality improvement for instructional programs and services through its ADPR. Program review summaries and analysis are disseminated to all divisions and academic programs for planning and improvement of instructional programs and services.[55] Academic programs continue to assess courses offered in the College's Catalog following the program's assessment cycle and SLO data collection methods. The TED/ASBEP continues to conduct workshops and trainings for the review of its assessment instruments, rubrics, and outcomes for its two-year and four-year program courses.

The ASCC ISP 2015-2020 was first updated in 2016 and later in 2018 to provide updates on actions taken, justifications, and recommendations by the IPECC.

Status: Closed

II.A.3 Continue to review and refine outcomes and assessment throughout the instructional programs.

In April 2018, the ASCC President established the Institutional Researcher in Assessment position, formerly known as the position of the Director of Curriculum and Assessment, under the Office of Institutional Effectiveness to focus on research in assessment and to promote awareness in the academic assessment of SLO and student achievement.[56]

SLO and student achievement processes and accountability is referenced in the ASCC PGSM. The establishment of the CCC in April 2018 provides guidance for all instructional programs to ensure SLO accountability and expansion of academic programs.

Status: Closed

[53] ASCC 2018-2020 General Catalog, pp. 56 -120
[54] 2018-08-13 – Faculty Orientation, HR Presentation
[55] 2018 Program Review Summaries – ASCC Digital Archives
[56] 2018-04-25 – Appointment of Institutional Researcher in Assessment

II.A.4 Update the Committee Structure Manual. Improve and implement the instrument to evaluate faculty performance.

The College's 2010 Committee Structural Manual was amended in September 2015 and replaced by the PGSM. The PGSM documents the ASCC principles of participatory governance, structure for decision-making, and further outlines the roles and responsibilities of its constituent groups including faculty. The faculty performance evaluation instrument was amended in February 2016 to include program review and SLO assessment criteria. ASCC continues to assess the Faculty Performance Evaluation instrument in collaboration with the Faculty Senate to determine the appropriateness of the instrument.[57]

Status: Closed

II.A.5 Assist Faculty Senate with reviewing the faculty handbook regarding policies for SOPs in planning, program review and assessment.

The Academic Affairs Division approved its Standard Operation Procedures (SOP) in 2015 and later updated its SOP in 2017 to be inclusive of procedures that support policies pertaining to assessment, program review, and planning.[58] In 2016, the Faculty Senate revised its faculty performance evaluation instrument to include the assessment of SLO, program review, and planning. The performance evaluation instrument is used to evaluate full-time, part-time, and adjunct faculty.

Policy 1004 requires that the College implement assessment, program review, and planning congruent to instructional program missions. The faculty handbook continues to be reviewed by the Faculty Senate.

Status: Ongoing

II.A.6 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.

The Office of Academic Affairs in collaboration with the Admission's Office and academic departments assign advisors to students as per students' discipline of study.[59] The Dean of Academic Affairs works closely with academic department chairpersons to assure that course schedules are available for students following its SOP. Course schedules are submitted to the

[57] 2016-02 – Approved Faculty Performance Evaluation Instrument
[58] 2017 – Academic Affairs Division SOP Manual
[59] 2018-02-06 – Approval of Faculty Advising list

Dean of Academic Affairs at the end of the second month of instruction each semester, in preparation for priority registration for continuing students.[60]

During the CCC review of the 2018-2020 Catalog, certificate/degree course requirements are listed by semester to allow students to complete their certificate/degree within two to four semesters.

The TED/ASBEP in 2018 launched its summer lab school. The launching of the Teacher Education Summer Lab School enables students to complete their Associates of Arts Degree or Bachelors of Education in Elementary Education in a timely manner.

Status: Closed

II.A.10 Continue to extend articulation agreements with schools based on further data collection.

The College continues to renew and extend articulation agreements with off-island colleges and universities. Instructional programs through SLO qualities and competencies provide opportunities for the articulation of professional/skilled services with local agencies and maintain current and new articulation agreements with off-island colleges and universities as noted in the ASCC 2018-2020 General Catalog.[61]

Status: Closed

II.A.11 Assist Faculty Senate with reviewing the faculty handbook regarding policies for SOPs in planning, program review and assessment. The Fact Sheets and Fact Book should be expanded to include employment, course completion, transfer, and retention data.

The Academic Affairs Division approved its SOP in 2015 and later updated in 2017 to be inclusive with procedures that support policies pertaining to assessment, program review, and planning.

The College via the ISS-Ad Hoc Committee completed its review of ISS in the fall of 2017. The review included extensive discussions on standards and targets for all standards pertaining to course completion, persistence rates, transfer rates, graduation rates, and job placement rates. All student achievement data pertaining to the ISS are available in the ASCC 2018 ISP 2015-2020 update.[62]

Status: Ongoing

[60] 2018 – Approval of fall 2018 Course Schedule
[61] ASCC 2018-2020 General Catalog, p. 31
[62] ASCC 2018 Review of ASCC ISP 2015-2020, pp. 43 – 46

II.A.12 The Fact Sheets and Fact Book should be expanded to include employment, course completion, transfer, and retention data. To identify and implement SOPs for tracking students.

After the review of the College's ISS in the fall 2017, recommendations posed by the ISS-Ad Hoc Committee were addressed by the Acting Vice President of Academic Affairs and Student Services/Dean of Academic Affairs during the fall 2018 faculty orientation and convocation.

In March 2017, the deans of Academic Affairs and Student Services and the Institutional Effectiveness Director clarified academic data appropriate to the College's ISS. The discussion led to the improving of tracking services for gainful employment and transferability. The ASDS was presented to the faculty in the fall 2017 Faculty Orientation. The data sets on external partnerships and gainful employment allowed academic department chairpersons to collaborate with student services staff in tracking students that matriculate to institutions of higher learning and job placement. Instructional programs such as the TED/ASBEP, Nursing, and Trade and Technical programs continue to track students through established MOUs with the American Samoa Department of Education (ASDOE), Lyndon B. Johnson (LBJ) Medical Center, and other local agencies. The College continues to expand its MOU through its instructional programs as per the need of the community.[63]

Status: Closed

II.A.13 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.

The CCC during its review of the 2018-2020 General Catalog conducted a full review of the College's Core Foundational and Co-Foundational Areas. The results of the review led to the amending of the Core and Co-Foundational areas to be renamed as the General Education Program and Program Requirements.[64] The change allowed programs to carefully review course outcomes for courses with competencies equivalent to general education outcomes. The CCC recommendation was approved following the 2018-2020 Catalog approval processes.[65]

Status: Closed

II.A.16 Continue and refine assessment for ongoing quality improvement for all institutional programs.

ASCC continues to review, assess, and evaluate SLO for all its courses and programs through assessment of SLO at the course and program levels.

[63] 2018 – ASCC and Bluesky Communications MOU – Microsoft Basic Computer Skills
[64] 2018-06-21 – Core Curriculum Committee Minutes, p. 2
[65] Please refer to Evidence #17 – ASCC 2018-2020 General Catalog, p. 52

In addition, the College completed its full review of ISS in November 2017 through the ISS-Ad Hoc Committee review.[66] The review spearheaded by the Dean of Academic Affairs, Dean of Student Services, and the Director of Institutional Effectiveness concluded with recommendations posed by the ISS-Ad Hoc Review Committee.[67] ISS-Ad Hoc recommendations were addressed by the Acting Vice President of Academic and Student Affairs in a presentation that took place during the 2018 faculty orientation.

Status: Closed

II.B.1 Continue support for meeting Academic wide informational needs.

The College expanded its learning support services for students to assure that services are available after hours to accommodate evening courses. The Division of Student Services extended library, tutoring, counseling, and computer learning centers operational schedule to accommodate students enrolled in evening courses.[68] With the opening of the College's new Multi-Purpose Center in the spring of 2018, services pertinent to counseling, tutoring, access to computer labs, and Student Government Association (SGA) affairs are now centralized.

Status: Closed

II.B.2 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.

The College continues to provide library services to ensure the availability of resources and accessibility of information for its students, faculty, and staff. The Program Director of Library Services staggered the scheduling of library staff to accommodate students enrolled in evening courses to include in-service and pre-service students enrolled in the TED/ASBEP. The library continues to improve its services and accessibility of its resources through ADPR. Results and analysis of the ADPR not limited to internal data reported in monthly reports, allows the library to assess and plan for the improvement of its resources and services offered to meet the Mission of the College.[69]

Status: Closed

II.B.3 The annual library surveys will be conducted every semester beginning Fall 2014 and used as a basis for continued library improvements.

The College continues to improve library services through annual library surveys and ADPR surveys. Data is used for the evaluation, planning, and for resource allocation in accord to College resource allocation processes to improve library services. The library and all learning

[66] 2017-09-11 – Review of Institution-Set Standards – Proposal, pp. 2-5
[67] 2017-11-30 – Review of ISS – Recommendations
[68] 2018-09 – Approval of Student Services extension of student support services hours
[69] 2018 Program Review Summaries – ASCC Digital Archives

support services continue to rely on faculty expertise to ensure the availability of course content materials needed particular for student learning and achievement.

Status: Closed

II.B.4 Continue to improve collaboration with other institutions and libraries to meet student informational needs.

The library continues to improve its networking with other institutions and libraries to meet students needs through accessibility of information and resources.[70] The College's library provides access for students via interlibrary loans that are connected to the American Samoa Feleti Barstow Public Library, University of Hawaii libraries, University of Guam libraries, and the Federated States of Micronesia College libraries.

Status: Closed

II.C.1 Institutionalize, coordinate and integrate assessment data for better dissemination and value throughout the institution. Institutionalize assessment practices and analysis of learning support data and appropriate services to align with institutional SOPs. Revise SGA by-laws to ensure inclusion of B.Ed. third and fourth year students. Extend online registration services to off-campus users with online payment options.

The College established its ISS in 2015 and completed its full review in the fall of 2017 through the ISS-Ad Hoc Committee. Recommendations were addressed through the Acting Vice President's of Academic and Student Affairs/Dean of Academic Affairs presentation to the faculty and staff in the fall 2018 faculty orientation. In March 2017, the deans of Academic Affairs and Student Services collaborated with the Director of Institutional Effectiveness on the establishment of ASDS to monitor student achievement.[71]

The College continues to improve its support services available to students through the Division of Student Services SOP. The Multi-Purpose Center centralizes majority of the College's student support services that include counseling, tutoring, access to computers, and student government association affairs. The Academic Affairs and Student Services deans continue to work collaboratively with faculty and staff to improve the registration process for students. The registration process includes priority registration, new student orientation, online registration for continuing and returning students, advising, financial aid services, and counseling services.

Status: Ongoing

II.C.2 The Student Services Division will institutionalize the Graduate Exit Survey and the Graduate Satisfaction Survey, in consultation with IE, to provide meaningful analysis and widespread distribution of data to support improvement. The Student

[70] 2018- Student Service Division Monthly Report, pp. 2-4
[71] Academic Services Data Sets

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

Graduate Satisfaction Survey data continues to be collected by the Student Services Division particularly for the improvement of student services. Data collected from the Graduate Satisfaction Survey is collected and analyzed by the Division of Student Services staff and then reported as part of the ASDS to the Office of Institutional Effectiveness.

The College continues to assess its support learning services through the ADPR for improvement of services. Summaries and analysis from the ADPR are shared with divisions and used to improve services.[72] Student Services completed its review of services through the biennial review of the College's catalog. Student learning support services are documented as approved by the Leadership Triangle and BHE in the 2018-2020 Catalog.[73]

Status: Closed

II.C.3: Continue work toward expanding online registration to off campus access. Improve coordination of all assessment data elements for better institutionalization of SOPs and dissemination of results. Institutionalize and integrate all student services evaluation processes to improve dissemination, value and use of assessment data for continuous quality improvement.

The College continues to provide online registration for returning and continuing students. ADPR summaries, reports, and College publications are accessible for divisions to ensure evaluation, planning, and resource allocation. The Division of Student Services continues to monitor and evaluate its SOP to ensure that student support services are available and appropriate for students.[74] The Division of Student Services extended its hours of operation to accommodate students enrolled in evening courses. Services include library, counseling, access to computers, and tutoring services.[75]

Status: Ongoing

II.C.5 Continue to work collaboratively with the Academic Affairs Division in improving advising and counseling.

The College continues to improve its services through continuous collaboration between the Academic Affairs and Student Services divisions in advising and counseling. Academic Affairs updates its list of advisors each semester in collaboration with the Admissions Office. Students are assigned to appropriate advisors (program faculty) based on the students declared major as per academic advising SOP.[76]

[72] 2018 Program Review Summaries – ASCC Digital Archives
[73] ASCC 2018-2020 – General Catalog, pp. 36 – 46
[74] Division of Student Services SOP Manual, pp. 29-38
[75] 2018-09 – Approval of Student Services extension of student support services hours
[76] 2018-02-06 – Approval of Faculty Advising List

The Division of Student Services conducts an orientation for new students each semester pertaining to instructional and student support services offered and contact information.

In April 2018, the College hosted a College Awareness Day for high school counselors, principals, and the community in an effort to clarify processes and procedures for incoming students in the areas of admissions, financial aid, academic advising, and student support services offered.

Status: Closed

II.C.6 Institutionalize and integrate all student services evaluation processes to improve dissemination, value and use of assessment data for continuous quality improvement.

Assessment and the evaluation of services is an ongoing process for College divisions through the ADPR. With the establishment of ASDS in the spring of 2017, academic programs and student support services continue to monitor the implementation of action plans, expansion of its instructional programs, assessment of SLO, and continuous improvement of services.[77]

Status: Closed

II.C.7 The college continues to improve and implement a procedure for review and update of the placement test instruments.

The Academic Affairs Division through its Math and English departments continue to review and assess the conduciveness of the College's placement test instruments for college entry and secondary level exit standards in English and Mathematics. The Math and English departments continue to work collaboratively with the Admissions Office to refine the process for the review of the placement test instruments and to ensure alignment with the standards of entrance placement tests with other community colleges.

Status: Ongoing

Standard III. Resources

III.A.1 HR, in consultation with divisions, will develop a set of core questions specific to the position to become a standard part of each interview.

The Human Resources (HR) Office continues to assess its recruitment and hiring processes through the ADPR. The HR Office has in place recruitment and hiring processes in accordance with ASCC policies and State and Federal regulations pertaining to employment as documented in the HR SOP manual.[78] HR staff continues to work collaboratively with the leadership team to determine ways to strengthen recruitment and hiring processes and has in

[77] Academic Services Data Sets
[78] Division of Human Resource SOP Manual

place procedures to ensure fairness and equitable practices. In consultation with the interviewing panelists during the interview process, HR assures that a list of core questions are provided to the interview panel to ensure fairness, equity, non discrimination, and mission effectiveness.[79]

Status: Closed

III.A.2 HR, in consultation with divisions, will develop a set of core questions to become a standard part of each interview.

The College completed its review of the faculty Position Review Form to include assessment of SLOs, the use of SLO data to improve student learning, and active participation in program review processes and college committees.[80] The HR Office continues to work with the Dean of Academic Affairs to improve the recruitment and hiring process for faculty vacant positions. HR staff assures that all required documentations from applicants are submitted prior to the scheduled interview(s) and copies of the applicant(s) credentials to include degrees, certificates, and official transcripts are made available for the review of the interview panel. In consultation with the Dean of Academic Affairs during the interview process, HR assures that a list of core questions are provided to the interview panel to ensure fairness, equity, non discrimination, and mission effectiveness.[81]

Status: Closed

III.A.5 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.

In 2015, the BHE adopted Policy 1004: Comprehensive Program Review and Assessment of Instructional Program, Student Services and Administrative Services to ensure the implementation of assessment, planning, and evaluation is ongoing.[82] The HR Office monitors evaluation processes according to ASCC policies to ensure all employees are evaluated as per established criteria and status.[83]

The College implemented its faculty, staff, and administrator performance evaluation instruments in the fall 2016.[84] The instruments include a component on SLO and mission effectiveness.[85]

Status: Closed

[79] HR – Interview Question Handout
[80] HR – Position Review Form
[81] HR- Interview Question Handout
[82] Participatory Governance Structural Manual - pp. 4-5
[83] Governance Policy Manual, Policy 4300: Employee Performance Evaluation
[84] Amended Staff Performance Evaluation Form
[85] Administrator Performance Evaluation Form

III.A.6 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.

ASCC continues to use the revised Faculty Performance Evaluation Form to evaluate faculty and personnel that may serve as adjunct faculty, such as administrators and counselors. The revised instrument includes SLO criteria to ensure accountability in SLO assessment. With the establishment of Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services, the College continues to ensure that the assessment instructional programs.

Status: Closed

III.A.8 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.

The College continues to solidify its processes through ongoing review of divisional SOP, evaluation of divisional outcomes in meeting its divisional mission, and through the ADPR to improve employment policies and practices pertaining to orientation, evaluation, and professional development of part-time and adjunct faculty.[86] The Dean of Academic Affairs continues to work collaboratively with the HR Officer, program directors, and department chairpersons to provide orientation and evaluation of adjunct faculty and part-time faculty.

Teacher Education Director and chairperson provided a workshop on assessment of SLO, using assessment results to improve planning, and the use of MOODLE for new and adjunct faculty.[87]

Status: Closed

III.B.1 Review and update the Security Operations Manual. Posting of updated safety and evaluation plans on campus. Improve coordination of incident reporting across campus. Conduct annual assessment of all facilities.

The College continues to assess and evaluate its maintenance services through annual updates of the ASCC 2015-2020 ISP and the 2015-2020 CMP. In addition, the College through its Physical Facilities and Maintenance division continues to report its daily operations through biweekly and quarterly reports and to comply with safety regulations in meeting its mission.[88] This includes updating and improving of the Security SOP, evacuation plans, documentation of incident reports with all involved departments, and an annual facility assessment.[89] Since 2016, the College continues to emphasize maintenance as an institutional

[86] 2017 HR Divisional Program Review Results
[87] Teacher Education Workshop for Adjunct and New Faculty
[88] ASCC Evacuation Plans
[89] PFM SOP Manual including Security, pp. 4-17

priority for the College as noted in the FY 2017 and FY 2018 Institutional Priorities.[90] The College continues to prioritize the maintenance of its facilities to ensure safety, security, and accessibility for all students.

Status: Ongoing

III.B.2 Conduct annual assessment of all facilities.

ASCC continues to assess its facilities through ongoing review of its 2015-2020 CMP and the ISP.

Status: Ongoing

III.B.4 The Resource Management Committee will formalize institutional SOPs for TCO.

The College's 2015-2020 ISP 2018 update provides recommendations to improve maintenance and a cycle review of SOPs pertinent to the CMP 2015-2020.[91]

Status: Ongoing

III.C.1 Create more consistent process for gathering technology data collected during surveys for students. Create IT training program including IT basics and Colleague basics for ASCC employees and students. Improve the process for assessing and evaluating technology training.

The College continues to provide technology and technical support services appropriate to its Mission. Data is collected from program review and reviewed accordingly to the technological needs of the College.

Status: Ongoing

III.C.2 Develop a comprehensive technology maintenance plan for all ASCC technology.

The 2015-2020 CMP was approved in October 2015. The 2015-2020 CMP contains the Technology Plan for the College and is monitored in alignment with the 2015-2020 ISP. Recent updates are documented in the 2018 Review of the 2015-2020 ISP.

Status: Closed

III.C.3 Develop a comprehensive technology maintenance plan for all ASCC Technology.

[90] FY 2018 ASCC Institutional Priorities, Maintenance
[91] ASCC 2018 Review of the ASCC ISP 2015-2020

The 2015-2020 CMP was approved in October 2015. The 2015-2020 CMP contains the Technology Plan for the College and is monitored in alignment with the 2015-2020 ISP. Recent updates are documented in the 2018 Review of the 2015-2020 ISP.

Status: Closed

III.C.4 Create IT training program including IT basics and Colleague basics for ASCC employees and students. Improve the process for assessing and evaluating technology training.

The College continues to provide technology and technical support services appropriate to its Mission. Data is collected from program review and reviewed accordingly to the technological needs of the College.

The College continues to provide technical support trainings for its end-users. Training evaluation surveys are collected by the Division of Academic Affairs to include feedback based on trainings offered.[92]

The TED/ASBEP Director in collaboration with the Chief Information Officer and Director of Institutional Effectiveness updated all TED courses on the College's Course Management System (CMS) – MOODLE to ensure uniformity to course syllabi, SLO, rubrics, and layout. The TED is the only program with all courses available on the CMS-MOODLE. The TED/ASBEP Director and department chairperson conducted training for TED faculty to ensure faculty and adjunct faculty are aware and cognizant of the updates. The College does not offer distance or correspondence education.

Status: Closed

III.C.5 Develop a comprehensive technology maintenance plan for all ASCC technology.

The 2015-2020 CMP was approved in October 2015. The 2015-2020 CMP contains the Technology Plan for the College and is monitored in alignment with the 2015-2020 ISP. Recent updates are documented in the 2018 Review of the 2015-2020 ISP.

Status: Closed

III.D.4 Continue efforts to fully implement the AS College Research Foundation to generate additional fiscal resources for the institution.

In December 2016, the ASCC President appointed the Director of the ASCC Research Foundation.[93] In November 2017, the College received confirmation for the approval of its 501(c)(3) application to exempt ASCC donors from federal income tax on charitable contributions made under Title 26 of the United States Code. The Research Foundation has

[92] Moodle Training Evaluation
[93] 2016-12-06 – Appointment of the Director of Research Foundation Memo

confirmed its Board members in accordance with public law and sets an agenda of forthcoming plans and fundraisings.

The College continues to monitor its revenue projections through its annual budget processes.

Status: Closed

III.D.9 Continue to implement cost containment as deemed necessary for the financial security and sustainability of ASCC and building of cash reserves.

ASCC experienced a decrease in local subsidy received from the American Samoa Government in the past fiscal years. With the continuous decrease in local subsidy, the College implemented cost containment measures.[94] In addition, ASCC implemented the reduction of hours for non-faculty staff as mandated by the American Samoa Government.[95]

The College continues to maintain at least five percent of its unrestricted operating cash flow. Policies are in place to ensure fiscal stability.

During the fourth quarter of fiscal year 2018, the College utilized its excess cash reserve funds to meet payroll.

Status: Ongoing

III.D.11 Identify additional financial resources in support of short and long term planning as outlined in the ASCC ISP 2015-2020.

The College plans to determine other sources of revenue for short and long-term planning through grants, established MOU/MOA with local agencies in professional development, expansion of instructional programs, and other means of professional trainings based on staff expertise.[96]

ASCC has established partnerships with local agencies and community through MOUs and MOAs for instructional program sustainability and expansion.[97] ASCC through its academic programs will continue to work collaboratively with local agencies in promoting the apprenticeship program, expansion of career technical bound instructional programs, and faculty expertise in skill set training.

Status: Ongoing

Standard IV. Leadership and Governance

[94] 2016 Cost Containment Memo
[95] 2017 Reduction of Hours Memo
[96] EPA Leadership Training, March Connections Newsletter, p. 1
[97] 2018-08-11 – ASCC and Starkist MOU – Science Lab skills

IV.A.1 Develop institutional SOPs for committees.

The College through its PGSM clarified the purpose and expected outcomes for standing committees.[98]

Status: Closed

IV.A.3 Update and centralize forms with dates of change and update Committee Structure Manual to include all committees.

The Committee Structural Manual is replaced with the PGSM. The Committee Structural Manual is now archived as an historical file in the College's digital archives on Compliance Assist. All College forms linked to Standard Operating Procedures are archived in the College's digital archives.

In 2017, the College President approved the Document Control Form to ensure that recommendations made by divisional administrators for the review of service forms are reviewed to include the date of revision and purposes for revision.[99]

Status: Closed

IV.A.4 Align institutional policies, handbooks, and manuals. Update committee structural manual. 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.

The College through its PGSM clarified the purpose and expected outcomes for all defined standing committees.[100] Standing committees at which purposes have been revised and established includes the IPECC[101] and the Core Curriculum Committee.[102]

Status: Closed

IV.A.5 Consistent definition of faculty, staff, and employee throughout policy statements. Complete centralization and review of manuals, handbooks, SOPs and committee documents.

The PGSM provides a clear definition of the role of constituencies in decision-making.[103] All College documents are centralized in the ASCC digital archives and available on the College's website.

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[98] Participatory Governance Structural Manual, pp. 16-19
[99] Document Control Form
[100] Participatory Governance Structural Manual, pp. 16-19
[101] 2017-10-27 – Institutional Planning Executive Core Committee, Approved Bylaws
[102] 2018-06-01 – Core Curriculum Committee, Approved Bylaws
[103] Participatory Governance Structural Manual, pp. 13-28

Status: Closed

IV.B.1 Continue to monitor the effectiveness of the organizational chart and modify based on evidence when needed.

The BHE via the President continues to monitor the effectiveness of the College's organizational chart. There have been no changes made since the approval of the 2015 Organizational Chart.

Status: Closed

IV.B.2 Continue to monitor the effectiveness of the organizational chart and, based on evidence, modify when needed.

The BHE via the President continues to monitor the effectiveness of the College's organizational chart. There have been no changes made since the approval of the 2015 Organizational Chart.

Status: Closed

IV.C.2 Develop and implement strategies for making Board meetings public.

The BHE monitors its actions in alignment to its policies. The BHE ensures that the public is aware of decisions pertinent to the College and that information is publicized accordingly. The BHE in 2015 ensured that its meeting minutes and revisions to policies that were amended are accessible on the College's Website.

Status: Ongoing

IV.C.4 Strengthen the policy on conflict of interest.

The BHE acts as an independent body of the College and continues to represent the community's interest appropriate to Public Law 22-30, governance, and regulations.

- Policy 2004.1, Authority of Board Committees
- Policy 2004.3, Chairperson's Role and Authority
- Policy 2002, Board of Higher Education Code of Conduct

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.

The ASCC is a public institution with no private owners. The Board continues to represent the public interest as stated in Policy 2009.4: Public Participation.

Status: Closed

IV.C.6 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.

The College continues to ensure that governance manuals are published on the College's website and the ASCC digital archives. The BHE will continue with the review of the ASCC Governance Manual chapters four, five, six, seven, and eight during its 2019 board retreat. Upon completion of the BHE full review of policies in the Governance Manual, a cycle of policy review will be identified and documented.

Status: Ongoing

IV.C.7 The Board will continue to assess whether its actions are consistent with its policies on a regular basis.

The BHE continues to develop policies as deemed necessary, and reviews policies during their annual retreat. The goal of the 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.

Policy 2005.A Establishment of Board and College Policies states: "Policies shall be reviewed by the Board as necessary for the operation of the College."[104] Upon completion of the BHE full review of policies in the Governance Manual, a cycle of policy review will be identified and documented.

Status: Ongoing

IV.C.9 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.

The BHE policies are consistent to ensure that ongoing training for board development and new member orientation is provided.

- Policy 2010: Board Orientation and Training
- Policy 2010.1: Orientation for New Members

During its annual retreat in August 2017, the BHE conducted a review of the 1998 Board Policy Manual and particular policies in chapters one, two, and three of the 2008 Governance Manual. The purpose of the review focused on eliminating the repetition of policies in both manuals.[105] The outcome of the BHE review resulted to the closing of the 1998 Board Policy Manual. Board outdated and current policy manuals are archived in the College's digital archives on Compliance Assist.

[104] Governance Policy Manual - Policy 2005, p. 7
[105] 2017-08-03 – BHE Review of Governance Policies

In November 2017, the College President conducted a second policy review of the ASCC Governance Manual to review all chapter policies excluding chapters two and three particular to the College President and BHE.[106] The purpose of the 2017 review was initiated to ensure that policies were consistent to changes made to the BHE Organizational Chart in 2015, and actions taken by the College to address its Show Cause Sanction. The President's collective review of the College's governance policies concluded in December 2017.

The BHE completed their review of the Governance Manual chapters one, two, and three policies during their Annual Retreat in October 2018. The BHE scheduled to continue their review of chaptered four, five, six, seven, and eight policies during their 2019 annual retreat. The BHE goal is to ensure that all policies in the ASCC Governance Manual is updated and documented in one manual.

Access to the BHE amendments in board policy will be posted upon the signature approval of the Board Chairman that will take place during the BHE special meeting scheduled on the third week of October 2018.

Status: Ongoing

IV.C.10 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.

The BHE continues to ensure its consistency with policies particular to its self-evaluation. The self-evaluation results and a summary report of board goals and outcomes were compiled and reviewed by the BHE. The Director of Institutional Effectiveness compiled and presented the Board's Self-Evaluation results in September 2016 and in August 2017.

A special meeting scheduled by the BHE on the third week of October 2018 will include a review of the BHE Self-Evaluation results as well as the review of their annual goals.

Status: Ongoing

IV.C.11 In compliance with Accreditation Standard IV.B.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.

The BHE continues to monitor its policies pertaining to conflict of interest, violation of its codes, and conduct. During its review of Chapter Two policies particular to the BHE in October 2018, there were no recommendations or proposed changes to Policy 2002.1: Board of Higher Education violation of the Law, Codes of Ethics and Conduct.

Status: Closed

[106] 2017-11-29 – Review of Chapter 5 Board Policies, p. 11

IV.C.13 Board training in Accreditation processes will continue and will develop policies to support the College's efforts to improve and excel.

The BHE continues to be informed of accreditation statuses, plans, and reports during its annual retreats and special meetings that include the presentation of the College's ACCJC Annual Reports[107] and discussions on student achievement.

During the BHE October 2018 Retreat, the College President provided members with updates on the ACCJC upcoming workshop – 2019 ACCJC Partners in Excellence Conference: What the Future Holds information. Information to include updates from the ACCJC Commission and Staff is featured in the College's monthly newsletter publications.[108]

Status: Closed

[107] 2018-03-27 – ASCC ACCJC 2018 Annual Report, BHE Final
[108] 2018-08-15 – Connections Newsletter, July Edition

ASCC Pending Plans

ASCC Pending Plans:	Accreditation Standards	Anticipated date of Completion	Responsible Parties
1. Complete the review and assessment of the ASCC 2008 Governance Manual to coincide with a cycle of review, and update shared governance manuals.	I.A.1, I.B.1, I.B.2, I.C.2, II.A.5, IV.A.7, IV.C.2, IV.C.6, IV.C.7, IV.C.9	Spring 2020	ASCC BHE, President, administrators
2. Continue to update all ASCC handbooks, SOPs to coincide with a cycle for the review of board policies. *(Full review and assessment of the ASCC 2008 Governance Manual must be completed)*	I.C.2, I.C.7, II.A.5, II.A.11, II.C.1, II.C.7, III.B.1, III.B.2, III.B.3, III.B.4	Spring 2020	ASCC Vice presidents, administrators
3. ASCC Website: Continue to strengthen the processes for timely updates and compliance for all public documents placed on the College's Website to ensure access and accuracy. Extend online registration services off-campus.	I.B.1, II.C.1, II.C.3, III.C.1, IV.C.6, IV.C.9	Spring 2020	ASCC President, administrators
4. To continue to review and improve the cycle and processes for the review of the ASCC placement test instruments in alignment with the American Samoa Department of Education secondary exit standards and college entrance standards for all accredited colleges and universities.	II.C.7	Fall 2019	ASCC Dean of Academic Affairs, Dean of Student Services
5. Continue to plan to expand ASCC services to determine other sources of revenue. Continue to advocate via the American Samoa Government financial allocation of subsidies based on Public Law 22-30.	III.D.9, III.D.11	Spring 2021	ASCC BHE, President, administrators

ASCC Response to Team Recommendations for Improvement

<u>Team Recommendation 11</u>: In order to improve institutional effectiveness, the team recommends that the College analyze available data to assess technology resources and improve college wide and public access to data and information. (Standards I.B.6, I.B.7, I.B.8, I.B.9, I.C.3, III.C.1)

The College continues to utilize and improve data conducive to assessment and program review. The College ensures that assessment and program review data is accessible to ASCC stakeholders through its digital archives on Compliance Assist and the College website. The IPECC in its 2018 update report of the ISP 2015-2020 ensured that program review data conducive to the updating of the College's strategic plan is made available in its report.[109]

The College President in January 2017 and January 2018 conducted leadership trainings for College administrators to emphasize the importance of leadership and access to data congruent to mission effectiveness. Access awareness presentations were conducted on the 'how' and 'where' to find data in the College's digital archives on Compliance Assist and data available on the website.[110] Presentations are provided annually during the College's fall convocations.

Status: Closed

<u>Team Recommendation 12</u>: In order to improve institutional effectiveness, the team recommends that the College proactively plan for the maintenance of physical resources and project prioritization. (Standard III.B.2)

The College developed its 2015-2020 CMP in October 2015 in alignment to the ASCC 2015-2020 ISP.[111] The 2015-2020 CMP serves as a guide for the College's plans to ensure continued maintenance of facilities and physical resources. Updates of the 2015-2020 CMP are evidenced in the College's quarter reports with current plan statuses and future action plans for the upcoming quarter.[112]

In February 2018, the College deviated from its 2015-2020 CMP to address damages incurred from hurricane Gita. The temporary setback shifted the College's priorities to ensure that damages sustained were fully restored.[113]

In September 2018, the IPECC completed its second update report of the ISP 2015-2020. The 2018 ISP update Report describes actions taken by the College to address recommendations provided in its 2016 Report of the ISP 2015-2020, and judgments on the achievement of expected outcomes.[114]

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[109] ASCC 2018 Review of the ASCC ISP 2015-2020, pp. 40-54
[110] 2017-01-31 – Leadership Training – Institutional Effectiveness
[111] Comprehensive Maintenance Plan 2015-2020, pp. 1-52
[112] ASCC FY 2018 3rd Quarter Report, pp. 11-13
[113] ASCC Connections Newsletter – Volume I: Issue 5 – February 2018
[114] ASCC 2018 Review of the ASCC ISP 2015-2020, pp. 5-39

Status: Closed

<u>Team Recommendation 13</u>: In order to improve institutional effectiveness, the team recommends that the College publish and implement a systematic review cycle of board policies and archive outdated policies. (Standard IV.A.7, IV.C.7)

The BHE continues to ensure that governance actions are consistent with its policies. The BHE develops and reviews policies pertinent to the College's Mission.

During its Annual retreat in August 2017, the BHE conducted a full review of the 1998 Board Policy Manual and specific policies in chapters one, two, and three of the 2008 Governance Manual. The purpose of the review focused on eliminating the repetition of policies in both manuals.[115] The outcome of the BHE review resulted to the closing of the 1998 Board Policy Manual. Board outdated and current policy manuals are archived in the College's digital archives on Compliance Assist.

In November 2017, the College President conducted a second policy review of the ASCC Governance Manual to review all chapter policies excluding chapters two and three particular to the College President and BHE.[116] The purpose of the 2017 review was initiated to ensure that policies were consistent to changes made to the BHE Organizational Chart in 2015 and actions taken by the College to address its Show Cause Sanction. The ASCC President's collective review of governance policies concluded in December 2017. The BHE completed their review of the Governance Manual chapters one, two, and three policies during their Annual Retreat in October 2018. The BHE scheduled to continue their review of board policies for chapters four, five, six, seven, and eight during their 2019 annual retreat. The BHE goal is to ensure that all policies in the ASCC Governance Manual is updated and documented in one manual.

Status: Ongoing

<u>Team Recommendation 14</u>: In order to improve institutional effectiveness, the team recommends that the College develop and implement a continuous training for board development regarding the roles and responsibilities of board members and implement the process intended to ensure continuity of board membership and staggered terms. (Standard IV.C.9)

Board policies continue to directly address board development and trainings. Policy 2003.1 – Board Members Terms: "To provide continuity in the work of the Board, the term of office of six members of the Board shall be for four (4) years and shall be so arranged as not to expire at the same time. Members shall serve until their successors have been qualified. The student representative shall serve one year, and the Director of Education shall remain until the term is over as directed by the Governor of American Samoa." Vacancies shall be filled in the same manner as original appointments, as referenced in ASG Public Law 22-30.

[115] 2017-08-03 – BHE Review of Governance Policies
[116] 2017-11-29 – Review of Chapter 5 Board Policies, p. 11

Policy 2010 Board Orientation and Training requires that "An annual workshop will be conducted to address the training needs of the Board members."[117] Topics are identified to guide the content of the training. Board members have the opportunity to participate in off-island professional development.

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."[118]

Status: Closed

[117] Governance Policy Manual, Policy 2010, p. 11
[118] Governance Policy Manual, Policy 2010.1, pp. 11-12

Data Trend Analysis

(Data Trend Analysis is based on the WASC-ACCJC Midterm Data Reporting Form)

Student Course Completion Analysis

Data indicates that the College exceeded its Institution-Set Standard (ISS) in the first and third year for its course completion rate. As per the average, the College continues to meet its standard at 82.67% and will need another set of data to monitor the course completion rate. The College is closely monitoring the 6% drop from the first year to the second year, and then an increase of 5% from the second to the third year, and would need further data for the projection of course completion rates in the future. This coincides with the recommendation by the College's ISS Ad Hoc Review Committee in 2017 to keep the course completion standard as is for the next two years in order to set a realistic stretch goal for where the College will be moving in the next five years. The data allows the College to revisit its pedagogy, assessment methods, student learning outcomes and its impact on completion rates.

Degree Completion

Data indicates that the College exceeded its Degree Completion rate as per actual performance in the past three years compared to the established ISS for degree completion. The average completion rate for three years is at 95%, which is 5% higher than the set standard. Although the College meets the standard, there exists a 6% drop between the first and second year, and then the constant rate in the third year. The College will continue to monitor future progression in order to determine whether there needs to be a higher projection in the next five years, and setting a stretch goal to gauge its ISS for degree completion.

Certification Completion

The College originally set a standard for degree completion rates in 2015. In the College's 2016 Annual Report submission to ACCJC, the Commission differentiated between degree completion and certificate completion rates in the ACCJC Annual Report Form. The College in that report and future reports set the standard for degree/certificate completion rates at 90%.

The College will establish certificate completion rates. This will provide clarity on degree completion rates versus certificate completion rates, and develop stretch goal measures to gauge and monitor the College's certificate completion rates for the next five years. The average percentage of the actual performance of the past three years is at 5%.

Transfer Rates

The data indicates that the College met its ISS for transfer rates in the first year and decreased significantly in the second and third year. The average performance rate for the past three years is at 10.67%. This is approximately 7% difference from the ISS transfer rates. Data shows a decrease of 50% in the second year, and approximately 73% decrease in the third year. This is an indication of a need to revisit the College's processes, tracking mechanisms, and practices in defining and setting its goals. Recommendations to improve on

its processes and instruments for tracking transferred students was discussed during the ISS Ad Hoc Committee review in 2017.

Student Learning Outcome Assessment Plan
The data indicates a constant increase in courses assessed in the past three years. A 4% increase from the first year to the third year was evidenced. Overall, the College assessed 78% all courses. One hundred percent of all College courses have Student Learning Outcomes.

The data reveals a 95% program assessment rate in the first and second year, and a 98.2% program assessment rate in the third year. ASCC has a 100% rate of assessing its Institution Learning Outcomes (ILO) and will continue to monitor the achievement of ILO for its programs, certificates, and courses.

General Fund Performance
According to data for Fiscal findings for the years 2015 through 2017, the College had a surplus of 13% for both Fiscal Year (FY) 2014/2015 and FY 2015/2016. The College received more revenues from other sources and decreased its spending. American Samoa government subsidies decreased for FY 2016/2017 resulting in a 4% deficit. A drop in enrollment in the FTES was another contributing factor to the deficit in FY2016/2017.

Enrollment
According to enrollment data, the three-year drop in enrollment resulted in less revenues received. The College continues to review mechanisms to improve realistic enrollment projections.

List of Acronyms:

(ACCJC) Accrediting Commission for Community and Junior Colleges
(ADPR) Annual Divisional Program Review
(ALO) Accreditation Liaison Officer
(ASCC) American Samoa Community College
(ASDOE) American Samoa Department of Education
(ASDS) Academic Services Data Sets
(BHE) Board of Higher Education
(BIPR) Biennial Institutional Program Review
(CCC) Core Curriculum Committee
(CMS) Course Management System
(FY) Fiscal Year
(HR) Human Resources
(IPECC) Institutional Planning Executive Core Committee
(ISER) Institutional Self Evaluation Report
(ISP) Institutional Strategic Plan
(ISS) Institution-Set Standards
(LBJ) Lyndon B. Johnson Medical Center
(MIS) Management Information Systems
(MOA) Memorandum of Agreement
(MOODLE) Modular Object Oriented Dynamic Learning Environment
(MOU) Memorandum of Understanding
(PGSM) Participatory Governance Structural Manual
(SGA) Student Government Association
(SLDS) State Longitudinal Data System
(SLO) Student Learning Outcomes
(SOP) Standard Operating Procedures
(TED/ASBEP) Teacher Education Department/American Samoa Bachelors in Education Program

APPENDICES/DIRECTORY OF EVIDENCE

1. Participatory Governance Structural Manual, pp. 2-34
2. Participatory Governance Structural Manual, pp. 13-30
3. Access Credentials to ASCC Archives – amsamoa.compliance-assist.com
4. 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
5. 2018-06-01 – Appointment of the Internal Control Audit Committee, pp. 1-2
6. Participatory Governance Structural Manual, pp. 4-5
7. 2017-09-11 – Review of Institution-Set Standards – Proposal, pp. 2-5
8. 2017-11-30 – Institution-Set Standards – Committee Recommendations
9. 2018-08-14 – Institution-Set Standards – Committee Recommendations Addressed
10. 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
11. 2018-06-01 – Core Curriculum Committee – Approved Bylaws, pp. 3-7
12. 2018-05-21 – GCC Template – Phase I
13. 2018-05-22 – GCC Template – Phase II
14. 2018-04-06 – GCC Template – Phase III
15. 2018-05-09 – Catalog Review – Closing the Loop in Teacher Education
16. 2018-08-27 – BHE Approval of the ASCC General Catalog
17. ASCC 2018-2020 General Catalog, p. 52
18. ASCC 2016 Review of ISP 2015-2020
19. ASCC 2016 Review of the ISP 2015-2020, pp. 3-5
20. 2017-10-27 – Approved Divisional Program Recommendations for changes and implementation, pp. 1-26
21. 2017-10-02 – Presidents approval to discontinue Instructional Program Review
22. 2017-09-28 – Dean of Academic Affairs – Memo to Discontinue the APR
23. 2018 Program Review Summaries – ASCC Digital Archives
24. Governance Group – Participatory Governance Structural Manual, p. 16
25. ASCC 2018 Review of the ISP 2015-2020, pp. 5-39
26. 2017-09-15 – ASCC Internal Reporting Amended – Memo 071-17
27. 2017-08-29 – Review of Internal Reporting Processes
28. ASCC Website – Connections Newsletter
29. Participatory Governance Structural Manual, pp. 13-30
30. 2018-04-25 – Establishment of the Core Curriculum Committee, pp. 1-2
31. 2018-06-01 – Appointment of the Internal Control Audit Committee, pp. 1-2
32. Participatory Governance Structural Manual, pp.2-5
33. 2017-10-27 – Approved Divisional Program Recommendations for changes and implementation, pp. 2-4
34. Academic Services Data Sets
35. 2018-06-21 – Core Curriculum Committee Minutes, p. 2
36. Please refer to Evidence #17 – ASCC 2018-2020 General Catalog, p. 52
37. Participatory Governance Structural Manual, pp. 2-5
38. IE SOP Manual 2016, pp. 8-11; pp. 25-30; pp. 31-37; pp. 38-47
39. 2017-11-29 – Review of Chapter 5 Board Policies, p. 11
40. 2018-06-14 – ASDOE and ASCC MOA – Integrated Data Services
41. 2018-09-21 – ASCC SLDS Data Statistics – ASCC Dashboard

42. Participatory Governance Structural Manual, pp. 2-5
43. IE SOP Manual 2016, pp. 31-37
44. Participatory Governance Structural Manual, pp. 22-28
45. 2018-08-15 – ASCC 3rd Quarter Report
46. FY 2018 Outcome Plans and Resource Allocation, pp. 3-39
47. 2017-05-17 – Institutional Process and Presentation Proposal for FY 2018 Planning and Resource Allocation
48. IE SOP Manual 2016, pp. 21-24
49. 2018-06-01 – Core Curriculum Committee – Approved Bylaws, p. 3
50. 2018-08-27 – Board Approval of ASCC 2018-2020 General Catalog
51. 2017-09-01 – Website Change Request Form – Amended
52. ASCC 2018-2020 General Catalog, pp. 39-45
53. ASCC 2018-2020 General Catalog, pp. 56 -120
54. 2018-08-13 – Faculty Orientation, HR Presentation
55. 2018 Program Review Summaries – ASCC Digital Archives
56. 2018-04-25 – Appointment of Institutional Researcher in Assessment
57. 2016-02 – Approved Faculty Performance Evaluation Instrument
58. 2017 – Academic Affairs Division SOP Manual
59. 2018-02-06 – Approval of Faculty Advising list
60. 2018 – Approval of fall 2018 Course Schedule
61. ASCC 2018-2020 General Catalog, p. 31
62. ASCC 2018 Review of ASCC ISP 2015-2020, pp. 43 – 46
63. 2018 – ASCC and Bluesky Communications MOU – Microsoft Basic Computer Skills
64. 2018-06-21 – Core Curriculum Committee Minutes, p. 2
65. Please refer to Evidence #17 – ASCC 2018-2020 General Catalog, p. 52
66. 2017-09-11 – Review of Institution-Set Standards – Proposal, pp. 2-5
67. 2017-11-30 – Review of ISS – Recommendations
68. 2018-09 – Approval of Student Services extension of student support services hours
69. 2018 Program Review Summaries – ASCC Digital Archives
70. 2018 – Student Service Division Monthly Report, pp. 2-4
71. Academic Services Data Sets
72. 2018 Program Review Summaries – ASCC Digital Archives
73. ASCC 2018-2020 – General Catalog, pp. 36 – 46
74. Division of Student Services SOP Manual, pp. 29-38
75. 2018-09 – Approval of Student Services extension of student support services hours
76. 2018-02-06 – Approval of Faculty Advising List
77. Academic Services Data Sets
78. Division of Human Resource SOP Manual
79. HR – Interview Question Handout
80. HR – Position Review Form
81. HR – Interview Question Handout
82. Participatory Governance Structural Manual - pp. 4-5
83. Governance Policy Manual, Policy 4300: Employee Performance Evaluation

84. Amended Staff Performance Evaluation Form
85. Administrator Performance Evaluation Form
86. 2017 HR Divisional Program Review Results
87. Teacher Education Workshop for Adjunct and New Faculty
88. ASCC Evacuation Plans
89. PFM SOP Manual including Security, pp. 4-17
90. FY 2018 ASCC Institutional Priorities, Maintenance
91. ASCC 2018 Review of the ASCC ISP 2015-2020
92. Moodle Training Evaluation
93. 2016-12-06 – Appointment of the Director of Research Foundation Memo
94. 2016 Cost Containment Memo
95. 2017 Reduction of Hours Memo
96. EPA Leadership Training, March Connections Newsletter, p. 1
97. 2018-08-11 – ASCC and Starkist MOU – Science Lab skills
98. Participatory Governance Structural Manual, pp. 16-19
99. Document Control Form
100. Participatory Governance Structural Manual, pp. 16-19
101. 2017-10-27 – Institutional Planning Executive Core Committee, Approved Bylaws
102. 2018-06-01 – Core Curriculum Committee, Approved Bylaws
103. Participatory Governance Structural Manual, pp. 13-28
104. Governance Policy Manual - Policy 2005, p. 7
105. 2017-08-03 – BHE Review of Governance Policies
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117. Governance Policy Manual, Policy 2010, p. 11
118. Governance Policy Manual, Policy 2010.1, pp. 11-12

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Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The roles and responsibilities of its constituent groups; and
- The type of groups that develop recommendations to ensure institutional effectiveness.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

Policy 1000- Mission and Vision:

> *American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*
>
> *The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*
>
> *The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of its official vision and mission statements.*

Policy 1001- Governance and Organization Structure:

> *The concept "governance" refers to the College's structures and processes for decision-making and communication. Decision-making involves all decisions- those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, evaluation, etc. Governance means institutional decision-making in its broadest sense. Individuals of the College community are involved in governance in one or more of the following ways:*

1. *Through the organizational structure;*
2. *By serving on or presenting information to a standing committee;*
3. *By serving on or working with advisory, ad hoc, and task force committees;*
4. *Through the Faculty Senate;*
5. *By participating in staff meetings; and*
6. *Through Student Government.*

According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist 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.

American Samoa Community College operates within the statues, policies, and regulations set forth by the American Samoa Government, the College Board of Higher Education, and the Federal government. Within these conditions, the President as Chief Executive Officer is charged with the delegation of authority to various organizational systems and positions.

The President is granted the right of review and approval over all internal grievances and management decisions. He or she will explain the reversal of modifications of internal governance /or management decisions except where in his or her judgment such decisions would adversely affect the College or individuals. In cases where management decisions are required in the absence of a policy, the management decision will prevail until an orderly means can be found to develop and implement appropriate policy.

The organizational structure of the College is designed to provide a system for coordination and problem solving. Communication is essential for effective problem solving. The skill and good faith of individuals who function within the College contribute to establishing a balance between problem solving and coordination efforts.

Policy 1002- Organization Charts:

It is the policy of ASCC to prepare and publish the ASCC major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure.

The Board and President shall have exclusive authority to approve and authorize the major organization and associated charts.

Policy 1003- Board Policy and College Regulations/Procedures:

a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are*

expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

President, American Samoa Community College

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Introduction:

This document maps the American Samoa Community College's approach to governance and decision-making to reflect a participatory process amongst Board members, faculty, staff, administration, and students. The various partnerships of internal stakeholders, through participation in defined constituent groups, are committed to the best interest of the College's students and are unified by ASCC's Vision, Mission, Core Values, and Institutional Learning Outcomes to assure that student success is the focus of all institutional priorities.

This document describes the governance and decision-making processes that ASCC utilizes, as well as the opportunities for meaningful dialogue and collaboration by constituent groups towards making sound decisions. This document includes the purpose, membership and reporting structure.

American Samoa Community College
Guest House
Located on the East Side of the main campus

ASCC Vision:

The American Samoa Community College holds as its central theme "Saili le Atamai" or to "seek knowledge." Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

ASCC Mission:

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

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

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific

Institutional Learning Outcomes:

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

- Effective Communicators:
    - ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and covey their intended message using a variety of oral, written, and visual strategies.
- Critical Thinkers:
    - ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternative strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard.
- Global Citizens:
    - ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.
- Quantitative Competent Individuals:
    - ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, or proprietary information.
- Responsible Leaders:

- ASCC graduates act with integrity and take ethical and equitable responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

Participatory Governance Core Values:

Through the missions of our programs and services, ASCC holds itself accountable to the following:

- Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning.
    - Leaders and members of all constituent groups are committed to:
        - Provide instructional programs and courses of highest quality, regardless of mode of delivery, location or level;
        - Promote academic integrity, scholarship, and empowerment.
- Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality in life.
    - Leaders and members of all constituent groups are committed to:
        - Promote diversity in education needs of the community and to assist individual students in realizing their maximum potential in a setting of cultural changes;
        - Promote opportunities, access, and equity.
- Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
    - Leaders and members of all constituent groups are committed to:
        - Focuses on proactive and innovative initiatives for student success.
- Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact on education and research.
    - Leaders and members of all constituent groups are committed to:
        - Understands its role as an essential component of the economic growth of American Samoa.

- Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.
    - Leaders and members of all constituent groups are committed to:
        - Nurtures the environment where students will acquire marketable skills, develop self confidence, widen their interests, come to value the search for truth, deepen an appreciation for cultural diversity, and equipped to cope with their own social challenges. Individual student growth in this area is the paramount goal.

ASCC strives to improve its governance and decision-making processes, which are based on recognition of and respect for the interrelationships of its constituents.

Constituent roles in Governance and Decision-Making:

Provided are descriptions of constituents and their respective roles in decision making:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.

- President: ASCC *Governance Manual Policy 3001* defines the President's Role as the chief executive officer of the College and serves as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.

- Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.
    - The student representatives elect the President of the Student Government Association and officers.

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on the Board of Higher Education.

- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
  - Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions as referenced in the ASCC *Personnel Manual Policy 4.2002- Administration*. In addition, administrators are responsible for:
  - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
  - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
  - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
  - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.

- Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
- Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.

Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups**: Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

		Governance.	• Director of Community and Natural Resources; • Director of Samoan Studies Institute; • Director of Teacher Education; • Director of Trades and Technology; • Chief Financial Officer • Chief Information Officer; • Human Resources Officer;
Governance Group:	**Purpose:**	**Outcome:**	**Members:**
Institutional Planning Executive Core Committee: **Reporting Protocol: Leadership Triangle**	• To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report semiannually on the status of the Institutional Strategic Plan.	• Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Semiannual Status Report on Mission Effectiveness.	• Dean of Academic Affairs; • Dean of Student Services; • Director of Community & Natural Resources; • Director of Samoan Studies Institute; • Director of Institutional Effectiveness (Chairman); • (2) Faculty Selected by the Faculty Senate.

b. **Operational Groups**: Consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.

Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Leadership Team: **Reporting Protocol: Leadership Triangle**	• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;	• President; • Vice Presidents; • Deans; • Program Directors; • Directors; • Officers • (25 members)

		• Assessment of Policies linked to department/program; • Mission Effectiveness.	
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Curriculum Committee: **Reporting Protocol: Leadership Triangle**	• To review and approve new or revised courses, program revisions, establishing pre-requisites; • To review and approve Student Learning Outcomes; • To review and recommend the accurateness of Institutional Set Achievement Standards; • To implement, assess, and recommend improvements on academic policies; • To review ASCC's Mission; The Curriculum Committee.	• ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairperson); • Academic and Program Chairpersons (15) • ROTC Representative; • College & Life Planning Representative; • Director of Teacher Education; • Director of Trades and Technology; • Director of Institutional Effectiveness; • Dean of Student Services; • Dean of Academic Affairs.
Academic Assessment Committee: **Reporting Protocol: Curriculum Committee**	• To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and	• Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairman); • Faculty Representatives from Academic Program and Departments (15); • Institutional Researcher; • Program Director of Counseling.

	present to the Curriculum Committee.		
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Data Committee: **Reporting Protocol: Leadership Triangle**	• To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.	• Data analyses, collection and dissemination.	• Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer.

c. **Task Force Groups**: Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

Program Review: ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accountability: President

Charge: Leadership Triangle

Types of Program Reviews:

1) **Institutional Program Review:** An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
    a. Assessment Cycle: Biennially
    b. Instrument: Institutional Program Review Survey
        i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
    c. Areas for Review:
        i. ASCC Mission Effectiveness
        ii. Student Learning Programs and Services
        iii. Resources
        iv. Governance
    d. Participants: Administrators, Faculty, and Staff
    e. Focus:
        i. Institutional Set Achievement Standards
        ii. Institutional Learning Outcomes
        iii. Review of Institutional Strategic Plan Priorities
    f. Procedures and Roles:
        i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
        ii. Compilation of data summaries (Institutional Effectiveness Division);
        iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
        iv. Analysis of data (IPECC);
        v. Compilation and submission of analysis to the Leadership Triangle (IPECC);
        vi. Review of Analysis by the Leadership Triangle with

recommendations and/or approval (Leadership Triangle);

vii. Submission of analysis and action plans to the Board of Higher Education (President)

viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and

ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

g. Outcomes:
   i. ASCC Catalog
   ii. Institutional Strategic Plan Priorities
   iii. Board Policies

2) **Divisional Assessment- Program Review:** Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

   a. Assessment Cycle: Annually
   b. Instrument: Divisional Assessment- Program Review Survey
      i. Review of Instrument: Annually (Programs/Departments)
   c. Areas for Review:
      i. Divisional Mission and Outcomes
      ii. Evaluation of Program/Department Effectiveness and Improvements
      iii. Decision Making
      iv. Personnel
      v. Staff Development and Facilities
      vi. Equipment & Technology
      vii. Student Support Services
      viii. Safety and Emergency Procedures
      ix. Divisional Planning and Resource Allocation
   d. Participants: Programs and Departments
      i. Faculty
      ii. Staff
      iii. Administrators
   e. Procedures and Roles:
      i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
      ii. Compilation of data summaries (Institutional Effectiveness Division);

iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
iv. Analysis of data (Program/Department);
v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

f. Outcomes:
   i. Planning and Resource Allocation Analysis of ASCC Operations

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

Types of Student Learning Assessments:

1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

a. Assessment Cycle: Annually
b. Instrument: Academic Program Review Survey
    i. Review of Instrument: Annually (Academic Programs & Departments)
c. Areas for Review:
    i. Institutional Learning Outcome Qualities
        1. General Education 1st year Course Learning Outcome Qualities and Competencies;
        2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
e. Participants: Faculty/Adjunct Faculty
f. Focus:
    i. Institutional Learning Outcome Qualities and Competencies;
g. Procedures and Roles:
    i. General Education Program 1st Year Competencies
        1. Charge: General Education Faculty
        2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
        3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
        4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        5. Procedures and Roles:
            a. Semester submission of GE Course Data (General Education Faculty);
            b. GE Data is Compiled (Institutional Effectiveness Division);
            c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
            d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
            e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
            f. Reports are reviewed by the Assessment Committee and recommendations are

compiled and submitted to the Curriculum Committee (Assessment Committee)

g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies
    1. Charge: Academic Department & Program Faculty
    2. Assessment Cycle: Semester-based
    3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
    4. Procedures and Roles:
        a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
        b. ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
        c. ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
        d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
        e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
        f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
        g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year

Competencies (Curriculum Committee);

h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards**: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways**:
    i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
        1. Set Standard: % defined by the College on student completion of developmental courses;
        2. Courses assessed to determine set standard:
            a. ENG 90, ENG 91, MAT 90.
        3. Data Sets used for analysis:
            a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
    ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
        1. Set Standard: % defined by the College on student completion of gateway courses;
        2. Courses assessed to determine set standard:
            a. ENG 150, ENG 151, MAT 151.
        3. Data Sets used for analysis:
            a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
            b. Summative Data: Data sets obtained through

a variety of means such as tests, projects, and student portfolios.

iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
        a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
        c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
        a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
        b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.

iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
        a. 1st Year Retention: Percentage of students who are retained from fall to spring;
        b. 2nd Year Retention: Percentage of students who are retained from fall to fall.

v. Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
    1. Graduation Data Statistics:
        a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
            i. 2 Years (4 semesters excluding summer terms)
            ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
            iii. 4 Years (8 semesters excluding

summer terms)
iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

b. Data Sets:
i. Academic Departments & Programs cohort completion of degrees and certificate:
1. AA Degrees
2. AS Degrees
3. B.Ed.
4. Certificates of Proficiency

2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
iii. Percentages of graduates tracked through counseling services;
iv. Graduation Exit Survey feedback from students.

3. Transition into the Workforce: Percentages of students that transition into the workforce.
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of graduates tracked through counseling services;
iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.

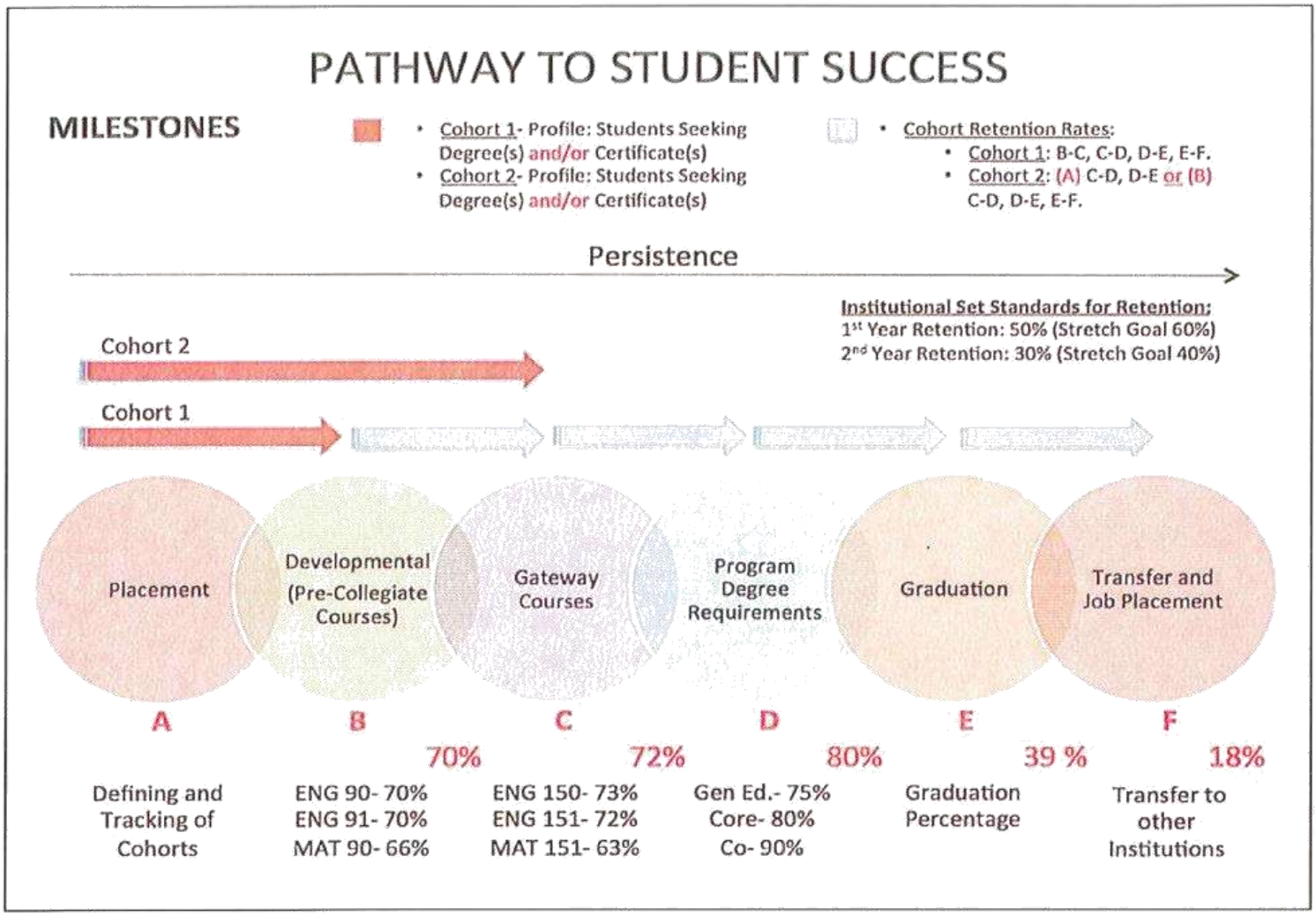


Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.

    a. ASCC Annual Report: Annual Reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC administration. The Annual Report runs by the academic year beginning fall

semester to the summer term in the consecutive year.

i. General Contents:
    1. President's Message
    2. General Information
    3. Student Demographics:
        a. Enrollment
        b. Placement
        c. Graduate Profile
        d. Student Achievement
    4. Financial Statistics
    5. ASCC Highlights & Accomplishments
    6. ASCC Administration

b. Quarter Reports: Quarter Reports are internal reports compiled by administrators to provide updates per quarter that correspond with Department/Program outcomes, objectives, activities and evidence of what has been achieved through the types of services offered. The Quarterly Report is used as a monitoring mechanism for the ASCC Institutional Strategic Plan goals and objectives.

c. ASCC Fact Book: Fact Books are publications compiled every year. The Fact Book covers the academic year beginning fall semester to the spring semester term in the consecutive year. Fact Books are data publications for use by the institution for decision-making.

i. General Contents:
    1. President's Message
    2. General Information
    3. Enrollment
    4. Student Achievement Statistics
    5. Academic Departments
    6. Instructional Services
    7. Student Services
    8. Administrative Services
    9. Grant Programs

d. ASCC Fact Sheets: Fact Sheets are compiled every semester. Fact Sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, development performance, and student achievement statistics. Fact Sheets contribute to the ASCC Fact Book for longitudinal data.

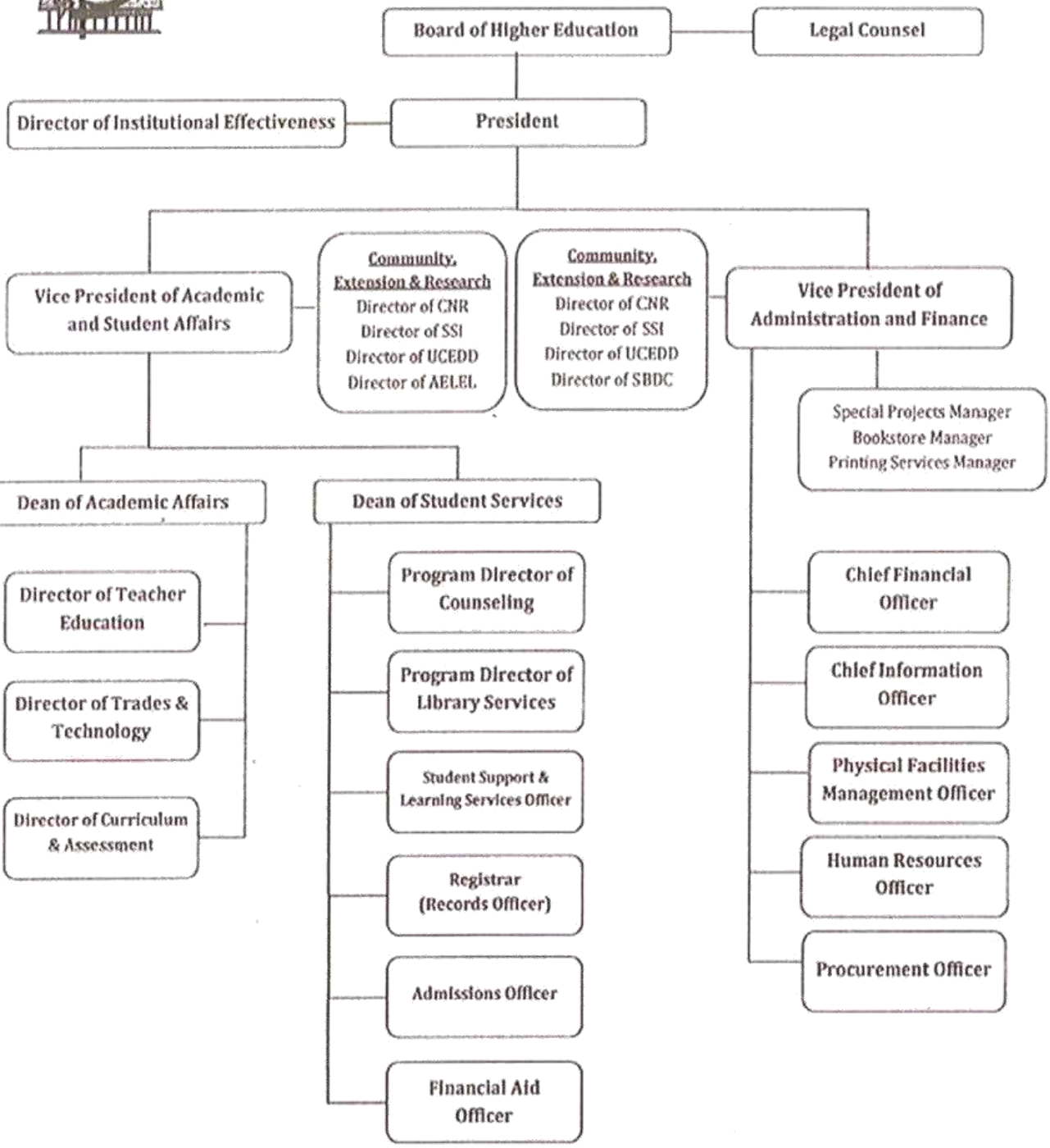
ASCC Organizational Chart and Communication Protocol:

ASCC is committed to improving the quality of its educational programs and services through its communication protocol. ASCC's Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to *Board Policy 3022-Communication Protocols*, which states:

> *Policy 3022- Communication Protocols:*
>
> > *The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide by the major organizational chart as a fundamental rule for college-wide matters, or a department organizational chart when an issue requires the attention of a department only.*

The President maintains a system of periodic review to determine that all rules relating to administrative responsibilities are fully implemented and assessed for quality assurance and mission effectiveness *(Referencing Personnel Manual Policy 4.2002)*.

American Samoa Community College
Organizational Chart 2015



APPROVED:

for ASCC President: _____ Date: 8/28/15

BHE Chairman: _____ Date: 9/28/15

ASCC Organizational Service Programs and Departments:

President's Authority:

Board Policy 3000- Delegation to the President states that:

> *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 President ensures that all services and operations exist for the achievement of ASCC's Mission and implementation of Board Policies through the designated administrative positions. Administrative positions are overseen by the President through the Vice President of Academic and Student Affairs, and Vice President of Administration and Finance, who monitor the effectiveness of services offered for programs and departments under their purview.

I. **President's Administrative Subordinates:**

a. Vice President of Academic and Student Affairs:

Deans:

1. Dean of Academic Affairs:
    a. Director of Teacher Education;
    b. Director of Trades and Technology;
    c. Director of Curriculum and Assessment.
2. Dean of Student Services:
    a. Program Director for Counseling;
    b. Program Director for Library Services;
    c. Student Support & Learning Services Officer;
    d. Registrar (Records Officer);
    e. Admission Officer;
    f. Financial Aid Officer.

Directors:

3. Director of Community and Natural Resources *(Academic Courses)*;
4. Director of Samoan Studies Institute *(Academic Courses)*;
5. Director of University Center for Excellence in Developmental Disabilities:
6. Director of Adult Education Literacy and Extended Learning.

b. Vice President of Administration and Finance:

Officers:

1. Chief Financial Officer;
2. Chief Information Officer;
3. Physical Facilities Management Officer;
4. Human Resources Officer;
5. Procurement Officer;

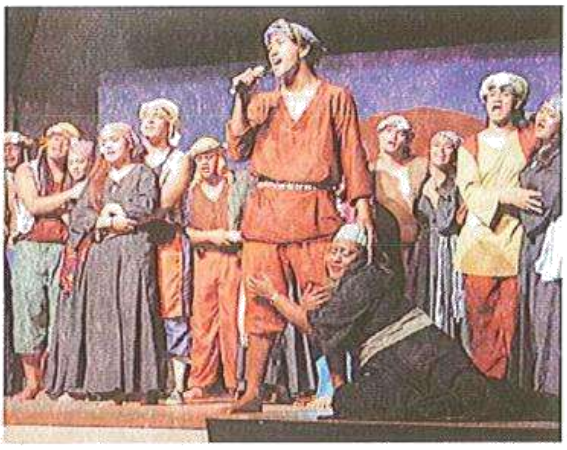
Directors:

6. Director of Community and Natural Resources *(Extension & Community Outreach, Research)*;
7. Director of Samoan Studies Institute *(Extension, Community Outreach, Research, Translations)*;
8. Director of University Center for Excellence in Developmental Disabilities *(Extension, Community Outreach)*;
9. Director of Small Business Development Center *(Outreach and Training)*;

Managers:

10. Special Projects Manager;
11. Bookstore Manager;
12. Printing Services Manager.

c. **Office of Institutional Effectiveness:** *(Institutional Quality & Mission Effectiveness Department)*



2

Constituent roles in Governance and Decision-Making:

Provided are descriptions of constituents and their respective roles in decision making:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.

- President: ASCC *Governance Manual Policy 3001* defines the President's Role as the chief executive officer of the College and serves as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.

- Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.
    - The student representatives elect the President of the Student Government Association and officers.

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on the Board of Higher Education.

- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
  - Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions as referenced in the ASCC *Personnel Manual Policy 4.2002- Administration*. In addition, administrators are responsible for:
  - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
  - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
  - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
  - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.

- Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
- Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.

Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups**: Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

		Governance.	• Director of Community and Natural Resources; • Director of Samoan Studies Institute; • Director of Teacher Education; • Director of Trades and Technology; • Chief Financial Officer • Chief Information Officer; • Human Resources Officer;
Governance Group:	**Purpose:**	**Outcome:**	**Members:**
Institutional Planning Executive Core Committee: **Reporting Protocol: Leadership Triangle**	• To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report semiannually on the status of the Institutional Strategic Plan.	• Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Semiannual Status Report on Mission Effectiveness.	• Dean of Academic Affairs; • Dean of Student Services; • Director of Community & Natural Resources; • Director of Samoan Studies Institute; • Director of Institutional Effectiveness (Chairman); • (2) Faculty Selected by the Faculty Senate.

b. **Operational Groups**: Consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.

Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Leadership Team: **Reporting Protocol: Leadership Triangle**	• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;	• President; • Vice Presidents; • Deans; • Program Directors; • Directors; • Officers • (25 members)

		• Assessment of Policies linked to department/program; • Mission Effectiveness.	
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Curriculum Committee: **Reporting Protocol: Leadership Triangle**	• To review and approve new or revised courses, program revisions, establishing pre-requisites; • To review and approve Student Learning Outcomes; • To review and recommend the accurateness of Institutional Set Achievement Standards; • To implement, assess, and recommend improvements on academic policies; • To review ASCC's Mission; The Curriculum Committee.	• ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairperson); • Academic and Program Chairpersons (15) • ROTC Representative; • College & Life Planning Representative; • Director of Teacher Education; • Director of Trades and Technology; • Director of Institutional Effectiveness; • Dean of Student Services; • Dean of Academic Affairs.
Academic Assessment Committee: **Reporting Protocol: Curriculum Committee**	• To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and	• Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairman); • Faculty Representatives from Academic Program and Departments (15); • Institutional Researcher; • Program Director of Counseling.

	present to the Curriculum Committee.		
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Data Committee: **Reporting Protocol: Leadership Triangle**	• To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.	• Data analyses, collection and dissemination.	• Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer.

c. **Task Force Groups**: Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

Program Review: ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accountability: President

Charge: Leadership Triangle

Types of Program Reviews:

1) **Institutional Program Review:** An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
    a. Assessment Cycle: Biennially
    b. Instrument: Institutional Program Review Survey
        i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
    c. Areas for Review:
        i. ASCC Mission Effectiveness
        ii. Student Learning Programs and Services
        iii. Resources
        iv. Governance
    d. Participants: Administrators, Faculty, and Staff
    e. Focus:
        i. Institutional Set Achievement Standards
        ii. Institutional Learning Outcomes
        iii. Review of Institutional Strategic Plan Priorities
    f. Procedures and Roles:
        i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
        ii. Compilation of data summaries (Institutional Effectiveness Division);
        iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
        iv. Analysis of data (IPECC);
        v. Compilation and submission of analysis to the Leadership Triangle (IPECC);
        vi. Review of Analysis by the Leadership Triangle with

recommendations and/or approval (Leadership Triangle);

vii. Submission of analysis and action plans to the Board of Higher Education (President)

viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and

ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

g. Outcomes:
   i. ASCC Catalog
   ii. Institutional Strategic Plan Priorities
   iii. Board Policies

2) **Divisional Assessment- Program Review:** Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

   a. Assessment Cycle: Annually
   b. Instrument: Divisional Assessment- Program Review Survey
      i. Review of Instrument: Annually (Programs/Departments)
   c. Areas for Review:
      i. Divisional Mission and Outcomes
      ii. Evaluation of Program/Department Effectiveness and Improvements
      iii. Decision Making
      iv. Personnel
      v. Staff Development and Facilities
      vi. Equipment & Technology
      vii. Student Support Services
      viii. Safety and Emergency Procedures
      ix. Divisional Planning and Resource Allocation
   d. Participants: Programs and Departments
      i. Faculty
      ii. Staff
      iii. Administrators
   e. Procedures and Roles:
      i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
      ii. Compilation of data summaries (Institutional Effectiveness Division);

iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
iv. Analysis of data (Program/Department);
v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

f. Outcomes:
   i. Planning and Resource Allocation Analysis of ASCC Operations

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

Types of Student Learning Assessments:

1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

a. Assessment Cycle: Annually
b. Instrument: Academic Program Review Survey
    i. Review of Instrument: Annually (Academic Programs & Departments)
c. Areas for Review:
    i. Institutional Learning Outcome Qualities
        1. General Education 1st year Course Learning Outcome Qualities and Competencies;
        2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
e. Participants: Faculty/Adjunct Faculty
f. Focus:
    i. Institutional Learning Outcome Qualities and Competencies;
g. Procedures and Roles:
    i. General Education Program 1st Year Competencies
        1. Charge: General Education Faculty
        2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
        3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
        4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        5. Procedures and Roles:
            a. Semester submission of GE Course Data (General Education Faculty);
            b. GE Data is Compiled (Institutional Effectiveness Division);
            c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
            d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
            e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
            f. Reports are reviewed by the Assessment Committee and recommendations are

compiled and submitted to the Curriculum Committee (Assessment Committee)

g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies
    1. Charge: Academic Department & Program Faculty
    2. Assessment Cycle: Semester-based
    3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
    4. Procedures and Roles:
        a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
        b. ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
        c. ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
        d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
        e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
        f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
        g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year

Competencies (Curriculum Committee);

h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards**: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways**:
    i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
        1. Set Standard: % defined by the College on student completion of developmental courses;
        2. Courses assessed to determine set standard:
            a. ENG 90, ENG 91, MAT 90.
        3. Data Sets used for analysis:
            a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
    ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
        1. Set Standard: % defined by the College on student completion of gateway courses;
        2. Courses assessed to determine set standard:
            a. ENG 150, ENG 151, MAT 151.
        3. Data Sets used for analysis:
            a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
            b. Summative Data: Data sets obtained through

a variety of means such as tests, projects, and student portfolios.

iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
        a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
        c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
        a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
        b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.

iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
        a. 1st Year Retention: Percentage of students who are retained from fall to spring;
        b. 2nd Year Retention: Percentage of students who are retained from fall to fall.

v. Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
    1. Graduation Data Statistics:
        a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
            i. 2 Years (4 semesters excluding summer terms)
            ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
            iii. 4 Years (8 semesters excluding

summer terms)
iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

b. Data Sets:
i. Academic Departments & Programs cohort completion of degrees and certificate:
1. AA Degrees
2. AS Degrees
3. B.Ed.
4. Certificates of Proficiency

2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
iii. Percentages of graduates tracked through counseling services;
iv. Graduation Exit Survey feedback from students.

3. Transition into the Workforce: Percentages of students that transition into the workforce.
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of graduates tracked through counseling services;
iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.

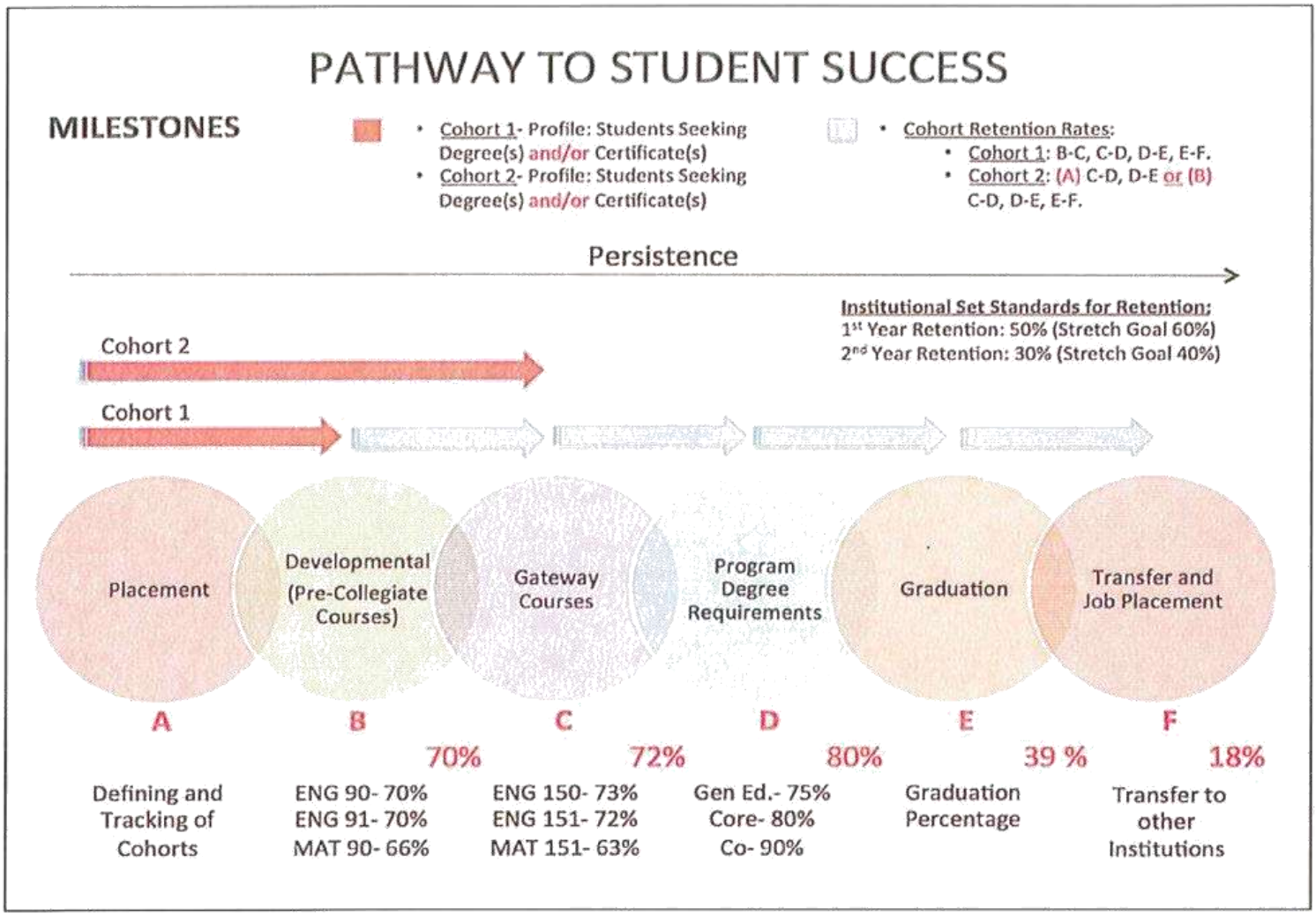


Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.

    a. ASCC Annual Report: Annual Reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC administration. The Annual Report runs by the academic year beginning fall

semester to the summer term in the consecutive year.

i. General Contents:
    1. President's Message
    2. General Information
    3. Student Demographics:
        a. Enrollment
        b. Placement
        c. Graduate Profile
        d. Student Achievement
    4. Financial Statistics
    5. ASCC Highlights & Accomplishments
    6. ASCC Administration

b. Quarter Reports: Quarter Reports are internal reports compiled by administrators to provide updates per quarter that correspond with Department/Program outcomes, objectives, activities and evidence of what has been achieved through the types of services offered. The Quarterly Report is used as a monitoring mechanism for the ASCC Institutional Strategic Plan goals and objectives.

c. ASCC Fact Book: Fact Books are publications compiled every year. The Fact Book covers the academic year beginning fall semester to the spring semester term in the consecutive year. Fact Books are data publications for use by the institution for decision-making.

i. General Contents:
    1. President's Message
    2. General Information
    3. Enrollment
    4. Student Achievement Statistics
    5. Academic Departments
    6. Instructional Services
    7. Student Services
    8. Administrative Services
    9. Grant Programs

d. ASCC Fact Sheets: Fact Sheets are compiled every semester. Fact Sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, development performance, and student achievement statistics. Fact Sheets contribute to the ASCC Fact Book for longitudinal data.

ASCC Organizational Chart and Communication Protocol:

ASCC is committed to improving the quality of its educational programs and services through its communication protocol. ASCC's Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to *Board Policy 3022-Communication Protocols*, which states:

> *Policy 3022- Communication Protocols:*
>
> > *The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide by the major organizational chart as a fundamental rule for college-wide matters, or a department organizational chart when an issue requires the attention of a department only.*

The President maintains a system of periodic review to determine that all rules relating to administrative responsibilities are fully implemented and assessed for quality assurance and mission effectiveness *(Referencing Personnel Manual Policy 4.2002)*.

3

AMERICAN SAMOA COMMUNITY COLLEGE

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  - 4. ASCC Planning
  - 5. ASCC Program Review
  - 6. ASCC Assessment
  - 7. ASCC Reports
  - 8. ASCC Awareness, Grant Awards, MOUs
  - 9. WASC-ACCJC Accreditation Manuals & Documents

4

AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

April 25, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 029-18

To: ASCC Faculty
ASCC Department Chairpersons
Accreditation Liaison Officers
Dean of Academic Affairs
Dean of Student Services
Vice President of Academic and Student Affairs
Vice President of Administration and Finance

From: Dr. Rosevonne M. Pato
ASCC President

Re: **Core Curriculum Committee**

As ASCC moves forward in efforts to work toward maintaining and sustaining best practices, it is necessary that the College review the Curriculum Committee and its key role in providing quality curricular programs that prepare students (1) to transfer to institutions of higher learning, (2) for successful entry into the workforce, (3) for research and extension in human and natural resources, and (4) in awareness of Samoa and the Pacific.

Since 2010, the College has taken major steps to develop a strong General Education program, to follow a cycle of program review and assessment, and to ensure accountability for learning and achievement of student learning outcomes through data collection and analysis. It is in these continuous efforts that the academic departments and faculty must work toward a more focused curriculum development that allows for programs to be strengthened and show progress toward better meeting the needs of the students and community. ASCC has as its mission to provide quality programs and

services that ensure a solid general education program and a well-structured curriculum that prepares students for the pathway of their choice.

In order to fully support the academic curricular programs and their growth in meeting the needs of students and the local community, it is vital that a Core Curriculum Committee, a Governance Group, be formed that will have as its key role the review of curriculum that ensures the preparation of all students in a strong general education program and in department/field specific curricular programs. The Core Committee, with input, discussion, and recommendations from the General Curriculum Committee, will identify the courses that meet the outcomes for general education requirements and will determine the specific needs of program offerings that lead toward further education and training, job specific skills for career placement or career progression.

The selection of the Core Curriculum members was made with consideration of the years of experience and knowledge in curriculum development, program articulation with institutions of higher learning, alignment of course, program, and institutional outcomes, and strong articulation and program development with agencies, government departments, community agencies, public services, and the private sector. The expertise, knowledge, skills, and experience that each of these individuals brings with them to the committee will provide focus, guidance, and prioritization of next steps in curriculum issues.

With the recommendation made by the Dean of Academic Affairs and in confirmation, the following faculty and administrators are the members of the newly formed Core Curriculum Committee:

Dr. Siamaua Ropeti
Dr. Faofua Fa'atoafe
Mr. Ed Imo
Ms. Lele Ah-Mu
Ms. Shirley Dela Rosa
Mrs. Elisapeta Fa'alafi-Jones (Chairperson)
Mr. Sonny Leomiti (Secretary)
Dr. Emilia Le'i
Mrs. Letupu Moananu

Let us work closely with the Core Curriculum Committee as they revisit and review the ASCC academic curriculum and as they take on the challenges of curriculum in the areas of accreditation, institutional effectiveness, assessment, and catalog completion. The Core Curriculum Committee is under the supervision of the Dean of Academic Affairs and will work in conjunction with and in oversight of the General Curriculum Committee.

5

AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

June 1, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 046-18

TO: General Distribution

FROM: Dr. Rosevonne M. Pato
ASCC President

RE: **Appointment of Internal Control Audit Committee**

In line with Policy 7000.5D, the following individuals are appointed to the Internal Control Audit committee: Dr. Faofua Fa'atoafe, Director Jason Betham, and Director Sonny Leomiti. As cited in the Governance Manual –

> *The President will appoint in writing and Internal Control Audit committee from the college to review and measure the effectiveness of the controls established within the framework of this policy as they relate to ASCC's accounting, financial and operating systems. The purpose of these review are to:*
>
> *A. Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting that information.*
> *B. Ensure that systems comply with ASCC policies, objectives, standards and procedures, and with federal and local laws and regulations.*
> *C. Evaluate computer-based systems in production, in development or undergoing change; and evaluate systems development process and computer operations.*
> *D. Evaluate the adequacy of methods used to safeguard ASCC assets.*
>
> *The Internal Control Audit Committee assists management by furnishing impartial, independent analysis, appraisals, recommendations and pertinent*

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

comments in written reports to the Dean, Vice President or the person responsible for the entity under review, as well as the Chief Finance Officer, Vice President, and the President.

Please provide your full support and cooperation to this committee as they undertake the responsibilities as outlined by policy. This committee, as described above, will provide an internal program/division review to ensure all processes are in place to maintain and sustain financial stability and integrity.

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expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

President, American Samoa Community College

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AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

September 11, 2017

To: Dr. Rosevonne Pato
President, American Samoa Community College

Fr: Mr. Sonny J. Leomiti
Director, Institutional Effectiveness

Cc: Dr. Lina Galeai-Scanlan
Vice President, Academic & Student Affairs

Mrs. Letupu Moananu
Dean, Academic Affairs

Dr. Emilia Le'i
Dean, Student Services

Subject: ***Review of the College's Institution-Set Standards***

Talofa ASCC President Dr. Pato,

I gladly inform you that the collaboration between the Dean of Academic Affairs and Dean of Student Services led to the organizing of a meaningful process to initiate the first review of the College's Institution-Set Standards (ISS). We have met several times to assure that a clear process will be proposed for your review and approval as evident in the minutes we have cc'd both you and the Vice President of Academic and Student Affairs.

The review of ISS is imperative to the analyses of achievement targets, the value review of the College's Student Learning Outcomes and Student Achievement definitions and more importantly, the impact of these standards and its relationship to the College's defined milestones and pathways for student success.

I kindly seek your support for the review, input and/or approval to implement the proposed review of the Colleges ISS. As an outcome of this review, the Dean(s) and I will submit for your final approval an institution process for the review of the ASCC ISS to be inserted in the SOPs under the Division of Institutional Effectiveness for monitoring and reporting purposes.

The ISS Review Process Proposal is attached to this letter for your review.

Fa'afetai,

AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

Review of Institution-Set Standards Process Proposal
Venue: ASCC Lecture Hall

Participants:
The following internal stakeholders have been recommended to participate in the review of the College's Institution-Set Standards (ISS). Purpose review statements are provided based on recommendations by both Deans.

- Academic Program/Department Chairpersons: To provide recommendations based on ISS achievement targets (achievement %) and propose additional standards as it pertains to each program/department.
- Assessment Faculty: To provide recommendations based on ISS achievement targets (SLOs) and propose additional standards and processes as it pertains to each program/department.
- Student Services Officers & Program Directors: To provide recommendations based on services associated with ISS and SLOs as it pertains to the services offered.

Schedule:

Dates	Start Time	End Time	Event	Agenda
09/14/17	12:30 p.m.	02:30 a.m.	1st Meeting	*Refer to Agenda 1*
09/28/17	12:30 p.m.	02:30 a.m.	2nd Meeting	*Refer to Agenda 2*
10/12/17	12:30 p.m.	02:30 a.m.	3rd Meeting	*Refer to Agenda 3*
10/26/17	12:30 p.m.	02:30 a.m.	4th Meeting	*Refer to Agenda 4*
11/09/17	12:30 p.m.	02:30 a.m.	5th Meeting	*Refer to Agenda 5*
12/07/17	12:30 p.m.	02:30 a.m.	6th Meeting	*Refer to Agenda 6*

Note: All meetings are to be held on the Thursday of each non-pay week.

Presentation Agenda:

Agenda # and Descriptions

Agenda 1: September 14, 2017

I. **ASCC Institution-Set Standards Review:**
   a. Clarification of ISS Review & Purpose – Mission Effectiveness *(IE Director)*
   b. Clarification of Participant Roles *(Dean of Academic Affairs and Dean of Students Services)*

II. **Presentation of ISS Process Review and Schedule:**
   a. Presentation of ASCC ISS – Current defined standards as approved in 2015.

i. Facilitators: Dean of Academic Affairs, Dean of Student Services, and IE Director.
ii. Presentation of Institution-Set Standards:
    1. Developmental Passing Rates: 70%
        a. Set Standard: % defined by the College on student completion of developmental courses
        b. Courses assessed to determine set standard
        c. Data sets used for analysis
    2. Gateway Course Completion Rates: 72%
        a. Set Standard: % defined by the College on student completion of gateway courses.
        b. Courses assessed to determine set standard
    3. Degree Program Requirements: 80%
        a. Set Standard: % defined by the College on student completion of degree program requirements
        b. Courses assessed to determine set standard
    4. Persistence:
        a. Data Sets: The retention of students in their first-year and second-year and within 150% time to graduation.
            i. 1st Year Retention
            ii. 2nd Year Retention
            iii. Graduation Rate: 39%
    5. Degree/Certificate Completion and Transfer: 18%
        a. Data Statistics:
            i. Cohort Completion
            ii. Transfer to institutions of Higher Learning
            iii. Transition into the Workforce

Agenda 2: September 28, 2017

III. ISS Presentation Review:

a. Review of ISS: Developmental Passing Rates & Gateway Course Completion Rates:
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 3: October 12, 2017

IV. ISS Presentation Review:

a. Review of ISS: Degree Program Requirements & Persistence
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 4: October 26, 2017

V. ISS Presentation Review:

a. Review of ISS: Degree Certificate Completion and Transfer Rates
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 5: November 09, 2017

AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

VI. ISS Presentation Review:
- a. Review of ISS Recommendations:
  - i. Facilitators: Dean of Academic Affairs, Dean of Student Services, IE Director

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Agenda 6: December 07, 2017

VII. ISS Presentation Review:
- a. Final and Approval of ASCC ISS:
  - i. Curriculum Committee Review
  - ii. Review of President
  - iii. Review and approval of the Board of Higher Education

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Cost for the Review of ISS:

Budget: Institutional Effectiveness
Account #: 5504 (Charge on FY 2018 Budget)
Cost(s): Lunch (ASCC Cafeteria)

Signature for Approval

ASCC President:

Date Received: 9/11/17 Approval Status: Yes or No Date Approved: 9/12/17

Comments: _____

_____

_____

_____

Signature: _____
Dr. Rosevonne M. Pato

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American Samoa Community College

Review of Institution-Set Standards

Review of Recommendations
November 30, 2017

Outcomes:

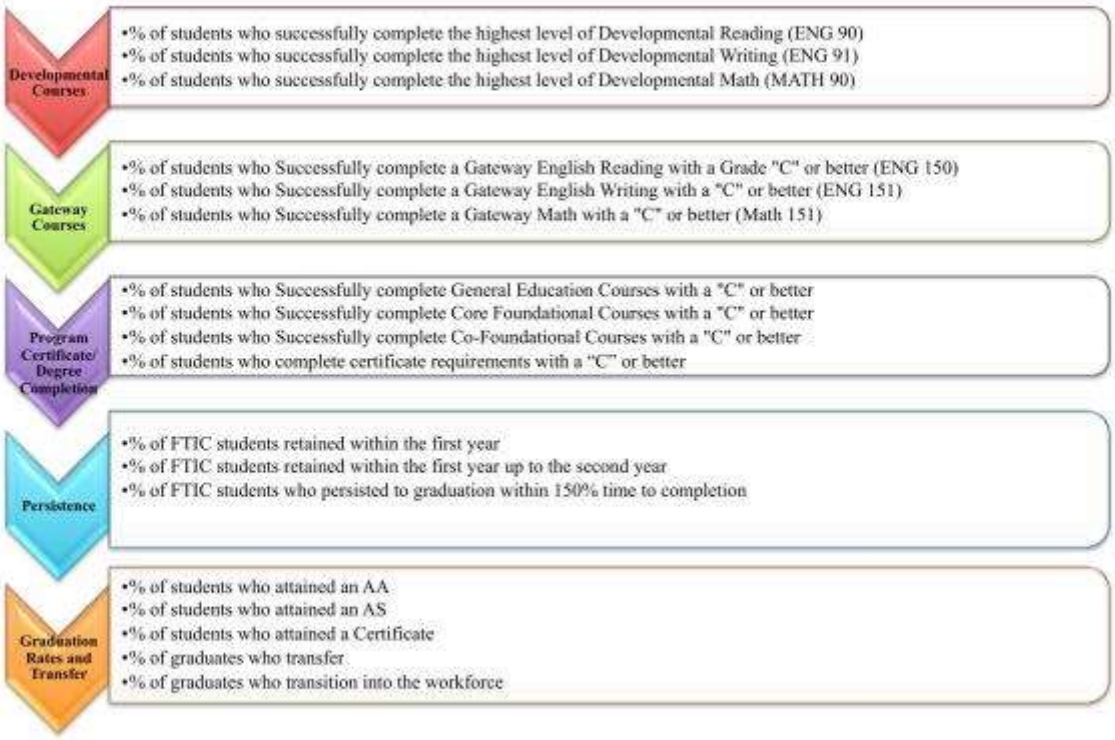
- Provide internal stakeholders the opportunity to engage in the dialogue in review of the College's ISS.
- Emphasize the link of ISS to the Mission of the College.
- Review the relationship of ISS to academic programs/departments and student support services.
- Discuss the appropriateness of the College's ISS and its impact on academic programs/departments and student support services.

ISS for Student Achievement

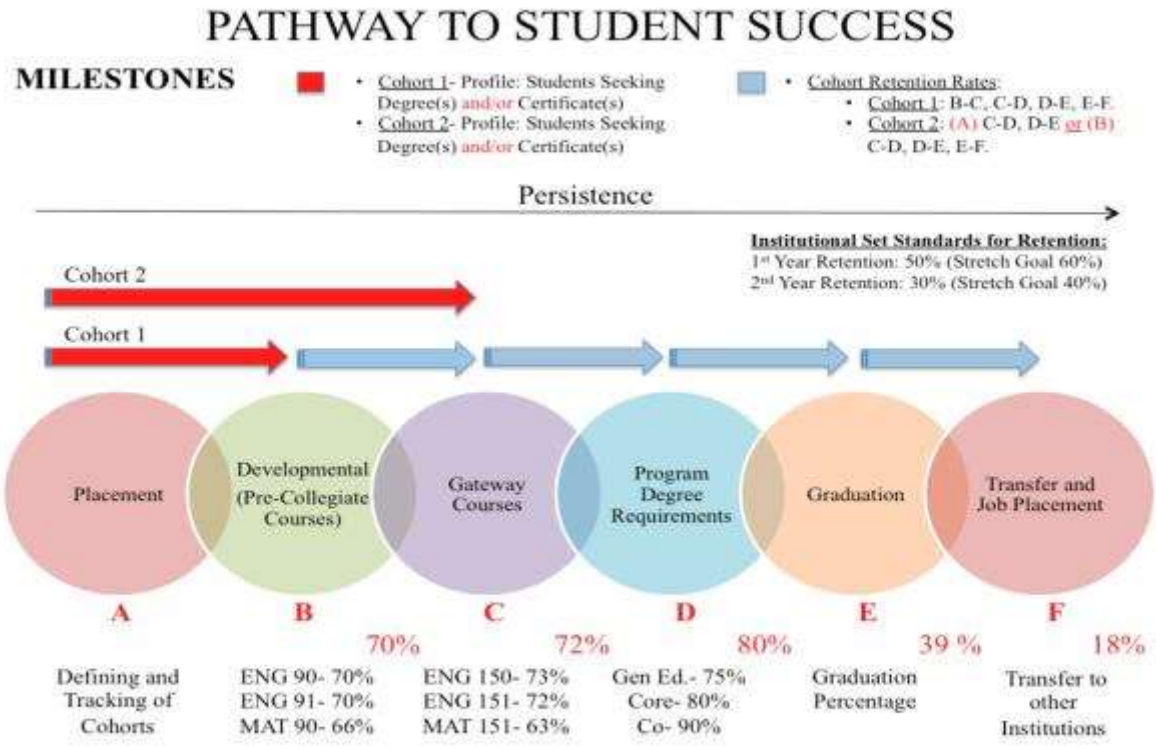
- **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness
- **Gateway Courses**: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
- **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program
- **Persistence**: The retention of students in their first year and second year and within 150% time to graduation.
- **Degree/Certificate Completion and Transfer**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 10]

Student Achievement Benchmarks



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 12]

American Samoa Community College

Institution-Set Standards:

Standard I

Standard I: Developmental Courses

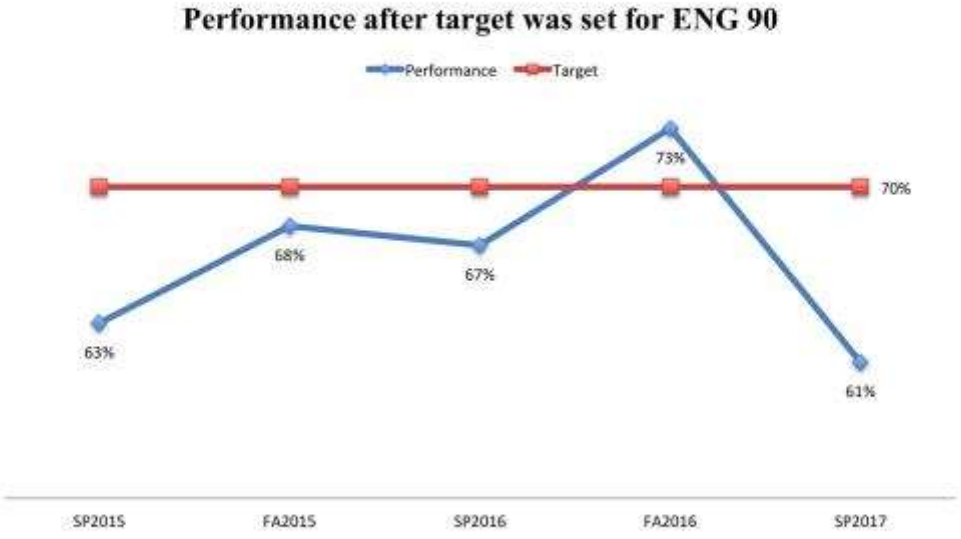
Indicator: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness.

Rate: Percentage of students who pass ENG 90, 91 and Math 90 per semester.

Targets:

ENG 90 = 70%
ENG 91 = 70%
MAT 90 = 66%
Overall = 70%

ENG 90 Completion Rate= 70%



ENG 91 Completion Rate = 70%

MAT 90 Completion Rate = 66%

Overall Developmental Completion Rate = 70%

Overall Developmental Completion Rate = 70%

American Samoa Community College

Institution-Set Standards:

Standard II

Standard Two: Gateway Courses

Indicator: The successful completion of entry level credit bearing English and Math Courses required by all AA and AS degree programs.

Rate: Percentage of students who pass ENG 150, 151 and Math 151 with a C or better per semester.

Targets:

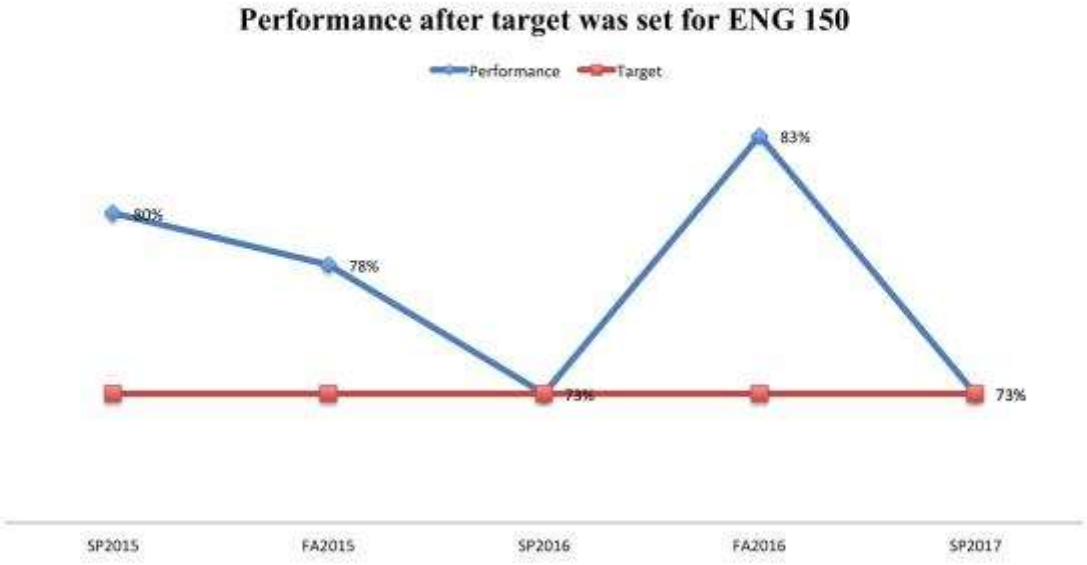
ENG 150 = 73%

ENG 151 = 72%

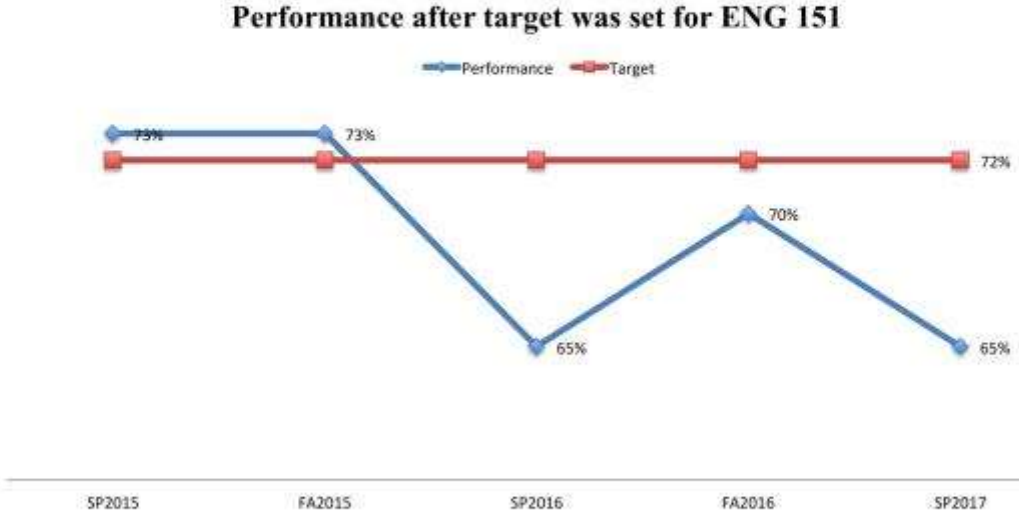
MAT 151 = 63%

Overall = 72%

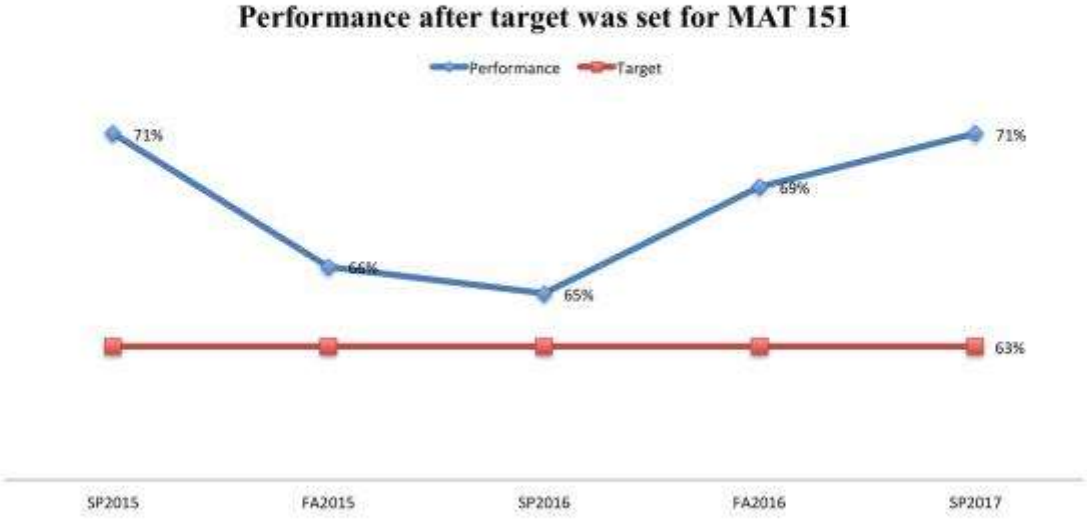
ENG 150 Completion Rate = 73%



ENG 151 Completion Rates =72%



MAT 151 Completion Rates = 63%



Overall Gateway Completion Rate = 72%

American Samoa Community College

Institution-Set Standards:

Standard III

Standard III: Degree Program Requirements

Indicator:

- The successful completion of General Education, Core Foundational, and Co-Foundational Courses required by a Degree program.

Rate:

- Percentage of students who successfully complete General Education, Core Foundational, and Co-Foundational requirements with a 'C' or better for a degree or certificate.

Targets:

General Education= 75%

Core Foundational= 80%

Co-Foundational= 90%

Overall = 80%

Successful completion of General Education courses ('C' or better).
Spring 2015 – Spring 2017

Percentage of students who successfully completed General Education courses with a 'C' or better.

Successful completion of Core Foundational courses ('C' or better).
Spring 2015 – Spring 2017

Percentage of students who successfully completed Core Foundational Courses with a 'C' or better.

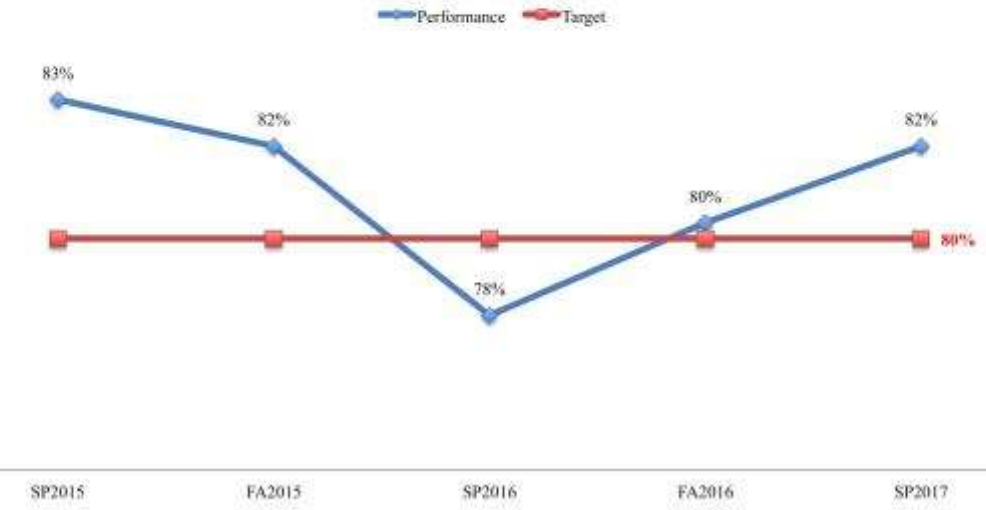
Successful completion of Co-Foundational courses ('C' or better).

Spring 2015 – Spring 2017

Students who successfully complete Co-Foundational Courses with a 'C' or better.

Overall percentages for Standard III: Successful completion of Degree Program Requirements ('C' or better). Institution-Set Standard 80%

Percentage of students who successfully completed Program Requirements with a 'C' or better.



American Samoa Community College

Institution-Set Standards:

Standard IV

Standard IV: Persistence

Indicator:

- The retention of students in the first year and second year.

Rate:

- First Year: Percentage of students enrolled from First Fall to Spring of following year.
- Second Year: Percentage of students enrolled from First Fall, to Spring and Fall of following year.

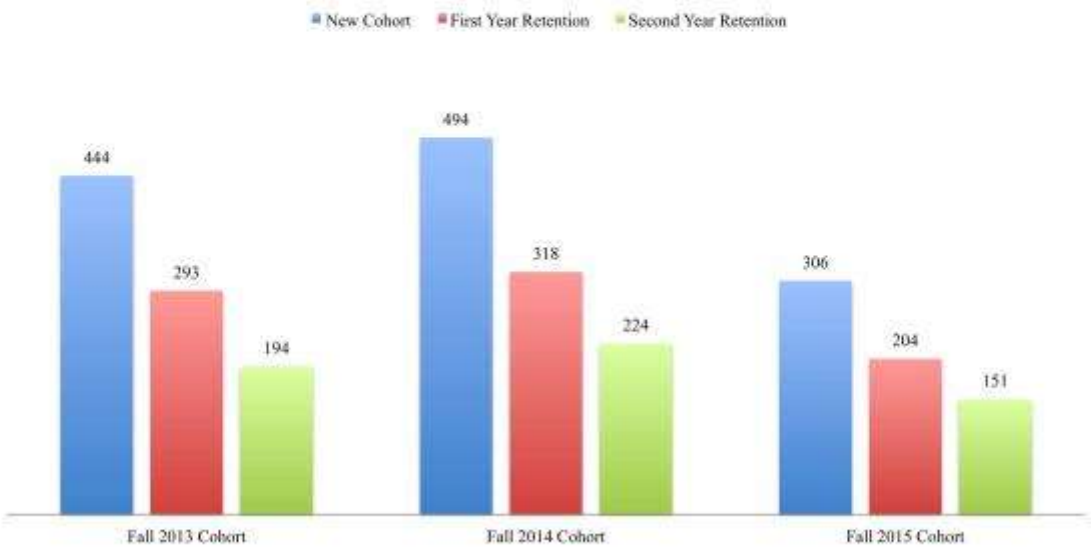
Targets:

First Year Retention= 50%

Second Year Retention= 30%

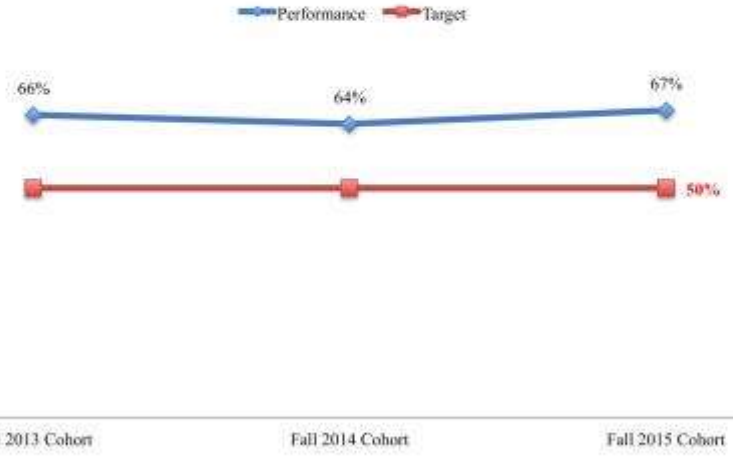
First Year and Second Year Retention

Number of new students enrolled from Fall to Spring to Fall.

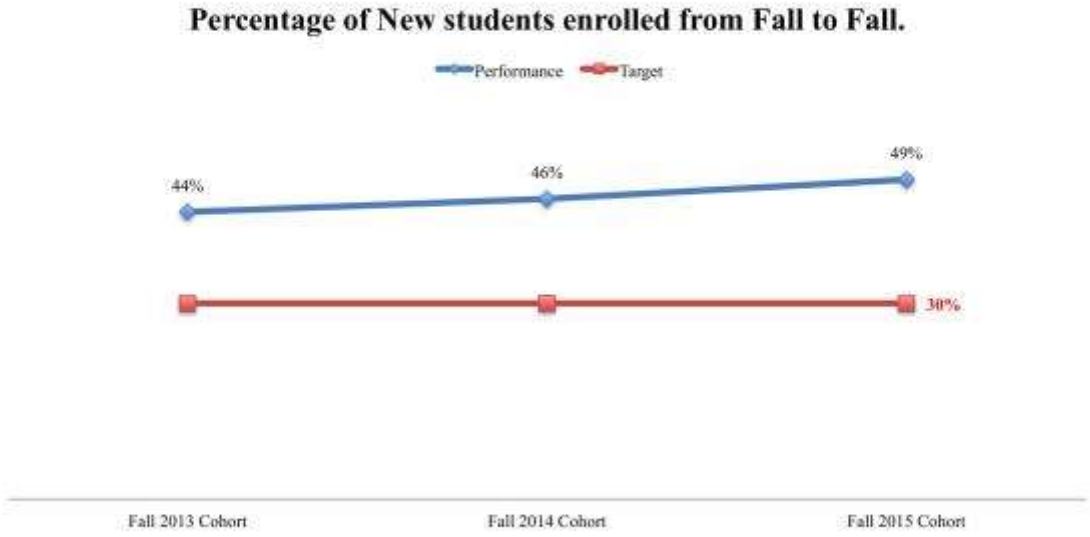


First Year Retention target was set at 50%

Percentage of new students enrolled from Fall to Spring.



Second Year Retention target was set at 30%



American Samoa Community College

Institution-Set Standards:

Standard V

Standard V: Degree/Certificate Completion and Transfer:

Indicator:

- The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

Rate:

- Percentage of Graduates who complete Degree Program or certificate within 150% of Normal Time to Completion (NTC).
- Percentage of graduates who transfer to other institutions of higher learning.
- Percentage of graduates who transition into the workforce.

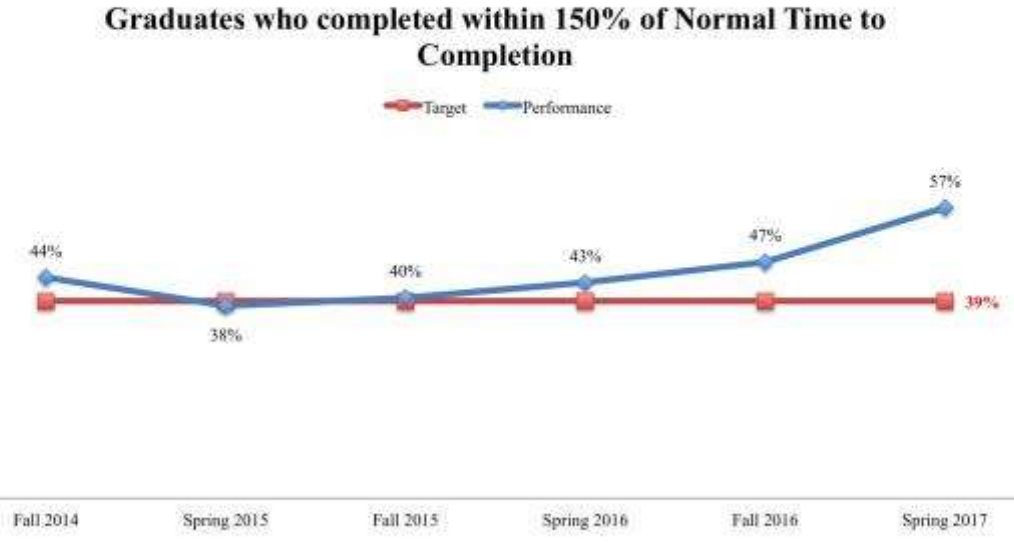
Targets:

150% of NTC: 39%

Transfer to other institutions: 18%

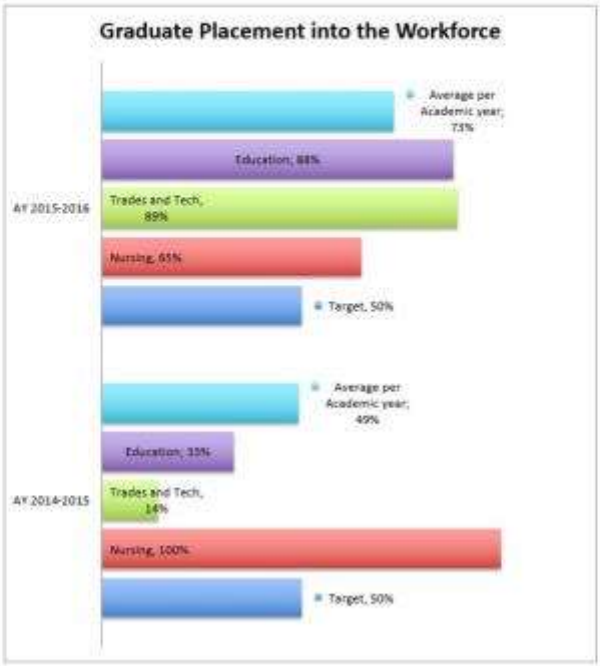
Transition into the Workforce: 50%

The successful completion of Degree program or certificate within 150% of normal time to completion.



The successful transfer of graduates to other institutions of higher learning.

The successful transition of graduates into the workforce.



American Samoa Community College

Institution-Set Standards: Committee Recommendations

Standards I & II: Recommendations

- **Recommendation 1**: Review the role or effects of No Pass (NP) and No Pass Incomplete (NPI) data in the aggregating of Standard I 'Developmental Courses' and clarify the accurateness of completion rates for College Accelerated Preparatory Program (CAPP) Math and English. *(Facilitator Notes: Institutionally, there is no NPI reported on grade sheets for developmental courses and NPI is not grade.) This is in direct alignment of Academic and Student Affairs Data sets with the reporting on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*
- **Recommendation 2**: Review the definitions (standards and indicator descriptions) of Standard I and II for consistency: (Completion/Successful Completion/Pass)
- **Recommendation 3**: Compile an ISS Glossary *(Facilitator Notes: There is a section in the ASCC Participatory Governance Structural Manual (pp. 22-28) that clarifies the College's definition of Assessing Student Learning and Achievement, and Institutional Student Achievement Standards. Data definitions, set standards, and data sets are all listed. Is the recommendation of the Committee that a handbook be created or will the Participatory Structural Manual suffice for this recommendation?)*
  - *Clarification on Developmental and Pre-collegiate courses.*

Standards I & II: Recommendations

- **Recommendation 4**: Recommendation to keep the set standard for Standard I: Developmental Courses
  - Target(s): **70%**
    - ENG 90: 70%
    - ENG 91: 70%
    - MAT 90: 66%
- **Recommendation 5**: Recommendation to keep the set standard for Standard II: Gateway Courses
  - Target(s): **72%**
    - ENG 150: 73%
    - ENG 151: 72%
    - MAT 151: 63%

  - *Facilitators Notes:*
    - *Direct link to Data Sets on course learning outcomes with the % of courses assessed on a semester based with formative and summative data available for the programs.*
    - *Data Sets on the availability of Academic Services with Advising Services and Tutoring services (% of low grade reports)*
    - *Data Sets on Counseling services (% of programs that utilize counseling services)*

Standards III & IV: Recommendations

- **Recommendation 1**: To review possible definitions and measurements inclusive to the capturing of persistence rates (Cohort tracking) for the B.Ed. Program.
  - *Facilitators Note:*
    - *"Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution."*
  - *Type of Cohorts:*
    - *Degree Seeking Cohorts*[1]
    - *Certificate Seeking Cohorts*[1]
  - *Tracking of Cohorts:*
    - *Track 1: Pre-Collegiate ➔ Gateway ➔ Program Degree Requirements ➔ Graduation*[1]
    - *Track 2: Gateway ➔ Program Degree Requirements ➔ Graduation*[1]
    - *Track 3: Professional Courses ➔ Completion*[1]

Facilitators Note:
- *Direct alignment to Data sets on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*

1. Referencing Internal Show Cause Sanction Report & Analysis of Actions take to address ACCJC Recommendations, p. 37

Standards III & IV: Recommendations

- **Recommendation 2**: To keep the set standard for Standard III: Degree Program Requirements
  - Target(s): **80%**
    - General Education: 75%
    - Core Foundational: 80%
    - Co-Foundational: 90%
  - *Facilitators Note:*
    - *Need to revisit the definitions and clarification of standards for course completion rate, degree completion rate, and certificate completion rate. (currently course completion rate is 80% and degree& certificate at 90%)*
- **Recommendation 3**: Two recommendations to keep the set standard for Standard IV: Persistence
  - Target(s):
    - First Year Retention: 50%
    - Second Year Retention: 30%
  - *Facilitators Note:*
    - *Alignment to Data Sets on Academic Services with Advising Services and Tutoring services (% of low grade reports). How services available will impact the retention of students and passing rates.*

- **Recommendation 4**: One recommendation to increase First and Second Year Retention rates by 5 to 10 percent. Statistics reveal a 10-19 percentage of achievement beyond the set standard.
  - *Facilitators Notes:*
    - *"Retention Rate: The retention rate was based on available data presented by the Office of IE to the Academic Excellence Committee. Data presented was based on the number of "new students" who were retained from fall to spring (1st year retention) and from fall to fall (2nd year retention) for the last five years. Based on the discussions and clarification of data, a consensus has been reached by the Subcommittee to set the first year retention at 50% with a stretch goal at 60%. The second year retention was set at 30% with a stretch goal set at 40%. Setting stretch goals allowed the Subcommittee to identify more areas to improve in planning and data accountability."*

Standards V: Recommendations

- **Recommendation 1**: The College seeks avenues to communicate with colleges/universities for which ASCC students transfer to. This may include colleges/universities that are not part of the ASCC articulation agreements.
  - *Facilitators Note:*
    - *Direct alignment to Data sets on Local MOUS/MOAS, Grants, and Articulations. Provides # of college/ universities with articulation agreements and # of Agencies/Private sectors with employment articulations.*
- **Recommendation 2**: (For Facilitators & Presenters) - To include the raw data for which the presented percentages were calculated.
  - *Facilitators Notes:*
    - *Aggregated and disaggregated data for each of the standards are accessible on the ASCC Institutional Data Sets on the ASCC Website at: http://www.amsamoa.edu/IDS/0001/0001-5.html (Standard V ISS Rates) and http://www.amsamoa.edu/IDS/0006.html (Graduation Rates).*

- **Recommendation 3**: To further clarify the College's definition of Transfer.
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017.*

Standards V: Recommendations

- **Recommendation 4**: Review the processes and policies to include a requirement for all degree/ certificate seeking students to meet with the Transfer Counselor.
  - *Facilitators Notes:*
    - *Data sets on Transfer students to the workforce and higher education from the program data.*
    - *Also important to utilize data sets on the Academic Services, Advising services, tutoring services, and counseling services.*

- **Recommendation 5**: Review ways that degree and certificate programs can track students in their program. **Please Note:** This recommendation was retracted and given back to the academic programs to further discuss the value of tracking data for each program.
  - *Facilitators Note:*
    - *It's also important for programs to have the data available through data sets.*

- **Recommendation 6**: Academic programs and Student Support Services meet regularly to review definitions and processes regarding ASCC's ISS on Transfer. A second recommendation was to emphasize the Core Values of the College.
  - *Facilitators Notes: ASCC Core Values:*
    - ***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.*

Standards V: Recommendations

- **Recommendation 7**: The Accreditation Liaison Officer (ALO), Assistant ALO, and appropriate College personnel review the severity of current services and its relationship to Standard V, and propose the position of the 'Alumni Officer' to monitor and track students that transfer to institutions of higher learning and students that transition into the workforce.

- **Recommendation 8**: "To add all program workforce and transfer percentages for each degree/certificate program to indicate 'meets' or 'does not meet' the targets for Standard V." **Please note:** This recommendation was retracted by Mr. Talamoa after the ISS Meeting. Mr. Talamoa's recommendation clarification is for academic programs to set their own standards as it applies to the degrees and certificates offered and conferred. "This will allow programs to provide definition of transfer or types of transfer, and to better track degrees beginning at the AA level, B.Ed. level, and further on as it applies to the program."
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017 as well as 'Recommendation 3' in the current Minutes.*

- **Recommendation 9**: Review and improve the validity of the current Student Graduate Exit Survey to better track students that transfer to institutions of higher learning and transition into the workforce.
  - *Facilitators Note:*
    - *Link to Institutional Data sets*

Standards V: Recommendations

- **Committee Notes & Questions:**
  - Questions:
    - Are we collecting transfer data from other institutions of higher learning?
    - How can we better track students that transfer other than scholarships?
    - How many private sectors offer scholarships?
    - What will happen if the ISS percentages continue to drop (transfer/ workforce)
  - Concerns:
    - Burnout
    - Job description versus responsibility
  - Facilitators Notes:
    - *Possible new standards: Degree completion and certificate completion.*
    - *Definition of Career Technical Education and identification of CTE programs.*

TTD Recommendations

1. Set-up or open a link within the ASCC Website exclusively for Graduates.
2. Make it a requirement as part of the graduation process (application etc.) for students to visit the link and sign up with their names and contact information, (email address etc.) before the graduation and exit from ASCC.
3. Design the link to have a drop-down menu for all Programs including Liberal Arts for the graduates to select the Programs/Liberal Arts they're graduating from. This will allow the respective chairperson or whoever's responsible to extract data as per each Programs/Liberal Arts.
4. Chairpersons to send a mass email to former students (graduates) from their programs maybe once a month to update their information:
   a. Are you in the workforce? If so please provide the name and information of the employer you are employed with.
   b. Are you attending college? If so please provide the name and information of the institution you are currently attending.
5. Chairperson to submit the data to Student Services or Alumni Officer (as one of the recommendation) to validate the information towards the end of the semester.
6. Submit validated data to I.E. for reporting and to the respective departments for recording.
7. *Facilitators Note: Direct alignment of Data sets by Programs as noted throughout the recommendations.*

9

American Samoa Community College

Institution-Set Standards (ISS) Updates

ASCC Fall 2018 Faculty Orientation
August 14, 2018

2017 Review Outcomes:

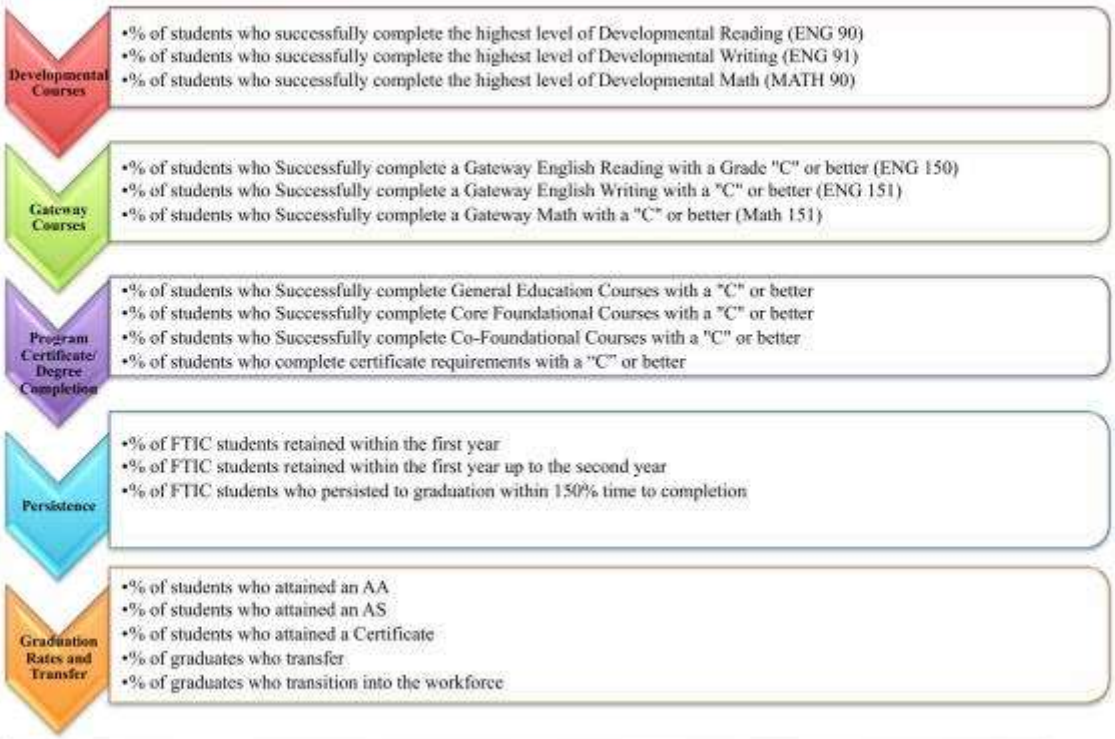
- Provide internal stakeholders the opportunity to engage in the dialogue in review of the College's ISS.
- Emphasize the link of ISS to the Mission of the College.
- Review the relationship of ISS to academic programs/departments and student support services.
- Discuss the appropriateness of the College's ISS and its impact on academic programs/departments and student support services.

ISS for Student Achievement

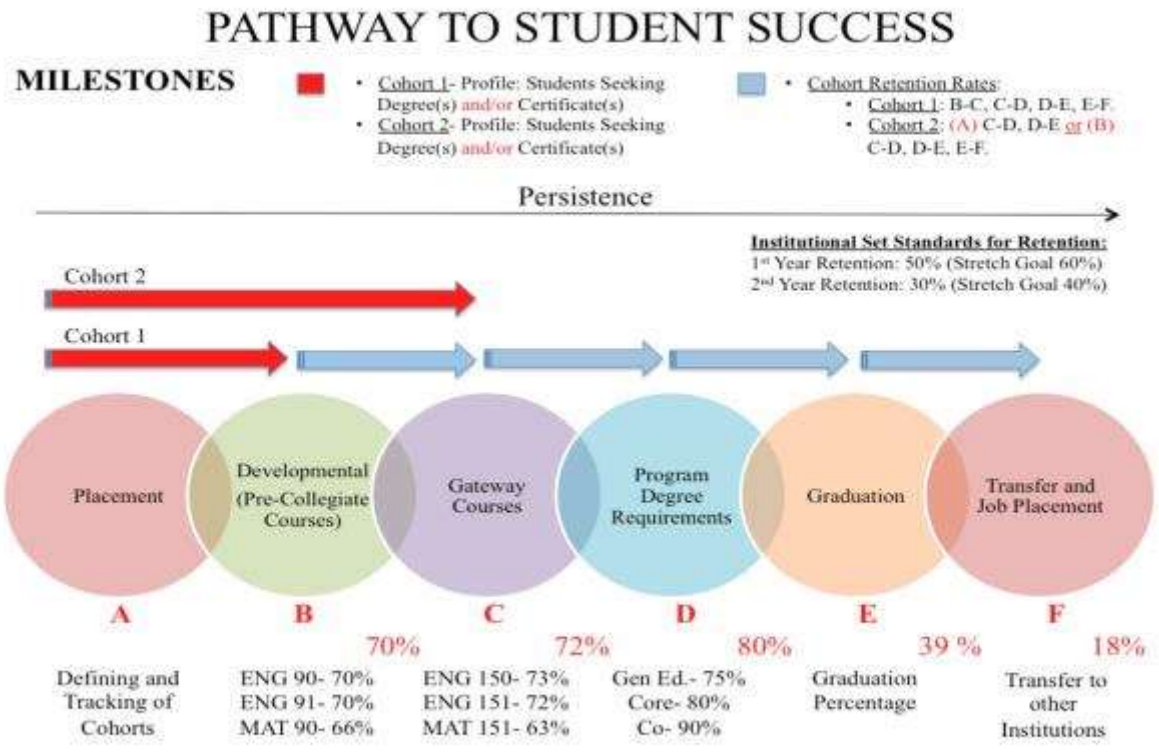
- **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness
- **Gateway Courses**: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
- **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program
- **Persistence**: The retention of students in their first year and second year and within 150% time to graduation.
- **Degree/Certificate Completion and Transfer**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 10]

Student Achievement Benchmarks



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 12]

Standard I: Developmental Courses

- Indicator: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness.
- Rate: Percentage of students who pass ENG 90, 91 and Math 90 per semester.
- Targets:

  ENG 90 = 70%
  ENG 91 = 70%
  MAT 90 = 66%
  Overall = 70%

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]

Standard Two: Gateway Courses

- Indicator: The successful completion of entry level credit bearing English and Math Courses required by all AA and AS degree programs.
- Rate: Percentage of students who pass ENG 150, 151 and Math 151 with a C or better per semester.
- Targets:

  ENG 150 = 73%
  ENG 151 = 72%
  MAT 151 = 63%
  Overall = 72%

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]

Standard III: Degree Program Requirements

- Indicator: The successful completion of General Education, Core Foundational, and Co-Foundational Courses required by a Degree program.
- Rate: Percentage of students who successfully complete General Education, Core Foundational, and Co-Foundational requirements with a 'C' or better for a degree or certificate.
- Targets:

  General Education= 75%
  Core Foundational= 80%
  Co-Foundational= 90%
  Overall = 80%

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]

Standard IV: Persistence

- Indicator: The retention of students in the first year and second year.
- Rate:
  - First Year: Percentage of students enrolled from First Fall to Spring of following year.
  - Second Year: Percentage of students enrolled from First Fall, to Spring and Fall of following year.
- Targets:

  First Year Retention= 50%

  Second Year Retention= 30%

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]

Standard V: Degree/Certificate Completion and Transfer:

- Indicator: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.
- Rate:
  - Percentage of Graduates who complete Degree Program or certificate within 150% of Normal Time to Completion (NTC).
  - Percentage of graduates who transfer to other institutions of higher learning.
  - Percentage of graduates who transition into the workforce.
- Targets:

  150% of NTC: 39%

  Transfer to other institutions: 18%

  Transition into the Workforce: 50%

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]

Standards I & II: Recommendations

- **Recommendation 1**: Review the role or effects of No Pass (NP) and No Pass Incomplete (NPI) data in the aggregating of Standard I 'Developmental Courses' and clarify the accurateness of completion rates for College Accelerated Preparatory Program (CAPP) Math and English. *(Facilitator Notes: Institutionally, there is no NPI reported on grade sheets for developmental courses and NPI is not grade.) This is in direct alignment of Academic and Student Affairs Data sets with the reporting on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.) Status: Complete*
- **Recommendation 2**: Review the definitions (standards and indicator descriptions) of Standard I and II for consistency: (Completion/Successful Completion/Pass) *Status: Complete*
- **Recommendation 3**: Compile an ISS Glossary *(Facilitator Notes: There is a section in the ASCC Participatory Governance Structural Manual (pp. 22-28) that clarifies the College's definition of Assessing Student Learning and Achievement, and Institutional Student Achievement Standards. Data definitions, set standards, and data sets are all listed. Is the recommendation of the Committee that a handbook be created or will the Participatory Structural Manual suffice for this recommendation?)*
  - *Clarification on Developmental and Pre-collegiate courses. Status: Complete*

Standards I & II: Recommendations

- **Recommendation 4**: Recommendation to keep the set standard for Standard I: Developmental Courses – *Status: Accepted*
  - **Target(s): 70%**
    - ENG 90: 70%
    - ENG 91: 70%
    - MAT 90: 66%
- **Recommendation 5**: Recommendation to keep the set standard for Standard II: Gateway Courses – *Status: Accepted*
  - **Target(s): 72%**
    - ENG 150: 73%
    - ENG 151: 72%
    - MAT 151: 63%
  - *Facilitators Notes:*
    - *Direct link to Data Sets on course learning outcomes with the % of courses assessed on a semester based with formative and summative data available for the programs.*
    - *Data Sets on the availability of Academic Services with Advising Services and Tutoring services (% of low grade reports)*
    - *Data Sets on Counseling services (% of programs that utilize counseling services)*

Review of the ASCC Institution-Set Standards, September 14, 2017

Standards III & IV: Recommendations

- **Recommendation 1**: To review possible definitions and measurements inclusive to the capturing of persistence rates (Cohort tracking) for the B.Ed. Program. *Status: Complete*
  - *Facilitators Note:*
    - *"Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution." Update: Establishment of the Core Curriculum Committee.*
  - *Type of Cohorts:*
    - *Degree Seeking Cohorts[1]*
    - *Certificate Seeking Cohorts[1]*
  - *Tracking of Cohorts:*
    - *Track 1: Pre-Collegiate ➔ Gateway ➔ Program Degree Requirements ➔ Graduation[1]*
    - *Track 2: Gateway ➔ Program Degree Requirements ➔ Graduation[1]*
    - *Track 3: Professional Courses ➔ Completion[1]*

Facilitators Note:
- *Direct alignment to Data sets on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*

1. Referencing Internal Show Cause Sanction Report & Analysis of Actions take to address ACCJC Recommendations, p. 37

Standards III & IV: Recommendations

- **Recommendation 2**: To keep the set standard for Standard III: Degree Program Requirements – *Status: Accepted*
  - **Target(s): 80%**
    - General Education: 75%
    - Core Foundational: 80%
    - Co-Foundational: 90%
  - *Facilitators Note:*
    - *Need to revisit the definitions and clarification of standards for course completion rate, degree completion rate, and certificate completion rate. (currently course completion rate is 80% and degree& certificate at 90%)*
- **Recommendation 3**: Two recommendations to keep the set standard for Standard IV: Persistence – *Status: Accepted*
  - Target(s):
    - *First Year Retention: 50%*
    - *Second Year Retention: 30%*
  - *Facilitators Note:*
    - *Alignment to Data Sets on Academic Services with Advising Services and Tutoring services (% of low grade reports). How services available will impact the retention of students and passing rates.*

- **Recommendation 4**: One recommendation to increase First and Second Year Retention rates by 5 to 10 percent. Statistics reveal a 10-19 percentage of achievement beyond the set standard. – *Status: Refer to Recommendation 3.*
  - *Facilitators Notes:*
    - *"Retention Rate: The retention rate was based on available data presented by the Office of IE to the Academic Excellence Committee. Data presented was based on the number of "new students" who were retained from fall to spring (1st year retention) and from fall to fall (2nd year retention) for the last five years. Based on the discussions and clarification of data, a consensus has been reached by the Subcommittee to set the first year retention at 50% with a stretch goal at 60%. The second year retention was set at 30% with a stretch goal set at 40%. Setting stretch goals allowed the Subcommittee to identify more areas to improve in planning and data accountability."*

Standards V: Recommendations

- **Recommendation 1**: The College seeks avenues to communicate with colleges/ universities for which ASCC students transfer to. This may include colleges/ universities that are not part of the ASCC articulation agreements. – *Status: Complete*
  - *Facilitators Note:*
    - *Direct alignment to Data sets on Local MOUS/MOAS, Grants, and Articulations. Provides # of college/ universities with articulation agreements and # of Agencies/Private sectors with employment articulations.*
- **Recommendation 2**: (For Facilitators & Presenters) - To include the raw data for which the presented percentages were calculated. – *Status: Accepted*
  - *Facilitators Notes:*
    - *Aggregated and disaggregated data for each of the standards are accessible on the ASCC Institutional Data Sets on the ASCC Website at: http://www.amsamoa.edu/IDS/0001/0001-5.html (Standard V ISS Rates) and http://www.amsamoa.edu/IDS/0006.html (Graduation Rates).*

- **Recommendation 3**: To further clarify the College's definition of Transfer. – *Status: Complete*
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017.*

Standards V: Recommendations

- **Recommendation 4**: Review the processes and policies to include a requirement for all degree/ certificate seeking students to meet with the Transfer Counselor. – *Status: Complete*
  - *Facilitators Notes:*
    - *Data sets on Transfer students to the workforce and higher education from the program data.*
    - *Also important to utilize data sets on the Academic Services, Advising services, tutoring services, and counseling services.*

- **Recommendation 5**: Review ways that degree and certificate programs can track students in their program. **Please Note:** This recommendation was retracted and given back to the academic programs to further discuss the value of tracking data for each program. – *Status: Complete*
  - *Facilitators Note:*
    - *It's also important for programs to have the data available through data sets.*

- **Recommendation 6**: Academic programs and Student Support Services meet regularly to review definitions and processes regarding ASCC's ISS on Transfer. A second recommendation was to emphasize the Core Values of the College. – *Status: Complete*
  - *Facilitators Notes: ASCC Core Values:*
    - ***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.*

Review of the ASCC Institution-Set Standards, September 14, 2017

Standards V: Recommendations

- **Recommendation 7**: The Accreditation Liaison Officer (ALO), Assistant ALO, and appropriate College personnel review the severity of current services and its relationship to Standard V, and propose the position of the 'Alumni Officer' to monitor and track students that transfer to institutions of higher learning and students that transition into the workforce. – *Status: Complete*

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    - *Link to Institutional Data sets*

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  - Questions:
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    - How many private sectors offer scholarships?
    - What will happen if the ISS percentages continue to drop (transfer/ workforce) ***(Establishment of the Core Curriculum Committee)***
  - Concerns:
    - Burnout
    - Job description versus responsibility ***(Establishment of the Core Curriculum Committee***
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    - *Definition of Career Technical Education and identification of CTE programs.*

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5. Chairperson to submit the data to Student Services or Alumni Officer (as one of the recommendation) to validate the information towards the end of the semester.
6. Submit validated data to I.E. for reporting and to the respective departments for recording.
7. *Facilitators Note:* ***(Establishment of the Core Curriculum Committee)***

Open Discussion Forum

– Comments/Questions: ☺

Have a Great Semester

10

AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

April 25, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 029-18

To: ASCC Faculty
ASCC Department Chairpersons
Accreditation Liaison Officers
Dean of Academic Affairs
Dean of Student Services
Vice President of Academic and Student Affairs
Vice President of Administration and Finance

From: Dr. Rosevonne M. Pato
ASCC President

Re: **Core Curriculum Committee**

As ASCC moves forward in efforts to work toward maintaining and sustaining best practices, it is necessary that the College review the Curriculum Committee and its key role in providing quality curricular programs that prepare students (1) to transfer to institutions of higher learning, (2) for successful entry into the workforce, (3) for research and extension in human and natural resources, and (4) in awareness of Samoa and the Pacific.

Since 2010, the College has taken major steps to develop a strong General Education program, to follow a cycle of program review and assessment, and to ensure accountability for learning and achievement of student learning outcomes through data collection and analysis. It is in these continuous efforts that the academic departments and faculty must work toward a more focused curriculum development that allows for programs to be strengthened and show progress toward better meeting the needs of the students and community. ASCC has as its mission to provide quality programs and

services that ensure a solid general education program and a well-structured curriculum that prepares students for the pathway of their choice.

In order to fully support the academic curricular programs and their growth in meeting the needs of students and the local community, it is vital that a Core Curriculum Committee, a Governance Group, be formed that will have as its key role the review of curriculum that ensures the preparation of all students in a strong general education program and in department/field specific curricular programs. The Core Committee, with input, discussion, and recommendations from the General Curriculum Committee, will identify the courses that meet the outcomes for general education requirements and will determine the specific needs of program offerings that lead toward further education and training, job specific skills for career placement or career progression.

The selection of the Core Curriculum members was made with consideration of the years of experience and knowledge in curriculum development, program articulation with institutions of higher learning, alignment of course, program, and institutional outcomes, and strong articulation and program development with agencies, government departments, community agencies, public services, and the private sector. The expertise, knowledge, skills, and experience that each of these individuals brings with them to the committee will provide focus, guidance, and prioritization of next steps in curriculum issues.

With the recommendation made by the Dean of Academic Affairs and in confirmation, the following faculty and administrators are the members of the newly formed Core Curriculum Committee:

Dr. Siamaua Ropeti
Dr. Faofua Fa'atoafe
Mr. Ed Imo
Ms. Lele Ah-Mu
Ms. Shirley Dela Rosa
Mrs. Elisapeta Fa'alafi-Jones (Chairperson)
Mr. Sonny Leomiti (Secretary)
Dr. Emilia Le'i
Mrs. Letupu Moananu

Let us work closely with the Core Curriculum Committee as they revisit and review the ASCC academic curriculum and as they take on the challenges of curriculum in the areas of accreditation, institutional effectiveness, assessment, and catalog completion. The Core Curriculum Committee is under the supervision of the Dean of Academic Affairs and will work in conjunction with and in oversight of the General Curriculum Committee.

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IPECC COMMITTEE BYLAWS

ARTICLE I. COMMITTEE NAME

The name of this Standing Committee shall be the Core Curriculum Committee (CCC) of the American Samoa Community College.

ARTICLE II. PURPOSE

The establishment of the Core Curriculum Committee shall be identified as a Governance Group following the definition in the ASCC Participatory Governance Structural Manual.[1]

The purpose the Core Curriculum Committee shall be to:

- Facilitate the dialogue on Institution-Set Standards;
- Review all General Education, Core and Co-Foundational Area requirements for all degrees and certificates;
  - Ensure alignment of all course requirements to Student Learning Outcomes
- Provide recommendations to members of the General Curriculum Committee (GCC) on options and ways to improve and expand academic programs;
- Provides a calendar and schedule of meetings for the review of the academic catalog for all instructional and academic programs and departments.
- Provide guidance to the GCC and Student Support Services on curricular issues that may impact academic policies;
  - Chairperson of the CCC will also serve as the Chairperson of the GCC.
  - Holds regular CCC meetings in preparation for the GCC.
- Provide recommendations to the Dean of Academic Affairs and Dean of Student Services on ways to improve academic services that may include the clarification or improvement of processes for:
  - Course Syllabi
  - Course Template and Schedules
  - Transferability
  - Gainful Employment
  - Articulation of Courses
  - Academic Policies
  - Academic Procedures
  - Academic Calendar
  - Curriculum Committee Manual
  - Student Tutorials

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[1] Participatory Governance Structural Manual, Governance Group Members, p. 17 *(Recommendation to include the CCC in the ASCC Participatory Structural Manual)*

ARTICLE III. MEMBERSHIP

Section 1. The committee will consist of eight members.

Section 2. Committee membership shall be designated by the Dean of Academic Affairs based on the years of service as program Chairperson(s).

Section 3. The Dean of Academic Affairs, Dean of Student Services and the Director of Institutional Effectiveness shall serve as non-voting members.

ARTICLE IV. OFFICERS

Section 1. The officer shall only include a Chair.

Section 2. The selection of the Chair shall be appointed by the Dean of Academic Affairs.

Section 3. The duties of the Chair shall be as follows:

A. The Chair shall:
(1) Serve as the presiding authority of the committee.
(2) Call special meetings when necessary.
(3) Appoint committees (ad hoc) by recommendation of the CCC, as deemed necessary.
(4) May appoint a representative or committee member to:
i. Record and distribute the minutes for all meetings;
ii. Maintain all committee records; and,
iii. Prepare, review and maintain all official correspondences as needed.

ARTICLE V. MEETINGS

Section 1. The Curriculum Core Committee shall conduct meetings.

Section 2. Meeting dates shall be as follows:

A. First Meeting: *Curriculum Program Review*
(1) First meeting is scheduled in the fall semester of each academic year.
(2) Special Meetings: Meetings conducted outside the regular timetable.

B. Second Meeting: *Curriculum Planning*
(1) Second Meeting is scheduled in the spring semester of each academic year.

(2) Special Meetings: Meetings conducted outside the regular timetable.

ARTICLE VI. REPORTING

- The CCC shall provide written Semester reports to the Dean of Academic Affairs each spring and fall term that will include the Committee's recommendations on academic policies, curriculum development, academic catalog, and other matters listed in the 'Purpose' section of the CCC's Bylaws.

APPENDIX I: COMMITTEE AGENDA TEMPLATE

AMERICAN SAMOA COMMUNITY COLLEGE

Committee Name:
Date:
Time:
Location:

Agenda Item	Presenter	Action	Time
I.			
II.			
III.			
IV.			
V.			
VI. Next Meeting:			

APPENDIX I: COMMITTEE MINUTES TEMPLATE

AMERICAN SAMOA COMMUNITY COLLEGE

(Committee Name) – Date

Members Present:

Members Absent:

Guests:

Minutes taken by:

Agenda Items:	Discussion Points:	Decision or Action Item:
	•	
	•	
	•	
	•	
	•	

Adjournment:

12

American Samoa Community College

Department:

ASCC 2018-2020 Catalog Review – Phase I

Date of Presentation

ASCC General Education

General Education Statement

- The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility.

Current General Education:

GE DOMAINS	GE SUB DOMAINS		GE OUTCOMES	COURSES
COMMUNICATION	LISTENING & SPEAKING	1-A	Listen actively and speak effectively in many different situations.	SPH 153
	READING	1-B	Read effectively to comprehend, interpret and evaluate information.	ENG 150
	WRITING	1-C	Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.	ENG 151
INFORMATION & TECHNOLOGY LITERACY	EVALUATE INFORMATION	2-A	Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.	ICT 150
	PRESENT INFORMATION USING TECHNOLOGY	2-B:1	Utilizes technological tools to perform basic functions appropriate to job and life.	ICT 150
	APPLY INFORMATION	2-B:2	Applies research skills and presents knowledge in multiple formats.	ICT 150
CRITICAL THINKING	QUANTITATIVE	3-A	Apply quantitative skills to personal, academic and career related activities.	MAT 151 or PHYSCI 150
	SCIENTIFIC	3-B	Apply scientific concepts and models to analyze complex problems in academic and real life situations.	PHYSC 150
	PROBLEM SOLVING	3-C	Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.	MAT 151 or PHYSCI 150
GLOBAL AWARENESS & CULTURAL COMPETENCE	SOCIAL, ECONOMIC & POLITICAL SYSTEMS	4-A	Identifies social, economic and political systems and issues.	HIS 170/171 or HIS 150/151
	PERSPECTIVES OF OTHERS, DIVERSITY	4-B	Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.	HIS 170/171 or HIS 150/151 or HIS 162
	SAMOA & THE PACIFIC	4-C	Demonstrates an appreciation of Samoan Culture and other Pacific cultures.	HIS 162
PERSONAL RESPONSIBILITY & DEVELOPMENT	ETHICAL DECISION MAKING	5-A	Demonstrates and applies ethical decision making in real life situations.	HEA 150 or PSY 150
	HEALTH CHOICES AND PRACTICES	5-B	Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.	HEA 150 or PSY 150
	COMMUNITY & FAMILY PARTICIPATION	5-C	Identify and recognize the relevance of being responsible and participate actively in family and community.	HEA 150 or PSY 150
	CAREER, PERSONAL, & PROFESSIONAL GROWTH	5-D	Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.	

GE Domain 1: Communication

"*Fosters the ability to receive and express information through various mediums.*"

General Education Domain 1: "Communication"

1-A: Listening and Speaking ***(Cluster I: 3 Credits)***

Outcome: Listen actively and speak effectively in many different situations.

General Education Domain 1: Communication; 1-A - Listening and Speaking	
COMMUNICATION	*Approved Course: SPH 153*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ Courses:
	2nd Year General Education (Freshman) Course Alpha 200+ Courses:

General Education Domain 1: "Communication"

1-B: Reading ***(Cluster II: 3 Credits)***

Outcome: Read effectively to comprehend, interpret and evaluate information.

General Education Domain 1: Communication; 1-B - Reading	
COMMUNICATION	*Approved Course: ENG 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 1: "Communication"

1-C: Writing ***(Cluster III: 3 Credits)***

Outcome: Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

General Education Domain 1: Communication; 1-C - Writing	
COMMUNICATION	*Approved Course: ENG 151*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

GE Domain 2: Information and Technology Literacy

"Demonstrates the ability to utilize technology to evaluate, present, and apply information."

General Education Domain 2: "Information & Technology Literacy"

2-A: Evaluate Information ***(Cluster I: 3 Credits Only)***

Outcome: Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.

General Education Domain 2: Information & Technology Literacy; 2-A - Evaluate Information	
INFORMATION AND TECHNOLOGY LITERACY	***Approved Course: ICT 150***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 2: "Information & Technology Literacy"

2-B.1: Present Information Using Technology ***(Cluster I: 3 Credits Only)***
Outcome: Utilizes technological tools to perform basic functions appropriate to job and life.

General Education Domain 2: Information & Technology Literacy; 2-B.1 - Present Information Using Technology	
INFORMATION AND TECHNOLOGY LITERACY	*Approved Course: ICT 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ Courses:
	2nd Year General Education (Sophomores) Course Alpha 200+ Courses:

General Education Domain 2: "Information & Technology Literacy"

2-B.2: Apply Information ***(Cluster I: 3 Credits Only)***
Outcome: Applies research skills and presents knowledge in multiple formats.

General Education Domain 2: Information & Technology Literacy; 2-B.2 - Apply Information	
INFORMATION AND TECHNOLOGY LITERACY	*Approved Course: ICT 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ Courses:
	2nd Year General Education (Sophomores) Course Alpha 200+ Courses:

GE Domain 3: 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."

General Education Domain 3: "Critical Thinking"

3-A: Quantitative: ***(Cluster I: 3-4 Credits Only)***
Outcome: Apply quantitative skills to personal, academic and career related activities.

General Education Domain 3: Critical Thinking; 3-A - Quantitative	
CRITICAL THINKING	*Approved Courses: MAT 151 or PHYSCI 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 3: "Critical Thinking"

3-B: Scientific: ***(Cluster II: 4 Credits)***

Outcome: Apply scientific concepts and models to analyze complex problems in academic and real life situations.

General Education Domain 3: Critical Thinking: 3-B - Scientific	
CRITICAL THINKING	*Approved Course: PHYSCI 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 3: "Critical Thinking"

3-C: Problem Solving: ***(Cluster I: 3-4 Credits Only)***

Outcome: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/ contexts.

General Education Domain 3: Critical Thinking: 3-C - Problem Solving	
CRITICAL THINKING	*Approved Courses: MAT 151 or PHYSCI 150*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

GE Domain 4: Global Awareness & Cultural Competence

"Understands and appreciates the historical and cultural context regionally and globally."

General Education Domain 4: "Global Awareness & Cultural Competence"

4-A: Social, Economic and Political Systems: ***(Cluster I: 3 Credits Only)***
Outcome: Identifies social, economic and political systems and issues.

General Education Domain 4: Global Awareness & Cultural Competence; 4-A - Social, Economic and Political Systems	
GLOBAL AWARENESS & CULTURAL COMPETENCE	***Approved Courses: HIS 150, or HIS 170***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 4: "Global Awareness & Cultural Competence"

4-B: Perspectives of others, diversity. ***(Cluster I: 3 Credits Only)***

Outcome: Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of divers attitudes, values and beliefs.

General Education Domain 4: Global Awareness & Cultural Competence; 4-B - Perspectives of others, diversity.	
GLOBAL AWARENESS & CULTURAL COMPETENCE	*Approved Courses: HIS 150 or, HIS 170*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 4: "Global Awareness & Cultural Competence"

4-C: Samoa and the Pacific. ***(Cluster II: 3 Credits)***

Outcome: Demonstrates an appreciation of Samoan Culture and other Pacific cultures.

General Education Domain 4: Global Awareness & Cultural Competence; 4-C - Samoa and the Pacific.	
GLOBAL AWARENESS & CULTURAL COMPETENCE	*Approved Courses: HIS 162*
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

GE Domain 5: Personal Development and Responsibility

"Enhances personal growth and wellness leading to responsible decision making."

General Education Domain 5: "Personal Development and Responsibility"

5-A: Ethical Decision Making. ***(Cluster I: 3 Credits Only)***
Outcome: Demonstrates and applies ethical decision making in real life situations.

General Education Domain 5: Personal Development & Responsibility; 5-A - Ethical Decision Making.	
PERSONAL DEVELOPMENT & RESPONSIBILITY	***Approved Courses: HEA 150 or PSY 150***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 5: "Personal Development and Responsibility"

5-B: Health Choices and Practices. ***(Cluster I: 3 Credits Only)***

Outcome: Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.

General Education Domain 5: Personal Development & Responsibility; 5-B - Health Choices & Practices.	
PERSONAL DEVELOPMENT & RESPONSIBILITY	***Approved Courses: HEA 150 or PSY 150***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 5: "Personal Development and Responsibility"

5-C: Community and Family Participation. ***(Cluster I: 3 Credits Only)***

Outcome: Identifies and recognizes the relevance of being responsible and participates actively in family and community.

General Education Domain 5: Personal Development & Responsibility; 5-C - Community and Family Participation.	
PERSONAL DEVELOPMENT & RESPONSIBILITY	***Approved Courses: HEA 150 or PSY 150***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

General Education Domain 5: "Personal Development and Responsibility"

5-D: Career, Personal and Professional Growth. ***(Review)***
Outcome: Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.

General Education Domain 5: Personal Development & Responsibility; 5-D - Career, Personal and Professional Growth.	
PERSONAL DEVELOPMENT & RESPONSIBILITY	***Approved Courses: None***
	Program Proposed Course(s):
	1st Year General Education (Freshman) Course Alpha 100+ **Courses:**
	2nd Year General Education (Sophomores) Course Alpha 200+ **Courses:**

Program Degree Requirements

List of courses offered each semester to achieve certificate/degree.

- Fall 2018
- Spring 2019
- Summer 2019
- Fall 2019
- Spring 2020

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American Samoa Community College

Department:

ASCC 2018-2020 Catalog Review – Phase II

Date of Presentation

Review of Program Courses

Courses offered in the 2016-2018 Catalog

Active Courses

Courses offered in the 2016-2018 Catalog

Active Courses (Fall 2016)

Course Alpha:	Course Descriptions:

Active Courses (Spring 2017)

Course Alpha:	Course Descriptions:

Active Courses (Summer 2017)

Course Alpha:	Course Descriptions:

Active Courses (Fall 2017)

Course Alpha:	Course Descriptions:

Active Courses (Spring 2018)

Course Alpha:	Course Descriptions:

Active Courses (Summer 2018)

Course Alpha:	Course Descriptions:

Active Courses (Summer 2018)

Course Alpha:	Course Descriptions:

Inactive Courses

Courses offered in the 2016-2018 Catalog

Inactive Courses (Fall 2016)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Spring 2017)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Summer 2017)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Fall 2017)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Spring 2018)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Summer 2018)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Inactive Courses (Summer 2018)

Course Alpha:	Course Descriptions:	Semester(s)/Year(s)	Justifications

Program Course Modifications

Course Proposals for Catalog 2018-2020

Description: Catalog approved courses that programs request to be modified/merged that includes: course alpha/number, description, content, pre-requisites, credits, etc.

Course Modification Proposals:

Course Alpha:	Course Descriptions:	Justifications

Program New Courses

Course Proposals for Catalog 2018-2020

New Course Proposals:

Course Alpha:	Course Descriptions:	Justifications

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American Samoa Community College

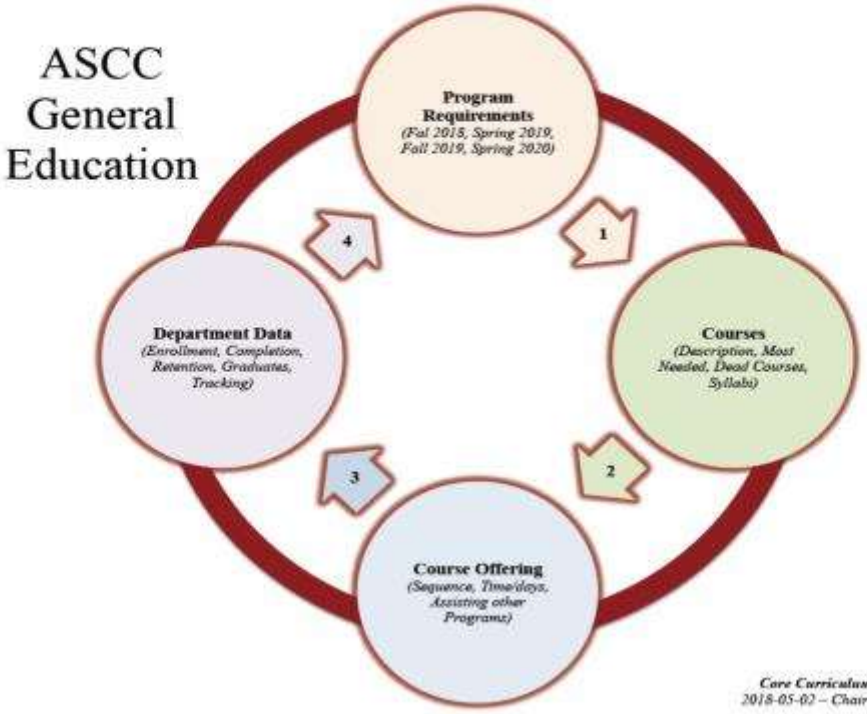
Department:

ASCC 2018-2020 Catalog Review
April 06, 2018

Program Purpose

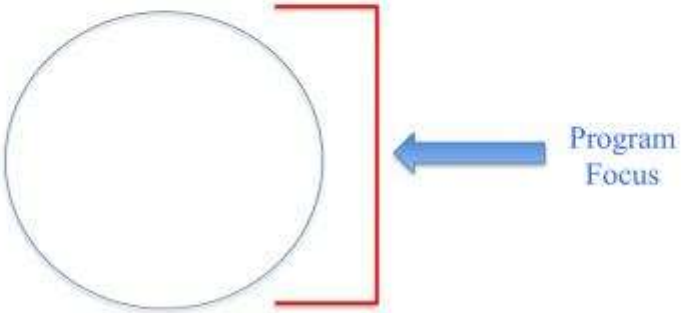
- What is the Purpose of the Program?
  - Mission

Review Structure



Program Aims

- What are the goals of the Program?
  - Explain in a few words the overarching program qualities each student must attain before certificate/degree completion.

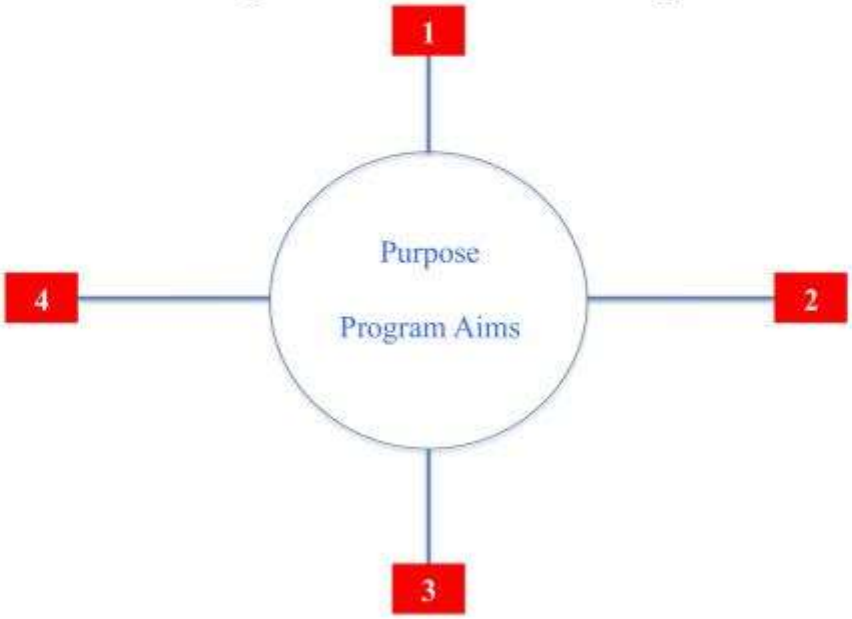


Sample Program Aims

- Provide introductory/transferable content enrichment courses in the areas…
- Provide opportunities and career paths for students interested in...
- Introduce new programs (certificates/degrees) and services (professional development, certification, content enrichment courses) conducive to the community needs.

Program Curriculum Qualities

- What are the Qualities of the Program?



Program Curriculum Qualities

- **List Program Learning Outcomes or General Education Outcomes:**

Program Competencies

- What are the competencies (CLOs) for each program quality (PLO or GEO)?

Refer to Program Alignment Matrix

PLO/ GEO 1 PLO/GEO 1 Description

- **CLO 1** CLO 1 Statement
- **CLO 2** CLO 2 Statement

PLO 2/ GEO 1 PLO/GEO 2 Description

- **CLO 1** CLO 1 Statement
- **CLO 2** CLO 2 Statement

Program Competencies

- What are the competencies (CLOs) for each program quality(PLO or GEO)?

PLO/ GEO 1

Competence in comprehending, interpreting, evaluating, and applying physical and biological scientific data.

- CLO 1
- CLO 2
- CLO 3
- CLO 4
- CLO 5
- CLO 6

Competencies Mapped in Courses

- **General Education Courses:**
  - Required Courses 1st Year:
- **Core Foundational Areas - Optional Courses:**
  - 2nd Year:
- **Co-Foundational Areas - Program Core Courses:**
  - Certificate/Degree:
- **Enrichment/Elective Courses:**
  - Possible Electives:

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
General Education 1st Year:	#	#	#
Program Optional Courses 2nd Year:	#	#	#
Certificate Courses	#	#	#
Degree Courses	#	#	#
Content Enrichment Courses	#	#	#

Review of Program Data

- Academic Year 2016-2017 and Fall 2017:
  - Courses Offered:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
General Education 1st Year:	#	#	#
Program Optional Courses 2nd Year:	#	#	#
Certificate Courses	#	#	#
Degree Courses	#	#	#
Content Enrichment Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Low Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
General Education 1st Year:	#	#	#
Program Optional Courses 2nd Year:	#	#	#
Certificate Courses	#	#	#
Degree Courses	#	#	#
Content Enrichment Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Courses Cancelled:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
General Education 1st Year:	#	#	#
Program Optional Courses 2nd Year:	#	#	#
Certificate Courses	#	#	#
Degree Courses	#	#	#
Content Enrichment Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Certificates and Degrees Conferred:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Certificate Courses	#	#	#
Degree Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Number of transfer students:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Certificate Courses	#	#	#
Degree Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Number of students that transition into the Workforce:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Certificate Courses	#	#	#
Degree Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Number of Courses Assessed: ILO, GEO, PLO, CLOs

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
General Education 1st Year:	#	#	#
Program Optional Courses 2nd Year:	#	#	#
Certificate Courses	#	#	#
Degree Courses in Marine Science	#	#	#
Content Enrichment Courses	#	#	#

Cycle of Data Review

- Academic Year 2016-2017 and 2017-2018:
  - Pedagogy/Methods of Teaching:
    - Moodle, etc.
    - Practical Requirements: Service Learning, Field Experience, Clinical, Labs, etc.

Building Bridges

- Academic Year 2016-2017 and 2017-2018:
  - Local MOUs / MOAs
    - Memorandum of Understanding (MOU) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
    - Memorandum of Agreement (MOA) obtained
      - % of programs MOA (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
  - Grants
    - % of Grants Obtained
    - % of outcomes assessed that are funded by grants
  - Articulations
    - External Articulation of Courses
      - # of Colleges/Universities with Articulations Agreements for Program Courses
      - % of students that transfer per semester
    - Internal/External Articulation of Gainful Employment
      - # of Agencies/Private Sectors with employment articulations
      - % of students that transfer into the workforce

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American Samoa Community College

Department: Teacher Education/ASBEP

ASCC 2018-2020 Catalog Review
May 02, 2018

Program Purpose

- What is the Purpose of the Program?
  - AA Program Mission: The American Samoa Community College Teacher Education Department provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, the Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

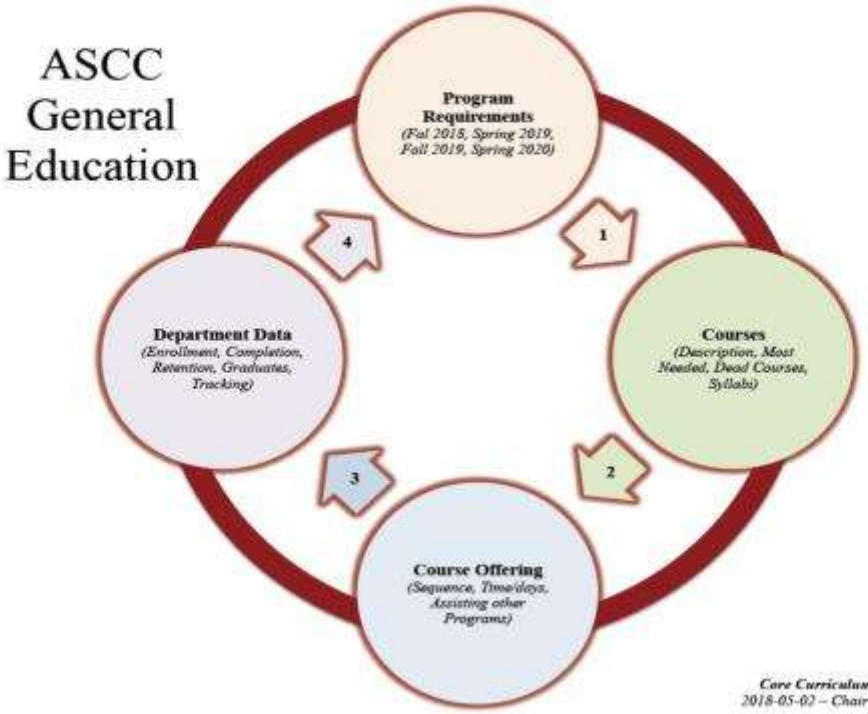
To meet this mission, the department offers the following degree and certificate programs of studies:

- Associate of Arts degree with an emphasis in Elementary Education
- Certificate of Proficiency in Elementary Education

Program Purpose

- What is the Purpose of the Program?
  - B.Ed. Program Mission: 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.

Review Structure



Core Curriculum Committee
2018-05-02 – Chair Fa'alafi-Jonas

Teacher Education Program Aims

- Provide introductory/transferable content enrichment courses in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture.
- Provide opportunities and career paths for students interested in attaining a degree (AA/B.Ed.) in education, professional development, and certification courses required courses to teach in American Samoa.
- Continue to plan new programs (certificates/degrees) and services (professional development, certification, content enrichment courses) conducive to the community needs.

ASCC GE Curriculum Qualities

General Education Qualities ***(1st & 2nd Year)***

1. ***Communication***- *Fosters the ability to receive and express information through various mediums.*
2. ***Information and Technology Literacy***- *Demonstrates the ability to utilize technology to evaluate, present and apply information.*
3. ***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.*
4. ***Global Awareness and Cultural Competence***- *Understands and appreciates the historical and cultural context regionally and globally.*
5. ***Personal Responsibility and Development***- *Enhances personal growth and wellness leading to responsible decision making.*

Current General Education:

GE DOMAINS	GE SUB DOMAINS		GE OUTCOMES	COURSES
COMMUNICATION	LISTENING & SPEAKING	1-A	Listen actively and speak effectively in many different situations.	SPH 153
	READING	1-B	Read effectively to comprehend, interpret and evaluate information.	ENG 150
	WRITING	1-C	Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.	ENG 151
INFORMATION & TECHNOLOGY LITERACY	EVALUATE INFORMATION	2-A	Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.	ICT 150
	PRESENT INFORMATION USING TECHNOLOGY	2-B:1	Utilizes technological tools to perform basic functions appropriate to job and life.	ICT 150
	APPLY INFORMATION	2-B:2	Applies research skills and presents knowledge in multiple formats.	ICT 150
CRITICAL THINKING	QUANTITATIVE	3-A	Apply quantitative skills to personal, academic and career related activities.	MAT 151 or PHYSCI 150
	SCIENTIFIC	3-B	Apply scientific concepts and models to analyze complex problems in academic and real life situations.	PHYSC 150
	PROBLEM SOLVING	3-C	Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.	MAT 151 or PHYSCI 150
GLOBAL AWARENESS & CULTURAL COMPETENCE	SOCIAL, ECONOMIC & POLITICAL SYSTEMS	4-A	Identifies social, economic and political systems and issues.	HIS 170/171 or HIS 150/151
	PERSPECTIVES OF OTHERS, DIVERSITY	4-B	Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.	HIS 170/171 or HIS 150/151 or HIS 162
	SAMOA & THE PACIFIC	4-C	Demonstrates an appreciation of Samoan Culture and other Pacific cultures.	HIS 162
PERSONAL RESPONSIBILITY & DEVELOPMENT	ETHICAL DECISION MAKING	5-A	Demonstrates and applies ethical decision making in real life situations.	HEA 150 or PSY 150
	HEALTH CHOICES AND PRACTICES	5-B	Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.	HEA 150 or PSY 150
	COMMUNITY & FAMILY PARTICIPATION	5-C	Identify and recognize the relevance of being responsible and participate actively in family and community.	HEA 150 or PSY 150
	CAREER, PERSONAL, & PROFESSIONAL GROWTH	5-D	Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.	

B.Ed. GE Curriculum Qualities

General Education Qualities *(3rd & 4th Year)*

1. ***Analysis & Research**: The teacher candidate demonstrates a high level of competency in examining and interpreting information.*
2. ***Diversification**: The teacher candidate demonstrates a high level of competency in language learning and multicultural background.*
3. ***Technology Literacy**: The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.*

Current General Education:

GE DOMAINS	DESCRIPTION:		GE OUTCOMES	COURSES
ANALYSIS & RESEARCH	*The teacher candidate demonstrates a high level of competency in examining and interpreting information.*	1-A	Demonstrates quantitative and qualitative skills in teaching and learning.	ED 301 & ED 340
		1-B	Utilizes appropriate APA style of referencing.	ED 300 & ED 301
DIVERSIFICATION	*The teacher candidate demonstrates a high level of competency in language learning and multicultural background.*	2-A	Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific.	ED 300 & ED 325
TECHNOLOGY LITERACY	*The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.*	3-A	Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments.	ED 340
		3-B	Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically.	ED 340

Program Curriculum Qualities

TED Program Learning Outcomes

- ***Program Learning Outcome 1:***
  - ***Competence in Content and Pedagogy-*** *The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.*
- ***Program Learning Outcome 2:***
  - ***Competence in the Samoan Language, History and Culture-*** *The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.*
- ***Program Learning Outcome 3:***
  - ***Competence in Technology-*** *The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.*
- ***Program Learning Outcome 4:***
  - ***Competence in Student Diversity-*** *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Program Curriculum Qualities

TED Program Learning Outcomes

- ***Program Learning Outcome 5:***
  - ***Designs and provides meaningful learning experiences-****The teacher consistently plans and implements meaningful learning experiences for students.*
- ***Program Learning Outcome 6:***
  - ***Competence in Assessment-****The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*
- ***Program Learning Outcome 7:***
  - ***Competence in School & Community Relationships-*** *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.*
- ***Program Learning Outcome 8:***
  - ***Competence in Professional Development-*** *The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.*

PLO 1: Content & Pedagogy

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates knowledge of content of the central concepts of his or her discipline. (INTASC-S-1:KI-1.1: S-2: KI- 2.2); (NCATE- S-1: KI-1a, 1b; S-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS- S-1: KI: 1, 2);	D-1: Applies curriculum to students' real life experiences. (INTASC-S-1:KI-1.3: S-2: KI-2.2); (NCATE- S-1: KI- 1c, 1d: S-4: 4a, 4d: S-5: 5a, 5b, 5c, 5d, 5e, 5f);	P-1: Uses interdisciplinary approaches to teaching and learning. (INTASC- S-1:KI-1.5:S-4: KI- 4.1:S-5: KI-5.2:S-7: KI-7.1); (NCATE- S-1: KI- 1b, 1c: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS- S-2: KI: 2, 3);
K-2: Uses explanations and representations that link curriculum to prior learning. (INTASC- S-1:KI-1.2:S-2:KI- 2.2, 2.4); (NCATE- S-1: KI- 1c: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS- S-2; KI: 4);	D-2: Engages students in interpreting ideas from a variety of perspectives. (INTASC- S-1:KI-1.4: S-2: KI-2.4); (NCATE- S-1: KI- 1f: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f);	P-2: Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery. (INTASC- S-1:KI-1.3:S-7:KI-7.2: S-8:KI- 8.1); (NCATE- S-1: KI- 1d: S-2: KI- 2b, 2c: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS- S-1: KI: 3: S-3: KI: 1);
	D-3: Uses methods of inquiry that are central to the discipline. (INTASC- S-1:KI-1.6: S-4: KI- 4.1); (NCATE- S-1:1e: S-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS- S-2: KI:1);	

PLO 2: Samoan Language & Culture

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates competence in the Samoan Language as a teaching skill and tool. (INTASC: S-1:KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5, S-3:KI-3: 3.5-3.6, S-4:KI-4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: 3a, 3b, 3c: S-4: KI- 4a, 4b, 4c, 4d: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS:S-3: KI- 1-2);	D-1: Demonstrates knowledge of the Samoan Language, History and Culture curriculum skills to actively assist students in transferring skills to learning English. (INTASC: S-1:KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5, S-3:KI-3: 3.5-3.6, S-4:KI-4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: KI- 3a, 3b, 3c: S-4: 4a, 4b, 4c, 4d: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS:S-3: KI- 1-2);	P-1: Shows evidence of honoring and maintaining Samoan Language and Culture in the classroom and non-curricular activities. (INTASC: S-1: KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5: S-3: KI-3: 3.5-3.6: S-4: KI- 4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: 3a, 3b, 3c: S-4:KI- 4a, 4b, 4c, 4dS-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS: S-3: KI- 1-2);
K-2: Uses knowledge of the Samoan Language, History and Culture to connect prior learning with curriculum concepts.		P-2: Uses the Samoan Language skills to communicate, develop and maintain a positive working relationship with parents and the community to effectuate student learning.

PLO 3: Technology

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Applies technology to the delivery of standard-based instruction. (INTASC: S-3: KI-3.1 - 3.4: S-6: KI- 6.1 - 6.4); (NCATE: S-1: KI-1b, 1d); (ASTESS: S-4: KI-1, 4, 5);	D-1: Uses technology to increase student achievement. (INTASC: S-3: KI- 3.1-3.4: S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	P-1: Instructs students in basic technology skills. (INTASC: S-3: KI- 3.1-3.4: S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);
K-2: Uses technology to manage and communicate information. (INTASC: S-3: KI- 3.1-3.4: S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	D-2: Applies technology to data-driven assessments of learning. (INTASC: KI-S-3: KI- 3.1-3.4: S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	P-2: Instructs students in the ethics of technology. (INTASC: S-3: KI- 3.1-3.4: S-6: KI- 6.1-6.4) (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);

PLO 4: Student Diversity

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects approaches that provide opportunities for different performance modes. (INTASC: S-1: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	D-1: Accesses appropriate services or resources to meet exceptional learning needs when needed. (INTASC: S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	P-1: Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments. (INTASC: S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5; S-6: KI- 6.1-6.4; S-7: KI- 7.1-7.4; S-8: KI- 8.1-8.6); (NCATE: S-4: KI: 4a, 4d); (ASTESS: S-2: KI- 1-7; S-5: KI- 1, 2, 3, 4, 5, 6);
K-2: Designs instruction for students, stages of development, learning styles, strengths and needs. (INTASC: S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	D-2: Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes.) (INTASC: S-1: KI- S-3; KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	P-2: Creates a learning community that respects individual differences. (INTASC: S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5:KI-1, 2, 3, 4, 5, 6);

PLO 5: Meaningful Learning Experiences

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Plans collaboratively and cooperatively with the instructor and mentor teacher.	D-1: Plans appropriately according to age level and grade assigned standards.	P-1: Implements instruction in a logical sequence.
K-2: Submits assignments in a timely manner for the instructor and mentor teacher for review. (INTASC: S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g; S-2: KI- 2a, 2b, 2c; S-3: KI- 3a, 3b, 3c; S-4: KI- 4a, 4c); (ASTESS: S-8: KI- 1-6);	D-2: Prepares learning materials, activities and classroom arrangements in advance to implementation and demonstrates short and long range lesson planning. (INTASC: S-1: KI- 1.1-1.6; S-2: KI- 2.1-2.5; S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5; S-7: KI- 7.1-7.4; S-8: KI- 8.1-8.6; S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g; S-2: KI- 2a, 2b, 2c; S-3: KI- 3a, 3b, 3c; S-4: KI- 4a, 4c); (ASTESS: S1: KI- 1-3; S-2: KI- 1-8; S-3: KI- 1; S-4: KI- 1-5; S-6: KI- 1-6; S-7: KI- 1-3);	P-2: Anticipates problems and adjusts instruction based on learner needs and evidences creativity in teaching. (INTASC: S-1: KI- 1.1-1.6; S-2: KI- 2.1-2.5; S-3: KI- 3.1-3.5; S-4: KI- 4.1-4.3; S-5: KI- 5.1-5.5; S-7: KI- 7.1-7.4; S-8: KI- 8.1-8.6; S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g; S-2: KI- 2a, 2b, 2c; S-3: KI- 3a, 3b, 3c; S-4: KI- 4a, 4c); (ASTESS: S-1: KI- 1-3; S-2: KI- 1-8; S-3: KI- 1, 2; S-4: KI- 1-5; S-6: KI- 1-6; S-7: KI- 1-3);
	D-3: Uses a variety of materials and learning activities.	

PLO 6: Assessment

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects, constructs and uses assessment strategies appropriate to learning outcomes. (INTASC: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-6: KI- 1-3);	D-1: Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-1: KI- 1-3: S-2: KI-1-7: S-3: KI- 1-2: S-4: KI- 1-5: S-5: KI- 1-6: S-6: KI-1-3);	P-1: Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6) (NCATE: S-1: KI- 1b); (ASTESS: S-1: KI- 1-3: S-2: KI- 1-7: S-3: KI- 1-2: S-4:KI- 1-5: S-5: KI- 1-6: S-6: KI- 1-3);
K-2: Uses a variety of formal and informal strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs and to encourage them to set personal goals for learning. (INTASC: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-6: KI- 1-3);		P-2: Solicits information about students' experiences, learning behavior, needs, and progress for parents, other colleagues, and students. (INTASC: S-1: KI- 1.1-1.6: S-2:KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6: S-9: KI- 9.1-9.3: S-10: KI-10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-1: KI- 1-3: S-2: KI- 1-7: S-3: KI- 1-2: S-4: KI- 1-5: S-5: KI- 1-6: S-6: KI- 1-3: S-7: KI- 1-3: S-8: KI- 1-7);

PLO 7: School & Community Relationships

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Participates in collegial activities designed to make the entire school a productive learning environment. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	D-1: Links with counselors, teachers, peers and activities within the school, professionals in community agencies, and others in the community to support students learning and well being. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	P-1: Seeks to establish cooperative partnerships with parents/guardians to support student learning. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);
		P-2: Advocates for the students. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);

PLO 8: Professional Development

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Uses classroom observations and information about students, and researches sources for evaluating outcomes of teaching and learning as a basis for experimenting with reflecting on and revising teaching practices. (INTASC: S-9: KI- 9.1-9.3: S-10: KI: 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	D-1: Consults with professional colleagues within the school and other professional arenas as support for reflection, problems solving, and new ideas, actively sharing experiences, and seeking and giving feedback. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	P-1: Maintains scheduled hours for teaching. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1ed, 1f); (ASTESS: S-7: KI- 1-3: S-8: K- 1-7);
K-2: uses professional literature, colleagues and other resources to support self-development as a learner and teacher. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	D-2: Submits evidence of continuing professional development. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	P-2: Consults mentor teacher in a timely manner during co-planning and issues concerning attendance. (INTASC: S- 9: KI- 9.1-9.3: S-10: KI- 10.1-10.5); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI-1-7);
	D-3: Maintains a Professional Portfolio. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7)	P-3: Consistently meets deadlines for course work and appointments. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);

PLO 8: Professional Development

Continuation		
	D-4: Participates actively and responsibly in school activities. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	P-4: Demonstrates fairness, honesty and respect for individuals. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);
		P-5: Exhibits self confidence. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);
		P-6: Demonstrates commitment to the teaching profession.
		P-7: Displays appropriate professional appearance.

Competencies Mapped in Courses

- **General Education Courses:**
  - 1st Year: ED 150 *(GE 5 – 5-D)*
  - 2nd Year: ED 240 *(GE 2 – 2-A; 2-B.1; 2-B.2)*
  - 3rd Year: ED 300 *(GE 1 – 1-B)*, ED 301 *(GE 1 – 1-A, 1-B)*, ED 325 *(GE 2 – 2-A)*, ED 340 *(GE 1 – 1-A; GE 3 – 3-A, 3-B)*
  - 4th Year: None *(Refer to Program Core Courses)*

- **Co-Foundational Areas - Program Core Courses:**
  - 1st Year: ECE 141, ECE 142, ECE 150, ECE 151, ECE 152, ECE 153, ED 157
  - 2nd Year: ED 215, ED 257, ED 257P, ED 285, ED 285P
  - 3rd Year: ED 305, ED 312, ED 319, ED 330, ED 335, ED 340, ED 350, ED 391-A, ED 391-B
  - 4th Year: ED 410, ED 435, ED 440, ED 490, ED 491-A, ED 491-B

- **Enrichment/ASDOE Certification/Elective Courses:**
  - Possible Electives: ED 280

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	***(119)*** Pre-Service: 47 In-Service: 72	***(64)*** Pre-Service: 32 In-Service: 32	***(179)*** Pre-Service: 52 In-Service: 127
B.Ed. Elementary Education	***(108)*** Pre-Service: 41 In-Service: 67	***(89)*** Pre-Service: 24 In-Service: 65	***(93)*** Pre-Service: 28 In-Service: 65

Review of Program Data

- Academic Year 2016-2017 and Fall 2017:
  - Courses Offered:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	(12) 15 Week Session: 5 10 Week Session: 7	(19) 15 Week Session: 8 10 Week Session: 11	(18) 15 Week Session: 9 10 Week Session: 9
B.Ed. Elementary Education	(18) 15 Week Session: 11 10 Week Session: 7	(19) 15 Week Session: 6 10 Week Session: 13	(24) 15 Week Session: 9 10 Week Session: 15

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Low Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	15 Week Session: 5 *(3)* 10 Week Session: 7 *(2)*	15 Week Session: 8 *(6)* 10 Week Session: 11 *(7)*	15 Week Session: 9 *(8)* 10 Week Session: 9 *(4)*
B.Ed. Elementary Education	15 Week Session: 11 (11) 10 Week Session: 7 *(3)*	15 Week Session: 6 *(6)* 10 Week Session: 13 *(12)*	15 Week Session: 9 *(9)* 10 Week Session: 15 *(15)*

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Courses Cancelled:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	15 Week Session: 2 10 Week Session:2	15 Week Session: 0 10 Week Session: 0	15 Week Session: 0 10 Week Session: 0
B.Ed. Elementary Education	15 Week Session:7 10 Week Session: 2	15 Week Session:5 10 Week Session: 0	15 Week Session7 10 Week Session1

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Certificates and Degrees Conferred:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Certificate of Proficiency in Elementary Education	0	0	0
Associates of Arts in Education	1	0	0
Associates of Arts with an emphasis in Elementary Education	14	7	9
B.Ed. Elementary Education	1	7	4

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Number of transfer students:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Transfer to ASCC B.Ed.	**5**	**3**	**4**
Transfer to Off-Island (Higher Degree)	**2** ***(2 rec'd MA)***	**3**	**1** ***(4 rec'd MA)***

Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
  - Number of students that transition into the Workforce:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Pre-Services: AA Emphasis in Elementary Education	**3**	**1**	**0**
In-Service: AA Emphasis in Elementary Education	**5**	**0**	**3**
Pre-Service: AA Emphasis in Elementary Education	**0**	**6**	**3**
In-Service: B.Ed. Elementary Education	**1**	**0**	**1**

Cycle of Data Review

- Academic Year 2016-2017 and 2017-2018:
  - Pedagogy/Methods of Teaching:
    - Moodle (All Courses)
    - Field Experience, Student Solo Teaching
    - Lectures, hands on activities, labs
    - Presentations-teachers, students, guests presenters
    - Field trips
    - Library - Read a Loud

Building Bridges

- Academic Year 2016-2017 and 2017-2018:
  - Local MOU– American Samoa Department of Education
    - Memorandum of Understanding (MOU) obtained
      - In-Service Teacher Population
        - » ECE Courses
        - » Pilot Lab School (10 weeks Summer 2018)
        - » Praxis tutorials and test fees
        - » Offer courses for certification, AA & BED
        - » Provide computer lab after hours & Saturdays when requested (4 computers purchased (2016) solely for ASTEP)
        - » Professional Development & Program Evaluation

Information & Data Retrieved:

1. Grade Sheets Fall 2016 – Fall 2017
2. Course Schedules Fall 2016 – Fall 2017
3. Course Rosters Fall 2016 – Fall 2017
4. MOODLE
5. Admission Office
6. Student Files *(on hand, updated continually, students progress, tracking, contact information, etc.)*
7. TED Conceptual Framework *(currently TED is closing the loop in aligning all ILO's PLO's, CLO's, SLO's, Rubrics)*

Catalog Recommendations:

TED proposed changes for ASCC Catalog 2018-2020:

a. ASCC 2016-2018 TED Catalog addenda to be included in the ASCC 2018-2020 Catalog:
   i. 2017-05-24 Addendum – Pre-Requisites Typo for ED 285/285P Teaching Samoan Language and Cultural Practicum;
   ii. 2017-07-25 Addendum – Insert 'C' Grade or Better requirement for the Bachelor's Education Program:
   iii. 2017-08-09 Addendum – Implementation of New Fees (TED Tuition Fees and Technology Fees)
   iv. 2017-08-14 Addendum – Implementation of Lab and Practicum Fees.

b. Core Foundational Areas Requirement:
   i. Physical Education Requirement: Current Program Requirement PED 152. TED proposes to allow its TED majors to select any one PE or MSL course to satisfy this requirement.

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AMERICAN SAMOA COMMUNITY COLLEGE

August 24, 2018

ASCC Catalog 2018-2020
Signature Page

Reverend Dr. Leanavaotaua Sekuini Seva'aetasi, Board of Higher Education – Chairperson — 8/27/18 Date

Dr. Rosevonne M. Pato, ASCC President — 8/27/18 Date

Mrs. Letupu T. Moananu, Vice President/Dean of Academic and Student Affairs — 8/27/18 Date

Dr. Lina Scanlan, Vice President of Administration And Finance — 8/27/18 Date

Mr. Sonny J. Leomiti, Director of Institutional Effectiveness — 8/24/18 Date

The foregoing ASCC stakeholders/parties/individuals have endorsed their official penmanship to said instrument as verification that they have thoroughly reviewed the ASCC Catalog 2018-2020 and have approved its contents for printing and dissemination.

AMERICAN SAMOA COMMUNITY COLLEGE
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DEGREE and CERTIFICATE PROGRAMS OF STUDY

Awarding a Degree or Certificate:
All specified program requirements must be completed for the Associate Degrees and the Certificates of Proficiency in order to be awarded a Degree or Certificate.

INSTITUTIONAL LEARNING OUTCOMES

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

ILO 1 Effective Communicators:
ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

ILO 2 Quantitative Competent Individuals:
ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 3 Critical Thinkers:
ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 4 Global Citizens:
ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;

ILO 5 Responsible Leaders:
ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

Image 11: Credited to ASCC Fine Arts Department students 2013

GENERAL EDUCATION

General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes define what the institution wants students to be able to do upon completion of the General Education Program for an AA, AS, or B.Ed. degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. General Education courses enhance content foundational competencies in core disciplinary areas of study. Second Year General Education course requirements are determined by degree programs based on the need of content genre.

Program Requirements consists of courses specific to a discipline or area of specialization. These courses are program-focused with an emphasis in specialized areas.

GEO 1: Communication
Fosters the ability to receive and express information through various mediums.

- ***GEO 1-A: Listening and Speaking***
  - Listen actively and speak effectively in many different situations
- ***GEO 1-B: Reading***
  - Read effectively to comprehend, interpret, and evaluate information.
- ***GEO 1-C: Writing***
  - Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

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2016 Review of the ASCC ISP 2015-2020

Institutional Planning Executive Core Committee

AMERICAN SAMOA COMMUNITY COLLEGE

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June 17, 2016

Talofa Dr. Seth Galea'i, Dr. Rosevonne Pato, and Dr. Mikaele Etuale,

The Institutional Planning Executive Core Committee (IPECC) gladly submits its first status report of the American Samoa Community College Institution Strategic Plan (ISP) 2015-2020 to the Leadership Triangle.

Provided, as attachments to this document include summaries of the processes taken by the IPECC in review of the ISP 2015-2020, status updates on ISP outcome achievements in the form of recommendations, and an appendices section of evidence.

Fa'afetai,

IPECC Chairman

AMERICAN SAMOA COMMUNITY COLLEGE

Institutional Planning Executive Core Committee

Authority:

The Institutional Planning Executive Core Committee (IPECC) is a governance constituency given the authority to plan the process of program review; monitor the progress of all departments and programs as they undergo institutional wide program review; identify and propose recommendations on strategic priorities based on program review data; monitor the implementation of strategic priorities through institutional defined data collection mechanisms; and report semiannually on the status of the institutional strategic plan. [1]

Implementation of Committee Tasks and Findings:

The IPECC began its review of the Institutional Strategic Plan (ISP) 2015-2020 in the beginning of April 2016 after the Leadership Triangle presented a clarification of the Committee's membership, scope, and roles in March 2016.

The Committee prior to the review of the ISP implemented a review of the annual Divisional Assessment and biennial Institutional Program Review survey templates to assure accuracy and inclusiveness in the assessment of ASCC's Mission. The review encompassed all services that include institutional services, academic services, student services, administrative services, research services, and extension and outreach services. The Committee's review of the program review templates were completed in the beginning of May and routed for approval to the Leadership Triangle on the 11th of May for institutional dissemination and input.[2]

In preparation to review the ASCC ISP 2015-2020, the IPECC recommended that a Task Force be convened to take part in the review of ISP goals, objectives, and expected outcomes. The Committee's recommendation was to ensure a broad-based

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[1] Participatory Governance Structural Manual, pp. 16-17

[2] ASCC 2016 Program Review Memo, pp. 1-3

representation from all service divisions given affiliation and authority in the review of ASCC's ISP 2015-2020. On May 25th a memo was approved by the Leadership Triangle in support of the IPECC recommended chairpersons to provide status updates to the ISP. [3]

On May 25th the IPECC Chairman, facilitated a task review for the ISP Task Force. This review included committee composition for each of the strategic focuses, the review processes, a template to report committee findings, and a timeline of meeting schedules.[4] The Task Force Committees completed their reviews on the 8th of June and submitted their ISP status updates to the IPECC for its review. [5]

The IPECC reviewed the Task Force ISP status updates for each of the plans and provided a comprehensive review using program review data, institutional data, and policies in the finalizing of the ISP 2015-2020 status updates.[6] Given the IPECC's review, a template was identified to link all ISP expected outcomes and the IPECC status recommendations to the Academic Excellence Plan.

During the review of the ASCC 2016 program review data, there were several common/outstanding recommendations noted in the IPECC's review. These recommendations include:

- To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance;
- To initiate an annual professional recognition of all ASCC employees;
- To link student opinion data to service divisions for planning and improvement of SOPs;

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[3] Task Force Memo: Review of ISP 2015-2020

[4] Task Force Committee: ISP Review Process PPT Presentation

[5] Appendix A: Task Force Updates (Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, Total Cost of Ownership)

[6] Appendix B: IPECC Update of ISP 2015-2020

- To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently;
- To review service missions of all divisions to review and assess appropriateness of annual allocation;
- To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms;
- To review access policies to data systems and confidentiality pertaining to access and data;
- To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity;
- To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and,
- To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies.

Expected Outcomes (EO):

1. A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; **Status: Partially Completed (Ongoing)**
2. Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. **Status: Partially Completed (Ongoing)**
3. Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; **Status: Partially Completed (Ongoing)**
4. Vacant positions and high need content and service areas continue to be fulfilled. **Status: Partially Completed (Ongoing)**
5. An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. **Status: Completed (Ongoing)**
6. A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. **Status: Partially Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcomes 1 and 2:**
    a. Define a comprehensive institutional process for designating faculty and staff based on expertise.
    b. Clarify processes for reviewing of policies.
    c. Set a timeline cycle of 5 years for Policy review.
    d. Designate Divisions/Committees to clarify processes for reviewing policies.

e. Clarify the role of HR in the Policy review process.
f. Refer to Staffing Sub committee for policy review.

2. **Expected Outcome 3 & 4:**
   a. Clarify high need areas based on number of students enrolled in development courses.
   b. Define, review and assess tracking processes for job placement.
   c. Provide annual analysis of Academic Program Review results for Academic Departments.
   d. Share analysis for planning and allocation of resources.
   e. Differentiate hard to fill areas from high need areas.
3. **Expected Outcome 5:**
   a. Refer to Physical Facility Maintenance Plan- Comprehensive Maintenance Plan on Occupancy.
   b. Request Accessibility of the 2nd floor to the Administration Building to be in compliance with ADA policies.
   c. Revisit SOP on Campus Security and Support Services After hours.
   d. Compile evidence in a report file.
4. **Expected Outcome 6:**
   a. Need an outcome awareness and implementation Manual for all Divisions.
   b. Revisit process on outcome awareness to be inclusive of ALL Divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Learning Outcomes, and Divisional outcomes).
   c. Continue to improve on outcome awareness for all faculty and adjuncts:
      i. TED has assessment data for all TED courses internally and gives data for the Institution following the Assessment Cycle.
      ii. All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct position.
      iii. SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well.

Strategic Focus:	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	1	1	1, 2, & 3	EO 1: Incomplete EO 2: Incomplete EO 3:	• The Committee recommends that the Staffing Review Committee (SRC) be developed and roles and scope be clarified. • The Committee

				Partially Completed	recommends that the institution follow established policies in updating official personnel records.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1 & 2	EO 1: Partially Completed EO 2: Partially Completed	• The Committee recommends that the schedule of institutional training should be part of the SRC and is implemented according.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	3 & 4	EO 3: Partially Completed EO 4: Partially Completed	• The Committee recommends that there be established standard criteria for awarding recognition for both faculty and staff. • The Committee recommends that the SRC stipulates criteria for faculty and staff recognition for serving in institutional standing/task force committees.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	5	EO 5: Incomplete	• The Committee recommends the establishing of the SRC and initiate plan of action.
Technology Plan:					•
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 5)***	1	1	4 & 5	EO 4: Completed EO 5: Completed	• The Committee recommends that the Comprehensive Maintenance Plan is reviewed annually for updates and ensures that the plan is implemented and monitored for quality assurance.
Total Cost of Ownership Plan: ***(Aligned***	1	3	5 & 6	EO 5: Partially Completed	• Although the review of the organization chart was completed in

to Academic Excellence Expected Outcome 1)				EO 6: Completed	FY2015, the Committee recommends an analysis emphasizing the effectiveness of organizational structure and governance is institutionalized.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 2

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 2: ASCC will Assess, Evaluate, and Document recommendations to improve institutional effectiveness.

Expected Outcomes:

1. A document has been finalized and approved emphasizing processes for institutional program review; **Status: Completed (Ongoing)**
2. Institutional policies are updated and routed accordingly for approval to include program review; **Status: Completed (Ongoing)**
3. A document has been finalized and approved emphasizing processes for institutional assessment and planning; **Status: Completed (Ongoing)**
4. Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning; **Status: Completed (Ongoing)**
5. An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies; **Status: Completed (Ongoing)**
6. SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions. **Status: Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcomes 1 & 2:**
    a. ASCC has in place two Program Review Instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment- Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.
    b. ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004- Comprehensive Program Review and Assessment of Instructional Program, Student Services

and Administrative Services documents the inclusion of Program review.

2. **Expected Outcomes 3 & 4:**
    a. Continue to improve outcome assessment and planning processes
    b. Provide analysis for all Program Review instruments to all Division
    c. Use analysis and results of Program Review for resource allocation
3. **Expected Outcomes 5 & 6:**
    a. Use assessment data and program review analysis for instructional improvement of SLOs at all levels
    b. Continue to be SLO driven in planning and decision making
    c. Use analysis and results for resource allocation and program improvement

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	3	1	1	EO 1: Completed	• The Committee recommends that the SRC play an integral role in the review of policies on hiring.
Technology Plan:					•
Physical Facilities and Maintenance Plan:					•
Total Cost of Ownership Plan:					•

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 3

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 3: ASCC will emphasize High Quality Teaching and Services.

Expected Outcomes:

1. A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; **Status: Partially Completed (Ongoing)**
2. Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; **Status: Completed (Ongoing)**
3. An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; **Status: Completed (Ongoing)**
4. Increasing improvements on data collection methods, analysis and dissemination of student achievement and institutional/divisional outcome achievement. **Status: Partially Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcome 1:**
    a. Need to determine whether the ASCC Annual Report or Comprehensive Maintenance Plan 2015-2020 addresses the Expected outcomes.
    b. Refer to the PFM Plan to initiate the FRC to address expected outcome one.
2. **Expected Outcomes 2 & 3:**
    a. Provide an annual analysis of faculty/staff performance evaluation.
    b. Identify responsible divisions/committee in providing analysis.
    c. Use analysis to identify Professional Needs and set priorities.
    d. Use analysis of faculty /staff performance evaluation to determine appropriate classification based on qualifications and expertise.
3. **Expected Outcome 4:**

a. Continue college wide discussion on Student Achievement; its meaning and alignment to program outcomes, course and student.
b. Need a manual aside from Academic Affairs SOP on processes and procedures for data collection.
c. Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	4	EO 4: Partially Completed	• The Committee recommends that divisions report all professional development to HR for archiving and HR provides an Annual Report detailing areas of training and professional development required. • The Committee also recommends to utilized IE to centralize and archive institutional reports.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 & 3)***	2	1	3 & 4	EO 3: Partially Completed EO 4: Completed	• The Committee recommends a thorough review of the expected outcomes three and four not limited to the monitoring of evaluation processes for all employees.
Technology Plan:					•
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1, 2, & 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	• Currently there is no Facilities Review Committee (FRC). The Committee emphasizes the need to establish this committee and its roles and responsibilities. In addition, there is a need to document processes in reviewing ASCC's physical facilities to ensure it is compliant

					with local and federal regulations.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	6	EO 6: Partially Completed	• The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Committee recommends that maintenance, repairs, new constructions, etc. to be included in all future grant proposals as it applicable.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 & 3)***	1	2	1 & 2	EO 1: Partially Completed EO 2: Incomplete	• The Committee emphasizes the need for qualified technical/specialized air conditioning personnel. • The Committee recommends that support staff receive training in specialized/skilled areas. • The Committee recommends that institution utilize the TTD Apprenticeship Program. • The Committee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertise.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	1 & 2	EO 1: Partially Completed EO 2: Incomplete	• The Special Projects Manager, Procurement Officer and Physical Facilities Management Officer began the process of collecting all construction documents and is planning to archive

					these important documents at the ASCC Library. • Committee Inquiries: Are blueprints for existing buildings such as the Library, Lecture Hall, and other recent constructions available or archived? If so where?
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	3 & 4	EO 3: Completed EO 4: Completed	• The Committee recommends to continue to monitor the Maintenance Plan and continue to assess is progress in weekly, bi-weekly, and quarterly report.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	5	EO 5: Partially Completed	• The Committee recommends to review the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process. • The Committee recommends to establish the FRC to assess the Maintenance Plan 2015-2020 and make recommendations for institutional dialogue in ASCC's budget preparation as applicable to local and federal funding.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1, 3, & 4)***	3	1	1, 2, & 3	EO 1: Completed EO 2: Completed EO 3: Completed	• The Committee recommends continuous re-certification.

Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	3	1	4, 5, & 6	EO 4: Partially Completed EO 5: Incomplete EO 6: Partially Completed	• The Committee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be headed by PFM & TTD. • The Committee recommends to include Finance and MIS versus TTD and to clarify the role of FRC in the implementation process.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 1: Completed	• The Committee recommends to review this plan annually for updates for institution decision making and to ensure it is implemented.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 2: Partially Completed	• The Comprehensive Maintenance Plan 2015-2020 was completed after the annual budget review for 2015-2016 was conducted. The Committee strongly recommends that this plan be used for the 2016-2017 institution budget preparation and planning. • The Committee recommends that the FRC be established for the review, assessment, and implementation of this expected outcome. A review of the budget ceiling for

					maintenance/facilities and resource allocation according to the PFM Plan 2015-2020.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	2	1, 2, & 3	EO 1: Completed EO 2: Partially Completed EO 3: Completed	• The Committee recommends for PFM to implement a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in the reduction of emergency repairs for our facilities. • It is noted that maintenance are done based on Job Orders. The Committee noted a routine maintenance of A/C is currently practiced. • The Committee recommends to link schedules (SOPs) to the Comprehensive Maintenance Plan 2015-2020 and implement.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	1	2	4 & 5	EO 4: Incomplete EO 5: Partially Completed	• The Committee emphasized the need for qualified technical/specialized air conditioning personnel. • The Committee recommends that support staff receive training in specialized/skilled areas. • The Committee recommends that the institution utilize the TTD Apprenticeship Program to assist maintenance personnel to receive certification as per requirement in their area of expertise. • The Committee recommends to review

					employment job descriptions for competitive packages for institutional specialized/technical areas.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1 & 3)***	1	3	3 & 4	EO 3: Partially Completed EO 4: Completed	• It is noted that the professional development priority for the faculty and Academic Affairs has been completed. The Committee recommends that travel needs must be assessed for all other areas in addition to Academic Affairs. • The Committee recommends to review the appropriateness of a long-term professional development institutional plan based on institutional growth, compliance, and continuous improvements.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 4

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

Expected Outcomes:

1. Institutional publicity has increased in research, awareness, and program salient accomplishments; **Status: Completed (Ongoing)**
2. Constant reviews and updates on all (Current and New) ASCC MOUs, job placements, and transfers are documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
3. An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
4. A service learning plan has been identified and implemented. **Status: Partially Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcome 1:**
    a. Need to improve on availability of services provided to students and Parents/community.
    b. Recommend Press Release & Recruiting needs to be increased.
2. **Expected Outcomes 2 & 3:**
    a. Revisit Processes in regards to Advisory Council:
        i. Review the role and purpose of Advisory council and its link to all Academic Programs;
        ii. Set timeline for Advisory council meetings for all Academic Departments;
        iii. Submit and centralize all Academic Departments advisory council meeting minutes and agendas;
        iv. Provide summaries on the impact of activities and inclusion of Advisory Council to Instructional Programs and Student Achievement;

v. Report on how Advisory council assist with workforce placement and curriculum;
vi. Include as a component of the Academic Program Review Instrument.

b. Draft/update an Advisory Council Handbook;
c. Initiate review, assessment and timeline cycle of Advisory Council Handbook;
d. Recommendation that all ASCC MOUs are archived institutionally at IE;
e. Internal allocation of funding for Research, community and outreach services.

3. **Expected Outcome 4:**
   a. Need to identify and implement a Service learning plan
   b. Lack of funding source;
   c. Revisit the Service Learning for Academic Programs;
   d. Psychology courses require students to complete a 40-hour service learning project;
   e. Need to reassess courses that use Service Learning not to confuse with Practicums;
   f. Need to reassess all courses for implementation of Service Learning;
   g. To further assess and research how programs integrate service learning in the achievement of Program Learning Outcomes.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan:					
Technology Plan:					
Physical Facilities and Maintenance Plan:					
Total Cost of Ownership Plan:					

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 5

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

Expected Outcomes:

1. A plan has been reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; **Status: Partially Completed (Ongoing)**
2. An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include possible outreach designated site MOUs, resources, technical support, and stability of instructional delivery; **Status: Incomplete (Ongoing)**
3. An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting; **Status: Partially Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcome 1:**
    a. Need on going Professional development for Faculty and Staff on MOODLE, Smart-board, etc..
    b. Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.
    c. Improve implementation of technology plan for professional development and system upgrades
    d. Provide an update, presentation or training to the institution in regards to upgrades of technology.
    e. Compile all professional development recommendations from each of the plans to cover institutional high need areas that include trends in technology, TCO, compliance, and high needed areas/skills.
2. **Expected Outcome 2:**

a. Encourage faculty to use MOODLE or a related program to enhance teaching and curriculum. To provide training for faculty to use Moodle annually.
b. Consider expanding instructions through distance learning

3. **Expected Outcome 3:**
   a. Does ASCC have an assessment SOP to assess current status of technologies in place? Review.
   b. Need to see plan and share with all stakeholders on Technology.
   c. SOP Manual for Technology shared with all.
   d. Need an annual assessment of ASCC technologies in place such as smart-board, computers, etc.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan:					
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	1	1	1, 2, 3, 4, 5, & 7	EO 1: Partially Completed EO 2: Partially Completed EO 3: Partially Completed EO 4: Partially Completed EO 5: Partially Completed EO 7: Partially Completed	• The Committee recommends to clearly establish the Technology Resource Committee (TRC) with clarification of roles and responsibilities. • The Committee recommends to submit all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. • The Committee recommends that a semester report be consolidated and Reports need to be institutionalized throughout ASCC. • The Committee emphasizes that the

					"Minimum Specs" for computers needs to be reviewed and updated every three years to keep up with the ever changing technological environment. Operating systems, internet browsers, Microsoft office, antivirus should be included. Connectivity should also be considered in minimum specs. Internet connection is conducive to student learning, so speed matters.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	6	EO 6: Partially Completed	• The Committee recommends that training should include all staff and faculty utilizing internal resources and programs.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 & 3)***	1	1	7, & 8	EO 7: Partially Completed EO 8: Partially Completed	• There is no evidence of a plan for an annual assessment is in place. Expected outcome eight mentions a replacement and purchase plan. There is a maintenance plan but not in technology evidence. The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	9	EO 9: Partially Completed	• The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence***	1	2	1 & 2	EO 1: Partially Completed	• The Committee recommends that an upgrade for software be updated periodically.

Expected Outcome 3)				EO 2: Partially Completed	Note: Accessibility (administrative privilege) and confidentiality clarification in policies and institutional procedures for ASCC operations. • The Committee recommends that a semester report be collected and compiled by a division to report all student- computer lab data. Note: Unify all reporting stats for student usage of computer labs. • The Committee recommends to consult with ASTCA for assistance in pricing for internet. *($500 for 1MB-ASTCA)* • The Committee recommends that Internet rates needs to be revisited for cost effective measures.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	1	EO: 1: Incomplete	• The Committee recommends that network design should be reviewed. Sub-networks should be implemented for security issues. • The Committee recommends that the phone system should be upgraded to a PBX system that is based on an SIP standard. • The Committee recommends to initiate the roles of the TRC
Technology Plan: ***(Aligned to Academic Excellence***	2	1	2 & 3	EO 2: Incomplete EO 3:	• The Committee recommends that status Reports be based on data usage for random users to

Expected Outcome 1)				Incomplete	be studied. Note: Refer to the review of the TRC. • The Committee recommends that an external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years. (Review appropriateness)
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	3	1	1	EO 1: Incomplete	• The Committee recommends that Distant Learning technologies be re-visited. Note: Revive Distance Learning (Compatibility with Moodle) Review efficacy of distance learning and asynchronous online learning. • The Committee recommends that online support services be available after hours so that continuing education students have access to these services.
Physical Facilities and Maintenance Plan:					•
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1 & 2	EO 1: Partially Completed EO 2: Completed	• Fixed Asset Inventory only captures PO with amounts of $5,000 and above. The Committee recommends the review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment that all divisions are responsible to keep their

					own inventories. • The Committee also Emphasizes Policy 7211-Sale or Disposal of Property or Equipment.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	3 & 4	EO 3: Partially Completed EO 4: Partially Completed	• The Committee recommends that MIS support staff receive their required annual update training and/or get the required certification to support the institution technology needs. • The Committee recommends across board training for the institution on proper usages of all technology and equipment. • The Committee recommends to include training during ASCC's Annual Convocation.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 & 3)***	1	1	5	EO 5: Partially Completed	• The Committee found that ASCC MIS team conducts regular internal assessment. In addition, it is not recommended that external assessment is conducted by internet providers, due to conflict of interest. It is noted that the current bandwidth is not sufficient for ASCC but purchasing of additional bandwidth is dependent on additional funding. • The Committee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc.

Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1, 2, & 3)***	1	1	6	EO 6: Completed	• The Committee noted that this was done through the annual budget process. • For ongoing quality assurance, a recommendation to link budget processes to the 2015-2020 Comprehensive Maintenance Plan.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 6

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

Expected Outcomes:

1. An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented; **Status: Partially Completed (Ongoing)**
2. Outreach recruiting procedures is institutionalized, documented, and centralized; **Status: Partially Completed (Ongoing)**
3. A process for a calendar of institutional activities are generated annually and disseminated accordingly; **Status: Partially Completed (Ongoing)**
4. An assessment of the ASCC safety plan is documented and archived. **Status: Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcomes 1 & 2:**
    a. Improve processes on student services available to students;
    b. Identify a comprehensive support service in alignment with Student Achievement;
    c. Improve on Tutorial services available to students;
    d. Conduct a program review on assessment of all Services available to students similar to Academic program review of Instructions;
    e. Revisit assessment and review of CLP course to put back in GE for students;
    f. Need to improve services provided to students and Parents/community;
    g. Need to share process and procedures for recruiting and where that data is stored on numbers recruited etc. Not sure where that data is and or how shared with college;

h. Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc. (Institutional Available and archived);
i. Need to provide & improve on Marketing, outreach, and recruitment processes also in programs such as Scholarships, Financial Aid & work-studies;
j. Need to improve on Marketing, outreach, and recruitment processes and Activities;
k. Marketing committee needs to have a solid plan in place;
l. SOPs be archived at IE.

2. **Expected Outcomes 3 & 4:**
   a. Clarify process for an Institutional Calendar of Activities;
   b. Identify accountable Divisions for review and assessment of process;
   c. Need to revisit YANA, etc. for young people;
   d. Revisit opening library on weekends for the Community to encourage community services like summer reading for kids, etc.;
   e. Revisit the ACNR Wellness Center usage; no advertising for that these days? Wellness is important for safety too (Awareness of Services);
   f. Institutionally archive ASCC Safety Plan, Maintenance Plan, Campus Safety Plan and to make available to all internal constituents.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan:					
Technology Plan:					
Physical Facilities and Maintenance Plan:					
Total Cost of Ownership Plan:					

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 7

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

Expected Outcomes:

1. An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; **Status: Partially Completed (Ongoing)**
2. A document that specifies updates on current and new articulation agreements is centralized institutionally and archived; **Status: Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcome 1:**
    a. Need to request data from ASG Human Resource, semiautonomous agencies, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed;
    b. Continue to improve tracking mechanisms to ensure meeting Institutional student achievement standards;
    c. Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement;
    d. Centralize all data for continuous improvement of Tracking;
    e. Need Manual on Employment counseling;
    f. Need an office for Employment Counseling;
    g. Host more Career Days;
    h. Need to have a centralized office and staff for Alumni information;
    i. Improve and update methods of collecting this data and information;
    j. Review institutional data sets appropriate to services offered for transferability and tracking of students.
2. **Expected Outcome 2:**

a. Continue to expand articulation agreements with US Accredited Colleges and Universities as majority of signed articulations are with Hawaii Colleges and Universities;
b. Improve tracking of transfer students in order to initiate articulation agreements with other US Accredited Colleges.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan:	3	1	4	EO 4: Partially Completed	• The Committee recommends that a MOU is established for partnership purposes of LDS. • The Committee recommend to institutionalize the processes of data archiving, for internal and external reporting through the office IE.
Technology Plan:					•
Physical Facilities and Maintenance Plan:					•
Total Cost of Ownership Plan:					•

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 8

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

Expected Outcomes:

1. Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU; **Status: Completed (Ongoing)**
2. Program and workforce developments for local expansion are documented; **Status: Partially Completed (Ongoing)**
3. ASCC's mission and vision statement is assessed to determine institutional and community needs biennially. **Status: Partially Completed (Ongoing)**

Committee Recommendations:

1. **Expected Outcomes 1, 2, & 3:**
   a. Aside from the Bachelor in Elementary Education, what other Academic Programs have initiated or planned to offer a four year Program(s)?
   b. Has the Institution initiated dialogue on transitioning to a four-year college? If so, what would be the next Program or emphasis based on the need by the Community or local MOUs?
   c. Note: The dialogue regarding a second program to comply with the requirements of the Senior Commission (4-year institution) includes: SSI, Nursing, and Business.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan: ***(Aligned to Academic***	3	1	2 & 3	EO 2: Incomplete	• The Committee recommends that personnel needs be

Excellence Expected Outcome 1 & 2)				EO 3: Incomplete	institutionally documented and referred through the process of prioritization.
Technology Plan:					
Physical Facilities and Maintenance Plan:					
Total Cost of Ownership Plan:					

ACADEMIC EXCELLENCE GOAL 2: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 FY 2018 FY 2019 FY 2020

Academic Excellence Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Academic Excellence Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

Expected Outcomes:

1. Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; **Status: Partially Completed (Ongoing)**
2. The plan for reclassification has been reviewed and implemented; **Status: Partially Completed (Ongoing)**
3. Faculty ranks have been reviewed and implemented. **Status: Incomplete (Ongoing)**

Committee Recommendations:

1. **Expected Outcome 1:**
    a. Need to recognize staff's work and or have a staff appreciation day.
        i. Revisit the Connection newsletter and the Taulogologo Newsletter.
    b. Need to recognize administrators.
    c. Recognition of Staff
        i. Review written processes for Faculty/Staff recognition.
    d. Communication transparency of institutional updates and decision-making. Emphasis of staff recognition and merit. (Referencing ASCC Governance policies 3018 & 4003.2).
2. **Expected Outcomes 2 & 3:**
    a. A clear process and plan must be defined in the reclassification of staff and faculty.
    b. Need to review faculty ranks through Faculty Senate.
    c. Need to host a Staff Recognition Dinner.
    d. Need to host Employee Day.

Strategic Focus	Strategic Goals:	Strategic Objectives:	Expected Outcomes:	Status:	Committee Recommendations:
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	1	EO 1: Partially Completed	• The Committee recommends the initiation of the SRC to review the planning processes.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	2	EO 2: Partially Completed	• The Committee recommends to clarify current drafts for clarity and continuous improvements.
Technology Plan:					•
Physical Facilities and Maintenance Plan:					•
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1 & 2)***	1	3	1 & 2	EO 1: Partially Completed EO 2: Partially Completed	• There is evidence that there has been some reclassification done within the institution based on the Governor's mandate in reference to the Bachelor & Master Degree. The Committee recommends the need to clarify and outline the process for the institutional reclassification.

Appendix A:

Task Force Updates: (Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, Total Cost of Ownership)

ASCC Institutional Strategic Plan 2015-2020 update Template:

Academic Excellence:

Strategic Focus:

- High Quality Educational Programs and Services;
- Commitment to Providing Academic Excellence.

Strategic Response:

The Academic Plan is the 'Core' of the institution and central to all planning. The Academic Excellence plan ensures integrated planning and alignment of all master plans with emphasis on institutional effectiveness.

The Academic Excellence 2015-2020 Plan was developed and substantiated through a review process based on institutional/divisional/program data as an implementation assessment of the ASCC 2009 – 2014 Institutional Strategic Plan. A full review of the 2009-2014 Academic Excellence goals, objectives, performance indicators, actions, and expected outcomes were thoroughly reviewed and referenced by the Academic Excellence Subcommittee with provisions in planning to be addressed, emphasized, and implemented in the 2015-2020 Academic Excellence Plan. As a result of this review, the following goals, objectives, performance indicators and expected outcomes have been identified in the ASCC 2015-2020 Academic Excellence Plan.

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objectives:

- ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies;
- ASCC will assess, evaluate and document recommendations to improve institutional effectiveness;
- ASCC will emphasize high quality teaching and 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; and,

- ASCC will continue to expand academic programs to meet the needs of the community.

Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Objective:

- ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

----------*"ACADEMIC EXCELLENCE"*----------

Review of Academic Excellence Plan:

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies. • **Performance Indicator 1: Continue to designate faculty and professional staff teaching and providing services within their area of expertise.**			
Activities:	**Expected Outcomes:**	**Status**	**Evidence**
• (PI.1) Implement placements and staffing based on qualifications and experiences.	1) A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; *(SI, SII, SIII, SIV)*	Partially, completed, on going	• HR Hiring Process- SOPs; • Personnel Files include: ✓ Resumes, ✓ Job Descriptions, ✓ Credentials, ✓ References,
	2) Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. *(SI, SII, SIII, SIV)*	Partially completed, on going	• ASCC Governance Manual; • Board Policy Manual • Employee Policy Manual
Description/Narrative: ALL ASCC Divisions/departments follow procedures set by HR for hiring and designating employees based on qualifications and expertise. Faculty and staff are hired based on content/area of expertise as specified by the college. Resumes for all employees are on file with HR Personnel files. All Resumes are			

updated to reflect recent Professional Development for faculty and staff. Adjunct and part-time faculty follow the same hiring process set by HR.

ASCC Policies are reviewed and proposed based on the need by Divisions/Committees.

Recommendations:

- Define a comprehensive institutional process for designating faculty and staff based on expertise.
- Clarify processes for reviewing of policies
- Set a timeline cycle of 5 years for Policy review
- Designate Divisions/Committees to clarify processes for reviewing policies
- Clarify the role of HR in the Policy review process
- Refer to Staffing Sub committee for policy review

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 2: Continue to recruit faculty and adjunct to fill vacant positions;**
- **Performance Indicator 3: Continue to increase the number of faculty positions in specialized/high need areas.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2a) Advertise position openings; • (PI.2b) Implement and adhere to the approved hiring procedures; • (PI.3a) Allocate and prioritize financial resources for new faculty and staff positions; • (PI.3b) Develop specialized recruiting procedures through external professional organizations and networks.	3) Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; *(SII, SIII)* 4) Vacant positions and high need content and service areas continue to be fulfilled. *(SII, SIII)*	Partially, completed, on going Partially, completed, on going	• Academic Program Review; • Divisional Assessment Survey • Divisions Annual Budget- ✓ Vacant positions; • Course schedules- ✓ faculty load, ✓ Enrollment Data; • Placement test results • HR Hiring process (SOP); ✓ faculty credentials; ✓ adjunct pools for high need areas; ✓ Advertisement ✓ Job descriptions ✓ Minimum qualifications • Divisional Assessment-Program Review; • Planned Purchases; • WebAdvisor; • Tracking SOP for workforce

			placement; • Analysis of Budget Reports for Fiscal Year

Description/Narrative:

ASCC continues to monitor and document student enrollment data through various means as justification to fulfill vacant positions in high need areas. All Divisions/Departments follow HR SOP in advertising and hiring of qualified personnel to fulfill vacant positions.

Recommendations:

- Clarify high need areas based on number of students enrolled in development courses
- Define, review and assess tracking processes for job placement
- Provide **annual** analysis of Academic Program Review results for Academic Departments;
- Share analysis for planning and allocation of resources
- Differentiate Hard to fill areas from high need areas?

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 4: Continue to maximize the use of classrooms for instruction and special projects.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.4a) Extend the hours of instruction for academic programs and special projects as it may apply; • (PI.4b) Continue to assess classroom, resources, labs, and office space to maximize the utilization of facilities impacted by scheduling.	5) An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. *(SI, SII, SIII, SIV)*	Completed, on going	• Academic Affairs SOP on course scheduling; • Course Offering of Evening courses; • Classroom matrix; • Academic Departments' end of the semester inventory; • Academic Affairs Program Review;

Description/Narrative:

All Academic Programs through its Chairpersons continue to work with Academic Affairs on scheduling of courses following the AA SOP on course offerings. ASCC continues to improve on offering and scheduling courses to accommodate students enrolling in all approved Institutional sessions and semesters. ASCC offers courses following a 15 week session in the Fall and Spring, a 10 week session for evening courses and TED/ASDOE, a 2- six week accelerated sessions for CAPP in Fall and Spring, a 2- five week sessions for TED/ASDOE in the summer, and a 6 weeks session in the Sumer. Academic Affairs continue to monitor maximum usage of classrooms. All academic departments continue to work closely with support services to ensure services are provided and available to all students.

Recommendations:

- Refer to Physical Facility Maintenance Plan -Comprehensive Maintenance Plan on Occupancy
- Request Accessibility of the 2nd floor to the Administration Building to be in compliance with ADA policies.
- Revisit SOP on Campus Security and Support Services After hours

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 5: Continue to emphasize the alignment of institutional, divisional and program outcomes qualities and competencies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.5) Orient and continue professional development for Student Learning Outcomes Assessment.	6) A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. *(SI, SII, SIII, SIV)*	Partially, completed, on going	• Divisional Program Review, • Academic Program Review, • Professional Development for Academics; • Student Achievement Data • Assessment 101 Workshop; • Faculty Orientation workshops; • Assessment Exit Reports • Closing the Loop at Course Level Questions • Closing the Loop at Program Level

Description/Narrative:

A high percentage of faculty have attended Assessment workshops 101, 201 and other needed workshops; Travel expense reports and budget narratives indicate attendance. ASCC continues to allocate funds for faculty professional development on SLO. In the Fall 2015, ASCC invited Dr. Mary Allen a well-known educator and expert in Assessment to conduct assessment workshops for faculty and adjuncts during Faculty Orientation.

ASCC needs to improve on providing opportunities for all employees in SLO awareness to be accountable for both instructional and non-instructional divisions.

Recommendations:

- Need an outcome awareness and implementation Manual **for all Divisions**
- Revisit process on outcome awareness to be inclusive of ALL Divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Learning Outcomes, and Divisional outcomes);
- Continue to improve on outcome awareness for all faculty and adjuncts
    - TED has assessment data for all TED courses internally and gives data for the Institution following the Assessment Cycle.
    - All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct position.
    - SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well.

---------*"ACADEMIC EXCELLENCE"*---------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 1: Continue to implement and improve institutional program review.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Maintain the two year institutional program review cycle; • (PI.1b) Implement and improve the annual divisional assessment (program review);	1) A document has been finalized and approved emphasizing processes for institutional program review; *(SI, SII, SIII, SIV)* 2) Institutional policies are updated and routed accordingly for approval to include program review. *(SI, SII, SIII, SIV)*	Completed; ongoing Completed, ongoing	• ASCC Participatory Governance Structural Manual; • Institutional Program Review; Divisional Assessment-Program Review; • Academic Program Review; • Divisional SOPs; • Professional Trainings; • Divisional Meeting Minutes • Board Policies: ✓ Policy 1000-1004; • Faculty Performance Evaluation instrument

Description/Narrative:
ASCC has in place two Program Review Instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment- Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.

ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004- Comprehensive Program Review and Assessment of Instructional Program, Student Services and Administrative Services documents the inclusion of Program review.

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 2: Review and improve processes to analyze and evaluate student assessment data.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2) Review and improve outcome assessment and planning at the institutional, divisional, and program levels with focus on: outcome assessment standard operating procedures/instrument, data collection methods, assessment cycles, administrative/faculty/staff deliberation, and reporting.	3) A document has been finalized and approved emphasizing processes for institutional assessment and planning; *(SI, SII, SIII, SIV)* 4) Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning. *(SI, SII, SIII, SIV)*	Completed; on going Completed; on going	• ASCC Participatory Governance Structural Manual; • Annual Divisional Assessment; • Institutional Program Review surveys; • Finance Division SOP Manual • Participatory Governance Structural Manual (2015); • Board of Higher Education Policy Manual.

Description/Narrative:
ASCC continues to implement Board policies on Institutional assessment and Program Review as documented in the ASCC Participatory Manual and Board Policies. All Divisions are accountable for using assessment data to improve on Planning, Decision Making and allocating of resources for services and instructions.

Recommendations:

- Continue to improve outcome assessment and planning processes

- Provide analysis for all Program Review instruments to all Division
- Use analysis and results of Program Review for resource allocation

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 3: Assess and evaluate the effectiveness of academic and administrative services that support teaching and learning;**
- **Performance Indicator 4: Review and improve curriculum processes and institutional information through the biennial catalog update and information and policies are updated on institutional manuals and documents.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Make data-based recommendations for curriculum improvements; • (PI.4) Update the college catalog biennially and all institutional policies and manuals accordingly.	5) An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies. *(SI, SII, SIII, SIV)*	Completed, on going	• Data assessment Report and cycle; • Academic program review; • Academic Departments action plans; • Institutional Data Sets (IDS) Toolkit; • Biennial Review of the Catalog and Processes; • Curriculum Committee Agendas and Minutes;
	6) SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions *(SI, SII, SIII, SIV)*	Completed, on going	• Curriculum Committee Minutes & Agendas, • Assessment Committee Minutes & Agendas, • Course approval Forms, • Program Removal/Approval Forms; • Academic Assessment Report; • Academic Departments Action Plan. • Closing the Loop at Course Level Questions • Closing the Loop at Program Level

Description/Narrative:

ASCC continues to improve on processes for assessment and achievement of Student Learning Outcomes at all levels. Academic Divisions/Departments and Student Support Services continue to improve on tracking mechanisms in achievement of Institutional Set Standards.

Recommendations:

- Use assessment data and program review analysis for instructional improvement of SLOs at all levels
- Continue to be SLO driven in planning and decision making
- Use analysis and results for resource allocation and program improvement

---------*"ACADEMIC EXCELLENCE"*---------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 3: ASCC will emphasize High Quality Teaching and Services.

- **Performance Indicator 1: Increase the quality of effective instructional delivery and services.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Provide adequate resources for teaching and learning and professional services; 1. Assess the accurateness of resources for teaching and learning, and professional services; 2. Assess the utilization of resources for teaching and learning, and professional services.	1) A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; *(SI, SII, SIII, SIV)*	Partially Completed; on going	• Comprehensive Maintenance Plan • ASCC Annual Report; • Planned Purchases • Institutional Program Review • Divisional Assessment Survey; • Procurement Biannual Fixed Assets inventory report

Description/Narrative:

ASCC implements an Institutional Program Review mainly for Accreditation status following a biennial cycle. In addition, a Divisional Assessment Program Review is implemented annually to improve on services and instructions for all Divisions. Academic Affairs also conducts an Academic Program Review annually for assessment of its Instructional programs.

Recommendations:

- Need to determine whether the ASCC Annual Report or Comprehensive Maintenance Plan 2015-2020

addresses the Expected outcome?

Objective 3: ASCC will emphasize High Quality Teaching and Services.

- **Performance Indicator 2: Evaluate the quality of faculty/staff performance and utilize evaluation data to improve individual effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Assess the alignment of all ASCC employment positions to divisional standard operating procedures and outcomes; • (PI.2b) Continue to evaluate faculty/staff performance and the utilization of data to improve professional needs: 1. Content-based activities and opportunities; 2. Pedagogy based opportunities 3. Skill based opportunities	2) Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; *(SI, SII, SIII, SIV)* 3) An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; *(SI, SII, SIII, SIV)*	Completed, on going Completed; on going	• Individual Divisional SOP Manual; • Human Resources (SOP) Manual, • SSI SOP Manual, • DOSS Manual, • Academic Affairs SOP Manual, • ASCC Org Chart • Faculty Performance Evaluation • Annual Performance evaluation; • Performance Evaluations • Department/Division monthly meetings.

Description/Narrative:

ASCC has in place an organization chart which guides Divisions on internal protocol and approval processes. In addition, ASCC Divisions/Departments have in place SOP Manuals for continuous improvement of services and guidance. ASCC continues to evaluate performance of faculty and staff annually through its HR SOPs.

Recommendations:

- Provide an annual analysis of faculty/staff performance evaluation;
- Identify responsible divisions/committee in providing analysis
- Use analysis to identify Professional Needs and set priorities
- Use analysis of faculty /staff performance evaluation to determine appropriate Income/Salary based on qualifications and expertise as

Objective 3: ASCC will emphasize High Quality Teaching and Services.

- **Performance Indicator 3: Provide professional development activities in teaching, learning, and services.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Provide in-service and off-island opportunities to improve; 1. Data-based curriculum, instruction, services, and assessment.	4) Increasing improvements on data collection methods, analysis and dissemination of student achievement and institutional/divisional outcome achievement. *(SI, SII SIII, SIV)*	Partially Completed; on going	• Course Graded Assignments Align to Level of Competency; • CLO Matrix; • Core and Co Foundation Program; • Institutional Data Set (IDS) Kit • ASCC Website for IDS • Assessment Trainings on Island and Off-island

Description/Narrative:
Academic Affairs collects assessment data on a semester basis from all Academic Programs. Data is compiled in Assessment Reports per Department by the Director of Assessment & Curriculum. All assessment reports and data are available to the Institution through Compliance Assist, Academic Affairs, Institutional Effectiveness, and College Website. ASCC has in place Student Achievement Standards which were set and approved by the Curriculum, Assessment, Academic Excellence, Institution -Assembly with Staff and Faculty, and the Board of Higher Education. Student Achievement Standards are now being evaluated and assessed for achievement of SLOs and set standards.

Recommendations:

- Continue college wide discussion on Student Achievement; its meaning and alignment to program outcomes, course and student.
- Need a manual aside from Academic Affairs SOP on processes and procedures for data collection
- Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 1: Improve and increase community and cultural research.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Increase internal and external awareness with ASCC's community and cultural research and outreach.	1) Institutional publicity has increased in research, awareness, and program salient accomplishments.	Completed, on going	• ASCC Publicity announcements; ASCC website, • Students' organizations/clubs. • Extra and Co-Curricular Activities ✓ SAFF

	(SI, SII, SIII, SIV)		✓ BAOA ✓ PTK ✓ Law Justices ✓ Psychology Club ✓ TED Club ✓ Fine Arts Spring Play ✓ Nursing Manu'a Outreach ✓ ACNR outreach ✓ Apprenticeship • Budget Allocation Approval • 411 newsletter • Bi weekly Reports • Annual Reports • News Media • Press Release process/IE Media Staff • Recruitment Program via Student Services • Individual Department Recruitment; • SSI and ACNR Research Element highly visible and active on Community Research and Outreach • Projects of SSI and ACNR noted in Videos, Library Pacific Section

Description/Narrative:

• ASCC through its faculty and staff are actively engaged in ongoing outreach activities to schools, communities, church groups, government departments and agencies and private sector. ACNR and SSI programs are actively involved with extension and research activities.

ASCC has a marketing committee established in 2015 responsible for public awareness and recruiting.

Recommendations:

- Need to improve on availability of services provided to students and Parents/community
- Recommend Press Release & Recruiting needs to be increased
-

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 2: Improve and increase community workforce training and placements;**
- **Performance Indicator 3: Maintain and expand community partnerships.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Expand opportunities for credit/noncredit training;	2) Constant reviews and updates on all (Current and New) ASCC MOUs, job	Completed, on going	• MOU's with Government agencies within different Departments:

• (PI.2b) Expand ongoing career placement programs; • (PI.2c) Strengthen existing programs; • (PI.2d) Formalize additional workforce placement programs; • (PI.3) Maintain and expand community partnerships.	placements, and transfers are documented and centralized institutionally and archived; *(SI, SII, SIII, SIV)* 3) An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived. *(SI, SII, SIII, SIV)*		✓ SSI, ✓ ACNR, ✓ TED, ✓ TTD, ✓ Nursing, ✓ Business, ✓ CJ • Articulation of Degrees and courses with off-Island Colleges for AA & AS data • Signed Articulation Agreements • Job Placement data on IDS on ASCC Website • Individual Department internal data • Student Services Exit Survey • Department Minutes and Agenda of Advisory council meetings • Compliance Assist for Biweekly reports

Description/Narrative:
Academic Affairs is tasked with updating Articulation agreements with off-island colleges based on set time by the Colleges. Academic Departments are tasked with updating and review of MOUs with local agencies and community. MOU's are sent to Academic Affairs Office for filing; reviewed by Dean of AA and VP and final sign off by President of ASCC. Minutes for Advisory Council Meetings are sent via Chairpersons per department to Academic Affairs.

Recommendations:

- Revisit Processes in regards to Advisory Council:
  - ✓ Review the role and purpose of Advisory council and its link to all Academic Programs
  - ✓ Set timeline for Advisory council meetings for all Academic Departments
  - ✓ Submit and centralize all Academic Departments advisory council meeting minutes and agendas
  - ✓ Provide summaries on the impact of activities and inclusion of Advisory Council

to Instructional Programs and Student Achievement
- ✓ Report on how Advisory council assist with workforce placement and curriculum
- ✓ Include as a component of the Academic Program Review Instrument

- Draft/update an Advisory Council Handbook;
- Initiate review, assessment and timeline cycle of Advisory Council Handbook

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 4: Implement service learning outreach programs.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Provide more service learning career opportunities for ASCC students;	4) A service learning plan has been identified and implemented. *(SII, SIII)*	Partially completed, On going	• Counselors, • Academic internships, • Psychology courses service learning requirement; • Course syllabi

Description/Narrative:
ASCC needs to revisit a plan for Service Learning.

Recommendations:

- Need to identify and implement a Service learning plan
- Lack of funding source
- Revisit the Service Learning for Academic Programs
- Psychology courses require students to complete a 40 hour service learning project.
- Need to reassess courses that use Service Learning not to confuse with Practicums
- Need to reassess all courses for implementation of Service Learning

---------*"ACADEMIC EXCELLENCE"*---------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 1: Provide professional training for faculty/staff and support technicians.**

Activities:	Expected Outcomes:	Status:	Evidence:

• (PI.1) Assess the trends and usage of technology in higher education.	1) A plan has been reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; *(SI, SII, SIII, SIV)*	Partially Completed; on going Partially completed	• Moodle Training • Smartboard Training for Faculty • Web-advisor • MIS Plan (Technology Plan) • Budget Review & Approval Reports • ACCRO- workshop on Transfer and Retention (Faculty and Staff)

Description/Narrative:

ASCC students have access to Student Learning Center or computer lab; classrooms are equipped with Smart Boards which students and faculty use to enhance teaching and learning experience; students also have access to tools and technology utilized in the field, practicum and laboratories – ex: microscopes, GPS tracking devices, tissue culture equipment and supplies, entomology and plant pathology tools and equipment. MIS continues to provide trainings to ASCC faculty on MOODLE and Smartboard.

Recommendations:

- Need on going Professional development for Faculty and Staff on MOODLE, SMARTBOARD, etc..
- Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.
- Improve implementation of technology plan for professional development and system upgrades
- Provide an update, presentation or training to the institution in regards to upgrades of technology.

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 2: Promote distance learning and integration of existing technologies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Increase the number of distance learning courses offered at ASCC; • (PI.2b) Assess the value added impact of distance learning on student achievement.	2) An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include possible outreach designated site MOUs, resources,	Incomplete; on-going review Not done	• ASCC does not offer online courses or distance learning. • There are not distance learning courses offered. • Budget Review & Approval Reports

	technical support, and stability of instructional delivery; *(SI, SII, SIII, SIV)*		

Description/Narrative:

ASCC does not offer Online courses, but something for the Institution to consider in the future.

Recommendations:

- Encourage faculty to use MOODLE or a related program to enhance teaching and curriculum
- Consider expanding instructions through distance learning

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 3: Expand the development and integration of evolving technologies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Research the compatibilities of newer technologies to ASCC's existing resources.	3) An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting. *(SII, SIII)*	Partially completed, on going	• MIS Plan • Academic Program Review • Institutional and Divisional Program Review • Support@amsamoa.edu link • Procurement & Academic

Description/Narrative:

MIS conducts surveys on current technology needed and uses their findings for budgeting. A link to Support@amsamoa.edu for personnel to report on technological problems. All Divisions realized the impact and benefits of technology to programs and curriculum and are currently working with MIS division and professional staff on ways to improve in this area – such as new equipment, computers, peripherals and other technology relevant to programs.

Recommendations:

- Does ASCC have an assessment SOP to assess current status of technologies in place?
- Need to see plan and share with all stakeholders on Technology
- SOP Manual for Technology shared with all
- Need an annual assessment of ASCC technologies in place such as smartboard, computers, etc..
-

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

- **Performance Indicator 1: Review and improve academic advising, counseling, and tutoring;**
- **Performance Indicator 2: Review and improve opportunities for student recruitment and college preparation;**
- **Performance Indicator 3: Provide opportunities for students to receive adequate financial assistance.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Improve and increase the awareness and services of academic advising; • (PI.1b) Increase awareness of counseling and tutoring services and coordination of referrals throughout the campus; • (PI.2) Increase college preparation outreach; • (PI.3a) Maximize student access to financial aid employment scholarships; • (PI.3b) Increase the accuracy of financial aid applications and records.	1) An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented. *(SII, SIII)* 2) Outreach	Partially completed; on going	• Divisional Assessment Survey • Student Satisfactory Survey, • Academic Advising, • Counseling ✓ Academic, ✓ Career, ✓ Diversity, ✓ Financial Aid, ✓ Personal, ✓ Transfer, ✓ VA • Student Learning (SLA) Center-Annex ✓ Tutoring Services • Recruitment Plan with Student Services • New student Orientations • DOSS Service and SOP Manuals, Brochures • 411 Newsletter • Bi-Weekly and Quarterly Reports • Admission-Student Orientation • Budget Review & Approval Reports

	recruiting procedures is institutionalized, documented, and centralized; *(SI, SII, SIII, SIV)*	Partially completed, on going	• DOSS High School outreach and recruitment; ✓ Admission ✓ Financial Aid ✓ Representatives from Academic Programs ✓ Financial Aid handbook ✓ Student Handbook • College Signing Day; • New Student Orientation during 1st week of instructions; • Campus Tours; • Career Day(s) • FAFSA/Pell Grant; • Work Study (Federal, Non-Pell); • In-House Scholarships; ASG Scholarships. • Marketing committee (Ad Hoc Committee);

Description/Narrative:

ASCC continues to improve on services available and provided to students for improvement of Instructional performances and its impact on Student Achievement.

Recommendations:

- Improve processes on student services available to students
- Identify a comprehensive support service in alignment with Student Achievement
- Improve on Tutorial services available to students
- Conduct a program review on assessment of all Services available to students similar to Academic program review of Instructions
- Revisit assessment and review of CLP course to put back in GE for students
- Need to improve services provided to students and Parents/community
- Need to share process and procedures for recruiting and where that data is stored on numbers recruited etc. Not sure where that data is and or how shared with college
- Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc.
- Need to provide & improve on Marketing, outreach, and recruitment processes also in programs such as Scholarships, Financial Aid & Workstudy
- Need to improve on Marketing, outreach, and recruitment processes and Activities
- Marketing committee needs to have a solid plan in place.

Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

- **Performance Indicator 4: Promote a vibrant and secure environment for campus life.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4a) Increase the number and scope of extracurricular activities to promote SLO awareness; • (PI.4b) Improve the awareness plan for student/faculty/staff safety.	3) A process for a calendar of institutional activities are generated annually and disseminated accordingly; *(SII, SIII)*	Partially completed, on going	• 2 Year Academic Calendar as noted in the Catalog, • Divisional Calendars such as Academic Affairs Departments semester calendars; • SGA Activities • Co-curricular/extra-curricular Activities; • Faculty Orientation- professional Development; • Convocations; • Assessment 101 workshops; Counseling Calendar of Activities; • 411 Student Newsletters; • Graduation Banquet-Awards; • ACNR Club under the 4-H program.
	4) An assessment of the ASCC safety plan is documented and archived. *(SII, SIII)*	Completed; on going	• ASCC safety Plan ; • Maintenance Plan; • Campus Safety and Security annual Reports

Description/Narrative:

ASCC has an Institutional 2 year Academic Calendar as published in the ASCC Catalog. All Academics and Student Services Divisions set calendars of Activities either on a semester basis or annually. ASCC has a Safety and Maintenance Plan in place.

Recommendations:

- Clarify process for an Institutional Calendar of Activities
- Identify accountable Divisions for review and assessment of process
- Need to revisit YANA, etc for young people
- Revisit opening library on weekends for the Community to encourage community services like summer reading for kids, etc.
- Revisit the Wellness Center usage; no advertising for that these days? Wellness is important for safety

too

---------*"ACADEMIC EXCELLENCE"*---------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 7: ASCC will enhance opportunities for student academic, career, and personal success. • **Performance Indicator 1: Improve and expand transfer and employment counseling;** • **Performance Indicator 2: Improve the tracking of alumni employment, transfer, and enrichment.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Increase awareness of transfer opportunities and employment counseling; • (PI.2) Improve the collection of alumni data for internal and external reporting.	1) An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; *(SII, SIII)*	Partially completed, on going	• Student Tracking Process: 1st year Academic Programs 2nd year DOSS • ASG Scholarship and Student Loan Recipients • Graduation Survey • ASCC Publicity • IDS KIT • Exit Surveys; Student Services • Alumni Association • ASCC Fact Book • ASCC Annual Report • Student Achievement Institutional Set Standards; ✓ Transfer to Higher Education ✓ Workforce Placement • Academic Program Review reports on transfer and workforce placement: ✓ SSI ✓ TED ✓ TTD ✓ Nursing ✓ Business ✓ ACNR
Description/Narrative: ASCC through its Institutional Student Achievement has Set Standards on transferability and workforce			

placement. The college continues to monitor and assess tracking instruments for improvement of processes on transferability to high education and job placement. Academic Programs are encouraged to report and track graduates from various disciplines.

Recommendations:

- Need to request data from ASG Human Resource, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed.
- Continue to improve tracking mechanisms to ensure meeting Institutional student achievement standards
- Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement
- Centralize all data for continuous improvement of Tracking
- Need Manual on Employment counseling
- Need an office for Employment Counseling
- Host more Career Days
- Need to have a centralized office and staff for Alumni information
- Improve and update methods of collecting this data and information

Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

- **Performance Indicator 3: Expand and increase articulation agreements in student and course transfer.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Update, reconfirm, and increase new articulation agreements with other institutions for student and course transfer articulation.	2) A document that specifies updates on current and new articulation agreements is centralized institutionally and archived. *(SI, SII, SIII, SIV)*	Completed; on going	• Signed Articulation Agreements with off-island colleges; ✓ Available on ASCC Website ✓ ASCC Catalog

Description/Narrative:

ASCC continues to update signed Articulation Agreements with off-Island Colleges. Academic Departments and Programs are encouraged to initiate articulations with off-Island Colleges on specific degrees/Certificate Programs.

Recommendations:

- Continue to expand articulation agreements with US Colleges and Universities as majority of signed articulations are with Hawaii Colleges and Universities.
- Improve tracking of transfer students in order to initiate articulation agreements with other US Accredited Colleges

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

- **Performance Indicator 1: Continue to explore options for program development;**
- **Performance Indicator 2: Assess and review ASCC's mission according to the need of the community.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Comply with WASC ACCJC requirements; • (PI.1b) Initiate review of programs to comply with accreditation standards for WASC ACSCU; • (PI.1c) Increase community articulation based on societal needs and trends focused on learning and student centeredness; • (PI.1d) Assure adequate funding for planning and operations; • (PI.2) Review and assess ASCC's	1) Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU. *(SI, SII, SIII, SIV)* 2) Program and workforce developments for local expansion are documented. *(SI, SII, SIII, SIV)* 3) ASCC's mission and vision statement is assessed to determine institutional and community	Completed; on going Partially completed	• B.Ed. Program • MOU's and employment tracking for ASDOE, Hospital, ASG Workforce • SSI and ACNR research documents and publications • Institutional Student Achievement Standards: ✓ Degree Program Requirements; ✓ Persistency; Degree/Certificate Completion and Transfer: o Transfer to Institution of Higher Learning; o Transition to the Workforce; • Local MOUs with LBJ, DOE, etc..

mission and vision.	needs biennially. *(SI, SII, SIII, SIV)*		

Description/Narrative:
Recommendations:

- Aside from the Bachelor in Elementary Education, what other Academic Programs have initiated or planned to offer a four year Program(s)?
- Has the Institution initiated dialogue on transitioning to a four year college? If so, what would be the next Program or emphasis based on the need by the Community or local MOUs?
-

----------*"ACADEMIC EXCELLENCE"*----------

Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

- **Performance Indicator 1: Provide recognition of merit;**
- **Performance Indicator 2: Continue to recognize faculty and staff achievements through media and other networks;**
- **Performance Indicator 3: Provide adequate resources for promotion.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Improve and implement administrative procedures that focus on support for instruction and services. • (PI.2) Continue to recognize faculty and staff achievements through media and other networks; • (PI.3) Provide adequate funding for faculty/staff individual professional development; • (PI.4) Consistently	1) Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; *(SII, SIII, SIV)*	Partially, Completed, on going	• Annual Faculty Recognition Program; ✓ Individual /Departmental Certificates ✓ Awards ✓ Plaques • Increments for promotion and or degree attainment

apply personnel policies for promotion and advancement.			

Description/Narrative: •

ASCC faculty are recognized during the annual Faculty Recognition Dinner. Faculty are provided opportunities to participate in professional development off-island through budgeted trainings and through Grants in various disciplines. Academic Directors attended professional trainings on Assessment (ARC conference) for continuous support of faculty.

Recommendations:

- Need to recognize staff's work and or have a staff appreciation day.
  - ✓ Revisit the Connection newsletter and the taulogologo newsletter.
- Need to recognize administrators
- Faculties have done their recognition but what about the Staff?
- Is there a written process for Faculty/Staff recognition?

Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

- **Performance Indicator 4: Review and implement faculty/staff reclassification and ranks.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.5a) Implement reclassification; • (PI.5b) Develop and adopt a system for faculty ranks.	2) The plan for reclassification has been reviewed and implemented; *(SII, SIII)* 3) Faculty ranks have been reviewed and implemented; *(SII, SIII)*	**On going** **Incomplete; on- going review**	• Human Resources SOP • HR records for promotions; etc. 303 notes promotion etc. • No records for faculty ranks

Description/Narrative:

There is work being conducted on reclassification of staff and faculty via HR. Faculty Senate should lead in the research about faculty ranks (checked what other institutions have) as they were instrumental in the changes made to the faculty performance evaluation

Recommendations:

- Refer to Staffing Strategic Focus area

- A clear process and plan must be defined in the reclassification of staff and faculty.
- Need to review faculty ranks through Faculty Senate
- Need to host a Staff Recognition Dinner
- Need to host Employee Day

ASCC Institutional Strategic Plan 2015-2020 update Template:

Physical Facilities and Maintenance:

Strategic Focus:
ASCC will continue to effectively maintain its human and physical assets and its services to its internal/external stakeholders through its Integrated Physical Facilities and Maintenance Plan.

Strategic Response:
The 2015-2020 PFM Master Plan was based on an assessment of the 2009-2014 PFM Master Plan. Recommendations substantiated from the 2009-2014 plan focused on the best practices for the effective management of ASCC's Physical assets. The plan encompasses Total Cost of Ownership measures, which will increase the efficiency of our facilities, reduce maintenance costs, and decrease high turnover of facilities and equipment. Effective maintenance of our facilities will enable stakeholders to work in a safe, clean and secure environment leading to the achievement of our institutional mission for "high quality" services. The plan allows for administrators to envision expansion of campus facilities and programs and to prepare for the future.

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objectives:

- ASCC will institute a review process to monitor the implementation of the comprehensive preventive maintenance plan;
- ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel.

Goal 2: ASCC will continue to plan new construction based on a needs assessment.

Objective:

- ASCC will complete all new construction and newly identified construction.

Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.

Objective:

- ASCC will continue to maintain our physical assets through renovations and repair.

Goal 4: ASCC will effectively maintain its facilities and equipment.

Objective:

- ASCC will implement and improve the comprehensive preventive maintenance plan.

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Review of Physical Facilities and Maintenance Plan:

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan. • **Performance Indicator 1: Develop a review process of all ASCC physical facilities.**			
Activities:	**Expected Outcomes:**	**Status**	**Evidence**
• (PI.1) Confirm facility review process for new construction projects, renovation and repair priorities, and maintenance activities: o Establish and organize the facility review committee; o Establish roles and responsibilities for FRC; • Review compliance of all	1) A committee is established to monitor PFM plan, assess its effectiveness, and set schedules for new construction, renovation and repair, and maintenance activities; 2) A formalized process outlining FRC roles and	1) Not Completed 2) Not Completed 3) Partially Completed	1) No Evidence 2) No Evidence 3) No Evidence

ASCC physical facilities to local and federal regulations;	responsibilities in assessing and scheduling is documented; 3) All processes are compliant with local and federal regulations; *(SIII)*		

Description/Narrative:
Currently there is no FRC. There is a need to establish this committee and its responsibilities. In addition, there is a need to document process in reviewing ASCC's physical facilities to ensure it is compliant with local and federal regulations.

Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan.

- **Performance Indicator 2: Conduct an assessment of all physical facilities.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2a) Initiate 1st assessment of facilities ○ Review previous facility plans (ex. 2020 campus plan, ASCC campus filed book, 2007 facilities plan, etc.); ○ Collect institutional data on space management; ○ Conduct inventory of buildings; ○ Conduct inventory of maintenance equipment; ○ Review institutional program review and divisional assessment results; ○ Review standard III;	4) A full facility assessment report of ASCC's physical assets highlighting needs for new construction and minor/major renovation and repair; *(SIII)* 5) An annual schedule for new construction, renovation and repair, and maintenance activities is identified; *(SIII)*	4) Completed 2015 5) Completed 2015	4) Comprehensive Maintenance Plan 2015-2020 5) Included in Comprehensive Maintenance Plan 2015-2020

○ Assess condition of current facilities; • (PI.2b) Initiate 2nd assessment of facilities ○ Review new construction, renovation and repair, and maintenance activities performed in first two years; ○ Assess new condition of physical assets; ○ Make recommendations for maintenance schedules and resources;			
Description/Narrative: This objective has been completed but the committee recommends that the Comprehensive Maintenance Plan is reviewed annually for updates and to ensure that it is being implemented.			
Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan. • **Performance Indicator 3: Identify funding sources to execute the comprehensive preventive maintenance plan.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI. 3) Identify possible funding sources through federal grants and local funds.	6) Increase in funding resources. *(SI, SIII)*	6) Partially Completed	• Included in Comprehensive Maintenance Plan 2015-2020 • CIP Federal Funding set aside for the Multipurpose Center $105,000 • CNR has funding for maintenance of its facilities.
Description/Narrative: The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Sub Committee recommends to include maintenance, repairs, new constructions etc in all grant proposal as applicable.			

----------"PHYSICAL FACILITIES AND MAINTENANCE"----------

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objective 2: ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel. • **Performance Indicator 1: Provide, maintain, and hire qualified personnel to fulfill technical/specialized positions.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) To allocate institutional support for: o Technical/specialized training; o Qualified personnel.	1) Qualified technical/specialized personnel have been hired; *(SII, SIII)* 2) Support staff received training in specialized/skilled areas. *(SIII)*	1) Partially Completed 2) Not Completed	1) HR files of PFM personnel 2) No Evidence
Description/Narrative: There is a need for qualified technical/specialized air conditioning personnel. The subcommittee also recommends that support staff receiving specialized/skilled areas. Also recommends utilize of the TTD Apprenticeship Program. Subcommittee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertize.			

----------"PHYSICAL FACILITIES AND MAINTENANCE"----------

Goal 2: ASCC will continue planning of new construction based on a needs assessment. (New Construction)

Objective 1: Complete all new construction and newly identified construction. • **Performance Indicator 1: Ensure quality of construction;** • **Performance Indicator 2: Ensure adherence to proposed timeline.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1 & PI.2) ASCC will reference the 2020 campus plan for	1) Completion of all identified new	1) Partially Completed 2) Not	1) MPC partially completed and TTD/SSI project is yet to begin. CIP ASG

guidance and planning by the facilities review committee; • (PI.1 & PI.2) Monitor progress of construction by ensuring builders are following proposed timeline and completing phases as indicated in the specifications; • (PI.1) Consult with appropriate local and federal agencies for compliance issues and schedule inspections accordingly; • (PI.1 & PI.2) Weekly progress reports addressing issues and finding solutions to construction problems; 3. Submit all documentation for construction projects to special projects personnel for proper storage of all facility documents;	construction; 2) Institutionally centralized and archived all construction plans, documents, and blueprints.	Completed	Committee has already approved $300,000 (2017) for TTD design phase and another $300,000 (2018) for SSI design phase 2) No Evidence
Description/Narrative: The Special Projects Manager, Procurement Officer and Physical Facilities Management Officer began the process of collecting all construction documents and is planning to archive these important documents at the ASCC Library.			
Objective 1: Complete all new construction and newly identified construction. • **Performance Indicator 3: Develop maintenance schedule for all construction;** • **Performance Indicator 4: Implement maintenance schedule;** • **Performance Indicator 5: Assess maintenance schedule for effectiveness.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.3 & PI.4) Develop schedule for the	3) A comprehensive	3) Completed 4) Completed	3) Comprehensive Maintenance Plan

maintenance of all ASCC completed construction projects; • (PI.5) Implement schedule for all completed construction project maintenance;	maintenance plan for all completed construction projects; 4) Assessment of all maintenance on completed construction projects are reported in divisional quarterly reports.		4) PFM Weekly, Bi-Weekly, and Quarterly Report
Description/Narrative: Continue assessment of maintenance and continue to report in weekly, bi-weekly, and quarterly report.			
Objective 1: Complete all new construction and newly identified construction. • **Performance Indicator 6: Secure funding for maintenance of all new construction.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.6) Identify funding sources locally and federally.	5) Increase in local and federal funding sources.	5) Partially Completed	5) Local PFM Budget (2015-2016)
Description/Narrative: Recommend to review the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process.			

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.

Objective 1: ASCC will continue to maintain our physical assets through renovations and repair. • **Performance Indicator 1: Conduct assessment on the current process for renovation and repair;** • **Performance Indicator 2: Improve Job order processes;** • **Performance Indicator 3: Train all personnel on OSHA requirements.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Conduct an assessment of current renovation and repair process; • (PI.2) Improve job order processes; • (PI.3) Hire an	1) Annual review of work order process for renovations and repair and preventive maintenance;	1) Completed 2) Completed 3) Completed	1) Job Order SOP and PFM weekly, bi-weekly, and quarterly report. 2) Procurement SOP for purchasing 3) Attendance of Department Labor Training and OSHA

OSHA consultant to train all personnel on OSHA requirements;	2) Annual review of PR process to procure materials and supplies; 3) Compliance with OSHA standards.		certification of PFM Officer and SPM (Refer to HRO)

Description/Narrative:
Sub Committee recommends continuous re-certification.

Objective 1: ASCC will continue to maintain our physical assets through renovations and repair.

- **Performance Indicator 4: Educate all stakeholders on the proper care of facilities and energy saving initiatives;**
- **Performance Indicator 5: Assess renovation and repair activities for institutional effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Train staff and faculty on proper care of facilities and energy-savings initiatives: • (PI.5) Conduct a quarterly assessment on renovation and repair activities.	4) Reduction of overhead costs; 5) Reduction of work orders; 6) Preservation of our facilities.	4) Partially Completed 5) Not Completed 6) Partially Completed	4) M,W,F shut down 12-1p.m. for energy savings and the institution has began purchasing energy efficient AC units. 5) Job Orders are not reduced. 6) Maintenance of our facilities is on-going. The priorities of major maintenance projects are listed in our Comprehensive Maintenance Plan.

Description/Narrative:
Subcommittee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be headed by PFM & TTD.

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 4: ASCC will effectively maintain its facilities and equipment. (Maintenance)

Objective 1: ASCC will implement and improve the comprehensive preventive maintenance plan.

- **Performance Indicator 1: Develop, implement, and assess the comprehensive preventive maintenance plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Develop and implement a preventive maintenance program for all system concerns:	4) A comprehensive maintenance plan inclusive of all physical facility concerns;	1) Completed	1) Comprehensive Maintenance Plan 2015-2020

Description/Narrative:
Recommends to review this plan annually for update for institution decision making and to ensure it is implemented.

Objective 1: ASCC will implement and improve the comprehensive preventive maintenance plan.

- **Performance Indicator 2: Identify resources for comprehensive preventive maintenance plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2) Identify resources: o Identify sources of funding for comprehensive maintenance plan o Identify human resources needed to perform the job o Identify tools and equipment needed for the programs above.	5) Adequate support and allocation of resources is documented;	2) Partially Completed	2) Comprehensive Maintenance Plan 2015-2020

Description/Narrative:
The Comprehensive Maintenance Plan 2015-2020 was completed after the annual budget review for 2015-2016 was conducted. It is strongly recommended that this plan be used for the 2016-2017 institution budget preparation and planning.

ASCC Institutional Strategic Plan 2015-2020 update Template:

Staffing:

Strategic Focus:

- Professional, Governance and Employee Development;
- Reclassification;
- Adequate Staffing.

Strategic Response:
With the influx in ARRA funding, many of the goals and objectives in the Staffing Plan (ASCC Strategic Plan 2009-2014) were addressed in the areas of professional development, training, and hiring in high need areas. This plan provides updates based on the implementation of the 2009-2014 ASCC Staffing Master Plan with the focus on policies and processes to better improve and sustain professional development, reclassification and hiring of personnel.

----------*"STAFFING"*----------

Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.

Objective:

- ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.

Objective:

- ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.

Objective:

- ASCC will budget positions for identified high need areas.

----------*"STAFFING"*----------

Review of Staffing Plan:

Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

- **Performance Indicator 1: Analyze and review guidelines for professional and employee development training.**

Activities:	Expected Outcomes:	Status	Evidence
• (PI.1a) Confirm staffing review process for hiring, training, and professional development: o Establish and organize the staffing review	1) A staffing review committee (SRC) is established to monitor staffing plan, assess its effectiveness, and reviews for training, professional	Completed	Staffing Review Committee report

committee; ○ Establish roles and responsibilities for SRC; • (PI.1b) SRC review compliance of all ASCC policies and practices to local and federal regulations; • (PI.1c) Analyze guidelines for selecting, monitoring, and accountability for professional and employee development activities (off/on-island training); • (PI.1d) Evaluate available training alternatives to identify the most effective mechanism for developing employee competencies (local training/webinars);	growth, and hiring. 2) A formalized process outlining SRC roles and responsibilities in review and assessment; 3) All processes are compliant with local and federal regulations; *(SIII)* 4) Analysis of professional updates, development, and employee development activities to identify needs and strengths. Analysis should be processed and policy driven, institutionally centralized and archived; *(SII, SIII. SIV)*	Completed Partial Completed Partial	Staffing Review Committee report Staffing Review Committee report Governance Structural Manual. Staffing Review Committee report Staffing Review Committee report

Description/Narrative:

1) Tamari, Teleiai, Sereima, Jessie, Fuatapu recommends that the institution evaluates the professional development, training of staff since the Academic Division is set.
2) Subcommittee recommends that the SRC becomes an ongoing (standing) review committee. To continue their scope of service in recommending monitoring, assessing, evaluating and analyze results for reporting to Leadership Team.
3) Subcommittee recommends that the College follows the local laws in publication of policies every two years (ref ASCA 4.1002). Subcommittee recommends that the College must also establish a timeline of policy review in order to meet federal and local laws pertaining to ASCA 4.1002)
4) Subcommittee recommends that Division reports all professional development to HR, and HR to provides an Annual Report detailing areas of training and professional development required. Subcommittee also recommends to utilized IE to centralize and archive institutional reports. Recommend that the institution follow established policies in updating official personnel records.

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

• **Performance Indicator 2: Support required training.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI.2a) Identify funding and resources to conduct and attend required training (Training of Trainers); • (PI.2b) Establish a pool of trainers to conduct required training from institution and community;	1) An institutional schedule of high quality and required training for all employees; 2) A list of professional development trainers identifying specialized areas of expertise;	Completed Incomplete (Not Completed)	Staffing Review Committee report ASCC Budget Planned activities as per divisional budget purchases/allocation.
Description/Narrative: 1). The subcommittee recommends that the schedule of institutional required training should be part of the IPECC/VPs/President scope so that it is integrated into the strategic plan. 2) The subcommittee recommends that the institution identify specialized areas and update their official files so that HR can list the professional. Upon completion of identification of the list is shall be forwarded to IE for archiving and disseminating institutional publications. Subcommittee also recommends that the implementation process of this scheduled is monitored and overseen by VPs.			
Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services. • **Performance Indicator 3: Promote personal and professional growth.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI.3a) Provide opportunities and incentives that will enhance personal and professional growth; • (PI.3b) Formalize employee participation through an incentive process based on long-term commitment and service in institutional committees: o A plan is identified to acknowledge faculty/staff who served in institutional committees for 5+ years;	3) An increase in faculty and staff enrollment in courses, webinars, and training for strengthening of competencies and cross training; 4) Faculty & Staff long-term consistent participation in institutional committees are acknowledged and rewarded accordingly;	Completed Incomplete (Partial)	Staffing Review Committee Report Divisional Training, Bi-Weekly Report and Quarterly Report Annual Faculty Award Recognition (HR & Dean of Academic Affairs)
Description/Narrative:			

4) The subcommittee recommends that there be established standard criteria for awarding recognition for both faculty and staff.
Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services. • **Performance Indicator 4: Support and promote degree programs for employees for professional growth.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Provide funding, resource support or release time support for personnel in pursuit of a higher degree: o Policies are updated to include terms for faculty and staff commitment to ASCC upon completion of their degrees.	5) Increase in highly qualified and certified faculty and staff.	Complete	Staffing Review Committee report. Quarterly Report Personnel Summary - IE
Description/Narrative:			

---------*"STAFFING"*----------

Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.

Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services. • **Performance Indicator 1: Invest and improve competitive and equitable pay.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1a) Implement approved incremental reclassified pay schedule for faculty and staff that meets local mandates and USDOL minimum wage specifications; o Degrees Attained;	7) An updated equitable pay scale detailing the grades and steps for faculty, staff, and skilled positions have	Completed (Partial)	Draft Employee Reclassification proposal (*pending VP approval*)

○ Years of Service; ○ Individual Professional Growth; • (PI.1b) Review the class contracts scale for adjunct faculty and for professional services; • (PI.1c) Review the pay scale for specialized and skilled areas; ○ Degree vs. Certification; ○ Professional Licensure; ○ Years of Experience; • (PI.1d) Policies and processes on employment positions pertaining to degree, certification, licensure, and years of experience be reviewed by the SRC.	been reviewed by the SRC, channeled for approval, and implemented institutionally; *(SI, SII, SIII, SIV)*	Incomplete (Recommend to remove) Complete	Draft Employee Reclassification proposal (*pending VP approval*)
Description/Narrative: **1) The subcommittee recommends that the SRC review Goal 2, Objective 1 and Performance Indicator 1.** **Also, the subcommittee recommends that the Draft Employee Reclassification Proposal be finalized/completed by Year 1.** **2) The subcommittee recommends continuing the scope of SRC (standing committee?) whereas member composition may be revised.**			
Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services. • **Performance Indicator 2: Support standard classification process.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.2) Review the analysis of standard classification process transition for all ASCC employees: ○ Classification of ranks for Higher Education; ○ Differentiation of professional responsibility.	8) A standard classification process has been reviewed and aligned accordingly to the scope of professional responsibilities; *(SI, SII, SIII, SIV)*	Completed	Staffing Review Committee report

Description/Narrative:			
Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services. • **Performance Indicator 3: Improve performance evaluation process and instruments that assess effectiveness.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.3a) Update ASCC instruments to evaluate Faculty and Staff; • (PI.3b) Assess all ASCC employment positions for classification accuracy; • (PI.3c) An evaluation policy is identified and implemented;	9) Performance evaluation instruments are updated and implemented; 10) All ASCC employment positions are reviewed, classified, and aligned to the ASCC evaluation policy.	Partial Completed Completed	Faculty Performance Evaluation form. Position Review
Description/Narrative: **1) The subcommittee recommends that the Staff Two-Way Performance Evaluation be reviewed and revised to reflect classification of employees; ie supervisor duties vs support services functions.**			

----------*"STAFFING"*----------

Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.

Objective 1: ASCC will budget positions for identified high need areas. • **Performance Indicator 1: Implement and adhere to hiring procedures.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Review and update processes and policies for hiring and setting of pay scale to match qualifications and competencies required for the position;	5) Updated policies and clear SOPs for hiring, placement, and transfer of personnel; *(SI,*	Completed	Governance Policies Approved BHE 2015 HR Standard Operating Procedures (Show

	SII, SIII, SIV)		Cause Accreditation Report 2015) Show Cause Sanction Report by Staffing Review Committee. Established HR Personnel Action Request Recruitment Form and Personnel Action Request Transfer Form

Description/Narrative:

Recommendation by the subcommittee that ASCC should follow the ASCA 4.1002

1. Adopt rules of practice setting forth the nature and requirements of all formal and informal procedures available, including a description of all forms and instructions used by the agency;
2. Adopt rules stating the general course and method of its operations and the methods whereby the public may obtain information or make submissions or requests,

and establish a review of the Governance Policy Manual and Personnel Manual as per requirement of the law.

Subcommittee recommends that the Governance Policy Manual and Personnel Manual be reviewed and completed by Year I of the Plan.

Objective 1: ASCC will budget positions for identified high need areas.

- **Performance Indicator 2: Identify adjunct part-time, consultation, contractual and temporary positions.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Assess and identify ASCC institutional needs in specialized and high-need areas, and expansion; • (PI.2b) Continue to seek and procure funding for sustainability.	6) A document identifying ASCC's institutional needs in specialized and high-need areas, and expansion of services and program is institutionally centralized and archived; *(SI, SII, SIII, SIV)* 7) Funding sources	2) Not Completed 3) Not Completed	2) Policy 4602.1: Classifications "….. Classifications/Reclassifications of positions for consideration must be submitted to the Human Resources Department for processing prior to March 31 for

	are identified; *(SII, SIII)*		inclusion in to the next annual budget."

Description/Narrative:

2) Subcommittee recommends that division/program needs are submitted to HR by end of March of each year (inset policy) and provide through a formal report document to the institutional on an annual basis.

3) Subcommittee recommends reviewing and defining sources of revenue to utilize for P.I.2a. Eg: parking fees, enterprises, research foundation, facilities fees appropriated for institutional staffing needs in specialized areas and high need areas

Objective 1: ASCC will budget positions for identified high need areas.

- **Performance Indicator 3: Promote and expand student employment for transitioning into the workforce.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3a) Promote articulation for better employment opportunities for transitioning into the workforce; • (PI.3b) Review and analyze student employment process; • (PI.3c) Identify instrument or system to track student transferability, job placement, and service learning opportunities.	8) A tracking system is identified addressing the following areas: o Processes for student transition into the workforce; o Processes for student transferability to other institutions of higher learning; o Processes for Service Learning opportunities; 9) The tracking system (process) is institutionally centralized and archived.	4. Partially completed 5. Not completed	4) MOU for longitudinal system; Divisional tracking data of students; Student Services Transferability Data (Comprehensive Process)

Description/Narrative:

4. Subcommittee recommends that a MOU is established for partnership purpose of LDS.

5. Subcommittee recommends institutionalizing the process of data archiving, for internal and external reporting through the office IE.

ASCC Institutional Strategic Plan 2015-2020 Update Template:

Total Cost of Ownership:

Strategic Focus:

- Resource Management
- Resource Sustainability

Strategic Response:

With the influx in ARRA funding, many of the goals and objectives in the ASCC Strategic Plan 2009-2014 were addressed in the areas of Academic Excellence, Technology, Physical Facilities and Maintenance, and Staffing. This plan was established as an additional strategic priority resulting from recommendations from each of the master plans. The Total Cost of Ownership Plan encompasses resource allocation and management in each of the strategic focus areas.

----------*"TOTAL COST OF OWNERSHIP"*----------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objectives:

- ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel development in the provision of services and programs for academic achievement.

Review of Total Cost of Ownership Plan:

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement.

- **Performance Indicator 1: Develop a document to validate justification of all technology equipment requests;**
- **Performance Indicator 2: Develop and implement the replacement plan for all technology and equipment and supplies.**

Activities:	Expected Outcomes:	Status	Evidence
• (PI.1a) An inventory assessment of all technologies, supplies and equipment are documented, centralized, and archived; • (PI.1b) An assessment and review of divisional standard operating procedures to improve the control of purchasing technologies and equipment; o Review of PR Forms; o Institutionalize technical and equipment specification; o A plan to sustain the maintenance of technologies and equipment. • (PI.2) Assess and improve the process of replacing and disposing of all technologies and equipment: o A plan for replacing all technologies and	1) An up to date comprehensive inventory of all technology equipment is kept and referred to for purchasing and replacement of technology and equipment; *(SII, SIII, SIV)* 2) Processes and policies are followed for the replacement and purchase of all technology equipment; *(SII, SIII, SIV)*	1) Partially Completed 2) Completed	1) Fixed Asset Inventory 2014-2015 2) Procurement Purchasing SOP and MIS Specification provided to Procurement; Comprehensive Maintenance Plan 2015-2020

equipment is implemented; o Disposal of all or any technologies and equipment comply with local and federal regulations.			
Description/Narrative: Expected Outcome #1 Recommendation: Fixed Asset Inventory only captures PO with amounts of $5,000 and above. Therefore the subcommittee recommends for review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment. All divisions are responsible to keep their own inventories.			
Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement. • **Performance Indicator 3: Provide technical training for staff to adequately provide sufficient support for technology and equipment;** • **Performance Indicator 4: Provide care & maintenance training to all users of technology and equipment.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI.3) Technical training is scheduled and implemented for support staff based on the assessment of institutional needs in technologies and equipment; • (PI.4) Professional training for appropriate care and etiquette of technologies and equipment is provided for all ASCC employees.	3) Support staff have received technical training and provided with training opportunities in all areas of technology and equipment support; *(SII, SIII)* 4) All users of technology and equipment have been trained in the proper usage, care, and maintenance of technology and equipment; *(SII, SIII)*	3) Partially Completed 4) Partially Completed	3) ACNR DEG & CARIPAC technical training for support staff. TA's on professional staff trainings. Bi-wkly/quarterly reports. 4) Faculty Orientation Agenda Spring 2016
Description/Narrative:			

MIS had tried to request training but budget was cut. Current FY2016 budget does provide funding for technical training but have not been able to implement. Subcommittee recommends that MIS support staff get their required annual update training and/or get the required certification to support the institution technology needs. Subcommittee recommend across board training for the institution on proper usage of all technology and equipment.

Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement.

- **Performance Indicator 5: Implement assessment of all technological software and Internet accessibility to ensure that usage is at its full potential.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.5a) Internal assessment on internet connectivity is done monthly to determine speed efficiency conducive to institutional services; • (PI.5b) External assessment on Internet connectivity is done monthly to determine speed efficiency conducive to institutional services.	5) An institutional assessment of the software, accessibility, and usage of technology equipment is conducted to determine the maximization of technology, software, Internet accessibility, and usage by all ASCC stakeholders *(SI, SII, SIII, SIV)*	5) Partially Completed	5) MIS Internal Report, bi-weekly & quarterly reports.

Description/Narrative:
The subcommittee found that ASCC MIS team conducts regular internal assessment. In addition, it is not recommended that external assessment is conducted by internet providers, due to conflict of interest. It is noted that the current bandwidth is not sufficient for ASCC but purchasing of additional bandwidth is dependent on additional funding. Subcommittee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc.

Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement.

- **Performance Indicator 6: A budget allocation is defined based on the institutional replacement and purchasing plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.6) Justification of all	6) Planned	6) Completed	6) Annual Budget

technology equipment requests is documented and based on institutional replacement and purchase plan.	budgeting for all new and Replacement purchases of technology and equipment. (SI, SII, SIII, SIV)		Planning 2016 Documents.
Description/Narrative: Subcommittee noted that this done through annual budget process.			

----------*"TOTAL COST OF OWNERSHIP"*----------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 2: ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement.

- **Performance Indicator 1: Conduct annual assessment and analysis for the development and update of the Comprehensive Preventive Maintenance Plan for all facilities, air condition units, vehicles, and maintenance equipment;**
- **Performance Indicator 2: Develop and implement replacement plan for all air condition units and maintenance equipment;**
- **Performance Indicator 3: Update and implement policy of purchasing all equipment to ensure energy efficiency and to include a maintenance/warranty plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Annually assess all facilities, air condition units, vehicles, and maintenance equipment; o An inventory assessment of all facilities, air condition units, vehicles, tools, and maintenance equipment are documented, centralized, and	1) An annual assessment is conducted and inventory updates for preventive maintenance planning; *(SI, SII, SIII, SIV)* 2) A schedule of maintenance is followed decreasing the emergency repairs and purchases; (*SIII,*	1) Completed 2) Partially Completed 3) Completed	1) Comprehensive Maintenance Plan 2015-2020 2) Grounds and Janitor's Schedule and monthly scheduled of A/C preventive maintenance 3) Procurement Purchasing SOP

archived; • (PI.2) Assess and improve the process of replacing and disposing of all air conditioning, and maintenance equipment: o A plan for replacing all air conditioning units and maintenance equipment; o Disposal of all or any air conditioning and maintenance comply with local and federal regulations; • (PI.3) Update and implement policy of purchasing all equipment to ensure energy efficiency and to include a maintenance/warranty plan.	*SIV)* 3) Processes and policies are followed for the replacement and purchase of all ASCC equipment; *(SII, SIII, SIV)*		
Description/Narrative: Recommend for PFM to have a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in reduction of emergency repairs for our facilities. It is noted that maintenance are done based on Job Orders. Subcommittee noted a routine maintenance of A/C is currently practiced.			
Objective 2: ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement. • **Performance Indicator 4: Provide technical training to support staff to adequately perform the specialized skills of preventive maintenance;** • **Performance Indicator 5: Hire and retain specialized technicians for maintenance and repair of air condition units, maintenance equipment, and physical facilities equipment and components.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.4) Technical training is scheduled and implemented for	4) Support staff have received technical	4) Not Completed 5) Partially	4) No Evidence 5) Maintenance Personnel HR Documents

support staff to perform the specialized skills of preventive maintenance; • (PI.5) Hire and retain specialized technicians for preventive maintenance and repair of air condition units, maintenance equipment, and physical facilities equipment and components.	training and provided with training opportunities in all areas of preventive maintenance; *(SII, SIII)* 5) Specialized technicians are hired and ongoing development and upgraded specialized skills for maintenance staff continues *(SI, SII, SIII, SIV)*	Completed	

Description/Narrative:
There is a need for qualified technical/specialized air conditioning personnel. The subcommittee also recommends that support staff receive specialized/skilled areas. Also recommends utilize of the TTD Apprenticeship Program. Subcommittee also recommends for the institution to assist maintenance personnel to get certification as per requirement in their area of expertise.

---------*"TOTAL COST OF OWNERSHIP"*---------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic achievement.

- **Performance Indicator 1: Document and implement position review process, identifying responsibilities for position and responsibility sustainability;**
- **Performance Indicator 2: Develop and implement a Reclassification Plan on an incremental basis identifying number and positions per year to ensure sustainability.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Review and improve position review processes for all ASCC employment positions: o Lateral position	1) Position review process is conducted by all divisions on a regular basis	1) Partially Completed 2) Partially Completed	1) Position Review Forms Completed and HR SOP 2) Governor's mandate memo 2015.

transfers; ○ Classification of new positions ○ Clarification of job responsibilities; ○ Clarification of grade/step and is institutionally aligned; ○ Budgeting new positions; • (PI.2) Review and determine an annual phase for implementing reclassification for ASCC Employees: ○ Sustainability measures are defined through an annual phase;	which includes the evaluation of personnel and update of responsibilities and SOPs; *(SI, SII, SIII, SIV)* 2) The reclassification plan is implemented for all identified positions following the Institutional and Divisional Organizational Charts;		Staff/faculty reclassification.
Description/Narrative: There is evidence that there has been some reclassification done within the institution based on the Governor's made in reference to the Bachelor & Master Degree but there is a still a need to clarify and outline the process for the institutional reclassification.			
Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic achievement. • **Performance Indicator 3: Conduct a biennial needs assessment to identify key areas of the institution that require professional development for improvement and for continued quality services and programs.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.3a) Revise and implement professional development plan to include accountability measures for institutional professional development; • (PI.3b) Review and revise travel authorization forms to include faculty/staff commitment to provide training and sharing of information within a specified timeframe.	3) A report on faculty/staff performance evaluations is compiled annually emphasizing institutional and divisional professional needs; *(SI, SII, SIII, SIV)* 4) Travel and training is	3) Completed 4) Completed	3) Faculty/Staff Evaluation Summary HR Form 4) Travel Reports for Academic Affairs & staff

	aligned with institutional professional development needs;		

Description/Narrative:
It is noted that the professional development priority as noted for the faculty and Academic Affairs has been completed. But the subcommittee recommends that travel needs must be assessed for all other areas in addition to Academic Affairs.

Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic achievement.

- **Performance Indicator 4: Develop a Transition Plan for key positions in all divisions;**
- **Performance Indicator 5: Identify and prioritize personnel needs to hire faculty and staff in high need areas and specialized skilled areas.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) A transition plan is identified and implemented to determine operational continuity; • (PI.5a) Adhere to ASCC processes and procedures for hiring faculty and staff in high need areas and specialized skilled areas; • (PI.5b) Funding sources are allocated based on identified institutional needs.	5) An analysis of organizational charts and divisional SOPs is compiled to identify key positions in need of priority hiring and replacement*(SI, SII, SIII, SIV)* 6) Funding Sources are identified. *(SI, SII, SIII, SIV)*	5) Completed 6) Completed	5)Full Organizational Booklet 6) Annual Budget Planning Document for 2016

Description/Narrative:
Although the review of the organization chart was completed in FY2015.

ASCC Institutional Strategic Plan 2015-2020 update Template:

Technology:

Strategic Focus:

- Provide Quality and Updated Technology for Communication and Services;
- Provide adequate funding and support for all technological resources and educational technological trends.

Strategic Response:

With the influx in ARRA funding, many of the goals and objectives in the Technology Plan (ASCC Strategic Plan 2009-2014) have been addressed in the provision, support, and instructional delivery of student learning activities. This plan provides updates based on implementation of the 2009-2014 ASCC Technology Master Plan with focus on assessing the quality and accurateness of the technologies purchased, accessibility, maintenance, disposal, and the Total Cost of Ownership for the upcoming planning years.

---------*"TECHNOLOGY"*---------

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objectives:

- ASCC will meet the challenge of current computer and server needs of the its stakeholders;
- ASCC will meet the challenge of future technological needs of ASCC stakeholders.

Goal 2: ASCC will effectively maintain and develop its Network and Communication assets and services to internal and external stakeholders.

Objective:

- ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

Goal 3: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders.

Objective:

- ASCC will provide opportunities and access for distance learning and online services.

---------*"TECHNOLOGY"*---------

Review of Technology Plan:

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders. • **Performance Indicator 1: Assess the computer accessibility plan.**			
Activities:	**Expected Outcomes:**	**Status**	**Evidence**
• (PI.1) Confirm	7) A Technology Review Committee (TRC) is established	1.) Partially Completed/In	1.) -ISP 2015-2020

technology review process for purchase, maintenance, and disposal of all technological equipment: ○ Establish and organize the technology review committee; ○ Establish roles and responsibilities for TRC; • (PI.1) Review compliance of all ASCC technology processes to local and federal regulations; • (PI.1a) Assess the number of computers that are available for student usage, condition of computers, and life-span for projection of cost of maintenance and purchasing of new computers; • (PI.1b) Continual assessments of the usage of computer labs available to students and the hours that they are available.	to monitor technology plan, assess its effectiveness, and set schedules for purchase, maintenance, and disposal of all technological equipment; 8) A formalized process outlining TRC roles and responsibilities in assessing and scheduling is documented 9) All processes are compliant with local and federal regulations; *(SIII)* 10) An updated semester based report of computer accessibility for students is documented and is institutionally centralized and archived;	Progress 2.) Partially Completed/In Progress 3.) Partially Completed/In Progress 4.) Partially Completed/In Progress	-Comprehensive Maintenance Plan 2015-2020 (doesn't have purchase plan and disposal of hardware) -Disposal Plan is part of Procurement SOP/ Procurement Manual* ** (a recommendation by the MIS to Procurement) for disposal**) to make sure that it is compliant with federal/local regulations. - Technology Maintenance Plan 2015-2020 2.) *TRC and other committee assignments and roles and responsibilities were made prior to the 2015 Accreditation report but evidence was not found.* 3.) 2011 MIS Replacement/ Disposal Process Disposal Plan is part of 1. Procurement SOP/ 2. * Procurement Manual* 3. ** (a recommendation by the MIS to Procurement) for disposal**) to make sure that it is compliant with federal/local regulations. 3a. Minimal specifications/requirements for purchase. 4. MIS 4th Qtr Report (refer to recommendations)

	11) A document emphasizing that technologies purchased by ASCC is compatible, appropriate, and conducive to support student learning.	5.) Partially Completed/In Progress	5.) • **-Finance Division SOP-** -Procurement Office-Fixed Asset Inventory pg 69-71 -Rec'vng & Recording Fixed Asset Inventory-Inventory Pg 72-73 -Le Bookstore –Qtrly Inventory pg 91-93 MIS & CNR technology keep their own Inventory 5.) Costs for Internet connections need to be looked at.
	12) A training plan (Internal & External) is developed and added to the ASCC professional development plan; ○ Faculty: hardware and software training; ○ Support staff: technical and service training; ○ System users: etiquette and care for ASCC systems and hardware; 13) Update in acceptable use policy.	6.) Partially Completed/In Progress	6.) MIS - Finance Division - ISP 2015-2020 Alignment (PI.2) Professional Development Workshop 2014- (1/6-7/2014) & (8/16-17/2016)

Description/Narrative:

Recommendations-

1) A. Clearly establish TRC, meet every quarter, have someone taking minutes, submitting and institutionalizing to support everything being done for the TRC. The TRC was not used for the Show Cause report but were temporarily reassigned to the other strategic areas (ie. TCO and Staffing).
   TRC Report to TCO Subcommittee: policies, processes noted in report have not been submitted into evidence. (can't be found)
2) Submit all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. A semester report needs to be consolidated and Reports need to be institutionalized throughout ASCC. ie. ACNR, Library, TTD, MIS (doing their own thing)
3) The "Minimum Specs" for the computers needs to be reviewed and updated if needed every three years to keep up with the ever changing technological environment. Operating systems, internet browsers, Microsoft office, antivirus should be included. Connectivity should also be considered in minimum specs. Internet

connection is conducive to student learning, so speed matters.

4) Training should include ALL staff and faculty, not just MIS staff. We can use our own resources to train staff, (ex. Give ASCC staff with no AA degrees, free admission to take a Certificate of Proficiency in ICT.) Or have TTD instructors or MIS staff to conduct seminars/trainings (ex. "Common Computer/Connectivity/Printer Errors that have Easy Solutions") and have the Leadership encourage/allow/make mandatory to attend.

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 2: Increase computer training opportunities for ASCC employees.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2) Training for ASCC faculty and staff are provided.	1) A training plan (Internal & External) is developed and added to the ASCC professional development plan; o Faculty: hardware and software training; o Support staff: technical and service training; o System users: etiquette and care for ASCC systems and hardware; o Update in acceptable use policy.	Partially Completed/In Progress	(PI.2) Professional Development Workshop 2014- (1/6-7/2014) & (8/16-17/2016) Finance Divisions-Alignment ISP 2015-2020

Description/Narrative:

Recommendations:

Training should include ALL staff and faculty, not just MIS staff. We can use our own resources to train staff, (ex. Give ASCC staff with no AA degrees, free admission to take a Certificate of Proficiency in ICT.) Or have TTD instructors or MIS staff to conduct seminars/trainings (ex. "Common Computer/Connectivity/Printer Errors that have Easy Solutions") and have the Leadership encourage/allow/make mandatory to attend.

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 3: Assess the effectiveness of processes for computer/server purchasing/maintenance plan.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.3) Institutional processes for maintenance of institutional technological purchases are	2) An ongoing assessment is institutionally documented assessing the processes of all ASCC technological assets. 3) An annual assessment plan	2.) Partially Completed/In Progress	(PI.3) MIS provides the technology specifications and process for purchasing technology but has not created an SOP for institutional use.

emphasized and assessed.	emphasizing the total cost of ownership to include the following areas: o Maintenance; o Life-span; o New technology hardware and software.	3.) Partially Completed/In Progress	• Finance division has internal processes for purchasing • Budget for creation of preventive maintenance and troubleshooting is provided under MIS budget. • Preventive maintenance activities are performed by MIS. However, MIS only consistently provides maintenance for computer labs, and only for computers. All other technology is serviced when a work order is requested for it to be fixed.
Description/Narrative: Recommendations: 1.) Nothing in evidence showing a plan for an annual assessment is in place. # 8 in above report mentions replacement and purchase plan. There is a maintenance plan, not in technology evidence.			

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 4: Review computer/server "replacement and disposal" processes for accuracy, compliance, and federal mandates.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Identify through the biennial physical inventory ASCC assets that will be replaced and disposed.	4) A process emphasizing a timeline scheduling replacement and disposal of ASCC physical assets and is in compliance with local and federal regulations.	4) Partially Completed/In Progress	4) 2011 MIS Replacement/Disposal Process -2014 Fixed Asset Inventory
Description/Narrative:			

---------*"TECHNOLOGY"*---------

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objective 2: ASCC will meet the challenges of future technological needs for ASCC stakeholders.
- **Performance Indicator 1: To review and assess the utilization of campus-wide systems;**
- **Performance Indicator 2: To research and procure funding for identified computer/server needs.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) ASCC defines user accessibility and an institutional committee for all campus systems focusing on educational purposes, user confidentiality, operations, and services offered; • (PI.2) Continue to procure funding to sustain the cost of Datatel and research systems that will be cost containable for ASCC.	1) A policy defines user access for campus-wide systems based on institutional operations, purpose, and acceptable use policies. 11) Alternative systems have been identified for cost saving measures. ASCC identifies other sources of funding to sustain the cost of Datatel.	Partially Completed/In Progress	Finance Divisions-Alignment ISP 2015-2020 2016 MIS-Planned Purchases Finance Divisions-Alignment ISP 2015-2020

Description/Narrative:
Recommendations:
1) An upgrade for software must updated periodically?
2) Semester reporting needs to be collected by a division to report ALL student computer lab data.
3) Seek ASTCA's assistance towards price for internet. *($500 for 1MB-ASTCA)*
   Internet RATE needs to be revisited to be more cost effective.

---------*"TECHNOLOGY"*---------

Goal 2: ASCC will maintain and develop its Network and Communication assets and services to internal and external stakeholders.

Objective 1: ASCC will assess network and telecommunications connectivity and reliability to institutional operations.
- **Performance Indicator 1: Assess current and telecommunications and future expansion for institutional growth.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Continue to research,	10) A report/plan	Not	

assess, and procure optional solutions for network and telecommunications expansion. o Communication switchboard- auto-answer option; o Faster internet connectivity; o Revisit VoIP integration;	indicating network and telecommunication needs are implemented and assessed;	Completed	

Description/Narrative:
Recommendations:
1) Network design should be reviewed. Subnetworks should be implemented for security issues.
2) Phone system should be upgraded to a PBX system that is based on an SIP standard

Objective 1: ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

- **Performance Indicator 2: Assess the utilization and performance of the campus-wide local area network (LAN)**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Conduct internal/external assessment of campus-wide Local Area Network; • (PI.2b) Conduct internal/external assessment wireless campus hotspots. 4.	11) A status report is compiled based on internet LAN and wireless connectivity; 12) Improvements/Plan on increasing internet quality is defined and implemented and institutionally funded. o To include Grant Funded Programs	Not Completed	

Description/Narrative:
Recommendation:
1) Status Reports should be based on data usage for random users to be studied.
2) An external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years.

Goal 3: ASCC will maintain and develop its Distance Learning and Online Services to internal and external stakeholders.

Objective 1: ASCC will provide opportunities and access for Distance Learning and Online Services.

- **Performance Indicator 1: To develop and implement an asynchronous online resource plan;**
- **Performance Indicator 2: Research other applications/technologies to enhance distance learning and online services.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Continue to review and assess, online registration, distance learning technologies and online support services; • (PI.2) Assess tutorial software conducive to online learning.	5) Implement and assess programs and services that can be offered via distance learning and appropriate services that impact student enrollment and achievement.	Not Completed	

Description/Narrative:

Recommendation:

-Distant Learning technologies need to be re-visited.

-Online support services needs to be available after hours so that continuing education students have access to these services.

Appendix B:

IPECC Update of ISP 2015-2020

ASCC Institutional Strategic Plan 2015-2020 update Template:

Academic Excellence:

Strategic Focus:

- High Quality Educational Programs and Services;
- Commitment to Providing Academic Excellence.

Strategic Response:

The Academic Plan is the 'Core' of the institution and central to all planning. The Academic Excellence plan ensures integrated planning and alignment of all master plans with emphasis on institutional effectiveness.

The Academic Excellence 2015-2020 Plan was developed and substantiated through a review process based on institutional/divisional/program data as an implementation assessment of the ASCC 2009 – 2014 Institutional Strategic Plan. A full review of the 2009-2014 Academic Excellence goals, objectives, performance indicators, actions, and expected outcomes were thoroughly reviewed and referenced by the Academic Excellence Subcommittee with provisions in planning to be addressed, emphasized, and implemented in the 2015-2020 Academic Excellence Plan. As a result of this review, the following goals, objectives, performance indicators and expected outcomes have been identified in the ASCC 2015-2020 Academic Excellence Plan.

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objectives:

- ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies;
- ASCC will assess, evaluate and document recommendations to improve institutional effectiveness;
- ASCC will emphasize high quality teaching and 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; and,
- ASCC will continue to expand academic programs to meet the needs of the community.

Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Objective:

- ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

----------*"ACADEMIC EXCELLENCE"*----------

Review of Academic Excellence Plan:

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 1: Continue to designate faculty and professional staff teaching and providing services within their area of expertise.**

Activities:	Expected Outcomes:	Status	Evidence
• (PI.1) Implement placements and staffing based on qualifications and experiences.	2) A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; *(SI, SII, SIII, SIV)*	Partially, completed, on going	• HR Hiring Process- SOPs; • Personnel Hiring Required Files include: ✓ Resumes, ✓ Job Descriptions, ✓ Credentials, ✓ References,
	2) Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. *(SI, SII, SIII, SIV)*	Partially completed, on going	• ASCC Governance Manual; • Board Policy Manual • Personnel Policy Manual

Description/Narrative:

ALL ASCC Divisions/departments follow procedures set by HR for hiring and designating employees based on qualifications and expertise. Faculty and staff are hired based on content/area of expertise as specified by the college. Resumes for all employees are on file with HR Personnel files. All Resumes are updated to reflect recent Professional Development for faculty and staff. Adjunct and part-time faculty follow the same hiring process set by HR.

ASCC Policies are reviewed and proposed based on the need by Divisions/Committees.

Recommendations:

- Define a comprehensive institutional process for designating faculty and staff based on expertise.
- Clarify processes for reviewing of policies
- Set a timeline cycle of 5 years for Policy review
- Designate Divisions/Committees to clarify processes for reviewing policies
- Clarify the role of HR in the Policy review process
- Refer to Staffing Sub committee for policy review

Notes: Accepted, Review Completed ☺

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 2: Continue to recruit faculty and adjunct to fill vacant positions;**
- **Performance Indicator 3: Continue to increase the number of faculty positions in specialized/high need areas.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2a) Advertise position openings; • (PI.2b) Implement and adhere to the approved hiring procedures; • (PI.3a) Allocate and prioritize financial resources for new faculty and staff positions; • (PI.3b) Develop specialized recruiting procedures through external professional organizations and networks.	7) Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; *(SII, SIII)* 8) Vacant positions and high need content and service areas continue to be fulfilled. *(SII, SIII)*	Partially, completed, on going Partially, completed, on going	• Academic Program Review; • Divisional Assessment Survey • Divisions Annual Budget- ✓ Vacant positions; • Course schedules- ✓ faculty load, ✓ Enrollment Data; • Placement test results • HR Hiring process (SOP); ✓ faculty credentials; ✓ adjunct pools for high need areas; ✓ Advertisement ✓ Job descriptions ✓ Minimum qualifications • Divisional Assessment-Program Review; • Planned Purchases; • WebAdvisor; • Tracking SOP for workforce placement;

			• Analysis of Budget Reports for Fiscal Year

Description/Narrative:

ASCC continues to monitor and document student enrollment data through various means as justification to fulfill vacant positions in high need areas. All Divisions/Departments follow HR SOP in advertising and hiring of qualified personnel to fulfill vacant positions.

Recommendations:

- Clarify high need areas based on number of students enrolled in development courses
- Define, review and assess tracking processes for job placement
- Provide **annual** analysis of Academic Program Review results for Academic Departments;
- Share analysis for planning and allocation of resources
- Differentiate Hard to fill areas from high need areas?

Notes: Accept, Review Completed ☺

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 4: Continue to maximize the use of classrooms for instruction and special projects.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.4a) Extend the hours of instruction for academic programs and special projects as it may apply; • (PI.4b) Continue to assess classroom, resources, labs, and office space to maximize the utilization of facilities impacted by scheduling.	9) An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. *(SI, SII, SIII, SIV)*	Completed, on going	• Academic Affairs SOP on course scheduling; • Course Offering of Evening courses; • Classroom matrix; • Academic Departments' end of the semester inventory; • Academic Affairs Program Review;

Description/Narrative:

All Academic Programs through its Chairpersons continue to work with Academic Affairs on scheduling of courses following the AA SOP on course offerings. ASCC continues to improve on offering and scheduling courses to accommodate students enrolling in all approved Institutional sessions and semesters. ASCC offers courses following a 15 week session in the Fall and Spring, a 10 week session for evening courses and TED/ASDOE, a 2- six week accelerated sessions for CAPP in Fall and Spring, a 2-

five week sessions for TED/ASDOE in the summer, and a 6 weeks session in the Summer. Academic Affairs continue to monitor maximum usage of classrooms. All academic departments continue to work closely with support services to ensure services are provided and available to all students.

Recommendations:

- Refer to Physical Facility Maintenance Plan -Comprehensive Maintenance Plan on Occupancy
- Request Accessibility of the 2nd floor to the Administration Building to be in compliance with ADA policies.
- Revisit SOP on Campus Security and Support Services After hours

Note: Accepted, recommended to compile evidence in a report file. Review Completed ☺

Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by Outcome Qualities and Competencies.

- **Performance Indicator 5: Continue to emphasize the alignment of institutional, divisional and program outcomes qualities and competencies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.5) Orient and continue professional development for Student Learning Outcomes Assessment.	10) A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. *(SI, SII, SIII, SIV)*	Partially, completed, on going	• Divisional Program Review, • Academic Program Review, • Professional Development for Academics; • Student Achievement Data • Assessment 101 Workshop; • Faculty Orientation workshops; • Assessment Exit Reports • Closing the Loop at Course Level Questions • Closing the Loop at Program Level

Description/Narrative:

A high percentage of faculty have attended Assessment workshops 101, 201 and other needed workshops; Travel expense reports and budget narratives indicate attendance. ASCC continues to allocate funds for faculty professional development on SLO. In the Fall 2015, ASCC invited Dr. Mary Allen a well-known educator and expert in Assessment to conduct assessment workshops for faculty and adjuncts during Faculty Orientation.

ASCC needs to improve on providing opportunities for all employees in SLO awareness to be accountable for both instructional and non-instructional divisions.

Recommendations:

- Need an outcome awareness and implementation Manual **for all Divisions**
- Revisit process on outcome awareness to be inclusive of ALL Divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Learning Outcomes, and Divisional outcomes);
- Continue to improve on outcome awareness for all faculty and adjuncts
    - TED has assessment data for all TED courses internally and gives data for the Institution following

the Assessment Cycle. o All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct position. o SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well. Note: Accept, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 1: Continue to implement and improve institutional program review.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Maintain the two year institutional program review cycle; • (PI.1b) Implement and improve the annual divisional assessment (program review);	12) A document has been finalized and approved emphasizing processes for institutional program review; *(SI, SII, SIII, SIV)* 13) Institutional policies are updated and routed accordingly for approval to include program review. *(SI, SII, SIII, SIV)*	Completed; ongoing Completed, ongoing	• ASCC Participatory Governance Structural Manual; • Institutional Program Review; Divisional Assessment- Program Review; • Academic Program Review; • Divisional SOPs; • Professional Trainings; • Divisional Meeting Minutes • Board Policies: ✓ Policy 1000-1004; • Faculty Performance Evaluation instrument

Description/Narrative:
ASCC has in place two Program Review Instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment- Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.

ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004- Comprehensive Program Review and Assessment of Instructional Program, Student Services and Administrative Services documents the inclusion of Program review.

Note: Accept, Review Completed ☺

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 2: Review and improve processes to analyze and evaluate student assessment data.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2) Review and improve outcome assessment and planning at the institutional, divisional, and program levels with focus on: outcome assessment standard operating procedures/instrument, data collection methods, assessment cycles, administrative/faculty/staff deliberation, and reporting.	14) A document has been finalized and approved emphasizing processes for institutional assessment and planning; *(SI, SII, SIII, SIV)* 15) Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning. *(SI, SII, SIII, SIV)*	Completed; on going Completed; on going	• ASCC Participatory Governance Structural Manual; • Annual Divisional Assessment; • Institutional Program Review surveys; • Finance Division SOP Manual • Participatory Governance Structural Manual (2015); • Board of Higher Education Policy Manual.

Description/Narrative:

ASCC continues to implement Board policies on Institutional assessment and Program Review as documented in the ASCC Participatory Manual and Board Policies. All Divisions are accountable for using assessment data to improve on Planning, Decision Making and allocating of resources for services and instructions.

Recommendations:

- Continue to improve outcome assessment and planning processes
- Provide analysis for all Program Review instruments to all Division
- Use analysis and results of Program Review for resource allocation

Note: Accept, Review Completed ☺

Objective 2: ASCC will Assess, Evaluate and Document recommendations to improve institutional effectiveness.

- **Performance Indicator 3: Assess and evaluate the effectiveness of academic and administrative**

services that support teaching and learning;

- **Performance Indicator 4: Review and improve curriculum processes and institutional information through the biennial catalog update and information and policies are updated on institutional manuals and documents.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Make data-based recommendations for curriculum improvements; • (PI.4) Update the college catalog biennially and all institutional policies and manuals accordingly.	16) An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies. *(SI, SII, SIII, SIV)*	Completed, on going	• Data assessment Report and cycle; • Academic program review; • Academic Departments action plans; • Institutional Data Sets (IDS) Toolkit; • Biennial Review of the Catalog and Processes; • Curriculum Committee Agendas and Minutes;
	17) SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions *(SI, SII, SIII, SIV)*	Completed, on going	• Curriculum Committee Minutes & Agendas, • Assessment Committee Minutes & Agendas, • Course approval Forms, • Program Removal/Approval Forms; • Academic Assessment Report; • Academic Departments Action Plan. • Closing the Loop at Course Level Questions • Closing the Loop at Program Level

Description/Narrative:

ASCC continues to improve on processes for assessment and achievement of Student Learning Outcomes at all levels. Academic Divisions/Departments and Student Support Services continue to improve on tracking mechanisms in achievement of Institutional Set Standards.

Recommendations:

- Use assessment data and program review analysis for instructional improvement of SLOs at all levels
- Continue to be SLO driven in planning and decision making

- Use analysis and results for resource allocation and program improvement

Note: Accept, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 3: ASCC will emphasize High Quality Teaching and Services. • **Performance Indicator 1: Increase the quality of effective instructional delivery and services.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Provide adequate resources for teaching and learning and professional services; 4. Assess the accurateness of resources for teaching and learning, and professional services; 5. Assess the utilization of resources for teaching and learning, and professional services.	13) A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; *(SI, SII, SIII, SIV)*	Partially Completed; on going	• Comprehensive Maintenance Plan • ASCC Annual Report; • Planned Purchases • Institutional Program Review • Divisional Assessment Survey; • Procurement Biannual Fixed Assets inventory report

Description/Narrative:
ASCC implements an Institutional Program Review mainly for Accreditation status following a biennial cycle. In addition, a Divisional Assessment Program Review is implemented annually to improve on services and instructions for all Divisions. Academic Affairs also conducts an Academic Program Review annually for assessment of its Instructional programs.

Recommendations:

- Need to determine whether the ASCC Annual Report or Comprehensive Maintenance Plan 2015-2020 addresses the Expected outcome?

Note: Committee recommends to refer to the PFM Plan recommendations for the FRC to address EO#1. Accepted, Review Completed ☺

Objective 3: ASCC will emphasize High Quality Teaching and Services.
- **Performance Indicator 2: Evaluate the quality of faculty/staff performance and utilize evaluation data to improve individual effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Assess the alignment of all ASCC employment positions to divisional standard operating procedures and outcomes; • (PI.2b) Continue to evaluate faculty/staff performance and the utilization of data to improve professional needs: 5. Content-based activities and opportunities; 6. Pedagogy based opportunities 7. Skill based opportunities	14) Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; *(SI, SII, SIII, SIV)* 15) An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; *(SI, SII, SIII, SIV)*	Completed, on going Completed; on going	• Individual Divisional SOP Manual; • Human Resources (SOP) Manual, • SSI SOP Manual, • DOSS Manual, • Academic Affairs SOP Manual, • ASCC Org Chart • Faculty Performance Evaluation • Annual Performance evaluation; • Performance Evaluations • Department/Division monthly meetings.

Description/Narrative:
ASCC has in place an organization chart which guides Divisions on internal protocol and approval processes. In addition, ASCC Divisions/Departments have in place SOP Manuals for continuous improvement of services and guidance. ASCC continues to evaluate performance of faculty and staff annually through its HR SOPs.

Recommendations:
- Provide an annual analysis of faculty/staff performance evaluation;
- Identify responsible divisions/committee in providing analysis
- Use analysis to identify Professional Needs and set priorities
- Use analysis of faculty /staff performance evaluation to determine appropriate classification based on qualifications and expertise.

Note: To refer to the recommendation of the TCO and Staffing Plans. Accepted, Review Completed ☺

Objective 3: ASCC will emphasize High Quality Teaching and Services.
- **Performance Indicator 3: Provide professional development activities in teaching, learning, and services.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Provide in-service and off-island opportunities to improve; 2. Data-based	16) Increasing improvements on data collection methods, analysis and dissemination	Partially Completed; on going	• Course Graded Assignments Align to Level of Competency; • CLO Matrix; • Core and Co Foundation Program;

curriculum, instruction, services, and assessment.	of student achievement and institutional/divisional outcome achievement. *(SI, SII SIII, SIV)*		• Institutional Data Set (IDS) Kit • ASCC Website for IDS • Assessment Trainings on Island and Off-island

Description/Narrative:
Academic Affairs collects assessment data on a semester basis from all Academic Programs. Data is compiled in Assessment Reports per Department by the Director of Assessment & Curriculum. All assessment reports and data are available to the Institution through Compliance Assist, Academic Affairs, Institutional Effectiveness, and College Website. ASCC has in place Student Achievement Standards which were set and approved by the Curriculum, Assessment, Academic Excellence, Institution -Assembly with Staff and Faculty, and the Board of Higher Education. Student Achievement Standards are now being evaluated and assessed for achievement of SLOs and set standards.

Recommendations:

- Continue college wide discussion on Student Achievement; its meaning and alignment to program outcomes, course and student.
- Need a manual aside from Academic Affairs SOP on processes and procedures for data collection
- Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs

Accepted, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 1: Improve and increase community and cultural research.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Increase internal and external awareness with ASCC's community and cultural research and outreach.	6) Institutional publicity has increased in research, awareness, and program salient accomplishments. *(SI, SII, SIII, SIV)*	Completed, on going	• ASCC Publicity announcements; ASCC website, • Students' organizations/clubs. • Extra and Co-Curricular Activities ✓ SAFF ✓ BAOA ✓ PTK ✓ Law Justices ✓ Psychology Club ✓ TED Club ✓ Fine Arts Spring Play

			✓ Nursing Manu'a Outreach ✓ ACNR outreach ✓ Apprenticeship • Budget Allocation Approval • 411 newsletter • Bi weekly Reports • Annual Reports • News Media • Press Release process/IE Media Staff • Recruitment Program via Student Services • Individual Department Recruitment; • SSI and ACNR Research Element highly visible and active on Community Research and Outreach • Projects of SSI and ACNR noted in Videos, Library Pacific Section • SSI Online Gallery (Media Collection)

Description/Narrative:

• ASCC through its faculty and staff are actively engaged in ongoing outreach activities to schools, communities, church groups, government departments and agencies and private sector. ACNR and SSI programs are actively involved with extension and research activities.
ASCC has a marketing committee established in 2015 responsible for public awareness and recruiting.

Recommendations:

- Need to improve on availability of services provided to students and Parents/community
- Recommend Press Release & Recruiting needs to be increased

Accepted, Review Completed ☺

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 2: Improve and increase community workforce training and placements;**
- **Performance Indicator 3: Maintain and expand community partnerships.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Expand opportunities for credit/noncredit training; • (PI.2b) Expand ongoing career placement programs;	7) Constant reviews and updates on all (Current and New) ASCC MOUs, job placements, and transfers are documented and	Completed, on going	• MOU's with local and federal agencies within different Departments: ✓ SSI, ✓ ACNR,

• (PI.2c) Strengthen existing programs; • (PI.2d) Formalize additional workforce placement programs; • (PI.3) Maintain and expand community partnerships.	centralized institutionally and archived; *(SI, SII, SIII, SIV)* 8) An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived. *(SI, SII, SIII, SIV)*		✓ TED, ✓ TTD, ✓ Nursing, ✓ Business, ✓ CJ • Articulation of Degrees and courses with off-Island Colleges for AA & AS data • Signed Articulation Agreements • Job Placement data on IDS on ASCC Website • Individual Department internal data • Student Services Exit Survey • Department Minutes and Agenda of Advisory council meetings • Compliance Assist for Biweekly reports

Description/Narrative:
Academic Affairs is tasked with updating Articulation agreements with off-island colleges based on set time by the Colleges. Academic Departments are tasked with updating and review of MOUs with local agencies and community. MOU's are sent to Academic Affairs Office for filing; reviewed by Dean of AA and VP and final sign off by President of ASCC. Minutes for Advisory Council Meetings are sent via Chairpersons per department to Academic Affairs.

Recommendations:

- Revisit Processes in regards to Advisory Council:
  - ✓ Review the role and purpose of Advisory council and its link to all Academic Programs
  - ✓ Set timeline for Advisory council meetings for all Academic Departments
  - ✓ Submit and centralize all Academic Departments advisory council meeting minutes and agendas
  - ✓ Provide summaries on the impact of activities and inclusion of Advisory Council to Instructional Programs and Student Achievement
  - ✓ Report on how Advisory council assist with workforce placement and curriculum

✓ Include as a component of the Academic Program Review Instrument

- Draft/update an Advisory Council Handbook;
- Initiate review, assessment and timeline cycle of Advisory Council Handbook
- Recommendation that all ASCC MOUs are archived institutionally at IE.
- Internal allocation of funding for Research, community and outreach services.

Accepted, Review Completed ☺

Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

- **Performance Indicator 4: Implement service learning outreach programs.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Provide more service learning career opportunities for ASCC students;	9) A service learning plan has been identified and implemented. *(SII, SIII)*	Partially completed, On going	• Counselors, • Academic internships, • Psychology courses service learning requirement; • Course syllabi

Description/Narrative:
ASCC needs to revisit a plan for Service Learning.

Recommendations:

- Need to identify and implement a Service learning plan
- Lack of funding source
- Revisit the Service Learning for Academic Programs
- Psychology courses require students to complete a 40 hour service learning project.
- Need to reassess courses that use Service Learning not to confuse with Practicums
- Need to reassess all courses for implementation of Service Learning

Note: To review the role of Service Learning as an Expected Outcome in the strategic plan and to further assess and research how programs integrate service learning in the Program Learning Outcomes.
Accepted, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 1: Provide professional training for faculty/staff and support technicians.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Assess the trends	6) A plan has been	Partially	• Moodle Training

and usage of technology in higher education.	reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; *(SI, SII, SIII, SIV)*	Completed; on going Partially completed	• Smartboard Training for Faculty • Web-advisor • MIS Plan (Technology Plan) • Budget Review & Approval Reports • ACCRO- workshop on Transfer and Retention (Faculty and Staff)

Description/Narrative:

ASCC students have access to Student Learning Center or computer lab; classrooms are equipped with Smart Boards which students and faculty use to enhance teaching and learning experience; students also have access to tools and technology utilized in the field, practicum and laboratories – ex: microscopes, GPS tracking devices, tissue culture equipment and supplies, entomology and plant pathology tools and equipment. MIS continues to provide trainings to ASCC faculty on MOODLE and Smartboard.

Recommendations:

- Need on going Professional development for Faculty and Staff on MOODLE, SMARTBOARD, etc..
- Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.
- Improve implementation of technology plan for professional development and system upgrades
- Provide an update, presentation or training to the institution in regards to upgrades of technology.

Notes: There is lack of consistency regarding ongoing training. Recommended to merge all professional development recommendations from each of the plans to cover institutional high need areas that include, trends in technology, TCO, compliance, and high needed areas/skills.

Accepted, Review Completed ☺

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 2: Promote distance learning and integration of existing technologies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Increase the number of distance learning courses offered at ASCC; • (PI.2b) Assess the value added impact of distance learning on student achievement.	7) An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include	Incomplete; on-going review Not done	• ASCC does not offer online courses or distance learning. • There are not distance learning courses offered. • Budget Review & Approval

	possible outreach designated site MOUs, resources, technical support, and stability of instructional delivery; *(SI, SII, SIII, SIV)*		Reports

Description/Narrative:

ASCC does not offer Online courses, but something for the Institution to consider in the future.

Recommendations:

- Encourage faculty to use MOODLE or a related program to enhance teaching and curriculum. To provide training for faculty to use Moodle annually.
- Consider expanding instructions through distance learning

Note: Cross reference with the Technology Plan

Accepted, Review Completed ☺

Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

- **Performance Indicator 3: Expand the development and integration of evolving technologies.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Research the compatibilities of newer technologies to ASCC's existing resources.	8) An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting. *(SII, SIII)*	Partially completed, on going	• Technology Plan • Academic Program Review • Institutional and Divisional Program Review • Support@amsamoa.edu link • Procurement & Academic

Description/Narrative:

MIS conducts surveys on current technology needed and uses their findings for budgeting. A link to Support@amsamoa.edu for personnel to report on technological problems. All Divisions realized the impact and benefits of technology to programs and curriculum and are currently working with MIS division and professional staff on ways to improve in this area – such as new equipment, computers, peripherals and other technology relevant to programs.

Recommendations:

- Does ASCC have an assessment SOP to assess current status of technologies in place?
- Need to see plan and share with all stakeholders on Technology

• SOP Manual for Technology shared with all • Need an annual assessment of ASCC technologies in place such as smartboard, computers, etc.. Accepted, Review Completed ☺

----------"ACADEMIC EXCELLENCE"----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

- **Performance Indicator 1: Review and improve academic advising, counseling, and tutoring;**
- **Performance Indicator 2: Review and improve opportunities for student recruitment and college preparation;**
- **Performance Indicator 3: Provide opportunities for students to receive adequate financial assistance.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Improve and increase the awareness and services of academic advising; • (PI.1b) Increase awareness of counseling and tutoring services and coordination of referrals throughout the campus; • (PI.2) Increase college preparation outreach; • (PI.3a) Maximize student access to financial aid employment scholarships; • (PI.3b) Increase the accuracy of financial aid applications and records.	5) An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented. *(SII, SIII)*	Partially completed; on going	• Divisional Assessment Survey • Student Satisfactory Survey, • Academic Advising, • Counseling ✓ Academic, ✓ Career, ✓ Diversity, ✓ Financial Aid, ✓ Personal, ✓ Transfer, ✓ VA • Student Learning (SLA) Center-Annex ✓ Tutoring Services • Recruitment Plan with Student Services • New student Orientations • DOSS Service and SOP Manuals, Brochures • 411 Newsletter • Bi-Weekly and Quarterly Reports • Admission-Student Orientation • Budget Review & Approval Reports

	6) Outreach recruiting procedures is institutionalized, documented, and centralized; *(SI, SII, SIII, SIV)*	Partially completed, on going	• DOSS High School outreach and recruitment; ✓ Admission ✓ Financial Aid ✓ Representatives from Academic Programs ✓ Financial Aid handbook ✓ Student Handbook • College Signing Day; • New Student Orientation during 1st week of instructions; • Campus Tours; • Career Day(s) • FAFSA/Pell Grant; • Work Study (Federal, Non-Pell); • In-House Scholarships; ASG Scholarships. • Marketing committee (Ad Hoc Committee);

Description/Narrative:

ASCC continues to improve on services available and provided to students for improvement of Instructional performances and its impact on Student Achievement.

Recommendations:

- Improve processes on student services available to students
- Identify a comprehensive support service in alignment with Student Achievement
- Improve on Tutorial services available to students
- Conduct a program review on assessment of all Services available to students similar to Academic program review of Instructions
- Revisit assessment and review of CLP course to put back in GE for students
- Need to improve services provided to students and Parents/community
- Need to share process and procedures for recruiting and where that data is stored on numbers recruited etc. Not sure where that data is and or how shared with college
- Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc. (Institutional Available and archived)
- Need to provide & improve on Marketing, outreach, and recruitment processes also in programs such as Scholarships, Financial Aid & Workstudy
- Need to improve on Marketing, outreach, and recruitment processes and Activities
- Marketing committee needs to have a solid plan in place.

- Note: Recommendation that all SOPs be archived at IE.

Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

- **Performance Indicator 4: Promote a vibrant and secure environment for campus life.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4a) Increase the number and scope of extracurricular activities to promote SLO awareness; • (PI.4b) Improve the awareness plan for student/faculty/staff safety.	7) A process for a calendar of institutional activities are generated annually and disseminated accordingly; *(SII, SIII)*	Partially completed, on going	• 2 Year Academic Calendar as noted in the Catalog, • Divisional Calendars such as Academic Affairs Departments semester calendars; • SGA Activities • Co-curricular/extra-curricular Activities; • Faculty Orientation- professional Development; • Convocations; • Assessment 101 workshops; Counseling Calendar of Activities; • 411 Student Newsletters; • Graduation Banquet-Awards; • ACNR Club under the 4-H program.
	8) An assessment of the ASCC safety plan is documented and archived. *(SII, SIII)*	Completed; on going	• ASCC safety Plan ; • Maintenance Plan; • Campus Safety and Security annual Reports

Description/Narrative:

ASCC has an Institutional 2 year Academic Calendar as published in the ASCC Catalog. All Academics and Student Services Divisions set calendars of Activities either on a semester basis or annually. ASCC has a Safety and Maintenance Plan in place.

Recommendations:

- Clarify process for an Institutional Calendar of Activities
- Identify accountable Divisions for review and assessment of process
- Need to revisit YANA, etc for young people
- Revisit opening library on weekends for the Community to encourage community services like summer reading for kids, etc.

• Revisit the ACNR Wellness Center usage; no advertising for that these days? Wellness is important for safety too (Awareness of Services) Note: Recommended to institutionally archive ASCC Safety Plan, Maintenance Plan, Campus Safety Plan and to make available to all internal constituents. Accepted, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.
- **Performance Indicator 1: Improve and expand transfer and employment counseling;**
- **Performance Indicator 2: Improve the tracking of alumni employment, transfer, and enrichment.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Increase awareness of transfer opportunities and employment counseling; • (PI.2) Improve the collection of alumni data for internal and external reporting.	3) An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; *(SII, SIII)*	Partially completed, on going	• Student Tracking Process: 1st year Academic Programs 2nd year DOSS • ASG Scholarship and Student Loan Recipients • Graduation Survey • ASCC Publicity • IDS KIT • Exit Surveys; Student Services • Alumni Association • ASCC Fact Book • ASCC Annual Report • Student Achievement Institutional Set Standards; ✓ Transfer to Higher Education ✓ Workforce Placement • Academic Program Review reports on transfer and workforce placement: ✓ SSI ✓ TED ✓ TTD ✓ Nursing ✓ Business ✓ ACNR

Description/Narrative:
ASCC through its Institutional Student Achievement has Set Standards on transferability and workforce placement. The college continues to monitor and assess tracking instruments for improvement of processes on transferability to high education and job placement. Academic Programs are encouraged to report and track graduates from various disciplines.

Recommendations:

- Need to request data from ASG Human Resource, semiautonomous agencies, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed.
- Continue to improve tracking mechanisms to ensure meeting Institutional student achievement standards
- Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement
- Centralize all data for continuous improvement of Tracking
- Need Manual on Employment counseling
- Need an office for Employment Counseling
- Host more Career Days
- Need to have a centralized office and staff for Alumni information
- Improve and update methods of collecting this data and information

Note: Recommended to review institutional data sets appropriate to services offered for transferability and tracking of students.

Accepted, Review Completed ☺

Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

- **Performance Indicator 3: Expand and increase articulation agreements in student and course transfer.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3) Update, reconfirm, and increase new articulation agreements with other institutions for student and course transfer articulation.	4) A document that specifies updates on current and new articulation agreements is centralized institutionally and archived. *(SI, SII, SIII, SIV)*	Completed; on going	• Signed Articulation Agreements with off-island colleges; ✓ Available on ASCC Website ✓ ASCC Catalog

Description/Narrative:
ASCC continues to update signed Articulation Agreements with off-Island Colleges. Academic Departments and Programs are encouraged to initiate articulations with off-Island Colleges on specific degrees/Certificate Programs.

Recommendations:

- Continue to expand articulation agreements with US Accredited Colleges and Universities as majority of signed articulations are with Hawaii Colleges and Universities.
- Improve tracking of transfer students in order to initiate articulation agreements with other US Accredited Colleges

Notes: Accepted, Review Completed ☺

---------*"ACADEMIC EXCELLENCE"*---------

Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

- **Performance Indicator 1: Continue to explore options for program development;**
- **Performance Indicator 2: Assess and review ASCC's mission according to the need of the community.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Comply with WASC ACCJC requirements; • (PI.1b) Initiate review of programs to comply with accreditation standards for WASC ACSCU; • (PI.1c) Increase community articulation based on societal needs and trends focused on learning and student centeredness; • (PI.1d) Assure adequate funding for planning and operations;	4) Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU. *(SI, SII, SIII, SIV)* 5) Program and workforce developments for local expansion are documented. *(SI, SII, SIII, SIV)* 6) ASCC's mission and vision statement is assessed to	Completed; on going Partially completed	• B.Ed. Program • MOU's and employment tracking for ASDOE, Hospital, ASG Workforce • SSI and ACNR research documents and publications • Institutional Student Achievement Standards: ✓ Degree Program Requirements; ✓ Persistency; Degree/Certificate Completion and Transfer: o Transfer to Institution of Higher Learning; o Transition to the Workforce; • Local MOUs with LBJ, DOE, etc..

• (PI.2) Review and assess ASCC's mission and vision.	determine institutional and community needs biennially. *(SI, SII, SIII, SIV)*		

Description/Narrative:

Recommendations:

- Aside from the Bachelor in Elementary Education, what other Academic Programs have initiated or planned to offer a four year Program(s)? SSI
- Has the Institution initiated dialogue on transitioning to a four year college? If so, what would be the next Program or emphasis based on the need by the Community or local MOUs?

Notes: Facts: The dialogue regarding a second program to comply with the requirements of the Senior Commission (4 year institution) includes SSI, Nursing and Business. Accepted, Review Completed ☺

----------*"ACADEMIC EXCELLENCE"*----------

Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

- **Performance Indicator 1: Provide recognition of merit;**
- **Performance Indicator 2: Continue to recognize faculty and staff achievements through media and other networks;**
- **Performance Indicator 3: Provide adequate resources for promotion.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Improve and implement administrative procedures that focus on support for instruction and services. • (PI.2) Continue to recognize faculty and staff achievements through media and other networks; • (PI.3) Provide adequate funding for faculty/staff	4) Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; *(SII, SIII, SIV)*	Partially, Completed, on going	• Annual Faculty Recognition Program; ✓ Individual /Departmental Certificates ✓ Awards ✓ Plaques • Increments for promotion

individual professional development; • (PI.4) Consistently apply personnel policies for promotion and advancement.			and or degree attainment

Description/Narrative: •
ASCC faculty are recognized during the annual Faculty Recognition Dinner. Faculty are provided opportunities to participate in professional development off-island through budgeted trainings and through Grants in various disciplines. Academic Directors attended professional trainings on Assessment (ARC conference) for continuous support of faculty.

Recommendations:

- Need to recognize staff's work and or have a staff appreciation day.
  - ✓ Revisit the Connection newsletter and the taulogologo newsletter.
- Need to recognize administrators
- Faculties have done their recognition but what about the Staff?
- Is there a written process for Faculty/Staff recognition?

Notes: The committee emphasizes the importance of transparency in communication of institutional updates and decision-making. To emphasize 'Staff' as a constituency for recognition and merit (Policy 3018 Incentives Award Program and Policy 4003.2 Merit) Accepted, Review Completed ☺

Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

- **Performance Indicator 4: Review and implement faculty/staff reclassification and ranks.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.5a) Implement reclassification; • (PI.5b) Develop and adopt a system for faculty ranks.	5) The plan for reclassification has been reviewed and implemented; *(SII, SIII)*	**On going**	• Human Resources SOP • HR records for promotions; etc. 303 notes promotion etc.
	6) Faculty ranks have been reviewed and implemented; *(SII, SIII)*	**Incomplete; on- going review**	• No records for faculty ranks

Description/Narrative:
There is work being conducted on reclassification of staff and faculty via HR. Faculty Senate should lead in the research about faculty ranks (checked what other institutions have) as they were

instrumental in the changes made to the faculty performance evaluation

Recommendations:

- Refer to Staffing Strategic Focus area
- A clear process and plan must be defined in the reclassification of staff and faculty.
- Need to review faculty ranks through Faculty Senate
- Need to host a Staff Recognition Dinner
- Need to host Employee Day

Note: Accepted, Review Completed ☺

ASCC Institutional Strategic Plan 2015-2020 update Template:

Physical Facilities and Maintenance:

Strategic Focus:
ASCC will continue to effectively maintain its human and physical assets and its services to its internal/external stakeholders through its Integrated Physical Facilities and Maintenance Plan.

Strategic Response:
The 2015-2020 PFM Master Plan was based on an assessment of the 2009-2014 PFM Master Plan. Recommendations substantiated from the 2009-2014 plan focused on the best practices for the effective management of ASCC's Physical assets. The plan encompasses Total Cost of Ownership measures, which will increase the efficiency of our facilities, reduce maintenance costs, and decrease high turnover of facilities and equipment. Effective maintenance of our facilities will enable stakeholders to work in a safe, clean and secure environment leading to the achievement of our institutional mission for "high quality" services. The plan allows for administrators to envision expansion of campus facilities and programs and to prepare for the future.

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objectives:

- ASCC will institute a review process to monitor the implementation of the comprehensive preventive maintenance plan;
- ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel.

Goal 2: ASCC will continue to plan new construction based on a needs assessment.

Objective:

- ASCC will complete all new construction and newly identified construction.

Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.

Objective:

- ASCC will continue to maintain our physical assets through renovations and repair.

Goal 4: ASCC will effectively maintain its facilities and equipment.

Objective:

- ASCC will implement and improve the comprehensive preventive maintenance plan.

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Review of Physical Facilities and Maintenance Plan:

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan. • **Performance Indicator 1: Develop a review process of all ASCC physical facilities.**			
Activities:	**Expected Outcomes:**	**Status**	**Evidence**
• (PI.1) Confirm facility review process for new construction projects, renovation and repair priorities, and maintenance activities: o Establish and organize the facility review committee; o Establish roles and	14)A committee is established to monitor PFM plan, assess its effectiveness, and set schedules for new construction, renovation and repair, and maintenance activities;	6) Not Completed 7) Not Completed 8) Partially Completed	6) No Evidence 7) No Evidence 8) No Evidence (Review Evidence)

responsibilities for FRC; • Review compliance of all ASCC physical facilities to local and federal regulations;	15) A formalized process outlining FRC roles and responsibilities in assessing and scheduling is documented; 16) All processes are compliant with local and federal regulations; *(SIII)*		

Description/Narrative:
Currently there is no FRC. There is a need to establish this committee and its responsibilities. In addition, there is a need to document process in reviewing ASCC's physical facilities to ensure it is compliant with local and federal regulations. Review Completed ☺

Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan.

- **Performance Indicator 2: Conduct an assessment of all physical facilities.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2a) Initiate 1st assessment of facilities ○ Review previous facility plans (ex. 2020 campus plan, ASCC campus filed book, 2007 facilities plan, etc.); ○ Collect institutional data on space management; ○ Conduct inventory of buildings; ○ Conduct inventory of maintenance equipment; ○ Review institutional program review and divisional assessment	17) A full facility assessment report of ASCC's physical assets highlighting needs for new construction and minor/major renovation and repair; *(SIII)* 18) An annual schedule for new construction, renovation and repair, and maintenance activities is identified; *(SIII)*	9) Completed 2015 10) Completed 2015	9) Comprehensive Maintenance Plan 2015-2020 10) Included in Comprehensive Maintenance Plan 2015-2020

results; ○ Review standard III; ○ Assess condition of current facilities; • (PI.2b) Initiate 2nd assessment of facilities ○ Review new construction, renovation and repair, and maintenance activities performed in first two years; ○ Assess new condition of physical assets; ○ Make recommendations for maintenance schedules and resources;			
Description/Narrative: This objective has been completed but the committee recommends that the Comprehensive Maintenance Plan is reviewed annually for updates and to ensure that it is being implemented. Review Completed ☺			
Objective 1: ASCC will institute a review process to monitor the implementation of the Comprehensive Preventive Maintenance Plan. • **Performance Indicator 3: Identify funding sources to execute the comprehensive preventive maintenance plan.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI. 3) Identify possible funding sources through federal grants and local funds.	19) Increase in funding resources. *(SI, SIII)*	6) Partially Completed	• Included in Comprehensive Maintenance Plan 2015-2020 • CIP Federal Funding set aside for the Multipurpose Center $105,000 • ACNR has funding for maintenance of its facilities.
Description/Narrative:			

The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Sub Committee recommends to include maintenance, repairs, new constructions etc in all grant proposal as applicable. Review Completed ☺

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 1: ASCC will implement the Physical Facilities and Maintenance Plan for new construction, renovation and repair, and maintenance through a formalized process.

Objective 2: ASCC will ensure the quality of its facilities, services, and equipment through its qualified personnel.

- **Performance Indicator 1: Provide, maintain, and hire qualified personnel to fulfill technical/specialized positions.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) To allocate institutional support for: o Technical/specialized training; o Qualified personnel.	3) Qualified technical/specialized personnel have been hired; *(SII, SIII)* 4) Support staff received training in specialized/skilled areas. *(SIII)*	3) Partially Completed 4) Not Completed	3) HR files of PFM personnel 4) No Evidence

Description/Narrative:
There is a need for qualified technical/specialized air conditioning personnel. The subcommittee also recommends that support staff receiving specialized/skilled areas. Also recommends utilize of the TTD Apprenticeship Program. Subcommittee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertize. Notes: HR Issue: Certification is a hiring procedure based on specialization and expertise. Classification based on need, needs to be clarified, established and practiced. (Classification Issue) Review Completed ☺

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 2: ASCC will continue planning of new construction based on a needs assessment. (New Construction)

Objective 1: Complete all new construction and newly identified construction.

- **Performance Indicator 1: Ensure quality of construction;**

- **Performance Indicator 2: Ensure adherence to proposed timeline.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1 & PI.2) ASCC will reference the 2020 campus plan for guidance and planning by the facilities review committee; • (PI.1 & PI.2) Monitor progress of construction by ensuring builders are following proposed timeline and completing phases as indicated in the specifications; • (PI.1) Consult with appropriate local and federal agencies for compliance issues and schedule inspections accordingly; • (PI.1 & PI.2) Weekly progress reports addressing issues and finding solutions to construction problems; 6. Submit all documentation for construction projects to special projects personnel for proper storage of all facility documents;	6) Completion of all identified new construction; 7) Institutionally centralized and archived all construction plans, documents, and blueprints.	5) Partially Completed 6) Not Completed	5) MPC partially completed and TTD/SSI project is yet to begin. CIP ASG Committee has already approved $300,000 (2017) for TTD design phase and another $300,000 (2018) for SSI design phase 6) No Evidence

Description/Narrative:
The Special Projects Manager, Procurement Officer and Physical Facilities Management Officer began the process of collecting all construction documents and is planning to archive these important documents at the ASCC Library. Note: Where are the current blueprints for the existing buildings such as the Library, Lecture Hall, and other recent constructions? Review Completed ☺

Objective 1: Complete all new construction and newly identified construction.

- **Performance Indicator 3: Develop maintenance schedule for all construction;**
- **Performance Indicator 4: Implement maintenance schedule;**
- **Performance Indicator 5: Assess maintenance schedule for effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3 & PI.4) Develop schedule for the maintenance of all ASCC completed construction projects; • (PI.5) Implement schedule for all completed construction project maintenance;	8) A comprehensive maintenance plan for all completed construction projects; 9) Assessment of all maintenance on completed construction projects are reported in divisional quarterly reports.	7) Completed 8) Completed	7) Comprehensive Maintenance Plan 8) PFM Weekly, Bi-Weekly, and Quarterly Report

Description/Narrative:
Continue assessment of maintenance and continue to report in weekly, bi-weekly, and quarterly report. Review Completed ☺

Objective 1: Complete all new construction and newly identified construction.

- **Performance Indicator 6: Secure funding for maintenance of all new construction.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.6) Identify funding sources locally and federally.	10) Increase in local and federal funding sources.	5) Partially Completed	5) Local PFM Budget (2015-2016)

Description/Narrative:
Recommend to review the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process. Note: (Establish FRC to assess the Maintenance Plan 2015-2020 and make recommendations for institutional dialogue in ASCC's budget preparation as applicable to local and federal funding.) Review Completed ☺

----------*"PHYSICAL FACILITIES AND MAINTENANCE"*----------

Goal 3: ASCC will continue to improve our services through renovations by utilization and the allocation of resources.

Objective 1: ASCC will continue to maintain our physical assets through renovations and repair.

- **Performance Indicator 1: Conduct assessment on the current process for renovation and repair;**
- **Performance Indicator 2: Improve Job order processes;**

- **Performance Indicator 3: Train all personnel on OSHA requirements.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Conduct an assessment of current renovation and repair process; • (PI.2) Improve job order processes; • (PI.3) Hire an OSHA consultant to train all personnel on OSHA requirements;	7) Annual review of work order process for renovations and repair and preventive maintenance; 8) Annual review of PR process to procure materials and supplies; 9) Compliance with OSHA standards.	7) Completed 8) Completed 9) Completed	7) Job Order SOP and PFM weekly, bi-weekly, and quarterly report. 8) Procurement SOP for purchasing 9) Attendance of Department Labor Training and OSHA certification of PFM Officer and SPM (Refer to HRO)

Description/Narrative:
Sub Committee recommends continuous re-certification. Notes: Refer to notes above on compliance. For continuous improvements, cycle of assessing SOPs is clarified. Review Completed ☺

Objective 1: ASCC will continue to maintain our physical assets through renovations and repair.

- **Performance Indicator 4: Educate all stakeholders on the proper care of facilities and energy saving initiatives;**
- **Performance Indicator 5: Assess renovation and repair activities for institutional effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Train staff and faculty on proper care of facilities and energy-savings initiatives: • (PI.5) Conduct a quarterly assessment on renovation and repair activities.	10) Reduction of overhead costs; 11) Reduction of work orders; 12) Preservation of our facilities.	10) Partially Completed 11) Not Completed 12) Partially Completed	10) M,W,F shut down 12-1p.m. for energy savings and the institution has began purchasing energy efficient AC units. (Solar Panels-review efficiency on cost savings) 11) Job Orders are not reduced. 12) Maintenance of our facilities is on-going. The priorities of major maintenance projects are listed in our Comprehensive Maintenance Plan.

Description/Narrative:
Subcommittee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be headed by PFM & TTD. Notes: To include Finance and MIS versus TTD. Clarify the role of the FRC in the implementation of this expected outcome. Review Completed ☺

Goal 4: ASCC will effectively maintain its facilities and equipment. (Maintenance)

Objective 1: ASCC will implement and improve the comprehensive preventive maintenance plan. • **Performance Indicator 1: Develop, implement, and assess the comprehensive preventive maintenance plan.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Develop and implement a preventive maintenance program for all system concerns:	9) A comprehensive maintenance plan inclusive of all physical facility concerns;	1) Completed	1) Comprehensive Maintenance Plan 2015-2020
Description/Narrative: Recommends to review this plan annually for update for institution decision making and to ensure it is implemented. Review Completed ☺			
Objective 1: ASCC will implement and improve the comprehensive preventive maintenance plan. • **Performance Indicator 2: Identify resources for comprehensive preventive maintenance plan.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.2) Identify resources: o Identify sources of funding for comprehensive maintenance plan o Identify human resources needed to perform the job o Identify tools and equipment needed for the programs above.	10) Adequate support and allocation of resources is documented;	2) Partially Completed	2) Comprehensive Maintenance Plan 2015-2020
Description/Narrative: The Comprehensive Maintenance Plan 2015-2020 was completed after the annual budget review for 2015-2016 was conducted. It is strongly recommended that this plan be used for the 2016-2017 institution budget preparation and planning. Notes: The FRC must be established for the review, assessment and implementation of this expected outcome. (Review the budget ceiling for maintenance/facilities and resource allocation according to the Physical Facilities and Maintenance Plan 2015-2020). Review Completed ☺			

ASCC Institutional Strategic Plan 2015-2020 update Template:

Staffing:

Strategic Focus:

- Professional, Governance and Employee Development;
- Reclassification;
- Adequate Staffing.

Strategic Response:

With the influx in ARRA funding, many of the goals and objectives in the Staffing Plan (ASCC Strategic Plan 2009-2014) were addressed in the areas of professional development, training, and hiring in high need areas. This plan provides updates based on the implementation of the 2009-2014 ASCC Staffing Master Plan with the focus on policies and processes to better improve and sustain professional development, reclassification and hiring of personnel.

----------*"STAFFING"*----------

Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.

Objective:

- ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.

Objective:

- ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.

Objective:

- ASCC will budget positions for identified high need areas.

----------*"STAFFING"*----------

Review of Staffing Plan:

Goal 1: ASCC will invest in and promote professional, governance, and employee development to enhance institutional effectiveness.

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

- **Performance Indicator 1: Analyze and review guidelines for professional and employee development training.**

Activities:	Expected Outcomes:	Status	Evidence
• (PI.1a) Confirm staffing review process for hiring, training, and professional development: o Establish and organize the staffing review committee; o Establish roles and responsibilities for SRC; • (PI.1b) SRC review compliance of all ASCC policies and practices to local and federal regulations; • (PI.1c) Analyze guidelines for selecting, monitoring, and accountability for professional and employee development activities (off/on-island training); • (PI.1d) Evaluate available training alternatives to identify the most effective mechanism for developing employee competencies (local training/webinars);	5) A staffing review committee (SRC) is established to monitor staffing plan, assess its effectiveness, and reviews for training, professional growth, and hiring. 6) A formalized process outlining SRC roles and responsibilities in review and assessment; 7) All processes are compliant with local and federal regulations; *(SIII)* 8) Analysis of professional updates, development, and employee development activities to identify needs and strengths. Analysis should be processed and policy driven, institutionally centralized and archived; *(SII, SIII, SIV)*	Completed (IPECC Review: Incomplete) Completed (IPECC Review Incomplete) Partial Completed (IPECC Review- Incomplete) Partial	Staffing Review Committee report (Note: To identify the Staffing in Governance. The Staffing Subcommittee as assumed was a committee used in the addressing of ASCC's Show Cause Sanction to address the standard deficiencies. Staffing Review Committee report Note: to review accordingly to the comments provided above. Staffing Review Committee report Governance Structural Manual. (Remove of Governance Participatory Structural Manual) Review compliance regulations. Staffing Review Committee report Referring to previous and current reviews of the Task Force committees. Staffing Review Committee report

Description/Narrative:

5) Tamari, Teleiai, Sereima, Jessie, Fuatapu recommends that the institution evaluates the professional development, training of staff since the Academic Division is set. (Institutionalize this committee as an ongoing committee)
6) Subcommittee recommends that the SRC becomes an ongoing (standing) review committee. To continue their scope of service in recommending monitoring, assessing, evaluating and analyze results for reporting to Leadership Team. Notes: SRC needs to be established.
7) Subcommittee recommends that the College follows the local laws in publication of policies every two years (ref ASCA 4.1002). Subcommittee recommends that the College must also establish a timeline of policy review in order to meet federal and local laws pertaining to ASCA 4.1002) Notes: Needs to be implemented.
8) Subcommittee recommends that Division reports all professional development to HR, and HR to provides an Annual Report detailing areas of training and professional development required. Subcommittee also recommends to utilized IE to centralize and archive institutional reports. Recommend that the institution follow established policies in updating official personnel records. Notes: We are in working progress. All PD needs to be submitted to HR and institutional archiving.

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

- **Performance Indicator 2: Support required training.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2a) Identify funding and resources to conduct and attend required training (Training of Trainers); • (PI.2b) Establish a pool of trainers to conduct required training from institution and community;	6) An institutional schedule of high quality and required training for all employees; 7) A list of professional development trainers identifying specialized areas of expertise;	Completed (IPECC Review: Partially Completed) Incomplete (Not Completed) (IPECC Review: Partially Completed)	Staffing Review Committee report ASCC Budget Planned activities as per divisional budget purchases/allocation. (Notes: Areas of PD: Compliance/Training) Ex. Convocation, Faculty Orientation Evidence: Train the Trainers, Assessment 101 and 201

Description/Narrative:

1). The subcommittee recommends that the schedule of institutional required training should be part of the IPECC/VPs/President scope so that it is integrated into the strategic plan. Note: Remove IPECC, VPs, and President and refer to the scope and tasks of the SRC.

2) The subcommittee recommends that the institution identify specialized areas and update their official files so that HR can list the professional. Upon completion of identification of the list is shall be forwarded to IE for archiving and disseminating institutional publications. Subcommittee also

recommends that the implementation process of this scheduled is monitored and overseen by VPs. Note: The recommendation will pertain to the SRC. Review Completed ☺

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

- **Performance Indicator 3: Promote personal and professional growth.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.3a) Provide opportunities and incentives that will enhance personal and professional growth; • (PI.3b) Formalize employee participation through an incentive process based on long-term commitment and service in institutional committees: o A plan is identified to acknowledge faculty/staff who served in institutional committees for 5+ years;	8) An increase in faculty and staff enrollment in courses, webinars, and training for strengthening of competencies and cross training; 9) Faculty & Staff long-term consistent participation in institutional committees are acknowledged and rewarded accordingly;	Completed (IPECC Review: Partially Completed) Incomplete (Partial)	Staffing Review Committee Report Divisional Training, Bi-Weekly Report and Quarterly Report Notes: To review the scope of the SRC and tasks. Annual Faculty Award Recognition (HR & Dean of Academic Affairs) Notes: Faculty Job Descriptions no institutional merits or acknowledgements for participation. No recognition for both faculty and staff for participation in institutional committees.

Description/Narrative:

4) The subcommittee recommends that there be established standard criteria for awarding recognition for both faculty and staff. Notes: The SRC stipulates criteria for faculty and staff recognition for serving in institutional standing/task force committees. Review Completed ☺

Objective 1: ASCC will provide professional development training and degree opportunities supported by the institution to enhance and retain employees with competencies that promote high quality services.

- **Performance Indicator 4: Support and promote degree programs for employees for professional growth.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Provide funding, resource support or release time support for personnel in pursuit of a higher degree: o Policies are updated to include terms for	10) Increase in highly qualified and certified faculty and staff.	Complete (IPECC Review: Incomplete)	Staffing Review Committee report. Quarterly Report Personnel Summary – IE (Review Institutional Evidence)

faculty and staff commitment to ASCC upon completion of their degrees.			

Description/Narrative:

IPECC Notes: SRC Review. Plan of Action/Data Sets. Review Completed ☺

---------*"STAFFING"*---------

Goal 2: ASCC will offer competitive and equitable compensation that aligns with employee performance.

Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

- **Performance Indicator 1: Invest and improve competitive and equitable pay.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1a) Implement approved incremental reclassified pay schedule for faculty and staff that meets local mandates and USDOL minimum wage specifications; o Degrees Attained; o Years of Service; o Individual Professional Growth; • (PI.1b) Review the class contracts scale for adjunct faculty and for professional services; • (PI.1c) Review the pay scale for specialized and skilled areas; o Degree vs. Certification; o Professional Licensure; o Years of Experience; • (PI.1d) Policies and processes on employment	18) An updated equitable pay scale detailing the grades and steps for faculty, staff, and skilled positions have been reviewed by the SRC, channeled for approval, and implemented institutionally; *(SI, SII, SIII, SIV)*	Completed (Partial) Incomplete (Recommend to remove) Complete	Draft Employee Reclassification proposal (*pending VP approval*) IPECC Notes: What is the role of the SRC in this review? IPECC Notes: The committee recommends to pursue this outcome and task the SRC to further review and research this Performance Indicator (PI.1.C) Draft Employee Reclassification proposal (*pending VP approval*) Notes: Divisional SOPs versus

positions pertaining to degree, certification, licensure, and years of experience be reviewed by the SRC.			Institutional processes for the review of classification/reclassification.

Description/Narrative:

3) **The subcommittee recommends that the SRC review Goal 2, Objective 1 and Performance Indicator 1.**
   Also, the subcommittee recommends that the Draft Employee Reclassification Proposal be finalized/completed by Year 1. Note: Review the scope of the SRC.
4) **The subcommittee recommends continuing the scope of SRC (standing committee?) whereas member composition may be revised. Note: Review the scope of the SRC.** Review Completed ☺

Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

- **Performance Indicator 2: Support standard classification process.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2) Review the analysis of standard classification process transition for all ASCC employees: o Classification of ranks for Higher Education; o Differentiation of professional responsibility.	19) A standard classification process has been reviewed and aligned accordingly to the scope of professional responsibilities; *(SI, SII, SIII, SIV)*	Completed	Staffing Review Committee report Note: SOPs, etc....

Description/Narrative:

IPECC Note: Clarify for continuous improvements. Review Completed ☺

Objective 1: ASCC will provide a comprehensive classification and performance evaluation program that will encourage employees to maximize quality of services.

- **Performance Indicator 3: Improve performance evaluation process and instruments that assess effectiveness.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3a) Update ASCC instruments to evaluate Faculty and Staff; • (PI.3b) Assess all ASCC employment positions for classification accuracy; • (PI.3c) An evaluation policy	20) Performance evaluation instruments are updated and implemented; 21) All ASCC employment positions are	Partial Completed Completed	Faculty Performance Evaluation form. Note: Staff and managers/supervisors, etc. evaluation forms were reviewed but not completed.

is identified and implemented;	reviewed, classified, and aligned to the ASCC evaluation policy.	Note: Further review needed in terms of evaluation policies	Position Review Form Notes:
Description/Narrative: **1) The subcommittee recommends that the Staff Two-Way Performance Evaluation be reviewed and revised to reflect classification of employees; ie supervisor duties vs support services functions. Note: IPECC recommends a thorough review of the above expected outcomes.** Review Completed ☺			

----------*"STAFFING"*----------

Goal 3: ASCC will ensure adequate staffing that will promote high quality programs and services.

Objective 1: ASCC will budget positions for identified high need areas. • **Performance Indicator 1: Implement and adhere to hiring procedures.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.1) Review and update processes and policies for hiring and setting of pay scale to match qualifications and competencies required for the position;	17) Updated policies and clear SOPs for hiring, placement, and transfer of personnel; *(SI, SII, SIII, SIV)*	Completed	Governance Policies Approved BHE 2015 HR Standard Operating Procedures (Show Cause Accreditation Report 2015) Show Cause Sanction Report by Staffing Review Committee. Established HR Personnel Action Request Recruitment Form and Personnel Action Request Transfer Form
Description/Narrative: Recommendation by the subcommittee that ASCC should follow the ASCA 4.1002 3. Adopt rules of practice setting forth the nature and requirements of all formal and informal procedures available, including a description of all forms and instructions used by the agency; 4. Adopt rules stating the general course and method of its operations and the methods whereby the public may obtain information or make submissions or requests, and establish a review of the Governance Policy Manual and Personnel Manual as per requirement of the			

law.

Subcommittee recommends that the Governance Policy Manual and Personnel Manual be reviewed and completed by Year I of the Plan. Note: IPECC recommends that the SRC play an integral role in the review of policies on hiring and to omit the recommendation of the Task Force subcommittee. Review Completed ☺

Objective 1: ASCC will budget positions for identified high need areas.

- **Performance Indicator 2: Identify adjunct part-time, consultation, contractual and temporary positions.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Assess and identify ASCC institutional needs in specialized and high-need areas, and expansion; • (PI.2b) Continue to seek and procure funding for sustainability.	18) A document identifying ASCC's institutional needs in specialized and high-need areas, and expansion of services and program is institutionally centralized and archived; *(SI, SII, SIII, SIV)* 19) Funding sources are identified; *(SII, SIII)*	2) Not Completed Notes: There is no institutional document. Refer to SRC for review 3) Not Completed Notes: Refer to SRC for review.	2) Policy 4602.1: Classifications ".... Classifications/Reclassifications of positions for consideration must be submitted to the Human Resources Department for processing prior to March 31 for inclusion in to the next annual budget."

Description/Narrative:

2) Subcommittee recommends that division/program needs are submitted to HR by end of March of each year (inset policy) and provide through a formal report document to the institutional on an annual basis. Notes: The subcommittee does not determine the needs of a program/department. However, division/department needs must be institutional documented and referred through the process of prioritization.

3) Subcommittee recommends reviewing and defining sources of revenue to utilize for P.I.2a. Eg: parking fees, enterprises, research foundation, facilities fees appropriated for institutional staffing needs in specialized areas and high need areas Review Completed ☺

Objective 1: ASCC will budget positions for identified high need areas.

- **Performance Indicator 3: Promote and expand student employment for transitioning into the workforce.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3a) Promote articulation for better employment	20) A tracking system is identified		4) MOU for longitudinal system; Divisional tracking data of

opportunities for transitioning into the workforce; • (PI.3b) Review and analyze student employment process; • (PI.3c) Identify instrument or system to track student transferability, job placement, and service learning opportunities.	addressing the following areas: ○ Processes for student transition into the workforce; ○ Processes for student transferability to other institutions of higher learning; ○ Processes for Service Learning opportunities; 21) The tracking system (process) is institutionally centralized and archived.		students; Student Services Transferability Data (Comprehensive Process)
Description/Narrative: 6. Subcommittee recommends that a MOU is established for partnership purpose of LDS. 7. Subcommittee recommends institutionalizing the process of data archiving, for internal and external reporting through the office IE. Review Completed ☺			

ASCC Institutional Strategic Plan 2015-2020 Update Template:

Total Cost of Ownership:

Strategic Focus:

- Resource Management
- Resource Sustainability

Strategic Response:

With the influx in ARRA funding, many of the goals and objectives in the ASCC Strategic Plan 2009-2014 were addressed in the areas of Academic Excellence, Technology, Physical Facilities and Maintenance, and Staffing. This plan was established as an additional strategic priority resulting from recommendations from

each of the master plans. The Total Cost of Ownership Plan encompasses resource allocation and management in each of the strategic focus areas.

---------*"TOTAL COST OF OWNERSHIP"*---------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objectives:

- ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement;
- ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel development in the provision of services and programs for academic achievement.

---------*"TOTAL COST OF OWNERSHIP"*---------

Review of Total Cost of Ownership Plan:

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement.

- **Performance Indicator 1: Develop a document to validate justification of all technology equipment requests;**
- **Performance Indicator 2: Develop and implement the replacement plan for all technology and equipment and supplies.**

Activities:	Expected Outcomes:	Status	Evidence
• (PI.1a) An inventory assessment of all	7) An up to date comprehensive	5) Partially Completed	5) Fixed Asset Inventory 2014-

technologies, supplies and equipment are documented, centralized, and archived; • (PI.1b) An assessment and review of divisional standard operating procedures to improve the control of purchasing technologies and equipment; o Review of PR Forms; o Institutionalize technical and equipment specification; o A plan to sustain the maintenance of technologies and equipment. • (PI.2) Assess and improve the process of replacing and disposing of all technologies and equipment: o A plan for replacing all technologies and equipment is implemented; o Disposal of all or any technologies and equipment comply with local and federal regulations.	inventory of all technology equipment is kept and referred to for purchasing and replacement of technology and equipment; *(SII, SIII, SIV)* 8) Processes and policies are followed for the replacement and purchase of all technology equipment; *(SII, SIII, SIV)*	6) Completed	2015 Note: Ongoing 6) Procurement Purchasing SOP and MIS Specification provided to Procurement; Comprehensive Maintenance Plan 2015-2020
Description/Narrative: Expected Outcome #1 Recommendation: Fixed Asset Inventory only captures PO with amounts of $5,000 and above. Therefore the subcommittee recommends for review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment. All divisions are responsible to keep their own inventories. Note: Accepted (Also emphasize Policy 7211- Sale or Disposal of Property or Equipment) Review Completed ☺			
Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement. • **Performance Indicator 3: Provide technical training for staff to adequately provide sufficient support for technology and equipment;** • **Performance Indicator 4: Provide care & maintenance training to all users of technology and equipment.**			
Activities:	**Expected**	**Status**	**Evidence**

	Outcomes		
• (PI.3) Technical training is scheduled and implemented for support staff based on the assessment of institutional needs in technologies and equipment; • (PI.4) Professional training for appropriate care and etiquette of technologies and equipment is provided for all ASCC employees.	9) Support staff have received technical training and provided with training opportunities in all areas of technology and equipment support; *(SII, SIII)* 10) All users of technology and equipment have been trained in the proper usage, care, and maintenance of technology and equipment; *(SII, SIII)*	7) Partially Completed 8) Partially Completed	7) ACNR DEG & CARIPAC technical training for support staff. TA's on professional staff trainings. Bi-weekly/quarterly reports. 8) Faculty Orientation Agenda Spring 2016 Note: To include evidence regarding staff training. (Review job descriptions and other documents)
Description/Narrative: MIS had tried to request training but budget was cut. Current FY2016 budget does provide funding for technical training but have not been able to implement. Subcommittee recommends that MIS support staff get their required annual update training and/or get the required certification to support the institution technology needs. Subcommittee recommend across board training for the institution on proper usage of all technology and equipment. Note: Accepted with recommendations to include training in the convocation. Review Completed ☺			
Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement. • **Performance Indicator 5: Implement assessment of all technological software and Internet accessibility to ensure that usage is at its full potential.**			
Activities:	**Expected Outcomes**	**Status**	**Evidence**
• (PI.5a) Internal assessment on internet connectivity is done monthly to determine speed efficiency conducive to institutional services; • (PI.5b) External assessment on Internet connectivity is done monthly to determine	11) An institutional assessment of the software, accessibility, and usage of technology equipment is conducted to	5) Partially Completed	5) MIS Internal Report, bi-weekly & quarterly reports.

speed efficiency conducive to institutional services.	determine the maximization of technology, software, Internet accessibility, and usage by all ASCC stakeholders *(SI, SII, SIII, SIV)*		

Description/Narrative:
The subcommittee found that ASCC MIS team conducts regular internal assessment. In addition, it is not recommended that external assessment is conducted by internet providers, due to conflict of interest. It is noted that the current bandwidth is not sufficient for ASCC but purchasing of additional bandwidth is dependent on additional funding. Subcommittee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc. Note: Accept, Review Completed ☺

Objective 1: ASCC will implement processes and procedures that address total cost of ownership for technology and equipment facilitating the provision of services and programs for academic achievement.

- **Performance Indicator 6: A budget allocation is defined based on the institutional replacement and purchasing plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.6) Justification of all technology equipment requests is documented and based on institutional replacement and purchase plan.	12) Planned budgeting for all new and Replacement purchases of technology and equipment. (SI, SII, SIII, SIV)	6) Completed	6) Annual Budget Planning 2016 Documents.

Description/Narrative:
Subcommittee noted that this was done through the annual budget process. Note: For ongoing quality assurance, a recommendation to link budget processes to the 2015-2020 Comprehensive Maintenance Plan. Review Completed ☺

----------***"TOTAL COST OF OWNERSHIP"***----------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 2: ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement.

- **Performance Indicator 1: Conduct annual assessment and analysis for the development and update of the Comprehensive Preventive Maintenance Plan for all facilities, air condition units, vehicles, and maintenance equipment;**
- **Performance Indicator 2: Develop and implement replacement plan for all air condition units and maintenance equipment;**
- **Performance Indicator 3: Update and implement policy of purchasing all equipment to ensure energy efficiency and to include a maintenance/warranty plan.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Annually assess all facilities, air condition units, vehicles, and maintenance equipment; o An inventory assessment of all facilities, air condition units, vehicles, tools, and maintenance equipment are documented, centralized, and archived; • (PI.2) Assess and improve the process of replacing and disposing of all air conditioning, and maintenance equipment: o A plan for replacing all air conditioning units and maintenance equipment; o Disposal of all or any air conditioning and maintenance	6) An annual assessment is conducted and inventory updates for preventive maintenance planning: *(SI, SII, SIII, SIV)* 7) A schedule of maintenance is followed decreasing the emergency repairs and purchases; (*SIII, SIV)* 8) Processes and policies are followed for the replacement and purchase of all ASCC equipment; *(SII, SIII, SIV)*	7) Completed 8) Partially Completed 9) Completed	6) Comprehensive Maintenance Plan 2015-2020 7) Grounds and Janitor's Schedule and monthly scheduled of A/C preventive maintenance 8) Procurement Purchasing SOP

comply with local and federal regulations; • (PI.3) Update and implement policy of purchasing all equipment to ensure energy efficiency and to include a maintenance/warranty plan.			
Description/Narrative: Recommend for PFM to have a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in reduction of emergency repairs for our facilities. It is noted that maintenance are done based on Job Orders. Subcommittee noted a routine maintenance of A/C is currently practiced. Note: Accept: Recommend to link schedule (SOPs) to the Comprehensive Maintenance Plan 2015-2020 and implement. Review Completed ☺			
Objective 2: ASCC will implement processes and procedures that address total cost of ownership for physical facilities and equipment used in the provision of services and programs for academic achievement. • **Performance Indicator 4: Provide technical training to support staff to adequately perform the specialized skills of preventive maintenance;** • **Performance Indicator 5: Hire and retain specialized technicians for maintenance and repair of air condition units, maintenance equipment, and physical facilities equipment and components.**			
Activities:	**Expected Outcomes:**	**Status:**	**Evidence:**
• (PI.4) Technical training is scheduled and implemented for support staff to perform the specialized skills of preventive maintenance; • (PI.5) Hire and retain specialized technicians for preventive maintenance and repair of air condition units, maintenance equipment, and physical facilities equipment and components.	9) Support staff have received technical training and provided with training opportunities in all areas of preventive maintenance; *(SII, SIII)* 10) Specialized technicians are hired and ongoing development and upgraded specialized skills for maintenance	9) Not Completed 10) Partially Completed	10) No Evidence 11) Maintenance Personnel HR Documents

	staff continues *(SI, SII, SIII, SIV)*		

Description/Narrative:
There is a need for qualified technical/specialized air conditioning personnel. The subcommittee also recommends that support staff receive specialized/skilled areas. Also recommends utilize of the TTD Apprenticeship Program. Subcommittee also recommends for the institution to assist maintenance personnel to get certification as per requirement in their area of expertise. Note: Accepted. Recommended to revisit HR job descriptions/competitive packages for specialized/technical areas. Review Completed ☺

---------*"TOTAL COST OF OWNERSHIP"*---------

Goal 1: ASCC will provide planned funding and resource management that addresses total cost of ownership for technology and equipment, for physical facilities, and for staffing and personnel development.

Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic achievement.

- **Performance Indicator 1: Document and implement position review process, identifying responsibilities for position and responsibility sustainability;**
- **Performance Indicator 2: Develop and implement a Reclassification Plan on an incremental basis identifying number and positions per year to ensure sustainability.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Review and improve position review processes for all ASCC employment positions: o Lateral position transfers; o Classification of new positions o Clarification of job responsibilities; o Clarification of grade/step and is institutionally aligned; o Budgeting new positions; • (PI.2) Review and determine an annual phase for implementing	7) Position review process is conducted by all divisions on a regular basis which includes the evaluation of personnel and update of responsibilities and SOPs; *(SI, SII, SIII, SIV)* 8) The reclassification plan is implemented for all identified positions following the	1) Partially Completed 2) Partially Completed	7) Position Review Forms Completed and HR SOP 8) Governor's mandate memo 2015. Staff/faculty reclassification.

reclassification for ASCC Employees: ○ Sustainability measures are defined through an annual phase;	Institutional and Divisional Organizational Charts;		

Description/Narrative:
There is evidence that there has been some reclassification done within the institution based on the Governor's mandate in reference to the Bachelor & Master Degree but there is a still a need to clarify and outline the process for the institutional reclassification. Note: Cross reference Staffing Recommendations on classification/reclassification. Accepted, Review Completed ☺

Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic achievement.

- **Performance Indicator 3: Conduct a biennial needs assessment to identify key areas of the institution that require professional development for improvement and for continued quality services and programs.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.3a) Revise and implement professional development plan to include accountability measures for institutional professional development; • (PI.3b) Review and revise travel authorization forms to include faculty/staff commitment to provide training and sharing of information within a specified timeframe.	9) A report on faculty/staff performance evaluations is compiled annually emphasizing institutional and divisional professional needs; *(SI, SII, SIII, SIV)* 10) Travel and training is aligned with institutional professional development needs;	9) Completed IPECC:Partially Completed 10) Completed	3) Faculty/Staff Evaluation Summary HR Form 4) Travel Reports for Academic Affairs & staff

Description/Narrative:
It is noted that the professional development priority as noted for the faculty and Academic Affairs has been completed. But the subcommittee recommends that travel needs must be assessed for all other areas in addition to Academic Affairs. Notes: Accepted, Recommended to review the appropriateness of a long-term professional development institutional plan based on growth, compliance, and continuous improvements. Accepted, Review Completed ☺

Objective 3: ASCC will implement processes and procedures that address total cost of ownership for staffing and personnel developments in the provision of services and programs for academic

achievement.

- **Performance Indicator 4: Develop a Transition Plan for key positions in all divisions;**
- **Performance Indicator 5: Identify and prioritize personnel needs to hire faculty and staff in high need areas and specialized skilled areas.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) A transition plan is identified and implemented to determine operational continuity; • (PI.5a) Adhere to ASCC processes and procedures for hiring faculty and staff in high need areas and specialized skilled areas; • (PI.5b) Funding sources are allocated based on identified institutional needs.	11) An analysis of organizational charts and divisional SOPs is compiled to identify key positions in need of priority hiring and replacement *(SI, SII, SIII, SIV)* 12) Funding Sources are identified. *(SI, SII, SIII, SIV)*	11) Completed IPECC: Partially Completed 12) Completed	5)Full Organizational Booklet 12) Annual Budget Planning Document for 2016

Description/Narrative:
Although the review of the organization chart was completed in FY2015. Note: Recommended to provide an analysis emphasizing the effectiveness of organizational structure and governance. Review Completed ☺

ASCC Institutional Strategic Plan 2015-2020 update Template:

Technology:

Strategic Focus:

- Provide Quality and Updated Technology for Communication and Services;
- Provide adequate funding and support for all technological resources and educational technological trends.

Strategic Response:

With the influx in ARRA funding, many of the goals and objectives in the Technology Plan (ASCC Strategic Plan 2009-2014) have been addressed in the provision, support, and instructional delivery of student learning activities. This plan provides updates based on implementation of the 2009-2014 ASCC Technology Master Plan with focus on assessing the quality and accurateness of the technologies purchased, accessibility, maintenance, disposal, and the Total Cost of Ownership for the upcoming planning years.

----------*"TECHNOLOGY"*----------

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objectives:

- ASCC will meet the challenge of current computer and server needs of the its stakeholders;
- ASCC will meet the challenge of future technological needs of ASCC stakeholders.

Goal 2: ASCC will effectively maintain and develop its Network and Communication assets and services to internal and external stakeholders.

Objective:

- ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

Goal 3: ASCC will effectively maintain and develop its Distance Learning and Online Services to internal and external stakeholders.

Objective:

- ASCC will provide opportunities and access for distance learning and online services.

----------*"TECHNOLOGY"*----------

Review of Technology Plan:

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders. • **Performance Indicator 1: Assess the computer accessibility plan.**			
Activities:	**Expected Outcomes:**	**Status**	**Evidence**
• (PI.1) Confirm technology review process for purchase, maintenance, and disposal of all technological equipment: o Establish and organize the	20) A Technology Review Committee (TRC) is established to monitor technology plan, assess its effectiveness, and set schedules for purchase, maintenance, and disposal of all technological equipment;	1.) Partially Completed/In Progress	1.) -ISP 2015-2020 -Comprehensive Maintenance Plan 2015-2020 (doesn't have purchase plan and disposal of hardware) -Disposal Plan is part of Procurement SOP/ Procurement Manual*

technology review committee; o Establish roles and responsibilities for TRC; • (PI.1) Review compliance of all ASCC technology processes to local and federal regulations; • (PI.1a) Assess the number of computers that are available for student usage, condition of computers, and life-span for projection of cost of maintenance and purchasing of new computers; • (PI.1b) Continual assessments of the usage of computer labs available to students and the hours that they are available.	21) A formalized process outlining TRC roles and responsibilities in assessing and scheduling is documented	2.) Partially Completed/In Progress	* *(a recommendation by the MIS to Procurement) for disposal**) to make sure that it is compliant with federal/local regulations. - Technology Maintenance Plan 2015-2020 2.) *TRC and other committee assignments and roles and responsibilities were made prior to the 2015 Accreditation report but evidence was not found.*
	22) All processes are compliant with local and federal regulations; *(SIII)*	3.) Partially Completed/In Progress	3.) 2011 MIS Replacement/ Disposal Process Disposal Plan is part of 1. Procurement SOP/ 2. * Procurement Manual* 3. * *(a recommendation by the MIS to Procurement) for disposal**) to make sure that it is compliant with federal/local regulations. 3a. Minimal specifications/requirements for purchase.
	23) An updated semester based report of computer accessibility for students is documented and is institutionally centralized and archived;	4.) Partially Completed/In Progress	4. MIS 4th Qtr Report (refer to recommendations)
	24) A document emphasizing that technologies purchased by ASCC is compatible, appropriate, and conducive to support student learning.	5.) Partially Completed/In Progress	5.) • **-Finance Division SOP-** -Procurement Office-Fixed Asset Inventory pg 69-71 -Rec'vng & Recording Fixed Asset Inventory-

	25) A training plan (Internal & External) is developed and added to the ASCC professional development plan; ○ Faculty: hardware and software training; ○ Support staff: technical and service training; ○ System users: etiquette and care for ASCC systems and hardware;	6.) Partially Completed/In Progress	Inventory Pg 72-73 -Le Bookstore –Qtrly Inventory pg 91-93 MIS & CNR technology keep their own Inventory 5.) Costs for Internet connections need to be looked at. 6.) MIS - Finance Division - ISP 2015-2020 Alignment (PI.2) Professional Development Workshop 2014- (1/6-7/2014) & (8/16-17/2016)

Description/Narrative:

Recommendations-

2) A. Clearly establish TRC, meet every quarter, have someone taking minutes, submitting and institutionalizing to support everything being done for the TRC. The TRC was not used for the Show Cause report but were temporarily reassigned to the other strategic areas (ie. TCO and Staffing).
   TRC Report to TCO Subcommittee: policies, processes noted in report have not been submitted into evidence. (can't be found)
5) Submit all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. A semester report needs to be consolidated and Reports need to be institutionalized throughout ASCC. ie. ACNR, Library, TTD, MIS (doing their own thing)
6) The "Minimum Specs" for the computers needs to be reviewed and updated if needed every three years to keep up with the ever changing technological environment. Operating systems, internet browsers, Microsoft office, antivirus should be included. Connectivity should also be considered in minimum specs. Internet connection is conducive to student learning, so speed matters.
7) Training should include ALL staff and faculty, not just MIS staff. We can use our own resources to train staff, (ex. Give ASCC staff with no AA degrees, free admission to take a Certificate of Proficiency in ICT.) Or have TTD instructors or MIS staff to conduct seminars/trainings (ex. "Common Computer/Connectivity/Printer Errors that have Easy Solutions") and have the Leadership encourage/allow/make mandatory to attend. Review Completed ☺

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 2: Increase computer training opportunities for ASCC employees.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.2) Training for ASCC faculty and staff are provided.	6) A training plan (Internal & External) is developed and added to the ASCC professional development plan; o Faculty: hardware and software training; o Support staff: technical and service training; o System users: etiquette and care for ASCC systems and hardware; o Update in acceptable use policy.	Partially Completed/In Progress	(PI.2) Professional Development Workshop 2014- (1/6-7/2014) & (8/16-17/2016) Finance Divisions-Alignment ISP 2015-2020

Description/Narrative:
Recommendations:
Training should include ALL staff and faculty, not just MIS staff. We can use our own resources to train staff, (ex. Give ASCC staff with no AA degrees, free admission to take a Certificate of Proficiency in ICT.) Or have TTD instructors or MIS staff to conduct seminars/trainings (ex. "Common Computer/Connectivity/Printer Errors that have Easy Solutions") and have the Leadership encourage/allow/make mandatory to attend. Review Completed ☺

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 3: Assess the effectiveness of processes for computer/server purchasing/maintenance plan.**

Activities:	Expected Outcomes	Status	Evidence
• (PI.3) Institutional processes for maintenance of institutional technological purchases are emphasized and assessed.	7) An ongoing assessment is institutionally documented assessing the processes of all ASCC technological assets. 8) An annual assessment plan emphasizing the total cost of ownership to include the following areas: o Maintenance; o Life-span; o New technology hardware and software.	2.) Partially Completed/In Progress 3.) Partially Completed/In Progress	(PI.3) MIS provides the technology specifications and process for purchasing technology but has not created an SOP for institutional use. • Finance division has internal processes for purchasing • Budget for creation of preventive maintenance and troubleshooting is provided under MIS budget.

			• Preventive maintenance activities are performed by MIS. However, MIS only consistently provides maintenance for computer labs, and only for computers. All other technology is serviced when a work order is requested for it to be fixed.

Description/Narrative:
Recommendations:
1.) Nothing in evidence showing a plan for an annual assessment is in place. # 8 in above report mentions replacement and purchase plan. There is a maintenance plan, not in technology evidence. Notes: IPECC considers that need to further understand the technology needs of the institution. Review the role of the TRC. Review Completed ☺

Objective 1: ASCC will meet the challenge of current Computer and Server needs of the ASCC stakeholders.

- **Performance Indicator 4: Review computer/server "replacement and disposal" processes for accuracy, compliance, and federal mandates.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.4) Identify through the biennial physical inventory ASCC assets that will be replaced and disposed.	9) A process emphasizing a timeline scheduling replacement and disposal of ASCC physical assets and is in compliance with local and federal regulations.	4) Partially Completed/In Progress	4) 2011 MIS Replacement/Disposal Process -2014 Fixed Asset Inventory

Description/Narrative:
Note: To clarify the role of TRC. Review Completed ☺

----------*"TECHNOLOGY"*----------

Goal 1: ASCC will effectively maintain and develop its Computer and Server assets and services to internal and external stakeholders.

Objective 2: ASCC will meet the challenges of future technological needs for ASCC stakeholders.

- **Performance Indicator 1: To review and assess the utilization of campus-wide systems;**
- **Performance Indicator 2: To research and procure funding for identified computer/server needs.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) ASCC defines user accessibility and an institutional committee for all campus systems focusing on educational purposes, user confidentiality, operations, and services offered; • (PI.2) Continue to procure funding to sustain the cost of Datatel and research systems that will be cost containable for ASCC.	2) A policy defines user access for campus-wide systems based on institutional operations, purpose, and acceptable use policies. 3) Alternative systems have been identified for cost saving measures. ASCC identifies other sources of funding to sustain the cost of Datatel.	Partially Completed/In Progress	Finance Divisions-Alignment ISP 2015-2020 2016 MIS-Planned Purchases Note: AUP update. Review policies for User Access and Confidentiality (Emphasizing Policies 3013 – 3013.1) Finance Divisions-Alignment ISP 2015-2020
Description/Narrative: Recommendations: 4) An upgrade for software must be updated periodically? Note: Accessibility (administrative privilege) and confidentiality clarification in policies and institutional procedures for ASCC operations. 5) Semester reporting needs to be collected by a division to report ALL student computer lab data. Note: Unify all reporting stats for student usage of computer labs. 6) Seek ASTCA's assistance towards price for internet. *($500 for 1MB-ASTCA)* Internet RATE needs to be revisited to be more cost effective. Review Completed ☺			

----------*"TECHNOLOGY"*----------

Goal 2: ASCC will maintain and develop its Network and Communication assets and services to internal and external stakeholders.

Objective 1: ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

- **Performance Indicator 1: Assess current and telecommunications and future expansion for institutional growth.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Continue to research, assess, and procure optional solutions for network and telecommunications expansion.	22) A report/plan indicating network and telecommunication needs are implemented and	Not Completed	

○ Communication switchboard- auto-answer option; ○ Faster internet connectivity; ○ Revisit VoIP integration;	assessed;		

Description/Narrative:
Recommendations:

3) Network design should be reviewed. Subnetworks should be implemented for security issues.
4) Phone system should be upgraded to a PBX system that is based on an SIP standard Note: Refer for the review of the TRC. Review Completed ☺

Objective 1: ASCC will assess network and telecommunications connectivity and reliability to institutional operations.

- **Performance Indicator 2: Assess the utilization and performance of the campus-wide local area network (LAN)**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.2a) Conduct internal/external assessment of campus-wide Local Area Network; • (PI.2b) Conduct internal/external assessment wireless campus hotspots. 8.	23) A status report is compiled based on internet LAN and wireless connectivity; 24) Improvements/Plan on increasing internet quality is defined and implemented and institutionally funded. ○ To include Grant Funded Programs	Not Completed	

Description/Narrative:
Recommendation:

3) Status Reports should be based on data usage for random users to be studied. Note: Refer to the review of the TRC.
4) An external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years. Note: Review appropriateness. Review Completed ☺

---------- *"TECHNOLOGY"* ----------

Goal 3: ASCC will maintain and develop its Distance Learning and Online Services to internal and external stakeholders.

Objective 1: ASCC will provide opportunities and access for Distance Learning and Online Services.

- **Performance Indicator 1: To develop and implement an asynchronous online resource plan;**
- **Performance Indicator 2: Research other applications/technologies to enhance distance learning and online services.**

Activities:	Expected Outcomes:	Status:	Evidence:
• (PI.1) Continue to review and assess, online registration, distance learning technologies and online support services; • (PI.2) Assess tutorial software conducive to online learning.	10) Implement and assess programs and services that can be offered via distance learning and appropriate services that impact student enrollment and achievement.	Not Completed	

Description/Narrative:

Recommendation:

-Distant Learning technologies need to be re-visited. Note: Revive Distance Learning (Compatibility with Moodle) Review efficacy of distance learning and asynchronous online learning.

-Online support services needs to be available after hours so that continuing education students have access to these services. Review Completed ☺

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AMERICAN SAMOA COMMUNITY COLLEGE

Institutional Planning Executive Core Committee

Authority:

The Institutional Planning Executive Core Committee (IPECC) is a governance constituency given the authority to plan the process of program review; monitor the progress of all departments and programs as they undergo institutional wide program review; identify and propose recommendations on strategic priorities based on program review data; monitor the implementation of strategic priorities through institutional defined data collection mechanisms; and report semiannually on the status of the institutional strategic plan. [1]

Implementation of Committee Tasks and Findings:

The IPECC began its review of the Institutional Strategic Plan (ISP) 2015-2020 in the beginning of April 2016 after the Leadership Triangle presented a clarification of the Committee's membership, scope, and roles in March 2016. The Committee prior to the review of the ISP implemented a review of the annual Divisional Assessment and biennial Institutional Program Review survey templates to assure accuracy and inclusiveness in the assessment of ASCC's Mission. The review encompassed all services that include institutional services, academic services, student services, administrative services, research services, and extension and outreach services. The Committee's review of the program review templates were completed in the beginning of May and routed for approval to the Leadership Triangle on the 11th of May for institutional dissemination and input.[2]

In preparation to review the ASCC ISP 2015-2020, the IPECC recommended that a Task Force be convened to take part in the review of ISP goals, objectives, and expected outcomes. The Committee's recommendation was to ensure a broad-based

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[1] Participatory Governance Structural Manual, pp. 16-17

[2] ASCC 2016 Program Review Memo, pp. 1-3

representation from all service divisions given affiliation and authority in the review of ASCC's ISP 2015-2020. On May 25th a memo was approved by the Leadership Triangle in support of the IPECC recommended chairpersons to provide status updates to the ISP. [3]

On May 25th the IPECC Chairman, facilitated a task review for the ISP Task Force. This review included committee composition for each of the strategic focuses, the review processes, a template to report committee findings, and a timeline of meeting schedules.[4] The Task Force Committees completed their reviews on the 8th of June and submitted their ISP status updates to the IPECC for its review. [5]

The IPECC reviewed the Task Force ISP status updates for each of the plans and provided a comprehensive review using program review data, institutional data, and policies in the finalizing of the ISP 2015-2020 status updates.[6] Given the IPECC's review, a template was identified to link all ISP expected outcomes and the IPECC status recommendations to the Academic Excellence Plan.

During the review of the ASCC 2016 program review data, there were several common/outstanding recommendations noted in the IPECC's review. These recommendations include:

- To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance;
- To initiate an annual professional recognition of all ASCC employees;
- To link student opinion data to service divisions for planning and improvement of SOPs;

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[3] Task Force Memo: Review of ISP 2015-2020

[4] Task Force Committee: ISP Review Process PPT Presentation

[5] Appendix A: Task Force Updates (Academic Excellence, Technology, Physical Facilities and Maintenance, Staffing, Total Cost of Ownership)

[6] Appendix B: IPECC Update of ISP 2015-2020

- To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently;

- To review service missions of all divisions to review and assess appropriateness of annual allocation;

- To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms;

- To review access policies to data systems and confidentiality pertaining to access and data;

- To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity;

- To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and,

- To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access.

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AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

October 27, 2017

To: Dr. Rosevonne M. Pato
ASCC President

Dr. Lina Galea'i-Scanlan
Vice President, Administrative Services & Finance

Fr: Sonny J. Leomiti
Director, Institutional Effectiveness

Via: ***IPECC Planning Committee Members:***

Okenaisa Fauolo
Director, Samoan Studies Institute

Aufa'i Ropeti Areta
Director, Agriculture, Community & Natural Resources

Mrs. Letupu Moananu
Dean, Academic Affairs

Dr. Emilia Le'i
Dean, Student Services

Poe Mageo
Faculty Senate Chairman

Mrs. Shirley De La Rosa
Director, Teacher Education Department/ASBEP

Subject: ***ASCC 2017 Divisional Program Review Recommendation for Changes and Implementation***

Talofa lava President Dr. Pato and Vice President Dr. Scanlan,

On behalf of the Institutional Planning Executive Core Committee, I gladly inform the Leadership Triangle that the Institutional Planning Executive Core Committee completed

their review of the College's definitions, processes, and mechanisms for Divisional Program Review, in preparation for the implementation of the 2017 Program Review.

Provided are the Committee's recommendations regarding the College's definition, processes, Program Review Survey, and a schedule for implementing program review:

Program Review Definition(s):
Since 2015, the College's definition of Program Review was categorized in two main types of Program Reviews that include the Annual Divisional Assessment (Program Review) and the Institutional Program Review. The Annual Divisional Assessment consists of two types of program reviews that include the Non-Instructional Program Review and the Instructional Program Review.

In review of the Divisional Assessment Program Review, the Dean of Academic Affairs informed the Committee, that a Memo was initiated and approved by the President to discontinue the implementation of the Instructional Program Review also referred to as the Academic Program Review (APR). Further clarifications included the replacement of the existing Instructional Program Review/Academic Program Review (APR) Template with the Divisional Assessment Survey, to eliminate redundancy in reporting and findings. Given the President's approval on the Memo dated on the 2nd of October 2017 titled 'Request Approval – Replace ASCC Academic Program Review Template with ASCC Institutional Divisional Assessment Survey Template', the Committee moved to review the College's name and definition of the Divisional Assessment Program Review. Provided below are the Committee's recommendations:

- Committee Recommendation 1: The Committee recommends removing the Instructional Program Review definition and procedures from all ASCC documents including SOPs of Program Review that are housed with the Office of Institutional Effectiveness.
- Committee Recommendation 2: The Committee recommends changing the name "Non-Instructional Program Review" to "Divisional Program Review."
- Committee Recommendation 3: The Committee recommends changing the name "Divisional Assessment Program Review" to "Divisional Program Review."

Given the approval of the Committee's recommendations, the definition of Divisional Program Review for ASCC will read as follows:

> ***Description:***
> *Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the College's Mission.*

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the ***Institutional Program Review*** *and the* ***Divisional Program Review****.*

Divisional Program Review was developed to assess the quality of the College's programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Program Review is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

Divisional Program Review*: Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation. The Divisional Program Review is conducted annually (every fall semester) and monitored by the Institutional Planning Executive Core Committee (IPECC).*

Program Review Procedures(s):

The Committee also reviewed the procedures for Program Review to assure that the processes reflect the changes made to the recommended definition of Divisional Program Review. Several edits were recommended by the Committee and are highlighted in yellow:

Divisional Program Review Procedures:

1. *The IPECC reviews the appropriateness of the Divisional Program Review survey and provide revisions when deemed necessary. Changes made to the survey require the review of the Leadership Triangle and President's approval.*
2. *Upon approval of the survey, the IE Director electronically disseminates Divisional Program Review survey to all ASCC employees for input via email/online. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall. Accommodations will be provided for programs that request special dates and venue following the Divisional Program Review timeline.*
3. *Data collected from Divisional Program Review are compiled by the Research and Evaluation Unit at IE and upon completion is disseminated to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.*
4. *Hard copies of all Divisional Program Review are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.*

The Committee's recommendation for changes to the Divisional Program Review procedures were made to reflect recommendations made to the definition/name change of the Divisional Program Review.

Program Review Instrument:
The Committee provided a thorough review of the Divisional Program Review Template considering the name changes in Recommendations one, two, and three. The Committee moved to include all academic programs and departments in Category I of the Survey titled 'Program/Division Information' to assure a consistent account of all programs and services. The Committee motioned to keep majority of the survey questions but to include in Category XI titled 'Safety and Emergency Procedure' the following statement listed below:

> *Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.) 'O 'ē nofo malamalama i faagasologa ma feuiaiga mo le faato'ai atu o ni faagaulemalie? (o lona uiga – faasoesā, sauāina, faiga le tutusa ma isi)*

Provided as a separate attachment, is the Committee's proposed 2017 Divisional Program Review Survey for review.

Divisional Program Review Implementation/Calendar:
The Committee proposes to initiate the College's 2017 Divisional Program Review beginning on the 1st of November and to officially close on the 30th of November. The Committee agreed to provide all internal constituencies the full month of November to provide input to the survey. The Office of Institutional Effectiveness following the Committee's recommendations made to the Divisional Program Review procedures will provide technical support and assistance, as well as calendaring manual access to the surveys for ASCC employees that are not required to utilize computers, and for employees with limited access to the Internet. The following calendar dates are provided for manual proctoring of the Divisional Program Review Survey:

- November 10, 2017 – 12:00pm-2:00pm – Lecture Hall
- November 15, 2017 – 12:00pm-2:00pm – Lecture Hall
- November 24, 2017 – 12:00pm-2:00pm – Lecture Hall
- IE will accommodate division-based requests (time and venue) throughout the month of November for the proctoring of the Divisional Program Review, as stated in the Program Review procedures.

On behalf of the Institutional Planning Core Committee, we kindly seek your support, recommendations, and approval for the aforementioned Committee recommendations.

Fa'afetai,

Fall | 2017

AMERICAN SAMOA COMMUNITY COLLEGE

Committee Review of the ASCC 2017
Divisional Program Review Survey

October 25, 2017

ASCC 2017 Divisional Program Review

I. DEPARTMENT/PROGRAM/DIVISION INFORMATION

Please indicate your status.	
Faculty	
Staff	
Administrator	

Please select your Department/Program/Division from the dropdown list (Igoa Aloa'ia o le Matagaluega/Polokalama/Vaega. Lisi uma matagaluega/polokalama/vaega):	
President's Office	
Vice President of Academic and Student Affairs	
Vice President of Administration and Finance	
Institutional Effectiveness	
Samoan Studies Institute	
Agriculture, Community, and Natural Resources (ACNR) Department	
University Center for Excellence on Developmental Disabilities (UCEDD)	
Small Business Development Center (SBDC)	
Adult Education Literacy and Extended Learning (AELEL)	
Academic Affairs Division	
Army Reserve Officers Training Corps (ROTC)	
Business Department	
College Accelerated Preparatory Program (CAPP) English	
Computer Science Department	
Criminal Justice Department	
Fine Arts Department	
Health and Human Services Department	
Language and Literature Department	
Mathematics Department	
Nursing Department	
Physical Education Department	

Science Department	
Social Science Department	
Teacher Education Department/American Samoa Bachelors of Education Program	
Trades and Technical Department	
Student Services Division	
Counseling	
Library Resource Center	
Records	
Student Support and Learning Services	
Admissions	
Financial Aid	
Finance	
Management Information Systems (MIS)	
Physical Facilities and Maintenance (PFM)	
Human Resources	
Procurement	
Bookstore	
Special Projects	
Printing Services	

1. Submission Date (Aso lafoina mai ai):

2. Name and Title of your immediate supervisor (Igoa ma le tulaga o lou pule):

3. List the outcomes for your Department/Program/Division (Lisi mai Matāti'a Ausia (Vaega poo Tikeri) mo lau matagaluega/polokalama/Vaega):

4. Explain how your mission and outcomes support the institution's mission (Faamatala le sootaga ma le lagolagoina o la tou manulautī ma matati'a ausia o le Manulauti a le Kolisi):

5. Please check/mark how your Department/Program/Division's Mission link to ASCC's Mission (Faamolemole faailoa mai pe faapefea ona fesootai le manulauti a lo outou matagaluega/polokalama/vaega ma le manulauti o le Kolisi):

	Yes (Ioe)	No (Leai)	Please explain and provide evidence (Faamatala):
Transfer to institutions of higher learning: (Faauauau atu i iunivesite ma aoaoga maualuluga atu):			
Successful entry into the workforce (Faamanuiaina i galuega):			
Research and extension in human and natural resources; (Sailiiliga ma le faalautelega I mataupu tau tagata ma punaoa faalenatura):			
Awareness of Samoa and the Pacific (Silafia o Samoa ma le Pasefika):			

IIa. EVALUATION (EFFECTIVENESS)

1a. Does the Department/Program/Division conduct/undergo a periodic evaluation on the effectiveness of instruction and services? (E faatino ni suesuega faavaitau a le matagaluega/polokalama/vaega e iloilo ai le aogā o aoaoga ma tautua?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain: (Fa'amolemole fa'amatala)

2. How does your Department/Program/Division support student learning and achievement? (E faapefea ona lagolago e le tou matagaluega/polokalama/vaega aoaoga ma tulaga ausia a tagata aooga?):

3. Check the following used for evaluating the effectiveness of the Department/Program/Division: Please explain how each is used. (Togi ripoti na faaaogā i le iloiloga o le aogā o la outou vaega. Faamolemole faamatala pe faapefea ona faaaoga ia ripoti taitasi.):

	Yes	No	Please explain:
Annual Reports (Ripoti faaletausaga: Ioe pe Leai, Faamolemole faamatala.)			
Quarterly Reports (Ripoti faalekuata. Ioe pe Leai, Faamolemole faamatala)			
Bi-weekly Reports (Ripoti tai lua vaiaso. Ioe pe Leai, Faamolemole faamatala).			
Student Learning Outcomes (Agavaa Ausia Tagata Aooga. Ioe pe Leai, Faamolemole faamatala)			
Institutional Strategic Plan (Fuafuaga Faataatia Kolisi. Ioe pe Leai, Faamolemole faamatala)			
Performance Evaluation (Iloiloga o Galuega Faatino. Ioe pe Leai, Faamolemole faamatala)			
Program Review (Iloiloga o Polokalama. Ioe pe Leai, Faamolemole faamatala)			
Course Evaluation (Suesuega o Mataupu. Ioe pe Leai, Faamolemole faamatala)			
Student Satisfaction Survey (Suesuega Lotomalie Tagata Aooga. Ioe pe Leai, Faamolemole faamatala)			
Fact Sheets (Pepa o Faamatalaga Moni. Ioe pe Leai, Faamolemole faamatala)			
Other Evidence (Nisi faamaumauga. Ioe pe Leai, Faamolemole faamatala)			

IIb. EVALUATION (IMPROVEMENT)

1a. Have evaluation processes resulted in recent/continuous improvements? Please explain (Na mafai ona fa'aauau faaleleiga ona o faaiuga mai iloiloga?	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2. What outcomes did these improvement help achieve? Please explain (O a ni matāti'a na mafai e nei faaleleiga ona 'ausia? Faamolemole faamatala):

3a. Were there any recommendations from the previous Divisional Assessment (Spring 2016) that were not completed/acted on in the past year? (Na iai ni fautuaga mai le Suesuega a le Vaega e le'i mafai ona faia i le tausaga talu ai?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b.Please explain (Fa'amolemole fa'amatala):

4. List significant achievements made to this Department/Program/Division over this past year (Lisi mai ni matāti'a na ausia e le polokalama/matagaluega/vaega i le tausaga talu ai?):

III. DECISION MAKING

1a. Does your Department/Program/Division recognize and implement feedback from faculty and staff in decision making for continuous improvement to the institution? (E amanaia ma faaaoga e tou matagaluega/polokalama/vaega manatu tuuina mai e faiaoga ma tagata faigaluega i faaiuga fai mo le fa'aauau o le faaleleia o le Kolisi?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2a. Are Department/Program/Division SOPs and decisions regularly communicated to staff/faculty? (E masani ona logo atu i tagata faigaluega/faiaoga faaiuga ma faagasologa (SOP) a le Vaega/Matagaluega/polokalama?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. Please explain (Fa'amolemole fa'amatala):

3a. Are the decisions systematically documented and archived? (E faasolosolo lelei le faamauina ma le teuina o faaiuga?):

Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

IV. PERSONNEL DATA

1a. Is the Number of personnel adequate to support your Department/Program/Division? (O fetaui le fuainumera o tagata faigaluega mo le lagolagoina o lau matagaluega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2a. Do personnel possess all specialized skills or credentials required to support the Department/Program/Division? (Ua iai i tagata faigaluega agavaa poo tomai tau aoga o loo manaomia i le lagolagoina o le polokalama?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. Please explain (Fa'amolemole fa'amatala):

3a. Are all proper documentation (degrees, certificates, etc.,) on file and continuously updated? (O atoatoa faamaumauga (tikeri, tipiloma…) i faila ma faaauau faaopoopoga?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

4a. Are all personnel in this Department/Program/Division careful in protecting the security, confidentiality and integrity of student information according to FERPA? (O faaeteete tagata faigaluega i lenei vaega i le malu puipuia o faamatalaga uma e tusa ma tulafono a le Kolisi, Faigamalo faalotoifale, feterale?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

4b. Please explain (Fa'amolemole fa'amatala):

5. Does your Department/Program/Division effectively use its personnel to achieve its mission? (O faaaoga tatau e lau matagaluega/polokalama/vaega au tagata faigaluega ina ia ‘ausia ai lana manulautī?):	
Yes (Ioe)	
No (Leai)	

Do not know (Leiloa)	

5b. Please explain how it can be improved: (Faamolemole faamalamalama mai i lalo pe faapefea ona faaleleia.)

Faculty and Staff Roster

Are you a Full Time or Part Time employee?	
Full Time:	
Part Time:	

Number of Courses you teach:

Degrees, Coursework, and or Publications:

Other Qualifications not listed in previous question:

List involvement in college/instruction, community activities (i.e., club sponsorships, committees, boards, organizations, etc.)

V. STAFF DEVELOPMENT

1a. Have faculty/staff in the Department/Program/Division involved themselves in in-service training and other professional development? (Na auai le aufaigaluega o le matagaluega/polokalama/vaega i ni aoaoga a'o galulue ma isi aoaoga auā le alualu i luma?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. If "yes", please list evidence (Afai e "Ioe" faamatala mai pine faamau o iai.):

2a. Are there any unmet needs for professional development among personnel in this Department/Program/Division? (O iai ni manaoga tau aoaoga e le'i faia mo le aufaigaluega a lau matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. Please explain (Fa'amolemole fa'amatala):

3a. Are faculty/staff evaluated on an annual basis by the immediate Supervisor (i.e., Director, Dean, Vice-President, Chairperson)? (O iloilo galuega faatino faaletausaga mo faiaoga/tagata faigaluega e le Ta'ita'i (e pei o Taitaifono, Faatonu, Matua o le saofaiga, Sui-Peresitene.):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

4a. Are evaluations consistent and completed in a timely manner as documented in ASCC policies? (O mulimulita'i iloiloga o galuega faatino e tusa ma tulafono a le Kolisi Tuufaatasi?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

4b. Please explain (Fa'amolemole fa'amatala):

VI. FACILTITES

1. Briefly describe the facilities occupied by your Department/Program/Division (i.e., classrooms, offices, labs, etc.)? (Otooto mai se faamatalaga o ituaiga fale/potu o faaaoga e lau matagaluega/polokalama/vaega e iai potu aoga, ofisa, potu su'esu'e, ma isi):

2a. Are all facilities adequate to support the mission of your Department/Program/Division? (O talafeagai fale/potu aua le lagolagoina o le manulauti a lau matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. Please explain (Fa'amolemole fa'amatala):

3a. Does the Institution operate and maintain physical facilities that are adequate to serve the needs of this Department/Program/Division? (O faaaoga ma tausi e le aoga ni fale/potu e talafeagai e tautuaina le mana'oga o le matagaluega/polokalama/vaega.):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

4a. Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Department/Program/Division? (O faia e le kolisi ni gaoioiga mo se siosiomaga maloloina, saogalemu, ma malupuipuia mo lenei matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

4b. Please explain (Fa'amolemole fa'amatala):

5a. Are the physical facilities accessible to persons with disabilities? (O faigofie ona faaaoga potu/fale e tagata o iai manaoga faapitoa?):	
Yes (Ioe)	

No (Leai)	
Do not know (Leiloa)	

5b. If no, please describe below what is needed to make your area accessible (faamolemole faamatala mai i lalo atu mea e moomia e faafaigofie ai ona faaaoga):

6a. Are additional facilities required to support the Department/Program/Division? (O iai ni fale /potu faaopoopo o moomia e lagolago ai le matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

6b. If so, please list and explain (Afai o lea, faamolemole lisi i lalo ma faamalamalama mai):

VII. EQUIPMENT

1. Briefly describe current equipment used by your Department/Program/Division and indicate whether it is adequate or inadequate (Otooto mai meafaigaluega o loo faaaoga i le taimi nei e lau matagaluega/polokalama/vaega ma faailoa mai poo talafeagai pe leai):

2a. Are there any additional equipment required to support the Department/Program/Division? (O moomia nisi meafaigaluega e lagolago ai le matagaluega/polokalama/vaega?):

Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. If so, please list and explain (Afai o lea, faamolemole lisi mai ma faamalamalama.):

3a. Does the Department/Program/Division account for its equipment through regular inventory? (O mataitū lelei e le matagaluega/polokalama/vaega ana meafaigaluega, e ala i ana suega oloa faavaitau?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

4a. Does the Department/Program/Division account for preventive maintenance of its equipment? (O nofo tapena le matagaluega/polokalama/vaega aua le puipuiga ma le faaleleia o ana meafaigaluega):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

4b. Please explain (Fa'amolemole fa'amatala):

5a. Is the equipment used by this Department/Program/Division similar to that used in the workplace or at a higher-level institution? (O tai tutusa meafaigaluega a le matagaluega/polokalama/vaega ma mea e faaaoga i falefaigaluega poo isi kolisi ma iunivesite?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

5b. Please explain (Fa'amolemole fa'amatala):

6a. Is there a need to update/upgrade equipment for improvement of services? (O moomia ona siitia le tulaga o meafaigaluega mo le faaleleia o auaunaga?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

6b. Please explain (Fa'amolemole fa'amatala):

VIII. Budget

1a. Is the budget information available to this Department/Program/Division? (O tatala le avanoa e maua ai ni faamaumauga o le Tala o le Tupe e ta'ita'i o matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2a. Are faculty/staff involved in Department/Program/Division annual budget planning? (O 'auai faiaoga/'au faigaluega i le fuafuaina o le tala i le tupe faaletausaga a le matagaluega/polokalama/vaega?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

2b. Please explain Fa'amolemole fa'amatala):

3a. Does the Department/Program/Division provide guidance on budget processes, analysis, and preparation? (O ofo atu e le matagaluega/polokalama/vaega ni ta'iala o le faagaoioiga o tala o tupe, iloiloga ma sauniga?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

3b. Please explain (Fa'amolemole fa'amatala):

4a. Is adequate financial support available to meet the needs of this Department/Program/Division? (O lava le lagolago tau tupe o faaavanoa atu mo matagaluega/polokalama/vaega?):	
Yes (Ioe)	

No (Leai)	
Do not know (Leiloa)	

4b. Please explain (Fa'molemole fa'amatala):

5a. Does the Department/Program/Division effectively use its current financial resources to achieve its mission? (O faaaogā tatau e le matagaluega/polokalama/vaega ana alaga'oa tau tupe e ausia ai lana manulautī?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

5b. Please explain (Fa'amolemole fa'amatala):

6a. Does the Department/Program/Division have any budget priorities to implement for continuous improvement to achieve its mission? (O iai ni faamuamua tau tala o le tupe a le matagaluega/polokalama/vaega o fia faatino mo le alualu pea i luma, ina ia ausia ai lana manulauti?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

6b. Please explain (Fa'amolemole fa'amatala):

IX. TECHNOLOGY

1a. Is technology used to improve student learning and services? (O faaaoga le tekonolosi e faaleleia ai aoaoga ma tautua mo tagata aooga?):	
Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2. Check the following technologies sufficient to perform your duties:

	Available/Accessible (Avanoa/Faigofie ona maua)	Appropriate (Talafeagai)	Current (Tekonolosi o le taimi nei)
ASCC Online Systems (Moodle, Compliance Assist, Colleague, Webmail, Website etc.) (Sisitema a le Kolisi Tuufaatasi (polokalama e fai ai vasega)			
Software (Microsoft Office, SPSS, CAD, Autodesk, etc.) (Poloklama tau komepiuta)			
Internet Connectivity (speed, etc.) (Fesootaiga tau initaneti)			

Other technologies used (Ma isi tekonolosi faaaoga):

X. Student Support Services

1. Are the following student support services available and accessible to students when needed? (O tatala avanoa ma faigofie ona maua auaunaga nei e tagata aooga pe a mana'omia?):	
Computer Labs (Potu Komepiuta)	
Counseling (All types of Counseling) (Faufautua (Soo se Ituaiga):	

2b. Please explain (Fa'amolemole fa'amatala): Work-Study, Scholarship, Deferred Payment Plans) (Fesoasoani Tau Tupe (ifg Fesoasoani Tau Tupe mai le Malo Tele, Polokalama Galue ma Aoga, Sikolasipi, Fuafuaga tau Pili Totogi Tolopō):	
Library (Faletusi):	
Academic Tutoring (Fesoasoani i meaaoga):	
Academic Advising (i.e., Online Information, Faculty Availability) (Faufautua i mataupu tau'ave (fa'ata'ita'iga, Faamatalaga i le Upega, avanoa o faiaoga):	
Campus Life (i.e., Security, Extra Curricular, Co-Curricular, etc.) (Olaga Faakolisi: (fa'ata'ita'iga, Malu o le Kolisi, Mataupu/faatinoga faaopoopo ma isi):	
Admissions and Records (Application, Transcripts, etc.) (Ofisa Faaulufale ma Faamaumauga (Tusi talosaga, Faamaumauga aloaia o togi maua, ma isi):	

XI. SAFETY AND EMERGENCY PROCEDURE

1a. Does your Department/Program/Division help to ensure safety awareness and emergency procedures for its personnel, students and community? (i.e., Fire extinguishers, evacuation plans, First-Aid, etc.) (O fesoasoani lau matagaluega/polokalama/vaega e faamautinoa le silafia o puipuiga ma faatinoga o gaioiga aua faalavelave faafuase'i mo au tagata faigaluega, tagata aooga ma tagata lautele? (fa'ata'ita'iga, Fagu tineimu, fuafuaga faataatia mo le tuua o le nofoaga, Fesoasoani Muamua, ma isi):

Yes (Ioe)	
No (Leai)	
Do not know (Leiloa)	

1b. Please explain (Fa'amolemole fa'amatala):

2a. Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.) 'O 'ē nofo malamalama i faagasologa ma feuiaiga mo le faato'ai atu o ni faagaulemalie? (o lona uiga – faasoesā, sauāina, faiga le tutusa ma isi)

Yes (Ioe)
No (Leai)
Do not know (Leiloa)

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"Satili le Atamai"
Since 1970

AMERICAN SAMOA COMMUNITY COLLEGE

DIVISIONS OF ACADEMIC AFFAIRS AND STUDENT SERVICES
ACADEMIC AFFAIRS DIVISION – ACADEMIC AFFAIRS OFFICE
Post Office Box 2609
Pago Pago, American Samoa 96799

MEMO

October 02, 2017

ASCC DIVISIONS OF ACADEMIC AFFAIRS AND STUDENT SERVICES CORRESPONDENCE

TO Dr. Rosevonne Makaiwi Pato, ASCC President, 10/3/17 approved

FROM Mrs. Letupu Moananu, Dean, DOAA, Letupu Moananu

SUBJECT REQUEST APPROVAL – REPLACE ASCC ACADEMIC PROGRAM REVIEW TEMPLATE WITH ASCC INSTITUTIONAL DIVISIONAL ASSESSMENT SURVEY TEMPLATE

I submit for your approval the following request. Academic Affairs Division requests the ASCC President's approval for the following

- To replace the existing Academic Program Review Template with the ASCC Institutional Divisional Assessment Survey template to eliminate redundancy of report; and,
- To report program and instructional data for improvement through Academic data sets.

I am including the attached memo of September 28, 2017 to the ASCC Academic Chairpersons in support of the foregoing requests. Page Two of said memo are signatures of the Chairpersons and/or their designees (Fine Arts, Physical Education, and Reserve Officers Training Corps).

Furthermore, you will find included in the file the ASCC 2016 Annual Divisional instrument and the ASCC Academic Program Review Instrument 2016-2018.

Do not hesitate to contact me at extension 414 or email: l.moananu@amsamoa.edu, if you have any questions, concerns, or recommendations.

LTM:cear

Attachments

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"Saili le Atamai"
Since 1970
AMERICAN SAMOA COMMUNITY COLLEGE
Divisions of Academic Affairs and Student Services
Academic Affairs Divisional Office
Post Office Box 2609
Pago Pago, American Samoa 96799

September 28, 2017

ASCC Divisions of Academic Affairs and Student Services Correspondence

TO Academic Chairpersons

FROM Mrs. Letupu T. Moananu,
Dean of Academic Affairs

SUBJECT Replace the Academic Program Review instrument (APR) with the Divisional Assessment Survey and Academic Data Sets

Academic Affairs Division has been implementing the APR since 2015 as an instrument for Academic program review in addition to the Institutional Annual Divisional Assessment Survey. The APR was implemented in the AY 2015 and AY2016 solely for the Academic Departments to report on program review. The APR summaries were compiled by the Office of Institutional Effectiveness and shared with faculty during spring orientations. All the recommendations provided by respective departments through the APR have been addressed or in the process of implementation as per allocation of funds and resources for Academic Affairs in the past two Academic Years.

In the fall 2017, the Academic Affairs Division established data sets that are directly aligned to Academic Affairs Divisional Outcomes and shared with faculty through a presentation during faculty orientation. The data sets allow faculty to access and report instructional data for improvement of academic programs, continuous assessment and ongoing review of student learning outcomes, and improvement of student achievement.

A thorough review of the APR instrument was conducted by the Assessment committee, the Academic Administrators and the Dean of Academic Affairs. Based on these reviews, concerns on redundancy of reporting, alignment of APR to divisional outcomes, and accessibility of instructional and program data through data sets were reported.

As an outcome to these reviews, I am recommending the following:

- To replace the existing Academic Program Review Template with the Institutional Divisional Assessment Survey to eliminate redundancy of reporting
- To report program and instructional data for improvement through Academic Affairs data sets

Please provide your recommendations or acknowledge your agreement through signature.

Name	Department/Program	Signature
Mrs. Pauline McFall	ACNR	
Dr. Faofua Faatoafe	BUS	
Mrs. Rosie Ah Chee Toeava	CJ	
Ms. Annie Masele Panama	CLP	
Dr. Siamaua Ropeti	ENG CAPP	
Mr. Kuki Tuiasosopo	FA	
Mr. Derek C. Helsham	HHS	
Mrs. Melelina Fiaui	LL	
Mr. Tunufai Leiato	MAT	
Ms. Lele Ah Mu	NURS	
Mr. Etisone Imo Jr.	PE	
Kitzingen Moliga	ROTC	
Mr. Evile Faatauao Feleti	SSI	
Dr. Randel de Wees	SCI	
Mrs. Lilian O. Temese	SOC SCI	
Dr. Larry A. Purcell	TED	
Mr. Frederick Suisala	TTD	
Ernie Seiuli	COMP SCI	

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AMERICAN SAMOA COMMUNITY COLLEGE

Documents

- American
- Acade
- Admin
- Divisi
- ASCC Institutional Archive:
  - 1. ASCC Publications
  - 2. ASCC Board of Higher Education Governance
  - 3. ASCC Procedures and Governance
  - 4. ASCC Planning
  - 5. ASCC Program Review
    - Academic Program Review Manuals
    - Program Review Instruments
    - Program Review Summaries
      - 2014 Program Review
      - 2015 Program Review
      - 2016 Program Review
      - 2017 Program Review
        - 2017 Program Divisional Assessment Review
          - 2017 Program Review Overall Summary Final
          - 2017PR Academic Affairs
          - 2017PR ACNR Final
          - 2017PR Admissions Final
          - 2017PR Bookstore Final
          - 2017PR CAPP Final
          - 2017PR CJ Final
          - 2017PR Computer Science Final
          - 2017PR Counseling Final
          - 2017PR DOSS Final
          - 2017PR Finance Final
          - 2017PR Fincial Aid Final
          - 2017PR Fine Arts Final
          - 2017PR HR Final
          - 2017PR IE
          - 2017PR LL Final
          - 2017PR LRC Final
          - 2017PR Math Dept Final
          - 2017PR MIS Final
          - 2017PR Nursing Final
          - 2017PR PED Final
          - 2017PR PFM Final
          - 2017PR President office Final
          - 2017PR Printing Services Final
          - 2017PR Procurement Final
          - 2017PR Records Final
          - 2017PR ROTC Final
          - 2017PR Samoan Studies Institute Final
          - 2017PR SBDC Final
          - 2017PR Science Final
          - 2017PR Social Science Final
          - 2017PR Student Support Final
          - 2017PR TED Final
          - 2017PR Trades and Technical Department Final
          - 2017PR UCEDD Final
          - 2017PR Vice President Academic Services
  - 6. ASCC Assessment
  - 7. ASCC Reports

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Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups**: Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

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2016 Committee Recommendations:

The IPECC 2016 recommendations listed below have been updated to include status indicators on actions taken by the College to address the Committee's recommendation. Status descriptions are provided according to each Academic Excellence strategic goal in the 2018-updated report of the Institutional Strategic Plan 2015-2020.

1. To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance; *(Status: Completed)*[3]

2. To initiate an annual professional recognition of all ASCC employees; *(Status: Pending)*

3. To link student opinion data to service divisions for planning and improvement of SOPs; *(Status: Pending)*

4. To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently; *(Status: Pending Completion)*[4]

5. To review service missions of all divisions to review and assess appropriateness of annual allocation; *(Status: Completed)*[5]

6. To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms; *(Status: Pending Completion)*[6]

7. To review access policies to data systems and confidentiality pertaining to access and data; *(Status: Pending)*

8. To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity; *(Status: Pending)*[7]

9. To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and, *(Status: Pending Completion)*[8]

10. To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access. *(Status: Completed)*[9]

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[3] Evidence: IPECC Memo: ASCC 2017 Divisional Program Review Recommendation for Changes and Implementation (pp. 4-5)
[4] Evidence: PAC Meeting: Referencing Professional Development Needs Survey *(Pending Approval)*
[5] Evidence: Budget Planning Ad Hoc Committee Memo: Process and Presentation Proposal for FY 2018 Planning and Resource
[6] Evidence: Document Control Form (President's Email dated on the 09/26/17 titled Request for Form Changes)
[7] Evidence: President's Memo: Implementation of New Fees – 08/09/17
[8] Evidence: President's Memo: Appointment of Title IX Coordinator – 08/23/17
[9] Evidence: President's Memo: Institutional Documents and Reports – 02/23/18

2018 Committee Recommendations:

In an effort to ensure that the College maintains its commitment to monitor the achievement of the Institutional Strategic Plan 2015-2020, the Committee provides the following recommendations for the review of the President and possible actionable plans to help improve institutional effectiveness.

1. Increase program review training for all divisions with particular focus on the evaluation of services offered;

2. Reassess the appropriateness of all technology resources and systems, and its conduciveness to instruction and administrative services;

3. Provide annual professional recognition for all ASCC employees, and to identify a source of funding for sustainability purposes;

4. Increase local MOU/MOA and grant funding opportunities for academic programs particular to the needs of the community and workforce;

5. Compile a program manual to include the curriculum and assessment framework for all academic and degree programs;

6. Determine the appropriateness of setting Institution-Set Standards for graduation, transfer, gainful employment, and CTE by definition of degree programs;

7. Expand the hours of support services to accommodate instructional services offered during the evening session and to seek funding for sustainability purposes, and to devise a plan for alternating staff hours;

8. Review the College's classification/reclassification system for employment to ensure competitive salaries for employees, and for hiring in technical and high need areas;

9. Improve and link student opinion data to service divisions for planning and decision-making;

10. Assess the linkage of each divisional mission to ASCC's Mission and provide appropriate training accordingly and consistently;

11. Identify a timeline/cycle of review to improve the appropriateness and accuracy of ASCC policies, governance protocol, SOPs, and service forms;

12. Develop policies for data systems and confidentiality particular to access and data;

13. Assess technology resources for system upgrades, software upgrades, improvement of email services, and increase network improvements/connectivity; and,

14. Provide awareness in reporting and a timeline or schedule of ongoing maintenance projects to ensure ADA and OSHA compliance for all College facilities.

2018 Institutional Strategic Plan - Status Report Update:

The report is organized into sections following the sequence of the Academic Excellence strategic plan goals, objectives, and expected outcomes as listed in the 2015-2020 Institutional Strategic Plan. The Physical Facilities and Maintenance, Staffing, Technology, and Total Cost of Ownership strategic plans are separated by goal(s) and expected outcome(s) and are aligned to the Academic Excellence plan within the status report. Status updates are formatted in each table according to the IPECC 2016 recommendations along with sources of evidence, noted updates, and current recommendations.

The status report includes additional sections particular to statistical data for referencing purposes. Statistical data includes student enrollment data, student achievement data, data on student learning outcomes, program review, finance, and employee data.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies.

Expected Outcomes (EO):

1. A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; **Status: Partially Completed (Ongoing)**
2. Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. **Status: Partially Completed (Ongoing)**
3. Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; **Status: Partially Completed (Ongoing)**
4. Vacant positions and high need content and service areas continue to be fulfilled. **Status: Partially Completed (Ongoing)**
5. An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. **Status: Partially Completed (Ongoing)**
6. A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 1 and 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Define a comprehensive institutional process for designating faculty and staff based on expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	HR SOP – Personnel Files: resumes, job description, credentials, and reference letters.	Recommendation: To review the classification/reclassification of ASCC positions for salary equivalency (skilled areas) in comparison to other community

			(The HR SOP Manual was last amended in September 2016) HR 2016 SOP Manual	colleges such as Guam, Palau, Saipan, Hawaii, etc. Note: There is a lack of applicants with expertise in advertised job position submissions received by HR for high-need areas. This resulted to the re-advertisement of position(s) and/or hiring of applicants with degreed credentials, but not necessarily in the field of expertise as advertised.
b.	Clarify processes for reviewing of policies.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Board 2017 Retreat Minutes – Review of Board Policies and Policy Manual President's notification and schedule for the review of Board Policies – (2017-11-24) Review of Chapter 1 Policies – Minutes (2017-11-29) Review of Chapter 4 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04, 2017-12-05) Review of Chapter 5 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04) Review of Chapter 6 Policies – Minutes (2017-11-28) Review of Chapter 7 Policies – Minutes (2017-11-28, 2017-11-30) Review of Chapter 8 Policies – Minutes (2017-11-28, 2017-12-01)	2017 Update: Chapters 1, 2 and 3 Board policies where also reviewed by Board of Higher Education during their August 2017 Retreat, in an effort to merge the 'Board Policy Manual' and Chapters 1, 2, and 3 of the 'ASCC Governance Manual' The Board completed their review and approval of the final document is pending. Board Policy chapters 1, 4, 5, 6, 7, and 8 was fully reviewed by the President, President's Advisory Council, and administrator(s) particular to policy statement services in November and December 2017. All recommendations on Board Policies will be presented to the Board of Higher Education during their 2018 Retreat. 2018 Update: The Board's approval of all policies is pending to be discussed in their upcoming 2018 Retreat. Recommendation: The College President defines a Policy Review process and timeline documenting procedures, timeline, cycle, and administrators responsible to monitor the review process. This will address the Committee's 2016 recommendations noted in sections b, c, d, e, and f of Expected Outcome 2. (Referencing Staffing Plan)
c.	Set a timeline cycle for 5 years for Policy review.			
d.	Designate Divisions/Committees to clarify processes for reviewing policies.			
e.	Clarify the role of HR in the Policy review process.			
f.	Refer to Staffing Sub Committee for policy review.			

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify high need areas based on number of students enrolled in development courses.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships; IV: Resource Management and Allocation; V.A: Recruitment; and, V.B: Retention (slides 11-14) Core Curriculum Committee Minutes: Review of CAPP	2018 Update: The Core Curriculum Committee reviewed course options for students in the CAPP Math and English program and revised the CAPP policies that prevented students from taking College level courses. The Core proposed changes to CAPP policies to allow students to take program degree introductory courses with no pre-requisites linked

			Policies - 2018-07-06 Minutes (p. 2)	to general education requirements. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Define, review and assess tracking processes for job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships - III.B.3.a: External Articulation of courses; and, III.B.3.b: Internal and External Articulation of Gainful Employment (slide 11)	2017 Update: The deans of Academic Affairs and Student Services along with the Director of IE collaborated on defining Data Sets particular to Academic Services in March 2017. The discussion led to the improving of tracking services with much focus on gainful employment/job placement. As a result of the discussion, the deans agreed that the current methods used by the College to track placement in the workforce and student matriculation to other institutions of higher learning are not efficient enough to give a true picture of students that transfer or enter into the workforce. Data Sets III.B: External Partnerships was identified and collaboration between academic program chairpersons and student services units.
c.	Provide annual analysis of Academic Program Review results for Academic Departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: The IPECC Committee met on October 25, 2017 to review the program review instrument to ensure that academic programs were captured by program, versus being compiled under the division of academic affairs. The ASCC Divisional/Annual Program Review was implemented in the Fall of 2017 following the approval of the President to change the cycle of Program Review implementation as recommended by the IPECC in their 2016 Report. 2018 Update: Program Review summaries were released to all academic program faculty, units, and divisions in April 2018. A Program Review summary was compiled and submitted to the President and Vice Presidents. Copies of all program review summaries are available
d.	Share analysis for planning and allocation of resources.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2017 Program Review Summary: 2018-04-18 All program review summaries are available in the ASCC Gallery on Compliance Assist.	2018 Update: Program Review Analysis continues to be disseminated to internal stakeholders. The Institutional Researcher (IR) disseminated summaries of program review results to all units and divisions in April 2018 and an overall

				summary was disseminated to the President and Vice presidents.
e.	Differentiate hard to fill areas from high need areas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	President's Memo #014-17: Committee for Reclassification and Professional Development.	2017 Update: A Reclassification and Professional Development Committee was appointed by the President to address institutional needs in the areas of employment and employee training. 2018 Update: Enrollment trends continue to facilitate the need for faculty teaching preparatory and General Education courses. Recommendation: Revisit the classification of college positions for instruction and services. There is a limited pull of applications particular to the needs of the College based on expertise. Current salary ranges are not competitive to attract applicants with expertise in the advertised positions. ASCC continues to lose staff to local agencies/private sectors due to higher salaries.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 5				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Refer to Physical Facility Maintenance Plan – Comprehensive Maintenance Plan on Occupancy.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Ongoing
b.	Request Accessibility of the 2nd floor to the Administrative Building to be incompliance with ADA policies.	☒ No Action ☐ Pending ☐ Complete ☐ Ongoing		Recommendation: To schedule a timeline of facility and maintenance major projects to ensure compliance to ADA federal requirements.
c.	Revisit SOP on Campus Security and Support Services afterhours.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: ASCC continues to offer courses during the 10-week session (afterhours). Campus security continue to monitor campus facilities during these sessions however, there are no support services offered at 4:00pm. Recommendation: To devise a plan to ensure that support services are offered to students during the evening 10-week session to ensure access to learning support facilities and services.
d.	Compile evidence in a report file.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To ensure that a schedule of major projects (facilities and maintenance) is reported in a status report for the assessment of facilities and compliance.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 6				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need an outcome awareness and	☐ No Action	Presentation of Divisional	2017 Update: An outcome awareness

	implementation Manual for all Divisions.	☒ Pending ☐ Complete ☒ Ongoing	Outcome Plans: 2017-05-24 – Leadership Team Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06	plan was introduced in the Budget planning for FY 2018. The outcome plan focused on mission effectiveness for divisions in review of services offered and the achievement of plans and divisional outcomes, aligned to the College's institutional priorities. 2018 Update: During the review of the 2018-2020 ASCC General Catalog, the President advised the removal of all staff from the catalog draft, only to include administrators and faculty as required in the ACCJC Commission policies. The justification provided was that the catalog details services and programs offered to the community, and not necessarily internal services that keep the College running. Recommendation: A divisional/academic program handbook or manual is developed encompassing the division/program mission, staff positions (not necessarily names of employees), services/SOPs, etc. The document will provide an overview for all external stakeholders to understand opportunities and services offered here at the College. This document will also serve as a justification for the expansion of division/mission plans based on the needs and overall mission of the College.
b.	Revisit process on outcome awareness to be inclusive of all divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Outcomes, and Divisional outcomes).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Recommendation noted in Expected Outcome 6a.
c.	Continue to improve on outcome awareness for all faculty and adjuncts:	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Innovating Assessment Practices Presentation: 2017-08-15 Moodle Training Presentation: 2017-08-15 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics	2017 Update: Outcome awareness workshops were conducted on the usage of capstones and signature assignments in degree programs. Workshops also include outcome assessment and competencies alignment in degree programs. 2018 Update: The deans of Academic Affairs and Student Services continue to provide outcome awareness during faculty orientations. Updates include status on Institution-Set Standards, changes in academic policies, and general education and program outcomes. The presentations are offered each year during the ASCC Fall convocations. Recommendation: To schedule an ongoing training for outcome assessment for adjunct faculty. Revive the Assessment 101 and 201

				for adjunct faculty.
	i. TED has assessment data for all TED courses internally and gives data for the institution following the Assessment Cycle.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASDOE/TED 2018 - Memorandum of Understanding.	2018 Update: Teacher Education has contracted IE in its 2018 MOU to provide evaluation services to include program assessment data and enrollment trends. The Evaluation will be completed in December 2018, to coincide with the TED MOU reporting cycle. (Ongoing)
	ii. All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct positions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: Human Resources staff effectively documents faculty to include adjuncts that complete the Assessment 101 and 201 trainings. This will ensure outcome awareness for faculty that teach at the College, and that faculty files/records are updated frequently.
	iii. SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Faculty Performance Evaluation Form –Amended February 2016	2016 Update: Faculty Performance Evaluation Form - Section 3.A Responsibilities to Institution (SLO Assessment) – Ongoing

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus:	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee recommends that the Staffing Review Committee (SRC) be developed and roles and scope be clarified.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that the schedule of institutional training should be part of the SRC and is implemented according.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that there be established standard criteria for awarding recognition for both faculty and staff. The Committee recommends that the SRC stipulate criteria for faculty and staff recognition for serving in institutional standing/task force committees.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	5	EO 5: Incomplete	The Committee recommends the establishing of the SRC and initiate plan of action.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 5)***	1	1	4 and 5	EO 4: Completed EO 5: Completed	Ongoing
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	5 and 6	EO 5: Partially Completed EO 6:	Ongoing

Outcome 1)				Completed	

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 2

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 2: ASCC will Assess, Evaluate, and Document recommendations to improve institutional effectiveness.

Expected Outcomes:

1. A document has been finalized and approved emphasizing processes for institutional program review; **Status: Completed (Ongoing)**
2. Institutional policies are updated and routed accordingly for approval to include program review; **Status: Completed (Ongoing)**
3. A document has been finalized and approved emphasizing processes for institutional assessment and planning; **Status: Completed (Ongoing)**
4. Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning; **Status: Completed (Ongoing)**
5. An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies; **Status: Completed (Ongoing)**
6. SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	ASCC has in place two Program Review instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment – Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: Divisions establish an internal evaluation based on the quality of services offered. Utilizing the annual and biennial program review instruments does not represent the depth and breathe of services offered and the need facts that differs the types of services offered.
b.	ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004 – Comprehensive Program Review and Assessment of Instructional Program, Students Services and Administrative Services documents the inclusion of Program Review.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Review of Chapter 1 Policies – Minutes (2017-11-29) IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: During the review of Chapter 1 policies, there were not revisions made to Policy 1004.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to improve outcome assessment and planning processes.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Participatory Governance Structural Manual – Planning and Assessment Processes – 2015-09-25 IE Divisional SOPs – Planning, Program Review, and Assessment – 2016-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: To update the ASCC Participatory Governance Structural Manual to incorporate changes to ASCC Organization Structure and committees particular to assessment and program review.
b.	Provide analysis and results of Program Review instruments to all divisions.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The 2017 Program Review results were disseminated in April 2018. Access for all program review results are available in the ASCC Gallery on Compliance Assist.
c.	Use analysis and results of Program Review for resource allocation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The College's FY 2019 budget is currently pending the approval of the Fono, to include the 1.9 million dollar proposal. The processes for resource allocation will commence in September.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 5 and 6				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Use assessment data and program review analysis for instructional improvement of SLOs at all levels.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Establishment of the Core Curriculum Committee – President's Memo #029-18 - 2018-04-25 Core Committee Minutes and Resources: • 2018-04-25 • 2018-05-02 • 2018-05-09 • 2018-05-21 • 2018-05-22 • 2018-05-23 • 2018-05-24 • 2018-05-25 • 2018-05-29 • 2018-05-30 • 2018-05-31 • 2018-06-01 • 2018-06-04	2018 Update: The Core Curriculum Committee was established in April 2018 to provide guidance for academic program chairperson as mean to expand programs with emphasis on utilizing program SLO data. The Committee by Memo of the President now serves as a Standing Committee with bylaws that focus on the improving general education, programs, and support services through the use of institutional process that include program review and program data. An analysis of program review data was implemented in the summer of 2018 allowing program chairpersons to review three main categories of program review that include a) program proposed changes and academic policy reviews b) review of program data based on course offerings, and student data based on

			• 2018-06-05 • 2018-06-06 • 2018-06-07 • 2018-06-08 • 2018-06-14 • 2018-06-21 • 2018-07-06 • 2018-07-09 • 2018-07-10 • 2018-07-11 • 2018-07-12	degrees conferred, transfer, gainful employment, and program enrollment. The Chair of the General Curriculum and Core Curriculum committees provided an analysis of recommendations to the Vice President of Academic and Student Affairs. *(Refer to VP of Academic and Student Affairs)*
b.	Continue to be SLO driven in planning and decision-making.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)
c.	Use analysis and results for resource allocation and program improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	3	1	1	EO 1: Completed	Ongoing

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 3

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 3: ASCC will emphasize High Quality Teaching and Services.

Expected Outcomes:

1. A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; **Status: Partially Completed (Ongoing)**
2. Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; **Status: Completed (Ongoing)**
3. An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; **Status: Completed (Ongoing)**
4. Increasing improvements on data collection methods, analysis and dissemination of student achievement and institutional/divisional outcome achievement. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to determine whether the ASCC Annual Report or Comprehensive Plan 2015-2020 addresses the Expected Outcomes.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06 President Action Plan – Amendments to College reports and reporting cycle: 2017-08-29 ASCC FY 2018: 1st Quarter Report: 2018-01-15 ASCC FY 2018: 2nd Quarter Report: 2018-04-15 ASCC FY 2018: 3rd Quarter Report: 2018-08-15 ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2017 Update: In August 2017, the President revamped the reporting protocol for all divisions at the College to ensure accountability in reporting and reporting of program operational statuses. The new protocol for reporting was implemented in September 2017 holding the Division of Institutional Effectiveness for monitoring of all reports. IE is now held accountable for providing quarter-based status reports regarding accomplishments and ongoing action plans. Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Refer to the PFM Plan to initiate the FRC to address expected outcome one.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #046-18: Appointment of Internal Control Audit Committee. 2019-06-01	2018 Update: The President established the Internal Control Audit Committee with purposes to a) Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting information; b) Ensure that systems comply with ASCC policies, objectives, standards and procedures, and with federal and local laws and regulations; c) Evaluate computer-based systems in production, in development or undergoing change; and evaluate systems development process and computer operations; and, d) Evaluate the adequacy of methods used to safeguard ASCC assets.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes 2 and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Provide an annual analysis of faculty/staff performance evaluation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Recommendation: To identify how these summaries are used to determine employee needs and linked to professional development and internal trainings.
b.	Identify responsible divisions/committee in providing analysis.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
c.	Use analysis to identify Professional Needs and set priorities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
d.	Use analysis of faculty/staff performance evaluation to determine appropriate classification based on qualifications and expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue college wide discussion on Student achievement - its meaning and alignment to program outcomes, course and student.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators

			Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.
b.	Need a manual aside from Academic Affairs SOP on processes and procedures for data collection.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Participatory Manual – Student Achievement and SLOs: 2015-09-25 Appointment of the Institutional Researcher in Assessment: 2018-04-19	2018 Update: In April 2018, the President appointed the former Director of Curriculum and Assessment as the new Institutional Researcher in Assessment to be housed at the Office of Institutional Effectiveness. The transfer of the Institutional Researcher fin Assessment shifts accountability of academic programs assessment to monitored by IE. Recommendation: IE Institutional Researcher in Assessment (staff) works closely with all academic program chairpersons to develop/establish a program curriculum framework manual to solidify curricula and outcomes practices.
c.	Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2018-09-06 – Academic Affairs #140009062018 – Updated ASCC Faculty Semester Clearance Form	2018 Update: The Vice President/Dean of Academic Affairs revised the Faculty Clearance Form to remove the signatures of the Director of Curriculum and Assessment and President.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Outcomes:**	**Status:**	**Recommendations/Updates:**

Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	4	EO 4: Partially Completed	Ongoing
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	2	1	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends a thorough review of the expected outcomes three and four not limited to the monitoring of evaluation processes for all employees.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee emphasizes the need to establish this committee and its roles and responsibilities. In addition, there is a need to document processes in reviewing ASCC's physical facilities to ensure it is compliant with local and federal regulations.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	6	EO 6: Partially Completed	The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Committee recommends that maintenance, repairs, new constructions, etc. to be included in all future grant proposals as it applicable.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Incomplete	The Committee emphasizes the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program. The Committee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertise.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	1 and 2	EO 1: Partially Completed EO 2: Incomplete	Committee Inquiries: Are blueprints for existing buildings such as the Library, Lecture Hall, and other recent constructions available or archived? If so where?
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	3 and 4	EO 3: Completed EO 4: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	5	EO 5: Partially Completed	The Committee recommends reviewing the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process. The Committee recommends establishing the FRC to assess the Maintenance Plan 2015-2020, and to make recommendations for institutional dialogue in ASCC's budget preparation as applicable to local and federal funding.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1, 3, and 4)***	3	1	1, 2, and 3	EO 1: Completed EO 2: Completed EO 3: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic***	3	1	4, 5, and 6	EO 4: Partially Completed	The Committee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be

Excellence Expected Outcomes 1)				EO 5: Incomplete EO 6: Partially Completed	headed by PFM and TTD. The Committee recommends to include Finance and MIS versus TTD and to clarify the role of FRC in the implementation process.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 1: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 2: Partially Completed	The Committee recommends that the FRC be established for the review, assessment, and implementation of this expected outcome. A review of the budget ceiling for maintenance/facilities and resource allocation according to the PFM Plan 2015-2020.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	2	1, 2, and 3	EO 1: Completed EO 2: Partially Completed EO 3: Completed	The Committee recommends for the PFM to implement a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in the reduction of emergency repairs for our facilities. (Transparency plans to be included in reports) It is noted that maintenance are done based on Job Orders. The Committee noted a routine maintenance of A/C is currently practiced. The Committee recommends to link schedules (SOPs) to the Comprehensive Maintenance Plan 2015-2020 and implement.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	1	2	4 and 5	EO 4: Incomplete EO 5: Partially Completed	The Committee emphasized the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program to assist maintenance personnel to receive certification as per requirement in their area of expertise.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1 and 3)***	1	3	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends reviewing the appropriateness of a long-term professional development plan based on growth, compliance, and continuous improvements.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 4

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

Expected Outcomes:

1. Institutional publicity has increased in research, awareness, and program salient accomplishments; **Status: Completed (Ongoing)**
2. Constant reviews and updates on all (Current and New) ASCC MOUs, job placements, and transfers are documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
3. An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
4. A service-learning plan has been identified and implemented. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to improve on availability of services provided to students and parents/community.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Environment Protection Agency Leadership Professional Training: 2018-03-14 ASCC College Awareness Day: 2018-04-23 Bluesky MOU – Training Services: 2018-04-26 ASCC and Bluesky Excel Professional Training: 2018-06-07 StarKist and ASCC Training MOU: 2018-08-30	2018 Updates: The College through the President has emphasized the importance of Community Outreach through offering services particular to the skilled needs of the community. Several MOUs with local government agencies and the private sectors has been approved for the offering of skilled based training that include: • Leadership Training (Environmental Protection Agency) • Excel Training (Bluesky) • Science, Math, Computer Basic trainings (StarKist) In April, the College hosted a College Awareness Day for local high schools and principals.
b.	Recommend Press Release and Recruiting needs to be increased.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-03 • 2018-04 • 2018-05 • 2018-06 • 2018-07 Hiring of the Public Communications Liaison	The President established a new position – Public Communications Liaison to spearhead an awareness programs for the College's programs and services to the community. The position was developed to ensure that a representative from the College is out in the community to provide awareness utilizing local media communications.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Revisit processes in regards to Advisory Council:	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Community Advisory Council Approved Memo Approved Community Advisory Council Handbook. (October 2016)	Update: The Community Advisory Handbook was reviewed in the spring of 2016 and amendments were approved in October 2016. Note: In the review of the 2018-2020 general catalog (spring/summer 2018) several programs list advisory council members that are not in the capacity to advocate for academic programs. After reviewing the Community Advisory Council Handbook, the following statement "No Advisory Council shall serve in an administrative or policy-making capacity." (p. 7).
	i. Review the role and purpose of advisory council and its link to all academic programs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	ii. Set timeline for Advisory council meetings for all academic departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iii. Submit and centralize all academic departments advisory council meeting minutes and agendas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iv. Provide summaries on the impact of activities and inclusion of advisory council to instruction programs and student achievement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	v. Report on how advisory council assist with workforce placement and curriculum.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	vi. Include as a component of the academic program review instrument.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
b.	Draft/update the Advisory Council Handbook.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)

c.	Initiate review, assessment and timeline of advisory council handbook.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
d.	Recommendation that all ASCC MOUs are archived institutionally at IE.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	**MOUs Archived:** **ASDOE:** Teacher Education: 2013-09-10 Teacher Education: 2016-06-07 Dual Enrollment Program: 2018-05-25 Integrated Data Services: 2018-06-14 **ASDOH:** ASAHEC: 2013-12-23 PIHOA and USPH: 2014-02-28 **Bluesky Communications:** Skilled Training: 2018-04-26 **LBJ:** Nurse Field Work Experiences: 2018-04-04 **USDOL:** Supplemental Training: 2015-01-06 **Starkist Samoa:** Skilled Training: 2018-08-30 **USCRI:** Trafficking Victim Assistance Program: 2018-08-02	2017 and 2018 Update: IE continues to archive all MOUs received in the ASCC Gallery on Compliance Assist. Several MOUs have not been submitted to IE for archiving purposes.
e.	Internal allocation of funding for Research, community and outreach services.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #058-16: Appointment of the Research Foundation Director: 2016-12-06 Research Foundation Holds Golf Tournament: 2017-06-12 Research Foundation receives confirmation of the approval of its 501(c) (3) application: 2017-11	2017 Update: ASCC received confirmation of the approval of its 501(c)(3) application. The 501(c)(3) exempts ASCC donors from federal income tax on charitable contributions made under Title 26 of the United States Code. The Research Foundation has finalized its Board members and has begun its effort to produce a schedule of fundraising events.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to identify and implement a Service Learning plan.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	FY 2019 Budget Presentation – Public Hearing: • ASCC Budget Justification Presentation: 2018-08-29 • ASCC Budget - $1.9 Million Proposal: 2018-	2018 Update: Currently, the only programs linked to MOU/MOA funding include the Trade and Technical Department, Teacher Education Department, and Nursing Department with work-field requirements linked to funding. The Board of Higher Education and

			08-29 • ASCC Budget - $1.9 Million Proposal Detailed: 2018-08-29	President strategized in their presentation to the Fono in August 2018, the need of funding support based on public laws, to expand the vision and mission of the College. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Lack of funding source.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo: ASCC Budget Cuts and Cost Containment – 2016-11-14 President's Memo #025-17: Reduction of Employee Hours – 2017-04-19 President's Memo #041-17: Recovery of Working Hours – 2017-07-05 President's Memo #051-17: Regular Full Time Working Hours – 2017-07-21 President's memo #076-17: Reduction of Hours – 2017-08-26	2017 and 2018 Update: The College continues to be on Cost Containment. Refer to recommendation for EO 4 in Section (a). Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Revisit the Service Learning for academic programs.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – Presentations of the deans of Academic Affairs and Students Services – 2017-08-15	Refer to recommendation for EO 4 in Section (a).
d.	Psychology courses require students to complete a 40-hour Service Learning project.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a). Note: After reviewing the Catalog, and program learning outcomes, there is no statement indicating 40 hours of Service Learning.
e.	Need to reassess courses that use Service Learning not to confuse with practicums.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
f.	Refer to Staffing Sub Committee for policy review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
g.	To further assess and research how programs integrate service learning in the achievement of Program Learning Outcomes.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 5

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

Expected Outcomes:

1. A plan has been reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; **Status: Partially Completed (Ongoing)**
2. An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include possible outreach designated site MOUs, resources, technical support, and stability of instructional delivery; **Status: Incomplete (Ongoing)**
3. An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting; **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need ongoing professional development for faculty and staff on Moodle, Smart-board, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education. Recommendation: There is a need for more Smartboard training for faculty.
b.	Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Improve implementation of technology plan for professional development and system	☐ No Action ☒ Pending		Recommendation: To seek funding opportunities through grants and MOU/MOA.

	upgrades.	☐ Complete ☐ Ongoing		
d.	Provide an update, presentation or training to the institution in regards to upgrades of technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
e.	Compile all professional development recommendations from each of the plans to cover institutional high need areas that include trends in technology, TCO, compliance, and high needed areas/skills.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA. Professional Development recommendations have been removed from all budgets due to cost containment measures.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Encourage faculty to use Moodle or a related program to enhance teaching and curriculum. To provide training for faculty to use Moodle annually.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education.
b.	Consider expanding instructions through distance learning.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To devise an action plan for the offering of distance learning courses and to submit a substantive change proposal to ACCJC.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Does ASCC have an assessment SOP to assess current status of technologies in place? Review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
b.	Need to see plan and share with all stakeholders on Technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
c.	SOP Manual for Technology shared with all.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing	ASCC Archives: Management Information Systems – SOP Manual: 2013-10-03	Update: Standard Operating Procedures are archived in the ASCC Gallery on Compliance Assist. Updates to SOPs are also archived based on approval from the Vice President(s) or President. The following divisions with archived SOPs include: • Academic Affairs (amended in 2017) • Book Store (2017)

				• Finance (2014) • IE (amended in 2016) • MIS (adopted in 2013) • PFM (adopted in 2013) • Procurement (adopted in 2015) • SBDC (adopted in 2013) • Student Services (adopted in 2015)
d.	Need an annual assessment of ASCC technologies in place such as Smart-board, computers, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To include the assessment of technologies to include computers and smartboards in biweekly and monthly reports.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	1	1	1, 2, 3, 4, 5, and 7	EO 1: Partially Completed EO 2: Partially Completed EO 3: Partially Completed EO 4: Partially Completed EO 5: Partially Completed EO 7: Partially Completed	The Committee recommends to clearly establish the Technology Resource Committee (TRC) with clarification of roles and responsibilities. The Committee recommends submitting all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. The Committee emphasizes that the "Minimum Specs" for computers needs to be reviewed and updated every three years to keep up with the ever-changing technological environment. Operating systems, internet browsers, Microsoft office, and antivirus should be included. Connectivity should also be considered in minimum specs. Internet connection is conducive to student learning, so speed matters.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	6	EO 6: Partially Completed	The Committee recommends that training should include all staff and faculty utilizing internal resources and programs.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	1	7, and 8	EO 7: Partially Completed EO 8: Partially Completed	There is no evidence of a plan for an annual assessment is in place. Expected outcome eight mentions a replacement and purchase plan. There is a maintenance plan but not in technology evidence. The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	9	EO 9: Partially Completed	The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that an upgrade for software be updated periodically. Note: Accessibility (administrative privilege) and confidentiality clarification in policies and institutional procedures for ASCC operations.
Technology Plan: ***(Aligned to Academic Excellence Expected***	2	1	1	EO: 1: Incomplete	The Committee recommends that network design should be reviewed. Sub-networks should be implemented for security issues.

Outcome 2)					The Committee recommends that the phone system should be upgraded to a PBX system that is based on an SIP standard. The Committee recommends to initiate the roles of the TRC
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	2	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that status Reports be based on data usage for random users to be studied. Note: Refer to the review of the TRC. The Committee recommends that an external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years. (Review appropriateness)
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 2)*	3	1	1	EO 1: Incomplete	The Committee recommends that Distant Learning technologies be re-visited. Note: Revive Distance Learning (Compatibility with Moodle) Review efficacy of distance learning and asynchronous online learning. The Committee recommends that online support services be available after hours so that continuing education students have access to these services.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	1 and 2	EO 1: Partially Completed EO 2: Completed	Fixed Asset Inventory only captures PO with amounts of $5,000 and above. The Committee recommends the review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment that all divisions are responsible to keep their own inventories.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that MIS support staff receive their required annual update training and/or get the required certification to support the institution technology needs. The Committee recommends across board training for the institution on proper usages of all technology and equipment. The Committee recommends including training during ASCC's Annual Convocation.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 2 and 3)*	1	1	5	EO 5: Partially Completed	The Committee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 1, 2, and 3)*	1	1	6	EO 6: Completed	For ongoing quality assurance, a recommendation to link budget processes to the 2015-2020 Comprehensive Maintenance Plan.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 6

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

Expected Outcomes:

1. An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented; **Status: Partially Completed (Ongoing)**
2. Outreach recruiting procedures is institutionalized, documented, and centralized; **Status: Partially Completed (Ongoing)**
3. A process for a calendar of institutional activities are generated annually and disseminated accordingly; **Status: Partially Completed (Ongoing)**
4. An assessment of the ASCC safety plan is documented and archived. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Improve processes on student services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
b.	Identify a comprehensive support service in alignment with Student Achievement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
c.	Improve on Tutorial services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
d.	Conduct a program review on assessment of all Services available to students similar to academic program review of instructions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	2017 Divisional/Annual Program Review conducted by units: • DOSS • Library • Records • Counseling • Admissions • Financial Aid • Student Support	2017/2018 Update: The Division of Student Services follows the annual Divisional Assessment Program Review survey compiled by the IPECC. A summary of findings was disseminated to all units under the Division of Student Services in April of 2018.

			Services	
e.	Revisit assessment and review of CLP course to put back in GE for students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Catalog	2018 Update: The Core Curriculum Committee in the review of the 2018-2020 Catalog added College Life Planning CLP 150 to General Education Domain (GE) Outcome 5.D: Career, Personal and Professional Growth – Develop career goals and plans and apply lifelong learning skills for personal and professional growth.
f.	Need to improve services provided to students and parents/community.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Existing Services
g.	Need to share process and procedures for recruiting and where that data is stored on numbers recruited. *Not sure where that data is, and how it is shared with the College.*	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Recommendation: To identify a process and review cycle for updates to the Student Services Division SOPs Manual for necessary updates, transparency, and archiving.
h.	Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc. (institutionally available and archived.)	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
i.	Need to provide and improve on Marketing, outreach, and recruitment processes also in programs such as scholarships, financial aid, and work-study.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
j.	Need to improve on Marketing, outreach, and recruitment processes and activities.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
k.	Marketing committee needs to have a solid plan in place.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		2018 Update: The Marketing Committee continues to plan ways to market college services.
l.	SOPs be archived at IE.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	SOP manuals archived in the ASCC Gallery on Compliance Assist: • Academic Affairs *(Amended in 2017)* • Book Store *(Adopted in 2017)* • Finance (Amended in 2014) • Human Resources *(Amended in 2016)* • Institutional Effectiveness *(Amended in 2016)* • MIS *(Adopted in 2013)* • PFM *(Adopted in 2013)*	2017 Update: IE continues to archive all SOP manuals as received from each division. Recommendation: To identify an annual review cycle for review/updates of service/division SOPs and specify dates for the approval for archiving purposes. Possibly to coincide with the review of ASCC Board policies.

			• Procurement *(Amended in 2015)* • SBDC *(Adopted in 2013)* • Student Services *(Adopted in 2015)*	

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 3 and 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify process for an institutional calendar of activities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To determine a cycle for the review of institutional processes, as a mean to calendar important College priorities and affairs that include the review of: • ASCC Mission • ASCC priorities • ASCC plans • ASCC policies • ASCC committees • ASCC procedures (SOPs)
b.	Identify accountable divisions for review and assessment of process.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Pending approval of the Emergency and Evaluation Plan for archiving.	2018 Update: In the review of the ASCC Evacuation and Emergency plan, internal constituencies are identified to include responsibilities. Campus zones have been identified as well.
c.	Need to revisit Your Are Not Alone (YANA), etc. for your people (Student Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Review of the 2018-2020 Catalog.	Yana is no longer a service offered at Student Services
d.	Revisit opening library on weekends for the community encourage services like summer reading for kids, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Pending discussion
e.	Revisit the ACNR Wellness Center usage, no advertising for that these days? Wellness is important for safety too (Awareness of Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Currently the Wellness Center is under construction. Upon completion, the Fitness Coordinator will facilitate a schedule for internal and external usage of the facility for fitness/access purposes.
f.	Institutionally archive ASCC Safety Plan, Maintenance Plan, Campus Safety Plan and to make available to all internal constituents.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Archives: 2015-2020 Comprehensive Maintenance Plan	2018 Update: IE continues to archive all College plans. The ASCC Safety and Emergency Plan is pending completion and approval.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 7

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

Expected Outcomes:

1. An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; **Status: Partially Completed (Ongoing)**
2. A document that specifies updates on current and new articulation agreements is centralized institutionally and archived; **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 1				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to request data from ASG Human Resource, semiautonomous agencies, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC and ADOE MOU – Integrated Data Services: 2018-06-14	2018 Update: The College signed an MOU with the AS Department of Education for integrated data services. Although the MOU focuses on the tracking of data for students beginning from primary to secondary; secondary to postsecondary; and, postsecondary to the workforce. The SLDS Board consists of members representing ASDOE, ASCC, ASG-Human Resources, ECE, Social Services, and ASDOE-ERATE.
b.	Continue to improve mechanisms to ensure meeting institutional student achievement standards.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		
c.	Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
d.	Centralize all data for continuous improvement and tracking.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
e.	Need manual on employment counseling.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

f.	Need an office for employment counseling.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
g.	Host more career days.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		
h.	Need to have a centralized office and staff for alumni information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
i.	Improve and update methods of collecting this data and information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
j.	Review institutional data sets appropriate to services offered for transferability and tracking of students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to expand articulation agreements with US accredited colleges and universities as majority of signed articulations are with Hawaii colleges and universities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Catalog 2018-2020 (p. 31).	The continues with the following Articulation agreements with colleges and universities that include: • Chaminade University • Bringham Young University • Hawaii Pacific University • University of Hawaii at Manoa • University of Hawaii at Hilo • Kapiolani Community College • Alfred State College • Dixie State University • Portland State University • Southern Utah University • Union College • University of Maine
b.	Improve tracking of transfer students in order to initiate articulation agreements with other US accredited colleges.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

Academic Excellence: Goal 1 – Objective 7 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan:	3	1	4	EO 4: Completed	2018 Update: An MOU has been signed between ASDOE and ASCC.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 8

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

Expected Outcomes:

1. Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU; **Status: Completed (Ongoing)**
2. Program and workforce developments for local expansion are documented; **Status: Partially Completed (Ongoing)**
3. ASCC's mission and vision statement is assessed to determine institutional and community needs biennially. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes 1, 2, and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Aside from the Bachelor in Elementary Education, what other academic programs have initiated or planned to offer a four-year program(s)?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Discussions had taken place but not were formally documented. Possible programs include the Samoan Studies Institute, Nursing, Business programs as noted in the IPECC's 2016 recommendations.
b.	Has the institution initiated dialogue on transitioning to a four-year college? If so, what would be the next program or emphasis based on the need by the community or local MOU?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1 and 2)***	3	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that personnel needs be institutionally documented and referred through the process of prioritization.

ACADEMIC EXCELLENCE GOAL 2: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Academic Excellence Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

Expected Outcomes:

1. Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; **Status: Partially Completed (Ongoing)**
2. The plan for reclassification has been reviewed and implemented; **Status: Partially Completed (Ongoing)**
3. Faculty ranks have been reviewed and implemented. **Status: Incomplete (Ongoing)**

Academic Excellence: Goal 2 – Objective 1 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to recognize staff's work and/or have a staff appreciation day.	☐ No Action ☐ Pending ☐ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018 ASCC Press Releases: ASCC Website	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games. Highlight pertaining to faculty and staff continue to be published on the ASCC newsletters and ASCC Website. This includes years of service not limited to recognition as reported in divisional reports to be included in the College's publications. Recommendation 1: To specify merit criteria for faculty, staff and administrators and a cycle for conducting annual recognitions that may coincide the annual convocation. Recommendation 2: Revive the faculty (Teacher) of the year to include staff and administrator.
	i. Revisit the Connections Newsletter and the Taulogologo Newsletter.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Need to recognize administrators.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
c.	Recognition of staff.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
	i. Review written processes for faculty/staff recognition.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Communication transparency of institutional updates and decision-making. Emphasis of staff recognition and merit (Referencing Governance policies 3018 and 4003.2).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	A clear process and plan must be defined in the reclassification of staff and faculty.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
b.	Need to review faculty ranks through Faculty Senate.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
c.	Need to host a Staff Recognition Dinner.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Need to host Employee Day.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games.

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Committee/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	1	EO 1: Partially Completed	The Committee recommends the initiation of the SRC to review the planning processes.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	2	EO 2: Partially Completed	The Committee recommends clarifying current drafts for clarity and continuous improvements.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	1 and 2	EO 1: Partially Completed EO 2: Partially	There is evidence that there has been some reclassification done within the institution based on the Governor's mandate in reference to the Bachelor and Master Degree. The Committee recommends the need to

Outcomes 1 and 2)				Completed	clarify and outline the process for the institutional reclassification.

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AMERICAN SAMOA
COMMUNITY COLLEGE

Presidents Office

September 15, 2017

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 071-17

To: ASCC Leadership Team

From: Rosevonne M. Pato

RE: Bi-Weekly and Monthly Reporting

After a very thorough discussion of the reports, submissions, and accountability of outcome achievement by each division of the College, it was decided that the 15th of every month would be the due date of the submission of institutional and divisional reports. The reporting submission will be as follows:

Biweekly Reports – Academic Services, Student Services and Administrative Services
Monthly Reports – (Special Projects, Bookstore, ACNR, UCEDD, AELEL, SSI, SBDC) Financial Report – Finance
Semester Reports – Academic Services, Student Services
Annual Reports – Academic Services, Student Services
Quarterly Reports - Institutional Effectiveness

The reports will follow the template described and detailed in the PowerPoint presentation disseminated by the Director of Institutional Effectiveness on August 29, 2017 via email. The submission of reports will be through the Compliance Assist system.

The September Biweekly Reports are due on September 29, 2017. The September Monthly reports are due on October 15, 2017.

Please direct all questions to the Institutional Effectiveness Division Director.

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American Samoa Community College

Action Plan Outline for Institutional and Division based Reporting
Preparation for the Board's next Meeting
Facilitator: ASCC President Dr. Rosevonne Pato
August 4, 2017
1st Revision on August 22, 2017
2nd Revision on August 29, 2017

August 22nd Attendees: Vice President Dr. Scanlan, Dean Moananu, Dean Dr. Le'i, CFO Silafau-Toa, HRO Asifoa, CIO Nelson, Acting PFM Director Lokeni, PO Su'esu'e, TED Director De La Rosa, IE Director Leomiti

August 29th Attendees: AELEL Director Fale, Acting PFM Director Lokeni, ACNR Director Aufa'i, RF Director Afalava, SBDC Rep. June, Vice President Dr. Scanlan, IE Director Leomiti

Outline:

- Board Review of Policies
  - Board Upcoming Meeting
    - Board Quarterly Meetings
    - Special Meeting (upcoming meeting – August or September)
  - Outcome of Governance Manual
- Institutional Report Timeline
  - Internal Reports
  - External Local Reports
  - External Federal Reports

Board Review of Policies:

- Outcome: By 2021, the Board will complete the full review of the 2008 Governance Manual
  - President's Action:
    - Retype all 2008 Governance Policies (HR, and Technology Policy from CIO)
    - Include all 2014 and 2015 policy updates
    - Assess all policies in preparation for the Board's Review (2008 Governance Policies – Chapters 1-3 – August or September) Plus Technology Policy (OCR – Required Policies by August 26, 2017)
  - Board's Action:
    - Timeline of Chapter Reviews of Policy (Policy Review of Chapters 1-3, and Technology Policy for OCR requirement)

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - Institutional Annual Report (Annual Publication) : (IE)
    - Due Date: June 15, 2018
  - Internal Reports:
    - Educational Programs (Deans, and IE Director- A follow up will be conducted by the Vice President of ASA and President)
      - Annual Academic Report (Academic Year) Due Date August 31, 2017
  - Institutional Priorities:
    - Planning (Report Due: May 15, 2018)
    - Assessment (June 15, 2018)
    - Program Review (Analysis Report December 15, 2017)

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - **ASCC Biweekly Reports**:
    - Academic Services: To provide a biweekly report following the current template. The purpose is to indicate the operational status quo for academic and student support challenges that may result to timely needs and immediate institutional decision-making.
    - Administrative Services: To provide a biweekly report following the current template. The purpose is to indicate the operational status quo that includes fiscal, facility, personnel, and technological resources and challenges that may result to timely needs and immediate institutional decision-making.

Timeline of Institutional Reports

- **Biweekly Report Template**:
  1. Bi-weekly plan for previous week: Report bi-weekly updates on the status of a program or division functions through the services offered from the previous two weeks.
  2. Challenges: Report impediments that prevented a program or division from achieving its functions.
  3. Recommendations: Report the level of criticalness, possible solutions, and timeliness as it pertains to the need(s) requested for immediate action.
  4. Bi-weekly plan for upcoming week: Report the upcoming plan for the next two weeks.

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - **Monthly Reports**:
    - Administrative Services: To provide a monthly report regarding the status (data sets) appropriate to administrative service divisions. The purpose of this report is to monitor challenges and actions taken as noted in the Biweekly Report.
    - Financial Report: (CFO) To provide a monthly report of ASCC's endowment and financial status updates.
      - Monthly Endowment Statements (President – Board: every month on the 15th)
      - Monthly Financial Status Report (President – Board: every month on the 15th)
    - Special Projects and Community-based Reports: To provide a monthly report based on outcome achievement or salient accomplishments achieved. (Reports are due on the 15th of each month for the previous month.) SPM, Bookstore, ACNR, UCEDD, AELEL, SSI, SBDC

Monthly Report

- **Monthly Report Template**:
  1. Monthly status from previous month: Report monthly updates on the status of program or division outcomes through the services offered from the previous two weeks.
  2. Challenges: Report impediments that prevented a program or division from achieving its outcomes.
  3. Recommendations: Report the level of criticalness, possible solutions, and timeliness as it pertains to the need(s) requested for immediate action.
  4. Achievements: Report monthly outcome achievements regarding services offered or salient accomplishments.
  5. Plans: Report modifications, deviations, or the action/ outcome plans for the upcoming month.

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - **Semester Based Reports**:
    - Academic Services: To provide a semester-based report encompassing individual academic program statistics on student learning outcomes and student achievement. *(Refer to Academic and Student Services Data Sets.)*

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - **Quarterly Report**: Office of Institutional Effectiveness Only *(Divisions and Programs will no longer report quarterly.)*: To provide a quarter-based institutional report and analysis encompassing the status of the College's performance that may include the following categories:
    - Accreditation Status
    - ASCC Accomplishments and Community Outreach
    - Research
    - Fiscal Resources
    - Technological Resources
    - Capital Improvements and Progress
    - Employee Statistics
    - Professional Development
    - Challenges and Impediments

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - External Local Reports:
    - American Samoa Government Performance Reports
      - Quarterly (IE)
        - » Sources: HR, Finance, ACNR, Academic, Student Services, Accreditation, CFO, Grants
    - American Samoa Government Annual Salient Report;
      - Annually (IE)
    - American Samoa Government Annual Report:
    - DOC:
      - Quarterly (HR)
      - Annually (IE)
    - Annual Report (Annual Publication) : (IE)
      - Due Date: June 15, 2018

Timeline of Institutional Reports

- Outcome: A calendar of Institutional Reports is submitted to the Board of Higher Education
  - External Federal Reports:
    - ACCJC Reports
      - Annual Reports (President) March 31, 2018
        - » Annual Report (ALOs)
        - » Fiscal Report & Audit Report (CFO)
      - Mid-Term (President) October 2018
      - Comprehensive Self-Study (President) October 2021
    - Federal Required Reports:
      - IPEDS Report (IE)
      - Title IX Reports (Compliance with OCR regulations)
        - » HRO, Deans, PFM, IE, CIO, PO, CFO

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AMERICAN SAMOA COMMUNITY COLLEGE

Connections Newsletter: Issue 1 October 2017

Message from the President

Dr. Rosevonne M. Pato
ASCC President

Welcome to the first edition of the revived ASCC Connections Newsletter. As in most institutions of higher learning, we try to make the public aware of the many exciting developments and accomplishments that take place every semester (if not every day) here at ASCC. We see CONNECTIONS as a monthly summary of what's been going on at ASCC, as well as a dialogue facilitator with regards to administrative decisions and priorities. What you will find in these pages is a mix of news, data, and reflection on the educational process itself as it applies to the College. We welcome feedback not only from our faculty, administrators and students, but also from the general public. It is our goal to have as many people as possible make CONNECTIONS with us through this newsletter, which I hope you will enjoy.

Accreditation:

The American Samoa Community College remains as an accredited institution under the purview of the Western Association of School and College – Accreditation Commission for Community and Junior Colleges (WASC-ACCJC). The College is required to submit its Midterm Report to the ACCJC in October 2018.

The Midterm Report is a required midway report submitted by all accredited colleges between comprehensive self-evaluation visits.

FY 2018 Priorities:

Institutional Priority 1:
Maintenance

Institutional Priority 2:
Reclassification

Institutional Priority 3:
Professional Development

Institutional Priority 4:
Community Outreach, Extension, and Research

ASCC Red Wave: Supporting a Drug Free Community

ASCC Red Cross Wave: Supporting Hurricane Victims

ASCC: SGA Halloween Carnival

Academic Highlights

During an oceanographic research sail aboard the vessel "Robert C. Seamans," Sea Education Association staff lead ASCC students in the appropriate line hauling method to raise the main sail, the largest sail on the ship. (Photo. S. Woofter)

- The Business Department through the Business Ambassador Organization, hosted a business forum focusing on "Certainty & Uncertainty – Jobs and Economic Prospects for American Samoa". The event was well represented by business majoring students. Special Assistant to the Governor, HTC Iulogologo Joseph Pereira was invited as the special guest speaker.

- The Lead Mentor/faculty and Dean of Academic Affairs held a phone conference with the Pacific Partnerships for the EXITO program focusing on ways to improve scholars' summer internships and promoting interests of scholars in medical research disciplines. The EXITO sub-award agreement between the ASCC and Portland State University provides funding opportunities to promote medical research under the Health and Human Services Department or related disciplines. Currently, the ASCC has four scholars enrolled in Health and Human services courses and Nursing field. The ASCC EXITO is looking at selecting four more scholars with the interest in Medical fields for the next Academic year. These scholars will be traveling with the faculty/mentor to Portland State University for the summer orientation. The selection of the four scholars should be finalized by the panel at the end of the semester.

- The ASCC President, Vice President, Dean of Academic Affairs, Curriculum and Assessment Coordinator, and Chairperson of the ASCC-ROTC met with the Senior ROTC instructor from the University of Hawaii-Manoa. Emphasis and key discussion points of the meeting focused on retaining students in the areas of Military Science, and seeking ways to assist students financially through scholarships, to promote SROTC programs at the ASCC. Several options were discussed on ways to revisit the curriculum infrastructure to support students with interests in pursuing SROTC based programs and/or career opportunities. The ASCC and SROTC through the UH-Manoa both instructors and educators will continue to collaborate on ways to recruit and promote interest in Military Science for the students.

- The Fine Arts department hosted the Pacific Islanders in Communications (PIC) Deep waters film festival through professional affiliation of Fine Arts instructor with PIC. Emphasis was on two recent documentaries that were shown titled the "Ever the Land" and "Kū Kanaka/Stand Tall".

- The Academics continues with its successful beginning of the 2nd CAPP session with a couple of closed classes due to high enrollment of students. The ELI-CAPP offered 18 sections of courses ranging from Beginning, Intermediate, and Advanced Reading to beginning, Intermediate and Advanced Writing courses. The Math- CAPP offered 11 sections of Preparatory Math and Elementary Algebra courses to accommodate students enrolled in the 2nd session. There were eight sections of General requirements offered to accommodate students who have exited the CAPP and progress through their college level courses.

- The Academics and Student Services conducted its internal review of Institution-Set Standards (ISS) / Student Achievement standards through its approved scheduled meetings and set calendar for the ISS Review Committee. Recommendations on clarification of definitions, processes, identification of sources, tracking mechanisms, etc… have been proposed for further discussion and deliberation. All recommendations will be addressed in the upcoming meeting and set standards to be finalized for the Curriculum Committee's review later on this Fall 2017 semester.

- The Nursing department awarded 19 Certificates of Completion (COC) to students who have successfully completed the NURS100/100L Nurse Aide Training course in the first session of Fall 2017.

- The Trades and Technical Department started the offering of courses through the Apprenticeship Program for Fall 2017 to accommodate the skill based needs of the community and private sectors. The emphasis is on four courses in Auto CAD, Electrical Installation, Computer Systems, and Advanced Arc Welding. There are 20 participants enrolled in the Apprenticeship program for Fall 2017. These participants are employed at Starkist with eleven participants, ACE Hardware with three participants, KVZK with one participant, one participant from Public Works, two participants from ASCC, one participant from ASCTA, and one independent learner.

Following a Business Forum presented by the Business Ambassadors of ASCC (BAOA) last week, guest speaker HTC Iulogologo J. Pereira, Special Assistant to the Governor (left) is seen here with ASCC Business instructors Lam Yuen Lam Yuen Jr. (center) and Ioapo Taua'i. (Photo: J. Kneubuhl)

Highlights from the Student Services Division

ASCC 2017 Student Government Association (SGA) Halloween Carnival – Photos by James Kneubuhl

Twenty-six ASCC HOSA students were inducted in the State HOSA which includes the Secondary schools. The AHEC Coordinator is currently the advisor for the HOSA students.

In-house Scholarships: 5 recipients

- ✓ Two recipients for the Presidential Merit Scholarship,
- ✓ Two recipients for the 'Saili le Atamai' non-Pell/SGA scholarship, notification of awards and PR article forthcoming,
- ✓ Student Veterans Organization scholarship – one recipient, $500 award for Fall 2017 semester,
- ✓ Photo ops of recipients with President for PR for KHJ radio and web, KVZK and article to Samoa News.

Extra-Curricular Activities/SGA:

- ✓ Coffee & Doughnuts for mid-term treat, Cafeteria,
- ✓ International Day, Amphitheatre,
- ✓ Scary Movie in the Spirit of Halloween, Lecture Hall,
- ✓ The Voice Competition, 10/17 & 10/19/17, Amphitheatre,
- ✓ Spirit Week, 10/23-27/17, Amphitheatre,
- ✓ Halloween Carnival, 5:00pm-8:00pm, ASCC Gym, prizes - monetary, raffle, candies, toys, booth games/photo booths (x18), 10/27/17, ASCC Gym,
- ✓ Trick-o-Treat Day goodies provide for the Student Body, Amphitheatre.

Outreach:

- ✓ Financial Aid Office & Admissions: Pacific Horizon High School senior students at the ASCC Computer Lab Room #15, Pacific Horizon School, Tafuna HS, Fagaitua HS, Nuuuli VocTechHS, Kanana Fou HS, Iakina Adventist HS, Leone HS, Fa'asao Marist HS, 10/20 – 27, 2017, ASCC Student Computer Lab and DYWA Computer Lab (10/23-24/17) – total of **353 students** (# 347 to respective high schools, 6 at ASCC Student Computer Lab);

Pell Grant award for Batches #1 & 2:

- ✓ **467** students have received their Pell Grants award, **$680,185.00**.

Community Outreach, Extension, and Research

Working with different Local Agencies on Samoan Language Usage

The ASCC Samoan Studies Institute hosted representatives from the different agencies of AS Weather Station, NOAA Fisheries Division, AS National Sanctuary, AS Coral Reef Advisory Group, National Parks Office and Dept. of Marine and Wildlife to review a Climate Change Glossary. This is a partnership project with our College taking the lead in translating 150 scientific terminologies in the area of oceanography and climate change.

Hosting Stars of Oceania Participants

(near left) Dr. Joanne Preston, national chair for the Academy of Management and Kahu Dr. Francine Palama who are recipients of the Stars of Oceania Awards, for their great work in the Pacific Region. Our own stars who were recognized this year included Aumua Amata and Nikolao Pula.

Students Association for Faasamoa (SAFF)

ASCC through its SSI Students Association for Faasamoa performed an Ava Ceremony on the 3rd of October 2017 at our ACNR Wellness Center to welcome participants of the Stars of Oceania Events.

National Park of American Samoa: 'Tour and Hike'

Thirteen students from AGR 152 (Survey of Community & Natural Resources) course, faculty, and ACNR staff went on a tour of the National Park Services (NPS) visitor's center and a 45-minute hike up towards Mt. Alava. In addition to learning about different career options and programs available in agriculture, natural resources, agribusiness, and family and consumer sciences, students had the opportunity to hear a presentation on the overview and history of National Park services (in the mainland U.S. and in American Samoa) from two NPS Park Rangers (Pai and Pua). The students also went on a guided hike/tour towards Mt. Alava with Territorial Ecologist, Tavita Togia. Students were able to view and identify wildlife and native species found in the National Park as well as view the conservation efforts conducted by NPS. Furthermore, students were able to meet and hear the experiences of former ASCC-ACNR students who are now employed by NPS.

Manu'a Plant Pest Survey

The ASCC-ACNR Entomologist and lab staff traveled to the Manu'a islands with colleagues from the American Samoa Department of Agriculture to conduct surveys for any possible new invasive fruit fly or ant species or diseases of citrus trees. The survey along with similar surveys on Tutuila and Aunu'u are funded through the USDA's Cooperative Agricultural Pest Survey program to improve early detection and response to exotic pest introductions in US states and territories. ASCC and ASDOA have been working together on pest surveys since 2011. Fortunately, no new plant diseases or pests were detected within the territory this time.

Samoa "Home of the Ma'afala" Pacific & Global Breadfruit Summit
October 10-12, 2017

The ASCC-ACNR Director, Horticulturalist, and Agriculture Extension Manager attended the 2017 Samoa "Home of the Ma'afala" Pacific & Global Breadfruit Summit, October 10-12, 2017.

The ASCC-ACNR team conducted two presentations:

1. "Biological Control of Seychelles Scale on Breadfruit in Ta'u, Manu'a Island, American Samoa" under the Breadfruit Propagation & Production session
2. "Fermented Breadfruit" (Masi Samoa) under the Disaster Preparedness, Food Security, Village/Community Resilience, and Health session.

American Samoa's Department of Commerce (DOC) Director, Fuiavailiili Keniseli Lafaele also attended and presented in the Private Industry, Economic Development, and Investment session. Other Summit sessions included: The Global Reach of 'Ulu and Conservation; Technologies and Communities; Breadfruit Postharvest Technologies; Breadfruit Flour & Product Development; FDA, HACCP, Milling & Flour Standards for Export; and Nutritious Breadfruit on Health, Diabetes, & Obesity.

Approximately 150 scientists, researchers, entrepreneurs, farmers, agriculture professionals, agriculture engineers, nutritionists, sociologists, doctors, lawyers, and government leaders from the United Nation, United States, Canada, South America, Africa, Australia, Asia, Caribbean, Tonga, Fiji, French Polynesia, Marshal Islands, Global Mana (NGO), American Samoa and Samoa attended the Breadfruit Summit.

ASCC-ACNR will play a key role in the research, production, marketing, and possibly exporting of 'Ulu and related value added products. As a result of the Breadfruit Summit:

1. ASCC-ACNR will use our tissue culture lab to increase the multiplication and propagation of the breadfruit tree for our local farmers and residents
2. ASCC-ACNR Horticulturalist will write research projects on breadfruit to be included in NIFA-USDA 2019 Plan of Work;
3. ASCC-ACNR will collaborate with local, regional, and federal partners to write grants to build a Food Science and Technology Facility. In addition to research on breadfruit, the Facility will serve as a training center for certification for the Pacific region stakeholders in order to meet USDA and FDA requirements for export of breadfruit and value added products to the US markets.

Tissue Culture Presentation and Lab Activity

The ACNR Tissue Culture Specialist presented to eleven agriculture students providing an overview of the Tissue Culture program and the many projects implemented in American Samoa. Students acquired knowledge about tissue culture as a plant propagation method. Moreover, students developed skills in tissue culture by participating in a tissue culture activity where the students propagated Anthuriums using the tissue culture method.

A New Hat for the Research Building

The ASCC-ACNR Research building got a new top this month thanks to the federal funds awarded from USDA to support agricultural research in American Samoa and the hard work and professionalism of ASCC Chief Financial Officer Emey Silafau, Procurement Officer Jessie Su'esu'e, Physical Facilities and Maintenance Officer Lokeni Lokeni, ASCC engineer Joel Locsin, and contractor Asia Pacific Engineering and Construction Services. The re-roofing was badly needed. The existing roof started springing leaks over 20 years ago, and the situation has only worsened since then, resulting in high humidity and water damage to the building interior. Every time it rained ACNR staff would rush to put pans and buckets in the attic to catch the incoming rainwater. In order to save money most of the original metal corrugate, which is still in good condition, was re-used, but the layers below it were replaced to create a strong, watertight seal. The ASCC ACNR Research building houses the only laboratory research facility of its kind in American Samoa, and this investment will help ensure that the facility can continue serving the community for years to come. Additional critical refurbishments will be completed as funds become available.

COMMUNITY OUTREACH & EXTENSION

Schools' Field Trips and Tours to ASCC-ACNR (Land Grant Program)

More than 216 students, 17 teachers, and 48 parents from four different schools: Aoloau Siliaga Elementary, Fagasa Leaetele Elementary, South Pacific Academy, and Manumalo Elementary School visited and toured ACNR (Land Grant Program) in the month of October. The tours not only provided students with learning opportunities away from the regular school environment, but also provided real-life application and relevancy of the lessons the students are learning in the classrooms. Students acquired knowledge as they visited demonstration sites and laboratories, and listened to professionals in agriculture (crops & livestock), horticulture, tissue culture, entomology, forestry, aquaculture, nutrition, food safety, exercise and physical activity, and 4-H Youth Development.

Moreover, students developed skills (experiential learning) as they participated in hands-on and interactive activities such as sewing, arts and crafts, tree planting, sowing vegetable seeds, food preparation, exercise and physical activities, tagging piglets, and feeding fish (tilapia). Students also learned about the many career opportunities in food and agriculture, natural resources, and health sciences and related areas.

"Children's Healthy Living Program for Remote Underserved Minority Populations in the Pacific Region-Integrated Monitoring for Pohnpei, American Samoa, and Commonwealth of the Northern Mariana Islands (CHL-IMPAC)."

ASCC-ACNR's Community Nutritionist, two (2) EFNEP Nutrition Educators, and two (2) CHL Staff Members assisted American Samoa's Early Childhood Education (ECE) Program with their health assessment screenings, which must be completed within the first 45 days of the new school year. ACNR staff provided valuable assistance by measuring the height and weight of ECE children. The goal of CHL-IMPAC Program is to create a long-term monitoring and evaluation system of child growth assessment data (height & weight [BMI] data) of children enrolled at Head Start/Early Childhood Education centers in Pohnpei, American Samoa, and the Commonwealth of the Northern Mariana Islands. Specifically in American Samoa, plans include measuring children at every ECE center, including the two ECE centers in Manu'a. Measurements have been completed at 15 ECE centers and a total of 512 children have been measured. The measurement data will be analyzed and used to help ask important questions regarding the status of overweight/obesity of children in American Samoa. Furthermore, the data will be used to apply for future grant funding and to help initiate health research and support policy change within the territory.

Dr. Lina Galea'i-Scanlan
Vice President of Administration & Finance

Updates from the Vice President of Administrative Services & Finance

Training/Professional Development/Conferences:

- ASCC President Dr. Rosevonne Pato attended the Pacific Postsecondary Education Council and REL meetings in Hawaii during the month of October;
- ASCC-Chief Information Officer Don Nelson attended a Cyber-Security Training with FEMA/Homeland Security;
- Chief Finance Officer (CFO) Silafau-Toa & Human Resources Officer Asifoa attended training for Grants Administration and other Administrative/Finance duties in Walla Walla, WA.;
- Three of our PFM staff, Etuale Magalei, Douglas McCoy, and Manuele Salaivao attended Air Conditioning training and repairs.

Announcements:

- Physical Facilities and Maintenance (PFM) staff Moe Poloa and his men have been busy with setting up of new benches in the Science Building hallways; students now have benches to sit on while waiting for class or just hanging out in between classes;
- PFM continues to provide quality service to the College and has completed several landscaping and grounds projects and daily cleaning of all the grounds, new drainage projects near the CAPP building and along the back of the East Wing buildings as well new seating accommodations for students in the Science building and service for our Lower quad area and daily custodial, grounds, electrical and carpentry work for the entire ASCC campus and ACNR Land Grant areas.
- Meetings with all leaders on the Administration and Finance are on-going for Standard Operating Procedure reviews, updates on bi-weekly reports and overall leadership for Administration and Finance;
- The Finance Department and Procurement Department have been working together to ensure smooth transitions for Purchase Requisitions routing; Thanks to CFO Silafau-Toa and Procurement Officer Su'esu'e for their hard work!
- Printing Services continues to provide printing services for the entire College; encourage all departments to use our Printing Services;
- Reception area now located at the former Security Office; Security are now relocated at the back building where the Special Projects Manager was located;
- Security round the clock supervision has ensured safety for all personnel and students and the safety of our campus; Big thank you to PFM Officer Lokeni and Chief Officer Misi Tauai for maintaining a tight security schedule 24/7;
- HR Officer Asifoa working on SOP's for HR as well beginning draft for reclassification for the Reclassification Committee review as well as the President's review;
- A big thank you to all the Administrative Services side for their great work and to our President for her leadership and encouragement!
- Congratulations to our Book Store Manager, Mrs. Alofia Afalava, for a successfully beginning of the Fall semester 2017 and for providing our students and faculty with the best service and educational resources.
- Thanks to IE staff for the bi-weekly updates for the Administrative Services side, as well and to Mrs. Togafau for her support!

ASCC Bulletin for the month of November:

- **November 1 – 30:** ASCC Divisional Program Review online Survey will remain open throughout the month of November for input from all ASCC employees.
- **November 9 – 14:** ACNR Forestry staff (4) will be conducting Urban Community Forestry (UCF), Forest Health, (FH) and Forest Stewardship (FSP), Invasive Species Control, and Soil Conservation (vetiver grass) programs in Luma & Si'ufaga, Fitiuta, and Faleasao villages in Tau, Manu'a.
- **November 13 – December 14:** 2018 Spring and Summer Priority Registration
- **November 14-16:** WASC-ACCJC New Evaluator Training – Honolulu Hawaii – ASCC attendees: Vice President Dr. Lina Galeai-Scanlan and TED Director Ms. Shirley De La Rosa.
- **November 18:** Two ACNR Entomology staff will be presenting and putting up displays at the Department of Health "Mosquito Action Day"
- **November 22:** ASCC Employee Thanksgiving Potluck – (Gym) – 12:00pm – 2:00pm – Sponsored by the Samoan Studies Institute.
- **November 24 – December 4:** ACNR Entomologist is invited to present the status of mosquito surveillance and control, and innovative strategies in American Samoa at the "International Innovative Vector Control in the Pacific: Efficacy, Safety, Acceptability" workshop in French Polynesia.
- **November 27 – 29:** ACNR Director, Horticulturalist, and Agriculturalist Extension Manager will attend the "Two Samoa Talks" in Apia, Samoa.

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Constituent roles in Governance and Decision-Making:

Provided are descriptions of constituents and their respective roles in decision making:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.

- President: ASCC *Governance Manual Policy 3001* defines the President's Role as the chief executive officer of the College and serves as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.

- Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.
    - The student representatives elect the President of the Student Government Association and officers.

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on the Board of Higher Education.

- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
  - Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions as referenced in the ASCC *Personnel Manual Policy 4.2002- Administration*. In addition, administrators are responsible for:
  - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
  - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
  - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
  - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.

- Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
- Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.

Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups**: Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

		Governance.	• Director of Community and Natural Resources; • Director of Samoan Studies Institute; • Director of Teacher Education; • Director of Trades and Technology; • Chief Financial Officer • Chief Information Officer; • Human Resources Officer;
Governance Group:	**Purpose:**	**Outcome:**	**Members:**
Institutional Planning Executive Core Committee: **Reporting Protocol: Leadership Triangle**	• To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report semiannually on the status of the Institutional Strategic Plan.	• Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Semiannual Status Report on Mission Effectiveness.	• Dean of Academic Affairs; • Dean of Student Services; • Director of Community & Natural Resources; • Director of Samoan Studies Institute; • Director of Institutional Effectiveness (Chairman); • (2) Faculty Selected by the Faculty Senate.

b. **Operational Groups**: Consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.

Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Leadership Team: **Reporting Protocol: Leadership Triangle**	• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;	• President; • Vice Presidents; • Deans; • Program Directors; • Directors; • Officers • (25 members)

		• Assessment of Policies linked to department/program; • Mission Effectiveness.	
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Curriculum Committee: **Reporting Protocol: Leadership Triangle**	• To review and approve new or revised courses, program revisions, establishing pre-requisites; • To review and approve Student Learning Outcomes; • To review and recommend the accurateness of Institutional Set Achievement Standards; • To implement, assess, and recommend improvements on academic policies; • To review ASCC's Mission; The Curriculum Committee.	• ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairperson); • Academic and Program Chairpersons (15) • ROTC Representative; • College & Life Planning Representative; • Director of Teacher Education; • Director of Trades and Technology; • Director of Institutional Effectiveness; • Dean of Student Services; • Dean of Academic Affairs.
Academic Assessment Committee: **Reporting Protocol: Curriculum Committee**	• To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and	• Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairman); • Faculty Representatives from Academic Program and Departments (15); • Institutional Researcher; • Program Director of Counseling.

	present to the Curriculum Committee.		
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Data Committee: **Reporting Protocol: Leadership Triangle**	• To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.	• Data analyses, collection and dissemination.	• Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer.

c. **Task Force Groups**: Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

Program Review: ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accountability: President

Charge: Leadership Triangle

Types of Program Reviews:

1) **Institutional Program Review:** An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
    a. Assessment Cycle: Biennially
    b. Instrument: Institutional Program Review Survey
        i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
    c. Areas for Review:
        i. ASCC Mission Effectiveness
        ii. Student Learning Programs and Services
        iii. Resources
        iv. Governance
    d. Participants: Administrators, Faculty, and Staff
    e. Focus:
        i. Institutional Set Achievement Standards
        ii. Institutional Learning Outcomes
        iii. Review of Institutional Strategic Plan Priorities
    f. Procedures and Roles:
        i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
        ii. Compilation of data summaries (Institutional Effectiveness Division);
        iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
        iv. Analysis of data (IPECC);
        v. Compilation and submission of analysis to the Leadership Triangle (IPECC);
        vi. Review of Analysis by the Leadership Triangle with

recommendations and/or approval (Leadership Triangle);

vii. Submission of analysis and action plans to the Board of Higher Education (President)

viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and

ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

g. Outcomes:
   i. ASCC Catalog
   ii. Institutional Strategic Plan Priorities
   iii. Board Policies

2) **Divisional Assessment- Program Review:** Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

   a. Assessment Cycle: Annually
   b. Instrument: Divisional Assessment- Program Review Survey
      i. Review of Instrument: Annually (Programs/Departments)
   c. Areas for Review:
      i. Divisional Mission and Outcomes
      ii. Evaluation of Program/Department Effectiveness and Improvements
      iii. Decision Making
      iv. Personnel
      v. Staff Development and Facilities
      vi. Equipment & Technology
      vii. Student Support Services
      viii. Safety and Emergency Procedures
      ix. Divisional Planning and Resource Allocation
   d. Participants: Programs and Departments
      i. Faculty
      ii. Staff
      iii. Administrators
   e. Procedures and Roles:
      i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
      ii. Compilation of data summaries (Institutional Effectiveness Division);

iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
iv. Analysis of data (Program/Department);
v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

f. Outcomes:
   i. Planning and Resource Allocation Analysis of ASCC Operations

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

Types of Student Learning Assessments:

1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

a. Assessment Cycle: Annually
b. Instrument: Academic Program Review Survey
    i. Review of Instrument: Annually (Academic Programs & Departments)
c. Areas for Review:
    i. Institutional Learning Outcome Qualities
        1. General Education 1st year Course Learning Outcome Qualities and Competencies;
        2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
e. Participants: Faculty/Adjunct Faculty
f. Focus:
    i. Institutional Learning Outcome Qualities and Competencies;
g. Procedures and Roles:
    i. General Education Program 1st Year Competencies
        1. Charge: General Education Faculty
        2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
        3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
        4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        5. Procedures and Roles:
            a. Semester submission of GE Course Data (General Education Faculty);
            b. GE Data is Compiled (Institutional Effectiveness Division);
            c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
            d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
            e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
            f. Reports are reviewed by the Assessment Committee and recommendations are

compiled and submitted to the Curriculum Committee (Assessment Committee)

g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies
    1. Charge: Academic Department & Program Faculty
    2. Assessment Cycle: Semester-based
    3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
    4. Procedures and Roles:
        a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
        b. ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
        c. ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
        d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
        e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
        f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
        g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year

Competencies (Curriculum Committee);

h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards**: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways**:
    i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
        1. Set Standard: % defined by the College on student completion of developmental courses;
        2. Courses assessed to determine set standard:
            a. ENG 90, ENG 91, MAT 90.
        3. Data Sets used for analysis:
            a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
    ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
        1. Set Standard: % defined by the College on student completion of gateway courses;
        2. Courses assessed to determine set standard:
            a. ENG 150, ENG 151, MAT 151.
        3. Data Sets used for analysis:
            a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
            b. Summative Data: Data sets obtained through

a variety of means such as tests, projects, and student portfolios.

iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
        a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
        c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
        a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
        b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.

iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
        a. 1st Year Retention: Percentage of students who are retained from fall to spring;
        b. 2nd Year Retention: Percentage of students who are retained from fall to fall.

v. Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
    1. Graduation Data Statistics:
        a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
            i. 2 Years (4 semesters excluding summer terms)
            ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
            iii. 4 Years (8 semesters excluding

summer terms)
iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

b. Data Sets:
i. Academic Departments & Programs cohort completion of degrees and certificate:
1. AA Degrees
2. AS Degrees
3. B.Ed.
4. Certificates of Proficiency

2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
iii. Percentages of graduates tracked through counseling services;
iv. Graduation Exit Survey feedback from students.

3. Transition into the Workforce: Percentages of students that transition into the workforce.
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of graduates tracked through counseling services;
iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.

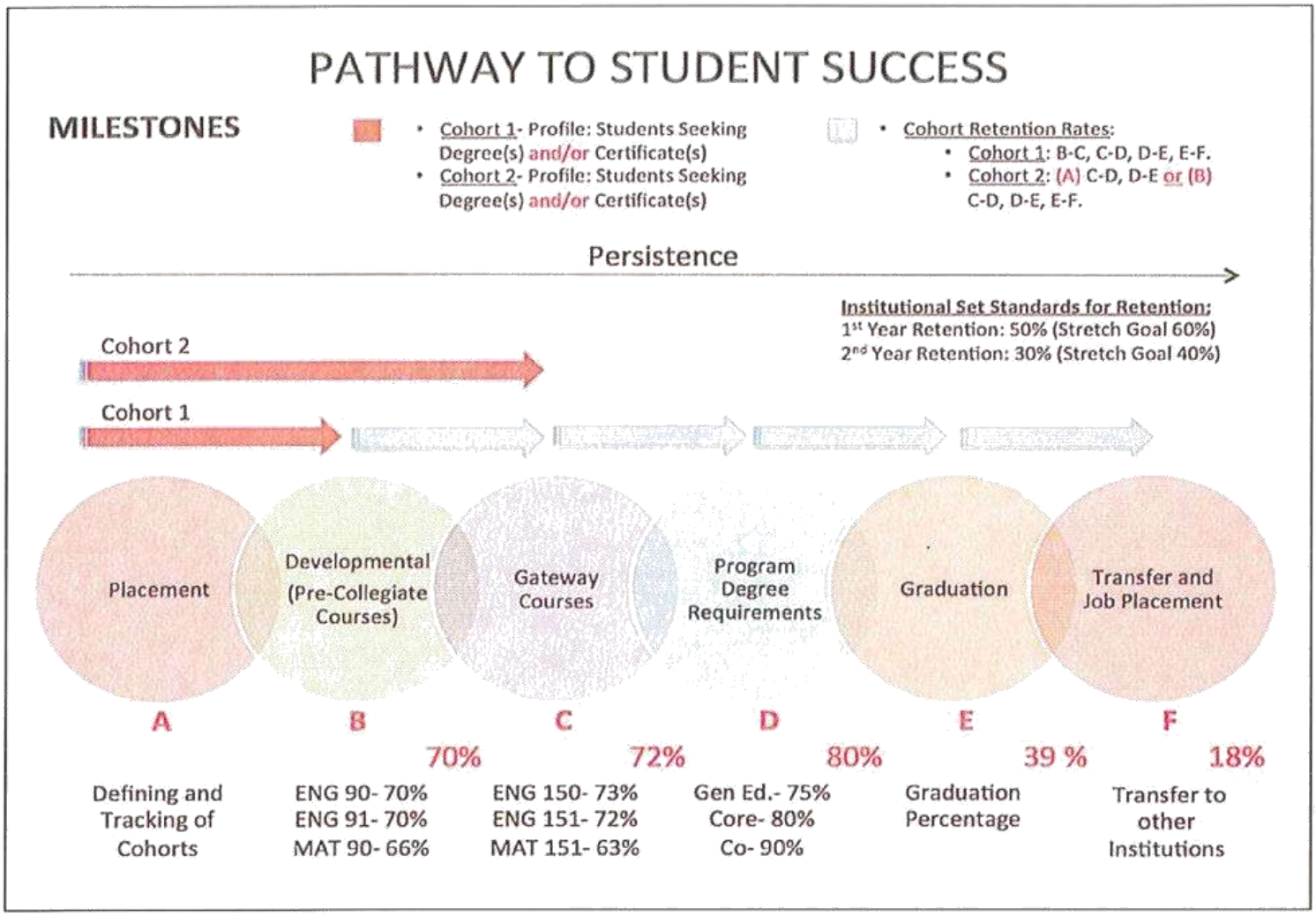

Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.

    a. ASCC Annual Report: Annual Reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC administration. The Annual Report runs by the academic year beginning fall

semester to the summer term in the consecutive year.

i. General Contents:
    1. President's Message
    2. General Information
    3. Student Demographics:
        a. Enrollment
        b. Placement
        c. Graduate Profile
        d. Student Achievement
    4. Financial Statistics
    5. ASCC Highlights & Accomplishments
    6. ASCC Administration

b. Quarter Reports: Quarter Reports are internal reports compiled by administrators to provide updates per quarter that correspond with Department/Program outcomes, objectives, activities and evidence of what has been achieved through the types of services offered. The Quarterly Report is used as a monitoring mechanism for the ASCC Institutional Strategic Plan goals and objectives.

c. ASCC Fact Book: Fact Books are publications compiled every year. The Fact Book covers the academic year beginning fall semester to the spring semester term in the consecutive year. Fact Books are data publications for use by the institution for decision-making.

i. General Contents:
    1. President's Message
    2. General Information
    3. Enrollment
    4. Student Achievement Statistics
    5. Academic Departments
    6. Instructional Services
    7. Student Services
    8. Administrative Services
    9. Grant Programs

d. ASCC Fact Sheets: Fact Sheets are compiled every semester. Fact Sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, development performance, and student achievement statistics. Fact Sheets contribute to the ASCC Fact Book for longitudinal data.

ASCC Organizational Chart and Communication Protocol:

ASCC is committed to improving the quality of its educational programs and services through its communication protocol. ASCC's Organization Chart encompasses communication reporting relationships, the operational responsibilities of its administration, and services provided in accordance to *Board Policy 3022-Communication Protocols*, which states:

> *Policy 3022- Communication Protocols:*
>
> > *The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide by the major organizational chart as a fundamental rule for college-wide matters, or a department organizational chart when an issue requires the attention of a department only.*

The President maintains a system of periodic review to determine that all rules relating to administrative responsibilities are fully implemented and assessed for quality assurance and mission effectiveness *(Referencing Personnel Manual Policy 4.2002)*.

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AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

April 25, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 029-18

To: ASCC Faculty
ASCC Department Chairpersons
Accreditation Liaison Officers
Dean of Academic Affairs
Dean of Student Services
Vice President of Academic and Student Affairs
Vice President of Administration and Finance

From: Dr. Rosevonne M. Pato
ASCC President

Re: **Core Curriculum Committee**

As ASCC moves forward in efforts to work toward maintaining and sustaining best practices, it is necessary that the College review the Curriculum Committee and its key role in providing quality curricular programs that prepare students (1) to transfer to institutions of higher learning, (2) for successful entry into the workforce, (3) for research and extension in human and natural resources, and (4) in awareness of Samoa and the Pacific.

Since 2010, the College has taken major steps to develop a strong General Education program, to follow a cycle of program review and assessment, and to ensure accountability for learning and achievement of student learning outcomes through data collection and analysis. It is in these continuous efforts that the academic departments and faculty must work toward a more focused curriculum development that allows for programs to be strengthened and show progress toward better meeting the needs of the students and community. ASCC has as its mission to provide quality programs and

services that ensure a solid general education program and a well-structured curriculum that prepares students for the pathway of their choice.

In order to fully support the academic curricular programs and their growth in meeting the needs of students and the local community, it is vital that a Core Curriculum Committee, a Governance Group, be formed that will have as its key role the review of curriculum that ensures the preparation of all students in a strong general education program and in department/field specific curricular programs. The Core Committee, with input, discussion, and recommendations from the General Curriculum Committee, will identify the courses that meet the outcomes for general education requirements and will determine the specific needs of program offerings that lead toward further education and training, job specific skills for career placement or career progression.

The selection of the Core Curriculum members was made with consideration of the years of experience and knowledge in curriculum development, program articulation with institutions of higher learning, alignment of course, program, and institutional outcomes, and strong articulation and program development with agencies, government departments, community agencies, public services, and the private sector. The expertise, knowledge, skills, and experience that each of these individuals brings with them to the committee will provide focus, guidance, and prioritization of next steps in curriculum issues.

With the recommendation made by the Dean of Academic Affairs and in confirmation, the following faculty and administrators are the members of the newly formed Core Curriculum Committee:

Dr. Siamaua Ropeti
Dr. Faofua Fa'atoafe
Mr. Ed Imo
Ms. Lele Ah-Mu
Ms. Shirley Dela Rosa
Mrs. Elisapeta Fa'alafi-Jones (Chairperson)
Mr. Sonny Leomiti (Secretary)
Dr. Emilia Le'i
Mrs. Letupu Moananu

Let us work closely with the Core Curriculum Committee as they revisit and review the ASCC academic curriculum and as they take on the challenges of curriculum in the areas of accreditation, institutional effectiveness, assessment, and catalog completion. The Core Curriculum Committee is under the supervision of the Dean of Academic Affairs and will work in conjunction with and in oversight of the General Curriculum Committee.

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AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

June 1, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 046-18

TO: General Distribution

FROM: Dr. Rosevonne M. Pato
ASCC President

RE: **Appointment of Internal Control Audit Committee**

In line with Policy 7000.5D, the following individuals are appointed to the Internal Control Audit committee: Dr. Faofua Fa'atoafe, Director Jason Betham, and Director Sonny Leomiti. As cited in the Governance Manual –

> *The President will appoint in writing and Internal Control Audit committee from the college to review and measure the effectiveness of the controls established within the framework of this policy as they relate to ASCC's accounting, financial and operating systems. The purpose of these review are to:*
>
> *A. Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting that information.*
> *B. Ensure that systems comply with ASCC policies, objectives, standards and procedures, and with federal and local laws and regulations.*
> *C. Evaluate computer-based systems in production, in development or undergoing change; and evaluate systems development process and computer operations.*
> *D. Evaluate the adequacy of methods used to safeguard ASCC assets.*
>
> *The Internal Control Audit Committee assists management by furnishing impartial, independent analysis, appraisals, recommendations and pertinent*

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

comments in written reports to the Dean, Vice President or the person responsible for the entity under review, as well as the Chief Finance Officer, Vice President, and the President.

Please provide your full support and cooperation to this committee as they undertake the responsibilities as outlined by policy. This committee, as described above, will provide an internal program/division review to ensure all processes are in place to maintain and sustain financial stability and integrity.

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Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The roles and responsibilities of its constituent groups; and
- The type of groups that develop recommendations to ensure institutional effectiveness.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

Policy 1000- Mission and Vision:

> *American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*
>
> *The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*
>
> *The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of its official vision and mission statements.*

Policy 1001- Governance and Organization Structure:

> *The concept "governance" refers to the College's structures and processes for decision-making and communication. Decision-making involves all decisions- those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, evaluation, etc. Governance means institutional decision-making in its broadest sense. Individuals of the College community are involved in governance in one or more of the following ways:*

1. *Through the organizational structure;*
2. *By serving on or presenting information to a standing committee;*
3. *By serving on or working with advisory, ad hoc, and task force committees;*
4. *Through the Faculty Senate;*
5. *By participating in staff meetings; and*
6. *Through Student Government.*

According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist 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.

American Samoa Community College operates within the statues, policies, and regulations set forth by the American Samoa Government, the College Board of Higher Education, and the Federal government. Within these conditions, the President as Chief Executive Officer is charged with the delegation of authority to various organizational systems and positions.

The President is granted the right of review and approval over all internal grievances and management decisions. He or she will explain the reversal of modifications of internal governance /or management decisions except where in his or her judgment such decisions would adversely affect the College or individuals. In cases where management decisions are required in the absence of a policy, the management decision will prevail until an orderly means can be found to develop and implement appropriate policy.

The organizational structure of the College is designed to provide a system for coordination and problem solving. Communication is essential for effective problem solving. The skill and good faith of individuals who function within the College contribute to establishing a balance between problem solving and coordination efforts.

Policy 1002- Organization Charts:

It is the policy of ASCC to prepare and publish the ASCC major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure.

The Board and President shall have exclusive authority to approve and authorize the major organization and associated charts.

Policy 1003- Board Policy and College Regulations/Procedures:

a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are*

expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

for President, American Samoa Community College

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their review of the College's definitions, processes, and mechanisms for Divisional Program Review, in preparation for the implementation of the 2017 Program Review.

Provided are the Committee's recommendations regarding the College's definition, processes, Program Review Survey, and a schedule for implementing program review:

Program Review Definition(s):
Since 2015, the College's definition of Program Review was categorized in two main types of Program Reviews that include the Annual Divisional Assessment (Program Review) and the Institutional Program Review. The Annual Divisional Assessment consists of two types of program reviews that include the Non-Instructional Program Review and the Instructional Program Review.

In review of the Divisional Assessment Program Review, the Dean of Academic Affairs informed the Committee, that a Memo was initiated and approved by the President to discontinue the implementation of the Instructional Program Review also referred to as the Academic Program Review (APR). Further clarifications included the replacement of the existing Instructional Program Review/Academic Program Review (APR) Template with the Divisional Assessment Survey, to eliminate redundancy in reporting and findings. Given the President's approval on the Memo dated on the 2nd of October 2017 titled 'Request Approval – Replace ASCC Academic Program Review Template with ASCC Institutional Divisional Assessment Survey Template', the Committee moved to review the College's name and definition of the Divisional Assessment Program Review. Provided below are the Committee's recommendations:

- Committee Recommendation 1: The Committee recommends removing the Instructional Program Review definition and procedures from all ASCC documents including SOPs of Program Review that are housed with the Office of Institutional Effectiveness.
- Committee Recommendation 2: The Committee recommends changing the name "Non-Instructional Program Review" to "Divisional Program Review."
- Committee Recommendation 3: The Committee recommends changing the name "Divisional Assessment Program Review" to "Divisional Program Review."

Given the approval of the Committee's recommendations, the definition of Divisional Program Review for ASCC will read as follows:

> ***Description:***
> *Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the College's Mission.*

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the ***Institutional Program Review*** *and the* ***Divisional Program Review****.*

Divisional Program Review was developed to assess the quality of the College's programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Program Review is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

Divisional Program Review*: Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation. The Divisional Program Review is conducted annually (every fall semester) and monitored by the Institutional Planning Executive Core Committee (IPECC).*

Program Review Procedures(s):

The Committee also reviewed the procedures for Program Review to assure that the processes reflect the changes made to the recommended definition of Divisional Program Review. Several edits were recommended by the Committee and are highlighted in yellow:

Divisional Program Review Procedures:

1. *The IPECC reviews the appropriateness of the Divisional Program Review survey and provide revisions when deemed necessary. Changes made to the survey require the review of the Leadership Triangle and President's approval.*
2. *Upon approval of the survey, the IE Director electronically disseminates Divisional Program Review survey to all ASCC employees for input via email/online. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall. Accommodations will be provided for programs that request special dates and venue following the Divisional Program Review timeline.*
3. *Data collected from Divisional Program Review are compiled by the Research and Evaluation Unit at IE and upon completion is disseminated to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.*
4. *Hard copies of all Divisional Program Review are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.*

The Committee's recommendation for changes to the Divisional Program Review procedures were made to reflect recommendations made to the definition/name change of the Divisional Program Review.

Program Review Instrument:
The Committee provided a thorough review of the Divisional Program Review Template considering the name changes in Recommendations one, two, and three. The Committee moved to include all academic programs and departments in Category I of the Survey titled 'Program/Division Information' to assure a consistent account of all programs and services. The Committee motioned to keep majority of the survey questions but to include in Category XI titled 'Safety and Emergency Procedure' the following statement listed below:

> *Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.) 'O 'ē nofo malamalama i faagasologa ma feuiaiga mo le faato'ai atu o ni faagaulemalie? (o lona uiga – faasoesā, sauāina, faiga le tutusa ma isi)*

Provided as a separate attachment, is the Committee's proposed 2017 Divisional Program Review Survey for review.

Divisional Program Review Implementation/Calendar:
The Committee proposes to initiate the College's 2017 Divisional Program Review beginning on the 1st of November and to officially close on the 30th of November. The Committee agreed to provide all internal constituencies the full month of November to provide input to the survey. The Office of Institutional Effectiveness following the Committee's recommendations made to the Divisional Program Review procedures will provide technical support and assistance, as well as calendaring manual access to the surveys for ASCC employees that are not required to utilize computers, and for employees with limited access to the Internet. The following calendar dates are provided for manual proctoring of the Divisional Program Review Survey:

- November 10, 2017 – 12:00pm-2:00pm – Lecture Hall
- November 15, 2017 – 12:00pm-2:00pm – Lecture Hall
- November 24, 2017 – 12:00pm-2:00pm – Lecture Hall
- IE will accommodate division-based requests (time and venue) throughout the month of November for the proctoring of the Divisional Program Review, as stated in the Program Review procedures.

On behalf of the Institutional Planning Core Committee, we kindly seek your support, recommendations, and approval for the aforementioned Committee recommendations.

Fa'afetai,

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Academic Affairs and Student Services Data Sets

Faculty Orientation Fall 2017

Division of Academic Affairs

Mission:

- The Academic Affairs Division provides the highest level of academic services, support, and programs for students through curriculum, planning, and continuous assessment.

- **Outcome 1: Curriculum, Instruction and Planning**
- • Provide the highest quality of programs and courses through on-going review & assessment of student outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcomes assessments.
- **Outcome 2: Highest-level of academic services**
- • Provide opportunities in establishing quality academic and student programs. Provide Academic Services and be accountable to for maintaining the academic integrity of programs for students and faculty.
- **Outcome 3: Internal and External Partnerships and Entities**
- • Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.
- **Outcome 4: Manage and allocate institutional resources effectively**
- Collaborate and work as a team with internal division, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.
- **Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation.**
- • Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.

Academic Affairs

- Data categories based on Academic Affairs Divisional Outcomes
  - Curriculum, Instruction, and Planning;
  - Academic Services;
  - Internal and External Partnerships and Entities;
  - Allocation of resources effectively;
  - Recruit, retain, and support faculty and staff.

I.A: Curriculum

- Data Sets:
  - 1.A.1: Enrollment Stats:
    - Program Declared Majors: (Degrees, certificates)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
    - Non Major Students: (Developmental, Certification, Enrichment, etc.)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
  - 1.A.2 Courses Offered Stats:
    - Past 3-5 Academic Years (All courses defined by program)
    - Past 3-5 Academic Years (Cancelled courses)
      - % Low Enrollment
      - % No Enrollment
  - 1.A.3 Graduation Stats:
    - Past 3-5 Academic Years (% Conferred Degrees)
    - Past 3-5 Academic Years (% Conferred Certificates)
    - Non-conferred certificates: Past 3-5 Academic Years (COC, CEU)

I.B: Instruction

- Data Sets:
  - 1.B.1 Program Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.2 General Education Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.3 Institutional Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)

I.B: Instruction

- Data Sets:
  - 1.B.4 Pedagogy/Methods:
    - Types of Teaching Methods Used: (Moodle, Lecture, Group Discussion, Project Based, etc.
      - % per method used in all courses
    - Practical Requirements: Service Learning, Field Experience, Clinical, Labs, Fitness, Studio, etc.
      - % of time per experience requirement for each course

I.C: Planning

- Data Sets:
  - Assessment:
    - SLO Cycle
      - Outcomes Report (semester-based) *Refer to 1.A.1 – 1.A.3 and 1.B.1 – 1.B.4*
      - Timeline Cycles for Assessment per program

I.C: Planning

- Data Sets:
  - Statistics: Facilities & Equipment
    - # of programs
      - # of departments/programs with computers per office
      - # of departments/programs with printers per office
      - # of departments/programs with Smartboards per office
      - # of departments/programs with xerox machines per office
    - # of classrooms per program (Aggregated & Disaggregated)
      - # of Air conditioned rooms per classroom (Aggregated & Disaggregated)
      - # of Student Furniture per classroom (Aggregated & Disaggregated)
      - # of classrooms with computers
      - # of classrooms with Smartboards
      - # of classrooms with printers
  - Statistics: Human Resources
    - # of Faculty per program (Aggregated & Disaggregated)
  - Statistics: Fiscal
    - # of Computers/Technology equipment with upgrade/update needs
    - # (Please state other resource needs as it applies)

II.A: Academic Services

- Data Sets:
  - IIA.1 Academic Services
    - Program Outreach and Community Based
      - % programs with ongoing outreach per semester
      - % students participated per semester
        - Target population (disaggregated)
        - Spring verses Fall (comparative data)
  - IIA.2 Advising Services
    - Advisee per program
      - % Academic (Aggregated)
      - % students served by program per semester (Disaggregated)
  - IIA.3 Tutoring services
    - Academic Programs
      - % students participated on a semester basis (Aggregated and Disaggregated by program)
      - % low grade reports
        - % students successfully completed per semester
        - % students not completed per semester

III.A: Internal Partnership

- Data Sets:
  - IIIA.1 Co-Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program
  - IIIA.2 Extra Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program

III.B: External Partnerships

- Data Sets:
  - III.B.1: Local MOUs / MOAs
    - III. B.1.a: Memorandum of Understanding (MOU) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
    - III.B.1.b: Memorandum of Agreement (MOA) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
  - IIIB.2: Grants
    - % of Grants Obtained
    - % of programs funded by grants
    - % of services funded by grants
    - % of outcomes funded by grants
    - % of outcomes assessed that are funded by grants
  - 1.B.3: Articulations
    - III.B.3a: External Articulation of Courses
      - # of Colleges/Universities with Articulations Agreements
      - % of students that transfer per semester per program
    - III.B.3b: Internal/External Articulation of Gainful Employment
      - # of Agencies/Private Sectors with employment articulations
      - % of students that transfer into the workforce.

IV: Resource Management & Allocation

- Data Sets:
  - IV.A.1 Program Review: Personnel
    - # of Requests for new staff or faculty
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of changes in job description
  - IV.A.2 Program Review: Facilities
    - # of Requests for new Classrooms/facilities
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of increase in staff
  - IV.A.3 Program Review: Technological resource
    - # of Requests for new Technological Resources
      - Justification of Need
        - #/% (Please list)

V.A: Recruitment

- Data Sets:
  - V.A.1 Faculty Expertise
    - #/% of faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
  - V.A.2: Faculty Statistics
    - #/% of faculty teaching with doctorate degrees
    - #/% of faculty teaching with master degrees
    - #/% of faculty teaching with bachelors degrees
    - #/% of faculty teaching with associates degrees
  - V.A.3: Faculty Recruitment Expectations
    - #/% of faculty that meet the minimum requirements
    - #/% of faculty that meet the maximum requirements

V.B Faculty Retention

- Data Sets:
  - V.B.1 Faculty Ranks
    - (Forthcoming)
    - #/% who achieved 15 credits for professional development or career opportunity
  - V.B.2 Merits
    - Teacher of the Year
    - #/% of faculty with personal accomplishments per semester
    - #/% of faculty that were internally promoted per semester
    - #/% of faculty who completed a higher degree per semester
    - #/% of faculty who transferred out for better opportunity in higher education

Questions?

Have a great Semester!!!

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		Institutional Effectiveness, and the Institutional Researcher in Assessment. The review purpose was to organize the review of course proposals by content genre as proposed by all academic programs, and to organize the courses by liberal arts requirements for all AA and AS (transferability/gainful employment) degrees categorized by 1st and 2nd year general education requirements and program specified courses, and possibly alignment to the General Education domains.[1] ▪ Review of AA Liberal Arts Course Requirement:[2] 1st Semester, 2nd Semester, 3rd Semester, and 4th Semester. Please refer to handout footnotes one and two. • The Committee has approved to accept the recommendations provided by the presenters as duly referenced in footnote one (pp. 1-2).
IV.	**GE Definitions:**	○ Review of General Education, Core Foundational Areas, and Co-Foundational Areas definitions – Referencing footnote one (p. 3). The presenters presented the current definitions (General Education, Core Foundational Areas, and Co-Foundational Areas) as listed in the current Catalog 2016-2018: ▪ General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. *(Referencing ASCC Catalog 2016-2018, p. 49)* ▪ Core Foundational Areas: These are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by degree programs. Please refer to specific degree program to determine Core Foundational Area course requirements. *(Referencing ASCC Catalog 2016-2018, p. 50)* ▪ Co-Foundational Areas: Consists of courses specific to a discipline or area of specialization. These courses are program-focused with emphasis in specialized areas. *(Referencing ASCC Catalog 2016-2018, p. 52)* ***Proposal of New Definitions***: *The presenters proposed the following definitions for the review of the Core Curriculum Committee:* ▪ General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe 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. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. These are courses that enhance content foundational competencies in core disciplinary areas of study. Second Year General Education course requirements are determined by degree programs. ▪ Program Required Courses: Consists of courses specific to a discipline or area of specialization. These courses are program-focused with emphasis in specialized areas. ▪ **Committee Approval**: The Committee approved the proposed definitions.
V.	**Other: CAPP Policy**	• Review CAPP Policies – Referencing footnote one (pp. 4-5). The presenters presented the review of College Accelerated Preparatory Program (CAPP) policies. *(Referencing ASCC Catalog 2016-2018, pp. 9-10)*

[1] 2018-06-21 – Review of General Ed Domains and Definitions *(Track Changes)*
[2] 2018-06-21 – GE Domains and Definitions – Clean Copy

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DEGREE and CERTIFICATE PROGRAMS OF STUDY

Awarding a Degree or Certificate:
All specified program requirements must be completed for the Associate Degrees and the Certificates of Proficiency in order to be awarded a Degree or Certificate.

INSTITUTIONAL LEARNING OUTCOMES

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

ILO 1 Effective Communicators:
ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

ILO 2 Quantitative Competent Individuals:
ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 3 Critical Thinkers:
ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 4 Global Citizens:
ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;

ILO 5 Responsible Leaders:
ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

Image 11: Credited to ASCC Fine Arts Department students 2013

GENERAL EDUCATION

General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes define what the institution wants students to be able to do upon completion of the General Education Program for an AA, AS, or B.Ed. degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. General Education courses enhance content foundational competencies in core disciplinary areas of study. Second Year General Education course requirements are determined by degree programs based on the need of content genre.

Program Requirements consists of courses specific to a discipline or area of specialization. These courses are program-focused with an emphasis in specialized areas.

GEO 1: Communication
Fosters the ability to receive and express information through various mediums.

- ***GEO 1-A: Listening and Speaking***
  - Listen actively and speak effectively in many different situations
- ***GEO 1-B: Reading***
  - Read effectively to comprehend, interpret, and evaluate information.
- ***GEO 1-C: Writing***
  - Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

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Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The roles and responsibilities of its constituent groups; and
- The type of groups that develop recommendations to ensure institutional effectiveness.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

Policy 1000- Mission and Vision:

> *American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*
>
> *The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*
>
> *The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of its official vision and mission statements.*

Policy 1001- Governance and Organization Structure:

> *The concept "governance" refers to the College's structures and processes for decision-making and communication. Decision-making involves all decisions- those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, evaluation, etc. Governance means institutional decision-making in its broadest sense. Individuals of the College community are involved in governance in one or more of the following ways:*

1. *Through the organizational structure;*
2. *By serving on or presenting information to a standing committee;*
3. *By serving on or working with advisory, ad hoc, and task force committees;*
4. *Through the Faculty Senate;*
5. *By participating in staff meetings; and*
6. *Through Student Government.*

According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist 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.

American Samoa Community College operates within the statues, policies, and regulations set forth by the American Samoa Government, the College Board of Higher Education, and the Federal government. Within these conditions, the President as Chief Executive Officer is charged with the delegation of authority to various organizational systems and positions.

The President is granted the right of review and approval over all internal grievances and management decisions. He or she will explain the reversal of modifications of internal governance /or management decisions except where in his or her judgment such decisions would adversely affect the College or individuals. In cases where management decisions are required in the absence of a policy, the management decision will prevail until an orderly means can be found to develop and implement appropriate policy.

The organizational structure of the College is designed to provide a system for coordination and problem solving. Communication is essential for effective problem solving. The skill and good faith of individuals who function within the College contribute to establishing a balance between problem solving and coordination efforts.

Policy 1002- Organization Charts:

It is the policy of ASCC to prepare and publish the ASCC major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure.

The Board and President shall have exclusive authority to approve and authorize the major organization and associated charts.

Policy 1003- Board Policy and College Regulations/Procedures:

a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are*

expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

for President, American Samoa Community College

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SOP #	IE-0001.1	**Responsibility:**	Research and Evaluation Unit
Title:	Institutional Data Sets	**Policy:**	IE Outcomes: 1, 3, and 5
Scope:	Leadership Team	**Review Date:**	*Adopted October 26, 2015; Amended October 25, 2016*

Description:
Institutional Data Sets (IDS) are a series of aggregated and disaggregated data collected every semester and posted on the ASCC-IE Webpage. The IDS was designed to provide data for internal constituencies and decision-making groups to measure the achievement of the ASCC institution-set standards and the achievement of the College's Mission.

Procedures:

1. At the end of every semester, data for IDS is collected and compiled through the IE-RFI process (see SOP 0001). Data sets are disaggregated following the template on the IDS webpage.

2. Data collected but not requested through the RFI are retrieved from Census files through Colleague stored in Info View and Data Committee shared folder.

3. Prior to submitting completed tables to the ASCC Webmaster, data must be approved by the Director of Institutional Effectiveness.

4. Upon approval from Director, tables are submitted to the ASCC Webmaster via email.

5. Data specialists monitor the IDS every semester to ensure that data is still accessible. If there are issues with accessibility, the data specialists must contact the Webmaster regarding these issues.

IDS data processing duration for updates and access:

Institutional Data Sets:		Data Type:	Cycle of Updates:
1	Student Achievement: IDS 0001	Developmental Passing Rates	Semester Based
		Gateway Completion Rates	
		Program Requirement Completion Rates	
		Persistence Rates	
		Graduation and Transfer Rates	
2	Enrollment: IDS 0002	Unduplicated Head Count	Semester Based
		Enrollment by Age	
		Enrollment by Citizenship	
		Enrollment by Ethnicity	
3	Student Placements: IDS 0003	Placement into English Reading	Semester Based

		Placement into English Writing	
		Placement into Math	
		Placement using SAT Scores	
		Placement by Test Survey	
4	Developmental Passing Rates: IDS 0004	Developmental English Reading Passing Rates	Semester Based
		Developmental English Writing Passing Rates	
		Developmental Math Passing Rates	
5	Degree Requirements: IDS 0005	Gateway Courses	Semester Based
		General Education Courses	
		Core Foundational Courses	
		Co-Foundational Courses	
6	Graduation Rates: IDS 0006	Certificates/Degrees Conferred	Semester Based
		Certificates/Degrees conferred by Program	
		Completer Data	
		Graduate Exit Survey	
7	Student Learning Outcomes: IDS 0007	General Education Outcomes	Semester Based
		Program Learning Outcomes	
		Institutional Learning Outcomes	Biennially
		Outcomes Assessment Reports and Action Plans	Annually
8	Employee Data: IDS 0008	Number of Employees by Gender	Semester Based
		Number of Employees by Age	
		Number of Employees by Degree	
9	Student Surveys: IDS 0009	Course Evaluation Survey	Semester Based
		Student Satisfactory Survey	
10	Program Review: IDS 0010	Divisional Assessments	Annually
		Institutional Program Review	Biennially
11	Student Services: IDS 0011	Admissions and Records Data	Semester Based
		Tutoring Data	
		Counseling Data	
		Financial Aid Data	
		Library Services	
12	External Reports: IDS 0012	IPEDS Data	Annually
		Petersons Data	
		Campus Crime Report Data	Semester Based

SOP #	IE-0001.2	**Responsibility:**	IE Director, Research and Evaluation Unit
Title:	Student Achievement Indicators	**Policy:**	IE Outcomes: 3 and 5
Scope:	President, Leadership Triangle, Dean of Academic Affairs, Dean of Student Services, Director of Curriculum and Instruction, Curriculum Committee, Academic Assessment Committee, Program Faculty	**Review Date:**	*Adopted October 26, 2015; Amended October 25, 2016*

Description:
Student Achievement Institutional Data Set (IDS) provide an avenue for data access for all internal and external stakeholders for deliberation and planning. Data collected is used to provide targets on the achievement status of the College's institution-set standards. Data available includes data sourced from different divisions in the following categories:

Institutional Data Set:		Data Type:	Measurements:
1	Student Achievement: IDS 0001	Developmental Passing Rates	Percentage of students who successfully complete the highest level of Developmental Reading. (ENG 90)
			Percentage of students who successfully complete the highest level of Developmental Writing. (ENG 91)
			Percentage of students who successfully complete the highest level of Developmental Math. (MAT 90)
		Gateway Completion Rates	Percentage of students who successfully complete Gateway English Reading with a Grade 'C' or better. (ENG 150)
			Percentage of students who successfully complete Gateway English Writing with a Grade 'C' or better. (ENG 151)
			Percentage of students who successfully complete Gateway Math with a Grade 'C' or better. (MAT 151/155)
		Program Requirement Completion Rates	Percentage of students who successfully complete General Education courses with a Grade 'C' or better.
			Percentage of students who successfully complete Core Foundational Area courses with

			a Grade 'C' or better.
			Percentage of students who successfully complete Co-Foundational Area courses with a Grade 'C' or better.
		Persistence Rates	Percentage of First Time In College (FTIC) students retained within the First Year.
			Percentage of First Time In College (FTIC) students retained within the First Year up to the Second Year.
		Graduation and Transfer Rates	Graduation Rates: Percentage of students that graduate within a 150% (3years or less) time of completion.
			Transfer Rates: Percentage of graduates who transfer to other institutions of higher learning based on number of ASG scholarships and loans awarded.
			Job Placement Rates: Percentage of graduates who transition into the workforce based on job placement tracking by programs.

Procedures:

1. At the end of each semester, Student Achievement Data is collected and compiled through IE-RFI process. (See IE SOP 0001)

2. Data collected but not requested through the RFI are retrieved from Census files through Colleague stored in Info View and Data Committee shared folder.

3. Data is disaggregated and put into IDS tables for Student Achievements.

4. If there is any change to the type of data collected that include new data sets, approval by the Director of Institutional Effectiveness is required. *(Approval is based on changes approved by the Curriculum Committee and supported by the President of the College.)*

5. Upon approval from Director, Student Achievement tables are submitted to ASCC web master via ASCC email.

6. Data specialists are responsible for monitoring assigned areas of Student Achievement Institutional Data Sets every semester to ensure that data is accessible and updated. If there are issues with accessibility and accuracy of information, the Data specialists must contact the Webmaster regarding these issues.

ASSESSMENT: PROCESSING STUDENT LEARNING OUTCOME DATA

SOP #	IE-0013	**Responsibility:**	IE Director, Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	Course Learning Outcomes	**Policy:**	Eligibility Requirement 11; Policies 1004, 3002; IE Outcomes: 1, 3, and 5
Scope:	Division of Academic Affairs, Curriculum Committee, Academic Assessment Committee	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
The assessment of student learning ensures that Student Learning Outcomes (SLOs) and student achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-set standards and the achievement of those standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.

Course Learning Outcomes describe the competencies particular to content, behavior, attitudes, or skills required for students to demonstrate in completion of any course.

Procedures:

1. The Director of Curriculum and Assessment submits CLO data (Rubric Summaries) to the Research and Evaluation Unit each semester.

2. The Research and Evaluation Unit compiles CLO data. Data is categorized as follows:

Course Assessed	CLO Assessed	Competencies Assessed	Percentages of Achievement	Disaggregated Data
• Course Name and Alpha • Courses are categorized according to General Education, Core Foundational Areas and Co-Foundational Areas.	• Course Learning Outcome Assessed	• Rubric dimensions (statements) used to assess CLO competencies.	• Percentages of student achievement of CLOs. (Categorized by Beginning, Developing, and Performing competencies assessed) • Percentages of students who completed the course. • Number of withdraw, drop, and students that were administratively dropped. • Number of students referred to tutorial services.	• Number of students assessed categorized by: ○ Gender ○ Age ○ Ethnicity

3. Upon completion (2 - 3weeks), data is released to the Dean of Academic Affairs and the Director of Curriculum and Assessment for dissemination to program chairpersons, Academic Assessment Committee, and the Curriculum Committee for deliberation.

4. A copy of the Course Learning Outcome data is used by IE to update the College's Institutional Data Sets: 0001, 0005, and 0007 for access on the ASCC Website.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0013.1	**Responsibility:**	IE Director, Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	General Education Outcomes	**Policy:**	Eligibility Requirement 11 and 12; Policies 1004, 3002; IE Outcomes: 1, 3, and 5
Scope:	Division of Academic Affairs, Curriculum Committee, Academic Assessment Committee	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
General Education Outcomes describe the first year qualities and competencies defined by the institution for students to be able to demonstrate on completion of the General Education Program for an AA, AS, and B.Ed. degree.

Procedures:

1. The Director of Curriculum and Assessment submits GEO data (Rubric Summaries) to the Research and Evaluation Unit each semester.

2. The Research and Evaluation Unit compiles GEO data. Data is categorized as follows:

Course Assessed	GEO Assessed	Competencies Assessed	Percentages of Achievement	Disaggregated Data
• Course Name and Alpha • Courses are categorized according to General Education Qualities and Competencies.	• General Education Outcomes Assessed	• Rubric dimensions (statements) used to assess GEO competencies.	• Percentages of student achievement of GEO. (Categorized by Beginning, Developing, and Performing competencies assessed) • Percentages of students who completed the course. • Number of withdraw, drop, and students that were administratively dropped. • Number of students referred to tutorial services.	• Number of students assessed categorized by: ○ Gender ○ Age ○ Ethnicity

3. Upon completion (2 - 3weeks), data is released to the Dean of Academic Affairs and the Director of Curriculum and Assessment for dissemination to program chairpersons, Academic Assessment Committee, and the Curriculum Committee for deliberation.

4. A copy of the General Education Outcome data is used by IE to update the College's Institutional Data Sets: 0001.3.a, and 0007.1 for access on the ASCC Website.

SOP #	IE-0013.2	**Responsibility:**	IE Director, Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	Program Learning Outcomes	**Policy:**	Eligibility Requirement 11; Policies 1004, 3002; IE Outcomes: 1, 3, and 5
Scope:	Division of Academic Affairs, Curriculum Committee, Academic Assessment Committee	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Learning Outcomes describe the second, third, and fourth-year qualities and competencies that enhance content in core disciplinary areas of study and/or qualities and competencies specific to a discipline or area of specialization.

Procedures:

1. The Director of Curriculum and Assessment submits PLO data (Rubric Summaries) to the Research and Evaluation Unit each semester.

2. The Research and Evaluation Unit compiles PLO data. Data is categorized as follows:

Course Assessed	PLO Assessed	Competencies Assessed	Percentages of Achievement	Disaggregated Data
• Course Name and Alpha • Courses are categorized according to Core Foundational Area and Co-Foundational Area Qualities and Competencies.	• Program Learning Outcome Assessed	• Rubric dimensions (statements) used to assess PLO competencies.	• Percentages of student achievement of PLOs. (Categorized by Beginning, Developing, and Performing competencies assessed) • Percentages of students who completed the course. • Number of withdraw, drop, and students that were administratively dropped. • Number of students referred to tutorial services.	• Number of students assessed categorized by: ○ Gender ○ Age ○ Ethnicity

3. Upon completion (2 - 3weeks), data is released to the Dean of Academic Affairs and the Director of Curriculum and Assessment for dissemination to program chairpersons, Academic Assessment Committee, and the Curriculum Committee for deliberation.

4. A copy of the Program Learning Outcome data is used by IE to update the College's Institutional Data Sets: 0001.3.b, 0001.3.c, and 0007.2 for access on the ASCC Website.

SOP #	IE-0013.3	**Responsibility:**	IE Director, Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	Institutional Learning Outcomes	**Policy:**	Eligibility Requirement 11; Policies 1004, 3002; IE Outcomes: 1, 3, and 5
Scope:	Division of Academic Affairs, Curriculum Committee, Academic Assessment Committee	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Institutional Learning Outcomes reflect a shared institutional articulation of expectations for all certificate and degree recipients.

Procedures:

1. Institutional Learning Outcomes are compiled and calculated by the Research and Evaluation Unit. Calculations are based on the following criteria:

Course Assessed	ILO Assessed	Competencies Assessed	Percentages of Achievement	Disaggregated Data
• General Education 1st Year Qualities and Competencies.	• Institutional Learning Outcomes Assessed	• Signature Assignments {Rubric dimensions (statements) used to assess ILO competencies.}	• Percentages of student achievement of ILO. (Categorized by Beginning, Developing, and Performing competencies assessed) • Percentages of students who completed the course. • Number of withdraw, drop, and students that were administratively dropped. • Number of students referred to tutorial services.	• Number of students assessed categorized by: o Gender o Age o Ethnicity
• Core Foundational Area and Co-Foundational Area (2nd 3rd and 4th Year) Qualities and Competencies.	• Institutional Learning Outcomes Assessed	• Capstone Assignments {Rubric dimensions (statements) used to assess ILO competencies.}	• Percentages of student achievement of ILOs. (Categorized by Beginning, Developing, and Performing competencies assessed) • Percentages of students who completed the course. • Number of withdraw, drop, and students that were administratively dropped. • Number of students referred to tutorial services.	• Number of students assessed categorized by: o Gender o Age o Ethnicity

2. Upon completion (2 - 3weeks), data is released to the Dean of Academic Affairs and the Director of Curriculum and Assessment for dissemination to program chairpersons, Academic Assessment Committee, and the Curriculum Committee for deliberation.

3. A copy of the Institutional Learning Outcome data is used by IE to update the College's Institutional Data Sets: 0007.3 for access on the ASCC Website.

PROGRAM REVIEW

SOP #	IE-0014	**Responsibility:**	IE Director, Institutional Planning Executive Core Committee, Research and Evaluation Unit
Title:	Program Review: Divisional Assessment ***Non-Instructional*** Program Review	**Policy:**	Standard I; Eligibility Requirement 19; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Administrators, Staff	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the Institutional Program Review and the ***Divisional Assessment*** program review.

Divisional Assessment program review was developed to assess the quality of the College's non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

Non-Instructional Program Review: Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation. The divisional assessment for non-instructional programs is conducted annually (every fall semester) and monitored by the Institutional Planning Executive Core Committee (IPECC).

Procedures:

1. The IPECC reviews the appropriateness of the non-instructional divisional assessment program review survey and provide revisions when deemed necessary. Changes made to the survey require the review of the Leadership Triangle and President's approval.

2. Upon approval of the survey, the IE Director electronically disseminates the non-instructional divisional assessment to all administrators and staff for input via email. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall.

3. Data collected from non-instructional divisional assessments are compiled by the Research and Evaluation Unit and upon completion is disseminated to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

4. Hard copies of all non-instructional divisional assessments are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.1	**Responsibility:**	Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	Program Review: Divisional Assessment ***Instructional*** Program Review	**Policy:**	Eligibility Requirement 19; Standard I; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Department and Program Chairpersons, Faculty	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the Institutional Program Review and the ***Divisional Assessment*** program review.

Divisional Assessment program review was developed to assess the quality of the College's instructional programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality educational programs and services for students and to identify opportunities for improvement for each academic program and department.

Instructional Program Review: The Divisional Assessment for instruction also referred to as the Academic Program Review (APR), is conducted annually (every fall semester) in the following areas:

- Input Measures: Institutional resources provided for a program to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.

Procedures:

1. Upon approval of the APR survey, the Dean of Academic Affairs and Director of Curriculum and Assessment electronically disseminate via email the APR to all program chairpersons for deliberation with faculty and input.

2. The Director of Curriculum and Assessment and the Research and Evaluation Team collect and compile data from the APR.

3. The Research and Evaluation Unit generate an analysis of the APR.

4. The analysis is submitted to the Dean of Academic Affairs and Director of Curriculum and Assessment for dissemination to program chairpersons and faculty.

5. Electronic copies of the APR analysis is disseminated by IE to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

6. Hard copies of the APR and analysis are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.2	**Responsibility:**	IE Director, Institutional Planning Executive Core Committee, Research and Evaluation Unit
Title:	Program Review: ***Institutional*** Program Review	**Policy:**	Eligibility Requirement 19; Standard I; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Administrators, Faculty, Staff	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the ***Institutional Program Review*** and the Divisional Assessment program review.

The Institutional Program Review was developed as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the ASCC's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the IPECC. Data reviewed include areas that cover mission effectiveness, student learning programs and services, resources, and governance.

Procedures:

1. The IPECC reviews the appropriateness of the Institutional Program Review survey and provide revisions when deemed necessary. Any change made to the survey requires the review of the Leadership Triangle and President's approval.

2. Upon approval of the survey, the IE Director electronically disseminates the non-instructional divisional assessment to all administrators, faculty, and staff for input via email. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall.

3. Data collected from Institutional Program Review are compiled by the Research and Evaluation Unit and disseminated upon completion to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

4. Hard copies of the Institutional Program Review are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.3	**Responsibility:**	Research and Evaluation Unit
Title:	Evaluation of Academic Programs and Service Divisions	**Policy:**	Eligibility Requirement 19; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Academic Programs and Service Departments	**Review Date:**	*Adopted October 25, 2016*

Description:
Systematic investigation of a program in achieving its goals and improving outcomes and actions is essential to gathering feedback to help determine program effectiveness. The purpose of the research and evaluation unit is to provide access to meaningful data (qualitative) designed to aid in divisional and institutional decision-making.

	Evaluation Framework:
1.	Engaging ASCC Stakeholders: • People/Organizations involved in program operations. • People/Organizations served or affected by the program. • Intended users of the evaluation.
2.	Describing the Program: • Statement of need and existence. • Description of expectations. • Description of program operations and activities. • Description of resources. • Description of program development. (Planning, implementation, and outcomes) • Description of logistics with focus on program direction and decision-making.
3.	Focusing the Evaluation Design: • Purpose, Users, Uses, Questions, Methods, and Agreements.
4.	Gathering Credible/Quality Evidence: • Indicators, Sources, Quality, Quantity, and Logistics.
5.	Justifying Conclusions: • Standards, Analysis and Synthesis, Interpretation, Judgments, and Recommendations.
6.	Ensuring Use and Sharing of Lessons Learned: • Design, Preparation, Feedback, Follow-up, and Dissemination.

Procedures:

1. The Research and Evaluation Unit submits an annual calendar of the programs and departments that will be evaluated following the academic year calendar to the IE Director.

2. The schedule is reviewed by the Director of Institutional Effectiveness and upon approval is submitted for the review and approval of the President.

3. Upon approval of the President, the Research and Evaluation Unit will inform each service program or department of the approved the schedule, and schedules dates and times to conduct the evaluation of the program or department services.

4. The Institutional Research Unit compiles an analysis of the evaluation and submits the analysis for the review of the IE Director. Upon approval, the IE Director submits a copy of the analysis to the program or department for deliberation and planning.

5. Hard copies of the evaluation analysis are submitted to the Leadership Triangle. Soft copies of the evaluation analysis are archived in the institutional gallery on Compliance Assist for committee deliberation and planning.

American Samoa Community College
Standard Operating Procedures (SOP)

PLANNING

SOP #	IE-0015.1	**Responsibility:**	IE Director, Research and Evaluation Unit
Title:	Program and Department Planning	**Policy:**	ACCJC Eligibility Requirement: 19; Policies: 1004, 5118; IE Outcome: 3
Scope:	President, Leadership Triangle, Leadership Team	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Strategic planning ensures that ongoing and systematic evaluation and planning processes are used to improve student learning. The College evaluates its ongoing processes for long range planning through its implementation of program review, and assessment of student learning outcomes to determine its priorities.

Planning at the program and department level focuses on the improving of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from Institutional Program Review, Divisional Assessment (instructional and non-instructional program reviews) and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet its needs. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program.

Procedures:

1. The IE Director assures that access to the IDS is updated and available on the ASCC Website for all internal stakeholders at the ending of each fall semester. Data sets include:

Institutional Data Sets:		Data Type:
1	Student Achievement: IDS 0001	Developmental Passing Rates
		Gateway Completion Rates
		Program Requirement Completion Rates
		Persistence Rates
		Graduation and Transfer Rates
2	Enrollment: IDS 0002	Unduplicated Head Count
		Enrollment by Age
		Enrollment by Citizenship
		Enrollment by Ethnicity
3	Student Placements: IDS 0003	Placement into English Reading
		Placement into English Writing
		Placement into Math
		Placement using SAT Scores
		Placement by Test Survey

4	Developmental Passing Rates: IDS 0004	Developmental English Reading Passing Rates
		Developmental English Writing Passing Rates
		Developmental Math Passing Rates
5	Degree Requirements: IDS 0005	Gateway Courses
		General Education Courses
		Core Foundational Courses
		Co-Foundational Courses
6	Graduation Rates: IDS 0006	Certificates/Degrees Conferred
		Certificates/Degrees conferred by Program
		Completer Data
		Graduate Exit Survey
7	Student Learning Outcomes: IDS 0007	General Education Outcomes
		Program Learning Outcomes
		Institutional Learning Outcomes
		Outcomes Assessment Reports and Action Plans
8	Employee Data: IDS 0008	Number of Employees by Gender
		Number of Employees by Age
		Number of Employees by Degree
9	Student Surveys: IDS 0009	Course Evaluation Survey
		Student Satisfactory Survey
10	Program Review: IDS 0010	Divisional Assessments
		Institutional Program Review
11	Student Services: IDS 0011	Admissions and Records Data
		Tutoring Data
		Counseling Data
		Financial Aid Data
		Library Services
12	External Reports: IDS 0012	IPEDS Data
		Petersons Data
		Campus Crime Report Data

2. The IE Director also assures that access to all institutional publications, reports, governance manuals, procedural manuals, etc. are available via the institutional gallery on Compliance Assist.

3. The Chief Financial Officer, IE Director, and Human Resources Officer provide procedural presentations to the Leadership Team for planning and resource allocation in the spring of each semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0015.2	**Responsibility:**	President, Accreditation Liaison Officer, Assistant Accreditation Liaison Officer, Leadership Triangle, Accreditation Steering Committee, Research and Evaluation Unit
Title:	Committee Planning: ***Accreditation Steering Committee***	**Policy:**	ACCJC Eligibility Requirement: 1-21; Accreditation Standards I-IV; Compliance with Commission Policies; Policies: 1004, 5118; IE Outcome: 3
Scope:	ASCC constituencies and decision-making groups	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Planning at the committee level is essential to data analysis, strategic planning, and the developing of recommendations for decision-making. The College through its 2015 Participatory Governance Structural Manual categorizes the different committees into two main types of decision-making groups that include Governance Groups and Operational Groups.

Accreditation Steering Committee: The Accreditation Steering Committee is a governance group with purposes to review the institutional processes for accreditation and reporting, to develop an action plan and timeline for reviewing reports, to implement the integrated framework for drafting the College's self study reports, and to plan and review steps to address accreditation recommendations when sanctions are issued. The President of the College chairs the Accreditation Steering Committee with the assistance of the Accreditation Liaison Officer (ALO) and Assistant Liaison Officer.

Procedures:

1. The President via the ALOs convenes the Accreditation Steering Committee in the spring of each semester to initiate the evaluation of the College's Mission.

2. The Accreditation Steering Committee Standard chairpersons appointed by the President facilitates the review of each of the Eligibility Requirements and Accreditation Standards that include:

	Accreditation Standards:	
1.	Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.	a. Standard IA
		b. Standard IB
		c. Standard IC
2.	Standard II: Student Learning Programs and Support Services.	a. Standard II.A
		b. Standard II.B
		c. Standard II.C
3.	Standard III: Resources.	a. Standard III.A
		b. Standard III.B

		c. Standard III.C
		d. Standard III.D
4.	Standard IV: Governance and Leadership.	a. Standard IV.A
		b. Standard IV.B
		c. Standard IV.C

3. The Committee provides an annual update report on actions taken by the College to the Leadership Triangle for deliberation and planning. The reporting process coincides with the annual budget planning and resource allocation.

4. A copy of the Committee's analysis is archived on the College's Compliance Assist Gallery.

5. *Preparation for the drafting of the Accreditation Self Study Report*: The ALOs guide the process for Standard chairpersons and Committee members to facilitate the drafting of the College's Self Study Report in the ending of the spring semester. (Compliance Year)

6. Upon completion, reports are submitted to the ALOs in the beginning of June of the compliance year for compiling and a retreat schedule for the review of the Accreditation Report is submitted by the ALOs to the President for review and approval.

7. The Accreditation Steering Committee conducts a thorough review of the Accreditation Report.

8. The ALOs work with the Research and Evaluation Unit and the MIS staff for the compiling of accreditation evidence and report linkages.

9. The final report is submitted to the President for final review and dissemination to the Board of Higher Education for review and approval.

10. Upon approval of the Board of Higher Education, the Report is electronically sent to the Commission at accjc@accjc.org and a hard copy of the College's Report with electronically saved evidence on a flash-drive is mailed to the Commission at:

Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA. 94949

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0015.3	**Responsibility:**	President, Leadership Triangle, IE Director, IPECC, Leadership Team, Accreditation Steering Committee, Data Committee, Research and Evaluation Unit
Title:	Committee Planning: ***Institutional Planning Executive Core Committee (IPECC)***	**Policy:**	ACCJC Eligibility Requirement: 19; Policies: 1004, 5118; IE Outcome: 3
Scope:	ASCC constituencies and decision-making groups	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Planning at the committee level is essential to data analysis, strategic planning, and the developing of recommendations for decision-making. The College through its 2015 Participatory Governance Structural Manual categorizes the different committees into two main types of decision-making groups that include Governance Groups and Operational Groups.

Institutional Planning Executive Core Committee (IPECC): The IPECC is a governance group given the authority to plan the processes of program review; monitor the progress of all departments and programs that undergo institutional wide program review; identify and propose recommendations on strategic priorities based on program review data; monitor the implementation of strategic priorities through institutional defined data collection mechanisms; and report semiannually on the status of the institutional strategic plan.

Procedures:

1. The IE Director convenes the IPECC in the spring of each semester to initiate the review of the College's Institutional Strategic Plan (ISP).

2. The IPECC reviews the each of the strategic goals, objectives, performance indicators, and expected outcomes of the ISP. A Task Force may be requested by the IPECC for certain information regarding College operations and/or data.

3. The IPECC finalizes the status of the ISP goals, objectives, performance indicators, and statuses of expected outcomes. The format is as follows:

	Report Outline and Descriptions:	
1.	*Authority*: Purpose of the provided update and composition.	
2.	*Committee Review Process*: Actions taken by the Committee to update the ISP.	
3.	*ISP Update*: Status updates on the alignment and achievement of the College's ISP.	a. Academic Excellence
		b. Technology
		c. Physical Facilities and Maintenance
		d. Staffing
		e. Total Cost of Ownership
4.	*Findings*: Analysis of the Committee's review.	

5.	*Recommendations*: Committee's objective-based recommendations for continuous improvement and best practices.

4. The Committee provides a final review and approval of the report and submits the report to the Leadership Triangle for deliberation and planning.

5. A copy of the ISP report/update is posted on the ASCC Website and archived on the College's Compliance Assist Gallery.

SOP #	IE-0015.4	**Responsibility:**	President, Leadership Triangle, IE Director, Leadership Team, Research and Evaluation Unit
Title:	Committee Planning: ***Data Committee***	**Policy:**	ACCJC Eligibility Requirement: 19; Policies: 1004, 5118; IE Outcome: 3
Scope:	ASCC constituencies and decision-making groups	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Planning at the committee level is essential to data analysis, strategic planning, and the developing of recommendations for decision-making. The College through its 2015 Participatory Governance Structural Manual categorizes the different committees into two main types of decision-making groups that include Governance Groups and Operational Groups.

Data Committee: The Data Committee is an operational group with purposes for data sourcing. The Data Committee serves as the College's source for internal and external data reporting. The Data Committee provides data conducive to the College's Institutional Data Sets and data required for internal and external reporting.

Procedures:

1. The IE Director convenes the Data Committee in the fall of each semester to initiate the review of the College's Institutional Data Set processes. (Sourcing of Data)

Institutional Data Sets:		Data Type:
1	Student Achievement: IDS 0001	Developmental Passing Rates
		Gateway Completion Rates
		Program Requirement Completion Rates
		Persistence Rates
		Graduation and Transfer Rates
2	Enrollment: IDS 0002	Unduplicated Head Count
		Enrollment by Age
		Enrollment by Citizenship
		Enrollment by Ethnicity
3	Student Placements: IDS 0003	Placement into English Reading
		Placement into English Writing
		Placement into Math
		Placement using SAT Scores
		Placement by Test Survey
4	Developmental Passing Rates: IDS 0004	Developmental English Reading Passing Rates
		Developmental English Writing Passing Rates
		Developmental Math Passing Rates
5	Degree Requirements: IDS 0005	Gateway Courses
		General Education Courses

		Core Foundational Courses
		Co-Foundational Courses
6	Graduation Rates: IDS 0006	Certificates/Degrees Conferred
		Certificates/Degrees conferred by Program
		Completer Data
		Graduate Exit Survey
7	Student Learning Outcomes: IDS 0007	General Education Outcomes
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		Outcomes Assessment Reports and Action Plans
8	Employee Data: IDS 0008	Number of Employees by Gender
		Number of Employees by Age
		Number of Employees by Degree
9	Student Surveys: IDS 0009	Course Evaluation Survey
		Student Satisfactory Survey
10	Program Review: IDS 0010	Divisional Assessments
		Institutional Program Review
11	Student Services: IDS 0011	Admissions and Records Data
		Tutoring Data
		Counseling Data
		Financial Aid Data
		Library Services
12	External Reports: IDS 0012	IPEDS Data
		Petersons Data
		Campus Crime Report Data

2. The Data Committee reviews the accuracy of data sourcing processes and makes necessary changes for the collection of data that contribute to the College's publications and internal/external reporting.

3. The Committee provides recommendations (if necessary) to improve data sources and sourcing.

4. The chairperson is responsible for processing the Committee's recommendations to the Leadership Triangle. Upon approval of the President, recommendations for changes made to the data type or data process is to be implemented by the department that sources the data in its Standard Operating Procedures (SOP).

5. Committee minutes are archived by the chairperson and an annual update is submitted to the Leadership Triangle each spring semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0015.5	**Responsibility:**	President, Leadership Triangle, IE Director, Chief Financial Officer, Human Resources Officer, Leadership Team,
Title:	Institutional Planning	**Policy:**	ACCJC Eligibility Requirement: 19; Policies: 1004, 5118; IE Outcome: 3
Scope:	ASCC constituencies and decision-making groups	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Planning at the institutional level is central to decision-making, institutional effectiveness, and Mission achievement. The vice presidents and President utilize the recommendations at the program and department level and committee level to assess the College's structure of shared governance and Board policies.

Procedures:

1. The Leadership Triangle review data that include recommendations from programs and departments (quarterly reports and program review) and committee (analysis and recommendations).

2. The Leadership Triangle utilizes the data to measure the achievement of the College's Mission and Strategic Plan and discusses the priorities for the next fiscal year(s). Discussion may include necessary recommendations (proposed changes) to the College's Mission, Organizational Structure, Governance, and Institutional Policies for the review and approval of the Board of Higher Education.

3. The President finalizes the priorities and a memo is disseminated towards the ending of each spring semester to inform College constituencies of the Institutional Priorities for the next fiscal year.

4. The Chief Financial Officer, IE Director, and Human Resources Officer provide procedural presentations to the Leadership Team for planning and resource allocation in the spring of each semester. *(Please refer to 'Program and Department Planning' procedures/steps one, two, and three.)*

5. Budget proposals are prepared by the Leadership Team and submitted to the respective vice president and President for review and approval.

6. Upon the approval by the President, the College's budget is submitted to the Board of Higher Education for review and final approval.

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				Processing Authorities: - President (IE Director) - Vice President of Academic and Student Affairs - Vice President of Administration and Finance		2016 Recommendation: To revive the evaluation of administrative services/customer services
#5117 (2008)	Faculty Communications	Board	President	**Accountable Stakeholders:** - All Faculty and Adjunct **Procedure:** - Academic Affairs SOP (communication protocol) - IE SOP (publicizing information) - MIS SOP (AUP) **Processing Authorities:** - President (Director of IE - Vice President of Academic and Student Affairs (Dean of Academic Affairs) - Vice President of Administration and Finance (Chief Information Officer)	Semester Based	Note: Consistently Implemented 2016 Recommendation: To review communication protocol for system accessibility/privileges, etiquette, confidentiality. (ex. WebAdvisor, Email, Forms)
#5118 (2008)	Faculty Committees	Board	President	**Accountable Stakeholders:** - All Faculty **Procedure:** - Academic Affairs SOP - IE SOP (Strategic Planning & Accreditation) **Processing Authorities:** - President (IE Director)	Annually	Note: Faculty continue to participate in standing committees including committees not listed in the current policy. 2016 Recommendation:

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American Samoa Government Department of Education-Integrated Data Services (IDS) and American Samoa Community College

Memorandum of Agreement

Memorndum of Agreement (MOA)
Between
American Samoa Government Department of Education
Integrated Data Services (IDS)
And
American Samoa Community College

1. This Memorandum of Agreement (MOA) is entered into between American Samoa Department of Education (ASDOE) Director, American Samoa Department of Education Integrated Data Services (hereinafter "ASDOE-IDS") Program Director, American Samoa State Longitudinal Data System's (AS-SLDS) Program Director and Manager, and the American Samoa Community College President (hereinafter "ASCC").

   In accordance with the State Longitudinal Data System Grant, ASDOE-IDS is the Lead Agency to manage the American Samoa Statewide Longitudinal Data System (AS-SLDS).

   ASCC and, or ASDOE-IDS may amend this agreement by mutual consent, in writing, at any time.

2. **Purpose of Agreement**
   - The purpose of this MOA is to join ASCC and ASDOE in collecting and assessing student data that will then be aggregated and used for the purpose of improving student success and achievement. Training and collaboration between ASCC and ASDOE will ensure that the highest level of confidentiality is maintained throughout AS-SLDS. The aggregated AS-SLDS data can be used in making data informed decisions as well as developing policies and processes that will improve the education and career development for both agencies.

   - Networking student data between ASCC and ASDOE-IDS will necessitate the need to work together to modify, or expand certain data fields and programs. ASCC and ASDOE-IDS will analyze student data that will help ASDOE and ASCC increase successful student outcomes.

   - Opportunities for professional development on the effective use of data will be available to ASCC and ASDOE personnel. In addition training will be provided on accessing and using the longitudinal data system. With these trainings, both parties may enhance educational programs, or develop vocational career programs as identified by the student's interest. Data analysis will increase the capacity to better prepare students for ASCC and, or off island colleges or universities.

   - All data will be used for research and, or analytical purposes and will not be used to determine eligibility, or to make any other determinations affecting any individual.

   - ASDOE-IDS will use ASCC data only for the purpose of fulfilling its duties under this agreement and for students' sole benefit, and will not share such data with or

disclose it to any third party without the prior written consent of ASCC or as otherwise required by law.

3. **Period of Agreement**
The period of this Agreement shall be in effect upon completion date of all signatures, and shall remain in effect until terminated in writing by either organization.

4. **Description of Data**
The data elements to be exchanged are listed in a separate attachment. If additional elements are needed ASCC and/or ASDOE-IDS may amend this agreement by mutual consent, in writing, at any time.

Provided are the terms for Data Provisions:

- Data Privacy: ASDOE will provide access to information only those ASDOE employees and sub-contractors who need to access the data to fulfill ASDOE obligations under this agreement. ASDOE will ensure that employees who perform work under this agreement have read, understood, and received appropriate instruction as to how to comply with, the data protection provisions of this agreement, and have undergone all background screening and possess all qualifications appropriate to the nature of the employees' duties and the sensitivity of the data they will be handling, prior to being granted access to ASCC data.

- Agree to 'Not' Redisclose: PII from education records is confidential and must not be re-disclosed through direct data disclosures or publishing results that allow individuals to be directly or indirectly identified.

- ASDOE ownership of PII from Education Records: ASCC may wish for its agreement to be clear that, in disclosing PII from education records to an entity, you are no way assigning ownership of the PII or records to that entity, and that it may only be re-disclosed with ASCC permission or otherwise in compliance with FERPA and its regulations.

5. **Method and Timing of Transfer**
The method of data transfer will be mutually agreed upon by the technical staff from both parties and are subject to approval by ASCC and ASDOE-IDS.

Data transfers will take place at the end of each term.

6. **Security of Data**
Both Parties will assume responsibility of data received from each other and will employ industry best practices, both technically and procedurally, to protect data from unauthorized physical and electronic access. Methods employed are subject to review and approval by ASCC and ASDOE-IDS.

Both Parties may disclose any aggregated and unidentified information derived from ASCC records through ASDOE Data System without limitation to the extent that such data do not include Personally Identifiable Information (PII), as defined in 20 U.S.§ 1232(g) and 34 C.F.R. 99.3, or to the extent that any PII has been removed.

Both Parties will comply with all applicable Federal laws and regulations protecting the privacy of citizens including the Family Educational Rights and Privacy Act (FERPA) and any governing laws of the Territory of American Samoa. The parties will submit to the jurisdiction of the Federal courts or the courts of the Territory of American Samoa for any dispute arising out of this Agreement or the breach thereof.

Both Parties will be notified in the event the security, confidentiality or integrity of the data exchanged is, or is reasonably believed to have been, compromised. Notification will take place within 24 hours of discovery. Appropriate course(s) of action will be determined based on inputs from both ASCC and ASDOE-IDS.

Exchange of data between ASDOE-IDS or ASCC and 3rd party contractors is subject to the requirements outlined in this agreement.

All facilities used to store and process ASCC data will employ commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use.
ASDOE will use industry standard and up to date security tools and technologies such as anti-virus protections and intrusion detection methods in providing Services under this Agreement.

ASDOE will at its expense conduct or have conducted at least annually:

- Audit of ASDOE-IDS security policies

ASDOE will provide ASCC upon request the results of the above audits, and will promptly modify its security measures as needed based on those results in order to meet its obligations under this Agreement. ASCC may require, at its expense, ASDOE to perform additional audits, the results of which will be provided promptly to ASCC.

RESPONSE TO LEGAL ORDERS, DEMANDS OR REQUEST FOR DATA

Except as otherwise expressly prohibited by law, ASDOE-IDS will:

- Immediately notify ASCC of any subpoenas, warrants, or other legal orders.

7. **Disposition of Data**
Both ASDOE-IDS and ASCC will destroy all data when no longer needed to achieve the purpose of the project as outlined above. Written notification will be sent to either party when completed.

8. **Signatures**

We, the undersigned, have agreed on the contents of this MOA. Both parties must agree upon and any changes of this MOA. Any amendment by the parties shall be incorporated as part of this Agreement.

The American Samoa Department of Education and American Samoa Community College, through their duly authorized representatives, have read, understand, and agree to the foregoing terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this MOA on June 7, 2018.

The American Samoa Community College

Signed: _____ 6/7/18
ASCC President **Date**

Signed: _____ 06/07/18
Authorized Representative **Date**

The American Samoa Government Department of Education Integrated Data Services

Signed: _____ 6/13/18
ASDOE Director **Date**

Signed: _____ 6/14/2018
ASDOE IDS Program Director **Date**

The American Samoa State Longitudinal Data System Management

Signed: _____ 6/14/18
Program Director **Date**

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ASCC Data Statistics - Dashboard

Sonny Leomiti

AMERICAN SAMOA COMMUNITY COLLEGE

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Student Enrollment:

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Unduplicated Enrollment by Ethnicity and Gender

Unduplicated Enrollment by Age

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Student Achievement:

Institution-Set Standard for Course Completion

Institution-Set Standard for degrees

Institution-Set Standard for certificates

Institution-Set Standard for student transfers to 4-year colleges/universities

Job placement rates for students completing certificate programs and degrees

Conferred Degrees:

- *AA degrees conferred by Program*
- *AS degrees conferred by Program*
- *Certificate of Proficiency conferred by Program*
- *B.Ed. degrees conferred by Program*

Student Learning Outcome:

Total number of ASCC Courses

Number of ASCC courses with ongoing assessment of learning outcomes

Number of ASCC academic programs

Number of ASCC programs with ongoing assessment of learning outcomes

Total number of student services and learning support activities

Number of Student Services programs with ongoing assessment of learning

Program Review:

2017 Survey Responses

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Expenditures/Transfer

Cash Position

Annual Audit Information

Other Information

Employee Data:

Employee Status:

- *Full Time*
- *Part Time*

Employee Ethnicity

Employee Gender

I. Student Enrollment Data:

I.A. Unduplicated Enrollment by Academic Year:

Academic Year (AY)	Fall	Spring	Summer	Total
AY 2009-2010	2188	1799	1265	5252
AY 2010-2011	2193	1859	1108	5160
AY 2011-2012	2091	1659	781	4531
AY 2012-2013	1795	1262	803	3860
AY 2013-2014	1488	1220	711	3419
AY 2014-2015	1276	1152	681	3109
AY 2015-2016	1284	1092	537	2913
AY 2016-2017	1254	1015	489	2758
AY 2017-2018	1095	924	560	2579

Data Source: ASCC Registrar and MIS

I.B. Unduplicated Enrollment Status:

Fall and Spring semesters: Full Time Students – 12 credits or more; Part Time Students – 1-11 credits
Summer Session: Full Time Students – 6 credits or more; Part Time Students 1-5 credit(s)

Academic Year	Full Time	Part Time	Fall	Full Time	Part Time	Spring	Full Time	Part Time	Summer	Total
AY 2009-2010	991	1197	2188	681	1118	1799	766	499	1265	5252
AY 2010-2011	811	1382	2193	775	1084	1859	667	441	1108	5160
AY 2011-2012	1024	1067	2091	777	882	1659	449	332	781	4531
AY 2012-2013	562	1233	1795	550	712	1262	510	293	803	3860
AY 2013-2014	735	753	1488	517	703	1220	404	307	711	3419
AY 2014-2015	691	585	1276	558	594	1152	458	223	681	3109
AY 2015-2016	705	579	1284	590	502	1092	338	199	537	2913
AY 2016-2017	702	552	1254	495	520	1015	189	300	489	2758
AY 2017-2018	615	480	1095	486	438	924	384	176	560	2579

Data Source: ASCC Registrar and MIS

I.C. Unduplicated Enrollment by Ethnicity and Gender *(F – Female; M – Male)*

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2016-2017	Caucasian:	2	1	Caucasian:	2	0	Caucasian:	3	0	8 (0.29%)
	Chinese:	3	2	Chinese:	3	2	Chinese:	2	4	16 (0.58%)
	Fijian:	5	1	Fijian:	4	0	Fijian:	3	0	13 (0.47%)
	Filipino:	10	9	Filipino:	11	8	Filipino:	6	3	47 (1.70%)
	German:	0	0	German:	1	0	German:	0	0	1 (0.04%)
	Korean:	4	1	Korean:	2	1	Korean:	1	1	10 (0.36%)
	Mexican:	1	0	Mexican:	0	0	Mexican:	0	0	1 (0.04%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	817	396	Samoan:	643	302	Samoan:	323	124	2605 (94.45%)
	Tongan:	0	0	Tongan:	0	2	Tongan:	1	1	4 (0.15%)
	Vietnamese:	0	0	Vietnamese:	1	0	Vietnamese:	1	0	2 (0.07%)
	Missing:	0	0	Missing:	21	11	Missing:	8	8	48 (1.74%)
	Other:	0	1	Other:	0	1	Other:	0	0	2 (0.07%)

Totals by Gender	Total:	843	411	Total:	688	327	Total:	348	141	(2758)
Gender %	Percentage:	67%	33%	Percentage:	68%	32%	Percentage:	71%	29%	F – 1879 (68%)
		1254			1015			489		M – 879 (32%)

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2017-2018	Caucasian:	2	1	Caucasian:	2	1	Caucasian:	0	1	7 (0.27%)
	Chinese:	3	4	Chinese:	2	4	Chinese:	0	3	16 (0.62%)
	Fijian:	4	1	Fijian:	1	1	Fijian:	3	0	10 (0.39%)
	Filipino:	10	16	Filipino:	11	9	Filipino:	9	2	57 (2.21%)
	German:	0	0	German	0	0	German	1	0	1 (0.04%)
	Japanese:	1	0	Japanese:	0	0	Japanese:	0	0	1 (0.04%)
	Korean:	1	1	Korean:	1	1	Korean:	0	0	4 (0.16%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	680	332	Samoan:	593	267	Samoan:	373	141	2386 (92.52%)
	Tongan:	1	0	Tongan:	1	0	Tongan:	2	0	4 (0.16%)
	Vietnamese:	1	0	Vietnamese:	1	0	Vietnamese:	0	0	2 (0.08%)
	Missing:	22	13	Missing:	17	11	Missing:	11	12	86 (3.33%)
	Other:	0	1	Other:	0	1	Other:	1	0	3 (0.12%)
Totals by Gender	Total:	726	369	Total:	629	295	Total:	401	159	(2579)
Gender %	Percentage:	66%	34%	Percentage:	68%	32%	Percentage:	72%	28%	F – 1756 (68%)
		1095			924			560		M – 823 (32%)

Data Source: ASCC Registrar and MIS

I.D. Unduplicated Enrollment by Age:

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2016-2017	15 – 18 years:	211	122	15 – 18 years:	9	4	15 – 18 years:	47	22	415 (15.04%)
	19 – 25 years:	496	256	19 – 25 years:	550	286	19 – 25 years:	222	93	1903 (68.99%)
	26 – 35 years:	85	18	26 – 35 years:	86	24	26 – 35 years:	49	17	279 (10.11%)
	36 – 45 years:	29	9	36 – 45 years:	26	8	36 – 45 years:	18	5	95 (3.44%)
	46 – 55 years:	15	4	46 – 55 years:	9	3	46 – 55 years:	8	2	41 (1.49%)
	56 plus years:	7	2	56 plus years:	8	2	56 plus years:	4	2	25 (0.91%)
	Total:	843	411	Total:	688	327	Total:	348	141	2758
		1254			1015			489		

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2017-2018	15 – 18 years:	7	3	15 – 18 years:	9	3	15 – 18 years:	25	10	57 (2.21%)
	19 – 25 years:	609	329	19 – 25 years:	509	259	19 – 25 years:	282	129	2117 (82.09%)
	26 – 35 years:	72	26	26 – 35 years:	70	22	26 – 35 years:	57	12	259 (10.04%)
	36 – 45 years:	25	6	36 – 45 years:	28	4	36 – 45 years:	22	4	89 (3.45%)
	46 – 55 years:	9	3	46 – 55 years:	8	4	46 – 55 years:	8	2	34 (1.32%)
	56 plus years:	4	2	56 plus years:	5	3	56 plus years:	6	0	20 (0.78%)
							Total	400	157	
							Male - Missing Age (2)			2 (0.08%)
							Age 51 - Missing Gender (1)			1 (0.04%)
	Total:	726	369	Total:	629	295	Total:	400	160	2579
		1095			924			560		

I.E.1 Unduplicated headcount enrollment in degree applicable credit courses.	I.E.2 Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements).	Total:

Term:	Unduplicated Count:	Term:	Unduplicated Count:	
Fall 2014:	787	Fall 2014:	489	***1276***
Fall 2015:	888	Fall 2015:	396	***1284***
Fall 2016:	766	Fall 2016:	488	***1254***
Fall 2017:	669	Fall 2017:	426	***1095***

Data Source: ASCC Registrar and MIS

II. Student Achievement Data:

II.A.1. Institution-Set Standard for Course Completion:		
Term:	**Institution-Set Standard:**	**Actual Completion Rate:**
Fall 2014:	80%	89%
Fall 2015:	80%	85%
Fall 2016:	80%	79%
Fall 2017:	80%	84%

Data Source: ACCJC Annual Reports

II.A.2. Institution-Set Standard for degrees:			II.A.3. Institution-Set Standard for certificates:		
Term:	**Institution-Set Standard:**	**Percentage of actual degrees awarded:**	**Term:**	**Institution-Set Standard:**	**Percentage of actual certificates awarded:**
Fall 2014:	Did not set Standard	96%	Fall 2014:	Did not set Standard	4%
Fall 2015:	90%	99%	Fall 2015:	90%	1%
Fall 2016:	90%	93%	Fall 2016:	90%	7%
Fall 2017:	90%	93%	Fall 2017:	90%	7%

Data Source: ACCJC Annual Reports

II.A.4. Institution-Set for student transfers to 4-year colleges/universities:		
Term:	**Institution-Set Standard:**	**Actual Percentage of student transfers to 4-year colleges/universities:**
Fall 2014:	Did not set Standard	17%
Fall 2015:	18%	18%
Fall 2016:	18%	9%
Fall 2017:	18%	5%

Data Source: ACCJC Annual Reports

II.A.5. Job placement rates for students completing certificate programs and degrees:			
Term:		**Institution-Set Standard:**	**Percentage of job placement rates:**
AY 2013-2014:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	69%
2.	Nursing *(AS, COP)*	50%	83%
3.	Trade and Technical *(AS, COP)*	50%	27%
AY 2014-2015:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	33%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	14%
AY 2015-2016:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	88%
2.	Nursing *(AS, COP)*	50%	65%
3.	Trade & Technical *(AS, COP)*	50%	89%
AY 2016-2017:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	75%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	54%

Data Source: ACCJC Annual Reports

II.B.1 Degrees and Certificates Conferred:

Conferred Degrees and Certificates	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Bachelor Degree in Elementary Education:	1	7	***8***	4	6	***10***

Associate of Arts Degree:	81	45	*126*	62	53	*115*
Associate of Science Degree:	62	34	*96*	44	66	*110*
Certificate of Proficiency:	7	9	*16*	2	12	*14*
Total:	**151**	**95**	*246*	**112**	**137**	*249*
Unduplicated count of degrees conferred per Graduate:	*139*	*88*	*227*	*103*	*132*	*235*
Double Majors:	*12*	*1*	*13*	*7*	*5*	*12*
Triple Majors:	*0*	*3*	*3*	*1*	*0*	*1*

Data Source: ASCC Registrar and MIS

II.B.2 AA degrees conferred by Program:

Associate of Arts Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Liberal Arts:	60	33	*93*	42	41	*83*
Art:	0	0	*0*	0	0	*0*
Education:	1	0	*1*	1	0	*1*
Emphasis in Elementary Education:	14	7	*21*	8	7	*15*
Emphasis in Human Services:	0	0	*0*	1	2	*3*
Emphasis in Music:	0	0	*0*	1	0	*1*
Emphasis in Political Science:	2	2	*4*	1	2	*3*
Emphasis in Pre-Law:	2	3	*5*	6	1	*7*
Emphasis in Visual Art:	1	0	*1*	1	0	*1*
Human Services:	0	0	*0*	0	0	*0*
Music:	0	0	*0*	0	0	*0*
Pre-Law:	1	0	*1*	1	0	*1*
Samoan Studies:	0	0	*0*	1	0	*1*
Total per AY:	***81***	***45***	*126*	***62***	***53***	*115*

Data Source: ASCC Registrar and MIS

II.B.3 AS degrees conferred by Program:

Associate of Science Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	9	6	*15*	9	11	*20*
Agribusiness:	1	1	*2*	0	1	*1*
Architectural Drafting:	1	1	*2*	0	0	*0*
Automotive Body Repair:	0	0	*0*	0	0	*0*
Automotive Mechanic:	0	0	*0*	0	0	*0*
Automotive Technology:	0	3	*3*	1	0	*1*
Business Management:	6	1	*7*	4	5	*9*
Civil Engineering Technology:	0	0	*0*	0	2	*2*
Criminal Justices:	22	14	*36*	18	23	*41*
Electrical Technology:	2	0	*2*	0	1	*1*
Electronics:	2	2	*4*	0	3	*3*
Family Consumer Science:	0	0	*0*	0	0	*0*
Forensic Science:	0	0	*0*	0	0	*0*
General Agriculture:	1	5	*6*	3	7	*10*
Health Science:	13	0	*13*	5	9	*14*
Marine Science:	1	1	*2*	3	2	*5*
Natural Resources:	3	0	*3*	1	1	*2*
Nursing:	1	0	*1*	0	1	*1*
Welding:	0	0	*0*	0	0	*0*

Total per AY:	***62***	***34***	***96***	***44***	***66***	***110***

Data Source: ASCC Registrar and MIS

II.B.4. Certificate of Proficiency (COP) conferred by Program:

Certificate of Proficiency:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	0	0	***0***	0	1	***1***
Advanced Automotive Technology:	1	4	***5***	1	0	***1***
Basic Automotive Technology:	1	4	***5***	1	0	***1***
Business Management:	1	0	***1***	0	0	***0***
Civil Engineering Technology:	0	0	***0***	0	0	***0***
Electrical Technology:	2	0	***2***	0	0	***0***
Electronics Computer System:	0	1	***1***	0	1	***1***
Guidance and Counseling:	0	0	***0***	0	0	***0***
Information and Communication Technology:	0	0	***0***	0	0	***0***
Marine Option Program:	0	0	***0***	0	0	***0***
Practical Nursing:	0	0	***0***	0	10	***10***
Public Health:	2	0	***2***	0	0	***0***
Total per AY:	***7***	***9***	***16***	***2***	***12***	***14***

Data Source: ASCC Registrar and MIS

II.B.5. B.Ed. degrees conferred by Program:

Bachelors of Education:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Elementary Education:	1	7	***8***	4	6	***10***
Total per AY:	***1***	***7***	***8***	***4***	***6***	***10***

Data Source: ASCC Registrar and MIS

III. Student Learning Outcomes Data:

III.A.1. Total Number of ASCC Courses:		III.A.2. Number of ASCC courses with ongoing assessment of learning outcomes:	
Term:	**Courses**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	309	Fall 2014:	216
Fall 2015:	309	Fall 2015:	230
Fall 2016:	324	Fall 2016:	243
Fall 2017:	324	Fall 2017:	253

Data Source: ACCJC Annual Reports

III.B.1. Programs – Number of ASCC programs *(all certificates and degrees, and other programs as defined by the College):*		III.B.2. Number of ASCC programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	55	Fall 2014:	47
Fall 2015:	55	Fall 2015:	52
Fall 2016:	55	Fall 2016:	52
Fall 2017:	55	Fall 2017:	54

Data Source: ACCJC Annual Reports

III.C.1. Student Services – Total number of student services and learning support activities:		III.C.2. Number of Student Services programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	3	Fall 2014:	3
Fall 2015:	1	Fall 2015:	1
Fall 2016:	1	Fall 2016:	1
Fall 2017:	1	Fall 2017:	1

Data Source: ACCJC Annual Reports

IV. ASCC 2017 Program Review Data:

The Program Review data was collected from the online and paper form surveys of the 2017 Divisional Program Review. IE entered the paper form survey results manually into the online database used to collect responses due to internet fluctuations experienced by employees while taking the online survey. The number of participants reported is purely based on the count of surveys registered online excluding incomplete surveys. Personal information is confidential, however, responses to questions are reported as summaries by department, program, or division. The following tables and information below is a compilation of results based on surveys received to include the count of questions that were skipped, yet completed by acknowledging completion on the online survey. Copies of the program review surveys are available in the ASCC Gallery on Compliance Assist for review and transparency purposes.

Q.1: Participant Status:	
Employee Survey Participants	**Total**
Faculty	64
Staff	149
Administrator	18
Total:	**231**

Q.2: Department/Program/Division Mission links to ASCC Mission:		
ASCC Mission Indicators:	**Yes (Ioe)**	**No (Leai)**
Transfer to institutions of higher learning:	88.89%	11.11%
Successful entry into the workforce:	94.74%	5.26%
Research and extension in human and natural resources:	83.16%	16.84%
Awareness of Samoa and the Pacific:	84.77%	15.23%

Q.3: Does the Program/Department conduct/undergo a periodic evaluation on the effectiveness of instruction and services?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
80.69%	5.94%	13.37%

Q.4: Check the following used for evaluating the effectiveness of the Program/Department/Division:		
Mechanisms/Plans/Reports:	**Yes (Ioe)**	**No (Leai)**
ASCC Annual Reports:	80.46%	19.54%
ASCC Quarter Reports:	80.23%	19.77%
Bi-weekly Reports:	80.66%	19.34%
Student Learning Outcomes:	80.70%	19.30%
Institutional Strategic Plan:	80.98%	19.02%
Performance Evaluation:	93.60%	6.40%
Program Review:	82.63%	17.37%
Course Evaluation:	66.46%	33.54%
Student Satisfactory Survey:	66.07%	33.93%
Fact Sheets:	64.38%	35.63%
Other Evidence:	61.60%	38.40%

Q.5: Have evaluation processes resulted in recent/continuous improvements?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
67.88%	6.74%	25.39%

Q.6: Were there any recommendations from the previous Divisional Assessment (Spring 2016) that were not completed/acted on in the past year?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
18.97%	22.56%	51.79%	6.68%

Q.7: Does your Department/Program/Division recognize and implement feedback from faculty and staff in decision-making for continuous improvement to the institution?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
74.75%	2.53%	12.12%	10.60%

Q.8: Are Department/Program/Division SOP and decisions regularly communicated to staff/faculty?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
84.02%	5.15%	10.82%	0.1%

Q.9: Are the decisions systematically documented and archived?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
73.44%	3.13%	23.44%

Q.10: Is the Number of personnel adequate to support your Program/Division/Department?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.61%	38.27%	6.12%

Q.11: Do personnel possess all specialized skills or credentials required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
81.96%	10.82%	7.22%

Q.12: Are all proper documentation (degrees, certificates, etc.,) on file and continuously updated?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
69.84%	3.70%	26.46%

Q.13: Are the personnel in the Department/Program/Division careful in protecting the security, confidentiality and integrity of student information according to FERPA.		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.13%	1.03%	13.85%

Q.14: Does your Department/Program/Division effectively use its personnel to achieve its mission?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
87.24%	3.57%	9.18%	0.1%

Q.15: Are you a Full Time or Part Time employee?	
Full Time	Part Time
97.96%	2.04%

Q.16: Have faculty/staff in the Department/Program/Division involved themselves in in-service training and other professional development?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
78.07%	9.63%	12.30%

Q.17: Are there any unmet needs for professional development among personnel in this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
51.34%	24.06%	24.60%

Q.18: Are faculty/staff evaluated on an annual basis by the immediate Supervisor (i.e., director, dean, vice president, chairman)?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
86.17%	3.19%	10.64%

Q.19: Are evaluations consistent and completed in a timely manner as documented in ASCC policies?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
65.61%	15.34%	19.05%

Q.20: Are all facilities adequate to support the mission of your Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
48.13%	45.99%	5.88%

Q.20: Does the Institution operate and maintain physical facilities that are adequate to serve the needs of this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
67.38%	24.60%	8.02%

Q.21: Does the Institution take reasonable steps to provide a healthy, safe, and secure environment for this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
72.58%	17.20%	10.22%

Q.22: Are the physical facilities accessible to persons with disabilities?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
70.53%	14.74%	6.32%	8.41%

Q.23: Are additional facilities required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
62.90%	18.28%	18.82%

Q.24: Are there any additional equipment required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

62.43%	23.76%	13.81%

Q.25: Does the Department/Program/Division account for its equipment through regular inventory?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
79.26%	4.79%	12.23%	3.72%

Q.26: Does the Department/Program/Division account for preventive maintenance of its equipment?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
71.20%	12.50%	16.30%

Q.27: Is the equipment used by this Department/Program/Division similar to that used in the workplace or at a higher-level institution?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
59.57%	22.34%	18.09%

Q.28: Is there a need to update/upgrade equipment for improvement of services?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.41%	8.65%	5.95%

Q.29: Is the budget information available to this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.25%	22.65%	22.10%

Q.30: Are faculty/staff involved in Department/Program/Division annual budget planning?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
43.96%	34.62%	21.43%

Q.31: Does the Department/Program/Division provide guidance on budget processes, analysis, and preparation?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
46.45%	25.68%	27.87%

Q.32: Is adequate financial support available to meet the needs of this Department/Program/Division?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
30.56%	36.67%	27.22%	5.55%

Q.33: Does the Department/Program/Division effectively use its current financial resources to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
66.85%	7.61%	25.54%

Q.34: Does the Department/Program/Division have any budget priorities to implement for continuous improvement to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

53.55%	7.65%	38.80%

Q.35: Is technology used to improve student learning and services?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
87.36%	7.14%	5.49%	0.01%

Q.36: Check the following technologies sufficient to perform your duties:			
Technologies:	**Available / Accessible**	**Appropriate**	**Current**
ASCC Online Systems (Moodle, Compliance Assist, Colleague, Webmail, Website etc.)	59.51%	25.77%	14.72%
Software (Microsoft Office, SPSS, CAD, Autodesk, etc.)	57.14%	29.87%	12.99%
Internet Connectivity (speed, etc.)	54.32%	26.54%	19.14%

Q.37: Are the following support services available and accessible to students when needed?			
Technologies:	**Yes (Ioe)**	**No (Leai)**	**Do not know (Leiloa)**
Computer Labs (Potu Komepiuta)	89.76%	5.42%	4.82%
Counseling (All types of Counseling)	80.41%	4.05%	15.54%
Financial Assistance (ex. Financial Aid, Work-Study, Scholarship, Deferred Payment Plans)	84.51%	4.23%	11.27%
Library	93.38%	1.32%	5.30%
Academic Tutoring	82.14%	4.29%	13.57%
Academic Advising (i.e., Online Information, Faculty Availability)	84.62%	1.40%	13.99%
Campus Life (i.e., Security, Extra Curricular, Co-Curricular, etc.)	88.44%	3.40%	8.16%
Admissions and Records (Application, Transcripts, etc.)	90.00%	2.14%	7.86%

Q.38: Does your Department/Program/Division help to ensure safety awareness and emergency procedures for its personnel, students and community?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
73.22%	16.39%	10.38%	0.01%

Q.39: Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.)		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
78.38%	16.22%	5.41%

V. ASCC Financial Resources Data:

IV.A. Stability of ASCC Revenue:

Fiscal Year (FY)	Annual General Fund revenues from all sources *(Operating Revenues, CCC Fund 10)*	Revenue from other sources *(non-general fund)*	Net Beginning Balance *(Using same fund as included in Annual General Fund revenues from all sources)*
FY 2013-2014	$8,740,352.00	$6,315,933.00	$458,404.00
FY 2014-2015	$8,450,558.00	$7,390,005.00	$1,835,643.00
FY 2015-2016	$8,441,753.00	$5,916,114.00	- $1,295,671.00
FY 2016-2017	$7,895,652.00	$4,717,129.00	- $1,396,157.00

Data Source: ACCJC Annual Fiscal Reports

IV.B. Expenditures/Transfer:

Fiscal Year (FY)	Total annual general fund expenditures *(Operating Expenditures matching the same fund as included Annual General Fund revenues from all sources)*	Salaries and Benefits *(General Fund)*	Other expenditures/outgo *(difference between total annual general fund expenditures, and salaries and benefits)*
FY 2013-2014	$7,148,731.00	$5,268,254.00	$1,880,477.00
FY 2014-2015	$7,331,737.00	$5,594,642.00	$1,737,095.00
FY 2015-2016	$7,384,706.00	$5,579,528.00	$1,805,178.00
FY 2016-2017	$8,173,339.00	$5,805,574.00	$2,367,765.00

Data Source: ACCJC Annual Fiscal Reports

IV.C. Cash Position:

Fiscal Year (FY)	Cash Balance (Unencumbered cash): Unrestricted General Fund
FY 2013-2014	$1,104,502.00
FY 2014-2015	$1,189,880.00
FY 2015-2016	$1,874,317.00
FY 2016-2017	$1,207,509.00

Data Source: ACCJC Annual Fiscal Reports

IV.D. Annual Audit Information:

Fiscal Year (FY)	Date annual audit report for fiscal year was electronically submitted to ACCJC, along with responses to any audit exceptions.	Summary of Audit Findings:
FY 2013-2014	03/30/2015	*Summary of two findings*: (1) Special Tests and Provisions Verification Process: Auditor noted when reviewing their samples of student's records that a dependent student parent's tax return had Rental Income however on the FAFSA/ISIR had no value for assets. (2) Special Tests and Provisions Verifications Documentations: The documentation required to be obtained for verification could not be provided to auditors for one student.
FY 2014-2015	03/30/2016	*Summary of three findings*: (1) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, they tested 85 students for the verification process and 19 of these student's submitted incomplete verification forms. (2) Special Tests and Provisions: Auditors noted that the 1,290 students receiving financial aid, the tested 85 students for the verification process and 3 of these student's showed discrepancies in documents collected. (3) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, the school indicated to auditors that only 7 had withdrawn from the College after being awarded their financial aid. Of these 7, 2 were tested and both of them had incorrect R2T4 calculation and the college paid money back to the Department that should not have been

		paid back.
FY 2015-2016	03/24/2017	*Summary of 3 Findings*: (1) Special Tests and Provisions: Auditors noted that the Financial Aid Department had 4 example of items related to the verification process that was conducted incompletely: a) One student used prior year verification form instead of current year, b) One student had no V6 form, c) One student had no tax return form, d) One student verification form and tax form did not match the iSIR (2) Activities allowed – Under Award: Auditors noted that The College under awarded two students tested one by $100 and the other by $591. (3) Activities Allowed – Student Record: Auditors noted The College Financial Aid Counselors did not reflect or update the student records to show proper enrollment status.
FY 2016-2017	03/29/2018	*Summary of 2 Findings:* (1) Special Test and Provisions: Auditors noted that the verification process for the Financial Aid Office was not completed correctly. Of the 1,117 students receiving financial aid, the auditors tested 157 students file of which 105 were flagged for verification process and 23 of those students verification process were not completed correctly. (2) Activities Allowed – Student Records: The Auditors noted that the College Financial Aid Office did not use all the days in the Spring semester to calculate R2T4 correctly. IT should have been 116 days and not 109 days. By the Financial Aid Department not using the full semester days award could be calculated incorrectly.

Data Source: ACCJC Annual Fiscal Reports

IV.E.1. Other Information:

Fiscal Year (FY)	Budgeted Full Time Equivalent Students (FTES) *(Annual Target)*	Actual FTES:	Funded FTES:
FY 2013-2014	1,351	1,224	1,224
FY 2014-2015	1,214	1,030	1,030
FY 2015-2016	1,181	1,009	1,009
FY 2016-2017	1,053	916	916

Data Source: ACCJC Annual Fiscal Reports

IV.E.2. Other Information:

Fiscal Year (FY)	Percentage of total tuition/fees received from federal financial aid programs *(Title IV, HEA)*:	Federal Financial Aid Programs in which the ASCC participates:
FY 2013-2014	70%	Pell, FSEOG, FWS
FY 2014-2015	78%	Pell, FSEOG, FWS
FY 2015-2016	87%	Pell, FSEOG, FWS
FY 2016-2017	72%	Pell, FSEOG, FWS

Data Source: ACCJC Annual Fiscal Reports

VI. Employee Data:

ASCC Full Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	61	60	61	60
Staff:	191	188	183	184
Administrators:	21	23	21	21
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Part Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	14	10	14	13
Staff:	2	1	1	1
Administrators:	0	0	0	0
Total:	**16**	**11**	**15**	**14**

Data Source: Human Resources Officer

ASCC Employee Status by Ethnicity:				
Ethnicity:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Samoan:	249	246	242	243
Caucasian/White:	10	10	12	12
Filipino:	8	8	8	8
African American/Black:	3	4	1	0
Chinese:	1	1	0	0
Indian:	1	1	1	1
Fijian:	1	1	1	1
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Employee Status by Gender								
Status:	**Fall 2016**		**Spring 2017**		**Fall 2017**		**Spring 2018**	
	Female	Male	Female	Male	Female	Male	Female	Male
Career Service:	100	83	110	95	121	96	125	98
Contracts: (Temporary & Specialists)	40	50	31	35	20	28	15	27
Adjunct:	10	6	2	9	2	13	7	7
Total Number of Employees:	**150**	**139**	**143**	**139**	**143**	**137**	**147**	**132**
AY Headcount Totals:	**289**		**282**		**280**		**279**	

Data Source: Human Resources Officer

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Purpose of Participatory Governance

The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:

- The principles of participatory governance that organize the College's operating agreements/shared governance;
- The roles and responsibilities of its constituent groups; and
- The type of groups that develop recommendations to ensure institutional effectiveness.

This manual represents ASCC's collegial consultation structure and procedures for decision-making in accordance to Chapter One (1) Board Policies which follow:

Policy 1000- Mission and Vision:

> *American Samoa Community College statements such as: ASCC Mission, Vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what costs).*
>
> *The College mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.*
>
> *The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of its official vision and mission statements.*

Policy 1001- Governance and Organization Structure:

> *The concept "governance" refers to the College's structures and processes for decision-making and communication. Decision-making involves all decisions- those relating to policy development, policy implementation, curriculum decisions, resource allocation, planning, evaluation, etc. Governance means institutional decision-making in its broadest sense. Individuals of the College community are involved in governance in one or more of the following ways:*

1. *Through the organizational structure;*
2. *By serving on or presenting information to a standing committee;*
3. *By serving on or working with advisory, ad hoc, and task force committees;*
4. *Through the Faculty Senate;*
5. *By participating in staff meetings; and*
6. *Through Student Government.*

According to the Commission of College's Criteria for Accreditation, the organization of the College should bring together its various resources and allocate them effectively in order to accomplish College Goals. These criteria also call for the organizational structure and the administrative processes of the College to be well-defined and understood by the entire College community. Governance provisions of ASCC exist 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.

American Samoa Community College operates within the statues, policies, and regulations set forth by the American Samoa Government, the College Board of Higher Education, and the Federal government. Within these conditions, the President as Chief Executive Officer is charged with the delegation of authority to various organizational systems and positions.

The President is granted the right of review and approval over all internal grievances and management decisions. He or she will explain the reversal of modifications of internal governance /or management decisions except where in his or her judgment such decisions would adversely affect the College or individuals. In cases where management decisions are required in the absence of a policy, the management decision will prevail until an orderly means can be found to develop and implement appropriate policy.

The organizational structure of the College is designed to provide a system for coordination and problem solving. Communication is essential for effective problem solving. The skill and good faith of individuals who function within the College contribute to establishing a balance between problem solving and coordination efforts.

Policy 1002- Organization Charts:

It is the policy of ASCC to prepare and publish the ASCC major organization, department and division charts for the purpose of communicating reporting relationships and functional responsibilities of its employees and more specifically of its management structure.

The Board and President shall have exclusive authority to approve and authorize the major organization and associated charts.

Policy 1003- Board Policy and College Regulations/Procedures:

a. *The Board of Higher Education may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operations of the College. Board policies are intended to be statements of intent by the Board on specific issues within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to the American Samoa government and federal activities. All college employees are*

expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

President, American Samoa Community College

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PROGRAM REVIEW

SOP #	IE-0014	**Responsibility:**	IE Director, Institutional Planning Executive Core Committee, Research and Evaluation Unit
Title:	Program Review: Divisional Assessment ***Non-Instructional*** Program Review	**Policy:**	Standard I; Eligibility Requirement 19; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Administrators, Staff	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the Institutional Program Review and the ***Divisional Assessment*** program review.

Divisional Assessment program review was developed to assess the quality of the College's non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

Non-Instructional Program Review: Data reviewed include department and program mission and outcomes, evaluation of program and department effectiveness and improvements, decision-making, personnel, staff development and facilities, equipment and technology, student support services, safety and emergency procedures, and divisional planning and resource allocation. The divisional assessment for non-instructional programs is conducted annually (every fall semester) and monitored by the Institutional Planning Executive Core Committee (IPECC).

Procedures:

1. The IPECC reviews the appropriateness of the non-instructional divisional assessment program review survey and provide revisions when deemed necessary. Changes made to the survey require the review of the Leadership Triangle and President's approval.

2. Upon approval of the survey, the IE Director electronically disseminates the non-instructional divisional assessment to all administrators and staff for input via email. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall.

3. Data collected from non-instructional divisional assessments are compiled by the Research and Evaluation Unit and upon completion is disseminated to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

4. Hard copies of all non-instructional divisional assessments are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.1	**Responsibility:**	Dean of Academic Affairs, Director of Curriculum and Assessment, Research and Evaluation Unit
Title:	Program Review: Divisional Assessment ***Instructional*** Program Review	**Policy:**	Eligibility Requirement 19; Standard I; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Department and Program Chairpersons, Faculty	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the Institutional Program Review and the ***Divisional Assessment*** program review.

Divisional Assessment program review was developed to assess the quality of the College's instructional programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality educational programs and services for students and to identify opportunities for improvement for each academic program and department.

Instructional Program Review: The Divisional Assessment for instruction also referred to as the Academic Program Review (APR), is conducted annually (every fall semester) in the following areas:

- Input Measures: Institutional resources provided for a program to achieve stated mission goals and objectives. Main resources are facilities, equipment, teaching qualifications and capacity, and professional development.
- Program Operations: Criteria required information that directly relates to the instructional programs/departments of the College. Data includes the number of courses that were offered and assessed during each semester by each academic program/department.
- Output Measures: Specific student characteristics developed after the completion of an academic program of study or course. Areas include tracking, course and degree certificate, retention, completion rates, and the assessment of Student Learning Outcomes.

Procedures:

1. Upon approval of the APR survey, the Dean of Academic Affairs and Director of Curriculum and Assessment electronically disseminate via email the APR to all program chairpersons for deliberation with faculty and input.

2. The Director of Curriculum and Assessment and the Research and Evaluation Team collect and compile data from the APR.

3. The Research and Evaluation Unit generate an analysis of the APR.

4. The analysis is submitted to the Dean of Academic Affairs and Director of Curriculum and Assessment for dissemination to program chairpersons and faculty.

5. Electronic copies of the APR analysis is disseminated by IE to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

6. Hard copies of the APR and analysis are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.2	**Responsibility:**	IE Director, Institutional Planning Executive Core Committee, Research and Evaluation Unit
Title:	Program Review: ***Institutional*** Program Review	**Policy:**	Eligibility Requirement 19; Standard I; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Administrators, Faculty, Staff	**Review Date:**	*Adopted July 30, 2014; Amended October 26, 2015; Amended October 25, 2016*

Description:
Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the ***Institutional Program Review*** and the Divisional Assessment program review.

The Institutional Program Review was developed as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the ASCC's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the IPECC. Data reviewed include areas that cover mission effectiveness, student learning programs and services, resources, and governance.

Procedures:

1. The IPECC reviews the appropriateness of the Institutional Program Review survey and provide revisions when deemed necessary. Any change made to the survey requires the review of the Leadership Triangle and President's approval.

2. Upon approval of the survey, the IE Director electronically disseminates the non-instructional divisional assessment to all administrators, faculty, and staff for input via email. Three scheduled sessions for manual input and clarification of the survey questions in English and Samoan are provided for staff in the Lecture Hall.

3. Data collected from Institutional Program Review are compiled by the Research and Evaluation Unit and disseminated upon completion to the Leadership Team and posted on the ASCC Website for access, deliberation, and planning.

4. Hard copies of the Institutional Program Review are printed and forwarded to the IPECC for deliberation and planning at the end of each fall semester.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0014.3	**Responsibility:**	Research and Evaluation Unit
Title:	Evaluation of Academic Programs and Service Divisions	**Policy:**	Eligibility Requirement 19; Policy 1004; IE Outcomes: 1, 2, 3, 4, and 5
Scope:	Academic Programs and Service Departments	**Review Date:**	*Adopted October 25, 2016*

Description:
Systematic investigation of a program in achieving its goals and improving outcomes and actions is essential to gathering feedback to help determine program effectiveness. The purpose of the research and evaluation unit is to provide access to meaningful data (qualitative) designed to aid in divisional and institutional decision-making.

	Evaluation Framework:
1.	Engaging ASCC Stakeholders: • People/Organizations involved in program operations. • People/Organizations served or affected by the program. • Intended users of the evaluation.
2.	Describing the Program: • Statement of need and existence. • Description of expectations. • Description of program operations and activities. • Description of resources. • Description of program development. (Planning, implementation, and outcomes) • Description of logistics with focus on program direction and decision-making.
3.	Focusing the Evaluation Design: • Purpose, Users, Uses, Questions, Methods, and Agreements.
4.	Gathering Credible/Quality Evidence: • Indicators, Sources, Quality, Quantity, and Logistics.
5.	Justifying Conclusions: • Standards, Analysis and Synthesis, Interpretation, Judgments, and Recommendations.
6.	Ensuring Use and Sharing of Lessons Learned: • Design, Preparation, Feedback, Follow-up, and Dissemination.

Procedures:

1. The Research and Evaluation Unit submits an annual calendar of the programs and departments that will be evaluated following the academic year calendar to the IE Director.

2. The schedule is reviewed by the Director of Institutional Effectiveness and upon approval is submitted for the review and approval of the President.

3. Upon approval of the President, the Research and Evaluation Unit will inform each service program or department of the approved the schedule, and schedules dates and times to conduct the evaluation of the program or department services.

4. The Institutional Research Unit compiles an analysis of the evaluation and submits the analysis for the review of the IE Director. Upon approval, the IE Director submits a copy of the analysis to the program or department for deliberation and planning.

5. Hard copies of the evaluation analysis are submitted to the Leadership Triangle. Soft copies of the evaluation analysis are archived in the institutional gallery on Compliance Assist for committee deliberation and planning.

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iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
iv. Analysis of data (Program/Department);
v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

f. Outcomes:
   i. Planning and Resource Allocation Analysis of ASCC Operations

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

Types of Student Learning Assessments:

1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

a. Assessment Cycle: Annually
b. Instrument: Academic Program Review Survey
    i. Review of Instrument: Annually (Academic Programs & Departments)
c. Areas for Review:
    i. Institutional Learning Outcome Qualities
        1. General Education 1st year Course Learning Outcome Qualities and Competencies;
        2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
e. Participants: Faculty/Adjunct Faculty
f. Focus:
    i. Institutional Learning Outcome Qualities and Competencies;
g. Procedures and Roles:
    i. General Education Program 1st Year Competencies
        1. Charge: General Education Faculty
        2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
        3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
        4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        5. Procedures and Roles:
            a. Semester submission of GE Course Data (General Education Faculty);
            b. GE Data is Compiled (Institutional Effectiveness Division);
            c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
            d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
            e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
            f. Reports are reviewed by the Assessment Committee and recommendations are

compiled and submitted to the Curriculum Committee (Assessment Committee)

g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies
    1. Charge: Academic Department & Program Faculty
    2. Assessment Cycle: Semester-based
    3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
    4. Procedures and Roles:
        a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
        b. ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
        c. ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
        d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
        e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
        f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
        g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year

Competencies (Curriculum Committee);

h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards**: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways**:
    i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
        1. Set Standard: % defined by the College on student completion of developmental courses;
        2. Courses assessed to determine set standard:
            a. ENG 90, ENG 91, MAT 90.
        3. Data Sets used for analysis:
            a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
    ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
        1. Set Standard: % defined by the College on student completion of gateway courses;
        2. Courses assessed to determine set standard:
            a. ENG 150, ENG 151, MAT 151.
        3. Data Sets used for analysis:
            a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
            b. Summative Data: Data sets obtained through

a variety of means such as tests, projects, and student portfolios.

iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
        a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
        c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
        a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
        b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.

iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
        a. 1st Year Retention: Percentage of students who are retained from fall to spring;
        b. 2nd Year Retention: Percentage of students who are retained from fall to fall.

v. Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
    1. Graduation Data Statistics:
        a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
            i. 2 Years (4 semesters excluding summer terms)
            ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
            iii. 4 Years (8 semesters excluding

summer terms)
iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

b. Data Sets:
i. Academic Departments & Programs cohort completion of degrees and certificate:
1. AA Degrees
2. AS Degrees
3. B.Ed.
4. Certificates of Proficiency

2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
iii. Percentages of graduates tracked through counseling services;
iv. Graduation Exit Survey feedback from students.

3. Transition into the Workforce: Percentages of students that transition into the workforce.
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of graduates tracked through counseling services;
iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.

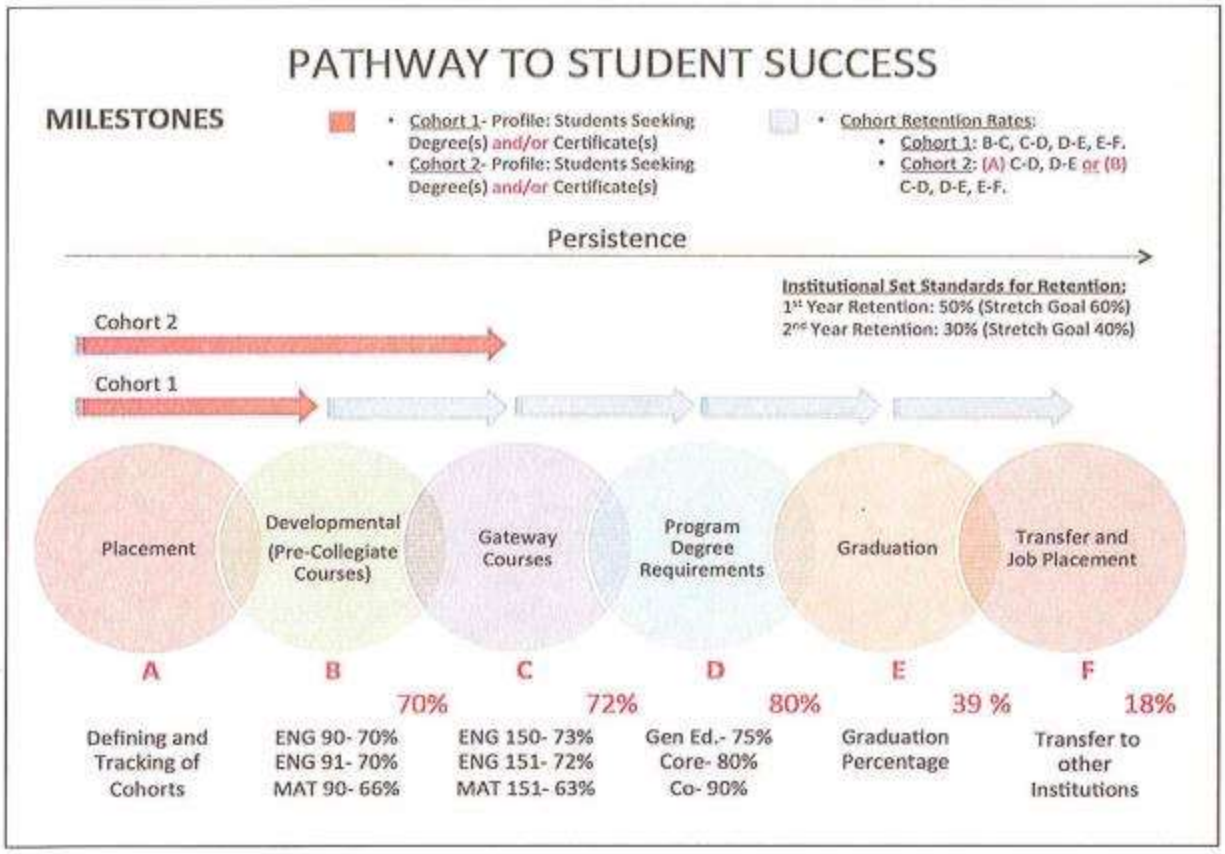

Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.

    a. ASCC Annual Report: Annual Reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC administration. The Annual Report runs by the academic year beginning fall

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AMERICAN SAMOA COMMUNITY COLLEGE

2018: 3rd Quarter Report

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Introduction:

The shared vision of the American Samoa Community College is to provide high quality educational programs and services to students, enabling them to meet the challenges of the 21st Century. The College's Mission and Vision has guided the development of the 2015 to 2020 Institutional Strategic Plan, which currently the College is in its fourth-year of implementation.

The ASCC Quarter Report, which focuses on the 3rd Quarter of Fiscal Year 2018 (April through June) has been formatted to cover the four FY 2018 Institutional Priorities that include Maintenance, Reclassification, Professional Development, and Community Outreach aligned to the five main areas of the College's Institutional Plan – Academic Excellence; Technology; Physical Facilities and Maintenance; Staffing; and Total Cost of Ownership. Updates are provided on developments within these four areas (institutional priorities) with emphasis on the Academic Excellence plan, goals, objectives and the achievement of expected outcomes.

Specificities pertaining to instructional programs, support services, and operational updates are featured in the College's publications including evidence-based documentations, accessible on the ASCC Website. Hyperlinks to online resources for many of the College's publications are provided within the text of this report.

ASCC Accreditation Status: The American Samoa Community College remains an accredited institution under the purview of the Western Association of School and College – Accreditation Commission for Community and Junior Colleges (WASC-ACCJC). The College is required to submit its Midterm Report to the ACCJC this October 2018. The Midterm Report is a required midway report submitted by all accredited colleges between comprehensive self-evaluation visits.

3rd Quarter Updates (April - June 2018)
Mission Effectiveness and Governance:

The American Samoa Community College as an accredited institution of higher learning is committed to its Mission with purposes that center on student achievement and learning centeredness. This quarter, the College has undergone several process reviews as a mean to assess mission effectiveness and governance. Evidence of reviews and action plans are provided in short summaries. Hyperlinks to specific evidence are made available through the College's Website.

Reports and Publications:

The College continues to monitor its services through its bi-weekly reports, monthly reports, quarter reports, semester reports, and annual reports. Each report encompasses reporting criterion specific to operational division updates, challenges, accomplishments and achievements, and upcoming planning agendas. All internal reports are structured to compliment external reporting expectations concerning the College's Mission and operational status. Access to all the College reports are made available in the ASCC Gallery on Compliance Assist via *https://www.amsamoa.compliance-assist.com/gallery.*

The College continues to compile its monthly Connections Newsletter to provide awareness to internal and external constituencies pertaining to monthly highlights in the areas of Institutional Effectiveness and Accreditation, Academic Programs and Student Support Services, Research, Community Outreach and Extension, and Administrative Services highlights. Access to the College's Connections Newsletter publications is made available on the ASCC Website. For the third-quarter of FY 2018, the published Connections Newsletters are available online for public access via *http://www.amsamoa.edu/newsletters/asccconnections.html:*

- *ASCC Connections Newsletter – April 2018*
- *ASCC Connections Newsletter – May 2018*
- *ASCC Connections Newsletter – June 2018*

3rd Quarter Action Plan Updates – Reports and Publication:

- ACCJC Accreditation Midterm Report: The College continues during the quarter to finalize the ASCC 2018 Midterm Report.
- College Website: The ASCC Chief Information Officer (CIO) and Webmaster continue to ensure that the College's Website provides the accessible needs for all internal and external constituencies. A complete compliance review of the Website has been completed and a plan has been compiled, approved, and now implemented by the CIO to address all noncompliance issues. A report will submitted during the fourth-quarter to provide OCR, updates on the College's compliance action plan.
- ASCC General Catalog Review: The College General Catalog throughout the third-quarter had undergone a thorough review from internal constituencies, and will be processed for the review of the President and Board of Higher Education in the fourth-quarter.

- Higher Education Publications (HEP) Survey: The College updated in June the Higher Education Publications Survey, which provides institutional and administrative information to the Higher Education Direct update system and published in the 2019 Higher Education Directory. The HEP surveys are made available to those working in the higher education community via print and electronic formats.
- Press Releases: The following press releases were disseminated during the third quarter for FY 2018. Press releases are hyperlinked to the College's Website for immediate access.
  - 04-11-18 "ASCC-PTK Hosts School of International Training"
  - 04-12-18 "ASCC and PHS Artists Give Siapo Workshops in Scotland"
  - 04-23-18 "ASCC Hosts 'College Awareness Day' for Local High School Counselors and Principals"
  - 05-01-18 "ASCC Students Tour Samoa Businesses"
  - 05-07-18 "Students Express Views on Domestic/Sexual Violence In ASCC 'Embrace Your Voice' Poetry Slam"
  - 05-08-18 "Fono Legal Counsel Speaks to ASCC Political Science Club"
  - 05-21-18 "Lt. Gov. Mauga Gives Keynote Speech at 68th ASCC Commencement"
  - 05-29-18 "Record Number of ASCC Student Nurses Pass National Exam"
  - 05-30-18 "ASCC-ACNR Forestry Program Completes Landscape Scale Restoration Project in Nuuuli"
  - 06-07-18 "ASCC Conducts BlueSky Communications Professional Development Training"
  - 06-14-18 "ASCC ACNR Summer Internships Underway"

4th Quarter Action Plan – Reports and Publications:

- Accreditation Midterm Report: Chairpersons for each of the Accreditation Standards will continue to finalize the ACCJC Mid-Term throughout this quarter in preparation for the review of the College's internal constituencies and Board of Higher Education.
- College Website: The College will continue to implement its action plan to address noncompliance issues on its Website, as well as to update information to include spring and summer 2018 updates.
- Internal Report Monitoring: The College administration will continue to review the challenges and achievements in reporting to monitor its Institutional Priorities for FY 2018.
- ASCC 2018-2020 Catalog: The ASCC 2018-2020 General Catalog will be finalize and published during the fourth-quarter (August) following the approval of the Board of Higher Education.
- National Center for Education Statistics (NCES) – Integrated Postsecondary Education Data System (IPEDS): The College will begin compiling data survey reports for the IPEDS, beginning in the fourth-quarter for the Fall Enrollment reporting requirements.
- ASCC Governance Manual: The College will provide updates to all Board policies for the review of the Board of Higher Education during its Annual Retreat that will take place in the fourth-quarter.
- ASCC Participatory Governance Structural Manual: The College will provide updates to the Colleges Participatory Governance Structural Manual to ensure actionable updates to Administrative Governance and Shared Governance definition and practices.

- ASCC Internal Reporting: The College will assess its processes and mechanisms for reporting, given its one-year of implementation. The review will provide an avenue for ASCC administrators to discuss ways to improve divisional based and institutional reporting.

Institutional Strategic Planning Update:

The American Samoa Community College continues to emphasize the importance of quality assurance through its participatory governance structure to improve its ongoing processes for long range planning through the implementation of program review, and assessment of student learning outcomes to determine its priorities.

Fiscal-Year 2018 Annual Institutional Priorities:

As approved by the President via the Board of Higher Education in May 2017, the College continues to monitor the achievement of its strategic plans, goals, objectives, and expected outcomes through its FY 2018 Institutional Priorities that include:[1]

- Institutional Priority 1: Maintenance:
  - Institutional Strategic Plan (ISP) Academic Excellence[2]
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies.
- Institutional Priority 2: Reclassification:
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 3: ASCC will emphasize high quality teaching and services.
- Institutional Priority 3: Professional Development:
  - Goal 2: ASCC will support faculty and staff performance commitment.
    - ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities.
- Institutional Priority 4: Community Outreach, Extension, and Research:
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

3rd Quarter Updates – Strategic Planning:

- Updating of the 2015-2020 ISP: The updates for the 2015-2020 Institutional Strategic Plan have been compiled throughout the third-quarter. The Director of Institutional Effectiveness and staff spearheaded the review of the ISP to provide statuses on expected outcomes congruent to the College's ISP. A full update of the ISP will be

[1] 2017-05-19 - President's Memo 030-17 - ASCC FY 2018 Institutional Priorities
[2] ASCC 2015-2020 Institutional Strategic Plan

completed in the fourth-quarter for the review and recommendations of the Institutional Planning Executive Core Committee (IPECC). Upon the Committee's review and approval, the ISP 2018 Update will be submitted to the President and the Board of Higher Education. The ISP will be used as a basis for the setting of the College's FY 2019 Institutional Priorities. The College is now in its fourth-year of its ISP.[3]

- Establishment of the Core Curriculum Committee: In April, the College President has established the Core Curriculum Committee a Governance Group as defined in the ASCC Participatory Governance Structural Manual.[4] The Core Curriculum Committee's general purpose is to provide guidance, input, and make recommendations to the General Curriculum Committee to improve areas in planning and curriculum infrastructure pertaining to the College's General Education Program and certificate/degree based programs.

4th Quarter Action Plans – Strategic Planning:

- ISP 2015-2020: IE staff will continue to complete the update of the 2015-2020 ISP for the review of the IPECC. Upon approval, the update will be submitted to the President and the Board of Higher Education for the review of the College's Institutional Priorities for FY 2019.
- FY 2019 Budget Call: The President and Vice presidents in collaboration with the Finance Officer, Human Resources Officer, Procurement Officer, Physical Facilities and Maintenance Officer, Chief Information Officer, and the Director of Institutional Effectiveness collaborated on the preparation and review of the College's FY 2019 Budget (2 Million-Subsidy Budget/1.9 Million-Additional Budget Proposal) for the approval of the Board and submission to the ASG Budget Office.
- Community Based Services: The President continues to work with the Vice President of Administration and Finance, the Dean of Academic Affairs, and academic program chairpersons on plans to expand instructional services to meet the needs of the community. Instructional services include professional development and expertise based training.
- Evening School: The College will initiate the offering of evening school for degree programs.

Institutional Assessment

The College's assessment of student learning ensures that student learning outcomes and student achievement assessment are ongoing, systematic, and used for continuous improvements of its educational programs and student support services.

3rd Quarter Update – Institutional Assessment:

- Review of Program and Service missions: The College has completed its full review of academic and service missions. The rigorous tiered process has concluded to ensure that information is accurate and reflected in the ASCC 2018-2020 General Catalog, which will be released and published during the fourth-quarter of this fiscal year.

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[3] 2016 Review of the ASCC ISP 2015-2020
[4] President's Memo 029-18 – Core Curriculum Committee

4th Quarter Action Plan – Institutional Assessment:

- Institution-Set Standards: The College during the fourth-quarter will provide an update to all internal constituencies regarding the recommendations of the Institution-Set Standards Ad Hoc Committee, and actions taken by the Vice President of Academic and Student Affairs/Deans of Academic Affairs and Student Services to address each recommendation. This presentation update will be provided during the ASCC Fall 2018 Convocation.
- Student Learning Outcomes and Instructional Assessment: The Office of Institutional Effectiveness Institutional Researcher in Assessment will be working collaboratively with each academic programs chairperson(s) and Dean of Academic Affairs to provide a Campus Wide Curriculum and Assessment Framework for all academic programs and departments.
- Service Mission – Standard Operating Procedures: All service divisions will provide a processed review of Standard Operating Procedures (SOP) to coincide with the closing of the current Fiscal Year.

Program Review and Evaluation

The College's annual program review ensures that review processes and mechanisms are identified, ongoing, systematic, and used to continually refine and improve program services resulting in the achievement of the College's Mission.

3rd Quarter Updates – Program Review and Evaluation:

- Review of Program and Service missions: The College has completed its full review of academic and service missions. The rigorous tiered process has concluded to ensure that information is accurate and reflected in the ASCC 2018-2020 General Catalog, which will be released in the fourth-quarter of this fiscal year.
- Community Based Services: The President continues to work with Vice President of Administration and Finance, the Dean of Academic Affairs, and academic program chairpersons on plans to expand instructional services to meet the needs of the community. Instructional services include professional development and expertise based training.

4th Quarter Action Plans – Program Review and Evaluation:

- Institutional and Divisional Program Review: The College will prepare the launching of its Biennial and Annual Program Review processes beginning in the fourth-quarter.
    - Biennial Program Review: The Biennial Program Review also referred to as the Institutional Program Review was developed as an institutional review process to provide access to institutional data, assistance in the analysis of data for decision-making, and to improve the College's operations through strategic planning. The Institutional Program Review is conducted biennially and monitored by the Institutional Planning Executive Core Committee (IPECC). Data reviewed include areas that cover mission effectiveness, student learning programs and services, resources, and governance.

- Annual Program Review: The Annual Program Review also referred to, as the Divisional Program Review was developed to assess the quality of the College's programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Program Review is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

ASCC Resources

Financial Resources:

The College continues to monitor its fiscal resources to assure that all services continue to be offered as outlined in the 2015-2020 Institutional Strategic Plan – Total Cost of Ownership Goals and Objectives. Provided is a summary of the College's fiscal resources for the 3rd Quarter 'Budget versus Expenditures'.

LOCAL	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. and ENC	BALANCE
Personnel	6,389,500	4,570,113	-	4,570,113	1,819,387
Supplies	178,500	81,771	68,938	150,708	27,792
Contractual	261,000	140,278	18,823	159,101	101,899
Travel	-	19,622	137	19,758	(19,758)
Others	470,000	628,380	105,690	734,070	(264,070)
Equipment	1,000	1,220	5,685	6,905	(5,905)
TOTAL	**7,300,000**	**5,441,382**	**199,273**	**5,640,655**	**1,659,345**

GRANTS	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. and ENC	BALANCE
Personnel	3,038,000	1,643,131	-	1,643,131	1,394,869
Supplies	236,500	200,823	127,463	328,286	(91,786)
Contractual	160,500	27,500	-	27,500	133,000
Travel	295,000	256,726	2,110	258,836	36,164
Others	421,000	642,238	123,001	765,238	(344,238)
Equipment	123,500	83,970	39,711	123,681	(181)
TOTAL	**4,274,500**	**2,854,388**	**292,284**	**3,146,673**	**1,127,827**

ENTERPRISE	BUDGET	ACTUAL EXP.	O/S ENC	TOTAL EXP. and ENC	BALANCE
Personnel	127,000	82,109	-	82,109	44,891
Supplies	6,500	3,815	4,889	8,704	(2,204)
Contractual	10,000	5,070	5,230	5,070	4,930
Travel	10,000	3,229	-	3,229	6,771
Others	9,000	3,740	826	4,566	4,434
Equipment	2,500	-	-	-	2,500
TOTAL	**165,000**	**97,964**	**10,945**	**103,679**	**61,321**

GRAND TOTAL	11,739,500	8,393,734	502,502	8,891,007	2,848,493

Provided below is a listing of grant-funded programs. A summary status of grants can be found in the appendices (Appendix A) section of the report. The summary status details the name of the grant, funding entity, funding period, award amount per annum, and purpose summary for each grant program. Funded grant programs include:

- Agriculture, Community and Natural Resources – CARIPAC Grant
- Agriculture, Community and Natural Resources – EFNEP Grant
- Agriculture, Community and Natural Resources – Forestry Grant
- Agriculture, Community and Natural Resources – Hatch Grant
- Agriculture, Community and Natural Resources – Smith Lever Grant
- Advanced Marine and Environmental Science – Training Grant
- American Samoa Bachelor in Education Program – ASDOE Memorandum of Understanding
- Area Health Education Center (AHEC) – University of Hawaii Grant
- Build EXITO – Administrative Core Grant
- Build EXITO – Enrichment Core Grant
- Small Business Association Grant
- State Grant – Adult Education and Extended Literacy Grant
- University Center for Excellence on Developmental Disability Grant
- USC/UAP Project – DHSS Grant
- Multi-Purpose Building CIP – USDOI Grant
- HPIC Fine Arts/National Park – USDOI Grant
- Pesticide Safety Education Funds – Extension Foundation Grant
- Sustainable Agriculture Research and Education – Utah State University Grant
- Task Force for Global Health – Task Force for Global Health Inc. Grant
- National Resources Conservation Service (NRCS) – University of Hawaii Grant
- DOI Nursing – DOI Grant
- CSBDG Nursing – ASG-DOC Grant

3rd Quarter Cost Containment Update:

- The College continues the implementation of cost containment measures to meet its Institutional Priorities and Strategic Planning Expected Outcomes. The College continues to receive timely subsidy payments from the American Samoa Government.

4th Quarter Action Plan – Cost Containment:

- To seek other sources of revenue through grant funded opportunities.
- To expand and design instructional services to meet the needs of the community as a mean to expand education services.

Technological Resources

The 2015-2020 Institutional Strategic Plan - Technology Plan focuses on assessing the quality and accurateness of the technologies purchased, accessibility, maintenance, disposal, and the total cost of ownership.

3rd Quarter MIS Updates:

Management Information Systems (MIS)

- MIS launched a few hard to treat issues that are slowing progress on other goals. Rats are showing an intense presence in the server room. Previously this has caused critical issues with Internet connection stability, appliance server stability as well as the general health and wellness issues. The Multi-Purpose Center (MPC) has finalized its auditorium presentation abilities as promised by builder proposals. MIS is finalizing organization, inventory, operational procedures and storage of related items.

System Administrator

- System Administrator (SysAdmin) requirements are at an all time high. Old servers continue to get older and are showing some signs of failure and lack of support. Serious muscle needs to take place to get us out of these situations. Sys-Admin finishes the analysis of three different firewall appliances to replace the current appliance that is hitting its End Of Life as a network edge security device, which is typically the first and last line of defense for the ASCC network as it interfaces with the outside world.

Help-Desk

- Help Desk has finished an anti-virus upgrade for the network. Help Desk has also finalized a working configuration for Windows updates and its Windows Update Server with updates now being served campus wide.

Networking

- Networking tests, and installs the new projector and lens for the MPC. MIS continues internal Professional Development focusing on the future Critical Changes needed to be made to ASCC digital infrastructure as outlined in the Infrastructure Revival Plan, this has progressed with the Network Operating System being installed onto the Mellenox switches.

Wireless and Communication

- The VoIP system is now beginning to be deployed in other areas on campus. Wireless improvements have begun again with specs being built out for the MPC.

Website

- The ASCC website remains a vital resource for communication between ASCC, the community, and current and potential students. MIS has begun acting on the accepted corrective action plan. Many parts have been completed to mark a transition to fully compatible WCAG 2.0 AA standards.

4th Quarter MIS Action Plans:

- Initiate necessary recommendations for the development of technology policies that encompasses accessibility and confidentiality protocols and to include other policies regarding system needs based on the provision of services.

- Continue to implement approved action plans for OCR to ensure compliance.

- Continue to rebuild, upgrade, and assess the College's network and system infrastructure.

Physical Facilities and Maintenance (PFM)

The 2015-2020 Institutional Strategic Plan - Physical Facilities and Maintenance Plan encompasses total cost of ownership measures, which will increase the efficiency of ASCC facilities, reduce maintenance costs, and decrease high turnover of facilities and equipment. Effective maintenance of ASCC facilities will enable stakeholders to work in a safe, clean, and secure environment leading to the achievement of our institutional mission for quality services. The plan allows ASCC administrators to envision expansion of campus facilities and programs and to prepare for the future.

3rd Quarter PFM Updates:

- During the 3rd Quarter, the former office area of the Vice President of Administrative Services on upper campus was renovated to become the new Human Resources Office. At the same time, the former site of the Human Resource Office in the Quad area of campus was renovated to become the office of the Vice President of Administrative Services. An additional room in the Quad adjacent to the former Human Resources Office has been renovated for use as a classroom.

- Work began on the renovation of building M-2 on upper campus, the former residence of the Director of the Small Business Development Center (SBDC). When the renovation is complete, M-2 will serve as an additional classroom, to be used primarily by the Nursing Department and the Area Health Education Center (AHEC) services.

- Until needed repairs on the Art Building can be made, an office and instruction location has been created for the Art Instructor in the area formerly occupied by the Student Learning Assistance Center (SLAC) within the Cafeteria Building. SLAC itself has been relocated within the new Multi-Purpose Center.

4th Quarter PFM Action Plans:

- Implement structural, mechanical, and electrical repairs to ensure that all classrooms, student facilities, equipment, and faculty offices are fully operable, safe, and accessible for students in preparation for the fall 2018 semester.

- Initiate repairs on the Art Building and Cafeteria to include major repairs to the Career Transfer Center behind the Cafeteria.

- Continue to complete renovations for the Nursing building and M-2 building to include two office and two classrooms for the AHEC program and Nursing department.

Human Resources:

The 2015-2020 Institutional Strategic Plan - Staffing Plan provides updates based on the implementation of the 2009-2014 ASCC Staffing Master Plan with a focus on policies and processes to better improve and sustain professional development, reclassification, and hiring of personnel.

3rd Quarter Human Resources Updates:

Personnel Statistics:

The following statistics encompass the College's 2nd Quarter status of employed personnel:

• Career Service:	223
• Contract:	41
• Part Time	24
• **Total:**	**288**

• Workman's Compensation Claims:	1

Professional Development:

Internal and external Professional Development is conducive to the improvement of services offered at the College. Professional Development provides the necessary opportunities for enhancing skills and content for the improvement of educational programs and compliance to federal and state regulations as deemed necessary. Provided are descriptions of Professional Developments that occurred at the College during this reporting period:

Internal/Local Professional Development:

- ASCC offered a series of workforce professional development trainings for staff members of BlueSky Communications, conducted by Mr. Ernie Seiuli, chairman of the College's Computer Science Department. In consultation with BlueSky, Seiuli formulated the training to accommodate the specific needs of the company, covering computer application skills, such as Intermediate/Advanced Excel, and their effective use in the working environment. Trainees include staff from BlueSky's customer service, marketing, finance, and administration departments. With a number of areas to cover, three separate training sessions took place between early May and mid-June. Each session took place for three hours a day for a full week, in order to fulfill 15 contact hours, a standard established by ASCC for its professional development trainings. Each BlueSky employee who attended one or more of the trainings received a Certificate of Completion.

- The Agriculture Extension Program successfully conducted Pesticide Safety Applicator Training for seven American Samoa Power Authority (ASPA) employees and 23 Department of Agriculture (DOA) employees. Those who attended were certified, and are now aware of the importance of handling pesticides correctly and in

a safe manner. This training will help the ASPA and DOA staff better understand accurate measuring, types of pesticides, and when to apply certain pesticides

External/Off-Island Professional Development:

- Staff from the Human Resources divisions took part in the National Extension Research Administrative Officers Conference (NERAOC) Annual Meeting for ACNR in Grand Rapids, MI. NERAOC 2018, which took place from April 22nd – 25th, featured tracks on diversity and inclusion, and finance/capacity funds.

- In June, ASCC Financial Aid Officer Mr. Peteru Lam Yuen received word that he has been accepted into the 2019 class of the Executive Leadership Development Program (ELDP). Sponsored by the Graduate School USA's Pacific and Virgin Islands Training Initiatives *(www.pitiviti.org)*, with funding support from the Department of the Interior's Office of Insular Affairs *(www.doi.gov/oia)*, the ELDP is designed to identify individuals with promotion potential within the insular governments, and to develop these individuals' management and leadership skills as they advance in their careers.

- Agriculture, Community and Natural Resources gave a Farm Safety/Heat Stress Awareness Workshop conducted by Extension Agents for all its employees in June.

4th Quarter Human Resources Action Plans:

- The Human Resources Officer in collaboration with the Director of Institutional Effectiveness will initiate the compiling of ASCC reviewed Board Policies that was conducted by the President during the first-quarter of FY 2018. The review of Board Policies will take place during the Board's Annual Retreat in August 2018.

- Budget planning for FY 2019 will continue to ensure that personnel needs are met according to the priorities of the College.

- ASCC Policy and Procedures Awareness presentation will be conducted during the Fall 2018 Convocation for all ASCC employees.

- Work collaboratively with the President, Vice presidents and the Director of Institutional Effectiveness to plan and coordinate internal professional development for ASCC administrators and supervisors pertaining to Title IX and communication protocol.

3rd Quarter FY 2018 Impediments:

The College, in consultation with the Board of Higher Education, continues to implement cost containment measures. The College continues to assure that all services continue to be offered to meet the needs of its internal and external stakeholders. Following below are several challenges faced by the College during this reporting period:

3rd Quarter Update:

- Fiscal Resources: Internal Cost Containment measures are still in effect and has not been lifted since 2016.

4th Quarter Action Plans:

- The College continues to seek funding opportunities to help support its operations.
  - Opportunities through Grants
  - Development of community 'need' programs (MOA/MOU)
  - Interdisciplinary Studies/Opportunities
  - Professional Training by Expertise

Institutional Highlights:

April 2018

- Douglas W. Domenech, Department of the Interior (DOI) Assistant Secretary of Insular and International Affairs, visited ASCC as part of his review of the Territory's education system. Domenech, accompanied by Nikolao Pula, Director of the DOI Office of Insular Affairs, and American Samoa Lieutenant Governor Lemanu Peleti Palepoi Sialega Mauga, met with the ASCC President Dr. Rosevonne Makaiwi-Pato and members of the administration to discuss areas of mutual interest to the DOI and ASCC.

May 2018

- ASCC held its 68th Commencement Ceremony on Friday, May 18th, making the first-ever occasion of an ASCC graduation taken place in the new Multi-Purpose Center (MPC). 132 graduates received their degrees and certificates, along with an additional five ASCC alumni who were conferred with their advanced degrees from off-island universities. Distinguished guests included members of the Board of Higher Education, the government and the community, and Rev. Iasepi Ulu of the Fagatogo CCCAS was the presiding pastor for the ceremony. For this historical occasion, High Chief and Honorable Lieutenant Governor Lemanu Peleti Palepoi Sialega Mauga gave the keynote speech. Prior to being elected Lieutenant Governor, Lemanu has held many other leadership positions in both the American Samoa Government and the United States Armed Forces. For his keynote speech, Honorable Lieutenant Governor Lemanu asked the graduates to imagine their hard work towards success in education as the figurative paying of an "aitalafu" or debt, one which cannot be repaid with money, but rather with service to their family, community and government. Lemanu explained that education is the key to paying this "aitalafu," and he shared a quote by former South African president Nelson Mandela: "Education is the most powerful weapon, which you can use to change the world." A list of certificates and degrees conferred can be found in Appendix B.

June 2018

- In June, a Memorandum of Agreement (MOA) was entered into by the American Samoa Department of Education (ASDOE) Director and the American Samoa Community College President. The purpose of the MOA is to join ASDOE and ASCC in collecting and assessing student data that will then be aggregated and used for the purpose of improving student success and achievement. Training and collaboration between ASDOE and ASCC will ensure that the highest level of confidentiality is maintained throughout American Samoa-State Longitudinal Data System (AS-SLDS). The aggregated AS-SLDS data can be used in making data-informed decisions as well as developing policies and processes that will improve the education and career development for both agencies. The MOA was signed into effect by the ASCC President and authorized representatives of the above-mentioned agencies.

- For the first time in its history, the Teacher Education Department has piloted a summer Lab School at Pava'ia'i Elementary School to allow in-service and pre-service students to more easily fulfill the practicum component of 300-400 level courses. The establishment of the Lab School eliminates students needing to prolong their time of completion when

enrolled in the Bachelor in Education program. An MOU between ASCC and ASDOE has been signed to ensure the continuation of the Summer Lab School.

General Highlights:

The College continues to inform the community regarding developments in educational programs, staff accomplishments, community outreach, and trends that impact the College in the achieving of its Mission. Included below events that occurred during this reporting period:

Instructional Highlights:

April 2018

- The ASCC Nursing Department congratulated 11 nursing students who have completed their programs. Seven of the nine Practical Nursing (PN) students who took their NCLEX, a national examination to obtain their LPN licenses, passed. The two additional PN students were scheduled to take their NCLEX later in the month. Also, two Registered Nursing students who have completed their academic program were scheduled to take their NCLEX after graduation.

- Teacher Education Department (TED) B.Ed. candidate Miss Nathadia Moea'i held her culminating event as the concluding portion of her in-classroom training. The theme was "Auala o Femalagaiga" or Ways of Transportation. Ms. Moea'i completed the required student teaching portion of the B.Ed. program with her students in Level-2 at Pava'ia'i Elementary School. She worked closely with Mrs. Ailepata Ioane as her mentor or Cooperating Teacher. Her culminating event was a compilation presentation based on the knowledge gained by her students during their four weeks under her supervision. The class was divided into three groups representing Water, Land and Air Transportation. They presented their work through posters, songs and models that they worked on with their parents at home. Present at Miss Moea'i's culminating event were her parents, Pava'ia'i Vice Principal Mrs. Betty Iosfa, Assistant Director Elementary Division, Mrs. Puna Tanielu, Ms. Shirley De La Rosa (Director ASCC-TED), and other TED staff.

- Another TED B.Ed. candidate, Mr. Mekelian Ti'a, is an in-service teacher who graduated in spring 2018 with his Bachelors degree in Elementary Education. He is a 3rd grade teacher at Tafuna Elementary School, where he held his B.Ed. culminating event in April. His theme was "It Takes a Community to Raise a Leader". Mr. Ti'a worked closely with his mentor Mr. Daniel Fuimaono in ensuring a successful culmination. His video presentation consisted of learning objectives and student learning outcomes for his thematic unit. His students demonstrated learning outcomes through songs, acting in roles of community helpers, and especially through documents of their work displayed in the classroom. Present at the event were parents from his homeroom class, Principal of Tafuna Elementary School Ms. Laloleva Polu, Mrs. Puleai Aloese (ASDOE Elementary Division), Ms. Shirley De La Rosa (ASCC-TED Director), and other TED staff.

- Students in the ASCC-ACNR class NUT 150 participated in a food demonstration and nutrition education workshop conducted by ASCC-ACNR staff Suelynn Molesi, Tali

Isa'ako, and Ese Tauai of the Expanded Food and Nutrition Education Program (EFNEP), along with Community Nutritionist Travis Fleming.

- ASCC-ACNR students participated in a "Farm to Table" activity under the supervision of instructors Dr. Otto M. Hansell and Ionatana Faasavalu, assisted by ACNR station staff. Students were able to learn how to properly prepare a pig, local crops and vegetables using the traditional Samoan style of cooking and food preparation.

May 2018

- The Fine Arts Department held a special one-day sale of artworks created during art classes from the previous few semesters. ASCC students, faculty and staff admired and/or purchased a variety of art made with clay, siapo bark cloth, paper, pastel and paint. A portion of the proceeds from the sale went towards the refurbishing of the Art Department building, which is currently not in use pending crucial repairs caused by Hurricane Gita in February 2018.

- The Apprenticeship and Workforce Development program successfully concluded its spring 2018 session. At the beginning of the spring 2018 session, 43 interested applicants registered for courses. Of the registrants, 33 successfully completed the courses. During the sessions, the apprentices received 50 contact hours of related in-class instruction and demonstrations that compliments their on-the-job learning. Additionally, these classes deliver the technical, workforce, and academic competencies that apply to the job. This training can be provided by a community college, a technical school, or an apprenticeship training school – or by the business itself.

- The Teacher Education Department congratulated six graduates who have earned their Bachelor in Elementary Education degree. They are Mrs. Nancy Tuigamala, Mrs. Danielle Aina, Ms. Nathadia Moea'i, Mr. Mekelian Tia, Mrs. Kristina Maui'a, and Ms. Sinalua Lago. Of the six graduates, Mrs. Aina, Mrs. Maui'a and Ms. Lago also held their culminating events in May.

- ASCC-ACNR students, faculty and staff spent a week in Samoa visiting various agriculture sites, businesses and government offices in Savaii and Upolu. While on the trip, students learned about Samoa's different fields of agriculture, community and natural resources from professionals and experts. They also gained valuable hands-on learning experience.

- The ASCC-ACNR Agriculture Extension Program (AEP), in collaboration with the Environmental Protection Agency, conducted a Pesticide Safety Training Course from May 21 - May 25. During the four-day training course, participants learned about the safe and effective use of pesticides, integrated pest management, worker protection, environmental quality, and agricultural health.

June 2018

- 12 ASCC students participated in local and off-island summer internships in Agriculture and related fields through ASCC-ACNR. Students Esau Levaula and Gus Poyer were

selected for the local ACNR Internship Program and worked in the ACNR "Fruits for Life" Greenhouse and the Piggery Unit. Six students participated in a Samoa Internship with its Ministry of Agriculture and Fisheries (MAF), and The Scientific Research Organization of Samoa (SROS). Students Angela Iopu and Tuimalata Puletiuatoa interned at the Nuu Crops Division; Puaolele Taisau and Terry Simi were with the Animal Production and Health Division; and Michelle Paletaleo and Iosefo Sio were at the SROS. MAF Agents and Research Scientists mentored them. Students Inny Mareko and Christine Tominiko traveled to the University of Guam to participate in the USDA National Institute of Food and Agriculture Insular Area Summer Internship. Rosadiana Carter and Anastasia Magalo were selected for the Research Experience for Undergraduates (REU) Internship Program, which took place in Thailand and was sponsored by the National Science Foundation (NSF) through the University of Arkansas.

- Three ASCC students embarked in June for a week-long orientation for BUILD EXITO, a program funded by the National Institute of Health (NIH) to support undergraduate students interested in pursuing research careers in the biomedical, behavioral, clinical, health, and social sciences. Students accepted to BUILD EXITO receive scholarships, stipends, mentoring, summer seminars, paid job experience engaging in hands-on research, and dedicated academic and financial aid advising, with these incentives increasing exponentially the longer they remain in the program. Darius Maua Shimasaki-Vaofanua, Sherlean Amato, and Chloe Tuaua, the fourth BUILD EXITO cohort from ASCC, traveled to Portland, Oregon with all expenses paid to attend the orientation. Either in the coming fall 2018 semester or in spring 2019, the three will take an introduction to biomedical research class referred to as a "gateway course," designed to introduce beginning students to what a biomedical research career requires. Course learning outcomes include the values, skills, and attitude that a biomedical researcher should possess or develop. The NIH BUILD initiative is part of a broad national strategy to develop new approaches that engage researchers, including those from backgrounds underrepresented in biomedical sciences, and prepare them to thrive in the NIH-funded workforce.

Awareness Highlights:

April 2018

- In an effort to improve relations, communication and access between ASCC and the counselors in American Samoa's public and private high schools, the ASCC Marketing Committee hosted "College Awareness Day" in early April, during which high school counselors and principals from across the Territory spent the morning at the College attending informative workshops and networking with ASCC administrators, staff and students. The counselors and principals attending "College Awareness Day" represented local high schools including Samoana, Nu'uuli Vocational-Tech, Fagaitua, Faasao-Marist, Leone, Pacific Horizon, Tafuna, Kanana Fou, Iakina and South Pacific Academy. Presenters at the event included ASCC President Dr. Rosevonne Makaiwi-Pato, who gave the welcoming remarks, and as keynote speaker, former ASCC Dean of Academic Affairs Dr. Irene Helsham. "The information in the workshops can apply to any post-high school institution, not just ours, but for those high school counselors who might not have been so familiar with ASCC, we hope they now have a clearer understanding of our own

approach to the challenges of providing American Samoa's young men and women with a college education," said ASCC Financial Aid Officer Peteru Lam Yuen, who also serves as chairman of the College's Marketing Committee.

- The ASCC Student Services Division and Health and Human Services Department, in collaboration with local advocacy group the Alliance for Strengthening Families, organized a "Poetry Slam" in late April at the College that went by the theme "Embrace Your Voice". Before a standing-room-only audience in the ASCC Lecture Hall, more than two dozen performers from the College, local high schools and the community shared their views on domestic and sexual violence and related subjects, mostly through the medium of poetry, but also through music and drama. While the event's theme reflected how the Territory's young people typically learn not to speak out on controversial subjects like sexual abuse or intimate relations, the number and the quality of the performances at the slam, along with the appreciation shown by the audience, illustrates how, given a supportive environment, American Samoa's young people actually have quite a lot to say about these subjects. The Slam featured performances from nine ASCC students, two community members, and 14 high school students performing in a non-competitive capacity. While every performer elicited a positive response from the audience, the judges selected Monalisa Afoa, Rhoma Jade Peau and Selesitina Scanlan, all ASCC students, as the respective first, second and third place Slam winners.

- In late April, the Political Science Club welcomed Mitzie Jessop-Taase, the Legal Counsel to the President of the Senate, as their guest speaker. Using a Powerpoint, Mrs. Jessop- Taase reviewed the American Samoa legislative process, explaining how a bill becomes a law. She distributed a sample of a bill introduced within the Fono, and explained the lengthy process a bill goes through before it becomes a law, including a first and second reading, followed by a committee review. For the club's general information, Jessop-Taase gave out a list of the members of the 38th Legislature. Following a discussion of several recent controversial bills, Jessop-Taase concluded by encouraging the Political Science Club members to keep abreast of bills going through the Fono for passage. In addition, she recommended that they never hesitate to talk to their Representatives and Senators about bills that could be introduced and made into laws, since these new laws subsequently become the responsibility of the community to obey. She also reminded the students about the importance of political participation, especially the right to vote.

- ASCC-ACNR, in collaboration with the American Samoa Department of Agriculture, has developed a Produce Safety Training Manual to assist Agriculture Extension agents on farm visits as they strive to teach Good Agricultural Practices (GAPs) and Good Handling Practices (GHPs) to our local produce farmers. Areas covered in the manual include Agricultural Water; Soil Amendments; Worker Health, Hygiene and Training; Post Harvest Handling and Sanitation; Wildlife and Domestic Animals and Previous and Adjacent Land Use; and Pesticide Use. The manual, recently completed in English, has now been translated into Vietnamese and is in the process of being translated into

Chinese and Samoan to better assist all local farmers who are producing fruits and vegetables in American Samoa. Funding for this project was provided by WSARE.

- The ASCC-ACNR Forestry Program took an active role in this year's 23rd Arbor Week. The Arbor Week celebration kicked off with outreach presentations and tree planting activities at Lauli'i Elementary, Alofau Elementary, and Faga'itua High School. A total of 137 students participated in this year's Arbor Week celebration. A total of 15 native trees were distributed to the schools. Of those 15 trees, four were planted at the schools and the remaining ones were given to the principals and teachers as gifts. In addition, Arbor Week T-Shirts, tree-planting tools, and educational supplies for the students were distributed to each participant. The Forestry Program also joined in the Earth Day roadside wave held in Utulei. This activity to promote environmental awareness included partners such as the National Parks Service, CRAG, AS-EPA, and DOC.

- ASCC-ACNR Farm Safety Coordinator Lefua Amio Luvu collaborated with community partners AS-EPA and LBJ's EMS to conduct two "Farm Safety Day" workshops. The two workshops were conducted at Vatia Elementary School and Afonotele Elementary School. Topics covered included Food Safety, Chemical Safety, Tools and Equipment Safety, and First Aid. Participating ACNR staff presented before a total of 124 students and 16 teachers during the safety awareness activities. ACNR staff from the 4-H Youth Development Program, EFNEP and Agriculture Extension Program assisted with the two workshops.

May 2018

- More than 15 ACNR staff participated in the 2018 STEM (Science Technology Engineering Mathematics) Summit held at the Samoana High School Gym on May 5. This year's STEM summit theme was "Preparing our Learners and Empowering our Future Leaders". The summit was organized and hosted by the American Samoa STEM Partners, a partnership among educators, professionals, businesses and community leaders. The purpose of the summit was to help support student success and to ensure that all students are STEM literate, STEM College, STEM Career and STEM Trades ready. ACNR and 20 partners provided workshops, educational competitions, informational booths, and hands-on activities to the 400-plus youth and 50 parents of American Samoa. ACNR conducted six workshops and activities for the STEM summit.

- Teacher Education Department staff Ms. Moresa Langkilde and Ms. Faaletaua Saili made an outreach presentation for Leone High School seniors and instructors who express an interest in learning more about the B.Ed. degree offered by ASCC.

- The ASCC-ACNR manual for farmers entitled 'American Samoa Produce Safety Training' has been translated into Vietnamese and simplified Chinese. It is in the process of being translated into Samoan and will be used as part of an effort to educate all of our local fruit and vegetable farmers on the methods and importance of produce safety.

- In an effort to identify vegetable crops and varieties that grow well in American Samoan conditions, ASCC-ACNR Horticulture Research conducts vegetable variety trials and

demonstrations. In May, a demonstration of five hot pepper varieties from Green Seeds Inc. was conducted. One variety, Megasun, has been found to grow well in American Samoa, and is a good producer of mildly hot, four-inch long light green chili peppers. When the seeds are removed and the pepper is sliced length wise and added into a stir-fry, stew or curry, it adds a refreshingly mild chili flavor.

- The ASCC-ACNR Agriculture Extension Program successfully conducted Progressive Agriculture Safety Day events at PagoPago Elementary School and Midkiff Elementary School. Over 350 students, 16 teachers and six school staff in attendance learned valuable safety lessons regarding farm equipment and tools safety, pesticide and chemical safety, and food safety. With the acquired knowledge, participants will be able to avoid hazardous situations and apply what they learned by helping others become aware of proper safety practices in the mentioned areas.

June 2018

- The ASCC-ACNR Community Nutritionist received a sugar shocker drink board in a protective wood case and 14 educational posters that highlight the dangers and effects on consuming too much added sugar every day from All Star Signs and Graphics. The posters and sugar shocker drink board will be placed in various community settings, including the ASCC Cafeteria, ACNR Wellness Center foyer, ACNR Research Building, and the four WIC Clinics in American Samoa (Lyon's Park, Leone, Utulei, and Amouli).

- The ASCC-ACNR Agriculture Extension Program successfully conducted the Annual Community Progressive Agriculture Safety Day event. The 152 students and 18 parents, and seven volunteers in attendance learned valuable safety lessons regarding farm equipment and tools safety, pesticide and chemical safety, and food safety. With the acquired knowledge, participants will be able to avoid hazardous situations and apply what they learned by helping others become aware of proper safety practices.

- The ASCC-ACNR 4-H Youth Development Program successfully conducted three different hands-on activities for a total of 82 clover buds. "Clover Buds" is a name given by 4-H to youths from five to eight years old. Games and coloring were the main activities. The youth who participated developed their listening skills, color coordination and teamwork.

- Activities conducted in June by the ASCC-ACNR Expanded Food and Nutritional Education Program (EFNEP) as part of its monthly Food Stamp Nutrition and Food Safety Education Outreach consisted of its monthly outreach to food stamp recipients at the ASNAP office and a food demonstration at a local supermarket, Malaeimi Mart. Over 500 people were impacted through these activities. Clients acquired knowledge of basic nutrition, food Safety and how to prepare healthy "bacon-avocado hash brown egg cups" utilizing locally grown food and ASNAP-approved food items.

- The ASCC-ACNR Family Consumer Science "Basic Sewing" Program successfully completed a three-month sewing workshop with the Pava'ia'i LDS 2nd Ward Group. 12 participants were awarded certificates of completion. On display at the workshop's

conclusion was an array of colorful apparel for women, men and children, as well as sewn items such as matching bedding sets, pillow cases, sheets, etc. Some participants shared how their new sewing skills have saved them money while helping them provide for the needs of their families.

Community Partnership

April 2018

- Samoana High School instructor Sabrina Mahuka brought her College Prep. class to ASCC for a campus tour. This was an opportunity to familiarize seniors from Samoana with ASCC's surroundings and programs. The tour included testimonies from ASCC students, Norman Puipui and Zemirah Pati highlighting the "why" of attending ASCC. There were 23 Samoana participants, along with two and two High School Teachers. Representatives from ASCC that presented: Mrs. Elizabeth Leuma (Admissions Officer), Mr. Peter Lam Yuen (Financial Aid Officer) and Ms. Faaletaua Saili (TED Recruiter).

- The Samoan Studies Institute (SSI) donated an artwork to the Amerika Samoa Special Olympics Committee for its fundraising auction. This donation, a *Siapo* wrap board created by SSI Cultural Artist Patrick Mafoe, was a contribution to the community as requested by ASCC-UCEDD Director Mrs. Tafaimamo Tupuola. The artwork was auctioned-off at $200.00.

- The Student Association for FaaSamoa (SAFF) had a busy schedule of community involvement in April, while at the same time taking the lead in the ASCC Flag Day performance practices. The SAFF gave a cultural performance (April 7) at Tradewinds Hotel for the American Samoa National Olympics Committee (ASNOC) Awards Ceremony, a vocal recording (April 18) of the CCCAS *'Lo Ta Nuu'* hymn for a Department of Marine and Wildlife promotional DVD for their International Coral Reef Conference, and finally provided entertainment for Flag Day Dine and Dance Fundraising (April 19), hosted by Afioga Fiame Mataafa.

- The SSI translation team was contracted by the Amerika Samoa Coral Reef Advisory Group to translate a glossary of scientific terminologies on Climate Change from English to Samoan. On April 6, SSI Director Fauolo handed over the complete text with an SSI ISBN to the Coordinator of the Coral Reef Advisory Group, Ms. Kim Mc Guire. A concurrent project for the team was the editing and translation of an article for the most recent issue of an Apia publication titled *'Why the LTR Act of 2008 is incapable of alienating customary land'*.

- Per invitation by the Gold Star Spouses Survivors Outreach Services, the SSI outreach team presented a workshop at the Army Reserve Centre on April 5. The workshop was to provide writing tools for survivors to write their own letters or stories as part of their healing process when dealing with the loss of loved ones in the US military services.

May 2018

- Virtually all of the pest ants in American Samoa are species that were accidentally introduced. If their presence can be detected early, then it may be able to stop them before they spread and become established. ASCC-ACNR and the American Samoa Department of Agriculture Quarantine Division continue to work together under the federally funded Cooperative Agriculture Pest Survey program to conduct detection surveys for potential pests. In May, the team traveled to Manu'a to conduct the ant detection survey and to place traps for the ambrosia beetle survey, another pest detection survey, which is funded by the U.S. Forest Service. Fortunately, no new ants were found this time. The team retrieved the beetle traps in June.

- The ASCC-ACNR Forestry Program hosted its first Landscape Scale Restoration project in the village of Nu'uuli on May 19th and May 26th. The focus of this project was to restore the Nu'uuli Watersheds through stream debris removal, native tree planting, and conservation education efforts. Youth groups from the Nu'uuli Catholic, CCCAS, Methodist, and Nazarene churches participated in this event, adding up to a total of 237 youth participants. Environmental agency partners such as the AS-EPA, DMWR, CRAG, and AS-NPS also participated. The Reverends from each church along with the partnered agencies were of great assistance in the project's success. A total of 2.5 tons of debris were collected from the streams and a total of eight Malili trees and 25 Vetiver grass plugs were planted for controlling soil eroded slopes along the stream corridors and stream banks.

- The Samoan Studies Institute conducted the first phase of their outreach program for the Taputimu EFKSA Ola Fou Youth, teaching Samoan Language and writing classes with the goal of producing a booklet of student writings. This not only sees youth take a vital role in promoting language but also meets the mission of ASCC and Samoan Studies Institute in promoting awareness of Samoa. Students were introduced to Samoan Language basics as well as Oral and Written Literature in the Samoan Language. Students were introduced to the variety of traditional genres such as fagogo and tagi (bedtime stories and accompanying chants), faleaitu (theatrical arts), pese (songs), tupua (riddles), lauga (oratory), alagaupu (proverbial sayings), tini (wedding chants for tausala and manaia), sula (praising fine mats) etc. Due to time constraints, however, the focus was on poetry, monologues, writing and interviewing the older members of the church family.

June 2018

- ASCC-ACNR and the University of Hawai'i at Manoa - College of Tropical Agriculture and Human Resources (UHM-CTAHR) Cooperative Extension Services hosted a two-day Extension Climate Change Forum: Sharing Climate Change Knowledge, Supporting Our Communities event on June 20 and June 21. The purpose of the Extension Climate Forums held in Hawaii and in the other U.S. Affiliated Pacific Islands, including American Samoa, was to bring together local and regional experts from the agricultural, natural resource management, and climate and weather sectors to engage in a critical dialog around climate change and its potential impacts on agricultural and food security on the islands. A visiting group from UHM-CTAHR consisted of Dr. Clay Trauernicht,

Dr. Jonathan Deenik, Jensen Uyeda and Dr. Patricia Fifita. Local farmers and environmental agency partners were invited to attend the Forum. Environmental agency partners that attended the Forum included the EPA, DOA, DMWR, CRAG), NPAS, NWS, NOAA, and NMS). ASCC-ACNR student interns and staff also took part.

- ACNR Entomology staff visited Fagaalu village at the request of its mayor and the Coral Reef Advisory Group to address concerns about possible mosquito breeding in some village ponds. These ponds were constructed near the quarry in the village to capture runoff and reduce the flow of harmful sediments into the stream, and out onto the reef. Fortunately, it was found that the ponds were not producing mosquitoes known to carry human diseases in American Samoa. ACNR emphasizes that disease-carrying mosquitoes breed in water-holding containers such as drums, buckets, used tires, etc. and urge everyone to do their part to prevent dengue by getting rid of these kinds of items around our homes, schools and workplaces.

- ACNR Entomology staff returned to Manu'a to retrieve traps placed there three weeks prior as part of a territory-wide survey for tree-killing ambrosia beetles. Many species of these tiny beetles wreak havoc on trees in urban, agroforestry, and unmanaged forests worldwide, but little is known about their occurrence and their impact on the forests of American Samoa. The trap catches were subsequently processed in the entomology lab to separate the ambrosia beetles from all the other insects and spiders.

- An impediment to the efforts of the ASCC-ACNR Forestry staff to control the unwanted growth in American Samoa of the Mexican rubber tree has been a lack of maps that identify the tree's areas of distribution and quantities To address this challenge, Forestry staff are working on methods to map this species through the use of aerial imagery captured using Unmanned Ariel Vehicle (UAV) technology. This mapping method will produce accurate and up-to-date maps of Mexican rubber tree locations and distribution in the village of Maloata. The maps created, will be utilized by program managers for the planning and implementing of control measures.

Research:

Land Grant/ASCC Agriculture, Community and Natural Resources Division research projects in progress during the quarter include: Utilizing Locally Sourced Organic Materials as Components of Soilless Growing Media to Reduce Reliance on Imported Peat; Taro Improvement Project; Vegetable Variety Trials; Real-time Optimization of Irrigation Scheduling for Farmlands in Hawaii, Guam, and American Samoa; Gestational Diabetes Intervention Study; Samoan Swallowtail Butterfly Monitoring, Rearing, and Predation Assessment; and Biology and Control of Mosquitoes. On these projects and others, Land Grant Research completed the following work this quarter:

a) In the Gestational Diabetes Health Communications Study with LBJ, Yale University, and University of North Carolina, the educational intervention has been completed and assessments and data analysis are ongoing.

b) In the Study of Intervention Effects of the Healthy Behavior Promotion Placemat and Video, the educational intervention has been completed and data analysis and reporting is near complete.
c) In the NRCS-CIG funded smart irrigation project in collaboration with UH-Manoa and University of Guam, completed crop establishment, maintenance, harvest and data gathering for two additional pak choi crop cycles and initiated new laupele, cucumber, and pak choi crop cycles. Results will inform efforts to help farmers increase production efficiency and produce quality by improving irrigation management on the farm.
d) For the taro improvement project continued with evaluation of disease resistance, yield and eating quality on the new varieties and propagation of selected superior varieties.
e) Continued assisting ASDOH and CDC with data collation on cluster investigations in areas of active dengue transmission to identify factors that can help reduce risk of dengue transmission in villages.
f) For endemic Samoan swallowtail butterfly conservation project with DMWR, continued maintaining standing crop of approximately 50 potted talafalu butterfly larval hosts, including sowing, transplanting, watering, fertilizing, and pest control. Maintained newly established host habitat in forest near lab. We may be forced to suspend this project until DMWR begins meeting its obligation under the federal grant agreement and our MOU to pay long overdue invoices for materials and supplies.

Appendix A

APPENDIX A				
Grant Name	**Funding Agency**	**Year**	**Award Amount Available for FY2018**	**Overview**
Small Business Development Center	SBA	2017and 2018	$321,614	On-going workshops on starting up businesses for the community.
EXITO – Research Enrichment Core	Portland State University	2016-2017 and 2017-2018	$27,450	Stipends for students/faculty to attend workshop on biomedical, behavioral, clinical, and social science research work force.
EXITO – Administrative Core	Portland State University	2016-2017 and 2017-2018	$9,058	For Administrative cost for the EXITO Research Enrichment Core Grant and for supplies.
Advanced Marine and Environmental Science Training	Sea Grant UH	2017-2019	$118,917	Marine Science award to promote the area of Marine Science among ASCC students.
American Samoa Bachelor Education Program	MOU with American Samoa Department of Education	2016-2017	$339,105	This is to enhance and train the skills of all teachers, which impacts student achievement and student success. This MOU ended December 31, 2017.
American Samoa Bachelor Education Program	MOU with American Samoa Department of Education	2017-2018	$535,525	This is to enhance and train the skills of all teachers, which impacts student achievement and student success.
University Center for Excellence on Development Disability	University of Hawaii	2017-2018	$147,248	UCEDD provides: Interdisciplinary pre-service training (academic programs), training and technical assistance, research, and dissemination of information. UCEDD is on its 1st of 5-year funding cycle. The cycle for the grant is July 1, 2017-June 30, 2018.
USC/UAP Project (DHSS)	Children's Hospital Los Angeles	2017-2018	$14,003	To provide workforce development and interdisciplinary clinical consultation to health professionals caring for children with ZIKV in American Samoa.
State Grant for Adult Education and Extended Literacy	US Department of Education	Currently Using the 2016 Award	$197,772	On-going grant award for ASCC to conduct instructional services in preparing for the GED and conduct workshops in the area of literacy.
Multi Purpose Building CIP Grant	Department of Interior	Currently using the 2014 Award	$1,868,367	This CIP grant was awarded to ASCC to build its Multi Purpose Student Center.
CNR – Smith Lever	NIFA – US Department of	2017	$1,433,370	To serve American Samoa's diverse community by providing research, extension and educational

APPENDIX A				
Grant Name	**Funding Agency**	**Year**	**Award Amount Available for FY2018**	**Overview**
	Agriculture			programs and services in agriculture, natural resources and wellness, enhancing the quality of life and fragile ecosystem while honoring the Fa'aSamoa (the Samoan way).
CNR – Hatch	NIFA – US Department of Agriculture	2017	$1,447,148	
CNR - Forestry	NIFA – US Department of Agriculture	2018	$296,53	
CNR - CARIPAC	NIFA – US Department of Agriculture	2016-2017	$291,702	
CNR - EFNEP	NIFA – US Department of Agriculture	2018	$103,049	
HPIC Fine Arts National Park	USDOI National Park	2017	$4,378	To implement Samoa tradition arts by teaching traditional practices.
AHEC – Area Health Education Center	University of Hawaii	2018	$78,000	To provide assistance for students participating in the medical field for planning, development, and operation of area health education centers, servicing the primary care needs of underserved populations.
Pesticide Safety Education Funds Management Program	Extension Foundation	2018	$11,427	To improve the quality of applicator training materials and classes.
Sustainable Agriculture Research and Education	Utah State University	2017	$13,000	To develop and implement a research and education program to promote the development and adoption of alternative and sustainable farming methods that are compatible with sustained human and environmental well-being.
Task Force for Global Health	Task Force for Global Health Incorporation	2018	$34,586	This contract covers the collection, sorting and shipping of up to 17,000 mosquitoes from the same communities as the human collections in AS.
Natural Resources Conservation Service (NRCS) Conservation Innovation Grants Program	University of Hawaii	2018	$33,042	To improve water efficiency through the development of web-based smart irrigation scheduling tools for farmland.
DOI Nursing	Department of Interior	2013	$5,794	To provide supplies for ASCC Nursing students.

APPENDIX A				
Grant Name	**Funding Agency**	**Year**	**Award Amount Available for FY2018**	**Overview**
CSBDG Nursing	Department of Commerce (ASG)	2018	$40,000	This is for Nursing Certification Training (NCLEX).

Appendix B

ASCC Spring 2018 Graduation – Certificates and Degrees Conferred:

- *Certificate of Proficiency (COP): 12*
  - COP Accounting: 1
  - COP Electronics-Computer Systems: 1
  - COP Practical Nursing: 10
- *Associates of Arts (AA) Degree: 53*
  - AA Liberal Arts: 41
  - AA Emphasis in Elementary Education: 7
  - AA Emphasis in Human Services: 2
  - AA Emphasis in Political Science: 2
  - AA Emphasis in Pre-Law: 1
- *Associate of Science (AS) Degrees: 66*
  - AS Accounting: 11
  - AS Agribusiness: 1
  - AS Business Management: 5
  - AS Civil Engineering Technology: 2
  - AS Criminal Justice: 23
  - AS Electrical Technology: 1
  - AS Electronics: 3
  - AS General Agriculture: 7
  - AS Health Science: 9
  - AS Marine Science: 2
  - AS Natural Resources: 1
  - AS Nursing: 1
- *Bachelor of Education (B.Ed.) Degrees: 6*
  - B.Ed. Elementary Education: 6

- ***Scholarship Awards***:
  - *American Samoa Government Scholarship Awards: 9*

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Overview

Strategic planning ensures that ongoing and systematic evaluation and planning processes are used to improve student learning. The American Samoa Community College continues to emphasize the importance of quality assurance through its participatory governance structure to improve its ongoing processes for long range planning through the implementation of program review, and assessment of student learning outcomes to determine its priorities.

Planning at the program and department level focuses on the improving of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from Institutional Program Review, Divisional Assessment (instructional and non-instructional program reviews) and SLO assessments are used to aid in decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet the College's institutional priorities. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program and further reviewed by the vice presidents, President, and approved by the Board of Higher Education.

Introduction

In preparation for the College's Annual Budget Planning and Resource Allocation for Fiscal-Year (FY) 2018, the Chief Financial Officer, Procurement Officer, Human Resource Officer, and the IE Director collaborated on the review of the College's institutional processes for planning and resource allocation in accordance to approved Standard Operating Procedures (SOPs) monitored by each ad hoc Committee member to provide a review of budget planning processes. The Ad Hoc Committee also provides recommendations to the Leadership Triangle and President pertaining to the clarification of processes to improve budget planning and resource allocation.

Outcome Planning

Given the review and support of the Leadership Triangle and approval of the President on the 18th of May 2017, the recommendations of the Ad hoc Committee's proposal were approved allowing the Committee to include two new forms to the planning and resource allocation processes for the upcoming fiscal year. A few adjustments were made to the 2017 Budget Planning Form and the Request for Personnel Form to include alignment to program/division outcomes, plans and activities. The approved templates include:

- Outcome Planning and Resource Allocation Form
- Budget Planning Form
- Planned Purchases
- Request for Personnel Form

The Outcome Planning and Resource Allocation Form was identified as a mean to link program and divisional plans and activities (*through clear defined service outcomes, which may include academic services, student support services, research, community and outreach services, and administrative services*) to the College's Mission, Institutional Priorities for FY 2018 (*Institutional Strategic Plan 2015-2020*), and program/divisional missions. The form was developed to capture the status of program/divisional outcomes as well as, outcome achievements that occurred during the Fall 2016 and Spring 2017 semesters (Academic Year 2016-2017) and programs/divisions were encouraged to utilize the data to review program/division outcomes, plans, and activities in preparation for the FY 2018. The form also includes a section for constituencies to provide feedback to improve the planning and resource allocation processes for monitoring purposes. The Outcomes Template is categorized in five main categories that include the following themes:

- Why it matters:
    - Focus
- Where are we at and why:
    - Outcomes and Actions
    - Outcome Achievements
    - Closing the Loop
- Where are we going:
    - FY 2018 Planning Outcomes
- How do we get there:
    - Plans, Activities, and Resources
- Evaluating the experience
    - Improving the Planning Process
    - Contributors

The Planned Purchases Form was revised to emphasize the importance of planning for resource purchasing. This form provides a quarter-based detailed account of purchases submitted by each program/division based on planned activities and supports the Budget Planning Form that has been used in the previous years. The Budget Planning and Request for Personnel forms were also slightly modified to link resources to program/divisional outcomes, plans, activities, and success criterion.

FY 2018 Institutional Priorities

On May 19, 2017, the President released Memorandum 030-17 titled "ASCC Priorities". This memo was disseminated to all ASCC internal stakeholders to clarify the College's Institutional Priorities for FY 2018 that include:

- **Maintenance**
  - Institutional Strategic Plan (ISP) Academic Excellence
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies.
- **Reclassification**
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 3: ASCC will emphasize high quality teaching and services.
- **Professional Development**
  - Goal 2: ASCC will support faculty and staff performance commitment.
    - ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities.
- **Community Outreach, Extension, and Research**
  - Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success.
    - Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

Leadership Team Training

With the approval of the President and support of the vice presidents, the Ad Hoc Committee provided a three-day training for all ASCC administrators (Leadership Team) on the 23rd, 24th, and 25th of May 2017 to clarify the approved changes to the processes of outcome planning and research allocation. The three-day presentation provided specific training per day to accommodate the different services offered at the College that include academic services, administrative services, and outreach services. Each presentation was presented in a manner that would benefit each administrator(s) and the type of services monitored by the deans, directors and officers, with emphasis on the changes in budget planning to emphasize outcome planning. Although the Committee utilized the same information throughout the three-days of presentation, the emphasis on Outcome Planning remained. The presentation focused on the review of Program and Division missions,

planning outcomes, allocating resources, and implementation and monitoring the progress of program and divisional outcomes.

Outcome and Budget Planning Timeline

A timeline monitored by the Chief Financial Officer for outcome planning and resource allocation was electronically disseminated to all administrators to assure that outcome plans/budget proposals were completed in a timely manner and reviewed by the respective vice presidents and President, and compiled for the review and approval of the Board of Higher Education.

Given the Leadership Triangle's (President and vice presidents) review of the College's FY 2018 Outcome Plans and Budget Proposals, necessary revisions were made to the College's FY 2018 Budget Proposal after the review of the Board of Higher Education. The ASCC FY 2018 was approved by the Board in July 2017 and is currently in the process of review by the Fono.

FY 2018 Proposed Outcomes and Budget Plans

The following section contains the FY 2018 Outcome and Budget Plans for all ASCC programs and divisions. Programs and Divisions are divided into five main sections that include:

- **Section I: Monitoring Mission Effectiveness**
  - Vice President of Academic and Student Affairs
  - Vice President of Administrative Services and Finance
  - Division of Institutional Effectiveness

- **Section II: Academic Services**
  - Division of Academic Affairs
    - Business Department
    - College Accelerated Preparatory Program
    - Criminal Justice Department
    - Fine Arts Department
    - Health and Human Services Department
    - Language and Literature Department
    - Math Department
    - Nursing Department
    - Physical Education Department
    - Science Department
    - Social Science Department
    - Teacher Education Department
    - Trades and Technology Department

- **Section III: Student Support Services**

- Division of Student Services
  - Admissions Office
  - Counseling Office
  - Financial Aid Office
  - Library Services
  - Records Office
  - Student Support and Learning Services

- **Section IV: Administrative Services**
  - Division of Finance
  - Division of Management Information Systems
  - Division of Human Resources
  - Division of Physical Facilities & Maintenance
  - Division of Procurement

- **Section V: Research, Community, and Outreach Services**
  - Division of Agriculture, Community and Natural Resources
  - Division of Samoan Studies Institute
  - Small Business Development Center
  - University Center for Excellence on Developmental Disabilities
  - Adult Education Literacy and Extended Learning

Section I: Monitoring Mission Effectiveness

1. Vice President of Academic and Student Affairs
2. Vice President of Administrative Services and Finance
3. Division of Institutional Effectiveness

Vice President of Academic and Student Affairs

Section I: Program or Division Information:

Introduction:	
Name of Program or Division:	Vice President of Academic and Student Affairs
Contact Person:	Dr. Lina Galeai-Scanlan
Contact Information:	Box 2609, Pago Pago, AS 96799- 699-9155, extension 474
Current Year:	Fiscal Year 2017
Planning Year/FY:	Planning Year 2018/Fiscal Year 2018

Section II: College and Program or Division Missions "Why Does it Matter?"

Program or Division Focus:	
College Mission:	The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for: • Transfer to institutions of higher learning; • Successful entry into the workforce; • Research and extension in human and natural resources; • Awareness of Samoa and the Pacific.
Current Year College Priorities Aligned to 2015-2020 Institutional Strategic Plan:	**Priority 1: Maintenance** • Institutional Strategic Plan (ISP) Academic Excellence • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies. **Priority 2: Reclassification** • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 3: ASCC will emphasize high quality teaching and services. **Priority 3: Professional Development** • Goal 2: ASCC will support faculty and staff performance commitment. – ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities. **Priority 4: Community Outreach, Extension, and Research** • Institutional Strategic Plan (ISP) Academic Excellence • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.
Program or Division Mission:	

Section III: Program or Division Outcomes "Where we are at and why it Matters"

A. Summary Context: Program or Division Outcomes and Actions *(Academic Year 2016-2017)*

Outcome 1- Statement: To ensure that ASCC continues to enhance and deliver innovative, effective education and support programs to facilitate student academic success.	**Description of actions done to meet Outcome 1:** Refer to Academic Affairs; all department and program descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions Refer to ACNR Refer to SSI Refer to AELEL Refer to Teacher Education Refer to UCEDD Refer to Administrative Services and Finance
Outcome 2- Statement: To ensure that ASCC continues to enhance and deliver innovative, effective education and student support programs and services to facilitate student academic success.	**Description of actions done to meet Outcome 2:** Refer to Academic Affairs; all department and program descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions Refer to ACNR Refer to SSI Refer to AELEL Refer to Teacher Education Refer to UCEDD Refer to Administrative Services and Finance
Outcome 3- Statement: To ensure that ASCC continues to support faculty and staff performance commitment.	**Description of actions done to meet Outcome 3:** Refer to Academic Affairs; all department and programs descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions Refer to ACNR Refer to SSI Refer to AELEL Refer to Teacher Education Refer to UCEDD Refer to Administrative Services and Finance
Outcome 4- Statement: To ensure that ASCC continues to develop, implement, and solidify programs that serve the need of the community.	**Description of actions done to meet Outcome 4:** Refer to Academic Affairs; all department and program descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions Refer to ACNR Refer to SSI Refer to AELEL Refer to Teacher Education Refer to UCEDD Refer to Administrative Services and Finance

B. Program or Division Outcome Achievements *(Academic Year 2016-2017)* **Describe the outcome achievements of your Program or Division during this Academic Year.**
Outcome 1 Achievement(s): same as above
Outcome 2 Achievement(s): same as above
Outcome 3 Achievement(s): same as above
Outcome 4 Achievement(s): same as above

C. Closing the Loop: Program Review and Assessment *(Academic Year 2016-2017)*	
Checkmark the appropriate boxes as it applies and provide additional information as appropriate:	
1. Conducted and Completed Program Review:	x☐ Institutional Program Review 2016 x☐ Divisional Program Review 2016 x☐ Program/Division developed Program Review Instrument 2016 or 2017 x☐ Other *(Please Explain):* There different departments that utilize an internal department survey for data collection per program. Example: Teacher Education
2. Program or Division services offered that link to:	x☐ Board Policies x☐ Administrative Governance Policies x☐ Division Standard Operating Procedures
3. List Board Policies and Administrative Governance Policies affiliated with your Program or Division:	Refer to submitted reports from each Division; Division of Academic & Student Affairs, Division of Student Services
4. List any challenges encountered in the implementation of Board policies and/or Administrative Governance policies that impact your Program or Division SOPs or services.	Refer to submitted reports from each Division; Division of Academic & Student Affairs, Division of Student Services
5. List any recommendations to improve Board policies and/or Administrative Governance policies.	Refer to submitted reports from each Division; Division of Academic & Student Affairs, Division of Student Services
Additional Comments: ***(Please list any additional comments in the space provided.):***	Refer to submitted reports from each Division; Division of Academic & Student Affairs, Division of Student Services

Section IV.A: Program or Division Planning Context "Where we are Going?"

The following sections will serve as the 'Planning' function for your Program or Division *Fiscal Year 2018* planning and budget annual cycle. Ongoing or New Outcomes and planning activities and resources needed should be described in the following tables provided. For programs or divisions requesting for additional financial resources, additional information will be needed as well as, justification based on program review and assessment findings.

A. Planning FY 2018 Outcomes:		
Please list your Program's or Division's Outcome(s) for Fiscal Year 2018. Please indicate whether your outcomes are ongoing or new. Also, indicate the appropriate College Institutional Priority to which each outcome will be implemented and monitored.		
Outcome Statements:	**Outcome Status:**	**Aligned to College Priorities:**
Outcome 1: To ensure that ASCC continues to enhance and deliver innovative, effective education and support programs to facilitate student academic success.	x☐ Ongoing Outcome ☐ New Outcome	x☐ Maintenance x☐ Reclassification x☐ Professional Development x☐ Community Outreach,

		Extension, and Research
Outcome 2: To ensure that ASCC continues to enhance and deliver innovative, effective education and student support programs and services to facilitate student academic success.	x☐ Ongoing Outcome ☐ New Outcome	x☐Maintenance x☐Reclassification x☐Professional Development x☐Community Outreach, Extension, and Research
Outcome 3: To ensure that ASCC continues to support faculty and staff performance commitment.	x☐ Ongoing Outcome ☐ New Outcome	x☐Maintenance x☐Reclassification x☐Professional Development x☐Community Outreach, Extension, and Research
Outcome 4: To ensure that ASCC continues to develop, implement, and solidify programs that serve the need of the community.	x☐ Ongoing Outcome ☐ New Outcome ☐ New Outcome	x☐Maintenance x☐Reclassification x☐Professional Development x☐Community Outreach, Extension, and Research

Section IV.B: Program or Division Planning Context "How do we get there?"

B. Program or Division Plans, Activities, and Resources:

Use the following tables below to describe your Program or Division Plans & Activities, and Resources needed for Fiscal Year 2018. (For additional resource requests, please complete the 'Request for Additional Resources' table that is separate from each Outcome # - Plans and Activities.)

Outcome 1- PLANS AND ACTIVITIES:

Outcome #1- Plans and Activities: Fiscal Year 2018

Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1. Refer to Academic Affairs; all department and programs descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions *Refer to ACNR *Refer to SSI *Refer to AELEL *Refer to Teacher Education *Refer to UCEDD Refer to Administrative Services and Finance		**Cost:** Allocation duly noted on budget submissions per Division Programs will be either grant, MOU and or local budgets * Reflects community extension programs under either grants and or MOUs. **Funding Source:** x☐ Grant or MOU: *(Please Specify)* x☐ Local Funds: *(Please Specify)* x☐ Materials & Supplies 5200 x☐ All Other Costs 5300 x☐ Travel Expenses 5400 x☐ Contractual Service 5500 x☐ Equipment 5600 ☐ Other *(Specify)*
2. Refer to Academic Affairs; all department and programs descriptions Refer to Registrar Refer to Library Refer to Counseling		**Cost:** Allocation duly noted on budget submissions per Division Programs will be either grant, MOU and or local budgets * Reflects community extension programs

Refer to Student Affairs Refer to Financial Aid Refer to Admissions *Refer to ACNR *Refer to SSI *Refer to AELEL *Refer to Teacher Education *Refer to UCEDD Refer to Administrative Services and Finance		under either grants and or MOUs. **Funding Source:** X☐ Grant or MOU: *(Please Specify)* X☐ Local Funds: *(Please Specify)* X☐ Materials & Supplies 5200 X☐ All Other Costs 5300 X☐ Travel Expenses 5400 X☐ Contractual Service 5500 X☐ Equipment 5600 ☐ Other *(Specify)*
3. Refer to Academic Affairs; all department and programs descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions *Refer to ACNR *Refer to SSI *Refer to AELEL *Refer to Teacher Education *Refer to UCEDD Refer to Administrative Services and Finance		**Cost:** Allocation duly noted on budget submissions per Division Programs will be either grant, MOU and or local budgets * Reflects community extension programs under either grants and or MOUs. **Funding Source:** X☐ Grant or MOU: *(Please Specify)* X☐ Local Funds: *(Please Specify)* X☐ Materials & Supplies 5200 X☐ All Other Costs 5300 X☐ Travel Expenses 5400 X☐ Contractual Service 5500 X☐ Equipment 5600 ☐ Other *(Specify)*
4. Refer to Academic Affairs; all department and programs descriptions Refer to Registrar Refer to Library Refer to Counseling Refer to Student Affairs Refer to Financial Aid Refer to Admissions *Refer to ACNR *Refer to SSI *Refer to AELEL *Refer to Teacher Education *Refer to UCEDD Refer to Administrative Services and Finance		**Cost:** Allocation duly noted on budget submissions per Division Programs will be either grant, MOU and or local budgets * Reflects community extension programs under either grants and or MOUs. **Funding Source:** X☐ Grant or MOU: *(Please Specify)* X☐ Local Funds: *(Please Specify)* X☐ Materials & Supplies 5200 X☐ All Other Costs 5300 X☐ Travel Expenses 5400 X☐ Contractual Service 5500 X☐ Equipment 5600 ☐ Other *(Specify)*

Outcome #1- Request for Additional Resources:

Request:	Description of Purpose & Justification:	Funding:
1. None submitted		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other *(Specify)***

Outcome 1- PLANS AND ACTIVITIES:

Outcome #1- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1. None submitted		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Outcome #2- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1. None submitted		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other *(Specify)*** _____

Outcome 2- PLANS AND ACTIVITIES:

Outcome #2- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1. None submitted		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* ☐ Local Funds: *(Please Specify)*

		☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Outcome #3- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1. None submitted		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other *(Specify)*** _____

Outcome 3- PLANS AND ACTIVITIES:

Outcome #3- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1. None submitted		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Outcome #4- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1. None submitted		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600**

		☐ Other *(Specify)* _____

Outcome 4- PLANS AND ACTIVITIES:

Outcome #4- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1. None submitted		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Section V: Improving the Planning Process

Please share your suggestions to improve the planning process for your Program or Division as well as additional information the College should provide to assist your Program's or Division's planning.
1. Continue to hold training for programs on all forms especially new forms
2. Create a form for upper management to use for overall inclusion of all programs etc.
3. Calendar for mid year reporting of narrative form; bigger departments and programs needed more time to complete their forms especially programs that report to other government agencies.

Section V: Contributors

Contributor(s) to your Program/Division Plan:	Program/Division and Purpose (Cost Sharing- if applicable):
1. Division of Academic & Student Affairs	Academic Instruction, Personnel, Facilities, Provides teacher certification for ASDOE, Outreach to local high schools, Professional Development
2. Division of Student Services	Academic Instruction and Counseling, Outreach to local high schools
3. ACNR	Academic Instruction, Personnel, Facilities, Property (Tables, Chairs, etc.), Professional Development
4. SSI	Instruction, Personnel, Community Extension programs with local villages, Translation and Research in Samoan Language and Culture for College, Local Territory and other South Pacific regions and other countries such as New Zealand, Australia, Professional Development
5. AELEL	Academic Instruction, Community Extension programs for local territory, Outreach to Tafuna Prison, local churches, other US regions, State and National level program, Adult Education, Professional Development
6. SBDC	Community Extension programs for small businesses in

	American Samoa, workshops for local businesses and open to College
7. UCEDD	Community Extension programs for Government agencies such as FEMA, Vocational Ed, ADA, Lions Organization, USDE, Federal Agencies and Academic Instruction, Professional Development
8. Division of Administration and Finance	Services rendered for facilities, Security, Maintenance, Custodial and Janitorial assistance for all classrooms, procurement of needed instructional resources from both on and off-island, budget monitoring of grants, MOUs and local budget, grant compliance of all grants, MOUs and local regulations, monitoring of all off-island travel, human and personnel services for entire ASCC staff and faculty, MIS technological services and maintenance, security services of entire ASCC campus, physical and plant maintenance, budget forecasting of ASCC, Building compliance and Training for staff and faculty in General HR processes and related areas of Human Resources

Vice President of Administrative Services and Finance

Division of Institutional Effectiveness

Section I: Program or Division Information:

Introduction:	
Name of Program or Division:	Institutional Effectiveness
Contact Person:	Mr. Sonny J. Leomiti
Contact Information:	Email: s.leomiti@amsamoa.edu ext. 485
Current Year:	Fiscal Year 2017
Planning Year/FY:	Planning Year 2018/Fiscal Year 2018

Section II: College and Program or Division Missions "Why Does it Matter?"

Program or Division Focus:	
College Mission:	The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for: • Transfer to institutions of higher learning; • Successful entry into the workforce; • Research and extension in human and natural resources; • Awareness of Samoa and the Pacific.
Current Year College Priorities Aligned to 2015-2020 Institutional Strategic Plan:	**Priority 1: Maintenance** • Institutional Strategic Plan (ISP) Academic Excellence • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies. **Priority 2: Reclassification** • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 3: ASCC will emphasize high quality teaching and services. **Priority 3: Professional Development** • Goal 2: ASCC will support faculty and staff performance commitment. – ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities. **Priority 4: Community Outreach, Extension, and Research** • Institutional Strategic Plan (ISP) Academic Excellence • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.
Program or Division Mission:	The mission of the Office of Institutional Effectiveness is to support the College by providing information necessary for improving student learning and student achievement through the academic programs and administrative services offered at the ASCC. The office is responsible for collecting data for research, evaluation, and accreditation analysis. It is also responsible for analyzing and presenting results for program review, assessment, and planning. *The functions of IE are as follows:*

	1. *Planning, research and evaluation that helps to improve institutional effectiveness and the achievement of student learning;* 2. *Maintaining positive public relations by providing the community with information about the College's affairs through newsletters, press releases and other media; and,* 3. *Collecting, editing, organizing and disseminating College documents and reports to the College community and stakeholders to help to ensure a culture of evidence and accountability.*

Section III: Program or Division Outcomes "Where we are at and why it Matters"

A. Summary Context: Program or Division Outcomes and Actions *(Academic Year 2016-2017)*	
Outcome 1- Statement: ASCC stakeholders have access to timely and accurate institutional data collected by IE and reported in annual, quarterly, and semester publications.	**Description of actions done to meet Outcome 1:** IE continues to monitor biweekly reports to assist in the compilation of quarterly reports and the progress towards achieving each division's outcomes. Slight trends may be reviewed as to how the institution will use biweekly reports as a mean to monitor student achievement through the offering of certificates and degrees or services linked to institutional priorities. IE continues to work closely with the President for clarification on these types of reporting. As of the FY 2016 4th quarter and 1st, 2nd, and 3rd quarters of FY 2017, IE continues to focus on updating institutional data in the preparation of closing the two-year implementation of the College's institution-set standards. The institution-set standards will now undergo the closing of the loop review process that is scheduled in July and the beginning of August. Fact sheets and Fact books continue to be compiled by IE staff. IE staff continues to collect data following the assessment cycle and course session offerings for the generating of the ASCC 2016-2017 Fact Sheet and Fact Book. Collection of institutional data sets for Fall and Summer 2016 is published in the ASCC IDS including the 2015-2016 Fact book, Summer 2015 Fact Sheet, and Fall 2016 Fact Sheet. IE staff collaborated with the Chief Information Officer, Human Resources Officer, and Procurement Officer to discuss ways to improve FY 2018 Outcomes Planning and Resource Allocation. As a result the following data was identified and released in a timely manner to all ASCC administrators in the planning of the FY 2018 plans and activities. Data publications include: The 2016 Institutional Strategic Plan 2015-2020, 2016 Program Review Summaries, and the Academic 2016 Program Review Summary compiled by IE, and ASCC digital publications that include the Fall 2016 Fact Sheet, 2015-2016 Fact Rook and Annual Report, and Institutional Data Sets.
Outcome 2- Statement: ASCC stakeholders voice opinions through surveys distributed by IE, which are collected, compiled, and disseminated to students and staff.	**Description of actions done to meet Outcome 2:** IE has been consistent with its distribution and collection of Students Satisfaction Surveys and Course Evaluations in Summer and Fall 2016 and Spring 2017 to be published in IDS and Fact books. This data is made available on the ASCC IDS webpage. **Challenges:** IE has not invested enough time to improve its survey mechanisms to determine how data is used to aid in

	decision-making. For the past two years while under sanction with accreditation, IE staff were challenged with the inception of the ASCC institution-set standards and the shift of disaggregating SLO data, which changed the focus of IE on ways to solidify Student Learning Outcome and Student Achievement data. IE revived the Research and Evaluation Unit to focus on establishing meaningful data sets for programs and divisions in the capturing of this data. Also, IE has been challenged with survey data that has been captured by other service divisions that poses many inconsistencies and challenges in reporting data or making this particular type of data available in the College's publications. In the planning for FY 2018, IE plans to propose a new position titled: **Institutional Researcher II** with responsibilities particularly to surveying the needs of ASCC stakeholders. This will provide the quality needed to concentrate on achieving Outcome 2 and an avenue to expand services to the community in seek of the needs to expand ASCC services to government agencies and private sectors.
Outcome 3- Statement: ASCC employees have access to the College's archives to share, collaborate, and record evidence of institutional processes, program reviews, and planning.	**Description of actions done to meet Outcome 3:** IE continues to monitor Compliance Assist (Credentials Module, Program Review Module, Planning Module, and the Accreditation Module) to assure continuous updates according to the changes made, as it pertains to accreditation and strategic planning. (Ongoing) The IPECC completed the 2016 Update Report of the 2015-2020 Institutional Strategic Plan in the 4th Quarter of FY 2016. The ISP Report was approved by the Leadership Triangle and used in the establishing of the FY 2017 Institutional Priorities. IPECC is scheduled to convene in the fall of 2017 semester to initiate the processes for program review and institutional planning. IE continues to compile institutional evidence in the College's Gallery Module (Digital Archives) for all Self-Study Committees to access and review. IE continues to monitor Compliance Assist usability and continues to provide necessary training for divisional utilization and archiving processes on Compliance Assist. (Ongoing) IE continues to monitor all reports. All divisions, both academic and service divisions continue to report on the progress achievement of their outcomes in Quarterly reports. Quarterly Reports are generated by IE and posted archived on Compliance Assist. IE continues to send biweekly reminders to all administrators for the reporting of Biweekly reports. IE continues to compile and archive these reports on Compliance Assist. These reports are made available only to ASCC internal stakeholders. There is need to further discuss ways to improve the template for both reports and to assure accuracy and timely submissions. (Ongoing) Training: IE staff (Research and Evaluation Unit) facilitated meetings with all the academic programs to review the achievement of Program Learning Outcomes and Course Learning Outcomes not limited to services offered and data sets to help programs and divisions better analyze their data to

	improve the evaluation of their services. These meetings began in the 3rd quarter of FY 2016 and were completed in the beginning of the 3rd quarter of FY 2017. There were challenges in setting meeting times and dates due to faculty teaching loads given that this was IE's first attempt to expand research and evaluation services to all academic programs and divisions. IE staff is now in the process of drafting their findings in a report that will be returned to the academic programs and divisions in preparation of the Program Review that will begin in the fall of 2017. IE staff supported several internal trainings that include the spearheading of presentations on Institutional Planning, Institutional Program Review, and Institutional Assessment during the Leadership Triangle's two-day Leadership Training in January 2017 for all ASCC administrators; Accreditation updates and status presentations to the Student Government Association in March 2017; Course Management Systems and the possibilities of shifting towards offering CE and CE course learning environments presentation to Teacher Education faculty in February 2017; presented the roles of Capstone and Signature Assignments to the Curriculum and Assessment committees in March 2017; and introduced the planning of Outcomes to base Resource Allocation in a three-day presentation to administrators in May 2017. IE staff continues to work closely with internal constituencies to improve the capturing of data, processing of data, and the clarification of processes that lead to institutional effectiveness practices.
Outcome 4- Statement: ASCC external stakeholders are informed of College events and accomplishments through ads, articles, and publications prepared by IE.	**Description of actions done to meet Outcome 4:** Collection of institutional data sets for Fall Summer 2016 and Fall 2016 continues to be published in the IDS on the ASCC Website as well as the 2015-2016 Fact book, Summer 2015 Fact Sheet, and Fall 2016 Fact Sheet. All written publications (articles, press releases, advertisements, manuals, catalogs, and handbooks) continues to be routed through IE for review prior to approval by the vice presidents and President and dissemination to the media or ASCC Website and digital archives. Videos and audio media have not been routed for protocol approval, as discussion needs to occur on what constitutes "publicity" and in what format. There have been several concerns regarding Catalog and addendum approval and dissemination processes. IE staff continues to work closely with the Leadership Triangle and deans to better clarify this process as well as SOPs for institutional publications that include the ASCC catalogs. IE has met with the CIO, CFO, Vice President of Administration and Finance, and the President to discuss the transferring the cost of Compliance Assist to MIS for technical and leasing costs and management. In the upcoming 2018 fiscal year, IE will transfer $17,000.00 from its budget over to MIS for the management and maintenance of Compliance Assist.
Outcome 5- Statement: ASCC internal and external stakeholders have access to student learning and achievement data through reports and publications disseminated by IE.	**Description of actions done to meet Outcome 5:** IE continues to provide updates to the ASCC IDS webpage to include Fall 2016 data and coordination of external surveys with Records, Admissions and Financial Aid. IE staff continues to

	process data in preparation to update the IDS webpage to include the spring 2017 semester. IE is also currently working to close the loop on the academic 2016-2017 year and initiating the processing of data to generate the 2016-2017 Fact Book, 2016-2017 Annual Report, and Spring 2017 Fact Sheet. The 2017 Summer Fact Sheet will be generated in the Fall of 2017 and IE staff plans to have these publication ready for institutional access prior to the implementation of Program Review in the fall of 2017. IE continues to work closely with data source managers in the processing of data. There have been a lot of technical issues with our system in pulling data. IE continues to await specific data with the hopes that our CIO can resolve these issues or make further recommendations to better improve our data capturing systems. Access to institutional publications continues to be the priority of IE staff. This planning year, IE has assured a smooth dissemination of all student achievement and student learning outcomes. However, the IE Director refuses to change any of the categories of the College's annual reports and fact books since the College's Show Cause sanction in 2015. The IE Director emphasizes the importance of soliciting feedback from all internal stakeholders and the Leadership Triangle to ensure a smooth process to base any changes to this institutional documents to reflect improvements/expansion of ASCC services in student learning and student achievement. The IE Director foresees the implementation of SOPs for the review of publication categories to better assess all ASCC publications.

B. Program or Division Outcome Achievements *(Academic Year 2016-2017)*

Describe the outcome achievements of your Program or Division during this Academic Year.

Outcome 1 Achievement(s):

1. Completed and published on the ASCC Website the 2015-2016 Fact Book, Summer 2016 Fact Sheet, Fall 2016 Fact Sheet and updated the IDS with Fall 2016 data.
2. Completed the compiling of the ASCC Accreditation Warning Sanction Report in the 1st Quarter.
3. The Interim President of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) officially released to the President of the American Samoa Community College on the 3rd of February 2017, the Commission's decision to remove the Warning Status that was placed on the American Samoa Community College in February 2016 and to Reaffirm Accreditation.
4. In the beginning of March, the ASCC President and the Director of Institutional Effectiveness/Accreditation Liaison Officer served on behalf of the ACCJC as Team Evaluators to evaluate two colleges in the state of California. The consultation capacity as a Team Evaluator is not one of an expert or specialist, but to represent the ACCJC in the determination that institutions continue to meet Eligibility Requirements, Accreditation Standards, and Commission policies. The experience as a Team Evaluator for the ACCJC provides member institutions with first hand expectations for future visits by the Commission as well as, necessary preparations and expectations for the submission of the Institution Self Evaluation Report.
5. On March 31, the College has submitted its required Annual Report and Fiscal Report to the Commission. These reports provide statistical updates on institution-set standards, achievement of student learning outcomes, financial stability statistics, and audit reports.

Outcome 2 Achievement(s):

1. IE staff disseminated the Student Satisfaction and Course Evaluation surveys in Summer 2016, Fall 2016, and Spring 2017. Overall results for Fall 2016 surveys are published on ASCC's website under Institutional Data Sets (IDS). Summer 2016 results are published in the Summer 2016 Fact Sheet.

Outcome 3 Achievement(s):

1. Program Review data posted in IDS under IDS-0010 are now updated and fully accessible online. (IDS Webpage)
2. The Research and Evaluation Unit completed the compiling of the 2016 Academic Program Review Summary. This document is now accessible online. (Website and digital archives)
3. The Accreditation Steering Committee completed the ASCC Warning Sanction Report in the 1st quarter.
4. The deans of Academic Affairs and Student Services worked closely with the IE Director and have completed the compiling of data sets for both divisions for monitor Student Achievement and Student Learning.
5. The budget planning ad hoc committee included Outcome Planning (Plans and Activities) in the annual resource allocation and budget proposals. IE can now monitor the achievement of divisional learning outcomes and provide outcome statistics for programs and divisions to monitor the achievement of service missions.

Outcome 4 Achievement(s):

1. 2015-2016 Annual Report was made available for the dissemination to the Fono during the budget hearing.
2. 69 Press Releases have been disseminated for community awareness (4th quarter of FY 2016 & 1st, 2nd, and 3rd quarter of FY 2017.
3. ASCC continues to meet its reporting deadlines for reports submitted to local and federal agencies. These reports include: ACCJC Annual and Fiscal reports; Pacific Postsecondary Education Council (PPEC) reports; ASG Performance reports; ASG Annual Salient Report; IPEDS surveys; College Board Survey; College Affordability Survey; Higher Education R & D Survey; Higher Education Publication (HEP) Survey; Petersons Survey; Build-Exito Survey; and internal and external data requests.

Outcome 5 Achievement(s):

1. All publications that include student learning and student achievement data are available to all ASCC stakeholders on ASCC's IDS webpage.
2. IE staff conducted four presentations to assure that internal stakeholders are aware of ASCC student achievement and student learning outcomes on College publications. (Presentation 1: Fall 2016 Convocation- 4th Quarter FY 2016, Leadership Training- 2nd Quarter FY 2017, Student Government Association- 2nd Quarter, Faculty Orientation- 2nd Quarter FY 2017.)

C. Closing the Loop: Program Review and Assessment *(Academic Year 2016-2017)*

Checkmark the appropriate boxes as it applies and provide additional information as appropriate:

1. Conducted and Completed Program Review:	☒ Institutional Program Review 2016 ☒ Divisional Program Review 2016 ☐ Program/Division developed Program Review Instrument 2016 or 2017 ☐ Other *(Please Explain):* _____
2. Program or Division services offered that link to:	☒ Board Policies ☒ Administrative Governance Policies ☒ Division Standard Operating Procedures
3. List Board Policies and Administrative Governance Policies affiliated with your Program or Division:	Policy 1004: Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services Policy 3002.1: Internal and External Monitoring Reports; Policy 3011: Reports Management; Policy 3013: Records Management; Policy 3013.1: Archives; Policy 3014: Forms Management; Policy 3022.1: Communication with the Media; Policy 5118: Faculty Committees; (IPECC)
4. List any challenges encountered in the implementation of Board policies and/or Administrative Governance policies that impact your Program or Division SOPs or services.	• Policy 1004: *Institutional Program Review*: There are clear definitions on the types of program review conducted at ASCC. This is evident in the IE SOPs Section II.F, which differentiates between Annual Program Review (Instructional and Non-instructional), and Institutional Program Review. Also, IE has revived the Research and Evaluation Unit to provide more analysis for programs/divisions to utilize data in the evaluation of each service mission. *Institutional Assessment*: There are several SOPs defined (a collaboration between Academic Affairs, Students Services, and IE) Section II. E that focuses on the capturing of Student Learning Outcome and Student Achievement statistics. Also, there are institutional processes whereas guidance is

	provided in the ASCC Participatory Governance Manual on Student Learning Outcomes and Student Achievement and further specified in IE SOPs on the processing of CLOs, PLOs, GEOs, and ILOs. *Institutional Planning*: There are clear definitions for the types of planning that occur at ASCC that include Program Planning, Committee Planning, and Institutional Planning. The definitions are housed in IE SOPs Section II.G. There may be a need to link all program/division SOPs for planning to IEs SOP at the program/divisional level. It is clear how planning at the committee level and institutional level is facilitated and how recommendations funnel through sound decision-making.
5. List any recommendations to improve Board policies and/or Administrative Governance policies.	• There may be a need to further clarify the role of IE in the implementation, monitoring, and assessment of the following policies: Policy 3002.1: Internal and External Monitoring Reports; Policy 3011: Reports Management; Policy 3013: Records Management; Policy 3013.1: Archives; Policy 3014: Forms Management; Policy 3022.1: Communication with the Media; and Policy 5118: Faculty Committees; (IPECC). This will allow IE to be design instruments and mechanisms to assure that these policies are implemented, monitored, and assessed in a timely manner not limited to providing improvement recommendations to the President.
Additional Comments: *(Please list any additional comments in the space provided.):*	

Section IV.A: Program or Division Planning Context "Where we are Going?"

The following sections will serve as the 'Planning' function for your Program or Division ***Fiscal Year 2018*** planning and budget annual cycle. Ongoing or New Outcomes and planning activities and resources needed should be described in the following tables provided. For programs or divisions requesting for additional financial resources, additional information will be needed as well as, justification based on program review and assessment findings.

A. Planning FY 2018 Outcomes:

*Please list your Program's or Division's Outcome(s) for **Fiscal Year 2018**. Please indicate whether your outcomes are ongoing or new. Also, indicate the appropriate College Institutional Priority to which each outcome will be implemented and monitored.*

Outcome Statements:	Outcome Status:	Aligned to College Priorities:
Outcome 1: ASCC stakeholders have access to timely and accurate institutional data collected and statistical analyses compiled by IE and reported in annual, quarterly, and semester publications.	☐ Ongoing Outcome ☒ New Outcome	☐ Maintenance ☐ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 2: ASCC stakeholders voice opinions through surveys distributed by IE, which are collected, compiled, analyzed, and disseminated to students and staff.	☐ Ongoing Outcome ☒ New Outcome	☐ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 3: ASCC employees have access to research and evaluation analyses on the College's archives to share, collaborate, and record evidence of institutional processes, program reviews, and planning.	☐ Ongoing Outcome ☒ New Outcome	☐ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 4: ASCC external stakeholders are informed of College events and accomplishments through ads, articles, and publications prepared by IE.	☒ Ongoing Outcome ☐ New Outcome	☐ Maintenance ☐ Reclassification ☒ Professional Development ☒ Community Outreach,

		Extension, and Research
Outcome 5: ASCC internal and external stakeholders have access to student learning and achievement data and analyses through reports and publications disseminated by IE.	☐ Ongoing Outcome ☒ New Outcome	☐ Maintenance ☐ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research

Section IV.B: Program or Division Planning Context "How do we get there?"

B. Program or Division Plans, Activities, and Resources:

*Use the following tables below to describe your Program or Division Plans & Activities, and Resources needed for **Fiscal Year 2018**. (For additional resource requests, please complete the 'Request for Additional Resources' table that is separate from each Outcome # - Plans and Activities.)*

Outcome 1- PLANS AND ACTIVITIES:

Outcome #1- Plans and Activities: Fiscal Year 2018

ASCC stakeholders have access to timely and accurate institutional data collected and statistical analyses compiled by IE and reported in annual, quarterly, and semester publications.

Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
Data Management and Accountability: ***Objective 1: IE will optimize institutional processes to ensure the management and smooth transition of data needed for reports and publications.*** a. IE staff will meet with President and vice presidents to determine quality data sets for the reporting of internal and external reports that include: Annual reports, Quarter reports, Biweekly reports, Fact books, Fact sheets; Catalog, Handbooks, ASG Performance reports, ASG Salient reports, Accreditations reports, etc. b. IE staff will work collaboratively with the Data Committee and main data sources to improve processes and solidify census dates for institutional internal and external data reporting that include: Data Collection; Institutional Data Sets; Student achievement Indicators; Releasing of Data; Data Storage; Data Maintenance; and Data Protection. c. IE staff will work collaboratively with the IPECC Committee to improve processes in the review	***Criteria for Success:*** ***Objective 1:*** a. A review of institutional data sets is completed to improve the processes for all College reports and publications. b. Data managers (Data Committee) meet biannually to discuss and improve data sourcing and processing methods. c. ASCC data, manuals, and publications are disseminated to the IPECC members in a timely manner for their review of the Institutional Strategic Plan. d. A Data Manual is compiled and disseminated to the Accreditation Steering Committee in a timely manner in preparation for the drafting of the ASCC-ACCJC Midterm Report 2018. e. An academic program data sheet (SLO & Student Achievement statistics) is compiled for the Curriculum and Assessment committees and has been disseminated. f. An institutional calendar is established and released to each data manager for all ASCC data that is reported internally and externally. g. Data managers compile data sets in a timely manner for institutional	**Cost: $5,000.00** **Funding Source:** ☐ Grant or MOU: *(Please Specify)* ☒ Local Funds: *(Please Specify)* ☒ Materials & Supplies 5200 ☒ All Other Costs 5300 ☐ Travel Expenses 5400 ☒ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* **Funding Justifications:** Please refer to IE's FY 2018 Planned Purchases for a detailed account of purchases per quarter. Account 5201: Office Supplies Justification- To assure that materials, supplies, and resources are available for services provided by IE, which include training, availability/utilization of training room for meeting conferences (Board of Higher Ed., Deans & Directors Meeting, Institutional Committee Meetings, and other internal and external meetings. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)*

of the ASCC Institutional Strategic Plan 2015-2020. The IPECC will make recommendations specific to documents needed in their review of the Institutional Strategic Plan to IE for processing and availability. d. IE staff will work collaboratively with the President, ALOs, Accreditation Steering Committee and Standards chairpersons to compile printed data manuals (specific data sets) for the review of the College's compliance with the ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies. e. IE staff will work collaboratively with the deans of Academic Affairs and Student Services, and the Director of Curriculum and Assessment to compile necessary program data sheets on Student Learning Outcomes and Student Achievement statistics to aid in the Curriculum and Assessment committees review of academic program qualities and competencies and for the review of the ASCC 2018-2020 Catalog. f. IE will develop an institutional calendar of realistic census dates so that sources have adequate time to consolidate data before it is released to other departments in need of the data. g. IE staff will work collaboratively with data managers to solidify data sources (data-sets) and processes (internal SOPs per data sourcing managers/unit). h. IE Staff will work closely with the Chief Information Officer to systemize data for cross-referencing amongst data sources as well as the review of privileges necessary to access institutional data for institutional reporting and decision-making. ***Objective 2: IE will conduct meetings and presentations to programs/divisions to improve data reporting templates utilized in the compiling of College publications and reporting.*** a. IE staff will work collaboratively	access and reporting. h. Data access is systemized and made available to all data managers for institutional reporting and for the compiling of institutional publications. ***Criteria for Success:*** ***Objective 2:*** a. Data Sets are defined specifically for the academic programs and Academic Affairs Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. b. Data Sets are defined specifically for the Student Services Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. c. Data Sets are defined specifically for the Human Resources Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. d. Data Sets are defined specifically for the Physical Facilities and Maintenance Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. e. Data Sets are defined specifically for the Management Information Systems Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. f. Data Sets are defined specifically for the Finance Division. SOPs are defined on the capturing and reporting of the data in collaboration with IE staff. ***Criteria for Success:*** ***Objective 3:*** a. Access to publications have been improved and made available for all internal and external constituencies in a timely manner in accordance to the cycle for which data is released. (Semester-based, quarterly, annually, biennially) ***Criteria for Success:*** ***Objective 4:*** a. All publications and data stored on the ASCC digital archives and Website is updated, consistent, and easy accessible for all stakeholders. SOPs are updated (MIS & IE) and disseminated to all programs and	Account 5202: Photocopy Supplies Justification- To assure that photocopy supplies and materials are available for services provided by IE, which includes training, internal and external data requests, institutional reports for internal and external purposes, internal professional development, and publication documents for internal/external purposes and archiving. Our office has learned that more monies are spent on the cost of toner in ink supplies versus photocopy supplies. *(Aligned to Academic Excellence Plan Goal 1: Objective 1: Expected Outcome 2, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 1, Aligned to Total Cost of Ownership Goal 1: O3: Expected Outcome 1), (Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5302: Printing and Reproduction Justification- To sustain accessibility of ink/toner supplies for heavy-duty printers and Xerox machines and to include the cost of purchasing locally and off-island for timeliness purposes. There has been an increase for the need of printing documents to accommodate institutional planning, program review, and assessment and to assure the availability of printed manuals, documents, and publications for internal & external needs. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5504: Other Contractual Services "Institutional Assessment" Justification- To provide sufficient resources for institutional planning, program review, and assessment. Budget allocation will support institutional committee(s) operations not limited to resources to complete tasks essential to the institution. (Aligned to Strategic Plan 2015-2020: Strategic Plan Focus Areas

with the academic division Dean and chairpersons to improve the reporting of program data sets that include: Program Enrollment statistics; Course offering statistics; Course Learning Outcome statistics; Program Learning Outcomes statistics; General Education Outcomes statistics; Institutional Learning Outcomes statistics; Instructional Pedagogy and Methods statistics; Advising statistics; CTE statistics; Articulation statistics; and, Assessment statistics. b. IE staff will work collaboratively with the student services division Dean and staff to improve the reporting of division data sets that include: Overall Student Enrollment statistics; Counseling statistics; tutoring statistics; Cohort Tracking statistics; Co-Curricular statistics; Extra Curricular statistics; Transfer statistics; Graduation statistics; Degrees Conferred statistics; Conferred statistics; Student Placement statistics; Grievance statistics; and, Gainful Employment statistics. c. IE staff will work collaboratively with the HR Officer and staff to improve the reporting of data sets that include: Employee statistics; Classification statistics; Merits statistics; Recruitment statistics and, Expertise statistics. d. IE staff will work collaboratively with the Physical Facilities and Maintenance Officer and staff to improve the reporting of data sets that include: Facilities statistics. e. IE staff will work collaboratively with the Chief Information Officer and staff to improve the reporting of data sets that include: System statistics and Electronic equipment statistics. f. IE staff will work collaboratively with the Chief Financial Officer to improve the reporting of data sets that include: Financial (local and grant) statistics; and MOU statistics. ***Objective 3: IE will improve process times for the release of institutional publications.***	divisions. ***Criteria for Success:*** ***Objective 5:*** a. IE staff provides a minimum of three trainings for internal stakeholders in the areas of data definitions, data management, and data accountability. (Incentives and/or meals will be provided for all participants) ***Criteria for Success:*** ***Objective 6:*** a. The Institutional Researcher I provides updates on federal requirements for reporting institutional data, not limited to definitions utilized by pacific colleges in reporting. The Institutional Researcher I will provide SOPs for the capturing of IPEDs data and processes and cycles for all ASCC Data managers.	for IE: *(Academic Excellence Goal 1: Objective 1: Expected Outcomes 1-6), (Academic Excellence Goal 1: Objective 2: Expected Outcomes 1-6), (Academic Excellence Goal 1: Objective 3: Expected Outcomes 2-4), (Academic Excellence Goal 1: Objective 4: Expected Outcomes 1-3), Academic Excellence Goal 1: Objective 5: Expected Outcome 3), (Academic Excellence Goal 1: Objective 6: Expected Outcomes 1-4), (Academic Excellence Goal 1: Objective 7: Expected Outcomes 1 & 2), (Academic Excellence Goal 1: Objective 8: Expected Outcomes 1-3), (Academic Excellence Goal 2: Objective 1: Expected Outcomes 1-3).*

a. IE staff will optimize internal processes to ensure the release of certain publications in the order of the institution's priorities that include: Fact Sheets; Fact Books; Annual Reports; Accreditation Reports; ASG Performance Reports; Biweekly Reports; and, Quarterly Reports. ***Objective 4: IE will continue to build and improve the digital archiving of all ASCC publications, manuals, and documents.*** a. IE staff will continue to work with all programs/divisions to archive all College approved documents and publications in the ASCC digital archives and well as manuals and specific information that should be placed on ASCC's Website. ***Objective 5: IE will continue provide internal Professional Development training and provide incentives to internal stakeholders and staff.*** a. IE staff will provide training for internal stakeholders differentiating between institutional data versus program/divisional data. IE will also provide presentations pertaining to data accountability and managing data within determined cycles. ***Objective 6: IE staff will participate in off-island training for updates on Institutional Research and Assessment.*** a. IE staff will seek necessary funding through cost sharing and grants to fund the need for staff to participate in the annual Pac-AIR conference for institutional researchers. This will provide staff with the necessary updates and trends in data accountability not limited federal reporting and compliance.		

Outcome #1- Request for Additional Resources:		
Request:	**Description of Purpose &**	**Funding:**

	Justification:	
1. (1) Travel Request: Pac-AIR-Institutional Research 2. (2) Travel Requests: Assessment-ACCJC Annual Assessment Conference	1. IE will seek necessary funding through cost sharing and grants to fund the need for the IR (IPED Key-holder) to participate in the annual Pac-AIR conference for institutional researchers. This will provide IE with the necessary updates and trends in data accountability not limited federal reporting and compliance. 2. IE will seek funding for two staff to participate in the ACCJC Annual Assessment Conference. This will provide IE Data Specialists the opportunity to compare ASCC's practices of SLO and Student Achievement data collection, analysis, and methods to other community colleges. More importantly, to connect the role of data in the achievement of the College's Mission.	**Cost:** $13,500.00 **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other *(Specify)*** _____ **Cost Share or Grant Funded:** - IE will work with programs/divisions with grant based funding to help fulfill this outcome need. - IE will also work with the ASCC Grant Writer on particular grant proposals as it pertains.

Outcome 2- PLANS AND ACTIVITIES:

Outcome #2- Plans and Activities: Fiscal Year 2018

ASCC stakeholders voice opinions through surveys distributed by IE, which are collected, compiled, analyzed and disseminated to students and staff.

Description of Plans and Activities:	Expected Outcomes / Criteria for Success: *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	Funding:
Survey Management and Accountability: ***Objective 1: IE will centralize, revamp, and establish clear institutional processes for the soliciting of student, faculty, staff, and external stakeholders feedback, that concern services rendered, services offered, and a community needs assessment.*** a. Establish the position "Institutional Researcher II" under the Research and Evaluation Unit that will work collaboratively with the academic programs and service divisions to *develop surveys to solicit feedback* from students, staff, faculty, administrators, and external agencies as a mean to improve the quality of ASCC services as well	***Criteria for Success:*** ***Objective 1:*** a. The Institutional Researcher II will be fully responsible for the centralizing of all current surveys and provide assistance concerning mechanisms utilized; a. The Institutional Researcher II will develop a plan specifically to solicit feedback from all internal constituencies that concern the college environment, services, instruction, decision-making, and to solicit feedback from the community and government agencies regarding the need for the expansion of instructional services or training services; a. The Institutional Researcher II will serve as a medium for students, staff, faculty, administrators, and the community to voice their opinions anonymously;	**Cost:** $5,000.00 **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☒ Local Funds: *(Please Specify)* ☒ Materials & Supplies 5200 ☒ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____ **Funding Justifications:** Please refer to IE's FY 2018 Planned Purchases for a detailed account of purchases per quarter. (Incentives for participants are included in the overall costs.) Account 5202: Photocopy Supplies Justification- To assure that photocopy supplies and materials are available for services provided by IE, which includes training, internal and external data

as the need for expanding these services.	a. The Institution Researcher II will analyze surveyed data and provide an analysis (quantitative and qualitative) report to internal stakeholders in a timely manner to aid in decision-making; a. The Institutional Researcher II will work collaboratively with the Institutional Research I to provide updates on student achievement and Institution-set Standards on ASCC's IDS webpage specifically on 'Surveys' for access.	requests, institutional reports for internal and external purposes, internal professional development, and publication documents for internal/external purposes and archiving. Our office has learned that more monies are spent on the cost of toner in ink supplies versus photocopy supplies. *(Aligned to Academic Excellence Plan Goal 1: Objective 1: Expected Outcome 2, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 1, Aligned to Total Cost of Ownership Goal 1: O3: Expected Outcome 1), (Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5302: Printing and Reproduction Justification- To sustain accessibility of ink/toner supplies for heavy-duty printers and Xerox machines and to include the cost of purchasing locally and off-island for timeliness purposes. There has been an increase for the need of printing documents to accommodate institutional planning, program review, and assessment and to assure the availability of printed manuals, documents, and publications for internal & external needs. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5504: Other Contractual Services "Institutional Assessment" Justification- To provide sufficient resources for institutional planning, program review, and assessment. Budget allocation will support institutional committee(s) operations not limited to resources to complete tasks essential to the institution. (Aligned to Strategic Plan 2015-2020: Strategic Plan Focus Areas for IE: (Academic Excellence Goal 1: Objective 1: Expected Outcomes 1-6), *(Academic Excellence Goal 1: Objective 2: Expected Outcomes 1-6), (Academic Excellence Goal 1: Objective 3: Expected Outcomes 2-4), (Academic Excellence*

		Goal 1: Objective 4: Expected Outcomes 1-3), Academic Excellence Goal 1: Objective 5: Expected Outcome 3), (Academic Excellence Goal 1: Objective 6: Expected Outcomes 1-4), (Academic Excellence Goal 1: Objective 7: Expected Outcomes 1 &2), (Academic Excellence Goal 1: Objective 8: Expected Outcomes 1-3), (Academic Excellence Goal 2: Objective 1: Expected Outcomes 1-3).

Outcome #2- Request for Additional Resources:

Request:	Description of Purpose & Justification:	Funding:
1. **Request for a New Position**: Institutional Researcher II	Since the inception of the ASCC Institution-set Standards and focus on student achievement and Student Learning Outcomes, there has been a shift in the roles and responsibilities of IE staff for the need to revive the Research and evaluation Unit. This is evident in the annual evaluations of IE staff and the necessary changes made to their job descriptions as filed with HR with recommendations for a second institutional researcher (Referencing IR I 2016 and 2017 evaluations). The review of staff positions in 2016 and several that were conducted in 2017 were modified and changed to accommodate the focus on 'analyses' and to expand IE services to programs and departments to assist in the strengthening of data facts that may aid in their program review process in review of their missions and progress of achieving their Program Learning Outcomes or Divisional Learning Outcomes. IE has invested a lot of time and energy in research and evaluation and continues to move forward and has implemented new procedures this fiscal year to better assist programs and divisions to solidify possible data sets that will aid in their review of program/division missions not limited to summaries that are being compiled to provide analyses for programs that were evaluated. In review of the Institutional Data Sets (IDS) on the ASCC Website, and other data sets currently documented in IE's SOP, there is limited data on student surveys and the utilization of this data to make informed decisions. Also, there have been several challenges in using	**Cost:** $40,000.00 **Requested Funding Source:** ☒ Local Funds: *(Please Specify)* ☒ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

	this data in reporting due to the many inconsistencies depending on data sources and intervals of capturing data. IE plans to strengthen this area by committing a full-time employee that will concentrate and solely focus on ways to improve this service for all ASCC stakeholders. Also, to provide analysis that will organize the needs of ASCC stakeholders and utilizing this data in decision-making. Details for the need of this position is outlined in IE's plan to strengthen Outcome 2. This will also provide IE with the necessary resources to work collaboratively with the outreach programs and community agencies to assess the needs that link to the expansion of ASCC services.	

Outcome 3- PLANS AND ACTIVITIES:

Outcome #3- Plans and Activities: Fiscal Year 2018

ASCC employees have access to research and evaluation analyses on the College's archives to share, collaborate, and record evidence of institutional processes, program reviews, and planning.

Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
Institutional Planning, Assessment, and Program Review: ***Objective 1: IE will continue to monitor and improve processes linked to outcomes at the divisional/program level, committee level, and institutional level to assure effective Institutional Planning.*** a. IE staff will collaborate with the Leadership Triangle and all program and service division administrators to link all annual planning SOPs to IE's SOPs for Program/Divisional Annual Planning Outcomes and Resource Allocation (Annual Fiscal Year Budget Call) b. IE staff will improve the processing of data and access to data (analysis) that will aid in the annual planning for all programs and service division. (Data includes: annual program review analysis, biennial program review	***Criteria for Success:*** ***Objective 1:*** a. ASCC service division SOPs are linked to the IE SOPs for planning, program review, and assessment. b. IE SOPs for data processing are improved. IE will begin determining the effectiveness of data release cycles to include the monitoring of data release percentages. c. A full review of IE SOP for Data Management, Surveys, Reports, and publications have been completed in September and routed to the President for approval prior to the beginning of FY 2019. d. IE SOPs for Institutional Planning, Institutional Assessment, and Institutional Program Review are reviewed by the Accreditation Steering Committee, Institutional Planning Executive Core Committee, Budget Call stakeholders, and Data Committee and submitted for the President's approval prior to the beginning of	**Cost: $17,500.00** **Funding Source:** ☐ Grant or MOU: *(Please Specify)* ☒ Local Funds: *(Please Specify)* ☒ Materials & Supplies 5200 ☒ All Other Costs 5300 ☐ Travel Expenses 5400 ☒ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* **Funding Justifications:** Please refer to IE's FY 2018 Planned Purchases for a detailed account of purchases per quarter. Account 5201: Office Supplies Justification- To assure that materials, supplies, and resources are available for services provided by IE, which include training, availability/utilization of training room for meeting conferences (Board of Higher Ed., Deans & Directors Meeting, Institutional Committee Meetings, and other internal and external meetings. *(Aligned to Academic Excellence Plan*

analysis, program/divisional evaluations, fact sheets, fact books, annual reports, quarterly reports, etc.) c. IE staff will conduct meetings to improve committee timelines/cycles, instruments, and processes (Refer to IE SOPs for Planning) to assure that reports and recommendations are released in a timely manner to aid in the setting of institutional priorities, internal data auditing, and accreditation. (Committees include: IPECC, Data Committee, and Accreditation Steering Committee.) d. IE staff will provide status updates and program review reports as approved in committee meetings. (IPECC and Data Committee) e. Off-campus Retreat: IPECC will provide an update of the Institutional Strategic Plan 2015-2020 in the spring of 2018. The update will provide specific actions done as well as the status of each expected outcome and recommendations for the review of the President for the setting of ASCC Institutional Priorities. ***Objective 2: IE will continue to monitor and improve Institutional Assessment processes, review cycles, and the reporting Assessment: Student Learning Outcomes and Student Achievement.*** a. IE staff will collaborate with the Dean of Academic Affairs to review the capturing, processing, reporting, and review cycles for Student Learning Outcome and Student Achievement data that include: Course Learning Outcomes, General Education Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes. b. IE staff will collaborate with the Academic Affair and Student Service divisions to review the capturing, processing, reporting, definitions, and review cycles for Institution-set Standards. (Student Achievement) ***Objective 3: IE will continue to monitor and improve its processes for***	FY 2019. e. A status report for the Institutional Strategic Plan 2015-2020 is completed and submitted to the President. ***Criteria for Success:*** ***Objective 2:*** a. There are clear SOPs for the processing of data on student learning outcomes amongst Academic Affairs and IE. b. There are clear SOPs for the processing of data for student achievement amongst Academic Affairs, Student Services, and IE. ***Criteria for Success:*** ***Objective 3:*** a. A review of additional program review instruments is completed to accommodate the needs of the different service divisions on campus. b. There is an increase of program review participation. At least 95% of ASCC employees participate in the annual/biennial program reviews. c. There are clear SOPs in the processing, compiling, and dissemination of program review data, findings, and analysis. d. There are clear SOPs on the roles research and evaluation in the compiling of analyses to coincide with the program review processes.	*Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5202: Photocopy Supplies Justification- To assure that photocopy supplies and materials are available for services provided by IE, which includes training, internal and external data requests, institutional reports for internal and external purposes, internal professional development, and publication documents for internal/external purposes and archiving. Our office has learned that more monies are spent on the cost of toner in ink supplies versus photocopy supplies. *(Aligned to Academic Excellence Plan Goal 1: Objective 1: Expected Outcome 2, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 1, Aligned to Total Cost of Ownership Goal 1: O3: Expected Outcome 1), (Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5302: Printing and Reproduction Justification- To sustain accessibility of ink/toner supplies for heavy-duty printers and Xerox machines and to include the cost of purchasing locally and off-island for timeliness purposes. There has been an increase for the need of printing documents to accommodate institutional planning, program review, and assessment and to assure the availability of printed manuals, documents, and publications for internal & external needs. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5504: Other Contractual Services "Institutional Assessment" Justification- To provide sufficient

internal stakeholders to access data and instruments used to solicit feedback for Program Review. a. IE staff will work collaboratively with all ASCC administrators to review and/or devise program review instruments appropriate to the types of services offered. (Differentiation of Academic Services, Student Services, Administrative Services, Research Services, and Outreach Services) b. IE staff will find other avenues to expand its services for the dissemination of program review instruments. (Annual and biennial) c. IE staff will continue to review and monitor its processes and timeline (SOPs) for the compiling and analyzing of annual/biennial program review data and it processes for dissemination. d. IE staff will continue to improve its research and evaluation processes for the evaluation of programs/divisions and provide useful analysis to aid in the evaluation of their services and mission.		resources for institutional planning, program review, and assessment. Budget allocation will support institutional committee(s) operations not limited to resources to complete tasks essential to the institution. *(Aligned to Strategic Plan 2015-2020: Strategic Plan Focus Areas for IE: (Academic Excellence Goal 1: Objective 1: Expected Outcomes 1-6), (Academic Excellence Goal 1: Objective 2: Expected Outcomes 1-6), (Academic Excellence Goal 1: Objective 3: Expected Outcomes 2-4), (Academic Excellence Goal 1: Objective 4: Expected Outcomes 1-3), Academic Excellence Goal 1: Objective 5: Expected Outcome 3), (Academic Excellence Goal 1: Objective 6: Expected Outcomes 1-4), (Academic Excellence Goal 1: Objective 7: Expected Outcomes 1 & 2), (Academic Excellence Goal 1: Objective 8: Expected Outcomes 1-3), (Academic Excellence Goal 2: Objective 1: Expected Outcomes 1-3).*

Outcome #3- Request for Additional Resources:

Request:	Description of Purpose & Justification:	Funding:
1. **Request for Reclassification:** Institutional Researcher I	IE has learned the important role of analysis in determining institutional effectiveness. This has been evident in the previous two sanctions ASCC has undergone with ACCJC. The intent of the reclassification is to promote an awareness centering on the importance of analysis in defining program/division efficacy. As outlined in IE's FY 2018 Outcome #1, we plan to solidify data sets for all ASCC divisions and programs to determine a pattern of analysis per program/division. Our team plans to work very closely with all administrators and managers to allow IE to take full ownership of analysis and provide each	**Cost:** $42,000.00 **Requested Funding Source:** ☒ Local Funds: *(Please Specify)* ☒ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

	administrator with an annual analysis of their mission, divisional learning outcomes plans and status updates and data sets. The Institutional Research 1 will solely absorb the full responsibility of providing analysis for all the services offered at ASCC that include: Academic Services; Student Services; Administrative Services; Outreach Services; and Research Services not limited to the current responsibilities listed in her job description. These roles are vital to the institutional with a heavy emphasis on 'accountability'. This will provide added value to ASCC's reporting and publications.	

Outcome 4- PLANS AND ACTIVITIES:

Outcome #4- Plans and Activities: Fiscal Year 2018

ASCC external stakeholders are informed of College events and accomplishments through ads, articles, and publications prepared by IE.

Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
Awareness: ***Objective 1: IE staff will continue to review and improve its processes in the compilation, dissemination, and presentation of the Colleges publications and events to assure that stakeholders are well informed.*** a. IE staff will work collaboratively with all ASCC administrators to centralize all internal and external reporting that include local and federal surveys or reports for archiving and accountability. b. IE staff will seek consultation from the President and Vice presidents on ways to improve the reporting categories for fiscal quarter reporting and continue to monitor and improve its processes for the compiling of reports (biweekly and quarterly) on Compliance Assist. c. IE staff will create a checklist that will be submitted to the Leadership Triangle and program/division administrators for timely submission of internal	***Criteria for Success:*** ***Objective 1:*** a. All ASCC internal and external reports and surveys are centralized at IE and SOPs are established for the archiving of these reports. b. There are clear SOPs on the reviewing of all ASCC templates, reports, forms, manuals and publications. c. The President and vice presidents receive biweekly and quarterly updates on the status of reports compiled by IE (Biweekly and Quarterly reports) d. The Connections Newsletter is electronically disseminated following each fiscal quarter to all ASCC stakeholders. Printed copies are disseminated to the Library, Student Services, and posted on campus bulletin boards. Printed copies will also be given to the President for the Governors Cabinet meetings. e. There is an increase of press releases for community awareness. f. There is an increase of presentations on to academic programs on data	**Cost: $2,000.00** **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☒ Local Funds: *(Please Specify)* ☒ Materials & Supplies 5200 ☒ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____ **Funding Justifications:** Please refer to IE's FY 2018 Planned Purchases for a detailed account of purchases per quarter. Account 5201: Office Supplies Justification- To assure that materials, supplies, and resources are available for services provided by IE, which include training, availability/utilization of training room for meeting conferences (Board of Higher Ed., Deans & Directors Meeting, Institutional Committee Meetings, and other internal and external meetings. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective*

'outcome status' reports each fiscal quarter. d. IE staff will revive the Connections Newsletter to inform stakeholders of the developments/achievements per fiscal quarter. e. IE staff will continue to work collaboratively with the academic programs/divisions to publicize press releases to promote community awareness regarding program events or salient accomplishments. f. IE staff will continue to provide presentations during faculty orientation and as applicable for access to ASCC publications on the College's Website (IDS and Data Publications) and accessing data in the College's digital Archives. g. IE staff will work collaboratively with the Chief Information Officer to assure that information on the College's Website including ASCC publications are accurate and made available for the College's stakeholders.	access, processed data, and data archiving to all ASCC constituencies. g. Information, data, and publications on the ASCC Website are accurate and updated.	*1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5202: Photocopy Supplies Justification- To assure that photocopy supplies and materials are available for services provided by IE, which includes training, internal and external data requests, institutional reports for internal and external purposes, internal professional development, and publication documents for internal/external purposes and archiving. Our office has learned that more monies are spent on the cost of toner in ink supplies versus photocopy supplies. *(Aligned to Academic Excellence Plan Goal 1: Objective 1: Expected Outcome 2, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 1, Aligned to Total Cost of Ownership Goal 1: O3: Expected Outcome 1), (Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)* Account 5302: Printing and Reproduction Justification- To sustain accessibility of ink/toner supplies for heavy-duty printers and Xerox machines and to include the cost of purchasing locally and off-island for timeliness purposes. There has been an increase for the need of printing documents to accommodate institutional planning, program review, and assessment and to assure the availability of printed manuals, documents, and publications for internal & external needs. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1: Objective 1: Expected Outcome 3 & 4.)*

Outcome #4- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1. Publication Software	IE is in need for publication software	**Cost: $2,000.00**

	(mainly for templates) for college publications. Currently, IE has been using an old version of Office Publisher that has limited templates. IE has recycled the same templates in several of the College's publication.	**Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____ - IE will seek the possibilities to fund this through grants or cost sharing.

Outcome 5- PLANS AND ACTIVITIES:

Outcome #5- Plans and Activities: Fiscal Year 2018

ASCC internal and external stakeholders have access to student learning and achievement data and analyses through reports and publications disseminated by IE.

Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
Access to Publications and Reports: ***Objective 1: IE will continue to monitor and improve processes for data availability and access for all internal stakeholders to ASCC Publications and Reports.*** a. IE staff will work collaboratively will review all current publications and make recommendations to the President for the improvement of all publications that include: Annual reports; Fact books; Fact sheets; and Accreditation reports. b. IE will assure that all SOPs are accurate and current for the dissemination of ASCC publications (Student Learning and Student Achievement) to internal and external stakeholders, both digitally and printed copies.	***Criteria for Success:*** ***Objective 1:*** a. Recommendations to improve all College publications, manuals, or reports are approved by the President and SOPs are updated to reflect the changes. Also, a timeline for recommendations to change the categories or any data set for each publication(s) or manual(s) should be included in the SOP. b. All publications (specifically on student achievement and SLOs) are made available on the ASCC and archives and as deemed necessary on the ASCC Website. There are more statistics on variables measured and disaggregated accordingly.	**Cost: $2,000.00** **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☒ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☒ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____ **Funding Justifications:** Please refer to IE's FY 2018 Planned Purchases for a detailed account of purchases per quarter. Account 5302: Printing and Reproduction Justification- To sustain accessibility of ink/toner supplies for heavy-duty printers and Xerox machines and to include the cost of purchasing locally and off-island for timeliness purposes. There has been an increase for the need of printing documents to accommodate institutional planning, program review, and assessment and to assure the availability of printed manuals, documents, and publications for internal & external needs. *(Aligned to Academic Excellence Plan Goal 1: Objective 5: Performance Indicators 1: Expected Outcome 1, Aligned to Technology Goal 1: Objective 1:EO 3, Aligned to Staffing Goal 1: Objective 1: Expected Outcome 2 & 3, Aligned to Total Cost of Ownership G1:*

		Objective 1: Expected Outcome 3 & 4.)

Outcome #5- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1. No additional request for resources aside from the current allocation.		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

Section V: Improving the Planning Process

Please share your suggestions to improve the planning process for your Program or Division as well as additional information the College should provide to assist your Program's or Division's planning.
1. None at this time

Section VI: Contributors

Contributor(s) to your Program/Division Plan:	Program/Division and Purpose (Cost Sharing- if applicable):
1. Press Officer	Staff
2. Institutional Researcher	Staff
3. Data Specialist I	Staff
4. Data Specialist II	Staff
5. Administrative Assistant	Staff
6. Dean of Academic Affairs	Planning and Cost Sharing
7. Teacher Education Director	Planning and Cost Sharing
8. Chief Information Officer	Planning and Cost Sharing
9. Chief Financial Officer	Planning and Cost Sharing
10. Procurement Officer	Planning and Cost Sharing
11. Human Resources Officer	Planning and Cost Sharing
12. VP Academics of Academics and Student Affairs	Planning and Cost Sharing
13. VP Administrative Services and Finance	Planning and Cost Sharing
14. Director of Curriculum and Instruction	Planning and Cost Sharing
15. PFM Director	Planning
16. Dean of Student Services	Planning and Cost Sharing
17. ACNR Director	Planning and Cost Sharing
18. UCEDD Director	Cost Sharing: Online Survey access and storage

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AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

May 18, 2017

To: Dr. Rosevonne Pato
President

Via: Dr. Lina Galea'i Scanlan
Vice President of Academic and Student Affairs

Dr. Mikaele Etuale
Vice President of Administration and Finance

Fr: Mrs. Emey Silafau-Toa
Chief Financial Officer

Mrs. Jessie Su'esu'e
Procurement Officer

Mrs. Sereima Asifoa
Human Resource Officer

Mr. Sonny J. Leomiti
Director, Institutional Effectiveness

Subject: **Process and Presentation Proposal for Fiscal-Year 2018 Planning and Resource Allocation**

Talofa lava President Dr. Rosevonne Pato,

In our efforts to promote quality assurance in planning for resource allocation, the Chief Financial Officer, Procurement Officer, Human Resource Officer, and the IE Director collaborated to review and provide a proposal based on recommendations to the Leadership Triangle to improve processes and forms for Fiscal-Year 2018 Planning and Resource Allocation.

Given the review of the Leadership Triangle and your approval, our team proposes to include two new forms to the planning and resource allocation processes for the upcoming fiscal year to further clarify the importance planning for institutional effectiveness. A few adjustments were also made to the Budget Planning Form and

the Request for Personnel Form to include alignment to program/division outcomes, plans and activities. The templates are as follows:

- Outcome Planning and Resource Allocation Form
- Budget Planning Form
- Planned Purchases
- Request for Personnel Form

The Outcome Planning and Resource Allocation Form was identified as a mean to link program and divisional plans and activities (*through clear defined service outcomes, which may include academic services, student support services, research, community and outreach services, and administrative services*) to the College's Mission, Institutional Priorities for Fiscal-Year 2018 (*Institutional Strategic Plan 2015-2020*), and program/divisional missions. The form was also instrumented to capture the status of program/divisional outcomes as well as, outcome achievements that occurred during the fall 2016 and spring 2017 semesters (Academic Year) and programs/divisions are encouraged to utilize that data to refine their outcomes, plans, and activities for Fiscal-Year 2018. The form also includes a section for constituencies to provide feedback in improving the planning and resource allocation processes. The form has been categorized in five main categories that include the following themes:

- Why it matters:
  - Focus
- Where are we at and why:
  - Outcomes and Actions
  - Outcome Achievements
  - Closing the Loop
- Where are we going:
  - FY 2018 Planning Outcomes
- How do we get there:
  - Plans, Activities, and Resources
- Evaluating the experience
  - Improving the Planning Process
  - Contributors

The Planned Purchases form was initiated to emphasize the importance of planning for resource purchasing. This form provides a quarter-based detailed account of purchases submitted by each program/division based on planned activities and supports the Budget Planning Form that has been used in the previous years. The

AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

Budget Planning and Request for Personnel forms have been edited slightly to link resources to program/divisional outcomes, plans, and activities.

Also, our team collaborated on a timeline in preparation for the Budget Planning processes. The timeline is as follows for your review and recommendations:

	Description of Activity/Action	Responsible Group/Person	Date	Proposed Time	Proposed Venue
1	Budget Planning Subcommittee Meets to finalize Budget Call & Training Package	• HR Director, • IE Director, • Procurement Officer, • CFO	May 15, 2017 & May 16, 2017	11:30a.m. 10:00a.m.	IE Office IE Office
2	Finalized Package is sent to Leadership	• IE Director	May 16, 2017		
3	Budget Planning Subcommittee meets with Leadership Triangle to review package	• Leadership Triangle, • HR Director, • IE Director, • Procurement Officer, • CFO	May 17, 2017	10:00a.m.	President's Office
4	Institutional Priorities are set and sent out to the Institution	• Leadership Triangle	May 17, 2017		
5	Official FY2018 Budget Call Official Memo is sent out to the Institution • IE Template • HR Template • Procurement Template • Finance Template	• Memo Approved & Signed by Leadership Triangle • CFO sends it out to Institution	May 18, 2017		
6	Institutional Budget Planning/Allocation Training (***3 Days***)	• Leadership Triangle, • HR Director, • IE Director, • Procurement Officer, • CFO	May 23, 2017 May 24, 2017 May 25, 2017	9:00a.m. - Academic 9:00a.m. - Admin 9:00a.m. - Grants	ACNR Training Facility
7	Divisional Planning & Budget Allocation Process	• All ASCC Divisions, Departments, and Programs	May 24, 2017 to May 26, 2017		
8	Reviewing and Pre-approving of Divisional Budget Proposals	• Vice Presidents & President	May 30, 2017 to June 2, 2017		
9	Pre-approved Budget is sent to Finance Office for compilation	• Leadership Team • Vice Presidents • President	June 5, 2017 to June 6, 2017		
10	FY2018 Budget Proposal is compiled together	• CFO & Team	June 6, 2017 to June 8, 2017		
11	ASCC FY2018 Full Budget Proposal & FY2018 Revenue	• CFO & Team	June 9, 2017		

	Description of Activity/Action	Responsible Group/Person	Date	Proposed Time	Proposed Venue
	Projections is sent to Leadership Triangle				
12	ASCC FY2018 Budget is reviewed for institutional alignment and prioritizing of budget allocation	• Leadership Triangle	June 12, 2017 to June 13, 2017		
13	ASCC FY2018 is updated with changes and recommendations from Leadership Triangle and forward back to Leadership Triangle	• CFO & Team	June 14, 2017		
14	Update ASCC FY2018 budget is forward to the BHE for review and approval	• Leadership Triangle	June 15, 2017		
15	BHE review ASCC FY2018 budget	• Leadership Triangle • BHE	June 16, 2017 or June 19, 2017		
16	If there are any changes or updates, ASCC FY2018 is updated based on BHE recommendations	• CFO & Team	June 20, 2017		
17	Final ASCC FY2018 Budget is sent to ASG Budget Office	• Leadership Triangle	June 21, 2017		
18	Final Approved Budget for FY2018 are sent back to all Divisions	• CFO & Team	June 22, 2017		

We humbly seek your guidance and recommendations to further improve the planning processes for the upcoming resource allocation for the ASCC Fiscal-Year 2018.

Fa'afetai ☺

Attachments:

- Outcome Planning and Resource Allocation Form
- FY 2018 Budget Planning Form
- FY 2018 Planned Purchases Form
- FY 2018 Request for Personnel Form

Planning and Resource Allocation Sample Template:

Section I: Program or Division Information:

Introduction:	
Name of Program or Division:	
Contact Person:	
Contact Information:	
Current Year:	Fiscal Year 2017
Planning Year/FY:	Planning Year 2018/Fiscal Year 2018

Section II: College and Program or Division Missions "Why Does it Matter?"

Program or Division Focus:	
College Mission:	The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for: • Transfer to institutions of higher learning; • Successful entry into the workforce; • Research and extension in human and natural resources; • Awareness of Samoa and the Pacific.
Current Year College Priorities Aligned to 2015-2020 Institutional Strategic Plan:	**Priority 1: Maintenance** • Institutional Strategic Plan (ISP) Academic Excellence • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 1: ASCC will provide qualified faculty, appropriate facilities, and a curriculum driven by outcomes qualities and competencies. **Priority 2: Reclassification** • Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate student academic success. – Objective 3: ASCC will emphasize high quality teaching and services. **Priority 3: Professional Development** • Goal 2: ASCC will support faculty and staff performance commitment. – ASCC will continue to provide a work environment that encourages professional growth, recognized and supports excellence in services, and provides advancement opportunities.
Program or Division Mission:	

Section III: Program or Division Outcomes "Where we are at and why it Matters"

A. Summary Context: Program or Division Outcomes and Actions *(Academic Year 2016-2017)*	
Outcome 1- Statement:	**Description of actions done to meet Outcome 1:**
Outcome 2- Statement:	**Description of actions done to meet Outcome 2:**

Outcome 3- Statement:	Description of actions done to meet Outcome 3:
Outcome 4- Statement:	Description of actions done to meet Outcome 4:
Outcome 5- Statement:	Description of actions done to meet Outcome 5:

B. Program or Division Outcome Achievements *(Academic Year 2016-2017)* Describe the outcome achievements of your Program or Division during this Academic Year.
Outcome 1 Achievement(s):
Outcome 2 Achievement(s):
Outcome 3 Achievement(s):
Outcome 4 Achievement(s):
Outcome 5 Achievement(s):

D. Closing the Loop: Program Review and Assessment *(Academic Year 2016-2017)*	
Checkmark the appropriate boxes as it applies and provide additional information as appropriate:	
1. Conducted and Completed Program Review:	□ Institutional Program Review 2016 □ Divisional Program Review 2016 □ Program/Division developed Program Review Instrument 2016 or 2017 □ Other *(Please Explain):*
2. Program or Division services offered that link to:	□ Board Policies □ Administrative Governance Policies □ Division Standard Operating Procedures
3. List Board Policies and Administrative Governance Policies affiliated with your Program or Division:	
4. List any challenges encountered in the implementation of Board policies and/or Administrative Governance policies that impact your Program or Division SOPs or services.	
5. List any recommendations to improve Board policies and/or Administrative Governance policies.	
Additional Comments: *(Please list any additional comments in the space provided.):*	

Section IV.A: Program or Division Planning Context "Where we are Going?"

The following sections will serve as the 'Planning' function for your Program or Division ***Fiscal Year 2018*** planning and budget annual cycle. Ongoing or New Outcomes and planning activities and resources needed should be described in the following tables provided. For programs or divisions requesting for additional financial resources, additional information will be needed as well as, justification based on program review and assessment findings.

	□ New Goal	

B. Planning FY 2018 Outcomes:
*Please list your Program's or Division's Outcome(s) for **Fiscal Year 2018**. Please indicate whether your outcomes are ongoing or new. Also, indicate the appropriate College Institutional Priority to which each outcome will be implemented and monitored.*

Outcome Statements:	Outcome Status:	Aligned to College Priorities:
Outcome 1:	□ Ongoing Outcome □ New Outcome	□ Maintenance □ Reclassification □ Professional Development
Outcome 2:	□ Ongoing Outcome □ New Outcome	□ Maintenance □ Reclassification □ Professional Development
Outcome 3:	□ Ongoing Outcome □ New Outcome	□ Maintenance □ Reclassification □ Professional Development
Outcome 4:	□ Ongoing Outcome □ New Outcome	□ Maintenance □ Reclassification □ Professional Development
Outcome 5:	□ Ongoing Outcome □ New Outcome	□ Maintenance □ Reclassification □ Professional Development

Section IV.B: Program or Division Planning Context "How do we get there?"

C. Program or Division Plans, Activities, and Resources:

*Use the following tables below to describe your Program or Division Plans & Activities, and Resources needed for **Fiscal Year 2018**. (For additional resource requests, please complete the 'Request for Additional Resources' table that is separate from each Outcome # - Plans and Activities.)*

Outcome 1- PLANS AND ACTIVITIES:

Outcome #1- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1.		**Cost: $**_____ **Funding Source:** □ Grant or MOU: *(Please Specify)* _____ □ Local Funds: *(Please Specify)* □ Materials & Supplies 5200 □ All Other Costs 5300 □ Travel Expenses 5400 □ Contractual Service 5500 □ Equipment 5600 □ Other *(Specify)* _____
2.		**Cost: $**_____ **Funding Source:** □ Grant or MOU: *(Please Specify)* _____ □ Local Funds: *(Please Specify)* □ Materials & Supplies 5200 □ All Other Costs 5300 □ Travel Expenses 5400 □ Contractual Service 5500 □ Equipment 5600 □ Other *(Specify)* _____
3.		**Cost: $**_____

		Funding Source: ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
4.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
5.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Outcome #1- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1.		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

Outcome 2- PLANS AND ACTIVITIES:

Outcome #2- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1.		**Cost: $**_____

		Funding Source: ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
2.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
3.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
4.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
5.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____

Outcome #2- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1.		**Cost: $**_____

		Requested Funding Source: ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

Outcome 3- PLANS AND ACTIVITIES:

Outcome #3- Plans and Activities: Fiscal Year 2018		
Description of Plans and Activities:	**Expected Outcomes / Criteria for Success:** *Describe the expected outcomes for this plan and assessment criteria for success. This may pertain to learning services, organizational structure, structural elements, or institution-set standards.*	**Funding:**
1.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
2.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
3.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400 ☐ Contractual Service 5500 ☐ Equipment 5600 ☐ Other *(Specify)* _____
4.		**Cost: $**_____ **Funding Source:** ☐ Grant or MOU: *(Please Specify)* _____ ☐ Local Funds: *(Please Specify)* ☐ Materials & Supplies 5200 ☐ All Other Costs 5300 ☐ Travel Expenses 5400

Outcome #5- Request for Additional Resources:		
Request:	**Description of Purpose & Justification:**	**Funding:**
1.		**Cost: $**_____ **Requested Funding Source:** ☐ Local Funds: *(Please Specify)* ☐ **Personnel 5100** ☐ **Materials & Supplies 5200** ☐ **All Other Costs 5300** ☐ **Travel Expenses 5400** ☐ **Contractual Service 5500** ☐ **Equipment 5600** ☐ **Other** *(Specify)* _____

Section V: Improving the Planning Process

Please share your suggestions to improve the planning process for your Program or Division as well as additional information the College should provide to assist your Program's or Division's planning.
1.
2.
3.

Section V: Contributors

Contributor(s) to your Program/Division Plan:	Program/Division and Purpose (Cost Sharing- if applicable):
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

AMERICAN SAMOA COMMUNITY COLLEGE
FY2018 BUDGET PROPOSAL - FINAL FORM

DEPARTMENT
Date Prepared
Prepared by

DESCRIPTION								Proposed Total	Approved	Analysis	JUSTIFICATION		
PERSONNEL (5100) - ALL NEW POSITIONS ADDED TO FISCAL YEAR 2018 MUST HAVE SUPPORTING EVIDENCE FOR JUSTIFICATION BASED ON INSTITUTIONAL PROGRAM REVIEW AND DIVISIONAL ASSESSMENT RESULTS.								FY2018	FY2017	Variance of FY2018 & FY2017 Budget	NOTE: PLEASE BE SURE TO FILL OUT YOUR JUSTIFICATION PORTION IN DETAIL.		
CAREER SERVICE													
No.	Name	Position Code	Title	Increment Date	GS	Salary	Increment Amount				List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
e.g.	John Doe	FIN2021	Admin Asst.	05/14/11	14/01	22,297	910	$ 23,207.00					
1								$ -		$ -			
2								$ -		$ -			
3								$ -		$ -			
4								$ -		$ -			
5								$ -		$ -			
6								$ -		$ -			
7								$ -		$ -			
8								$ -		$ -			
9								$ -		$ -			
10								$ -		$ -			
11								$ -		$ -			
12								$ -		$ -			
13								$ -		$ -			
14								$ -		$ -			
15								$ -		$ -			
16								$ -		$ -			
Fringe Benefit - Career - 16.7%								$ -	$ -	$ -	*Formula is already set, no need to make any changes*		
CONTRACT													
No.	Name	Position Code	Title	Increment Date	GS	Salary	Increment Amount				List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
1								$ -		$ -			
2								$ -		$ -			
3								$ -		$ -			
4								$ -		$ -			
5								$ -		$ -			
6								$ -		$ -			
7								$ -		$ -			
8								$ -		$ -			
9								$ -		$ -			
10								$ -		$ -			
11								$ -		$ -			
12								$ -		$ -			
13								$ -		$ -			
14								$ -		$ -			
15								$ -		$ -			
16								$ -		$ -			
Fringe Benefit Contract - 8.7%								$ -	$ -	$ -	*Formula is already set, no need to make any changes*		
Total Personnel (5100)								$ -	$ -	$ -			

Material & Supplies (5200)	FY2018	FY2017	Variance of FY2018 & FY2017 Budget	List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
Office Supplies (5201)			$ -			
Photocopy Supplies (5202)			$ -			
Postage (5203)			$ -			
Janitorial Supplies (5204)			$ -			
Text Books (5205)			$ -			
Photographic Film, Etc. (5206)			$ -			
Blueprinting, Mechanical Drawing (5207)			$ -			
Maintenance Materials (5208)			$ -			
All Other Supplies Specify (5209)			$ -			
Total Material & Supplies (5200)	$ -	$ -	$ -			

All Other Costs (5300)	FY2018	FY2017	Variance of FY2018 & FY2017 Budget	List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
Rent (5301)			$ -			
Printing & Reproduction (5302)			$ -			
Electricity (5303)			$ -			
Telephone & Communications (5304)			$ -			
Motor Pool Fuel & Maintenance (5305)			$ -			
Renovation & Remodeling (5306)			$ -			
Scholarships, Grants, Subsidies (5307)			$ -			
Other - Specify (5308)			$ -			
Property Insurance (5309)			$ -			
Indirect Cost (5310)			$ -			
Lab/Tech Fee (5319)			$ -			
Total All Other Costs (5300)	$ -	$ -	$ -			

Travel Expenses (5400)	FY2018	FY2017	Variance of FY2018 & FY2017 Budget	List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
Business Travel (5401)			$ -			
Training Travel (5402)			$ -			
Contract Termination Travel (5404)			$ -			
Contract Hire Travel (5405)			$ -			
Total Travel (5400)	$ -	$ -	$ -			

Contractual Service (5500)	FY2018	FY2017	Variance of FY2018 & FY2017 Budget	List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
Consultants (5501)			$ -			
Maintenance Contracts (5502)			$ -			
Scholarship and Training Contracts (5503)			$ -			
Other Contractual Services (5504)			$ -			
Total Contractual Service (5500)	$ -	$ -	$ -			

Equipment (5600)	FY2018	FY2017	Variance of FY2018 & FY2017 Budget	List Program/Division Outcome (#'s Only)	Institutional Priority (List Name or # Only)	Additional Comments
Transportation Equipment (5601)			$ -			
Construction & Maint Equipment (5602)			$ -			
Office Equipment (5603)			$ -			
Furniture (5604)			$ -			
Instruments & Apparatus (5605)			$ -			
Total Equipment (5600)	$ -	$ -	$ -			

TOTAL BUDGET	$ -	$ -	$ -

PLANNED PURCHASES & TRAVEL

FISCAL YEAR: 2018

Department/Division:

Cost Center:		
Date:		**Description:**

FY 2018 Complete Budgeted Breakdown

FY 2018	Funding Source	Item/Service Description (Alternate)	Quantity	List Program/Division Outcomes (Outcome & Only)	Budgeted Amount	Account Number	Needed By/Travelling On (Please insert in projected date):
1st Quarter	Materials and Supplies 5200						
1st Quarter	All Other Costs 5300						
1st Quarter	Travel Expenses 5400						
1st Quarter	Contractual Services 5500						
1st Quarter	Equipment 5600						
1st Quarter	Other (Specify)						
2nd Quarter	Materials and Supplies 5200						
2nd Quarter	All Other Costs 5300						
2nd Quarter	Travel Expenses 5400						
2nd Quarter	Contractual Services 5500						
2nd Quarter	Equipment 5600						
2nd Quarter	Other (Specify)						
3rd Quarter	Materials and Supplies 5200						
3rd Quarter	All Other Costs 5300						
3rd Quarter	Travel Expenses 5400						
3rd Quarter	Contractual Services 5500						
3rd Quarter	Equipment 5600						
3rd Quarter	Other (Specify)						
4th Quarter	Materials and Supplies 5200						
4th Quarter	All Other Costs 5300						
4th Quarter	Travel Expenses 5400						
4th Quarter	Contractual Services 5500						
4th Quarter	Equipment 5600						
4th Quarter	Other (Specify)						

PRESIDENT'S OFFICE PERSONNEL SUMMARY
as of May, 2017
for Budget Call FY17-18

	STAFFING TITLE	EMPLOYEE	EMP #	DIV		Current Hr/Step	Current Salary	Hourly	Relationship	Serv. Comp	Annual Step/Longevity Rate	Hrly Step/Longevity Rate	Effec. Date	Recent Personnel Action	Next Increment	Comb.End	Tenure	Increment Amount	FY17-18 Hr/Step	FY17-18 Budget Salary Amount	Com.Carriers	Status
Savaeth	DIRECTOR	TBD, Salary	490300	Academic Affairs - Office	100 Program/Division Overview (K-Grad)	80-17/20	$ 68,000.00	$ 32.69	1/1 Hammer	6/17/94	4	4	1/6/16	Salary Step Increment	1/6/18	V/A	22	$ 1,360.00	78.3673	$ 71,000.00	20.909	Staff

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American Samoa Community College
Standard Operating Procedures (SOP)

PUBLICATIONS

SOP #	IE-0009	**Responsibility:**	Research and Evaluation Unit
Title:	Fact Sheets/ Fact Books	**Policy:**	IE Outcome: 5
Scope:	Leadership Team	**Review Date:**	*August 22, 2013; Amended October 25, 2016*

Description:
Fact sheets are compiled every semester. Fact sheets are data publications made available for institutional decision-making on student placements, enrollment trends, graduation rates, developmental performances, and student achievement statistics. Fact sheets contribute to the ASCC Fact Book for longitudinal data.

Fact books are publications compiled every year. The Fact book covers the academic year beginning fall semester to the spring semester term in the consecutive year. Fact books are data publications for use by the institution for decision-making.

Procedures:

1. Data collected each semester for Fact Sheets and Fact Books:

	Data Type:	Data Sources:
1.	Enrollment Data	Info View
2.	Placement Test Results	Admissions Officer
3.	Graduate Transcripts	Registrar
4.	Developmental Courses (Pass/No Pass) Rates	CIO
5.	Student Achievement Indicators & Targets	CIO & Registrar
6.	Student Learning Outcomes	Director of Curriculum & Assessment

2. Data is compiled by the data specialists and organized for analysis.

3. The Institutional Researcher (IR) analyzes and organizes the data for presentation in the Fact Sheet or Fact Book.

4. The IE Director reviews the Fact Sheet or Fact Book before submission to the President for final approval. Institutional Researcher will correct any errors and make necessary changes as recommended by the Director of IE or the President.

5. After approval from the President, the publication is posted on the ASCC Website and archived in CA for access. Hard copies and e-copies are made available upon request from individuals other than the College's personnel.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0010	**Responsibility:**	Institutional Researcher, Communications and Documents Officer
Title:	Annual Reports	**Policy:**	IE Outcome: 1 and 3
Scope:	Leadership Team	**Review Date:**	*Adopted August 22, 2015; Amended October 26, 2015; Amended October 25, 2016*

Description:
Annual Reports are a publication of IE, which is compiled every year. These are mainly used for external reporting to the local legislature during budget hearings and distributed during workshops or conferences attended by ASCC administration. This report runs by the Academic Year, covering the fall semester to the summer term in the consecutive year.

Procedures:

1. Annual Report must follow the annual report outline approved by the IE Director.
2. The articles and photos are submitted to Institutional Researcher for layout and inclusion of institutional data.
3. The draft of the annual report is review by the Communications and Documents Officer for writing mechanics.
4. The final draft of the Annual Report in the summer of each year. Final review is conducted by the IE Director and submitted to the President is required for approval before the Annual Report is released to the public.
5. Annual Reports are regularly distributed to the Legislature for Budget Hearings.
6. A soft copy of the Annual Report is made available to all on the ASCC-IE Webpage.

American Samoa Community College
Standard Operating Procedures (SOP)

SOP #	IE-0011	**Responsibility:**	Communication and Documents Officer, Institutional Researcher
Title:	Connections Newsletter	**Policy:**	IE Outcome: 4
Scope:	Leadership Team	**Review Date:**	*Adopted August 22, 2013; Amended October 25, 2016*

Description:
The Connections newsletter is an IE publication which informs stakeholders about the developments at the ASCC. Articles are written and edited by the Communications and Documents Officer. The newsletter is distributed the month following the end of each fiscal quarter to staff and faculty via email. Hard copies are also available for distribution upon request.

Procedures:

1. The Communications and Documents Officer edits and condenses articles originally written for press releases during each quarter to be used in the newsletter.

2. The Communications and Documents Officer submits the articles to the Institutional Researcher for layout. For stories or announcements not covered by the Communication and Documents Officer, divisions or individuals may submit articles or brief descriptions of the activity or announcement to the Institutional Researcher for inclusion.

3. Once the layout is complete, a draft is submitted to the IE Director for review and approval for distribution. If changes are to be made, the IE Director will return the draft to the Institutional Researcher for corrections.

4. Once the newsletter is approved for distribution, the Institutional Researcher will send copies via email to the College's internal stakeholders.

PRESS RELEASE

SOP #	IE-0012	**Responsibility:**	Communications and Documents Officer
Title:	Publicizing an ASCC Event	**Policy:**	IE Outcome: 4
Scope:	ASCC constituencies and decision-making groups, Leadership Team	**Review Date:**	*Adopted August 22, 2013; Amended October 25, 2016*

Definition:
This SOP deals with the process of covering an ASCC event to produce an article for public release.

Procedures:

1. Press Officer gathers information on events, and works closely with staff and faculty or department administrators making the request.

2. The first draft of the story is submitted to the requesting person or department, who are responsible for checking story for accuracy.

3. With input gathered in Step two, the Communication and Documents Officer creates final draft of story.

4. The final draft of story is submitted to requester(s), as well as, where applicable, department chair, deans, directors, and officers. The final draft is submitted to the IE Director and vice presidents for review and finally to the President for executive approval. (Referencing IE- Public Information Request Form)

5. In the midst of the above, the Communications and Documents Officer takes photos to go along with the story, or procures them from requesters.

6. Upon receipt of executive approval from the President, the Communication and Documents Officer distributes story and photo to the ASCC Webmaster, and local and off-island media.

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IPECC COMMITTEE BYLAWS

ARTICLE I. COMMITTEE NAME

The name of this Standing Committee shall be the Core Curriculum Committee (CCC) of the American Samoa Community College.

ARTICLE II. PURPOSE

The establishment of the Core Curriculum Committee shall be identified as a Governance Group following the definition in the ASCC Participatory Governance Structural Manual.[1]

The purpose the Core Curriculum Committee shall be to:

- Facilitate the dialogue on Institution-Set Standards;
- Review all General Education, Core and Co-Foundational Area requirements for all degrees and certificates;
  - Ensure alignment of all course requirements to Student Learning Outcomes
- Provide recommendations to members of the General Curriculum Committee (GCC) on options and ways to improve and expand academic programs;
- Provides a calendar and schedule of meetings for the review of the academic catalog for all instructional and academic programs and departments.
- Provide guidance to the GCC and Student Support Services on curricular issues that may impact academic policies;
  - Chairperson of the CCC will also serve as the Chairperson of the GCC.
  - Holds regular CCC meetings in preparation for the GCC.
- Provide recommendations to the Dean of Academic Affairs and Dean of Student Services on ways to improve academic services that may include the clarification or improvement of processes for:
  - Course Syllabi
  - Course Template and Schedules
  - Transferability
  - Gainful Employment
  - Articulation of Courses
  - Academic Policies
  - Academic Procedures
  - Academic Calendar
  - Curriculum Committee Manual
  - Student Tutorials

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[1] Participatory Governance Structural Manual, Governance Group Members, p. 17 *(Recommendation to include the CCC in the ASCC Participatory Structural Manual)*

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AMERICAN SAMOA COMMUNITY COLLEGE

August 24, 2018

ASCC Catalog 2018-2020
Signature Page

Reverend Dr. Leanavaotaua Sekuini Seva'aetasi, Board of Higher Education – Chairperson — 8/27/18 Date

Dr. Rosevonne M. Pato, ASCC President — 8/27/18 Date

Mrs. Letupu T. Moananu, Vice President/Dean of Academic and Student Affairs — 8/27/18 Date

Dr. Lina Scanlan, Vice President of Administration And Finance — 8/27/18 Date

Mr. Sonny J. Leomiti, Director of Institutional Effectiveness — 8/24/18 Date

The foregoing ASCC stakeholders/parties/individuals have endorsed their official penmanship to said instrument as verification that they have thoroughly reviewed the ASCC Catalog 2018-2020 and have approved its contents for printing and dissemination.

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

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AMERICAN SAMOA
COMMUNITY COLLEGE

Website Change Request Form

Date: *(Organizational Purposes)*

Reason for Change: *(Determine the purpose / goal of change)*

Proposed Changes: *(A brief description of changes)*

Webpages Changed: *(Identify what will be affected by the change)*

Brief Description of Content Types to be included with Change:

Text: (Determine content premise)

Image: *(Determine Amount and Context for each image)*

PDF: *(Ensure Appropriate Naming and Accessibility.)*

Other (Specify): *(Determine Validity and Accessibility for other Document Types)*

***Please attach all content for Website Changes. Email support@amsamoa.edu with a copy of the processed form and all additional content as indicated above.**

Signature Protocol:

_____ _____
Author/Originator — Date
(Signature of the requestor requesting to post information on the ASCC Website. This includes any changes or updates to information, text, images, and files on the ASCC Website.)

_____ _____
Officer, Dean, or Director — Date
(Upper Management [reports directly to a VP] signature required for the reliability and validity of the information submitted on the Website Change Request Form to be posted on the ASCC Website.)

_____ _____
Director of SSI (When Applicable) — Date
(Signature required for the review of any/all Samoan translations submitted on the Website Change Request Form to be posted on the ASCC Website.)

_____ _____
Director, Institutional Effectiveness — Date
(Signature required for the monitoring, management, and archiving (as it pertains) of all information and files requested to be publicized on the ASCC Website.)

_____ _____
Chief Information Officer — Date
(Signature required to ensure that all approved Website Change requests are accessible on the ASCC Website for all internal and external stakeholders. The CIO ensures that access to information on the ASCC Website is available in different formats to assure access for people with disabilities and complies with federal requirements.)

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

AMERICAN SAMOA
COMMUNITY COLLEGE

Website Change Request Form

Vice President, AA or AS — Date

*(Signature required for transparency purposes **or** as it pertains, approval /disapproval/recommendation for review of information requested to be published on the ASCC Website.)*

ASCC President — Date

(Signature required for Final Review and approval/disapproval for all/any information, files, pictures, etc. requested to be publicized on the ASCC Website.)

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Sexual Harassment:

The ASCC does not condone sexual harassment by any student, instructor, supervisor, or employee. Sexual harassment may be manifested in, but is not limited to, the following forms:

- Unwelcome sexual conduct, whether it is verbal or physical that interferes with another person's work performance or creates an intimidating, hostile, or offensive classroom or campus environment.
- Decisions affecting students (such as grades) made by an instructor or ASCC personnel based on submission to/or rejection of sexual advances.
- Submission to a sexual advance used as a condition of obtaining a particular grade, whether expressed in explicit or implicit terms.
- Slurs, name calling, and other inappropriate and unwelcome comments and behavior based on the sexual orientation of students or faculty/staff.
- Display in the classroom or on campus of sexually suggestive objects or images.

If any student feels subjected to sexual harassment, he/she should report the incident to any Student Services Counselor at any time or specifically to the Dean of Student Services or the Dean of Academic Affairs. The Student Grievance Committee will conduct an investigation into the allegations.

To the best extent possible, ASCC will attempt to keep the identity of the person(s) reporting the incident involving sexual harassment confidential.

Academic Honesty and Integrity:

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, 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 materials;
- Knowingly furnishing false information to the college with the intent to deceive or fraud;
- Forgery, alteration or misuse of documents, records, or identification;
- The attempted or actual theft or damage of college property.

Students in violation of any the above actions 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.

General Student Grievance:

Students having a grievance with the general operation of the College may petition the Grievance Committee for redress. The petition shall set forth in detail the nature of the grievance and shall state for whom the grievance is directed. It shall contain factual data, which the petitioners deem pertinent to their case. The Committee shall have the right to decide whether or not the petition merits investigation. Petitions must be submitted to the Dean of Student Services, who will appoint a Grievance Committee, and supervise the grievance process.

Academic Grievance:

Before an academic grievance is filed, the student must first discuss and seek to resolve the issue with the instructor of the course and the appropriate Department Chairperson. If the matter cannot be resolved, the procedures outlined below should be followed:

1. A letter describing the nature of the complaint and all supporting documents should be submitted to the Dean of Student Services and to the Dean of Academic Affairs. These documents may be the course syllabus outline, evaluation procedures, and exams with grades, term paper assignments with grades, quizzes or other pertinent supporting documents.

   The Dean of Student Services will call a meeting of all available parties involved (instructor, Department Chairperson, Dean of Student Services, and the Dean of Academic Affairs) to review the submitted documents and find a possible solution.

2. If the matter remains unsolved, the Dean of Student Services will refer the submitted written grievance to the Grievance Committee (Dean of Student Services, Dean of Academic Affairs, one counselor, one faculty member, and a student representative) for appropriate action and to schedule a hearing.

3. The Grievance Committee will notify the student in writing within three (3) working days of the hearing outcome. All recommendations made by the Grievance Committee are final.

Board of Retention and Dismissal:

Members of the Board will include the Dean of Student Services, Dean of Academic Affairs, one counselor, one faculty representative, and a student representative. The student has the right to present his/her case in person before the Board, and will be notified in writing of the Board's decision. Documentation of the Board's action becomes part of the student's permanent file. Students are not permitted to attend class while the case is pending.

Responsibilities of the Board of Retention and Dismissal are:

- To study the case being considered for disciplinary action that may result in a student's dismissal from the College.
- To decide the nature and gravity of the student's offense relative to the rest of the student body, the overall function and purpose of the College, the student's academic life, and College regulations as stated in the Student Handbook and the College Catalog.

- To decide whether the student will be retained or dismissed and whether such dismissal shall be temporary or permanent.

Actions, which may be taken by the Board of Retention and Dismissal after hearing a case:

- **Warning**- Notification to a student that the continuation or repetition of a specific violation may result in serious disciplinary action.
- **Probation-** Formal action placing conditions on the student's continued attendance in the College. Such notice will be given in writing and specify the period of probation and conditions.
- **Suspension**- Suspended students will be placed on temporary dismissal from the College. Such notice will be given in writing, specifying the duration of the suspension and any specific conditions to be met before readmission into College.
- **Expulsion or Exclusion**- Expulsion or exclusion is the indefinite or permanent dismissal from ASCC and termination of student status. The Board of Retention and Dismissal will take the final action on such cases, with overall supervision from the Dean of Student Services, no refund of tuition and/or fees is granted for expulsion or exclusion cases.

The student may appeal decisions made by the Board of Retention and Dismissal to the ASCC President.

Student Appeals:
Students may appeal a disciplinary action taken against them by submitting a written appeal to the Dean of Student Services, who will forward the request to an appointed ad-hoc Student – Faculty –Administration Appeal Board. The written appeal must be submitted within one week from the issuance of the disciplinary action/decision in question. The disciplinary action shall stand during the Appeal Board's deliberations on the submitted appeal. The Ad-Hoc Board's decision and/or recommendation are final.

Academic Policies and Procedures

The American Samoa Community College reserves the right to change policies, programs, or fees, as approved by the Board of Higher Education (BHE), without previous written notice.

Exception Policy:
Admissions Office deadlines, policies and procedures are strictly enforced. If a student has an extenuating circumstance requiring an exception to any deadline, policy, or procedure, that student may file a request for exception. *To file for an exception*:

The student must submit a petition in writing to the appropriate instructional department chairperson (for registration this would be the advisor's department chairperson.) Once the instructional department chairperson forwards a request for exception to the Records Office, the student must pay a $25.00 non-refundable processing fee.

The student's Exception Request will be reviewed for approval or disapproval by a committee comprised of the following: Dean of Student Services, Dean of Academic Affairs, Registrar, and the instructional department chairperson. Each member may appoint a representative to the review committee in his/her absence.

The student will be informed of the committee's decision within five (5) working days from the official processing date identified by the Registrar's Office. Exception cases that have not been finalized within five (5) working days period will automatically be rendered approved. Only after all the approvals are granted can the Exception Request be processed. All supporting documents will be filed in the student's record. Students may only file three (3) exception requests during their academic careers.

Attendance Policy:
All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. Instructors are required to include in their course syllabi the College's attendance policy and have it distributed to students during the first week of instruction. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for CAPP and summer sessions. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.

- 15 weeks = 6 absences for courses offered on M/W/F and
  = 4 absences for courses offered on T/Th
- 10 weeks = 4 absences for courses offered on M/W/F and
  = 3 absences for courses offered on T/Th
- 6 weeks = 3 absences (Daily Courses)
- 5 weeks = 2 absences (Daily Courses)

A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide documentation for absences to the Dean of Academic Affairs.

Veteran students are to refer to the Division of Student Services (DOSS) Veterans Educational Benefits sections for additional attendance requirements.

Stopped/Non-Attendance:
A grade of "F" or "NP" will be recorded if a student stops attending or never attended a class, or exceeds the maximum allowable absences, and/or does not properly drop or withdraw from a class. Refer to the College Attendance Policy on attendance.

The last date of attendance is periodically collected from the instructors by the Records Office. In addition, instructors are required to report the date of last attendance when a final grade of **"F", "W", "W/F", "W/WNP", "UW"** or **"NP"** is submitted. The date of last attendance is recorded on the student's record and is made available to the Financial Aid Office for recipients of Federal Student Aid as required by Federal Law.

Veteran students are to refer to the Student Services Veterans Educational Assistance for additional attendance requirements.

Academic Credits:
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, internship, practicum, fieldwork, and physical education courses.

Grading System:
The instructor, based on the student's assignments, examinations, class attendance and other criteria outlined in the course syllabus, evaluates the student's scholastic achievement and awards a letter grade. The Grade Point Average (GPA) is computed based upon rules associated with the letter grade as listed in the chart below. The letter grade rules determine whether credits attempted, and credits earned are counted in the GPA and the value of the points per credit.

LETTER GRADE	DESCRIPTION QUALITY	POINTS
A	Exceptional Achievement	**4.0**
A-		**3.7**
B+		**3.3**
B	Above Average Quality	**3.0**
B-		**2.7**
C+		**2.3**
C	Acceptable Work	**2.0**
C-		**1.7**
D+		**1.3**
D	Not Fully Satisfactory	**1.0**
D-		**0.7**
F	Fail (No Credit)	**0.0**
W/F	Withdrawal/Fail (No Credit)	**0.0**
UW	Unofficial Withdraw	**0.0**

The following grades have no point value; the credits attempted are not counted in the GPA calculation.

LETTER GRADE	DESCRIPTION QUALITY	COMMENTS
W	Withdraw	Does not affect GPA
W/NP	Withdraw/No Pass	Does not affect GPA
P	Pass	Does not affect GPA
NP	No Pass	Does not affect GPA
E	Credit by Exam	Does not affect GPA, But the credits are counted towards credit earned
I	Incomplete	Does not affect GPA until Instructor submits a final grade for the course
X	No Show	Does not affect GPA
R	Repeat	Does not affect GPA
AU	Audit	Does not affect GPA
AR	Academic Renewal	Does not affect GPA

GPA Calculation:

The semester Grade Point Average (GPA) is calculated as follows:

1. Find the points per credit value for each letter grade.
2. Multiply the points per credit value by the Credits Attempted (CA) for each class to equal Quality Points (QP).
3. Total all the Quality Points (QP)
4. Total all the Credits Attempted (CA)
5. Divide the total Quantity points (QA) by the total Credits Attempted (CA) to equal the GPA.

Example:

Letter Grade	Points Credit	X	Credits Attempted	=	Quality Points
A	4.0	x	3	=	**12.0**
B+	3.3	x	4	=	**13.0**
B	3.0	x	3	=	**9.0**
W/F	**0.0**	**x**	**3**	=	**0.0**

Total QP =	12.0 + 13.0 + 9.0 + 0.0	34.2
Total CA =	3 + 4 + 3 + 3	13.0
QP / CA =	34.2 / 13	2.63
GPA=		2.63

The **Cumulative Grade Point Average** (CGPA) is calculated the same way, taking all letter grades and all Credits Attempted (CA) from the first semester through the last semester and calculating as above.

Incomplete Grades:

An incomplete grade may be reported only if the student is unable to successfully complete all course requirements by the end of the semester. An **"I"** grade is given when extenuating circumstances beyond the student's control make it impossible to complete the required work within the prescribed time. Arrangements must be made between the instructor and the student before the end of the semester.

A "Report of Incomplete" form is available from the Records Office. This form must be signed by the instructor and the student and submitted by the instructor along with the student's other grades by the end of the semester. Courses may not be repeated to remove an incomplete. Incomplete grades can only be removed by completing unfinished course requirements before the deadline. It is the student's responsibility to submit the makeup work with enough time for the instructor to grade the work and submit the Change of Grade Form before the deadline. *(See Change of Grade policy).*

Grade Report:

Students may receive their final grade report each semester from the Records Office during the semester or term interim. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade report should be reported to the Records Office as soon as possible after receiving the report. The time limit for any grade change is within the first six weeks of the subsequent semester or term in which the original grade was given. Grade conflicts can also be settled through the grievance process. *(See section on Grievance Policy).*

Change of Grade:

An instructor may change a student's grade within the first six weeks of the subsequent semester in which the original grade was given. The instructor initiating the change of grade must obtain a Change of Grade Form from the Records Office.

Faculty must hand carry Change of Grade Forms throughout the entire process, securing signatures of the Department Chairperson and the Dean of Academic Affairs. Upon review and approval of the Dean of Academic Affairs, the form will then be forwarded to the Records Office for final review and approval before final processing. The Dean of Academic Affairs will not review change of grade requests hand carried by personnel other than the instructor of the course.

A change of grade request cannot be made for a grade above "B" unless approved by the Dean of Academic Affairs. This is to ensure equal and fair treatment of all students enrolled in that particular course.

Change of Grade for Graduates:

In order to change a grade for a graduate, the instructor must obtain a Change of Grade Form from the Records Office and attain the appropriate signatures from the Department Chairperson and the Dean of Academic Affairs for approval.

Academic Standards:

Academic standing is based upon the students' Cumulative Grade Point Average (CGPA). The academic standing designations are Good Standing, Academic Probation, 1st Suspension, and 2nd Suspension.

Good Standing:

A student is in good academic standing when his/her cumulative grade point average (CGPA) is 2.00 or above.

Academic Probation:

A student whose CGPA is less than 2.00 will be placed on academic probation. A student on academic probation can only enroll in up to 6 credits or up to 9 credits with the recommendation of his/her advisor and the approval of the Dean of Academic Affairs. Students on academic probation can enroll in only one course for the summer session. A student who achieves at least a semester GPA of 2.00 while on academic probation may continue to enroll at the College. A student is removed from academic probation when a CGPA of 2.00 or higher is attained.

1st Suspension:

A student will be placed on 1st suspension if, while on probation, he/she fails to maintain a semester GPA of at least 2.00. This is equivalent to two consecutive probationary semesters. The student may not be suspended as a result of academic performance during the summer session. The student may re-enroll after one semester, not including the summer session.

2nd Suspension:

A student, who re-enrolls at the college after returning from 1st suspension, can enroll in up to 6 credits (or up to 9 credits with the Dean of Academic Affairs approval and signature.) However student must achieve at least a 2.00 semester GPA and must meet the requirements for satisfactory academic progress.

Otherwise, the student will be placed on 2nd suspension. The 2nd suspension is for at least one calendar year. After this

period of time the student may apply for readmission under the same provision as those required of a suspended student.

Academic Renewal:

The changing of previously recorded substandard academic performance (D and F grades), completed at the American Samoa Community College, which may not be reflective of a student's demonstrated ability, will be considered upon submission of a petition by the student to the Registrar. Upon approval by the Dean of Academic Affairs, the academic record of the student will be annotated with the appropriate adjustments made to the grade point average (GPA). All previously recorded work, however, will remain on the transcript, ensuring a true and complete academic history. The changed grade will be recorded as "AR" with the original grade in parenthesis. For example, a grade of "D" will appear as AR (D). A maximum of 24 credits of course work can be alleviated. This policy is applicable under any of the following cases:

Completion of 24 credits at "C" (2.00) level or above since the semester of substandard work. Passage of at least four years since the substandard work was recorded. Demonstration that pre-recorded work is not reflective of the student's present ability. Such evidence might include, but is not limited to, documented proof of experience, awards, degrees, and honors since the notation of the substandard work.

Course Substitutions:

A student is expected to satisfy all ASCC degree requirements (such as General Education and Program Requirements) that were in effect when the student first scheduled a class after his/her admission or most recent re-enrollment as a degree candidate. Requirements for a program are those in effect at the time of the student's admission or most recent re-enrollment into that program.

A course substitution form is available from the Records Office.

Guidelines for Considering Course Substitution Requests:

- The course to be substituted should be similar in outcome, scope, and content with all courses except General Education courses.
- All degree/ program requirements needed for a certificate or degree may not be substituted unless approved by the Department Chairperson and the Dean of Academic Affairs.
- A limit of two courses may be substituted for **non-General Education** courses during your enrollment at the ASCC.

Course Repetition:

Students may only repeat course(s) with an earned grade of **"C-", "D", "F", or "W/F"** twice (Nursing courses may be repeated with an earned grade of "C") twice. All grades will be retained on record after all attempts made to repeat a course. Only the best grade will be used to compute semester and cumulative grade point average.

Textbook Policy:

Students are required to purchase textbooks, workbooks, and other instructional materials designed for course(s) they are enrolled in. Textbook costs vary from course to course. Every student must have the required materials identified in the current syllabus of the course(s) in which they are officially enrolled by the end of the first week of instruction. Students' failure to provide their instructors proof of this requirement will result in an immediate recommendation by the instructor to drop the course(s). If the student does not drop the course or purchase the required materials, then the instructor may initiate an administrative drop. *(Please refer to the section on Administrative Drop for more details.)*

Textbook Information:

Section 133 of the HEA requires ASCC to disclose textbook information such as course schedules, textbook titles, ISBN numbers, and prices. This information is made available to students and to the ASCC Le Bookstore.

Course Classification Systems:

Courses numbered below 100 are developmental or preparatory in nature and are not counted toward a degree program of study. Students are advised to check with their advisors about these degree programs. The following numbering system is used to classify courses.

001-099	**Developmental or Preparatory Courses**
100-199	**Freshman Level Courses**
200-299	**Sophomore Level Courses**
300-499	**Bachelors' Level Courses**

Preparatory Course Work:

Students will be placed according to their English and Math placement test score. Students that fail to follow the proper course prerequisites will be subject to the Administrative Drop Policy. Refer to sections on *Administrative Drop* and *Prerequisites Courses*. Refer to pre-requisites on *Preparatory Level Courses*.

Academic Advising:

The ASCC Faculty are committed to advise students to achieve their academic career pathways through academic advising. Students are encouraged to see their academic advisor(s) throughout the academic school year.

Academic advising includes:

- Assisting students in clarifying, articulating, and attaining academic and life goals;
- Facilitating each student's academic adjustment to the campus;
- Educating students to assess academic progress and to develop educational plans;
- Explaining and clarifying college core courses, graduation requirements, and academic policies and procedures;
- Advising students on issues as they relate to academic progress, which may include referral to

appropriate College programs and community agencies;
- Serving as advocates and mediators for students.

Coursework Expiration:
The normal duration of time to complete coursework for an approved degree or certificate program of study is ten years. Students may be asked to repeat courses taken more than ten years before graduation, due to the change and currency of subject matter specific to a program of study. Evaluation and approval of coursework will be conducted by each academic department and signed by the Department Chairperson.

The Family Educational Rights and Privacy Act-FERPA:
Pursuant to Section 99.7 of the rules and regulations governing the Family Educational Rights Privacy Act of 1974 (hereinafter the Act), students in attendance at the American Samoa Community College are hereby notified of the following:

1. It is the policy of the American Samoa Community College to subscribe to the requirements of Section 438 of the 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 rights of students.

2. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:
   a. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College officials to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
   b. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend the record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want to change, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
   c. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic research, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his/her tasks. A College official has legitimate interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C.20202-4605.

4. Students are advised that certain personally identifiable information listed below is considered by the College to be directory information and, in response to public inquiry, may be disclosed in conformance with federal law, at the College's discretion, without prior consent of the students unless the student otherwise so informs the College not to disclose such information:
   a. Name of Student
   b. Address of Student
   c. Telephone Number
   d. Email Address
   e. Major Field of Study
   f. Dates of Enrollment
   g. Enrollment Status (full time, part time...)
   h. Degrees, Academic Honors, and Awards received
   i. Student Status (new, continuing, returning)

A student has the right to request that any or all of the above items not be designated directory information with the respect to that student. Should a student wish to exercise this right, he/she must present in person and in writing a request, no earlier than the first day of instruction and no later than fourteen (14) calendar days from the first day of instruction for the academic term or semester, or the fourth day of a summer session.

A parent, spouse, sibling, or any other relative of a student is advised that information contained in educational records, except as may be determined to be directory information, will not be disclosed to him/her without the prior written consent of the student. This includes, but is not limited to, the release of the student transcript.

ASCC Policy Statement on Academic Freedom:

These principles of academic freedom, as also expressed by the American Association of University Professors, are recognized by the faculty and the administration of ASCC and by the Board of Higher Education of American Samoa.

Institutions of higher education exist 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 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. It carries with it duties and certain rights.

Academic Freedom:

The ASCC instructor is entitled to full freedom of 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. Some conditions may be required of commissioned work.

Accordingly, the College defends the teachers' full right to freedom in the classroom to discuss or interpret his or her subject. The teacher has the right to be free from pressures and forces extraneous to the performance of his or her ethical and professional duties in the determination of the student's grades.

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. When he or she speaks or writes as a citizen, he or she shall be free from institutional censorship or discipline. Thus while in accordance with all restrictions of applicable law concerning political activities in the work place, a faculty member is free to express publicly, in speaking or writing, his or her own considered view or opinion of any or all matters which are felt from time to time to be in need of such expression, provided that such statement shall satisfy the requirement of professional dignity, is done in good taste and is sensitive to the importance of local customs. Such statements are not represented as other than the private view of the person making them. With such freedom comes a responsibility of objectivity, respect for the opinion of others, and a keen attention to the present means of bias and error, particularly when exploring controversial subjects.

When controversial matters arise, faculty and administrators are to address topics factually, and to refrain from using personal privilege or prestige to promote their own view points. Furthermore, in no way should such views be distorted or implied to be the official position of the College or the Board of Higher Education. Controversial matters must be brought to the attention of the Dean of Academic Affairs.

A College instructor's special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember the public will judge his/her profession and institution by his/her utterance. Hence, he/she should at all times be accurate, exercise appropriate restraint, and should show respect for the opinion of others.

Programs, Policy, and Fee Changes:

The American Samoa Community College reserves the right to change policies, programs, or fees, as approved by the Board of Higher Education, without previous written notice.

Student Right-to-Know Disclosures:

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of the American Samoa Community College to make available its completion and transfer rates to all current and prospective students.

Campus Crime Statistics:

The following statistics concern criminal offenses reported to have occurred on the American Samoa Community College campus during recent years. The statistics are based on the academic year, which includes fall, spring, and summer semesters.

Campus Crime Statistics (2015-2018) *http://ope.ed.gov/campussafety/#/institution/details*

OFFENSE	2015-2016	2016-2017	2017-2018
Aggravated Assaults	0	2	0
Burglary	9	7	2
Drug Violation	4	3	3
Liquor Violation	0	6	18
Murder	0	0	0
Rape	0	0	0
Robbery	3	0	0
Sexual Harassment	0	6	9
Theft	1	7	0
Vandalism	0	0	0
Weapon Possession	2	1	2

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ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

Program Statement

The Associate of Arts degree in Liberal Arts provides a solid, wide range education that can be used as a foundation for a bachelor's degree program. Courses required for the Liberal Arts degree cover many areas of study in Arts, English, Health and Fitness, History, Humanities, Mathematics, Science, Social and Behavioral Science, Samoan and the Pacific, and Technology.

1ST SEMESTER		CREDITS	2ND SEMESTER		CREDITS
ENGLISH	ENG 150	3	HUMANITIES	SPH 153, DRA 170, MUS 170, MUS 180	3
	ENG 151	3			
CAREER DEVELOPMENT	ABR 100, ANT 151, ANT 153, ART 160, ART 161, ART 165, ART 170, ASL 150, AUTO 100, BUS 103, CARP 100, CLP 150, CJ 150, DRA 151, ED 150, HEA 140, HSV 150, HSV 160, ICT 161, MUS 150, MUS 170, MUS 180, MUS 181, MUS 187, MSL 101, MSC 150, NUR 100/100L, POL 150, POL 151, POL 160, PAD 150, SAM 152, WLD 100	3	SCIENCE	*Physical Science:* CHM 150/ 150L, PHY 151/ 151L, PHSCI 150/150L *Life Science:* BIO 150/150L, BIO 155/ 155L, BIO 180/ 180L, MSC 170/170L	4
			PERSONAL DEVELOPMENT	PSY 150, HEA 150, SOC 150, REL 150, PHIL 150	3
MATH	MAT 150, MAT 151, MAT 155, MAT 250, MAT 260, MAT 280	3-5	HISTORY	HIS 150, HIS 170	3
COMPUTER	ICT 150, ICT 170	3		HIS 162	3
	TOTAL CREDITS	15-17		TOTAL CREDITS	16

3RD SEMESTER		CREDITS	4TH SEMESTER		CREDITS
SCIENCE	*Physical Science:* CHM 151/ 151L PHY 152/152L *Life Science:* BIO 181/181L, BIO 250/ 250L, BIO 255/255L	4	HISTORY	HIS 151, HIS 171	3
			ENGLISH	ENG 251	3
MATH	MAT 250, MAT 280, MAT 281	4-5	PHYSICAL EDUCATION	PED or MSL 100	1
SOCIAL SCIENCE	*Cultural Courses:* ANT 150, ANT 153, ANT 154, ANT 210, GEO 160 *Political Courses:* PAD 150, POL 150, POL 160, POL 170, POL 220, POL 250, POL 251 *Social and Behavioral Courses:* PSY 250, SOC 211	3	SAMOA and PACIFIC STUDIES	*Cluster I: Samoan and the Pacific History and Geography* HIS 160, HIS 161, SAM 152, GEO 150, GEO 161 *Cluster II: Samoan Language* SAM 101A, SAM 101B, SAM 111, SAM 151/151L, SAM 154	3-4
ARTS	ART 150, ART 151, ART 171, ART 172, ART 180, DRA 150, DRA 151, MUS 160, MUS 165, MUS 170, MUS 180	3	HUMANITIES	PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274	3
			ELECTIVE CREDITS	*Select any course with alpha numbering at* ***150 or above with the exception of:*** SAM 101A, SAM 101B, or MSL 102	3
	TOTAL CREDITS	14-15		TOTAL CREDITS	16-17

Note: One credit course repeated 3 times: Only applies to MUS courses. Students can enroll in 1 Physical Science and 1 Life Science to complete 8 credits.

	CREDITS
GENERAL EDUCATION	31-33
PROGRAM REQUIREMENTS	30-32
TOTAL CREDITS	61-65

Agriculture, Community, and Natural Resources Department

Mission

The mission of the Agriculture, Community, and Natural Resources Department (ACNR) of the American Samoa Community College is to provide educational services in general agriculture, agribusiness, family and consumer sciences, and natural resources. ACNR currently offers Associate of Science Degrees with an emphasis in these areas. Courses are designed to serve both full-time and part-time students including those who may wish to transfer to four-year institutions. The department strives to provide a solid educational foundation that will enable the students to succeed in their academic and career goals.

To meet this mission, the department offers the following degree and certificate programs of studies:

- **Associate of Science degree in:**
  1. Agribusiness
  2. General Agriculture
  3. Family and Consumer Science
  4. Natural Resources

Community Advisory Council:

Dr. Kristen Jensen, Samuel Meleisea, Ms. Leiema Hunt, Mrs. Ianeta Ah Ping, Dr. Ruth Matagi, Mr. Larry Hirata

Chairperson and Faculty:

Mrs. Pauline Tuitele McFall, Chairperson; Mr. Ionatana L. Fasavalu, and Dr. Michael Otto Hansell, Faculty.

Program Learning Outcomes:

1. Demonstrate an understanding of the different career opportunities in Agriculture, Community and Natural Resources.
2. Understand the importance of Agriculture, Community and Natural Resources to the Samoan culture and the environment of American Samoa.
3. Apply the concepts and principles of science and technology needed for work in the field of Agriculture, Community and Natural Resources.
4. Utilize a knowledge base in Agriculture, Community and Natural Resources to adapt to social and economic changes and challenges.

AGRICULTURE, COMMUNITY, AND NATURAL RESOURCES COURSE DESCRIPTIONS

AGE 150 Agriculture Economics (3)
Prerequisite: ENG 80
This course provides an introduction to the economics of agricultural production, marketing, pricing, income and decision making involving farm operations that includes government policies and programs related to agricultural and socioeconomic problems of farmers. ***(Note: 3 lecture credits)***

AGR 100 I Practical Job Experience I (1)
This course is designed to provide the students with needed practical skills while working in an agricultural setting during the Summer Institute, fall or spring semesters. ***(Note: 1 lab credit)***

AGR 100 II Practical Job Experience II (1)
Prerequisite: AGR 100 I
This course is designed to provide the students with needed practical skills in an agricultural setting in the following two options Land Grant Research Station or On-Farm Work. ***(Note: 1 lab credit)***

AGR 152 Survey of Community and Natural Resources (3)
Prerequisite: ENG 70
Students will learn about career options available to them in agriculture, natural resources, and family and consumer sciences by interacting with local professionals working in these fields. Each weekly meeting will cover a different discipline, with an introductory presentation followed by a field trip to observe work within that discipline. Field trips will visit local agribusinesses, farms, and government agencies. ***(Note: 3 lecture credits)***

AGR 197 Polynesian Culture and Natural Resources Learning Project (3) *(formerly AGR 197/MSC 197 Polynesian Culture and Natural Resources Learning Project)*
Prerequisite: A 4-credit Biology course
This course is designed to provide the necessary background information for participation in a service learning project. It covers the natural resources of American Samoa and their cultural use. Students will be provided information about the listed topics and have the opportunity to conduct further research. They will also learn about the resources and culture of other countries and make comparisons among the different systems. ***(Note: 3 lecture credits)***

Note: AGR 200/MSC 200 Introduction to Aquaculture (3) has been removed from the ACNR department. MSC 200 Introduction to Aquaculture is the course to replace AGR 200.

AGR 250 Introduction to Horticulture (4) *(formerly Crop Production)*
Prerequisite: BIO 180
The basic principles of horticultural crop production include growth, development, reproduction, and propagation, and management of the crop environment: soil fertility and plant nutrition, water, temperature, light and wind; and crop hazards of weeds, pests and diseases. The production practices for world food crops are studied. Production of locally important crops is emphasized. Practical sessions to complement lectures include field visits and laboratory exercises. ***(Note: 3 lecture credits and 1 lab credit)***

AGR 297 Environmental Service Learning Exchange (2)
(formerly AGR 297/MSC 297 Environmental Service Learning Exchange)
Prerequisite: AGR 197
This course is a four-week, service-learning course. Students will utilize knowledge gained from MSC 197/AGR 197 to carry out community service projects that will include: stream bank restoration, trail maintenance, and creation of educational displays and signs. They will also learn about the resources and culture of other countries and to make comparisons among the different systems. A portfolio will be kept on activities and a final report will be required on their projects. ***(Note: 2 lecture credits)***

ANS 150A Animal Science A (2)
Prerequisite: ENG 70
This course opens to all students in developmental studies as an introduction in general agriculture, animal science or natural resource management. Lectures, discussions, and presentations by experts and community members will include topics such as agriculture, livestock, nutrition, breeding, and management, and pasture/turf grass, meat processing and marketing. Emphasis will be on swine and poultry production. Students who plan to further their studies of Agriculture beyond the A.S. level must take both this course and ANS 150B. ***(Note: 2 lectures credits)***

ANS 150 B Animal Science B (2)
Prerequisite: ANS 150A
A supplement to ANS 150A that provides a complete, in-depth, introductory animal science course. This two-credit discussion and lecture course will provide further detail on livestock anatomy, physiology, nutrition, genetics and global livestock systems. This course is intended to be a more rigorous scientific examination of livestock production. ***(Note: 2 lecture credits)***

FAM 250 Family Finance (3)
Prerequisites: ENG 150, MAT 151
This course is designed to address the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle. Topics include financial planning for daily needs, banking, saving and investing, managing credit, managing risks, and insurance; consumer choices, rights and decision making related to meeting personal and family goals for nutrition and wellness, clothing, housing, and transportation. ***(Note: 3 lecture credits)***

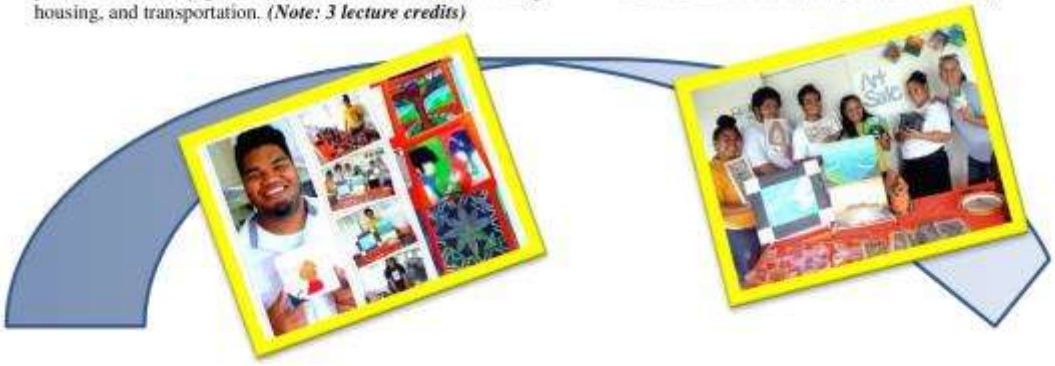
FAM 260 Parenting: Models for Guiding and Nurturing Children (3)
Prerequisites: ENG 150, PSY 150
Students will study new models of parenting theories, methods, skills, issues, and resources. They will view parent-child relationships in various cultural contexts. They will also gain the necessary skills for guiding and nurturing children as a parent and for teaching others those skills in high school and adult education settings. ***(Note: 3 lecture credits)***

NRS 180 Forests and Agroforestry (4)
Prerequisite: BIO 180
An introductory course containing three general areas which focus on the global importance of forests, emphasizing tropical rain forests, specific forest communities, and their uses in Samoa; The theoretical and practical study and measurement methods in forestry; and, Forest management systems, emphasizing agroforestry, community forestry, conservation, and preservation. ***(Note: 3 lecture credits and 1 lab credit)***

NRS 200 Natural Resources (4)
Prerequisites: MSC 160 or AGR 200, NRS 180
This course provides a comprehensive overview of wildlife, wetlands, and marine natural resources. Special emphasis is on local species, communities and ecosystems. Laboratories are field-oriented, focusing on identification and measurement of resource conditions. ***(Note: 4 lecture credits)***

NRS 250 Environmental Studies (3)
Prerequisites: ENG 151, NRS 200
This course enables students to develop skills in ethics, interpretation, and investigation in relation to the environmental settings and issues. Global, national and local examples are provided. Student presentations and projects are required. ***(Note: 3 lecture credits)***

NUT 150 Nutrition (3)
Prerequisite: ENG 90
This course is an introduction to the science of nutrition as it applies to everyday life. The goal is to teach students how to apply the logic of science to their own nutritional concerns. Topics include the six major nutrients: carbohydrates, lipids (fats), protein, vitamins, minerals, and water. The course will also examine the human body, energy balance, weight control, the digestive process, life stages, and diseases as they relate to nutrition and fitness. ***(Note: 3 lecture credits)***



ASSOCIATE OF SCIENCE DEGREE IN AGRIBUSINESS

Program Statement

An associate of science degree in Agribusiness is designed to prepare students for careers in the business segment of the agriculture industry. It provides an understanding of basic business concepts and principles as they relate to the industry. Students will learn the principles of organization and management in these businesses and the application of these principles in agriculture production. It helps prepare them for employment in commercial agriculture and business-serving agriculture.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
ENGLISH	ENG 151	3
CAREER DEVELOPMENT	BUS 103	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	AGR 100I	1
COMPUTERS	ICT 150	3
	TOTAL CREDITS	16

2ND SEMESTER		CREDITS
SCIENCE	BIO 180/180L	4
MATH	MAT 260	3
HISTORY	HIS 170	3
PROGRAM REQUIREMENTS	AGR 152	3
	AGR 100 II	1
	TOTAL CREDITS	14

3RD SEMESTER		CREDITS
SCIENCE	BIO 155/155L	4
PERSONAL DEVELOPMENT	PSY 150	3
	BUS 150	3
PROGRAM REQUIREMENTS	AGE 150	3
	ECON 250A	3
	TOTAL CREDITS	16

4TH SEMESTER		CREDITS
HISTORY	HIS 162	3
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ACC 150	3
	AGR 250/250L	4
SCIENCE	BIO 181/181L	4
	TOTAL CREDITS	17

PROGRAM RECOMMENDED COURSES		CREDITS
	ECON 250B	3

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	32
TOTAL CREDITS	63

ASSOCIATE OF SCIENCE DEGREE IN GENERAL AGRICULTURE

Program Statement

The associate of science degree in General Agriculture focuses on agriculture and related sciences and prepares students to apply specific knowledge, methods, and techniques to the management and performance of agricultural operations.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
ENGLISH	ENG 151	3
CAREER DEVELOPMENT	AGE 150	3
MATH	MAT 151	3
SCIENCE	BIO 155/155L	4
PROGRAM REQUIREMENTS	AGR 100I	1
	TOTAL CREDITS	17

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ANS 150A	2
MATH	MAT 260	3
HISTORY	HIS 151, HIS 171	3
COMPUTERS	ICT 150	3
SCIENCE	BIO 180/180L	4
	TOTAL CREDITS	15

3RD SEMESTER		CREDITS
SCIENCE	CHM 150/150L	4
PERSONAL DEVELOPMENT	HEA 150	3
	AGR 152	3
PROGRAM REQUIREMENTS	AGR 250/250L	4
	AGR 100 I	1
	TOTAL CREDITS	15

4TH SEMESTER		CREDITS
SCIENCE	CHM 151/151L	4
PROGRAM REQUIREMENTS	ANS 150B	2
SCIENCE	BIO 181/181L	4
HISTORY	HIS 162	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	16

PROGRAM RECOMMENDED COURSES		CREDITS
	MSC 200	3
	NRS 180	4
	TOTAL CREDITS	7

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	32
TOTAL CREDITS	63

ASSOCIATE OF SCIENCE DEGREE IN FAMILY and CONSUMER SCIENCE

Program Statement:
The associate of science degree in Family and Consumer Science provides a core program for students, preparing them for transfer opportunities in the following areas: human development and family relations, food and nutrition, family economics and resource management, and general family and consumer science.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	NUT 150	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	AGR 100 I	1
SOCIAL SCIENCE	PSY 150	3
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
SCIENCE	BIO 180/ 180L	4
COMPUTERS	ICT 150	3
HISTORY	HIS 170	3
PROGRAM REQUIREMENTS	AGR 100 II	1
	HSV 150	3
	MAT 260	3
	TOTAL CREDITS	**17**

3RD SEMESTER		CREDITS
PERSONAL DEVELOPMENT	HEA 150	3
SCIENCE	CHM 150/150L	4
PROGRAM REQUIREMENTS	AGR 152	3
	AGE 150	3
	FAM 250	3
TOTAL CREDITS		**16**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	FAM 260	3
SOCIAL SCIENCE	PSY 250	3
HISTORY	HIS 162	3
HUMANITIES	SPH 153	3
SCIENCE	BIO 181/181L	4
	TOTAL CREDITS	**16**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**34**
TOTAL CREDITS	**65**

ASSOCIATE OF SCIENCE DEGREE IN NATURAL RESOURCES

Program Statement:
An associate of science degree in Natural Resources provides a foundation in the natural sciences, with a focus on the biological and physical science aspects of managing natural resources. Emphasis is also on the social, cultural and economic aspects of managing natural resources and the environment.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
MATH	MAT 151	3
SCIENCE	BIO 155/155L	4
CAREER DEVELOPMENT	AGR 152	3
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
HISTORY	HIS 162	3
SCIENCE	BIO 180/ 180L	4
COMPUTER	ICT 150	3
HISTORY	HIS 170	3
MATH	MAT 260	3
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	CHM 150/150L	4
PROGRAM REQUIREMENTS	NRS 180	4
	AGR 197	3
	AGR 200, MSC 160	3
	AGR 100 I	1
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
PERSONAL DEVELOPMENT	PSY 150	3
HUMANITIES	SPH 153	3
SCIENCE	BIO 181/181L	4
	CHM 151/151L	4
PROGRAM REQUIREMENTS	AGR 100 II	1
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
	NRS 200	4
	NRS 250	3
	TOTAL CREDITS	**7**

PROGRAM RECOMMENDED COURSES	CREDITS
AGR 297	2

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**38**
TOTAL CREDITS	**69**

Business Department

Mission:
The mission of the Business Department is to develop and offer high quality business educational programs and services that will enable students to enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. Moreover, the programs enable students to build strong partnerships with both the public and private sectors in job placement and educational improvement opportunities.

To meet this mission, the department offers the following degree and certificate programs of studies:

- **Associate of Arts Degree with an Emphasis in:**
  1. Business Administration
- **Associate of Science degree in:**
  1. Accounting
  2. Business Management
- **Certificate of Proficiency in:**
  1. Accounting
  2. Business Management

The curriculum provides for career mobility. Business majors must complete all the business courses in each program with a "C" grade or better. A Business degree in Accounting, Business Administration and Business Management requires students to supplement classroom learning with practical experience of at least 30 to 40 hours. This may be gained through work, internships in firms and organizations, or special projects as directed by Business faculty. Students may complete these requirements by taking **ACC 152A** for Accounting, **MGT 250** for Business Administration, and **MKT 212** for Management. Both courses will offer a practicum during the fourth semester. A field trip either on or off-island is required for Management majors to observe and collect data on the importance of mass production, channels of distribution, office procedures/protocol and valuing diversity in the workplace. (*A national requirement*)

Community Advisory Council:
Mr. Alex Zodiacal, Mr. Jason Betham, Mr. Tony Mauga, Mr. Archie Soliai, and Mrs. Heidi Uele.

Chairperson and Faculty:
Dr. Faofua Faatoafe, Chairperson; Mr. Lam Yuen, Lam Yuen, Jr., and Mr. Papalauena Ioapo Taua'i, Faculty.

Program Learning Outcomes:

1. Create, analyze, and interpret written and verbal communication in business applications, with use of appropriate technologies that will allow for effective business presentations and make effective ethical business decisions.
2. Demonstrate competencies in most areas of business, including accounting, marketing, management, economics, business law, organizational behavior, and apply effective business communication skills as required for ethical leadership and management practices.
3. Demonstrate knowledge and practice of business etiquettes and ethics, and to think critically to create positive image of individuals and organizations by learning and understanding theories and participating in practical hands-on training opportunities.
4. Value diversity in work settings to enhance one's capacity to effectively foster teamwork, adjust, and adapt to a rapidly changing local, regional, and global business environment.

BUSINESS DEPARTMENT COURSE DESCRIPTIONS:

ACC 150 Principles of Accounting I (3) *(formerly College Accounting I)*
Prerequisites: BUS 150
This course introduces students to the accounting cycle and methods to record and report financial information through application of procedures used to classify, record, and interpret business transactions and prepare financial statements. Students will demonstrate an understanding of the Accounting equation and explain the purpose of the closing process. ***(Note: 3 lecture credits)***

ACC 151 Financial Accounting (3) *(formerly College Accounting II)*
Prerequisite: ACC 150
This course is a continuation of ACC 150, with emphasis on the corporate setting and fundamentals of financial accounting. Topics will include long-term investments, liabilities both current and long-term, and stockholders' equity. Students will analyze financial statements by using horizontal, vertical, and ratio analysis. ***(Note: 3 lecture credits).***

ACC 152A Payroll and Income Tax (3) *(formerly College Accounting III)*
Prerequisite: ACC 150
This course provides an overview of federal and local income taxation with emphasis on individual business taxes. Students will study and perform the recording process and preparation of payroll and tax filing using the American Samoa System and the Federal Tax bracket system. ***(Note: 3 lecture credits)***

ACC 210A Managerial Cost Accounting (3) *(formerly Payroll and Income Tax Preparation)*
Prerequisite: ACC 151
This course focuses on the in-depth study of manufacturing cost accounting with emphasis on the job order process, cost systems, the development of managerial skills in using accounting, and the financial information used to create budgets. Analyzing of material costs, labor costs, and manufacturing overhead costs will lead into the understanding of the cost-profit analysis in determining the breakeven points and the fixed and variable costs involved in cost accounting. ***(Note: 3 lecture credits)***

ACC 220 Automated Accounting (3) *(formerly Using Computers in Accounting)*
Prerequisite: ACC 152 A
This course reinforces students' knowledge of accounting concepts and principles through the use of computers. Instruction will be provided in computer operations using commercially available accounting software such as QuickBooks. Students should be able to utilize skills in entering data for the software to create financial reports, closing statements, and payroll accounting that will assist them in being hired for middle-level business jobs. A worksite experience of 25-30 hours is required for completion of the course. ***(Note: 3 lecture credits)***

ACC 230 Government and Not-For-Profit Accounting
Prerequisite: ACC 210A
Government and Not-For-Profit Accounting focuses on the development and use of financial information as it relates to governmental and not-for-profit entities. This course includes identifying and applying appropriate accounting and reporting standards for governments and private, not-for profit organizations, preparing financial statements for private not-for-profit organizations, and describing auditing requirements for these entities. ***(Note: 3lecture credits)***

BUS 103 Introduction to Business (3)
This course provides an overview of the American free enterprise market system. The course introduces students to entrepreneurship and the business process, with a balanced overview of the interwoven nature of basic business discipline and principles. Topics to be explored include business formation and practices, small business management, market dynamics, economic systems, competitive strategies, business ethics and social responsibilities. ***(Note: 3 lecture credits)***

BUS 140 Entrepreneurships
Prerequisite: BUS 103
This course provides business and non-business majors with the skills necessary to succeed as an entrepreneur. The fundamental of starting and opening a business plan, obtaining financing, marketing a product or service and developing an effective accounting system. ***(Note: 3 lecture credits)***

BUS 150 Financial Math (3) *(formerly BUS 200)*
This course strengthens the theory and applications of commonly used business calculations such as simple and compound interests, face value, maturity value, and present value computations by using the 10-key calculators and electronic-displaying printing calculators. Emphasis will be placed on hands-on skills through the completion of the Assimilation Package (18 hands-on jobs). ***(Note: 3 lecture credits)***

BUS 160 Business Communication (3) *(formerly BUS 225)*
Prerequisites: ENG 150
This course is designed to provide knowledge and skills needed for effective communication to achieve personal and business goals. It will challenge students to think, create, and analyze verbal and non-verbal communication. Students will prepare business correspondence and written reports, deliver oral presentations, and use electronic writing and presentation tools. The course will also focus on the career employment process and the communicating with a diverse and global workforce. Skills in grammar, punctuation, and business vocabulary will be developed throughout the course. ***(Note: 3 lecture credits)***

BUS 170 Ethics in the Workplace (3) *(formerly BUS 210)*
Prerequisites: ENG 151
This course introduces students to the contemporary issues of ethics, morality, and social responsibility that face the business community, both locally and globally. Students completing this course will be able to define various theories of the ethics, appreciate the importance of ethics framework for analyzing and resolving real-world ethical issues, and to gain the knowledge and critical thinking skills to analyze and resolve ethical issues in business and management. The course will examine such components as the nature and purpose of professional standards and codes, the role played by individual character in professional life, and the demands and pressures encountered by professionals within their institutional settings. ***(Note: 3 lecture credits)***

BUS 180 Applied Business Statistics (3)
Prerequisites: ENG 150, MAT 151
This course provides an introduction to both the theory and applications of statistical methods used for a description and analysis of business problems. The course develops a student's analytical skills by introducing basic statistical concepts and techniques, including probability and sampling, descriptive statistics, inference, regression and one-way analysis of variance. The course will rely on business case scenarios for practical applications and conclude with how statistics are used in society and business. ***(Note: 3 lecture credits)***

BUS 260 Business Law (3)
Prerequisites: BUS 103, ENG 151
This course explores the US and American Samoa legal environment in which businesses operate and studies the interaction between business and the legal system. Students examine various areas of the law, which are important to business. Topics include the court system, government regulations, torts, contracts, agency, ethical and criminal implications of business actions, property laws, and the legal aspects of different business entities. ***(Note: 3 lecture credits)***

ECON 150 Principles of Economics
Prerequisite: BUS 103, ENG 151
This course will cover introductory micro and macroeconomic principles as factors determining the general level of employment, inflation, and other key economic topics relevant and a concern to all people and their way of life. To be examined in the context of practical economic topics will be an analysis of markets, price and production. Current economic problems will be used to illustrate these concepts. ***(Note: 3 lecture credits)***

ECON 250A Principles of Microeconomics (3) *(formerly ECO 251, ECO 250A Principles of Microeconomics)*
Prerequisites: ECON 150, ENG 151
This course introduces students to economics as a way of thinking, observing, analyzing and identifying problems and

their possible solutions. Topics include demand and supply, scarcity and prices, maximizing utility, production and costs, perfect competition, monopoly, antitrust and regulations, distribution of income, unions, market failure, public goods, international trade and financing, gross domestic product (GDP), gross national product (NPD), and the FED. ***(Note: 3 lecture credits)***

ECON 250B Principles of Macroeconomics (3) *(formerly ECO 250, ECO 250 B Principles of Macroeconomics)*
Prerequisites: ECON 150, ENG 151
This course introduces students to the overview of economics and its key categories. Students will be familiarized with concepts and principles of the American economy. Topics will include opportunity cost, economic activities in producing and trading, supply and demand, prices and unemployment, real GDP, monetary and fiscal policies, economic stability, taxes and deficits, public debts, money and banking, natural and unemployed resources, and applying modern technology in solving and interpreting numbers and graphs. ***(Note: 3 lecture credits)***

MGT 250 Principles of Management (3)
Prerequisite: ECON 150
This course introduces students to an overview of reaching organizational goals by working with people. Students are familiarized with the principles of management, the four functions of management, classical approaches to system management, and the theories and concepts related to human motivation in management careers. ***(Note: 3 lecture credits)***

MGT 255 Human Relations and Organizational Behavior (3)
Prerequisites: MGT 250
This course introduces students to the development of individual and inter-personal relationships applied to business and industry. Emphasis is placed upon values, communication, problem solving, motivation, leadership, and how individuals interact with each other within a group environment. In addition, human relations skills and organizational behavior concepts are examined within organization environments to better understand behavior, performance, learning, perception, values and diversity. Communication skills, conflict resolution, power, politics, and team dynamics are presented and analyzed within modern organizations. ***(Note: 3 lecture credits)***

MKT 195 Principles of Marketing (3) *(formerly MKT 200 Retailing)*
Prerequisite: BUS 150, ENG 151
This course provides a general overview of the field of marketing, including price, product, place, and promotion of consumer goods. Marketing strategies, channels of distribution, marketing, retailing, research, products promotion and advertising, and consumer attitudes as they relate to marketing will be studied. Students will learn that marketing is not just advertising, retailing, or selling; it encompasses a myriad of concepts, techniques, and activities all directed toward distribution of goods and services to chosen consumer segments. ***(Note: 3 lecture credits)***

MKT 210 Principles of Advertising
Prerequisite: MKT 195
This course is an overview of the social, economic and marketing environment in which advertising functions. It introduces the role of advertising and integrated marketing communication in society, business and economics. Topics include historical perspectives, ethics, research and evaluation, objective-setting, and strategies to planning the creation of campaigns for the mass and new media. It provides an opportunity for students to discuss and define their values within the practice of advertising. ***(Note: 3 lecture credits)***

MKT 212 Marketing and Management Practicum (2) *(formerly Salesmanship Practicum)*
Prerequisites: MKT 195, MGT 250
This course offers opportunities for students to earn credit in directed work experience of 30 to 40 hours in either marketing and/or management within an approved business (private or public) agency approved by the department chair or instructor. Students will be required to file an exit report on work experience together with an approved Performance Evaluation by the work site employer. An off-island field trip or e-marketing research project is included for students to obtain direct observation or in-depth understanding on how various products are produced, packaged, stored, and distributed locally and globally. Emphasis is placed on the completion of a Business Plan being viewed and approved by a local or off-island business owner. ***(Note: 1 lecture credit and 1 lab credit)***

ASSOCIATE OF SCIENCE DEGREE IN ACCOUNTING

Program Statement:
Accounting is often called the language of business. The accounting program provides students with both the theoretical and practical knowledge to understand and explore the accounting cycle, concepts, principles, applications, and best ethical practices for business decision-making purposes. It assists students with developing communication, interpersonal, computational, leadership, and teamwork skills. This concentration prepares students for both entry and mid-level accounting jobs. In addition, students can pursue opportunities in teaching business education or choose to transfer to higher learning institutions to obtain more advanced accounting degrees.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	BUS 103	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	BUS 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ACC 150	3
	BUS 140	3
COMMUNICATION	BUS 160	3
PROGRAM REQUIRMENTS	BUS 170	3
	ECON 150	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
HISTORY	HIS 171	3
	HIS 162	3
PROGRAM REQUIREMENTS	ACC 151	3
	ACC 152A	3
	ECON 250A	3
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
SCIENCE	PHSCI 150/150L	4
PROGRAM REQUIREMENTS	ACC 210A	3
	BUS 180	3
COMPUTER	ICT 170	3
	TOTAL CREDITS	**16**

PROGRAM REQUIREMENTS		CREDITS
	MKT 195, MGT 250	3
	ACC 220	3
	ACC 230	3
	BUS 260	3
	TOTAL CREDITS	**12**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**42**
TOTAL CREDITS	**73**

ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MANAGEMENT

Program Statement:
The program provides opportunities for students to work on developing communication, interpersonal, leadership, management, supervision, teamwork, and organizational skills that are needed in the workplace. This concentration prepares students for both entry and mid-level business positions. In addition, it prepares students to transfer to higher learning institutions for more advanced degrees in Business.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	BUS 103	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	BUS 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ACC 150	3
	BUS 140	3
	ECON 150	3
PERSONAL DEVELOPMENT	BUS 170	3
HISTORY	HIS 171	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ACC 151	3
COMMUNICATION	BUS 160	3
COMPUTERS	ICT 170	3
PROGRAM REQUIREMENTS	MKT 195	3
	ECON 250B	3
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	MGT 250	3
SCIENCE	PHSCI 150/150L	4
PROGRAM REQUIREMENTS	MKT 210	3
HISTORY	HIS 162	3
PROGRAM REQUIREMENTS	BUS 180	3
	TOTAL CREDITS	**16**

PROGRAM REQUIREMENTS		CREDITS
	MKT 212	**2**
	MGT 255	**3**
	BUS 260	**3**
	TOTAL CREDITS	**8**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**38**
TOTAL CREDITS	**69**

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN BUSINESS ADMINISTRATION

Program Statement:
This concentration in Business Administration is designed to provide students a broad base of introductory business-related disciplines combined with 1 appropriate general education courses, where upon graduation, one is prepared for entry-level positions in business and the workforce, or articulation into a Bachelors' degree program in a variety of business disciplines.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	BUS 103	3
MATH	MAT 151	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
COMMUNICATION	BUS 160	3
PERSONAL DEVELOPMENT	PHIL 150	3
COMPUTER	ICT 170	3
HISTORY	HIS 170	3
	HIS 162	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
SCIENCE	BIO 150/150L	4
MATH	MAT 250	4
SOCIAL SCIENCE	BUS 260	3
ARTS	MUS 160	3
	TOTAL CREDITS	**14**

4TH SEMESTER		CREDITS
HISTORY	HIS 171	3
PHYSICAL EDUCATION	PED or MSL 100	1
SAMOA and PACIFIC STUDIES	*Cluster II: Samoan Language:* SAM 111	3
HUMANITIES	ENG 250	3
ELECTIVE CREDITS	BUS 180	3
	TOTAL CREDITS	**16**

PROGRAM REQUIREMENTS		CREDITS
	MGT 250	3
	BUS 170	3
	ECON 150	3
	ACC 150	3
	BUS 150	3
	TOTAL CREDITS	**15**

PROGRAM RECOMMENDED COURSES		CREDITS
	MKT 195	3
	MKT 210	3
	ACC 151	3
	MGT 255	3
	TOTAL CREDITS	**12**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

CERTIFICATE OF PROFICIENCY IN ACCOUNTING

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 151	3
CAREER DEVELOPMENT	BUS 103	3
PROGRAM REQUIREMENTS	BUS 150	3
	TOTAL CREDITS	**12**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ACC 150	3
	BUS 160	3
	BUS 170	3
	BUS 180	3
	ECON 250A	3
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
	ACC 151	3
	ACC 152A	3
	TOTAL CREDITS	**6**

	CREDITS
GENERAL EDUCATION	**6**
PROGRAM REQUIREMENTS	**27**
TOTAL CREDITS	**33**

CERTIFICATE OF PROFICIENCY IN BUSINESS MANAGEMENT

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 151	3
CAREER DEVELOPMENT	BUS 103	3
PROGRAM REQUIREMENTS	BUS 150	3
	TOTAL CREDITS	**12**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ACC 150	3
	BUS 160	3
	BUS 170	3
	BUS 180	3
	ECON 250B	3
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
	MGT 250	3
	MKT 195	3
	TOTAL CREDITS	**6**

See next page for Total credits

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	45
TOTAL CREDITS	76

	CREDITS
GENERAL EDUCATION	6
PROGRAM REQUIREMENTS	27
TOTAL CREDITS	33

Criminal Justice Department

Mission:
The mission of the Criminal Justice Department is to develop and offer the student academic preparation for entry-level career positions in areas of the criminal justice system in the United States and American Samoa. The program provides an opportunity for the student to develop abilities and skills necessary for a career upgrade and/or for transfer to other colleges and/or four-year institutions. The program encourages students to be cognizant of the social, ethical, legal, political and cultural perspectives of the American Justice System and its impact on the American Samoa System of Justice as well as those of other Pacific Island nations.

To fulfill this mission, the department offers the following degree and certificate programs:

- Associate of Arts degree with an Emphasis in Pre-Law
- Associate of Science degree in Criminal Justice

Community Advisory Council:
Peseta Dennis Lutu Fuimaono, Jake Fano, Tumau Lokeni, Latara Ah See

Chairperson and Faculty:
Mrs. Rosie Ah Chee-Toeava, Chairperson; and Mr. Utumoe Alefosio, Faculty.

Program Learning Outcomes:

1. **Logical Reasoning**: Analyze fact situations and understand case reasoning and rationale.
2. **Skills:** Apply acquired knowledge and skills to real life/work situations.
3. **Content and Context:** Demonstrate an appreciation of the constitution, statutes, and case laws.
4. **Communication:** Communicate using both oral and written skills and to organize, deliver, and evaluate information and evidence.
5. **Critical Thinking:** Think critically, analytically, and logically when conducting research, drawing conclusions, and communicating results.

CRIMINAL JUSTICE DEPARTMENT COURSE DESCRIPTIONS:

CJ 150 Introduction to Criminal Justice (3)
Prerequisite: ENG 80
The study of the criminal justice system, its components, procedures, and interrelationships between the components: the police, prosecution, courts and the corrections. It also examines the impact of the concept of justice and other re-occurring issues upon the public and private sectors, and the community in the United States as well as American Samoa. ***(Note: 3 lecture credits)***

CJ 155 Traffic Functions (3)
Prerequisite: ENG 80
This course covers the basics in police patrol functions and duties. It is aimed at preparing the prospective police officer with the skills and abilities in conducting traffic investigations, traffic stops, roadblocks, drunken driving sobriety testing, arrest and vehicle search procedures, and the common traffic officer role. ***(Note: 3 lecture credits)***

CJ 160 Patrol Operations (3)
Prerequisite: ENG 80
This course covers the basics in police patrol functions and duties. It will cover the proper procedures of safety patrol principles, selective enforcement, beat analysis, vehicle stops, searches and seizures, field interrogation, and other common patrol functions. ***(Note: 3 lecture credits)***

CJ 165 Introduction to Probation and Parole (3)
Prerequisite: ENG 80
The philosophical and historical development of probation and parole are discussed, including their functions, role and impact on the Criminal Justice System and community. The course covers the decisions to grant probation, and/or parole, conditions imposed, revocation hearings, statutory provisions governing probation and parole administrations and supervision, parole board and other related issues. ***(Note: 3 lecture credits)***

CJ 170 Criminal Evidence (3)
Prerequisite: ENG 90
This course covers the origin, development and philosophy of criminal evidence. It will enable the student to understand the constitutional and procedural consideration for rules of evidence, the applicability of rules to criminal and civil matters, rules

governing admissibility, and an overview of evidentiary privileges. ***(Note: 3 lecture credits)***

CJ 175 Criminal Investigations (3)
Prerequisite: ENG 90
This course covers crime scene investigation, collection, and preservation of evidence, interrogation of suspects, admissibility of evidence and confessions. ***(Note: 3 lecture credits)***

CJ 180 Criminal Law and Procedures (3)
Prerequisite: ENG 90
The historical and philosophical development of criminal law is examined. Major emphasis is on substantive criminal law, definitions, procedures, and elements of crime from the common law system, including recent developments that have been incorporated in statutes and/or case laws. Concepts such as jurisdictions, mental element, criminal defenses, and more are examined as their applications to the system of criminal justice. ***(Note: 3 lecture credits)***

CJ 190 Juvenile Delinquency (3) *(formerly Juvenile Procedures)* **Prerequisite: ENG 91**
This course offers a philosophical, historical and practical survey of the juvenile justice system. It covers theories of causation, factors and characteristics of delinquency, and a survey of the treatment and prevention programs. ***(Note: 3 lecture credits)***

CJ 195 Introductions to Corrections (3)
Prerequisite: ENG 90
The philosophical and historical development of corrections, functions, objectives, personnel, and rehabilitative and community-based programs. The course will also cover the relationship of probation and parole to correctional goals and objectives. ***(Note: 3 lecture credits)***

CJ 200 Comparative Justice (3)
Prerequisite: CJ 150, ENG 151
This course is an introductory course in the comparative study of the criminal justice systems. A comparative analysis of the criminal justice systems' components of police, prosecution, courts and corrections throughout the world and the Pacific region will be explored. ***(Note: 3 lecture credits)***

CJ 210 Constitutional Law and Procedures (3)
Prerequisite: CJ 150 or POL 150, ENG 151
The historical, philosophical, and ethical issues that pertain to the amendments of the United States Constitutions, its intentions, source of authority, the rights under the Bill of Rights, and its applicable contributions to the procedural due process. Major emphasis will focus on landmark U.S. Supreme Court decisions interpreting constitutional provisions, phrases and protections guarantees primarily with regards to the amendments. ***(Note: 3 lecture credits)***

CJ 215 Foundations in Criminology (3) *(formerly Fundamentals to Criminology)*
Prerequisite: CJ 150, ENG 151
This course offers an interdisciplinary perspective of crime and criminal behavior in relations to the criminal justice system. Theoretical approaches to explaining crime, criminal statistics, and typologies will be assessed, and the influence of crime theory on public policy will be explored. ***(Note: 3 lecture credits)***

CJ 220 Survey of Law (3)
Prerequisite: CJ 150, ENG 151
This course presents the philosophical, historical and cultural role of law as it exists in a complex and modern society. Emphasis is on civil law and its relation to legislative, judicial and administrative agencies. The areas covered are judicial remedies, contracts, torts, property laws, administrative law, employment laws, anti-trust laws, and alternative dispute resolution. This course will strengthen the participants' powers of legal reasoning and analysis. ***(Note: 3 lecture credits)***

CJ 225 Victimology (3)
Prerequisite: CJ 150, SOC 150, ENG 151
This course focuses on the victim's rights, treatment of victims by the criminal justice system and social services agencies, and how society views them. Students will use theories to examine the contributing factors to victimization and its relationship to society. ***(Note: 3 lecture credits)***

CJ 230 Criminal Justice Administrations and Organization (3) Prerequisite: CJ 150, ENG 151
The study of Criminal Justice administration and organization, nature, function, and processes among the criminal justice agencies. The course covers an overview of principles of organization and management, and specific aspects of organization--communications, leadership, personnel, budgeting, planning, information management and more. ***(Note: 3 lecture credits)***

CJ 235 Cyber Crime (3)
Prerequisite: CJ 150 or CJ 175, ENG 151
This course is designed to illustrate the use of modern technology as a tool to commit different types of cybercrime and criminal activities. Students will gain knowledge in theoretical approaches, law enforcement, and investigation of cybercrimes. ***(Note: 3 lecture credits)***

CJ 240 Police Community Relations (3)
Prerequisite: CJ 150, ENG 151
This course covers the interrelationships and role expectation between the police department, various government agencies, the private sector, and the community in regard to cooperation among these entities and the police. ***(Note: 3 lecture credits)***

CJ 260 Ethics in Criminal Justice (3)
Prerequisite: CJ 150, ENG 151
This course focuses on ethics as an element of leadership and professionalism in different agencies in the criminal justice system. Students use social trends and political challenges to analyze and address ethical and social justice that impacts the code of ethics in criminal justice. ***(Note: 3 lecture credits***

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN PRE-LAW

Program Statement:
The Associate of Arts Degree with an emphasis in Pre-Law promotes an understanding of the legal system in the United States. The program primarily prepares students to transfer to a four-year institution of higher learning. It also develops knowledge and skills for students planning to apply for a career in the criminal justice system or related area. In completion of the program students will acquire competency in critical thinking, effective communication, and responsible leadership through the application of the US Constitution and its laws.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	CJ 150	3
MATH	MAT 151	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150	3
SCIENCE	PHSCI 150/150L	4
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	BIO 180/ 180L	4
MATH	MAT 250, MAT 280	4-5
SOCIAL SCIENCE	SOC 150	3
ENGLISH	ENG 251	3
	TOTAL CREDITS	**14-15**

4TH SEMESTER		CREDITS
HISTORY	HIS 151, HIS 171	3
PHYSICAL EDUCATION	PED or MSL 100	1
HUMANITIES	PHIL 150	3
PROGRAM REQUIREMENTS	CJ 260	3
SAMOA and PACIFIC STUDIES	SAM 101A, SAM 101B, SAM 111, or SAM 151/151L, SAM 154	3-4
	TOTAL CREDITS	**13-14**

PROGRAM REQUIREMENTS	CREDITS
CJ 180, CJ 210, CJ 220, CJ 230	9
TOTAL CREDITS	**9**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**36-38**
TOTAL CREDITS	**67-69**

ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE

Program Statement:
The Associate of Science Degree in Criminal Justice offers a sequence of courses to prepare students for entry level career positions in the criminal justice system and related fields. It also prepares students to transfer to a four-year institution of higher learning. The program provides students with the comprehensive knowledge to apply theories and principles and examine facts through critical thinking.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	CJ 150	3
MATH	MAT 151	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
PROGRAM REQUIREMENTS	SOC 150	3
	POL 150	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
COMPUTER	ICT 150	3
PROGRAM REQUIREMENTS	**Cluster 1:** Law Enforcement CJ 155, CJ 160, CJ 165, CJ 240 **Cluster 2:** Law and Theories CJ 180, CJ 215, CJ 220, CJ 235	12
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
PERSONAL DEVELOPMENT	PSY 150	3
PROGRAM REQUIREMENTS	**Cluster 1:** Law Enforcement CJ 170, CJ 175, CJ 195, CJ 230 **Cluster 2:** Law and Theories CJ 190, CJ 210, CJ 225, CJ 200	12
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS	CREDITS
CJ 260	3
TOTAL CREDITS	**3**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**33**
TOTAL CREDITS	**64**

CAPP English Department

Mission:
The mission of the English College Accelerated Preparatory Program (CAPP) is to help students with English limitations to improve their thinking, speaking, listening, reading and writing skills. Students apply these skills to higher education and real-life experiences.

Community Advisory Council:
Mrs. Carol Galea'i, Mrs. Salamasina Schuster, Lua`ipou-Ma'ae-Talo, Mr. Mene Taua'a.

Chairperson and Faculty:
Dr. Siamaua Eliapo-Ropeti, Chairperson; Ms. Florangel Calumpang; Mrs. Ethel Sokimi; Mrs. Elisapeta Faalafi-Jones; Mrs. Lise Sauni-Ale; Mrs. Edna Niedo-Zarraga; Pepe Ilimaleota-Lafaele, and Mr. Pio Tavai, Faculty.

CAPP English Learning Outcomes:

Reading, Speaking, and Writing Outcomes

1. Actively listen and engage in individual or group discussions and conversations.
2. Engage in conversational styles, forms, and sound of English.
3. Identify and apply basic college reading skills to describe, interpret, summarize, and make analytical judgments in reading selections.
4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs, and essays using critical thinking skills.
5. Participate in learning activities using technology and service learning.

CAPP ENGLISH COURSE DESCRIPTIONS:

Note: Qualifying Placement or standardized test scores (ACT, SAT, etc.) are used for appropriate placement in English courses)

ENG 70 Beginning Reading (3)
This is an English course that centers on building beginning college reading skills. Students will be able to develop knowledge by using context clues, recognizing main ideas, and understanding supporting details. Students are also introduced to basic elements of literature through short stories and novels. ***(Note: 3 lecture credits)***

ENG 71 Beginning Writing (3)
This beginning course places emphasis on developing basic writing skills, such as composing a variety of sentences to develop paragraphs in summaries and reflections. Students are introduced to the steps of the writing process integrating grammar concepts. ***(Note: 3 lecture credits)***

ENG 80 Intermediate Reading (3)
Prerequisite: ENG 70
This is an English course that centers on building intermediate college reading skills. Students will be able to demonstrate knowledge in the following academic competencies: implied main ideas, making inferences, relationships, and purpose and tone. Students will be introduced to elements of literature through biographies and short novels. ***(Note: 3 lecture credits)***

ENG 81 Intermediate Writing (3)
Prerequisite: ENG 71
This intermediate course places emphasis on writing skills to compose paragraphs and eventually develop basic essays. Students apply the steps of the writing process incorporating proper grammar usage. ***(Note: 3 lecture credits)***

ENG 90 Advanced Reading (3)
Prerequisite: ENG 80
This is an English course that centers on building advanced college reading skills. Students will be able to evaluate knowledge using critical thinking skills in the following academic competencies: distinguishing facts from opinions, recognizing propaganda techniques, avoiding errors in reasoning, outlining and summarizing. Students will apply elements of literature using classic novels and poetry. ***(Note: 3 lecture credits)***

ENG 91 Advanced Writing (3)
Prerequisite: ENG 81
This advanced course places emphasis on the modes of writing essays. Students follow the steps of the writing process in order to compose informative, persuasive, and well-structured essays with a sound thesis statement and relevant and adequate support ***(Note: 3 lecture credits)***

College Life Planning

Mission:
The mission of the College and Life Planning (CLP) course is to inspire and empower students to make effective decisions both personally and professionally course is designed to equip career and transfer students to plan for successful career paths and life choices. CLP enriches student's collegiate experiences and increase retention of first and second year undergraduates.

Course Learning Outcomes:

1. Develop and apply communication skills to enhance the areas of speaking, writing, reading and listening;
2. Correlate personal learning styles to improve academic studies and real work situations;
3. Utilize current technology skills to improve communication, locate resources and information for decision making and life-long learning;
4. Demonstrate an understanding and appreciation for diversity in all aspects of life;
5. Develop and evaluate strategies to address potential problems with effective solutions and options.

COLLEGE AND LIFE PLANNING COURSE DESCRIPTION:

CLP 150 College and Life Planning (3 credits)
This course provides students with the opportunity to gain self-awareness skills necessary to become informed, and successful students in planning educational and career goals. The course focuses on academic and non-academic skills to increase self-knowledge in decision making process and application of the following themes: transitions, personal learning styles, goal setting, academic planning, time management, test-taking techniques, self-care, money management, relationships, communication, memory techniques, college and community resources, and respecting diversity. ***(Note: 3 lecture credits)***

Computer Science Department

Mission:
The ASCC Computer Science Department strives for excellence by providing quality and comprehensive educational programs to assist students in realizing their maximum potential for personal and professional development and in collaboration with the industry to meet the educational needs of the community. The program ensures that ASCC graduates will be equipped with the necessary computer literacy skillset required in the ever-changing work environment.

The Computer Science Department provides a comprehensive curriculum that focuses on:

- Introduction to the fundamental principles of computer science which includes the fundamental of computer security.
- Courses specific to software systems and interdisciplinary areas that extend the scope of Computer Science to acquire the skills needed to solve complex technological problems of modern society.

Community Advisory Council:
Mr. David Betham, Mr. Don Nelson, Ms. Grace Tulafono-Asi, Ms. Lisa Gebauer, Ms. Fala Sualevai, Mr.Raj Deo

Chairperson and Faculty
Mr. Ernie T. Seiuli, Chairperson; Mr. Reupena T. Lesa, and Ms. Juliet Fung Chen Pen, Faculty

Program Learning Outcomes:

1. **GEO 2-A: Evaluate Information**-Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources.
2. **GEO 2-B: 1 Present Information using Technology**—Utilizes technological tools to perform basic functions appropriate to job and life.
3. **GEO 2-B: 2 Apply Information**— Applies research skills and presents knowledge in multiple formats.
4. Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.

COMPUTER SCIENCE DEPARTMENT COURSE DESCRIPTIONS:

ICT 150 Introductions to Computers (3)
Prerequisite: MAT 80, ENG 80
This course presents hardware and software components of microcomputer systems. Topics include operating systems, basic network commands, and fundamentals of email, internet, word processing, spreadsheet, and presentation graphics. Lab work includes hands on experience on the course software. ***(Note: 2 lecture credits, 1 lab credit)***

ICT 170 Microcomputer Applications (3)
Prerequisite: MAT 90, ENG 80
This course illustrates computer capabilities within an employment setting. It will focus on solidifying student knowledge of popular Microsoft office applications. Laboratory work includes extensive laboratory assignments using Word Processing, Spreadsheet, and Presentation software to accomplish tasks meeting Microsoft Office User (MOUS) Specialist standards. ***(Note: 2 lecture credits, 1 lab credit)***

ICT 270 Advanced Office Applications (3)
Prerequisite: ICT 170
This course applies advanced functions of office automation systems (word processing, spreadsheets, and database). Laboratory work includes advanced exercises in Word, Excel, and Access designed to Microsoft Office User Specialist (MOUS) Expert standards. ***(Note: 2 lecture credits, 1 lab credit).***

CERTIFICATE OF PROFICIENCY IN INFORMATION COMMUNICATION TECHNOLOGY		
1ST SEMESTER		**CREDITS**
ENGLISH	ENG 150	3
ENGLISH	ENG 151	3
CAREER DEVELOPMENT	ICT 170	3
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	**16**
2ND SEMESTER		**CREDITS**
PROGRAM REQUIREMENTS	ICT 270	3
	ICT 150	3
	ICT 161	4
	BUS 103	3
MATH	MAT 151	3
	TOTAL CREDITS	**16**

	CREDITS
GENERAL EDUCATION	**12**
PROGRAM REQUIREMENTS	**20**
TOTAL CREDITS	**32**

Fine Arts Department

Mission:
The Fine Arts Department provides educational services by offering courses that cultivate expression, emotion, and creativity. Exposure to, and immersion in the-arts will enhance and enrich academic studies, therefore, the department encourages students to engage and participate in all performances and studio courses, which include the musical arts, the visual arts, and the theatrical arts. In addition, the department offers courses that allow students to study and appreciate the historical, the social, and the cultural aspects of music, art, and theatre. The Fine Arts Department also offers degrees in the areas of music and visual arts. These degree programs prepare students for a career in the arts or for transfer to a four-year college or university. The Fine Arts Department is committed to educate and inspire students while broadening their life experiences through diversity in learning.

To meet the mission, the department offers the following degrees:

- **Associate of Arts degree with an Emphasis in**
  1. Music
  2. Visual Arts

Community Advisory Council:
Rev. Iasepi Uli, Mr. Pati Pati, Mr. Ulisone Fitiao.

Chairperson and Faculty:
Mr. Kuki Tuiasosopo, Chairperson; Mrs. Regina Meredith-Fitiao, and Ms. Loretta Leagatonu Puaauli, Faculty.

Program Learning Outcomes:
1. **The Creative Process:** Identify the technical and expressive aspects to create, and the ability to perform while developing competent artistic skills that are essential to the Arts field.
2. **The Performing/Exhibition Factor:** Enrich the creative process by exhibiting works of art or performing in public places and demonstrating the study of the fine arts disciplines while developing lifelong skills in the arts as a profession.
3. **The Historical, Cultural, and Social Context:** Appreciate, comprehend, and respect the historical, cultural, and social aspects of music, art, and theatre

Note: One credit course repeated 3 times: Only applies to MUS courses. Students can enroll in 1 Physical Science and 1 Life Science to complete 8 credits.

FINE ARTS DEPARTMENT COURSE DESCRIPTIONS:

ART 150 Art History Survey I (3)
Prerequisite: ENG 90
ART 150 is a survey course, which focuses on the Art forms created during the major historical periods in time from the Paleolithic to the Late Gothic periods. The course is a survey of artworks that help to define different civilizations during these periods and are presented in lecture format with imagery. ***(Note: 3 lecture credits)***

ART 151 Art History Survey II (3)
Prerequisite: ENG 90
ART 151 is a lecture course, which focuses on the Art world during the periods beginning with Proto-Renaissance and continues through Post-Modernism. Students are presented with some of the most influential artworks by artists who helped to pioneer in the art field and make a difference in the visual field that we are still indebted to them for today. The

lectures are presented with slides and select films. ***(Note: 3 lecture credits)***

ART 160 Design Fundamentals (3)
Prerequisite: ENG 80
ART 160 is an introductory studio course that covers the Elements and Principles in Art. Students are tested on the basic concepts of these rudiments and are required to create different works of art that exemplify them. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 161 Indigenous Art Forms (3)
Prerequisite: ENG 90, ART 160 or ART 170
ART 161 is a studio course that introduces the art forms of Samoa and the Pacific. The art forms include woodcarving, Siapo (Bark Cloth Painting), weaving, pottery, and the tattoo. Local master craftsmen share in their expertise with students and an art project is required for each art form. Students are required to develop a book of notes that reflect the different art forms, and exhibit choice works in the annual art exhibition. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 165 Basic Photography (3)
Prerequisite: ENG 90, ART 160
ART 165 is a studio course, which introduces the student to the world of photography using black and white film and digital capabilities. The handling of different cameras, darkroom procedures, and fieldwork are all covered in this course. Students are required to spend studio time to complete the requirements, which include darkroom work, and developing a portfolio of prints that exemplify their endeavors. Students are required to showcase their works in the annual exhibition. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 170 Drawing I (3)
Prerequisite: ENG 90
ART 170 is a studio course that is based on various techniques and methods that strengthen the student's ability to draw with confidence. Students are expected to use an array of mediums that include pencil, pen, charcoal, and pastel. Emphasis is placed on eye-hand coordination and replicating highly realistic images that help to develop their skill. A total of six hours of study is required for this 3-credit course. A final portfolio of works is required as well as participation in the annual art exhibition. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 171 Drawing II (3)
Prerequisite: ART 160 or ART 170
ART 171 is a studio course that focuses on strengthening the student's visual acuity by drawing from the figure. The study of the anatomy is emphasized, and a model is available for study. Students are required to produce illusions of space and volume on a two-dimensional surface while creating figurative drawings. The student will be expected to present a final series of works and showcase in the annual exhibition. A total of six (6) hours of study is required for this course. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 172 Painting I (3)
Prerequisite: ART 160 or ART 170
ART 172 is a studio course that introduces the student to the world of painting using watercolor, acrylic, and mixed media. How to use the different mediums, prepare different surfaces, use different brushes, and achieve interesting effects are covered in this course. Students are required to compose a select number of paintings, study and research suggested masters, and compile a portfolio of works. Each student is also required to devote studio time to painting that covers required six (6) hours of this 3-credit course. The annual exhibition is mandatory. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 180 Ceramic Sculptures (3)
Prerequisite: ART 160, ART 170
ART 180 is a studio course that introduces the student to the world of clay. Different methods of clay building are introduced as well as glazing and kiln firing. Students are expected to apply a total of six hours of study to the art form. ***(Note: 1.5 lecture credits, 1.5 studio credits)***

ART 299 Advanced Art Studies and Project (3)
Prerequisite: ART 160, ART 170
This course is designed exclusively for the advanced art student ready to create an independent body of works including scheduled critiques and possible exhibition. ***(Note: 3 lecture credits)***

DNC 150 Basic Dance Movements (3)
This course introduces beginning dance concepts to students who may have little or no prior training. Emphasis is placed on body alignment and movement. Students will learn basic dance vocabulary, develop musicality and understand time, space, weight and energy as it relates to dance. Dance repertoire and style is drawn from western dances and indigenous dances. Additionally, this course serves as a foundation for stage movement, sports and physical training, and other advanced dance classes. ***(Note: 3 lecture credits)***

DRA 150 Introduction to Drama (3)
Prerequisite: ENG 90
A survey of theatre from the Greeks to the present. This course is designed to acquaint students with the various historical periods through lecture demonstration and in class performance. ***(Note: 3 lecture credits)***

DRA 151 Drama Workshop (3)
Prerequisite: ENG 80
This course focuses on developing a public theatrical performance. Students will participate in all aspects of the playmaking process. ***(Note: 3 lecture credits)***

DRA 170 Oral Interpretation of Literature (3)
Prerequisite: ENG 90

The course examines the principles of interpretive reading. Textual analysis, training in individual and group performance techniques, including voice and articulation are studied, as well as development, arrangement and performance of program. ***(Note: 3 lecture credits)***

DRA 250 Acting One (3)
Prerequisite: DRA 150
An intensive introduction to acting concentrating on character development and improvisation. Acting skills are learned through various exercises and scene study. The class also focuses on improving the voice, stage movement and characterization. ***(Note: 3 lecture credits)***

DRA 251 Introduction to Technical Theatre (3)
Prerequisite: DRA 150
This course introduces the student to the basic principles of scene design and construction, lighting and sound. Specific attention will focus on script analysis as it relates to the design process. ***(Note: 3 lecture credits)***

MUS 150 Music Fundamentals (3)
Prerequisite: ENG 80
Music Fundamentals is designed to introduce basic concepts in the organization of music as an expressive medium. The primary focus of the course is to introduce students with little or no musical background to the notation of musical ideas both in reading and writing music. The elements of music including rhythm, melody, meter, pitch, form and expression will be explored through singing, playing classroom instruments, listening, and composition. The roles of the composer, performer, and listener are explored. ***(Note: 3 lecture credits)***

MUS 160 Music Literatures (3)
Prerequisite: ENG 80
This course offers a survey of the masterpieces of classical music in sound, including elements, style, history and forms from 1300 to the present. Emphasis placed on appreciating and understanding music as art. ***(Note: 3 lecture credits)***

MUS 165 Music of the World (3)
Prerequisite: ENG 80
Students will engage in a comprehensive survey of the traditional and popular music of the world's cultures. Special emphasis placed on understanding the relationships among music, politics, religion and culture. ***(Note: 3 lecture credits)***

MUS 170 Concert Choir (1)
A large singing organization open to all students, the choir will work on voice development and note reading and will perform music from various periods. Concert participation is required. ***(Note: 1 lab credit; May be repeated for a maximum of three (3) credits.)***

MUS 180 Band (1)
This course is an opportunity for the student who already has proficiency on a band instrument to participate in a large performing group. Music from various style periods is performed with emphasis on note reading, tone development, and musicianship. Concert participation is required. ***(Note: 1 lab credit; May be repeated for a maximum of three (3) credits.)***

MUS 181 Samoan String Band Ensemble (1)
This course is available to all students. It emphasizes Samoan string band performances, particularly the ukulele, kitara (guitar), and selo (cello) as well as singing accompanied by these musical instruments. ***(Note: 1 lab credit; May be repeated for a maximum of three (3) credits.)***

MUS 187 Beginning Orchestra (1)
An introduction to the string instruments of the orchestra. Students will learn music from all style periods and will perform in concert. Emphasis placed on technique, instrument care, note reading, and tone production. ***(Note: 1 lab credit; May be repeated for a maximum of three (3) credits.)***

SPH 153 Introduction to Speech (3)
Prerequisite: ENG 80
The techniques of organizing and delivering a wide variety of speeches. Major course work consists of reading about speech, wording, preparation and presentation of student speeches. ***(Note: 3 lecture credits).***

ASSOCIATE OF ARTS DEGREEE WITH AN EMPHASIS IN MUSIC

Program Statement:
The Associate of Arts Degree with an Emphasis in Music prepares students for a career in music or for transfer to a four-year college or university.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	MUS 150	3
MATH	MAT 151	3
ARTS	MUS 170, MUS 180	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
ARTS	MUS 181, MUS 187	3
PERSONAL DEVELOPMENT	PSY 150, HEA 150, SOC 150	3
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	BIO 150/150L, BIO 155/ 155L, BIO 180/ 180L, MSC 170/170L	4
MATH	MAT 250, MAT 280	4-5
SOCIAL SCIENCE	**Cultural Courses**: ANT 150, ANT 153, ANT 154, GEO 160 **Political Courses:** PAD 150, POL 150, POL 160, POL 170, **Social and Behavioral Courses:** PSY 250	3
HUMANITIES	SPH 153, DRA 151, DRA 170	3
COMPUTERS	ICT 150	3
	TOTAL CREDITS	**17-18**

4TH SEMESTER		CREDITS
HISTORY	HIS 151, HIS 171	3
ENGLISH	ENG 251	3
PHYSICAL EDUCATION	PED or MSL 100	1
SAMOA and PACIFIC STUDIES	***Cluster II: Samoan Language*:** SAM 101A and SAM 101B SAM 111, SAM 151/151L	3-4
PROGRAM REQUIREMENTS	MUS 160	3
	MUS 165	3
	TOTAL CREDITS	**16-17**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**33-35**
TOTAL CREDITS	**64-66**

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN VISUAL ART

Program Statement:
The Associate of Arts Degree with an Emphasis in Visual Arts prepares students for a career in visual arts or for transfer to a four-year college or university.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	ART 150, ART 160	3
MATH	MAT 151	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HUMANITIES	SPH 153, DRA 170	3
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
SCIENCE	PHSCI 150/150L	4
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	BIO 150/150L	4
MATH	MAT 250, MAT 280	4-5
SOCIAL SCIENCE	**Cultural Courses:** ANT 150, ANT 153, ANT 154, GEO 160 **Political Courses:** PAD 150, POL 150, POL 160, POL 170 **Social and Behavioral Courses:** PSY 250, SOC 150	3
ARTS	ART 160, DRA 151, ART 170	3
	TOTAL CREDITS	**14-15**

4TH SEMESTER		CREDITS
HISTORY	HIS 151, HIS 171	3
ENGLISH	ENG 251	3
PHYSICAL EDUCATION	PED or MSL 100	1
SAMOA and PACIFIC STUDIES	**Cluster II: Samoan Language:** SAM 101A, SAM 101B SAM 111, SAM 151/151L	3-4
PROGRAM REQUIREMENTS	ART 161, ART 171	6
	TOTAL CREDITS	**16-17**

PROGRAM REQUIREMENTS	CREDITS
ART 151, ART 161, ART 165, ART 172, ART 180, ART 299	6
TOTAL CREDITS	**6**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**36-38**
TOTAL CREDITS	**67-69**

Health and Human Services Department

Mission:
The Health and Human Services (HHS) Department is to support and prepare students who are interested in pursuing a career in the field of health or human services. Central to this mission is a commitment to provide students with a sound foundation and broad balance of knowledge and skills. Students who fulfill the requirements for an Associate of Science Degree in Health Science, Associate of Arts Degree with an emphasis in Human Services, or a Certificate of Proficiency in Guidance and Counseling, or a Certificate of Proficiency in Public Health are able to:

Continue studies in a specialized area in allied health or into a bachelor's degree program in health science, human services or related fields; Obtain local employment as medical support staff, public health educator, or enter into employment as a paraprofessional in the human services agencies; Enhance occupational skills needed in professional growth and career development; and, Apply knowledge and skills in health and human relations into their daily lives with an awareness and understanding of Samoa and Pacific Island cultures.

To meet this mission, the department offers the following degree and certificate programs of studies

- **Associate of Arts degree with an emphasis in**
  1. Human Services
- **Associate of Science degree in**
  1. Health Science
- **Certificate of Proficiency in**
  1. Guidance and Counseling
  2. Public Health

Community Advisory Council:
Dr. Jean Asuega, Dr. Robin Faumuina, Mrs. Ipuniuesea Eliapo, Ms. Judy Matautia, Mr. Val Tuilefano.

Chairperson and Faculty:
Derek Helsham, Chairperson; Solinu'u Johnson-Savusa, Faculty.

Program Learning Outcomes for Human Services:

1. Demonstrate basic entry-level skills required for a variety of Human Services careers (communication, reporting, interagency consultation, etc.)
2. Apply theory, ethics, and laws to the professional practices of local and national Human Service agencies.
3. Identify human development at all stages and aspects of life and the respective practices that apply to individuals and groups.
4. Analyze how cultural, societal, and environmental impacts affect human relationships and Human Services.
5. Evaluate various local and national Human Service agencies in meeting the needs of the population served.

Program Learning Outcomes for Health Science:

1. Demonstrate the basic knowledge and skills required for a variety of health-related careers.
2. Analyze medical terminology, theory, ethics, laws, and concepts to the practice in the field of health careers.
3. Assess personal, family, and community wellness and suggest improvements for a healthy lifestyle.
4. Demonstrate knowledge and skills through field work at a health-related agency.
5. Demonstrate life-saving skills in American Heart Association or American Red Cross certified CPR.

HEALTH AND HUMAN SERVICES DEPARTMENT COURSE DESCRIPTIONS:

ASL 150 American Sign Language I (4)
Prerequisite: ENG 90
This course will introduce the student to the expressive and receptive practices in American Sign Language (ASL), the preferred communication mode used by the American Deaf Community and Culture. The course will also address the cultural values and beliefs of this unique community. ***(Note: 4 lecture credits)***

HEA 140 Introduction to Health Occupations (3)
Prerequisite: ENG 90
This course will provide the beginning student who is interested in health occupations with the basic entry-level knowledge and skills required for a variety of health careers. ***(Note: 3 lecture credits)***

HEA 150 Introduction to Health Science (3)
Prerequisite: ENG 91
This course will provide knowledge about general health and health care services available to the individual, by presenting core concepts regarding scientifically based, accurate, up-to-date information to students about topics and issues concerning nutrition, weight control, contraception, exercise, intimate relationships, stress, AIDS, drugs, alcohol, and a multitude of other health issues. ***(Note: 3 lecture credits)***

HEA 151 Medical Terminology (3)
Prerequisite: ENG 150
Medical terminology introduces the student to a special vocabulary used by health care professionals. This course will assist students learning certain methods that will enable them to remember familiar terms and understand new ones. These methods involve breaking each word into component parts, learning the meaning of these parts, and recognizing them when they appear in different terms. ***(Note: 3 lecture credits)***

HEA 152 Standard First Aid and CPR (1)
Prerequisite: ENG 90
This course will provide the student with basic life support skills needed for adults and children during life threatening emergency situations. The student will participate and adequately

demonstrate these emergency life support skills design to increase their knowledge needed in order to receive an American Red Cross or American Heart Association certificate in CPR and Basic First Aid. ***(Note: 1 lecture credit)***

HEA 250 Introduction to Developmental Disabilities (3)
Prerequisite: HEA 150 or HSV 150
This course will introduce students to historical attitudes, laws, and current definitions of developmental disability; recommended practices for care-givers, supporting families; and information about specific disabilities, including autism, cerebral palsy, spinal bifada, and others. ***(Note: 3 lecture credits)***

HEA 299 Health Science Practicum/Work Experiences (2)
This is a practicum/work experience course with LBJ hospital in the areas of medical support services (e.g. laboratory, respiratory, physical therapy, x-ray technician, etc.); where the student will be placed according to their career interest. There will be supervised work, training, and shared experiences with weekly seminar discussion sessions. This course must be taken during the last semester of the Health Science Program. ***(Note: 2 lab credits)***

HSV 150 Introduction to Human Services (3)
Prerequisite: ENG 90, ENG 91
This course will provide the student with a general introduction to the field of human services and is designed for introductory college courses in human services, social work, community mental health, and other related programs. ***(Note: 3 lecture credits)***

HSV 155 Introduction to Counseling and Guidance (3)
Prerequisite: ENG 91
This course provides an overview of the guidance and counseling profession through a presentation of the history and background of the basic theories of counseling and the foundation of counseling and guidance programs from traditional to current times. The course includes the role and function of the counselor in the schools, community and agency settings and various techniques, issues and trends of the counseling profession. ***(Note: 3 lecture credits)***

HSV 160 Psychological and Achievement Testing (3)
Prerequisite: ENG 151, MAT 151
This course is designed to acquaint students with the theory, ethics, practices, implementation and interpretation of psychological and achievement tests. The focus of the course is on the ways in which tests are constructed and standardized, validated and interpreted. A review of typical tests of ability, aptitude, achievement, personality and interests are included. ***(Note: 3 lecture credits)***

HSV 165 Career Development and Information Systems (3)
Prerequisite: ENG 91
This course provides a survey and analysis of career development throughout the lifespan, a review of current legislation in relation to the workforce, career programs and research methodology. Students are given the opportunities to explore career assessments and information services and resources available on-line and on-island. The focus is on building the awareness of skills necessary to facilitate career assessment and assistance in career decision-making and job seeking activities. ***(Note: 3 lecture credits)***

HSV 200 General Counseling I (3)
Prerequisites: HSV 155, PSY 150
This course is designed to expand the understanding of counseling by examining guidance principles, concepts, values, and their application. Also, the course will be addressing the major impact cultural beliefs and values have on effectively helping others. ***(Note: 3 lecture credits)***

HSV 220 Multicultural Guidance and Counseling (3)
Prerequisites: HSV 155, PSY 150
This course provides the student with an understanding of the philosophical and theoretical approaches to multicultural counseling and multicultural interactions. The course content includes an awareness of multicultural issues, an understanding of multicultural education and the skills to accommodate the needs of diverse populations. ***(Note: 3 lecture credits)***

HSV 250 Survey of Substance Abuse Problems (3)
Prerequisites: PSY 150
This course is designed to increase understanding of substance use and abuse. The course includes historical and social perceptions of substance use, patterns and trends of use, societal and legal responses to drugs and alcohol, description of psychoactive drugs in terms of effects and actions, new ways of considering the etiology, and methods of prevention, intervention, and treatment. ***(Note: 3 lecture credits)***

HSV 299 Human Services Practicum/Work Experience (2)
This is a practicum/work experience course with human services agencies in the areas of counseling, social work and human relations; where the student will be placed according to his/her career interest. There will be supervised work, training, and shared experiences with weekly seminar discussion sessions. This course must be taken during the last semester of the Human Services Program. ***(Note: 2 lab credits)***

PH 100 Community Health Education (3)
Prerequisites: ENG 91
This course enables students to develop an ideological base for non-formal education practice in health care settings and among the community. It discusses the motivation of learning in adults and various principles of teaching arising from community analysis. Students will be introduced to a wide range of basic Public Health terminology and form a basic understanding of disease suitable for use in non-formal education which will help them develop health education skills. Public Health family and behavioral health topics will be used to develop training programs to support community health. ***(Note: 3 lecture credits)***

PH 101 Dental Health (2)
Prerequisites: ENG 91
This course develops an understanding of dental disease and the simple measures that can be implemented by health workers to

prevent most dental problems. Designed for both Community Health Workers (CHWs) and Health Assistants (HA). ***(Note: 2 lecture credits)***

PH 102 Essential Public Health Functions and Primary Health Care (3)

Prerequisites: ENG 91

In this introductory course, students will first define Public Health before exploring the different concepts of Health.–They will learn different concepts to include: Measuring Population Health, Understanding the Public Health System, Laws and the Government in relation to Public Health, Latest Practices of Public Health, Public Health Emergency Preparedness and Response; understanding the Workforce, the Administration, the Environmental and Occupational Health and its role in Public Health, PH Nursing, Epidemiology and Disease Control, PH Education and Information and Future Challenges in Public Health Practices. This course also enhances students' perception on the fundamental role of PHC in improving the health of people in the Pacific communities and in reducing health inequalities between different groups. Emphasis is given in understanding the basics of the Department of Public Health's role in preventative care. This course places emphasis on learning each subdivision's role in the overall Department of Health efforts to improve a Country's or Territory's well-being and health. ***(Note: 3 lecture credits)***

PH 160 Introduction to Public Health (3) (*formerly PH 103 Introduction to Information Systems for Health Managers)*

Prerequisites: PSY 150 or HEA 150, MAT 150 or Higher

This is a public health inquiry course which centers on health promotion and disease prevention. Emphasis is placed on personal, community, and population health, and its interdisciplinary connections to other health care fields. Biomedical research ethics, critical thinking and analysis of public health problems that may affect the health and well-being of the individual and the community will be introduced. ***(Note: 3 lecture credits)***

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN HUMAN SERVICES

Program Statement:

The program provides courses to students who are interested in pursuing a career in the field of Human Services. Students are oriented into the Human Service fields, which address community, social, political, and economic issues. An overview of theoretical and historical perspectives of Human Services provides a basis for the application of fundamental helping skills and a broad understanding of local and national services and programs.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	HSV 150	3
MATH	MAT 151	3
SCIENCE	BIO 150/150L	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150	3
COMPUTER	ICT 150	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
SCIENCE	BIO 180/180L	4
MATH	MAT 250	4
SOCIAL SCIENCE	PSY 250	3
PROGRAM REQUIREMENTS	**Cluster 1: General Services:** HSV 160, HSV 165 **Cluster 2: Counseling Services:** HSV 155	3
HUMANITIES	PHIL 150, REL 150	3
	TOTAL CREDITS	**17**

4TH SEMESTER		CREDITS

ASSOCIATE OF SCIENCE DEGREE IN HEALTH SCIENCE

Program Statement:

An Associate of Science Degree in Health Science is a general degree program which prepares students for a health-related career. The curriculum includes broad-based general education courses, which allow students to continue studies in a specialized allied health area or a bachelor's degree program. The health science program also prepares students with knowledge and skills to obtain immediate job entry into the local employment force as medical support staff or a community health worker.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	HEA 140	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	HEA 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HISTORY	HIS 150	3
	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150	3
COMPUTER	ICT 150	3
SCIENCE	BIO180/ 180L	4
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	CHM 150/ 150L	4
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	HEA 151	3
	HEA 152	1
	BIO 181/181L	4
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
SCIENCE	BIO 250/250L	4
PROGRAM REQUIREMENTS	HEA 299	2
	PH 160	3

HISTORY	HIS 151, HIS 171	3
ENGLISH	ENG 251	3
PHYSICAL EDUCATION	PED or MSL 100	1
SAMOA and PACIFIC STUDIES	SAM 101A, SAM 101B, SAM 111, SAM 151/151L, SAM 154	3-4
PROGRAM REQUIREMENTS	**Cluster 1: General Services:** HSV 299 **Cluster 2: Counseling Services:** HSV 200, HSV 220, HSV 250	5-6
	TOTAL CREDITS	**15-17**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**32-34**
TOTAL CREDITS	**63-65**

	NUT 150	3
SCIENCE	BIO 255/255L	4
	TOTAL CREDITS	**16**

PROGRAM REQUIREMENTS	**CREDITS**
HEA 250, ASL 150, BIO 251/251L, CHM 151/151L, HSV 250, PHM 200	3-4
TOTAL CREDITS	**3-4**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**34-35**
TOTAL CREDITS	**65-66**

CERTIFICATE OF PROFICIENCY IN GUIDANCE and COUNSELING

1ST SEMESTER		**CREDITS**
ENGLISH	ENG 151	3
MATH	MAT 151	3
PERSONAL DEVELOPMENT	PSY 150	3
PROGRAM REQUIREMENTS	HEA 250	3
PROGRAM REQUIREMENTS	HSV 155	3
	TOTAL CREDITS	**15**

2ND SEMESTER		**CREDITS**
PROGRAM REQUIREMENTS	HSV 160	3
	HSV 165	3
	HSV 200	3
	HSV 220	3
	PSY 250	3
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		**CREDITS**
	HSV 250	3
	HSV 299	2
	TOTAL CREDITS	**5**

	CREDITS
GENERAL EDUCATION	**9**
PROGRAM REQUIREMENTS	**26**
TOTAL CREDITS	**35**

CERTIFICATE OF PROFICIENCY IN PUBLIC HEALTH

1ST SEMESTER		**CREDITS**
ENGLISH	ENG 150	3
MATH	MAT 150 or higher	3
COMPUTER	ICT 150	3
CAREER DEVELOPMENT	PH 100	3
PERSONAL DEVELOPMENT	HEA 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		**CREDITS**
PROGRAM REQUIREMENTS	PH 102	**3**
	PH 101	**2**
	NUT 150	**3**
	PED	**1**
	HEA 152	**1**
	TOTAL CREDITS	**10**

PROGRAM REQUIREMENTS		**CREDITS**
	PH 160	**3**
	HEA 299	**3**
	TOTAL CREDITS	**6**

	CREDITS
GENERAL EDUCATION	**9**
PROGRAM REQUIREMENTS	**22**
TOTAL CREDITS	**31**

Language and Literature Department

Mission:
The Language and Literature Department offers intensive English literature and writing courses to help students develop and strengthen their critical thinking skills, become proficient college-level readers and writers, and become clear, effective communicators. Writing courses will focus on helping students become competent and skillful writers by using selective rhetorical strategies. Literature courses will evaluate and examine cultures, issues, and themes in multiple genres by applying a variety of writing methods and styles. Students will demonstrate critical thinking through literary analysis. The courses offered by the Language and Literature

Department are designed to prepare students for transfer to a four- year college or university and/or to be successful and contributing members of the modern work force.

Community Advisory Council:
Mrs. Lua'ipou Maae, Mrs. Lani Wendt Young, Mr. Justin Maga, Mr. Elvis Zodiacal and Ms. Monica Miller

Chairperson and Faculty:
Mr. Vesi Matu'u, Chairperson; Mrs. Jocelyn Siologa; Mr. Ben Goodwin; Mr. Poe Mageo, and Mr. Jude Chun, Faculty.

Language and Literature Learning Outcomes:

1. **GEO 1: B: Reading**: Read effectively to comprehend, interpret, in many different situations.
2. **GEO 1: C: Writing:** Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.
3. Demonstrate active listening and speaking abilities.
4. Demonstrate proficiencies in clear and effective written communication.
5. Demonstrate improvement in reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.
6. Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts.

LANGUAGE AND LITERATURE DEPARTMENT COURSE DESCRIPTIONS:

ENG 150 Introduction to Literature (3)
Prerequisite: ENG 90
This course focuses on three major genres of literature (poetry, drama, and fiction), including film production, and contemporary Pacific literature. This course also explores and interprets terms and concepts from a variety of literary works. Students will apply and demonstrate critical thinking by writing analytical expository papers and essays. ***(Note: 3 lecture credits)***

ENG 151 Freshman Composition (3)
Prerequisite: ENG 91
This is an intensive introduction-to-college-writing course that requires multiple compositions. This course is designed to help students recognize and critically evaluate important local and global issues affecting the population. Students will be required to adhere to the rules of Standard American English and write narrative, persuasive, and expository essays and submit a research term-paper. Modern Language Association (MLA) format will be introduced. American Psychological Association (APA) format is required. ***(Note: 3 lecture credits)***

ENG 250 Survey of Literature (3)
Prerequisite: ENG 150, ENG 151
This is a second-year literature course designed for close reading and in-depth analysis of three major genres of literature (poetry, drama, and fiction), including film production, and contemporary Pacific literature. Students will write multiple literary analysis essays and demonstrate skills in evaluation, interpretation, and critical thinking. A grade of C or better in ENG 150 and ENG 151 is required. ***(Note: 3 lecture credits)***

ENG 251 Sophomore Composition (3)
Prerequisite: ENG 151
This is a second-year composition course designed for advanced prose writing. Students will demonstrate and integrate the use of sophisticated and original evidence and language and will write lengthy expository or argumentative essays reflecting a variety of local and global issues. Students will be required to adhere to the rules of Standard American English and write comparison and contrast, classification, and argumentative essays and submit a research term-paper. Modern Language Association (MLA) or American Psychological Association (APA) format is required. A grade of C or better in ENG 151 is required. ***(Note: 3 lecture credits)***

LIT 270 World Literature (3)
Prerequisite: ENG 150, ENG 151
This course is a survey of world literature, with emphasis on cultural elements, form, and technique. Students will examine themes and approaches to storytelling (ancient and modern), poetry, drama, and essays. This course introduces a wide range of significant and/or representative works, with special attention to related Samoan literary elements. Students will write multiple literary analysis essays and demonstrate skills in evaluation, interpretation, and critical thinking. A grade of C or better in ENG 150 and ENG 151 is required. ***(Note: 3 lecture credits)***

LIT 272 American Literature
Prerequisite: ENG 150, ENG 151
This course is a survey of American literature with emphasis on historical elements in selected works by American authors from the Colonial American Era to the 21st century. Students will follow the development of major themes in American literature and examine and critique these themes in essays, fiction, poetry, drama, film, lectures, and discussions. Students will write multiple literary analysis essays and demonstrate skills in evaluation, interpretation, and critical thinking. A grade of C or better in ENG 150 and ENG 151 is required. ***(Note: 3 lecture credits)***

LIT 274 Pacific Literature *(formerly LIT 276 Pacific Literature)*
Prerequisite: ENG 150, ENG 151
This course is a survey of Pacific literature with studies of selected Pacific and non-Pacific writers, including those from American Samoa, Fiji, Hawaii, New Zealand, Samoa, Tonga, and elsewhere. Distinction is made between existing traditional literature and modern writing with Western influence. Students will write multiple literary analysis essays and demonstrate skills in evaluation, interpretation, and critical thinking. A grade of C or better in ENG 150 and ENG 151 is required. ***(Note: 3 lecture credits)***

Mathematics Department

Mission:
The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math Department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.

Community Advisory Council:
Sofa'i Tuato'o, Dr. Sreeni Panickar, and Carol Ma'afala-Baqui

Chairperson and Faculty:
Mr. Tunufai Leiato, Chairperson; Mrs. Amete Moefiainu, CAPP Math Representative; Mrs. Sinaitaaga J. Mose; Mr. Emau Tofilau; Mr. Laau Liufau; Mr. Marston Porter; Mr. Avele Mata'utia, and Mr. Anthony Felise, Faculty.

CAPP (Math) Program Learning Outcomes:

1. Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts.
2. Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in college level math.
3. Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations.
4. Use technology to practice, solve, and verify basic arithmetic problems and linear equations.

Math Program Learning Outcomes:

1. GEO 3: A: Quantitative: Apply quantitative skills to personal, academic and career related activities.
2. GEO 3: C: Problem Solving: Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.
3. Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.

Note: Qualifying Placement or standardized test scores (ACT, SAT, etc.) are used for appropriate placement in math courses.

MATH DEPARTMENT COURSE DESCRIPTIONS:

MAT 80 Preparatory Math (4)
A developmental mathematics course for those persons in need of advanced mathematical operations skills, such as geometry, beginning Algebra, negative numbers, percent, ratio, proportion, measurements, fundamentals polynomial operations, exponent usage, solving simple equations, inequalities and simple word problems. ***(Note: 4 lecture credits)***

MAT 90 Elementary Algebra (4)
Prerequisite: MAT 80
The basics of Algebra which include the following: equations and inequalities, operations on polynomials, factoring, algebraic fractions, simple and quadratic equations, powers and roots, and systems of equations. ***(Note: 4 lecture credits)***

MAT 150 Survey of Mathematics (3)
Prerequisite: MAT 90
Introduces students to logic, sets, number bases, the history and philosophy of mathematics, metric system, geometry, equations, inequalities, and problem solving. ***(Note: 3 lecture credits)***

MAT 151 Intermediate Algebra (3)
Prerequisite: MAT 90
Extends topics introduced in Elementary Algebra and prepares students for the College Algebra course. Topics include sets and real numbers, equations and inequalities, linear equations and functions, polynomial functions, exponential and logarithmic functions. Students with a grade of "C" or better in MAT 250 cannot take this course as an elective. ***(Note: 3 lecture credits)***

MAT 155 Vocational Technical Mathematics (3)
Prerequisite: MAT 90
This course introduces students to sets, numeration systems and rational numbers. Topics in the real numbers include conversion methods. Basic algebraic equations, inequalities and problem solving and their application to vocational areas are presented. Brief review of geometry, consumer mathematics, and an introduction to basic trigonometric functions also included. ***(Note: 3 lecture credits)***

MAT 250 College Algebra and Trigonometry (4)
Prerequisite: MAT 151 with a grade of "C" or better
This course focuses on linear and quadratic equations and inequalities, functions and graphs, analytic trigonometry and functions, logarithmic and exponential functions, conic sections, sequences, and series. An introduction of Analytical Geometry is also presented. Designed for students wishing to go on to four-year college programs. ***(Note: 4 lecture credits)***

MAT 260 Introduction to Statistics (3)
Prerequisite: MAT 151 with a grade of "C" or better
A basic introduction to descriptive and inferential statistics. The emphasis is on applications and interpretation. Topics covered are graphical techniques, basic probability, confidence intervals, hypothesis testing, analysis of variance testing, and goodness of fit tests, regression and correlation. ***(Note: 3 lecture credits)***

MAT 280 Calculus I (5)
Prerequisite: MAT 250
A short review of functions is followed by an in-depth study of limits. Continuous functions and limit theorems are presented. Basic techniques of derivatives including derivatives of composite functions, implicit differentiation and higher order derivatives are explored. Applications of the derivative include the following: maxima and minima, Rollers Theorem, increasing

and decreasing functions, concavity, limits at infinity, infinite limits, applied extreme problems, and anti-derivatives. The properties of the definite integral and indefinite integral are explored. Applications of the integral include the following: area, volumes of revolution, volume by slicing, arch length, work, liquid pressure and the average value of a function. ***(Note: 5 lecture credits)***

MAT 281 Calculus II (5)
Prerequisite: MAT 280
Derivatives of trigonometric functions are presented with hyperbolic functions. Basic techniques of integration including integration by parts, partial fractions, trigonometric substitution, and numerical methods are explored. Topics include indeterminate forms, sequences and series, polar coordinates, parametric equations, and conic sections. ***(Note: 5 lecture credits)***

Nursing Department

Mission:
The Nursing Department is committed to provide quality nursing education in preparing knowledgeable and caring professional nurses to meet the diverse health needs of the community.

To meet this mission, the department offers the following degree and certificate programs of studies:

- Associate of Science degree in Nursing (RN)
- Certificate of Proficiency in Practical Nursing (PN)
- Certificate of Completion in Nurse Aide (NA)

Program Admission Requirements
The nursing programs have special Prerequisites and admission requirements. Further information and application requirements can be obtained from the Nursing Department. Completed applications are accepted from April1 to May 15 for fall semester admission. Applicants are responsible for submitting completed application to the nursing department and official college transcripts directly to the Admission Office from the college(s) attended by May 15. Each application will be reviewed prior to an interviewing process by the Nursing Department Community Advisory Council. Notification of the scheduled interviewing date will be sent by e-mail (or by telephone for off-island applicants). Students who are accepted must submit a completed physical exam form and TB clearance to the nursing department prior to registration.

Community Advisory Council:
Margaret Sesepasara, Simanao Tuatoo, Tofiga Tufele, Dr. Emilia Lei, Derek Helsham, Monica Afalava, Leua Aiono Frost.
Chairperson and Faculty:
Ms. Lele Ah Mu, Chairperson; Mrs. Ann Longnecker, Faculty.

Nursing Program Learning Outcomes:

1. **Communication:** Demonstrates and utilizes basic communication and writing skills to effectively facilitate understanding between patients, clients, family, significant others, and members of the healthcare personnel; utilizes teaching methods appropriate to various ages.
2. **Technology**: Utilizes technology to provide legal documentation of the patient care plan, complete care provided, and medications administered; knowledgeable in the use of technology to provide evidenced-based information in the care of patients.
3. **Accountability and Clinical Ethics**: Practices within the profession's ethical and legal framework and is accountable for own nursing practice, behaviors, and care delegated; functions within the legal parameters and ethical practices that influence patient's responses to illness in a variety of health care environments.
4. **Collaboration and Teamwork**: Develops an awareness of cultural and ethnic factors to enable active participation in collaborating and contributing to the patient's plan of care by providing safe, basic nursing care of patients in various health care settings.
5. **Critical Thinking**: Utilizes the nursing process in the care of patients with needs resulting from altered states of wellness, by applying nursing knowledge and skills to provide basic and technical nursing care; promotes safe nursing practices and critical thinking skills in the care of patients.
6. **Process of Health Care:** Demonstrates safe and competent nursing care based on the facts and principles of biological, psychological, sociological, cultural and spiritual functioning.
7. **Leadership** Demonstrates sound leadership principles based on planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others.
8. **Professionalism and Responsibility:** Demonstrates responsibility for own learning, and for participation in community and professional activities; understands the levels of authority and responsibility, and function as a member of the health care team under the supervision of the Registered Nurse (RN), or Medical Doctor/Medical Officer (MD/MO).

Nurse Aide Program Learning Outcomes:

1. **Communication:** Utilize basic communication skills effectively to facilitate understanding between patients, family, significant others, and health care personnel.
2. **Clinical Ethics**: Practices within the profession's ethical and legal framework and is accountable for own actions and behavior.
3. **Process of Health care:** Provides safe, simple, basic nursing care of patients in various health care settings.
4. **Collaboration and Teamwork:** Function as a member of the health care team under the supervision of the Licensed Practical Nurse (LPN) or Registered Nurse (RN).

NURSING DEPARTMENT COURSE DESCRIPTIONS:

NUR 100/100L Nurse Aide Training (6) -based on individual Certificate of Completion
Prerequisite: ENG 90, ENG 91
The course prepares students to work in hospitals, clinics, nursing homes, and home health agencies. It is also a pre-requisite to the licensure programs. Classroom, laboratory, and faculty supervised clinical learning experiences are offered. A Certificate of Completion (COC) is awarded after successful completion of the course. –**The course is offered for 10 weeks during the semester.** ***(Note: 4 lecture credits, 2 clinical laboratory credits)***

NUR 150/150L Fundamentals of Nursing (7)
Prerequisites: NUR100/100L or equivalent, NUT 150
This is a beginning-nursing course that explores basic concepts and skills relevant to nursing practice. Emphasis is on knowledge and application of the nursing process and evidence-based nursing in approaching patient care situations in the acute care settings under the supervision of the faculty. ***(Note: 4 lecture credits, 3 clinical laboratory credits)***

NUR 155 Nursing Perspectives (2)
Prerequisite: NUR 100/100L
The course discusses the evolution of nursing as a profession, the role of the practical nurse, the health care system, legal and ethical concepts in nursing, and nursing opportunities. ***(Note: 2 lecture credits)***

NUR 180/ 180L Introduction to Adult Health (16)
Prerequisites: BIO 251/251L, PHM150 or PHM 200, NUR 150/150L, NUR 155
The course focuses on the practical nurse's use of the nursing process and evidence-based nursing practice in the care of patients with psycho-social, perioperative, cardiovascular, immunologic, hematologic, respiratory, musculoskeletal, circulatory, metabolic, endocrine, elimination, skin integrity, sensory, reproductive, and neurologic function. in acute care and long-term settings, including administration of medication under the supervision of the faculty. Basic comprehensive nursing concepts will also be utilized in the care of patients, families, and the community, with emphasis on Mental Health nursing and the role of Public Health Nurse/Community Health Nurse in the prevention of disease and maintenance of optimum health for patients of all ages. ***(Note: 9 lecture credits, 7 clinical laboratory credits)***

NUR 190/ 190L Family/Child Nursing (8)
Prerequisites: NUR 180/180L
The course focuses on the practical nurse's use of the nursing process to apply nursing theory and skills to assist childbearing families, newborns, pediatric patients and their families from varied cultural backgrounds. Knowledge is applied in patient care situations in obstetrical and acute pediatric care setting, including health teaching and administration of medications under the supervision of the faculty. The course is 10 weeks in length and is offered during the summer. ***(Note: 5 lecture credits, 3 clinical laboratory credits)***

NUR 200/200L Transition to Nursing (5)
Prerequisites *Accepted to the RN program*
Nursing Transition is an intensive technical skill and writing course. It is the initial course that exposes the returning Licensed Practical Nurse or continuing student to the second year of the nursing program the emphasis is placed on the professional role of the registered nurse and expanded use of the nursing process. The course further focuses on the use of evidence-based nursing practice to assist patients meet the needs related to alterations or in maintaining wellness of biological, psychological, spiritual, and cultural functioning. Knowledge of basic nursing skills and administration of medication will be assessed for under the supervision of the faculty. ***(Note: 3 lecture credits, 2 clinical laboratory credits)***

NUR 203/203L Maternal-Newborn Nursing (3)
Prerequisites: *Accepted to the RN program*
The course introduces in-depth nursing concepts related to the childbearing experience and the maternal roles Nursing theory focuses on the application of the nursing process and evidence-based nursing in the care of mothers and newborn. The course is taken the first six weeks of the semester. ***(Note: 3 lecture credits***

NUR 204/204L Nursing of Children (3)
Prerequisites: NUR 203/203L, *Accepted to the RN program*
The course focuses on the application of the nursing process and **evidence-based nursing practice** in caring for children under medical and surgical disorders in acute care setting, Concepts related to the developmental stages, environment, immunizations, safety, and parent-child interaction will be explored. The course is taken the last six weeks of the semester. ***(Note: 3 lecture credits)***

NUR 206 Issues and Trends in Nursing (2)
Prerequisites: *Accepted to the RN program*
The course entails the study of nursing trends, past, present and future as they relate to society to understand the nurse's professional and legal role in influencing health policies and practices. Issues and Trends in Nursing focuses on the three roles of the nurse, legal and ethical responsibilities, and transition from student to professional as the student becomes responsible and accountable for his/her practice as a registered nurse. ***(Note: 2 lecture credits)***

NUR 207/207 L Adult Health Nursing (8)
Prerequisites: BIO 255/255L, PHM 200, NUR 200, NUR 203, NUR 204, NUR 206
The course focuses on the use of the nursing process in providing recommended standards of care for patients with moderately severe health care alterations. Emphasis is on the role of the Registered Nurse in utilizing the nursing process and evidence-based nursing practice to assist patients requiring moderate adaptation to meet alterations in psycho-social, perioperative, cardiovascular, immunologic, hematologic, respiratory, musculoskeletal, circulatory, metabolic, endocrine, elimination, skin integrity, sensory, reproductive, and neurologic function. Leadership principles based on planning, managing,

and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by un-licensed personnel will be covered. Knowledge of disaster and bioterrorism will also be included in addition to basic comprehensive nursing concepts in the care of patients with trauma/multi-system trauma; medications will be administered with supervision of the faculty. ***(Note: 6 lecture credits, 2 clinical laboratory credits)***

NUR 208/ 208L Mental Health/Psychiatric Nursing (4)
Prerequisites: PHM 200, NUR 200, NUR 203, NUR 204, NUR 206
The course focuses on the nursing process to meet the psychosocial needs of a culturally diverse population across its lifespan. Psychosocial needs include safety, love and belonging, esteem and recognition, and self-actualization-aesthetic needs. Emphasis is placed on self-awareness; the health/illness continuum, and the therapeutic communication and the development of a therapeutic relationship with the client in the mental health system. This course is offered for six weeks during the semester. ***(Note: 3 lecture credits) 1 clinical laboratory credits)***

NUR 211/ 211L Community Health Nursing (4)
Prerequisites: PHM 200, NUR 200, NUR 203, NUR 204, NUR 206, NUR 208
The course focuses on exploration and application of concepts in providing comprehensive nursing care to clients, families, and the community. Emphasis is on the role of the Community Health Nurse and Public Health Nurse in health promotion and the prevention of disease and maintenance of optimum health for clients of all ages. The course is offered for six weeks during the semester. ***(Note: 3 lecture credits, 1 clinical laboratory credit)***

PHM 150 Introduction to Pharmacology (3)
Prerequisites: BIO 180/180L, MAT 151 or higher
The course focuses on the basic knowledge of the mechanism of action, toxicity, and nursing and other therapeutic uses and implications of the major categories of drugs. Knowledge is applied to patient care situations in which drugs are used in the maintenance of health and treatment and prevention of illness. ***(Note: 3 lecture credits)***

PHM 200 General Pharmacology (4)
Prerequisites: BIO 250/250L, MAT 151 or higher
The course focuses on the basic principles involved in drug therapy. Drugs will be approached in terms of their mechanisms of action and drug effects, indications, contraindications, side effects, and adverse effects, toxicity and management of overdose, interactions, dosages, idiosyncrasies, toxicities, and clinical applications. The effect of drugs on the various bodily systems will be explored and applied to patient care situations. ***(Note: 4 lecture credits)***

ASSOCIATE OF SCIENCE DEGREE IN NURSING

Program Statement
The nursing program is approved by the American Samoa Health Services Regulatory Board. The department offers the Nurse Aide Training that will qualify the student to be certified after successfully completing the course The Practical Nursing Program is 11 months in length and allows the graduate to sit the National Council for Licensure Examination (NCLEX-PN) to be a Licensed Practical Nurse (LPN). The LPN is given the opportunity to exit and fill beginning level positions at the Lyndon Baines Johnson Tropical Medical Center (LBJTMC) or the Department of Health as entry-level nurses or continue to the last year of the Registered Nursing (RN) Program. Graduates of the program are eligible to sit the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) that will provide the foundation for a Bachelor of Science in Nursing (BSN).

Successful completion of these Registry Examinations enables the nurse aide and/or nurses to practice at beginning level positions in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	NUR 100/100L	6
MATH	MAT 151, MAT 155, MAT 250, MAT 260, MAT 280	3-5
	TOTAL CREDITS	**15-17**

2ND SEMESTER		CREDITS
PERSONAL DEVELOPMENT	PSY 150	3
COMPUTER	ICT 150, ICT 170	3
HISTORY	HIS 170	3

CERTIFICATE OF PROFICIENCY IN PRACTICAL NURSING (PN)

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
MATH	MAT 155	3
PROGRAM REQUIREMENTS	NUT 150	3
SCIENCE	BIO 180/180L	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	NUR 100/100L	6
	BIO 250/250L	4
PROGRAM REQUIREMENTS	HEA 151	3
	PHM 150, PHM 200	3-4
PERSONAL DEVELOPMENT	PSY 150	3
	TOTAL CREDITS	**18-19**

PROGRAM REQUIREMENTS (Advising Required)		CREDITS
PROGRAM REQUIREMENTS	NUR 150/150L	7
	NUR 155	2
	BIO 251/251L	4
	NUR 180/180L	16
	NUR 190/190L	8
SOCIAL SCIENCE	PSY 250	3
	TOTAL CREDITS	**40**

	HIS 162	3
SCIENCE	CHM 150/150L, PHSCI 150/150L	4
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	BIO 255/255L	4
	NUR 200/200L	5
	NUR 203	3
	NUR 206	2
	TOTAL CREDITS	**14**

4TH SEMESTER		CREDITS
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	PHM 200	4
	NUR 204	3
	NUR 208/208L	4
	TOTAL CREDITS	**14**

PROGRAM RECOMMENDED COURSES		CREDITS
PROGRAM REQUIREMENTS	NUR 207/207L	8
	NUR 211/211L	4
	TOTAL CREDITS	**12**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31-33**
PROGRAM REQUIREMENTS	**39**
TOTAL CREDITS	**70-72**

	CREDITS
GENERAL EDUCATION	**12**
PROGRAM REQUIREMENTS	**62-63**
TOTAL CREDITS	**74-75**

CERTIFICATE OF COMPLETION IN NURSE AIDE

1ST SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ENG 90	3
	ENG 91	3
	MAT 90	4
CAREER DEVELOPMENT	NUR 100/100L	6
	TOTAL CREDITS	**16**

Physical Education Department

Mission:
The Physical Education Department's (PED) mission is to provide experiences that guide students in becoming physically active for a lifetime. The department offers courses that will fulfill the requirements for Associate of Arts and Associate of Science degrees. The department will actively pursue athletic scholarships for those interested in continuing participation abroad and also provides continuous training for those athletes.

Community Advisory Council:
Clayton Mahuka, Arona Samoa, Oakland Salave'a, Pooch Taase.

Chairperson and Faculty:
Mr. Ed Imo, Chairperson; Samoa Samoa, Faculty.

Course Learning Outcomes:
1. Perform basic fundamental skills
2. Explain the importance of physical fitness
3. Understand the rules and regulations of the sport
4. Apply knowledge gained for lifetime use
5. Develop one's own personal workout program

PHYSICAL EDUCATION DEPARTMENT COURSE DESCRIPTIONS:

PED 150M Men's Basketball (1)
This course will provide the student with the basic skills of basketball such as shooting, passing, rebounding, defending and knowledge of the rules to play at the novice level for men. ***(Note: 1 lab credit)***

PED 150W Women's Basketball (1)
This course will provide the student with the basic skills of basketball such as shooting, passing, rebounding, defending and knowledge of the rules to play at the novice level for women. ***(Note: 1 lab credit)***

PED 151M Men's Weight Training (1)
This course will provide the student with the basic health practices with emphasis on developing muscle strength, muscle endurance, and physical fitness will be covered for men. ***(Note: 1 lab credit).***

PED 151W Women's Weight Training (I)
This course will provide the student with the basic health practices with emphasis on developing muscle strength, muscle endurance, and physical fitness for women. ***(Note: 1 lab credit)***

PED 152 Beginning Aerobics (1)

This course will focus on improving cardiovascular fitness through a variety of low, medium and high intensity aerobic exercises. This course will develop strength, endurance, and flexibility; through coordinating low, moderate and high impact bending, jumping, reaching, and kicking. ***(Note: 1 lab credit)***

PED 153 Beginning Tae Kwon Do (1) *(formerly Beginning Hap Ki Do and Tae Kwon Do)*
This course will teach theoretical and practical aspects of the martial arts of "self-defense" using the ancient Korean art of Tae Kwon Do. ***(Note: 1 lab credit).***

PED 154 Golf (1)
This course is for the student with no previous golf experience. Basic fundamentals of golf including the rules, etiquette, and terminology will be covered. Fieldwork experience is required. ***(Note: 1 lab credit)***

PED 155M Men's Volleyball (1)
The basic skills of volleyball such as passing, setting, spiking, serving, teamwork, strategies, and rules will be emphasized as well as physical fitness for men. ***(Note: 1 lab credit)***

PED 155W Women's Volleyball (1)
The basic skills of volleyball such as passing, setting, spiking, serving, teamwork, strategies, and rules will be emphasized as well as physical fitness for women. ***(Note: 1 lab credit)***

PED 156 Introduction to Tennis (1)
The course is for the beginning tennis enthusiast. Singles and doubles competition will be emphasized. Skills such as forehand and backhand strokes, volley, service, basic strategy, footwork, and etiquette will be stressed. ***(Note: 1 lab credit)***

PED 170/ MSC 110 Swimming (1)
This course focuses on teaching the basic swimming strokes: western crawl, backstroke, sidestroke, breast-stroke and the butterfly. ***(Note: 1 lab credit)***

Army Reserve Officers Training Corps (ROTC)

Mission:
The UH/ASCC ROTC Program recruits, trains, and develops leaders of character to serve the Nation as Commissioned Officers in the U.S. Army; additionally, motivates young people to be better citizens committed to lifelong service to the Nation and their Community.

Chairperson and Facutly:
Moliga, Kitzgen, Chairperson

Program Learning Outcomes:

1. Attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army;
2. Provide a practical understanding of the concepts and principles of military science;
3. Develop a strong sense of duty, honor and country;
4. Promote teamwork and individual fitness;
5. Develop an understanding of and appreciation for international relations and national security;
6. Develop a comprehension of ethics, leadership, effective goal setting, time-management and effort, and the tradition of a citizen's army;
7. Familiarity with the concept of the decision-making process and the styles of leadership.

ROTC Course Descriptions:

MSL 100 Introduction to Physical Fitness (1)
This hands-on participatory course follows the Army's physical fitness program. Classes are conducted three days per week with Army ROTC cadets. Focus is on aerobic conditioning, muscular strength and endurance. ***(Note: 1 lab credit)***

MSL 101 Introduction to Military Science I (3) *(formerly ROTC 150)*
This course introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officer-ship, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. ***(Note: 2 lectures, 1 lab credit)***

MSL 102 Introduction to Military Science II (3) *(formerly ROTC 151 Foundations of Officer ship)*
Prerequisite: MSL 101, or prior military experience
This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadets receive continued emphasis on recruitment and retention. Cadre role models and the building of stronger relationships among the Cadets (through common experience and practical interaction) are critical aspects of the MSL 102 program. ***(Note: 2 lectures, 1 lab credit)***

MSL 201 Intermediate Military Science I (3) *(formerly ROTC 252 Fundamentals of Leadership)*
Prerequisite: MSL 101, MSL 102, ENG 151, or prior military experience, taken concurrently with MSL100
This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership

theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises. While participation in the leadership labs is not mandatory during the MSL II-year, significant experience can be gained in a multitude of areas and participation in the labs is highly encouraged. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos. ***(Note: 2 lectures, 1 lab credit)***

MSL 202 Intermediate Military Science II (3) *(formerly ROTC 253 the Military as a Profession)*
Prerequisite: MSL 201, ENG 251 or concurrently, or prior military experience, taken concurrently with MSL100
This course examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. ***(Note: 2 lectures, 1 lab credit)***

Samoan Studies Department

Mission:
The Samoan Studies Department (SSD) prepares students to be knowledgeable and skillful in the Samoan culture. Furthermore, the Samoan Studies Department offers an Associate of Arts degree with an emphasis in Samoan Studies.

Manulautī:
E saunia e le Matagaluega o Aoaoga ma Suesuega Samoa tagata aooga ina ia atamamai ma faatufugaina i le aganuu Samoa. E lē gata i lena, e ofo atu e le Matagaluega a le Ofisa o Aoaoga ma Suesuega Samoa se tikeri A.A. e faataua ai Mataupu Samoa.

To meet this mission, the department offers the following degree and certificate programs of studies:
Associate of Arts degree with an emphasis in Samoan Studies

Community Advisory Council / Komiti Faufautua:
Rev. Afalupetoa Utai, Afioga Pesetā Tialuga Seloti, Mr. David Mageo, Mrs. Esther Prescott, Tōfā Sili Dr. Kerisiano Sataua.

Chairperson and Faculty/Faiaoga:
Mr. Evile F. Feleti, Chairperson, Mrs. Alofa T. Nuusila, Faculty.

Program Learning Outcomes:

1. Develop and apply basic skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening. *Atiae ma faaaoga agavaa faigofie pe a tautala (i nofoaga faaonaponei ma faaleaganuu), tusitusi, faitau ma faalogologo.*
2. Develop and apply skills of understanding and interpretation of Samoan literature. *Atiae ma faaaoga agavaa tau malamalama'aga ma faauigaga o fatuga ma tusiga Samoa.*
3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture. *Faatino tomai e patino i faiva masani tau le aganuu faitino ma le aganuu tinoimatagi a Samoa.*
3. Demonstrate competence and ease in delivering basic English translation and interpretation of Samoan. *Faatino le tomai ma le solo lelei o faaliliuga i le Igilisi faigofie ma faauigaga i le gagana Samoa.*
4. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research. *Atiae ma faaaoga metotia eseese, atoa ai ma faiga faatekonolosi, i le faatinoga o suesuega.*

SAMOAN STUDIES DEPARTMENT COURSE DESCRIPTIONS (FAAMATALAINA O MATAUPU TAU SAMOA

SAM 101A Conversational Samoan 1 (3) *(formerly SAM 101).* This is a Conversational Samoan language course at the elementary level. The focus is on enunciation, vocabulary building and the correct use of words in directed fundamental dialoguing, which should transit to more student-oriented conversation. Upon completion, students should become comfortably fluent enough to continue with further training in SAM 101B and SAM 111 at ASCC or learning on their own. This course is intended for non-speakers; beginning speakers of the Samoan Language and can be taken as an elective. ***(Note: 3 lecture credits).***
SAM 101A Talanoaga Faasamoa 1 (3)
E mafuli le tele o felafolafoa'iga i le faatautaiga o talanoaga Faasamoa ma e tā'ua lenei mataupu o le vasega muamua. E a'oa'o le faaleoga sa'o o upu, fauga o upu, o le faaaogaga sa'o o upu i totonu o se talanoaga ma i'u ai ina agavaa le tagata e faaaoga le gagana Samoa e feso'ota'i ai. O le a faaosofia le lagona fiafia i le tagata ā'oga e fia a'oa'o pea le gagana Samoa ma faaauau atu ai i le isi vasega e tā'ua o le SAM 101B po o le SAM 111 i le Kolisi Tuufaatasi o Amerika Samoa, po o le faia fo'i o ni sailiiliga. O lenei vasega e mo tagata e lē iloa Faasamoa; tagata fa'ato'ā tau a'o le Faasamoa, ae maise ai le aogā o lenei vasega e faaatoa ai togi o polokalama. ***(Faaaliga: 3 togi).***
SAM 101B Conversational Samoan 2 (3)
This is a conversational Samoan Language course for students who are able to speak limited Samoan, and wish to transit into writing dialogues, messages, verses, nursery rhymes, and

simple directions. The focus will be on structure of basic Samoan sentences. ***(Note: 3 lecture credits)***

SAM 101B Talanoaga Faasamoa 2 (3)

O lenei mataupu o Talanoaga Faasamoa e mo tagata aooga ua tau iloa faaaoga le gagana Samoa, ma ua iai fo'i le naunauta'iga e amata ona tusitusi, tauloto, ma faatino faatonuga faigofie. O le faamoemoe o lenei vasega e ātīa'e ai le kalama o le fuaiupu Samoa. ***(Faaaliga: 3 togi)***

SAM 111 Introduction to the Samoan Language (3) *(formerly SAM 162 Samoan Language Culture)*

This is an introductory course in Samoan writing and speaking, grammar and usage of contemporary and commonly used respectful Samoan phrases. Students enrolled are recommended to write and speak fluent Samoan. (Note: 3 lecture credits)

SAM 111 Faamasaniga i le Gagana Samoa (3)

O lenei mataupu amata i le gagana Samoa e a'oa'o ai tusitusiga ma tautalaga, faaaogaga o le kalama ma le gagana faaonaponei ma le gagana faaaloalo masani. E fautuaina tagata aooga e tusitusi ma tautatala manino i le gagana Samoa. ***(Faaaliga: 3 togi)***

SAM 151 Freshman Samoan (3) *(formerly Samoan I)*

This is an intensive course in formal Samoan speaking and writing. Students are required to write narrative, descriptive, expository and persuasive compositions. The speaking aspect closely follows writing during the laboratory periods. Critical thinking, effective speaking and reading with a purpose will also be stressed. ***(Note: 3 lecture credits)*** **Note: Students are required to take both lecture and lab during the same semester)**

SAM 151 Gagana Samoa Tausaga Muamua (3)

O lenei mataupu e faataunuu ai a'oa'oga ua tuutuu i le loloto o le gagana tautala ma le tusitusi. E tatau i tagata aooga ona tusia ni tala i se mea na tupu, faamatalaga auiliili o se mea, vailiiliga o itu uma o se mataupu ma le faaaogaga o le gagana faatosina. E mulimulita'i le gagana tautala i le gagana tusitusi i le taimi o faatinoga a lea mataupu. E faamalosia le faaaogaga o mafaufauga ua ua'i loloto, e o'o fo'i i le tautala aloa'ia ma le faitau malamalama. ***(Faaaliga: 3 togi)***

SAM 151L Freshman Samoan Laboratory (1)

The students will undergo drills, with the aid of video cameras and other equipment to develop critical thinking, read with a purpose, and write in the style that targeted readers would understand and appreciate. They will visit selected cultural activities to observe orators and review/write analytically. ***(Note: 1 lab credit)*****Note: Students are required to take both lecture and lab during the same semester**

SAM 151L Gagana Samoa Tausaga Muamua (Vasega Faatino) (1)

O le a fa'ata'ita'i e tagata aooga le faiga o galuega faatino, e faaaoga ai mea pu'eata ma isi masini e ātīa'e ai mafaufauga ua'i loloto, faitau malamalama, ma tusitusi i se gagana e mafai ona malamalama ma fiafia i ai se 'au faitau. E māta'itū le faatinoga o faalavelave Faasamoa ma mātau le faiga o le lauga a tulafale ma iloilo/tusitusi auiliili. ***(Faaaliga: 1 togi)***

SAM 152 Introduction Samoan Culture (3)

This is an introductory course to Samoan culture. Students will discuss, and analyze cultural aspects of the faasamoa such as appropriate language, and appropriate behavior in varying spatial contexts. The concepts of extended families and their functions, land tenure, and the peopling of Samoa are also discussed. Students will be expected to express opinions on Samoan society. ***(Note: 3 lecture credits)***

SAM 152 Faamasaniga i Aganuu Samoa (3)

O le mataupu faamasani lenei i le aganuu Samoa. O le a lauliliu, ma iloilo e tagata aooga nisi o tu faasamoa e pei o, gagana talafeagai, amio talafeagai i ituaiga saofa'iga eseese i totonu o se nuu. E a'oa'o ai konesepi tau le aiga potopoto ma o latou aogā, fanua ma lona faasoaga ma le 'ainaina o motu o Samoa. E tatau i tagata aooga ona faaali manatu e faatatau i saofa'iga eseese a Samoa. ***(Faaaliga: 3 togi)***

SAM 154 Introduction to Samoan Literature (3)

This course is required for an Associate of Arts Degree in Samoan Studies. Students will be able to review ancient Samoan literature and history through historical oral recitations of "solo" that are manifested in everyday life: the 'ava ceremony, traditional speeches (lauga), marriage (tini), chants and meditation (tapuaiga). Students will be introduced to other popular forms of history, songs, myths, legends, fagogo, humor (falcaitu), and contemporary stories. Students will study the impact of the Bible on Samoan literature. ***(Note: 3 lecture credits).***

SAM 154 Faamasaniga i Tala Faamauina a Samoa (3)

O le tasi lenei mataupu faamalosia mo le tikeri AA i le gagana ma aganuu Samoa. I lenei mataupu o le a mafai e tagata aooga ona iloilo tala o le vavau ma le tala faasolopito e ala atu i ana solo o aso fai soo: ava, lauga, tini, tapuaiga. O le a faamasani fo'i tagata aooga i isi ituaiga tala faasolopito, pese, tala o le vavau, fagogo, faleaitu ma tala faaonaponei. O le a su'esu'e tagata aooga i le aafiaga o gagana faamauina a Samoa i le Tusi Paia. ***(Faaaliga: 3 togi)***

SAM 172 Samoan Traditional Political Organization (3)

This is an analytical survey of Samoa's traditional political system: its organization, operation, the changes that took place over the years, and the influence of the missionaries and Western political systems. ***(Note: 3 lecture credits).***

SAM 172 Faigamalo Faasamoa (3)

O le mataupu lenei e iloilo ai upufai o malo a Samoa: i lona faatulagaga, faagaoioiga ma suiga i tausaga na tauasa mai ai, ma le aafiaga ona o misionare ma faatulagaga o malo mai fafo. ***(Faaaliga: 3 togi)***

SAM 204 Samoan Mythology (3)

Students will survey Samoan myths and legends as a genre of literature, be introduced to theory on mythology, study the literary elements in indigenous myths, acquire a view of the commonalities among Polynesian myths, typology, and archetypes, and think critically and analytically of Samoan mythology and its dynamics. ***(Note: 3 lecture credits)***

SAM 204 Tala o le Vavau a Samoa (3)

O le mataupu lenei e faatatau i tala o le vavau a Samoa ma o le a faamasani ai tagata aooga i tala tuu ma tala o le vavau i lona sionalei faamaumau. O le a sailiili e tagata aooga tala o le vavau i lalo o faatufugaga po o le sionalei tau fatuga, faamasani i pitofilo tau tala o le vavau, a'oa'o elemeni o tala o le vavau a tagatanuu muamua, a'oa'o mai ni tala e tutusa ai le

atu Polenisia, i ni ona ituaiga ma mamanu taatele, atoa ai ma le māta'itū ma le iloilo toto'a o tala o le vavau a Samoa i ni ona tafa eseese. ***(Faaaliga: 3 togi)***

SAM 244 Theatrical Arts (3)
Prerequisite: SAM 111
This course is a study of Samoa's existing "faleaitu" as a genre of Samoan literature. Students will be able to think analytically and critically of Samoan humor in entertainment, the indigenous theatrical presentation of "faleaitu," and the use of "faleaitu" as voice of the common people. Satire, irony, ridicule and comical character sketches are studied. ***(Note: 3 lecture credits)***
SAM 244 Faleaitu (3)
Mataupu Ulufale: SAM 111
O le mataupu lenei e aoaoina ai faleaitu faaleatunuu i lona faatufugaga faafatuga moni a Samoa. O le a mafai ona iloilo ma faitio e tagata aooga suaga i taimi o faafiafiaga faasamoa, le faatinoga e tagatanuu o lenei faatufugaga o faiva, ma le faaaogaga o le faleaitu e tauala atu ai se feau mai tagata lautele. E aoaoina ai foi le faaaogaga o le tausuauīgā e tauala atu ai faitioga i ni lape o tagatanuu, faamatalaga tuufaafeagai, taufaifai ma le taufa'a'ata. ***(Faaaliga: 3 togi).***

SAM 251 Sophomore Samoan Composition (3) *(formerly SAM 152 Samoan II)*
Prerequisite: SAM 151/151L
This is a second year course in research methods with emphasis on Samoan composition. The student will conduct a research of Samoan Studies topics using Modern Language Association approved research methodology. Focus will be on published materials on Samoan Studies in any field of choice. ***(Note: 3 lecture credits)***
SAM 251 Gagana Samoa mo Tausaga Lua (3)
Mataupu Ulufale: SAM 151/151L
O le mataupu o le tausaga lua lenei i metotia tau Suesuega e faapitoaugafa i tusiga Faasamoa. O le a faatino e le tagata aoga se suesuega i mataupu tau Samoa e faaaoga ai le faatulagaga taualoa o le Asosi o Gagana Faaonaponei (Modern Language Association e limata'ita'ina ai sailiiliga. O le a faataua lomiga e faatatau i mataupu Samoa, i soo se matātā. ***(Faaaliga: 3 togi)***

SAM 261 Samoan Oratory (3)
Prerequisite: SAM 152
This course introduces students to techniques of organizing and delivering speeches in various cultural settings. Major course work consists of discussing oratorical language and its application to the different cultural occasions, speech content, and performing this art of Samoa. ***(Note: 3 lecture credits)***
SAM 261Gagana Faafailauga Samoa (3)
Mataupu Ulufale: SAM 152
O le mataupu lenei e faamasani ai tagata aooga i alafua e faatulaga ma momoli ai lauga i soo se ituaiga saofaiga faaleaganuu. O le tele o le galuega faatino e aofia ai le iloiloga o le gagana faafailauga ma lona faaaogaga i faalavelave ma mataupu tau le aganuu, iloiloga o le anofale o le lauga atoa ai ma le faatinoga o lenei faatufugaga faaatisi a le atunuu. ***(Faaaliga: 3 togi)***

SAM 271 Samoan Creative Writing (3)
Prerequisite: SAM 151/151L
This is a course to creative writing via "Solo," satire, humor and short stories told with a Samoan flair. Narrative, descriptive, expository and persuasive forms are also taught. ***(Note: 3 lecture credits)***
SAM 271 Fatuga po o Tusiga Tala Faasamoa (3)
Mataupu Ulufale: SAM 151/151L
O se mataupu lenei tau tusigā tala fatu e ala atu i solo, tusiga e faaaoga ai le tausuauīgā e tauala atu ai faitioga i ni lape o tagatanuu, tala taufa'a'ata atoa ai ma tala e tusia i le agaga Faasamoa. E a'oa'oina ai foi tusiga o mea tutupu i olaga o tagata, tusiga e faamatala ai foliga mai o se mea, tusiga e faailoa ma iloilo ai se mataupu ma le ituaiga tusitusiga faatauanau pe faatosina. ***(Faaaliga: 3 togi)***

SAM 281 Translations (3)
Prerequisite: SAM 151/151L
This course introduces students to the general rules and skills of translation and interpretation; i.e., translating English words without Samoan equivalents. Students study and analyze translations in local papers and visit the courts to observe and critique court interpreters. ***(Note: 3 lecture credits)***
SAM 281 Faaliliuga Faasamoa (3)
Mataupu Ulufale: SAM 151/151L
O le mataupu lenei e faamasani ai tagata aooga i tulafono lautele ma agavaa tau faaliliuga ma faauigaga, e pei o le faaliliuga o upu Peretania i upu Samoa. E aoaoina ma iloilo foi e tagata aooga faaliliuga i nusipepa i le lotoifale ma asiasi atu i le faamasinoga e māta'itū ma auiliili le galuega faaliliu a tagata faaliliu i lea matātā. (Faaaliga: 3 togi)

SAM 291 Journalism in Samoan (3) *(formerly SAM 211)*
Prerequisite: SAM 151/151L
This course introduces students to methods of gathering, writing and disseminating news, and other types of pertinent information through the media –printed or aired. Students study freedom of speech, censorship, and libel laws. ***(Note: 3 lecture credits)***
SAM 291 Tusitusiga a le 'Au Faasalalau i le Gagana Samoa (3)
Mataupu Ulufale: SAM 151/151L
O le mataupu lenei e faamasani ai tagata aooga i metotia o le aoina, tusiga ma le faasalalauina o talafou, ma isi faamatalaga i ala eseese o faasalalauga – e ala i le lolomi poo o le faasalalauina i le ea. O le a aoaoina e tagata aooga saolotoga i le gagana, tapulaa o faamatalaga ma tulafono i le ta'uleagaina o se tagata.***(Faaaliga: 3 togi).***

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN SAMOAN STUDIES

Program Statement

The Associates of Arts Degree with emphasis in Samoan Studies provides courses to students interested in pursuing a career in education, the public service, social services, private enterprise, journalism, language teaching, Samoan research, interpreting and translation. The Samoan courses promote critical thinking in contemporary and cultural settings. An overview of the complexities in the Faasamoa and Samoan values is pertinent in the discussions. Students will also be enriched with the understanding of cultural diversity locally and internationally.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	SAM 111	3
	SAM 152	3
MATH	MAT 151	3
PHYSICAL EDUCATION	PED or MSL 100	1
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150, SOC 150	3
SCIENCE	PHSCI 150/150L	4
COMMUNICATIONS	SAM 261	3
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	BIO 150/150L	4
SOCIAL SCIENCE	ANT 154, POL 151	3
ENGLISH	ENG 251, SAM 251	3
SAMOA and PACIFIC STUDIES	SAM 151/151L	4
COMPUTER	ICT 150	3
	TOTAL CREDITS	**17**

4TH SEMESTER		CREDITS
MATH	MAT 250	4
HISTORY	HIS 160	3
SAMOA and PACIFIC STUDIES	SAM 154, SAM 172	3
HUMANITIES	PHIL 150, REL 150	3
	ENG 250, SAM 281	3
	TOTAL CREDITS	**16**

PROGRAM RECOMMENDED COURSES	CREDITS
Cluster 1: Language: SAM 271, SAM 291	6
Cluster 2: Culture: SAM 204, SAM 244	6
TOTAL CREDITS	**12**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**34**
TOTAL CREDITS	**65**

Science Department

Mission:
The mission of the Science Department is to inspire the student community through educational services, research, and outreach programs in the broad areas of the basic sciences. Within the Science Department, there is currently one-degree program, an Associate of Science degree in Marine Science. By taking advantage of our natural surroundings, the Science Department is proud to offer a hands-on, comprehensive Marine Science program for its students to explore, understand, and appreciate the importance of the influence the ocean has on our planet's climate, as well as learn about marine organisms and habitats both locally and globally. The department is committed to a strong science program that strives to work with the latest technologies, and that explores environmental and human life sustainability issues in order to produce the next generation of leaders.

To meet this mission, the department offers the following degree and certificate programs of studies:
Associate of Science degree in Marine Science
Certificate of Proficiency in Marine Option Program (MOP)

Community Advisory Council:
Dr. Kristen Jensen, Dr. Maerike Sudek, Dr. Akapusi Ledua

Chairperson and Faculty
Dr. Randel DeWees, Chairperson; Murali Gopalan; Mr. Alden Tagarino, and Ms. Meagan Curtis, Faculty.

Marine Science Program Learning Outcomes:

1. Competence in comprehending, interpreting, evaluating, and applying physical and biological scientific data.
2. Competence in demonstrating logical, conceptual, analytical and critical modes of thinking.
3. Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes.
4. Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies.
5. Demonstrate the ability to function successfully in laboratory and field settings in order to produce quality scientific research following the scientific method.

Science Learning Outcomes:

1. **GEO 3: A: Quantitative:** Apply quantitative skills to personal, academic and career related activities.
2. **GEO 3: B: Scientific:** Apply scientific concepts and models to analyze complex problems in academic and real-life situations.
3. **GEO 3: C: Problem Solving:** Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.
4. Courses providing foundational competencies in physical and life science through lecture and course required laboratory activities.
    a. **Life Science:** Understanding of complex and varied life forms and life processes.
    b. **Physical Science:** Understanding of natural science principles and of the ways in which scientists investigate natural science phenomena.

SCIENCE DEPARTMENT COURSE DESCRIPTIONS:

BIO 150/150L Introduction to Biological Science (4)
Prerequisite: ENG 90, MAT 90
This course studies the nature of science and scientific inquiry and the historical development of biological concepts and principles. This course requires laboratory experiments and projects that illustrate and emphasize the use of biological principles. Students with a "C" grade or better in BIO 180/180L or BIO 181/181L cannot enroll in BIO 150/150L ***(Note: 3 lecture credits; 1 lab credit).***

BIO 155/155L Ecology (4) *(formerly ECO 150)*
Prerequisite: ENG 90, MAT 90
This course focuses on close studies of inter-relationships of living things and their total environment, and it is used to promote awareness of the need for efforts in natural resource conservation, pollution control and a clean, healthy environment. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures ***(Note: 3 lecture credits: 1 lab credit).***

BIO 180/180L Biology I (4)
Prerequisites: ENG 150
Introductory biology course for all life science, pre-medical, pre-veterinarian , and health science majors. Study of cell structure and function, chemistry, growth, reproduction, genetics evolution, viruses, prokaryotes, protistans and fungi. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures. ***(Note: 3 lecture credits: 1 lab credit)***

BIO 181/181L Biology II (4)
Prerequisite: BIO 180/180L
Continuation of BIO 180 Study of the systems of plants and animals, their anatomy and physiology with emphasis on the human organism. Interactions of animal and plant populations and the environment are also studied in the course. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures.
(Note: 3 lecture credits: 1 lab credit)

BIO 250/250L Anatomy and Physiology I (4)
Prerequisite: BIO 180/180L
Anatomy and Physiology I is the first of a two-semester course that studies the structure and function of the human body, including a study of its gross anatomy, micro anatomy, physiology, pathology, and pathophysiology. The laboratory sessions include exercises in basic human physiology, and detailed description of various organ systems observed through dissection activities. ***(Note: 3 lecture credits; 1 lab credit)***

BIO 251/251L Anatomy and Physiology II (4)
Prerequisite: BIO 250/250L
This course is a second semester continuation of BIO 250, with intense studies of the structure and function of the human body including gross anatomy, micro anatomy, pathology and pathophysiology. Laboratory session includes exercise on the gross and microscopic anatomy of the human body with special emphasis on the skeleton, muscles, heart, blood vessels, and enzyme actions. ***(Note: 3 lecture credits; 1 lab credit)***

BIO 255/255L Microbiology (4)
Prerequisite: BIO 180/180L
This course is a description of the characteristics of micro-organisms and their habitats. Microbiology deals with micro-organisms in health and disease; their removal and destruction; infection and immunity; and disease caused by micro-organisms and how they are transmitted. Laboratory experiments are included in the course. ***(Note: 3 lecture credits: 1 lab credit)***

CHM 150/150L Chemistry I (4)
Prerequisites: ENG 150, MAT 151
This course covers the basic principles of chemistry. It is an introduction to chemical and physical changes, atomic structure, orbital, chemical bonding, chemical equations, phase changes and ideal gas laws and applications. The laboratory experiments will introduce techniques and basic principles of chemistry. ***(Note: 3 lecture credits; 1 lab credit)***

CHM 151/151L Chemistry II (4)
Prerequisite: CHM 150/150L
Chemistry II is the continuation of Chemistry I, which introduces chemical energy and kinetics, thermo chemistry, equilibrium, ionic solutions, oxidation-reduction processes, carbon compounds-organic chemistry, polymers and plastics. Laboratory experiments introduce techniques and basic principles of chemistry, titration, acids and bases. ***(Note: 3 lecture credits; 1 lab credit)***

MSC 100 MOP Seminar (1)
Prerequisite: ENG 90, MAT 90
This seminar will provide an overview of Territorial ocean issues and help prepare the student for his/her career. Weekly seminars will be conducted by professionals involved with marine activities, management, education, research and business. Guest speakers will present information on his/her career and its application to American Samoa. Students will explore MOP goals and learn to write professional documents such as resumes, proposals and reports in preparation for conducting a MOP skill project. They will also learn to match internships and research projects with their education and career goals. This course is required to earn a Certificate of Proficiency in the Marine Option Program. ***(Note: 1 lecture credit)***

MSC 110/ PED 170 Swimming (1)
Prerequisite: ENG 90, MAT 90
A mandatory class for students taking SCUBA and attempting any strenuous swimming in other Marine Science classes. Swimming is designed to provide a basic safe background in the ocean environment. Basic swimming strokes will be taught in a shallow water setting. Survival skills will be taught so that in the event of an at-sea emergency, all students will be able to deal with emergency situations. ***(Note: 1 lab credit)***

MSC 150/150L Introduction to Oceanography (4)
Prerequisite: ENG 90, MAT 80
This course provides an introduction to oceanographic phenomena. The interrelationships between physical, chemical, geological and biological oceanography are discussed at length. Air-sea interactions and their global implications are examined. Field trips may involve open-ocean studies. Saturday field trips required. ***(Note: 3 lecture credits; 1 lab credit)***

MSC 160 Natural Marine Resources (3)
Prerequisite: ENG 90
This course is an introductory Marine Science class designed to familiarize students with the potential resources of the sea. Special attention is given to South Pacific issues and organisms. The course will encourage environmental practices and discuss existent methods of harvesting and culturing organisms, ethics and regional impacts. Students will be asked to design their own projects or redesign one in which they have interest by making use of resources in American Samoa. * This may also count as a SAMPAC course. ***(Note: 3 lecture credits)***

MSC 170/170L Introduction to Marine Biology (4)
Prerequisite: ENG 90, MAT 80
An in-depth investigation of the various marine ecosystems such as sand, mud, and rocky intertidal areas, salt marshes, estuaries, coral reefs, and mangrove forests; also the neritic, pelagic, and benthic regions of the open ocean. Includes the numerous interactions between biotic and abiotic factors. Adaptations of life forms for survival in these environments will be discussed. Also, includes laboratory exercises and field trips to the coast. Laboratory exercises and field trips will be an integral part of the course. ***(Note: 3 lecture credits; 1 lab credit)***

MSC 200 Introduction to Aquaculture (3)
Prerequisite: ENG 90, MAT 80
MSC 200 is an introductory level course that covers the scope and role of aquaculture for increasing food production of aquatic organisms. The biological principles of aquaculture, including species selection, hatchery breeding and rearing and grow-out practices will be covered, including the status of the

aquaculture industry in American Samoa. ***(Note: 3 lecture credits)***

MSC 201 MOP Skill Project (1)
Prerequisites: MSC 100
Students will formulate a marine related project approved by his/her MOP Coordinator(s). This project will train students in the trades and life skills needed to be successful in pursuit of a career in marine science. Topics have ranged from scientific research to endeavors in the arts. MOP students are encouraged to coordinate their projects with the efforts of local agencies, businesses, educators, or communities. They will have the opportunity to present their skills project at the annual MOP Student Symposium. This course is required to earn a Certificate of Proficiency in the Marine Option Program. ***(Note: 1 lab credit)***

MSC 202 MOP Service Learning (1)
Prerequisites: MSC 201
Students will apply the cumulative knowledge gained in their Marine Option Program courses in designing and implementing a community service project related to the marine environment. Students will explore the meaning of civic responsibility and develop their leadership, professional, and academic skills as they engage community agencies to meet community needs. They will better understand the Samoan concept/value of "tautua" (service). This course is required to earn a Certificate of Proficiency in Marine Option Program. ***(Note: 1 lab credit)***

MSC 220 Introduction to Fisheries Management (3)
Prerequisite: ENG 90, MAT 80
This course is designed to acquaint students with contemporary fisheries management concepts and practices. Pacific commercial fishing methods and economic aspects of the U.S. commercial fishing industry will be discussed. Students will gain an understanding of the concepts and applications of the ecosystem management, biological diversity, the Endangered Species Act, and habitat restoration, as they apply to fisheries management. Guest speakers bring their work-related knowledge and experiences to the students. Scientific, administrative and enforcement personnel, along with commercial and recreational fishermen, are invited to discuss their fisheries management involvement with the students. Note: Can be taken with Instructor's Permission. ***(Note: 3 lecture credits)***

MSC 280 Marine Science Special Projects (2)
MSC 280 is an in-depth exercise in experimental learning that gives marine science students the opportunity to participate in supervised research, local internships, or service learning projects in the community. Credit is based on the extent of work completed and the time involved. ***(Note: 2 lab credits)***

PHSCI 150/150 L Physical Science (4)
Prerequisites: ENG 150
This is an introductory Physical Science course that focuses on basic chemistry, physics, earth science, and astronomy. Laboratory experiments illustrate methods in physical sciences and test and evaluate concepts presented in class. ***(Note: 3 lecture credits; 1 lab credit)***

PHY 151/151 L Physics I (4)
Prerequisites: MAT 151, ENG 150
Basic principles of physics, laws of nature, measurement, force and motion, work and energy, momentum and impulse, and energy transfer are introduced. For the lab, students will work on well-designed activities to test and evaluate the concepts presented in class. ***(Note: 3 lecture credits; 1 lab credit)***

PHY 152/152 L Physics II (4)
Prerequisite: PHY 151
Physics II is a continuation of PHY 150. Electricity and magnetism, light and optics, modern physics and cosmology are covered in this semester. Laboratory exercises are organized to illustrate these fundamental principles. ***(Note: 3 lecture credits; 1 lab credit)***

ASSOCIATE OF SCIENCE DEGREE IN MARINE SCIENCE

Program Statement:
The Associate of Science degree in Marine Science provides students with a strong platform in basic physical and life sciences with a focus in Marine Science from which they can confidently pursue higher education in the sciences or enter the job market. Students gain a broad understanding of the physical and biological forces driving the world's oceans and an appreciation of the importance of marine ecosystems to the world's environment, climate and daily human life.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	MSC 150/150L	4
MATH	MAT 151	3
COMPUTER	ICT 150	3

CERTIFICATE OF PROFICIENCY IN MARINE OPTION PROGRAM (MOP)

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
MATH	MAT 155, MAT 250, MAT 280	3-5
CAREER DEVELOPMENT	MSC 100	1
PROGRAM REQUIREMENTS	MSC 160	3
	TOTAL CREDITS	**10-12**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	MSC 201	1
	MSC 202	1
	TOTAL CREDITS	**2**

Note: This certificate follows the principles of UH MOP but is not honored as equivalent to UH MOP certificate.

	TOTAL CREDITS	**16**

2ND SEMESTER		**CREDITS**
SCIENCE	MSC 170/170L	4
PERSONAL DEVELOPMENT	PSY 150	3
HISTORY	HIS 150, HIS 170	3
PROGRAM REQUIREMENTS	MSC 160	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**16**

3RD SEMESTER		**CREDITS**
SCIENCE	BIO 180/180L	4
MATH	MAT 250, MAT 280	4-5
HISTORY	HIS 162	3
ENGLISH	ENG 251	3
	TOTAL CREDITS	**14-15**

4TH SEMESTER		**CREDITS**
PROGRAM REQUIREMENTS	MSC 280	2
	CHM 150/150L	4
	MSC 100, MSC 110/PED 170, MSC 201, MSC 202 MSC 220, MSC 200, CET 160, PHY 151/151L, CHM 151/151L, PHSCI 150/150L, BIO 181/181L	8-10
	TOTAL CREDITS	**14-16**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**29-32**
TOTAL CREDITS	**60-63**

PROGRAM REQUIREMENTS *A total of Eighteen (18) credits from any of the following courses:*		**CREDITS**
Agriculture and Natural Resources	AGR 152, NRS 200	18
Education	ED 240	
Language and Literature	LIT 274	
Health and Human Services	HEA 152	
Civil Engineering Technology	CET 160, CET 265, CET 270	
Social Science	ANT 153, ANT 210, GEO 161, HIS 162	
Physical Education	PED 170/MSC 110	
Marine Science	MSC 150/150L, MSC 170/170 L, MSC 200, MSC 220, MSC 280	
Science	BIO 150/150L, BIO 155/155L CHM 150/150L, PHSCI 150/150L	
Samoan and Pacific Studies	SAM 152, SAM 204	
	TOTAL CREDITS	**18**

	CREDITS
GENERAL EDUCATION	**6-8**
PROGRAM REQUIREMENTS	**24**
TOTAL CREDITS	**30-32**

Social Science Department

Mission:
The Social Science Department provides students with introductory information in History, Psychology, Sociology, Anthropology, Geography, Philosophy and Political Science. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, cultural, political and technological progress. The department offers the Associate of Arts degree program with an emphasis in Political Science and transferable courses for students planning to further their education at off-island colleges and universities.

To meet this mission, the department offers the following degree and certificate programs of studies:

- Associate of Arts degree with an emphasis in Political Science

Community Advisory Council:
Okenaisa Fauolo-Manila, Mona Uli, Aumua Amata C. Radewagan.

Chairperson and Faculty:
Mrs. Lilian Temese; Chairperson; Mrs. Tala Ropeti-Leo Mrs. Adrian Moana, Faculty.

Political Science Program Learning Outcomes:

1. Analyze and apply classic and contemporary theories, concepts, models, norms, ideas and events in Social Science disciplines.
2. Demonstrate competence in writing, speaking and presenting information effectively for Social Science disciplines.
3. Apply Social Science research methodology to conduct, research, and process and present appropriate findings in the Social Science disciplines.
4. Develop career goals and plans to apply lifelong learning skills for personal and professional growth.

History Learning Outcomes:

1. **GEO 4-A: Social Economic and Political Systems**—Identifies social, economic and political systems and issues.
2. **GEO 4-B: Perspectives of Others Diversity** Recognizes and respects the perspectives of others

(locally and globally) and develops an awareness of diverse attitudes, values and beliefs.

3. **GEO 4-C: Samoa and the Pacific**: Demonstrates an appreciation of Samoan Culture and other Pacific cultures.
4. Courses providing the chronological study of historical events from two respective contexts: American history, and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.

Social Science Learning Outcomes:

1. **GEO 5-A: Ethical Decision Making**-Demonstrates and applies ethical decision making in real life situations.
2. **GEO 5-B: Health Choices and Practices**-Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.
3. **GEO 5-C: Community and Family Participation**—Identifies and recognizes the relevance of being responsible and participates actively in family and community.
4. Courses acquainting students with their place in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress.

SOCIAL SCIENCE DEPARTMENT COURSE DESCRIPTIONS:

ANT 150 Introduction to Anthropology (3)
Prerequisites: ENG 151
This course is a general introduction to the discipline of Anthropology, utilizing the four-field approach cultural and physical Anthropology, Archaeology and Linguistics. ***(Note: 3 lecture credits)***

ANT 153 Introduction to Archaeology (3)
Prerequisites: ENG 151
This course is a general introduction to the study of past human cultures and the history of Archaeology. Emphasis on basic archaeological theories and methods on how archaeological records are recovered, studied and analyzed. ***(Note: 3 lecture credits)***

ANT 154 Cultural Anthropology (3)
Prerequisite: ENG 151
This course emphasizes the scientific methods and theories of Cultural Anthropology as a vehicle for understanding and explaining the diversity of socio-cultural systems around the world. ***(Note: 3 lecture credits)***

ANT 210 Archaeological Field School (6)
Prerequisite: ANT 153
This course will provide students with training and practical experience in performing archaeological field research through an archaeological research project. Students will be introduced to the basic elements of such research as: research strategy and design, planning and logistics, surface survey and mapping techniques, site and feature documentation, sampling strategies, equipment construction and maintenance, excavation techniques, sample collection and preservation, field cataloging, photographic methods, material and data control, and field laboratory analysis. This course is designed for both regular academic and continuing education credit. Note: Only available in the summer semester. This course involves 8-10 hours of field study each day for 4-6 weeks. Students must be physically fit and capable of physical activity in hot/humid conditions (students will be required to sign a liability waiver). Depending on the research project, the course may be conducted on Tutuila or on another island. In addition to tuition, students will pay a special fee for travel and living expenses. See instructor for details on any particular year's program (e.g., fees, course dates, field location, etc.). Fees will vary from year to year depending on the research location. ***(Note: 6 lecture credits)***

GEO 150 Introduction to Samoan Geography (3)
This is a preparatory course, which provides a comprehensive background on the geographical terms, concepts and ideas that are evident in Samoan landscape, climatology, demography and socio-political environments. ***(Note: 3 lecture credits)***

GEO 160 Introduction to Geography (3)
Prerequisites: ENG 151
This course covers the geographic survey of the world's major cultural realms. The course introduces processes of spatial integration and differentiation of economic, geopolitical and cultural landscapes. Furthermore, it entails natural resources distribution, and the contrasts and linkages between the developed and developing world. ***(Note: 3 lecture credits)***

GEO 161 Pacific Geography (3) *(formerly Geography of the Pacific)*
This course introduces the physical and human geography of the Pacific island realm. This includes regional marine and terrestrial resources, human settlement and landscape transformation, population and political geography, economic development, resource management and environmental issues. Note: Field trips are conducted outside of class hours. ***(Note: 3 lecture credits)***

HIS 150 American History I (3)
Prerequisite: ENG 151
This course introduces the economic, political and social history of the American people to 1865. ***(Note: 3 lecture credits)***

HIS 151 American History II (3)
Prerequisite: ENG 151
This course covers the economic, political and social history of the American people from 1865 to the present. ***(Note: 3 lecture credits)***

HIS 160 Samoan History I (3)
Prerequisites: ENG 151
This course introduces the history of Samoa from its earliest beginnings to 1830. The course will review the political, social, economic and religious developments, which played significant roles which molded the Samoan way of life. ***(Note: 3 lecture credits)***

HIS 161 Samoan History II (3)
Prerequisites: ENG 151
This course covers the history of Samoa from 1830 to the present. The course emphasizes the political, social, economic and religious developments that altered traditional Samoan institutions and created modern Samoan societies. ***(Note: 3 lecture credits)***

HIS 162 Pacific History (3)
Prerequisite: ENG 151
This course is a thematic approach to the histories of the Pacific. Themes include migrations and human settlements, discoveries and annexations, and the cultural, sociopolitical and religious developments which affected the lives of the Pacific people. ***(Note: 3 lecture credits)***

HIS 170 World Civilizations I (3)
Prerequisite: ENG 151
This course emphasizes on the development of cultural, social, economic and political institutions in major world areas which have affected the course of human progress from the earliest beginnings to the 16th Century. ***(Note: 3 lecture credits)***

HIS 171 World Civilization II (3)
Prerequisite: ENG 151
This course emphasizes on the development of cultural, social, economic and political institutions in major world areas which have affected the course of human progress from the 16th Century to the present. ***(Note: 3 lecture credits)***

PAD 150 Introduction to Public Administration (3)
Prerequisites: ENG 151
Introduction to the theory and practice of Public Administration, focusing on the administrative environment, including relations between governmental branches; a history of administration; theories of administrative organization; the management of public organizations, including leadership, personnel, and budgetary concepts; planning and evaluating; public policy questions; current and future issues. ***(Note: 3 lecture credits)***

PHIL 150 Introduction to Philosophy (3)
Prerequisite: ENG 151
An introduction into the field and the nature of Philosophy. Includes a critical examination of people's basic values, ethics and beliefs systems. Attempts also to discover what kind of life is best worth living and what ideals are most worth pursuing. ***(Note: 3 lecture credits)***

POL 150 Introduction to American Government (3)
Prerequisite: ENG 151
Theories, structures, functions and techniques of modern American Government; political concepts, institutions, and practices are stressed in this course. ***(Note: 3 lecture credits)***

POL 151 Introduction to American Samoa Government (3)
Prerequisite: ENG 151
This course focuses on the dynamic forces which have shaped the structure of the American Samoa Government from pre-1900 to the present. Relations between the United States Government and the American Samoa Government are discussed, including possible changes to future constitutions. ***(Note: 3 lecture credits)***

POL 160 Introduction to Politics (3)
Prerequisite: ENG 150
This course is an introduction to Political Science as a discipline intimately involved with ideas, concepts, and practices of ethics, and empirical and social scientific inquiry. Appropriate application of concepts and practices are emphasized to respond to and understand the future political changes. **(Note: 3 lecture credits)**

POL 170 Introduction to Public Policy (3)
Prerequisite: ENG 151
This course is an introduction to policy making and policy analysis. Accentuates the processes, theories and applications of public policy making. ***(Note: 3 lecture credits)***

POL 220 Pacific Current Affairs (3)
Prerequisites: ENG 151
The social, cultural, and political environment of Samoa and the Pacific are discussed to provide background review, research and discussion of current issues. ***(Note: 3 lecture credits)***

POL 250 Comparative Politics (3)
Prerequisite: POL 150
Focus is placed on similarities and differences in theory and practice of political systems and ideological movements throughout the world. ***(Note: 3 lecture credits)***

POL 251 International Relations (3)
Prerequisite: POL 150
This course focuses on the major theories of International Relations. The formulation of foreign policies, the role of the international organizations and the diplomatic behavior between nations are examined. ***(Note: 3 lecture credits)***

PSY 150 Introduction to Psychology (3)
Prerequisite: ENG 151
A survey of Psychology, including a historical overview of the development of ideas in the field and an introduction to the field's basic methodological approaches. ***(Note: 3 lecture credits)***

PSY 250 Human Development (3)
Prerequisite: PSY 150
The course studies Human Development from birth through geriatrics. Topics include psycho-social development, cognitive development, physical development, and moral development as compared cross-culturally during each stage
of the life cycle. ***(Note: 3 lecture credits)***

REL 150 World Religions (3)
Prerequisite: ENG 151
A comparative survey of the major religious traditions of the world, focusing on each religion's history, doctrines, and present conditions. ***(Note: 3 lecture credits)***

SOC 150 Introduction to Sociology (3)
Prerequisite: ENG 151
An introduction to the field of Sociology. Emphasizes modern sociological theories based on the five concepts of society which are culture, social structure, functional integration, power and social action. Students learn about the existence of human society from a micro to a macro level of societies, and cultural diversities on issues of gender relations, education, socialization, stratification, and mass movement ***(Note: 3 lecture credits)***

SOC 211 Social Issues (3)
Prerequisite: SOC 150
An advanced course emphasizing the interrelationships and development of the theoretical concepts and terminology introduced in SOC 150. Social issues to be addressed include primary and secondary socialization, norms, social institutions, change and deviation, and mass movement. This course is offered only in the spring semester. ***(Note: 3 lecture credits)***

ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN POLITICAL SCIENCE

Program Statement

The Associate of Arts Degree with an emphasis in Political Science focuses on the ways people create and use government. The degree focus area sensitizes students to the reality of the politically and culturally diverse world and encourages them to relate and apply the course materials and program, to their daily lives.

The Associate of Arts degree with an emphasis in Political Science prepares students for basic entry level careers in law, government and further higher education at off-island colleges and universities' in any Social Science degree program. The degree promotes intellectual, social, and personal growth in the Liberal Arts tradition.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
HUMANITIES	SPH 153	3
MATH	MAT 151	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	15

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	POL 150, POL 151	3
PERSONAL DEVELOPMENT	PSY 150	3
SCIENCE	PHSCI 150/150L	4
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
	TOTAL CREDITS	16

3RD SEMESTER		CREDITS
SCIENCE	BIO 150/150L, BIO 180/180L	4
MATH	MAT 250, MAT 280	4-5
SOCIAL SCIENCE	PAD 150, POL 160, POL 170	3
ARTS	ART 150, DRA 150	3
SAMOA and PACIFIC STUDIES	SAM 101A, SAM 101B, SAM 111, SAM 151/151L	3-4
	TOTAL CREDITS	17-19

4TH SEMESTER		CREDITS
HISTORY	HIS 151, HIS 171	3
ENGLISH	ENG 251	3
HUMANITIES	PHIL 150, REL 150	3
PHYSICAL EDUCATION	PED or MSL 100	1
PROGRAM REQUIREMENTS	CJ 210	3
	POL 250, POL 251	3
	TOTAL CREDITS	16

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	33-35
TOTAL CREDITS	64-66

Teacher Education Department

Mission:
The American Samoa Community College Teacher Education Department provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, the Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

To meet this mission, the department offers the following degree and certificate programs of studies:

- **Associate of Arts degree with an emphasis in:**
  1. Elementary Education
- **Certificate of Proficiency in:**
  1. Elementary Education
- **Certificate of Completion in:**
  1. Early Childhood Education

Community Advisory Council:
Sherry Sele, Neil Pilcher, Anita Muliselu, Gilbert Fiaui, Puna Tanielu, Sandra Lutu.

Chairperson and Faculty:
Mrs. Feleni Petelo-Alainuese, Chairperson; Dr. Larry Purcell; Tero Talamoa; Mr. Lance Glodowski; Ms. Moresa Langkilde; Tasia Talamoni, Faculty.

Program Learning Outcomes:

1. **Competence in Content and Pedagogy**:
   The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.
2. **Competence in the Samoan Language, History, and Culture**:
   The teacher is competent and skillful in utilizing the Samoan language, history, and culture as a responsive teaching foundation to enhance learning.
3. **Competence in Technology:**
   The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.
4. **Competence in Student Diversity**:
   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
5. **Designs and provides meaningful learning experiences**:
   The teacher consistently plans and implements meaningful learning experiences for students.
6. **Competence in Assessment:**
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
7. **Competence in School and Community Relationships:**
   The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.
8. **Competence in Professional Development:**
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professional.

TEACHER EDUCATION COURSE DESCRIPTIONS:

ECE 141 Curriculum I in Early Childhood Education (3)
Prerequisite: ENG 80
This course introduces students to theories, methods, techniques, and activities that promote learning through creative expression in children during their early childhood years. Content areas covered will include developmentally appropriate practice, learning environments, learning and interest centers, and the design and implementation of physical, cognitive, communicative, and creative activities for the classroom. This course is designed for the ECE Program. ***(Note: 3 lecture credits)***

ECE 142 Curriculum II in Early Childhood Education (3)
Prerequisite: ENG 80
This course is a continuation of ECE I; it will advance students in theories, methods, techniques and activities which promote learning through creative expression in children during their early childhood years. Content areas include developmentally appropriate practice, learning and interest centers, and the design and implementation of physical, cognitive, communicative, and creative activities in the classroom. This course is designed for ECE Program. ***(Note: 3 lecture credits)***

ECE 150 Introduction to Parenthood Education (3)
Prerequisite: ENG 90
This course is designed to provide the students with a systematic approach to the study of parent-child relationships. This approach is based upon an understanding of developmental theory and is intended to aid individuals who work with parents and children as well as those who are or will be parents. ***(Note: 3 lecture credits)***

ECE 151 Guiding and Nurturing Young Children (3)
Prerequisite: ENG 90
This course is designed to equip the student with skills and techniques for the guidance, nurturing, and direction of the behavior of young children. Such skills and techniques include understanding behaviors according to age, building positive self-concepts, and planning preventive action to deal with social problems such as disturbing others, fighting, biting and other classroom and schoolyard disturbances. ***(Note: 3 lecture credits)***

ECE 152 Safety and Health for Young Children (3)
Prerequisite: ENG 90
This is an introductory course to issues of safety and health as they relate to children from birth to age eight. It includes training in standard American Red Cross First Aid and Cardiopulmonary Resuscitation (CPR); a study of methods for establishing safety procedures for the classroom, the playground, and field trips, an emphasis on the importance of establishing a healthy environment for the young child. Topics range from the importance of nutritional needs, the identification, and handling of suspected child abuse, recognition of and procedures for dealing with childhood illnesses and communicable diseases. ***(Note: 3 lecture credits)***

ECE 153 Development in Early Childhood Education (3)
(formerly ED 160 Development of Early Childhood Education)
Prerequisites: ECE 150
This course is designed to acquaint students with the relationship between theory and practice in Early Childhood Education in order to increase competency of early childhood education in the classroom. This course will focus in on the child's cognitive, social, emotional, and physical needs and will provide the novice teacher with the appropriate strategies and knowledge for effective teaching in the pre- through third grade classroom. ***(Note: 3 lecture credits)***

ED 150 Introduction to Teaching (3)
Prerequisite: ENG 90
This course is designed to introduce students to the fundamental theories and practices of teaching. Students will examine the components of effective organization and management of a classroom in order to ensure effective teaching. This course further covers daily procedures, classroom management, planning and organization, cooperative learning, multiple intelligences, critical thinking, and diverse learning styles within the classroom. ***(Note: 3 lecture credits)***

ED 157 Introduction to Elementary Curriculum and Instruction (3)
This introductory course offers fundamental elements of preparing and presenting effective classroom instruction. Students will be able to design daily, weekly, and thematic unit lesson plans in core subjects such as language arts, social studies, mathematics, and science. Students will also demonstrate their abilities by preparing individual and group presentations. Students will further identify research that shows how children learn and how to prepare motivating learning activities for elementary students. ***(Note: 3 lecture credits)***

ED 215 Introduction to Exceptional Children (3)
Prerequisites: PSY 250
This course investigates exceptionalities as defined according to federal educational guidelines, including visual impairment, hearing impairment, learning special needs, intellectual disability, physically and health impaired, behaviorally disordered, communication disorders, and gifted. This introductory course will familiarize students with various categories of special needs. This course is a prerequisite for other special education courses and serves to prepare elementary and early childhood majors who serve children with special needs in their classrooms ***(Note: 3 lecture credits)***

ED 240 Instructional Technologies (4)
Prerequisite: ICT 150
This course reviews information and communication technologies and how they are used in education. It reviews and provides hands-on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); internet resources and issues; video technologies; video teleconferencing and broadcast systems; on-line course management systems; and testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers, and administrators. Students will be able to prepare on-line lesson plans for the elementary grade classrooms. Lab work includes hands-on experience in the course software and its application to the elementary learning environment. ***(Note: 3 lecture credits and 1 lab credit)***

ED 257 Teaching Language Arts to Elementary School Teachers (3)
Prerequisite: ED 157
This course stresses the phases of language arts development, especially in the areas of reading and writing in the multicultural classroom. This course is designed for students majoring in elementary and early childhood education as well as for teachers wishing to sharpen their professional skills. In addition, students will implement lesson and unit plans with presentations. ***(Note: 3 lecture credits; Students are required to take both lecture and practicum during the same semester)***

ED 257P Teaching Language Arts to Elementary School Teachers Practicum (1)
Prerequisite: ED 157
ED 257P will provide students the opportunity to be observed by mentor teachers with years of professional teaching experience. Students will meet with their mentor teacher/college instructor to discuss feedback and implement recommendations for the classroom. ***(Note: 1 practicum credit; Students are required to take both lecture and practicum during the same semester)***

ED 280 Introduction to Multicultural Education (3)
Prerequisites: ENG 150, ENG 151
This course is designed to introduce student to a research-based theoretical framework for the schooling of language minority students. In addition, this course will examine the underpinnings of primary language development, second language acquisition, and the relationship of both to normal school achievement. The course will explore instructional methods and techniques recommended for language minority students. ***(Note: 3 lecture credits)***

ED 285 Teaching Samoan Language and Culture (3)
Prerequisites: SAM 111 or SAM 151/151L
This course offers a thorough study of the ASDOE K-12 Samoan Language curriculum, emphasizing mastery of sequencing of levels and scope. It will help students use the

whole language approach to plan, implement and assess/evaluate the teaching of Samoa Language in their classrooms. It reviews the theories of language acquisition introduced in other teacher education courses. ***(Note: 3 lecture credits; Students are required to take both lecture and practicum during the same semester)***

ED 285 P Teaching Samoan Language and Culture Practicum (1)
Pre-requisite: SAM 111 or SAM 151/151L
This course will provide students the opportunity to be observed by mentor teachers with years of professional teaching experience. Students will meet with their mentor teacher/college instructor to discuss feedback and implement recommendations for the classroom. ***(Note: 1 practicum credit; Students are required to take both lecture and practicum during the same semester)***

Bachelor's in Elementary Education Program

Mission:
The mission of the American Samoa Community College 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.

- **Bachelors of Education in:**
  1. Elementary Education

(300 Level) General Education Outcomes:

- **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 backgrounds.
- **Technology Literacy:** The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.

Program Learning Outcomes:

1. **Competence in Content and Pedagogy**: The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.
2. **Competence in the Samoan Language, History, and Culture:** The teacher is competent and skillful in utilizing the Samoan language, history, and culture as a responsive teaching foundation to enhance learning.
3. **Competence in Technology:** The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.
4. **Competence in Student Diversity:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
5. **Designs and Provides Meaningful Learning Experiences:** The teacher consistently plans and implements meaningful learning experiences for students.
6. **Competence in Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
7. **Competence in School and Community Relationships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.
8. **Competence in Professional Development:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Institutional Learning Outcomes:
Upon graduating from the American Samoa Community College, all students should acquire the skills and demonstrate proficiencies as:

ILO 1: Effective Communicators:
ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies.

ILO 2: Quantitative Competent Individuals:
ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 3: Critical Thinkers:
ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 4: Global Citizens:
ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world.

ILO 5: Responsible Leaders:
ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

PROGRAM REQUIREMENTS
Students are required to complete a Pre-admissions application for acceptance into the B.Ed. program. All applications must be submitted to the Admissions Office at the end of the 4th week of instruction during the fall and spring semesters (2nd week of September and/or 2nd week of February).

All students planning on entering a program of study towards a bachelor's degree in Elementary Education must maintain a grade of C or better in the Teacher Education Program Requirements and all ED 300-400 courses to complete a B. Ed Degree in Elementary Education.

Students must complete all Pre-admission requirements before advancing into the B.Ed. Program. Admission requirements include the following courses.

BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION COURSE DESCRIPTIONS:

ED 300 Foundations of Education (3)
This course is an introduction to the Foundations of American Education in the United States and American Samoa. Pertinent issues relating to the historical and philosophical backgrounds of education, the nature of schools, and the teaching profession will be stressed. ***(Note: 3 lecture credits)***

ED 301 Educational Psychology (3)
This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect the education of children. This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth. ***(Note: 3 lecture credits)***

ED 305 Foundations of Curriculum and Instructions (Elementary K-8) (3)
This course examines the relevant knowledge, skills, and personal attributes of an effective teacher. Specific attention will focus on the organization of curriculum, instructional design, and assessing student learning. ***(Note: 3 lecture credits)***

ED 312 Teaching Language Arts in Elementary Education (3)
This course will examine relevant issues of languages, cultures, and methodologies for teachers of elementary education. Specific attention will focus on language acquisition theories, linguistic approaches to teaching languages, and classroom applications of language arts. ***(Note: 3 lecture credits)***

ED 319 Children's Literature (3)
This course surveys the field of children's literature. The course will explore all types of children's literature including genre studies such as fiction and nonfiction, poetry, and fantasy. This class will also explore the history of children's literature as well as principles of child development. It also examines how to use children's books effectively ranging from the communicative process to a mastery of book selections. ***(Note: 3 lecture credits)***

ED 325 Principles of Child Development: The Samoan Child (3)
Prerequisites: ED 301
This course presents the basic principles of child development and learning. Research, theories, and ideologies emphasizing methodologies and pedagogies that contribute to the educational growth of the child will be examined. The course will explore techniques, support mechanisms, and effective roles recommended for the Samoan classroom. In addition, the course will provide knowledge of appropriate modifications relevant to diversity in the learning environment. ***(Note: 3 lecture credits)***

ED 330 Elementary Mathematics Methods (3)
Prerequisites: ED 300, ED 305
This course provides concepts and reasoning for elementary mathematics education. It will focus on methods and materials for teaching elementary school mathematics. Case studies and instructional technology will be utilized to illustrate K-8 mathematics curriculum and pedagogy. *ED 330 includes a school-based practicum to educate pre-service and in-service teachers about K-8 Mathematics curriculum and pedagogy.* ***(Note: 3 lecture credits)***

ED 330P Elementary Mathematics Methods Field Practicum (1)
Note: Must be taken simultaneously with ED 330
This course is a field observation, training, and practical requirement for all students in the B.Ed. program. Students are involved in applying skills/content learned in their work in elementary schools as pre-professionals under the guidance and supervision of the ASCC Field Coordinator, Teacher Education faculty, and K-8 school system cooperating teachers. A minimum of five hours per week is required in conjunction with professional education courses. This course also requires a 15-hour seminar component for expected field training course work and the monitoring of the field training experience. ***(Note: 1 practicum credit)***

ED 335 Elementary Science Methods (3)
Prerequisite: ED 300, ED 305
This course seeks to help children acquire the knowledge, attitudes, and skills essential to science and technology literacy. This course has as its focus the methods and materials for teaching elementary school science. Emphasized are the content of elementary science, and the methods and materials useful to teach it. ED 335 uses readings, cases studies, instructional technology, and includes a school-based practicum to educate pre-service and in-service teachers about K-8 science curriculum and pedagogy. ***(Note: 3 lecture credits)***

ED 335P Elementary Science Methods Field Practicum (1) ***Note: Must be taken simultaneously with ED 335***
This course is a field observation, training, and practical requirement for all students the B.Ed. program. Students are involved in applying skills/content learned in their work in elementary schools as pre-professionals under the guidance and supervision of the ASCC Field Coordinator, Teacher Education faculty, and K-8 school system cooperating teachers. A minimum of five hours per week is required in conjunction with professional education courses. This course also requires a 15-hour seminar component for expected field training course work and the monitoring of the field training experience. ***(Note: 1 practicum credit)***

ED 340 Tests, Measurements and Assessment (4)
Prerequisite: ED 300, ED 305
This course examines the basic knowledge on the use of measurements and evaluation in the educational process. Primary focus will be given to the theoretical foundations of testing and measurement development and its practical application in the construction and evaluation of tests. Assessment and the use of rubrics will also be explored. ***(Note: 4 lecture credits.)***

ED 350 Health and Fitness Education for Elementary School Teachers (3)
This course will identify the basic motor skills by examining current research on physical fitness and health. Both pre-service and in-service students will demonstrate physical activities that are appropriate for the growing child. Students will learn about different health behaviors to help children create a pre-intervention healthy life.
Students will strengthen their teaching skills by warming up, playing with, supervising, demonstrating, and motivating students to live a holistically healthy life style. ***(Note: 3 lecture credits)***

ED 410 Elementary Social Studies Methods (3)
Prerequisites: ED 300, ED 305
This course will focus on: 1) The purpose of the Social Studies Program for K-8 students; 2) The organizational framework of the program per grade level; 3) The knowledge and information on personal and public issues; and 4) Thinking, communicating, and working with others to contribute to American Samoa and society abroad. ***(Note: 3 lecture credits; Students are required to take both lecture and practicum during the same semester.)***

ED 410P Elementary Social Studies Methods Field Practicum (1)
Prerequisites: ED 300, ED 305
Note: Must be taken simultaneously with ED 410
This course is a field experience and practical requirement for all students in the B.Ed. program. Students are involved in applying and implementing course required assignments with emphasis on theoretical, pedagogical, and content-based practices learned in their work in elementary schools as pre-professionals under the guidance and supervision of the ASCC Field Coordinator, Teacher Education faculty, and K-8 school system cooperating teachers. A minimum of five hours per week is required in conjunction with professional education courses. This course also requires a 15-hour seminar component for expected field training course work and the monitoring of the field training experience. ***(Note: 1 practicum credit)***

ED 435 Elementary Creative Dramatics as a Teaching Resource (3)
Prerequisites: ED 300, ED 305
This course will focus on: 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; and 3) Developing lesson plans and their effective application for integrating the arts in field settings. ***(Note: 3 lecture credits)***

ED 440 Elementary Samoan Language Methods (3)
Prerequisites: ED 300, ED 305
This course examines theories of language acquisition. A distinction between literature-based and language-based curriculum will be surveyed and examined. Also, the focus will be on the integration of the Whole Language Approach to the teaching of the Samoan Language in the learning environment. The students will be given the opportunity to construct, interpret, and evaluate meaningful learning experiences conforming to *Matati'a ma Alafua o le Gagana Samoa* set forth by the American Samoa Department of Education. ***(Note: 3 lecture credits)***

ED 440P Elementary Samoan Language Methods Field Practicum (1)
Note: Must be taken simultaneously with ED 440
This course is a field experience and practical requirement for all students in the B.Ed. program. Students are involved in applying and implementing course required assignments with emphasis on theoretical, pedagogical, and content-based practices learned in their work in elementary schools as pre-professionals under the guidance and supervision of the ASCC Field Coordinator, Teacher Education faculty, and K-8 school system cooperating teachers. A minimum of five hours per week is required in conjunction with professional education courses. This course also requires a 15-hour seminar component for expected field training course work and the monitoring of the field training experience. ***(Note: 1 practicum credit)***

ED 490 Student Teaching Seminar (2)
Prerequisites: Completion of all 300-400 Level courses,
Note: Must be taken simultaneously with ED 491
This seminar course is an overview of the student teaching experience, which will outline all regulations and guidelines of student teaching. The seminar is specifically designed to promote reflection and sharing between student teachers, colleagues, and the college instructor. Opportunities will be given to the student teachers to share their concerns about their progress, encourage growth, and offer support. The seminar is designed to serve as a forum for discussion of relevant issues and exemplars that are authentic to elementary education in American Samoa and the United States. ***(Note: 2 lecture credits)***

ED 491 Student Teaching Field Work (10)
Prerequisites: Completion of all 300-400 Level courses,
Note: Must be taken simultaneously with ED 490
This course provides teaching experience under intensive supervision in a public-school setting. The ASCC TED faculty and ST field coordinator provide regular observations, counseling, and evaluations. Student teachers will receive practical experience under the guidance of the cooperating teachers in planning for teaching, managing classrooms, and directing learning activities of students. Student teachers are given the opportunity to direct the activities of the classroom environment to the point of assuming full responsibility. ***(Note: 10 credits of field work)***

ASSOCIATE OF ARTS WITH AN EMPHASIS IN ELEMENTARY EDUCATION

Program Statement:
This program provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, the Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	ED 150	3
MATH	MAT 151	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170	3
	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150	3
HUMANITIES	SPH 153	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
SCIENCE	BIO 180/180L	4
MATH	MAT 250	4
SOCIAL SCIENCE	PSY 250	3
PROGRAM REQUIREMENTS	ED 157	3
HUMANITIES	ENG 250	3
	TOTAL CREDITS	**17**

4TH SEMESTER		CREDITS
HISTORY	HIS 151, HIS 171	3
SAMOA and PACIFIC STUDIES	SAM 111 or SAM 151/151L	3-4
PHYSICAL EDUCATION	PED or MSL 100	1
PROGRAM REQUIREMENTS	ED 215	3
	ED 280	3
ENGLISH	ENG 251	3
	TOTAL CREDITS	**16-17**

CERTIFICATE OF PROFICIENCY IN ELEMENTARY EDUCATION

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
MATH	MAT 151	3
COMPUTER	ICT 150	3
PERSONAL DEVELOPMENT	PSY 150	3
CAREER DEVELOPMENT	ED 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ED 157	3
	ED 240	4
	ED 280	3
	TOTAL CREDITS	**13**

PROGRAM REQUIREMENTS		CREDITS
	ED 215	3
	ED 257/257P	4
	ED 285/285P	4
	TOTAL CREDITS	**11**

	CREDITS
GENERAL EDUCATION	**15**
PROGRAM REQUIREMENTS	**24**
TOTAL CREDITS	**39**

PROGRAM RECOMMENDED COURSES	CREDITS
ED 240, ED 257/257P, ED 285/285P	12
TOTAL CREDITS	12

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	33-34
TOTAL CREDITS	64-65

CERTIFICATE OF COMPLETION IN EARLY CHILDHOOD EDUCATION

PROGRAM REQUIREMENTS		CREDITS
PROGRAM REQUIREMENTS	ECE 141	3
	ECE 142	3
	ECE 150	3
	ECE 151	3
	ECE 152	3
	ECE 153	3
TOTAL CREDITS		18

BACHELOR OF EDUCATION (B.Ed.) IN ELEMENTARY EDUCATION

Note: Pre-requisites for General Education courses are waived for all ASCC AA and AS degree recipients; for transfer students, courses are articulated for equivalency. To register for any 300 level courses students must have already completed all B.Ed. admission requirements that include 100 and 200 level program courses Students cannot register for ED 490 and ED 491 until all required 300-400 level courses are completed.

CONTENT EQUIVALENCY REQUIREMENTS		CREDITS
ENGLISH	ENG 250	3
	ENG 251	3
MATHEMATICS	MAT 250, MAT 280	4-5
SOCIAL SCIENCE	PSY 250	3
PHYSICAL EDUCATION	PED or MSL	1
SAMOAN and PACIFIC STUDIES	SAM 111 or SAM 151/151L	3-4
SCIENCE	BIO 150/150L, BIO 155/155L, BIO 180/180L, MSC 170/170L	4
TOTAL CREDITS		21-23

TEACHER EDUCATION PROGRAM REQUIREMENTS		CREDITS
PROGRAM REQUIREMENTS	ED 150	3
	ED 157	3
	ED 215	3
	ED 280	3
	ED 240	4
	ED 257	4
	ED 285	4
TOTAL CREDITS		12-24

1ST SEMESTER		CREDITS
Program General Education Courses	ED 300	3
	ED 301	3
Program Content Course	ED 305	3
Program Methods Course	ED 312	3
Program Content Course	ED 319	3
TOTAL CREDITS		15

2ND SEMESTER		CREDITS
Program General Ed. Course	ED 325	3
Program Methods Course	ED 330	3
	ED 330P	1
	ED 335	3
	ED 335P	1
	ED 350	3
TOTAL CREDITS		14

3RD SEMESTER		CREDITS
Program General Education Courses	ED 340	4
Program Methods Course	ED 435	3
	ED 410	3
	ED 410P	1
	ED 440	3
	ED 440P	1
TOTAL CREDITS		15

4TH SEMESTER		CREDITS
Program Seminar	ED 490	2
Program Field Experience (Solo Teaching)	ED 491	10
TOTAL CREDITS		12

	CREDITS
TEACHER EDCUATION PROGRAM REQUIREMENTS	12-24
GENERAL EDUCATION	13
PROGRAM CONTENT and METHODS	29
PROGRAM FIELD EXPERIENCES	14
TOTAL CREDITS	68-80
AA EMPHASIS IN ELEM. ED	64-65
TOTAL CREDITS	132-145

Trade and Technical Department

Mission:
The mission of the Trade and Technical Department (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of Certificates of Completion (COC), Certificate of Proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public and private entities. In addition, TTD develops programs that prepare students for entry-level employment, upgrades skills of incumbent workers, and prepares them for professional licensure and certification. The Trade and Technical Department provides preparatory training for students to further their education and training beyond ASCC.

To meet this mission, the department offers the following degree and certificate programs of studies:

Associate of Science Degrees in:
1. Architectural Drafting Technology
2. Auto Body Repair
3. Automotive Technology
4. Carpentry
5. Civil Engineering Technology
6. Computer Technical Support
7. Electronics
8. Electrical Technology
9. Welding

Certificate of Proficiency in:
1. Air Conditioning and Refrigeration
2. Architectural Drafting Technology
3. Auto Body Repair
4. Advanced Automotive Technology
5. Basic Automotive Technology
6. Carpentry
7. Civil Engineering Technology
8. Diesel
9. Electrical Technology
10. Electronics-Consumer
11. Electronics-Communication Systems
12. Electronics-Computer Systems
13. Networking and Computing

Certificate of Completion in:
1. Intro to Auto Body Repair
2. Basic Electrical Theory
3. Carpentry Fundamentals
4. Fundamentals of Automotive
5. Welding Fundamentals

Community Advisory Council by Program:

Air Condition and Refrigeration:
Peter Mario, Lolo Pilimai

Architectural Drafting Technology:
Alfred Tautolo, Greg Allen, Gala Ualita

Auto Body Repair:
Chris Banse, Anthony Tuiolosega, Adam Sione, Puletu Dick Koko.

Automotive Technology:
Pani Ng Lam, Sam Chong, Savelio Lieu Kuey, David Yakim.

Carpentry:
Dean Hudson, Gus Viena, Mark Liersch, Kenape Aumavae, Duke Purcell, Peter Crispin.

Civil Engineering Technology:
Faafetai Wells, William Sword, Estella Rubin

Computer Technical Support
Mr. David Betham, Mr. Don Nelson, Ms. Grace Tulafono-Asi, Ms. Lisa Gebauer, Ms. Fala Sualevai, Mr.Raj Deo

Diesel:
Harvey Golk, Primo Nauer, Russel Cox.

Electrical Technology
Peter Young, Reno Vivao, Paul McGowan, Sopoaga Sagaga, Theodore Leiato, Alex Sene Jr., Reno Vivao.

Welding:
Andy Wearing, Russell Cox, Lagofaatasi Sanonu.

Chairperson and Faculty:

Frederick R. Suisala, Chairperson; Valentine Talamoni, Jeriecho Martinez, Faculty.

Program Learning Outcomes:
1. **Demonstrate and Perform:** Demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task(s).
2. **Work Ethics:** Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be a successful employee.
3. **Technology Applications:** Utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks; To evaluate from a variety of sources and contexts, including technology.
4. **Information Communications:** Think critically in evaluating information, solving problems and making decisions; in addition to reading and listening actively to learn and communicate.

AIR CONDITIONING AND REFRIGERATION COURSE DESCRIPTIONS:

ACR 100 Introduction to Air Conditioning and Refrigeration (3)
Prerequisite: ENG 80 and MAT 80
This course is designed to provide students with an introduction to the air conditioning and refrigeration industry. Classroom lectures and instruction are in basic theory, terminology, schematics and tools for the air conditioning and refrigeration program. ***(Note: 3 lecture credits)***

ACR 240 Intermediate to Air Conditioning and Domestic Cooling System (5)
Prerequisite: ACR 100
This course is designed to provide students with knowledge and skills in refrigeration and an in-depth study covering refrigerant pressures, sub cooling, super heating, compression systems, metering devices and system charging. Residential air conditioning wall mount split, central and automotive units will be covered. Lab will include troubleshooting, leak detection, evacuation, and recharging of a/c units. ***(Note: 3 lecture credits, 2 lab credits)***

ACR 280 Domestic and Commercial Refrigeration (5)
Prerequisite: ACR 100
This course is designed to provide students with an in-depth study of refrigeration systems, servicing, heat loads, absorption principles, special refrigeration devices, and application. Intermediate maintenance, troubleshooting, and repair of domestic and commercial refrigeration units will be covered, as well as theories and application of electricity as they apply to domestic and commercial refrigeration offered during our laboratory sessions. ***(Note: 3 lecture credits, 2 lab credits).***

ARCHITECTURAL DRAFTING TECHNOLOGY COURSE DESCRIPTIONS:

ADT 150 Architectural Drafting I
Prerequisite: ENG 80, MAT 80
This course is designed to introduce basic concepts of technical drawing. It will also cover perception theories, lettering, sketching techniques, use of drafting instruments, orthographic projection, basic dimensioning, and pictorial drawings. ***(Note: 3 lecture credits)***

ADT 160 Introduction to AutoCAD (3)
Prerequisite: ENG 80, MAT 80
This course is designed as an introductory course to Computer Aided Drafting designed for classroom instruction or self-study. It also provides complete instructions in Master AutoCAD commands. Lessons start with systematic instructions followed by exercises designed for practicing commands learned within the lessons. ***(Note: 3 lecture credits)***

ADT 190 Residential Planning and Designing (3)
Prerequisite: ADT 150
This course, which applies use of graphic standards, deals mainly with proper room layout techniques and building orientation in relation to the environment/ surroundings and climate. It also focuses on creating site plan for proposed project site using AutoCAD software. ***(Note: 3 lecture credits)***

ADT 210 Architectural Drafting II (5) *(formerly ADT 210 Architectural Drafting III)*
Prerequisite: ADT 150, ADT 190
This course, students will implement practical application of technical skills to create an architectural construction document set. Course work includes hand drafting a complete architectural drawing(s) set including a floor plan(s), lighting, electrical, furniture and finish plan(s), sections, elevations, details, and door and window schedules. ***(Note: 4 lecture credits, 1 lab credit)***

ADT 215 Construction Codes (3)
Prerequisite: ADT 150
This course explores the ramifications of codes on building projects. The student applies the materials of the course relating to zoning, building, and accessibility requirements (ADA) to drawing projects in the co-requisite course. This is a lecture, discussion, and exercise course. ***(Note: 3 lecture credits)***

ADT 230 Advanced Architectural Drafting (4) *(formerly ADT 230 Architectural Drafting IV)*
Prerequisite: ADT 150
This is an advanced architectural structural drafting course using wood, reinforced concrete, stone and structural engineering. Students gain practical experience in designing eight unit apartment buildings, specifications, estimating and architectural models. ***(Note: 3 lecture credits, 1 lab credit)***

ADT 251 Electrical Structural Designs (4)
Prerequisite: ADT 150
This course will help students majoring in Architectural Drafting to design electrical plans for local houses, draw electrical plans, understand electrical terms, use electrical symbols and notes, interpret GFCI and know how to use it, determine the total amount of VA for kitchen, dining, and garage; calculate each circuit, and do the calculation to determine the size of the house panel. National Electrical Code (NEC) will be also covered ***(Note: 2 lecture credits, 2 lab credits)***

ADT 260 Advanced AutoCAD (4)
Prerequisite: ADT 160
This course is designed specifically for students who wish to pursue Computer Aided Drafting and Design areas of study or who wish to gain employment in the field. Extensive hands-on practical drafting and design projects are undertaken by the student. ***(Note: 4 lecture credits)***

ADT 280 Elements of Structural Drawing (3)
Prerequisite: ADT 160
This course is focused in practical and theoretical structural engineering procedures and testing through discussion and application forces, movement, deflection, tension, and mechanical advantage. ***(Note: 3 lecture credits)***

ADT 290 Introduction to REVIT (4)
Prerequisite: ADT 150, ADT 160, ADT 210
This course introduces parametric design software Autodesk Revit used for building information modeling. Basic design and documentation tools will be employed. Course work includes a simple building design modeled after architectural, structural, electrical, plumbing, and design specifications. ***(Note: 3 lecture credits, 1 lab credit)***

BPR 200 Blueprint Reading I (3)
This course provides print reading experience in residential construction. Print reading fundamentals, construction materials, and light frame construction utilized in residential construction are covered in detail. ***(Note: 3 lecture credits)***

AUTO BODY REAPAIR COURSE DESCRIPTIONS:

ABR 100 Introduction to Automotive Collision (3)
This course prepares the student for the safety practices in the auto repair shop environment. Students will gain an understanding of the program requirements, college policies, and occupational/industry expectations as well as an insight into career opportunities. This course will also introduce the student to the use of basic hand tools, power tools and specialty tools required in the auto body industry. ***(Note: 3 lecture credits)***

ABR 140 Welding and Cutting (6)
ABR majors only. This course will introduce the student to basic Oxy-Acetylene welding techniques. Basic shielded arc welding, MIG, TIG, and plasma cutting techniques will also be introduced. ***(Note: 4 lecture credits, 2 lab credits)***

ABR 250 Minor Body Repairs (4)
Prerequisite: ABR 140
This course will introduce the student to the fundamentals in classifying body damage, analyzing sheet metal damage, metal straightening, and the proper selection of tools and techniques. Students will work on group and individual projects to hone their skills. ***(Note: 2 lecture credits, 2 lab credits)***

ABR 255 Full and Partial Panel Replacement (4)
Prerequisite: ABR 140
This course will introduce the student to factory attachment methods of structural/nonstructural full and partial panels, and the proper procedures for replacing these components. The method of sectioning structural/non-structural components will also be explored. Students will work on group and individual projects to hone their skills. ***(Note: 1 lecture credit, 3 lab credits)***

ABR 265 Corrosion, Body Fillers and Plastic Repairs (4)
Prerequisite: ABR 255
This course will introduce the student to corrosion restoration, application of body fillers and plastic repairs. Instruction will focus on the preparation of the surface to be repaired. Students will work on group and individual projects to hone their skills. ***(Note: 1 lecture credit, 3 lab credits)***

ABR 270 Surface Preparations for Refinishing (3)
Prerequisite: ABR 255
This course instructs the student how to determine the condition of the vehicle's finish and plan the required steps for refinishing the vehicle. Students will work on group and individual projects to hone their skills. ***(Note: 1 lecture credit, 2 lab credits)***

ABR 275 Equipment Preparations and Maintenance for Refinishing (3)
Prerequisite: ABR 255
This course introduces students to the safety procedures, proper operation, preparation, and maintenance of the tools and equipment used for automotive refinishing. ***(Note: 1 lecture credit, 2 lab credits)***

ABR 290 Applying the Finish (4)
Prerequisite: ABR 255
This course will introduce the student to applying surface top coat, applying prime-scaler, applying single stage paint, base, clear coat and tri-coat finishes of a complete rail section, rocker panel, A and B pillar, floor plan, truck floor and full body section. ***(Note: 1 lecture credit, 3 lab credits)***

AUTOMOTIVE COURSE DESCRIPTIONS:

AUTO 100 Fundamentals of Automotive Mechanics (3)
This course is an introduction to the automotive technology program and profession. This survey course is designed to introduce basic tools and fasteners and the related mathematics required in the automotive service as well as shop safety and work ethics. In addition, it is recommended for those students desiring entrance into the Automotive Technology Morning/Afternoon Program. ***(Note: 3 lecture credits)***

AUTO 172 Automotive Engine Performances (6)
Prerequisite: ENG 70
This course is a study of the engine subsystems responsible for good engine performance, clean air, and fuel economy. Systems to be covered include ignition, fuel, emission, and computer controls. ***(Note: 5 lecture credits, 1 lab credits)***

AUTO 174 Automotive Braking Systems (6)
Prerequisite: ENG 70
This course is a study of the automotive braking system. Emphasis will be placed on the theory, operation, diagnosis, and repair of modern braking systems. This course will also

cover traction control systems as well as power and anti-lock braking systems. ***(Note: 5 lecture credits, 1 lab credit)***

AUTO 176 Automotive Steering and Suspension (6)
Prerequisite: ENG 70
This course is a study of automotive steering and suspension. Emphasis will be placed on the theory, operation, diagnosis, and repair of modern steering and suspension systems. Topics include four-wheel steering, tires and wheels, and supplemental inflatable restraint systems, and four-wheel alignment and adjustments. ***(Note: 5 lecture credits, 1 lab credit)***

AUTO 178 Automotive Electrical/Electronics (6)
Prerequisite: ENG 70
This course involves the study of electrical fundamentals, electrical test equipment, automotive batteries, starting and charging systems, wiring diagrams, lighting circuits, various advanced body electrical circuits and controls. The primary emphasis of this course is on diagnosis, testing, and repair. ***(Note: 5 lecture credits, 1 lab credits)***

AUTO 250 Advanced Auto Engine Performances (3)
Prerequisite: AUTO 100
This course is an in-depth study of import and domestic computerized engine controls. Emphasis will be placed on the theory, operation, and testing procedures necessary to accurately diagnose and repair drivability complaints. ***(Note: 2 lecture credits, 1 lab credit)***

AUTO 280 Automotive Engine Diagnosis and Repair (6) *(formerly AUTO 180)*
Prerequisite: ENG 70
This course is a detailed study of various engine designs and materials. Lab will include diagnosis, inspection, repair methods, and parts necessary for complete engine repair. In addition, various machines and machining operations will be covered. ***(Note 5 lecture credits, 1 lecture credit)***

AUTO 282 Automotive Transmission, Transaxle, and Drive Trains (6) *(formerly AUTO 182)*
Prerequisite: ENG 70
This course is a detailed study of the clutch system, standard and automatic transmissions, transaxles, drive lines and differentials: theory of operation including: friction materials, hydraulics, torque converters, gear trains, planetary gears, and controls as well as gear ratios, torque multiplication, speeds, drive line angles and tooth patterns. ***(Note: 5 lecture credits, 1 lab credits)***

AUTO 284 Automotive Cooling/Heating and Air Conditioning (5) *(formerly AUTO 184)*
Prerequisite: ENG 70
This course covers the theory and operation of cooling, heating, and air conditioning systems. Lab practices include maintenance, testing, diagnosis, and repair of these systems. ***(Note: 4 lecture credits, 1 lab credit)***

CARPENTRY COURSE DESCRIPTIONS:

CARP 100 Hand and Power Tools (3)
The goal of this course is to familiarize the students with (a) hand tools such as pliers, handsaw, hacksaw, T-square, tape measure, hammer, crowbar, and many other hand tools used in carpentry, (b) Power tools such as a table saw, miter saw, circular saw, drill, jointer, rotary hammer, and other power tools associated with carpentry and (c), safety with these tools in the workplace. ***(Note: 3 lecture credits)***

CARP 120 Plans, Building Codes, and Specifications (3)
This course is designed to teach students how to read architectural drawings (plans) and correctly interpret the information found in written specifications. The students will be able to understand and align specifications with local and federal building codes. ***(Note: 3 lecture credits)***

CARP 150 Footings and Foundations (4)
This course will present an overview of footings and foundations in construction, explaining and identifying different layouts in footing and foundations. Students will prepare materials; calculate the cost for a building site, and layout a site with a transit, locating property lines and corners. Students calculate the amount of concrete needed for footing and foundation walls and construct different types of foundations and forms to distribute and displace the overall weight of a structure. ***(Note: 2 lecture credits, 2 lab credits)***

CARP 160 Walls and Ceiling Framing (4)
This course will examine how to build and frame walls. Wall framing is the assembling of vertical and horizontal members that form the outside and inside walls of a structure. This frame supports the upper floors, ceilings and the roof. Students will learn the importance of sole plates, top plates, studs headers, and sheathing. ***(Note: 2 lecture credits, 2 lab credits)***

CARP 170 Roofing Styles and Types (4)
This course will identify the different types and styles of roofing and their purpose, identifying and analyzing different architectural designs. Types of roofs covered in this course will include (a) Gable; Two surface (b) Hip; Four surface (c) Flat; One surface roofs. ***(Note: 2 lecture credits, 2 lab credits)***

CARP 180 Plumbing (4)
This course is designed to identify the importance of plumbing in the building industry. Students will learn how to install, repair pipes, replace and cut different types of pipes and use different kinds of glues and waterproof adhesive. Students will also learn how to use basic math principles in the application of these skills in areas of cost estimation, area and square footage and job calculations. ***(Note: 2 lecture credits, 2 lab credits)***

CARP 200 Exterior and Interior Doors, Windows and Trim (4)
This course is designed to select materials with confidence and build homes to last. This course covers information on systems during the three stages of new construction: foundation, framing, and exterior finishing. You will learn about selection criteria, properties of materials, application techniques and the long-term performance of the respective systems. This course will teach students the right way to build small windows, screen doors and the proper method of installing doors, caulking, and application of windows and doors. Students will also learn the proper way of framing doors and windows and rough openings and custom doors and custom windows. Trim will be introduced in this course. ***(Note: 2 lecture credits, 2 lab credits)***

CARP 220 Interior Floors and Finishes (5)
This course covers terms and elements used in installing wood strip, wood plank, wood unit block, resilient vinyl, Quarry Tile, Mosaic Tile, and sheet vinyl floor coverings. It also covers installation, final floor finishes, and refinishing of floors. ***(Note: 2 lecture credits, 3 lab credits)***

CARP 221 Cabinet Making (6)
This course is designed to teach different types of layout, cutting, and assembling of various types of cabinets for residential, office or commercial use. Techniques in selecting appropriate materials and hardware for the construction, and units on estimating costs of construction are covered. ***(Note: 2 lecture credits, 4 lab credits)***

CARP 270 Remodeling and Renovation (6)
This course is designed to apply basic concepts of remodeling, calculation, and estimation of materials and machinery to be used and the sequence of events as a building project is made. Also included are the remodeling and renovation to make homes accessible in compliance with national and local codes and regulations. ***(Note: 2 lecture credits, 4 lab credits)***

CIVIL ENGINEERING TECHNOLOGY COURSE DESCRIPTIONS:

CET 150 Plane Surveying I (4)
Prerequisite: ENG 90, MAT 90
This course introduces the theory and practice of plane surveying, including measurement of distance and angles, use and care of instruments, error analysis, field problems, and office computations. Plane surveying introduces students to the skills and technological knowledge required for working in the field. Students learn to measure, calculate, and record direction, distance, and elevation using standard field equipment; advanced skills are taught through projects in which students use GPS for data collection and geometric calculations to measure curves. ***(Note: 4 lecture credits)***

CET 151 Plane Surveying II (4)
Prerequisite: CET 150
This is a second semester course in surveying with the emphasis on the use of advanced survey instruments and their field applications in construction surveying. This highly technical class introduces the concept of creating a flat map, a plane, to describe a curved surface. Geodesy, measuring the shape of the Earth, is introduced. Students learn to use the North Star to determine direction. Determining errors in precision measurement is covered. This course is one of the last courses taken in a land-surveying program. ***(Note: 4 lecture credits)***

CET 160 Introduction to Geographic Information System (3)
Prerequisite: ENG 90, MAT 90
This course provides an in-depth introduction to the fundamentals of Geographic Information Systems (GIS). The course will include an introduction to basic cartographic principles including map scales, coordinate systems, and map projections. An in-depth review of the necessary hardware and software elements used in GIS will be made using ArcView. Applications of GIS technology as used in science, business, and government will also be presented. The topics will be reinforced with hands-on experience in map scales, coordinate systems, data sources and accuracy, data structures, working with spatial data, map, and overlays manipulation of databases and presentation of data in map layouts. ***(Note: 3 lecture credits)***

CET 261 Construction Procedures and Management (3)
(formerly CET 260 Construction Procedures and CET 261 Construction Management.)
Prerequisite: CET 150
This course is a combination of construction procedures and management. It covers theory and application of specifications, estimations of project costs, application of building codes and use of computer programs in development and preparation of construction. It orients students to select and apply the proper structural materials equipment methods used in wood, masonry, concrete, and steel construction. ***(Note: 3 lecture credits)***

CET 265 Hydraulics and Hydrology (3)
Prerequisite: PHSCI 150/150L
This course introduces a basic knowledge of hydraulics and hydrology (or how to organize existing knowledge) for the practicing engineer. It provides the ability to solve engineering problems of fluid flow in pipes and open channels by application of basic hydraulic principles and engineering tools in the process of engineering analysis and design. In addition, it provides basic understanding of flow control and flow measurement in open channels, and it develops the ability to determine energy losses and flow capacity of basic hydraulic structures. It provides a basic knowledge of atmospheric and surface processes (precipitation, evapotranspiration, soil moisture, infiltration, surface runoff). It offers practical experience on hydrological data acquisition, analysis, and interpretation on temporal and spatial scales of hydrological processes and on using simple catchment rainfall-runoff models. ***(Note: 3 lecture credits)***

CET 270 Land Developments (3)
Prerequisite: MAT 151, PHSCI 150/150L
The course will orient students to land development processes, rules, regulations, preparation of land use permit applications, and requirements regarding ecology, drainage, utilities, mitigation, and historical preservation issues. Building permitting application and issues also discussed. ***(Note: 3 lecture credits)***

CET 299 Cooperative Work Internship (4)
Prerequisite: CET 270
This course is a one semester, nine hour per week practical job experience with local firm or American Samoa Government (ASG) office directly related to field of engineering. Specific duties and times negotiable with firm or office will be studies. Duties will be documented and performance rated by firm or office in consultation with CET staff. ***(Note: 1 lecture credit, 3 lab credits)***.

DIESEL COURSE DESCRIPTIONS:

DSL 100 Introductions to Diesel Engines (3)
Prerequisite: ENG 70
This course is designed to introduce the theory and operation of two- and four-cycle diesel engines. Instruction will include shop safety procedures, history of diesel, fundamentals, and basic operations and maintenance of two-stroke and four-stroke engines. The course will review the different usages of the diesel engine. Basic tools and diesel engine designs will also be covered. ***(Note: 3 lecture credits)***

DSL 150 Brakes, Air (Pneumatic) and Hydraulic Systems (3) Prerequisite: DSL 100
This course will cover classroom instruction and laboratory training covering air and hydraulic brake systems, components, and truck systems. Instruction in air brakes will include troubleshooting and repair problems in the system, proper brake adjustments, and system testing, safety when working with compressed air and spring brake chambers. Instruction in hydraulic brakes will also include machining brake drums and brake discs. ***(Note: 2 lecture credits, 1 lab credit)***

DSL 160 Heavy Duty Electrical/Electronic Systems (5)
Prerequisite: DSL 100
This course will include classroom instruction and laboratory training covering the purpose, design, theory, and operating principles of electrical systems of a diesel engine. Special emphasis will be placed on developing the skills required to test, service, and repair electrical components and associated systems on heavy-duty trucks. ***(Note: 3 lecture credits, 2 lab credits)***

DSL 162 Diesel Fuel Injection and Computerized Systems (5)
Prerequisite: DSL 160
This course will include classroom instruction and laboratory training covering the purpose, theory, and operating principles of fuel injection systems. Special emphasis will be placed on developing the skills required to test, service, and repair fuel injection components and diesel computerized engine controls. ***(Note: 3 lecture credits, 2 lab credits)***

DSL 200 Small to Medium (Compact) Diesel Engines (5)
Prerequisite: DSL 100
This course is an introduction to compact and automotive diesel engines. Topics of theory, operation, service, diagnosis, and troubleshooting of compact diesel engines and how these engines are used in the automobile and a variety of light duty equipment will be covered.
(Note: 2 lecture credits, 3 lab credits)

DSL 250 Heavy Duty Diesel Engines (5)
Prerequisite: DSL 100
This course will cover the theory and operation of two- and four-cycle diesel engines used in heavy-duty trucks and equipment. Instruction will include engine disassembly and assembly, maintenance, and repair of both type engines. Cooling systems, air and exhaust systems, starting systems as well as turbo charging systems will also be covered. ***(Note: 2 lecture credits, 3 lab credits)***

ELCTRONICS COURSE DESCRIPTION:

ELE 151 Electronics (4) *(formerly ELE 151 Electronic II)*
Prerequisite: ETP 100, ETP 120
This course entails the theory of electronic circuits and their applications in all areas of communications, telecommunications, radar, industrial and consumer electronics. ***(Note: 3 lecture credits, 1 lab credit)***

ELE 170 Consumer Electronics (4) *(formerly ELE 170 Consumer Electric)*
Prerequisite: ETP 100, ETP 120
This course introduces the students to the techniques and the hand powered tools currently used by the electronics industry in the manufacture, installation, and repair of electronics equipment. ***(Note: 3 lecture credits, 1 lab credit)***

ELE 190 Digital Techniques (4)
Prerequisite: ELE 151
The focus of this course is the theory of logic circuits, Boolean algebra, flipflops, registers, counters, shift registers, clocks, combination logic, semiconductor memories and microprocessors. ***(Note: 3 lecture credits, 1 lab credit)***

ELE 201 Wireless Communications (4) *(formerly ELE 201 Communication Systems)*
Prerequisite: ETP 100, ETP 120
This course covers the fundamentals of wireless communications and provides an overview of protocols, transmission methods, and IEEE standards. This course examines the broad range of wireless communications technologies available beginning with the basics of radiofrequency and wireless data transmission and progressing

to the protocols and mechanisms. Key topics cover several technologies for Wireless Personal Area Networks (WPANs), Wireless Local Area Networks (WLANs), Wireless Metropolitan Area Networks (WMANs), and Wireless Wide Area Networks (WWANs) giving an overview of the most current cellular and satellite communications. ***(Note: 3 lecture credits, 1 lab credit)***

ELE 202 Computer Systems (4)
Prerequisite: ETP 100, ETP 120
This course is designed to give students the skills required for basic computer use. Students are given a brief overview of the basic computer concepts, and are provided basic information on hardware, memory, multimedia, storage, networks and application software.
(Note: 3 lecture credits, 1 lab credit)

ELE 299A Electronic Systems Practicum (4)
Prerequisite: ELE 190
This course is nine hour per week practical job experience under the supervision of a licensed electronic technician. Specific duties and times will be negotiable with a company, agency or workplace. Duties will be documented. Students performance in ***electronic systems*** will be rated by the company, the agency or the workplace through work processes and consultation with an ELE instructor. ***(Note: 1 lecture credit, 3 lab credits)***

ELE 299B Communication Systems Practicum (4)
Prerequisite: ELE 201
This course is nine hour per week practical job experience under the supervision of a licensed electronic technician. Specific duties and times will be negotiable with a company, agency or workplace. Duties will be documented. Student's performance in ***communication systems*** will be rated by the company, the agency or the workplace through work processes and consultation with the ELE instructor. ***(Note: 1 lecture credit, 3 lab credits)***

ELE 299C Computer Systems Practicum (4)
Prerequisite: ELE 202
This course is nine hour per week practical job experience under the supervision of a licensed electronic technician. Specific duties and times will be negotiable with a company, agency or workplace. Duties will be documented. Students performance in ***computer systems*** will be rated by the company, the agency or the workplace through work processes and consultation with the ELE instructor. ***(Note: 1 lecture credit, 3 lab credits)***

ELECTRICAL TECHNOLOGY COURSE DESCRIPTION:

ETP 100 Basic Electrical Theory I (3) *(formerly ETP 100 Electrical Basic Theory I)*
Prerequisite: ENG 80, MAT 80
This course is designed to provide basic knowledge and basic fundamental concepts of electrical theory, focusing on direct current (d-c), safety precautions and procedures. Alternating current (a-c), electrical meters, and basic hand tools will also be introduced. ***(Note: 3 lecture credits)***

ETP 120 Basic Electrical Theory II (4) *(formerly ELE 150 Electronics I)*
Prerequisite: ENG 80, MAT 80
This course is designed to provide intermediate knowledge of electricity, including an in-depth study of alternating circuit (a-c), and its resistance, capacity and inductance within circuits and effects on equipment. The course will provide students with in-depth skills in safe operation of various electrical meters, testing instrumentations and measuring apparatuses during the laboratory. ***(Note: 3 lecture credits, 1 lab credit)***

ETP 130 National Electrical Code (NEC) (3)
This course is designed to provide students with basic knowledge on how to read, understand and locate information utilizing the National Electrical Code manual and handbook relevant to local and National Electrical Codes (NEC) pertaining to Electrical industry requirements with emphasis on Residential Wiring. ***(Note: 3 lecture credits)***

ETP 150 Residential House Wiring (5) *(formerly ETP 150 Applied Residential Wiring)*
Prerequisite: ETP 120
This course is designed to provide an advanced knowledge and hands on skills in residential wiring techniques. Laboratory exercises are designed to give students practical experience in different residential wiring techniques. ***(Note: 3 lecture credit, 2 lab credits)***

ETP 299 Cooperative Work Internship (4)
Prerequisite: ETP 150
This course is a one semester, four hours a week practical job experience under the supervision of a licensed electrician. Specific duties and times will be negotiable with a company or workplace. Duties will be documented and performance of students will be rated by company or workplace in consultation with the ETP instructor. ***(Note: 1 lecture credit 3 lab credits)***

INFORMATION COMMUNICATION TECHNOLOGY COURSE DESCRIPTIONS:

Note: ICT 155 has been removed from the ICT program and replaced with ELE 202.

ICT 161 Networking for Home and Small Businesses (4)
Prerequisite: ENG 80, MAT 80
This course teaches students the skills needed to obtain entry-level home network installer jobs. It also helps students

develop some of the skills needed to become network technicians, computer technicians, cable installers, and help-desk technicians. It introduces networking and the internet using tools and hardware commonly found in home and small business environments. Instructors are encouraged to facilitate field trips and outside-the-classroom learning experiences. Labs include PC installation, internet connectivity, and wireless connectivity, file sharing, print sharing, and the installation of game consoles, scanners, and cameras. ***(Note: 3 lecture credits, 1 lab credit)***

ICT 162 Introduction to Switching and Routing (*formerly ICT 162 Working at a Small 2 Medium Businesses or ISP*) **(4)**
Prerequisite: ICT 161
This course will familiarize students by focusing on how to connect networks together using Cisco routers and switches, with reference to the basic networking knowledge learned in the pre-requisite courses. The emphasis of this review will be on the Cisco objectives. The **CCENT** is designed to validate your skills for network support roles and ensures you have the knowledge, skills, and abilities to install, operate, and troubleshoot small enterprise branch networks. The **CCENT** includes topics such as the operation of IP data networks, LAN switching technologies, IPv6, IP routing technologies, IP services (DHCP, NAT, ACLs), network device security, and basic troubleshooting. This course will prepare the student to sit and pass the CCENT certification exam. ***(Note: 3 lecture credits, 1 lab credit)***

ICT 261 Advanced Switching and Routing (*formerly ICT 261 Introduction Routing and Switching in the Enterprise*) **(4)**
Prerequisite: ICT 162
This Course will familiarize students by focusing on how to connect networks together using Cisco routers and switches, with reference to the basic networking knowledge learned in the pre-requisite courses. The emphasis of this review will be on the Cisco objectives. The **CCNA** program was created to provide a solid introduction not only to the Cisco Internetwork Operating System (IOS) and Cisco hardware but also to internetworking in general, making it helpful to you in areas that are not exclusively Cisco's. This course will prepare the student to sit and pass the CCNA certification through CISCO. ***(Note: 3 lecture credits, 1 lab credit)***

ICT 262 Designing and Supporting Computer Networks (4)
Prerequisite: MAT 155, ICT 162
Learners progress through a variety of case studies and role-playing exercises, which include gathering requirements, designing basic networks, establishing proof-of-concept, and performing project management tasks. In addition, lifecycle services, including upgrades, competitive analyses, and system integration, are presented in the context of pre-sale support. ***(Note: 3 lecture credits, 1 lab credit)***

Note: ICT 150, ICT 170 and ICT 270 have been moved to the Computer Science department. (See Computer Science).

WELDING COURSE DESCRITIONS

WLD 100 Welding Fundamentals and Metallurgy (3)
This course will introduce the student to welding technology, safety, blueprint interpretation designed primarily for welding, welding symbols, and their significance. Basic science of metallurgy used in the welding industry will also be covered. ***(Note: 3 lecture credits)***

WLD 160 Introduction to Oxyacetylene Welding (5)
This is an introductory course in basic oxyacetylene welding. This course emphasizes on safety, operations of the acetylene welding equipment, electrode identification, and gas welding terminology. Welding in the flat and horizontal position will also be covered. ***(Note: 2 lecture credits, 3 lab credits)***

WLD 170 Introduction to Basic Shielded Metal Arc Welding (5)
This course in basic shielded metal arc welding focuses on safety and the operations and use of various types of arc welding machines, electrode identification and arc welding terminology. Welding in the flat and horizontal position will also be covered. ***(Note: 2 lecture credits, 3 lab credits)***

WLD 190 Advanced Oxyacetylene Welding (6)
Prerequisite WLD 160
This course in oxyacetylene welding emphasizes metal cutting process, welding, brazing, and soldering. Welding and cutting in the vertical and overhead positions will also be covered. ***(Note: 2 lecture credits, 4 lab credits)***

WLD 260 Advanced Shielded Metal Arc Welding (6)
Prerequisite WLD 170
This is an advanced course in shielded metal arc welding. Focus will be on the safety operations of various types of arc welding machines, supplies and electrode identification. Emphasis in the single and multi-pass groove welding in the vertical and overhead positions. ***(Note: 2 lecture credits, 4 lab credits***

WLD 270 Gas Metal Arc Welding (MIG) (6)
Prerequisite WLD 170
This course identifies gas metal arc welding principles and welding procedures. The emphasis is on GMAW machines, welding procedures, and welding joints. GMAW is mostly referred to as MIG (Metal Inert Gas) welding in the welding industry. ***(Note: 2 lecture credits, 4 lab credits)***

WLD 280 Gas Tungsten Arc Welding (TIG) (6)
Prerequisite WLD 170
This practical and application course identifies the joining techniques used in the gas tungsten arc welding processes. Emphasis will be placed on welding and joining of high-tech components and composite materials. GTAW is mostly referred to as TIG (Tungsten Inert Gas) welding in the welding industry. ***(Note: 2 lecture credits, 4 lab credits)***

WLD 290 Special Welding Processes (6)
Prerequisite WLD 170
Students will apply special welding and cutting processes techniques. The emphasis will be on submerged welding, submerged cutting, and various special welding processes. Ferrous and Non-ferrous welding and cutting applications will also be covered. ***(Note: 2 lecture credits, 4 lab credit).***

ASSOCIATE OF SCIENCE DEGREE IN ARCHITECTURAL DRAFTING

Program Statement:
The Architectural Drafting and CAD Technologies curriculum prepares individuals with knowledge and skills that can lead to immediate employment in the field of architecture. Students receive instruction in construction document preparations as well as complete design projects. The emphasis in the program is on AutoCAD technical drawing software used to create construction drawings. Upon completion, graduates have career opportunities within the architectural and construction professions as well as in industry and government.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	ADT 150	3
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ART 160	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
SCIENCE	PHSCI 150/150L	4
PROGRAM REQUIREMENTS	ADT 160	3
	ADT 210	5
	ADT 251	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ADT 190	3
	ADT 260	4
	ADT 215	3
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
MATH	MAT 155	3
	TOTAL CREDITS	**16**

4TH SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
PROGRAM REQUIREMENTS	ADT 230	4
	ADT 290	4
HISTORY	HIS 162	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	**17**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**32**
TOTAL CREDITS	**63**

ASSOCIATE OF SCIENCE DEGREE IN AUTOMOTIVE TECHNOLOGY

Program Statement
This degree is designed to prepare students for an entry-level position in the automotive repair industry. The student will be well equipped with the knowledge; skills and abilities in utilizing appropriate diagnostic equipment, documentation, tool usage, safety practices and troubleshooting principles on various automotive systems to succeed in the automotive field.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	AUTO 100	3
PROGRAM REQUIREMENTS	AUTO 280	6
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	AUTO 174	6
	AUTO 176	6
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	AUTO 282	6
COMPUTERS	ICT 150	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**13**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	AUTO 178	6
	AUTO 172	6
MATH	MAT 155	3
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
	HIS 162	3
COMPUTER	ICT 150	3
PERSONAL DEVELOPMENT	PSY 150 or HEA 150	3
	TOTAL CREDITS	**12**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**36**
TOTAL CREDITS	**67**

ASSOCIATE OF SCIENCE DEGREE IN AUTO BODY REPAIR

Program Statement

The auto body repair degree program is designed to prepare students for entry level employment in the auto body repair and collision industry. The program also provides hands-on instruction to ensure that a student acquires the knowledge, skills and abilities as well as safety practices to begin a successful career as an auto body technician.

1ST SEMESTER		CREDITS
CAREER DEVELOPMENT	ABR 100	3
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ETP 100	3
COMPUTER	ICT 150	3
ENGLISH	ENG 150	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ABR 140	6
MATH	MAT 155	3
ENGLISH	ENG 151	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ABR 250	4
	ABR 275	3
HISTORY	HIS 162	3
PERSONAL DEVELOPMENT	PSY 150 or HEA 150	3
HISTORY	HIS 150, HIS 151, HIS 170, HIS 171	3
	TOTAL CREDITS	**16**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ABR 265	4
	ABR 270	3
	ABR 255	4
	ABR 290	4
	TOTAL CREDITS	**15**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**34**
TOTAL CREDITS	**65**

ASSOCIATE OF SCIENCE DEGREE IN CARPENTRY

Program Statement

This degree program is designed to prepare students for entry level employment in carpentry and construction-related industries. The program also provides hands-on instruction to ensure that students acquire the knowledge, skills and abilities as well as safety practices to succeed in the construction industry.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ETP 100	3
	CARP 120	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	CARP 100	3
PROGRAM REQUIREMENTS	CARP 150	4
	CARP 160	4
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
	TOTAL CREDITS	**14**

3RD SEMESTER		CREDITS
HISTORY	HIS 162	3
PROGRAM REQUIREMENTS	CARP 170	4
	CARP 180	4
	CARP 200	4
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
MATH	MAT 155	3
PROGRAM REQUIREMENTS	CARP 220	5
SCIENCE	PHSCI 150/150L	4
PERSONAL DEVELOPMENT	PSY 150 or HEA 150	3
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
COMPUTERS	ICT 150	3
	TOTAL CREDITS	**3**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**31**
TOTAL CREDITS	**62**

ASSOCIATE OF SCIENCE DEGREE IN CIVIL ENGINEERING TECHNOLOGY

Program Statement
The Civil Engineering Technology program equips students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public, and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrades skills of incumbent workers to prepare them for professional licensure and certification. The Trade and Technical Department provides preparatory training for students to further their education and training beyond ASCC.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
CAREER DEVELOPMENT	CET 150	4
COMPUTERS	ICT 150	3
MATH	MAT 151	3
PROGRAM REQUIREMENTS	CET 160	3
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
MATH	MAT 151	3
SCIENCE	PHSCI 150/150L	4
PROGRAM REQUIREMENTS	CET 151	4
	CET 261	3
	ADT 160	3
	TOTAL CREDITS	**17**

3RD SEMESTER		CREDITS
MATH	MATH 250	4
PROGRAM REQUIREMENTS	ADT 260	4
	CET 265	3
	ADT 280	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**17**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	CET 270	3
	CET 299	4
PERSONAL DEVELOPMENT	PSY 150	3
HISTORY	HIS 150, HIS 151, HIS 170, HIS 171	3
	HIS 162	3
	TOTAL CREDITS	**16**

PROGRAM REQUIREMENTS		CREDITS
MATH	MAT 280	5
ENGLISH	ENG 151	3
	TOTAL CREDITS	**8**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**43**
TOTAL CREDITS	**74**

ASSOCIATE OF SCIENCE DEGREE IN COMPUTER TECHNICAL SUPPORT

Program Statement:
The Computer Technical Support program is designed to provide a solid foundation for the computer repair technician, network technician, cable installer and the help desk technician. This program is focused on troubleshooting and repair techniques, disassembly and assembly of hardware and software components, installations of operating systems, connecting networks, switches and routers as well as protocols. This program also provides hands-on instructions to ensure that students acquire the knowledge, skills and abilities as well as maintenance and safety practices for a successful career.

1ST SEMESTER		CREDITS
CAREER DEVELOPMENT	ETP 100	3
COMPUTER	ICT 150	3
PROGRAM REQUIREMENTS	ETP 120	4
	ICT 161	4
	TOTAL CREDITS	**14**

2ND SEMESTER		CREDITS
PERSONAL DEVELOPMENT	PSY 150, HEA 150, BUS 103	3
MATH	MAT 155	3
PROGRAM REQUIREMENTS	ELE 151	4
ENGLISH	ENG 150	3
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
	TOTAL CREDITS	**16**

3RD SEMESTER		CREDITS
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ICT 162	4
	ELE 190	4
	ELE 202	4
	TOTAL CREDITS	**15**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ICT 261	4
	ELE 299C	4
ENGLISH	ENG 151	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
HISTORY	HIS 162	3
	TOTAL CREDITS	**3**

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**32**
TOTAL CREDITS	**63**

ASSOCIATE OF SCIENCE DEGREE IN ELECTRONICS

Program Statement:
The Electronics program is designed to provide training for individuals interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Electrical training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, the National Electric Code and other subjects as local needs require. Graduates should qualify for a variety of jobs in the Electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electronic systems.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
HUMANITIES	SPH 153	3
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	ELE 151	4
PROGRAM REQUIREMENTS	ELE 170	4
	ELE 201	4
COMPUTERS	ICT 150	3
	TOTAL CREDITS	**15**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ETP 150	5
	ELE 190	4
	ELE 202	4
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
	TOTAL CREDITS	**16**

4TH SEMESTER		CREDITS
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
	HIS 162	3
PROGRAM REQUIREMENTS	ELE 299A	4
SCIENCE	PHSCI 150/150L	4
MATH	MAT 155	3
	TOTAL CREDITS	**17**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**33**
TOTAL CREDITS	**64**

ASSOCIATE OF SCIENCE DEGREE IN ELECTRICAL TECHNOLOGY

Program Statement
This degree program is designed to prepare students for entry-level employment in the Electrical Technology. The program provides students with the skills to effectively understand and analyze settings where electrical power and control systems are utilized. Proper maintenance and repair of electrical equipment will be covered, as well as instruction to ensure that proper safety guidelines are followed at all times.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	ETP 100	3
COMPUTER	ICT 150	3
PROGRAM REQUIREMENTS	ETP 120	4
	TOTAL CREDITS	**16**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ELE 170	4
	CARP 100	3
	ELE 151	4
	BPR 200	3
	TOTAL CREDITS	**14**

3RD SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ETP 150	5
	ETP 130	3
MATH	MAT 155	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**14**

4TH SEMESTER		CREDITS
HISTORY	HIS 162	3
PROGRAM REQUIREMENTS	ETP 299	4
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
HISTORY	HIS 150, HIS 170, HIS 151, HIS 171	3
	TOTAL CREDITS	**13**

PROGRAM REQUIREMENTS		CREDITS
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**4**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	**31**
PROGRAM REQUIREMENTS	**30**
TOTAL CREDITS	**61**

ASSOCIATE OF SCIENCE DEGREE IN WELDING

Program Statement:
The welding degree program is designed to prepare students for entry-level employment in welding and fabrication related industries. The program also provides hands-on instruction to ensure that students acquire the knowledge, skills and abilities as well as safety practices to begin a successful career as a welder.

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
	ENG 151	3
CAREER DEVELOPMENT	WLD 100	3
COMPUTER	ICT 150	3
HUMANITIES	SPH 153	3
	TOTAL CREDITS	**15**

2ND SEMESTER		CREDITS
PROGRAM	WLD 160	5
REQUIREMENTS	WLD 170	5
MATH	MAT 155	3
	TOTAL CREDITS	**13**

3RD SEMESTER		CREDITS
PROGRAM	WLD 190	6
REQUIREMENTS	WLD 260	6
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**16**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	WLD 270	6
HISTORY	HIS 150, HIS 151, HIS 170, HIS 171	3
PROGRAM REQUIREMENTS	WLD 280	6
	TOTAL CREDITS	**15**

PROGRAM REQUIREMENTS		CREDITS
PERSONAL DEVELOPMENT	PSY 150, HEA 150	3
HISTORY	HIS 162	3
	TOTAL CREDITS	**6**

PROGRAM RECOMMENDED COURSES		CREDITS
	BUS 103	3
	TOTAL CREDITS	**3**

Note: Program Recommended course(s) are to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

	CREDITS
GENERAL EDUCATION	31
PROGRAM REQUIREMENTS	34
TOTAL CREDITS	65

CERTIFICATE OF PROFICIENCY IN AUTO BODY REPAIR

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
COMPUTERS	ICT 150	3
CAREER DEVELOPMENT	ABR 100	3
PROGRAM REQUIREMENTS	ETP 100	3
	TOTAL CREDITS	12

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ABR 140	6
MATH	MAT 155	3
	TOTAL CREDITS	9

PROGRAM REQUIREMENTS		CREDITS
	ABR 250	4
	ABR 275	3
	ABR 255	4
	ABR 265	4
	ABR 270	3
	ABR 290	4
	TOTAL CREDITS	22

	CREDITS
GENERAL EDUCATION	12
PROGRAM REQUIREMENTS	31
TOTAL CREDITS	43

CERTIFICATE OF PROFICIENCY IN ARCHITECTURAL DRAFTING

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
COMPUTER	ICT 150	3
CAREER DEVELOPMENT	ADT 150	3
PROGRAM REQUIREMENT	ADT 215	3
	TOTAL CREDITS	15

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ADT 160	3
	ADT 210	5
	TOTAL CREDITS	8

PROGRAM REQUIREMENTS		CREDITS
	ADT 190	3
	ADT 260	4
	ADT 230	4
	ADT 290	4
	TOTAL CREDITS	15

	CREDITS
GENERAL EDUCATION	12
PROGRAM REQUIREMENTS	26
TOTAL CREDITS	38

CERTIFICATE OF PROFICIENCY IN AIR CONDITIONING and REFRIGERATION

1ST SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	7

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	ACR 100	3
PROGRAM REQUIREMENTS	BPR 200	3
MATH	MAT 155	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	13

PROGRAM REQUIREMENTS		CREDITS
ENGLISH	ENG 150	3
	ACR 240	5
	ACR 280	5
	TOTAL CREDITS	13

	CREDITS
GENERAL EDUCATION	13
PROGRAM REQUIREMENTS	20
TOTAL CREDITS	33

CERTIFICATE OF PROFICIENCY IN ADVANCED AUTOMOTIVE TECHNOLOGY

1ST SEMESTER		CREDITS
CAREER DEVELOPMENT	AUTO 100	3
ENGLISH	ENG 150	3
PROGRAM REQUIREMENTS	AUTO 280	6
	TOTAL CREDITS	12

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	AUTO 250	3
MATH	MAT 155	3
COMPUTER	ICT 150	3
	TOTAL CREDITS	9

PROGRAM REQUIREMENTS		CREDITS
	AUTO 282	6
	AUTO 284	5
	TOTAL CREDITS	11

	CREDITS
GENERAL EDUCATION	9
PROGRAM REQUIREMENTS	20
TOTAL CREDITS	29

CERTIFICATE OF PROFICIENCY IN BASIC AUTOMOTIVE TECHNOLOGY

1ST SEMESTER		CREDITS
CAREER DEVELOPMENT	AUTO 100	3
ENGLISH	ENG 150	3
PROGRAM REQUIREMENTS	AUTO 100	3
	TOTAL CREDITS	**12**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	AUTO 174	6
	AUTO 176	6
	TOTAL CREDITS	**12**

PROGRAM REQUIREMENTS		CREDITS
	AUTO 172	6
	AUTO 178	6
	TOTAL CREDITS	**12**

	CREDITS
GENERAL EDUCATION	**6**
PROGRAM REQUIREMENTS	**27**
TOTAL CREDITS	**33**

CERTIFICATE OF PROFICIENCY IN CARPENTRY

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
PROGRAM REQUIREMENTS	CARP 120	3
	ETP 100	3
	TOTAL CREDITS	**12**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	CARP 150	4
	CARP 160	4
CAREER DEVELOPMENT	CARP 100	3
	TOTAL CREDITS	**11**

PROGRAM REQUIREMENTS		CREDITS
	CARP 170	4
	CARP 180	4
	CARP 200	4
COMPUTER	ICT 150	3
	CARP 220	5
	TOTAL CREDITS	**20**

	CREDITS
GENERAL EDUCATION	**12**
PROGRAM REQUIREMENTS	**31**
TOTAL CREDITS	**43**

CERTIFICATE OF PROFICIENCY IN CIVIL ENGINEERING TECHNOLOGY

1ST SEMESTER		CREDITS
MATH	MAT 151	3
CAREER DEVELOPMENT	CET 150	4
PROGRAM REQUIREMENT	CET 160	3
	TOTAL CREDITS	**10**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	CET 151	4
	CET 261	3
	ADT 160	3
SCIENCE	PHSCI 150/150L	4
	TOTAL CREDITS	**14**

PROGRAM REQUIREMENTS		CREDITS
	CET 265	3
	MAT 250	4
ENGLISH	ENG 151	3
	CET 270	3
	MAT 280	5
	TOTAL CREDITS	**18**

	CREDITS
GENERAL EDUCATION	**9**
PROGRAM REQUIREMENTS	**33**
TOTAL CREDITS	**42**

CERTIFICATE OF PROFICIENCY IN DIESEL

1ST SEMESTER		CREDITS
ENGLISH	ENG 150	3
MATH	MAT 155	3
CAREER DEVELOPMENT	DSL 100	3
	TOTAL CREDITS	**9**

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	DSL 162	5
	DSL 250	5
	TOTAL CREDITS	**10**

PROGRAM REQUIREMENTS		CREDITS
	DSL 150	3
	DSL 160	5
	DSL 200	5
	TOTAL CREDITS	**13**

	CREDITS
GENERAL EDUCATION	**6**
PROGRAM REQUIREMENTS	**26**
TOTAL CREDITS	**32**

CERTIFICATE OF PROFICIENCY IN ELECTRICAL TECHNOLOGY

1ST SEMESTER		CREDITS
MATH	MAT 155	3
COMPUTER	ICT 150	3
CAREER DEVELOPMENT	ETP 100	3
PROGRAM REQUIREMENTS	ETP 120	4
	TOTAL CREDITS	13

2ND SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ETP 130	3
	BPR 200	3
	CARP 100	3
ENGLISH	ENG 151	3
	TOTAL CREDITS	12

PROGRAM REQUIREMENTS		CREDITS
	ETP 150	5
	ETP 299	4
	TOTAL CREDITS	9

	CREDITS
GENERAL EDUCATION	9
PROGRAM REQUIREMENTS	25
TOTAL CREDITS	34

CERTIFICATE OF PROFICIENCY IN ELECTRONICS-COMMUNICATIONS

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
COMPUTER	ICT 150	3
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	16

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	ELE 151	4
PROGRAM REQUIREMENTS	ADT 160	3
	ELE 201	4
	TOTAL CREDITS	11

PROGRAM REQUIREMENTS		CREDITS
	ELE 190	4
	ELE 299B	4
	TOTAL CREDITS	8

	CREDITS
GENERAL EDUCATION	9
PROGRAM REQUIREMENTS	26
TOTAL CREDITS	35

CERTIFICATE OF PROFICIENCY IN ELECTRONICS-CONSUMER

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	13

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	ELE 151	4
PROGRAM REQUIREMENTS	ELE 170	4
	ELE 201	4
	TOTAL CREDITS	12

PROGRAM REQUIREMENTS		CREDITS
	ELE 190	4
	ELE 202	4
	ELE 299A	4
	TOTAL CREDITS	12

	CREDITS
GENERAL EDUCATION	6
PROGRAM REQUIREMENTS	31
TOTAL CREDITS	37

CERTIFICATE OF PROFICIENCY IN ELECTRONICS COMPUTER SYSTEMS

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
	TOTAL CREDITS	13

2ND SEMESTER		CREDITS
CAREER DEVELOPMENT	ELE 151	4
PROGRAM REQUIREMENTS	ADT 160	3
COMPUTERS	ICT 150	3
	TOTAL CREDITS	10

PROGRAM REQUIREMENTS		CREDITS
	ELE 190	4
	ELE 202	4
	ELE 299C	4
	TOTAL CREDITS	12

	CREDITS
GENERAL EDUCATION	9
PROGRAM REQUIREMENTS	26
TOTAL CREDITS	35

CERTIFICATE OF PROFICIENCY IN NETWORKING and COMPUTING

1ST SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ETP 100	3
	ETP 120	4
COMPUTERS	ICT 150	3
PROGRAM REQUIREMENTS	ICT 161	4
	TOTAL CREDITS	**14**

2ND SEMESTER		CREDITS
MATH	MAT 155	3
ENGLISH	ENG 151	3
PROGRAM REQUIREMENTS	ICT 162	4
	ICT 170	3
	TOTAL CREDITS	**13**

PROGRAM REQUIREMENTS		CREDITS
	ELE 202	4
	ICT 262	4
	ICT 270	3
	TOTAL CREDITS	**11**

4TH SEMESTER		CREDITS
PROGRAM REQUIREMENTS	ICT 261	4
	TOTAL CREDITS	**4**

	CREDITS
GENERAL EDUCATION	**9**
PROGRAM REQUIREMENTS	**33**
TOTAL CREDITS	**42**

CERTIFICATE OF PROFICIENCY IN WELDING

1ST SEMESTER		CREDITS
ENGLISH	ENG 151	3
MATH	MAT 155	3
COMPUTER	ICT 150	3
CAREER DEVELOPMENT	WLD 100	3
	TOTAL CREDITS	**12**

2ND SEMESTER		CREDITS
PROGRAM	WLD 160	5
REQUIREMENTS	WLD 170	5
	TOTAL CREDITS	**10**

PROGRAM REQUIREMENTS		CREDITS
	WLD 190	6
	WLD 260	6
	WLD 270	6
	WLD 280	6
	TOTAL CREDITS	**24**

	CREDITS
GENERAL EDUCATION	**9**
PROGRAM REQUIREMENTS	**37**
TOTAL CREDITS	**46**

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American Samoa Community College

ASCC Annual Updates

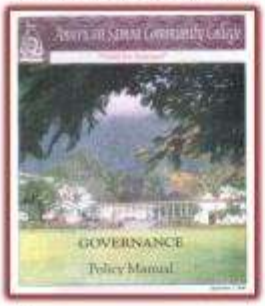
ASCC Fall 2018 Faculty Orientation
August 14, 2018

Board Policy Manual:

- **Chapters Policy Statements:**
  1. Chapter I: Mission & Vision Statement, Organization charts
  2. Chapter II: ASCC Board Governance
  3. Chapter III: Administrative Governance
  4. Chapter IV: Personnel Governance
  5. Chapter V: Instructional and Student Governance
  6. Chapter VI: Site Facilities Governance
  7. Chapter VII: Financial and Procurement Governance
  8. Chapter VIII: Government Workforce and Community Development Governance

ASCC Digital Archives

2008 Approved Manual



2014 Amended Policies

2015 Amended Policies

ASCC Governance Manual (2008). Board of Higher Education

Board Policy Manual:

Chapters III College Policies:

XIII.Protocol

Policy 3021 ADMINISTRATIVE PROTOCOLS-SPECIAL EVENTS/ VISITS

The President shall develop formal procedures applicable to ensure that special events and visits of high profile guests to ASCC are properly arranged. These procedures will ensure the application of consistent standards for college events and will address appropriate protocol and operational considerations, including, but not limited to, co-ordination for scheduling within the college calendar, evaluating the adequacy of the budget to the project requirements, space, risk assessment, security arrangements, invitations, publicity & media relations, hosting and transportation.

The President will coordinate communication with high profile guests through a designated ASCC official and thereby serve to enhance ASCC's relations with these individuals and their offices. The Public Relations Officer will be designated in writing by the President of the college, and shall serve in the capacity of a Special Events Coordinator for ASCC.

Policy 3022 COMMUNICATION PROTOCOLS

The College's approved organizational and department charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the college's administration. Communication protocols shall abide the major organizational chart as a fundamental rule for college-wide matters, or a departmental organizational chart when an issue requires the attention of a department only.

ASCC Governance Manual (2008). Board of Higher Education, p. 24

Board Policy Manual:

Chapters III College Policies:

XIII.Protocol

Policy 3022.1 COMMUNICATION WITH THE MEDIA

The President of the college or an authorized designee is responsible for all media relations for American Samoa Community College. This includes disseminating all press releases and handling all press inquiries. He/she is the official college spokesperson during a crisis situation and in all matters concerning college policy, procedures, students, and employees. Employees contacted by any media representation should direct these calls and inquiries in a timely fashion to the President or designee. Individuals contacted for comments, opinions, or as experts in their fields of study are encouraged to respond, at their own discretion, to questions relating to their areas of expertise, but shall not represent his/her views as that of the college. As a courtesy, they should notify the President's Office that a media representative has contacted them.

Policy 3022.2 FREEDOM OF EXPRESSION

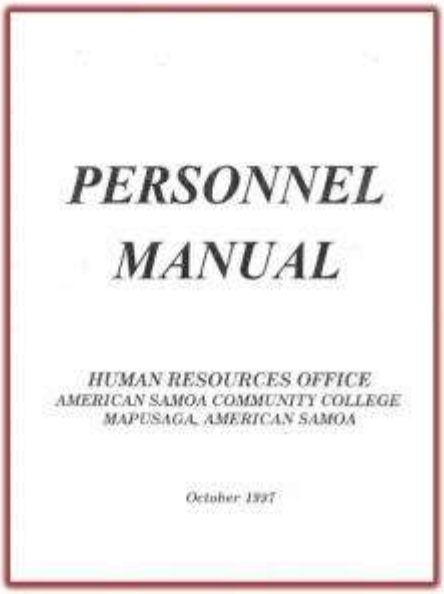
The policy is intended to inform employees of their rights and obligations prior to engaging in speech that is or may be perceived as related to the duties, responsibilities, or administration of the American Samoa Community College. Employees enjoy rights protected by the First Amendment the right to freedom of expression. However, ASCC has interests as an employer and a public agency in regulating the speech of its employees that may result in the unlawful release of confidential information or otherwise affect its mission. This policy seeks to balance the interests of employees, the college and the public in accordance with cases decided in the local and federal courts under the First Amendment.

Employees must remain mindful that certain matters of significant public concern may be so closely related to the responsibilities and mission of the college as to create a substantial likelihood that personal comments on such matters by employees would be perceived as reflecting the official views of the ASCC rather than the individual views of employees. In such situations, it is imperative for employees to make clear that they are expressing their own personal views rather than speaking on behalf of the college.

ASCC Governance Manual (2008). Board of Higher Education, pp. 24-25

Administrative Governance

Chapter 1: Administrative and General Provisions
Chapter 2: Definitions
Chapter 3: Recruitment and Placement
Chapter 4: Classification and Pay
Chapter 5: Hours, Leave, and Absences
Chapter 6: Retirement Benefits
Chapter 7: Incentive and Tenure Awards
Chapter 8: Conduct
Chapter 9: Termination, Layoff, and Adverse Actions
Chapter 10: Appeal, Grievances, and Administrative Review
Chapter 11: Contracts Specialists
Chapter 12: Equal Opportunity/Affirmative Action
Chapter 13: Development and Training
Chapter 14: Travel
Chapter 15: Employee Safety
Chapter 16: Conduct of College Employees
Chapter 17: Letter of Reprimand
Chapter 18: Standard Schedule of Disciplinary: Offenses and Penalties
Chapter 19: Standard Schedule of Disciplinary; Offenses and Penalties for Employees of the ASCC Instructions for Use of Schedule



ASCC Personnel Manual (1998). ASCC President

Administrative Governance

HOURS, LEAVES and ABSENCES

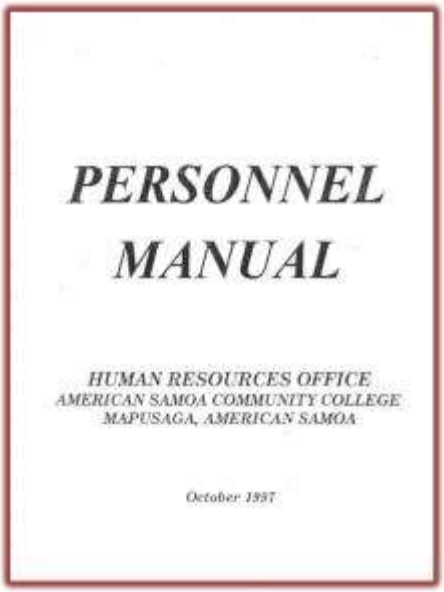
Section 4.2406 Sick Leave

Sick leave is when an employee is physically incapacitated to do his or her job, or for such related reasons as exposure to a contagious disease that would endanger the health of co-workers, presence of contagious disease in an employee's immediate family which requires his or her personal care, or for dental, optical, or medical examination or treatment.

Section 4.2407 Leave Without Pay

Leave without pay is a temporary absence from duty in non pay status granted upon the employee's request and at the discretion of management… It shall be the practice of ASCC to grant leave without pay only when it will be of mutual benefit and interest to the agency and to the employee.

HRO Comment: Administrative discretion applies. Employees cannot demand that they be granted leave without pay as a matter of right.



ASCC Personnel Manual (1998). ASCC President

Administrative Governance

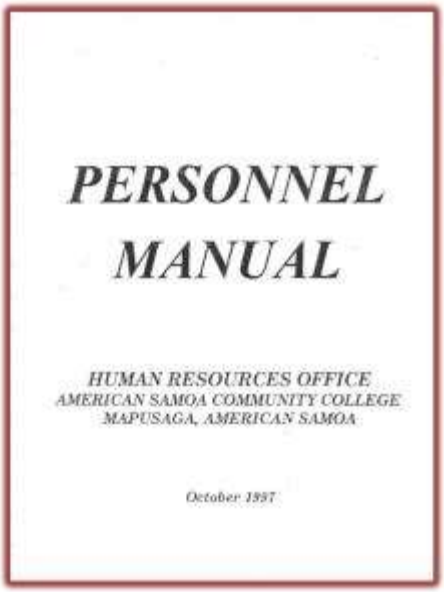
CONDUCT

Section 4.2702 Misconduct

Any criminal, dishonest, immoral, or any other conduct on the part of an employee which would adversely affect ASCC will be cause for his or her removal from employment.

Section 4.2703 Subordination to Authority

An employee is required to carry out the announced policies and programs of ASCC



ASCC Personnel Manual (1998). ASCC President

Administrative Governance

APPEAL, GRIEVANCE and ADMINISTRATIVE REVIEW

Section 4.2903 Grievances

(A) Filing grievances may be filed orally or in writing by any person, at any point of contact within ASCC. If the grievance is misdirected (complaints about another department) the grievant shall be properly directed.

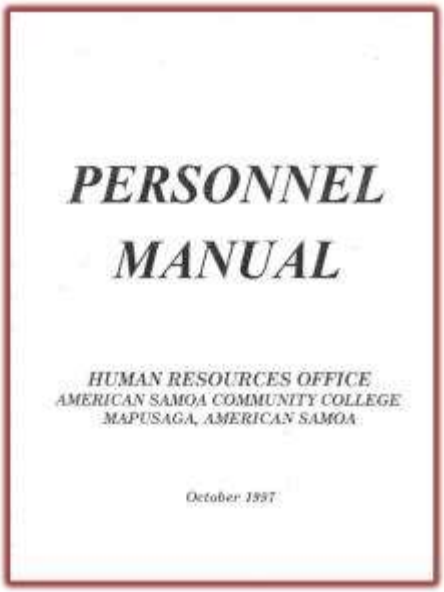
Types of actions which may be grieved, but is not all inclusive:

- Performance evaluation
- Leave (denial)
- Promotion
- Letters of reprimand
- Reassignment
- Increment
- Hours or work
- Discrimination or bias

(B) Procedure

ASCC shall have a three-part grievance procedure, as follows:

1. Each grievance shall be placed in writing, and resolution attempted by the appropriate supervisor at the lowest level.
2. Failing resolution, the grievance shall then be elevated to an uninvolved higher level in the agency and the grievant allowed to present testimony in his or her behalf in an informal hearing.
3. If the recommendation of the informal hearing fails to satisfy the grievant, the case will be forwarded to the President for final decision. If the case is carried beyond this point by the grievant, it must be an appeal to the board.

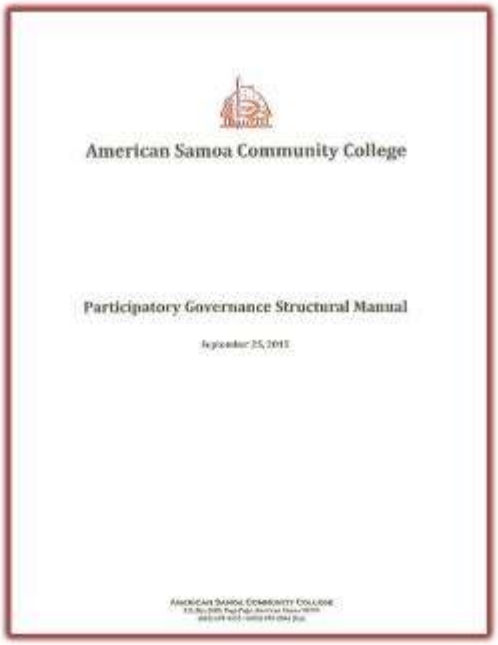


ASCC Personnel Manual (1998). ASCC President

Participatory Governance Manual

Purpose of Participatory Governance

- The purpose of this manual is to describe the principles of participatory governance and the structure for making decisions at the American Samoa Community College (ASCC). This manual encompasses the primary facets of the American Samoa Community College's decision-making processes which includes:
  - The principles of participatory governance that organize the College's operating agreements/shared governance;
  - The roles and responsibilities of its constituent groups; and
  - The type of groups that develop recommendations to ensure institutional effectiveness.


American Samoa Community College

Participatory Governance Structural Manual

September 25, 2015

ASCC Participatory Governance Structural Manual (2015). ASCC President

Standard Operating Procedures

Divisional Standard Operating Procedures (SOP) provide step-by-step instructions to guide and help ASCC staff carry out routine operations. SOPs aim to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with divisional, collegial, and/or federal regulations.

SOPs are categorized according to the types of services provided by staff of each division. SOPs are aligned to the division's outcomes and necessary policies of the College, and Accreditation Standards. Divisions assess its SOPs annually to assure that services provided are accurate and updated to accommodate the needs of the division, not limited to the collaboration with other service departments of the College.

The SOPs in this manual are organized as follows:

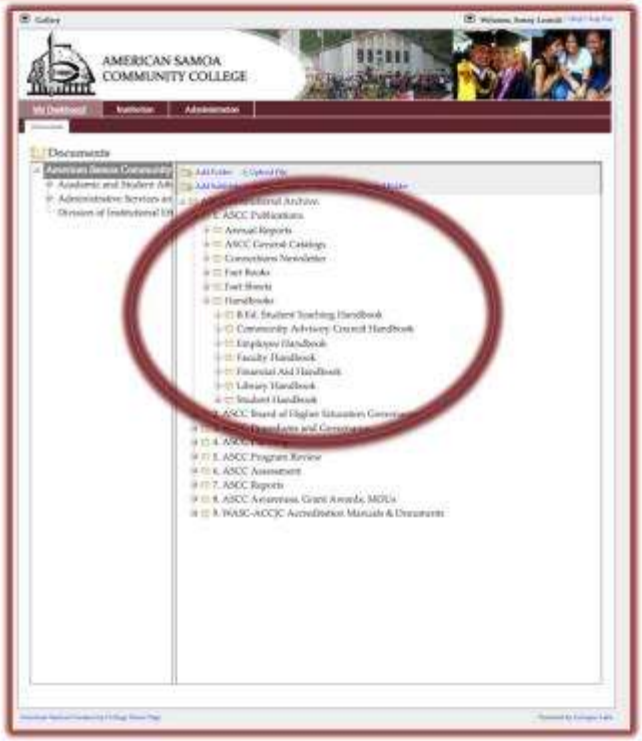
Title: The name for the particular SOP.
Scope: College constituencies and decision-making groups involved with the SOP.
Responsibility: Main person(s) involved in carrying out the SOP.
Policy: Policies that guides or justifies the SOP.
Description: Defines the purpose of the SOP.
Procedures: Step-by-step guidelines for carrying out the SOP.

Divisional Standard Operating Procedures – Processes, Forms, and Operations

ASCC Publications

College Publications

- General Catalogs
- Reports
- Fact Books
- Fact Sheets
- Handbooks
- Newsletters



ASCC Publications (Refer to ASCC Board Policies 3002.1, 3011, 3013, 3013.1)

Open Discussion Forum

- Comments/Questions: ☺

Have a Great Semester

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Documents

- ASCC Institutional Archive
  - 1. ASCC Publications
  - 2. ASCC Board of Higher Education Governance
  - 3. ASCC Procedures and Governance
  - 4. ASCC Planning
  - 5. ASCC Program Review
    - Academic Program Review Manuals
    - Program Review Instruments
    - Program Review Summaries
      - 2014 Program Review
      - 2015 Program Review
      - 2016 Program Review
      - 2017 Program Review
        - 2017 Program Divisional Assessment Review
          - 2017 Program Review Overall Summary Final
          - 2017PR Academic Affairs
          - 2017PR ACNR Final
          - 2017PR Admissions Final
          - 2017PR Bookstore Final
          - 2017PR CAPP Final
          - 2017PR CJ Final
          - 2017PR Computer Science Final
          - 2017PR Counseling Final
          - 2017PR DOSS Final
          - 2017PR Finance Final
          - 2017PR Fincial Aid Final
          - 2017PR Fine Arts Final
          - 2017PR HR Final
          - 2017PR IE
          - 2017PR LL Final
          - 2017PR LRC Final
          - 2017PR Math Dept Final
          - 2017PR MIS Final
          - 2017PR Nursing Final
          - 2017PR PED Final
          - 2017PR PFM Final
          - 2017PR President office Final
          - 2017PR Printing Services Final
          - 2017PR Procurement Final
          - 2017PR Records Final
          - 2017PR ROTC Final
          - 2017PR Samoan Studies Institute Final
          - 2017PR SBDC Final
          - 2017PR Science Final
          - 2017PR Social Science Final
          - 2017PR Student Support Final
          - 2017PR TED Final
          - 2017PR Trades and Technical Department Final
          - 2017PR UCEDD Final
          - 2017PR Vice President Academic Services
  - 6. ASCC Assessment
  - 7. ASCC Reports

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AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

April 19, 2018

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 028-18

TO: General Distribution

FROM: Dr. Rosevonne M. Pato, President
American Samoa Community College

RE: **Appointment of Institutional Researcher in Assessment**

It is my pleasure to announce in collaboration with the Institutional Effectiveness Division the appointment of Mrs. Evelyn Fruean as the Institutional Researcher in Assessment. Mrs. Fruean walks into this position with a strong background in assessment and program review. Mrs. Fruean has held the position of Director / Coordinator of Curriculum and Assessment under the purview of the Academic Affairs which allows her to continue her role in assessment with an added level of institutional research in assessment.

This appointment of Evelyn Fruean to the position of Institutional Researcher in Assessment demonstrates the efforts of the College in promoting continuous sustainable quality improvement in assessment of student learning outcomes that focus on the achievement of the mission of the American Samoa Community College. This appointment is a lateral transfer from the division of Academic Affairs to the Institutional Effectiveness Division under the supervision of the Director of Institutional Effectiveness. The appointment is effective April 23, 2018.

Please join me in congratulating Mrs. Fruean in her new appointment. Let us provide her with our full support and cooperation as she undergoes the transfer into the position of Institutional Researcher in Assessment.

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

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American Samoa
Community College
Human Resources Office

Dr. Seth Galea'i, President
Dr. Mikaele Etuale, Vice President
Sereima S. Asifoa, HR Officer

February 4th, 2016

To: Dr. Rosevonne Pato 2/5/16.
Acting President/Vice President of Academic and Student Affairs

Via: Dr. Mikaele Etuale for 2/9/16
Vice President of Administration and Finance

Dear Madam Acting President,

Re: **Removal of Chief Financial Officer's Signature from Faculty Performance Evaluation Signatory Protocol**

As per meeting dated December 13th 2015 (Ref. email dated, 12/12/2015), and February 2nd, 2016, I submit herewith for your approval the amendment of the Faculty Performance Evaluation Form in its signatory protocol section only.

The change of signatory protocol will result in the removal of the Chief Financial Officer's signature to keep in consistent with the performance evaluation process. This change will also follow the existing process with the Two-Way Performance Evaluation Form utilized by administrators and staff.

Attached herewith is the proposed copy of the revised form, dated 2/4/2016. Upon your approval, the changes will become effective immediately and will be disseminated accordingly for adoption purposes.

Thank you,

Sereima S. Asifoa
Human Resources Officer

Cc: Letupu Moananu, Dean of Academic & Student Services

American Samoa Community College

FACULTY PERFORMANCE EVALUATION

Passed by the Board of Higher Education – February 2003

Employee Name:	**Type of Review:** ☐ Informal ☒ Annual ☐ Special
Department:	**Period of Review:**
Job Title:	**Last Review:**
Include additional Duties and Responsibilities not included in Faculty Job Description:	

Directions: Please indicate the rating points each element of the performance evaluation. When the evaluation is complete, a copy should be given to the faculty member. For each rating other than "Satisfactory" please make a comment(s) citing specific examples to justify the rating of "outstanding=10", as for "needs improvement=3-1" include recommendations for improvement where appropriate. Use additional sheets whenever necessary.

Faculty is evaluated on four major areas: "Responsibility to Instruction, Responsibility to Students, Responsibility to Instruction/Community, and Responsibility to Professional Development," after entering the rating points, add all points and indicate the average score. This score will determine the overall rating for that specific area. When all areas average scores are finalized, it will determine the overall rating for the faculty in the current evaluation period.

Legend: O=outstanding, S=satisfactory, NI=needs improvement, NA=not applicable
Rating Points: **O** = (10, 9, 8, 7), S = (6, 5, 4), NI = (3, 2, 1)

1. RESPONSIBILITY TO INSTRUCTION – the degree to which the faculty prepares the course syllabus; maintaining an accurate grading system, teaching qualification, and a high level of professionalism, and including presentation and teaching methods in the classroom.

A. Instructional Preparation

O	S	NI	NA	Description
				Provides a complete course syllabus for Dept. Chair and students in a timely manner.
				Provides syllabus and information per ASCC's Philosophy and Mission.
				Prepares for class including student materials.
				Prepares and teaches all classes assigned to them.
				Develops, implements, and assesses Student Learning Outcomes (SLOs) for each course taught.
				Uses data collected from course taught on SLOs to share with department and other college stakeholders, and provides recommendations for improvement on student learning.

B. Instructor Keeps an Accurate Grading System

O	S	NI	NA	Description
				Keeps accurate record of student grades.
				Maintains attendance records.
				Is fair, non-biased in their grading.
				Corrects papers and returns them to the students immediately.
				Grades are based on knowledge and behavior. (participation)

C. Faculty Qualifications Must be Maintained

O	S	NI	NA	Description
				Has the minimal qualifications required to teach in his/her content.
				Teaches a variety of course that are related to his/her field of study.

D. Faculty Maintains a High Level of Professionalism

O	S	NI	NA	Description
				Demonstrate a high level of regard for the institution.
				Sets an example by being punctual and prepared for class.
				Dresses professionally.
				Manages the class with positive leadership skills.
				Treats all students fairly and with respect.

A. Classroom Presentation & Teaching Methods

O	S	NI	NA	Description
				Employs a variety of "teaching methods".
				Encourages critical thinking.
				Applies instruction & activities to real life situations when possible.
				Motivates students to learn.

Area Overall Rating: _____ Overall Responsibility to Instruction
Comments:

2. **RESPONSIBILITY TO STUDENTS** – is how he/she supports his students in developing positive relationships, advising them both in the academic and personal conduct, and being available when the students need assistance.

A. Agent of Change

O	S	NI	NA	Description
				Supportive of students in their activities.
				Develops rapport with students.
				Fosters positive relationships among faculty members.
				Refers to other agencies for additional resources.
				Advocate for students.
				Available for student during office hours.
				Promotes tutorials.
				Provides written documentation when asked.

B. Academic Advising

O	S	NI	NA	Description
				Provides academic advising for students.
				Helps students develop an academic or vocational interest.
				Educates students to an Individual Educational Plan.
				Advises students in completing their program.
				Assists students in developing a future college career plan.

C. Personal Advising

O	S	NI	NA	Description
				Provides advising on time management, goal setting and social, family issues.
				Sees student's human beings and respects them as such.
				Makes time to listen to students.
				Helps students make right decisions.
				Makes referrals to proper agencies for substance abuse and health or social problems.

D. Availability to Students

O	S	NI	NA	Description
				Maintains regular office hours.
				Maintains an open door policy.
				Helps to sponsor student activities.
				Serves as a club advisor for a student club or organization.

Area Overall Rating: _____
Comments:

3. RESPONSIBILITY TO INSTITUTION & COMMUNITY – the degree in which a faculty is involved with college wide and community activities such as: seminars, workshops, recruitment, programs, and meetings, including personal conduct while involved in these activities.

A. Responsibility to Institution

O	S	NI	NA	Description
				Participates as an active member of ASCC committees.
				Participates in student recruitment programs.
				Conducts workshops and seminars for faculty and staff.
				Host guest speakers, concerts and events.
				Attends and participates in faculty meetings.
				Participates as an active member in the Student learning outcome (SLO) review process
				Participates in the different levels of student learning outcome review, program review, and student assessment (Please indicate as appropriate) a) Department/Course learning outcome review ☐ Yes ☐ No b) General Education learning outcome review ☐ Yes ☐ No c) Program Learning outcome review ☐ Yes ☐ No d) Institutional and/or Divisional/Department Program Review ☐ Yes ☐ No e) Student Assessment review process ☐ Yes ☐ No f) None of the above ☐ Yes ☐ No

B. Responsibility to Community

O	S	NI	NA	Description
				Conducts ones-self in a professional manner at all times.
				Participates in community activities.

				Provides community programs.
				Promotes workshops and seminars for the community.
				Participates in curriculum and academic development with the community.

Area Overall Rating: _____
Comments:

4. **RESPONSIBILITY TO PROFESSIONAL DEVELOPMENT** – the level in which the faculty member stays abreast with their professional field, and involvement in various professional development activities, including submitting documents to maintain a current professional portfolio:

A. Professional Growth and Development

O	S	NI	NA	Description
				Participates in professional development activities.
				Remains current in their professional field.
				Maintains a positive and cooperative working relationship with others at the college.
				Develops an annual Professional Development Plan (PDP) and engages in the activities outlined in the plan.
				Applies ideas/methods learned during workshops and other professional development activities.
				Submits a professional portfolio

Area Overall Rating: _____
Comments:

Overall Performance Evaluation Rating: _____

Increment Approved: ☐ Yes ☐ No **Contract Renewal:** ☐ Yes ☐ No

Signatures:

_____ _____
Faculty Member /Date Academic Department Chair/Date

_____ _____
Dean/Director of the Division/Date Human Resources Officer /Date
__ **Academic Affairs** __ **TTD** __ **CNR**
__ **4 Year Teacher Ed**

_____
Vice President of Academic and Student Affairs/Date

ASCC Form HR4300A (12/10)

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AMERICAN SAMOA COMMUNITY COLLEGE

ACADEMIC AFFAIRS DIVISION
STANDARD OPERATING PROCEDURES

June 2015
Updated May 2017

Dr. Lina Galea'i-Scanlan
Vice President of Academic & Student Affairs

Dr. Rosevonne M-Pato
ASCC President

Letupu Moananu,
Dean of Academic Affairs

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Division of Academic Affairs:

Mission Statement

As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.

Divisional Outcomes

Divisional Outcome 1: Curriculum, Instruction, and Planning
Provide the highest quality programs and courses through on-going review & assessment of student learning outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcome assessments.

Divisional Outcome 2: Highest level of academic services.
Provide opportunities in establishing quality academic and student programs. Accountability in academic integrity for students and faculty.

Divisional Outcome 3: Internal and External Partnerships and Entities
Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.

Divisional Outcome 4: Manage and allocate institutional resources effectively
Collaboration and teamwork with internal division, programs and departments in achieving student success and promote opportunity, access, and equity professional development for faculty and staff both locally and off-island

Divisional Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation
Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.

(ASCC 2014-2016 Catalog, pg. 12).

Accreditation Standards:

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.

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.

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.

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

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.

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.

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.

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

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

ACADEMIC AFFAIRS INTERNAL PROCEDURES/PROCESSES

SOP #	001-AA	Responsibility:	Department chairperson Dean of Academic Affairs Academic Directors
Title:	COURSE SCHEDULES	Policy :	#5107, #5106, #5108, #5109
Scope:	Academic Department/Program Chairperson, Office of Academic Affairs	Review Date:	March 2014; December 2016

Description:
Course schedules are available to all students before priority registration and registration. Tentative course schedules are prepared by the department chairperson and submitted to the Dean of Academic Affairs. The Dean will review contact hours and course credits.

Scheduling of classes is a collaborative effort by all academic departments/programs, and a division to ensure each faculty member complies with ASCC teaching policies.

Procedures:

- Process for Scheduling Classes and courses on a semester-basis
  1. Department chairperson is tasked at the beginning of the semester to draft a "tentative class schedules" for their respective department.
  2. Each department schedules are reviewed and approved by department director before a final submission to the Dean of Academic Affairs
     a. Spring and Summer semesters "course schedules" are due by the end of **2nd month** of instructions of the current Fall semester, and submitted to the Dean of Academic Affairs.
     b. Fall semester "course schedules" are due by the end of the **2nd month** of instructions of the current Spring semester, and submitted to the Dean of Academic Affairs.

Note: For improvement of advising and program tracking, academic programs are encouraged to submit a yearly course schedule for students to plan ahead.

  3. Dean of Academic Affairs would review to ensure compliance with Faculty teaching load policy and Faculty time allocation on campus policy.
  4. "Teaching load per faculty member is 15 credit hours or 225 contact hours per semester. However, loads may vary between 14 and 16 credit hours (or 21 to 24 contact hours) per semester" *(policy #5108)*
  5. "In addition to time spent in classrooms and laboratories, instructors are required to have a minimum of five hours per week in office hours, and minimum of six hours each day on campus" *(policy #5107)*.
  6. Dean of Academic Affairs provides recommendation for further review if aforementioned policies are not met.
  7. Academic department/program chairperson addresses recommendations before submission to Dean of Academic Affairs for final approval
  8. Dean of Academic Affairs approves schedules and submits to Administrative tech officer to be inputted in the system.
  9. 1st Draft of the class schedule is disseminated to department, programs and divisions for last minute revisions before routing for final approval.
  10. Final approval of class schedule must be in place at least 2 weeks prior to "online priority registration

Additional Courses

  11. Proposal of additional courses *(based on a need)* to be added to an approved schedule must be submitted to the Dean of Academic Affairs with a waiting list of at least 10 students no later than the 2nd day of registration.
  12. Proposal of additional courses must be routed for approval signatures
  13. Any approved course(s) should be reflected on the final course schedule

SOP #	002-AA	Responsibility:	Department Chairperson, Dean of Academic Affairs Director of Trades & Technology, Director of Teacher Education
Title:	CANCELLATION OF COURSE(S)	Policy:	#5107, 5108, 5109 ER Standard II A & B
Scope:	Department/Program and Office of Academic Affairs	Review Date:	March 2014 December 2016

Description:
Cancellation of course(s) due to:

1. Low enrollment (Does not meet the minimum class size of 10 students)
2. No enrollment

A list of cancelled course(s) is available to all faculty members, staff, and administration, upon request.

Procedures:

Review process for Cancelling ASCC classes

1. Faculty members are not authorized to discontinue a class. Instead, instructors must notify the department chairperson of "low" or "no" enrollment during the add/drop period.
2. All department chairperson(s) and academic directors of appropriate department's review cases in which enrollment does not meet nine students.

The following recommendations may be taken:

   a. Discontinue the class if it is not essential to majors within the subject area;
   b. Combine the section with another;
   c. Continue the class if it is essential to a major

3. Chairperson /Director(s) of the appropriate department submit a final list of courses to be cancelled to the Dean of Academic Affairs of course(s).
4. A list of cancelled classes must be approved by VP of Academic & Student Affairs and should be made available to all departments and divisions no later than first week of instructions.
5. All faculties must comply with GM Policy 5108 Faculty Teaching Load.

SOP #	003-AA	Responsibility:	Dean of Academics Affairs, VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	STUDENT WAIVER LIABILITY	Policy:	Policy #5104
Scope:	Special Assistant to the DOAA, faculty, and student	Review Date:	Dec 2016

Description:
A student waiver liability form is completed by all students that will be attending an off campus activity. This will ensure the institution that the student or faculty waives and relinquishes any claim, liability, cause of action, damages, or costs for personal injury or property damage arising as a result of participation in or receiving instruction from ASCC regarding an activity, function or event.

Procedures:

1. Faculty completes a proposal of event/activity.
2. Sends the students to see the Special assistant to the dean of academic affairs to complete the student waiver liability form.
3. The Student Waiver and Liability is then prepared by the ASCC Notary Public [aka Special Assistant to the Dean of Academic Affairs] upon receipt of proper, approved documents based on the list of students names provided.
4. Students involved or participating in the event or activity must provide valid pictorial identification cards [American Samoa Voter's ID; American Samoa Driver's License; Military License; U.S. Passport; etc.] and endorse their official penmanship/signatures before the Notary Public.
5. The Notary Public will provide the student with a copy of the approved waiver. The package [completed ASCC Proposal of Event, Field Trip or Excursion, Student Waivers] is presented to the Dean of Academic Affairs for final approval. Upon approval, the Special Assistant to the Dean of Academic Affairs will electronically notify instructors of the upcoming event or activity, dates and times, and the list of students involved in the event or activity.

NOTE: There will be some activities that will extend further in time leading to several students being tardy or absent to their next class (es). Therefore, it is very important that the ASCC General Faculty are informed in advance of such events or activities. It will be the student's sole responsibility to notify instructors of their other classes in person of their tardiness or absence; furthermore, students will solely be responsible for any and all missed assignments, class projects, etc. due to their participation in the tentative event or activity.

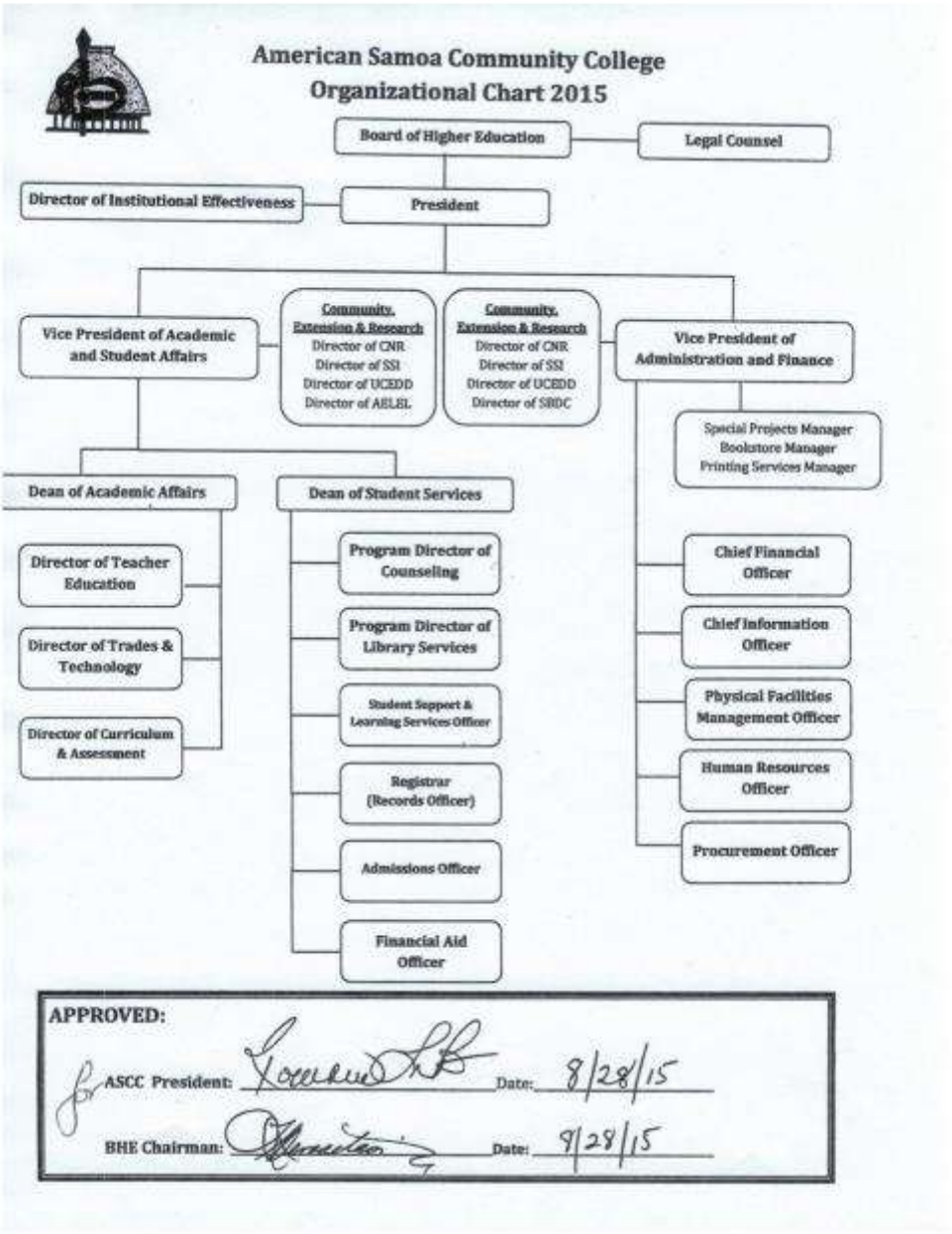
FURTHERMORE, students who are less than 18 years of age are required to endorse the Student Waiver and Liability form with their parents/guardians before the ASCC Notary Public; they, too, must provide valid pictorial identification

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	004-AA	Responsibility:	ALL
Title:	COMMUNICATION PROTOCOLS	Policy:	#3022, 4410, 5117, 1002 Faculty Handbook - pg.16
Scope:	Faculty and Administrators	Review Date:	Dec 2016

Description:
Communication Protocols *(Governance Manual, pg.24, Policy #3022)*
The College's approved organizational and departmental charts shall be used and implemented as the guide for communication protocols. This will ensure proper chain of command, respectful communications and effective management of the College's administration. Communication protocols shall abide the major organizational chart as a fundamental rule for college-wide matters, or a departmental organizational chart when an issue requires the attention of a department only. *(ASCC Faculty Handbook, pg. 16, 2012)*

Procedures:
1. Faculty/Adjunct faculty "TO" Department Chairperson
2. Department Chairperson "TO" Director of Trades & Technology, Director of Teacher Education, Director of Curriculum & Assessment, or the Dean of Academic Affairs
3. Dean of Academic Affairs "TO" Vice President of Academic & Student Affairs
4. Vice President of Academic & Student Affairs **"TO"** President


American Samoa Community College
Organizational Chart 2015
Board of Higher Education
Legal Counsel
Director of Institutional Effectiveness
President
Vice President of Academic and Student Affairs
Community, Extension & Research
Director of CNR
Director of SSI
Director of UCEDD
Director of AELBL
Community, Extension & Research
Director of CNR
Director of SSI
Director of UCEDD
Director of SBDC
Vice President of Administration and Finance
Special Projects Manager
Bookstore Manager
Printing Services Manager
Dean of Academic Affairs
Dean of Student Services
Director of Teacher Education
Director of Trades & Technology
Director of Curriculum & Assessment
Program Director of Counseling
Program Director of Library Services
Student Support & Learning Services Officer
Registrar (Records Officer)
Admissions Officer
Financial Aid Officer
Chief Financial Officer
Chief Information Officer
Physical Facilities Management Officer
Human Resources Officer
Procurement Officer
APPROVED:
ASCC President: Date: 9/28/15
BHE Chairman: Date: 9/28/15

SOP #	005-AA	Responsibility:	Department Chairperson, faculty, and Academic Affairs Divisions
Title:	CROSS DIVISIONAL REQUESTS	Policy:	# 5117
Scope:	All	Review Date:	Sept 12, 2014

Description:
Cross Divisional Requests is when one division is proposing a request from another division.
For a smooth operation of tasks and responsibilities in all ASCC Divisions, faculties are encouraged to follow protocol when requests or proposals are submitted to other Divisions. Requests or proposals must be in alignment with Mission of each particular division and their scope of work.

Procedures:

1	Any cross divisional request from Faculty and Chairpersons must follow protocol communication.
2	Faculty may request to other Divisions through the Department Chairperson and/or Director of respective Departments.
3	Department Chairperson may request to other Divisions through the Director and/or Dean of Academic Affairs.
4	All requests must pertain to the scope of work of the respective divisions.

SOP #	022-AA	Responsibility:	Department Chairperson, DOA Administrative Technician
Title:	INTERNAL DEPARTMENT COURSE SCHEDULING	Policy:	# 5106
Scope:	Division of Academic Affairs, Academic Departments/Programs	Review Date:	September 23, 2015 April 2017

Description:
Department course scheduling is the responsibility of the faculty and department chairperson. This schedule is the guideline of all courses that are offered annually. All course offering shall abide by the faculty teaching load policy.

Procedures:

1. DOAA Admin Technician officer sends out the course schedule template to all department chairperson (if needed)
2. Department Chairperson is to schedule all courses for Fall, Spring and Summer for their departments.
3. All department chairpersons are to submit department course schedules 4 weeks prior to priority registration.

Processes:

1. DOAA Admin Technician officer will compile the tentative course schedule from each academic department/programs to be reviewed by the department chairperson.
2. The Department Chairperson sends via email the approval confirmation of the tentative course schedule to the DOAA admin technician officer.
3. DOAA Admin technician officer submits all final tentative course schedules to the Dean of Academic Affairs for the final review and approval before routing to the VP of Academic & Student Affairs approval.
4. All proposed changes after the approval of the course schedules need to submit an email, (letter, notice, etc) to the Dean of Academic Affairs before inputting into the system.

Template:

Name of Instructor:										
SYN	**#**	**COURSE ALPHA**	**SEC**	**TITLE**	**DAYS**	**TIME**	**ROOM**	**CREDIT PER COURSE**		**CONTACT HRS.**
								LECTURE	LAB/PRA	
	1							0	0	0
	2							0	0	0
	3							0	0	0
	4							0	0	0
	5							0	0	0
	6							0	0	0
							TOTAL	0		0

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	023-AA	Responsibility:	DOAA Special Assistant to the Dean, DOAA Admin Technician Specialist
Title:	EXIT FORMS	Policy:	#5111
Scope:	Division of Academic Affairs, Academic Directors	Review Date:	September 2015

Description:
Exit Forms/Clearance forms are submitted at the end of the semester by faculty. This clears all instructors from library services *(books returned, equipment, video tapes, charges paid, etc.),* Department/Division Chairperson *(syllabus, loaned textbooks, etc.),* Registrar *(grades/ gradesheets),* Curriculum Chairperson (syllabus, Course Approval Forms & Assessment Data: *ex: GEO, Co and Core courses),* Dean of Academic Affairs *(Faculty, Adjunct faculty & Part Time faculty require completion of Performance evaluation),* Chief Financial Officer *(Travel Expense Report, reconcile accounts to ASCC, etc.),* Vice President of Academic & Student Affairs), and ASCC President.

Procedures:
1. DOAA Admin Technician officer prepares the Exit/Clearance form during the 16th week of instruction (final examination week).
2. DOAA Admin Technician officer distributes all Exit/Clearance Form on the 16th week-(FRIDAY) attached with instructors grade sheets.
3. Graduate grades are due on the first day of the 17th week (MONDAY), which is Monday.
4. Faculty follows the process to acquire all signatures from:
    a. Library Services
    b. Department/Division Chairperson
    c. Registrar
5. DOAA Special Admin Technician officer will submit all Exit/Clearance Forms to the Curriculum Chairperson/Director of Curriculum & Assessment for further review of submission of GEO, Co, Core, Developmental and 300/400 level course(s) data.
6. Curriculum Chairperson/Director of Curriculum & Assessment will submit signed and approved exit/clearance forms to the Dean of Academic Affairs for review of semester/annual performance evaluation of faculty/adjunct faculty.
7. DOAA Special Admin to the Dean and/or Admin Technician officer will deliver all Exit/Clearance forms to the Chief Financial Officer.
8. When all Exit/Clearance Forms are returned by the Chief Financial Officer (CFO), then DOAA staff will submit to the VP of Academic & Student Affairs and to the ASCC President for approved signatures.
9. Special Admin to the President will follow interoffice protocol on the final (s) of delivering the original copy to the Human Resources Office (HRO) for the final s and procedures of processing compensation for instructors.

DIVISION OF ACADEMIC AFFAIRS
Academic Affairs Office
FACULTY CLEARANCE/EXIT FORM

TO OFFICIALLY CLEAR, YOUR RESPONSIBILITIES FOR **SPRING 2017**, FULL TIME, PART-TIME, AND ADJUNCT FACULTY MEMBERS ARE REQUIRED TO HAVE THIS DOCUMENT COMPLETED AND SUBMITTED TO THE **HUMAN RESOURCES OFFICE** PRIOR TO LEAVING THE CAMPUS FOR THE SEMESTER.

Date: _____

NAME: DEPARTMENT:

Course Alpha & Section # **Total of Credits:**

☐ **ATR** ☐ **OTR** ☐ **REGULAR** AUTHORIZED SIGNATURE & DATE

(Program Director of Library Services) Date
Books returned, equipment, video tapes, charges paid, etc.

Department Chairperson/Director Date
Dept. copies of Instructor's course syllabus, loaned textbooks, etc.

(Registrar) Date
Grades have been submitted to the Registrar's Office by deadline.

(Director of Curriculum & Assessment) Date
Course syllabus & rubrics (1st week of instruction), Assessment Data/Rubric Summaries: ex: GEO, Co, Core, and CAPP

(Dean of Academic Affairs) Date
Adjunct & Part Time Faculty require completion of Faculty Performance Evaluation.

(Chief Financial Officer) Date
Travel expense reports, reconcile accounts to ASCC, etc.

(Vice President of Academic & Student Affairs) Date

(President) Date

Note: Updated December 2015; Revised Fall 2016 upon retirement of ASCC President, Updated Fall 2016, and Updated Spring 2017.

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	026-AA	Responsibility:	Chairperson, faculty, DOAA
Title:	INSTRUCTIONAL FIELD TRIPS/FIELD EXCURSION	Policy:	#5104
Scope:	Academic Departments/Programs and DOAA	Review Date:	Sept 17, 2015,Nov 18, 2015

Description:
Instructional Field Trips are to follow the process as described below. In for some reason a student is off campus with the instructor for instructional purpose a student is required to waive all rights and responsibilities from ASCC to be liable for any mishaps, injuries, or death by signing a consent form.

For classes requesting field excursions or off campus ASCC activities

Procedures:

1. Field trips or excursions or off campus ASCC instructional activities must be included in the respective course topical outline
2. The form must be completed by the instructor with his/her endorsement on the form.
3. Attach one copy of the course roster to the original form and submit documents to the respective Chairperson for approval.
4. After acquiring the Chairperson written approval the form is then routed through the appropriate director (such as Director of Teacher Education or Director of Trades and Technology for their signature of approval)and lastly to the Dean of Academic Affairs or designee for her signature of approval.
5. Submit the form to Academic Affairs Office.
6. The ASCC Notary Public will prepare official ASCC Student Liability and Waiver Form for each of the students participating in the field trip.
7. Along with the form each student is required to produce an official/valid identification (a valid passport, American Samoa Voter's Identification card, or American Samoa Driver's License, etc.) and endorse the student waiver before the ASCC Notary Public. In return, the Notary Public will present the approved waiver and a copy of the waiver to student -- the original is returned to the instructor and a copy for the student's file.
8. The student waiver form must indicate the time frame of the off campus activity.
9. If the activity exceeds the normal class time students are responsible to inform their instructors so to alleviate any penalties due to being tardy or absent from their classes because of the field trip activity. Via the approval of the Dean of Academic Affairs…Special Admin to the Dean will notify the ASCC General Faculty via email transmission informing the faculty of students' approved excuses.
10. Students on the other hand will be solely responsible for any and all missed assignments for courses they did not meet due to the overlap of the field trip.

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	032-AA	Responsibility:	Faculty, Department Chairpersons, Directors, Registrar's Office, and DOAA Staff & Admin
Title:	FINAL ROSTERS	Policy:	Academic calendar & catalog
Scope:	DOAA and Registrar's Office	Review Date:	May 2015 Updated Dec 2016

Description:
Each semester grade sheets are disbursed to department chairpersons and faculty for documenting student grades. Process and procedures are as followed:

Procedures:

REGULAR SESSION (15 WEEKS)

1. Record's office distributes grade sheets to the DOAA on the week of Final Examinations
2. DOAA distributes all grade sheets to the Department chairperson and faculty on the last day of final examination with the Faculty Exit/Clearance Forms.
3. All prospective graduate grades are due to Record's Office on Monday of Commencement exercise week.
4. All final grades are due to Record's office on Friday of the following week
5. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

CAPP SESSION (6 WEEKS)

1. Record's office distributes grade sheets to the DOAA on the week of Final Examination.
2. DOAA distributes all grade sheets to the Department chairperson and faculty on the last day of Final examination with the Faculty Exit/Clearance Forms.
3. All CAPP grades are due to Record's Office on the 7th week (Friday) with Exit/Clearance Forms
4. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

TED SESSION (10 weeks)

1. Record's office distributes grade sheets to the DOAA on the week of Final Examination.
2. DOAA distributes all grade sheets to the Department chairperson and faculty on the last day of Final Examinations with the Faculty Exit/Clearance Forms.
3. All grades are due to Record's office on Friday of Final Examination week.
4. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

Note: Discretion of Dean of Academic Affairs

a) Request for early release of grade sheets is initiated by the instructors and approved by the Chairperson of specific department, Respective Directors, and Dean of Academic Affairs
b) Stipulations of Early Release of grade sheets
    1. Medical Reasons
    2. Funerals (immediate family only)
c) Final Examination cannot be scheduled during the weeks of Instruction.

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	034-AA	Responsibility:	Director of C & A and Dean of Academic Affairs
Title:	ACADEMIC AFFAIRS BUDGET REVIEW PROCESS	Policy:	#7001
Scope:	Division of Academic Affairs	Review Date:	Fall 2016

Description: Dean of Academic Affairs and Director of Curriculum and Assessment work collaboratively on the Budget Review for upcoming Academic Affairs' New Fiscal Year Budget. In order to allocate resource and set priorities, Dean and Director need analysis and outcomes of program review instrument, course schedules, ASCC Institutional strategic Plan and biweekly reports to prioritize needs identified by departments.

Procedures:

1. Academic Budget Review Process for the Division of Academic Affairs (DOAA)
2. All Academic Departments are required to complete and submit the Academic Program Review by the end of every Fall semesters.
3. Analysis and results of Program Review is compiled and submitted to Division of Academic Affairs in the Spring semester.
4. Dean of Academic Affairs and Director of C & A review the following:
    - Analysis and results of Academic Program Review
    - Review course offerings and the need for adjuncts
    - Academic Quarterly Reports and Biweekly Reports
    - Recommendations from Academic Departments on resource allocation
5. Based on review and results of the aforementioned items, the Dean of Academic Affairs prepares an Academic Priority list. The Priority list should be available prior to the Academic Affairs' Budget Review (Spring semester).
6. Dean of Academic Affairs uses Priority list for planning and budget allocation for upcoming Fiscal Year.

SOP #	046-AA	Responsibility:	Dean of Academics Affairs, VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	MASTER FINAL EXAMINATION	Policy:	Academic calendar & catalog
Scope:	Academic Departments and Academic Affairs	Review Date:	Dec 2016

Description:
All faculties must follow the academic calendar dates as documented in the catalog for distribution of Final Examination. Office of Academic Affairs disseminates a schedule for final examination on a semester basis.

Procedures:

1. All faculties must follow the final examination schedule from the Academic Affairs office.
2. Academic Affairs disseminates the Final Examination Schedule to all faculty four weeks prior to Finals Week.
3. All faculties must follow the Academic Calendar and the final examination schedule as provided by the office of Academics. (Refer to schedule)
4. For department without final examinations can use the scheduled time for culminating projects or research papers.
5. Grade sheets are not released until last day of final examinations.

ACADEMIC AFFAIRS EXTERNAL PROCEDURES/PROCESSES

SOP #	007-AA	Responsibility:	Dean of Academic Affairs, Academic Directors, & Department Chairperson
Title:	FACULTY PERFORMANCE EVALUATION	Policy:	#5112, #5113, #4300 &4300.1
Scope:	Academic Departments/Programs and Division of Academic Affairs	Review Date:	April 2014; Dec 2016

Description:
Faculty evaluation is a systematic assessment of the faculty's performance in the classroom

Procedures:

- Process for Conducting Faculty Performance Evaluation
  1. An annual or (anniversary date) performance evaluation of individual instructor is initiated and conducted by department chairperson/respective Director.
  2. The chairperson/respective Director is required to review the faculty evaluation with the instructor before submission of signed evaluation to the next superior.
  3. Instructor signs as an indication of his/her approval of faculty evaluation.
  4. Chairperson/supervisor signs the faculty evaluation with either approval/non-approval of increment and submits to respective Director for review.
  5. Upon review of respective Director, the performance evaluation is forwarded to Dean of Academic Affairs for review.
  6. Dean of Academic Affairs signs the faculty evaluation with either approval/non-approval of increment and submits to Vice President of Academic and Student Affairs for review.
  7. VP of Academics and Students Affairs provides recommendations for further review or approval of faculty evaluation. VP has the final approval/non-approval of increment based on chairperson's performance.

SOP #	008-AA	Responsibility:	Dean of Academic Affairs, Academic Directors, & Department Chairperson
Title:	DEPARTMENT CHAIRPERSON FACULTY PERFORMANCE EVALUATION	Policy:	#5112, #5113, #4300 &4300.1
Scope:	Academic Departments/Programs, and Division of Academic Affairs	Review Date:	April 2014; Dec 2016

Description:
ASCC expects all faculty members to be evaluated under the following conditions:

- During the internship period (if applicable) by their mentors
- The Student End of course Survey provides an ongoing evaluation of the educational process managed by the faculty; *(GM Policy # 5112).*

The College requires supervisors to evaluate each of their staff and faculty members at least annually, using the prescribed performance evaluation methods and documents. Staff evaluations are based on the position description and work goals prevailing during the evaluation period. Faculty members are also evaluated on student learning outcomes. Performance evaluations may occur more often than annually under circumstances of unusually strong or weak job performance or completion of special duties or project work. Supervisors are required to complete annual performance evaluations, to review them with the evaluated employee, and to submit signed evaluation forms to Human Resources. *(GM Policy #4300.1).*

Procedures:

- Process for Conducting Faculty Evaluation for Department Chairperson
  1. Evaluation of department chairperson is initiated and conducted by respective Director and/or Dean of Academic Affairs annually.
  2. The respective Director and/or Dean of Academic Affairs discuss the faculty evaluation with the Department chairperson for any recommendation in regards to the performance of the Department Chairperson.
  3. Department chairperson signs as an indication of his/her approval of faculty evaluation. Dean of Academic Affairs signs the faculty evaluation with either approval/non-approval of increment and submits to Vice President of Academic and Student Services for review.
  4. VP of Academics and Students services provides recommendations for further review or approval of faculty evaluation. VP has the final approval/non-approval of increment based on chairperson's performance.
  5. Faculty evaluation form is routed for signature approval, and submitted to Human Resource Office (HRO) for final process.

SOP #	024-AA	Responsibility:	Registrar's Office, DOAA Staff & Admin
Title:	GRADE SHEETS	Policy:	#5110
Scope:	Registrar's Office/Records Office and DOAA	Review Date:	May 2015, Dec 2016

Description:
Each semester grade sheets are disbursed to department chairpersons and faculty for documenting student grades. Process and procedures are as followed:

Procedures:
REGULAR SESSION (15 weeks)

1. Record's office distributes grade sheets to the DOAA on the week of final examinations.
2. DOAA distributes all grade sheets to the department chairperson and faculty on the last day of final examination with the Faculty Exit/Clearance Form.
3. All prospective graduate grades are due to Record's Office on Monday of Commencement exercise week.
4. All final grades are due to Record's office on Friday of the following week
5. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

CAPP SESSION (6 weeks)

1. Record's office distributes grade sheets to the DOAA on the week of Final Examination.
2. DOAA distributes all grade sheets to the Department chairperson and faculty on the last day of Final examination with the Faculty Exit/Clearance Forms.
3. All CAPP grades are due to Record's Office on the 7th week (Friday) with Exit/Clearance Forms
4. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

TED SESSION (10 weeks)

1. Record's office distributes grade sheets to the DOAA on the week of Final Examination.
2. DOAA distributes all grade sheets to the Department chairperson and faculty on the last day of Final Examinations with the Faculty Exit/Clearance Forms.
3. All grades are due to Record's office on Friday of Final Examination week.
4. Faculty Clearance Exit forms must indicate the signature of Registrar's/Record's office for official submission of grade sheets.

Note: Discretion of Dean of Academic Affairs

a. Request for early release of grade sheets is initiated by the instructors and approved by the Chairperson of specific department, Respective Directors, and Dean of Academic Affairs
    i. Stipulations of Early Release of grade sheets
        1. Medical Reasons
        2. Funerals (immediate family only)
    ii. Final Examination cannot be scheduled during the weeks of instruction.

SOP #	028-AA	Responsibility:	Dean of Academic Affairs, Academic Directors, Curriculum Chairperson and faculty
Title:	WEBADVISOR ACCESS	Policy:	#4410
Scope:	DOAA-Admin and faculty	Review Date:	June 2016

Description:
Webadvisor advising is one of many technological tools that ASCC uses to maintain student individual education plan and records. Webadvisor is also used for student online onsite registration. Webadvisor can be accessed by faculty and department chairperson for academic advising and tracking of students.

Procedures:

1. A request to the Dean of Academic Affairs has to be made for any faculty and chairperson to have access to the Webadvisor.
2. Dean approves or disapproves of faculty access through MIS advice.
3. Faculty is properly trained before using Webadvisor.

Note: Responsibility to Students – the degree, to which the faculty supports his students in developing positive relationships, advising them both in the academic and personal conduct, and being available when the student needs assistance. Critical is the achieving established Student Learning Outcomes as noted previously *(ASCC Committee Structure Manual, pg. 33).*
ASCC Faculty is committed to helping each student pursue a course of study to fulfill his/her Individual Education Plan (IEP) for the future. During registration, instructors are required to participate in registration and academic advising *(ASCC Committee Structure Manual, pg. 46).*

SOP #	029-AA	Responsibility:	Department chairpersons Dean of Academic affairs Academic Directors, Admission officer, Records officer, and Financial Aid Officer
Title:	CERTIFICATE OF COMPLETION EVALUATION PROCESS	Policy:	Certificate of Completion as stated in the 2014-2016 Catalog (pages 70-71) NOT A CONFERRED CERTIFICATE
Scope:	Department/program chairperson Academic Affairs	Review Date:	Created Dec 2014 Updated: Dec 2016

Description:
All Certificate of Completions (COC) are centralized at the Office of Academic Affairs. Appropriate signatures are routed through proper channel for approval and validation purposes before forward to Academic Department/Program for dissemination. Prior to issuance of a COC, the recipient must ensure all requirements are met through evaluation with Admission, Records, & Financial Aid office (ARFAO).

Procedures:

- Process for evaluating and validating a Certificate of Completion

1. Department/Program chairperson issuing a COC is responsible for submission of names of qualified applicants to ARFAO upon completion of all requirements for the identified COC. Chairpersons must ensure all grades are submitted for all applicants prior to evaluation process.
2. Admission, Records, and Financial Aid office will be requested to evaluate the applications based on the following:
    a. Meeting the credit load of 12-19 credit hours.
    b. Meeting Co-foundational and Program Requirement.
        i. Ensure students are meeting CGPA 2.0 for all courses required in the Certificate.
    c. Meeting the General Education requirements of:
        i. ENG 90 Advanced Reading (3 credits)
        ii. ENG 91 Advanced Writing (3credits)
        iii. MAT 90 Elementary Algebra (4 Credits)

Note: Students who have already met the CAPP requirements based on SAT or Placement Examination can have the Math/Reading/Writing course be waived as an indication of satisfying the Course outcomes. The SAT/Placement examination score will suffice for completion of these CAPP requirements.

3. Once the Evaluation process is completed by ARFAO, the names of the applicants are forwarded to the Office of Academic Affairs for inclusion on the Certificate.
4. Office of Academic Affairs will route through proper channel for Signature approvals as an ASCC validation of a Certificate of Completion.

Signatures that are required to be on the COC include:

a. ASCC President
b. ASCC Vice President of Academic and Student Affairs
c. Dean of Academic Affairs/TTD/TED *(as applicable)*
d. Academic Chairperson

5. Certificates are forwarded to ARFAO for the College Seal in order to sit National Examinations.
6. Forward all COC to Academic Departments for disbursement. All COC should be disseminated in the semester courses have been completed.

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	030-AA	Responsibility:	Faculty, Department Chairpersons, Directors, Registrar's Office, and DOAA Staff & Admin
Title:	REGISTRATION PROCESS WITH ACADEMIC AFFAIRS	Policy:	Policy 5102 ASCC Catalog
Scope:	Faculty and Academic Affairs Division	Review Date:	Dec 2016

Description:
All faculty are required to attend Orientation week before the spring and fall semester. It is mandatory for all faculty members to attend Orientation and assist students during Registration as Academic Advisors for their respective programs.

Procedures:
REGULAR SESSION (15 weeks)

1. All faculty are required to participate with Registration of New, Continuing, and Returning Students as set on Academic Calendar
    - Wednesday, Thursday, and Friday of Faculty Orientation Week
    - Late Registration: First two Days of first week of Instruction (Monday and Tuesday)
2. Faculty must have the following items to assist students during Registration:
    - Copy of current catalog and/or previous catalogs based on students' catalog requirement
    - Copy of current Advising sheets for programs and/or previous advising sheets
    - Course offerings and schedules
    - List of closed classes (updated)
    - List of advisee assigned to faculty
    - New student's placement result (Math, Writing, and Reading)
    - Student's updated/current transcript
3. Faculty advise the student accordingly
4. Faculty must ensure students meet the following:
    - Student is on a "Good Standing " Academic Status- A Cumulative Grade Point Average (CGPA) of 2.0 or above
    - Student with a CGPA below 2.0 must refer to Counselor/Dean of Student Services for Advise
    - Student meets all pre-requisite courses for enrolled classes
    - Student meets the Student Credit Load (12-16 credits for full-time students)
    - Student request to enroll in 17 or more credits must meet all Criteria
        - CGPA of 3.5 or higher
        - Completed ENG 150, ENG 151, and MAT 151
        - Dean's approval
5. Faculty sign off on students' final class schedules as Advisors
6. Faculty are to keep records of assigned advisee course schedules for tracking purposes

CAPP SESSION (6 weeks)

1. All CAPP faculty are required to participate with Registration of New, Continuing, and Returning Students as set on Academic Calendar
    - Wednesday, Thursday, and Friday of Faculty Orientation Week (1st session)
    - Wednesday and Thursday of week before Instruction begins (2nd session)
    - Late Registration:
        - First two days of the 1st week of instruction for 1st Session
        - First two days of the 1st week of instruction for 2nd session
2. Faculty must have the following items to assist students during Registration:
    - Copy of current catalog and/or previous catalogs based on students' catalog requirement

- Copy of current Advising sheets for programs and/or previous advising sheets
- Course offerings and schedules
- List of closed classes (updated)
- List of advisee assigned to faculty
- New student's placement result (Math, Writing, and Reading)
- Student's updated/current transcript

3. Faculty advise the student accordingly
4. Faculty must ensure students meet the following:
    - Student is on a "Good Standing " Academic Status- A Cumulative Grade Point Average (CGPA) of 2.0 or above
    - Student with a CGPA below 2.0 must refer to Counselor/Dean of Student Services for Advise
    - Student meets all pre-requisite courses for enrolled classes
    - Student has the correct Advising sheet for declared major
    - Student meets the Student Credit Load (12-16 credits for full-time students)
    - Student requests to enroll in 17 or more credits must meet all Criteria
        - CGPA of 3.5 or higher
        - Completed ENG 150, ENG 151, and MAT 151
        - Dean's approval
5. Faculty sign off on students' final class schedules as Advisors
6. Faculty are to keep records of assigned advisee course schedules for tracking purposes

TED SESSION (10 weeks)

1. All faculty are required to participate with Registration of New, Continuing, and Returning Students as set on Academic Calendar
    - Tuesday, Wednesday and Thursday (Week prior to first week of instruction for 10 week session)
    - Late Registration: First two Days of first week of Instruction (Monday and Tuesday)

2. Faculty must have the following items to assist students during Registration:
    - Copy of current catalog and/or previous catalogs based on students' catalog requirement
    - Copy of current Advising sheets for programs and/or previous advising sheets
    - Course offerings and schedules
    - List of closed classes (updated)
    - List of advisee assigned to faculty
    - New student's placement result (Math, Writing, and Reading)
    - Student's updated/current transcript
3. Faculty advise the student accordingly
4. Faculty must ensure students meet the following:
    - Student is on a "Good Standing " Academic Status- A Cumulative Grade Point Average (CGPA) of 2.0 or above
    - Student with a CGPA below 2.0 must refer to Counselor/Dean of Student Services for Advise
    - Student meets all pre-requisite courses for enrolled classes
    - Student has the correct Advising sheet for declared major
    - Student meets the Student Credit Load (12-16 credits for full-time students)
    - Student requests to enroll in 17 or more credits must meet all Criteria
        - CGPA of 3.5 or higher
        - Completed ENG 150, ENG 151, and MAT 151
        - Dean's approval
5. Faculty sign off on students' final class schedules as Advisors
6. Faculty are to keep records of assigned advisee course schedules for tracking purposes

SOP #	035-AA	Responsibility:	Admission Officer, Department Chairpersons/Academic Directors, Dean of Academics Affairs, and Registrar
Title:	ADMISSION TO AN ACADEMIC PROGRAM	Policy:	Admission Policies Policy 5210
Scope:	Admission, Academic Affairs, and Record's Office.	Review Date:	

Description:
Students are admitted to American Samoa Community College when meeting general admission requirements through the Admission's Office. General Admission to the college does not imply admission to all programs. Selective programs have additional requirements as outlined per the General ASCC Catalog.

Procedures:

- Admission to Academic Program
  1. All students must satisfy all Admission policies to enroll at ASCC. General Admission to the college does not imply admission to all programs of the College. Selective programs have additional requirements for admission such as Nursing and the Bachelor of Education.
  2. Students requiring admission to Nursing Program and Bachelor of Education Program must see Nursing Department and Teacher Education Department for Program Pre-Admission Requirement.
  3. Students interested in Nurse Aide (NA), Practical Nursing (PN), and Registered Nursing (RN) program must contact Nursing Department for special pre-requisites and admission requirements.
     - Applications for the NA, PN, and RN are accepted from April to May 15 for fall semester admission
     - Applications are reviewed prior to interviewing process
     - Notification of scheduled interview date are sent by mail, email, or by telephone
     - Applicants are notified of acceptance or non-acceptance to the program within one week of their interview
     - Applicants are required to submit the following with their application:
       1. Official transcript from the college(s) attended
       2. Clearance from LBJ Business Office.
       3. Criminal background check from the Department of Public Safety.

Upon acceptance to the Nursing Program, the student is required to submit the following on the day of registration:

- Complete physical examination from the Department of Health.
- Current Tuberculosis (TB) Clearance from Department of Health.
- Urine drug screening from LBJ Laboratory

4. Students interested in the B.Ed. program must contact Teacher Education Department for Pre-Admission requirements.
   - Applications for the B.Ed. program are accepted at the end of the 4th week of instruction during the fall and spring semester (2nd week of September and 2nd week of February)
   - Applications are reviewed prior to an interviewing process by the B.Ed. Faculty Committee.
   - Applicants are notified of acceptance or non-acceptance to the program within one week of their interview.

5. Applicants are required to submit the following with their application to the Teacher Education Department:
   - Official transcript from the college(s) attended;
   - Two letters of recommendation;
   - One faculty recommendation (outside of Teacher Education)

- Current Health Clearance and Tuberculosis (TB) Clearance from the Department of Health

SOP #	036-AA	Responsibility:	Department Chairpersons, Academic Directors, Dean of Academics Affairs, Admission Officer and Registrar.
Title:	EVALUATION OF TRANSFER CREDIT	Policy:	#5316
Scope:	Admission Office, Academic Affairs, and Registrar.	Review Date:	Dec 2016

Description:
Credit for Transfer course: A request to accept credits earned at other colleges or universities, or military or life experience credits must be made to the Admission Office. Transfer of credits process takes about 6 weeks. An official transcript must be submitted directly from the institution t the Admission office. Transfer Credit is awarded on a course-by-course basis. A maximum of 45 credits may be transferred. *(Reference: 2016-2018 ASCC catalog, p.14)*

Procedures:

- College Credit Equivalency
  1. Student requests "Evaluation of Transfer Credit" Form from Admission office.
  2. Upon confirmation and approval of Admission officer, "evaluation of transfer credit form is submitted to Department for review.
     - Department Chairperson/Director reviews the transferred course to ensure courses must be similar in scope, content, and institutional format to an ASCC course
     - Transfer credits must be a "C" grade or better
     - Department Chairperson must approve the transfer credit
     - Upon approval of the department chair, the form is forwarded to the Dean of Academic Affairs for final approval.
  3. "Evaluation of transfer credit" form is forwarded to Admission Office to complete routing signatures

See form on next page

American Samoa Community College
Evaluation of Transfer Credits

Student Name:	Date of Evaluation:
SS Number:	Veteran: Yes ( ) No ( )
Type of Evaluation: College Credits ( ) Military Credits ( ) Work Experience ( )	Military Branch:
Institution Name:	

Term/Year	Course Name	Credit	Grade	ASCC Equivalent and Course Alpha	Credit	Department Signature
	Total				Total	

Comments:	Admissions Officer Approval & Date
	Dean of Academic Affairs Approval & Date
	Registrar Approval & Date

ADMISSIONS FORM REVISED 02/17/2017

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	037-AA	Responsibility:	Department Chairpersons
Title:	COURSE SUBSTITUTION PROCESS	Policy:	Academic Policies and Procedures (2016-2018 Catalog) #5313
Scope:	Academic Affairs and Records Office	Review Date:	Dec 2016

Description:
Courses may be substituted to meet degree or program requirements if approved by the Department Chairperson and the Dean of Academic Affairs.

1 Student requests "Course Substitution" Form from Records Office

2 Student is responsible for meeting with Student Advisor to discuss reason(s) of course substitution request. In addition students must have these documents to initiate the meeting.

- Copy of Student's transcript
- Copy of Advising Sheet / updated program evaluation
- Copy of course descriptions for courses in question

Student Advisor must follow guidelines for considering Course Substitution Requests.
Upon approval of the Student Advisor, the form is forwarded to the Department Chairperson and Dean of Academic Affair for approval.

3 Department Chairperson and Dean of Academic Affairs must ensure the following guidelines are met:

- The course to be substituted should be similar in scope, content, and content with all courses except General Education courses
- All degree/program requirements needed for a certificate or degree may not be substituted unless appropriate by the Department Chairperson and Dean of Academic Affairs
- A limit of two courses may be substituted for non-General Education courses during enrollment at ASCC

Upon approval of the Department Chairperson, the form is forwarded to Dean of Academic Affairs for final approval.

4 "Course Substitution" form is forwarded to Registrar's office for verification.

See form next page

AMERICAN SAMOA COMMUNITY COLLEGE
COURSE SUBSTITUTION

STUDENT's NAME: _____ **SSN:** _____ **DATE:** _____
(First Name, M.I., Last Name)

PLEASE SUBSTITUTE:

_____

_____
Course and Number

REQUIRED:

_____

_____
Elective or Course, Year of the Catalog

REASON FOR REQUEST:

[ ] Course no longer offered
[ ] Substitute for graduation requirements
[ ] Meets student's unique need or goal
[ ] Misadvised

_____
Advisor

_____
Dept. Head for Sub Class

*This is not an **ADD/DROP** Sheet, but is to allow flexibility for students who are near graduation or have unique needs.*

_____
Dean of Instruction

RETURN TO THE REGISTRAR'S OFFICE

CC: Advisor's File

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SOP #	039-AA	Responsibility:	Department Chairpersons/Respective Directors, Dean of Academics Affairs, and VP Academic & Student Affairs
Title:	OVERLOAD TEACHING REQUEST (OTR. ADJUNCT TEACHING REQUEST (ATR)	Policy:	#5108: Faculty Teaching Load
Scope:		Review Date:	Dec 2016

Description:
OTR/ATRs are based on the need of the program and mainly for students to continue programs in meeting graduation requirements.

Procedures

1. Department Chairperson submits recommendation for OTR/ATR through the Dean of Academic Affairs.
2. All OTR/ATRs are pre-approved by the VP and President based on the need by programs.
3. Once the President approves the OTR/ATR, forms are routed for the assigned faculty, Chairperson and Dean's signatures.
4. Completed and signed OTR/ATRs are forwarded to HR for contracts.
5. All contracts are routed for approval by:
    i. Assigned faculty
    ii. Chairperson/Director
    iii. Dean of AA
    iv. HR
    v. CFO
    vi. VP of AA
    vii. President

SOP #	043-AA	Responsibility:	Dean of Academics Affairs, Associate Dean of Academic Affairs, VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	JOB ORDER REQUEST/WORK ORDER	Policy:	#5117
Scope:	Academic Departments and Academic Affairs	Review Date:	Dec 2016

Description:

A Job Order/Work order is a formal request completedd by those who need something to be fixed or cleaned in a classroom or office. Please see procedures

Procedures

1. Chair/Faculty have the option of emailing, phoning in, or visiting in person the Academic Affairs Office to present job requests or work orders for repairs or renovations to a laboratory, classroom, office, or to simply submit a complaint in regards to a task that had been overlooked by a member of the Physical Facilities and Management Division [janitor, grounds employee, and/or maintenance man].
2. The Special Assistant to the Dean of Academic Affairs will login the request, complete the proper form, acquire the signature approval of the respective chairperson, Dean of Academic Affairs and forward completed form in person or via email to the Administrative Assistant of Physical Facilities and Management.
3. The assistant continues communication via phone and email as to the status of the job request or work order.
4. The Physical Facilities and Management administrative assistant will contact/communicate with the originator of the job request to ensure that the request has been assessed and inform the chairperson/faculty/Academic Affairs Office of the status [when the task will be addressed, who will be assigned to the task, and the estimated time frame the task will be accomplished]. Note: If the task is lengthy or if materials need to be purchased, then the Physical Facilities and Management Officer will meet with Dean of Academic Affairs and/or the respective Chairperson to postpone the task [if not an emergency] to such a time where the venue will be free of instructors and students [i.e., Spring Break, Holidays, two week breaks between semesters/sessions, etc.].
5. When the job has successfully been completed, Academic Affairs Office is provided with the proper forms for verification, completion, and closure.

American Samoa Community College
Standard Operating Procedures (SOP)
Division of Academic Affairs

SOP #	047-AA	Responsibility:	Chairpersons, faculty, Academic Affairs
Title:	PURCHASE REQUISITION	Policy:	#7201, 7100
Scope:	Academic Affairs	Review Date:	March 2017

Description:

A purchase requisition please adhere to the following procedures:

Procedures

1. Before the Chairperson/Faculty completes the current blank ASCC Purchasing Requisition Form for supplies, equipment, services, etc., the individual must first a) locate a vendor; b) obtain the cost of the item(s); c) obtain an invoice from the vendor to support the purchase; and, provide justification for the purchase if the total amount exceeds $1,000.00 (ASCC Sole Source Justification).
2. The Chairperson will then endorse his/her signature in the appropriate signature box and forwards the purchase requisition and supporting documents to the Academic Affairs Office for the review and approval of the Dean of Academic Affairs. The Dean will review the request, direct all questions/recommendations to the originator, prior to including a funding source and her official signature.
3. The purchase requisition is then forwarded to the Department of Finance for the Chief Financial Officer for review and approval. Once approved, DOF Administrative Assistant will notify Academic Affairs Office and one runner from AAO will route the request to Vice President of Academic Affairs and Student Services.
4. Upon completion of VPAASS signature, Academic Affairs Office will transfer the request to the ASCC Procurement Buyer for his review and approval. The Buyer will then forward the request to Chief Procurement Officer for approval before submitting to the final signature of the ASCC President.
5. Once approved Procurement prepares the purchase order of check request to complete the process.
6. Once items ordered are received, Academic Affairs Office is notified by Procurement Office and the appropriate Chairperson/Faculty notified.

Note: Academic Affairs Office ensures that requests are routed in a timely manner and that follow up on orders are performed on a daily basis.

SOP #	048-AA	**Responsibility:**	Academic Affairs, Chairpersons, faculty
Title:	INTERNAL VOUCHERS	**Policy:**	#7201
Scope:	Academic Affairs	**Review Date:**	March 2017

Description:

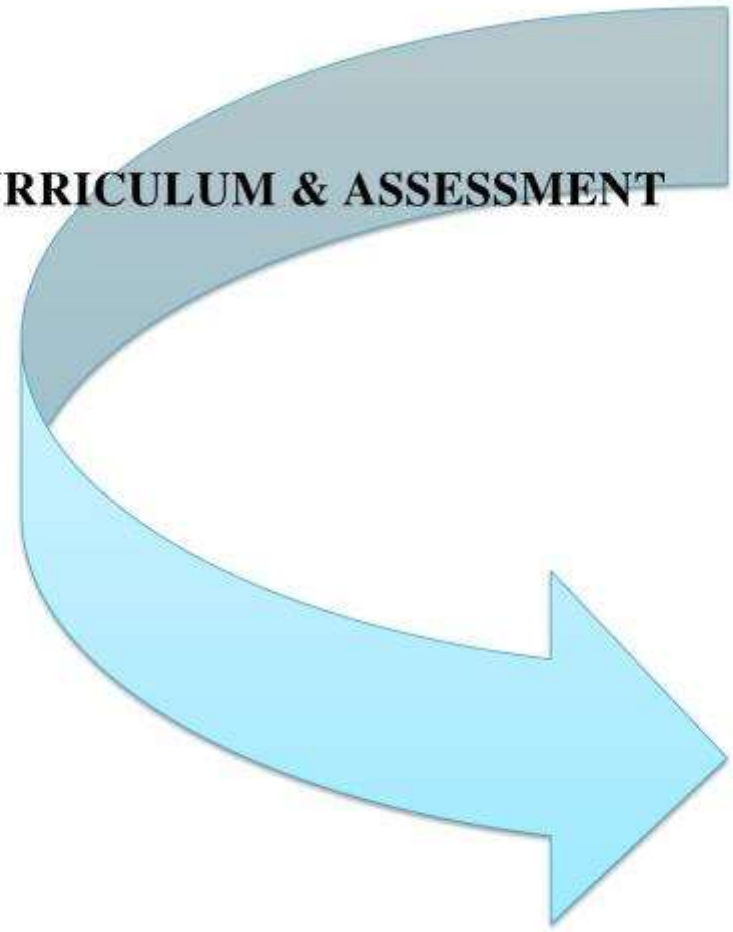
All Internal voucher requesters are to adhere to the following procedures:

Procedures:

1. Chairperson/Faculty completes the Internal Voucher form for items needed from the ASCC Le Book Store – maximum amount is $500.00 per voucher. List all items needed and the current prices. Endorse the internal voucher.
2. Forward the voucher to Academic Affairs Office for Dean's review and approval. Funding source is hereby provided before sent to finance.
3. Internal Voucher is then forwarded to Department of finance for CFO approval.
4. Once approved, the voucher is forwarded by Chairperson/Faculty/Academic Affairs Office to Le Book Store and items released.

Note: Allowable: only one voucher per day.

CURRICULUM & ASSESSMENT



SOP #	005-AA	Responsibility:	Department/Program Chairmen Coordinators
Title:	CATALOG REVIEW	Policy:	Standard IIA: Instructional Programs
Scope:	Department/Program Chairperson Academic Affairs Curriculum Committee	Review Date:	Biennial Feb 2014-Approved December 2016

Description:
Institutional review of the catalog follows a biennial cycle in which departments and divisions submit proposed changes for review and approval.

Procedures:
Process for Reviewing Courses(approval or removal) and Programs for Catalog Revision

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1. Course(s) and/or program(s) proposed changes must be reviewed and approved by the Department/Division chairperson. Any new, removed, or modification to a course and/or program must be a collaborative discussion with in each perspective department/division/program before submission to the Director of Curriculum & Assessment.
2. The initiator (faculty member/chairperson) completes the Course Approval Form **(CAF),** Course Removal Form **(CRF),** and/or Program Approval Form **(PAF)** and provides evidence supporting proposed changes and/or modifications.
3. The initiator (faculty member/chairperson) completes the Course Approval Form **(CAF),** Course Removal Form **(CRF),** or Program Approval Form **(PAF)** and provides evidence supporting new/existing course(s) and/or program(s).

Evidence:

- Department/Division's minutes and agendas
- Result of course/program assessment data
- Textbook samples, fees, and/or lab fees
- Complete topical outline of proposed course
- Current Institutional Educational Plan (Advising Sheet)
- Evidence/Research/ Academic Program Review summary & findings

1. CAF, CRF, or PAF are reviewed by the Director of Curriculum & Assessment for alignment of student learning outcomes at all levels.
2. Course and/or Program Approval Form(s) are submitted to the Director of Curriculum & Assessment for review, approval, and signature.

1. Course and/or Program Approval Form(s) are submitted to the Dean of Academic Affairs for review, approval, and signature.
2. …and submitted to the Curriculum Committee chairperson to be scheduled on curriculum committee calendar.

1. Curriculum Committee reviews CAF, CRF, and PAF.
2. It is required that department faculty/chairperson that initiates a course/program proposal to present their courses/program to the Curriculum Committee and be prepared to address any concerns raised by the committee.

Curriculum Committee provides recommendations for further review or approval.

All Approved Course Proposal Forms or Program Approval Forms are routed for signature approval.

- Initiator
- Department Chairperson
- Director of Curriculum & Assessment
- Dean of Academic Affairs
- Curriculum Chairperson
- Vice President of Academic/Students Affairs
- President

APPROVED IN CURRICULUM ON FEB 20, 2014
(SOP#005-AA)
12/22/2016

SOP #	006-AA	Responsibility:	Department/Program Chairperson Dean of Academic Affairs Curriculum Chairperson Curriculum Committee
Title:	COURSE / PROGRAM CHANGES	Policy:	Standard IIA: Instructional Programs #5101
Scope:	Department/Program Chairperson Academic Affairs Curriculum Committee	Review Date:	Feb 2014, Dec 2016

Description:
All proposed changes to courses/programs must follow the catalog's biennial cycle for review and approval.

Procedures:
Process for reviewing recommended changes to courses/programs

1. All proposed changes to the current catalog are reviewed and approved by Department/Program as a collaborative effort before submission to the Dean of Academic Affairs. Department/Program Chairperson provides a rationale of the necessary change(s) and submits evidence/data to support recommended change(s).

Data:

2. Department/Division's minutes and agendas
3. Course/program completion rate
4. Proposed changes are submitted to the Dean of Academic Affairs for review.
5. Recommended changes are reviewed by the Dean of Academic Affairs and submitted to the Curriculum Committee chairperson to schedule on curriculum committee calendar.
6. Curriculum Committee reviews proposed changes. It is required that department faculty/chairperson that initiates the changes presents the proposed changes to the Curriculum Committee and be prepared to address any concern raised by the members of the committee.
7. Curriculum Committee provides recommendations for further review or approval.
8. Recommendations for review will be taken back to the Department/Program for further discussion and approval before submission to Curriculum Committee chairperson for 2nd review.
9. All approved changes are reflected on the next subsequent catalog.
10. The curriculum chairperson will schedule a date for the department chairperson/department to present to curriculum committee the new changes or modifications, a copy of proposals must be provided from the initiator to each member of the curriculum. An electronic copy must be provided to the Special Administrator to the Dean of Academic Affairs. It is recommended, but not required, for the initiator to do a PowerPoint presentation so any necessary recommendations from the curriculum committee can be modified during the discussion.

NOTES APPROVED IN CURRICULUM ON FEB 20, 2014 (SOP#006-AA)
Updated Revisions 12-22-2016

New or Revised Course Proposals
When proposing a new or revised course the initiator must provide a proposal that consist of the following information:

SOP #	020-AA	Responsibility:	Curriculum Committee, Director of Curriculum & Assessment, Dean of Academic Affairs
Title:	COURSE AND PROGRAM APPROVAL /REMOVAL FORM	Policy:	#5118
Scope:	DOAA, Academic Departments/Programs/Division	Review Date:	September 7, 2015

Description:

Curriculum Review in Departments/Divisions

- The curriculum review process guarantees that its curriculum stays current and that student learning outcomes are preserved. The curriculum committee has established a calendar whereby each discipline conducts a complete curriculum review at least every two years or catalog year. Each department chairperson and faculty is responsible for conducting and completing its Curriculum Review with each of their discipline area.
- Department Chairperson should plan accordingly for timely submission of materials to the Curriculum Chairperson and Committee. If a department chairperson fails to complete a curriculum review process within their department/division…the Curriculum Committee will not consider any curriculum proposals (new courses, course modification, or course deletions) from that department until the Curriculum review process is completed.
    - *Course/Curriculum Review Process* within Department/Division consists of
        - Documentation of meeting minutes
        - Notes of Review *(signed by the Chairperson and initiator)*
        - Advisory Council meeting minutes *(optional)*

- Department/Division chairperson and/or initiator should have the Cover sheet (signature page) signed by the initiator, chairperson, Associate Dean of Academic Affairs/Curriculum Chairperson, and the Dean of Academic Affairs before "presenting" any new or modified courses/programs to the curriculum.

- Initiator or department chairperson submits an electronic copy of the program/course proposal *(Cover Sheet, Proposal forms, other attachments as needed)* and the signature page to Curriculum Chairperson. The Curriculum chairperson must have at least one week between proposal submission and discussion of the proposal. Curriculum Chairperson considers the proposal at the next scheduled Curriculum Committee meeting.

- The Department Chairperson or the initiator must be present to introduce any course/program proposals to the Curriculum Committee. If a Department Chairperson or initiator is not present, the Curriculum Committee reserves the right to move on to other agenda items or courses and programs that need reviewing. (*Note: DC will need to reschedule with the Curriculum Chairperson for another date to present proposal(s).*

Curriculum Chairperson Review

- The initiator submits an electronic copy of the proposal to the Curriculum Chairperson to review all new, remove, and modification of courses for any degree and certificate programs before submission and presentation by each department/division for review and approval from the Curriculum Committee members.

- The Curriculum Chairperson must have at least one week between proposal submission and discussion of the proposal. The Curriculum Committee considers the proposal at the next scheduled meeting if possible.

Curriculum Committee Review

- The Committee will approve or disapprove each proposal. The committee may make recommendation or modifications. Initiator should notify their department/division of the Curriculum committee's recommendations.

- Approval of a course by the Committee does not guarantee funding, scheduling or staffing. This is the department/division responsibilities with guidance and counseling from the Curriculum Chairperson and/or Dean of Academic Affairs.

- The Curriculum Committee reserves the right to grant extensions of the deadline, on a case-by-case basis.

    - *First Reading:* Curriculum Committee holds a first reading and responds to the proposal with written comments, which may include a request for changes or additional information to be submitted before further review if no changes or additional information is requested and the proposal is complete, Curriculum Committee will approve the proposal. If changes or additional information is requested, Curriculum Committee takes no further action until initiator submits the requested information or a revised proposal for consideration.

    - *Second Reading:* The curriculum committee will hold a second reading when the initiator has submitted the requested information or revised proposal for consideration. At the second reading the Curriculum Committee may approve the proposal, disapprove the proposal with written justification, or again request that changes or additional information be submitted before further review.

    - After a proposal has been either approved or disapproved by the Curriculum Committee, the Curriculum Chairperson:
      ***Returns a copy of the signed Cover Sheet to the initiator.

- The initiator or department chairperson will than complete the signature Cover sheet routing to the Vice President of Academic & Student Affairs and ASCC President, before submitting the original document of any new or modified courses to the Academic Affairs office.

Procedures:

Course and Program Review *(Curriculum Committee Policy Manual, pg. 6).*

- Initiator submits an electronic copy of the proposal package (Cover Sheet, proposal forms,
- Any new courses/program is required to be presented to the curriculum committee during a new Academic catalog year. Any new courses/program introduced in a non-academic catalog year should be based on the needs of the community with the documentation and advice from an advisory committee of that program, and not limited to.
- Any new course(s) and/or program being introduced to the Curriculum committee is required to provide a Course Approval Form (CAF) and Course Approval Form-Lab Fee (CLF)(optional) to the Curriculum Chairperson for review, before presenting to the Curriculum Committee. *(Note: Documented evidence of the reason for a new course and/or program is also needed).*

- Any removed course(s) and/or program being presented to the Curriculum committee is required to provide a Program Removal Form (PRF), and/or Course Removal Form (CRF) to the Curriculum Chairperson for review, before presenting to the Curriculum Committee. *(Note: Documented evidence of the reason for removal is also needed).*

- Approval of Curriculum Committee motions shall require "motion to move" and "second" a simple majority "all in favor" by a raise of hands of the voting members present. Motions and seconds shall be recorded in the Curriculum Committee minutes.

- All deletions and modifications to the American Samoa Community College curriculum must be presented to and approved by the Curriculum Committee.

- Blanket Statement- all introductory (100-199) courses will not be able to use English
- Language Institute- all introductory (100-199) courses will not be able to sue English Language Institute (ELI courses) ENG 70, 71, 80, 90, 91 and MAT 80 or 90 as a pre-requisite.

COURSE/PROGRAM APPROVAL FORM

COURSE TITLE:

COURSE ALPHA AND NUMBER:

REVIEWERS AND ROUTING OF SIGNATURES:

1. Initiator		Date	
2. Department Chairperson		Date	
3. Director of Curriculum & Assessment		Date	
4. Dean of Academic Affairs		Date	
5. Vice President of Academic & Student Affairs		Date	
6. President		Date	

_____ Approved **____ Disapproved** **____ Pending**

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

**** Director of Curriculum & Assessment – Reviews the alignment of ASCC's Mission to Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), Institutional Learning Outcomes (ILOs) and assessment instruments.***

DEPARTMENT:		CHECK APPROPRIATE ITEMS:	
COURSE TITLE:			
COURSE ALPHA AND NUMBER:		New Course Proposal	
		Program Proposal	
	LECTURE CREDIT(S): (1 lecture credit = 15 contact hours)	Course Revision	
	LAB CREDIT(S): (1 lab. credit = 45 contact hours) * *Includes clinical, practicum, studio, internship, physical fitness*	Program Revision	
	TOTAL CREDITS		

GRADING TYPE: ☐ **REGULAR** ☐ **PASS/NP**

CATALOG COURSE DESCRIPTION:

TEXTBOOK(S):	
ISBN#	
AUTHOR	
PUBLISHER	
COPYRIGHT YEAR	
ASCC Disclaimer: Textbook Prices are subject to change.	
ADDITIONAL/SUPPLEMENTAL EQUIPMENT/MATERIALS *(Optional)*	

PRE-REQUISITE(S):	

PROGRAM/DEPARTMENT MISSION STATEMENT:
IF A REVISION - REASON(S) DATA FOR CHANGING PROGRAM/DEPARTMENT MISSION:

NEW ADDITION TO CAF

INSTITUTIONAL LEARNING OUTCOMES (ILO): *(List upon completing your degree program what are the outcomes that students will gain from this course)*
1.
2.
3.
4.
5.
IF A REVISION - REASON(S) FOR CHANGING INSTITUTIONAL LEARNING OUTCOMES (ILO): (refer to data information)

PROGRAM LEARNING OUTCOMES (PLO): *(List upon completing your degree program what are the outcomes that students will gain from this course)*
1.
2.
3.
4.
5.
IF A REVISION - REASON(S) FOR CHANGING PROGRAM LEARNING OUTCOMES (PLO): (refer to data information)

COURSE LEARNING OUTCOMES (CLOs): *(What are the knowledge, skills, and abilities that a student will have acquired by the end of the course)?*
1.
2.
3.
4.
5.
IF A REVISION - REASON(S) FOR CHANGING COURSE LEARNING OUTCOMES (CLO): (refer to data information)

COURSE OBJECTIVES IN BEHAVIORAL TERMS: (What is taught in the course regarding content, skills, and values/attitudes?)
1.
2.
3.
4.
5.
6.
IF A REVISION - REASON(S) FOR CHANGING COURSE OBJECTIVES (refer to data information)

METHODS OF INSTRUCTION: *(EX: Authentic Learning, teaching pedagogy, teaching methodologies, modes of delivery, instructional methods, field trips, etc...)*
1.
2.
3.
4.
5.

NEW ADDITION TO CAF

COURSE LEARNING OUTCOMES (CLOs) AND COURSE ASSESSMENT:

List the course learning outcomes (CLOs) and the assessment instrument or a portion of the assessment instrument that will be used to measure student achievement for each learning outcome. Once the course is completed, you will be asked to submit evidence/data you used to assess student achievement.

**** Use Bloom's Taxonomy to develop CLO's***

Course Learning Outcomes:		**Assessment Instruments:** *What are the assessments instrument/too(s) that you are utilizing in this course to assess CLOs? Each CLO aligns with an Assessment instrument and Rubric.*	
EX: CLO 1: *By end of the course students will type 20 – 40 WPM.*		*1. Typing Tutor (pre and posttest)* *2. Typo Race*	*Keyboarding Rubric (4 Dimensions)*
CLO 1:			
CLO 2:			
CLO 3:			
CLO 4:			
CLO 5:			

IF A REVISION - REASON(S) DATA FOR CHANGING COURSE LEARNING OUTCOMES (CLO):

SUBMIT A CURRICULUM MAPPING MATRIX ALIGNING EACH STUDENT LEARNING OUTCOMES:

	ILO 1 Effective Communicators	ILO 2 Critical Thinkers	ILO 3 Global Citizens	ILO 4 Quantitative Competent Individuals	ILO 5 Responsible Leaders
PLO 1	X				
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					
PLO 7					

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1					
CLO 2					
CLO 3					
CLO 4					
CLO 5					

Identify which CLO's is aligned to which course graded assignments.

Course Alpha & Title		COURSE GRADED ASSIGNMENTS											
CLO 1													
CLO 2													
CLO 3													
CLO 4													
CLO 5													

Put an X in the box that identifies the CLO that is aligned to the Course Graded Assignment for this course.

Course Alpha & Title	COURSE LEARNING OUTCOMES aligned to COURSE GRADED ASSIGNMENTS				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
B=Beginning, D= Developing, P= Proficient					

Note: Identify the Levels of Competency of each course-graded assignment that student will be able to achieve by the end of the course and/or graduation

TENTATIVE TOPICAL COURSE OUTLINE: *(LIST CONTENT, SKILLS, AND ATTITUDES TO BE TAUGHT IN THIS COURSE)*

	Chapters (Lectures/Labs/Clinical) /Assignments/Important Dates:	List Objectives: (covered in the course)	List Course Learning Outcomes (CLO) Addressed:	List Assessment Tool(s) Used to measure CLO:
		Obj 1: To memorize and practice all home keys on a keyboard.	*Ex: CLO 1: By end of the course, students will type 20 – 40 WPM.*	*-Typing Tutor (pre and posttest) -In class Typo Race*
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				

Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				
Week 16	**Finals this week**			

RUBRICS FOR THIS COURSE*: (Insert here)*

COURSE APPROVAL FORM: LABORATORY FEE

REVIEWERS AND ROUTING OF SIGNATURES:

1. **Initiator:** _____ **Date:** _____
2. **Department Chairperson:** _____ **Date:** _____
3. **Director of Curriculum & Assessment:** _____ **Date:** _____
4. **Dean of Academic Affairs:** _____ **Date:** _____
5. **Vice President of Academic/Student Affairs:** _____ **Date:** _____
6. **President:** _____ **Date:** _____

_____ Approved ____ Disapproved ____ Pending

Notes/Comments:

_____

_____

_____

_____

_____

_____

DEPARTMENT:

COURSE TITLE:

COURSE ALPHA NUMBER:

LECTURE CREDIT(S):

LAB FEE CREDIT(S):

TOTAL CREDITS:

PREVIOUS LAB FEE AMOUNT:

PROPOSES LAB FEE AMOUNT

(1) **PURPOSE OF LAB FEE: (INDICATE HOW MATERIALS/SUPPLIES ARE NEEDED TO SUPPORT LECTURE CLASS):**

(2) **INDICATE HOW LAB FEES WILL BE SPENT**

** COURSE APPROVAL FORM FOR LAB FEES SHOULD BE INCLUDED WITH COURSE/PROGRAM APPROVAL FORM FOR REVIEW/APPROVAL AND ROUTING OF SIGNATURES.*

COURSE/PROGRAM REMOVAL FORM

Initiator: _____ Date: _____

Department Chairperson: _____ Date: _____

Director of Curriculum & Assessment _____ Date: _____

Dean of Academic Affairs: _____ Date: _____

Vice President of Academic/Student Affairs: _____ Date: _____

President: _____ Date: _____

1. Course Alpha and Number: _____

2. Course Title: _____

3. Department: _____

4. Credits: Lecture ___
Lab ___
Total Credits: ___

5. Course Description/Program Statement:

6. Justification for Removal of Program/Course: (Provide a short narrative and data to support removal of the course)

7. How will the removal of this program/course impact your program offerings, other program/course offerings or general education offerings?

8. How would you accommodate students that need this course from previous catalogs? What course may be equivalent to scope and course content for Course Substitution?

SOP #	011-AA	Responsibility:	Academic Department Chairperson/faculty/staff
Title:	CURRICULUM COMMITTEE	Policy:	#2009, 5118
Scope:	Academic Departments/Programs, Division of Academic Affairs	Review Date:	June 2014

Description:

Each Academic department/program is required to schedule monthly meetings with faculty and staff. The Chairperson of each department is responsible to submit all approved agendas and meeting minutes to the Dean/Associate Dean of Academic Affairs.

Procedures

1	For all faculty meetings, the department chairperson will: • solicit agenda items from the faculty at large; • Publish, via email, to the faculty at large the meeting time, location, and agenda.
2	All members of the faculty, adjunct faculty, and part-time faculty teaching less than six (6) hours per semester, have the right to vote in faculty meetings and faculty elections and in departmental and college committees on which they serve.
3	With respect to quorums, making, seconding, and voting on motions, amendments, proxies, and debate, all meetings will adhere to parliamentary procedure as detailed in the most recent edition of *Robert's Rules of Order*.
4	Robert Rules of Order: http://www.robertsrules.com/ (please refer to the website for a more explanatory definition of Robert Rules of Order.
5	Also, before submitting your department meeting minutes and agenda, it has to be reviewed by your faculty/staff before submitting a final meeting minutes/agenda to the Dean OF Academic Affairs, Dir. of C&A.
6	Admin Assistants, designated recorder (faculty/staff), or chairperson are required to compile the meeting minutes and then distribute it among the faculty/staff of that department/division for review if anything has been missed or overstated, etc.
7	It can be sent through email *(as long as everyone agrees of this practice)* or at the next schedule department/division meeting for approval or disapproval.
8	Any department/division meeting minutes that are not reviewed by your department, does not count as approved minutes for that meeting.
9	All meeting minutes need to provide a statement, signature, or confirmation page that the department/division has followed the proper process.
10	Previous practices would not comply with SOP #011-AA of the Academic Affairs Office and the Robert Rules of Order-Parliamentary Procedures (GM #2009) on Department Faculty/Staff meetings.
11	Agendas are created by the chairperson regarding issues that need to be discussed within the department/division. Faculty/Staff can add topics of discussion to the agenda

SOP #	013-AA	Responsibility:	Director of Curriculum & Assessment
Title:	ACADEMIC ASSESSMENT COMMITTEE	Policy:	#5118
Scope:	Director of Curriculum & Assessment Curriculum Chairmen, Dept. Assessment Coordinators	Review Date:	2016, April 2017

Description:
The Academic Assessment Committee (AAC) is one out many standing committee here at ASCC. This committee focuses on all assessment of student learning outcomes that are implemented and how data is collected and analyzed by faculty. The AAC review data collected and provide recommendations to their department on how to improve SLO teaching and learning as well as implementing.

Procedures

1. The Assessment committee meets every month (semester) to discuss assessment issues.
2. The Director of Curriculum & Assessment will direct the 2 Standing Committees regarding WASC standards and collection of data, dissemination of information regarding the collecting, analyzing and results of data.
3. The Assessment Planning Core Committee (APCC) consists of members who served on the Assessment Committee for more than 5 years. Each representative which includes academic department chairperson's from the Business, Health & Human Services, Trades & Technology, Samoan Studies, Math Department, Dean of Academic Affairs, Director of Institutional Effectiveness and the Vice President of Administration and Finances as an advisory council member for the Assessment committee chairman. *(Assessment Exit Report 2010, pg. 8)*
4. The Assessment Planning General Committee (APGC) consists of faculty representative from each academic department. The roles and responsibilities of the Assessment Planning General Committee are to: *(Assessment Exit Report 2010, pg. 8).*
    - Initiate, direct, document, and strengthen the discussion on assessment as an ongoing process within the individuals department;
    - Assist faculty and the department to develop assessment instruments; rubrics, checklist, portfolio, etc.;
    - Work collaboratively with faculty and departments to define measurable CLO's and PLO's; that align to the ILO's
    - Assist faculty and departments with identifying levels of performances/competencies for CLO's
    - Maintain up-to-date records for all approved and proposed course CLO's and PLO's
    - Complete assigned tasks and report all required information to the Assessment Planning General Committee;
5. Attend and participate in all meetings, workshops, and disseminate the information to their department in a timely manner

APCC Members
Old
Business department
Health & Human Services department
Trades & Technology department
Math department
Samoan Studies Institute
Dean of Academic Affairs
Director of Institutional Effectiveness
Vice President of Administration and Finances-

OLD Assessment Planning General Committee	
Program Level	**Course Level**
English Language Institute	Physical Education
Business	Social Science
Science	Institute of Trades & Technology
Adult Education	Language & Literature
Fine Arts	Land Grant
Samoan Institute	Criminal Justice (TBA)
Teacher Education	
Nursing	
Math	
Health Sciences	
Student Services (TBA)	

NEW Assessment Planning General Committee	
Program Level	**Course Level**
Business	Physical Education
Adult Education	Agriculture, Community & Natural Resources
Fine Arts	Trades & Technology Division
Samoan Institute	Language & Literature
Teacher Education	English Language Institute
Nursing	Science
Social Science	Math
Health & Human Services	
Student Services (TBA)	
Criminal Justice (TBA)	

SOP #	018-AA	Responsibility:	Dean and Academic Directors
Title:	ASSESSMENT PLANNING CORE COMMITTEE (adhoc)	Policy:	#5118
Scope:	Department Chairperson, DOAA Admin, faculty	Review Date:	September 7, 2015 *Need to revise in 2018*

Description:

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The Assessment Planning Core Committee (APCC) members are department chairpersons and administrators *(Assessment Exit Report Spring 2013).* Other APCC members consist of Director of Institutional Effectiveness, Dean of Academic Affairs, and the Assessment Coordinator. *(APC & Closing the Assessment Loops Guidelines (Revise) Fall 2014, pg. 2).*

Procedures:

1 Meet 4 times each semester (or as needed)

2 Discuss the improvements and movement of assessment. See roles & Responsibilities of APCC members.

APCC Roles and Responsibilities:

1. Provide leadership in a wide range of activities related to documenting assessment of student learning all across academic departments and programs.
2. Provide meaning, quality and integrity of the degrees offer in this institution inclusion of all types of formative and summative assessment.
3. Facilitate workshops on Assessments and Student Learning Outcomes alignment at all levels.
4. Provide information of WASC / Western Senior College and University Commission (WSCUC) compliancy
5. Provide information of WASC/ACCJC compliancy
6. Attend monthly meetings *(as necessary)*
7. Spearhead the discussion on assessing student learning outcomes,
8. Discuss/review degree learning outcomes and present findings to the Curriculum Committee,
9. Identify strengths and weaknesses of current degree learning outcomes and present findings to the Curriculum Committee,
10. Discuss/review academic learning outcomes,
11. Identify strengths and weaknesses of assessing course learning outcomes,
12. Review the data from the Academic Program Review on course learning outcomes,
13. From the above discussion , begin the process of developing an appropriate assessment plan for the College,
14. Present assessment plan to Curriculum Committee, to include: time frame, staff development on SLO assessment, development of an appropriate instrument for assessing SLO's , and implementation plan,
15. Monitoring on-going assessment,
16. Discuss/review the ASCC Mission to include academic values as guiding principles of ASCC academic programs, and
17. Integrate WASC Standards and student learning outcomes. *(Referencing: Committee Structure Manual (pg. 8-9).*

ASSESSMENT PLANNING GENERAL COMMITTEE

SOP#	019-AA	Responsibility:	Dean of AA & Academic Directors
Title:	ASSESSMENT PLANNING GENERAL COMMITTEE	Policy:	# 5118
Scope:	Curriculum Committee Chairmen, faculty	Review Date:	Sept 2015

Description:
Representatives from the Academic Departments and Academic Programs are members of this committee. The roles and responsibilities pertaining to Assessment procedures, practice and policies. Identifying curriculum framework and structure of all degrees and certificates.

Procedures:

1. See roles and responsibilities of the APGC members
2. Initiate, direct, document, and strengthen the discussion on assessment as an ongoing process within the individuals department;
3. Assist faculty and the department to develop assessment instruments; rubrics, checklist, portfolio, etc.;
4. Work collaboratively with faculty and departments to define measurable CLO's and PLO's; that align to the ILO's
5. Assist faculty and departments with identifying levels of performances/competencies for CLO's
6. Maintain up-to-date records for all approved and proposed course CLO's and PLO's
7. Complete assigned tasks and report all required information to the Assessment Planning General Committee;
8. Attend and participate in all meetings, workshops, and disseminate the information to their department in a timely manner.

SOP #	021-AA	Responsibility:	Department Chairperson, Curriculum Chairperson,
Title:	CATALOG ADDENDUMS	Policy:	#5118, ASCC Catalog
Scope:	Curriculum Committee	Review Date:	Biannually

Description:
Catalog Addendums occur only if there is a typographical error in the catalog regarding course, program, degree and/or information and not limited to…

Procedures

1. Department Chairperson sends a memo to the Curriculum Chairperson/Associate Dean and cc the Dean of Academic Affairs, regarding an error in the catalogue, course, program…
2. Department Chairperson submits all evidence of the error and documentation of the correction that needs to be made in the catalog.
3. Curriculum Chairperson reviews the proposed addendum. Questions and inquiries will be directed to the department chairperson and/or faculty for immediate response to the proposed addendum.
4. Curriculum Chairperson inserts proposed addendum in the agenda for an upcoming schedule date for the curriculum committee to meet.
5. The department chairperson will be able to present his/her own addendum.
6. If approved or disapproved will be solely upon the decisions made by the curriculum.
7. If approved to edit/insert/omit the approved catalogue, course, program…then changes will be made.

If Approved:
An official letter by the curriculum chairperson will be issued to the following:

- Academic Affairs Division
- Admissions & Registrars
- Academic Departments/Divisions/Programs
- Business Department(if applicable)

If Not Approved:

- The department chairperson will take back the proposed addendum to its department/division faculty to revise and/or discuss the Curriculum committees concerns on the proposed addendums.
- When completed the department chairperson reserves the right to reschedule with the curriculum chairperson to reenter the proposed addendum for review by the curriculum committee.

SOP #	025-AA	Responsibility:	Faculty, DOAA
Title:	GENERAL EDUCATION OUTCOMES (GEO) CALIBRATION	Policy:	#1004, 3002.1, ACCJC-ER 12 General Education
Scope:	GEO Faculty and Adjunct	Review Date:	May 2015

Description:
General Education Outcome calibration reflects data, process and refining of outcomes to improve General Education courses, competencies and scheduling, etc…

Procedures:

1. GEO Faculty submits end of semester data to the Director of Curriculum & Assessment
2. Director of C&A compiles all data and shares with the GEO Faculty the following results in a powerpoint in the following semester:
    - The level of competency of students that are exiting the course by the end of the semester.
    - Including notes, recommendations, and comments shared by GEO faculty and adjunct.
3. GEO Data is given back to the GEO faculty for review and to report on GEO outcomes, competencies, assessment instruments, alignment, etc…
4. Each GEO Department Head (Chairperson) submits an GEO Report to the Director of C&A of their findings and results.
5. GEO reports are then compiled by the Director of C&A and sent back to the academic department/programs to discuss if all reports are correct and precise to what has been reported by each GEO department
6. GEO faculty and adjunct approve the GEO Report
7. The approved GEO report is then sent back to the Director of C& A and then compile into a summary report and then sent for routing approval to the Dean of Academic Affairs, and the Vice President of Academic & Student Affairs.
8. Then shared with faculty and archived.

SOP #	027-AA	Responsibility:	Chairperson, faculty, DOAA
Title:	ASSESSMENT PROCESS OF COLLECTION, ANALYSIS, & ACTION PLAN	Policy:	#1004, 3002.1
Scope:	Academic Departments /Programs/Divisions and DOAA	Review Date:	Nov 18, 2015

Description:
The assessment process begins with the instructor and student. All SLO's listed in the course syllabi is assessed and linked to student achievement. The process is described in a by procedure.

Procedures	
1	Instructor assesses all SLO's *(ILO, GEO, PLO, and CLO/LO).*
2	Instructor records data, on the data sheets.
3	Instructor analyzes their data each semester. *It is advised that the instructor writes recommendations, notes of improvement, or some type of documentation of anything that may have happened during the time data was collected for this course, on the GEO, Core, Co, and Developmental Data sheets.*
4	Instructor submits data sheets with their own recommendations and notes to the Department Chairperson (DC) and/or Academic Assessment Committee (AAC) member.
5	DC and/or AAC compile the data sheets from the instructors. *(This is the time that the DC and AAC member can discuss with their respective departments on strengths and weaknesses that needs to be addressed, regarding data that has been collected. There needs to be a discussion with in the departments that data has been shared.* Individual academic department meetings held should be able to discuss "Closing the Loop" with all courses/programs.
6	1. Are there specific learning objectives identified for this course? 2. Are there specific learning outcomes identifies for this course? 3. Are the learning outcomes aligned to your program curricula? 4. Are the learning outcomes aligned to your institutional curricula? 5. Is there assessment instruments defined for all learning outcomes for this course? 6. Have the learning outcomes been assessed? 7. Based on the assessment results, was the data shared with your department? 8. Was data collected used to improve your course outcomes? 9. Are you routinely examining the assessment process and correct as needed? 10. How many learning outcomes are identified for this course? 11. How many learning outcomes were assessed? 12. If an outcome was not assessed, what prevented you from assessing each CLO? 13. Is there a timeline in your Topical Outline (Syllabus) or Course Matrix for assessing each CLO? 14. Did student perform as well as you hoped? Why or Why not/What can be done to improve student achievement of CLO's? 15. Do we need to revisit the assessment timeline or procedures that build in to the assessing of CLO's in our Topical Outline (Syllabus) or Course Matrix? 16. Do our CLOs need to be modified? Are the instruments used to assess CLOs really assessing what we're addressing performances, skills, content etc.? 17. What recommendations will you make for the next time you assess your CLOs?
7	All instructors submit their data sheets either hard or soft copy to the Academic Affairs Office. It is the responsibility of the instructor to submit their data via email or hard copy to the Director of Curriculum & Assessment at the end of each semester and before exiting the semester.

SOP #	033-AA	Responsibility:	Faculty, Faculty Chairpersons, Director of C & A, Director of TED, Director of TTD, Dean of Academics, Curriculum Committee
Title:	ACADEMIC PROGRAM REVIEW PROCESS	Policy:	#1004
Scope:	Division of Academic Affairs	Review Date:	Fall 2016

Description:
Academic Affairs conducts its own Academic Program Review to

Procedures	Academic Program Review (Divisional Assessment Survey)
1	Academic Program Review (APR) Instrument is submitted to Department Chairperson in mid-October of every fall semester.
2	Department Chairperson works collaboratively with all faculty of department in completing the instrument.
3	Department Chairperson is responsible for gathering and reporting data from previous Academic Year (Fall & Spring of Previous Academic Year) on APR
4	Annual Program Review is due to the office of Academic Affairs on the last day of instruction for fall semester.
5	Academic Affairs forward all Assessment Program Reviews from all Academic departments to the IE Division for compilation and analysis.
6	Upon receiving analysis from IE, Academic Affairs shares results with all Academic Departments.
7	The analyses of outcomes for all Academic Departments are used to set priorities and allocate resource for Academic Affairs Division.

SOP #	040-AA	Responsibility:	Faculty, Chairpersons, Respective Directors, and Dean of Academic Affairs
Title:	COMMUNITY ADVISORY COUNCIL	Policy:	ASCC Catalog, CAC Handbook (revised SP 2016), ACCJC Standard I.C.14
Scope:	Academic Departments and Academic Affairs	Review Date:	

Description:
All Academic Departments are required to have a Community Advisory Council. Advisory councils are an essential component to the continued success of the college's educational program. Advisory council members have three major roles to advise, assist, and to provide support and advocacy for quality education and services. (ASCC Community Advisory Council Handbook, Revised Spring 2016)

Procedures

Advisory Council is strictly an advice-giving body assisting the department or program in meeting the needs of the community consistent with the College's mission.

1. Full-time faculty and the Department Chairperson recommend and appoint community members to be in the Community Advisory Council. Selection should be based on the following:
    a. Representatives from private and public sectors
    b. Willingness to volunteer time, talents, and knowledge to help strengthen programs
    c. Selected individuals based on knowledge, expertise, and ability to advise the college on future direction of academic programs.
2. Membership is generally one or two years according to ASCC catalog cycle with reappointment by mutual agreement of the department/program.
3. Membership can be replaced based on the lack of attendance at regularly scheduled meetings.
4. Department Chairperson serves as the Council Chairperson.
5. Council meets at least two times a year as determined by the scope of the council's program of work. Chairperson should receive consensus from the members of frequency and the schedule of meetings being held during the academic year.

SOP #		Responsibility:	faculty
Title:	ASSESSMENT CYCLE	Policy:	#3002.1
Scope:	faculty	Review Date:	

Description

All ASCC academic department/program course assessment follows the assessment cycle.

Procedures

Every semester faculty are to submit student leraning outcome data, on data sheets and rubric summaries.

ASSESSMENT CYCLE:				
GENERAL EDUCATION QUALITIES	**ASSESSING GE QUALITIES**			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	COURSES	*COURSES*	*COURSES*	*COURSES*
	1st Year		**2nd Year**	
GE 1	SPH 153 ENG 150 ENG 151			SPH 153 ENG 150 ENG 151
GE 2	ICT 150			ICT 150
GE 3		PHSCI 150 MAT 151		PHSCI 150 MAT 151
GE 4		HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	HIS 150 HIS 151 HIS 170 HIS 171 HIS 162	
GE 5		HEA 150 PSY 150	HEA 150 PSY 150	

Co & Core Foundational Area Course Assessment Cycle	**ASSESSING CO and CORE FOUNDATIONAL AREA QUALITIES**			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Course	*Course*	*Course*	*Course*
	1st Year		**2nd Year**	
	100-150	**151-199**	**200-250**	**251-299**
	3rd Year		**4th year**	
	300-350	**351-400**	**401-450**	**451-499**

Developmental Course Assessment Cycle	ASSESSING DEVELOPMENTAL COURSES			
	SEMESTER 1	**SEMESTER 2**	**SEMESTER 3**	**SEMESTER 4**
	Courses	*Courses*	*Courses*	*Courses*
	ENG 70	**ENG 71**	**ENG 70**	**ENG 71**
	ENG 80	**ENG 81**	**ENG 80**	**ENG 81**
	ENG 90	**ENG 91**	**ENG 90**	**ENG 91**
	MAT 80	**MAT 80**	**MAT 80**	**MAT 80**
	MAT 90	**MAT 90**	**MAT 90**	**MAT 90**

CO AND CORE DATA SHEETS TEMPLATES

COURSE _____

SESSION # _____

SEMESTER _____

INSTRUCTOR _____

Competency Assessed		
Domain Name	**Status**	
	Assessed	0
	Not Assessed	0
		0

Class Enrollment	0
Student Assessed	0

COURSE TITLE

	PLO or CLO							
	Rubric Title/Assessment Instrument Title							
	D-1	**D-2**	**D-3**	**D-4**	**D-5**			
B								
D								
P								

COURSE TITLE

	PLO or CLO							
	Rubric Title/Assessment Instrument Title							
	D-1	**D-2**	**D-3**	**D-4**	**D-5**			
B								
D								
P								

RUBRIC SUMMARIES

SEMESTER: ____ YEAR: _____ Course Alpha: _____ Section # _____

COURSE TITLE: _____ TOTAL # OF STUDENTS IN THIS COURSE: _____

INSTRUCTOR'S NAME _____ SLO ASSESSED: _____

Ex: CLO 1, PLO 3, ILO 3

RUBRIC: _____ DATE ASSESSED: _____

Ex: Individual Presentation Rubric

	STUDENT'S NAME	DIMENSIONS	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9		Competencies			TOTAL POSSIBLE POINTS
													B	D	P	
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
		B														B (------)
		D														D(-------)
		P														P(-------)
		Total														

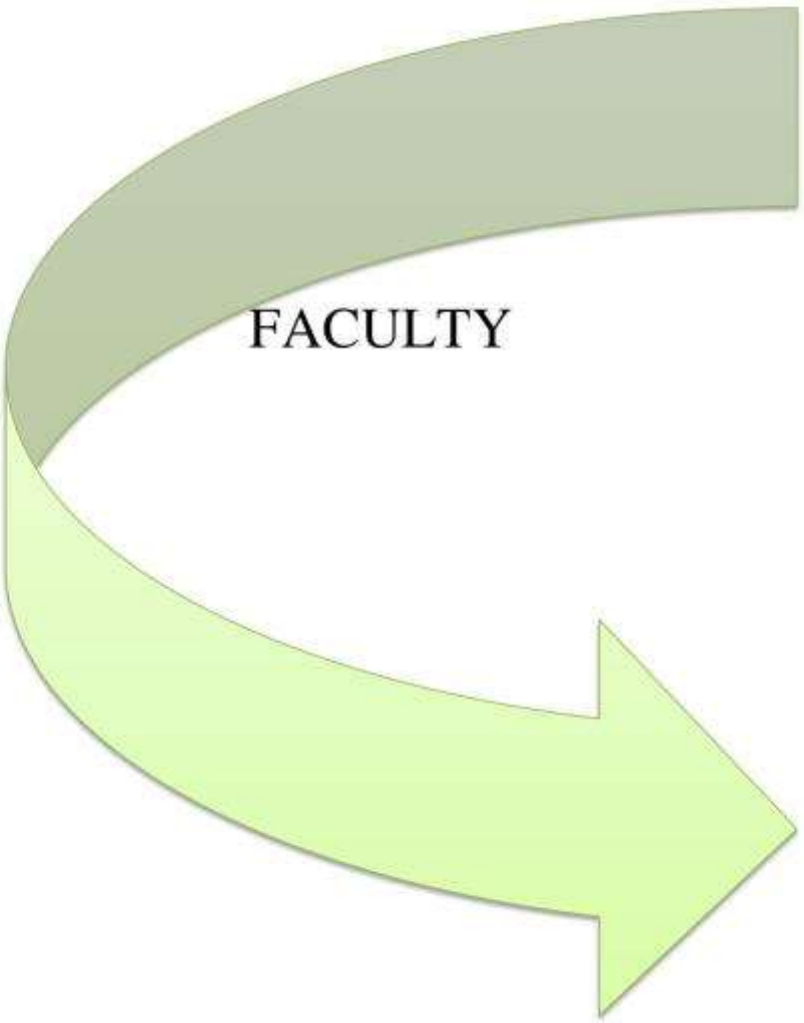
Group/Class overall assessment of dimensions and competencies. This data is recorded on to the Assessment Data Sheets.

Scoring Schema:

B=

D=

P


FACULTY

SOP #	001-AA	Responsibility:	Department Chairperson, faculty, Dean of Academic Affairs, Academic Directors
Title:	ACADEMIC ADVISING	Policy:	#5106 Faculty Accessibility, ASCC Student Handbook 2009-2010, pg. 25
Scope:	Dean of Academic Affairs, Directors, Department Chairperson, and faculty	Review Date:	Created: March 2014 Updated: June 26, 2016; Dec 2016

Description:
Academic Advising is an opportunity to exchange information designed to help students reach their educational and career goals. Advising is a shared responsibility between the advisor (faculty) and the student.

The entire ASCC faculty is committed to helping each student pursue a course of study to fulfill his/her Individual Education Plan (I.E.P.). Academic advisors (faculty) are knowledgeable of their academic disciplines, but also have the understanding of the rationale that underlies the curricula of ASCC. Students are strongly encouraged to seek assistance early in their college careers

Academic advising includes: (Need to update as 2016-2018 Catalog)

- Assisting students in clarifying, articulating, and attaining academic and life goals;
- Facilitating each student's academic adjustment to the campus;
- Educating students to assess academic progress and to develop educational plans;
- Explaining and clarifying college core courses, graduation requirements, and academic rules and regulations;
- Advise students on issues as they relate to academic progress, which may include referral to appropriate College programs and community agencies; and,
- Serving as advocates and mediator for your program and students.

Reference: ASCC Student Handbook 2009-2010, pg. 25.
Procedures:

1 All new, continuing and returning students are referred to Admission office to identify their academic advisors. If students are unable to locate their academic advisors they are to seek the assistance of the Dean of Academic Affairs.

2 Students are required to have a copy of their advising sheet/student planning sheet during advising. This will enable the advisor and students to identify courses to be enrolled for the following semester.

3 It is the students responsibility to meet with their academic advisors atleast 2 to 3 times a semester to review course offering and schedule courses ahead of time.

4 Sit down discussion also assist the department chairperson or faculty to propose courses that are needed for students to graduate on time.

ACADEMIC ADVISING PLANNING SHEETS

Name: _____ Degree: AA degree in _____

Catalog: 2014-2016 Date: _____ Graduation Date: _____

SEMESTER 1

Pre-Requisite	Course Alpha	Course Title	Credits	Time	M	T	W	R	F	Comments

SEMESTER 2

Pre-Requisite	Course Alpha	Course Title	Credits	Time	M	T	W	R	F	Comments

SEMESTER 3

Pre-Requisite	Course Alpha	Course Title	Credits	Time	M	T	W	R	F	Comments

SEMESTER 4

Pre-Requisite	Course Alpha	Course Title	Credits	Time	M	T	W	R	F	Comments

English Developmental Courses						***Math Developmental Course***					
Semesters	*S-1*	*S-2*	*S-1*	*S-4*	*S-5*	*Semesters*	*S-1*	*S-2*	*S-1*	*S-4*	*S-5*
ENG 70						***MAT 80***					
ENG 71						***MAT 90***					
ENG 80											
ENG 81											
ENG 90											
ENG 91											

Note: Put a check mark every time you have taken the course and completed with a passing grade.

General Education	0 credits
Core Foundational	0 credits
Co-Foundational	0 credits
Program Requirement	0 credits
Elective Credit	0 credits
TOTAL	**00-00 credits**

ACADEMIC ADVISING SHEETS						
Name		**Catalog/Start Year**				**2014-2016**
Advisor		**General**		**Program**	**Core**	**Other**
Email						
GENERAL EDUCATION REQUIREMENTS: ***A total of 28 credits.***						
Communication		**Credits**	**Semester**	**Year**	**Grade**	**Complete**
ENG 150	Introduction to Literature	**3**				
ENG 151	Freshman Composition	**3**				
SPH 153	Introduction to Speech	**3**				
Information and Technology Literacy						
ICT 150	Introduction to Computers	**3**				
Critical Thinking						
MAT 151	Intermediate Algebra	**3**				
PHSCI 150/150L	Physical Science/Physical Science Lab	**4**				
Global Awareness and Cultural Competence						
HIS 150	American History I	**6**				
HIS 151	American History II					
HIS 170	World Civilization I					
HIS 171	World Civilization II					
HIS 162	Pacific History					
Personal Development and Responsibility						
PSY 150	Introduction to Psychology	**3**				
HEA 150	Introduction to Health Science					
	TOTAL CREDITS	**28**				
CORE FOUNDATIONAL REQUIREMENTS						
	TOTAL CREDITS					
CO-FOUNDATIONAL REQUIRMENTS						
	TOTAL CREDITS					
PROGRAM REQUIREMENTS						
	TOTAL CREDITS					

Note: Any course(s) cannot be repeated from General Education or Core Foundational Area.

Total credits to earn for an **Associate of Science Degree in Auto Body Repair**	
General Education Requirements	28
Core Foundational Requirements	
Co-Foundational Requirements	
Total Credits	

SOP #	002-AA	Responsibility:	Department Chairperson and Faculty
Title:	COURSE SYLLABUS	Policy:	#5104
Scope:	Department/Program Chairperson, New and Adjunct Faculty, Academic Affairs	Review Date:	Every Semester Updated: Dec 2016

Description:
All faculty and adjunct faculty are required to submit a syllabus for each course they teach with the approved format to the Dean of Academic Affairs or designees at least one week prior to the first faculty workshop of the semester.

Procedures

Course Syllabi (Policy #5104) (36-37 Faculty handbook) (Pg. 37, 2014-2016 ASCC Catalog)
Course syllabi are reviewed and up-dated each semester and kept on file in the office of the Dean of Academic Affairs and the respective Department Chairperson. All instructors are required to have their course syllabi submitted to their Department Chairperson one week prior to the first faculty workshops. Department Chairperson submits all syllabi to the Dean of Academic Affairs and/or Director of Curriculum & Assessment in a timely manner. The following information is required on the course syllabi:

- Course/Alpha Number & Section
- Course Title
- Instructor
- Office Hours & Location
- Email address
- Semester/Year
- Days/Time of class
- Department name
- Classroom location
- Contact phone number
- Required textbook identified
    - Author
    - ISBN number identified
    - Publisher identified & edition
    - Additional supplemental reading or course material (optional)
    - ASCC Disclaimer: Textbook prices are subject to change.
- Course description: must reflect the same in current catalog
- Pre-requisite(s)
- Course rationale
- Course objectives:
- Student Learning Outcomes (SLO): ILO, DLO, GEO, PLO, and CLO
- Methods of instructions
- Grading/Grading Scale:
- Last day to completely withdraw from the course identified
- Important Dates
- Attendance policy
- Tentative topical course outline
- Rubrics identified

Procedures: Process of initiating course syllabi on a semester-basis including 10 week and 6 week sessions

1. All faculty members are required to draft and submit course syllabi to department chairpersons for review prior to first week of instructions.
2. Each department chairperson will review course syllabi for alignment and consistency of course outcomes, program learning outcomes, and topical outlines.
   a. Once approved, the department chairperson will then forward the approved course syllabi to the office of Academic Affairs for further review.
   b. Once approved by the Office Academic Affairs, faculty will then provide students with copies of course syllabi on the first week of instruction.
3. All course syllabi for MWF classes should be submitted to Office of Academic Affairs no later than Friday of the first week of instruction.
   All course syllabi for TR classes should be submitted to Office of Academic Affairs no later than Thursday of the first week of instruction.
   All course syllabi for Daily classes should be submitted to Office of Academic Affairs no later than Friday of the first week of instruction.
4. Director of Curriculum and Assessment/Curriculum Chairperson will review for alignment purposes and to ensure all pertinent information is current and updated. If approved, the final copy will be forwarded to Administrative tech for documentation or to the department chairperson to address recommendations.
5. Director of Curriculum and Assessment /Curriculum Chairperson approves and forwards to Administrative tech officer for documentation.
6. A list of departments/faculty who has submitted course syllabi will be archived on compliance assist.
7. Consequences:
   1. All late submission of Course syllabi's will be noted in the faculty performance evaluation.
   2. Faculty Exit forms upon completion of the semester will not be signed if course syllabi are not filed with Office of Academic Affairs.

Updated Revisions 12-22-2016

COURSE SYLLABUS TEMPLATE

Course Alpha/Title/Section: | *Section* |

Class Days/Time: **Instructor:**

Department:

Office Location: **Office Hours:**

Contact Phone Number: **Email Address:**

Textbook Title:

ISBN Number and Price of textbook:

ASCC Disclaimer: Textbook Prices are subject to change.

Publisher Name/Copyright Year:

***Additional Materials/Resources (Optional):**

Course Description ***(Current Catalog)***

Pre – requisite:

Institutional Learning Outcomes

1.

Program Learning Outcomes

1.

Course Learning Outcomes (List all CLO)

1.

Course Objectives:

1.

STUDENT LEARNING OUTCOMES/ALIGNMENT

ILO	PLO	CLO	ASSESSMENT INSTRUMENT	DIMENSIONS *(Competencies/Qualities)*
ex: 1	*1*	*3*	*Oral Presentation Rubric*	*D-1: Body Language: Movements seemed fluid and helped the audience visualize.* *D-6: Voice: Use of fluid speech and inflection maintains the interest of the audience.*

Methods of Instruction:

-

Grading Scale: *(Grading system identified by points/percentage broken down into a letter grade scale.) *Check with catalog on letter grades used)*

-

List Course Requirements: (Identify required course work and assign % or points in order for the student to know how to earn a final grade: *(e.g. 4 Quizzes – (@ 50 points or 5% each = 200 pts./20%; Research Paper – 100 pts. or 25%)*

-

Important Dates: *(Dates include Administrative Drop, Withdraw with "W", and Withdraw with "W/F" or "W/NP")*

•

ASCC Attendance Policy: *(refer to current catalog)*

Attendance Policy: (pg. 32, 2016-2018 ASCC General Catalog)

All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. Instructors are required to include in their course syllabi the College's attendance policy and have it distributed to students during the first week of instruction. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for CAPP and summer sessions. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.

15 weeks = 6 absences for courses offered on M/W/F and 4 absences for courses offered on T/Th
10 weeks = 4 absences for courses offered on M/W/F and 3 absences for courses offered on T/Th

A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide documentation for absences to the Dean of Academic Affairs.

Veteran students are to refer to the Division of Student Services (DOSS) Veterans Educational Benefits sections for additional attendance requirements.

Stopped/Non-Attendance:

A grade of "F" or "NP" will be recorded if a student stops attending or never attended a class, or exceeds the maximum allowable absences, and/or does not properly drop or withdraw from a class. Refer to the College Attendance Policy on attendance.

Date of last attendance is periodically collected from the instructors by the Records Office. In addition, instructors are required to report the date of last attendance when a final grade of "F", "W", "W/F", "W/WNP", "UW" or "NP" is submitted. The date of last attendance is recorded on the student's record and is made available to the Financial Aid Office for recipients of Federal Student Aid as required by Federal Law.

Veteran students are to refer to the Student Services Veterans Educational Assistance for additional attendance requirements.

Tentative Topical Outline: *ATTACH RUBRICS TO ASSESS OUTCOMES TO SYLLABUS

	Chapters *(Lectures/Labs/Clinical/Assignments/Important Dates)*	**List Course Objectives:** *(covered in the course)*	**List Student Learning Outcomes (SLO) Addressed:**	**List Assessment Tool(s) Used to measure CLO:**
Example	Chapter: Lecture: Discussion:	ex: Obj. 1	ex: ILO 1, PLO 1, CLO 3	ex: Expository Rubric
Week 1				
Week 2				
Week 3				

Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				

Week 16	**Finals this week**

SOP #	014-AA	Responsibility:	Dean of Academic Affairs, Dept. Chairperson, Special Administrative Assistant of the Dean of Academic Affairs, Director-of Trades & Technology Division, Director of Teacher Education
Title:	TEXTBOOK ORDER/ORDERING PROCESS	Policy:	#5216
Scope:	*Department/Program Chairperson* *Academic Affairs Division*	Review Date:	Spring 2015, Spring 2016

Description:

Textbooks for courses offered should be available at the bookstore prior to the beginning of each semester. Students are required to purchase textbooks, workbooks, and other instructional materials identified in the current syllabus of courses in which they are officially enrolled in by the end of the first week of instruction. Students' failure to obtain the required textbook for a course may result in dropping from the enrolled classes.

Textbook Policy (Update reference to 2016-2018 catalog)

Students are required to purchase textbooks, workbooks, and other instructional materials designed for course(s) they are enrolled in. Textbook costs vary from course to course. Every student must have the required materials identified in the current syllabus of the course(s) in which they are officially enrolled in by the end of the first week of instruction. Students' failure to provide their instructors proof of this requirement will result in an immediate recommendation by the instructor to drop the course(s). If the student does not drop the course or purchase the required materials, then the instructor may initiate an administrative drop. (Please refer to the section on Administrative Drop for more details.) *(ASCC 2014-2016 Catalog, pg. 37)*

Textbook Information

Section 133 of the HEA requires ASCC to disclose textbook information such as course schedules, textbook titles, ISBN numbers, and prices. This information is made available to students and to the Le College bookstore. *(ASCC 2014-2016 Catalog, pg. 37)*

Procedures: Process for Textbook ordering/orders

1 Department chairpersons check available books at the bookstore to ensure the numbers are sufficient to accommodate the need for course sections that will be offered in the upcoming semester.

2
a) Chairpersons must ensure the copyright for all textbooks are current or at least within a five year period.
b) Recommendation to review a new edition with the department for approval prior to submission of textbook orders.
c) Chairpersons are recommended to submit all new changes of textbooks to Curriculum for approval and to be reflected on approved Course Approval Forms.
d) Chairpersons are also responsible to check all ISBN #'s of each textbook, before submitting to the Office of Academic Affairs

3 Department chairpersons obtains a textbook order form from Academic Affairs office

4
- Textbook order forms must be completed by the chairperson/faculty.
- Textbooks order forms are to be routed for approval signatures and then filed with the Office of Academic Affairs before forwarding it to the Bookstore for processing. *(Referencing; ASCC Department of Finance SOP Le Bookstore Book Orders, SOP #F-033, pg. 105-107)*
- Each chairperson is recommended to scan or have hard copies of all submitted textbook orders for tracking purposes in department files, for documentation purposes.

5
- All department chairpersons are advised to submit textbook orders at the end of the 5th week of instruction.
- This will allow the Office of Academic Affairs, Le Bookstore, and Department of Finance

	ample time to place orders on time prior to beginning of each semester. *(Referencing: ASCC Department of Finance SOP Le Bookstore Book Orders, SOP #F-033, pg. 105-107)*
6	Chairpersons are recommended to check with Bookstore if textbook orders have arrived and the check for prices of each textbook so that it will be noted on courses syllabi, one week prior to the beginning of the semester.

Reference: ASCC Department of Finance SOP for Textbook Orders (pg. 105-107)

1	Manager receives book order forms from Dean of Academics Office. Manager meets with Bookstore buyer and work through the orders
2	The stockroom tech counts the books in the stockroom and the store. He gives report to Bookstore Manager and we determine what to buy back and what to order for the upcoming semester.
3	Once the Bookstore Manager finalizes the report of the buy backs, it will be forward to the Buyer to request for Pro-forma invoices or quotations from each vendor for the order and that is when the Vendor will let us know the form of payment (i.e. PO or Prepayment). This is a 4 week process.
4	The Bookstore Buyer follow up with invoices, once invoices are received, Buyer will then process the Purchase Requisition (PR) for the approval signatures. When the PR is approved, the Buyer will create a PO for each vendor.
5	Upon completion and approval of PO, Buyer will send over PO with invoice attached via email and fax to each vendor for the book orders.
6	If the vendor accepts our PO they will then process the order and let us know when the order will be shipped. The Buyers will keep following up with vendor until orders arrive.
7	If vendor does not accept our PO, the Buyer will request for pre-payment to the General Accounting manager, Accounts Payable and CFO.
8	The Buyer will continue to follow up with vendors on the status of each order
9	Once the order arrives the Procurement office receivers will conduct their count to ensure that the order is complete, the Bookstore Buyer/Receiver will then count the books for verification that order is complete and signs off on the book order(s).
10	The Bookstore stock person puts the order(s) in the stock room
11	Bookstore Buyer will input the order count on Inventory spreadsheet and calculates the selling price.
12	*The following documents are filed away:* Copy of PO Invoices The same copies are forwarded to AP specialist.
13	Bookstore Buyer will notify Faculties that their book orders have arrived and are in the bookstore.

TEXTBOOK ORDER TEMPLATE

ASCC TEXTBOOK REQUEST FORM

Date _____

DUE DATE	Fall Semester	May
	Spring Semester	October
	Summer Session	March

ASCC INSTRUCTIONAL DEPARTMENT — DEPARTMENT CHAIRPERSON

COURSE ALPHA/COURSE NUMER — COURSE TITLE/DESCRIPTION

NAME OF INSTRUCTOR — CONTACT PHONE NUMER / EMAIL ADDRESS

TITLE OF TEXTBOOK — AUTHOR — ISBN NUMBER

PUBLISHER / PUBLISHING COMPANY — EDITION — COPYRIGHT

NUMBER OF STUDENTS PER SECTION — NUMBER OF SECTIONS — TOTAL TEXTBOOKS

SIGNATURES

Department Chairperson/Date	Dean/Date	Vice President/Date Academic/Student Affairs

Description:

SOP #	016-AA	Responsibility:	Department Chairperson, faculty, and Academic Affairs Divisions
Title:	PROPOSAL OF EVENTS/ACTIVITIES	Policy:	#5325
Scope:		Review Date:	09-12-2014

If you are department or organization are planning an event you must fill out the Proposal of Events/Activity. You will be asked a number of questions about your event in the form. If you are more specific in the details you relate about your event, it will significantly reduce the amount of time required to review your proposal since the Academic Affairs Office may not need to follow up with you for more details. The information submitted will be used by the reviewer(s) to understand the nature and structure of your event. Any information about content (names of speakers, topics to be covered, names of films being screened, types of games, etc.) and logistics (agendas, organizing structures, registration locations, etc.) will speed the process up.

Procedures:

1. Proposal of events form can be picked up from the Academic Affairs Office. There will be an online version on the ASCC website.
2. Fill out the necessary form and answer all the questions that pertain to the event that you are planning.
3. The initiator will sign the proposal and submit 2 weeks prior to the event. No last minute proposals will be accepted. *(discretion of the Dean of Academic Affairs, with justification and rationale of why the proposal has been submitted late).*
4. Submit completed form to the Division of Academic Affairs.
5. Proposal will be routed to the **Dean of Academic Affairs**, **Dean of Student Services** and the **Vice President of Academic and Student Affairs** for approval or not approved.
6. Initiator will be notified by the Academic Affairs Staff if proposal has been approved or not.
7. If not approved, follow up with the Dean or VP for further instruction.
8. If approved, initiator needs to complete a Facility Request form (if applicable to the event) for further approval of the VP of Administrative Services.
9. If students are going off campus, the initiator needs to follow up with the Academic Affairs Office and request a Student Waiver and or Field Excursion Form to complete.

PROPOSAL OF EVENTS FORM

American Samoa Community College (ASCC)
All events planned at ASCC must be submitted using this proposal form. **Please complete at least TWO weeks prior to an event**. *Events are considered on a first come, first serve basis so submitting requests earlier in the year will increase your chances of approval.* Return all completed forms to the Academic Affairs Office.

For all events, once approved by the Dean of Academic Affairs, all copies of the forms will be sent to the appropriate ASCC faculty and Staff, or others.

Department/Organization	
Event Title	
Event Dates	
Event Times	
Estimated # Attendance	
Estimated # of ASCC Students	

Contact Information	
Name	
Address	
Telephone	
Email	
Optional Second Contact Information	
Name	
Address	
Telephone	
Email	

On a separate sheet of paper, provide typewritten responses to the following questions. For each question, please limit your response to 250 words, double spaced and 12-point font.

1) **Describe your event:** ***Please be brief but detailed.***

2) **Student Learning Outcomes** *(Identify ILO, DLO, PLO, and/or CLO alignment to the event; which SLO is aligned to the event/activity that you are proposing?)*
3) **Assessment of SLO's:** *(Identify the assessment instrument that you are using to assess the proposed event)*
4) Is this event/activity in the Course Syllabus?
5) Is this event/activity in your Department/Division Academic Calendar?
6) **Other guided questions:**
    a. *Will you be receiving funding for this event?*
    b. *Is this a ticketed event?*
    c. *If yes, what are your proposed prices*
    d. *Is this event a fundraiser benefit?*

Supplemental Materials
All submissions of information that would help us understand your event/activities, including this form must be submitted two weeks prior to the event or at the beginning of the semester to the Academic Affairs Office.

VERY IMPORTANT NOTE: All off campus or on campus after hour events should follow the proper protocol in completing the **ASCC Field Excursion Form and the Student Waiver Form.** Templates and forms are provided by the Academic Affairs office.
Governance Manual (GM #3107 Health and Safety, GM# 6220 Campus Safety…)

BUDGET SUMMARY (IF APPLICABLE)

Please fill in this summary after completing the budget and marketing narratives.

Description	Total amount required	Amount requested from other sources
NA		
NA		
NA		
NA		
NA		
Other		
Subtotal		
	Total	

* A written cost estimate from the department/organization is required when charges are involved regardless of whether you are requesting funding for these charges or not.

** If this is a ticketed event, then you must meet with the staff Advisor in order to complete this section.

MARKETING NARRATIVE (IF APPLICABLE)

	Priority	Total amount required	Amount requested from other sources
Print Ads			
Radio/TV			
Direct Mail			
Flyers/Posters			
Other			
Total			

Radio/TV (if applicable)

Description	Time period	Total costs	Amount billed to other	Amount billed to Committee
Total radio costs				

Posters, Fliers & Postcards (if applicable)

Description	Total Costs	Amount Billed to Other	Amount Billed to Committee
All flyers will be handled by the society.			
Total posters, fliers & programs costs			

Other (i.e. e-mails, sponsorships, website, giveaways)

Description	Total Costs	Amount Billed to Other	Amount Billed to Committee
Total other costs			

OTHER

If Necessary, briefly describe all items listed as "other" in your budget.

Description	Qty	Cost	Total
Total other costs			

FOR ACADEMIC AFFAIRS OFFICE USE ONLY

Date proposal submitted:_____ / _____ / _____ Initiator: _____

_____ Date _____
President ***(if applicable)***

[ ] Approved [ ] Not Approved

_____ Date _____
Vice President of Academic & Student Affairs

[ ] Approved [ ] Not Approved

_____ Date _____
Dean of Academic Affairs:

[ ] Approved [ ] Not Approved

_____ Date_____
Dean of Student Services ***(if applicable)***

[ ] Approved [ ] Not Approved

Reason for decline:

Notes:

VERY IMPORTANT NOTE: All off campus or on campus after hour events should follow the proper protocol in completing the **ASCC Field Excursion Form and the Student Waiver Form.** Templates and forms are provided by the Academic Affairs office.
Governance Manual (GM #3107 Health and Safety, GM# 6220 Campus Safety…)

SOP #	031-AA	Responsibility:	Faculty, Department Chairpersons, Directors, Registrar's Office, and DOAA Staff & Admin
Title:	ADD AND DROP PROCESS	Policy:	#5308, ASCC Catalog
Scope:	Academic Affairs Division and Records' office.	Review Date:	

Description:
All faculty must serve as Advisors to student in providing guidance and advice for students to succeed with their Education Plan. The ADD and DROP period is noted in the catalog for Advisors and Students to follow when scheduling courses.

Procedures: ADD and DROP Process

1. Student who wishes to add or drop a course must pick up an add/drop form from the Records Office.
2. The student must see Advisor for approval of Add/Drop course. It is the responsibility of the student to provide transcripts, Advising Sheets, and/or Student Evaluation form for the Advisor as justification of the needed change of schedule.
3. Student and Advisor must comply with allowable credits as noted in the catalog. Students who have exceeded the maximum allowable credits must get approval from the Dean of Academic Affairs.
4. All completed ADD/DROP forms must be submitted to the Records during the Registration Period and last day of ADD and Drop (2nd day of 1st week of Instruction.)

CAPP SESSION (6 weeks)

1. Student who wishes to add or drop a course must pick up an add/drop form from the Records Office.
2. The student must see Advisor for approval of Add/Drop course. It is the responsibility of the student to provide transcripts, Advising Sheets, and/or Student Evaluation form for the Advisor as justification of the needed change of schedule.
3. Student and Advisor must comply with allowable credits as noted in the catalog. Students who have exceeded the maximum allowable credits must get approval from the Dean of Academic Affairs.
4. All completed ADD/DROP forms must be submitted to the Records during the Registration Period and last day of ADD and Drop period. (2nd day of 1st week of Instruction.)

TED SESSION (10 weeks)

1. A Student who wishes to add or drop a course must pick up an add/drop form from the Records Office.
2. The student must see Advisor for approval of Add/Drop course. It is the responsibility of the student to provide transcripts, Advising Sheets, and/or Student Evaluation form for the Advisor as justification of the needed change of schedule.
3. Student and Advisor must comply with allowable credits as noted in the catalog. Students who have exceeded the maximum allowable credits must get approval from the Dean of Academic Affairs.
4. All completed ADD/DROP forms must be submitted to the Records during the Registration Period and last day of ADD and Drop period. (2nd day of 1st week of Instruction.)

SOP #	038-AA	Responsibility:	Department Chairpersons/Respective Directors, Dean of Academics Affairs, and VP Academic & Student Affairs
Title:	PROPOSAL OF NEW FACULTY POSITION	Policy:	# 4602.4, 4008
Scope:	Chairpersons, Directors, and Dean of Academic Affairs	Review Date:	March 2017

Description:
Proposal of new faculty position is initiated by the department with data to support the need of the proposed position.

Procedures

1. The Department Chairperson submits proposal of new faculty to the Dean for approval. The following items are required to be submitted with proposal for the Dean's review and recommendation:
    - Program Review Assessment Data identifying the need for the position
    - Course offering schedules indicating the need of an instructor
    - Current Fiscal Year Budget
2. The Dean of Academic Affairs submits recommendation for an opening to VP of Academics and Services with a plan on funding source.
3. Upon approval of VP the request is forwarded to the President for final approval.
4. Once the President approves the proposal, the position is allocated in the new Fiscal Year Budget.

SOP #	041-AA	Responsibility:	Dean of Academics Affairs, Associate Dean of Academic Affairs, VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	PROPOSAL OF ADJUNCT FACULTY	Policy:	#4006, 4006.1,4006.2,4006.3,4006.4, 4008
Scope:	Academic Departments and Academic Affairs	Review Date:	March 2017

Description:
Adjunct faculty hiring process is based on a need of the department.

Procedures

1 Chairperson recommends adjunct faculty based on the need of the program.

2 Prior to approval by the Dean and VP of Academic Affairs, the recommended adjunct must complete the following:

- Complete the ASCC Application and submit to HR
- Must hold a Master Degree from a US accredited institution for all Content disciplines except Career Technical programs such as Nursing, Trades, etc. (provide licenses or national credentials in lieu of degrees)
- Submit copies of Degrees and official transcripts

3 Once approved, the chairperson works closely with the adjunct on necessary documents to be submitted such as course syllabus, SLO assessment, grades, Exit forms, deadlines etc..

4 The adjunct faculty will be evaluated upon completion of the course using the faculty performance evaluation instrument.

5 All adjunct faculties must submit the completed Exit Form prior to exiting from the college. Compensation would not be released until completion of Exit form.

SOP #	042-AA	Responsibility:	Dean of Academics Affairs, Academic Directors (TED, TTD, and C & A),VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	FACULTY REPORTING OF ABSENCES	Policy:	#4504.6, 4400, 5115, 5119
Scope:	Academic Departments and Academic Affairs	Review Date:	Dec 2016

Description:
All faculties must report to their immediate supervisor when unable to come to work during Instructional Period.

Procedures — All faculty must follow proper reporting protocol when unable to attend work.

1. The faculty must inform the Chairperson and/or Academic Affairs office when unable to report to work.
2. The Chairperson would then have to either arrange for other faculty to substitute or cancel the course for that day if no one is available to teach the class. All actions must be submitted to the office of Academic Affairs to account for contact hours.
3. Faculty who have been absent must make up contact hours for students by:
   - Arrange other faculty to substitute
   - Meet outside the scheduled time of the course
4. All faculty must have course syllabi, instructional materials, assignments, etc available for the substitute instructor to use
5. All plans of actions must be submitted and documented by Department and Academic Affairs for accountability purposes.

SOP #	044-AA	Responsibility:	Department Chairperson, faculty,
Title:	TRACKING PROGRAM STUDENTS	Policy:	#5106, ASCC Student Handbook 2009-2010, pg. 25
Scope:	Academic Dean, Directors, Department Chairperson, and faculty	Review Date:	March 2014/Spring Semester Revised June 26, 2016

Description:
Academic Advising is an opportunity to exchange information designed to help students reach their educational and career goals. Advising is a shared responsibility between the advisor and the student.
Reference:
https://www.google.com/search?q=defien+academic+advising&rlz=1C1SNNT_enUS425US425&oq=defien+academic+advising&aqs=chrome..69i57j0l5.4173j0j4&sourceid=chrome&espv=210&es_sm=122&ie=UTF-8

Procedures:

1. Department Chairpersons are issued with class rosters at the beginning of each semester, before disseminating class rosters to the faculty , the chairperson identifies which student are in their academic degree program.

ID	Student Name	Spec Need	Credits/CEU	Academic Level Taken	Class	Academic Program	Admit Stat	Ant Compl Date	Rpt Crs	P/A	Acad Cr Stat	Add/Drop/ Withdraw Date	Drop Gr
0015984	John Doe		3.00 cr	UG	FR	NONDEGREE	EARLY				Add	6/11/13	
0015942	Jane Doe		3.00 cr	UG	FR	ELE.CERT	NEW	2/15			Add	6/10/13	
0015948	Rex Doe		3.00 cr	UG	FR	NETCOMP.CERT	NEW	11/15			New	6/7/13	
0014495	Mary Doe		3.00 cr	UG	FR	LIBART.AA	NEW	10/15			New	6/10/13	

2. Once the student(s) has been identified, the chairperson/faculty schedules a meeting with the student.
3. The Department Chairperson and/or faculty assist the student with their Individual Education Plan by using an Academic Advising sheet.
4. Chairperson/faculty creates a matrix of what courses that the student needs to take in the following semester.
5. The chairperson/faculty creates the semester schedule according to the need of the student(s). *For example see matrix below.*

SOP #	050-AA	Responsibility:	Department Chairperson, Special Admin to the Dean
Title:	TIMESHEETS	Policy:	#4400.3
Scope:	Special Admin to the Dean of Academic Affairs	Review Date:	March 2017

Description:

Procedures:

1. The Special Assistant to the Dean of Academic Affairs is the time keeper of thirteen instructional offices and departments: (1) Academic Affairs Office; (2) Business; (3) Criminal Justice; (4) English CAPP; (5) Fine Arts; (6) Health and Human Services; (7) Language and Literature; (8) Mathematics; (9) Nursing; (10) Physical Education; (11) Science; (12) Social Science; and (13) Area Health Education Office.

2. Standard time sheet forms are prepared and forwarded two days before the deadline via email to the Department Chairpersons for review and adjustments. The time keeper is notified of updates or additional forms (leave forms). This step is very important as to provide accurate and up-to-date record keeping of faculty time. Questions and concerns are resolved at this level regarding time keeping and leave.

3. The assistant also prepares one hard copy to accommodate chairpersons and is delivered personally to the department chairs to alleviate problems that may arise.

4. The assistant completes the signature of approval routing process. Scans one complete copy of the time sheets and supporting documents for files and forwards original to Human Resources Office before the standard deadline.

SOP #	051-AA	Responsibility:	Faculty, Chairpersons, Academic Affairs
Title:	FACULTY FACILITY REQUESTS	Policy:	# 6100
Scope:	faculty	Review Date:	March 2017

Descriptions:
Faculty are responsible to put in a request if there is a need to use a classroom, gymnasium, lecture hall, and not limited to… after hours or during work hours.

Procedures:

1. Chairpersons/Faculty may acquire a copy of the ASCC Facility Request from Academic Affairs Office.
2. Please complete the form, apply your signature as the Originator, and date the form.
3. Submit the form to Academic Affairs Office.
4. Special Assistant to the Dean of Academic Affairs Office will acquire the Dean's signature of approval and then forward the form to the Office of the Vice President of Administration and Finance or the President.
5. The assistant will notify Chairpersons/Faculty regarding the status of the request.

NOTE: All requests for ASCC Lecture Hall:

A. First consult the Secretary of the ASCC President for availability.
B. Complete the form.
C. Route the form to the Academic Affairs Office

SOP #	045-AA	Responsibility:	Dean of Academics Affairs, Associate Dean of Academic Affairs, VP Academic & Student Affairs, Special Assistant to the Dean of Academic Affairs
Title:	SICK LEAVE REQUEST for FACULTY	Policy:	#4501, 5115, 5119
Scope:	Academic Departments and Academic Affairs	Review Date:	Dec 2016, March 2017

Description:
Faculty requesting sick leave will adhere to the following.

Procedures:

1. Chairpersons and Faculty members are required to report their intent of taking leave to their immediate supervisors [Chairpersons to the Dean of Academic Affairs and Faculty to their respective chairperson]. NOTE: Academic Affairs Office is usually opened at 06:30 a.m. on each working day. Contact the Special Assistant to the Dean of Academic Affairs at 699-9155 extension 350 or email:

2. The assistant will notify the department or office to inform whoever is present of the call. Furthermore, the assistant will post onto the classrooms assignments for the students of the instructors and copy the department or office and the Academic Affairs Office. NOTE: As the assistant is also the timekeeper for the Academic Affairs Office – leave taken will be applied to the instructor's time sheet accordingly.

3. Chairperson/Faculty will complete a Leave Request Authorization form that may be obtained from either Human Resources or Academic Affairs Office.

4. There are three types of leave available for Chairperson/Faculty: (a) Sick Leave; (b) Faculty Release; and, (c) Leave Without Pay (LWOP).

    3.a. Sick Leave – Leave taken for medical, dental, or surgical transactions.

    3.b. Faculty Release – Leave taken for emergencies personal or family

    3.c. Leave Without Pay -- Disregard of notifying ASCC of absence or completion of leave.

5. For leave of serious and lengthy (over one week) medical or personal, Chairpersons/Faculty are strongly encouraged to consult their immediate supervisor, Dean of Academic Affairs, and the Human Resources Office. Such cases will require documentation (medical documents/appointments, round trip air lines tickets, legal or court citations, etc.) If such an incident should occur during instruction, Chairpersons/Faculty are to ensure that students are not left behind and that contact hours are not loss due to leave of absence.

6. As Chairpersons/Faculty are mandated to participate in commencement exercises. Those Chairpersons/Faculty that have no alternative but to go on leave, must consult the Dean of Academic Affairs two or more weeks prior to the date of the commencement exercise program with proper documentation.

AMERICAN SAMOA COMMUNITY COLLEGE
Mapusaga campus
P.O. Box 2609
Pago Pago, American Samoa 96799
Website: www.amsamoa.edu
Academic Affairs Office email: academicaffairs@amsamoa.edu

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AMERICAN SAMOA COMMUNITY COLLEGE

Division of Academic Affairs
Academic Affairs Office

MEMO

February 06, 2018

ASCC DIVISION OF ACADEMIC AFFAIRS CORRESPONDENCE NO. 081502062018

TO Dr. Rosevonne Makaiwi-Pato, ASCC President,

VIA ASCC Academic Department Chairpersons (see attachment)

FROM Mrs. Letupu Moananu, Dean of Academic Affairs, Letupu Moanau

SUBJECT Approved List of ASCC Spring Semester 2018 Student Advisors

I submit for your approval the confirmed list of ASCC Spring Semester 2018 Academic Student Advisors to provide effective advising in students' degree programs. The Chairpersons and Faculty listed will be responsible for advising and tracking students' program data on respective degrees and certificates.

Please do not hesitate to contact me if you have any questions.

LTM:cear

Attachments: 2018 List of Student Advisors

ASCC Signatures of Academic Department Chairpersons' Approval

Post Office Box 2609
Pago Pago, American Samoa 96799

ACADEMIC ADIVSORS - SPRING 2018

Departments	Degrees/Certificates Offered	Advisors
Agriculture, Community, and Natural Resources	Associate of Science degree in Agribusiness Associate of Science degree in General Agriculture Associate of Science degree in Natural Resources Associate of Science degree in Family and Consumer Science	Mrs. Pauline T. McFall Mr. Ionatana L. Fasavalu Dr. Michael Otto Hansell
Business	Associate of Science in Accounting Associate of Science in Business Management Certificate of Proficiency in Accounting Certificate of Proficiency in Business Management	Dr. Faoiua Faatoafe Mr. Lam Yuen Lam Yuen Mr. Papalauena Ioapo Taua'i
Criminal Justice	Associate of Science in Criminal Justice Associate of Arts in Pre-Law	Mrs. Rosie Ah Chee-Toeava Mr. Utumoe Alefosio
Fine Arts	Associate of Arts degree with an emphasis in Music Associate of Arts degree with an emphasis in Visual Art	Mr. Kuki Tuiasosopo Ms. Regina Meredith Mr. Poe Mageo Ms. Loretta Puaauli
Health and Human Services	Associate of Arts degree with an Emphasis in Human Services Associate of Science degree in Health Science Certificate of Proficiency in Guidance and Counseling Certificate of Proficiency in Public Health	Mr. Derek Helsham
Nursing	Associate of Science degree in Nursing Certificate of Proficiency in Practical Nursing (PN) Certificate of Completion in Nurse Aide (NA)	Ms. Lele Ah Mu Ms. Ann Longnecker
Samoan Studies	Associate of Arts degree with an Emphasis in Samoan Studies	Mr. Evile Feleti Mrs. Alofa T. Nu'usila Mrs. Tasia Talamoni
Marine Science	Associate of Science degree in Marine Science Certificate of Proficiency in Marine Option Program (MOP)	Ms. Meagan Curtis Mrs. Kelley Anderson-Tagarino
Social Science (Political Science)	Associate of Arts degree with an emphasis in Political Science	Mrs. Lilian Temese Mr. Sheldon Seigafo
Teacher Education	Associate of Arts degree with emphasis in Elementary Education Certificate of Proficiency in Elementary Education Bachelors of Education in Elementary Education	Dr. Larry Purcell Mr. Tero Talamoa Mrs. Feleni Petelo-Alainuuese Mr. Lance Glodowski Ms. Moressa Langkilde
Trades and Technology	Associate of Science degree I Architectural Drafting Associate of Science degree in Auto Body Repair Associate of Science degree in Automotive Technology Associate of Science degree in Carpentry Associate of Science degree in Civil Engineering Technology Associate of Science degree in Electronics Associate of Science degree in Electrical Technology Associate of Science degree in Welding Certificate of Proficiency in Air Conditioning and Refrigeration Certificate of Proficiency in Architectural Drafting Certificate of Proficiency in Auto Body Repair Certificate of Proficiency in Advanced Automotive Technology Certificate of Proficiency in Basic Automotive Technology Certificate of Proficiency in Carpentry Certificate of Proficiency in Civil Engineering Technology Certificate of Proficiency in Diesel Certificate of Proficiency in Electrical Technology Certificate of Proficiency in Electronics - Consumer Certificate of Proficiency in Electronics - Communication System Certificate of Proficiency in Electronics - Computer System Certificate of Proficiency in Information Communication Technology Certificate of Proficiency in Networking and Computing Certificate of Completion in Intro to Auto Body Repair Certificate of Completion in Carpentry Fundamentals Certificate of Completion in Fundamentals of Automotive Certificate of Completion in Welding Fundamentals	Mr. Frederick Siusala Mr. Jericho Martinez Ms. Valentine Talamoni

Science	Associate of Arts degree in Liberal Arts	Dr. Randel De Wees Mr. Murali Gopalan Mr. Alden Tagarino
Language & Literature	Associate of Arts degree in Liberal Arts	Mrs. Melelina Fiaui Mr. Vesi Matu'u Mr. Ben Goodwin Ms. Jocelyn Siologa Dr. Sybil Johnson
College Accelerated Preparatory Program (CAPP)	Associate of Arts degree in Liberal Arts	Dr. Ropeti Siamaua Mrs.Ethel Sokimi Ms. Elisapeta Faalafi Ms. Lise Sauni Ms. Pepe Lafaele Ms. Florangel Calumpang Mrs. Edna Zarraga Mr. Pio Tavai
Computer Science	Associate of Arts degree in Liberal Arts	Mr.Emie Seiuli Mr. Reupena Lesa Ms. Juliet Fung-Cheng Pen
Math	Associate of Arts degree in Liberal Arts	Mr. Tunufa'I Leiato Ms. Sina Mose Mr. Anthony Felise Mr. Emau Tofilau Mr. Avele Mata'utia Ms. Amete Moefiainu Mr. La'au Liufau Mr. Marston Porter
Social Science (History)	Associate of Arts degree in Liberal Arts	Mrs. Adrian Moana Mr. Bryan Jackson Mrs. Tala Ropeti-Leo

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ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE
SUMMER SEMESTER 2018

APPROVED SCHEDULE

Update: 4/9/2018 5:18

EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
			AGRICULTURE AND LIFE SCIENCE							
	09029	1	AGR 100I	01	Practical Job Experience I	DAILY	09:00 - 10:20	1	210	IFAASAVALU
			ARTS & HUMANITIES							
	09089	1	MUS 150	01	Music Fundamentals	DAILY	11:00 - 12:20	3	29	LPUAAULI
	09032	2	MUS 160	01	Music Literature	DAILY	09:30 - 10:50	3	29	LPUAAULI
	09033	3	SPH 153	01	Introduction to Speech	DAILY	09:30 - 10:50	3	30	KTUIASOSOPO
	09034	4	SPH 153	02	Introduction to Speech	DAILY	11:00 - 12:20	3	30	KTUIASOSOPO
	09035	5	PHIL 150	01	Introduction to Philosophy	DAILY	10:00 - 11:20	3	9	SSEIGAFO
			BUSINESS							
	09036	1	BUS 103	01	Introduction to Business	Daily	08:00-09:20	3	23	FFAATOAFE
			COLLEGE & LIFE PLANNING							
	09037	1	CLP 150	01	College & Life Planning	DAILY	09:30 - 10:50	3	TBA	APANAMA
	09038	2	CLP 150	02	College & Life Planning	DAILY	11:00 - 12:20	3	TBA	LPEREIRA
			CRIMINAL JUSTICE							
	09039	1	CJ 230	01	Criminal Justice Administration and Organization	DAILY	09:30 - 10:50	3	18	RTOEAVA
	09040	2	CJ 240	01	Police Community Relation	DAILY	11:00 - 12:20	3	18	RTOEAVA
			HISTORY							
	09041	1	HIS 150	01	American History I	DAILY	09:30 - 10:50	3	9	AMOANA
	09042	2	HIS 151	01	American History II	DAILY	11:00 - 12:20	3	7	AMOANA
	09043	3	HIS 162	01	Pacific History	DAILY	02:00 - 03:20	3	8	BJACKSON
	09044	4	HIS 162	02	Pacific HIstory	DAILY	08:00 - 09:20	3	8	BJACKSON
	09046	5	HIS 170	01	World Civilization I	DAILY	08:00 - 09:20	3	7	LTEMESE
	09045	6	HIS 171	01	World Civilization II	DAILY	11:00 - 12:20	3	9	LTEMESE
			LANGUAGES AND LITERATURE							
	09047	1	ENG 150	01	Introduction to Literature	DAILY	08:00 - 09:20	3	26	BGOODWIN
	09048	2	ENG 151	01	Freshman Composition	DAILY	09:30 - 10:50	3	26	BGOODWIN
			MATHEMATICS							
	09049	1	MAT 151	01	Intermediate Algebra	DAILY	08:00 - 09:20	3	A25	AMOEFIAINU
	09050	2	MAT 151	02	Intermediate Algebra	DAILY	09:30 - 10:50	3	A35	AFELISE
	09051	3	MAT 151	03	Intermediate Algebra	DAILY	11:00 - 12:20	3	A35	AFELISE
	09052	4	MAT 151	04	Intermediate Algebra	DAILY	12:30 - 01:50	3	A35	LLIUFAU
	09053	5	MAT 250	01	College Algebra & Trigonometry	DAILY	10:00 - 11:50	4	A40	TLEIATO
	09054	6	MAT 250	02	College Algebra & Trigonometry	DAILY	01:00 - 02:50	4	A5	TLEIATO
			SCIENCE							
	09055	1	PHSCI 150	01	Physical Science	Daily	09:30 - 10:50	3	A30	RDEWEES
	09056	2	PHSCI 150L	01	Physical Science Laboratory	Daily	11:00 - 12:20	1	A30	RDEWEES
	09057	3	PHSCI 150	02	Physical Science	Daily	12:30 - 01:50	3	A45	LONEY
	09058	4	PHSCI 150L	02	Physical Science Laboratory	Daily	02:00 - 03:20	1	A45	LONEY
			STUDIES OF SAMOA & THE PACIFIC							
	09059	1	SAM 101A	01	Conversational Samoan I	DAILY	02:00 - 03:20	3	M4	TTALAMONI
	09060	2	SAM 111	01	Introduction to Samoan Language	DAILY	08:00 - 09:20	3	M4	EFELETI
	09061	3	SAM 151	01	Freshman Samoan	DAILY	09:30 - 10:50	3	M4	ANUUSILA
	09062	4	SAM 151L	01	Freshman Samonan Laboratory	DAILY	11:00 - 12:20	1	M4	ANUUSILA
			SOCIAL SCIENCE							
	09063	1	SOC 150	01	Introduction to Sociology	DAILY	12:00 - 01:20	3	8	SSEIGAFO
	09064	2	PSY 150	01	Introduction to Psychology	DAILY	09:30 - 10:50	3	20	TLEO
	09065	3	PSY 150	02	Introduction to Psychology	DAILY	11:00 - 12:20	3	20	TLEO
			TRADES & TECHNOLOGY							
	09066	1	ICT 150	01	Introduction to Computers	DAILY	10:00 - 12:20	3	LAB-B	RLESA
	09067	2	ICT 150	02	Introduction to Computers	DAILY	08:00 - 10:20	3	LAB-A	JFUNGCHENPEN
	09068	3	ICT 150	03	Introduction to Computers	DAILY	12:00 - 02:20	3	LAB-A	ESEIULI

College Accelerated Preparatory Program (C.A.P.P)

ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE
SUMMER SEMESTER 2018

APPROVED SCHEDULE

Update: 4/9/2018 5:18

EN	SYN #	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	CAPP ENGLISH:								
	09069 1	ENG 070	151	Beginning Reading	DAILY	08:00 - 09:20	3	E-1	PLAFAELE
	09070 2	ENG 071	151	Beginning Writing	DAILY	09:30 - 10:50	3	E-1	PLAFAELE
	09071 3	ENG 080	151	Intermediate Reading	DAILY	11:00 - 12:20	3	E-4	PTAVAI
	09072 4	ENG 080	152	Intermediate Reading	DAILY	08:00 - 09:20	3	E-2	LSAUNI
	09073 5	ENG 081	151	Intermediate Writing	DAILY	08:00 - 09:20	3	E-5	PTAVAI
	09074 6	ENG 081	152	Intermediate Writing	DAILY	09:30 - 10:50	3	E-5	LSAUNI
	09075 7	ENG 090	151	Advanced Reading	DAILY	08:00 - 09:20	3	E-3	SROPETI
	09076 8	ENG 090	152	Advanced Reading	DAILY	09:30 - 10:50	3	E-3	ESOKIMI
	09077 9	ENG 090	153	Advanced Reading	DAILY	11:00 - 12:20	3	E-3	FCALUMPANG
	09078 10	ENG 091	151	Advanced Writing	DAILY	09:30 - 10:50	3	E-4	SROPETI
	09079 11	ENG 091	152	Advanced Writing	DAILY	11:00 - 12:20	3	E-4	ESOKIMI
	09080 12	ENG 091	153	Advanced Writing	DAILY	08:00 - 09:20	3	E-4	FCALUMPANG
	CAPP MATH :								
	09081 1	MAT 080	151	Preparatory Math	DAILY	08:00 - 09:50	4	A-14	ETOFILAU
	09082 2	MAT 080	152	Preparatory Math	DAILY	10:00 - 11:50	4	A-14	MPORTER
	09083 3	MAT 080	153	Preparatory Math	DAILY	12:00 - 01:50	4	M12-A	AMATAUTIA
	09084 4	MAT 080	154	Preparatory Math	DAILY	10:00 - 11:50	4	TBA	SMOSE
	09085 5	MAT 080	155	Preparatory Math	DAILY	12:00 - 01:50	4	A-14	MPORTER
	09086 6	MAT 090	151	Elementary Algebra	DAILY	12:00 - 01:50	4	A-40	SMOSE
	09087 7	MAT 090	152	Elementary Algebra	DAILY	08:00 - 09:50	4	A-40	AMATAUTIA
	09088 8	MAT 090	153	Elementary Algebra	DAILY	10:00 - 11:50	4	A-5	AMOEFIAINU

ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE

FALL SEMESTER 2018

APPROVED SCHEDULE

Update: 4/9/2018 5:14

EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
			AGRICULTURE AND LIFE SCIENCE							
	09151	1	AGR 100I	01	Practical Job Experience I	MW	10:30 - 11:50	1	210	PMCFALL
	09150	2	AGR 152	01	Survey of Community & Natural Resources	TR	10:00 - 11:20	3	210	PMCFALL
	09155	3	AGR 197/ MSC 197	01	Polynesian Culture & Natural Resources Learning Project	TR	08:00 - 10:50	4	208	IFAASAVALU
	09156	4	ANS 150A	01	Animal Science A	T	02:00 - 03:50	2	208	OMHANSEL
	09157	5	ANS 150B	01	Animal Science B	R	02:00 - 03:50	2	208	OMHANSEL
	09758	6	NRS 180	01	Forests and Agroforestry	MWF	08:00 - 08:50	3	208	IFAASAVALU
	09159	7	NRS 180L	01	Forests and Agroforestry Laboratory	F	01:00 - 03:50	1	208	IFAASAVALU
	09160	8	NRS 250	01	Environmental Studies	TR	09:30 - 10:50	3	208	IFAASAVALU
	09161	9	NUT 150	01	Nutrition	MW	09:00 - 10:20	3	210	PMCFALL
			ARTS AND HUMANITIES							
	09162	1	ART 150	01	Art History Survey I	MWF	09:00 - 09:50	3	30	RMEREDITH
	09163	2	ART 160	01	Design Fundamentals	MWF	10:00 - 11:50	3	TBA	RMEREDITH
	09164	3	ART 170	01	Basic Photography	MWF	01:00 - 02:50	3	TBA	RMEREDITH
	09165	5	DRA 150	01	Introduction to Drama	MWF	08:00 - 08:50	3	29	PMAGEO
	09166	6	DRA 170	01	Oral Interpretation of Literature	TR	09:30 - 10:50	3	30	KTUIASOSOPO
	09167	7	MUS 150	01	Music Fundamentals	MWF	10:00 - 10:50	3	29	LPUAAULI
	09168	8	MUS 160	01	Music Literature	TR	08:00 - 09:20	3	29	LPUAAULI
	09169	9	MUS 165	01	Music of the World	TR	11:00 - 12:20	3	29	LPUAAULI
	09170	10	MUS 170	01	Concert Choir	MWF	01:00 - 01:50	1	30	LPUAAULI
	09171	11	MUS 180	01	Band	TR	09:30 - 10:50	1	29	PMAGEO
	09172	12	MUS 181	01	Samoan String Band Ensemble	MWF	11:00 - 11:50	1	30	LPUAAULI
	09173	13	MUS 187	01	Beginning Band	TR	11:00 - 12:20	1	29	PMAGEO
	09174	14	SPH 153	01	Introduction to Speech	MWF	09:00 - 09:50	3	29	PMAGEO
	09175	15	SPH 153	02	Introduction to Speech	MWF	01:00 - 01:50	3	29	PMAGEO
	09177	16	SPH 153	03	Introduction to Speech	MWF	10:00 - 10:50	3	30	KTUIASOSOPO
	09178	17	SPH 153	04	Introduction to Speech	TR	11:00 - 12:20	3	30	KTUIASOSOPO
	09179	18	SPH 153	05	Introduction to Speech	MWF	11:00 - 11:50	3	30	KTUIASOSOPO
	09180	19	PHIL 150	01	Introduction to Philosophy	TR	09:30 - 10:50	3	20	SSEIGAFO
			BUSINESS							
	09181	1	ACC 150	01	Principles of Accounting	MWF	09:00 - 09:50	3	20	ITAUAI
	09182	2	ACC 151	01	Financial Accounting	TR	09:30 - 10:50	3	20	ITAUAI
	09183	3	ACC 152A	01	Payroll and Income Tax	TR	02:00 - 03:20	3	TBA	ITAUAI
	09184	4	ACC 210A	01	Managerial Cost Accounting	MWF	03:00 - 03:50	3	20	ITAUAI
	09185	5	ACC 220	01	Automated Accounting	MWF	10:00 - 10:50	3	23	ITAUAI
	09186	6	BUS 103	01	Introduction to Business	MWF	11:00 - 11:50	3	TBA	FFAATOAFE
	09187	7	BUS 150	01	Financial Math	MWF	09:00 - 09:50	3	23	FFAATOAFE
	09188	8	BUS 160	01	Business Communication	TR	11:00 - 12:20	3	TBA	FFAATOAFE
	09189	9	BUS 170	01	Ethics in the Workplace	MWF	08:00 - 08:50	3	TBA	FFAATOAFE
	09190	10	BUS 180	01	Applied Business Statistics	MWF	02:00 - 02:50	3	20	LLAMYUEN
	09191	11	BUS 260	01	Business Law	MWF	01:00 - 01:50	3	TBA	LLAMYUEN
	09192	12	ECO 250A	01	Principles of Micro-Economics	TR	08:00 - 09:20	3	TBA	LLAMYUEN
	09193	13	ECO 250B	01	Principles of Macro-Economics	MWF	02:00 - 02:50	3	TBA	STAFF
	09194	14	MGT 250	01	Principles of Management	MWF	11:00 - 11:50	3	20	LLAMYUEN
	09195	15	MGT 255	01	Human Relations & Organizational	MWF	09:00 - 09:50	3	TED1	LLAMYUEN
	09196	16	MKT 195	01	Principles of Marketing	TR	11:00 - 12:20	3	TBA	STAFF
	09197	17	MKT 212	01	Marketing and Management Practicum	TR	03:30 - 04:50	2	23	STAFF

ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE

APPROVED SCHEDULE

FALL SEMESTER 2018

Update: 4/9/2018 5:14

EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
			COLLEGE LIFE PLANNING (CLP)							
	09198	1	CLP 150	01	College Life Planning	MWF	08:00 - 08:50	3	TBA	STINITALI
	09199	2	CLP 150	02	College Life Planning	MWF	09:00 - 09:50	3	TBA	APANAMA
	09200	3	CLP 150	03	College Life Planning	MWF	10:00 - 10:50	3	TBA	GM-I'AULUALO
	09201	4	CLP 150	04	College Life Planning	TR	08:00 - 09:20	3	TBA	LPEREIRA
	09202	5	CLP 150	05	College Life Planning	TR	09:30 - 10:50	3	TBA	LTINITALI
			CRIMINAL JUSTICE							
	09203	1	CJ 150	01	Introduction to Crimnal Justice	TR	11:00 - 12:20	3	18	UALEFOSIO
	09204	3	CJ 175	01	Criminal Investigation	MWF	03:00 - 03:50	3	18	UALEFOSIO
	09205	4	CJ 180	01	Criminal Law and Procedures	MWF	10:00 - 10:50	3	18	UALEFOSIO
	09206	5	CJ 190	01	Introduction to Corrections	MWF	01:00 - 01:50	3	18	UALEFOSIO
	09207	6	CJ 195	01	Juvenile Delinquency	TR	02:00 - 03:20	3	19	UALEFOSIO
	09208	7	CJ 200	01	Comparative Justice	MWF	09:00 - 09:50	3	18	RTOEAVA
	09209	8	CJ 210	01	Constitutional Law and Procedures	TR	09:30 - 10:50	3	18	RTOEAVA
	09210	9	CJ 220	01	Survey of Law	TR	08:00 - 09:20	3	18	RTOEAVA
	09211	10	CJ 235	01	Cybercrime	MWF	02:00 - 02:50	3	18	RTOEAVA
			HEALTH AND HUMAN SERVICES							
	09213	1	HEA 140	01	Introduction to Health Occupations	MWF	09:00 - 09:50	3	A1	SSAVUSA
	09214	2	HEA 150	01	Introduction to Health Science	MWF	10:00 - 10:50	3	TBA	SSAVUSA
	09215	3	HEA 150	02	Introduction to Health Science	TR	02:00 - 03:20	3	TBA	SSAVUSA
	09216	4	HEA 151	01	Medical Terminology	MWF	01:00 - 01:50	3	TBA	SSAVUSA
	09217	5	HEA 299	01	Health Science Practicum/Work Experience	TR	09:00 - 11:50	2	TBA	SSAVUSA
	09218	6	HSV 150	01	Introduction to Human Services	MWF	09:00 - 09:50	3	TBA	DHELSHAM
	09219	7	HEA 152	01	Standard First Aid and CPR	TR	04:00 - 05:20	1	TBA	STAFF
	09220	8	HSV 155	01	Introduction to Gudance and Counseling	TR	02:00 - 03:20	3	TBA	DHELSHAM
	09221	9	HSV 160	01	Psychological and Achievement Testing	TR	08:00 - 09:20	3	TBA	DHELSHAM
	09222	10	HSV 165	01	Career Development and Information Systems	MWF	03:00 - 03:50	3	TBA	DHELSHAM
			HISTORY							
	09223	1	HIS 150	01	American History I	MWF	08:00 - 08:50	3	9	AMOANA
	09224	2	HIS 150	02	American History I	TR	11:00 - 12:20	3	7	AMOANA
	09225	3	HIS 151	01	American History II	MWF	10:00 - 10:50	3	9	AMOANA
	09226	4	HIS 151	02	American History II	TR	02:00 - 03:20	3	8	AMOANA
	09227	5	HIS 160	01	Samoan History	MWF	09:00 - 09:50	3	M3	TTALAMONI
	09229	6	HIS 162	01	Pacific History	MWF	09:00 - 09:50	3	7	BJACKSON
	09231	7	HIS 162	02	Pacific History	TR	09:30 - 10:50	3	8	BJACKSON
	09232	8	HIS 162	03	Pacific History	TR	11:00 - 12:20	3	9	BJACKSON
	09233	9	HIS 162	04	Pacific History	MWF	08:00 - 08:50	3	8	BJACKSON
	09234	10	HIS 170	01	World Civilation I	MWF	10:00 - 10:50	3	8	LTEMESE
	09235	11	HIS 170	02	World Civilation I	TR	08:00 - 09:20	3	9	LTEMESE
	09236	12	HIS 171	01	World Civilation II	MWF	02:00 - 02:50	3	9	LTEMESE
	09237	13	HIS 171	02	World Civilization II	TR	02:00 - 03:20	3	9	LTEMESE
			LANGUAGES AND LITERATURE							
	09238	1	ENG 150	01	Introduction to Literature	MWF	09:00 - 09:50	3	26	MFIAUI
	09239	2	ENG 150	02	Introduction to Literature	MWF	10:00 - 10:50	3	26	VMATUU
	09240	3	ENG 150	03	Introduction to Literature	MWF	12:00 - 12:50	3	26	VMATUU
	09241	4	ENG 150	04	Introduction to Literature	MWF	01:00 - 01:50	3	26	STAFF
	09242	5	ENG 150	05	Introduction to Literature	TR	08:00 - 09:20	3	27	STAFF

ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE

FALL SEMESTER 2018

APPROVED SCHEDULE

Update: 4/9/2018 5:14

EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	09243	6	ENG 150	06	Introduction to Literature	TR	09:30 - 10:50	3	27	BGOODWIN
	09245	7	ENG 150	07	Introduction to Literature	TR	11:00 - 12:20	3	27	BGOODWIN
	09246	8	ENG 150	08	Introduction to Literature	TR	11:00 - 12:20	3	TBA	MFIAUI
	09247	9	ENG 151	01	Freshman Composition	MWF	08:00 - 08:50	3	26	STAFF
	09248	10	ENG 151	02	Freshman Composition	MWF	10:00 - 10:50	3	27	BGOODWIN
	09249	11	ENG 151	03	Freshman Composition	MWF	11:00 - 11:50	3	27	STAFF
	09250	12	ENG 151	04	Freshman Composition	MWF	12:00 - 12:50	3	27	BGOODWIN
	09251	13	ENG 151	05	Freshman Composition	MWF	01:00 - 01:50	3	27	STAFF
	09252	14	ENG 151	06	Freshman Composition	TR	08:00 - 09:20	3	26	STAFF
	09253	15	ENG 151	07	Freshman Composition	TR	09:30 - 10:50	3	26	VMATUU
	09254	16	ENG 151	08	Freshman Composition	TR	11:00 - 12:20	3	26	VMATUU
	09255	17	ENG 250	01	Survey of Literature	MWF	11:00 - 11:50	3	TBA	MFIAUI
	09256	18	ENG 250	02	Survey of Literature	MWF	02:00 - 02:50	3	26	STAFF
	09257	19	ENG 250	03	Survey of Literature	TR	08:00 - 09:20	3	TBA	JSIOLOGA
	09258	20	ENG 250	04	Survey of Literature	TR	09:30 - 10:50	3	TBA	JSIOLOGA
	09259	21	ENG 251	01	Sophomore Composition	MWF	09:00 - 09:50	3	27	JSIOLOGA
	09260	22	ENG 251	02	Sophomore Composition	MWF	11:00 - 11:50	3	26	STAFF
	09261	23	ENG 251	03	Sophomore Composition	MWF	01:00 - 01:50	3	TBA	JSIOLOGA
	09262	24	ENG 251	04	Sophomore Composition	TR	09:30 - 10:50	3	TBA	MFIAUI
	09263	25	ENG 251	05	Sophomore Composition	TR	02:00 - 03:20	3	26	VMATUU
			MATHEMATICS							
	09265	1	MAT 151	01	Intermediate Algebra	MWF	08:00 - 08:50	3	A5	AMOEFIAINU
	09266	2	MAT 151	02	Intermediate Algebra	MWF	10:00 - 10:50	3	A5	LLIUFAU
	09267	3	MAT 151	03	Intermediate Algebra	TR	09:30 - 10:50	3	A5	LLIUFAU
	09268	4	MAT 151	04	Intermediate Algebra	TR	09:30 - 10:50	3	A35	AFELISE
	09269	5	MAT 151	05	Intermediate Algebra	TR	11:00 - 12:20	3	A35	AFELISE
	09270	6	MAT 151	06	Intermediate Algebra	MWF	11:00 - 11:50	3	A35	AFELISE
	09271	7	MAT 151	07	Intermediate Algebra	MWF	01:00 - 01:50	3	A5	AFELISE
	09273	8	MAT 250	01	College Algebra & Trigonometry	MWF	10:00 - 11:10	4	A35	TLEIATO
	09274	9	MAT 250	02	College Algebra & Trigonometry	TR	11:00 - 12:50	4	A35	LLIUFAU
	09275	10	MAT 250	03	College Algebra & Trigonometry	MWF	01:00 - 02:10	4	A35	TLEIATO
	09276	11	MAT 250	04	College Algebra & Trigonometry	TR	02:00 - 03:50	4	A35	TLEIATO
	09277	12	MAT 260	01	Introduction to Statistics	MWF	10:00 - 10:50	3	A40	AFELISE
	09278	13	MAT 280	01	Calculus I	MWF	02:00 - 03:30	5	A40	LLIUFAU
			NURSING							
	09279	1	NUR 100	25	Nurse Aide Training	MT	02:00 - 04:50	4	N-2	STAFF
	09281	2	NUR 100L	25	Nurse Aide Training Clinical Lab	RF	08:00 - 12:20	2	LBJ	STAFF
	09282	3	NUR 150	01	Fundamentals of Nursing	MT	08:00 - 09:50	4	N-2	STAFF
	09283	4	NUR 150L	01	Fundamentals of Nursing Clinical Lab	W	08:00 - 05:50	3	N-2/LBJ	STAFF
	09284	5	NUR 155	01	Nursing Prospectives	R	08:00 - 09:50	2	N-2	STAFF
	09285	6	NUR 206	01	Issues and Trends in Nursing	T	10:00 - 11:50	2	N-2	STAFF
	09286	7	PHM 200	01	General Pharmacology	MF	08:00 - 09:50	4	N-2	STAFF
			PHYSICAL EDUCATION							
	09287	1	PED 150M	01	Men's Basketball	TR	09:30 - 10:50	1	GYM	EIMO
	09288	2	PED 151M	01	Men's Weight Tringing	TR	11:00 - 12:20	1	GYM	EIMO
	09289	3	PED 151W	01	Women's Weight Training	MWF	11:00 - 11:50	1	GYM	EIMO

ANNUAL SCHEDULE OF COURSE OFFERINGS
AMERICAN SAMOA COMMUNITY COLLEGE

APPROVED SCHEDULE

FALL SEMESTER 2018

Update: 4/9/2018 5:14

EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	09290	4	PED 152	01	Beginning Aerobics	MWF	04:00 - 04:50	1	GYM	STAFF
	09291	5	PED 153	01	Beginning Tae Kwon Do	TR	04:00 - 05:20	1	GYM	STAFF
	09292	6	PED 154	01	Golf	MWF	08:00 - 08:50	1	GYM	SSAMOA
	09294	7	PED 155M	01	Men's Volleyball	MWF	02:00 - 02:50	1	GYM	EIMO
	09295	8	PED 155W	01	Women's Volleyball	MWF	10:00 - 10:50	1	GYM	SSAMOA
	09296	9	PED 156	01	Introduction to Tennis	MWF	09:00 - 09:50	1	GYM	SSAMOA
			RESERVE OFFICERS TRAINING CORPS							
	09297	1	MSL 100	01	Introduction to Physical Fitness	MWF	06:00 - 06:50	1	ROTC1	KMOLIGA
	09298	2	MSL 101	01	Introduction to Military Science I	TR	08:00 - 10:20	3	ROTC1	KMOLIGA/STAFF
	09299	3	MSL 201	01	Intermediate Military Science	TR	08:00 - 10:20	3	ROTC 2	KMOLIGA
			STUDIES OF SAMOA & THE PACIFIC							
	09300	1	SAM 101A	01	Conversational Samoan I	TR	08:00 - 09:20	3	M4	STAFF
	09302	2	SAM 101B	01	Conversational Samoan II	MWF	08:00 - 08:50	3	M4	EFELETI
	09303	3	SAM 111	01	Introduction to the Samoan Language	MWF	11:00 - 11:50	3	M4	EFELETI
	09304	4	SAM 111	02	Introduction to the Samoan Language	MWF	03:00 - 03:50	3	M4	STAFF
	09305	5	SAM 151	01	Freshman Samoan	MWF	09:00 - 09:50	3	M4	ANUUSILA
	09307	6	SAM 151L	01	Freshman Samoan Laboratory	MWF	10:00 - 10:50	1	M4	ANUUSILA
	09308	7	SAM 152	01	Introduction to Samoan Culture	TR	11:00 - 12:20	3	M4	ANUUSILA
	09309	8	SAM 154	01	Introduction to Samoan Literature	TR	02:00 - 03:20	3	M3	STAFF
	09310	9	SAM 244	01	Theatrical Arts	MWF	01:00 - 01:50	3	M4	EFELETI
	09311	10	SAM 251	01	Sophomore Samoan Composition	MWF	02:00 - 02:50	3	M4	ANUUSILA
	09312	11	SAM 261	01	Samoan Oratory	TR	02:00 - 03:20	3	M4	ANUUSILA
	09313	12	SAM 281	01	Translations	TR	09:30 - 10:50	3	M4	EFELETI
			SCIENCE							
	09314	1	BIO 150	01	Introduction to Biological Science	MWF	09:00 - 09:50	3	A17	ATAGARINO
	09315	2	BIO 150L	01	Introduction to Biological Science Laboratory	M	01:00 - 03:50	1	A17	ATAGARINO
	09316	3	BIO 155	01	Ecology	MWF	10:00 - 10:50	3	208	IFAASAVALU
	09317	4	BIO 155L	01	Ecology Laboratory	W	12:00 - 02:50	1	208	IFAASAVALU
	09318	5	BIO 180	01	Biology I	TR	09:30 - 10:50	3	A17	ATAGARINO
	09319	6	BIO 180L	01	Biology I Laboratory	T	01:00 - 03:50	1	A17	ATAGARINO
	09320	7	BIO 180	02	Biology I	MWF	10:00 - 10:50	3	A17	ATAGARINO
	09321	8	BIO 180L	02	Biology I Laboratory	W	01:00 - 03:50	1	A17	ATAGARINO
	09322	9	BIO 180	03	Biology I	MWF	09:00 - 09:50	3	A45	MGOPALAN
	09323	10	BIO 180L	03	Biology I Laboratory	M	11:00 - 01:50	1	A45	MGOPALAN
	09324	11	BIO 250	01	Anatomy and Physiology I	TR	09:30 - 10:50	3	A30	RDEWEES
	09325	12	BIO 250L	01	Anatomy and Physiology I Laboratory	TR	11:00 - 12:20	1	A30	RDEWEES
	09326	13	CHM 150	01	Chemistry I	MWF	09:00 - 09:50	3	A30	RDEWEES
	09327	14	CHM 150L	01	Chemistry I Laboratory	W	10:00 - 12:50	1	A30	RDEWEES
	09328	15	MSC 100	01	MOP Seminary	W	10:00 - 10:50	1	A1	MCURTIS
	09329	16	MSC 150	01	Introduction to Oceanography	TR	11:00 - 12:20	3	A1	MCURTIS
	09330	17	MSC 150L	01	Introduction to Oceanography Laboratory	W	01:00 - 03:50	1	A1	MCURTIS
	09331	18	MSC 160	01	Natural Marine Resources	TR	02:00 - 03:20	3	A1	MCURTIS
	09332	19	MSC 200	01	Introduction to Aquaculture	TR	09:30 - 10:50	3	A1	KATAGARINO
	09333	20	PHSCI 150	01	Physical Science	MWF	10:00 - 10:50	3	A45	MGOPALAN
	09334	21	PHSCI 150L	01	Physical Science Laboratory	R	09:30 - 12:20	1	A45	MGOPALAN
	09335	22	PHSCI 150	02	Physical Science	TR	08:00 - 09:20	3	A45	MGOPALAN
	09336	23	PHSCI 150L	02	Physical Science Laboratory	T	09:30 - 12:20	1	A45	MGOPALAN

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AMERICAN SAMOA COMMUNITY COLLEGE

APPROVED SCHEDULE

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EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
		SOCIAL SCIENCES								
	09338	1	ANT 150	01	Introduction to Anthropology	MWF	08:00 - 08:50	3	TBA	BJACKSON
	09339	2	GEO 160	01	Introduction to Geography	MWF	01:00 - 01:50	3	7	AMOANA
	09340	3	POL 150	01	Introduction to American Government	MWF	08:00 - 08:50	3	7	SSEIGAFO
	09341	4	POL 160	01	Introduction to Politics	MWF	10:00 - 10:50	3	7	SSEIGAFO
	09342	5	PSY 150	01	Introduction to Psychology	MWF	02:00 - 02:50	3	19	TLEO
	09343	6	PSY 150	02	Introduction to Psychology	TR	11:00 - 12:20	3	8	TLEO
	09344	7	PSY 150	03	Introduction to Psychology	MWF	09:00 - 09:50	3	9	TLEO
	09345	8	PSY 250	01	Human Development	MWF	11:00 - 11:50	3	8	TLEO
	09346	9	SOC 150	01	Introduction to Sociology	MWF	11:00 - 11:50	3	9	SSEIGAFO
	09348	10	SOC 150	02	Introduction to Sociology	TR	08:00 - 09:20	3	20	TLEO
		TRADES AND TECHNICAL								
	09349	1	ABR 100	01	Introduction to Automotive Collision	MWF	12:00 - 12:50	3	ATL-C	ATUIOLOSEGA
	09350	2	ADT 150	01	Architectural Drafting I	TR	02:00 - 03:20	3	B18	VTALAMONI
	09351	3	ADT 190	01	Residential Planning and Designing	MWF	10:00 - 10:50	3	B18	VTALAMONI
	09352	4	ADT 215	01	Construction Codes	MWF	01:00 - 01:50	3	B18	VTALAMONI
	09353	5	ADT 230	01	Advanced Architectural Drafting	TR	09:00 - 11:50	4	B18	VTALAMONI
	09354	6	AUTO 100	01	Fundamentals of Automotive Mechanics	MWF	09:00 - 09:50	3	ATL-C	STAFF
	09355	7	AUTO 280	01	Automotive Engine Diagnosis and Reparir	MWF	10:00 - 12:20	6	ATL-B	FSUISALA
	09356	8	AUTO 284	01	Automotive Cooking/Heating and Air Conditioning	TR	09:00 - 12:20	5	ATL-B	FSUISALA
	09357	9	CARP 120	01	Plans, Building Codes, and Specifications	TR	08:00 - 09:20	3	ATL-C	DFAUMUI
	09358	10	CET 150	01	Plane Surveying I	MWF	08:00 - 09:10	4	ATL-C	STAFF
	09359	11	CET 151	01	Plane Surveying II	MWF	11:00 - 12:10	4	ATL-C	STAFF
	09360	12	CET 160	01	Introductions to Georgraphic Information System	TR	11:00 - 12:20	3	ATL-C	STAFF
	09361	13	CET 261	01	Construction Procedures and Management	TR	02:00 - 03:20	3	ATL-C	STAFF
	09362	14	CET 270	01	Land Developments	MWF	01:00 - 01:50	3	ATL-C	STAFF
	09363	15	ELE 151	01	Electronics	MWF	01:00 - 02:50	4	B23	JMARTINEZ
	09364	16	ELE 201	01	Wireless Communications	MWF	10:00 - 11:50	4	B23	JMARTINEZ
	09365	17	ELE 202	01	Computer Systems	TR	09:00 - 11:50	4	B23	JMARTINEZ
	09366	18	ETP 100	01	Basic Electrical Theory I	MWF	04:00 - 04:50	3	B23	STAFF
	09367	19	ETP 120	01	Basic Electrical Theory II	TR	04:00 - 06:50	4	B23	STAFF
	09368	20	WLD 100	01	Welding Fundamentals and Metallurgy	TR	09:30 - 10:50	3	ATL-C	DBRANDT
	09369	21	ICT 162	01	Working at a Small Medium Business or ISP	MWF	04:00 - 05:50	4	TBA	STAFF
		COMPUTER SCIENCE								
	09377	1	ICT 150	01	Introduction to Computers	MWF	08:00 - 09:30	3	LAB-A	ESEIULI
	09379	2	ICT 150	02	Introduction to Computers	MWF	10:00 - 11:30	3	LAB-A	ESEIULI
	09371	3	ICT 150	03	Introduction to Computers	MWF	09:00 - 10:30	3	LAB-B	RLESA
	09372	4	ICT 150	04	Introduction to Computers	TR	08:00 - 10:20	3	LAB-A	RLESA
	09373	5	ICT 150	05	Introduction to Computers	TR	01:30 - 03:50	3	LAB-A	RLESA
	09374	6	ICT 150	06	Introduction to Computers	MWF	10:30 - 12:00	3	LAB-B	JPEN
	09375	7	ICT 150	07	Introduction to Computers	MWF	12:30 - 02:00	3	LAB-B	JPEN
	09376	8	ICT 150	08	Introduction to Computers	TR	10:30 - 12:50	3	LAB-B	JPEN
		TEACHER EDUCATION - 2 YR PROGRAM								
	09380	1	ED 150	01	Introduction to Teaching	MWF	10:00 - 10:50	3	TED-2	TTALAMOA
	09381	2	ED 157	01	Introduction to Elementary Curriculum & Instruction	MWF	02:00 - 02:50	3	TED-1	TTALAMOA
	09382	3	ED 215	01	Introduction to Exceptional Children	MWF	09:00 - 09:50	3	TED-2	MLANGKILDE
	09383	4	ED 240	01	Instructional Technologies	TR	09:30 - 11:20	4	10	MLANGKILDE

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EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	09384	5	ED 257	01	Teaching Language Arts to Elementary School Teachers	MWF	10:00 - 10:50	3	M7-C	LPURCELL
	09385	6	ED 257P	01	Teaching Language Arts to Elementary School Teachers Practicum	TR	08:00 - 09:20	1	SS	LPURCELL
	09386	7	ED 280	01	Introduction to Multicultural Education	TR	02:00 - 03:20	3	TE-1	LGLODOWSKI
	09387	8	ED 285	01	Teaching Samoan Language and Culture	MWF	11:00 - 11:50	3	TE-1	TTALAMONI
	09388	9	ED 285P	01	Teaching Samoan Language and Culture	TR	09:30 - 10:50	1	SS	TTALAMONI
			TEACHER EDUCATION - 4YR PROGRAM (300 Course Level)							
	09389	1	ED 300	35	Foundations of Education	TR	11:00 - 12:20	3	TED-1	LGLODOWSKI
	09390	2	ED 301	35	Educational Psychology	MWF	11:00 - 11:50	3	TED-1	MLANGKILDE
	09391	3	ED 305	35	Foundations of Curriculum & Instructions	MWF	02:00 - 02:50	3	TED-2	LGLODOWSKI
	09392	4	ED 312	35	Teaching Language Arts to Elementary Teachers II	MWF	09:00 - 09:50	3	TED-1	LGLODOWSKI
	09393	5	ED 319	35	Children's Literature	TR	02:00 - 03:20	3	TED-1	LGLODOWSKI
	09394	6	ED 325	35	Principles of Child Development: The Samoan Child	MWF	01:00 - 01:50	3	M7-C	LPURCELL
	09395	7	ED 330	35	Elementary Mathematics Methods	MWF	11:00 - 11:50	3	TED-2	TTALAMOA
	09396	8	ED 335	35	Elementary Science Methods	TR	11:00 - 12:20	3	TED-2	TTALAMOA
	09397	9	ED 340	35	Tests and Measurements	MWF	02:00 - 03:10	4	10	MLANGKILDE
	09399	10	ED 350	35	Health and Fitness Education for Elementary School Teachers	TR	03:30 - 04:50	3	TE-1	MLANGKILDE
	09400	11	ED 391A	35	Field Training I	TR	09:30 - 12:20	2	SS	TTALAMOA
	09401	12	ED 391B	35	Field Experience I	MWF	12:00 - 01:50	2	SS	ALAINUUESE/PURCELL
			TEACHER EDUCATION - 4YR PROGRAM (400 Course Level)							
	09402	1	ED 410	35	Elementary Social Studies Methods	MWF	11:00 - 11:50	3	TE-2	TTALAMONI
	09403	2	ED 435	35	Creative Dramatics	MWF	09:00 - 09:50	3	M7-C	LPURCELL
	09404	3	ED 440	35	Elementary Samoan Language Methods	TR	11:00 - 12:20	3	TE-2	TTALAMONI
	09405	4	ED 490	35	Student Teaching Seminary	MW	03:00 - 05:50	2	TE-2	FALAINUUESE
	09406	5	ED 491A	35	Field Experience II	MWF	12:00 - 02:50	2	SS	TALAMONI/PURCELL
	09407	6	ED 491B	35	Student Teaching Field Work	DAILY	08:00 - 02:50	10	SS	FALAINUUESE

C.A.P.P Schedule: Fall Semester : 1st & 2nd Session

	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
		ENGLISH LANGUAGE INSTITUE: First Session							
09708	1	ENG 070	151	Beginning Reading	DAILY	08:00 - 09:20	3	E1	EFAALAFI
09409	2	ENG 070	152	Beginning Reading	DAILY	12:30 - 01:50	3	E2	EFAALAFI
09411	3	ENG 070	153	Beginning Reading	DAILY	02:00 - 03:20	3	E1	PLAFAELE
09412	4	ENG 071	151	Beginning Writing	DAILY	09:30 - 10:50	3	E1	EFAALAFI
09413	5	ENG 071	152	Beginning Writing	DAILY	08:00 - 09:20	3	E2	PLAFAELE
09414	6	ENG 071	153	Beginning Writing	DAILY	11:00 - 12:20	3	E2	PLAFAELE
09415	7	ENG 080	151	Intermediate Reading	DAILY	08:00 - 09:20	3	E5	BTAVAI
09416	8	ENG 080	152	Intermediate Reading	DAILY	12:30 - 01:50	3	E5	BTAVAI
09417	9	ENG 080	153	Intermediate Reading	DAILY	09:30 - 10:50	3	E5	EZARRAGA
09418	10	ENG 080	154	Intermediate Reading	DAILY	12:30 - 01:50	3	E1	LSAUNI
09419	11	ENG 081	151	Intermediate Writing	DAILY	09:30 - 10:50	3	E2	BTAVAI
09420	12	ENG 081	152	Intermediate Writing	DAILY	11:00 - 12:20	3	E1	EZARRAGA
09421	13	ENG 081	153	Intermediate Writing	DAILY	02:00 - 03:20	3	E2	EZARRAGA
09422	14	ENG 081	154	Intermediate Writing	DAILY	08:00 - 09:20	3	E4	LSAUNI
09429	15	ENG 081	155	Intermediate Writing	DAILY	11:00 - 12:20	3	E5	LSAUNI
09424	16	ENG 090	151	Advanced Reading	DAILY	08:00 - 09:20	3	E3	SROPETI
09425	17	ENG 090	152	Advanced Reading	DAILY	11:00 - 12:20	3	E3	ESOKIMI

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EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	09426	18	ENG 090	153	Advanced Reading	DAILY	09:30 - 10:50	3	E3	ESOKIMI
	09427	19	ENG 090	154	Advanced Reading	DAILY	12:30 - 01:50	3	E3	FCALUMPANG
	09433	20	ENG 091	151	Advanced Writing	DAILY	09:30 - 10:50	3	E4	SROPETI
	09430	21	ENG 091	152	Advanced Writing	DAILY	12:30 - 01:50	3	E4	ESOKIMI
	09431	22	ENG 091	153	Advanced Writing	DAILY	11:00 - 12:20	3	E4	FCALUMPANG
	09432	23	ENG 091	154	Advanced Writing	DAILY	02:00 - 03:20	3	E4	FCALUMPANG
		MATH : First Session :								
	09434	1	MAT 080	151	Preparatory Math	DAILY	08:00 - 09:50	4	TBA	AMATAUTIA
	09435	2	MAT 080	152	Preparatory Math	DAILY	10:00 - 11:50	4	A17	AMOEFIAINU
	09436	3	MAT 080	153	Preparatory Math	DAILY	10:00 - 11:50	4	M12B	MPORTER
	09437	4	MAT 080	154	Preparatory Math	DAILY	10:00 - 11:50	4	A14	SMOSE
	09439	5	MAT 080	155	Preparatory Math	DAILY	02:00 - 03:50	4	M12B	SMOSE
	09440	6	MAT 080	156	Preparatory Math	DAILY	02:00 - 03:50	4	A14	MPORTER
	09441	7	MAT 080	157	Preparatory Math	DAILY	01:00 - 02:50	4	TBA	AMATAUTIA
	09442	8	MAT 090	151	Elementary Algebra	DAILY	08:00 - 09:50	4	M12B	ETOFILAU
	09443	9	MAT 090	152	Elementary Algebra	DAILY	01:00 - 02:50	4	TBA	ETOFILAU
	09444	10	MAT 090	153	Elementary Algebra	DAILY	01:00 - 02:50	4	M12A	AMOEFIAINU
		ENGLISH LANGUAGE INSTITUE: 2ND SESSION								
	09445	1	ENG 070	251	Beginning Reading	DAILY	09:30 - 10:50	3	E1	EFAALAFI
	09446	2	ENG 071	251	Beginning Writing	DAILY	08:00 - 09:20	3	E1	EFAALAFI
	09447	3	ENG 080	251	Intermediate Reading	DAILY	09:30 - 10:50	3	E2	PLAFAELE
	09452	4	ENG 080	252	Intermediate Reading	DAILY	11:00 - 12:20	3	E2	BTAVAI
	09449	5	ENG 080	253	Intermediate Reading	DAILY	08:00 - 09:20	3	E2	EZARRAGA
	09450	6	ENG 080	254	Intermediate Reading	DAILY	11:00 - 12:20	3	E4	LSAUNI
	09451	7	ENG 081	251	Intermediate Writing	DAILY	11:00 - 12:20	3	E1	PLAFAELE
	09453	8	ENG 081	252	Intermediate Writing	DAILY	09:30 - 10:50	3	E5	BTAVAI
	09454	9	ENG 081	253	Intermediate Writing	DAILY	11:00 - 12:20	3	E5	EZARRAGA
	09455	10	ENG 081	254	Intermediate Writing	DAILY	08:00 - 09:20	3	E5	LSAUNI
	09456	11	ENG 090	251	Advanced Reading	DAILY	08:00 - 09:20	3	E3	SROPETI
	09457	12	ENG 090	252	Advanced Reading	DAILY	09:30 - 10:50	3	E3	FCALUMPANG
	09459	13	ENG 090	253	Advanced Reading	DAILY	09:30 - 10:50	3	M12	ESOKIMI
	09460	14	ENG 091	251	Advanced Writing	DAILY	09:30 - 10:50	3	E4	SROPETI
	09461	15	ENG 091	252	Advanced Writing	DAILY	08:00 - 09:20	3	E4	FCALUMPANG
	09462	16	ENG 091	253	Advanced Writing	DAILY	11:00 - 12:20	3	E3	ESOKIMI
		MATH : 2ND SESSION								
	09463	1	MAT 080	251	Preparatory Math	DAILY	10:00 - 11:50	4	M12B	SMOSE
	09464	2	MAT 080	252	Preparatory Math	DAILY	08:00 - 09:50	4	A14	ETOFILAU
	09465	3	MAT 080	253	Preparatory Math	DAILY	01:00 - 02:50	4	TBA	ETOFILAU
	09466	4	MAT 080	254	Preparatory Math	DAILY	08:00 - 09:50	4	TBA	AMATAUTIA
	09467	5	MAT 090	251	Elementary Algebra	DAILY	12:00 - 01:50	4	A14	MPORTER
	09468	6	MAT 090	252	Elementary Algebra	DAILY	10:00 - 11:50	4	A14	AMOEFIAINU
	09469	7	MAT 090	253	Elementary Algebra	DAILY	01:00 - 02:50	4	TBA	AMATAUTIA
	09470	8	MAT 090	254	Elementary Algebra	DAILY	02:00 - 03:50	4	A14	MPORTER
	09471	9	MAT 090	255	Elementary Algebra	DAILY	02:00 - 03:50	4	M12A	SMOSE
		C.A.P.P- General Requirements: 2nd Session								
	09472	1	CLP 150	251	College and Life Planning	DAILY	08:00 - 09:20	3	TBA	APANAMA
	09473	2	CLP 150	252	College and Life Planning	DAILY	09:30 - 10:50	3	TBA	LPEREIRA

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EN	SYN	#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	RM	INSTRUCTOR
	09474	3	CLP 150	253	College and Life Planning	DAILY	11:00 - 12:20	3	TBA	STINITALI
	09475	4	CLP 150	254	College and Life Planning	DAILY	12:30 - 01:50	3	TBA	LTINITALI
	09477	5	ENG 150	251	Introduction to Literature	DAILY	08:00 - 09:20	3	TBA	BGOODWIN
	09478	6	ENG 150	252	Introduction to Literature	DAILY	09:30 - 10:50	3	TBA	STAFF
	09479	7	ENG 150	253	Introduction to Literature	DAILY	11:00 - 12:20	3	TBA	JSIOLOGA
	09480	8	MAT 151	251	Intermediate Algebra	DAILY	02:00 - 03:20	3	TBA	STAFF

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independent study contracts per semester. Independent study contracts can only be approved for courses in the current catalog. Independent contracts are not valid for courses offered during summer session, courses that require laboratory work that include: clinical, studio, internship, practicum, fieldwork, and physical education.

Students will be charged $25.00 (non-refundable fee) in addition to the cost of the course. Please note that an independent study course is not covered by financial aid. An Independent Study request must be completed by the first week of instruction.

Transfer Credits to Colleges and Universities

Transfer Credits to Private and Public Off-Island Colleges and Universities:

Admissions requirements and general education requirements vary from college to college. To make transferring to an off-island college or university as smooth as possible, students must work closely with their academic advisor and transfer counselor on developing a transfer plan.

The American Samoa Community College (ASCC) has entered into memorandums of agreement with private and public off-island colleges and universities. Therefore, general education credits earned in completion of an Associate of Arts degree may be accepted by these participating colleges and universities.

It should be noted that the ASCC Associate of Science degree general education requirements may not meet all the general education requirements of the colleges and universities to which the student is transferring. The following colleges and universities websites can provide catalog information on transfer courses from ASCC:

Chaminade University of Honolulu, HI.
www.http//chaminade.edu

Brigham Young University, Laie, HI.
http//www.byuh.edu

Hawaii Pacific University, HI.
www.http//hpu.edu

University of Hawaii at Manoa, HI.
www.http//manoa.hawaii.edu

University of Hawaii at Hilo, HI.
www.uhh.hawaii.edu/studentaffairs/admissions/documents/American_Samoa_CC_0020.pdf

Kapiolani Community College, HI.
http://www.kapiolanihawaii.edu

Alfred State College, NY.
www.alfredstate.edu *(Health-information-technology-medical records)*

Dixie State University, UT.
https://bannersec.dixie.edu/proddad/SZPTRANSARTIC.SZTransHist

Portland State University
https://www.pdx.edu/

Southern Utah University
https://www.suu.edu/

Union College
https://www.union.edu/

University of Maine
https://umaine.edu/

(Contact the Academic Affairs Office for more information, Phone: 699-9155, ext. 350 or 381. email: academicaffairs@amsamoa.edu

Transcripts:

To ensure accuracy, transcript requests may take up to two weeks to process. Transcripts are processed on a first-come, first-serve basis. Please apply early to allow enough time to process your transcript.

Note: That transcript requests will not be taken or processed during general registration and add/drop periods.

Refer to "**Transcript Request Form**" for fees. Fees may be paid by check or cash if in person. Off-island requests must be paid by a money order or certified check. No off-island personal checks will be accepted. *(Note that most institutions will only accept an official transcript that is sent directly from ASCC.)*

To request your transcript in person:
Pick up a transcript request form from the Records Office. Make the appropriate payment to the Finance Office. Submit the payment receipt and the completed form to the Records Office. Your request will then be logged in and handled on a first-come, first-served basis.

If a student is unable to apply in person:
Fax or mail a request to the Records Office, giving permission to release your transcript. Please include your signature. The signature is required before processing begins. No exceptions will be made to this policy. Please state the name of any person authorized to pick up your transcript. If the name is not authorized by you in your letter, then the transcript cannot be released. No exceptions will be made to this policy.

Make payment arrangements through the Finance Office. Your request will be logged in and handled on a first-come, first-serve basis.

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II. Student Achievement Data:

II.A.1. Institution-Set Standard for Course Completion:		
Term:	**Institution-Set Standard:**	**Actual Completion Rate:**
Fall 2014:	80%	89%
Fall 2015:	80%	85%
Fall 2016:	80%	79%
Fall 2017:	80%	84%

Data Source: ACCJC Annual Reports

II.A.2. Institution-Set Standard for degrees:			II.A.3. Institution-Set Standard for certificates:		
Term:	**Institution-Set Standard:**	**Percentage of actual degrees awarded:**	**Term:**	**Institution-Set Standard:**	**Percentage of actual certificates awarded:**
Fall 2014:	Did not set Standard	96%	Fall 2014:	Did not set Standard	4%
Fall 2015:	90%	99%	Fall 2015:	90%	1%
Fall 2016:	90%	93%	Fall 2016:	90%	7%
Fall 2017:	90%	93%	Fall 2017:	90%	7%

Data Source: ACCJC Annual Reports

II.A.4. Institution-Set for student transfers to 4-year colleges/universities:		
Term:	**Institution-Set Standard:**	**Actual Percentage of student transfers to 4-year colleges/universities:**
Fall 2014:	Did not set Standard	17%
Fall 2015:	18%	18%
Fall 2016:	18%	9%
Fall 2017:	18%	5%

Data Source: ACCJC Annual Reports

II.A.5. Job placement rates for students completing certificate programs and degrees:			
Term:		**Institution-Set Standard:**	**Percentage of job placement rates:**
AY 2013-2014:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	69%
2.	Nursing *(AS, COP)*	50%	83%
3.	Trade and Technical *(AS, COP)*	50%	27%
AY 2014-2015:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	33%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	14%
AY 2015-2016:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	88%
2.	Nursing *(AS, COP)*	50%	65%
3.	Trade & Technical *(AS, COP)*	50%	89%
AY 2016-2017:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	75%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	54%

Data Source: ACCJC Annual Reports

II.B.1 Degrees and Certificates Conferred:

Conferred Degrees and Certificates	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Bachelor Degree in Elementary Education:	1	7	***8***	4	6	***10***

Associate of Arts Degree:	81	45	*126*	62	53	*115*
Associate of Science Degree:	62	34	*96*	44	66	*110*
Certificate of Proficiency:	7	9	*16*	2	12	*14*
Total:	**151**	**95**	*246*	**112**	**137**	*249*
Unduplicated count of degrees conferred per Graduate:	*139*	*88*	*227*	*103*	*132*	*235*
Double Majors:	*12*	*1*	*13*	*7*	*5*	*12*
Triple Majors:	*0*	*3*	*3*	*1*	*0*	*1*

Data Source: ASCC Registrar and MIS

II.B.2 AA degrees conferred by Program:

Associate of Arts Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Liberal Arts:	60	33	*93*	42	41	*83*
Art:	0	0	*0*	0	0	*0*
Education:	1	0	*1*	1	0	*1*
Emphasis in Elementary Education:	14	7	*21*	8	7	*15*
Emphasis in Human Services:	0	0	*0*	1	2	*3*
Emphasis in Music:	0	0	*0*	1	0	*1*
Emphasis in Political Science:	2	2	*4*	1	2	*3*
Emphasis in Pre-Law:	2	3	*5*	6	1	*7*
Emphasis in Visual Art:	1	0	*1*	1	0	*1*
Human Services:	0	0	*0*	0	0	*0*
Music:	0	0	*0*	0	0	*0*
Pre-Law:	1	0	*1*	1	0	*1*
Samoan Studies:	0	0	*0*	1	0	*1*
Total per AY:	***81***	***45***	*126*	***62***	***53***	*115*

Data Source: ASCC Registrar and MIS

II.B.3 AS degrees conferred by Program:

Associate of Science Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	9	6	*15*	9	11	*20*
Agribusiness:	1	1	*2*	0	1	*1*
Architectural Drafting:	1	1	*2*	0	0	*0*
Automotive Body Repair:	0	0	*0*	0	0	*0*
Automotive Mechanic:	0	0	*0*	0	0	*0*
Automotive Technology:	0	3	*3*	1	0	*1*
Business Management:	6	1	*7*	4	5	*9*
Civil Engineering Technology:	0	0	*0*	0	2	*2*
Criminal Justices:	22	14	*36*	18	23	*41*
Electrical Technology:	2	0	*2*	0	1	*1*
Electronics:	2	2	*4*	0	3	*3*
Family Consumer Science:	0	0	*0*	0	0	*0*
Forensic Science:	0	0	*0*	0	0	*0*
General Agriculture:	1	5	*6*	3	7	*10*
Health Science:	13	0	*13*	5	9	*14*
Marine Science:	1	1	*2*	3	2	*5*
Natural Resources:	3	0	*3*	1	1	*2*
Nursing:	1	0	*1*	0	1	*1*
Welding:	0	0	*0*	0	0	*0*

Total per AY:	***62***	***34***	***96***	***44***	***66***	***110***

Data Source: ASCC Registrar and MIS

II.B.4. Certificate of Proficiency (COP) conferred by Program:

Certificate of Proficiency:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	0	0	***0***	0	1	***1***
Advanced Automotive Technology:	1	4	***5***	1	0	***1***
Basic Automotive Technology:	1	4	***5***	1	0	***1***
Business Management:	1	0	***1***	0	0	***0***
Civil Engineering Technology:	0	0	***0***	0	0	***0***
Electrical Technology:	2	0	***2***	0	0	***0***
Electronics Computer System:	0	1	***1***	0	1	***1***
Guidance and Counseling:	0	0	***0***	0	0	***0***
Information and Communication Technology:	0	0	***0***	0	0	***0***
Marine Option Program:	0	0	***0***	0	0	***0***
Practical Nursing:	0	0	***0***	0	10	***10***
Public Health:	2	0	***2***	0	0	***0***
Total per AY:	***7***	***9***	***16***	***2***	***12***	***14***

Data Source: ASCC Registrar and MIS

II.B.5. B.Ed. degrees conferred by Program:

Bachelors of Education:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Elementary Education:	1	7	***8***	4	6	***10***
Total per AY:	***1***	***7***	***8***	***4***	***6***	***10***

Data Source: ASCC Registrar and MIS

III. Student Learning Outcomes Data:

III.A.1. Total Number of ASCC Courses:		III.A.2. Number of ASCC courses with ongoing assessment of learning outcomes:	
Term:	**Courses**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	309	Fall 2014:	216
Fall 2015:	309	Fall 2015:	230
Fall 2016:	324	Fall 2016:	243
Fall 2017:	324	Fall 2017:	253

Data Source: ACCJC Annual Reports

III.B.1. Programs – Number of ASCC programs *(all certificates and degrees, and other programs as defined by the College):*		III.B.2. Number of ASCC programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	55	Fall 2014:	47
Fall 2015:	55	Fall 2015:	52
Fall 2016:	55	Fall 2016:	52
Fall 2017:	55	Fall 2017:	54

Data Source: ACCJC Annual Reports

III.C.1. Student Services – Total number of student services and learning support activities:		III.C.2. Number of Student Services programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	3	Fall 2014:	3
Fall 2015:	1	Fall 2015:	1
Fall 2016:	1	Fall 2016:	1
Fall 2017:	1	Fall 2017:	1

Data Source: ACCJC Annual Reports

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MEMORANDUM OF UNDERSTANDING
BETWEEN Bluesky Communications
AND (Computer Science Department-American Samoa Community College

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between Bluesky Communications, and the American Samoa Community College - Computer Science Department.

2. **Purpose.** The purpose of this MOU is to establish the terms and conditions for professional development and training to meet the stakeholder's objectives and its goals.

3. **Term of MOU.** This MOU is effective upon the day executed by the duly authorized representatives of the parties to this MOU and the governing bodies of the parties' respective counties or municipalities and shall remain in full force and effect on May 07, 2018 and ends on June 30, 2018.

4. **Responsibilities of Parties.**

- Responsibilities of ASCC:
  - Conducts the training/professional development for computer skills in excel based on the need by the Agency
  - Assigns a computer science full-time instructor/adjunct to conduct training in alignment with ICT 150
  - Provides facility and/ or Computer lab with updated software for the training/professional development
  - Provides the Registration forms and materials needed for the Training
  - Issues a Certificate of Completion (COC) upon completion of the 15 hours training
- Responsibilities of Bluesky:
  - Provides list of participants per training session
  - Meets the 15 hours session per participant
  - Encourages the participants to attend professional training as scheduled
  - Provides payment based on approved proposal of $150.00 for a 15 hours session for each participant
  - Offers the use of facility and equipment based on the need of the Agency

5. **General Provisions**

A. Amendments. Either party may request changes to this MOU. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, and effective when executed and signed by all parties to this MOU.

B. Entirety of Agreement. This MOU, consisting of 3 pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

6. Signatures. In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

American Samoa Community College

4/26/18

Dr. Rosevonne Pato — Date
ASCC President

Bluesky Communications

4/30/2018

Raj Deo, Country Manager — Date

4/30/2018

Lisa Gebauer, Human Resources Manager — Date

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		Institutional Effectiveness, and the Institutional Researcher in Assessment. The review purpose was to organize the review of course proposals by content genre as proposed by all academic programs, and to organize the courses by liberal arts requirements for all AA and AS (transferability/gainful employment) degrees categorized by 1st and 2nd year general education requirements and program specified courses, and possibly alignment to the General Education domains.[1] ▪ Review of AA Liberal Arts Course Requirement:[2] 1st Semester, 2nd Semester, 3rd Semester, and 4th Semester. Please refer to handout footnotes one and two. ▪ The Committee has approved to accept the recommendations provided by the presenters as duly referenced in footnote one (pp. 1-2).
IV.	**GE Definitions:**	○ Review of General Education, Core Foundational Areas, and Co-Foundational Areas definitions – Referencing footnote one (p. 3). The presenters presented the current definitions (General Education, Core Foundational Areas, and Co-Foundational Areas) as listed in the current Catalog 2016-2018: ▪ General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. *(Referencing ASCC Catalog 2016-2018, p. 49)* ▪ Core Foundational Areas: These are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by degree programs. Please refer to specific degree program to determine Core Foundational Area course requirements. *(Referencing ASCC Catalog 2016-2018, p. 50)* ▪ Co-Foundational Areas: Consists of courses specific to a discipline or area of specialization. These courses are program-focused with emphasis in specialized areas. *(Referencing ASCC Catalog 2016-2018, p. 52)* ***Proposal of New Definitions***: *The presenters proposed the following definitions for the review of the Core Curriculum Committee:* ▪ General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe 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. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. These are courses that enhance content foundational competencies in core disciplinary areas of study. Second Year General Education course requirements are determined by degree programs. ▪ Program Required Courses: Consists of courses specific to a discipline or area of specialization. These courses are program-focused with emphasis in specialized areas. ▪ **Committee Approval**: The Committee approved the proposed definitions.
V.	**Other: CAPP Policy**	▪ Review CAPP Policies – Referencing footnote one (pp. 4-5). The presenters presented the review of College Accelerated Preparatory Program (CAPP) policies. *(Referencing ASCC Catalog 2016-2018, pp. 9-10)*

[1] 2018-06-21 – Review of General Ed Domains and Definitions *(Track Changes)*
[2] 2018-06-21 – GE Domains and Definitions – Clean Copy

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DEGREE and CERTIFICATE PROGRAMS OF STUDY

Awarding a Degree or Certificate:
All specified program requirements must be completed for the Associate Degrees and the Certificates of Proficiency in order to be awarded a Degree or Certificate.

INSTITUTIONAL LEARNING OUTCOMES

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

ILO 1 Effective Communicators:
ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;

ILO 2 Quantitative Competent Individuals:
ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;

ILO 3 Critical Thinkers:
ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;

ILO 4 Global Citizens:
ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;

ILO 5 Responsible Leaders:
ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

Image 11: Credited to ASCC Fine Arts Department students 2013

GENERAL EDUCATION

General Education: The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes define what the institution wants students to be able to do upon completion of the General Education Program for an AA, AS, or B.Ed. degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness and Cultural Competence, and Personal Development and Responsibility. General Education courses enhance content foundational competencies in core disciplinary areas of study. Second Year General Education course requirements are determined by degree programs based on the need of content genre.

Program Requirements consists of courses specific to a discipline or area of specialization. These courses are program-focused with an emphasis in specialized areas.

GEO 1: Communication
Fosters the ability to receive and express information through various mediums.

- ***GEO 1-A: Listening and Speaking***
  - Listen actively and speak effectively in many different situations
- ***GEO 1-B: Reading***
  - Read effectively to comprehend, interpret, and evaluate information.
- ***GEO 1-C: Writing***
  - Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

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AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

September 11, 2017

To: Dr. Rosevonne Pato
President, American Samoa Community College

Fr: Mr. Sonny J. Leomiti
Director, Institutional Effectiveness

Cc: Dr. Lina Galeai-Scanlan
Vice President, Academic & Student Affairs

Mrs. Letupu Moananu
Dean, Academic Affairs

Dr. Emilia Le'i
Dean, Student Services

Subject: ***Review of the College's Institution-Set Standards***

Talofa ASCC President Dr. Pato,

I gladly inform you that the collaboration between the Dean of Academic Affairs and Dean of Student Services led to the organizing of a meaningful process to initiate the first review of the College's Institution-Set Standards (ISS). We have met several times to assure that a clear process will be proposed for your review and approval as evident in the minutes we have cc'd both you and the Vice President of Academic and Student Affairs.

The review of ISS is imperative to the analyses of achievement targets, the value review of the College's Student Learning Outcomes and Student Achievement definitions and more importantly, the impact of these standards and its relationship to the College's defined milestones and pathways for student success.

I kindly seek your support for the review, input and/or approval to implement the proposed review of the Colleges ISS. As an outcome of this review, the Dean(s) and I will submit for your final approval an institution process for the review of the ASCC ISS to be inserted in the SOPs under the Division of Institutional Effectiveness for monitoring and reporting purposes.

The ISS Review Process Proposal is attached to this letter for your review.

Fa'afetai,

AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

Review of Institution-Set Standards Process Proposal

Venue: ASCC Lecture Hall

Participants:

The following internal stakeholders have been recommended to participate in the review of the College's Institution-Set Standards (ISS). Purpose review statements are provided based on recommendations by both Deans.

- Academic Program/Department Chairpersons: To provide recommendations based on ISS achievement targets (achievement %) and propose additional standards as it pertains to each program/department.
- Assessment Faculty: To provide recommendations based on ISS achievement targets (SLOs) and propose additional standards and processes as it pertains to each program/department.
- Student Services Officers & Program Directors: To provide recommendations based on services associated with ISS and SLOs as it pertains to the services offered.

Schedule:

Dates	Start Time	End Time	Event	Agenda
09/14/17	12:30 p.m.	02:30 a.m.	1st Meeting	*Refer to Agenda 1*
09/28/17	12:30 p.m.	02:30 a.m.	2nd Meeting	*Refer to Agenda 2*
10/12/17	12:30 p.m.	02:30 a.m.	3rd Meeting	*Refer to Agenda 3*
10/26/17	12:30 p.m.	02:30 a.m.	4th Meeting	*Refer to Agenda 4*
11/09/17	12:30 p.m.	02:30 a.m.	5th Meeting	*Refer to Agenda 5*
12/07/17	12:30 p.m.	02:30 a.m.	6th Meeting	*Refer to Agenda 6*

Note: All meetings are to be held on the Thursday of each non-pay week.

Presentation Agenda:

Agenda # and Descriptions

Agenda 1: September 14, 2017

I. **ASCC Institution-Set Standards Review:**
   a. Clarification of ISS Review & Purpose – Mission Effectiveness *(IE Director)*
   b. Clarification of Participant Roles *(Dean of Academic Affairs and Dean of Students Services)*

II. **Presentation of ISS Process Review and Schedule:**
   a. Presentation of ASCC ISS – Current defined standards as approved in 2015.

i. Facilitators: Dean of Academic Affairs, Dean of Student Services, and IE Director.
ii. Presentation of Institution-Set Standards:
    1. Developmental Passing Rates: 70%
        a. Set Standard: % defined by the College on student completion of developmental courses
        b. Courses assessed to determine set standard
        c. Data sets used for analysis
    2. Gateway Course Completion Rates: 72%
        a. Set Standard: % defined by the College on student completion of gateway courses.
        b. Courses assessed to determine set standard
    3. Degree Program Requirements: 80%
        a. Set Standard: % defined by the College on student completion of degree program requirements
        b. Courses assessed to determine set standard
    4. Persistence:
        a. Data Sets: The retention of students in their first-year and second-year and within 150% time to graduation.
            i. 1st Year Retention
            ii. 2nd Year Retention
            iii. Graduation Rate: 39%
    5. Degree/Certificate Completion and Transfer: 18%
        a. Data Statistics:
            i. Cohort Completion
            ii. Transfer to institutions of Higher Learning
            iii. Transition into the Workforce

Agenda 2: September 28, 2017

III. ISS Presentation Review:

a. Review of ISS: Developmental Passing Rates & Gateway Course Completion Rates:
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 3: October 12, 2017

IV. ISS Presentation Review:

a. Review of ISS: Degree Program Requirements & Persistence
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 4: October 26, 2017

V. ISS Presentation Review:

a. Review of ISS: Degree Certificate Completion and Transfer Rates
    i. Data Performance and Targets *(Presenters: IE Staff- Institutional Researcher, Data specialists)*
    ii. Review of ISS and Recommendations *(Facilitators: Dean Academic Affairs, Dean of Student Services, IE Director)*

Agenda 5: November 09, 2017

AMERICAN SAMOA COMMUNITY COLLEGE
Office of Institutional Effectiveness

VI. ISS Presentation Review:
- a. Review of ISS Recommendations:
  - i. Facilitators: Dean of Academic Affairs, Dean of Student Services, IE Director

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Agenda 6: December 07, 2017

VII. ISS Presentation Review:
- a. Final and Approval of ASCC ISS:
  - i. Curriculum Committee Review
  - ii. Review of President
  - iii. Review and approval of the Board of Higher Education

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Cost for the Review of ISS:

Budget: Institutional Effectiveness
Account #: 5504 (Charge on FY 2018 Budget)
Cost(s): Lunch (ASCC Cafeteria)

Signature for Approval

ASCC President:

Date Received: 9/11/17 Approval Status: Yes or No Date Approved: 9/12/17

Comments: _____

_____

_____

_____

Signature: _____
Dr. Rosevonne M. Pato

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American Samoa Community College

Review of Institution-Set Standards

Review of Recommendations
November 30, 2017

Outcomes:

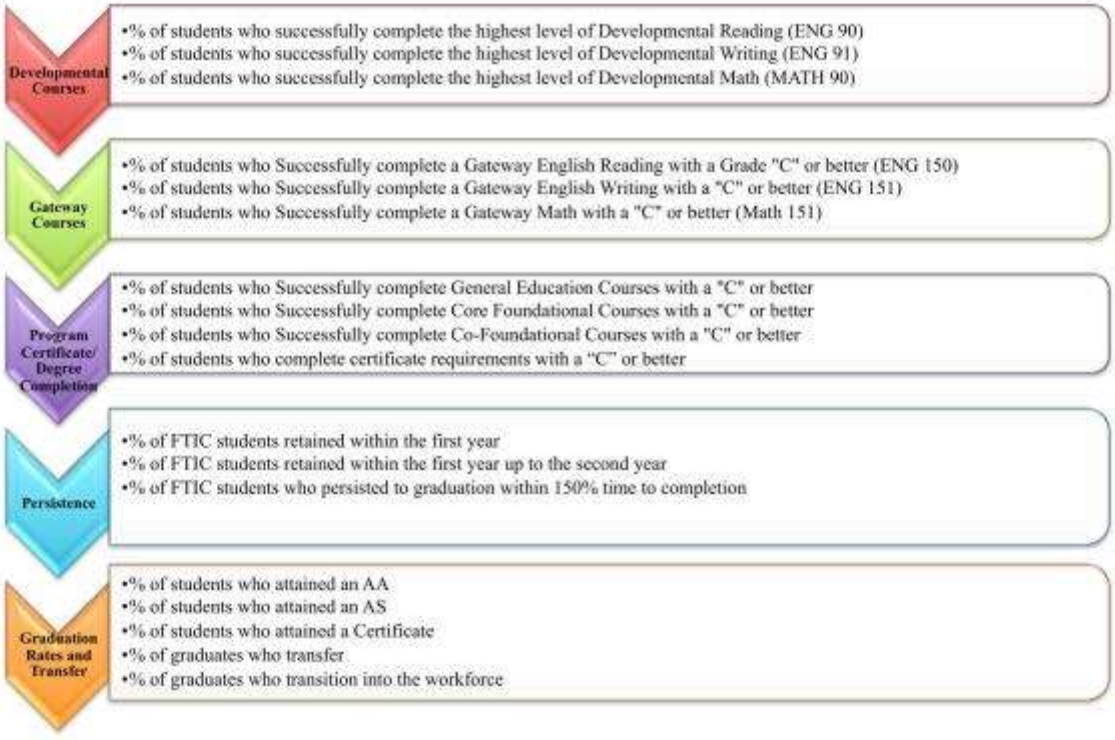
- Provide internal stakeholders the opportunity to engage in the dialogue in review of the College's ISS.
- Emphasize the link of ISS to the Mission of the College.
- Review the relationship of ISS to academic programs/departments and student support services.
- Discuss the appropriateness of the College's ISS and its impact on academic programs/departments and student support services.

ISS for Student Achievement

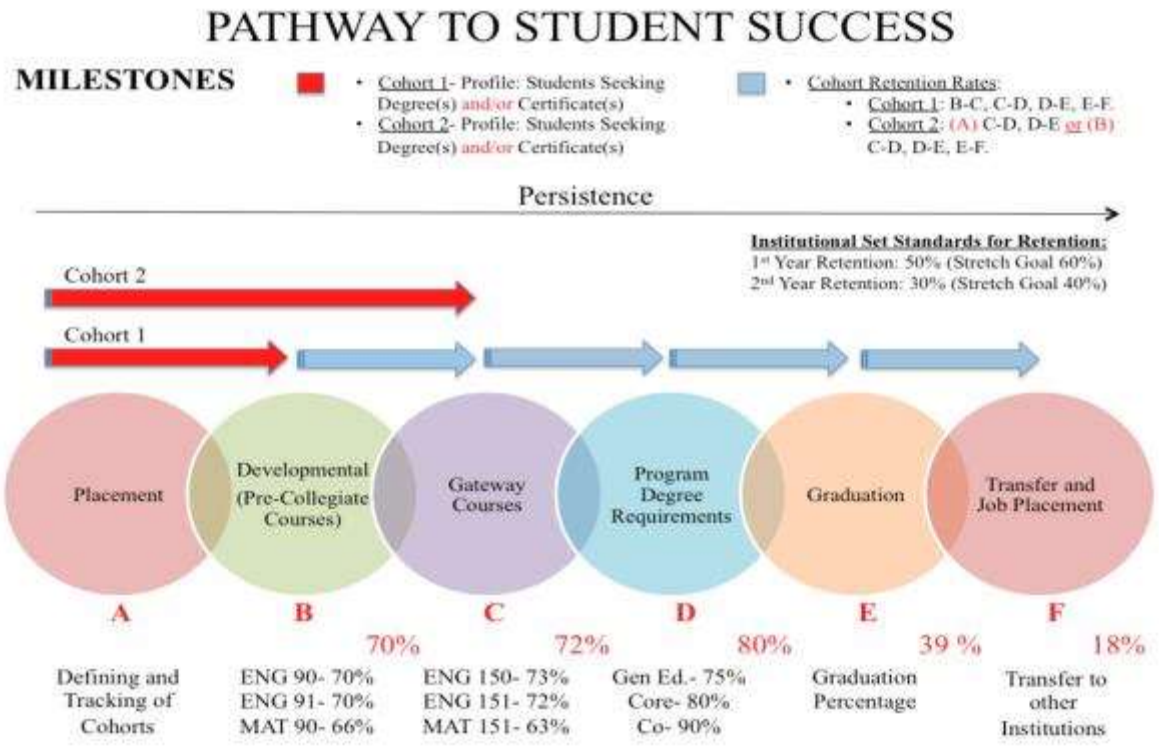
- **Developmental Courses**: The successful Completion of highest developmental English and Math Courses which transition students into college readiness
- **Gateway Courses**: The successful completion of college level English and Math Courses as required by all degrees to transition into Gen-Ed and Program Requirements
- **Degree Program Requirements**: The successful Completion of Gen-Ed, Core Foundational and Co-Foundational courses required by a Degree program
- **Persistence**: The retention of students in their first year and second year and within 150% time to graduation.
- **Degree/Certificate Completion and Transfer**: The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 10]

Student Achievement Benchmarks



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 11]



ASCC Board of Higher Education Review of Academic Excellence Recommendations, August 25, 2015, [PowerPoint Slide, 12]

American Samoa Community College

Institution-Set Standards:

Standard I

Standard I: Developmental Courses

Indicator: The successful completion of highest non-credit bearing English and Math Courses which transition students into college readiness.

Rate: Percentage of students who pass ENG 90, 91 and Math 90 per semester.

Targets:

ENG 90 = 70%
ENG 91 = 70%
MAT 90 = 66%
Overall = 70%

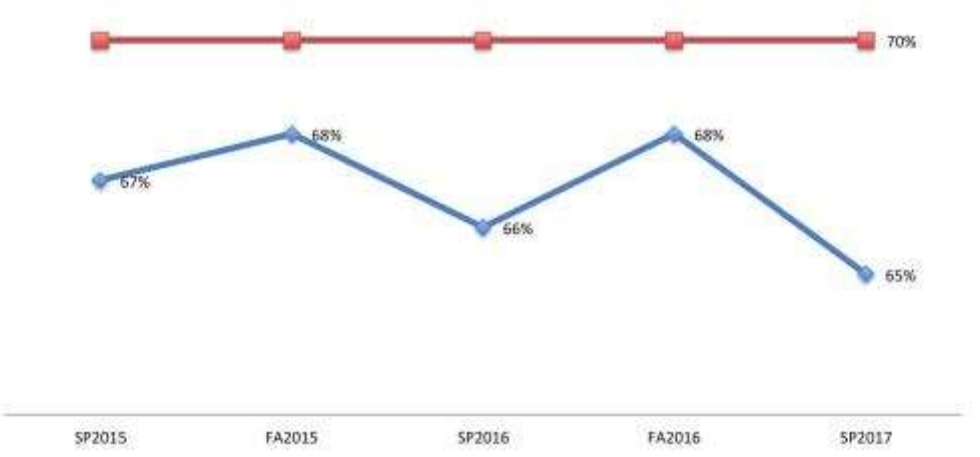
ENG 90 Completion Rate= 70%

ENG 91 Completion Rate = 70%

MAT 90 Completion Rate = 66%

Overall Developmental Completion Rate = 70%

Overall Developmental Completion Rate = 70%



American Samoa Community College

Institution-Set Standards:

Standard II

Standard Two: Gateway Courses

Indicator: The successful completion of entry level credit bearing English and Math Courses required by all AA and AS degree programs.

Rate: Percentage of students who pass ENG 150, 151 and Math 151 with a C or better per semester.

Targets:

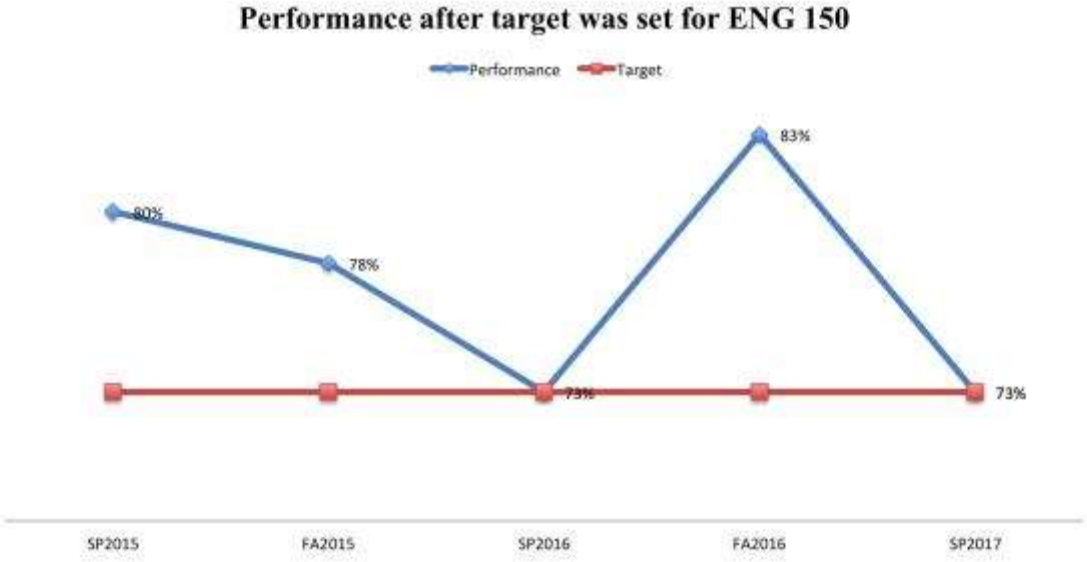
ENG 150 = 73%

ENG 151 = 72%

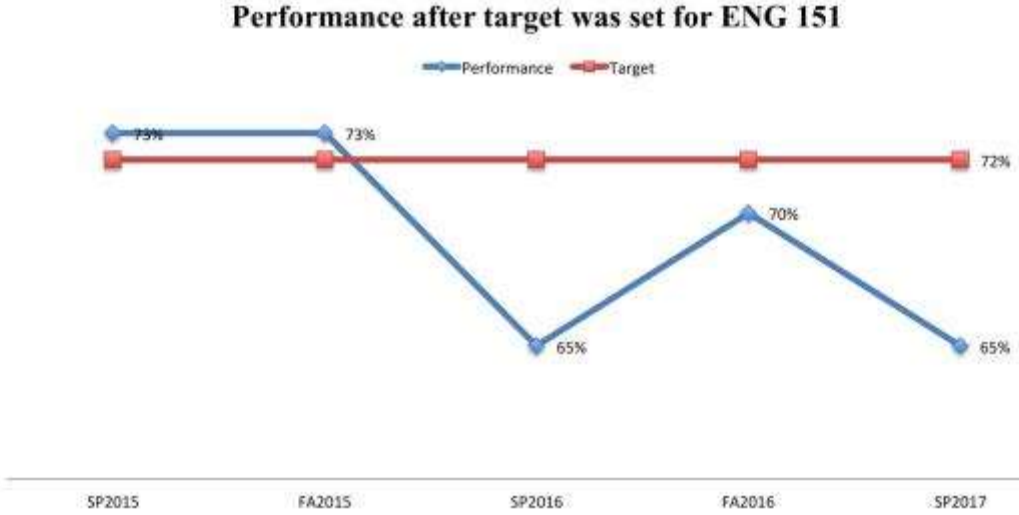
MAT 151 = 63%

Overall = 72%

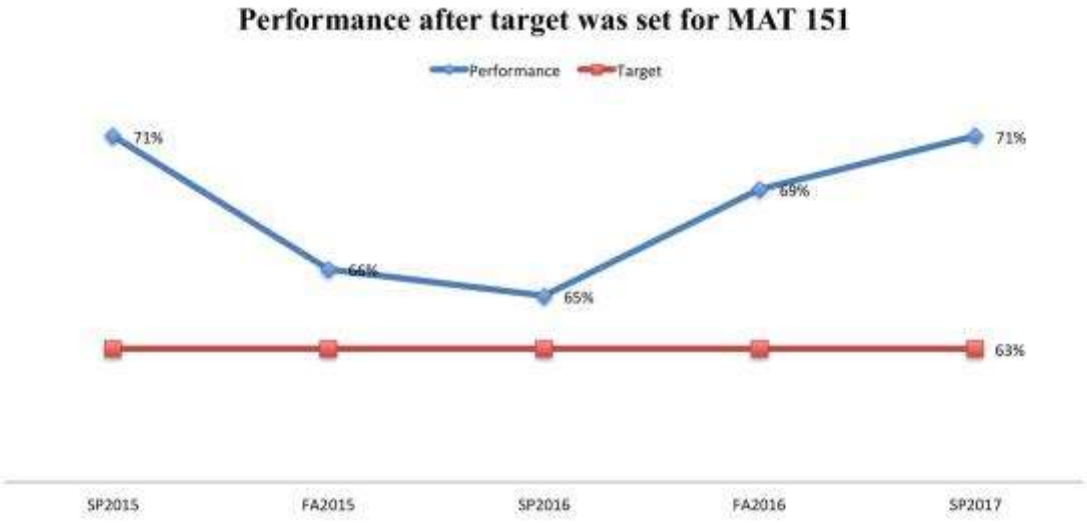
ENG 150 Completion Rate = 73%



ENG 151 Completion Rates =72%



MAT 151 Completion Rates = 63%



Overall Gateway Completion Rate = 72%

American Samoa Community College

Institution-Set Standards:

Standard III

Standard III: Degree Program Requirements

Indicator:

- The successful completion of General Education, Core Foundational, and Co-Foundational Courses required by a Degree program.

Rate:

- Percentage of students who successfully complete General Education, Core Foundational, and Co-Foundational requirements with a 'C' or better for a degree or certificate.

Targets:

General Education= 75%

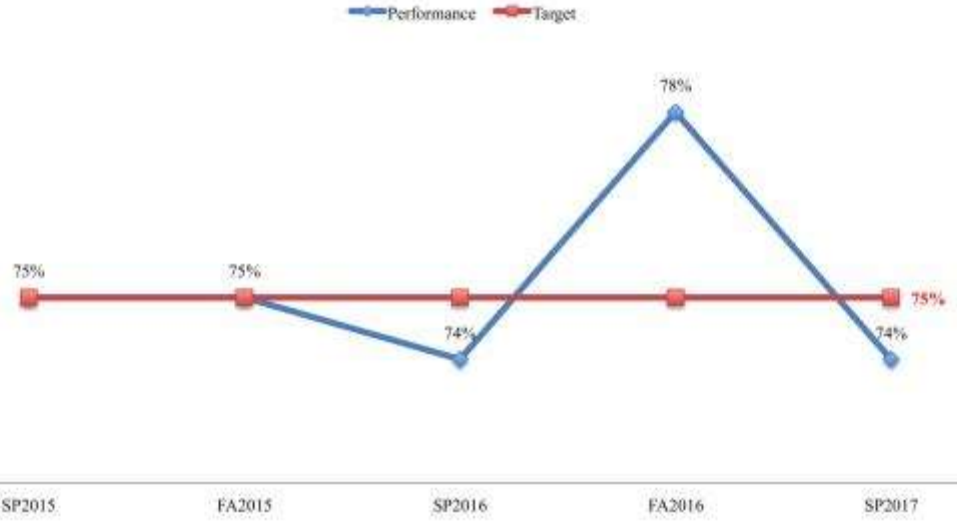
Core Foundational= 80%

Co-Foundational= 90%

Overall = 80%

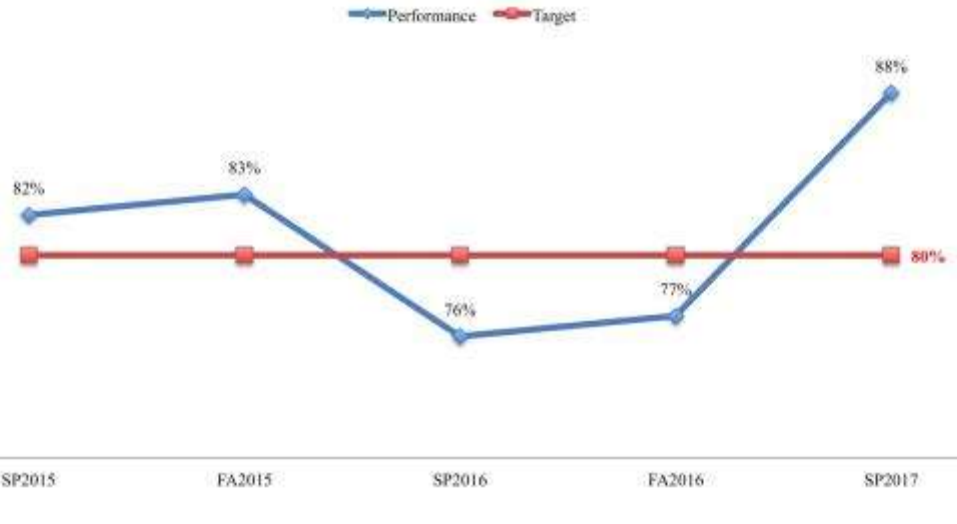
Successful completion of General Education courses ('C' or better).
Spring 2015 – Spring 2017

Percentage of students who successfully completed General Education courses with a 'C' or better.



Successful completion of Core Foundational courses ('C' or better).
Spring 2015 – Spring 2017

Percentage of students who successfully completed Core Foundational Courses with a 'C' or better.



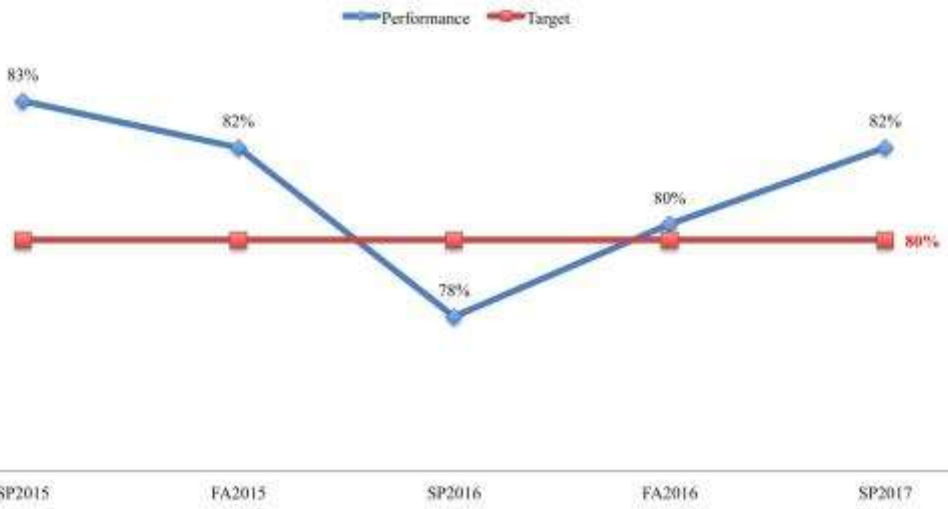
Successful completion of Co-Foundational courses ('C' or better).

Spring 2015 – Spring 2017

Students who successfully complete Co-Foundational Courses with a 'C' or better.

Overall percentages for Standard III: Successful completion of Degree Program Requirements ('C' or better). Institution-Set Standard 80%

Percentage of students who successfully completed Program Requirements with a 'C' or better.



American Samoa Community College

Institution-Set Standards:

Standard IV

Standard IV: Persistence

Indicator:

- The retention of students in the first year and second year.

Rate:

- First Year: Percentage of students enrolled from First Fall to Spring of following year.
- Second Year: Percentage of students enrolled from First Fall, to Spring and Fall of following year.

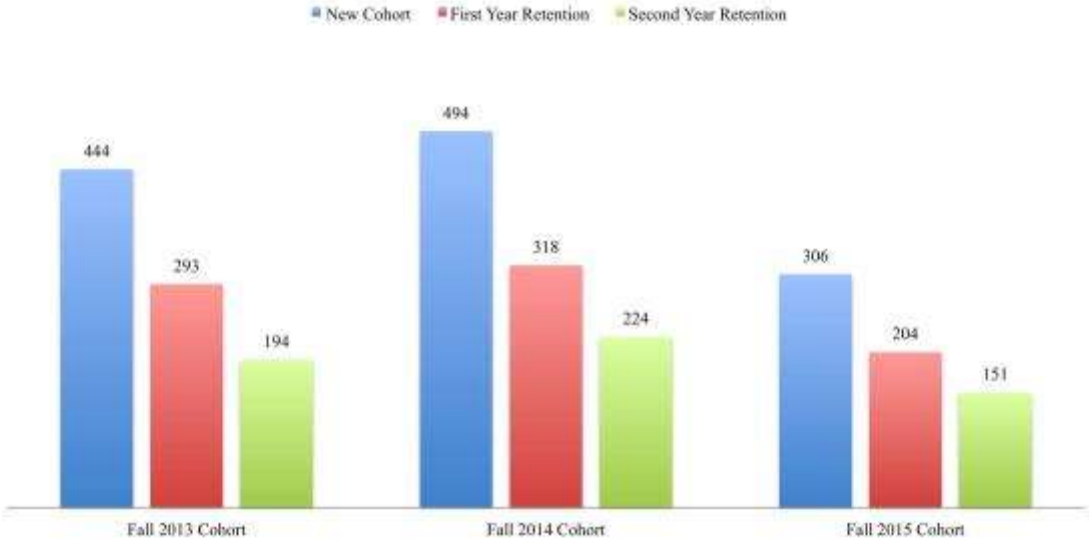
Targets:

First Year Retention= 50%

Second Year Retention= 30%

First Year and Second Year Retention

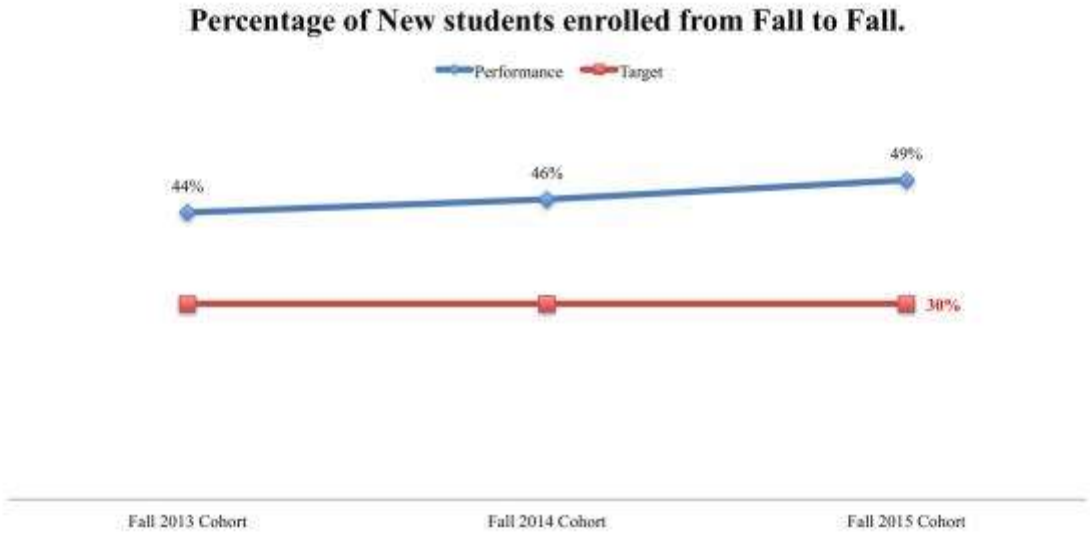
Number of new students enrolled from Fall to Spring to Fall.



First Year Retention target was set at 50%

Percentage of new students enrolled from Fall to Spring.

Second Year Retention target was set at 30%



American Samoa Community College

Institution-Set Standards:

Standard V

Standard V: Degree/Certificate Completion and Transfer:

Indicator:

- The successful completion of a Degree Program or Certificate and transfer to institutions of higher learning or transition into the workforce.

Rate:

- Percentage of Graduates who complete Degree Program or certificate within 150% of Normal Time to Completion (NTC).
- Percentage of graduates who transfer to other institutions of higher learning.
- Percentage of graduates who transition into the workforce.

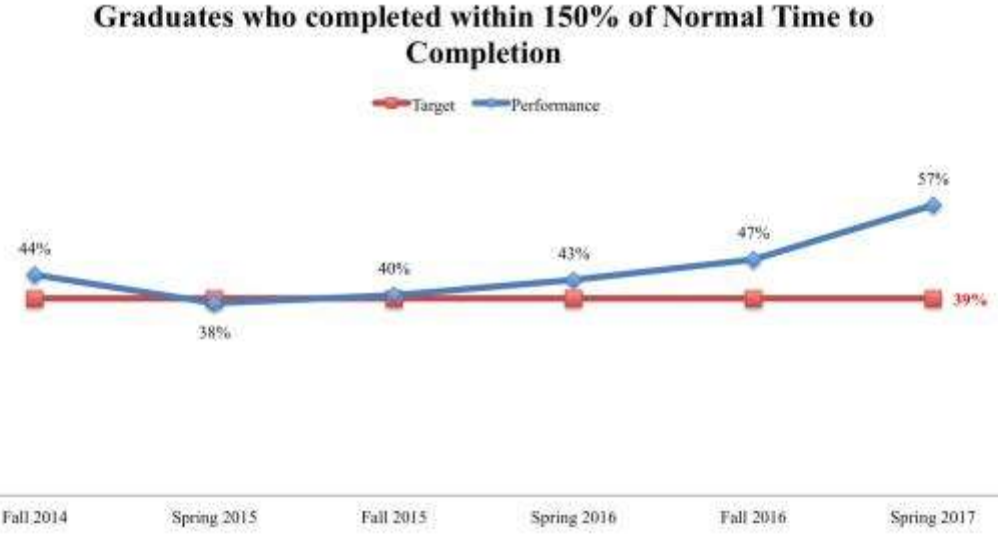
Targets:

150% of NTC: 39%

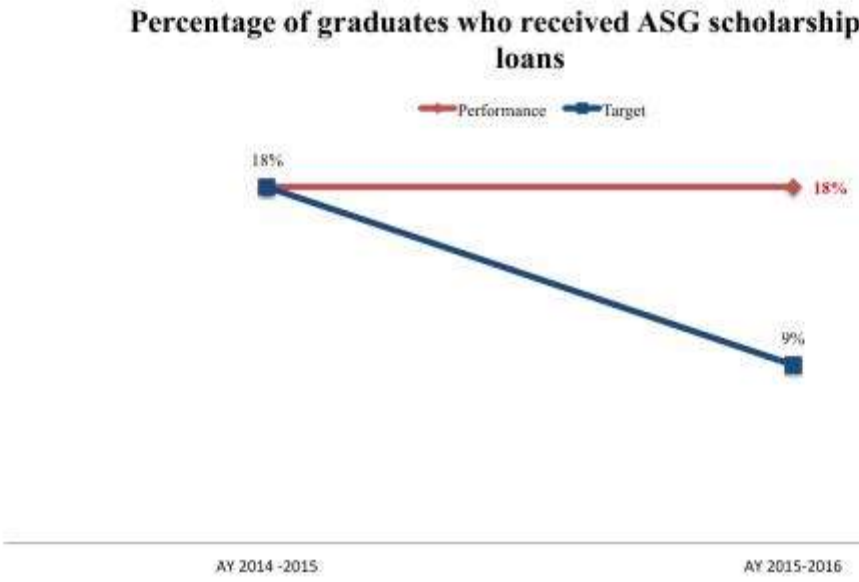
Transfer to other institutions: 18%

Transition into the Workforce: 50%

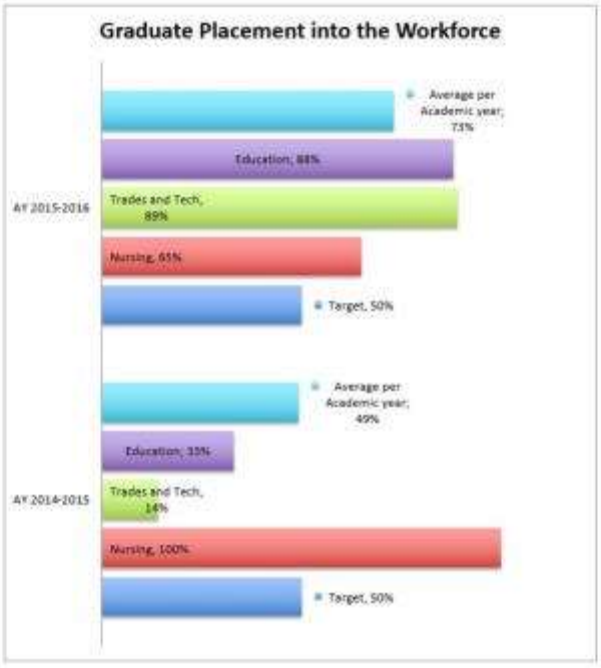
The successful completion of Degree program or certificate within 150% of normal time to completion.



The successful transfer of graduates to other institutions of higher learning.



The successful transition of graduates into the workforce.



American Samoa Community College

Institution-Set Standards: Committee Recommendations

Standards I & II: Recommendations

- **Recommendation 1**: Review the role or effects of No Pass (NP) and No Pass Incomplete (NPI) data in the aggregating of Standard I 'Developmental Courses' and clarify the accurateness of completion rates for College Accelerated Preparatory Program (CAPP) Math and English. *(Facilitator Notes: Institutionally, there is no NPI reported on grade sheets for developmental courses and NPI is not grade.) This is in direct alignment of Academic and Student Affairs Data sets with the reporting on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*
- **Recommendation 2**: Review the definitions (standards and indicator descriptions) of Standard I and II for consistency: (Completion/Successful Completion/Pass)
- **Recommendation 3**: Compile an ISS Glossary *(Facilitator Notes: There is a section in the ASCC Participatory Governance Structural Manual (pp. 22-28) that clarifies the College's definition of Assessing Student Learning and Achievement, and Institutional Student Achievement Standards. Data definitions, set standards, and data sets are all listed. Is the recommendation of the Committee that a handbook be created or will the Participatory Structural Manual suffice for this recommendation?)*
  - *Clarification on Developmental and Pre-collegiate courses.*

Standards I & II: Recommendations

- **Recommendation 4**: Recommendation to keep the set standard for Standard I: Developmental Courses
  - Target(s): **70%**
    - ENG 90: 70%
    - ENG 91: 70%
    - MAT 90: 66%
- **Recommendation 5**: Recommendation to keep the set standard for Standard II: Gateway Courses
  - Target(s): **72%**
    - ENG 150: 73%
    - ENG 151: 72%
    - MAT 151: 63%

  - *Facilitators Notes:*
    - *Direct link to Data Sets on course learning outcomes with the % of courses assessed on a semester based with formative and summative data available for the programs.*
    - *Data Sets on the availability of Academic Services with Advising Services and Tutoring services (% of low grade reports)*
    - *Data Sets on Counseling services (% of programs that utilize counseling services)*

Standards III & IV: Recommendations

- **Recommendation 1**: To review possible definitions and measurements inclusive to the capturing of persistence rates (Cohort tracking) for the B.Ed. Program.
  - *Facilitators Note:*
    - *"Although the first three Institutional Set Standards were set and approved by the Institution, the dialogue still continued amongst the Academic Excellence Committee on the remaining Institutional Set standards for Persistence and Degree/Certificate Completion and Transfer. After several discussions with members and divisions directly involved with these standards, definitions were set to allow the Academic Excellence Committee to consensus on possible set standards based on data available with the Institution."*
  - *Type of Cohorts:*
    - *Degree Seeking Cohorts*[1]
    - *Certificate Seeking Cohorts*[1]
  - *Tracking of Cohorts:*
    - *Track 1: Pre-Collegiate ➔ Gateway ➔ Program Degree Requirements ➔ Graduation*[1]
    - *Track 2: Gateway ➔ Program Degree Requirements ➔ Graduation*[1]
    - *Track 3: Professional Courses ➔ Completion*[1]

Facilitators Note:
- *Direct alignment to Data sets on the Enrollment stats of program declared major and Non-major students(Developmental, Certification, Enrichment, etc.)*

1. Referencing Internal Show Cause Sanction Report & Analysis of Actions take to address ACCJC Recommendations, p. 37

Standards III & IV: Recommendations

- **Recommendation 2**: To keep the set standard for Standard III: Degree Program Requirements
  - Target(s): **80%**
    - General Education: 75%
    - Core Foundational: 80%
    - Co-Foundational: 90%
  - *Facilitators Note:*
    - *Need to revisit the definitions and clarification of standards for course completion rate, degree completion rate, and certificate completion rate. (currently course completion rate is 80% and degree& certificate at 90%)*
- **Recommendation 3**: Two recommendations to keep the set standard for Standard IV: Persistence
  - Target(s):
    - First Year Retention: 50%
    - Second Year Retention: 30%
  - *Facilitators Note:*
    - *Alignment to Data Sets on Academic Services with Advising Services and Tutoring services (% of low grade reports). How services available will impact the retention of students and passing rates.*

- **Recommendation 4**: One recommendation to increase First and Second Year Retention rates by 5 to 10 percent. Statistics reveal a 10-19 percentage of achievement beyond the set standard.
  - *Facilitators Notes:*
    - *"Retention Rate: The retention rate was based on available data presented by the Office of IE to the Academic Excellence Committee. Data presented was based on the number of "new students" who were retained from fall to spring (1st year retention) and from fall to fall (2nd year retention) for the last five years. Based on the discussions and clarification of data, a consensus has been reached by the Subcommittee to set the first year retention at 50% with a stretch goal at 60%. The second year retention was set at 30% with a stretch goal set at 40%. Setting stretch goals allowed the Subcommittee to identify more areas to improve in planning and data accountability."*

Standards V: Recommendations

- **Recommendation 1**: The College seeks avenues to communicate with colleges/universities for which ASCC students transfer to. This may include colleges/universities that are not part of the ASCC articulation agreements.
  - *Facilitators Note:*
    - *Direct alignment to Data sets on Local MOUS/MOAS, Grants, and Articulations. Provides # of college/ universities with articulation agreements and # of Agencies/Private sectors with employment articulations.*
- **Recommendation 2**: (For Facilitators & Presenters) - To include the raw data for which the presented percentages were calculated.
  - *Facilitators Notes:*
    - *Aggregated and disaggregated data for each of the standards are accessible on the ASCC Institutional Data Sets on the ASCC Website at: http://www.amsamoa.edu/IDS/0001/0001-5.html (Standard V ISS Rates) and http://www.amsamoa.edu/IDS/0006.html (Graduation Rates).*

- **Recommendation 3**: To further clarify the College's definition of Transfer.
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017.*

Standards V: Recommendations

- **Recommendation 4**: Review the processes and policies to include a requirement for all degree/ certificate seeking students to meet with the Transfer Counselor.
  - *Facilitators Notes:*
    - *Data sets on Transfer students to the workforce and higher education from the program data.*
    - *Also important to utilize data sets on the Academic Services, Advising services, tutoring services, and counseling services.*

- **Recommendation 5**: Review ways that degree and certificate programs can track students in their program. **Please Note:** This recommendation was retracted and given back to the academic programs to further discuss the value of tracking data for each program.
  - *Facilitators Note:*
    - *It's also important for programs to have the data available through data sets.*

- **Recommendation 6**: Academic programs and Student Support Services meet regularly to review definitions and processes regarding ASCC's ISS on Transfer. A second recommendation was to emphasize the Core Values of the College.
  - *Facilitators Notes: ASCC Core Values:*
    - ***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.*

Standards V: Recommendations

- **Recommendation 7**: The Accreditation Liaison Officer (ALO), Assistant ALO, and appropriate College personnel review the severity of current services and its relationship to Standard V, and propose the position of the 'Alumni Officer' to monitor and track students that transfer to institutions of higher learning and students that transition into the workforce.

- **Recommendation 8**: "To add all program workforce and transfer percentages for each degree/certificate program to indicate 'meets' or 'does not meet' the targets for Standard V." **Please note:** This recommendation was retracted by Mr. Talamoa after the ISS Meeting. Mr. Talamoa's recommendation clarification is for academic programs to set their own standards as it applies to the degrees and certificates offered and conferred. "This will allow programs to provide definition of transfer or types of transfer, and to better track degrees beginning at the AA level, B.Ed. level, and further on as it applies to the program."
  - *Facilitators Notes:*
    - *This recommendation is linked to 'Recommendation 1' in the ISS Review Committee Minutes dated on the 12th of October 2017 as well as 'Recommendation 3' in the current Minutes.*

- **Recommendation 9**: Review and improve the validity of the current Student Graduate Exit Survey to better track students that transfer to institutions of higher learning and transition into the workforce.
  - *Facilitators Note:*
    - *Link to Institutional Data sets*

Standards V: Recommendations

- **Committee Notes & Questions:**
  - Questions:
    - Are we collecting transfer data from other institutions of higher learning?
    - How can we better track students that transfer other than scholarships?
    - How many private sectors offer scholarships?
    - What will happen if the ISS percentages continue to drop (transfer/ workforce)
  - Concerns:
    - Burnout
    - Job description versus responsibility
  - Facilitators Notes:
    - *Possible new standards: Degree completion and certificate completion.*
    - *Definition of Career Technical Education and identification of CTE programs.*

TTD Recommendations

1. Set-up or open a link within the ASCC Website exclusively for Graduates.
2. Make it a requirement as part of the graduation process (application etc.) for students to visit the link and sign up with their names and contact information, (email address etc.) before the graduation and exit from ASCC.
3. Design the link to have a drop-down menu for all Programs including Liberal Arts for the graduates to select the Programs/Liberal Arts they're graduating from. This will allow the respective chairperson or whoever's responsible to extract data as per each Programs/Liberal Arts.
4. Chairpersons to send a mass email to former students (graduates) from their programs maybe once a month to update their information:
   a. Are you in the workforce? If so please provide the name and information of the employer you are employed with.
   b. Are you attending college? If so please provide the name and information of the institution you are currently attending.
5. Chairperson to submit the data to Student Services or Alumni Officer (as one of the recommendation) to validate the information towards the end of the semester.
6. Submit validated data to I.E. for reporting and to the respective departments for recording.
7. *Facilitators Note: Direct alignment of Data sets by Programs as noted throughout the recommendations.*

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American Samoa
Community College

MEMORANDUM

September 24, 2018

DIVISION OF STUDENT SERVICES

TO: Dr. Rosevonne M. Pato
President, ASCC

VIA: Mrs. Letupu Moananu
Vice President of Academic & Student Affairs

FROM: Dr. Emilia S. Le'i
Dean of Student Services

SUBJECT: DIVISION OF STUDENT SERVICES EVENING HOURS

In support of all students enrolled in the evening courses at ASCC, the following services are open after hours to accommodate the evening courses commencing September 17, 2018:

- Library Services: open until 7:30pm
- Counseling/Tutorial/MPC Computer Lab Services: open until 5:30pm.

Thank you.

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Documents

- ASCC Institutional Archive
  - 1. ASCC Publications
  - 2. ASCC Board of Higher Education Governance
  - 3. ASCC Procedures and Governance
  - 4. ASCC Planning
  - 5. ASCC Program Review
    - Academic Program Review Manuals
    - Program Review Instruments
    - Program Review Summaries
      - 2014 Program Review
      - 2015 Program Review
      - 2016 Program Review
      - 2017 Program Review
        - 2017 Program Divisional Assessment Review
          - 2017 Program Review Overall Summary Final
          - 2017PR Academic Affairs
          - 2017PR ACNR Final
          - 2017PR Admissions Final
          - 2017PR Bookstore Final
          - 2017PR CAPP Final
          - 2017PR CJ Final
          - 2017PR Computer Science Final
          - 2017PR Counseling Final
          - 2017PR DOSS Final
          - 2017PR Finance Final
          - 2017PR Fincial Aid Final
          - 2017PR Fine Arts Final
          - 2017PR HR Final
          - 2017PR IE
          - 2017PR LL Final
          - 2017PR LRC Final
          - 2017PR Math Dept Final
          - 2017PR MIS Final
          - 2017PR Nursing Final
          - 2017PR PED Final
          - 2017PR PFM Final
          - 2017PR President office Final
          - 2017PR Printing Services Final
          - 2017PR Procurement Final
          - 2017PR Records Final
          - 2017PR ROTC Final
          - 2017PR Samoan Studies Institute Final
          - 2017PR SBDC Final
          - 2017PR Science Final
          - 2017PR Social Science Final
          - 2017PR Student Support Final
          - 2017PR TED Final
          - 2017PR Trades and Technical Department Final
          - 2017PR UCEDD Final
          - 2017PR Vice President Academic Services
  - 6. ASCC Assessment
  - 7. ASCC Reports

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4,754 (not distinct count) • Admission - 299 • Counseling – 520 (Counseling -62 , Tutoring – 17/Tutoring computer usage -101, Student Computer Lab – 340 for typing-126, printing-101, research-34, email-26, FAFSA-1, online registration-2) ***See details below.*** • Financial Aid -1,113 ***See details below*** • Library – 3814 • Records – 121 requests, processed 162 transcripts **LIBRARY ACTIVITIES:** Regular administrative actions/processes that maintain library mission readiness status to serve students each work day. In order for students to get the library services that they need the below list of actions have to be completed first. For example in order for students to access library book collection, books have to be continually ordered first, then received, then cataloged and placed on the shelves for them to access and use. In addition, in order for students to have and use existing facility and equipment for research, typing, and printing options these options have to be continually maintained or purchased if need be through the listed processes below. **COUNSELING ACTIVITIES:** Worked collaboratively with the Admissions Officer in planning the New Student Orientation and the Open House event for all early and new students enrolled for 2018 Summer 2nd session.	Continued lack of funding for respective listed activities, office supplies, inks… due to current ASG-ASCC cost containment measures. • **COUNSELING** - Duplicating data that is reported through many reports and not understanding the protocols, procedures and policies involved. • Space and privacy for Tutors-tutee • ADMISSION- Short staff during college critical/important calendar dates for placement testing • Need to send conditions and terms to CAPP staff	readiness status despite cost containment measures. • Continue to college and compile counseling/tutoring data for divisional/institutional reports. • To address the privacy issues with tutoring, need to put up dividers between student lounge and tutoring stations. **Note: Continued Recommendations** • A key to the MPC building for easy access. • Recommend to return graduation commencement to the Gym otherwise find alternatives e.g. screens set outside for people to be able to view the commencement. • Fill vacancies ASAP for upcoming school year – all are local	• Library services have to be sustained and maintained every work day to best serve students' informational needs as well as program, divisional, and college mission. Continue with the academic calendar schedule for the rest of the term. • Counselors will continue to provide services for students requiring assistance related to various academic needs and more. • Tutors will continue to serve and connect with students to promote its services and communications. • Continue to serve all students with computer needs by utilizing the Student Computer Labs. • Continue with verifications of student records/files. • Continue with daily routine tasks and responsibilities. • Continue to provide student support services – counseling, tutoring, records, admission, library, student computer lab… • Continue to post flyers, handouts, brochures to promote

Additionally, the Program Director attended the Leadership meetings and worked with the Transfer Counselor to compile transfer data to fulfill closing the loop report for the Core Curriculum Committee. # of Students served by the Counselors Details: • Academic – 13 college students – 35 HS (Vo Tech) students – Continues to work with student taking an Independent Study for CLP 150 course to meet contact hours and course requirements… • Personal – serves as a notetaker for student with disability (deaf mute) to accommodate student with what we are able to provide to help student pass her CAPP English class – advocates for the students to speak up for themselves… • Transfer – due to the responsibilities of locating transfer data through graduates, she is browsing through many files, notes, emails to compile this data from F16 to S18 and to provide Counseling with data pertaining to transfer – CTC counseling files, emails, notes, grad. Programs are all part of the search in the effort to put all of this information together… • Veterans – assisted students inquiring on eligibility requirements to be certified – a total of 14 students have been certified – also assisted PD with registration of early and recent graduates for second session of summer term *STUDENT COMPUTER LAB:*	to follow through with correcting the Writing portion of the placement test. • – Seven vacancies due to retirement, Military deployment, resignation due to family relocation: • SGA Coordinator • FAO FWS Coordinator • FAO Administrative Assistant • Math Tutor • Computer lab Technician • Data Entry Clerk (Admission Office) **Note: Continued challenges**. • Very slow internet connectivity or unstable internet connection on in offices/campus. • Entering MPC is a	funding/budgeted. • PD and Personal counselor to review the process for students with disabilities planning to attend/current students, in developing a program for students with developmental/intellectual challenges. • Working closely with the staff and the CIO in fulfilling the challenge as per Records office's challenge with Blackbaud.	services and students awareness • Continue to provide assistance to students • Hire staff to fill all vacancies in order to better prepare offices/services for upcoming Fall 2018 semester • Continue with the academic calendar schedule for the rest of the term. • Continue to seek for and apply best practices in all areas of student support services

Students served = 340 126 – Type 101 – Print 34 – Research 26 – Email 1 – FAFSA 2 – Registration online *TUTORIALS ACTIVITIES* • 10 students tutored in math, • 94 students used the computers for research, typing, etc.. • 7 peer tutors • Passed out flyers and brochures to several instructors about services for ALL students • FAid Counselor utilized computers to serve students during 2nd session registration… **ADMISSION ACTIVITIES:** *Summer 2018 Late Registration June 4-5* ***High School Requests for ASCC General Information & Tour*** - *Nu'uuli Voc. Tech. June 11* - *Fagaitua June 14* ***Additional ASCC Placement Test*** *June 26, 2018 @ 9am & 1pm*	constant challenge, having to depend on Janitor by calling to open door • Calling Janitor various times to come back on-campus after working hours to securely lock MPC door(s). • Rodents (rats) entering office space, chewing through the ceiling making messes and probably chewing through electrical wires, which may have been the cause of several outlets to the three offices downstairs including internet wires • Lack of resources for accommodating students with disabilities;		

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Academic Affairs and Student Services Data Sets

Faculty Orientation Fall 2017

Division of Academic Affairs

Mission:

- The Academic Affairs Division provides the highest level of academic services, support, and programs for students through curriculum, planning, and continuous assessment.

- **Outcome 1: Curriculum, Instruction and Planning**
- • Provide the highest quality of programs and courses through on-going review & assessment of student outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcomes assessments.
- **Outcome 2: Highest-level of academic services**
- • Provide opportunities in establishing quality academic and student programs. Provide Academic Services and be accountable to for maintaining the academic integrity of programs for students and faculty.
- **Outcome 3: Internal and External Partnerships and Entities**
- • Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.
- **Outcome 4: Manage and allocate institutional resources effectively**
- Collaborate and work as a team with internal division, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.
- **Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation.**
- • Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.

Academic Affairs

- Data categories based on Academic Affairs Divisional Outcomes
  - Curriculum, Instruction, and Planning;
  - Academic Services;
  - Internal and External Partnerships and Entities;
  - Allocation of resources effectively;
  - Recruit, retain, and support faculty and staff.

I.A: Curriculum

- Data Sets:
  - 1.A.1: Enrollment Stats:
    - Program Declared Majors: (Degrees, certificates)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
    - Non Major Students: (Developmental, Certification, Enrichment, etc.)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
  - 1.A.2 Courses Offered Stats:
    - Past 3-5 Academic Years (All courses defined by program)
    - Past 3-5 Academic Years (Cancelled courses)
      - % Low Enrollment
      - % No Enrollment
  - 1.A.3 Graduation Stats:
    - Past 3-5 Academic Years (% Conferred Degrees)
    - Past 3-5 Academic Years (% Conferred Certificates)
    - Non-conferred certificates: Past 3-5 Academic Years (COC, CEU)

I.B: Instruction

- Data Sets:
  - 1.B.1 Program Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.2 General Education Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.3 Institutional Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)

I.B: Instruction

- Data Sets:
  - 1.B.4 Pedagogy/Methods:
    - Types of Teaching Methods Used: (Moodle, Lecture, Group Discussion, Project Based, etc.
      - % per method used in all courses
    - Practical Requirements: Service Learning, Field Experience, Clinical, Labs, Fitness, Studio, etc.
      - % of time per experience requirement for each course

I.C: Planning

- Data Sets:
  - Assessment:
    - SLO Cycle
      - Outcomes Report (semester-based) *Refer to 1.A.1 – 1.A.3 and 1.B.1 – 1.B.4*
      - Timeline Cycles for Assessment per program

I.C: Planning

- Data Sets:
  - Statistics: Facilities & Equipment
    - # of programs
      - # of departments/programs with computers per office
      - # of departments/programs with printers per office
      - # of departments/programs with Smartboards per office
      - # of departments/programs with xerox machines per office
    - # of classrooms per program (Aggregated & Disaggregated)
      - # of Air conditioned rooms per classroom (Aggregated & Disaggregated)
      - # of Student Furniture per classroom (Aggregated & Disaggregated)
      - # of classrooms with computers
      - # of classrooms with Smartboards
      - # of classrooms with printers
  - Statistics: Human Resources
    - # of Faculty per program (Aggregated & Disaggregated)
  - Statistics: Fiscal
    - # of Computers/Technology equipment with upgrade/update needs
    - # (Please state other resource needs as it applies)

II.A: Academic Services

- Data Sets:
  - IIA.1 Academic Services
    - Program Outreach and Community Based
      - % programs with ongoing outreach per semester
      - % students participated per semester
        - Target population (disaggregated)
        - Spring verses Fall (comparative data)
  - IIA.2 Advising Services
    - Advisee per program
      - % Academic (Aggregated)
      - % students served by program per semester (Disaggregated)
  - IIA.3 Tutoring services
    - Academic Programs
      - % students participated on a semester basis (Aggregated and Disaggregated by program)
      - % low grade reports
        - % students successfully completed per semester
        - % students not completed per semester

III.A: Internal Partnership

- Data Sets:
  - IIIA.1 Co-Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program
  - IIIA.2 Extra Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program

III.B: External Partnerships

- Data Sets:
  - III.B.1: Local MOUs / MOAs
    - III. B.1.a: Memorandum of Understanding (MOU) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
    - III.B.1.b: Memorandum of Agreement (MOA) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
  - IIIB.2: Grants
    - % of Grants Obtained
    - % of programs funded by grants
    - % of services funded by grants
    - % of outcomes funded by grants
    - % of outcomes assessed that are funded by grants
  - 1.B.3: Articulations
    - III.B.3a: External Articulation of Courses
      - # of Colleges/Universities with Articulations Agreements
      - % of students that transfer per semester per program
    - III.B.3b: Internal/External Articulation of Gainful Employment
      - # of Agencies/Private Sectors with employment articulations
      - % of students that transfer into the workforce.

IV: Resource Management & Allocation

- Data Sets:
  - IV.A.1 Program Review: Personnel
    - # of Requests for new staff or faculty
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of changes in job description
  - IV.A.2 Program Review: Facilities
    - # of Requests for new Classrooms/facilities
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of increase in staff
  - IV.A.3 Program Review: Technological resource
    - # of Requests for new Technological Resources
      - Justification of Need
        - #/% (Please list)

V.A: Recruitment

- Data Sets:
  - V.A.1 Faculty Expertise
    - #/% of faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
  - V.A.2: Faculty Statistics
    - #/% of faculty teaching with doctorate degrees
    - #/% of faculty teaching with master degrees
    - #/% of faculty teaching with bachelors degrees
    - #/% of faculty teaching with associates degrees
  - V.A.3: Faculty Recruitment Expectations
    - #/% of faculty that meet the minimum requirements
    - #/% of faculty that meet the maximum requirements

V.B Faculty Retention

- Data Sets:
  - V.B.1 Faculty Ranks
    - (Forthcoming)
    - #/% who achieved 15 credits for professional development or career opportunity
  - V.B.2 Merits
    - Teacher of the Year
    - #/% of faculty with personal accomplishments per semester
    - #/% of faculty that were internally promoted per semester
    - #/% of faculty who completed a higher degree per semester
    - #/% of faculty who transferred out for better opportunity in higher education

Questions?

Have a great Semester!!!

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Documents

- ASCC Institutional Archive
  - 1. ASCC Publications
  - 2. ASCC Board of Higher Education Governance
  - 3. ASCC Procedures and Governance
  - 4. ASCC Planning
  - 5. ASCC Program Review
    - Academic Program Review Manuals
    - Program Review Instruments
    - Program Review Summaries
      - 2014 Program Review
      - 2015 Program Review
      - 2016 Program Review
      - 2017 Program Review
        - 2017 Program Divisional Assessment Review
          - 2017 Program Review Overall Summary Final
          - 2017PR Academic Affairs
          - 2017PR ACNR Final
          - 2017PR Admissions Final
          - 2017PR Bookstore Final
          - 2017PR CAPP Final
          - 2017PR CJ Final
          - 2017PR Computer Science Final
          - 2017PR Counseling Final
          - 2017PR DOSS Final
          - 2017PR Finance Final
          - 2017PR Fincial Aid Final
          - 2017PR Fine Arts Final
          - 2017PR HR Final
          - 2017PR IE
          - 2017PR LL Final
          - 2017PR LRC Final
          - 2017PR Math Dept Final
          - 2017PR MIS Final
          - 2017PR Nursing Final
          - 2017PR PED Final
          - 2017PR PFM Final
          - 2017PR President office Final
          - 2017PR Printing Services Final
          - 2017PR Procurement Final
          - 2017PR Records Final
          - 2017PR ROTC Final
          - 2017PR Samoan Studies Institute Final
          - 2017PR SBDC Final
          - 2017PR Science Final
          - 2017PR Social Science Final
          - 2017PR Student Support Final
          - 2017PR TED Final
          - 2017PR Trades and Technical Department Final
          - 2017PR UCEDD Final
          - 2017PR Vice President Academic Services
  - 6. ASCC Assessment
  - 7. ASCC Reports

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Campus Services

ASCC Le Bookstore:

Mission:

The mission of the ASCC Le Bookstore is to serve students by providing educational textbooks, school supplies, equipment, merchandise, and other services to achieve students' educational goals.

ASCC Le Bookstore will provide a vital and significant contribution to its campus community.

ASCC Le Bookstore Buy Back Process

- Buy back begins on the week of finals;
- Buy back runs for 4-6 weeks;
- Buy back runs from 9:00 am to 12:00 pm-1:00 pm to 2:00 pm;
- Buy back list is posted in the bookstore for students to see;
- Buy back price range is from $5.00 to $50.00 depending on the condition of the book.

Note: The list for the buyback is from the instructors and department chairpersons. The list is given directly to the Bookstore.

ASCC Le Bookstore Information

Students may purchase all required instructional materials (unless stated otherwise in the syllabus), books, school supplies, art supplies and trade tools at the ASCC Le Bookstore during normal business hours.

The ASCC Le Bookstore carries textbooks, school supplies, the ASCC General Catalog, and ASCC t-shirts. The Bookstore is open from 8:00 a.m. to 4:00 p.m. Monday through Friday.

Health Services: The American Samoa Community College provides emergency health services and minor care only. Faculty and staff, who are certified in Cardiopulmonary Resuscitation (CPR) and use of the Automated External Defibrillator (AED), provide emergency services while awaiting Emergency Medical Services (EMS). Minor cases are treated and referred to the Tafuna Health Center or LBJ Tropical Medical Center.

Lost and Found: Lost and found articles are to be turned in to the offices of Student Services or Campus Security. Reasonable description of lost items must be given to the Campus Security in order to retrieve lost articles.

Student Support and Learning Services

Mission:

To support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.

Student Support and Learning Services (SSLS) supports the academic mission of the college by providing free tutoring and computer services to assist ASCC students with their academic needs. Further, provides consultation, scheduling, and tutorial services for the diverse populations of educationally underserved, challenged, traditional or non-traditional students to achieve their educational goals.

Other programs and/or departments that offer tutorial services that serve a target population are Louis Stokes Alliances for Minority Participation (LSAMP), and Adult Education Literacy and Extended Learning (AELEL).

Tutoring Services:

Student Learning Assistance (SLA) Center

To enhance students learning and develop effective study habits, the tutoring program provides instructional support to all ASCC students. The SLA Center offer tutorial assistance to help students improve and increase their chances to succeed in their registered courses and set academic goals. Tutorial services are available to walk-in and referred students for one on one assistance and/or small group sessions. The center also provides computers for student usage and a quiet space to study.

Location:

The **SLA Center** is located at the Multi-Purpose Center 1st floor. Contact Number: (684) 699-2722. Contact email: ssls@amsamoa.edu

Student Computer Lab (SCL) Services

The Student computer lab provides computer usage and printing assistance for ASCC students on a first come basis. The student computer lab assists and supports students to achieve and progress in their academic studies. Student computer lab is made available for students to apply and check on the status of their FAFSA application. The SCL is also made available to assist with the registration of continuing students every semester as part of the registration process.

Location:

The Student Computer Lab is located in Room 15 in the Quad area of the college adjoining Room 16 for Math computer lab for instructional use. Contact Number: 699-9155, Ext. 351

Student Organizations

Student Government Association (SGA):

The Student Government Association serves the students of ASCC by encouraging them to explore activities that provide opportunities for personal growth in individual and group settings. This is fostered through diverse programs and leadership experiences that complement the American Samoa

Community College academic programs. To this end, students have opportunities to acquire the necessary tools that will assist them to achieve personal and professional success in their chosen field.

The activities consist of ASCC Clubs, Student Clubs, and the Student Government Association.

Every student of the American Samoa Community College shall become a regular member of the SGA upon payment of the student activity fee, which takes effect during the fall and spring semesters only. Because there is no activity fee payment during the summer term, all activities are excluded during this time.

To serve in the Student Government Association (SGA) as a student leader, one must be enrolled at ASCC as a full time student. Positions available are executive officers, sophomore representatives, and freshmen representatives. Interested students must complete an application form and submit it to the SGA office. The student body will select the members through voting. SGA openings begin in the fall semesters only. Applications can be obtained from the SGA office from 8:00am – 3:30pm. For more information on student activities, visit the SGA office.

International Student Organization:
The International Student Organization provides support and a nurturing environment for the diverse student population at ASCC. The goal of the organization is to unite students through diversity on campus as well as in the community. In promoting unity, activities include but are not limited to sharing students' cultures and values. Participants are encouraged to contribute and participate in college extracurricular activities.

Journalism Club/The 411 Newsletters:
ASCC students can stay updated with campus news and announcements through the 411 Newsletter published by the Journalism Club. Students can find information on scholarships, internship opportunities, important deadlines, campus events and activities, and special announcements in the 411. To keep students interested, the 411 Newsletter features a "Chief of the Week" and other student sections like "Campus Talk" and "Student Reviews." These sections are collected by the ASCC Journalism Club under the Division of Student Services. This newsletter is distributed biweekly; it is handed out to students or can be picked up at several sites around campus. Students can also access the 411 through ASCC's website at: www.amsamoa.edu any questions, suggestions, or submissions by students can be sent to 411newsletter@amsamoa.edu.

Phi Theta Kappa Society (PTK)
The Phi Theta Kappa Alpha Epsilon Mu Chapter is an international community/junior college honor society, open to all ASCC continuing and transfer students. Students who have completed twelve (12) or more credits (to include ENG 150, ENG 151, and MAT 90), maintains a 3.5 cumulative GPA in order to qualify for PTK membership. Chapter members are eligible for PTK scholarships, privileges and honorariums.

Student Veterans Organization:
The mission of the ***ASCC Student Veteran Organization*** (SVO) is to unite and promote pride and interaction among VA students, dependents, and friends. The SVO provides resources, support and advocacy that are needed to succeed in higher education and post-graduation.

The purpose of the SVO is to provide assistance and direction to veteran students and dependents in obtaining all entitled benefits. SVO also strives to provide a fun and supportive group with which all members can be involved and be actively engaged while cultivating respect and patriotism for those who have served in the armed forces.

Location:
The SGA office is located in the Multi-Purpose Center.
Contact Phone: (684) 699-2722; Email: sga@amsamoa.edu

Student Rights and Responsibilities

Students are responsible for all information contained in this catalog and familiarizing themselves with and adhering to the standards involved with the policies and regulations governing campus conduct (see Student Handbook). It is also the responsibility of all students to contact appropriate college personnel to clarify any point in question. In no case will a regulation be waived, or an exception is granted because a student pleads ignorance of or contends that he/she was not informed of, the regulations or procedures.

The academic community, by its very nature, places emphasis on individual responsibilities. The college campus should be a place conducive to learning and the free exchange of ideas. ASCC students are expected to show respect for the rights of others, preserve a social and academic atmosphere, promote the College's goals, care for campus property, and bring goodwill and honesty to the College.

Students interfering with the personal rights or privileges of others or the educational process of the college will be subject to immediate disciplinary action. Acts specifically prohibited include possession, use or sale of alcohol, narcotics or illicit drugs on campus or at college functions, destruction of ASCC property, vulgarity, stealing, continued willful disobedience, cheating, plagiarizing, forgery, graffiti, vandalism and all other dishonest practices.

Zero Tolerance Policy:
As with any community educational environment, certain policies are established to ensure the health and safety of all the students and employees of the institution.

ASCC defines zero tolerance as: the strict application of consequences regarding violation of ASCC's rules on

weapons, explosives, fighting, bullying and intimidation, drugs, or alcohol. If a student is found to have violated any of the aforementioned rules, then the consequences shall be applied without exception.

Fighting:

Students shall be prohibited from the following actions while on school property:

- Purposely or knowingly causing serious physical injury to another person;
- Attempting to kill or cause serious physical injury to another person;
- Recklessly engaging in conduct which creates a grave risk of death to another person and thereby causing serious physical injury to another person;
- Knowingly causing or attempting to cause physical injury to another person by means of a deadly weapon or dangerous instrument;
- Recklessly causing serious physical injury to another person;
- Attempting to cause physical injury;
- With criminal negligence, causing physical injury to another person by means of a deadly weapon;
- Purposely placing another person in apprehension of immediate physical injury;
- Knowingly causing physical contact with another person knowing the other person will regard the contact as offensive or provocative;
- Fighting or violent, tumultuous, or threatening behavior.
- Fighting on campus shall result in suspension or permanent expulsion from the ASCC in accordance to the severity of the action.

Bullying and Intimidation:

Bullying includes any intentional electronic, written, verbal, or physical act, or a series of acts, directed at another person or group of people, that is severe, persistent, or pervasive and that has the effect of doing any of the following:

- Substantially interfering with a student's education;
- Creating a threatening environment;
- Substantially disrupting the orderly operation of the school. Bullying is prohibited and participating in such acts will result in disciplinary action.

Verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) to fear for her/his physical well-being constitutes intimidation, is prohibited, and will result in disciplinary action.

Drugs:

The ASCC strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of non-prescribed drugs or use of illegal drugs or controlled substances. Students who violate this prohibition are subject to disciplinary action including suspension or expulsion in accordance to the severity of the offense.

Alcohol:

The ASCC is a designated alcohol-free campus. Students attending ASCC must abide by the policy that alcohol is not permitted regardless of students' age. Illegal acts commonly associated with alcohol include public intoxication, driving while intoxicated, provision of alcohol to a minor, bringing alcoholic beverages onto the college campus and minors having possession of alcohol. Violation of these laws subjects' students to disciplinary actions.

The ASCC reserves the right to disclose to a parent or legal guardian of a student, information regarding any violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's records, if a student is under the age of 21 and the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

Weapons:

Students are prohibited from possessing weapons on school property. A person commits a crime if he/she knowingly possesses, manufactures, transports, repairs, or sells an explosive weapon, a machine gun, a gas gun, a short-barreled rifle or shot gun, a firearm silencer, any knife, bush knife or machete, and/or knuckles.

In addition, students shall not possess toy guns, knives, or other replicas of any of the weapons mentioned above on the school property at any time. College students who violate this prohibition are subject to suspension and expulsion.

Violating the College drug policy, rules, and regulations may cause a student to lose their eligibility for financial aid. According to 20 United States Code 1091(r), a student who has been convicted of a drug offense shall not be eligible to receive any grant, loan, or work assistance.

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE), State Educational Agency (SEA), or Local Education Agency (LEA) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

In addition to disciplinary sanctions imposed by the College for violation of weapons, fighting, bullying and intimidation, drugs and alcohol, students may also be prosecuted under territorial and federal laws.

Sexual Harassment:

The ASCC does not condone sexual harassment by any student, instructor, supervisor, or employee. Sexual harassment may be manifested in, but is not limited to, the following forms:

- Unwelcome sexual conduct, whether it is verbal or physical that interferes with another person's work performance or creates an intimidating, hostile, or offensive classroom or campus environment.
- Decisions affecting students (such as grades) made by an instructor or ASCC personnel based on submission to/or rejection of sexual advances.
- Submission to a sexual advance used as a condition of obtaining a particular grade, whether expressed in explicit or implicit terms.
- Slurs, name calling, and other inappropriate and unwelcome comments and behavior based on the sexual orientation of students or faculty/staff.
- Display in the classroom or on campus of sexually suggestive objects or images.

If any student feels subjected to sexual harassment, he/she should report the incident to any Student Services Counselor at any time or specifically to the Dean of Student Services or the Dean of Academic Affairs. The Student Grievance Committee will conduct an investigation into the allegations.

To the best extent possible, ASCC will attempt to keep the identity of the person(s) reporting the incident involving sexual harassment confidential.

Academic Honesty and Integrity:

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, 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 materials;
- Knowingly furnishing false information to the college with the intent to deceive or fraud;
- Forgery, alteration or misuse of documents, records, or identification;
- The attempted or actual theft or damage of college property.

Students in violation of any the above actions 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.

General Student Grievance:

Students having a grievance with the general operation of the College may petition the Grievance Committee for redress. The petition shall set forth in detail the nature of the grievance and shall state for whom the grievance is directed. It shall contain factual data, which the petitioners deem pertinent to their case. The Committee shall have the right to decide whether or not the petition merits investigation. Petitions must be submitted to the Dean of Student Services, who will appoint a Grievance Committee, and supervise the grievance process.

Academic Grievance:

Before an academic grievance is filed, the student must first discuss and seek to resolve the issue with the instructor of the course and the appropriate Department Chairperson. If the matter cannot be resolved, the procedures outlined below should be followed:

1. A letter describing the nature of the complaint and all supporting documents should be submitted to the Dean of Student Services and to the Dean of Academic Affairs. These documents may be the course syllabus outline, evaluation procedures, and exams with grades, term paper assignments with grades, quizzes or other pertinent supporting documents.

   The Dean of Student Services will call a meeting of all available parties involved (instructor, Department Chairperson, Dean of Student Services, and the Dean of Academic Affairs) to review the submitted documents and find a possible solution.

2. If the matter remains unsolved, the Dean of Student Services will refer the submitted written grievance to the Grievance Committee (Dean of Student Services, Dean of Academic Affairs, one counselor, one faculty member, and a student representative) for appropriate action and to schedule a hearing.

3. The Grievance Committee will notify the student in writing within three (3) working days of the hearing outcome. All recommendations made by the Grievance Committee are final.

Board of Retention and Dismissal:

Members of the Board will include the Dean of Student Services, Dean of Academic Affairs, one counselor, one faculty representative, and a student representative. The student has the right to present his/her case in person before the Board, and will be notified in writing of the Board's decision. Documentation of the Board's action becomes part of the student's permanent file. Students are not permitted to attend class while the case is pending.

Responsibilities of the Board of Retention and Dismissal are:

- To study the case being considered for disciplinary action that may result in a student's dismissal from the College.
- To decide the nature and gravity of the student's offense relative to the rest of the student body, the overall function and purpose of the College, the student's academic life, and College regulations as stated in the Student Handbook and the College Catalog.

- To decide whether the student will be retained or dismissed and whether such dismissal shall be temporary or permanent.

Actions, which may be taken by the Board of Retention and Dismissal after hearing a case:

- **Warning**- Notification to a student that the continuation or repetition of a specific violation may result in serious disciplinary action.
- **Probation-** Formal action placing conditions on the student's continued attendance in the College. Such notice will be given in writing and specify the period of probation and conditions.
- **Suspension**- Suspended students will be placed on temporary dismissal from the College. Such notice will be given in writing, specifying the duration of the suspension and any specific conditions to be met before readmission into College.
- **Expulsion or Exclusion**- Expulsion or exclusion is the indefinite or permanent dismissal from ASCC and termination of student status. The Board of Retention and Dismissal will take the final action on such cases, with overall supervision from the Dean of Student Services, no refund of tuition and/or fees is granted for expulsion or exclusion cases.

The student may appeal decisions made by the Board of Retention and Dismissal to the ASCC President.

Student Appeals:
Students may appeal a disciplinary action taken against them by submitting a written appeal to the Dean of Student Services, who will forward the request to an appointed ad-hoc Student – Faculty –Administration Appeal Board. The written appeal must be submitted within one week from the issuance of the disciplinary action/decision in question. The disciplinary action shall stand during the Appeal Board's deliberations on the submitted appeal. The Ad-Hoc Board's decision and/or recommendation are final.

Academic Policies and Procedures

The American Samoa Community College reserves the right to change policies, programs, or fees, as approved by the Board of Higher Education (BHE), without previous written notice.

Exception Policy:
Admissions Office deadlines, policies and procedures are strictly enforced. If a student has an extenuating circumstance requiring an exception to any deadline, policy, or procedure, that student may file a request for exception. *To file for an exception*:

The student must submit a petition in writing to the appropriate instructional department chairperson (for registration this would be the advisor's department chairperson.) Once the instructional department chairperson forwards a request for exception to the Records Office, the student must pay a $25.00 non-refundable processing fee.

The student's Exception Request will be reviewed for approval or disapproval by a committee comprised of the following: Dean of Student Services, Dean of Academic Affairs, Registrar, and the instructional department chairperson. Each member may appoint a representative to the review committee in his/her absence.

The student will be informed of the committee's decision within five (5) working days from the official processing date identified by the Registrar's Office. Exception cases that have not been finalized within five (5) working days period will automatically be rendered approved. Only after all the approvals are granted can the Exception Request be processed. All supporting documents will be filed in the student's record. Students may only file three (3) exception requests during their academic careers.

Attendance Policy:
All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. Instructors are required to include in their course syllabi the College's attendance policy and have it distributed to students during the first week of instruction. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for CAPP and summer sessions. Students with excessive absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.

- 15 weeks = 6 absences for courses offered on M/W/F and
  = 4 absences for courses offered on T/Th
- 10 weeks = 4 absences for courses offered on M/W/F and
  = 3 absences for courses offered on T/Th
- 6 weeks = 3 absences (Daily Courses)
- 5 weeks = 2 absences (Daily Courses)

A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide documentation for absences to the Dean of Academic Affairs.

Veteran students are to refer to the Division of Student Services (DOSS) Veterans Educational Benefits sections for additional attendance requirements.

Stopped/Non-Attendance:
A grade of "F" or "NP" will be recorded if a student stops attending or never attended a class, or exceeds the maximum allowable absences, and/or does not properly drop or withdraw from a class. Refer to the College Attendance Policy on attendance.

The last date of attendance is periodically collected from the instructors by the Records Office. In addition, instructors are required to report the date of last attendance when a final grade of **"F", "W", "W/F", "W/WNP", "UW"** or **"NP"** is submitted. The date of last attendance is recorded on the student's record and is made available to the Financial Aid Office for recipients of Federal Student Aid as required by Federal Law.

Veteran students are to refer to the Student Services Veterans Educational Assistance for additional attendance requirements.

Academic Credits:
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, internship, practicum, fieldwork, and physical education courses.

Grading System:
The instructor, based on the student's assignments, examinations, class attendance and other criteria outlined in the course syllabus, evaluates the student's scholastic achievement and awards a letter grade. The Grade Point Average (GPA) is computed based upon rules associated with the letter grade as listed in the chart below. The letter grade rules determine whether credits attempted, and credits earned are counted in the GPA and the value of the points per credit.

LETTER GRADE	DESCRIPTION QUALITY	POINTS
A	Exceptional Achievement	**4.0**
A-		**3.7**
B+		**3.3**
B	Above Average Quality	**3.0**
B-		**2.7**
C+		**2.3**
C	Acceptable Work	**2.0**
C-		**1.7**
D+		**1.3**
D	Not Fully Satisfactory	**1.0**
D-		**0.7**
F	Fail (No Credit)	**0.0**
W/F	Withdrawal/Fail (No Credit)	**0.0**
UW	Unofficial Withdraw	**0.0**

The following grades have no point value; the credits attempted are not counted in the GPA calculation.

LETTER GRADE	DESCRIPTION QUALITY	COMMENTS
W	Withdraw	Does not affect GPA
W/NP	Withdraw/No Pass	Does not affect GPA
P	Pass	Does not affect GPA
NP	No Pass	Does not affect GPA
E	Credit by Exam	Does not affect GPA, But the credits are counted towards credit earned
I	Incomplete	Does not affect GPA until Instructor submits a final grade for the course
X	No Show	Does not affect GPA
R	Repeat	Does not affect GPA
AU	Audit	Does not affect GPA
AR	Academic Renewal	Does not affect GPA

GPA Calculation:

The semester Grade Point Average (GPA) is calculated as follows:

1. Find the points per credit value for each letter grade.
2. Multiply the points per credit value by the Credits Attempted (CA) for each class to equal Quality Points (QP).
3. Total all the Quality Points (QP)
4. Total all the Credits Attempted (CA)
5. Divide the total Quantity points (QA) by the total Credits Attempted (CA) to equal the GPA.

Example:

Letter Grade	Points Credit	X	Credits Attempted	=	Quality Points
A	4.0	x	3	=	**12.0**
B+	3.3	x	4	=	**13.0**
B	3.0	x	3	=	**9.0**
W/F	**0.0**	**x**	**3**	=	**0.0**

Total QP =	12.0 + 13.0 + 9.0 + 0.0	34.2
Total CA =	3 + 4 + 3 + 3	13.0
QP / CA =	34.2 / 13	2.63
GPA=		2.63

The **Cumulative Grade Point Average** (CGPA) is calculated the same way, taking all letter grades and all Credits Attempted (CA) from the first semester through the last semester and calculating as above.

Incomplete Grades:

An incomplete grade may be reported only if the student is unable to successfully complete all course requirements by the end of the semester. An **"I"** grade is given when extenuating circumstances beyond the student's control make it impossible to complete the required work within the prescribed time. Arrangements must be made between the instructor and the student before the end of the semester.

A "Report of Incomplete" form is available from the Records Office. This form must be signed by the instructor and the student and submitted by the instructor along with the student's other grades by the end of the semester. Courses may not be repeated to remove an incomplete. Incomplete grades can only be removed by completing unfinished course requirements before the deadline. It is the student's responsibility to submit the makeup work with enough time for the instructor to grade the work and submit the Change of Grade Form before the deadline. *(See Change of Grade policy).*

Grade Report:

Students may receive their final grade report each semester from the Records Office during the semester or term interim. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade report should be reported to the Records Office as soon as possible after receiving the report. The time limit for any grade change is within the first six weeks of the subsequent semester or term in which the original grade was given. Grade conflicts can also be settled through the grievance process. *(See section on Grievance Policy).*

Change of Grade:

An instructor may change a student's grade within the first six weeks of the subsequent semester in which the original grade was given. The instructor initiating the change of grade must obtain a Change of Grade Form from the Records Office.

Faculty must hand carry Change of Grade Forms throughout the entire process, securing signatures of the Department Chairperson and the Dean of Academic Affairs. Upon review and approval of the Dean of Academic Affairs, the form will then be forwarded to the Records Office for final review and approval before final processing. The Dean of Academic Affairs will not review change of grade requests hand carried by personnel other than the instructor of the course.

A change of grade request cannot be made for a grade above "B" unless approved by the Dean of Academic Affairs. This is to ensure equal and fair treatment of all students enrolled in that particular course.

Change of Grade for Graduates:

In order to change a grade for a graduate, the instructor must obtain a Change of Grade Form from the Records Office and attain the appropriate signatures from the Department Chairperson and the Dean of Academic Affairs for approval.

Academic Standards:

Academic standing is based upon the students' Cumulative Grade Point Average (CGPA). The academic standing designations are Good Standing, Academic Probation, 1st Suspension, and 2nd Suspension.

Good Standing:

A student is in good academic standing when his/her cumulative grade point average (CGPA) is 2.00 or above.

Academic Probation:

A student whose CGPA is less than 2.00 will be placed on academic probation. A student on academic probation can only enroll in up to 6 credits or up to 9 credits with the recommendation of his/her advisor and the approval of the Dean of Academic Affairs. Students on academic probation can enroll in only one course for the summer session. A student who achieves at least a semester GPA of 2.00 while on academic probation may continue to enroll at the College. A student is removed from academic probation when a CGPA of 2.00 or higher is attained.

1st Suspension:

A student will be placed on 1st suspension if, while on probation, he/she fails to maintain a semester GPA of at least 2.00. This is equivalent to two consecutive probationary semesters. The student may not be suspended as a result of academic performance during the summer session. The student may re-enroll after one semester, not including the summer session.

2nd Suspension:

A student, who re-enrolls at the college after returning from 1st suspension, can enroll in up to 6 credits (or up to 9 credits with the Dean of Academic Affairs approval and signature.) However student must achieve at least a 2.00 semester GPA and must meet the requirements for satisfactory academic progress.

Otherwise, the student will be placed on 2nd suspension. The 2nd suspension is for at least one calendar year. After this

period of time the student may apply for readmission under the same provision as those required of a suspended student.

Academic Renewal:

The changing of previously recorded substandard academic performance (D and F grades), completed at the American Samoa Community College, which may not be reflective of a student's demonstrated ability, will be considered upon submission of a petition by the student to the Registrar. Upon approval by the Dean of Academic Affairs, the academic record of the student will be annotated with the appropriate adjustments made to the grade point average (GPA). All previously recorded work, however, will remain on the transcript, ensuring a true and complete academic history. The changed grade will be recorded as "AR" with the original grade in parenthesis. For example, a grade of "D" will appear as AR (D). A maximum of 24 credits of course work can be alleviated. This policy is applicable under any of the following cases:

Completion of 24 credits at "C" (2.00) level or above since the semester of substandard work. Passage of at least four years since the substandard work was recorded. Demonstration that pre-recorded work is not reflective of the student's present ability. Such evidence might include, but is not limited to, documented proof of experience, awards, degrees, and honors since the notation of the substandard work.

Course Substitutions:

A student is expected to satisfy all ASCC degree requirements (such as General Education and Program Requirements) that were in effect when the student first scheduled a class after his/her admission or most recent re-enrollment as a degree candidate. Requirements for a program are those in effect at the time of the student's admission or most recent re-enrollment into that program.

A course substitution form is available from the Records Office.

Guidelines for Considering Course Substitution Requests:

- The course to be substituted should be similar in outcome, scope, and content with all courses except General Education courses.
- All degree/ program requirements needed for a certificate or degree may not be substituted unless approved by the Department Chairperson and the Dean of Academic Affairs.
- A limit of two courses may be substituted for **non-General Education** courses during your enrollment at the ASCC.

Course Repetition:

Students may only repeat course(s) with an earned grade of **"C-", "D", "F", or "W/F"** twice (Nursing courses may be repeated with an earned grade of "C") twice. All grades will be retained on record after all attempts made to repeat a course. Only the best grade will be used to compute semester and cumulative grade point average.

Textbook Policy:

Students are required to purchase textbooks, workbooks, and other instructional materials designed for course(s) they are enrolled in. Textbook costs vary from course to course. Every student must have the required materials identified in the current syllabus of the course(s) in which they are officially enrolled by the end of the first week of instruction. Students' failure to provide their instructors proof of this requirement will result in an immediate recommendation by the instructor to drop the course(s). If the student does not drop the course or purchase the required materials, then the instructor may initiate an administrative drop. *(Please refer to the section on Administrative Drop for more details.)*

Textbook Information:

Section 133 of the HEA requires ASCC to disclose textbook information such as course schedules, textbook titles, ISBN numbers, and prices. This information is made available to students and to the ASCC Le Bookstore.

Course Classification Systems:

Courses numbered below 100 are developmental or preparatory in nature and are not counted toward a degree program of study. Students are advised to check with their advisors about these degree programs. The following numbering system is used to classify courses.

001-099	**Developmental or Preparatory Courses**
100-199	**Freshman Level Courses**
200-299	**Sophomore Level Courses**
300-499	**Bachelors' Level Courses**

Preparatory Course Work:

Students will be placed according to their English and Math placement test score. Students that fail to follow the proper course prerequisites will be subject to the Administrative Drop Policy. Refer to sections on *Administrative Drop* and *Prerequisites Courses*. Refer to pre-requisites on *Preparatory Level Courses*.

Academic Advising:

The ASCC Faculty are committed to advise students to achieve their academic career pathways through academic advising. Students are encouraged to see their academic advisor(s) throughout the academic school year.

Academic advising includes:

- Assisting students in clarifying, articulating, and attaining academic and life goals;
- Facilitating each student's academic adjustment to the campus;
- Educating students to assess academic progress and to develop educational plans;
- Explaining and clarifying college core courses, graduation requirements, and academic policies and procedures;
- Advising students on issues as they relate to academic progress, which may include referral to

appropriate College programs and community agencies;
- Serving as advocates and mediators for students.

Coursework Expiration:
The normal duration of time to complete coursework for an approved degree or certificate program of study is ten years. Students may be asked to repeat courses taken more than ten years before graduation, due to the change and currency of subject matter specific to a program of study. Evaluation and approval of coursework will be conducted by each academic department and signed by the Department Chairperson.

The Family Educational Rights and Privacy Act-FERPA:
Pursuant to Section 99.7 of the rules and regulations governing the Family Educational Rights Privacy Act of 1974 (hereinafter the Act), students in attendance at the American Samoa Community College are hereby notified of the following:

1. It is the policy of the American Samoa Community College to subscribe to the requirements of Section 438 of the 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 rights of students.

2. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:
   a. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College officials to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
   b. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend the record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want to change, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
   c. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic research, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his/her tasks. A College official has legitimate interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C.20202-4605.

4. Students are advised that certain personally identifiable information listed below is considered by the College to be directory information and, in response to public inquiry, may be disclosed in conformance with federal law, at the College's discretion, without prior consent of the students unless the student otherwise so informs the College not to disclose such information:
   a. Name of Student
   b. Address of Student
   c. Telephone Number
   d. Email Address
   e. Major Field of Study
   f. Dates of Enrollment
   g. Enrollment Status (full time, part time...)
   h. Degrees, Academic Honors, and Awards received
   i. Student Status (new, continuing, returning)

A student has the right to request that any or all of the above items not be designated directory information with the respect to that student. Should a student wish to exercise this right, he/she must present in person and in writing a request, no earlier than the first day of instruction and no later than fourteen (14) calendar days from the first day of instruction for the academic term or semester, or the fourth day of a summer session.

A parent, spouse, sibling, or any other relative of a student is advised that information contained in educational records, except as may be determined to be directory information, will not be disclosed to him/her without the prior written consent of the student. This includes, but is not limited to, the release of the student transcript.

ASCC Policy Statement on Academic Freedom:

These principles of academic freedom, as also expressed by the American Association of University Professors, are recognized by the faculty and the administration of ASCC and by the Board of Higher Education of American Samoa.

Institutions of higher education exist 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 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. It carries with it duties and certain rights.

Academic Freedom:

The ASCC instructor is entitled to full freedom of 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. Some conditions may be required of commissioned work.

Accordingly, the College defends the teachers' full right to freedom in the classroom to discuss or interpret his or her subject. The teacher has the right to be free from pressures and forces extraneous to the performance of his or her ethical and professional duties in the determination of the student's grades.

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. When he or she speaks or writes as a citizen, he or she shall be free from institutional censorship or discipline. Thus while in accordance with all restrictions of applicable law concerning political activities in the work place, a faculty member is free to express publicly, in speaking or writing, his or her own considered view or opinion of any or all matters which are felt from time to time to be in need of such expression, provided that such statement shall satisfy the requirement of professional dignity, is done in good taste and is sensitive to the importance of local customs. Such statements are not represented as other than the private view of the person making them. With such freedom comes a responsibility of objectivity, respect for the opinion of others, and a keen attention to the present means of bias and error, particularly when exploring controversial subjects.

When controversial matters arise, faculty and administrators are to address topics factually, and to refrain from using personal privilege or prestige to promote their own view points. Furthermore, in no way should such views be distorted or implied to be the official position of the College or the Board of Higher Education. Controversial matters must be brought to the attention of the Dean of Academic Affairs.

A College instructor's special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember the public will judge his/her profession and institution by his/her utterance. Hence, he/she should at all times be accurate, exercise appropriate restraint, and should show respect for the opinion of others.

Programs, Policy, and Fee Changes:

The American Samoa Community College reserves the right to change policies, programs, or fees, as approved by the Board of Higher Education, without previous written notice.

Student Right-to-Know Disclosures:

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of the American Samoa Community College to make available its completion and transfer rates to all current and prospective students.

Campus Crime Statistics:

The following statistics concern criminal offenses reported to have occurred on the American Samoa Community College campus during recent years. The statistics are based on the academic year, which includes fall, spring, and summer semesters.

Campus Crime Statistics (2015-2018) *http://ope.ed.gov/campussafety/#/institution/details*

OFFENSE	2015-2016	2016-2017	2017-2018
Aggravated Assaults	0	2	0
Burglary	9	7	2
Drug Violation	4	3	3
Liquor Violation	0	6	18
Murder	0	0	0
Rape	0	0	0
Robbery	3	0	0
Sexual Harassment	0	6	9
Theft	1	7	0
Vandalism	0	0	0
Weapon Possession	2	1	2

Graduation Requirements

General Graduation Requirements:

Eligibility for Graduation:
Students planning to graduate must meet with their advisor to review degree or certificate program requirements. The advisor will indicate on the academic advising sheet if the student may apply for graduation. If the student is eligible, he/she must apply for student graduation with the Records Office by the deadline date and pay a graduation fee. The Records Office will determine if academic requirements have been completed. For more information, please see the *General Degree Requirements* section.

Application and Graduation Fees:
Students who complete all program requirements should apply for graduation before their final semester. Graduation applications are accepted with specific deadlines as listed on the *Academic Calendar*. A fee is charged to each graduating
student to cover the costs of all graduation expenses (See *Tuition and Fees* section).

Residency Credits:
At least 15 credits must be completed at ASCC in order to earn a Bachelor's, Associate Degree and a Certificate of Proficiency from this institution. Any exception must be petitioned to the Dean of Academic Affairs.

Grade Point Average:
A student must have cumulative grade point average of 2.00 or higher for all coursework towards a degree or a certificate.

Clearance:
Prospective graduates are required to clear all ASCC obligations such as, but not limited to outstanding fees, refund of PELL grant or FSEOG overpayments, disciplinary actions, and overdue/lost library book fees.

Honors:
Graduation with Honors
Students who have earned a CUM GPA of 3.50 or above, and with no "F", "WF" or "UW" grades, or grades for courses that have been repeated, and a maximum of three (3) withdrawals will graduate with honors. Students approved for Academic Renewal (AR) are qualified to graduate with honors. Students meeting the identified criteria will receive special recognition during graduation exercises.
Candidates for the Associate degrees or Certificate of Proficiencies who attain the final cumulative grade point average will receive the following distinction:

3.50-3.74 Cum Laude
3.75-3.89 Magna Cum Laude
3.90-4.00 Summa Cum Laude

Commencement :
Degrees and certificates are publicly awarded biannually at fall and spring commencement exercises. After applying and being approved for candidacy, it is recommended that candidates attend the commencement exercises. Only students having completed and satisfied all program requirements are allowed to participate in the commencement exercise

General Degree Requirements

General Education Credits:
Career, Personal and Professional growth course requirements for degree programs may be applied to the General Education requirements for an Associate of Arts or Associate of Science degree.

The total educational credits required for a Bachelor of Education, Associate of Arts, Associate of Science degree or a Certificate of Proficiency for graduation are identified under each of the Educational Plans in the catalog. (*Refer to the Bachelor's in Elementary Education, Associate of Arts, Associate of Science*, or the *Certificate of Proficiency section for the specific requirements).*

Catalog Requirements:
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 requirements in effect at the time the student is readmitted or the requirements in effect at the time of his/her graduation. Any exceptions must be petitioned to the Dean of Academic Affairs.

The College reserves the right to change the requirements for graduation at any time, and candidates may be required to comply with all changes pertaining to the incomplete portions of their requirements.

Program Credits:
Upon completion of all degree requirements as specified in this catalog, a student may qualify for more than one degree given the following:

1. The 12 credits required for the programs are not applied as electives for the second degree.
2. The 12 credits required have been taken at ASCC.

Elective Credits:
Courses may be considered electives if they are numbered 100 or higher. Electives are courses identified for General Education and program credit fulfillment for an Associates of Arts /Associates of Science Degree or may be courses recommended by the program for gainful employment and transferability.

Program Recommended Courses:

Note: Recommended course(s) to fulfill program requirements with approval of the department chair and the Dean of Academic Affairs.

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COUNSELING

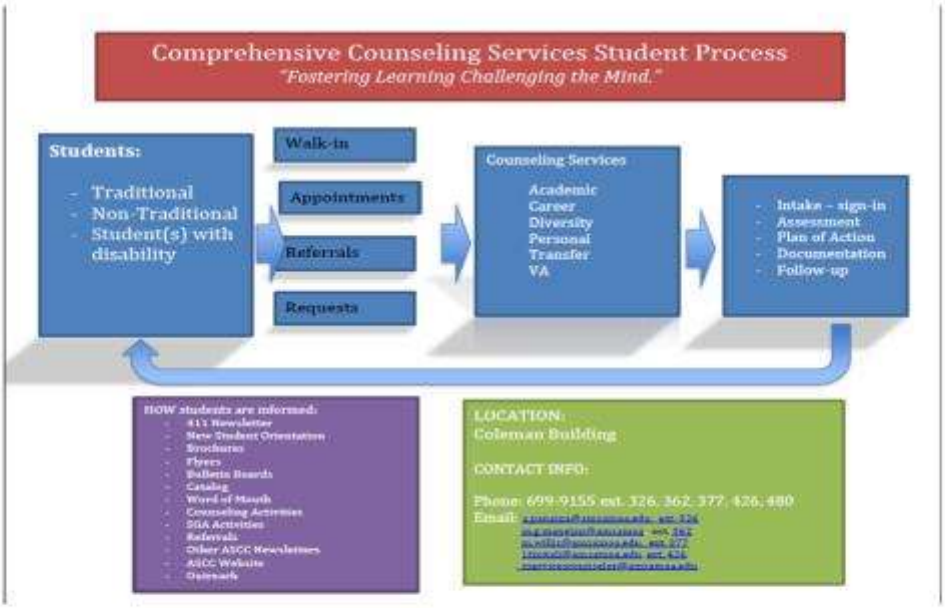
NOTES: Please review the step by step processes for counseling; i.e. Intake, Referral, Follow up according to the Comprehensive Counseling diagram. Please consider including the forms and explaining further....

Responsibility	**All DOSS Counselors**	**SOP #**	**DOSS-COUNS**
		Policy:	**Academic, Career, Diversity, Personal, Transfer/Alumni, and Veterans Affairs Counseling**
Page #		**Scope**	**All Continuing Students**
Title:	**Academic Counseling**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Description:

Counseling services provide academic, career, personal, transfer, veterans, and diversity counseling, assists with orientation of new students, implement outreach activities, offer crisis intervention, and optimize follow up and referral services to all current, prospective, and the community.

Counseling services goal is to provide quality assistance that will create a safe, supportive and affirming student environment. Counseling is available to diverse student population requiring assistance, and students are encouraged to seek help from the following counselors:



Academic Counseling

Procedures:

When students request academic counseling, either by walk-ins, by appointment, or by referral, please follow the listed steps:

(a) Intake
   a. Student completes and signs the form which contains the student's background information, and purpose of visit.
   b. The counselor assesses the information on the form and provides preliminary counseling.
   c. Set up a schedule for future sessions with the student if need be.
2. Refer (to further counseling, tutors, lab, ...)
3. Follow-up (for improvements, or for further assessment, ...)

1. Counsel students with low grades and students on academic probation and create an academic plan to improve their progress.

2. Counsel students with low grades and students on academic probation and create an academic plan to improve their progress.

3. Conducts follow up and document student progress.

Academic: Low Grade Counseling

Responsibility	**All DOSS Counselors**	**SOP #**	**DOSS-COUNS**
		Policy:	**Counseling**
Page #		**Scope**	**All Continuing Students**
Title:	**Low Grade Counseling**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Location: Coleman Building, inside current cafeteria area

Description:

The Low grade reporting period as scheduled in the college calendar occurs four weeks after instruction begins every semester except for the summer sessions. However, this should not stop college instructors from referring their students to the counselors during the summer sessions. This is a Counseling intervention effort to help faculty and students assess their

academic progress in the class and discuss a plan to assist students in completing the class successfully or other necessary options agreed on by the instructor and student.

Procedures:

A. The Program Director of Counseling or assigned Counselor will send out a general memo to the Dean of Academics and Faculty reminding them of the Low Grade period and the process of student referral:
   1. Faculty can refer their students to the counseling services offices located in the Cafeteria to any of the counselors listed on the form.
   2. It is the responsibility of the teacher to make sure that the referred student meets with the designated counselor as soon as possible to begin academic plans to reach a successful solution to the student's academic problems.
   3. The designated counselor will be responsible to review and assess the instructor's referral request to begin discussions and generate an effective plan of action ensuring student success and retention.
   4. Student is responsible for returning the referral form with an agreed on plan to their teacher with recommendations and a plan of action to best support the student in their academic effort. Counselor must sign the form for confirmation of services provided.
   5. If necessary, follow-up on student progress will be completed by the service(s) assisting the student with an email to the designated counselor as well before the end of the semester or session.
   6. Counselors are responsible for submitting data for Bi-weekly and Quarterly Reports.

Personal Counseling

Responsibility	**Personal Counselor**	**SOP #**	**DOSS-COUNS-PERS**
		Policy:	**Counseling**
Page #		**Scope**	**All Continuing Students; All Prospective Students**
Title:	**Personal Counseling YANA**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Description:

The Personal Counselor provides personal counseling support services to all students at ASCC.

When students request personal counseling, either by walk-ins, by appointment, or by referral, please follow the listed steps:

(b) Intake
   d. Student completes and signs the form which contains the student's background information, and purpose of visit.
   e. The counselor assesses the information on the form and provides preliminary counseling.
   f. Set up a schedule for future sessions with the student if need be.
2. Refer (to further counseling, tutors, lab, …)
3. Follow-up (for improvements, or for further assessment, …)

Procedures:

1. The counselor starts the intake process with the students, as follow:
   (a) The student signs the monthly data sheet, which contains the student's background information and purpose of visit.
   (b) The counselor assesses the needs and/or issue of concern

2. Based on information collected, counseling will take place with the student to ensure s/he is aware that help is available (but not limited to) through:
   (a) On-going counseling
   (b) You Are Not Alone (Y.A.N.A.) Crisis Line:252-YANA (9262)
   (c) Peer Mentors
   (d) Other related services (off campus if needed)

3. The counselor will then follow-up (if necessary) with the student for any update or progress.

4. For cases that might require professional intervention and/or further outside assistance, the counselor will inform the supervisor whereby, appropriate referral will take place in accordance with ASCC policies and procedures.

The **You Are Not Alone (Y.A.N.A.)** Crisis Line: 252-9262 is available (24 hour) to students (but not limited to) who are in need or want someone to talk to. The personal counselor secures and monitors the YANA phone services.

Procedures:

1. The counselor maintains and safeguard the phone at all times:
   a. Charge the phone to ensure battery is always up and running
   b. Protect and secure the phone to avoid lost, misplaced or stolen

2. The counselor will monitor all incoming calls and document data which includes, but not limited to:
   a. Name of the caller (if required)
   b. Reason or purpose for calling
   c. Duration of Call
   d. Other necessary information

3. When a call is received, the counselor must inform the caller that we value confidentiality and allow the person to talk before any counseling or intervention occurs.

4. If necessary, referral to other service providers will be recommended (if caller request for more information).

5. The counselor reports and submits data in the Quarterly Reports.

Transfer/Alumni Counseling

Responsibility	**Transfer/Alumni Counselor**	**SOP #**	**DOSS-COUNS-TRANS**
		Policy:	**Counseling**
Page #		**Scope**	**All Continuing Students; Alumni**
Title:	**Transfer Counseling**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Description:

The Transfer/Alumni Counselor provides assistance to ASCC students who are planning to transfer or are in the process of transferring to an off-island college or university.

1. How to assist with students needing transferring to institutions of higher education
2. How to assist students needing transferring to the workforce

Procedures:

1. The Counselor starts the intake process with the student, that is:
   (a) Student signs the counseling monthly data sheet
   (b) Counselor assesses the student's transferability issue or concern

2. Counselor conducts research and collects information of the student's transferability issue e.g. the student's school(s) of choice, application requirements, deadlines, financing options, etc.

3. Based on the information collected, a transfer plan of action is developed to initiate the student's transfer process

4. The transfer plan of action is presented to and reviewed with the student and ensure the student fully understands it.

5. Follow-up and track student's transfer progress whether the student has completed the transfer application, submitted official transcripts, or if the transfer application has been accepted or rejected. The counselor provides assistance when necessary.

Career Counseling

Responsibility	**Career Counselor**	**SOP #**	**DOSS-COUNS-CAR**
		Policy:	**Counseling**
Page #		**Scope**	**All Continuing Students; Alumni**
Title:	**Career Counseling**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Description:
The Career Counselor works with the students in career exploration and planning and guides them through the career and life-planning process.

1. How to assist students needing transferring to the workforce
2. How to assist students needing career information, preparations, etc.

Procedures:

1. A student who needs career counseling must begin the intake process by filling out an initial counseling form that contains student basic personal and college information and purpose of visit.

2. The counselor assesses the student's career need or concern.

3. The counselor conducts research and collects information regarding the student's career need. Based on the information collected, a career counseling plan of action is developed.

4. Work with instructors and tutors to ensure students' learning needs are met.

5. Periodically follow up on student's learning progress and document student's development.

6. For additional assistance, contact the respective community agencies in securing the assistive technologies and learning materials.

Diversity Counseling

Responsibility	**Program Director of Counseling**	**SOP #**	**DOSS-COUNS-DIV**
		Policy:	**Counseling**
Page #		**Scope**	**All Continuing Students; All Students needing Reasonable Accommodations (prospective and current students)**
Title:	**Diversity Counseling**	**Last Reviewed/Update Date**	**10/13/2016 6:06 PM**

Description:

The Diversity Counselor provides counseling support services to students with certified disabilities at ASCC. Student with disabilities are encouraged to contact the Student Services in advance to ensure special and reasonable accommodations.

Procedures:

1. The Counselor assists the student with completing the Student Accommodation Request Form. This request must be submitted at least 2 weeks before the first day of instructions.
2. The Counselor assesses the needs and determines plan of action with the student.
3. The Counselor must explain to the student his/her rights and responsibilities.
4. Collaborate with ASCC respective departments and personnel in obtaining the necessary accommodations for students.
5. Work with instructors and tutors to ensure students' learning needs are met.
6. Periodically follow up on student's learning progress and document student's development.
7. For additional assistance, contact the respective community agencies in securing the assistive technologies and learning materials.

Veterans Affairs

Responsibility	**Program Director of Counseling**	**SOP #**	**DOSS-COUNS-VET**
		Policy:	**Counseling**

Page #		Scope	All Veterans Affairs Students under Chapter 30,31,33,35,1106
Title:	Veterans Affairs Counselor	Last Reviewed/Update Date	10/13/2016 6:06 PM

Description:

The authorized and designated ASCC educational VA Certifying Official will work closely with the regional offices located in Honolulu, HI and Muskogee, OK on reporting requirements on approved VA students as outlined by the US Department of Veterans Affairs.
Procedures:

1. Assist VA students in applying for education benefits. Maintain copies of appropriate application forms. When requested, assist and help veterans and dependents fill out and send in applications. Ensure that VA students are fully aware of their responsibilities to the school.
2. Eligible interested prospective and transferred VA students will submit their applications, required and requested documents to the VA Certifying/Liaison for further processing to regional office(s).
3. The Certifying/Liaison VA representative will keep VA informed of the enrollment status of veterans and other eligible persons. Student must be enrolled & admitted to ASCC. VA students are required to submit an application (VA Form 22 – 1990) paper forms, or electronically via VA Once Website. Same policy applies to Family members and will submit VA Form 5490 with required documentation.
4. Based on student's major, VA representative will monitor student's grades to ensure s/he is making satisfactory progress, report to the VA when student was terminated due to unsatisfactory progress. Monitor student's subjects that apply to the student's program. Monitor student's conduct & report when student is suspended or dismissed for unsatisfactory conduct.
5. Maintain student records on VA students in accordance with VA guidelines.

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American Samoa
Community College

MEMORANDUM

September 24, 2018

DIVISION OF STUDENT SERVICES

TO: Dr. Rosevonne M. Pato
President, ASCC

VIA: Mrs. Letupu Moananu
Vice President of Academic & Student Affairs

FROM: Dr. Emilia S. Le'i
Dean of Student Services

SUBJECT: DIVISION OF STUDENT SERVICES EVENING HOURS

In support of all students enrolled in the evening courses at ASCC, the following services are open after hours to accommodate the evening courses commencing September 17, 2018:

- Library Services: open until 7:30pm
- Counseling/Tutorial/MPC Computer Lab Services: open until 5:30pm.

Thank you.

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AMERICAN SAMOA COMMUNITY COLLEGE

Division of Academic Affairs
Academic Affairs Office

MEMO

February 06, 2018

ASCC DIVISION OF ACADEMIC AFFAIRS CORRESPONDENCE NO. 081502062018

TO Dr. Rosevonne Makaiwi-Pato, ASCC President,

VIA ASCC Academic Department Chairpersons (see attachment)

FROM Mrs. Letupu Moananu, Dean of Academic Affairs, Letupu Moanau

SUBJECT Approved List of ASCC Spring Semester 2018 Student Advisors

I submit for your approval the confirmed list of ASCC Spring Semester 2018 Academic Student Advisors to provide effective advising in students' degree programs. The Chairpersons and Faculty listed will be responsible for advising and tracking students' program data on respective degrees and certificates.

Please do not hesitate to contact me if you have any questions.

LTM:cear

Attachments: 2018 List of Student Advisors

ASCC Signatures of Academic Department Chairpersons' Approval

Post Office Box 2609
Pago Pago, American Samoa 96799

ACADEMIC ADIVSORS - SPRING 2018

Departments	Degrees/Certificates Offered	Advisors
Agriculture, Community, and Natural Resources	Associate of Science degree in Agribusiness Associate of Science degree in General Agriculture Associate of Science degree in Natural Resources Associate of Science degree in Family and Consumer Science	Mrs. Pauline T. McFall Mr. Ionatana L. Fasavalu Dr. Michael Otto Hansell
Business	Associate of Science in Accounting Associate of Science in Business Management Certificate of Proficiency in Accounting Certificate of Proficiency in Business Management	Dr. Faoiua Faatoafe Mr. Lam Yuen Lam Yuen Mr. Papalauena Ioapo Taua'i
Criminal Justice	Associate of Science in Criminal Justice Associate of Arts in Pre-Law	Mrs. Rosie Ah Chee-Toeava Mr. Utumoe Alefosio
Fine Arts	Associate of Arts degree with an emphasis in Music Associate of Arts degree with an emphasis in Visual Art	Mr. Kuki Tuiasosopo Ms. Regina Meredith Mr. Poe Mageo Ms. Loretta Puaauli
Health and Human Services	Associate of Arts degree with an Emphasis in Human Services Associate of Science degree in Health Science Certificate of Proficiency in Guidance and Counseling Certificate of Proficiency in Public Health	Mr. Derek Helsham
Nursing	Associate of Science degree in Nursing Certificate of Proficiency in Practical Nursing (PN) Certificate of Completion in Nurse Aide (NA)	Ms. Lele Ah Mu Ms. Ann Longnecker
Samoan Studies	Associate of Arts degree with an Emphasis in Samoan Studies	Mr. Evile Feleti Mrs. Alofa T. Nu'usila Mrs. Tasia Talamoni
Marine Science	Associate of Science degree in Marine Science Certificate of Proficiency in Marine Option Program (MOP)	Ms. Meagan Curtis Mrs. Kelley Anderson-Tagarino
Social Science (Political Science)	Associate of Arts degree with an emphasis in Political Science	Mrs. Lilian Temese Mr. Sheldon Seigafo
Teacher Education	Associate of Arts degree with emphasis in Elementary Education Certificate of Proficiency in Elementary Education Bachelors of Education in Elementary Education	Dr. Larry Purcell Mr. Tero Talamoa Mrs. Feleni Petelo-Alainuuese Mr. Lance Glodowski Ms. Moressa Langkilde
Trades and Technology	Associate of Science degree I Architectural Drafting Associate of Science degree in Auto Body Repair Associate of Science degree in Automotive Technology Associate of Science degree in Carpentry Associate of Science degree in Civil Engineering Technology Associate of Science degree in Electronics Associate of Science degree in Electrical Technology Associate of Science degree in Welding Certificate of Proficiency in Air Conditioning and Refrigeration Certificate of Proficiency in Architectural Drafting Certificate of Proficiency in Auto Body Repair Certificate of Proficiency in Advanced Automotive Technology Certificate of Proficiency in Basic Automotive Technology Certificate of Proficiency in Carpentry Certificate of Proficiency in Civil Engineering Technology Certificate of Proficiency in Diesel Certificate of Proficiency in Electrical Technology Certificate of Proficiency in Electronics - Consumer Certificate of Proficiency in Electronics - Communication System Certificate of Proficiency in Electronics - Computer System Certificate of Proficiency in Information Communication Technology Certificate of Proficiency in Networking and Computing Certificate of Completion in Intro to Auto Body Repair Certificate of Completion in Carpentry Fundamentals Certificate of Completion in Fundamentals of Automotive Certificate of Completion in Welding Fundamentals	Mr. Frederick Siusala Mr. Jericho Martinez Ms. Valentine Talamoni

Science	Associate of Arts degree in Liberal Arts	Dr. Randel De Wees Mr. Murali Gopalan Mr. Alden Tagarino
Language & Literature	Associate of Arts degree in Liberal Arts	Mrs. Melelina Fiaui Mr. Vesi Matu'u Mr. Ben Goodwin Ms. Jocelyn Siologa Dr. Sybil Johnson
College Accelerated Preparatory Program (CAPP)	Associate of Arts degree in Liberal Arts	Dr. Ropeti Siamaua Mrs.Ethel Sokimi Ms. Elisapeta Faalafi Ms. Lise Sauni Ms. Pepe Lafaele Ms. Florangel Calumpang Mrs. Edna Zarraga Mr. Pio Tavai
Computer Science	Associate of Arts degree in Liberal Arts	Mr.Emie Seiuli Mr. Reupena Lesa Ms. Juliet Fung-Cheng Pen
Math	Associate of Arts degree in Liberal Arts	Mr. Tunufa'I Leiato Ms. Sina Mose Mr. Anthony Felise Mr. Emau Tofilau Mr. Avele Mata'utia Ms. Amete Moefiainu Mr. La'au Liufau Mr. Marston Porter
Social Science (History)	Associate of Arts degree in Liberal Arts	Mrs. Adrian Moana Mr. Bryan Jackson Mrs. Tala Ropeti-Leo

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Academic Affairs and Student Services Data Sets

Faculty Orientation Fall 2017

Division of Academic Affairs

Mission:

- The Academic Affairs Division provides the highest level of academic services, support, and programs for students through curriculum, planning, and continuous assessment.

- **Outcome 1: Curriculum, Instruction and Planning**
- • Provide the highest quality of programs and courses through on-going review & assessment of student outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcomes assessments.
- **Outcome 2: Highest-level of academic services**
- • Provide opportunities in establishing quality academic and student programs. Provide Academic Services and be accountable to for maintaining the academic integrity of programs for students and faculty.
- **Outcome 3: Internal and External Partnerships and Entities**
- • Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.
- **Outcome 4: Manage and allocate institutional resources effectively**
- Collaborate and work as a team with internal division, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.
- **Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation.**
- • Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.

Academic Affairs

- Data categories based on Academic Affairs Divisional Outcomes
  - Curriculum, Instruction, and Planning;
  - Academic Services;
  - Internal and External Partnerships and Entities;
  - Allocation of resources effectively;
  - Recruit, retain, and support faculty and staff.

I.A: Curriculum

- Data Sets:
  - 1.A.1: Enrollment Stats:
    - Program Declared Majors: (Degrees, certificates)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
    - Non Major Students: (Developmental, Certification, Enrichment, etc.)
      - Disaggregated Number of Students (gender, ethnicity, age)
      - Disaggregated Percentage of students (gender, ethnicity, age)
  - 1.A.2 Courses Offered Stats:
    - Past 3-5 Academic Years (All courses defined by program)
    - Past 3-5 Academic Years (Cancelled courses)
      - % Low Enrollment
      - % No Enrollment
  - 1.A.3 Graduation Stats:
    - Past 3-5 Academic Years (% Conferred Degrees)
    - Past 3-5 Academic Years (% Conferred Certificates)
    - Non-conferred certificates: Past 3-5 Academic Years (COC, CEU)

I.B: Instruction

- Data Sets:
  - 1.B.1 Program Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.2 General Education Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)
  - 1.B.3 Institutional Learning Outcomes
    - Course Learning Outcomes
      - % Courses Assessed
      - % Outcomes per course
      - % Outcomes Assessed
      - Assessment Cycle (list of courses assessed per semester)

I.B: Instruction

- Data Sets:
  - 1.B.4 Pedagogy/Methods:
    - Types of Teaching Methods Used: (Moodle, Lecture, Group Discussion, Project Based, etc.
      - % per method used in all courses
    - Practical Requirements: Service Learning, Field Experience, Clinical, Labs, Fitness, Studio, etc.
      - % of time per experience requirement for each course

I.C: Planning

- Data Sets:
  - Assessment:
    - SLO Cycle
      - Outcomes Report (semester-based) *Refer to 1.A.1 – 1.A.3 and 1.B.1 – 1.B.4*
      - Timeline Cycles for Assessment per program

I.C: Planning

- Data Sets:
  - Statistics: Facilities & Equipment
    - # of programs
      - # of departments/programs with computers per office
      - # of departments/programs with printers per office
      - # of departments/programs with Smartboards per office
      - # of departments/programs with xerox machines per office
    - # of classrooms per program (Aggregated & Disaggregated)
      - # of Air conditioned rooms per classroom (Aggregated & Disaggregated)
      - # of Student Furniture per classroom (Aggregated & Disaggregated)
      - # of classrooms with computers
      - # of classrooms with Smartboards
      - # of classrooms with printers
  - Statistics: Human Resources
    - # of Faculty per program (Aggregated & Disaggregated)
  - Statistics: Fiscal
    - # of Computers/Technology equipment with upgrade/update needs
    - # (Please state other resource needs as it applies)

II.A: Academic Services

- Data Sets:
  - IIA.1 Academic Services
    - Program Outreach and Community Based
      - % programs with ongoing outreach per semester
      - % students participated per semester
        - Target population (disaggregated)
        - Spring verses Fall (comparative data)
  - IIA.2 Advising Services
    - Advisee per program
      - % Academic (Aggregated)
      - % students served by program per semester (Disaggregated)
  - IIA.3 Tutoring services
    - Academic Programs
      - % students participated on a semester basis (Aggregated and Disaggregated by program)
      - % low grade reports
        - % students successfully completed per semester
        - % students not completed per semester

III.A: Internal Partnership

- Data Sets:
  - IIIA.1 Co-Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program
  - IIIA.2 Extra Curricular Activities
    - % of services offered to students
      - % of students that participate per semester per program

III.B: External Partnerships

- Data Sets:
  - III.B.1: Local MOUs / MOAs
    - III. B.1.a: Memorandum of Understanding (MOU) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
    - III.B.1.b: Memorandum of Agreement (MOA) obtained
      - % of programs MOU (Aggregated)
      - % of students per program involved and assessed (Disaggregated)
  - IIIB.2: Grants
    - % of Grants Obtained
    - % of programs funded by grants
    - % of services funded by grants
    - % of outcomes funded by grants
    - % of outcomes assessed that are funded by grants
  - 1.B.3: Articulations
    - III.B.3a: External Articulation of Courses
      - # of Colleges/Universities with Articulations Agreements
      - % of students that transfer per semester per program
    - III.B.3b: Internal/External Articulation of Gainful Employment
      - # of Agencies/Private Sectors with employment articulations
      - % of students that transfer into the workforce.

IV: Resource Management & Allocation

- Data Sets:
  - IV.A.1 Program Review: Personnel
    - # of Requests for new staff or faculty
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of changes in job description
  - IV.A.2 Program Review: Facilities
    - # of Requests for new Classrooms/facilities
      - Justification of Need
        - #/% of increase in student enrollment
        - #/% of increase in staff
  - IV.A.3 Program Review: Technological resource
    - # of Requests for new Technological Resources
      - Justification of Need
        - #/% (Please list)

V.A: Recruitment

- Data Sets:
  - V.A.1 Faculty Expertise
    - #/% of faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty teaching within their expertise (Aggregated & Disaggregated) by program.
    - #/% of adjunct faculty cross-teaching according to expertise (Aggregated & Disaggregated) by program.
  - V.A.2: Faculty Statistics
    - #/% of faculty teaching with doctorate degrees
    - #/% of faculty teaching with master degrees
    - #/% of faculty teaching with bachelors degrees
    - #/% of faculty teaching with associates degrees
  - V.A.3: Faculty Recruitment Expectations
    - #/% of faculty that meet the minimum requirements
    - #/% of faculty that meet the maximum requirements

V.B Faculty Retention

- Data Sets:
  - V.B.1 Faculty Ranks
    - (Forthcoming)
    - #/% who achieved 15 credits for professional development or career opportunity
  - V.B.2 Merits
    - Teacher of the Year
    - #/% of faculty with personal accomplishments per semester
    - #/% of faculty that were internally promoted per semester
    - #/% of faculty who completed a higher degree per semester
    - #/% of faculty who transferred out for better opportunity in higher education

Questions?

Have a great Semester!!!

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INTRODUCTION

In an effort to document the procedures used with the Human Resources Division, Standard Operating Procedures are created. These procedures will govern the day to day operations of the division. Additional procedures and revisions to existing procedures may be required if federal, state or local regulations are mandated and/or changed.

Any questions concerning enclosed Standard Operating Procedures please contact:

Sereima S. Asifoa
Human Resources Officer
American Samoa Community College
Telephone: 699-9155 ext. 404

STANDARD OPERATING PROCEDURES CONTENTS

	PROCEDURES
I	ESTABLISHMENT OF POSITION CLASSIFICATION
II	RECRUITMENT
III	JOB ANNOUNCEMENT & ADVERSTISMENT
IV	STAFF APPOINTMENT TYPES
V	HIRING
VI	JOB OFFER
VII	OVERLOAD AND ADJUNCT TEACHING – ADDITIONAL DUTY
VIII	PERSONNEL EXIT CLEARANCE
IX	APPEAL AND GRIEVANCE
X	PAYROLL
XI	EMPLOYEE CODE OF CONDUCT
XII	PERFORMANCE EVALUATION - ANNUAL
XIII	CAREER PROGRESSION
XIV	PROMOTION
XV	TRANSFER
XVI	DETAIL
XVII	EMPLOYEE LEAVE
XVIII	AMERICAN DISABILITY ACT REASONABLE ACCOMMODATION
XIX	FAMILY MEDICAL LEAVE ACT

ASCC American Samoa Community College Office of Human Resources **Standard Operating Procedures**	Procedure:	**ESTABLISHMENT OF CLASSIFCATION**
	Effective Date:	JANUARY 2, 2015
	Revision Date:	SEPTEMBER 1, 2015
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Admin Services
		HR Director

Authority	• ASCC Personnel Policies: 4600 – Establishment of Classification & Pay System Policy • ASCC Personnel Policies: 4601 – Exempt/Non-exempt Employee Status • ASCC Personnel Policies: 4602 – Position Classification System • ASCC Personnel Policies: 4603 - Wages
Purpose	• Hiring Division shall request to Human Resources the classification/reclassification of vacant or filled positions for processing prior to March 31st annual for inclusion in the next budget year.
Form(s)	• Position Review, Classification & Compensation Form, ASCC HR 4600
Definitions	▪ **Hiring Division** – refers to the Division with the vacant position that needs to be filled. ▪ **Career Service (CS)** – Competitive recruitment that shall be filled as per the merit system. ▪ **Contract Specialist 1 or 2 years (CTT2/CTT1)** – refers to contract recruitment with limited benefits and shall be contracted for a period of one to two years. It is a competitive recruitment and shall be filled as per the merit system. Benefits are limited to: leave, and holiday pay. ▪ **Consultant (CONS6)** – refers to temporary hire of 12/6/3/1 months does not require competitive recruitment. This recruitment is not entitled to benefits, such as: leave, retirement, overtime/compensatory time. ▪ **Exempt**: Position/employee excluded from coverage under FLSA overtime rules. No entitlement to overtime pay. *Exception: To be exempt employee, they must be paid at-least $23,600 annually.* ▪ **Non-exempt** : Position and employee is entitled to overtime pay. ▪ **Position Review, Classification and Compensation Form (PRCC):** refers to the position review form that establishes the classification and compensation of the position, and to create or update the existing. ▪ **PARR** – refers to Personnel Action Request – Recruitment ▪ **Renewal** – refer to an employee having expired contract renewed with same terms of employment with a recommended change in compensation and job description.

Step-by-Step Process

* **CS** = Career Service, **CT= Contracts**

STEPS	Description of Action	*CS	CT
#1	Division initiates and fills out the **Position Review, Classification & Compensation Form Part I** to establish the classification and compensation of the position, and to create or update the existing position description.	X	X
	Part I • I. Requesting Division • II. Position Action Requested • III. Division Recommendation to proposed position • IV. Position Budget • V. Division Signatures	X	X
	Part I.A • I. Organization Chart of position • II. Position Summary • III. Essential Functions/Responsibilities • IV. Contacts and Communications • V. Supervisory Responsibilities • VI. Independent Action/Judgment • VII. Budget Responsibilities • VIII. Consequences of Errors • IX. Confidential/Sensitive Information • X. Working Environment • XI. Work Experience/Educational Background • XII. Additional Information		
Step 2	Division routes the Position Review, Classification & Compensation Form (PRCC) Part I to respective Vice President for review and to approve processing.		
Step 3	Upon approval of Vice President, Division delivers the approved PRCC Part I Form to Human Resources.		
Step 4 #2 2-5 days	Human Resources reviews, and initiate Position Review, Classification & Compensation Form Part II.A: Position Classification & Compensation HR updates Job Description: • Position Title/Budget Position Number • Employment Status & Pay Grade • Qualifications • Position Classification Pay Range • Updated job description		
Step 5	HR forwards Position Review, Classification& Compensation Form Part II.A to Division for review and approval.		

Step 6	Division returns agreed upon PRCC Form Part II.A to Human Resources		
Step 7	Human Resources forwards to respective Vice President and/or President for review and approval.		
Step 8	Original copy is filed with Human Resource Office. HR forwards copy of completed form along with updated job description to Division.		
Step 9	Division proceed to initiate Recruitment Process and Hiring Process (refer to Recruitment Process SOP)		
Step 10	Upon completion of Hiring Process in the selection of qualified candidate, HR initiates PRCC Form Part II.B: Certification of Classification and Compensation.		
Step 11	HR routes PRCC Form Part II.B to hiring Division, Finance, respective Vice President and final approval of President.		

ASCC American Samoa Community College Office of Human Resources **Standard Operating Procedures**	Procedure:	**RECRUITMENT**
	Effective Date:	February 27, 2013
	Revision Date:	September 1 2015
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Administration HR Officer

Authority	• ASCC Personnel Policies: 4003 - Employment, Career Services • ASCC Personnel Policies: 4120 – Employment, Contractors
Purpose	• Hiring Division shall request the recruitment for a vacant or newly established position.
Form(s)	• Position Review, Classification & Compensation Form, ASCC HR 4600 • Personnel Action Request – Recruitment Form, ASCC HR 4003.3
Definitions	▪ **Hiring Division** – refers to the Division with the vacant position that needs to be filled. ▪ **Career Service (CS)** – Competitive recruitment that shall be filled as per the merit system. ▪ **Contract Specialist 1 or 2 years (CTT2/CTT1)** – refers to contract recruitment with limited benefits and shall be contracted for a period of one to two years. It is a competitive recruitment and shall be filled as per the merit system. Benefits are limited to: leave, and holiday pay. ▪ **Consultant (CONS6)** – refers to temporary hire of 12/6/3/1 months does not require competitive recruitment. This recruitment is not entitled to benefits, such as: leave, retirement, overtime/compensatory time. ▪ **Exempt**: Position/employee excluded from coverage under FLSA overtime rules. No entitlement to overtime pay. *Exception: To be exempt employee, they must be paid at-least $23,600 annually.* ▪ **Non-exempt** : Position and employee is entitled to overtime pay. ▪ **Position Review, Classification** ▪ **PARR** – refers to Personnel Action Request – Recruitment ▪ **Renewal** – refer to an employee having expired contract renewed with same terms of employment with a recommended change in compensation and job description.

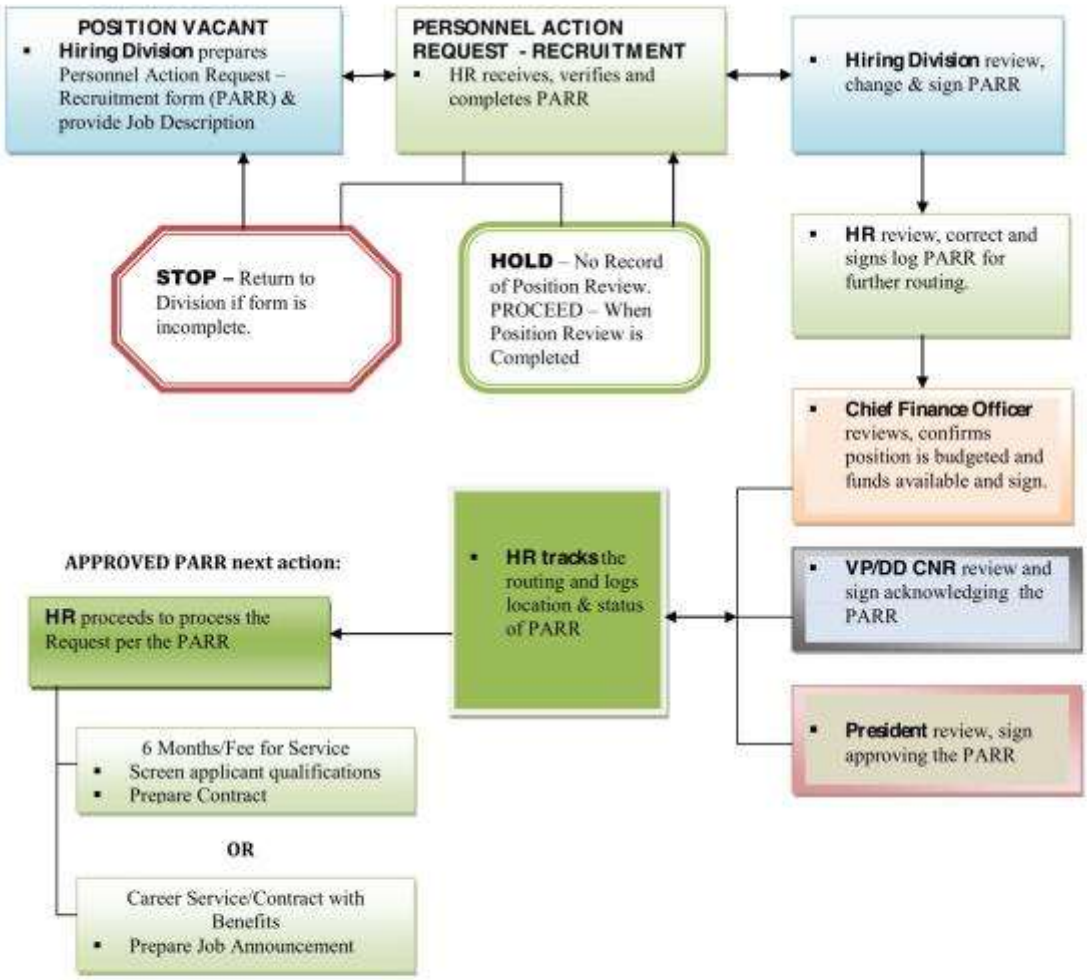
Step-by-Step Process

* **CS** = Career Service, **CT= Contracts**

STEPS	Description of Action	*CS	CT
#1	**A. Division (Vacancy/New Position** fill-out and complete the "**Personnel Action Request – Recruitment**" Form: • Section I – Division's Request Information • Section II – Personnel Requisition • Section III – Budget Information • Section V – Advertisement Request **B. Division** delivers the form to Human Resources to be processed. *Note: Incomplete Forms will be returned to the Division.*	X	X
#2 Approx. process time: *(2-3 days)*	**A. HR Staff** – receives and enter in routing log. **B. HR Staff – Review, Verify, and Complete** the form for further action **1) Review and verify** according to established criteria • Current approved fiscal budget – "budgeted position" • Grant personnel budget (if applicable) – budgeted position • Position Review, Classification & Compensation. (on file) ***NOTE**: If a Classification & Compensation is not on file with HR. The PARR will be on-hold until the Position Review is completed for vacant and new positions. Otherwise, continue to Step #3* **HR routes for approval to Finance, Vice President (respective) and President for final approval.**	X	X
#3 Approx. process time: *(1-2 days)*	**HR prepares the Job Announcement**	X	X
#4 Approx. process time: *(2-3 days)*	**A. HR Staff** logs and route the file to the listed signatories for their review and approval. • **CFO** – review and verifies the budget. • **VP/Dean & Director CNR** (where applicable) – acknowledgement of the recruitment. • **President** – final approval of the recruitment. **B. HR Staff** retrieve file from the President's office and proceed with further action per the approved Personnel Action Request - Recruitment.		

NOTES:

FLOW CHART – RECRUITMENT REQUEST



Step by Step Process

Title	PERSONNEL ACTION REQUEST
Purpose	All personnel actions requested by the Division or Employee of ASCC will be initiated by the Division Supervisor or the Employee. These personnel request are: *1) Recruitment and Hiring* *2) Classification/Reclassification* *3) Transfer or Reassignment* *4) Human Resources Services (Employee Request)* *5) Other (Any other request not listed above)*
References Authority	BP#4002, PERSONNEL ADMINISTRATION BP #4003, EMPLOYMENT STANDARD POLICY, CR#4003.3, ADMINISTRATIVE RESPONSIBILIY OF EMPLOYMENT *Under these references, the College shall develop and maintain personnel policies & procedures that are in compliance with applicable federal regulations, local laws, and ASCC policies and procedures. The President has the primary responsibility for establishing and administering procedures for filling vacancies and any other personnel actions in compliance with federal regulations, local laws, and ASCC policies. However; all employees and supervisors share the responsibility for the successful operation of the system. The Director of Human Resources shall develop and employ procedures necessary for recruitment, examination, classification, certification, and other actions required for employment or employees of ASCC.*
Procedures	Division Supervisor or Employee will request any action to be process by Human Resources.
Step 1 –	**Division or Employee Action** (see example form) Division shall fill and complete the "Personnel Action Request" (PAR) Form for the following actions: ○ Identifying Information ○ Section I – Personnel Recruitment/Hire ○ Section II – Classification New Position/Reclassification ○ Section III – Transfer or Reassignment ○ Section V – Other Requests • Employee shall fill and complete the "Personnel Action Request" Form for ○ Human Resources Services: Letter of Job Verification/copies of 303, etc… • Form must be signed and dated. • Deliver the form to Human Resources to be processed. *Note: Incomplete Forms will be returned to the Division or Employee.*
Step 2 -	**Human Resources Action** • Personnel Action Request will be logged and reviewed by the receiving HR Staff, as received by HR Staff • HR Director will review, and assigned the staff to process the PAR and check the forms to be completed for this personnel action request. • Assigned staff will complete: ○ Identifying Information: HR staff Rec'd and Date ○ Section I – Pos.# ○ Section V – Control # (PR13 followed by the Pos.#) e.g. PR13HR001 • Attached the PAR in front of the routing folder

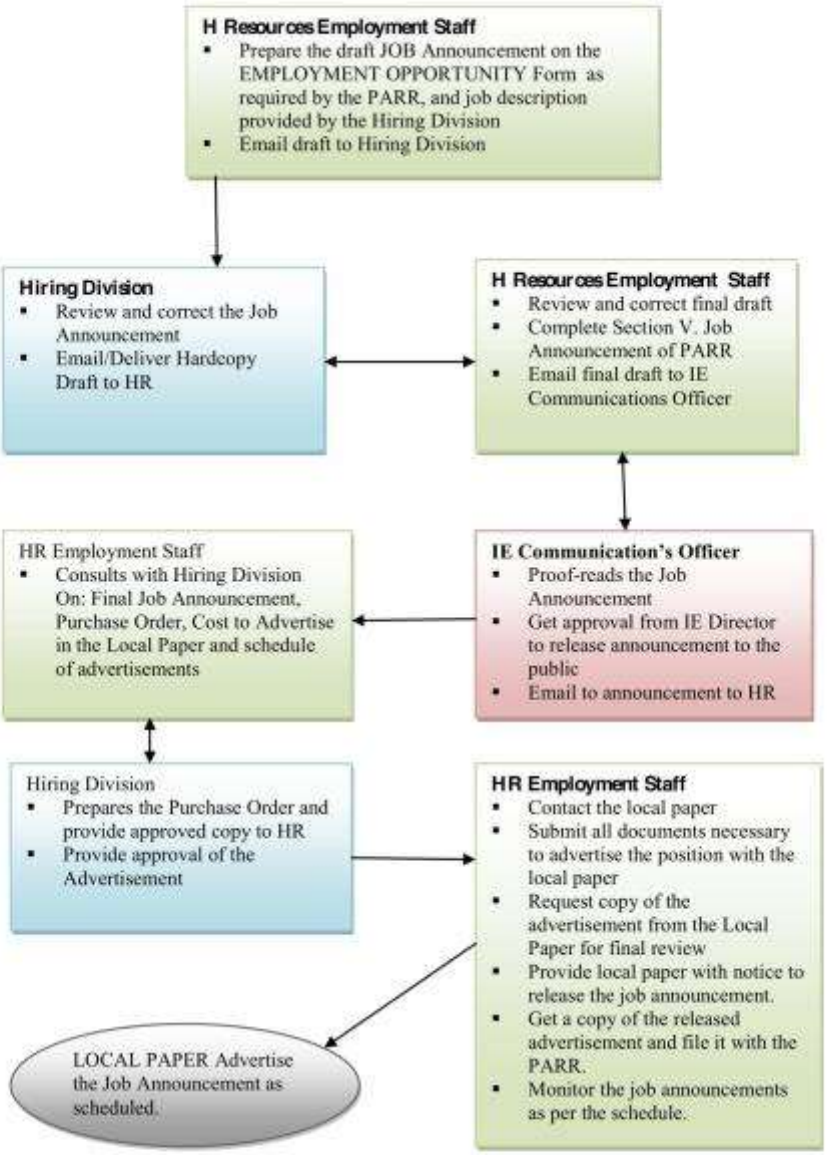
ASCC American Samoa Community College Office of Human Resources **Standard Operating Procedures**	Procedure:	**JOB ANNOUNCEMENT & ADVERTISEMENT**
	Effective Date:	February 27, 2013
	Revision Date:	January 2015
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Admin Services IER: HR Director:

Purpose	• Hiring Division shall request the recruitment for a vacant or newly established as per the Personnel Action Request – Recruitment Form submitted to Human Resources.
Form(s)	• Personnel Action Request - Recruitment • Public Information Release Form • Job Announcement (JA), ASCC HR 4005 *(sample copy)*

Step-by-Step Process

STEPS	Description of Action	In-House	Local
#1 Approx. process time: *(1 day)*	**A. HR staff shall:** **1) P**repare the "Job Announcement" (JA)for advertisement as indicated in Section V. Advertisement Request of the PARR. 2) Fill in "Prepare Job Announcement, & Date 3) Fill out the Public Release Information Form 4) Email Job Announcement to Communications Officer and/IE Director	X	X
#2 *(1 day)*	**A. IE Communications Officer shall:** 1) Review the JA for release by the IE Director. Once clearance of JA is approved. 2) Email Job Announcement to HR. 3) HR notifies MIS with Job Announcement for College web-page posting	X	X
#3 (15 days)	**A. HR staff shall:** 1) Post the Job advertisement on the email to all ASCC employees for the period as indicated on the PARR (in-house announcements).	X	
#3A *(1 day)*	**A. HR staff shall:** 1) Consult with the hiring division on the following: ▪ Finalized job announcement, ▪ Cost to advertise, ▪ Schedule of advertisement to be submitted to the local paper.		X
#4	**A. Division shall:** 1) Prepare the Purchase Request for Purchase Order of payment for advertisement, 2) Procurement Office forwards Purchase Order/payment of advertisement to HR		X
#5 *(1 day)* (15 days)	**HR staff shall compile and prepare the advertisement for delivery to the Local paper and monitor the schedule:** 1) Forward all documents to local media (JA and Purchase Order). 2) Request a copy of the job advertisement for review by HR and Division from local paper before it is published. 3) Inform the local paper to publish the advertisement if there are no changes or corrections to the announcement. 4) Monitor the advertisements with the local media/web postings as per the agreed schedule until closing date.		X

FLOW CHART – FUNCTINOAL
JOB ANNOUNCEMENT & ADVERTISMENT



ASCC American Samoa Community College Office Human Resources **Standard Operating Procedures**	Procedure:	**HIRING**
	Effective Date:	February 27, 2013
	Revision Date:	June 1, 2015
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Administration HR Officer

Authority	• ASCC Personnel Policies: 4003 – Employment Standard • ASCC Personnel Policies: 4120 – Employment Contract Agreement
Purpose	• Provides guidance in the hiring process including interview.
Form(s)	• Application Form • Applicant Screening Forms • Position Review, Classification and Compensation Form
Definitions	Hiring refers to the process of job offer, obtaining employment clearances and new employee orientation

Step-by-Step Process

*** CS =** Career Service, **CT = Contracts**

STEPS		*CS	CT
1	1. **HR** collects applications from interested applicants for announced position as scheduled and posted until due date and time specified. • Check for completion of form and required documentation specified in application • Date and log all incoming applications on application log record for announced position 2. **HR** refers applications from eligible applicants filed with HR Office within 12 months period • Call applicant to notify of application being referred if in agreement • Advise applicant for any update of application for inclusion • Log application in application log record for announced position	X	X
2 **Approx 1-3 days**	**HR** screens applications against general requirements of recruitment and hiring and established minimum qualification criteria specified in Job Announcement (Employment Opportunity). • Applicants meeting general requirements and minimum qualification criteria are compiled for background check • Applicants not meeting general requirements and minimum qualification criteria are issued with disqualification letters	X	X
3 **Approx 2-5 days**	**HR** performs background and verification checks of application and supporting documents	X	X
4 **1 day**	**HR** forward copy of completed screened & verified application(s) to hiring Division head, President/VP/Dean/Director/Officer Academic position applications are forwarded to Dean/Director for dissemination	X	X

	to department faculty (Chairperson)		
5 **approx 1-3 days**	1. Hiring **Division** screens against alignment of applicants meeting minimum qualifications and position requirement elements and indicate applicants for interviewing. • screenings by Division Dean/Director/Officers or • screenings delegated to divisional field expert representatives 2. Completed screening form(s) by **Division** is submitted to the HR with short list of qualified prospective applicants. 3. Hiring Division identifies interview/selection panel and recommends to HR.	**X**	**X**
6 **approx 1-3 days**	**1. HR,** through the EEO Coordinator (HR Officer), reviews and approves composition of interview/selection (minimum of three members) panel and hiring division screening form. **2. HR** Officer or HR representative is identified for facilitating, oversee the implementation of interview process **3.** HR compile and distribute copies of interview packets for panel members. *Checklist* • Schedule of Interview • Application(s) and supporting documents • Interview Practice Sample Questions (EEO & Affirmative Action Law) • Copy of Job Description • Interview Rating Sheets **4.** Panel members receive and review interview packets at least 1-2 days prior the interview scheduled date.	**X**	**X**
7	1. HR works collaboratively with the interview/selection panel for scheduled availability, time and venue. 2. HR notify applicants immediately of the respective scheduled interview time, allowing1-2 days advance notice.		
8	Process of **Interview Day** 1. Panel convenes in session 15-30 minutes before first scheduled applicant 2. HR monitors and facilitate the interview process • Orientation of interview panel to duties as members, including appointing a Chair for the panel • Declaring a "No conflict of interest" with applicants • Introduction of panel members to each applicant • Take minutes and ensure a fair process	**X**	**X**

	Upon completion of interview, the HR facilitator is excused and the panel deliberates as to their final rating and result of interview.		
9 **1-5 days**	Panel Chairperson finalizes ratings and prepare official letter of interview results and selection recommendation upon consensus of interview/selection panel members. Deliver the recommendation letter to HR Officer. HR conducts reference checks before forwarding selection recommendation from interview/selection panel to respective authorities.		
10 **approx** **1-2 days**	**HR** reviews and forward recommendation to the respective head of division, respective Vice President and final approval by the President. **HR** Issue disqualification letters to unsuccessful applicants.		
11 **Approx** **1-5 days**	Upon approval, HR initiates **PRCC Form Part II.B: Establishment of Classification & Compensation** **HR** routes form to hiring Division, Finance Division, respective Vice President, and final approval by President.		

ASCC American Samoa Community College Office Human Resources **Standard Operating Procedures**	Procedure:	**JOB OFFER**
	Effective Date:	June 2012
	Revision Date:	January 2014
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Administration HR Officer

Authority	Policy 4003.1: GENERAL REQUIREMENTS OF RECRUITMENT AND PLACEMENT Policy 4005.1: EMPLOYEE RECRUITMENT AND HIRING Policy 4007: NEW EMPLOYEE ORIENTATION
`Step	
1	**HR** prepares Job Offer letter for successful candidate. Job Offer letter specify: • Position Title • Reporting Authority • Job Description • Base Salary • Benefits • Start Date Advise successful candidate by appropriate means to ensure prompt communication, and provide prospective hire
2	**Upon acceptable of job offer, new hire signs the job offer as an official acceptance of all conditions therein.**
3	**HR** provides pre-employment clearances to the new prospective hire • Police clearances • Medical clearances

	• Immigration clearance (if applicable)
4	Upon receipt of pre-employment clearances, with no record or medical conditions prohibiting employment, successful incumbent will be advised of start date by HR Office.
5	**HR** issues the following forms for initial employee orientation 1. W4 form 2. ASCC Email/Domain Account Request Form 3. Employee Handbook 4. Guide and provide information on Accessibility of College Policies and Manuals on webpage, Library, HR Office and President's Office **HR** process employment confirmation forms; 303 forms/contracts before official start date. **HR** schedules first day as orientation day for College services and programs and familiarity of campus facilities and accessibility. **HR representative will before officially transferring**
6	**HR** schedules first day as orientation day for College services and programs and familiarity of campus facilities and accessibility.
7	**HR** refers new employee to hiring Division upon completion of all orientation processes and documentation on first day.

Title	OVERLOAD AND ADJUNCT TEACHING - ADDITIONAL DUTY
`	Additional Duty Assignments - are when the duties being performed are not an extension of the employee's regular job duties. The rate on the instructional salary schedule per the degree the employee holds. Additional Work Days/Hours - are when the duties being performed are an extension of the employee's regular job duties. The salary is the employee's regular rate of pay under requirements of the FLSA or an amount proposed by the Division based on a grant allocation.
	ADDITIONAL DUTY ASSIGNMENTS
	Overload Teaching
References	Board of Higher Education Policy: *BPS* 3006 - COMPENSATION AND BENEFITS College Regulation: CR 4607.2 - COMPENSATION AND OVERLOAD **Overload Teaching Assignments** 1) Overload teaching during normal work day for a staff shall be charged to annual leave a total of 45 hours. 2) Time sheet shall reflect record excess of hours from normal assigned hours 3) Approved Overload Teaching will be compensated after each semester and upon completion of course clearance 4) Summer Session is not considered Overload Teaching. Faculty is limited to two courses and Staff one course. **Approvals and Exceptions for OTRs** 1) OTR/ATR must be made before overload activity begins & appropriate justification will be required from the Dean/Director. OTR/ATR **submitted to HR after 2 weeks of instruction to be cleared will not be processed by HR.** 2) No overload shall be offered until the request is pre-approved by the Division and finalized by the President. 3) A regular full-time faculty may teach no more than 4 credit hours as an overload per semester culminating credit courses offered by ASCC in all programs (Regular/Evening/ ASTEP/ELI/TED & AELEL). • FTE faculty (2 year program) 16 credits, chairperson 12 credits • FTE faculty (4 year program) 12 credits, chairperson 9 credits *With the additional 4 credit hours overload, depending on designation:* • *FTE faculty (2 year program) must not exceed 20 credits per semester* • *FTE faculty chairperson, must not exceed 16 credits per semester*

- *FTE faculty (4 year program) must not exceed 16 credits*
- *FTE faculty chairperson (4 year program) must not exceed 13 credits*

4) Course must meet the minimum enrollment to qualify for overloads (min = 10, max 25) regular sessions, Summer session (min=16, max=25).

5) Overload is not permissible for the summer term.

Compensation Rates

Payment rates for adjunct faculty and/or full-time faculty members/staff teaching overloads and course levels is as follows:

Degree	Rates:	Credit
PhD, Doctors	$700.00	1 credit Course
	$2100.00	3 credit Course
Masters	$600.00	1 credit Course
	$1,800.00	3 credit Course
Bachelors	$500.00	1 credit Course
	$1,500.00	3 credit Course
AA Degree	$400.00	1 credit Course
	$1,200.00	3 credit Course

Procedures:

A **Overload Teaching Request (OTR)/Adjunct Teaching Request** form must be completed by the appropriate Academic Division:

1) Dean of Academic Affairs (*2 year GENED, and AA degree program courses*)
2) Dean of Trades & Technology (*Trades and Technology Cert./Degree courses*)
3) Director of Teacher Education (ASBED) (*4 year program courses*)
4) Director SSI (*Samoan and Cultural Courses*)

Step 1 – **Fill-in the Overload/Adjunct Teaching Request**

- Division shall fill-in the OTR Sections #1 and #2 of the form
- Issue a Control # OTR - , ATR -

Step 2 – **Division Submission to Human Resources Office**

- The Division must attach to the OTR/ATR the following documents
  1) Student Enrollment data sheet
  2) Faculty workload for the semester (FTE Faculty)
  3) Justification to waive additional overload
- Submit the full OTR/ATR to Human Resources

Note: Human Resources will review the information and if incomplete will return the OTR to the originator.

Step 3 – **Human Resources Review and Actions**

- HR staff will log OTR/ATR on date received
- OTR/ATR shall be reviewed by the HR staff and initialed
- OTR/ATR forwarded to HR Director for review and pre-approval to process the contract (*If within this step, the OTR is incomplete, the OTR will be returned to the originating Division with noted discrepancies, otherwise)*
- OTR/ATR returned to HR staff to prepare the Class Contract
- OTR/ATR will logged by the HR staff

Step 4 – **Signing of OTR/ATR Class Contract**

- OTR/ATR is routed back to the originating division dean/director to sign the contract.
- OTR/ATR is returned by the Division to HR
- OTR/ATR is again reviewed by HR staff, logged received
- OTR/ATR is routed to the President to clear the course and sign the contract

If within this step, the course clearance is denied as per the OTR. The OTR and contract will be returned to the originating division as DISAPPROVED.

In the event the originating Division Dean/Director feels that further justification to approve the course. The Division Dean/Director shall meet with the President for his approval. If approved at this stage, the Division must return all documents back to Human Resources for further action.

- HR picks up the OTR/ATR and contract from President's Office
- HR staff logs the Class Contract
- HR routes OTR/ATR Class Contract for final signatures

	• HR staff will contact the Faculty to sign "Class Contract"
Step 5 –	**Distribution of Completed OTR/ATR Class Contract** • HR will make a copy of the OTR/ATR Class Contract for the Business • HR will file the original copy in the Class Contract Binder
Step 6 –	**Payment of OTR/ATR Class Contract** • Faculty will provide HR with a completed Semester Exit/Clearance form • HR will submit the Semester Exit/Clearance for to the Business Office **Business Office will issue payment of OTR/ATR Class Contract**
Step 7 -	**Data Reporting** • **HR will enter data of OTR/ATR Class Contract to note the following data:** ○ **Contractor's Name** ○ **Course ID and Title** ○ **Date of Course** ○ **Time Course Scheduled** ○ **# Enrollment** ○ **Credits** ○ **Amount of the Contract** ○ **Date Contract Paid**
Forms:	A. Overload Teaching Request B. Semester Exit/Clearance
Contract:	Class Contract – Overload Teaching or Adjunct Teaching

OVERLOAD TEACHING REQUEST

American Samoa Community College

SECTION #1 - REQUESTING INFORMATION & PRE-APPROVALS

A. REQUESTED BY **Date Prepared:**

Department		Division		Control #	

B. OVERLOAD REQUEST

Fall Semester - 2011

CTR-CRS ID (e.g. MAT 80)	Course Title (Credits)	Daily Time	Days	Rm #	Enrollment Anticipated	SYN #	Priority	Actual

B1. Justification for Overload:

- Faculty must complete the Teaching Assignment for the Academic Year
- Staff assigned will have 45 hours deducted from annual leave during regular working hours.

C. Proposed Faculty/Staff Assigned:

D. Computed Compensation: (Degree $ rate x credit hours = Total Compensation)

Rate	Credits	Total	Source Funding

Note: *All Overload Compensation shall be cleared with the President, before Human Resources prepare an overload contract for FTE Faculty.*

E. Department Chair & Dean Statement: *No other qualified faculty member/staff is available to teach, as part of his/her budgeted teaching load, the course for which overload compensation is sought. We understand that the course must meet minimum enrollment requirements to be taught.*

_____/_____ _____/_____

Dept. Chairperson Date: Dean/Director Date

VP Academic & Student Affairs: _____/Date: _____

SECTION 2 – VERIFICATION OF COURSE & CLEARANCE APPROVAL

F. Documents: (*Must be attached to the Request for Verification*)

1. **Teaching Assignments for the Semester (Current)**
2. **Student Enrollment List**

OTR Initiated: _____ _____

Academic Tech Officer /Date **HR Director/Date**

Clearance Authorization for Overload : _____ **Date:** _____

Dr. Seth P. Galea'i, President

American Samoa Community College
EXIT/SEPARATION OF EMPLOYMENT CLEARANCE
Human Resources Office

Direction: To officially clear all responsibilities with the American Samoa Community College, and to receive final compensation and reimbursement before departure from ASCC, all employees are required to complete and submit this form to Human Resources. FAILURE to submit this form to HR will result in withholding of final payments owed on last day of employment.

Name: _____ Division/Dept: _____ Final Date: _____

REASON FOR LEAVING: ☐ Resignation ☐ Termination ☐ Retirement ☐ Other: _____

CLEARANCE: (Division Dean, Directors, CIO, CFO, VPs ,President and "Acting" are the only authorized signatures)

- **Division**: _____ Date: _____
  I certify the employee has returned keys, equipment, tools, and documents to my custody.
- **Finance Management**: _____ Date: _____
  I certify that the employee has no outstanding balances owing to the college and has returned all materials.
- **Procurement Office**: _____ Date: _____
  I certify that the employee has returned all materials/ supplies and office equipments.
- **Management Information Office**: _____ Date: _____
  I certify that the employee has returned all college IT related equipment, i.e. Laptop etc..
- Library: _____ Date: _____
  I certify that the employee has returned all library materials.
- Bookstore: _____ Date: _____
  I certify that the employee has cleared credit accounts.
- Physical Facilities: _____ Date: _____
  I certify that the employee has cleared with campus facilities and or security.

  President: _____ Date: _____

HUMAN RESOURCES : Employee's final check will not be released until this form is fully executed and signed by HR.

Forwarding Address: _____

- Human Resources: _____ Date: _____

  I certify that the employee has an accrued: _____ annual leave hours; _____ sick leave hours.

Copy to: Employee, HR File

Encl(s): Resignation Letter and Final 303

ASCC HR FORM 4305B (Rev. 5/13)

4305.B PROCEDURE

A. The immediate supervisor will establish a date for the exit interview or refer separating employee to the human resources for an exit interview as soon as possible after the separation decision has been made and communicated.

B. The supervisor/human resources will use the Exit Interview Checklist form, HR4305 to conduct the interview, and the following points should be discussed:

- Equipment/key return
- Reason for the separation
- Plan for the immediate future and contact information
- Benefits of employment with ASCC
- Verification of final pay and reimbursements
- Interest in reemployment
- Employee's suggestions and comments

C. It is felt the information covered during the interview might become a point of contention in the future, in this instances human resources representative shall ensure the employees to sign the exit interview form. The employee shall be given a copy upon request.

D. Exit clearance or separation from employment with ASCC using ASCC HR 4305A form. The completion of this form by specific departments/division will allow HR to complete all separating or exiting documents administratively.

ASCC American Samoa Community College Division of Human Resources **Standard Operating Procedures**	Procedure:	**GRIEVANCE**
	Effective Date:	May 1, 2013
	Revision Date:	NA
	Type of Process:	☐ Internal Procedure ☒ Institution Procedure
	Approved by:	VP Admin Services IER: HR Director:

Purpose	• To assist employee and supervisor in formally filing a complaint as under ASCC Policy 4212.
Form(s)	• ASCC HR Form 4212
Definitions:	**Grievance** – an alleged violation, misinterpretation or improper application of Board and/or Administrative policies and procedures. A grievance will be in written form, and include the following information: • Date and nature of grievance, location, job classification and employee involved, and identification of the provisions of Board/Administrative policy and/or procedures under which the grievance is entered. • Remedy sought. • Date of submission. **Grievant** – Any employee filing a grievance. Multiple grievance filed simultaneously over a common occurrence or event may be processed in a joint action. **Extension of Time** – The time limits provided in the grievance procedure may be extended only by mutual consent of the parties. **Days Defined** – Days a referred to throughout the grievance procedure will be working days but will not include Saturdays, Sundays, or holidays recognized by the College. **Advancement/Termination of Grievances** – Grievances not appealed within the prescribed time limits will be considered settled on the basis of the last decision made by the College and will not be eligible for further appeal. The aforesaid will not apply if the time limits are extended by mutual written consent of the parties. **Grievance Advisor** – A grievant may select an advisor to provide advice, support and consultation at any point during the grievance procedure. **Reprisals** – No reprisals of any kind will be taken by the Board, Administrators, Supervisors against an employee because of his/her participation in the grievance process. **Grievance Procedure** – If a grievance arises, it will be resolved through the procedure described below. However; this procedure does not preclude prior discussions between and employee and his/her supervisor to resolve the differences.

Step-by-Step Process

STEPS	Description of Action
#1	a. **Grieved Employee (Filing)** – A grievance, to be timely, must be submitted to an employee's immediate supervisor within 10 days of the occurrence giving rise to the grievance or within 10 days of the date on which the employee should have reasonably know of such occurrence. All grievances

10 days	shall be completed of ASCC HR Form 4212.
5 days	b. **Grieved Employee and Supervisor (Conference)** – A conference between the employee and the immediate supervisor will be held within 5 days of the initial presentation of grievance.
3 days	c. **Employee's Supervisor (written response)** – will issue a written response to the employee and a copy to the Dean/Director, VP/Dean Director CNR, President (*depending on the level of reporting)*
3- 6 days	d. **Employee (not satisfied)** – If the employee is not satisfied with the response issued and wishes to proceed with the grievance, must provide a written notice of such intent to the appropriate administrator within three days of receipt of the response or within 6 days of the "Step 1.b. conference if no response is given by the College.
#2	a. **Administrator (conference)** – The appropriate administrator, or his/her designee will conduct a conference with the employee and his/her immediate supervisor within three days following receipt of written notice.
3 days	
3 days	b. **Administrator (written response)** – The appropriate administrator, or his/her designee will issue a response to the employee within three days following the conference.
3-6 days	c. **Employee (not satisfied)** – If the employee is not satisfied with the response and wishes to proceed with his/her grievance, he/she must give written notice of such intent to the VP, Dean Director CNR, and Human Resources within three days of receipt of the response or within six days of the Step 2.a. conference if no response is given by the College.
#3	a. **Human Resources/EEO Coordinator (process the documents for fact finding)** - Upon receipt of employee's notice of intent, and grievance package from the Grievant. HR Director/EEO Coordinator reviews the grievance to ensure documents are completed. If documents are not in order, HR will contact Grievant to provide missing or complete data needed to continue the process. c.**HR Director/EEO Coordinator (letter of notification to the President)** – HR Director/EEO Coordinator prepares and submits a letter to the President informing him/her of the grievance filed and HR process of fact-finding. Copies of the letter will be forwarded to all parties involved. b. **Human Resources (fact finding)** – HR Director/Manager commences with the fact finding of employees involved in the grievance. Interviews are conducted and statements collected. This process will shall be completed with 2-weeks from date of letter submitted in Step 3.c. c.

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ASCC Human Resources Sample of Interviewing Questions:

Five questions you should **Never** ask:
(Violates Equal Employment Opportunity and Affirmative Action Laws)

1. Do you have any physical or mental conditions that may interfere with your ability to do this job?
2. Do you have transportation issues, childcare, elder care, or other problems that may prevent you from coming to work regularly?
3. What do your father/mother do for a living? Or what family do you come from?
4. Do you belong to any organization, club, lodges or societies? Which ones?
5. Are you married? How old are you? Would there be a problem if your supervisor were female?

Five questions you **May** ask:

1. What is your overall impression of your current (or past) employer or boss?
2. Please tell me about the most difficult job-related situation you have faced?
3. Describe what you were doing currently to further your skills or career.
4. When you have a conflict with someone, what do you do or how would you handle the situation?
5. Again, could you tell me why you left each of these prior jobs?

Other examples of questions you **May** ask:

1 Other than the required job skills, what other skills do you have that you feel could enhance this position?
2 What do you know about our company/organization?
3 Tell me about a time when you had to go "above and beyond" the call of duty.
4 Where do you think you would like to be in five years?
5 Describe yourself in three adjectives.
6 Provide an example of a crisis or severe situation you were involved in and how you have handled it.
7 Have you had to make or implement an unpopular policy or decision and why did you make the decision or support the decision.
8 Describe a professional achievement you are proud of and a professional goal you were not able to achieve.
9 When, in a professional setting, were you a member or a leader of a team? What types of communication are important to the team's success?
10 What kinds of professional situations cause you to feel awkward?

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POSITION REVIEW, CLASSIFICATION & COMPENSATION FORM

PART I

Purpose: Please complete the request for "Position Review" including Part 1.A. This Position Review will establish the classification and compensation of the Position, and to create or update the existing position description.

I. REQUESTING DIVISION

Division:	**Department**:
FLSA (*Leave Blank if a New Position*) ☐ Exempt - *Comp-time (GS12+)* ☐ Non-Exempt – *Overtime (GS11-)*	**Position Title:** **Pos. ID/Job Code #:**
FTE: ☐ Faculty ☐ Staff	**Funding Source**: ☐ Grant ☐ Local
Status: ☐ Career ☐ Contract	**Name of Grant**

II. POSITION ACTION REQUESTED

☐ Classify New Position
☐ Review a vacant position: (Name & Job Title of Last Incumbent)
☐ Review a position with an Incumbent: (Name and Job Title of Incumbent)
☐ Other: (Update Job Description, FLSA Review, Demotion, etc.)

III. DIVISION/DEPT RECOMMENDATION (Proposed or Changes to the Position)

Title of Position			
Pay Grade/Step		Salary Range	
FLSA Status	☐ Exempt ☐ Non-Exempt		
Effective Date	Month	Day	Year

IV. * POSITION BUDGET

Base Salary	Fringes	Total Budget	% Allocated to Grant

*** Use FY Budget both local and grant for this portion.**

V. DIVISION SIGNATURES – Approvals

Dean/Director: _____ **Date:** _____

Vice President _____ **Date:** _____

PART I.A

I. Organization Chart for the Position

Please submit the following:

	Attached is an organization chart for the position. Peer comparison are indicated below

Title of Dean or Director:

↓

Title of Supervisor

↓

This Position:

↓

List Peer Position *(same or comparable level positions within the Division or ASCC)*	**Subordinate Positions/Direct Reports**: *(Indicate name of employees and job titles:*
Position:	**Employee Name:** **Position:**

II. Position Summary (for New Position) or Summary Change (for existing Position)

Describe specifically why you want to create this position or how the duties of this position have changed in terms of job responsibilities.

☐ New Position to meet the mission of the Division

☐ Upgrade Position to Supervisory level

☐ Responsibilities and essential functions have changed

☒ Other: **NO POSITION REVIEW ON RECORD**

Summary:

III. Essential Duties/Responsibilities

List the essential duties performed as a regular part of the job. Group related duties in a sentence or paragraph. After listing specific duties, estimate the percentage of time required to perform each in the right column. The total percentage of time required to perform all of duties listed should equal = 100%.

ESSENTIAL FUNCTION/RESPONSIBILITIES ** Place an asterisk next to any new essential functions assigned to the job.*	***% Time***
•	
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% Time must total =100%

IV. Contacts and Communications

Check (X) if Position has Contact	**TYPE OF CONTACT**	**Frequency** D=Daily, W-Weekly M = Monthly Y=Yearly O=Occasional	**TYPICAL EXAMPLES OF CONTACT IF MORE THAN OCCASIONAL**
	General Public/Callers/Visitors		
	Prospective Students/Parents		
	Enrolled Students/Parents		
	Governor/ASG Agents/Legislature		
	Alumni/Potential Donors		
	Board of Higher Education		
	President		
	Vice President/DD CNR		
	Deans/Directors/Supervisors		
	Support Staff (HR, Business, etc…)		
	Accrediting Agencies/Gov't Regulators		
	Outside Agencies /Community		

V. Supervisory Responsibilities

	Provide direct independent supervision (e.g., hiring, firing, training, conducting performance evaluations, and taking disciplinary action)
	Serve as a lead worker (e.g. coordinates the assignment or performance of tasks by other peers and/or team members)
	Not applicable
	Other (Please Specify)

VI. Independent Action/Judgment

	This position requires following written or oral procedures & practices.

	Activities & decisions are somewhat routine, requiring occasional independent action & judgment.
	Activities & decisions are varied in nature, requiring independent action & judgment in solving common problems. Unusual cases or questionable matters are resolved by this position's manager/supervisor.
	Activities and decisions are varied in nature. Requires solving both common and unusual problems. The position's supervisor's is consulted for clarification of policies only where needed.
	Activities and decisions are highly complex. Significant independent action and judgment are required subject to college-wide policies.

VII. Budget Responsibilities

Check Item(s) which best describe budget responsibilities. ☐ Planning ☐ Preparation ☐ Maintaining ☐ Monitoring	Position has signature Authority? ☐ YES ☐ NO	
If Yes, What is the dollar amount?	$	
Total Division/Department Operating Budget:	$	
Grants(s) Budget:	$	
What is the total budget amount for which this position has responsibility?	$	
Please indicate the number of employees in the department:	Staff:	Faculty:

VIII. Consequences of Errors

Describe the consequences of errors or the risks involved from decision made or action taken by this position.

☐ Impact the Institution Accreditation, Operations, Administration
☐ Impact to Division Operations/Administration
☐ Impact to the Operations of the Program
☐ Impact to the Grant
☐ Other

Additional Comments:

IX. Confidential/Sensitive Information

Does this position have responsibilities or dealing with information that would ordinarily be considered sensitive, privileged, or confidential? ☐ YES ☐ NO

Describe if YES:

X. Working Environment

Check the box that best describes this position's work environment

	Work environment involves minimal physical risks.
	Work environment involves some physical risks and require following safety precautions.
	Work environment involves exposure to potentially dangerous chemical or materials and situations that require following extensive safety precautions, including use of protective gear.

XI Work Experience/Educational Background

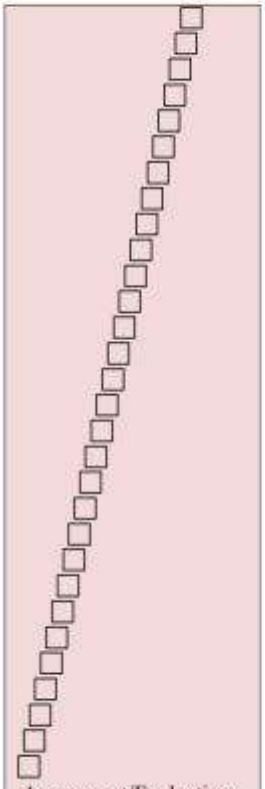
Indicate below the level of work experience you think may be required for this position. This information will be used to develop the Minimum Qualifications for this position. Check the applicable box for the required credential.

	High School Diploma or Equivalent
	Some college, or Associate's Degree

☐	**Bachelor's Degree**	**Field:**
☐	**Master's Degree**	**Field:**
☐	**Doctoral Degree**	**Field:**
☐	**A combination of work experience including training and education, may be substituted for degree**	**Years of relevant Experience:**

Specify any area of training, content expertise, and/or licensure/certification ordinarily expected of a competitive candidate. *(Check the box and specific information as it pertains to this position)*

Knowledge Of	☐ Applicable laws/policies/principles/etc… ☐ Organization and its structure ☐ Professional Knowledge in: _____ ☐ Teaching Methodologies ☐ Comprehensive knowledge of computers & technology ☐ Other: _____
Skills & Abilities ☐ Analysis ☐ Analysis Analysis Analysis nalysis alysis lysis ysis sis is s	



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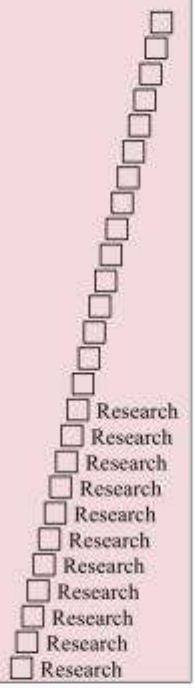

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Supervises Level	☐ Manages employees (varied levels) across divisions ☐ Manages through multiple levels of subordinate supervisors ☐ Leads one or more employees performing similar work ☐ May oversee student, temporary workers ☐ Other:
Nature of Work	☐ Administrative ☐ Managerial ☐ Professional/Paraprofessional ☐ Project Management ☐ Teaching ☐ Trades/Labor ☐ Other:.
Cert/License	

XII. Additional Information

If this is a reclassification request for an incumbent, please justify and provide documentation.

(e.g. met the credential requirements of the position for the next grade, or received a degree for promotion).

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ASCC Human Resources Sample of Interviewing Questions:

Five questions you should **Never** ask:
(Violates Equal Employment Opportunity and Affirmative Action Laws)

1. Do you have any physical or mental conditions that may interfere with your ability to do this job?
2. Do you have transportation issues, childcare, elder care, or other problems that may prevent you from coming to work regularly?
3. What do your father/mother do for a living? Or what family do you come from?
4. Do you belong to any organization, club, lodges or societies? Which ones?
5. Are you married? How old are you? Would there be a problem if your supervisor were female?

Five questions you **May** ask:

1. What is your overall impression of your current (or past) employer or boss?
2. Please tell me about the most difficult job-related situation you have faced?
3. Describe what you were doing currently to further your skills or career.
4. When you have a conflict with someone, what do you do or how would you handle the situation?
5. Again, could you tell me why you left each of these prior jobs?

Other examples of questions you **May** ask:

1 Other than the required job skills, what other skills do you have that you feel could enhance this position?
2 What do you know about our company/organization?
3 Tell me about a time when you had to go "above and beyond" the call of duty.
4 Where do you think you would like to be in five years?
5 Describe yourself in three adjectives.
6 Provide an example of a crisis or severe situation you were involved in and how you have handled it.
7 Have you had to make or implement an unpopular policy or decision and why did you make the decision or support the decision.
8 Describe a professional achievement you are proud of and a professional goal you were not able to achieve.
9 When, in a professional setting, were you a member or a leader of a team? What types of communication are important to the team's success?
10 What kinds of professional situations cause you to feel awkward?

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expected to know of and observe all provisions of law, policies and regulations pertinent to their job responsibilities.

b. *College Regulations and procedures shall be approved by the President in accordance to policy statements and apply to all students and personnel employed by the College, including the President and college administrators, and, where applicable, to agents and consultants of the College and the Board. College Regulations/procedures are to be issued by the President as statements of method to be used in implementing Board Policy Statements. College Regulations/procedures may be revised as deemed necessary by the President.*
c. *The President shall provide the Board with copies of the College Regulations. The Board reserves the right to direct revisions of the regulations/procedures should they, in the Board's judgment, be inconsistent with the Board's own policy.*

Policy 1003.1- College Regulations/Procedures:

a. *College regulations shall be proposed by any employee of ASCC and submitted to their supervisor to be reviewed. A standard form shall be used in the submission and forwarded to the appropriate lines of authority as delineated in the organizational/divisional charts. Any policy that evolves from federal regulations, local laws, and other documents in which compliance is required shall be reviewed by the College designated legal counsel.*
b. *Divisions shall develop internal rules specific to the operations of the division which shall be approved by the Division supervisor and endorsed by the President or the appropriate Vice President. A copy shall be forwarded to the President's Office for the record. Internal rules shall be posted in an area that is visible to the employee.*

Policy 1004- Comprehensive Program Review and Assessment of Instructional Programs, Student Services and Administrative Services:

This policy establishes that ASCC will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission.

ASCC is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and achievement standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Definitions:

Institutional Effectiveness: The measurement of ASCC's performance against established mission, goals, and outcomes.

Institutional Assessment and Program Review:
A collaborative, ongoing effort by administration, faculty and staff to assess the overall effectiveness of ASCC's programs as well as administrative, academic, and student support service areas toward the achievement of its mission, vision, and goals.

Assessment Process:
Involves collecting and analyzing relevant data to learning and performance outcomes. The analysis of the data will provide a measure of the learning and achievements so that modifications can be made in the delivery of instruction

or services that will move the institution forward to meet the overall goal of continuous improvement.

Program Review Process:
Program review will assess and evaluate stated outcomes and supporting resources to determine if program/divisional outcomes are met and demonstrate how they support the mission of ASCC.

Assessment and Program Review Cycle:
Schedules and deadlines that are published to manage the assessment and program review activities to ensure that all programs/divisions are reviewed in a timely manner.

Roles & Responsibilities:
The President will delegate authority and responsibility for managing the assessment process to the Leadership Team and/or designated standing committees with oversight by the Leadership Triangle (President, Vice Presidents). The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Higher Education and that assessment findings are used to improve institutional quality and effectiveness.

9/25/15

President, American Samoa Community College

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B. **Test Results** – The test result will be reviewed to determine whether there is any indication of controlled substance abuse. All test results are confidential, and ASCC will consult with a medical doctor to perform drug and alcohol testing of its suspected employee. The results will be picked up and delivered to the Human Resources Director or designee, who will privately consult with management and the President. Test results will not be released to any other person or outside agent without written authorization of the tested individual. Test result will not be released unless in accordance with federal law or a valid government request.

C. **Employee Assistance** – Although it is not required, ASCC will encourage its employees with substance-abuse problems to seek treatment. An employee voluntarily seeking such treatment for dependency will not, by virtue of seeking treatment, avoid disciplinary action.

V. EMPLOYEE DEVELOPMENT

4300 EMPLOYEE PERFORMANCE EVALUATION

ASCC strives to foster teaching and administrative excellence for the benefit of students and the public. To promote faculty and staff development and to ensure fair salary and personnel administration, the Board of Higher Education authorizes the college administration to enact procedures to provide an equitable and valid performance review process. Employee evaluations related to performance elements based on unit core work, employee job descriptions, strategic initiatives, college service and professional development goals are administered at regular intervals for all faculty and staff in position control/budgeted positions. In addition to the performance evaluation for faculty and staff in position control/budgeted positions, an evaluation for adjunct faculty will also be maintained by the office of the vice president of academic and student affairs.

4300.1 EVALUATION REPORTING REQUIREMENT

The College requires supervisors to evaluate each of their staff and faculty members at least annually, using the prescribed performance evaluation methods and documents. Staff evaluations are based on the position description and work goals prevailing during the evaluation period. Faculty members are also evaluated on student learning outcomes. Performance evaluations may occur more often than annually under circumstances of unusually strong or weak job performance or completion of special duties or project work. Supervisors are required to complete annual performance evaluations, to review them with the evaluated employee, and to submit signed evaluation forms to Human Resources.

4300.2 EVALUATION COUNSELING _ IMPROVEMENT OF PERFORMANCE

A. The College strives in every case to advice employees early and formally of work performance weaknesses and to work cooperatively with employees under these circumstances to improve work performance. Failure to improve work performance following cooperative measures may lead to more unilateral action by the College, including in the worst cases, termination of employment.

B. While the College strives to avoid it, employment terminations are occasionally necessary. The College maintains proper decorum during the termination process, maintaining strict confidentiality and professional treatment of the employee(s) involved. Supervisors are required to attend training sessions conducted by Human Resources to assure their skills in evaluating work quality and conducting performance evaluations.

C. When they contemplate that cooperative work performance improvement efforts have been unsuccessful and that employment termination is the only alternative, supervisors are required to first

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AMERICAN SAMOA COMMUNITY COLLEGE

Dr. Rosevonne M. Pato
President

Dr. Lina Galea'i-Scanlan
Vice President of Academic & Student Affairs

Dr. Mikaele Etuale
Vice President of Administration & Finance

Sereima S. Asifoa
Human Resources Officer

HUMAN RESOURCES OFFICE

April 11, 2017

To: Dr. Rosevonne Pato
President

Via: Dr. Mikaele Etuale
Vice President of Administration and Finance

Madam President,

Re: **Staff Performance Evaluation Form with Samoan Translation**

Attached herewith for your review and approval is the Staff Performance Evaluation Form incorporated with its Samoan translation, dated 3/2017.

As part of the College's effort in ensuring inclusiveness of its entire staff that may require assistance in Samoan when conducting performance evaluation, the Human Resource Office worked collaboratively with the Samoan Studies Institute to establish the Samoan translation of the Staff Performance Evaluation Form. Once approved, the form will be used and disseminated as per usual process in evaluating professional, supervisors and general support staff.

Forwarded herewith for your review and approval.

Thank you,

Sereima S. Asifoa
Human Resources Officer

Approved as to form _____
Dr. Rosevonne Pato, President

Human Resources Office
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 ext. 397/429/428/441/401 • (684) 699-8606 (fax)

AMERICAN SAMOA COMMUNITY COLLEGE
STAFF PERFORMANCE EVALUATION FORM
PEPA ILOILO GALUE A TAGATA FAIGALUEGA

Name _____ Employee ID No. _____ Current GS/Step ____

Position Title _____ Division _____

Supervisor ☐ Professional Staff ☐ Support Staff ☐

Type of for Evaluation ☐ Annual Evaluation ☐ Probationary Evaluation ☐ Special Evaluation

Performance Period _____

Directions: Supervisor and employee will use this form to evaluate the performance of the employee for the period indicated. The rating system below shall be used by the supervisor in rating/ranking performance pertaining to employee's skills, knowledge and abilities in carrying out duties of position for performance period.
The five point Likert scale applies:

1-Unsatisfactory [1], 2 Needs Improvement, 3 Satisfactory, 4 Above Average, 5 Exceptional [2].

This form must be returned to the Office of Human Resources by _(performance evaluation due date)_. If the form is not received by this date, employee rating may default to Satisfactory.

Faatonuga: *E faaaoga e le taitai ma le tagata faigaluega lenei pepa e fetu'una'i ai le faatinoga o galuega a le tagata galue mo le vaitaimi o loo faailoa atu. O le faatulagaga o loo tuuina atu i lalo e faaaoga e le taitai e fautuloga ai le faatinoga o galuega a le tagata galue e tusa ma ona agavaa, poto ma le tomai e faatino ai ona tiute i le vaitaimi ua atofa.*

1 leaga, 2 manaomia se fauleleiga, 3 lelei, 4 sili le lelei, 5 maoa'e

E tatau ona toe faafo'i lenei pepa i le Ofisa o Tagata Faigaluega i le aso ___(aso faagata o le iloiloga)__. Afai e misia lea aso, e ono faamauina o loo Lelei le togi o le tagata faigaluega.

A. Skills and Job Knowledge
Agavaa ma Tomai i le Galuega

1.	Demonstrates proficiency in the skills and knowledge needed to perform essential job duties…… *Faaalia le atoa o agavaa ma tomai muamua i le faatinoga o tiute*	1	2	3	4	5	N/A
2.	Supports the mission of the College…… *Lagolago le mamalaui a le Kolisi*	1	2	3	4	5	N/A
3.	Is self-motivated and take initiative to carry out essential duties …… *E 'augofie ma lē faatonua i le faatinoga o tiute*	1	2	3	4	5	N/A
4.	Completes work load in timely manner to meet standards …… *E mae'a galuega i taimi tonu e tatau ai ina ia ausia tulaga talafeagai*	1	2	3	4	5	N/A
5.	Follows policies and procedures when completing tasks …… *Mulimulita'i i tulafono ma ālāfua mo le faamae'aina o galuega*	1	2	3	4	5	N/A
6.	Demonstrates technical skills needed to perform essential tasks …… *Faaalia agavaa faapitoa e muamua e faatino ai galuega*	1	2	3	4	5	N/A
7.	Organized and pay attention to detail when completing job tasks …… *Fuafua tatau ma vaai toto'a i mea uma pe a fai ia mae'a galuega*	1	2	3	4	5	N/A
8.	Adheres to policies when handling confidential information …… *Usita'ia tulafono pe a taulimaina faamatalaga malupuipuia*	1	2	3	4	5	N/A

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[1] Action Plan Required
[2] Career Progression Recommendation

9. Accepts ownership and responsibility for job related tasks ..... *Talia tofiga ma le faia o galuega e tusa ai ma ona tiute*	1	2	3	4	5	N/A
10. Maintains equipment, materials and overall work area ..... *Vaaia lelei meafaigaluega, meaaogā ma tulaga uma i le vaega o loo galue ai*	1	2	3	4	5	N/A
11. Contributes to Student Learning and assessment for accountability, sustainability, and continuous institutional effectiveness ..... *Fesoasoani i Aoaoga o Tagata aooga ma iloiloga mo le faamaonia, faauuu tulaga talafeagai a le Aoga.*	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.
Talia e le tagata faigaluega /Lē talia faatulagaga o loo i luga Faamatalaga

Comments: _____ Employee Initial ☐

Manatu Faaali: _____ *Sainia o matamua o le ogaa o le tagata faigaluega*

B. Teamwork and Interpersonal Skills
Galulue faatasi ma Agavaa tau Va Fealoa'i

1. Collaborates with colleagues and others in a positive and constructive manner ..... *Fegalegalea'i ma le aufaigaluega i tulaga lelei*	1	2	3	4	5	N/A
2. Shows respect and consideration for other team members ..... *Faaali le faaaloalo ma le manatu i isi tagata galulue*	1	2	3	4	5	N/A
3. Follow instructions and chain of command/protocol ..... *Mulimulita'i i faatonuga le ala o mea tulaga o galuega?*	1	2	3	4	5	N/A
4. Fosters and maintain a positive working relationship with others ..... *U'una'ia ma faaauauta le galulue faatasi ma isi*	1	2	3	4	5	N/A
5. Seeks to resolve conflicts, rather than incite them ..... *Taumafai e fo'ia ae lē faatupua faafitauli*	1	2	3	4	5	N/A
6. Maintains professional conduct and demonstrate courtesy to others ..... *Tumau pea le amio solia ma le va fealoai ma isi*	1	2	3	4	5	N/A
7. Works cooperatively in groups and within institutional involvement ..... *Galue felagolagomai'i i vaega ma mea uma e auai ai le Aoga*	1	2	3	4	5	N/A
8. Is flexible and dependable ..... *E fetāla'i ma faamoemoeina*	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.
Talia e le tagata faigaluega /Lē talia faatulagaga o loo i luga

Comments: _____ Employee Initial ☐

Manatu Faaali: _____ *Sainia o matamua o le ogaa o le tagata faigaluega*

C. Communication Skills and Attitude
Agavaa tau fesootaiga ma Amioga

1. Displays a customer-friendly attitude when communication with students, visitors, colleagues, and administrators ..... *Faaalia amioga tausaafia pe a fesoota'i ma tagata aooga, tagata asiasi, au faigaluega ma tagata o le taupulega*	1	2	3	4	5	N/A
2. Writes and speaks clearly with co-workers/supervisors ..... *Tusitusi ma tautala manino i uso a faigaluega/ta'ita'i o galuega*	1	2	3	4	5	N/A
3. Responds to email and written communication in professional manner ..... *Tali imeli ma fesootaiga tau tusitusia i tulaga talafeagai*	1	2	3	4	5	N/A

4. Responds to email and written communication in a timely manner ..... *Tali imeli ma fesootaiga tau tusitusia i taimi talafeagai*	1	2	3	4	5	N/A
5. is receptive to constructive criticism to improve job performance ..... *E talia lelei faitioga mo le faaleleia o le tulaga tau galue*	1	2	3	4	5	N/A
6. Can effectively communicate policies and procedures when required to assist others ..... *e mafai ona faamatala tulafono ma ālāfua taugaluega pe a moomia e fesoasoani ai i isi*	1	2	3	4	5	N/A
7. Uses appropriate best practices communication to accomplish job related tasks ..... *E faaaogā tatau faiga lelei taufesootaiga e mafai ai ona mae'a galuega faatino*	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.
Talia e le tagata faigaluega /Lē talia faatulagaga o loo i luga

Comments: _____ Employee Initial ☐

Manatu Faaali: _____ *Saini na o matuitui o le igoa o le tagata faigaluega*

D. Personal Qualities and Dependability
Aga faaletagata ma faamoemoeina

1. Effectively carries out job responsibilities ..... *Tulaga lelei le faatinoga o galuega*	1	2	3	4	5	N/A
2. Effectively completes other assigned job related tasks ..... *Tulaga lelei le faamae'aina o galuega ua tuu iai e fai*	1	2	3	4	5	N/A
3. Attends required college functions (i.e. graduation, in-service, ceremonies, etc)..... *Auai i mea fai a le kolisi e pei o faamuga, aoaoga faalotoifale ma isi)*	1	2	3	4	5	N/A
4. Actively participates on assigned institutional committees ..... *To'aga i komiti a le Kolisi ua tofia e 'auai ai*	1	2	3	4	5	N/A
5. Participates in professional development activities ..... *'Auai i aoaoga mo le alualu i luma o le silafia*	1	2	3	4	5	N/A
6. Reaches professional development goals ..... *'Ausia autu mo le alualu i luma o le silafia*	1	2	3	4	5	N/A
7. Uses professional development activities to improve job performance ..... *Faaaogā aoaoga mo le alualu i luma o le silafa e faaleleia ai le galue*	1	2	3	4	5	N/A
8. Maintains current, appropriate certifications ..... *Tausia le lelei ma le talafeagai o tusi pasi*	1	2	3	4	5	N/A
9. Reports to work regularly and on time ..... *Ripoti mai i le galuega ma amata i le taimi e tatau ai*	1	2	3	4	5	N/A
10. Follows proper procedures when reporting off..... *Mulimuli i ālāfua ua iai pe a ripoti mai e lē faigaluega*	1	2	3	4	5	N/A
11. Follows proper procedures when traveling on job related matters ..... *Mulimuli i ālāfua ua iai pe a malaga i luga o mataupu tau le galuega*	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.
Talia e le tagata faigaluega /Lē talia faatulagaga o loo i luga

Comments: _____ Employee Initial ☐

Manatu Faaali: _____ *Saini na o matuitui o le igoa o le tagata faigaluega*

Action Plan (i.e Professional Development, Training etc.) for Next Performance Period to meet Divisional Outcomes

Action Plan (i.e Professional Development, Training etc.) for Next Performance Period to meet Institutional Outcomes

Employee Review

☐ I am in agreement with performance evaluation
Ua ou talia le faatulagaga

☐ I disagree with performance evaluation as noted.
'Ou te lē taliaina le faatulagaga

Comments
Manatu Faaali

Supervisor Review

☐ I am in agreement with performance evaluation
Ua ou talia le faatulagaga

☐ I disagree with performance evaluation as noted.
'Ou te lē taliaina le faatulagaga

Comments
Manatu Faaali

Eligible for Next Step Increment Yes ☐ No ☐ Not Applicable ☐
Agavaa mo le isi siitaga o le totogi **Ioe** **Leai** E lē talafeagai

Signatures: 1. _____ Date _____ 2. _____ Date _____
Supervisor Employee

Reviewed by: 3. _____ Date _____ 4. _____ Date _____
Vice President/Dean/Director/Officer Human Resources Officer

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AMERICAN SAMOA COMMUNITY COLLEGE
ADMINISTRATOR PERFORMANCE EVALUATION FORM

Name _____ Employee ID No. _____ Current GS/Step ____

Position Title _____ Division _____

Type of for Evaluation ☐ Annual Evaluation Performance Period _____
☐ Probationary Evaluation
☐ Special Evaluation

Directions: Supervisor and employee will use this form to evaluate the performance of the employee for the period indicated. The rating system below shall be used by the supervisor in rating/ranking performance pertaining to employee's skills, knowledge and abilities in carrying out duties of position for performance period.
The five point Likert scale applies:
1-Unsatisfactory *[1], 2 Needs Improvement, 3 Satisfactory, 4 Above Average, 5 Exceptional *[2],
This form must be returned to the Office of Human Resources by _(performance evaluation due date_). If the form is not received by this date, employee rating may default to Satisfactory.

A. Leadership Responsibilities

1. Supports the Mission of the College	1	2	3	4	5	N/A
2. Establishes goals/objectives of division that support College's mission	1	2	3	4	5	N/A
3. Implements and assesses progress of goals/objectives via divisional plans, or other reports	1	2	3	4	5	N/A
4. Uses annual evaluation results to improve division and or leadership capabilities	1	2	3	4	5	N/A
5. Demonstrates effective problem solving and decision making techniques	1	2	3	4	5	N/A
6. Involves staff and/or faculty members in the decision making process	1	2	3	4	5	N/A
7. Demonstrates effective leadership in the administration and/or supervision of division	1	2	3	4	5	N/A
8. Prepares and/or adheres to establish budgetary procedures and policies in accordance with established federal, state or local regulations	1	2	3	4	5	N/A
9. Includes staff/faculty members in fiscal planning	1	2	3	4	5	N/A
10. Is an effective team builder within division/department	1	2	3	4	5	N/A
11. Demonstrates effective organizational skills	1	2	3	4	5	N/A
12. Overall leadership	1	2	3	4	5	N/A
13. Contributes to Student Learning and assessment for accountability, sustainability and continuous institutional effectiveness	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.

Comments: _____ Employee Initial ☐

B. Management of Personnel & Customer Service

1. Participates in the hiring process of personnel	1	2	3	4	5	N/A
2. Adheres to the college's procedures and timelines when evaluating staff/faculty ..	1	2	3	4	5	N/A
3. Demonstrates appropriate supervisory skills	1	2	3	4	5	N/A
4. Leads through works within the proper protocol/chain of command	1	2	3	4	5	N/A
5. Foster a positive and professional working relationship with those supervised	1	2	3	4	5	N/A

[1] Action Plan Required
[2] Career Progression Recommendation

6. Promotes, monitors and reinforces the importance of customer friendly behavior from all employees who are supervised	1	2	3	4	5	N/A
7. The office, division, department being responsible for demonstrates the highest level of customer service	1	2	3	4	5	N/A
8. Ensures that new personnel are fully trained in specific areas of performance	1	2	3	4	5	N/A
9. Ensures that complaints are handles and resolved in a professional manner	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.

Comments: _____ Employee Initial ☐

C. Professional Development

1. Participates in professional development that will lead to personal/professional growth	1	2	3	4	5	N/A
2. Promotes professional development opportunities as a means to improve respective division	1	2	3	4	5	N/A
3. Reaches professional development goals	1	2	3	4	5	N/A
4. Encourages the professional development of those employees supervise(s)	1	2	3	4	5	N/A
5. Values, attends and promotes professional development activities ..... (i.e participates in professional organizations, publishes in professional journals, or presents at conferences)	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.

Comments: _____ Employee Initial ☐

D. Communication and Teamwork

1. Is sensitive to the needs of those currently supervised and other	1	2	3	4	5	N/A
2. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, colleagues, and others in a customer friendly way	1	2	3	4	5	N/A
3. Write and speaks clearly and grammatically correct	1	2	3	4	5	N/A
4. Supports administrative/institution decision and works to carry out such decisions in a professional manner	1	2	3	4	5	N/A
5. Readily accepts constructive criticism	1	2	3	4	5	N/A
6. Demonstrates effective team building skills within unit/division/department	1	2	3	4	5	N/A
7. Is a positive and contributing team member	1	2	3	4	5	N/A
8. Demonstrates and communicates a positive attitude in the workplace	1	2	3	4	5	N/A
9. Shows respect and consideration toward other's ideas, viewpoints, positions	1	2	3	4	5	N/A
10. Selects appropriate channels for communicating/resolving concerns and problems	1	2	3	4	5	N/A
11. Demonstrates effective means of resolving conflicts through appropriate chain of command/protocol	1	2	3	4	5	N/A
12. Demonstrates effective mediation skills when handling internal conflicts between and among staff/faculty	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.

Comments: _____ Employee Initial ☐

	1	2	3	4	5	N/A

E. Professional Responsibilities

1. Performs essential functions and other job related responsibilities effectively.....	1	2	3	4	5	N/A
2. Readily identifies work related problems and implements effective solutions	1	2	3	4	5	N/A
3. Is self-motivated and takes initiative to carry out job responsibilities	1	2	3	4	5	N/A
4. Accepts ownership and responsibility for job related tasks	1	2	3	4	5	N/A
5. Demonstrates effective organizational skills.....	1	2	3	4	5	N/A
6. Follows policies and procedures	1	2	3	4	5	N/A
7. Pay attention to detail and accuracy when completing job related tasks						
8. Adheres to FERPA guidelines when handling student information/ employee information	1	2	3	4	5	N/A
9. Submits departmental, division or administrative documents/reports on time	1	2	3	4	5	N/A
10. Submits high caliber work	1	2	3	4	5	N/A
11. Uses annual institutional data on department/division to improve area	1	2	3	4	5	N/A
12. Reports to work regularly and on time	1	2	3	4	5	N/A
13. Attends required college functions (ie. Graduation, ceremonies, in-service etc) ...	1	2	3	4	5	N/A
14. Actively participates on assigned committees	1	2	3	4	5	N/A
15. Maintains professionalism at all times	1	2	3	4	5	N/A

Employee agree ☐ or disagree ☐ with above ratings.

Comments: _____ Employee Initial ☐

Action Plan (i.e Professional Development, Training etc.) for Next Performance Period to meet Divisional Outcomes

Action Plan (i.e Professional Development, Training etc.) for Next Performance Period to meet Institutional Outcomes

Employee Review

☐ I am in agreement with performance evaluation
☐ I disagree with the performance evaluation as noted.

Comments

Supervisor Review

☐ I am in agreement with performance evaluation
☐ I disagree with performance evaluation as noted.

Comments

Eligible for Next Step Increment Yes ☐ No ☐ Not Applicable ☐

Signatures: 1. _____ Date_____ 2. _____ Date _____
Supervisor: President/Vice President/Dean Employee

Reviewed by: 3. _____ Date _____ 4. _____ Date _____
President/Vice President Human Resources Officer

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Fall | 2017

AMERICAN SAMOA COMMUNITY COLLEGE

2017 DIVISIONAL PROGRAM REVIEW

Human Resources Office

Introduction:

The information contained in this report is the result of the ASCC 2017 Divisional Program Review Survey made available through an online link given to all ASCC Staff and faculty. For staff and faculty who did not have access to the link or had difficulty with connectivity issues, a hard copy was distributed and proctor sessions held to ensure mass participation. Emails were also sent periodically to invite and remind everyone to participate.

The survey was divided into several sections, which consist of multiple choice and open-ended questions. In each section of this report, multiple-choice answers are represented in tables or charts depending on the number of choices provided. For accuracy, results to open-ended questions are reported exactly the way they were provided by the participant.

Disclaimer:

The information for this report was collected from the online and paper form surveys of the 2017 Divisional Program Review. IE entered the paper form survey results manually into the online database used to collect responses. The number of Participants reported is purely based on the count of surveys registered online excluding incomplete surveys. Personal information is confidential, however, responses to questions are reported as summaries by department, program or division. IE does not assume the responsibility for the identification of participants based on the responses provided.

Departmental Participants:

Academic Affairs Division
Admissions
Adult Education Literacy and Extended Learning (AELEL)
Agriculture, Community, Natural Resources (ACNR) Department
Army Reserve Officers Training Corps (ROTC)
Bookstore
Business Department
College Accelerated Preparatory Program (CAPP) English
Computer Science Department
Counseling
Criminal Justice Department
Finance
Financial Aid
Fine Arts Department
Health and Human Services Department
Human Resources
Institutional Effectiveness
Language and Literature Department
Library Resource Center
Management Information Systems (MIS)
Mathematics Department
Nursing Department
Physical Education Department
Physical Facilities and Maintenance (PFM)
President's Office
Printing Services
Procurement
Records
Samoan Student Institute
Science Department
Small Business Development Center (SBDC)
Social Science Department
Special Projects
Student Services Division
Student Support and Learning Services
Teacher Education Department/ American Samoa Bachelors of Education Program
Trades and Technical Department
University Center for Excellence on Developmental Disabilities (UCEDD)
Vice President of Academic and Student Affairs
Vice President of Administration and Finance

AMERICAN SAMOA COMMUNITY COLLEGE
ASCC 2017 Divisional Program Review – Divisional Assessments

HUMAN RESOURCES

Mission:
The mission of the Human Resources Department is to support ASCC goals by providing comprehensive and timely human resources services with respect to recruitment and employment benefits administration, classification and salary administration, staff development and training, and employee relations for all staff employees subject to the ASCA and ASCC Personnel Governance.

Total Staff: 6
Total Survey Participants: 5
Percentage of Participation: 83%

Q5. List the outcomes for your Department/ Program/ Division (Lisi mai Matati'a Ausia (Vaega poo Tikeri) mo lau matagaluega/ polokalama/ vaega):

- 1. HRO has in place SOP(s) which clearly defines HR roles and procedures which foster HR commitment to service excellence.
  2. Administration will have the ability to recruit and hire highly qualified applicants.
  3. HRO supports a healthy and safe working environment at the college.
  4. College Employees clearly understand the role of EEO/AA which is to promote effective employee relations, and develop employees capacities in the work place.
  5. ASCC Employees enjoy timely and accurate processing of Personnel Actions, transactions, documentation, & internal control.
- 1. HRO has in place SOP's which clearly defines HR roles and procedures which foster HR commitment to service excellence.
  2. Administration will have the ability to recruit and hire highly qualified applicants.
  3. HRO supports a healthy and safe working environment at the college.
  4. College employees clearly understand the role of Equal Employment Opportunity/Affirmative Action which is to promote effective employee relations, and develop employees capacities in the workforce.
  5. ASCC employees enjoy timely and accurate processing of personnel transactions, documentation, and internal controls.
- 1. HRO has in place SOP's which clearly defines HR roles and procedures which foster HR commitment to service excellence.
  2. Administration will have the ability to recruit and hire highly qualified applicants.
  3. HRO supports a healthy and safe working environment at the college.
  4. College employees clearly understand the role of EEO/AA which is to promote effective employee relations, and develop employee's capacities in the workforce.
  5. ASCC employees enjoy timely, and accurate processing of personnel transactions, documentation, and internal controls.

HUMAN RESOURCES

- 1. HRO has in place SOP's which clearly defines HR roles and procedures which foster HR commitment to service excellence.
  2. Administration will have the ability to recruit and hired highly qualified applicants.
  3. HRO supports a healthy and safe working environment at the college.

  4. College employees clearly understand the role of EEO/AA which is to promote effective employee relations, and develop employee capacities in the workforce.
  5. ASCC employees enjoy timely and accurate processing of personnel transactions, documentations, and internal controls.
- Outcome 1: HRO has in place Standard of Operating Procedures which clearly defines the human resources roles and procedures which foster HR commitment to service excellence.
  Outcome 2: Administration will have the ability to recruit and hire highly qualified applicants.
  Outcome 3: HRO supports a healthy and safe working environment at the College.
  Outcome 4: College employees clearly understand the role of EEO/AA which is to promote effective employee relations, and develop employees capacities in the workforce.
  Outcome 5: ASCC employees enjoy timely and accurate processing of personal transactions, documentations, and internal control.

Q6. Explain how your mission and outcomes support the institution's mission (Faamatala le sootaga ma le lagolagoina o la tou manulautī ma matati'a ausia o le Manulauti a le Kolisi):

- By providing comprehensive and timely Human Resources Services, recruitment and employment.
  * benefit administration
  * classification and salary administration
  * staff development & training
  * employee relations
- By providing comprehensive and timely Human Resources Services, recruitment and employment.
  * benefit administration
  * classification and salary administration
  * staff development & training
  * employee relations
- By providing comprehensive and timely Human Resources Services, recruitment and employment.
  * benefit administration
  * classification and salary administration
  * staff development & training

* employee relations

- By providing comprehensive and timely Human Resources Services, recruitment and employment.
  * benefit administration
  * classification and salary administration
  * staff development & training
  * employee relations
- By providing comprehensive and timely Human Resources Services, recruitment and employment.
  * benefit administration
  * classification and salary administration
  * staff development & training
  * employee relations

Q7. Please check/mark how your Department/Program/Division's Mission link to ASCC's Mission (Faamolemole faailoa mai pe faapefea ona fesootai le manulauti a lo outou matagaluega/polokalama/vaega ma le manulauti o le Kolisi):

	Yes (Ioe)		No (Leai)		Total
Transfer to institutions of higher learning: (Faauauau atu i iunivesite ma aoaoga maualuluga atu):	0.00%	0	100.00%	5	5
Successful entry into the workforce (Faamanuiaina i galuega):	100.00%	5	0.00%	0	5
Research and extension in human and natural resources; (Sailiiliga ma le faalautelega I mataupu tau tagata ma punaoa faalenatura):	100.00%	5	0.00%	0	5
Awareness of Samoa and the Pacific (Silafia o Samoa ma le Pasefika):	0.00%	0	100.00%	5	5

Please explain and provide evidence (fa'amatala):

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 (Silafia o Samoa ma le Pasefika):

HUMAN RESOURCES

Q8. Does the Department/Program/Division conduct/undergo a periodic evaluation on the effectiveness of instruction and services? (E faatino ni suesuega faavaitau a le matagaluega/polokalama/vaega e iloilo ai le aogā o aoaoga ma tautua?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala)

Q9. How does your Department/Program/Division support student learning and achievement? (E faapefea ona lagolago e le tou matagaluega/polokalama/vaega aoaoga ma tulaga ausia a tagata aooga?):

- By hiring highly qualified Faculties & Staff.
- By hiring highly qualified faculty and staff.
- By hiring highly qualified faculty and staff.
- By hiring highly qualified faculty & staff.
- By hiring highly qualified faculty and staff

Q10. Check the following used for evaluating the effectiveness of the Department/Program/Division: Please explain how each is used. (Togi ripoti na faaaogā i le iloiloga o le aogā o la outou vaega. Faamolemole faamatala pe faapefea ona faaaoga ia ripoti taitasi.):

	Yes (Ioe)		No (Leai)		Total
Annual Reports	100.00%	5	0.00%	0	5
Quarterly Reports	100.00%	5	0.00%	0	5
Bi-weekly Reports	100.00%	5	0.00%	0	5
Student Learning Outcomes	100.00%	5	0.00%	0	5
Institutional Strategic Plan	100.00%	5	0.00%	0	5
Performance Evaluation	100.00%	5	0.00%	0	5
Program Review	0.00%	0	100.00%	5	5
Course Evaluation	0.00%	0	100.00%	5	5
Student Satisfaction Survey	0.00%	0	100.00%	5	5
Fact Sheets	100.00%	5	0.00%	0	5
Other Evidence	0.00%	0	100.00%	1	5

Please explain:

HUMAN RESOURCES

Annual Reports:

- Overall Personnel Actions
- Overall personnel actions
- Overall Personnel Actions
- Overall personnel actions
- Overall personnel actions

Quarterly Reports:

- Leave Reports
- Leave Reports
- Leave reports
- Leave reports
- Leave report

Bi-weekly Reports:

- HR daily operations
- HR daily operations
- HR daily operations
- HR daily operations
- HR daily operations

Student Learning Outcomes:

- Faculty Performance Operations
- Faculty Performance Evaluation
- Faculty Performance Evaluation
- Faculty performance evaluation
- Faculty Performance Report

Institutional Strategic Plan:

- Make sure goals and objectives are met.
- Make sure goals and objectives are met.
- Make sure goals and objectives are met
- Make sure goals and objectives are met.
- To make sure goals and objectives are met

Performance Evaluation:

- Administrators, Faculty & Staff performance evaluations.
- Administrator, Faculty and staff evaluations
- Administrator, Faculty and Staff evaluations
- Administrator, faculty, & staff evaluations.
- Administrator evaluation. 2. Faculty evaluation. 3. Staff evaluation

HUMAN RESOURCES

Program Review:

Course Evaluation:

Student Satisfaction Survey:

Fact Sheet:

- HR Data
- HR data
- HR Data
- HR data
- HR data

Other Evidence:

Q11. Have evaluation processes resulted in recent/continuous improvements? Please explain (Na mafai ona fa'aauau faaleleiga ona o faaiuga mai iloiloga?

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Action plan in place & Samoan translation of Performance evaluation.
- Action plan in place and Samoan translation of Performance Evaluation (staff)
- Action plan in place and Samoan translation of staff evaluation
- Action plan in placed and Samoa translation of performance evaluation (staff).
- Action plans in place. 2. Samoa translation of Performance Evaluation (staff).

Q12. What outcomes did these improvement help achieve? Please explain (O a ni matāti'a na mafai e nei faaleleiga ona 'ausia? Faamolemole faamatala):

- Outcome 1 & 5 listed in HRO outcome I3.
- HRO outcomes #1 and #5 listed in I.3 of survey.
- HRO Outcome #1 and #5 as listed in I.3 of survey.
- HRO outcome listed in I.3 of survey.
- HR outcome #1 and 5
- HRO outcome listed #1 and #5

HUMAN RESOURCES

Q13. Were there any recommendations from the previous Divisional Assessment (Spring 2016) that were not completed/ acted on in the past year? (Na iai ni fautuaga mai le Suesuega a le Vaega e le'i mafai ona faia i le tausaga talu ai?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

Q14. List significant achievements made to this Department/Program/Division over this past year (Lisi mai ni matāti'a na ausia e le polokalama/matagaluega/vaega i le tausaga talu ai?):

- 1. HR Annual Report
  2. Performance Evaluation Historical Data Report
  3. Employee Training Report
  4. Monthly, Quarterly & Annual Leave Reports.
- * HR Annual Report 2016
  * Performance Evaluation/Historical Data 2015-2016
  * Employee Training 2016
  * Monthly, Quarterly, Annually Leave Reports
- * HR Annual Report 2016
  * Performance Evaluation Historical Data 2015-2016
  * Employee Training 2016
  * Monthly, Quarterly and Annual Leave Reports 2016
- HR Annual Report 2016
  Performance Evaluation Historical Data
  Employee Trainings
  Monthly Quarterly and Annual Leave Reports 2016
- HRO annual report
  1. Performance Evaluation 2015 - 2016
  2. Historical Data 2015 - 2016
  3. Employee training
  4. Monthly, Quarterly, and Annual leave report

HUMAN RESOURCES

Q15. Does your Department/Program/Division recognize and implement feedback from faculty and staff in decision making for continuous improvement to the institution? (E amanaia ma faaaoga e tou matagaluega/polokalama/vaega manatu tuuina mai e faiaoga ma tagata faigaluega i faaiuga fai mo le fa'aauau o le faaleleia o le Kolisi?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Q16. Are Department/Program/Division SOPs and decisions regularly communicated to staff/faculty? (E masani ona logo atu i tagata faigaluega/faiaoga faaiuga ma faagasologa (SOP) a le Vaega/Matagaluega/polokalama?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- By request or walk ins.
- Walk-ins and upon request
- By requests or walk-ins.
- By request or walk-in's.
- Upon request/walk-in

Q17. Are the decisions systematically documented and archived? (E faasolosolo lelei le faamauina ma le teuina o faaiuga?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Email Correspondence
- Email Correspondence
- Email Correspondences.
- Email correspondence
- Email correspondence

HUMAN RESOURCES

Q18. Is the Number of personnel adequate to support your Department/Program/Division? (O fetaui le fuainumera o tagata faigaluega mo le lagolagoina o lau matagaluega?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- All positions are filled.
- All positions are filled.
- All positions are filled.
- All positions are filled.
- All positions are filled

Q19. Do personnel possess all specialized skills or credentials required to support the Department/Program/Division? (Ua iai i tagata faigaluega agavaa poo tomai tau aoga o loo manaomia i le lagolagoina o le polokalama?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- College & University Professional Association for Human Resources (CUPA-HR Certified)
- College and University Professional Association for Human Resources (CUPA-HR Certified)
- College and University Professional Association for Human Resources (CUPA-HR Certified).
- College and University Professional Association for Human Resources (CUPA - HR certified)
- CUPA HR certified

HUMAN RESOURCES

Q20. Are all proper documentation (degrees, certificates, etc.,) on file and continuously updated? (O atoatoa faamaumauga (tikeri, tipiloma…) i faila ma faaauau faaopoopoga?):

Answer Choices	Responses	
Yes (ioe)	100.00%	5
No (Leai)	0.00%	0
Do not knw (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Personnel files are updated annually.
- Personnel Files are updated annually.
- Personnel updated annually
- Personnel file updated annually.
- Personnel file are updated annually.

Q21. Are all personnel in this Department/Program/Division careful in protecting the security, confidentiality and integrity of student information according to FERPA? (O faaeteete tagata faigaluega i lenei vaega i le malu puipuia o faamatalaga uma e tusa ma tulafono a le Kolisi, Faigamalo faalotoifale, feterale?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Professional development for staff.
- Professional Development for staff.
- Professional Development for Staff.
- Professional development for staff
- Professional development to staff

Q22. Does your Department/Program/Division effectively use its personnel to achieve its mission? (O faaaoga tatau e lau matagaluega/polokalama/vaega au tagata faigaluega ina ia ‘ausia ai lana manulautī?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0

Do not know (Leiloa)	0.00%	0

Q23. Are you a Full Time or Part Time employee?

Answer Choices	Responses	
Full Time	100.00%	5
Part Time	0.00%	0

Q24. Number of Courses you teach:

- N/A
- N/A
- N/A
- N/A
- N/A

Q25. Degrees, Coursework, and or Publications:

- Bachelor in Public Administration
- A.S. Degree in Accounting
- Master of Business Administration. Bachelor of Science: Business Administration. Associate of Science: Public Administration.
- AA
- Bachelors of Arts - Business Administrator. AS - General Agriculture. AS - Agribusiness

Q26. Other Qualifications not listed in previous question:

- CUPA-HR Bootcamp Course
- Datatel System Certificate. * CUPA-HR Certificate. * NEROC/WRAOM
- N/A
- Datatel Certification

Q27. List involvement in college/instruction, community activities (i.e., club sponsorships, committees, boards, organizations, etc.)

- Accreditation Committees & sub committees.
- VP's Special Event Committee
- Accreditation Committees/Subcommittees
- VP Special Events Committee"
- VP Special event committee
- Accreditation Subcommittee - VP's special event committee

HUMAN RESOURCES

Q28. Have faculty/staff in the Department/Program/Division involved themselves in in-service training and other professional development? (Na auai le aufaigaluega o le matagaluega/polokalama/vaega i ni aoaoga a'o galulue ma isi aoaoga auā le alualu i luma?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

If "yes", please list evidence (Afai e "Ioe" faamatala mai pine faamau o iai.):

- In service
  1. Employee Conduct Training
  2. Benefit & Services Training
     * CUPA HR Bootcamp
     * Administrative Asst. Training
     * Employee Conduct/Benefits and Services Training
     * Employee Conduct Training
     * Benefits and Services Training
     * Administrative Assistance Training
     * Employee Conduct Training
     * Benefit and Services Training
- Employee Conduct Training/Benefit and Services Training

Q29. Are there any unmet needs for professional development among personnel in this Department/Program/Division? (O iai ni manaoga tau aoaoga e le'i faia mo le aufaigaluega a lau matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain:

- Not all staff were able to attend the CUPA HR training due to cut & cost containment.
- Not all HR staff have attended CUPA-HR conference due to cost containment.
- Not all HR staff attended CUPA-HR Conference due to Cost Containment measures.
- Not all HR staff attended CUPA-HR Conference due to cost containment.
- Not all HR staff attended CUPA-HR Conference due to cost containment measures.

HUMAN RESOURCES

Q30. Are faculty/staff evaluated on an annual basis by the immediate Supervisor (i.e., Director, Dean, Vice-President, Chairperson)? (O iloilo galuega faatino faaletausaga mo faiaoga/tagata faigaluega e le Ta'ita'i (e pei o Taitaifono, Faatonu, Matua o le saofaiga, Sui-Peresitene.):

- Annual Assessment.
- Annual Assessment
- Annual Assessment.
- Annual Assessment
- Annual Assessment.

Please explain (Fa'amolemole fa'amatala):

Q31. Are evaluations consistent and completed in a timely manner as documented in ASCC policies? (O mulimulita'i iloiloga o galuega faatino e tusa ma tulafono a le Kolisi Tuufaatasi?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Late submission of Annual Assessment Performance Evaluation from divisions.
- Late submission of evaluations from divisions, will result in Retroactive Pay and will offset cash flow.
- Late submission of evaluations from Divisions will result in retroactive pay and will offset cash flow.
- Late submission of evaluation from division will result in retro active pay.
- Late submission from Divisions will result in retro-active pay and will off-set cash flow.

Q32. Briefly describe the facilities occupied by your Department/Program/Division (i.e., classrooms, offices, labs, etc.)? (Otooto mai se faamatalaga o ituaiga fale/potu o faaaoga e lau matagaluega/polokalama/vaega e iai potu aoga, ofisa, potu su'esu'e, ma isi):

- Offices occupied were used as classroom previously.
- 2 HR offices in Quad Area.
- 2 HR offices located in Quad Area.
- Two HR offices in Quad area.
- 2 HR offices in Quad-Area.

HUMAN RESOURCES

Q33. Are all facilities adequate to support the mission of your Department/Program/Division? (O talafeagai fale/potu aua le lagolagoina o le manulauti a lau matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Need improvement due to termite problem.
- Termite and Rat Infestation/(Health Hazard)
- Termite and rat infestation. Health Hazard.
- Termites and rats infestation
- Termites and rats infestation

Q34. Does the Institution operate and maintain physical facilities that are adequate to serve the needs of this Department/Program/Division? (O faaaoga ma tausi e le aoga ni fale/potu e talafeagai e tautuaina le mana'oga o le matagaluega/polokalama/vaega.):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain:

Q35. Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this Department/Program/Division? (O faia e le kolisi ni gaoioiga mo se siosiomaga maloloina, saogalemu, ma malupuipuia mo lenei matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

HUMAN RESOURCES

Please explain:

- Due to limited funding.
- Due to limited funding.
- Due to limited funding.
- Due to limited funding
- Due to limited funding

Q36. Are the physical facilities accessible to persons with disabilities? (O faigofie ona faaaoga potu/fale e tagata o iai manaoga faapitoa?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

If no, please describe below what is needed to make your area accessible:

Q37. Are additional facilities required to support the Department/Program/Division? (O iai ni fale /potu faaopoopo o moomia e lagolago ai le matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

If so, please list and explain:

- Need bigger office space for the archive room.
- HR Archive; need more office space.
- Need bigger office space to relocate Archive Storage.
- Archive
  But need big office to relocate archive storage room.
- Need more office to relocate archive storage.

Q38. Briefly describe current equipment used by your Department/Program/Division and indicate whether it is adequate or inadequate (Otooto mai meafaigaluega o loo faaaoga i le taimi nei e lau matagaluega/polokalama/vaega ma faailoa mai poo talafeagai pe leai):

- 1. Copier Machine - Need heavy duty copier machine.
  2. Fax
  3. Computer - Need to upgrade

4. Printer & Scanner in the - needed heavy duty machines
- Copier/Printer/Scanner - Inadequate (need heavy duty)
- Copier/Printer/Scanner inadequate. Need heavy duty.
- * Printer/Copier/Scanner inadequate
  * need heavy duty
- 1 Copier, Printer, Scanner - inadequate. Need heavy duty.

Q39. Are there any additional equipment required to support the Department/Program/Division? (O moomia nisi meafaigaluega e lagolago ai le matagaluega/polokalama/vaega?)

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

If so, please list and explain:
- Same as above
- Computers need to be upgraded
- Need upgrades for computers.
- Need to upgrade computers.
- Yes, need to upgrade computer.

Q40. Does the Department/Program/Division account for its equipment through regular inventory? (O mataitū lelei e le matagaluega/polokalama/vaega ana meafaigaluega, e ala i ana suega oloa faavaitau?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

Q41. Does the Department/Program/Division account for preventive maintenance of its equipment? (O nofo tapena le matagaluega/polokalama/vaega aua le puipuiga ma le faaleleia o ana meafaigaluega):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5

No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

Q42. Is the equipment used by this Department/Program/Division similar to that used in the workplace or at a higher-level institution? (O tai tutusa meafaigaluega a le matagaluega/polokalama/vaega ma mea e faaaoga i falefaigaluega poo isi kolisi ma iunivesite?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- (See VII Equipment #1).
- Need heavy duty printer
- Need heavy duty printer.
- Need heavy duty printer
- Need heavy duty printer.

Q43. Is there a need to update/upgrade equipment for improvement of services? (O moomia ona siitia le tulaga o meafaigaluega mo le faaleleia o auaunaga?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Need computer speed increase
- High volume of printing for interviews, reports, etc.
- High volume of printing for interviews, reports, etc.
- High volume for printing
- High volume of printing for interview, reports, etc.

HUMAN RESOURCES

Q44. Is the budget information available to this Department/Program/Division? (O tatala le avanoa e maua ai ni faamaumauga o le Tala o le Tupe e ta'ita'i o matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

Q45. Are faculty/staff involved in Department/Program/Division annual budget planning? (O 'auai faiaoga/'au faigaluega i le fuafuaina o le tala i le tupe faaletausaga a le matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	80.00%	4
No (Leai)	20.00%	1
Do not know (Leiloa)	0.00%	0

Please explain Fa'amolemole fa'amatala):

- * Planned Purchases
  * Tenure Awards"
- Plan Purchase and Tenure Awards.
- * Plan Purchases
  * Tenure Awards
- Plan purchases and tenure award

Q46. Does the Department/Program/Division provide guidance on budget processes, analysis, and preparation? (O ofo atu e le matagaluega/polokalama/vaega ni ta'iala o le faagaoioiga o tala o tupe, iloiloga ma sauniga?):

Answer Choices	Responses	
Yes (Ioe)	80.00%	4
No (Leai)	20.00%	1
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Provide HR personnel data (divisional).
- Provide Divisional with its Personnel Data for Budget.
- Provide divisional personnel data.

HUMAN RESOURCES

- Divisional Personnel Data.

Q47. Is adequate financial support available to meet the needs of this Department/Program/Division? (O lava le lagolago tau tupe o faaavanoa atu mo matagaluega/polokalama/vaega?):

Answer Choices	Responses	
Yes (Ioe)	0.00%	0
No (Leai)	100.00%	5
Do not know (Leiloa)	0.00%	0

Please explain (Fa'molemole fa'amatala):

Q48. Does the Department/Program/Division effectively use its current financial resources to achieve its mission? (O faaaogā tatau e le matagaluega/polokalama/vaega ana alaga'oa tau tupe e ausia ai lana manulautī?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

Q49. Does the Department/Program/Division have any budget priorities to implement for continuous improvement to achieve its mission? (O iai ni faamuamua tau tala o le tupe a le matagaluega/polokalama/vaega o fia faatino mo le alualu pea i luma, ina ia ausia ai lana manulauti?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- Tenure Awards/Training/Contract Renewal Bonus.
- Tenure Awards, Training, Contract Renewal Bonus.
- * Tenure Awards
  * Training
  * Contract Renewal Bonus
- Tenure awards, training, contract renewal bonuses.

HUMAN RESOURCES

Q50. Is technology used to improve student learning and services? (O faaaoga le tekonolosi e faaleleia ai aoaoga ma tautua mo tagata aooga?):

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

Q51. Check the following technologies sufficient to perform your duties:

	Available/ Accessible (Avanoa/Faigofie ona maua)		Appropriate (Talafeagai)		Current (Tekonolosi o le taimi nei)		Total
ASCC Online Systems (Moodle, Compliance Assist, Colleague, Webmail, Website etc.) (Sisitema a le Kolisi Tuufaatasi (polokalama e fai ai vasega)	100.00%	5	0.00%	0	0.00%	0	5
Software (Microsoft Office, SPSS, CAD, Autodesk, etc.) (Poloklama tau komepiuta)	20.00%	1	80.00%	4	0.00%	0	5
Internet Connectivity (speed, etc.) (Fesootaiga tau initaneti)	20.00%	1	80.00%	4	0.00%	0	5

Q52. Other technologies used (Ma isi tekonolosi faaaoga):

Q53. Are the following student support services available and accessible to students when needed? (O tatala avanoa ma faigofie ona maua auaunaga nei e tagata aooga pe a mana'omia?):

	Yes (Ioe)		No (Leai)		Do not know (Leiloa)		Total
Computer Labs (Potu Komepiuta)	80.00%	4	0.00%	0	20.00%	1	5
Counseling (All types of Counseling) (Faufautua (Soo se Ituaiga):	80.00%	4	0.00%	0	20.00%	1	5

HUMAN RESOURCES

Financial Assistance (ex. Financial Aid, Work-Study, Scholarship, Deferred Payment Plans) (Fesoasoani Tau Tupe (ftg Fesoasoani Tau Tupe mai le Malo Tele, Polokalama Galue ma Aoga, Sikolasipi, Fuafuaga tau Pili Totogi Tolopō):	80.00%	4	0.00%	0	20.00%	1	5
Library (Faletusi):	80.00%	4	0.00%	0	20.00%	1	5
Academic Tutoring (Fesoasoani i meaaoga):	80.00%	4	0.00%	0	20.00%	1	5
Academic Advising (i.e., Online Information, Faculty Availability) (Faufautua i mataupu tau'ave (fa'ata'ita'iga, Faamatalaga i le Upega, avanoa o faiaoga):	75.00%	3	0.00%	0	25.00%	1	4
Campus Life (i.e., Security, Extra Curricular, Co-Curricular, etc.) (Olaga Faakolisi: (fa'ata'ita'iga, Malu o le Kolisi, Mataupu/faatinoga faaopoopo ma isi):	80.00%	4	0.00%	0	20.00%	1	5
Admissions and Records (Application, Transcripts, etc.) (Ofisa Faaulufale ma Faamaumauga (Tusi talosaga, Faamaumauga aloaia o togi maua, ma isi):	80.00%	4	0.00%	0	20.00%	1	5

Q54. Does your Department/Program/Division help to ensure safety awareness and emergency procedures for its personnel, students and community?

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

- First aid kit

HUMAN RESOURCES

Q55. Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.) 'O 'ē nofo malamalama i faagasologa ma feuiaiga mo le faato'ai atu o ni faagaulemalie? (o lona uiga – faasoesā, sauāina, faiga le tutusa ma isi)

Answer Choices	Responses	
Yes (Ioe)	100.00%	5
No (Leai)	0.00%	0
Do not know (Leiloa)	0.00%	0

Please explain (Fa'amolemole fa'amatala):

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Section 1: Report Header - The Report Header provides an overview of the reporting Division's mission, divisional outcomes and outcomes status, and a matrix alignment to the College's Institutional Priorities. Information indicated in the Report Header was extracted from the Academic Affairs Divisional FY 2018 Outcome Plans to aid in the division's monitoring and reporting of outcomes.

Academic Affairs Mission Statement: As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.

To fulfill this mission, the Division offers the following degrees and certificates under its Academic Departments.

- *8 Associate of Arts degrees*
- *18 Associates of Science degrees*
- *22 Certificates of Proficiency,*
- *6 Certificates of completion, 1 Bachelor of Education degree*

FY 2018 Academic Affairs Outcome Statements:	Outcome Status:	Aligned College Priorities:
Outcome 1: Curriculum, Instruction and Planning. Provide the highest quality of programs and course through on-going review & assessment of student outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcomes assessments.	☒ Ongoing Outcome	☒ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 2: Highest-level of academic services. Provide opportunities in establishing quality academic and student programs. Accountability in academic integrity for students and faculty.	☒ Ongoing Outcome	☐ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 3: Internal and External Partnerships and Entities. Provide quality academic programs and services, to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.	☒ Ongoing Outcome	☐ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 4: Manage and allocate institutional resources effectively. Collaborate and work as a team with internal divisions, programs and departments in achieving student success and promote opportunity, access, and equity in professional development for faculty and staff both locally and off-island.	☒ Ongoing Outcome	☒ Maintenance ☐ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research
Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation. Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning.	☒ Ongoing Outcome	☐ Maintenance ☒ Reclassification ☒ Professional Development ☒ Community Outreach, Extension, and Research

Section 2: Divisional Report - The Divisional Report section allows a Division to report outcome updates through services offered, activities, or performance indicators that occurred during the previous month. The template also includes a section for input on data that support the outcomes of the reporting division; not limited to challenges and recommendations for outcome monitoring purposes.

1. Curriculum, Instruction and Planning. Provide the highest quality of programs and course through on-going review & assessment of student outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcomes assessments.

Activities:	Challenges:	Recommendations:	Plans:
• Academic Departments continue to conduct their monthly meetings discussing course offerings, course outcomes, assessment data and rubrics, departments/programs plans for the month. Evidence of these meetings through minutes and agendas are housed with the office Academic Affairs and respective departments. • Dean of AA participated in a thorough review of the ASCC Governance manual policies hosted by the President of the college. Policies on Chapter 5 on Instructional and Student Services Governance Policy Statements as well as Chapter 8 on Workforce, Economic, and Community Development Governance Policy Statement were thoroughly reviewed and eliciting feedback from the Academic faculty and Administrators. Invitations to these meetings were extended to Academic Program Chairpersons of Career Technical Education as well as the Director of Teacher Education for their input and feedback. Very productive discussions and dialogues on how these policies drive the mission of the college and provide high quality educational programs for our students. • The Curriculum and Assessment committees met to review recommendations and comments by the Institutional Set Standards Review (ISS) committee. The Review committee had forwarded its recommendations on the first three standards but need further review and discussion on the remaining two standards on Retention and Graduation and Transfer to the workforce and higher learning rates. These ISS standards should be finalized and routed for approval in the spring 2018 semester. Agendas and minutes to these meetings have been documented through	• Not all departments submit monthly meetings • Time conflicts with other meetings. • Burnt out due to additional responsibilities especially with faculty particularly the Chairpersons on review and setting of ISS.	• Emphasizing Academic Data sets as this requires departments to submit data and minutes. • Providing calendar for all the different meetings to plan accordingly. • Reclassification of Chairperson Position.	• Trainings on internal process with chairpersons to ensure information are shared with general faculty. • All Academic departments/programs continue to submit semester calendar of activities for a master calendar for Academic Programs. • Establish criteria and job responsibilities for Chairperson Position with consideration of Policy 5108 on Faculty Teaching Load.

IE Division, Academics and Students Services.			
Achievements: Please utilize the rows/spaces provided below to list down any achievement(s) or accomplishment(s) made during this month. Please provide a description of each achievement.		**Divisional Outcome Addressed:**	**Institutional Priorities:** Please indicate the Institutional Priorities to which the achievement(s) listed below. Please check mark all that apply.
Completion of the first review for Institutional Set Standards with the Academics and Student Services faculty and staff. At the same time the review process and internal operations on the review of Institutional set standard have been established with individuals who should be involved in this review process.		☒ **Academic Affairs Outcome 1**	☒ Maintenance (Classrooms and instructional facilities) ☒ Reclassification (Chairperson positions and faculty roles and responsibilities) ☒ Professional Development (Faculty and Staff) ☒ Community Outreach, Extension, and Research (Workforce development and Transfer) ☐ Not Applicable

2. Highest-level of academic services. Provide opportunities in establishing quality academic and student programs. Accountability in academic integrity for students and faculty.

Activities:	Challenges:	Recommendations:	Plans:
• Priority Registration started on November 13, 2017 to allow continuing students the opportunity to enroll in spring 2018 and summer 2018 courses before the regular registration in spring 2018. This provides continuing students' priority enrollment in any course offered at ASCC in the upcoming spring semester. • The Nursing Department through the Chairperson and the Dean have reviewed the Nursing department's Memorandum of Agreement (MOA) with LBJ to continue its partnership in providing clinical practices for the COP in Practical Nursing and AS in Nursing. The MOA is with the LBJ for their review and recommendations. • The EXITO Program conducted its monthly meeting with sub-partners in the pacific region including the American Samoa Community College. The ASCC panel for the EXITO will select five more students in preparation for the upcoming summer internship at Portland State University.	• Not too many continued students take advantage of the priority registration. • Need to revisit Nursing curriculum program to accommodate the shortage of Nurses on Island. • Time conflicts due to concurrent meeting sessions. • Communication with departments on SLO.	• Need more advertisement of Priority registration. Perhaps looking at accessing online registration from off-campus. • Nursing department needs to revisit curriculum and also for the Institution to consider looking at the facilities for the two Nursing program on COP in Practical Nursing and AS in Nursing. • Other approach to meet with departments other than email correspondences.	• Registration committee needs to work closely with the Marketing committee on advertisement. • Proposal for the new 2018-2020 catalog review of Nursing program curriculum. • Again emphasizing semester calendars with Academic programs and departments. • Schedule one on one meetings with departments not only to discuss, clarify and to identify course requirement for all degrees and certificates.

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EMERGENCY EVACUATION PLAN

ASCC Security Office Management

(PFM Department)

INTRODUCTION

The American Samoa Community College (ASCC) Emergency Operations Plan provides procedures for managing and responding to major emergencies that may threaten the health and safety of the campus community or disrupt its programs and activities.

AUTHORITY

The Emergency Operations Plan is declared under the authority of the President of the American Samoa Community College

EMGENCY PLAN CONCEPT OR OPERATIONS

The evacuation plan is designed to provide an organized management system for the ASCC campus to follow during times of emergencies. The system is flexible where parts of or the entire plan may be activated, as appropriate to the situation.

SITUATIONAL REQUIREMENT

EMERGENCY CLASSIFICATION- Each incident will be classified by Type According to its potential impact, severity and response requirement.

TYPE 1- Minor Incident

- ❑ This incident is localized in nature or contained in a small area.
- ❑ It can be quickly revolved with existing campus resources or limited outside help.
- ❑ Have little or no impact on personnel or normal operations outside of the affected area.
- ❑ No campus notification for assisted action is required.

EXAMPLES OF TYPE 1: Odor complaints; localized chemical pills; plumbing Failures; water leak and etc…

Type 2- Emergency

- ❑ Type 2 incidents disrupt a sizeable portion of the campus community.
- ❑ Require assistance from external organizations.
- ❑ Can escalated quickly and have serious consequences for mission-critical functions and/or life and safety.
- ❑ Emergency contacts for ASCC are to be notified when possible

Type 2 Emergency Examples:

- Building fire or explosion
- Biological or terrorist threat
- Major chemical or hazardous spills
- Severe storm or flooding
- Extensive utility outage
- Off-campus emergencies that may impact campus operations or personnel

Type 3- Disaster

- ❑ Involve in a large part of the campus and its surrounding community.
- ❑ Normal campus operations are curtailed or suspended.
- ❑ The effects of the disaster are wide-ranging and complex.
- ❑ A timely resolution of disaster conditions requires campus-wide cooperation and extensive coordination and support from external jurisdictions.
- ❑ Emergency contacts for ASCC are to be notified when possible

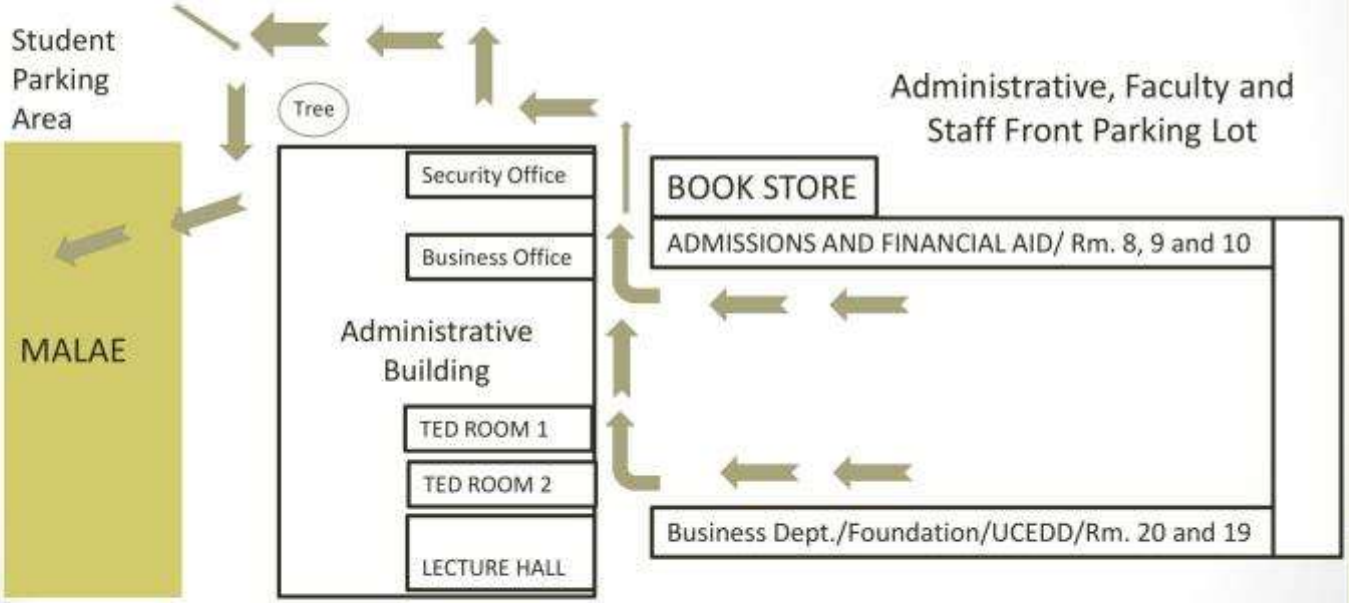
TYPE 3 Disaster Examples:

- Major earthquake
- Terrorist attack
- Biological outbreak, pandemic
- Civil disturbance

EVACUATION PROCEDURES

Evacuation from the Administrative Building

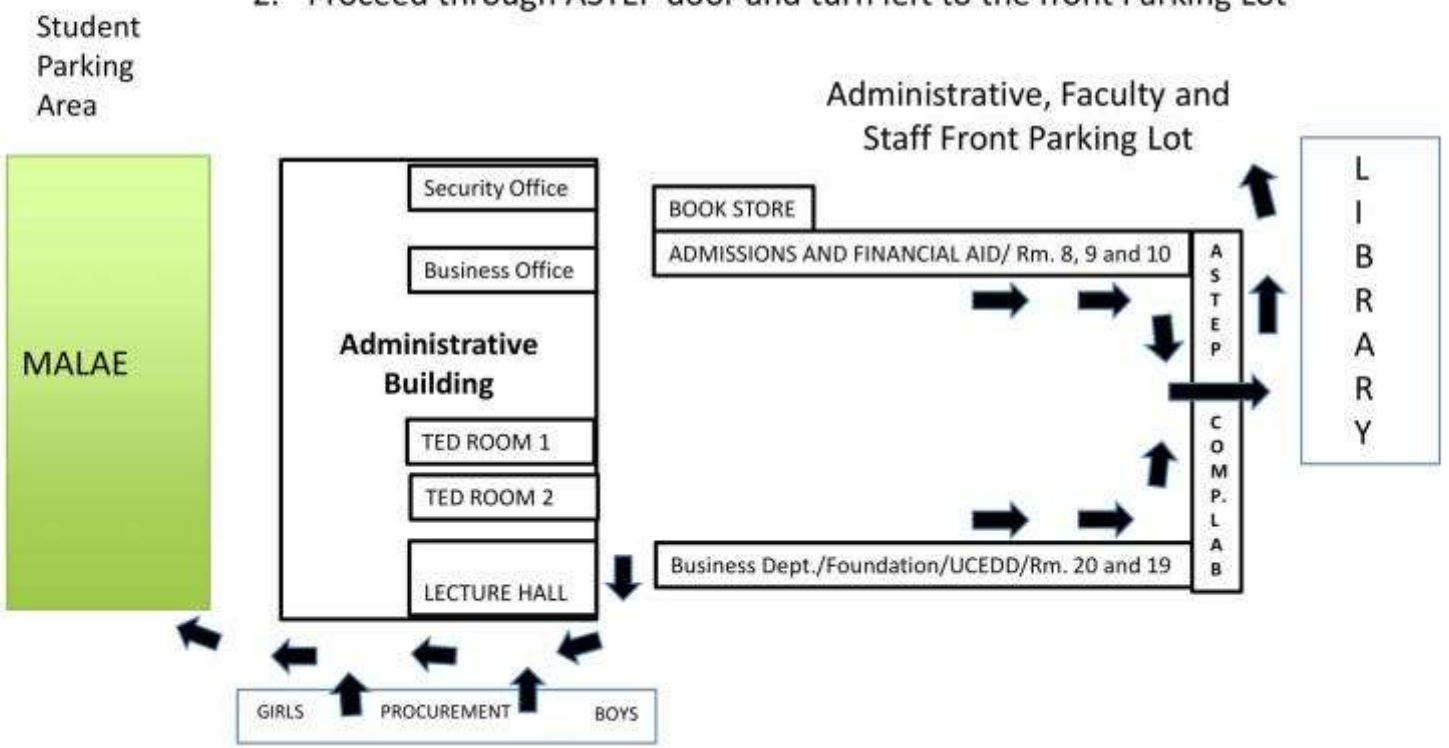
1. Proceed to the Parking Lot through main front corridor.
2. Proceed to the Malae Area.



EVACUATION PROCEDURES

Evacuation from the Quad Area

1. Proceed through Lecture Hall way to the Malae Area
2. Proceed through ASTEP door and turn left to the front Parking Lot

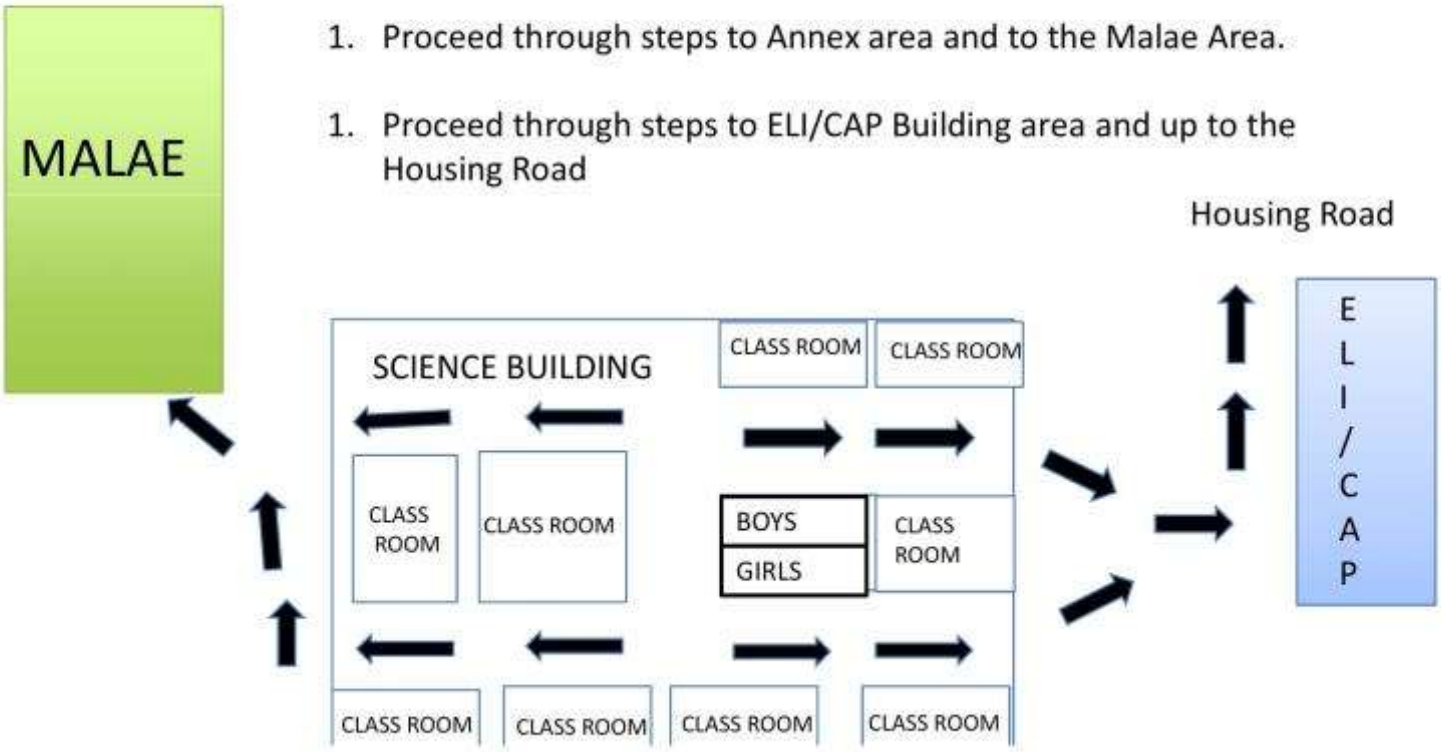


EVACUATION PROCEDURES

Evacuation from the Science Buildings

1. Proceed through steps to Annex area and to the Malae Area.

1. Proceed through steps to ELI/CAP Building area and up to the Housing Road

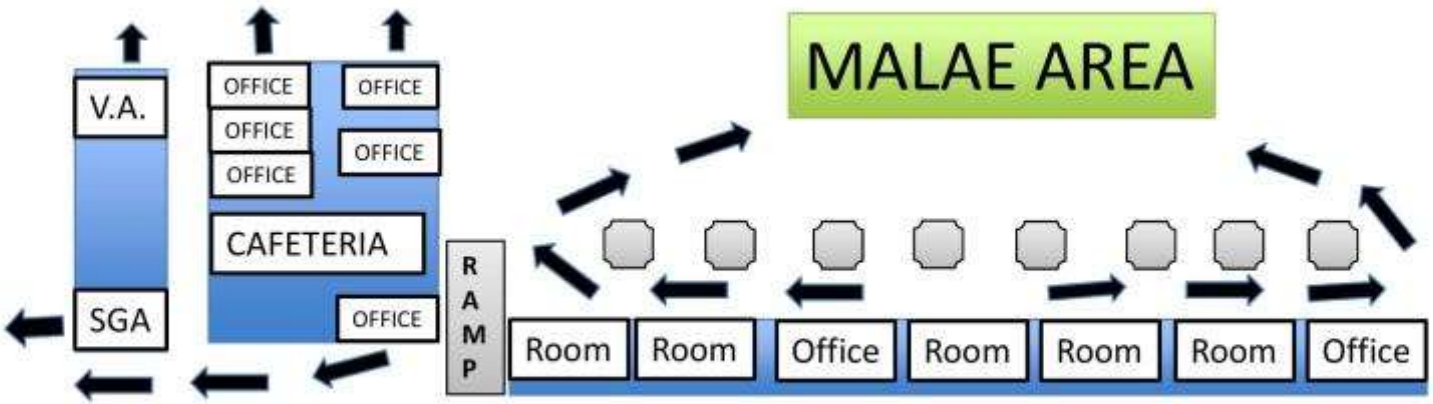


EVACUATION PROCEDURES

Evacuation at the ANNEX Area

1. Proceed directly to Malae Area from classroom and office.

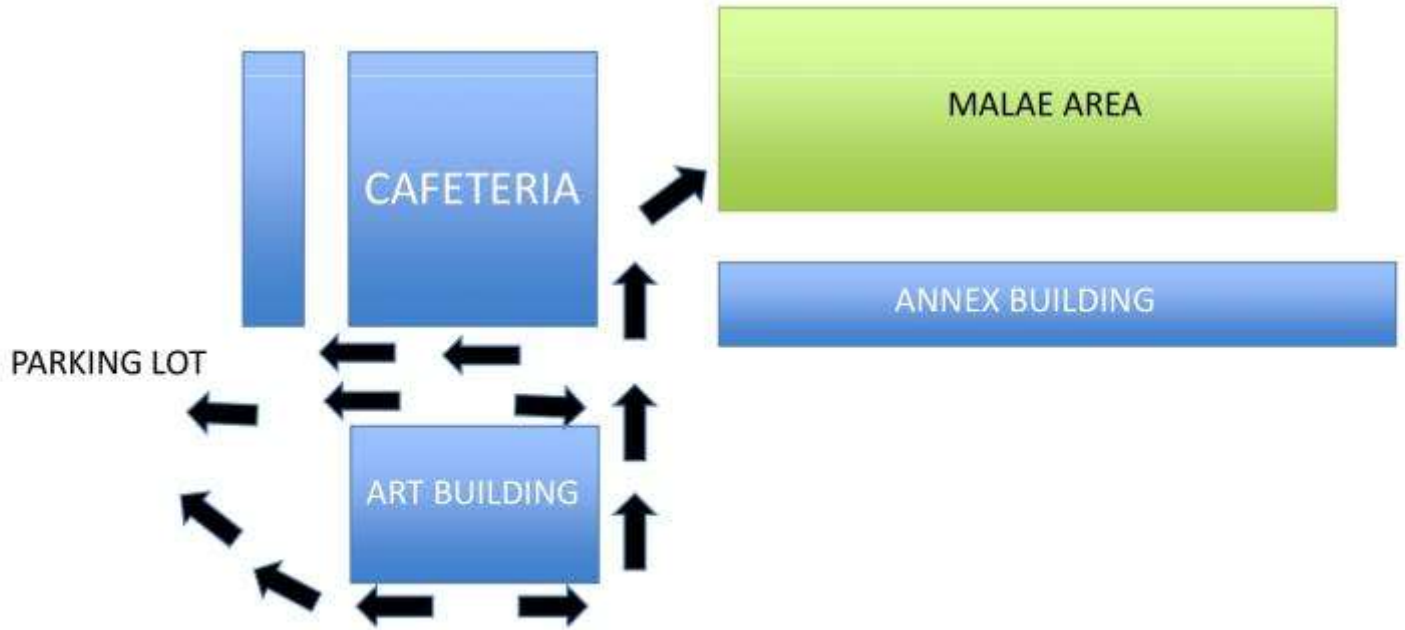
1. Proceed to Cafeteria ramp and towards Cafeteria Parking Area.



EVACUATION PROCEDURES

Evacuation from the Cafeteria & Art Building

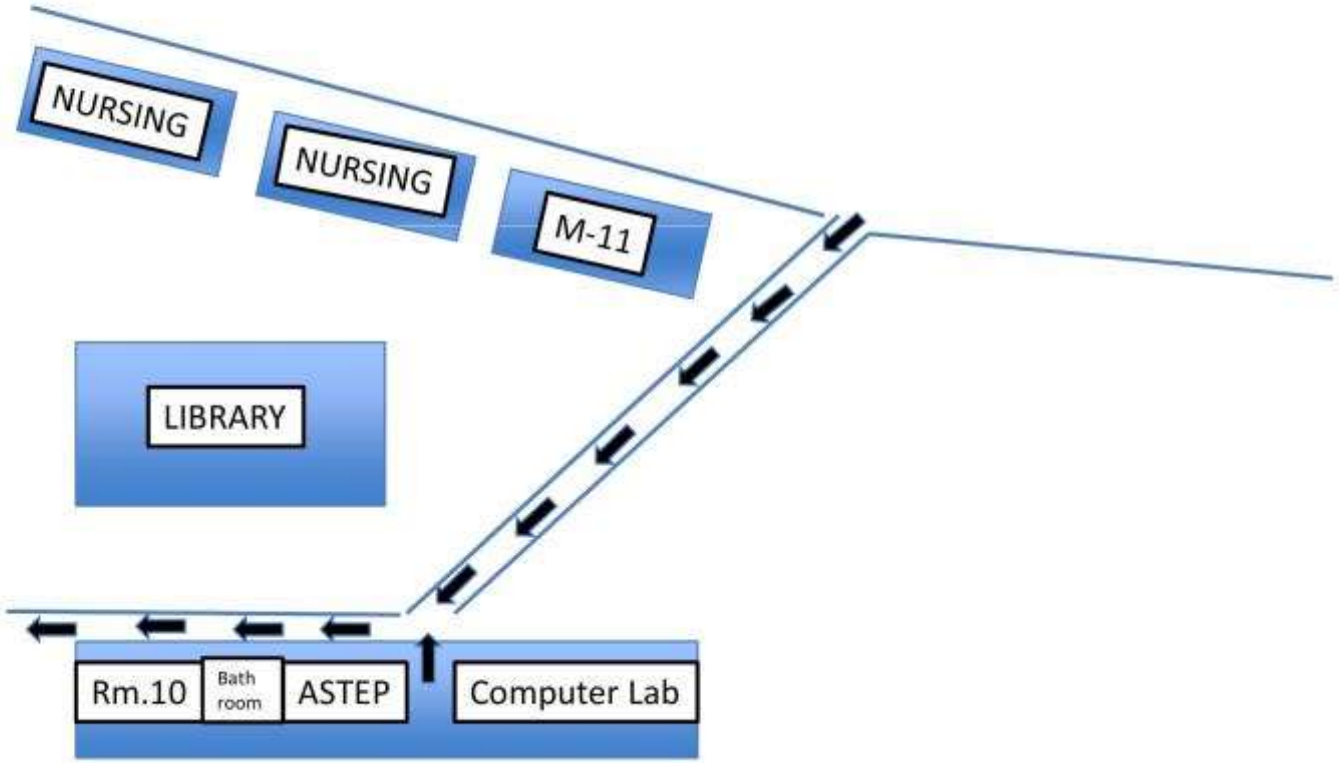
1. Proceed through Annex Hall way to the Malae Area
2. Proceed directly to Cafeteria Parking Area.



EVACUATION PROCEDURES

Evacuation from the Library & ELI Building

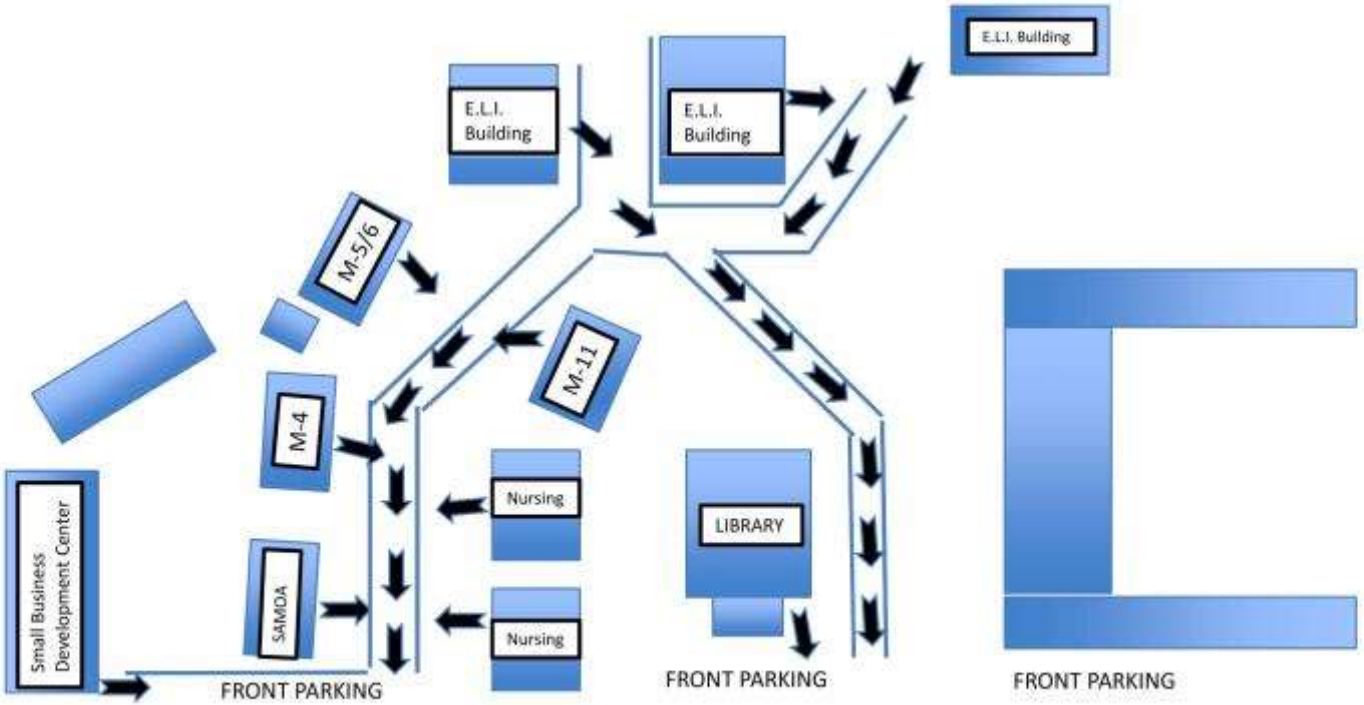
1. Proceed to hillside sidewalk by M-11 directly to Front Parking Lot.



EVACUATION PROCEDURES

Evacuation from the Upper Housing

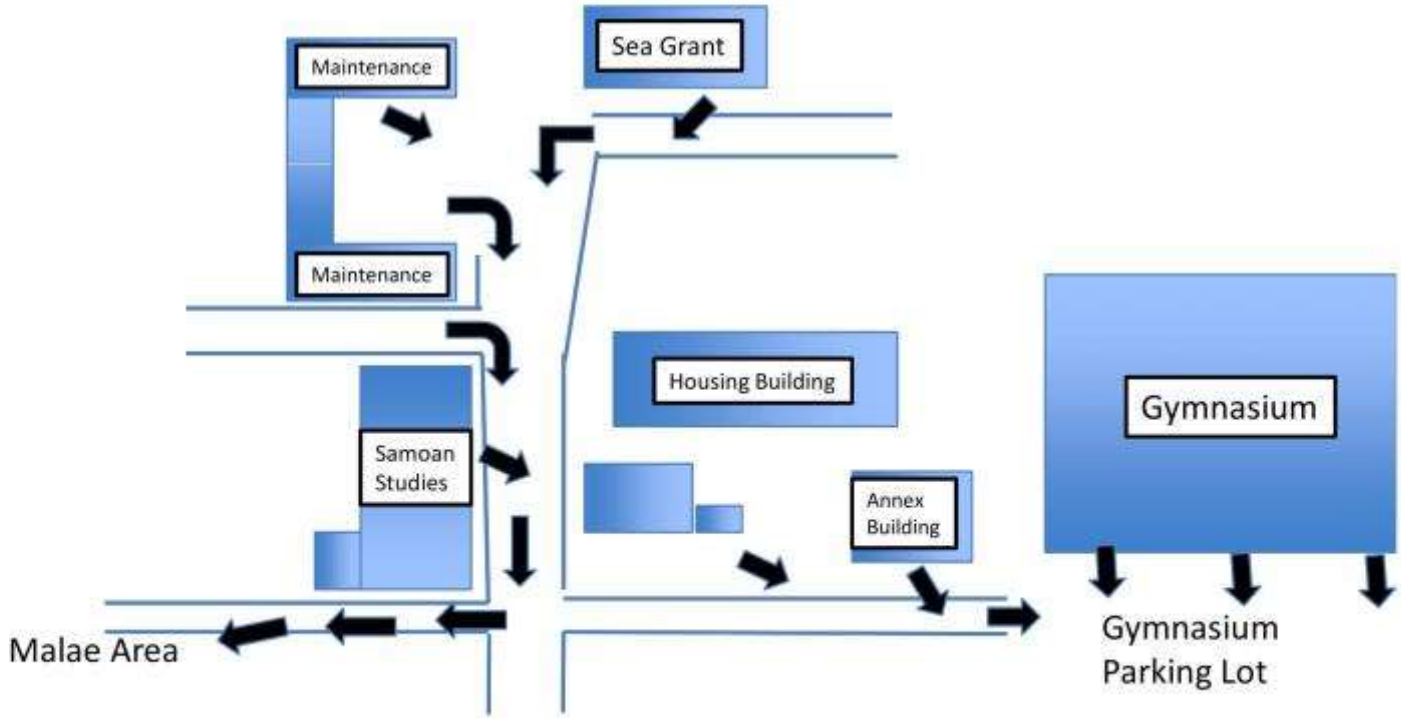
1. Proceed outside to the street area, moving to front entrance to housing.
2. Proceed to hillside sidewalks, directly to front parking lot.



EVACUATION PROCEDURES

Evacuation Utility Road Offices

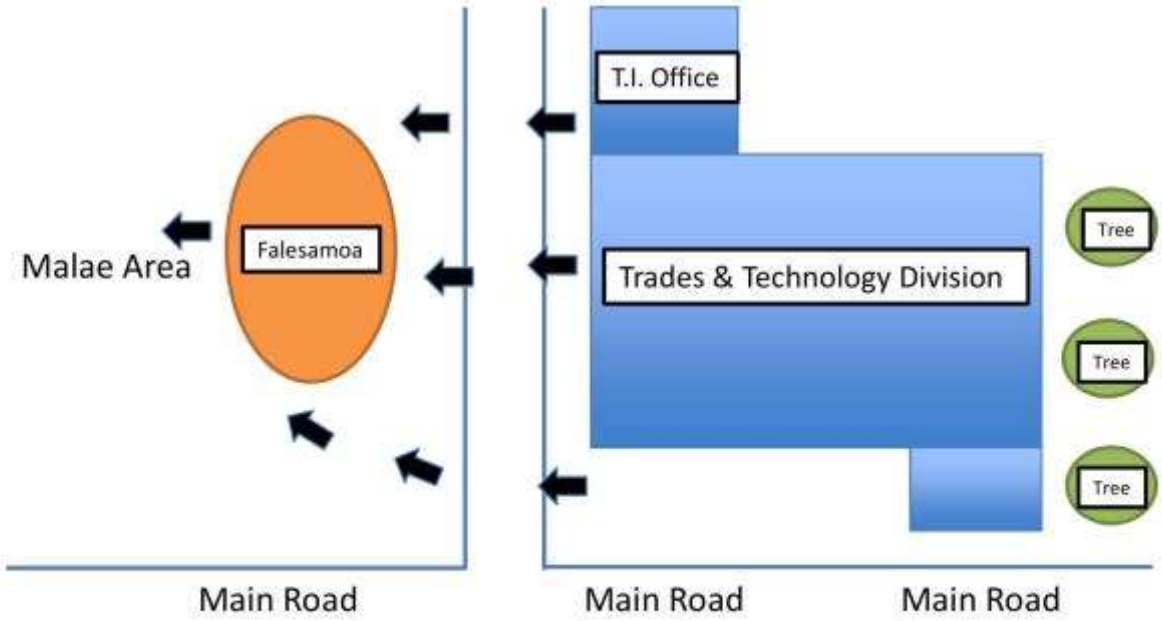
1. Proceed directly to the Malae Area.
2. Proceed to Gymnasium Parking Lot.



EVACUATION PROCEDURES

Evacuation from T & I Area

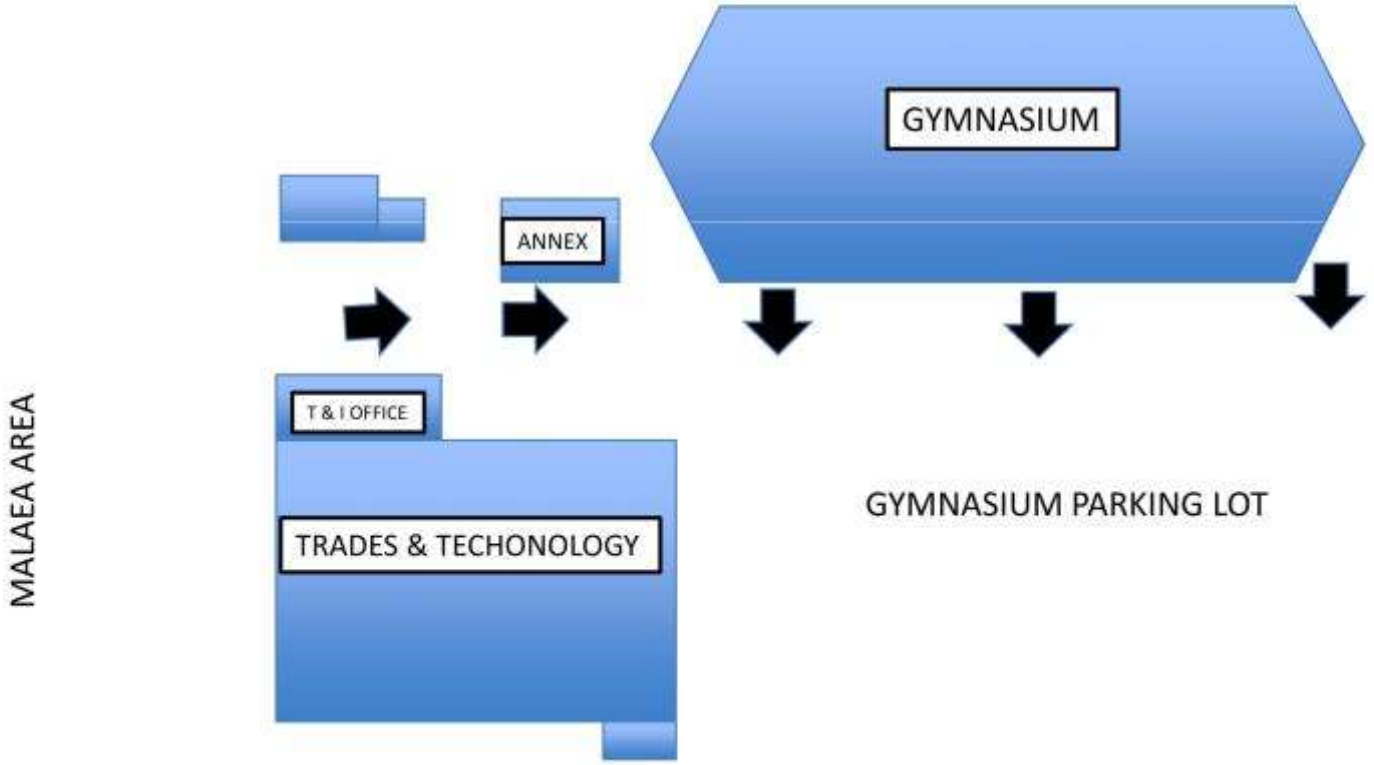
1. Proceed directly to the Malae Area.



EVACUATION PROCEDURES

Evacuation from GYMNASIUM

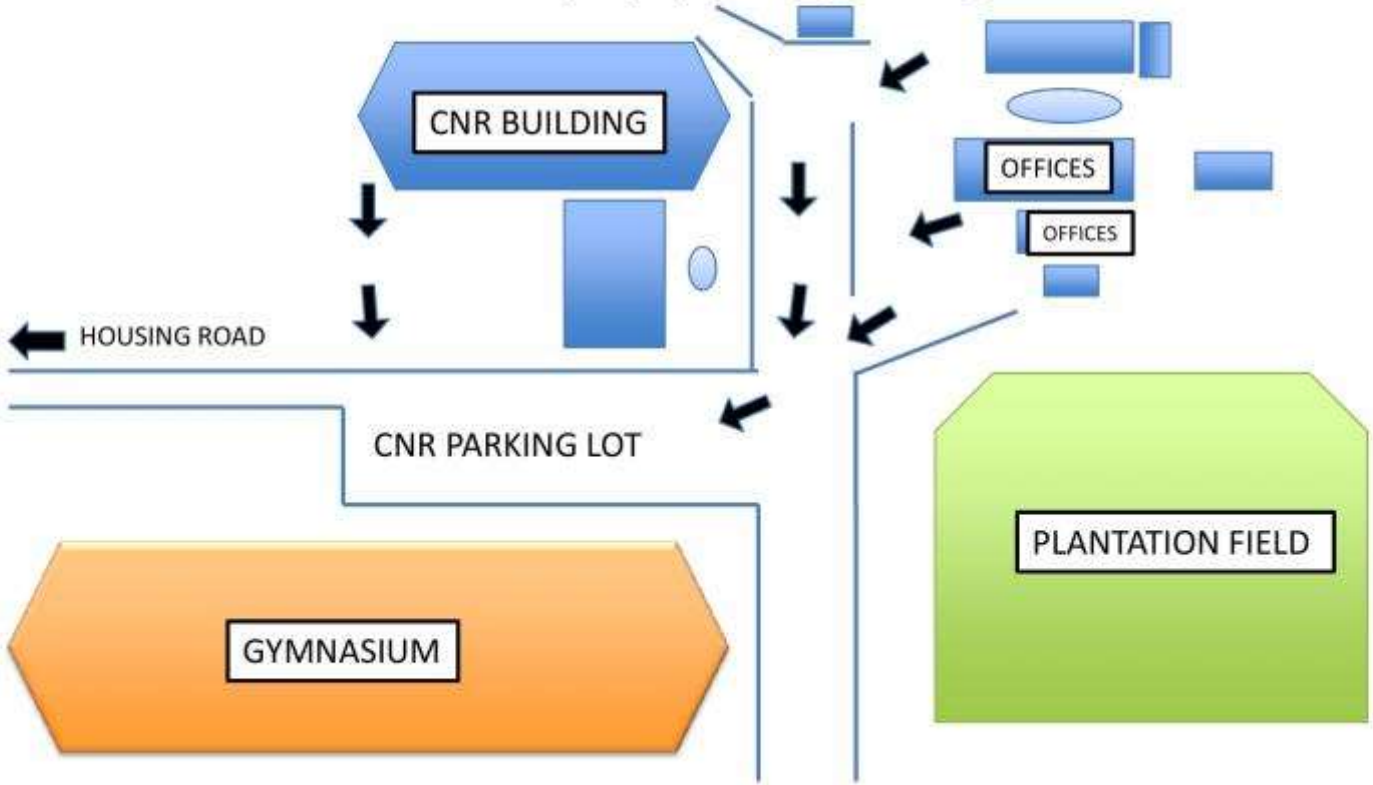
1. Proceed directly to the Gym Parking Lot.
2. Proceed to through right sidewalk, directly to the Malae.



EVACUATION PROCEDURES

Evacuation from COMMUNITY NATURAL RESOURCES/ CNR

1. Proceed to parking lot facing gymnasium.
2. Proceed to campus proper through housing road.



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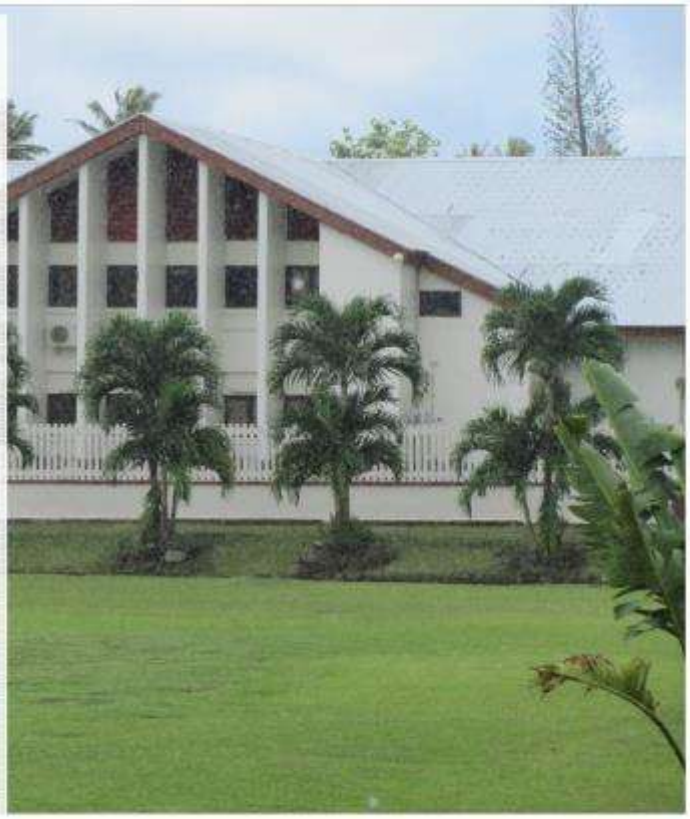
Physical Facilities Management

Administrative Standard Operating Procedures

2013



Maintenance
Custodial
Security
Grounds

The purpose of this SOP manual is to optimize administrative processes within the PFM department. These procedures are conducive to fulfilling our department mission and achieving our expected outcomes.

PFM Mission Statement

To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.

PFM Expected Outcomes

Outcome1: The administration office under PFM employs a system to execute, track, and communicate progress of job orders in a timely manner

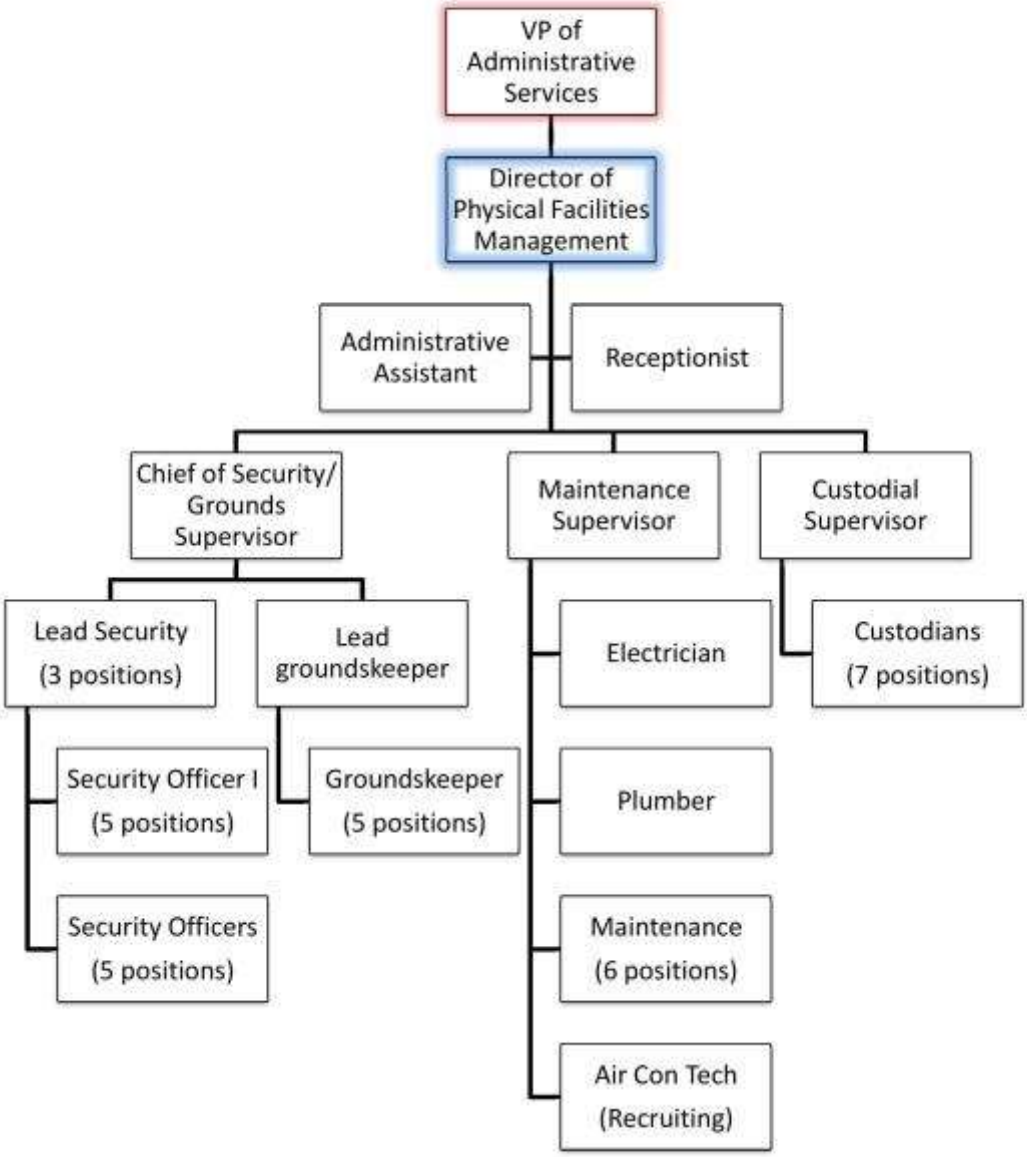
Outcome2: Students, Faculty and Staff, are ensured a safe and secure campus environment, free from drugs, violence, harassment and discrimination, that promotes a vibrant campus life.

Outcome3: Students, Faculty and Staff are ensured a clean and healthy campus atmosphere that supports a learning environment.

Outcome4: Students, Faculty and Staff are ensured safe, regularly maintained facilities and equipment that are in compliance and meet Federal and Local requirements/ Regulations.

Outcome5: Students, Faculty and staff are ensured safe, regularly maintained campus grounds and periphery.

PFM Organizational Chart



PFM Administrative Office

SOP #	PFM-0001	**Responsibility:**	Administrative Assistant
Title:	Routing and logging Job Orders (JO)	**Policy:**	Strategic Plan , Outcome 1
Scope:	PFM	**Review Date:**	November 29, 2013
PFM Director Approval:			

Description: This SOP is for the routing and logging of Job Order Requests by Administrative Assistant.

Procedures:

1. Job Order (JO) forms(see pg 5)are available at PFM Administrative Office or VP of Administrative Services office.

2. For processing, all job orders must be received in PFM Administrative Office either by delivery of physical form or emailed form directly to PFM Administrative Assistant (AA). Emails requesting work to be done will not be accepted unless an official Job Order form is completed. This includes work to be done for "Facility Requests" issued to the Vice President of Administrative Services Office.

3. Upon receiving JO form, AA must**immediately**assign a Job Order number to the JO.

4. Next, AA must initiate a Job Order Checklist (see pg. 6) by recording down the JO#, Date and Time JO was received, and the Department making the request. This is an internal form to help PFM track JO requests. This checklist must be attached to every JO form received. The AA must then log the JO information. The paper work is then given to the Director to determine which Supervisor will handle the job.

5. After the AA has initiated the checklist, it will then be attached to the original JO form and forwarded to appropriate Supervisor.

6. At the end of every week, a summary log based on theinformation logged must be submitted to PFM Director for approval and forwarded to the Vice President of Administrative Services.

7. Upon completion of JO, Administrative Assistant must follow up with originator of job request to confirm completion and note it on checklist. The originator must sign the **original** Job Order request form.

8. Complaints about execution of JO must be noted on JO checklist by Administrative Assistant and then forwarded to Director.If there are no complaints, Admin Assistant may close JO on the checklist.

9. The checklist will be logged on the Administrative Assistant's computer. A summary of this log must be given to the VP at the end of each week by 4:00 pm on Fridays. Administrative Assistant is required to print this log and have PFM Director sign off on it before submitting to the VP of Administrative Services.

JOB ORDER FORM

AMERICAN SAMOA COMMUNITY COLLEGE

Job Order #

Request by Name	Date Requested
Approved by Signature of Dean or Director	Date Approved
Job Request	
APPROVAL	
PFM Director	VP of Administrative Services
Signature and Date	Signature and Date
FACILITIES and MAINTENANCE USE ONLY	
Employee Assign to the job order	
Name:	
Job Started on: (date)	
Job Ended on: (date)	

Inspected by:	COMMENTS:
Supervisor Designee	
Inspected by Originator:	
Signature and Date	

PFM Job Order Checklist

Job Order # _____

Date Received _____

Time Received _____

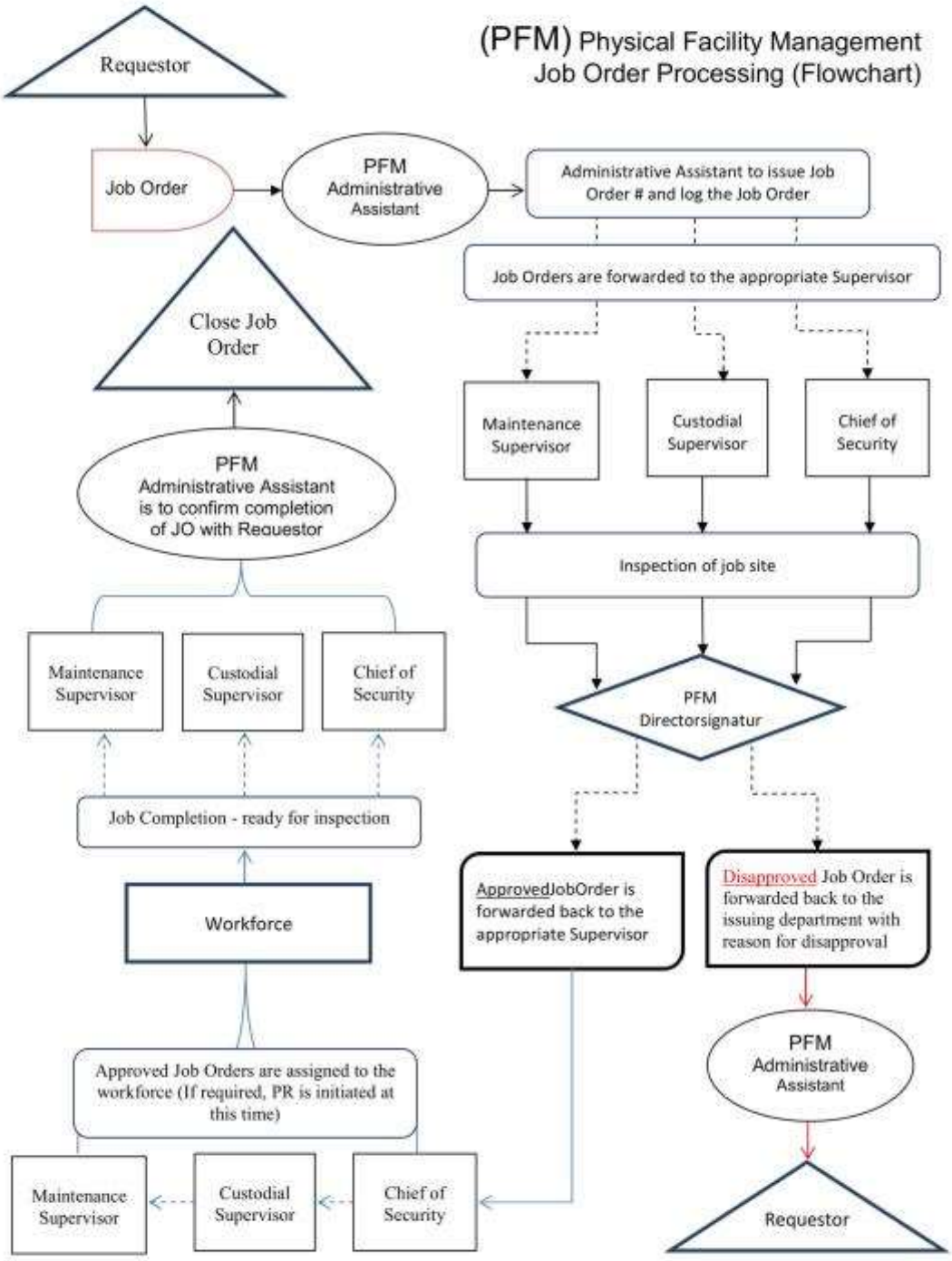
Department _____

	Yes	No	
1. Job Site Pre-Inspected by Supervisor?			Supervisor initials:
2. Require PR? (If no, skip to #6)			Supervisor/ Director initials
3. Assigned personnel?			Name of assignee:
4. Date PR submitted			Procurement initials:
5. Date supplies received			Procurement initials:
6. Date/ Time JO assigned			Assignee initials:
7. Date / TimeJO completed			Assignee initials:
8. Job site Post-inspected by Supervisor?			Supervisor initials:
9. Confirmed by Originator?			Originator initials:
10. Closed JO?			Admin Assistant initials

Comments:

Supervisor's Initials for closeout of JO _____

Director's Initials for closeout of JO _____


(PFM) Physical Facility Management
Job Order Processing (Flowchart)
Requestor
Job Order
PFM Administrative Assistant
Administrative Assistant to issue Job Order # and log the Job Order
Job Orders are forwarded to the appropriate Supervisor
Maintenance Supervisor
Custodial Supervisor
Chief of Security
Inspection of job site
PFM Directorsignatur
ApprovedJobOrder is forwarded back to the appropriate Supervisor
Disapproved Job Order is forwarded back to the issuing department with reason for disapproval
PFM Administrative Assistant
Requestor
Close Job Order
PFM Administrative Assistant is to confirm completion of JO with Requestor
Maintenance Supervisor
Custodial Supervisor
Chief of Security
Job Completion - ready for inspection
Workforce
Approved Job Orders are assigned to the workforce (If required, PR is initiated at this time)
Maintenance Supervisor
Custodial Supervisor
Chief of Security

SOP #	PFM-0002	**Responsibility:**	Supervisors
Title:	Executing Job Order (JO)	**Policy:**	PFM Outcome 1
Scope:	PFM	**Review Date:**	November 29, 2013
PFM Director Approval:			

Description:
This SOP is for Supervisors charged with overseeing the execution of job orders within each sub-department.

Procedures:

1. Supervisor is required to continue with the routing of checklist by acquiring the appropriate initials for each area of the checklist.

2. Supervisor must pre-inspect job site within 24 business hours after receiving a JO request form and assess work to be done and report back to Director after completing assessment.

3. Any work requiring materials or supplies to be purchased must be approved by the Director on the JO form. Supervisor will then proceed to schedule (see SOP# PFM-003) designated staff member to execute job.

4. For orders which require a Purchase request, a copy of the request must accompany the Job Order and checklist before being returned to Administrative assistantto close out the Job Order.

5. Assigned personnelare required to report back to Supervisor upon immediate completion of work requested so that Administrative Assistant may make note of it (see SOP # PFM-003, step 4).

6. Supervisor must post-inspect work done after completion and sign off on Job Order request form, sign off on checklist and return paper work back to Administrative Assistant to close the JO.

SOP #	PFM-0004	**Responsibility:**	Director/ Maintenance Supervisor/ Administrative Assistant
Title:	Maintenance Scheduling	**Policy:**	PFM Outcome 1
Scope:	Internal	**Review Date:**	November 29, 2013
PFM Director Approval:			

Description:

This SOP is for the scheduling of maintenance crew to complete job orders. This schedule will expedite the processing of Job orders as well as keep track of crew.

Procedures:

1. All scheduling of maintenance crew is a collaboration of Director, Maintenance Supervisor, and Administrative Assistant on a weekly basis. Schedule is recorded on White Board in the PFM Administrative Office.

2. Staff members are required to keep within scheduling. If JOs are completed before the time allotted, personnel are required to report back to Supervisor for new assignment. Maintenance Supervisor must contact Admin. Assistant to make changes to the schedule Board.

3. See schedule on next page for an example of how JO's can be scheduled.
    - After JO is assigned a number, this # will be given a slot on the weekly chart.
    - Next to each JO# will be the names of personnel assigned to it.
    - Once a JO has been completed, meaning the checklist and JO have both been signed off, Administrative Assistant will note it on schedule. At the end of the week, Administrative Assistant can use this schedule board to summarize the week's activities in a report to the VP of Administrative Services.

4. Once JO is scheduled, Admin Assistant may inform Originator of the day and time they are scheduled if inquired however letting them know that all scheduling is subject to change.

Maintenance Crew Scheduling (sample)

Time	Monday	Staff	Tuesday	Staff	Wednesday	Staff	Thursday	Staff	Friday
7:30	Briefing								
8:00	JO # C-1001	Mapu, Mark, Isaako	JO # M1002	Mapu, Mark, Isaako					
8:30							JO# P-1009	Moe	
9:00					JO#M1002 closed				
9:30	JO # E-1004	Manu			JO# C-1007	Manu, Moe, Isaako	JO # P 1009 closed		
10:00									
10:30	JO# E-1004 closed								
11:00									
11:30									
12:00	JO # C1002	Mapu, Mark, Isaako							
12:30									
1:00			JO# M-1003	Moe, Mapu					
1:30									
2:00									
2:30									
3:00									
3:30									
4:00									

SOP #	PFM-0005	Responsibility:	Director
Title:	General PFM briefing	Policy:	PFM Outcome 2
Scope:	PFM	Review Date:	November 29, 2013
PFM Director Approval:			

Description:

This SOP is about briefing procedures which all members of PFM are required to attend. Briefing is conducted to support SOPs and to communicate action plans for the week and is alsoa means for discussing task sharing among sub-departments.

Procedures:

1. All supervisors are required to attend general briefing meetings scheduled by Director for all sub-departments.

2. Supervisors are required to also brief their personnel on issues discussed in the general briefing if they do not make the scheduled time of the briefing.

3. Consistently missing briefing meetings will result in a write-up.

SOP #	PFM-0006	Responsibility:	All Security Officers
Title:	Security Incident Reports	Policy:	PFM Outcome 2 and 4
Scope:	Institutional	Review Date:	November 29, 2013
PFM Director Approval:			

Description:

This SOP is for the completion of Incident Reports following an incident on campus. Incidents include, but are not limited to physical or verbal altercations, vandalism, theft, assault, etc.

Procedures:

1. Any incident on campus in violation of policies on conduct must be recorded in an***ASCC Incident Report*** (see pg 14) by the security officer/s handling the incident.

2. The Incident Report form is available in the Security Office on campus.

3. This incident report must include the date, time, location, description of the incident, names of parties involved, and names of witnesses.

4. If parties and witnesses are present, an ***ASCC Incident Statement***(see pg 15) must be completed by all.

5. The incident report must then be forwarded to Student Services for resolution.

6. The resolution can be recorded on the Incident Report Form or a copy of the decision by the review board can be attached to the incident report which is forwarded back to Security Office for filing.

7. It is required by law to post crime rate report for campus security (campus life). This report must be submitted

American Samoa Community College
Security Office
Incident Report

Date of Incident: _____

Time of Incident: _____ Reporting Officer: _____

Place of Incident:

Description of Incident:

Parties Involved:

Resolution (if any):

Witnesses :

ASCC Incident Statement

First Name _____

Last Name _____

Date of Incident: _____

Time of Incident: _____

Status: *Staff* ☐ *Faculty* ☐ *Student* ☐ *Visitor* ☐

Witness Signature _____

Phone Number _____

SOP #	PFM-0002	**Responsibility:**	Supervisors
Title:	Bi-Weekly Reports to ASG	**Policy:**	
Scope:	PFM	**Review Date:**	November 29, 2013
PFM Director Approval:			

Description:

This SOP refers to the mandated bi-weekly report to ASG due every Friday of pay week. The Administrative Assistant is responsible for compiling reports from the three sub divisions and submit final report through Compliance Assist

Procedures:

1. Administrative Assistant will remind Supervisors of their reports on Wednesday of every Pay week.

2. Supervisors must complete Bi-weekly report template and submit to Administrative Assistant by Thursday of ever pay week by 4:00 pm.

3. Administrative Assistant will enter Bi-weekly report into Compliance Assist and send email to notify Institutional Researcher (who compiles Institution's bi-weekly reports) that bi-weekly has been successfully entered.

SOP #	PFM-0001	**Responsibility:**	Security Lead Officers
Title:	Security Daily Report	**Policy:**	PFM Outcome 2
Scope:	Maintenance	**Review Date:**	November 29, 2013
PFM Director Approval:			

Description:

This SOP is for the completion of a daily Security report of activities conducted by security during each shift. Lead Officer may designate Security member to write up report.

Procedures:

1. At the end of every shift, security is required to complete a log of activities performed during that shift in a daily report.

2. This report must reflect the time the activities occurred as well as the names of the officers performing the activity, and any detailed record of suspicious findings.

3. This report must be complied each week to be given to the Chief of Security (CoS). The CoS will approve and forward the report to PFM Administrative Office.

4. Security Officers who fail to give a daily report will undergo the proper steps as explained in the Personnel Manual.

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AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM 030-17

May 19, 2017

To: College Distribution

From: Dr. Rosevonne M. Pato
President, American Samoa Community College

Subject: ASCC Priorities

ASCC Administration, Faculty, Staff, and Students,

As the Academic Year 2016 – 2017 comes to an end, it is important that we look at the year that has passed and focus on what plans we have for the new incoming year. We have held as the priorities for the Academic Year 2016 – 2017 three (3) priorities:

Maintenance and Facilities
Reclassification
Professional Development

As we analyze the outcomes of these three institutional priorities, it is necessary to continue to hold these priorities as our focal points in moving forward with our goals as stated in the institutional plans. It is also important to look at another area in which we have been asked more and more as to what efforts have we put into place to link to the community that we serve. This is why as an institution we must strengthen our efforts toward the fourth (4^{th}) institutional priority of:

Community Outreach, Extension, and Research.

With these four institutional priorities to work toward and put our efforts into as an institution of higher learning and a "community college", we will be able to set the foundation for a very strong and vibrant institution that promotes in all ways the mission of the college in the achievement of:

Transfer to institutions of higher learning
Successful entry into the Workforce
Research and extension in human and natural; resources
Awareness of the Samoa and the Pacific

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

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2018 Review of the ASCC ISP 2015-2020

Institutional Planning Executive Core Committee

AMERICAN SAMOA COMMUNITY COLLEGE

Introduction:

The purpose of this document is to provide an update to the American Samoa Community College 2015-2020 Institutional Strategic Plan. The document provides status updates on actions taken by the College's internal constituencies to address the Institutional Planning Executive Core Committee's (IPECC) 2016 recommendations.

The Status Report is formatted in tables purposely to provide updates on actions taken and justifications through cited evidence captured in College reports, manuals, handbooks, publications, meetings, and other types of documented communications. Evidence referenced in the report is hyperlinked to the College's online archives on Compliance Assist, which will require ASCC employees to access the system using his/her username and password to access the online archives. All ASCC employees are granted access to the College's archives. A username and password may be issued upon request via support@amsamoa.edu for internal and external stakeholders.

Authority:

The Institutional Planning Executive Core Committee (IPECC) is a governance constituency given the authority to plan the process of program review; monitor the progress of all departments and programs as they undergo institutional wide program review; identify and propose recommendations on strategic priorities based on program review data; monitor the implementation of strategic priorities through institutional defined data collection mechanisms; and report semiannually on the status of the institutional strategic plan.[1]

Review Process:

The director of the Office of Institutional Effectiveness (IE) who currently serves as the chairman of the Committee conducted the full review of the Institutional Strategic Plan 2015-2020. This change was initiated to simplify the review processes for the committee, given that the chairman has direct access to all of the College's reports, documentations, and publications not limited to the managing of the College's archive. Further justification for the process change was substantiated during the President's revamping of the College's reporting practices in September 2017.[2] This required College divisions to report following a bi-weekly, monthly, semester based, annual, or quarter based cycle focusing on criteria particular to operational status updates, projection of upcoming plans, challenges, and achievements. The President in September 2017 revived the Connections Newsletter publication with emphasis on the importance of transparency in decision-making, planning, and achievements to ensure that internal and external stakeholders are kept well informed. The IE director serves as the monitoring keeper of all reports and has been assigned by the President in September 2017, to draft the College's quarter performance reports to provide statuses on achievements, salient accomplishments, recommendations, and long range planning.

The review of the Institutional Strategic Plan commenced in March 2018 after the final compilation of the 2017 annual Divisional Assessment (Program Review) that was disseminated electronically in the beginning of April 2018. The review process will conclude after the final review of the IPECC scheduled in September. Upon approval of the IPECC, the updated status report will be submitted to the President of the College.

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[1] Participatory Governance Structural Manual, pp. 16-17
[2] President's Memo #071-17 – College Reports

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2016 Committee Recommendations:

The IPECC 2016 recommendations listed below have been updated to include status indicators on actions taken by the College to address the Committee's recommendation. Status descriptions are provided according to each Academic Excellence strategic goal in the 2018-updated report of the Institutional Strategic Plan 2015-2020.

1. To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance; *(Status: Completed)*[3]

2. To initiate an annual professional recognition of all ASCC employees; *(Status: Pending)*

3. To link student opinion data to service divisions for planning and improvement of SOPs; *(Status: Pending)*

4. To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently; *(Status: Pending Completion)*[4]

5. To review service missions of all divisions to review and assess appropriateness of annual allocation; *(Status: Completed)*[5]

6. To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms; *(Status: Pending Completion)*[6]

7. To review access policies to data systems and confidentiality pertaining to access and data; *(Status: Pending)*

8. To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity; *(Status: Pending)*[7]

9. To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and, *(Status: Pending Completion)*[8]

10. To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access. *(Status: Completed)*[9]

---

[3] Evidence: IPECC Memo: ASCC 2017 Divisional Program Review Recommendation for Changes and Implementation (pp. 4-5)
[4] Evidence: PAC Meeting: Referencing Professional Development Needs Survey *(Pending Approval)*
[5] Evidence: Budget Planning Ad Hoc Committee Memo: Process and Presentation Proposal for FY 2018 Planning and Resource
[6] Evidence: Document Control Form (President's Email dated on the 09/26/17 titled Request for Form Changes)
[7] Evidence: President's Memo: Implementation of New Fees – 08/09/17
[8] Evidence: President's Memo: Appointment of Title IX Coordinator – 08/23/17
[9] Evidence: President's Memo: Institutional Documents and Reports – 02/23/18

2018 Committee Recommendations:

In an effort to ensure that the College maintains its commitment to monitor the achievement of the Institutional Strategic Plan 2015-2020, the Committee provides the following recommendations for the review of the President and possible actionable plans to help improve institutional effectiveness.

1. Increase program review training for all divisions with particular focus on the evaluation of services offered;

2. Reassess the appropriateness of all technology resources and systems, and its conduciveness to instruction and administrative services;

3. Provide annual professional recognition for all ASCC employees, and to identify a source of funding for sustainability purposes;

4. Increase local MOU/MOA and grant funding opportunities for academic programs particular to the needs of the community and workforce;

5. Compile a program manual to include the curriculum and assessment framework for all academic and degree programs;

6. Determine the appropriateness of setting Institution-Set Standards for graduation, transfer, gainful employment, and CTE by definition of degree programs;

7. Expand the hours of support services to accommodate instructional services offered during the evening session and to seek funding for sustainability purposes, and to devise a plan for alternating staff hours;

8. Review the College's classification/reclassification system for employment to ensure competitive salaries for employees, and for hiring in technical and high need areas;

9. Improve and link student opinion data to service divisions for planning and decision-making;

10. Assess the linkage of each divisional mission to ASCC's Mission and provide appropriate training accordingly and consistently;

11. Identify a timeline/cycle of review to improve the appropriateness and accuracy of ASCC policies, governance protocol, SOPs, and service forms;

12. Develop policies for data systems and confidentiality particular to access and data;

13. Assess technology resources for system upgrades, software upgrades, improvement of email services, and increase network improvements/connectivity; and,

14. Provide awareness in reporting and a timeline or schedule of ongoing maintenance projects to ensure ADA and OSHA compliance for all College facilities.

2018 Institutional Strategic Plan - Status Report Update:

The report is organized into sections following the sequence of the Academic Excellence strategic plan goals, objectives, and expected outcomes as listed in the 2015-2020 Institutional Strategic Plan. The Physical Facilities and Maintenance, Staffing, Technology, and Total Cost of Ownership strategic plans are separated by goal(s) and expected outcome(s) and are aligned to the Academic Excellence plan within the status report. Status updates are formatted in each table according to the IPECC 2016 recommendations along with sources of evidence, noted updates, and current recommendations.

The status report includes additional sections particular to statistical data for referencing purposes. Statistical data includes student enrollment data, student achievement data, data on student learning outcomes, program review, finance, and employee data.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies.

Expected Outcomes (EO):

1. A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; **Status: Partially Completed (Ongoing)**
2. Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. **Status: Partially Completed (Ongoing)**
3. Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; **Status: Partially Completed (Ongoing)**
4. Vacant positions and high need content and service areas continue to be fulfilled. **Status: Partially Completed (Ongoing)**
5. An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. **Status: Partially Completed (Ongoing)**
6. A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 1 and 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Define a comprehensive institutional process for designating faculty and staff based on expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	HR SOP – Personnel Files: resumes, job description, credentials, and reference letters.	Recommendation: To review the classification/reclassification of ASCC positions for salary equivalency (skilled areas) in comparison to other community

			(The HR SOP Manual was last amended in September 2016) HR 2016 SOP Manual	colleges such as Guam, Palau, Saipan, Hawaii, etc. Note: There is a lack of applicants with expertise in advertised job position submissions received by HR for high-need areas. This resulted to the re-advertisement of position(s) and/or hiring of applicants with degreed credentials, but not necessarily in the field of expertise as advertised.
b.	Clarify processes for reviewing of policies.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Board 2017 Retreat Minutes – Review of Board Policies and Policy Manual President's notification and schedule for the review of Board Policies – (2017-11-24) Review of Chapter 1 Policies – Minutes (2017-11-29) Review of Chapter 4 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04, 2017-12-05) Review of Chapter 5 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04) Review of Chapter 6 Policies – Minutes (2017-11-28) Review of Chapter 7 Policies – Minutes (2017-11-28, 2017-11-30) Review of Chapter 8 Policies – Minutes (2017-11-28, 2017-12-01)	2017 Update: Chapters 1, 2 and 3 Board policies where also reviewed by Board of Higher Education during their August 2017 Retreat, in an effort to merge the 'Board Policy Manual' and Chapters 1, 2, and 3 of the 'ASCC Governance Manual' The Board completed their review and approval of the final document is pending. Board Policy chapters 1, 4, 5, 6, 7, and 8 was fully reviewed by the President, President's Advisory Council, and administrator(s) particular to policy statement services in November and December 2017. All recommendations on Board Policies will be presented to the Board of Higher Education during their 2018 Retreat. 2018 Update: The Board's approval of all policies is pending to be discussed in their upcoming 2018 Retreat. Recommendation: The College President defines a Policy Review process and timeline documenting procedures, timeline, cycle, and administrators responsible to monitor the review process. This will address the Committee's 2016 recommendations noted in sections b, c, d, e, and f of Expected Outcome 2. (Referencing Staffing Plan)
c.	Set a timeline cycle for 5 years for Policy review.			
d.	Designate Divisions/Committees to clarify processes for reviewing policies.			
e.	Clarify the role of HR in the Policy review process.			
f.	Refer to Staffing Sub Committee for policy review.			

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify high need areas based on number of students enrolled in development courses.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships; IV: Resource Management and Allocation; V.A: Recruitment; and, V.B: Retention (slides 11-14) Core Curriculum Committee Minutes: Review of CAPP	2018 Update: The Core Curriculum Committee reviewed course options for students in the CAPP Math and English program and revised the CAPP policies that prevented students from taking College level courses. The Core proposed changes to CAPP policies to allow students to take program degree introductory courses with no pre-requisites linked

			Policies - 2018-07-06 Minutes (p. 2)	to general education requirements. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Define, review and assess tracking processes for job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships - III.B.3.a: External Articulation of courses; and, III.B.3.b: Internal and External Articulation of Gainful Employment (slide 11)	2017 Update: The deans of Academic Affairs and Student Services along with the Director of IE collaborated on defining Data Sets particular to Academic Services in March 2017. The discussion led to the improving of tracking services with much focus on gainful employment/job placement. As a result of the discussion, the deans agreed that the current methods used by the College to track placement in the workforce and student matriculation to other institutions of higher learning are not efficient enough to give a true picture of students that transfer or enter into the workforce. Data Sets III.B: External Partnerships was identified and collaboration between academic program chairpersons and student services units.
c.	Provide annual analysis of Academic Program Review results for Academic Departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: The IPECC Committee met on October 25, 2017 to review the program review instrument to ensure that academic programs were captured by program, versus being compiled under the division of academic affairs. The ASCC Divisional/Annual Program Review was implemented in the Fall of 2017 following the approval of the President to change the cycle of Program Review implementation as recommended by the IPECC in their 2016 Report. 2018 Update: Program Review summaries were released to all academic program faculty, units, and divisions in April 2018. A Program Review summary was compiled and submitted to the President and Vice Presidents. Copies of all program review summaries are available
d.	Share analysis for planning and allocation of resources.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2017 Program Review Summary: 2018-04-18 All program review summaries are available in the ASCC Gallery on Compliance Assist.	2018 Update: Program Review Analysis continues to be disseminated to internal stakeholders. The Institutional Researcher (IR) disseminated summaries of program review results to all units and divisions in April 2018 and an overall

				summary was disseminated to the President and Vice presidents.
e.	Differentiate hard to fill areas from high need areas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	President's Memo #014-17: Committee for Reclassification and Professional Development.	2017 Update: A Reclassification and Professional Development Committee was appointed by the President to address institutional needs in the areas of employment and employee training. 2018 Update: Enrollment trends continue to facilitate the need for faculty teaching preparatory and General Education courses. Recommendation: Revisit the classification of college positions for instruction and services. There is a limited pull of applications particular to the needs of the College based on expertise. Current salary ranges are not competitive to attract applicants with expertise in the advertised positions. ASCC continues to lose staff to local agencies/private sectors due to higher salaries.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 5				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Refer to Physical Facility Maintenance Plan – Comprehensive Maintenance Plan on Occupancy.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Ongoing
b.	Request Accessibility of the 2nd floor to the Administrative Building to be incompliance with ADA policies.	☒ No Action ☐ Pending ☐ Complete ☐ Ongoing		Recommendation: To schedule a timeline of facility and maintenance major projects to ensure compliance to ADA federal requirements.
c.	Revisit SOP on Campus Security and Support Services afterhours.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: ASCC continues to offer courses during the 10-week session (afterhours). Campus security continue to monitor campus facilities during these sessions however, there are no support services offered at 4:00pm. Recommendation: To devise a plan to ensure that support services are offered to students during the evening 10-week session to ensure access to learning support facilities and services.
d.	Compile evidence in a report file.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To ensure that a schedule of major projects (facilities and maintenance) is reported in a status report for the assessment of facilities and compliance.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 6				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need an outcome awareness and	☐ No Action	Presentation of Divisional	2017 Update: An outcome awareness

	implementation Manual for all Divisions.	☒ Pending ☐ Complete ☒ Ongoing	Outcome Plans: 2017-05-24 – Leadership Team Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06	plan was introduced in the Budget planning for FY 2018. The outcome plan focused on mission effectiveness for divisions in review of services offered and the achievement of plans and divisional outcomes, aligned to the College's institutional priorities. 2018 Update: During the review of the 2018-2020 ASCC General Catalog, the President advised the removal of all staff from the catalog draft, only to include administrators and faculty as required in the ACCJC Commission policies. The justification provided was that the catalog details services and programs offered to the community, and not necessarily internal services that keep the College running. Recommendation: A divisional/academic program handbook or manual is developed encompassing the division/program mission, staff positions (not necessarily names of employees), services/SOPs, etc. The document will provide an overview for all external stakeholders to understand opportunities and services offered here at the College. This document will also serve as a justification for the expansion of division/mission plans based on the needs and overall mission of the College.
b.	Revisit process on outcome awareness to be inclusive of all divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Outcomes, and Divisional outcomes).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Recommendation noted in Expected Outcome 6a.
c.	Continue to improve on outcome awareness for all faculty and adjuncts:	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Innovating Assessment Practices Presentation: 2017-08-15 Moodle Training Presentation: 2017-08-15 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics	2017 Update: Outcome awareness workshops were conducted on the usage of capstones and signature assignments in degree programs. Workshops also include outcome assessment and competencies alignment in degree programs. 2018 Update: The deans of Academic Affairs and Student Services continue to provide outcome awareness during faculty orientations. Updates include status on Institution-Set Standards, changes in academic policies, and general education and program outcomes. The presentations are offered each year during the ASCC Fall convocations. Recommendation: To schedule an ongoing training for outcome assessment for adjunct faculty. Revive the Assessment 101 and 201

				for adjunct faculty.
	i. TED has assessment data for all TED courses internally and gives data for the institution following the Assessment Cycle.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASDOE/TED 2018 - Memorandum of Understanding.	2018 Update: Teacher Education has contracted IE in its 2018 MOU to provide evaluation services to include program assessment data and enrollment trends. The Evaluation will be completed in December 2018, to coincide with the TED MOU reporting cycle. (Ongoing)
	ii. All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct positions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: Human Resources staff effectively documents faculty to include adjuncts that complete the Assessment 101 and 201 trainings. This will ensure outcome awareness for faculty that teach at the College, and that faculty files/records are updated frequently.
	iii. SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Faculty Performance Evaluation Form –Amended February 2016	2016 Update: Faculty Performance Evaluation Form - Section 3.A Responsibilities to Institution (SLO Assessment) – Ongoing

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus:	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee recommends that the Staffing Review Committee (SRC) be developed and roles and scope be clarified.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that the schedule of institutional training should be part of the SRC and is implemented according.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that there be established standard criteria for awarding recognition for both faculty and staff. The Committee recommends that the SRC stipulate criteria for faculty and staff recognition for serving in institutional standing/task force committees.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	5	EO 5: Incomplete	The Committee recommends the establishing of the SRC and initiate plan of action.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 5)***	1	1	4 and 5	EO 4: Completed EO 5: Completed	Ongoing
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	5 and 6	EO 5: Partially Completed EO 6:	Ongoing

Outcome 1)				Completed	

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 2

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 2: ASCC will Assess, Evaluate, and Document recommendations to improve institutional effectiveness.

Expected Outcomes:

1. A document has been finalized and approved emphasizing processes for institutional program review; **Status: Completed (Ongoing)**
2. Institutional policies are updated and routed accordingly for approval to include program review; **Status: Completed (Ongoing)**
3. A document has been finalized and approved emphasizing processes for institutional assessment and planning; **Status: Completed (Ongoing)**
4. Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning; **Status: Completed (Ongoing)**
5. An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies; **Status: Completed (Ongoing)**
6. SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	ASCC has in place two Program Review instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment – Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: Divisions establish an internal evaluation based on the quality of services offered. Utilizing the annual and biennial program review instruments does not represent the depth and breathe of services offered and the need facts that differs the types of services offered.
b.	ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004 – Comprehensive Program Review and Assessment of Instructional Program, Students Services and Administrative Services documents the inclusion of Program Review.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Review of Chapter 1 Policies – Minutes (2017-11-29) IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: During the review of Chapter 1 policies, there were not revisions made to Policy 1004.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to improve outcome assessment and planning processes.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Participatory Governance Structural Manual – Planning and Assessment Processes – 2015-09-25 IE Divisional SOPs – Planning, Program Review, and Assessment – 2016-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: To update the ASCC Participatory Governance Structural Manual to incorporate changes to ASCC Organization Structure and committees particular to assessment and program review.
b.	Provide analysis and results of Program Review instruments to all divisions.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The 2017 Program Review results were disseminated in April 2018. Access for all program review results are available in the ASCC Gallery on Compliance Assist.
c.	Use analysis and results of Program Review for resource allocation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The College's FY 2019 budget is currently pending the approval of the Fono, to include the 1.9 million dollar proposal. The processes for resource allocation will commence in September.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 5 and 6				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Use assessment data and program review analysis for instructional improvement of SLOs at all levels.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Establishment of the Core Curriculum Committee – President's Memo #029-18 - 2018-04-25 Core Committee Minutes and Resources: • 2018-04-25 • 2018-05-02 • 2018-05-09 • 2018-05-21 • 2018-05-22 • 2018-05-23 • 2018-05-24 • 2018-05-25 • 2018-05-29 • 2018-05-30 • 2018-05-31 • 2018-06-01 • 2018-06-04	2018 Update: The Core Curriculum Committee was established in April 2018 to provide guidance for academic program chairperson as mean to expand programs with emphasis on utilizing program SLO data. The Committee by Memo of the President now serves as a Standing Committee with bylaws that focus on the improving general education, programs, and support services through the use of institutional process that include program review and program data. An analysis of program review data was implemented in the summer of 2018 allowing program chairpersons to review three main categories of program review that include a) program proposed changes and academic policy reviews b) review of program data based on course offerings, and student data based on

			• 2018-06-05 • 2018-06-06 • 2018-06-07 • 2018-06-08 • 2018-06-14 • 2018-06-21 • 2018-07-06 • 2018-07-09 • 2018-07-10 • 2018-07-11 • 2018-07-12	degrees conferred, transfer, gainful employment, and program enrollment. The Chair of the General Curriculum and Core Curriculum committees provided an analysis of recommendations to the Vice President of Academic and Student Affairs. *(Refer to VP of Academic and Student Affairs)*
b.	Continue to be SLO driven in planning and decision-making.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)
c.	Use analysis and results for resource allocation and program improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	3	1	1	EO 1: Completed	Ongoing

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 3

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 3: ASCC will emphasize High Quality Teaching and Services.

Expected Outcomes:

1. A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; **Status: Partially Completed (Ongoing)**
2. Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; **Status: Completed (Ongoing)**
3. An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; **Status: Completed (Ongoing)**
4. Increasing improvements on data collection methods, analysis and dissemination of student achievement and institutional/divisional outcome achievement. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to determine whether the ASCC Annual Report or Comprehensive Plan 2015-2020 addresses the Expected Outcomes.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06 President Action Plan – Amendments to College reports and reporting cycle: 2017-08-29 ASCC FY 2018: 1st Quarter Report: 2018-01-15 ASCC FY 2018: 2nd Quarter Report: 2018-04-15 ASCC FY 2018: 3rd Quarter Report: 2018-08-15 ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2017 Update: In August 2017, the President revamped the reporting protocol for all divisions at the College to ensure accountability in reporting and reporting of program operational statuses. The new protocol for reporting was implemented in September 2017 holding the Division of Institutional Effectiveness for monitoring of all reports. IE is now held accountable for providing quarter-based status reports regarding accomplishments and ongoing action plans. Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Refer to the PFM Plan to initiate the FRC to address expected outcome one.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #046-18: Appointment of Internal Control Audit Committee. 2019-06-01	2018 Update: The President established the Internal Control Audit Committee with purposes to a) Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting information; b) Ensure that systems comply with ASCC policies, objectives, standards and procedures, and with federal and local laws and regulations; c) Evaluate computer-based systems in production, in development or undergoing change; and evaluate systems development process and computer operations; and, d) Evaluate the adequacy of methods used to safeguard ASCC assets.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes 2 and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Provide an annual analysis of faculty/staff performance evaluation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Recommendation: To identify how these summaries are used to determine employee needs and linked to professional development and internal trainings.
b.	Identify responsible divisions/committee in providing analysis.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
c.	Use analysis to identify Professional Needs and set priorities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
d.	Use analysis of faculty/staff performance evaluation to determine appropriate classification based on qualifications and expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue college wide discussion on Student achievement - its meaning and alignment to program outcomes, course and student.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators

			Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.
b.	Need a manual aside from Academic Affairs SOP on processes and procedures for data collection.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Participatory Manual – Student Achievement and SLOs: 2015-09-25 Appointment of the Institutional Researcher in Assessment: 2018-04-19	2018 Update: In April 2018, the President appointed the former Director of Curriculum and Assessment as the new Institutional Researcher in Assessment to be housed at the Office of Institutional Effectiveness. The transfer of the Institutional Researcher fin Assessment shifts accountability of academic programs assessment to monitored by IE. Recommendation: IE Institutional Researcher in Assessment (staff) works closely with all academic program chairpersons to develop/establish a program curriculum framework manual to solidify curricula and outcomes practices.
c.	Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2018-09-06 – Academic Affairs #140009062018 – Updated ASCC Faculty Semester Clearance Form	2018 Update: The Vice President/Dean of Academic Affairs revised the Faculty Clearance Form to remove the signatures of the Director of Curriculum and Assessment and President.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Outcomes:**	**Status:**	**Recommendations/Updates:**

Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	4	EO 4: Partially Completed	Ongoing
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	2	1	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends a thorough review of the expected outcomes three and four not limited to the monitoring of evaluation processes for all employees.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee emphasizes the need to establish this committee and its roles and responsibilities. In addition, there is a need to document processes in reviewing ASCC's physical facilities to ensure it is compliant with local and federal regulations.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	6	EO 6: Partially Completed	The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Committee recommends that maintenance, repairs, new constructions, etc. to be included in all future grant proposals as it applicable.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Incomplete	The Committee emphasizes the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program. The Committee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertise.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	1 and 2	EO 1: Partially Completed EO 2: Incomplete	Committee Inquiries: Are blueprints for existing buildings such as the Library, Lecture Hall, and other recent constructions available or archived? If so where?
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	3 and 4	EO 3: Completed EO 4: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	5	EO 5: Partially Completed	The Committee recommends reviewing the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process. The Committee recommends establishing the FRC to assess the Maintenance Plan 2015-2020, and to make recommendations for institutional dialogue in ASCC's budget preparation as applicable to local and federal funding.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1, 3, and 4)***	3	1	1, 2, and 3	EO 1: Completed EO 2: Completed EO 3: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic***	3	1	4, 5, and 6	EO 4: Partially Completed	The Committee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be

Excellence Expected Outcomes 1)				EO 5: Incomplete EO 6: Partially Completed	headed by PFM and TTD. The Committee recommends to include Finance and MIS versus TTD and to clarify the role of FRC in the implementation process.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 1: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 2: Partially Completed	The Committee recommends that the FRC be established for the review, assessment, and implementation of this expected outcome. A review of the budget ceiling for maintenance/facilities and resource allocation according to the PFM Plan 2015-2020.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	2	1, 2, and 3	EO 1: Completed EO 2: Partially Completed EO 3: Completed	The Committee recommends for the PFM to implement a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in the reduction of emergency repairs for our facilities. (Transparency plans to be included in reports) It is noted that maintenance are done based on Job Orders. The Committee noted a routine maintenance of A/C is currently practiced. The Committee recommends to link schedules (SOPs) to the Comprehensive Maintenance Plan 2015-2020 and implement.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	1	2	4 and 5	EO 4: Incomplete EO 5: Partially Completed	The Committee emphasized the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program to assist maintenance personnel to receive certification as per requirement in their area of expertise.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1 and 3)***	1	3	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends reviewing the appropriateness of a long-term professional development plan based on growth, compliance, and continuous improvements.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 4

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

Expected Outcomes:

1. Institutional publicity has increased in research, awareness, and program salient accomplishments; **Status: Completed (Ongoing)**
2. Constant reviews and updates on all (Current and New) ASCC MOUs, job placements, and transfers are documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
3. An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
4. A service-learning plan has been identified and implemented. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to improve on availability of services provided to students and parents/community.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Environment Protection Agency Leadership Professional Training: 2018-03-14 ASCC College Awareness Day: 2018-04-23 Bluesky MOU – Training Services: 2018-04-26 ASCC and Bluesky Excel Professional Training: 2018-06-07 StarKist and ASCC Training MOU: 2018-08-30	2018 Updates: The College through the President has emphasized the importance of Community Outreach through offering services particular to the skilled needs of the community. Several MOUs with local government agencies and the private sectors has been approved for the offering of skilled based training that include: • Leadership Training (Environmental Protection Agency) • Excel Training (Bluesky) • Science, Math, Computer Basic trainings (StarKist) In April, the College hosted a College Awareness Day for local high schools and principals.
b.	Recommend Press Release and Recruiting needs to be increased.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-03 • 2018-04 • 2018-05 • 2018-06 • 2018-07 Hiring of the Public Communications Liaison	The President established a new position – Public Communications Liaison to spearhead an awareness programs for the College's programs and services to the community. The position was developed to ensure that a representative from the College is out in the community to provide awareness utilizing local media communications.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Revisit processes in regards to Advisory Council:	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Community Advisory Council Approved Memo Approved Community Advisory Council Handbook. (October 2016)	Update: The Community Advisory Handbook was reviewed in the spring of 2016 and amendments were approved in October 2016. Note: In the review of the 2018-2020 general catalog (spring/summer 2018) several programs list advisory council members that are not in the capacity to advocate for academic programs. After reviewing the Community Advisory Council Handbook, the following statement "No Advisory Council shall serve in an administrative or policy-making capacity." (p. 7).
	i. Review the role and purpose of advisory council and its link to all academic programs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	ii. Set timeline for Advisory council meetings for all academic departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iii. Submit and centralize all academic departments advisory council meeting minutes and agendas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iv. Provide summaries on the impact of activities and inclusion of advisory council to instruction programs and student achievement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	v. Report on how advisory council assist with workforce placement and curriculum.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	vi. Include as a component of the academic program review instrument.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
b.	Draft/update the Advisory Council Handbook.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)

c.	Initiate review, assessment and timeline of advisory council handbook.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
d.	Recommendation that all ASCC MOUs are archived institutionally at IE.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	**MOUs Archived:** **ASDOE:** Teacher Education: 2013-09-10 Teacher Education: 2016-06-07 Dual Enrollment Program: 2018-05-25 Integrated Data Services: 2018-06-14 **ASDOH:** ASAHEC: 2013-12-23 PIHOA and USPH: 2014-02-28 **Bluesky Communications:** Skilled Training: 2018-04-26 **LBJ:** Nurse Field Work Experiences: 2018-04-04 **USDOL:** Supplemental Training: 2015-01-06 **Starkist Samoa:** Skilled Training: 2018-08-30 **USCRI:** Trafficking Victim Assistance Program: 2018-08-02	2017 and 2018 Update: IE continues to archive all MOUs received in the ASCC Gallery on Compliance Assist. Several MOUs have not been submitted to IE for archiving purposes.
e.	Internal allocation of funding for Research, community and outreach services.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #058-16: Appointment of the Research Foundation Director: 2016-12-06 Research Foundation Holds Golf Tournament: 2017-06-12 Research Foundation receives confirmation of the approval of its 501(c) (3) application: 2017-11	2017 Update: ASCC received confirmation of the approval of its 501(c)(3) application. The 501(c)(3) exempts ASCC donors from federal income tax on charitable contributions made under Title 26 of the United States Code. The Research Foundation has finalized its Board members and has begun its effort to produce a schedule of fundraising events.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to identify and implement a Service Learning plan.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	FY 2019 Budget Presentation – Public Hearing: • ASCC Budget Justification Presentation: 2018-08-29 • ASCC Budget - $1.9 Million Proposal: 2018-	2018 Update: Currently, the only programs linked to MOU/MOA funding include the Trade and Technical Department, Teacher Education Department, and Nursing Department with work-field requirements linked to funding. The Board of Higher Education and

			08-29 • ASCC Budget - $1.9 Million Proposal Detailed: 2018-08-29	President strategized in their presentation to the Fono in August 2018, the need of funding support based on public laws, to expand the vision and mission of the College. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Lack of funding source.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo: ASCC Budget Cuts and Cost Containment – 2016-11-14 President's Memo #025-17: Reduction of Employee Hours – 2017-04-19 President's Memo #041-17: Recovery of Working Hours – 2017-07-05 President's Memo #051-17: Regular Full Time Working Hours – 2017-07-21 President's memo #076-17: Reduction of Hours – 2017-08-26	2017 and 2018 Update: The College continues to be on Cost Containment. Refer to recommendation for EO 4 in Section (a). Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Revisit the Service Learning for academic programs.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – Presentations of the deans of Academic Affairs and Students Services – 2017-08-15	Refer to recommendation for EO 4 in Section (a).
d.	Psychology courses require students to complete a 40-hour Service Learning project.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a). Note: After reviewing the Catalog, and program learning outcomes, there is no statement indicating 40 hours of Service Learning.
e.	Need to reassess courses that use Service Learning not to confuse with practicums.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
f.	Refer to Staffing Sub Committee for policy review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
g.	To further assess and research how programs integrate service learning in the achievement of Program Learning Outcomes.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 5

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

Expected Outcomes:

1. A plan has been reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; **Status: Partially Completed (Ongoing)**
2. An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include possible outreach designated site MOUs, resources, technical support, and stability of instructional delivery; **Status: Incomplete (Ongoing)**
3. An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting; **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need ongoing professional development for faculty and staff on Moodle, Smart-board, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education. Recommendation: There is a need for more Smartboard training for faculty.
b.	Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Improve implementation of technology plan for professional development and system	☐ No Action ☒ Pending		Recommendation: To seek funding opportunities through grants and MOU/MOA.

	upgrades.	☐ Complete ☐ Ongoing		
d.	Provide an update, presentation or training to the institution in regards to upgrades of technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
e.	Compile all professional development recommendations from each of the plans to cover institutional high need areas that include trends in technology, TCO, compliance, and high needed areas/skills.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA. Professional Development recommendations have been removed from all budgets due to cost containment measures.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Encourage faculty to use Moodle or a related program to enhance teaching and curriculum. To provide training for faculty to use Moodle annually.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education.
b.	Consider expanding instructions through distance learning.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To devise an action plan for the offering of distance learning courses and to submit a substantive change proposal to ACCJC.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Does ASCC have an assessment SOP to assess current status of technologies in place? Review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
b.	Need to see plan and share with all stakeholders on Technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
c.	SOP Manual for Technology shared with all.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing	ASCC Archives: Management Information Systems – SOP Manual: 2013-10-03	Update: Standard Operating Procedures are archived in the ASCC Gallery on Compliance Assist. Updates to SOPs are also archived based on approval from the Vice President(s) or President. The following divisions with archived SOPs include: • Academic Affairs (amended in 2017) • Book Store (2017)

				• Finance (2014) • IE (amended in 2016) • MIS (adopted in 2013) • PFM (adopted in 2013) • Procurement (adopted in 2015) • SBDC (adopted in 2013) • Student Services (adopted in 2015)
d.	Need an annual assessment of ASCC technologies in place such as Smart-board, computers, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To include the assessment of technologies to include computers and smartboards in biweekly and monthly reports.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	1	1	1, 2, 3, 4, 5, and 7	EO 1: Partially Completed EO 2: Partially Completed EO 3: Partially Completed EO 4: Partially Completed EO 5: Partially Completed EO 7: Partially Completed	The Committee recommends to clearly establish the Technology Resource Committee (TRC) with clarification of roles and responsibilities. The Committee recommends submitting all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. The Committee emphasizes that the "Minimum Specs" for computers needs to be reviewed and updated every three years to keep up with the ever-changing technological environment. Operating systems, internet browsers, Microsoft office, and antivirus should be included. Connectivity should also be considered in minimum specs. Internet connection is conducive to student learning, so speed matters.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	6	EO 6: Partially Completed	The Committee recommends that training should include all staff and faculty utilizing internal resources and programs.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	1	7, and 8	EO 7: Partially Completed EO 8: Partially Completed	There is no evidence of a plan for an annual assessment is in place. Expected outcome eight mentions a replacement and purchase plan. There is a maintenance plan but not in technology evidence. The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	9	EO 9: Partially Completed	The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that an upgrade for software be updated periodically. Note: Accessibility (administrative privilege) and confidentiality clarification in policies and institutional procedures for ASCC operations.
Technology Plan: ***(Aligned to Academic Excellence Expected***	2	1	1	EO: 1: Incomplete	The Committee recommends that network design should be reviewed. Sub-networks should be implemented for security issues.

Outcome 2)					The Committee recommends that the phone system should be upgraded to a PBX system that is based on an SIP standard. The Committee recommends to initiate the roles of the TRC
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	2	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that status Reports be based on data usage for random users to be studied. Note: Refer to the review of the TRC. The Committee recommends that an external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years. (Review appropriateness)
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 2)*	3	1	1	EO 1: Incomplete	The Committee recommends that Distant Learning technologies be re-visited. Note: Revive Distance Learning (Compatibility with Moodle) Review efficacy of distance learning and asynchronous online learning. The Committee recommends that online support services be available after hours so that continuing education students have access to these services.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	1 and 2	EO 1: Partially Completed EO 2: Completed	Fixed Asset Inventory only captures PO with amounts of $5,000 and above. The Committee recommends the review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment that all divisions are responsible to keep their own inventories.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that MIS support staff receive their required annual update training and/or get the required certification to support the institution technology needs. The Committee recommends across board training for the institution on proper usages of all technology and equipment. The Committee recommends including training during ASCC's Annual Convocation.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 2 and 3)*	1	1	5	EO 5: Partially Completed	The Committee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 1, 2, and 3)*	1	1	6	EO 6: Completed	For ongoing quality assurance, a recommendation to link budget processes to the 2015-2020 Comprehensive Maintenance Plan.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 6

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

Expected Outcomes:

1. An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented; **Status: Partially Completed (Ongoing)**
2. Outreach recruiting procedures is institutionalized, documented, and centralized; **Status: Partially Completed (Ongoing)**
3. A process for a calendar of institutional activities are generated annually and disseminated accordingly; **Status: Partially Completed (Ongoing)**
4. An assessment of the ASCC safety plan is documented and archived. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Improve processes on student services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
b.	Identify a comprehensive support service in alignment with Student Achievement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
c.	Improve on Tutorial services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
d.	Conduct a program review on assessment of all Services available to students similar to academic program review of instructions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	2017 Divisional/Annual Program Review conducted by units: • DOSS • Library • Records • Counseling • Admissions • Financial Aid • Student Support	2017/2018 Update: The Division of Student Services follows the annual Divisional Assessment Program Review survey compiled by the IPECC. A summary of findings was disseminated to all units under the Division of Student Services in April of 2018.

			Services	
e.	Revisit assessment and review of CLP course to put back in GE for students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Catalog	2018 Update: The Core Curriculum Committee in the review of the 2018-2020 Catalog added College Life Planning CLP 150 to General Education Domain (GE) Outcome 5.D: Career, Personal and Professional Growth – Develop career goals and plans and apply lifelong learning skills for personal and professional growth.
f.	Need to improve services provided to students and parents/community.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Existing Services
g.	Need to share process and procedures for recruiting and where that data is stored on numbers recruited. *Not sure where that data is, and how it is shared with the College.*	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Recommendation: To identify a process and review cycle for updates to the Student Services Division SOPs Manual for necessary updates, transparency, and archiving.
h.	Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc. (institutionally available and archived.)	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
i.	Need to provide and improve on Marketing, outreach, and recruitment processes also in programs such as scholarships, financial aid, and work-study.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
j.	Need to improve on Marketing, outreach, and recruitment processes and activities.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
k.	Marketing committee needs to have a solid plan in place.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		2018 Update: The Marketing Committee continues to plan ways to market college services.
l.	SOPs be archived at IE.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	SOP manuals archived in the ASCC Gallery on Compliance Assist: • Academic Affairs *(Amended in 2017)* • Book Store *(Adopted in 2017)* • Finance (Amended in 2014) • Human Resources *(Amended in 2016)* • Institutional Effectiveness *(Amended in 2016)* • MIS *(Adopted in 2013)* • PFM *(Adopted in 2013)*	2017 Update: IE continues to archive all SOP manuals as received from each division. Recommendation: To identify an annual review cycle for review/updates of service/division SOPs and specify dates for the approval for archiving purposes. Possibly to coincide with the review of ASCC Board policies.

			• Procurement *(Amended in 2015)* • SBDC *(Adopted in 2013)* • Student Services *(Adopted in 2015)*	

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 3 and 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify process for an institutional calendar of activities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To determine a cycle for the review of institutional processes, as a mean to calendar important College priorities and affairs that include the review of: • ASCC Mission • ASCC priorities • ASCC plans • ASCC policies • ASCC committees • ASCC procedures (SOPs)
b.	Identify accountable divisions for review and assessment of process.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Pending approval of the Emergency and Evaluation Plan for archiving.	2018 Update: In the review of the ASCC Evacuation and Emergency plan, internal constituencies are identified to include responsibilities. Campus zones have been identified as well.
c.	Need to revisit Your Are Not Alone (YANA), etc. for your people (Student Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Review of the 2018-2020 Catalog.	Yana is no longer a service offered at Student Services
d.	Revisit opening library on weekends for the community encourage services like summer reading for kids, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Pending discussion
e.	Revisit the ACNR Wellness Center usage, no advertising for that these days? Wellness is important for safety too (Awareness of Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Currently the Wellness Center is under construction. Upon completion, the Fitness Coordinator will facilitate a schedule for internal and external usage of the facility for fitness/access purposes.
f.	Institutionally archive ASCC Safety Plan, Maintenance Plan, Campus Safety Plan and to make available to all internal constituents.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Archives: 2015-2020 Comprehensive Maintenance Plan	2018 Update: IE continues to archive all College plans. The ASCC Safety and Emergency Plan is pending completion and approval.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 7

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

Expected Outcomes:

1. An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; **Status: Partially Completed (Ongoing)**
2. A document that specifies updates on current and new articulation agreements is centralized institutionally and archived; **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 1				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to request data from ASG Human Resource, semiautonomous agencies, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC and ADOE MOU – Integrated Data Services: 2018-06-14	2018 Update: The College signed an MOU with the AS Department of Education for integrated data services. Although the MOU focuses on the tracking of data for students beginning from primary to secondary; secondary to postsecondary; and, postsecondary to the workforce. The SLDS Board consists of members representing ASDOE, ASCC, ASG-Human Resources, ECE, Social Services, and ASDOE-ERATE.
b.	Continue to improve mechanisms to ensure meeting institutional student achievement standards.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		
c.	Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
d.	Centralize all data for continuous improvement and tracking.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
e.	Need manual on employment counseling.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

f.	Need an office for employment counseling.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
g.	Host more career days.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		
h.	Need to have a centralized office and staff for alumni information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
i.	Improve and update methods of collecting this data and information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
j.	Review institutional data sets appropriate to services offered for transferability and tracking of students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to expand articulation agreements with US accredited colleges and universities as majority of signed articulations are with Hawaii colleges and universities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Catalog 2018-2020 (p. 31).	The continues with the following Articulation agreements with colleges and universities that include: • Chaminade University • Bringham Young University • Hawaii Pacific University • University of Hawaii at Manoa • University of Hawaii at Hilo • Kapiolani Community College • Alfred State College • Dixie State University • Portland State University • Southern Utah University • Union College • University of Maine
b.	Improve tracking of transfer students in order to initiate articulation agreements with other US accredited colleges.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

Academic Excellence: Goal 1 – Objective 7 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan:	3	1	4	EO 4: Completed	2018 Update: An MOU has been signed between ASDOE and ASCC.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 8

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

Expected Outcomes:

1. Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU; **Status: Completed (Ongoing)**
2. Program and workforce developments for local expansion are documented; **Status: Partially Completed (Ongoing)**
3. ASCC's mission and vision statement is assessed to determine institutional and community needs biennially. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes 1, 2, and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Aside from the Bachelor in Elementary Education, what other academic programs have initiated or planned to offer a four-year program(s)?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Discussions had taken place but not were formally documented. Possible programs include the Samoan Studies Institute, Nursing, Business programs as noted in the IPECC's 2016 recommendations.
b.	Has the institution initiated dialogue on transitioning to a four-year college? If so, what would be the next program or emphasis based on the need by the community or local MOU?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1 and 2)***	3	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that personnel needs be institutionally documented and referred through the process of prioritization.

ACADEMIC EXCELLENCE GOAL 2: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Academic Excellence Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

Expected Outcomes:

1. Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; **Status: Partially Completed (Ongoing)**
2. The plan for reclassification has been reviewed and implemented; **Status: Partially Completed (Ongoing)**
3. Faculty ranks have been reviewed and implemented. **Status: Incomplete (Ongoing)**

Academic Excellence: Goal 2 – Objective 1 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to recognize staff's work and/or have a staff appreciation day.	☐ No Action ☐ Pending ☐ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018 ASCC Press Releases: ASCC Website	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games. Highlight pertaining to faculty and staff continue to be published on the ASCC newsletters and ASCC Website. This includes years of service not limited to recognition as reported in divisional reports to be included in the College's publications. Recommendation 1: To specify merit criteria for faculty, staff and administrators and a cycle for conducting annual recognitions that may coincide the annual convocation. Recommendation 2: Revive the faculty (Teacher) of the year to include staff and administrator.
	i. Revisit the Connections Newsletter and the Taulogologo Newsletter.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Need to recognize administrators.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
c.	Recognition of staff.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
	i. Review written processes for faculty/staff recognition.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Communication transparency of institutional updates and decision-making. Emphasis of staff recognition and merit (Referencing Governance policies 3018 and 4003.2).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	A clear process and plan must be defined in the reclassification of staff and faculty.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
b.	Need to review faculty ranks through Faculty Senate.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
c.	Need to host a Staff Recognition Dinner.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Need to host Employee Day.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games.

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Committee/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	1	EO 1: Partially Completed	The Committee recommends the initiation of the SRC to review the planning processes.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	2	EO 2: Partially Completed	The Committee recommends clarifying current drafts for clarity and continuous improvements.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	1 and 2	EO 1: Partially Completed EO 2: Partially	There is evidence that there has been some reclassification done within the institution based on the Governor's mandate in reference to the Bachelor and Master Degree. The Committee recommends the need to

Outcomes 1 and 2)				Completed	clarify and outline the process for the institutional reclassification.

I. Student Enrollment Data:

I.A. Unduplicated Enrollment by Academic Year:

Academic Year (AY)	Fall	Spring	Summer	Total
AY 2009-2010	2188	1799	1265	5252
AY 2010-2011	2193	1859	1108	5160
AY 2011-2012	2091	1659	781	4531
AY 2012-2013	1795	1262	803	3860
AY 2013-2014	1488	1220	711	3419
AY 2014-2015	1276	1152	681	3109
AY 2015-2016	1284	1092	537	2913
AY 2016-2017	1254	1015	489	2758
AY 2017-2018	1095	924	560	2579

Data Source: ASCC Registrar and MIS

I.B. Unduplicated Enrollment Status:

Fall and Spring semesters: Full Time Students – 12 credits or more; Part Time Students – 1-11 credits
Summer Session: Full Time Students – 6 credits or more; Part Time Students 1-5 credit(s)

Academic Year	Fall Time	Part Time	Fall	Full Time	Part Time	Spring	Full Time	Part Time	Summer	Total
AY 2009-2010	991	1197	2188	681	1118	1799	766	499	1265	5252
AY 2010-2011	811	1382	2193	775	1084	1859	667	441	1108	5160
AY 2011-2012	1024	1067	2091	777	882	1659	449	332	781	4531
AY 2012-2013	562	1233	1795	550	712	1262	510	293	803	3860
AY 2013-2014	735	753	1488	517	703	1220	404	307	711	3419
AY 2014-2015	691	585	1276	558	594	1152	458	223	681	3109
AY 2015-2016	705	579	1284	590	502	1092	338	199	537	2913
AY 2016-2017	702	552	1254	495	520	1015	189	300	489	2758
AY 2017-2018	615	480	1095	486	438	924	384	176	560	2579

Data Source: ASCC Registrar and MIS

I.C. Unduplicated Enrollment by Ethnicity and Gender *(F – Female; M – Male)*

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2016-2017	Caucasian:	2	1	Caucasian:	2	0	Caucasian:	3	0	8 (0.29%)
	Chinese:	3	2	Chinese:	3	2	Chinese:	2	4	16 (0.58%)
	Fijian:	5	1	Fijian:	4	0	Fijian:	3	0	13 (0.47%)
	Filipino:	10	9	Filipino:	11	8	Filipino:	6	3	47 (1.70%)
	German:	0	0	German:	1	0	German:	0	0	1 (0.04%)
	Korean:	4	1	Korean:	2	1	Korean:	1	1	10 (0.36%)
	Mexican:	1	0	Mexican:	0	0	Mexican:	0	0	1 (0.04%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	817	396	Samoan:	643	302	Samoan:	323	124	2605 (94.45%)
	Tongan:	0	0	Tongan:	0	2	Tongan:	1	1	4 (0.15%)
	Vietnamese:	0	0	Vietnamese:	1	0	Vietnamese:	1	0	2 (0.07%)
	Missing:	0	0	Missing:	21	11	Missing:	8	8	48 (1.74%)
	Other:	0	1	Other:	0	1	Other:	0	0	2 (0.07%)

Totals by Gender	Total:	843	411	Total:	688	327	Total:	348	141	(2758)
Gender %	Percentage:	67%	33%	Percentage:	68%	32%	Percentage:	71%	29%	F – 1879 (68%)
		1254			1015			489		M – 879 (32%)

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2017-2018	Caucasian:	2	1	Caucasian:	2	1	Caucasian:	0	1	7 (0.27%)
	Chinese:	3	4	Chinese:	2	4	Chinese:	0	3	16 (0.62%)
	Fijian:	4	1	Fijian:	1	1	Fijian:	3	0	10 (0.39%)
	Filipino:	10	16	Filipino:	11	9	Filipino:	9	2	57 (2.21%)
	German:	0	0	German	0	0	German	1	0	1 (0.04%)
	Japanese:	1	0	Japanese:	0	0	Japanese:	0	0	1 (0.04%)
	Korean:	1	1	Korean:	1	1	Korean:	0	0	4 (0.16%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	680	332	Samoan:	593	267	Samoan:	373	141	2386 (92.52%)
	Tongan:	1	0	Tongan:	1	0	Tongan:	2	0	4 (0.16%)
	Vietnamese:	1	0	Vietnamese:	1	0	Vietnamese:	0	0	2 (0.08%)
	Missing:	22	13	Missing:	17	11	Missing:	11	12	86 (3.33%)
	Other:	0	1	Other:	0	1	Other:	1	0	3 (0.12%)
Totals by Gender	Total:	726	369	Total:	629	295	Total:	401	159	(2579)
Gender %	Percentage:	66%	34%	Percentage:	68%	32%	Percentage:	72%	28%	F – 1756 (68%)
		1095			924			560		M – 823 (32%)

Data Source: ASCC Registrar and MIS

I.D. Unduplicated Enrollment by Age:

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2016-2017	15 – 18 years:	211	122	15 – 18 years:	9	4	15 – 18 years:	47	22	415 (15.04%)
	19 – 25 years:	496	256	19 – 25 years:	550	286	19 – 25 years:	222	93	1903 (68.99%)
	26 – 35 years:	85	18	26 – 35 years:	86	24	26 – 35 years:	49	17	279 (10.11%)
	36 – 45 years:	29	9	36 – 45 years:	26	8	36 – 45 years:	18	5	95 (3.44%)
	46 – 55 years:	15	4	46 – 55 years:	9	3	46 – 55 years:	8	2	41 (1.49%)
	56 plus years:	7	2	56 plus years:	8	2	56 plus years:	4	2	25 (0.91%)
	Total:	843	411	Total:	688	327	Total:	348	141	2758
		1254			1015			489		

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2017-2018	15 – 18 years:	7	3	15 – 18 years:	9	3	15 – 18 years:	25	10	57 (2.21%)
	19 – 25 years:	609	329	19 – 25 years:	509	259	19 – 25 years:	282	129	2117 (82.09%)
	26 – 35 years:	72	26	26 – 35 years:	70	22	26 – 35 years:	57	12	259 (10.04%)
	36 – 45 years:	25	6	36 – 45 years:	28	4	36 – 45 years:	22	4	89 (3.45%)
	46 – 55 years:	9	3	46 – 55 years:	8	4	46 – 55 years:	8	2	34 (1.32%)
	56 plus years:	4	2	56 plus years:	5	3	56 plus years:	6	0	20 (0.78%)
							Total	400	157	
							Male - Missing Age (2)			2 (0.08%)
							Age 51 - Missing Gender (1)			1 (0.04%)
	Total:	726	369	Total:	629	295	Total:	400	160	2579
		1095			924			560		

I.E.1 Unduplicated headcount enrollment in degree applicable credit courses.	I.E.2 Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements).	Total:

Term:	Unduplicated Count:	Term:	Unduplicated Count:	
Fall 2014:	787	Fall 2014:	489	***1276***
Fall 2015:	888	Fall 2015:	396	***1284***
Fall 2016:	766	Fall 2016:	488	***1254***
Fall 2017:	669	Fall 2017:	426	***1095***

Data Source: ASCC Registrar and MIS

II. Student Achievement Data:

II.A.1. Institution-Set Standard for Course Completion:		
Term:	**Institution-Set Standard:**	**Actual Completion Rate:**
Fall 2014:	80%	89%
Fall 2015:	80%	85%
Fall 2016:	80%	79%
Fall 2017:	80%	84%

Data Source: ACCJC Annual Reports

II.A.2. Institution-Set Standard for degrees:			II.A.3. Institution-Set Standard for certificates:		
Term:	**Institution-Set Standard:**	**Percentage of actual degrees awarded:**	**Term:**	**Institution-Set Standard:**	**Percentage of actual certificates awarded:**
Fall 2014:	Did not set Standard	96%	Fall 2014:	Did not set Standard	4%
Fall 2015:	90%	99%	Fall 2015:	90%	1%
Fall 2016:	90%	93%	Fall 2016:	90%	7%
Fall 2017:	90%	93%	Fall 2017:	90%	7%

Data Source: ACCJC Annual Reports

II.A.4. Institution-Set for student transfers to 4-year colleges/universities:		
Term:	**Institution-Set Standard:**	**Actual Percentage of student transfers to 4-year colleges/universities:**
Fall 2014:	Did not set Standard	17%
Fall 2015:	18%	18%
Fall 2016:	18%	9%
Fall 2017:	18%	5%

Data Source: ACCJC Annual Reports

II.A.5. Job placement rates for students completing certificate programs and degrees:			
Term:		**Institution-Set Standard:**	**Percentage of job placement rates:**
AY 2013-2014:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	69%
2.	Nursing *(AS, COP)*	50%	83%
3.	Trade and Technical *(AS, COP)*	50%	27%
AY 2014-2015:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	33%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	14%
AY 2015-2016:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	88%
2.	Nursing *(AS, COP)*	50%	65%
3.	Trade & Technical *(AS, COP)*	50%	89%
AY 2016-2017:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	75%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	54%

Data Source: ACCJC Annual Reports

II.B.1 Degrees and Certificates Conferred:

Conferred Degrees and Certificates	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Bachelor Degree in Elementary Education:	1	7	***8***	4	6	***10***

Associate of Arts Degree:	81	45	*126*	62	53	*115*
Associate of Science Degree:	62	34	*96*	44	66	*110*
Certificate of Proficiency:	7	9	*16*	2	12	*14*
Total:	**151**	**95**	*246*	**112**	**137**	*249*
Unduplicated count of degrees conferred per Graduate:	*139*	*88*	*227*	*103*	*132*	*235*
Double Majors:	*12*	*1*	*13*	*7*	*5*	*12*
Triple Majors:	*0*	*3*	*3*	*1*	*0*	*1*

Data Source: ASCC Registrar and MIS

II.B.2 AA degrees conferred by Program:

Associate of Arts Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Liberal Arts:	60	33	*93*	42	41	*83*
Art:	0	0	*0*	0	0	*0*
Education:	1	0	*1*	1	0	*1*
Emphasis in Elementary Education:	14	7	*21*	8	7	*15*
Emphasis in Human Services:	0	0	*0*	1	2	*3*
Emphasis in Music:	0	0	*0*	1	0	*1*
Emphasis in Political Science:	2	2	*4*	1	2	*3*
Emphasis in Pre-Law:	2	3	*5*	6	1	*7*
Emphasis in Visual Art:	1	0	*1*	1	0	*1*
Human Services:	0	0	*0*	0	0	*0*
Music:	0	0	*0*	0	0	*0*
Pre-Law:	1	0	*1*	1	0	*1*
Samoan Studies:	0	0	*0*	1	0	*1*
Total per AY:	***81***	***45***	*126*	***62***	***53***	*115*

Data Source: ASCC Registrar and MIS

II.B.3 AS degrees conferred by Program:

Associate of Science Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	9	6	*15*	9	11	*20*
Agribusiness:	1	1	*2*	0	1	*1*
Architectural Drafting:	1	1	*2*	0	0	*0*
Automotive Body Repair:	0	0	*0*	0	0	*0*
Automotive Mechanic:	0	0	*0*	0	0	*0*
Automotive Technology:	0	3	*3*	1	0	*1*
Business Management:	6	1	*7*	4	5	*9*
Civil Engineering Technology:	0	0	*0*	0	2	*2*
Criminal Justices:	22	14	*36*	18	23	*41*
Electrical Technology:	2	0	*2*	0	1	*1*
Electronics:	2	2	*4*	0	3	*3*
Family Consumer Science:	0	0	*0*	0	0	*0*
Forensic Science:	0	0	*0*	0	0	*0*
General Agriculture:	1	5	*6*	3	7	*10*
Health Science:	13	0	*13*	5	9	*14*
Marine Science:	1	1	*2*	3	2	*5*
Natural Resources:	3	0	*3*	1	1	*2*
Nursing:	1	0	*1*	0	1	*1*
Welding:	0	0	*0*	0	0	*0*

Total per AY:	***62***	***34***	***96***	***44***	***66***	***110***

Data Source: ASCC Registrar and MIS

II.B.4. Certificate of Proficiency (COP) conferred by Program:

Certificate of Proficiency:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	0	0	***0***	0	1	***1***
Advanced Automotive Technology:	1	4	***5***	1	0	***1***
Basic Automotive Technology:	1	4	***5***	1	0	***1***
Business Management:	1	0	***1***	0	0	***0***
Civil Engineering Technology:	0	0	***0***	0	0	***0***
Electrical Technology:	2	0	***2***	0	0	***0***
Electronics Computer System:	0	1	***1***	0	1	***1***
Guidance and Counseling:	0	0	***0***	0	0	***0***
Information and Communication Technology:	0	0	***0***	0	0	***0***
Marine Option Program:	0	0	***0***	0	0	***0***
Practical Nursing:	0	0	***0***	0	10	***10***
Public Health:	2	0	***2***	0	0	***0***
Total per AY:	***7***	***9***	***16***	***2***	***12***	***14***

Data Source: ASCC Registrar and MIS

II.B.5. B.Ed. degrees conferred by Program:

Bachelors of Education:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Elementary Education:	1	7	***8***	4	6	***10***
Total per AY:	***1***	***7***	***8***	***4***	***6***	***10***

Data Source: ASCC Registrar and MIS

III. Student Learning Outcomes Data:

III.A.1. Total Number of ASCC Courses:		III.A.2. Number of ASCC courses with ongoing assessment of learning outcomes:	
Term:	**Courses**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	309	Fall 2014:	216
Fall 2015:	309	Fall 2015:	230
Fall 2016:	324	Fall 2016:	243
Fall 2017:	324	Fall 2017:	253

Data Source: ACCJC Annual Reports

III.B.1. Programs – Number of ASCC programs *(all certificates and degrees, and other programs as defined by the College):*		III.B.2. Number of ASCC programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	55	Fall 2014:	47
Fall 2015:	55	Fall 2015:	52
Fall 2016:	55	Fall 2016:	52
Fall 2017:	55	Fall 2017:	54

Data Source: ACCJC Annual Reports

III.C.1. Student Services – Total number of student services and learning support activities:		III.C.2. Number of Student Services programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	3	Fall 2014:	3
Fall 2015:	1	Fall 2015:	1
Fall 2016:	1	Fall 2016:	1
Fall 2017:	1	Fall 2017:	1

Data Source: ACCJC Annual Reports

IV. ASCC 2017 Program Review Data:

The Program Review data was collected from the online and paper form surveys of the 2017 Divisional Program Review. IE entered the paper form survey results manually into the online database used to collect responses due to internet fluctuations experienced by employees while taking the online survey. The number of participants reported is purely based on the count of surveys registered online excluding incomplete surveys. Personal information is confidential, however, responses to questions are reported as summaries by department, program, or division. The following tables and information below is a compilation of results based on surveys received to include the count of questions that were skipped, yet completed by acknowledging completion on the online survey. Copies of the program review surveys are available in the ASCC Gallery on Compliance Assist for review and transparency purposes.

Q.1: Participant Status:	
Employee Survey Participants	**Total**
Faculty	64
Staff	149
Administrator	18
Total:	**231**

Q.2: Department/Program/Division Mission links to ASCC Mission:		
ASCC Mission Indicators:	**Yes (Ioe)**	**No (Leai)**
Transfer to institutions of higher learning:	88.89%	11.11%
Successful entry into the workforce:	94.74%	5.26%
Research and extension in human and natural resources:	83.16%	16.84%
Awareness of Samoa and the Pacific:	84.77%	15.23%

Q.3: Does the Program/Department conduct/undergo a periodic evaluation on the effectiveness of instruction and services?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
80.69%	5.94%	13.37%

Q.4: Check the following used for evaluating the effectiveness of the Program/Department/Division:		
Mechanisms/Plans/Reports:	**Yes (Ioe)**	**No (Leai)**
ASCC Annual Reports:	80.46%	19.54%
ASCC Quarter Reports:	80.23%	19.77%
Bi-weekly Reports:	80.66%	19.34%
Student Learning Outcomes:	80.70%	19.30%
Institutional Strategic Plan:	80.98%	19.02%
Performance Evaluation:	93.60%	6.40%
Program Review:	82.63%	17.37%
Course Evaluation:	66.46%	33.54%
Student Satisfactory Survey:	66.07%	33.93%
Fact Sheets:	64.38%	35.63%
Other Evidence:	61.60%	38.40%

Q.5: Have evaluation processes resulted in recent/continuous improvements?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
67.88%	6.74%	25.39%

Q.6: Were there any recommendations from the previous Divisional Assessment (Spring 2016) that were not completed/acted on in the past year?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
18.97%	22.56%	51.79%	6.68%

Q.7: Does your Department/Program/Division recognize and implement feedback from faculty and staff in decision-making for continuous improvement to the institution?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
74.75%	2.53%	12.12%	10.60%

Q.8: Are Department/Program/Division SOP and decisions regularly communicated to staff/faculty?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
84.02%	5.15%	10.82%	0.1%

Q.9: Are the decisions systematically documented and archived?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
73.44%	3.13%	23.44%

Q.10: Is the Number of personnel adequate to support your Program/Division/Department?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.61%	38.27%	6.12%

Q.11: Do personnel possess all specialized skills or credentials required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
81.96%	10.82%	7.22%

Q.12: Are all proper documentation (degrees, certificates, etc.,) on file and continuously updated?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
69.84%	3.70%	26.46%

Q.13: Are the personnel in the Department/Program/Division careful in protecting the security, confidentiality and integrity of student information according to FERPA.		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.13%	1.03%	13.85%

Q.14: Does your Department/Program/Division effectively use its personnel to achieve its mission?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
87.24%	3.57%	9.18%	0.1%

Q.15: Are you a Full Time or Part Time employee?	
Full Time	Part Time
97.96%	2.04%

Q.16: Have faculty/staff in the Department/Program/Division involved themselves in in-service training and other professional development?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
78.07%	9.63%	12.30%

Q.17: Are there any unmet needs for professional development among personnel in this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
51.34%	24.06%	24.60%

Q.18: Are faculty/staff evaluated on an annual basis by the immediate Supervisor (i.e., director, dean, vice president, chairman)?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
86.17%	3.19%	10.64%

Q.19: Are evaluations consistent and completed in a timely manner as documented in ASCC policies?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
65.61%	15.34%	19.05%

Q.20: Are all facilities adequate to support the mission of your Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
48.13%	45.99%	5.88%

Q.20: Does the Institution operate and maintain physical facilities that are adequate to serve the needs of this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
67.38%	24.60%	8.02%

Q.21: Does the Institution take reasonable steps to provide a healthy, safe, and secure environment for this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
72.58%	17.20%	10.22%

Q.22: Are the physical facilities accessible to persons with disabilities?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
70.53%	14.74%	6.32%	8.41%

Q.23: Are additional facilities required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
62.90%	18.28%	18.82%

Q.24: Are there any additional equipment required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

62.43%	23.76%	13.81%

Q.25: Does the Department/Program/Division account for its equipment through regular inventory?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
79.26%	4.79%	12.23%	3.72%

Q.26: Does the Department/Program/Division account for preventive maintenance of its equipment?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
71.20%	12.50%	16.30%

Q.27: Is the equipment used by this Department/Program/Division similar to that used in the workplace or at a higher-level institution?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
59.57%	22.34%	18.09%

Q.28: Is there a need to update/upgrade equipment for improvement of services?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.41%	8.65%	5.95%

Q.29: Is the budget information available to this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.25%	22.65%	22.10%

Q.30: Are faculty/staff involved in Department/Program/Division annual budget planning?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
43.96%	34.62%	21.43%

Q.31: Does the Department/Program/Division provide guidance on budget processes, analysis, and preparation?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
46.45%	25.68%	27.87%

Q.32: Is adequate financial support available to meet the needs of this Department/Program/Division?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
30.56%	36.67%	27.22%	5.55%

Q.33: Does the Department/Program/Division effectively use its current financial resources to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
66.85%	7.61%	25.54%

Q.34: Does the Department/Program/Division have any budget priorities to implement for continuous improvement to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

53.55%	7.65%	38.80%

Q.35: Is technology used to improve student learning and services?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
87.36%	7.14%	5.49%	0.01%

Q.36: Check the following technologies sufficient to perform your duties:			
Technologies:	**Available / Accessible**	**Appropriate**	**Current**
ASCC Online Systems (Moodle, Compliance Assist, Colleague, Webmail, Website etc.)	59.51%	25.77%	14.72%
Software (Microsoft Office, SPSS, CAD, Autodesk, etc.)	57.14%	29.87%	12.99%
Internet Connectivity (speed, etc.)	54.32%	26.54%	19.14%

Q.37: Are the following support services available and accessible to students when needed?			
Technologies:	**Yes (Ioe)**	**No (Leai)**	**Do not know (Leiloa)**
Computer Labs (Potu Komepiuta)	89.76%	5.42%	4.82%
Counseling (All types of Counseling)	80.41%	4.05%	15.54%
Financial Assistance (ex. Financial Aid, Work-Study, Scholarship, Deferred Payment Plans)	84.51%	4.23%	11.27%
Library	93.38%	1.32%	5.30%
Academic Tutoring	82.14%	4.29%	13.57%
Academic Advising (i.e., Online Information, Faculty Availability)	84.62%	1.40%	13.99%
Campus Life (i.e., Security, Extra Curricular, Co-Curricular, etc.)	88.44%	3.40%	8.16%
Admissions and Records (Application, Transcripts, etc.)	90.00%	2.14%	7.86%

Q.38: Does your Department/Program/Division help to ensure safety awareness and emergency procedures for its personnel, students and community?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
73.22%	16.39%	10.38%	0.01%

Q.39: Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.)		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
78.38%	16.22%	5.41%

V. ASCC Financial Resources Data:

IV.A. Stability of ASCC Revenue:

Fiscal Year (FY)	Annual General Fund revenues from all sources *(Operating Revenues, CCC Fund 10)*	Revenue from other sources *(non-general fund)*	Net Beginning Balance *(Using same fund as included in Annual General Fund revenues from all sources)*
FY 2013-2014	$8,740,352.00	$6,315,933.00	$458,404.00
FY 2014-2015	$8,450,558.00	$7,390,005.00	$1,835,643.00
FY 2015-2016	$8,441,753.00	$5,916,114.00	- $1,295,671.00
FY 2016-2017	$7,895,652.00	$4,717,129.00	- $1,396,157.00

Data Source: ACCJC Annual Fiscal Reports

IV.B. Expenditures/Transfer:

Fiscal Year (FY)	Total annual general fund expenditures *(Operating Expenditures matching the same fund as included Annual General Fund revenues from all sources)*	Salaries and Benefits *(General Fund)*	Other expenditures/outgo *(difference between total annual general fund expenditures, and salaries and benefits)*
FY 2013-2014	$7,148,731.00	$5,268,254.00	$1,880,477.00
FY 2014-2015	$7,331,737.00	$5,594,642.00	$1,737,095.00
FY 2015-2016	$7,384,706.00	$5,579,528.00	$1,805,178.00
FY 2016-2017	$8,173,339.00	$5,805,574.00	$2,367,765.00

Data Source: ACCJC Annual Fiscal Reports

IV.C. Cash Position:

Fiscal Year (FY)	Cash Balance (Unencumbered cash): Unrestricted General Fund
FY 2013-2014	$1,104,502.00
FY 2014-2015	$1,189,880.00
FY 2015-2016	$1,874,317.00
FY 2016-2017	$1,207,509.00

Data Source: ACCJC Annual Fiscal Reports

IV.D. Annual Audit Information:

Fiscal Year (FY)	Date annual audit report for fiscal year was electronically submitted to ACCJC, along with responses to any audit exceptions.	Summary of Audit Findings:
FY 2013-2014	03/30/2015	Summary of two findings: (1) Special Tests and Provisions Verification Process: Auditor noted when reviewing their samples of student's records that a dependent student parent's tax return had Rental Income however on the FAFSA/ISIR had no value for assets. (2) Special Tests and Provisions Verifications Documentations: The documentation required to be obtained for verification could not be provided to auditors for one student.
FY 2014-2015	03/30/2016	Summary of three findings: (1) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, they tested 85 students for the verification process and 19 of these student's submitted incomplete verification forms. (2) Special Tests and Provisions: Auditors noted that the 1,290 students receiving financial aid, the tested 85 students for the verification process and 3 of these student's showed discrepancies in documents collected. (3) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, the school indicated to auditors that only 7 had withdrawn from the College after being awarded their financial aid. Of these 7, 2 were tested and both of them had incorrect R2T4 calculation and the college paid money back to the Department that should not have been

		paid back.
FY 2015-2016	03/24/2017	*Summary of 3 Findings*: (1) Special Tests and Provisions: Auditors noted that the Financial Aid Department had 4 example of items related to the verification process that was conducted incompletely: a) One student used prior year verification form instead of current year, b) One student had no V6 form, c) One student had no tax return form, d) One student verification form and tax form did not match the iSIR (2) Activities allowed – Under Award: Auditors noted that The College under awarded two students tested one by $100 and the other by $591. (3) Activities Allowed – Student Record: Auditors noted The College Financial Aid Counselors did not reflect or update the student records to show proper enrollment status.
FY 2016-2017	03/29/2018	*Summary of 2 Findings*: (1) Special Test and Provisions: Auditors noted that the verification process for the Financial Aid Office was not completed correctly. Of the 1,117 students receiving financial aid, the auditors tested 157 students file of which 105 were flagged for verification process and 23 of those students verification process were not completed correctly. (2) Activities Allowed – Student Records: The Auditors noted that the College Financial Aid Office did not use all the days in the Spring semester to calculate R2T4 correctly. IT should have been 116 days and not 109 days. By the Financial Aid Department not using the full semester days award could be calculated incorrectly.

Data Source: ACCJC Annual Fiscal Reports

IV.E.1. Other Information:

Fiscal Year (FY)	Budgeted Full Time Equivalent Students (FTES) *(Annual Target)*	Actual FTES:	Funded FTES:
FY 2013-2014	1,351	1,224	1,224
FY 2014-2015	1,214	1,030	1,030
FY 2015-2016	1,181	1,009	1,009
FY 2016-2017	1,053	916	916

Data Source: ACCJC Annual Fiscal Reports

IV.E.2. Other Information:

Fiscal Year (FY)	Percentage of total tuition/fees received from federal financial aid programs *(Title IV, HEA)*:	Federal Financial Aid Programs in which the ASCC participates:
FY 2013-2014	70%	Pell, FSEOG, FWS
FY 2014-2015	78%	Pell, FSEOG, FWS
FY 2015-2016	87%	Pell, FSEOG, FWS
FY 2016-2017	72%	Pell, FSEOG, FWS

Data Source: ACCJC Annual Fiscal Reports

VI. Employee Data:

ASCC Full Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	61	60	61	60
Staff:	191	188	183	184
Administrators:	21	23	21	21
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Part Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	14	10	14	13
Staff:	2	1	1	1
Administrators:	0	0	0	0
Total:	**16**	**11**	**15**	**14**

Data Source: Human Resources Officer

ASCC Employee Status by Ethnicity:				
Ethnicity:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Samoan:	249	246	242	243
Caucasian/White:	10	10	12	12
Filipino:	8	8	8	8
African American/Black:	3	4	1	0
Chinese:	1	1	0	0
Indian:	1	1	1	1
Fijian:	1	1	1	1
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Employee Status by Gender								
Status:	**Fall 2016**		**Spring 2017**		**Fall 2017**		**Spring 2018**	
	Female	Male	Female	Male	Female	Male	Female	Male
Career Service:	100	83	110	95	121	96	125	98
Contracts: (Temporary & Specialists)	40	50	31	35	20	28	15	27
Adjunct:	10	6	2	9	2	13	7	7
Total Number of Employees:	**150**	**139**	**143**	**139**	**143**	**137**	**147**	**132**
AY Headcount Totals:	**289**		**282**		**280**		**279**	

Data Source: Human Resources Officer

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American Samoa Community College
Division of Academic Affairs and Student Services
Post Office Box 2609-2609
Pago Pago, American Samoa 96799
Telephone: 684-699-9155 / Website: www.amsamoa.edu

MEMORANDUM

August 16, 2017

ACADEMIC AFAIRS & STUDENT SERVICES DIVISION CORRESPONDENCE 093008162017

TO Mrs. Letupu Tauanuu Moananu
Dean/Acting Vice President of Academic Affairs and Student Services

FROM Mr. Victor Tavita Ualesi,
DOAA Administrative Technician Officer

SUBJECT Evaluation ASCC MOODLE Presentation to the ASCC General Faculty During Fall Semester 2017 Faculty Orientation

I am presenting to you for your review and recommendations the Evaluation of the MOODLE Presentation by ASCC Chief Information Officer and ASCC Director of Institutional Effectiveness.

Please do not hesitate to let me know your professional response.

Attachment

ASCC-ACADEMIC AFFAIRS DIVISION RAW DATA
FACULTY ORIENTATION FALL 2017

SESSION TITLE: MOODLE TRAINING

	RATINGS					
Total Participants: 15						
5=Strongly Agree; 4=Agree; 3=Okay; 2=Disagree; 1=Strongly Disagree N/A=Not Applicable	1	2	3	4	5	N/A
1. This presentation enhanced my knowledge and skills of content			2	3	10	
2. Following this session, my knowledge of the subject matter was enhanced.			3	2	10	
3. I can apply the knowledge/skill acquired to my courses, department.		1	3	2	9	
4. Presenter(s) had expertise in the content area.			1	1	13	
5. The presenter(s) effectively tailored the presentation to the audience.			1	2	12	
6. Overall, the presenter(s) was (were) effective.			2	3	10	
7. There were adequate opportunities to address audience questions.				4	11	
8. Visual PowerPoint and handouts supported the presentation.			1	4	10	
9. Time frame for subject matter was appropriate				4	11	
10. Overall, this session met my professional and or degree expectations.			2	2	11	
11. I would recommend this session/presentation to my colleagues and peers/classmates.			3	1	11	
TOTAL AVERAGE SCORES			1	3	21	

Additional Comments: What did you like about the presentations? How would the presentation improve for future forums?

1. Very informative, addresses many issues and have clarified what needs to be addressed in terms of MOODLE.
2. Thank You!
3. Outstanding
4. To make moodle more friendly user & ease of access for all!
5. N/A
6. Session should be renamed to something such as "Introduction to Moodle" or "Overview of Moodle" as it wasn't a "training" session, which was I expected from the title!

Total Participants: 15	1	2	3	4	5	N/A
5=Strongly Agree; 4=Agree; 3=Okay; 2=Disagree; 1=Strongly Disagree; N/A=Not Applicable						
1. This presentation enhanced my knowledge and skills of content			13%	20%	67%	
2. Following this session, my knowledge of the subject matter was enhanced.			20%	13%	67%	
3. I can apply the knowledge/skill acquired to my courses, department.		7%	20%	13%	60%	
4. Presenter(s) had expertise in the content area.			7%	7%	87%	
5. The presenter(s) effectively tailored the presentation to the audience.			7%	13%	80%	
6. Overall, the presenter(s) was (were) effective.			13%	20%	67%	
7. There were adequate opportunities to address audience questions.				27%	73%	
8. Visual PowerPoint and handouts supported the presentation.			6%	27%	67%	
9. Time frame for subject matter was appropriate				27%	73%	
10. Overall, this session met my professional and or degree expectations.			14%	13%	73%	
11. I would recommend this session/presentation to my colleagues and peers/classmates.			7%	20%	73%	
TOTAL AVERAGE SCORES						

Additional Comments: What did you like about the presentations? How would the presentation improve for future forums?

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AMERICAN SAMOA
COMMUNITY COLLEGE
PRESIDENT'S OFFICE

December 6, 2016

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM #058-16

To: General Distribution

From: Dr. Rosevonne Pato
ASCC President

Re: **Appointment of Mrs. Alofia Afalava**

It is with great pride that I appoint Mrs. Alofia Afalava as the Director of the ASCC Research Foundation. Mrs. Afalava has worked in several positions that have brought in numerous support and financial assistance to both community colleges and universities abroad.

Mrs. Afalava's experience in the area of finance, fundraising, foundation support and her work with investors, community supporters and the private sector speak highly of the potential for much needed growth of the Research Foundation.

Please welcome Mrs. Afalava as the new Director of the ASCC Research Foundation and let us all provide her with the support and assistance as she moves forward in efforts to bring in the revenues and financial support needed at ASCC.

The effective date of the appointment of Mrs. Alofia Afalava as Director of the Research Foundation is 12/7/2016.

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AMERICAN SAMOA COMMUNITY COLLEGE
"Saili le Atamai"

To: ASCC Staff & Faculty

From: 11/14/16
Dr. Rosevonne Pato,
Acting President/ Vice President of Academic & Student Affairs

11/14/16
Dr. Mikaele Etuale,
Vice President of Administration & Finance

Subject: Budget Cuts & Cost Containment

Date: November 10, 2016

The American Samoa Community College had thoroughly completed its budget planning and resource allocation for fiscal year 2017. The budget planning and resource allocation was supported by divisional assessments, the institution's program review, and the update of the ASCC Institutional Strategic Plan 2015-2020 report. After compiling and finalizing the institution's budget with strong justification, the budget was then approved by the Board of Higher Education and forwarded onto the American Samoa Government Office of Budget Planning.

Due to current revenue shortfall, our local government was not able to provide full funding as proposed by ASCC for the F2017 budget. To maintain financial stability, budget cuts were made to the institution's FY2017 budget and cost containment measures were implemented right away. The actions taken are as follows:

Budget Cuts & Cost Containment Measures:

- Cut all Increments for both local and grant funded positions
- Cut all Local Funded Travels
- Cut all Local Equipment Purchases
- Freeze hiring of all local funded positions (with the exception of faculty and critical positions)
- Freeze all personnel conversion from contract to career service
- Freeze all fundraising activities that require electricity and water
- Maximize allowable cost sharing

Through these financial constraints, we will continue to plan ahead per our strategic priorities, manage our resources with integrity to maintain our institution core values. With your support and assistance, ASCC will continue to move forward to achieve its mission for our students.

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AMERICAN SAMOA
COMMUNITY COLLEGE

PRESIDENT'S OFFICE

April 19, 2017

AMERICAN SAMOA COMMUNITY COLLEGE MEMORANDUM #025-17

To: General Distribution

From: Dr. Rosevonne M. Pato
ASCC President

Dear ASCC Family,

In order to provide transparency and accountability for the plan of action for cost containment measures, specifically in the reduction of hours, the following details are being provided to all ASCC employees.

1. The Governor of American Samoa met with the ASG Cabinet on April 5, 2017 to inform all Directors, CEOs, and Presidents of the 10-hour per pay period reduction for all ASG employees effective April 10, 2017.
2. A General Assembly was held on April 6, 2017 to inform all ASCC employees of the 10-hour per pay period reduction in hours.
3. On April 18, 2017, the American Samoa Community College Board of Higher Education met to decide on actions to be taken by ASCC in regards to the Reduction of Hours Cost Containment.
    - The following 3 Options were discussed:

      REDUCTION IN HOURS PROPOSAL OPTIONS (Faculty Exempt):
      Option #1, Savings of $25,576.04: Across the board reduction of 10 hours
      Option #2, Savings of $17,259.45:Reduction of hours based on salary range (2 hours, 4 hours, 6 hours, 8 hours, and 10 hours)
      Option #3, Savings of $12,144.24: All employees that earn $7.25 and less are exempted, the remaining receive reduction of hours based on salary range (2 hours, 4 hours, 6 hours, and 8 hours)

    - Option #2 approved to be implemented in the next pay period.

4. A General Assembly was held on April 19, 2017 to inform all ASCC of the approval by the Board of Higher Education of Option #2 Reduction in Hours based on salary range and the effective implementation date of April 23, 2017.

Details for Option #2 Reduction in Hours based on salary range

212 Employees (staff, administration)
- 49 employees @ 2 hour reduction per pay period (Salary $11000 – $15073)
- 55 employees @ 4 hour reduction per pay period (Salary $15119 - $19900)
- 54 employees @ 6 hour reduction per pay period (Salary $20167 - $28995)
- 16 employees @ 8 hour reduction per pay period (Salary $30487 – $37767)
- 38 employees @ 10 hour reduction per pay period (Salary $40000 +)

63 Full Time Faculty (all exempt)

Although all staff are affected by the reduction in hours, it is important that programs and services to our students and community be provided. **NO** program or service should be cut in hours. I ask that we all work together and closely with the Leadership Team in scheduling staggered hours that allow ASCC to continue *"by providing high quality educational programs and services that will enable students to achieve their educational goals"* and in the achievement of the College mission.

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AMERICAN SAMOA COMMUNITY COLLEGE

● ● ● Connections Newsletter ● ● ●

ASCC CHIEFS **Volume I: Issue 5 – March 2018**

Institutional Updates:

Featured Highlights:

- ***I. Office of the President:***
  - a. ASCC Hosts Leadership Training
  - b. ASCC Board Approval of ASCC-ACCJC Annual Reports
- ***II. Academics:***
  - a. Divisional & Academic Programs
- ***III. Community, Outreach & Research:***
  - a. Agriculture, Community and Natural Resources
  - b. Samoan Studies Institute
- ***IV. Administrative Services Updates***
  - a. Professional Development
  - b. Human Resources Reminders and Updates

ASCC Hosts Leadership Training for EPA

Seen here are the presenters and participants in the Leadership Training held by ASCC on the 14th and 15th of March for 17 staff members of the Environmental Protection Agency (EPA). ASCC President (2nd left) led the training team, while EPA Director Ameko Pato (center) joined his staff members for the training's conclusion. (Photo: J. Kneubuhl)

March 14-15, 2018: ASCC Hosts Leadership Training for EPA: A stated component of the Vision of the American Samoa Community College (ASCC) is for the institution to have "an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific." A demonstration of the College's support of American Samoa's environmental well-being took place on the 14th and 15th of March when ASCC hosted 17 staff members of the Environmental Protection Agency (EPA) for a two day Leadership Training.

The training took the participants through the basics of professional leadership standards and practices. ASCC President Dr. Rosevonne Makaiwi-Pato headed the training team, which included Vice President Dr. Lina Galea'i-Scanlan, Office of Institutional Effectiveness Director Sonny Leomiti, and Dean of Academic Affairs Letupu Tauanu'u-Moananu. The training explored many different aspects of effective leadership, including ethics, communication, accountability, decision-making and sustaining best practices. The presenters also placed an emphasis on balance and well-being, since a leader's overall wellness will have an influence on not only their own job performance, but also on those whom they lead. *(The full article can be viewed on the ASCC Website at: http://www.amsamoa.edu/pressreleases/180319EPA.html.)*

March 29, 2018: Review and Approval of ASCC Annual Reports: The College completed its required Annual and Fiscal reports for the WASC-ACCJC. The 2018 reports were reviewed and approved by the Board of Higher Education in a special meeting held on the 29th of March 2018. The reports will be certified and submitted by the President on the 2nd of April as required by Commission Policy. The ACCJC Annual reports serves as a monitoring mechanism for institutions under the purview of WASC-ACCJC. Access to previous Annual and Fiscal reports submitted to the Commission can be accessed on the College's Website at: *http://www.amsamoa.edu/institution/accreditation/report_archives.html.*

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MEMORANDUM OF UNDERSTANDING
BETWEEN STARTKIST SAMOA
AND THE AMERICAN SAMOA COMMUNITY COLLEGE

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between Starkist Samoa, and the American Samoa Community College – Academic Affairs Division.

2. **Purpose.** The purpose of this MOU is to establish the terms and conditions for professional development and training to meet the stakeholder's objectives and its goals.

3. **Term of MOU.** This MOU is effective upon the day executed by the duly authorized representatives of the parties to this MOU and the governing bodies of the parties' respective counties or municipalities and shall remain in full force and effect for Saturday sessions only beginning on **August 4, 2018** and ends on **September 01, 2018**.

4. **Responsibilities of Parties.**

- Responsibilities of ASCC:
  - Conducts the training/professional development for Basic Math Skills, Introductory to Computer skills, and Basic Laboratory Science skills based on the need by the Agency
  - Assigns a math, computer science, and Science full-time instructor/adjunct to conduct training in alignment with Mat 80, ICT 150, and PHSCI 150/150L
    - Conducts the Math Training from 8:00 – 9:50 a.m.
    - Conducts the Introductory Computer Skills at 10:00 – 11:50 a.m.
    - Conducts the Basic Laboratory Science at 1:00- 3:50 p.m.
  - Provides classroom facilities, including a science lab and a Computer lab for the training/professional development
  - Provides the Registration forms and materials needed for the Training
  - Issues a Certificate of Completion (COC) upon completion of the 15 hours in Basic Math, 15 hours in Introductory Computer Skills, and 20 hours in Basic laboratory Science training.
- Responsibilities of Starkist:
  - Provides list of participants per training session
  - Meets the 15 hours session per participant in Basic Math training
  - Meets the 15 hours session per participant in Introductory Computer training

- Meets the 20 hours session per participant in Basic Laboratory Science training
- Encourages the participants to attend professional training as scheduled
- Provides payment based on approved proposal of $500.00 for a total of 50 hours session for each participant in Basic Math, Introductory Computer, and Basic Laboratory Science

5. **General Provisions**

A. Amendments. Either party may request changes to this MOU. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, and effective when executed and signed by all parties to this MOU.

B. Entirety of Agreement. This MOU, consisting of 3 pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

6. **Signatures.** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

American Samoa Community College

Rosevonne D. Pato 8/30/18

Dr. Rosevonne Pato — Date
ASCC President

Starkist Samoa

8/30/18

Sangdong Kwon — Date
General Manager, Starkist Samoa

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Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups:** Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

		Governance.	• Director of Community and Natural Resources; • Director of Samoan Studies Institute; • Director of Teacher Education; • Director of Trades and Technology; • Chief Financial Officer • Chief Information Officer; • Human Resources Officer;
Governance Group:	**Purpose:**	**Outcome:**	**Members:**
Institutional Planning Executive Core Committee: **Reporting Protocol: Leadership Triangle**	• To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report semiannually on the status of the Institutional Strategic Plan.	• Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Semiannual Status Report on Mission Effectiveness.	• Dean of Academic Affairs; • Dean of Student Services; • Director of Community & Natural Resources; • Director of Samoan Studies Institute; • Director of Institutional Effectiveness (Chairman); • (2) Faculty Selected by the Faculty Senate.

b. **Operational Groups**: Consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.

Operational Group:	Purpose:	Outcome:	Members:
Leadership Team: **Reporting Protocol: Leadership Triangle**	• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;	• President; • Vice Presidents; • Deans; • Program Directors; • Directors; • Officers • (25 members)

		• Assessment of Policies linked to department/program; • Mission Effectiveness.	
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Curriculum Committee: **Reporting Protocol: Leadership Triangle**	• To review and approve new or revised courses, program revisions, establishing pre-requisites; • To review and approve Student Learning Outcomes; • To review and recommend the accurateness of Institutional Set Achievement Standards; • To implement, assess, and recommend improvements on academic policies; • To review ASCC's Mission; The Curriculum Committee.	• ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairperson); • Academic and Program Chairpersons (15) • ROTC Representative; • College & Life Planning Representative; • Director of Teacher Education; • Director of Trades and Technology; • Director of Institutional Effectiveness; • Dean of Student Services; • Dean of Academic Affairs.
Academic Assessment Committee: **Reporting Protocol: Curriculum Committee**	• To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and	• Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairman); • Faculty Representatives from Academic Program and Departments (15); • Institutional Researcher; • Program Director of Counseling.

	present to the Curriculum Committee.		
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Data Committee: **Reporting Protocol: Leadership Triangle**	• To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.	• Data analyses, collection and dissemination.	• Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer.

c. **Task Force Groups**: Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

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AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

Document Control Form

Purpose:
The Document Control Form is utilized to ensure the correct version of documentation is available at all times to internal and external (as it pertains) constituencies.

Policy 3014: Forms Management

I. Form Title & Reference Number:

Title of Document/Form: *(To be amended or proposed)*	Reproduction Request Form *(Former Reproduction/Printing Services)*
Reference Number of Document/Form: *(Form Number)*	None – New Form Number #004

II. Revision Control:

Revision Number:	Date:	Approved by:	Details of Change:	Process Owner:
1.	02-14-18	Sonny J. Leomiti	To standardize the printing services form for services offered at IE. Referencing ASCC President Memo 0006-18 – Transfer of Printing Services to IE.	Mr. Tugaga Fenumia'i
2.				
3.				

III. Justification & Proposed Changes:

Purpose to Change Document/Form:	Referencing ASCC President's Memo 0006-18 – Transfer of Printing Services to IE.

AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

Proposed Changes:	- Change Form Name (Reproduction Form) to Printing Request Form - Form Edits and Inserts o Insert Division Name (IE) o Insert Form Number: #004 o Include costs for colored printing (costs include paper size(s)) o Include costs for binding documents o Include clauses for timeliness and processing of form.

IV. Requestor:

Submitted by: Mr. Sonny J. Leomiti	**Date: 02/15/18**
Title: IE Director	**Signature:**

V. Required Signatures for Approval: (All Institutional forms must require the President's signature approval)

Approved by:	**Signature:**	**Date:**
Vice President of Administrative Services and Finance *(as deemed necessary)*		
2 **President**		2/15/18

REPRODUCTION REQUEST FORM

Originator Information

Name: _____

Date _____ Time: _____

Division / Dept: _____ Date Needed: _____

Charge to Account: _____

Special Instructions _____

Order / Charges

			COST	Pricing Table per page	
Number of Originals:	☐	☐ One-sided	_____	12 ¢ per page	$0.12
		☐ Back to back	_____	15 ¢ per page	$0.15
Number of Copies:	☐		_____		
Total Pages Ordered	☐		_____		
Note: Back to back is 1/2 amount of one-sided			_____		

TOTAL CHARGES: $ _____

The undersigned give the ASCC Business Office permission to charge the department account of the originator for the amount listed on this form as "total charges".

Originator Signature: _____

Department Head Printed Name Title

Division Approval Printed Name Title

FOR OFFICE USE ONLY

Order Received by: _____

Date: _____ Time _____

Verified by: _____
Reproduction Tech. Signature

AMERICAN SAMOA COMMUNITY COLLEGE

Office of Institutional Effectiveness

"Printing Request Form"

Originator Information

Name: _____ Date: _____ Time: _____

Division/Program: _____

Date Needed: _____ **Charge to Account:** _____

Special Instructions: _____

Document Description: _____

Order / Charges

Printing Regulations:

- All orders must be placed at least 24 hours in advance **except** for binding orders.
- Copies of 25 or more pages will not be stapled. (Review binding options)
- All binding orders must be at least 10 pages.
- All binding orders must be placed at least one week in advance.
- Collating costs are charged separate from binding.
- IE staff will not duplicate or make copies of any copyright material without proper permission.

				COST
Number of Originals	☐	☐	black/white	_____
	☐	☐	Color copies	_____
		☐	Back to back	_____
Number of Copies	☐	☐	Collate	_____
Total Pages Ordered	☐			
		☐	Bind	_____
Other Charges: Cardstock		☐		_____

Total Charges: _____

The undersigned give the ASCC Business Office permission to charge the department account of the originator for the amount listed on this form as "total charges."

Originator Signature: _____

_____

Division Approval (Signature) Printed Name Title

Pricing Table

Price / Paper:	*Paper Size:*
$0.12	8.5 X 11 (B/W – Single)
$0.15	8.5 X11 (B/W – Duplexed)
$0.50	8.5 X 11 (Color – Single)
$1.00	8.5 X 11 (Color – Duplexed)
$1.50	8.5 X 14
$3.00	11 X 17
$2.50	Card Stock 8.5 X 11
Per Collated Copy	
$1.00	<= 10 pages
$2.00	> 10pages
Per Stapled Copy	
$0.05	Per Copy
$0.25	<= 25 pages only

Per Binding	*Pages*
$2.00	10 – 25 pages (1/4")
$2.25	<= 40 pages (5/16")
$2.50	<= 55 pages (3/8")
$2.75	<= 85 pages (1/2")
$3.00	<= 125 pages (5/8")
$3.25	<= 150 pages (3/4")
$3.50	<= 200 pages (1")

FOR OFFICE USE ONLY

Order Received by: _____

Date: _____ Time: _____

Verified by: _____

Printing Tech. Signature

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

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Types of decision-making groups that provide recommendations:

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- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

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AMERICAN SAMOA
COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

October 27, 2017

To: Dr. Rosevonne M. Pato
ASCC President

Fr: Sonny J. Leomiti
Director, Institutional Effectiveness

Via: ***IPECC Planning Committee Members:***

Okenaisa Fauolo
Director, Samoan Studies Institute

Aufa'i Ropeti Areta
Director, Agriculture, Community & Natural Resources

Mrs. Letupu Moananu
Dean, Academic Affairs

Dr. Emilia Le'i
Dean, Student Services

Poe Mageo
Faculty Senate Chairman

Mrs. Shirley De La Rosa
Director, Teacher Education Department/ASBEP

Subject: ***Approval of Institutional Planning Executive Core Committee Bylaws and Template(s)***

Talofa lava President Dr. Pato,

On behalf of the Institutional Planning Executive Core Committee, I kindly submit for your review and consideration of approval, the Committee's proposed Bylaws and functional templates. These documents are provided as a separate attachment. Given your review and approval, the Committee will be held accountable according to the terms defined and tasks required as a Standing Committee for the American Samoa Community College.

Fa'afetai,

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

AMERICAN SAMOA COMMUNITY COLLEGE

Institutional Planning Executive Core Committee (IPECC)
Committee Bylaws

Forms:
Annual Report Template
Committee Agenda Template
Committee Minutes Template

AMERICAN SAMOA COMMUNITY COLLEGE

ASCC Institutional Planning Core Committee Bylaws

The following signatures certify the Institutional Planning Executive Core Committee's participation in review and acceptance of the Committee's purpose, processes, and responsibilities.

Okenaisa Fauolo
Director, Samoan Studies Institute

Dr. Emilia Le'i
Dean, Academic Affairs

Poe Mageo
Faculty Senate, Chairman

Letupu T. Moananu
Dean, Academic Affairs

Shirley De La Rosa
Director, Teacher Education

Aufa'i Ropeti Areta
Director ACNR

Sonny J. Leomiti
Director, Institutional Effectiveness

Required Signature for the Approval of the Committee's Bylaws and templates:

Dr. Rosevonne Pato
ASCC President

10/27/17
Date of Approval

IPECC COMMITTEE BYLAWS

ARTICLE I. COMMITTEE NAME

The name of this Standing Committee shall be the Institutional Planning Executive Core Committee (IPECC) of the American Samoa Community College.

ARTICLE II. PURPOSE

The purpose this Institutional Planning Executive Core Committee shall be to:

- Plan the processes of program review;
- Monitor the progress of all service departments and programs that undergo institutional wide program review;
- Identify and propose recommendations on strategic priorities based on program review data; monitor the implementation of strategic priorities through institutional defined data collection mechanisms; and,
- Report semiannually on the status of the College's Institutional Strategic Plan.

ARTICLE III. MEMBERSHIP

Section 1. The committee will consist of seven members.

Section 2. Committee membership shall be based on the Participatory Governance Structural Manual.[1]

Section 3. The Faculty Senate elects two faculty representatives.[1]

ARTICLE IV. OFFICERS

Section 1. The officer shall only include a chair.

Section 2. The selection of the chair shall be based on the Participatory Governance Structural Manual.[1]

Section 3. The duties of the chair shall be as follows:

A. The Chair shall:
(1) Serve as the presiding authority of the committee.
(2) Call special meetings when necessary.
(3) Appoint committees (ad hoc) by recommendation of the IPECC, as deemed necessary.
(4) May appoint a representative or committee member to:
i. Record and distribute the minutes for all meetings;
ii. Maintain all committee records; and,

[1] Participatory Governance Structural Manual, Governance Group Members, p. 17

iii. Prepare, review and maintain all official correspondences as needed.

ARTICLE V. MEETINGS

Section 1. The Institutional Planning Executive Committee shall conduct meetings.

Section 2. Meeting dates shall be as follows:

A. First Meeting: *Program Review*
   (1) First meeting is scheduled in the fall semester of each fiscal year.
   (2) Special Meetings: Meetings outside the regular timetable.

B. Second Meeting: *Planning*
   (1) Second Meeting is scheduled in the spring semester of each fiscal year.
   (2) Special Meetings: Meetings outside the regular timetable.

ARTICLE V. REPORTING

- The IPECC shall conduct and propose an Institutional Strategic Plan that will encompass institutional priorities based on the needs of the College through rigorous program review every five (5) years.
- The IPECC will provide annual updates of the Institutional Strategic Plan to the Leadership Team for review and approval.
- The IPECC will provide biennial updates regarding Program Review processes.

AMERICAN SAMOA COMMUNITY COLLEGE

IPECC Annual Report Template

I. Introduction:

a. Committee Purpose
b. Composition
c. Authority

II. ISP Review Process:

a. Review of Program Review Cycle
b. Review of Program Review Instruments
c. Review of Program Review Data
d. Review of Institutional Data
e. Review of Institutional Priorities

III. Findings:

a. Analysis of the Committee's Review
b. Status of ISP Priorities

IV. Recommendations:

a. Committee Recommendations

APPENDIX I: COMMITTEE AGENDA TEMPLATE

AMERICAN SAMOA COMMUNITY COLLEGE

Committee Name:
Date:
Time:
Location:

Agenda Item	Presenter	Action	Time

I.

II.

III.

IV.

V.

VI. Next Meeting:

APPENDIX I: COMMITTEE MINUTES TEMPLATE

AMERICAN SAMOA COMMUNITY COLLEGE

(Committee Name) – Date

Members Present:

Members Absent:

Guests:

Minutes taken by:

Agenda Items:	Discussion Points:	Decision or Action Item:
	•	
	•	
	•	
	•	
	•	

Adjournment:

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IPECC COMMITTEE BYLAWS

ARTICLE I. COMMITTEE NAME

The name of this Standing Committee shall be the Core Curriculum Committee (CCC) of the American Samoa Community College.

ARTICLE II. PURPOSE

The establishment of the Core Curriculum Committee shall be identified as a Governance Group following the definition in the ASCC Participatory Governance Structural Manual.[1]

The purpose the Core Curriculum Committee shall be to:

- Facilitate the dialogue on Institution-Set Standards;
- Review all General Education, Core and Co-Foundational Area requirements for all degrees and certificates;
  - Ensure alignment of all course requirements to Student Learning Outcomes
- Provide recommendations to members of the General Curriculum Committee (GCC) on options and ways to improve and expand academic programs;
- Provides a calendar and schedule of meetings for the review of the academic catalog for all instructional and academic programs and departments.
- Provide guidance to the GCC and Student Support Services on curricular issues that may impact academic policies;
  - Chairperson of the CCC will also serve as the Chairperson of the GCC.
  - Holds regular CCC meetings in preparation for the GCC.
- Provide recommendations to the Dean of Academic Affairs and Dean of Student Services on ways to improve academic services that may include the clarification or improvement of processes for:
  - Course Syllabi
  - Course Template and Schedules
  - Transferability
  - Gainful Employment
  - Articulation of Courses
  - Academic Policies
  - Academic Procedures
  - Academic Calendar
  - Curriculum Committee Manual
  - Student Tutorials

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[1] Participatory Governance Structural Manual, Governance Group Members, p. 17 *(Recommendation to include the CCC in the ASCC Participatory Structural Manual)*

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Constituent roles in Governance and Decision-Making:

Provided are descriptions of constituents and their respective roles in decision making:

- Board of Higher Education: The Board's role in decision-making is to determine policies and to serve as the legal and fiduciary body for the American Samoa Community College. The Board of Higher Education's ultimate responsibility is that the Mission of the College is fulfilled and that financial resources are allocated to the continuous improvement of the College's educational programs and services.

- President: ASCC *Governance Manual Policy 3001* defines the President's Role as the chief executive officer of the College and serves as an ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standards befitting a person of the position.

- Students: The role of students in decision-making is to provide recommendations to the President that have or will have a significant effect on them as well as the processes for developing those recommendations. Students are represented through the Student Government Association.
    - The student representatives elect the President of the Student Government Association and officers.

- A student representative is also elected by the Student Government Association to serve a one-year term as a Trustee on the Board of Higher Education.

- Faculty: Full-time and adjunct faculty members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations. Faculty and adjunct faculty are represented through the Faculty Senate.
  - Faculty and adjunct faculty elect the Chairman of the Faculty Senate and Senators to serve as officers. Terms and conditions for officers are determined through the Senate's by-laws.

- Administrators: The role of administrators in decision-making is determined by the responsibility and authority delegated to administrative positions as defined in their job descriptions. Administrators in general are expected to provide strong leadership in areas that include academic quality, planning, and operational routines appropriate to their functions as referenced in the ASCC *Personnel Manual Policy 4.2002- Administration*. In addition, administrators are responsible for:
  - Planning and implementing standing procedures aligned accordingly to their department/program mission and/or outcomes.
  - Monitoring and assessing (Program Review) their outcomes, goals, objectives, activities, and department/program functions to determine department/program operational efficiency, including but not limited to governance and local policies and federal regulations that may apply.
  - Developing an annual preliminary budget for their operations based on data and analyses that will result in continuous improvements.
  - Participating in the hiring processes for potential employees in accordance to expertise and qualifications.

- Supervising and evaluating the performance of their personnel to assure that established outcomes, goals, objectives, activities, and department/program functions are acceptably met.
- Providing consultation and technical expertise to internal and external stakeholders regarding department/program mission and outcomes.

Administrators' recommendations regarding divisional operations follow the ASCC's Organization Chart on communication protocol.

- Staff: Staff members may provide recommendations to the President that have or will have a significant effect on them as well as the process for developing those recommendations.

Types of decision-making groups that provide recommendations:

The American Samoa Community College ensures that effective communication reflects sound decision-making processes with emphasis on inclusiveness and transparency for its constituencies. Members of all constituencies provide essential input to the dialogue on Mission effectiveness with a focus on the quality of the College's educational programs and services. Listed below are the different groups and their functions defined by purpose, composition, and outcomes.

a. **Governance Groups:** Consists of members who are given the authority by the President to bring information from constituents into the dialogue on Mission effectiveness and quality assurance, and to also bring information from the governance group back to their constituents. The Governance Groups consist of the Leadership Triangle, Accreditation Steering Committee, and Institutional Planning Committee.

Governance Group:	Purpose:	Outcome:	Members:
Leadership Triangle: **Reporting Protocol: President**	• To review, plan, and assess institutional effectiveness through its operations and decision-making processes and function according to the ASCC Mission.	• ASCC Procedural Manual updates in alignment with ASCC policies; • Institutional Set Achievement Standards; • Institutional Learning Outcomes; • Mission Effectiveness.	• President; • Vice President of Academic & Student Affairs; • Vice President of Administration & Finance.
Accreditation Steering Committee: **Reporting Protocol: Leadership Triangle**	• To define and review the institutional processes for accreditation and reporting; • To define, implement, and implement the integrated framework for drafting the College's Self-Study; • To define and review the cycle and timeline for reviewing reports and plans; and • To define and review the steps to address WASC-ACCJC recommendations.	• Compliance to Eligibility Requirements; • Mission, Academic Quality and Institutional Effectiveness, and Integrity; • Student Learning Programs and Support Services; • Institutional Resources; • Leadership and	• Accreditation Liaison Officer; • Assistant Accreditation Liaison Officer; • Dean of Academic Affairs; • Deans of Student Services; • Program Director of Library Services; • Program Director of Counseling and Learning Services; • Director of Curriculum and Assessment;

		Governance.	• Director of Community and Natural Resources; • Director of Samoan Studies Institute; • Director of Teacher Education; • Director of Trades and Technology; • Chief Financial Officer • Chief Information Officer; • Human Resources Officer;
Governance Group:	**Purpose:**	**Outcome:**	**Members:**
Institutional Planning Executive Core Committee: **Reporting Protocol: Leadership Triangle**	• To plan the process of Program Review; • To monitor the progress of all departments and programs as they undergo the institutional wide Program Review; • To identify and propose recommendations on Strategic Priorities based on Program Review data; • To monitor the implementation of Strategic Priorities through institutional defined data collection mechanisms; • To report semiannually on the status of the Institutional Strategic Plan.	• Program Review and Planning Calendar, Instruments, and Processes; • Institutional Strategic Plan; • Semiannual Status Report on Mission Effectiveness.	• Dean of Academic Affairs; • Dean of Student Services; • Director of Community & Natural Resources; • Director of Samoan Studies Institute; • Director of Institutional Effectiveness (Chairman); • (2) Faculty Selected by the Faculty Senate.

b. **Operational Groups**: Consists of members who are given the authority to implement institutional functions to carry out Board policies and procedures. Operational Group members are designated based on the responsibilities in their job descriptions as assigned by the President. Operational Groups include the Curriculum Committee, Assessment Committee, and Data Committee.

Operational Group:	Purpose:	Outcome:	Members:
Leadership Team: **Reporting Protocol: Leadership Triangle**	• To assure that operational functions and processes are defined, implemented, monitored, and assessed in accordance to policies as defined in their job descriptions.	• Program Review of department and program functions: implementation, monitoring, assessment, and evaluation;	• President; • Vice Presidents; • Deans; • Program Directors; • Directors; • Officers • (25 members)

		• Assessment of Policies linked to department/program; • Mission Effectiveness.	
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Curriculum Committee: **Reporting Protocol: Leadership Triangle**	• To review and approve new or revised courses, program revisions, establishing pre-requisites; • To review and approve Student Learning Outcomes; • To review and recommend the accurateness of Institutional Set Achievement Standards; • To implement, assess, and recommend improvements on academic policies; • To review ASCC's Mission; The Curriculum Committee.	• ASCC Catalog; • Academic Policies; • Institutional Set Achievement Standards; • Student Learning Outcomes • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairperson); • Academic and Program Chairpersons (15) • ROTC Representative; • College & Life Planning Representative; • Director of Teacher Education; • Director of Trades and Technology; • Director of Institutional Effectiveness; • Dean of Student Services; • Dean of Academic Affairs.
Academic Assessment Committee: **Reporting Protocol: Curriculum Committee**	• To review and monitor the dialogue on assessing student learning outcomes; • To discuss and review student learning outcomes and present findings to the Curriculum Committee; • To identify strengths and weaknesses of current student learning outcomes; • To review the data from Academic Program Review on course learning outcomes; • To initiate the process of developing an appropriate assessment plan for the College; • To present a workable assessment plan to the Curriculum Committee to include: time frame, staff development on SLO assessment, review and development of appropriate instruments for assessing SLOs, and implementation plan; • To monitor ongoing assessment; • Review ASCC's Mission according to SLO findings and	• Analysis of SLOs; • Academic Assessment Processes; • Mission Effectiveness.	• Director of Curriculum and Assessment (Chairman); • Faculty Representatives from Academic Program and Departments (15); • Institutional Researcher; • Program Director of Counseling.

	present to the Curriculum Committee.		
Operational Group:	**Purpose:**	**Outcome:**	**Members:**
Data Committee: **Reporting Protocol: Leadership Triangle**	• To establish a processes in which institutional data/information can be collected and released as required by law and as required by our governing agencies in a timely manner; • To collect and release information to the requesting divisions (internally and externally) in a timely manner by setting a data time-schedule (monthly, quarterly, semester, annual); • To collaborate to integrate existing data systems to provide a more accurate, up-to-date, and synchronized reporting; • To provide sound decisions regarding institutional data/information requests, release, collection, reporting, and compliance.	• Data analyses, collection and dissemination.	• Institutional Researcher; • Chief Information Officer; • Human Resources Officer; • Program Director of Counseling; • Director of Curriculum and Assessment • Chief Financial Officer; • Financial Aid Officer; • Admissions Officer; • Records Officer.

c. **Task Force Groups**: Are formed to create a venue for dialogue and work on topics that require timely and concentrated energy. These groups are charged by the President or a governance group to perform specific functions that benefit the entire College. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Roles and responsibilities of constituent groups:

The role of constituent groups in decision-making is to ensure that the College defines, implements, monitors, assesses, and evaluates the achievement of ASCC's Mission Statement through:

- Institutional Program Review;
- Institutional Assessment of Student Learning Programs and Services; and
- Institutional Planning.

Program Review: ASCC ensures that Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accountability: President

Charge: Leadership Triangle

Types of Program Reviews:

1) **Institutional Program Review**: An institutional review of planning processes to provide access to institutional data; to provide assistance in the analysis of data for decision-making and to improve ASCC's operations through Strategic Planning.
    a. Assessment Cycle: Biennially
    b. Instrument: Institutional Program Review Survey
        i. Review of Instrument: Biennially (Institutional Planning Executive Core Committee)
    c. Areas for Review:
        i. ASCC Mission Effectiveness
        ii. Student Learning Programs and Services
        iii. Resources
        iv. Governance
    d. Participants: Administrators, Faculty, and Staff
    e. Focus:
        i. Institutional Set Achievement Standards
        ii. Institutional Learning Outcomes
        iii. Review of Institutional Strategic Plan Priorities
    f. Procedures and Roles:
        i. Dissemination and implementation of Program Review Surveys (Institutional Effectiveness Division);
        ii. Compilation of data summaries (Institutional Effectiveness Division);
        iii. Dissemination of Program Review summaries to the Institutional Planning Executive Core Committee (IPECC);
        iv. Analysis of data (IPECC);
        v. Compilation and submission of analysis to the Leadership Triangle (IPECC);
        vi. Review of Analysis by the Leadership Triangle with

recommendations and/or approval (Leadership Triangle);

vii. Submission of analysis and action plans to the Board of Higher Education (President)

viii. Review by Board of Higher Education of analysis and action plans, followed by the Board's recommendations and/or approval (Board of Higher Education); and

ix. Analysis and Action Plans are approved and disseminated for institutional access, implementation, and archiving (President).

g. Outcomes:
   i. ASCC Catalog
   ii. Institutional Strategic Plan Priorities
   iii. Board Policies

2) **Divisional Assessment- Program Review:** Assesses the quality of ASCC's instructional and non-instructional programs/departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment- Program Review is to assure that ASCC provides high quality programs for students and to identify opportunities for improvement for each academic program and service department.

   a. Assessment Cycle: Annually
   b. Instrument: Divisional Assessment- Program Review Survey
      i. Review of Instrument: Annually (Programs/Departments)
   c. Areas for Review:
      i. Divisional Mission and Outcomes
      ii. Evaluation of Program/Department Effectiveness and Improvements
      iii. Decision Making
      iv. Personnel
      v. Staff Development and Facilities
      vi. Equipment & Technology
      vii. Student Support Services
      viii. Safety and Emergency Procedures
      ix. Divisional Planning and Resource Allocation
   d. Participants: Programs and Departments
      i. Faculty
      ii. Staff
      iii. Administrators
   e. Procedures and Roles:
      i. Implementation of Divisional Assessment Surveys (Institutional Effectiveness Division)
      ii. Compilation of data summaries (Institutional Effectiveness Division);

iii. Dissemination of Program Review summaries accordingly to each department/program (Institutional Effectiveness Division);
iv. Analysis of data (Program/Department);
v. Analysis is compiled and submitted to respective Vice President for review, recommendations, and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vi. Analysis is submitted and reviewed by the President with recommendations and/or approval (Vice President of Academic and Student Affairs/Vice President of Administration and Finance);
vii. Analyses, Resource Allocation Plans are submitted to the Board of Higher Education (President)
viii. Board of Higher Education Reviews Analysis and Resource Allocation Plans, and provides recommendations and/or approval (Board of Higher Education); and
ix. Analysis and Action Plans are disseminated for institutional access, implementation, and archiving. (President)

f. Outcomes:
   i. Planning and Resource Allocation Analysis of ASCC Operations

Assessment of Student Learning and Achievement: ASCC ensures that Student Learning Outcomes and Student Achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of Student Learning is determined by the:

- Ongoing student learning dialogue on institutional set standards and achievement of set standards;
- Ongoing evaluation of student learning outcome processes;
- Ongoing evaluation and improvement of organizational structure that supports student learning; and
- Ongoing program review of student learning.

Accountability: President

Charge: Leadership Triangle

Types of Student Learning Assessments:

1) **Institutional Learning Outcomes:** Reflects a shared institutional articulation

of expectations for all certificate and recipients.

a. Assessment Cycle: Annually
b. Instrument: Academic Program Review Survey
    i. Review of Instrument: Annually (Academic Programs & Departments)
c. Areas for Review:
    i. Institutional Learning Outcome Qualities
        1. General Education 1st year Course Learning Outcome Qualities and Competencies;
        2. Core & Co-Foundational 2nd year Course Learning Outcome Qualities and Competencies.
d. Accountability: Dean of Academic Affairs & Director of Curriculum and Assessment.
e. Participants: Faculty/Adjunct Faculty
f. Focus:
    i. Institutional Learning Outcome Qualities and Competencies;
g. Procedures and Roles:
    i. General Education Program 1st Year Competencies
        1. Charge: General Education Faculty
        2. Assessment Cycle: Semester (Refer to Timeline of GE Assessment)
        3. Assessed Qualities: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility
        4. Assessed Courses: ENG 150, ENG 151, SPH 153, ICT 150, MAT 151, PHS 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        5. Procedures and Roles:
            a. Semester submission of GE Course Data (General Education Faculty);
            b. GE Data is Compiled (Institutional Effectiveness Division);
            c. GE Summaries are compiled and submitted to General Education Faculty (Institutional Effectiveness Division);
            d. Summaries are reviewed, analyzed and an analysis is developed (General Education Faculty)
            e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (General Education Faculty);
            f. Reports are reviewed by the Assessment Committee and recommendations are

compiled and submitted to the Curriculum Committee (Assessment Committee)

g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 1st Year Competencies (Curriculum Committee);
h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

ii. Core and Co-Foundational Courses 2nd Year Competencies
1. Charge: Academic Department & Program Faculty
2. Assessment Cycle: Semester-based
3. Assessed Qualities: Effective Communicators, Critical Thinkers, Global Citizens, Quantitative Competent Individuals, and Responsible Leaders.
4. Procedures and Roles:
a. Semester submission of 2nd Year ILO Course Data (Academic Department and Program Faculty);
b. ILO 2nd year Competencies data is compiled (Institutional Effectiveness Division);
c. ILO 2nd year Competencies Summaries are compiled and submitted to Academic Department and Program Faculty (Institutional Effectiveness Division);
d. Summaries are reviewed, analyzed and an analysis is developed (Academic Department and Program Faculty)
e. Recommendations for continuous improvements and review of competencies analysis is submitted to the Assessment Committee (Department and Program Faculty);
f. Reports are reviewed by the Assessment Committee and recommendations are compiled and submitted to the Curriculum Committee (Assessment Committee)
g. Curriculum Committee review recommendations and provides feedback on Institutional Learning Outcome 2nd Year

Competencies (Curriculum Committee);

h. Analysis and Recommendations are submitted to the Leadership Triangle (Curriculum Committee)
i. Analysis is reviewed by the Leadership Triangle for recommendations (Leadership Triangle);
j. Final Analysis is approved and disseminated for institutional access, implementation, and archiving (President).

2) **Institutional Student Achievement Standards**: Student achievement standards provide measurements to determine the amount of academic content a student learns in a determined amount of time. Defined standards and data are used as a basis to focus the institutional dialogue on improving student learning and student achievement through ASCC's assessment practices.

a. **Standard Definitions/Student Pathways**:
    i. Developmental Courses: The successful completion of highest non-credit bearing English and Math courses which transition student into college readiness;
        1. Set Standard: % defined by the College on student completion of developmental courses;
        2. Courses assessed to determine set standard:
            a. ENG 90, ENG 91, MAT 90.
        3. Data Sets used for analysis:
            a. Percentage of students who pass ENG 90, ENG 91, and MAT 90.
    ii. Gateway Courses: The successful completion of college level English and Math courses as required by all degrees to transition into general education and program requirements;
        1. Set Standard: % defined by the College on student completion of gateway courses;
        2. Courses assessed to determine set standard:
            a. ENG 150, ENG 151, MAT 151.
        3. Data Sets used for analysis:
            a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
            b. Summative Data: Data sets obtained through

a variety of means such as tests, projects, and student portfolios.

iii. Degree Program Requirements: The successful completion of general education, core foundational, and co-foundational courses required by a degree program;
    1. Set Standard: % defined by the College on student completion of degree program requirements;
    2. Courses assessed to determine set standard:
        a. General Education: SPH 153, ICT 150, PHSCI 150, HIS 150, HIS 151, HIS 162, HIS 170, HIS 171, PSY 150, HEA 150.
        b. Core Foundational Courses: Refer to courses listed in certificate/degree advising sheets;
        c. Co-Foundational Courses: Refer to courses listed in certificate/degree advising sheets.
    3. Data Sets used for analysis:
        a. Formative Data: Data sets that provide timely, critical evidence that indicate students' skill level, their concept mastery, and their progress towards achieving curriculum goals; or
        b. Summative Data: Data sets obtained through a variety of means such as tests, projects, and student portfolios.

iv. Persistence: The retention of students in their first year and second year and within 150% time to graduate;
    1. Data Sets: The retention of students in their first year and second year and within 150% time to graduation.
        a. 1st Year Retention: Percentage of students who are retained from fall to spring;
        b. 2nd Year Retention: Percentage of students who are retained from fall to fall.

v. Degree/Certificate Completion and Transfer: The successful completion of degree program or certificate and transfer to institutions of higher learning or transition into the workforce.
    1. Graduation Data Statistics:
        a. Cohort Completion: Percentages of cohort completion within 150% of normal time to completion.
            i. 2 Years (4 semesters excluding summer terms)
            ii. 3 Years (6 semesters excluding summer terms- 150% NTC)
            iii. 4 Years (8 semesters excluding

summer terms)
iv. 6 Years (12 semesters excluding summer terms- 150% or 300% NTC)

b. Data Sets:
i. Academic Departments & Programs cohort completion of degrees and certificate:
1. AA Degrees
2. AS Degrees
3. B.Ed.
4. Certificates of Proficiency

2. Transfer to Institutions of Higher Learning: Percentages of students that transfer to institutions of higher learning:
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of students who receive scholarships and student loans from the American Samoa Government;
iii. Percentages of graduates tracked through counseling services;
iv. Graduation Exit Survey feedback from students.

3. Transition into the Workforce: Percentages of students that transition into the workforce.
a. Data Sets:
i. Percentages of potential graduates tracked through advising;
ii. Percentages of graduates tracked through counseling services;
iii. Established MOUs with Government Agencies.

In diagram one, a visual representation of ASCC's Student Learning Pathways to Success was institutionally defined and approved in the spring of 2015. The diagram reflects the different milestones with defined measurements to monitor student achievement throughout a student's career path. The utilization of institutional set standards allows the institution to fully review the quality of ASCC's educational programs and services through data collection, dialogue, and analysis.

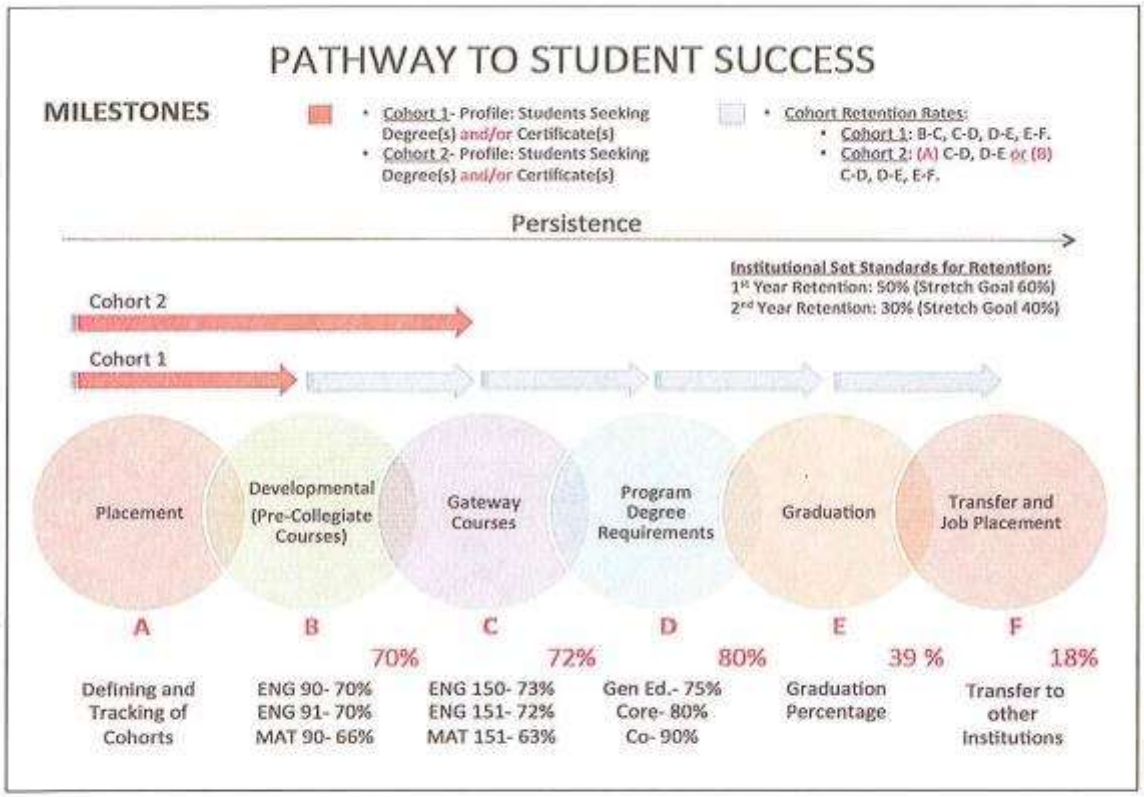

Diagram 1: ASCC's Pathway to Student Success

Institutional support services and administrative services support ASCC's emphasis on institution set standards, ensuring that resources are allocated accordingly to student learning.

3) **Institutional Reporting, Data Accessibility and Dissemination:** ASCC ensures that results from Student Achievement are broadly communicated to internal and external stakeholders for accessibility, planning and decision-making, and for transparency purposes.

   a. ASCC Annual Report: Annual Reports are publications compiled every year. These are mainly used for external reporting to the local legislature during budget hearing and distributed during workshops or conferences attended by the ASCC administration. The Annual Report runs by the academic year beginning fall

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V. COLLEGE POLICIES

2005 ESTABLISHMENT OF BOARD AND COLLEGE POLICIES

Written policies shall constitute the basic method by which the Board effectively discharge its responsibilities with regard to policies, rules and regulations as defined by law or which are required in its judgment for the effective operation of the College. 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. The Board adopts policies; the College President guides the development and implementation of administrative procedures, which do not require Board approval.

A. Policy Initiation, Development and Review: Policies shall be reviewed by the Board as necessary for the operation of the college. Policies and policy changes may be suggested by Board members, the President, faculty, staff, students, and citizens within the community.

B. Repeal and Amendment: Through the adoption of these policies, all previously adopted policies may be repealed or amended and be of no force or effect if in conflict with other adopted policies. Any amendment of or addition to these policies shall supersede any previous policies.

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.

D. Harmony with Law: No policy or regulation, nor any portion thereof, shall be operative if it is found to be in conflict with applicable law.

VI. BOARD BUSINESS

2006 BOARD BUSINESS

The Board shall delegate in writing "by direction" full authority to the President to conduct the businesses of the College.

2006.1 CONTRACTS

The Board may authorize the President, *any officers, agent or agents to* enter into any contracts on behalf of the Board in writing unless otherwise designated. These contracts at a minimum include personnel renewal contract and contracts to be funded at $25,000 and more.

2006.2 LOANS

No loans shall be contracted on behalf of ASCC and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

2006.3 CHECKS, DRAFTS, PETTY CASH, ETC.

All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of ASCC, shall be signed by personnel authorized by ASCC and from time to time be

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AMERICAN SAMOA
COMMUNITY COLLEGE

2017 Board Review of Governance Policies

Board of Higher Education
August 3, 2017

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
(684) 699-9155 • (684) 699-2062 (fax)

Board Review of Governance Policies:

Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.A. Governance Process ***Policy: Governance Commitment***	**Chapter II Policy** **Policy Type: Section I. Board Governance** ***Policy: 2000 - Governance Commitment***	**Amended Policy/Board Actions:**
Policy Statement: The Board of Higher Education (hereinafter "Board of Higher Education" or "the Board") will govern American Samoa Community College (hereinafter "American Samoa Community College" or "the College") in accordance with 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. Educational programs and other services of the College shall be of high quality. • Critical elements of Total Quality Leadership (TQL) Customer Focus Employee Involvement Continuous Improvement The Board is committed to excellence and to the following values which define the college's operational atmosphere: • Teamwork • Open communication • Fun, celebration, recognition • Recognize past for its influence on the present and the future • Focus on the future	**2000 Policy Statement:** A. The Board of Higher Education will govern American Samoa Community College according to the Constitution and under Public Law 22-30 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	**Board Action Statement:** - Board recommendation to remove 'shall be' and replace with 'is' in part (B) of the 2008 Governance Manual - **Board approved (2017)**

AMERICAN SAMOA COMMUNITY COLLEGE
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Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.B. Governance Process *Policy: Governing Style*	**Chapter II Policy** **Policy Type: Section I. Board Governance** *Policy: 2001 - Governance Style*	**Amended Policy/Board Actions:**
Policy Statement: The Board will govern with a style that emphasizes: • Outward vision rather than an internal preoccupation. • Encouragement of diversity in viewpoints. • Strategic leadership rather than administrative detail. • Clear distinction of board and presidential roles. • Collective rather than individual decisions. • Future rather than past or present. • Proactivity rather than reactivity. More specifically, the Board will: 1. Operate in all ways mindful of its obligation to the American Samoa Community College and will comply with provisions of PL 22-30. It will allow no officer, individual, Board member or committee of the Board to prevent its fulfilling this commitment. 2. Enforce upon itself whatever discipline needed to govern with excellence. Discipline will apply to matters such as attendance, policy making principles, respect of roles, speaking with one voice, and ensuring the continuity of governance capability. Continual development will include	**Policy Statement:** The Board will govern with a style that emphasizes: • Outward vision rather than an internal preoccupation. • Encouragement of diversity in viewpoints. • Strategic leadership rather than administrative detail. • Clear distinction of the Board and ASCC President's role. • Collective rather than individual decisions. • Future rather than past or present. • Proactive rather than reactive.	**Board Action Statement:** Update: Policy 2001 was reviewed and amended by the Board of Higher Education in August 2015. Changes in policy title and purpose is now written as: Policy 2001: Board of Higher Education Code of Ethics Purpose: The American Samoa Community College Board of Higher Education Trustees shall perform their duties in accordance with their appointment and shall be committed to serving the needs of the College while striving to be responsive to the immediate and long-term needs of the community, regardless of race, color, religion, sex, marital status, national origin, age or disability. Trustees shall adhere to the following principles. It is the Trustees' responsibility to: • Devote time and effort to their duties as board members so that they may render effective and creditable services • Work well with fellow trustees in a spirit of cooperation so that all issues, especially those which are controversial are debated openly and fairly • Base personal decisions upon all available facts vote their honest convictions without bias, abide by and uphold the final majority

orientation of new members in the Board's governance process and periodic Board discussion of process improvement. 3. Direct, control and inspire the organization through the careful establishment of the broadest organization policies reflecting the Board's values and perspectives while remaining in compliance with provisions of PL 22-30. The Board's major focus will be on the intended long term impact outside the operating organization (Ends), not on the administrative or programmatic means of attaining those effects (Means). **(I.B. con't.)** 4. Cultivate a sense of group responsibility. The Board, no the staff, will be responsible for excellence in governing. The Board will be an initiator of policy, not merely a reactor to staff initiatives. The Board will use the expertise of individual board members to enhance the work of the Board as a body, rather than to substitute their individual judgments for those of the Board as a whole. 5. Monitor and discuss the Board's process and performance regularly. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance Process and Board-Staff Relationship categories. 6. Seek input from the community, staff, students, alumni, and employers, on Board policies on Ends. 7. Make decisions, to the extent possible, on a consensus basis.		decision of the Board • Recognize that the primary duty of the Board is to represent the entire College while maintaining independence from special interests or other politically-active, narrowly focused groups • Conduct business, taking official actions in public sessions, yet maintaining the confidentiality of closed session deliberations by not releasing or discussing confidential matters or information • Recognize that, absent a financial conflict of interest, every Board member has a legal duty to vote affirmatively or negatively on all action items that as a member of a legal entity, the Board member can neither relinquish nor delegate this responsibility to any other individual or group • Remember that as an individual, a trustee has no legal authority outside the meetings of the Board. • Confine Board action to policy determination, planning, and evaluation. Delegate to and support the authority of the CEO/President for the execution of these items on the day-to-day basis. • Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the College, and the needs of the College to the community. • Encourage the active involvement, within the shared governance process, of students, employees and College Community with respect to their recommendations on policy development and regulations and consider other's perspectives as issues are discussed.

		• Enhance potential as Board members by participating in educational conferences, workshops and training sessions offered by local and regional organizations and are informed about the actions of the Federal Government and the positions taken by the Association of Community College Trustees (ACCT), on those actions. • Support the College's Mission and Vision statements by working in harmony as a Board, bearing in mind public education is most effective means by which our representative democracy is preserved and perpetuated. **Board Reapproved in (2017)**

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.C. Governance Process ***Policy: Board Job Description***	**Chapter II Policies** **Policy Type: Section IV. Board Authority** ***Policy: 2004 – Authority and functions of the Board, Committees, and Members*** ***Policy: 2004.2 – Authority of Board Members***	**Amended Policy/Board Actions:**
Policy Statement: The job of the Board is to represent the public in determining and demanding the appropriate organizational performance and, in accordance with PL 22-30, to direct the president. To distinguish the Board's own unique job from the jobs of its staff, the Board will concentrate its efforts on the following responsibilities:	**2004 Policy Statement:** 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 governs the college. It is the Board's job to represent the community in determining the appropriate College performance, and to direct the duties of the President.	**Board Action Statement:** Update: Policies 2004 and 2004.2 were amended in July 2014 to include PL 22-30. The revised policy supersedes Policies 2004 and 2004.2 that were approved in 2008. Policy 2004 is now written as: Policy 2004 – Board Title, Authority and Duties

1. Serving as the link between the college and the public. 2. Remaining in compliance with provisions of PL 22-30 and enacting written governing policies which, at the broadest level address: a. ENDS: College services, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost). Ends include college mission, values, vision, goals and priorities. b. EXECUTIVE LIMITATIONS: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place while remaining in compliance with provisions of PL 22-30. c. GOVERNANCE PROCESS: Specification of how the Board conceives, carries out, and monitors its own tasks. d. BOARD STAFF RELATIONSHIP: How power is delegated and its proper use monitored: the President's authority and accountability. 3. Monitoring institutional performance and the president's performance (against Board policies on Ends and Executive Limitations). 4. Promoting a positive image for the college.	The written policies adopted by the Board shall serve as authority for implementation of Board decisions and actions by the College administration. **2004.2 Policy Statement:** A member of the Board has no authority except when in an official meeting or except when acting with official authorization of the Board.	2004(a) – The governing board of the College shall be known officially as the Board of Higher Education of the American Samoa Community College. It derives its authority from the American Samoa Code annotated Chapter 20, PL 22-30. "A Board member has no authority except when in an official meeting or except when acting with official authorization of the Board."[1] 2004(b) – The Board shall serve in a supervisory capacity and function to supervise the implementation of the powers and duties of the College, in addition to the provisions of PL 22-30: 1. Elect its chairperson and other officers; [2] 2. May change the name of the college, with approval of the Legislature; 3. Shall review and approve the education program of the College; 4. Shall grant diplomas, certificates, degrees or other honors; 5. Shall adopt a Seal of the College. 6. Formulate policies for the operation of the College; 7. Service as the link between the college and the community; 8. Enact written policies at the broadest level to address the Mission, Executive Limitations, Governance Process and Board

[1] Quote a PL statements.
[2] Language consistency 'chairman' versus 'chairperson'

		Staff Relationship; 9. Monitor the College and the President's performances against Board policies on college mission/vision, goals and Executive Limitations. 2004(c) – Each Board member must provide a copy of their biography as required by the accreditation commission. - Board 2nd revision: August 2017: Part B. #1 to change 'chairman' to 'chairperson'. Recommendation to be consistent with the language. [3] - Board approval with noted changes.

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.D. Governance Process ***Policy: Chairperson's Role***	**Chapter II Policies** **Policy Type: Section IV. Board Authority** ***Policy: 2004.3 – Chairperson's Role and Authority***	**Amended Policy/Board Actions:**
Policy Statement: The Chairperson is responsible for the integrity of Board's process and occasional representation of the Board to outside parties. The Chairperson is the only authorized spokesperson to speak for the Board (beyond simply reporting Board decisions), other than in rare and specifically authorized instances.	**Policy Statement:** The Chairperson is responsible for the integrity of the Board's process and occasional representation of the Board to the community. The chairperson is the only authorized spokesperson for the Board (beyond simply reporting Board decisions) other than in rare and specifically authorized instances. The Chairperson shall: A. Ensure the board and its members act consistently within	**Board Action Statement:** **Board approved with recommended changes**

[3] Board recommends to directly quote all public law references.

1. The Chairperson shall endure that the Board and individual Board members act consistently within the Board's rules and policies and those legitimately imposed upon the Board from outside the college. a. The Chairperson shall preside at Board meetings in an efficient and effective manner and shall set the general tone for each meeting through positive leadership. b. Discussion at the Board meetings will be on those issues which, according to board policy, belong to the Board to decide, not to the President. c. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and to the point. d. The Chairperson will attempt to arrive at a consensus by the Board members on Board decisions. The Chairperson will stimulate discussions among the Board members. 2. The authority of the Chairperson consists in making decisions that fall within the topics covered by Board policies on Governance. Process and Board-Staff Relationship, except where Board specifically delegates portions of this authority to others. 3. The Chairperson has no authority on his own to make decisions about policies created by the Board within Ends and Executive Limitations policy areas.	the Board rules and policies and those legitimately imposed upon the Board from the community; B. Preside at the Board meetings in an efficient and effective manner and shall set the general tone for each meeting through positive leadership; C. Discuss at the Board meetings those issued, per the Board policy, belongs to the Board to decide, not the President; D. Stimulate Board discussions with the attempt to arrive at a consensus by all Board members on issues presented. E. Shall consist of making decisions that are in the purview or topics covered by Board policies on governance, process and board/staff relationship, except where the Board specifically delegates portions of this authority to others. F. The Chairperson shall have no authority on his/her own to make decisions about policies created by the Board within the Mission and Executive Limitations policy areas, and on his/her own supervise or direct the duties of the President. G. In the absences of the Chairperson, duties and responsibilities will be transferred to the Vice Chairperson. [4] H. In the absence of ~~the~~ both the Chairperson and Vice Chairperson, other members of the Board shall elect a chairperson pro tempore from within the Board membership to service in this capacity until the return of either the Chair/Vice Chairperson. I. If the office of the Chairman becomes vacant due to death, disability, resignation, recall or removal by due process, the Vice Chairman shall assume the office for its unexpired term. The Board shall elect the Chairman and Vice Chairman in the next annual meeting. [5]	

[4] Add 'as acting
[5] Language consistence (chairperson)

4. The Chairperson has no authority on his own to supervise or direct the President. **(I.D. con't.)** 5. The Chairperson shall ensure the other Board members are informed of current or potential Board issues and processed. 6. The Chairperson shall appoint members of committees established by the Board. 7. The Chairperson shall be elected during the Board's annual planning session for a term of two years.		

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.E. Governance Process ***Policy: Board Committee Principles***	**Chapter II Policy** **Policy Type: Section IV. Board Authority** ***Policy: 2004.1 – Authority of Board Committees***	**Amended Policy/Board Actions:**
Policy Statement: Board committees, when used, will operate so as to minimally interfere with the wholeness of the Board's job and so as never to interfere with the delegation of authority from the Board to the President. 1. Board committees are to help the Board do its job. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. 2. Board committees may not speak or act for the Board except when formally given such authority for a specific and time-limited purpose. Expectations and authority will be carefully stated in order not to conflict the authority delegated to the President.	**Policy Statement:** Committees may be created by the Board or appointed by the Chairperson to advise the Board and to facilitate the efficient operation of the Board. The Board is not bound by the action of a Board Committee or any of its individual members. It will operate with minimal interference to the Board as a whole, and will not interfere with the delegation of authority from the Board to the President. The Board Committees may conduct business based on the principles established by Board actions whether or not committees include non-board members, and not under committees formed by the ASCC President. Committees shall make recommendations to the Board for appropriate action and shall be dissolved when its report is received by the Board. Board committees shall: A. Assist the Board to perform its job through preparation of policy alternatives and implications for Board deliberation;	**Board Action Statement:** **Board Action Statement:** **Board approved with recommended changes**

3. Because the President works for the full Board, the President is not required to obtain approval of a Board committee before an executive action. 4. Board committees are to avoid over identification with organizational parts rather than with the whole. Therefore, a Board committee which has helped the Board create policy on some subject will not be used to monitor organizational performance on that same subject. 5. This policy applies only to committees which are formed by Board action, whether or not the committees include non-board members. It does not apply to committees formed under the authority of the President. 6. The Board shall not have standing committees. 7. The Board will act as a committee of the whole and establish ad hoc committees when appropriate.	B. Not act or speak for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the President; 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 (e.g. Board committee selected by the Board to create a policy, will not monitor the performance of the College and the President on the same policy; E. Not have standing committees; and F. Act as committee of the whole and establish ad-hoc committees when appropriate.	

Policy Type: Governance Process / Board Agenda

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.F. Governance Process ***Policy: Board Planning and Agenda***	**Chapter II Policy** **Policy Type: Section VII. Board Agenda** ***Policy: 2007 – Board Planning and Agenda***	**Amended Policy/Board Actions:**
Policy Statement: The Board will carry out its responsibilities using a governance style consistent with Board policies by: • Re-exploring Ends policies annually • Holding an annual planning session	**Policy Statement:** ~~The Board will carry out its planning agenda using governance style noted in Policy #2001 and consistent with other appropriate Board Policies.~~	**Board Action Statement:** The Board will carry out its responsibilities using Board Policy 2001 Code of Ethics. The Board will carry out its responsibilities in

• Following an agenda at its regular meetings which implements the Board's policy on governing style • Continually improving its performance through Board education and enriched input and deliberation 1. The agenda for all Board meetings will be prepared by the Chair after consultation with the President and based on input from other Board members. The agenda will be delivered to the Board at least three (3) days before the meeting. 2. Education, input and deliberation will be paramount in structuring meetings and other Board activities. 3. The annual planning session will be held in June. a. The college mission and strategic plan will be reviewed at the annual planning session. b. Financial planning, including the establishment of budget, parameters and priorities, will be conducted at the annual planning session. c. Subjects for Board discussion and action during the following years will be developed at the annual planning session. 4. Board policies and policy revisions will not be adopted until they have been considered at a minimum of two meetings, unless Board action waives this requirement and immediate effect authorized. 5. The Board shall hold an annual retreat to conduct a self-evaluation and other important Board business.		planning and setting its agenda that include: 1. The annual planning session will be held in June. a. The college mission and strategic plan will be reviewed at the annual planning session. b. Financial planning, including the establishment of budget, parameters and priorities, will be conducted at the annual planning session. c. Subjects for Board discussion and action during the following years will be developed at the annual planning session. 2. The agenda for all Board meetings will be prepared by the Chairperson after consultation with the President and based on input from other Board members. The agenda will be delivered to the Board at least three (3) days before the meeting. 3. Education, input and deliberation will be paramount in structuring meetings and other Board activities. 4. Board policies and policy revisions will not be adopted until they have been considered at a minimum of two meetings, unless Board action waives this requirement and immediate effect authorized. 5. The Board shall hold an annual retreat to conduct a self-evaluation and other important Board business. **Board 2017 approval with recommended changes.**

Policy Type: Governance Process / Board Role and Responsibilities

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.G. Governance Process ***Policy: Board Members' Code of Conduct***	**Chapter II Policy** **Policy Type: Section II. Board Role and Responsibilities** ***Policy: 2002 – Board of Higher Education Code of Conduct***	**Amended Policy/Board Actions:**
Policy Statement: The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board members. 1. Board members must maintain unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of college services. 2. Board members must avoid any conflict of interest with respect to their Board responsibility. a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the college except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside information". b. Board members must not use their positions to obtain employment by the college or the furnishing of services or goods tot eh college for	**Policy Statement:** 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.	**Board Action Statement:** Update – Policy 2002 was amended in August 2015 for clarification in policy title and description. Policy 2002 is now written as: Policy 2002: Board of Higher Education Code of Conduct Purpose: Board Trustees shall conduct themselves with proper authority and appropriate decorum as individuals or as a group when serving in the capacity of a Board member. Trustees shall conduct themselves with: • Board members will participate in education activities, including territorial, state, regional and national meetings to enhance their ability to serve effectively as members of the College's governing Board. • Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of

or by themselves, family members, friends or associates. 3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies. a. Board members' interaction with the President or staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above in Board policies. b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any board member or Board members to speak for the Board. **(I.G. con't.)** 4. Board members will participate in educational activities, including territorial, state, regional and national meetings, to enhance their ability to serve effectively as members of the college's governing Board. 5. Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of complaints of grievances. 6. Board members will not violate confidentiality including discussions which occur at closed meetings of the Board. 7. Board members will not present an item for action or discussion at a Board meeting which it not on the agenda unless agreed to by a vote of the majority present.		complaints or grievances. • Board members will not violate confidentiality including discussions, which occur at closed meetings of the Board. • Board members will not present an item for action or discussions at the Board meeting, which is not on the agenda unless agreed to by a vote of the majority present. **Board 2017 approval with recommended changes.**

8. The College shall indemnify and protect Board members, against death, bodily injury, property damage, and contractual claims suits including defense thereof, when damages are sought for alleged negligent or wrongful acts while such Board member, is acting under the direction of the Board.		

Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.H. Governance Process ***Policy: Board Purpose Statement***	**Chapter II Policy** **Policy Type: Section I. Board Governance** ***Policy: 2000.1 – Board Purpose Statement***	**Amended Policy/Board Actions:**
Policy Statement: The American Samoa Community College Board of Higher Education establishes a vision, sets goals, defines outcomes, and is a liaison to our customers and the community. The Board ensures that the College is well-managed and supports an environment in which the college will accomplish its mission.	**Policy Statement:** "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."	**Board Action Statement:** The American Samoa Community College, Board of Higher Education establishes a vision, a set of goals, define outcomes, and liaison with ASCC's employees, students, and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission. - **Board recommendation, eliminate quotes from 2008 Policy** - **Remove 'established'** - **Remove 'customers'** **Board 2017 approval with recommended changes.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.A. Board-Staff Relationship ***Policy: Delegation to the President***	**Chapter III Policy** **Policy Type: Section I. President of the College** ***Policy: 3000 – Delegation to the President***	**Amended Policy/Board Actions:**
Policy Statement: All Board authority delegated to staff is delegated through the President, so that all authority and accountability of staff as far as the Board is concerned – is considered to be the authority and accountability of the President. 1. The Board will direct the President to achieve certain results through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" through establishment of Executive Limitations policies. 2. As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish administrative policies, make decisions, take actions, establish practices and develop activities in consultation with the Board. 3. The Board may change its ends and Executive Limitations policies. However, as long as a policy is in effect, the Board will respect and support the President's decisions that conform to that policy. 4. All decisions of the Board acting as a body are binding upon the President. a. Decisions or instructions of individual Board members, officers,	**Policy Statement:** 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.	**Board Action Statement:** **Recommendation: Add #s 1-5 descriptions to the 2008 Policy Statement.** 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. 1. The Board will direct the President to achieve certain results through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" through establishment of Executive Limitations policies. 2. As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish administrative policies, make decisions, take actions, establish practices and develop activities in consultation with the Board.

or committees are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority. b. If Board members or committees request information or assistance without Board authorization, the President can refuse such requests which require, in the President's judgment, a material amount of staff time or funds or is disruptive. 5. The President shall apply to the Board for a waiver of a Board policy if the President deems a waiver is in the best interest of the College.		3. The Board may change its ends and Executive Limitations policies. However, as long as a policy is in effect, the Board will respect and support the President's decisions that conform to that policy. 4. All decisions of the Board acting as a body are binding upon the President. a. Decisions or instructions of individual Board members, officers, or committees are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority. b. If Board members or committees request information or assistance without Board authorization, the President can refuse such requests which require, in the President's judgment, a material amount of staff time or funds or is disruptive. 5. The President shall apply to the Board for a waiver of a Board policy if the President deems a waiver is in the best interest of the College. **Board 2017 approval with recommended changes.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.B. Board-Staff Relationship ***Policy: President's Job Description***	**Chapter III Policy** **Policy Type: Section I. President of the College** ***Policy: 3001 – President's Role***	**Amended Policy/Board Actions:**
Policy Statement: The President is the chief executive officer of the	**Policy Statement:** The President is the chief executive officer of the College and	**Board Action Statement:**

College. The President is the Board's single official link with the operating organization. The President is accountable to the Board acting as a body. The Board will instruct the President through written and verbal policies delegating implementation to the President. The President's performance will be considered synonymous with the organizational performance of the College as a whole. The President shall uphold high moral standards befitting a person of his/her position. The President's responsibilities, can be stated as performance in two areas: 1. Organizational accomplishment of the Board's policies on Ends. 2. Organizational operation within the boundaries established in Board policies on Executive Limitations.	serves as the ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standard befitting a person of this position.	- **Adopting 2008 Policy 3001: Presidents Role:** The President is the chief executive officer of the College and serves as the ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standard befitting a person of this position. - **Board Recommendation: Differentiate between 'Job Description' and 'Role'** - **To reorganize the sections of Chapter three policies to reflect the organization of policies on the President's role and job description.** **Board 2017 approval with recommendations.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.C. Board-Staff Relationship ***Policy: Monitoring Presidential Performance***	**Chapter III Policies** **Policy Type: Section II. President's Performance** ***Policy: 3002 – Monitoring the President's Performance*** ***Policy: 3002.1 – Internal and External Monitoring Reports*** ***Policy: 3002.2 – Direct Board Inspection***	**Amended Policy/Board Actions:**
Policy Statement: Monitoring executive performance is synonymous with monitoring organizational performance against Board polices on Ends and on Executive Limitations. The Board will monitor performance in a manner as to have systematic assurance of policy compliance, including the accomplishment of Ends. The Board shall conduct an evaluation of the President each academic year or at any time the Board deems appropriate. A. The purpose of monitoring is simply to determine the degree to which Board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be done in a way to permit the Board to use most of its time to create the future rather than review the past. B. A given policy may be monitored in one or more of three ways: a. INTERNAL REPORTS – Disclosure of compliance information to the Board from the President. Internal reports include: - Institutional data collection - Community surveys - Placement data - Assessment of student learning	**3002 Policy Statement:** 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 of the Board deems appropriate. **3002.1 Policy Statement:** A given policy may be monitored in one or more of three ways: A. Internal Reports – May include but not limited to: Disclosure of compliance information to the Board from the President. Internal reports include: • Institutional Data Collection • Community Surveys • Placement Data • Assessment of Student Learning Outcomes • Financial/Grant Reports B. External Reports – Disclosure of compliance information by an External auditor or other persons or entities external to the institution. External reports may include but not limited to: • Audit Reports • Licensing Examination Results • Accreditation Reports • Accountability Data	**Board Action Statement:** Update – Policies 3002, 3002.1, and 3002.2 were amended in July 2014 and superseded with the following Policy Title and statements. Policy 3002 is now written as: Policy 3002 – Monitoring the Performance of the College 3002(a) Monitoring executive performance is synonymous with monitoring the College's performance against Board policies and College regulations, Mission, Vision, and Executive Limitations. College policies shall be monitored in one or more of three ways: 1. Internal Reports – May include but not limited to: Institutional Strategic Plan, College and Objectives in Quarterly Reports, Bi-weekly Reports, and Annual Reports 2. External Reports – and not limited to: Audit Reports, ASG (American Samoa Government) Performance Quarterly, Accreditation Report.

- Financial reports h. EXTERNAL REPORTS – Disclosure of compliance information by an external auditor or other persons or entities external to the institution. External reports include: - Audit reports - Licensing examination results - Accreditation reports - Accountability data **(ILC. con't.)** c. DIRECT BOARD INSPECTION – Discovery of compliance information by a Board member, a committee or the Board as a whole. This is an inspection of documents, activities or circumstances directed by the Board which allows a test of policy compliance. C. Policies may be monitored by any method at any time, except each Ends and Executive Limitations policy will be monitored by the Board at regularly scheduled times pursuant to an agreed method.	**3002.2 Policy Statement:** A. The President shall conduct an inspection of documents, activities or circumstances directed by the Board which allows a test of policy compliance and the discovery of compliance information by a Board member, a committee or the Board as a whole. B. Policies may be monitored by any method at any time, except each ASCC Mission, Vision, and Executive Limitations policy will be monitored by the Board at regularly scheduled times pursuant to an agreed method.	3. Direct Board Inspection – The Board shall direct the President to conduct and inspection of documents, activities, or circumstances which allow ~~a test of~~ (or policy compliance. - **Board Recommendation: Spell out ASG** - **Remove 'a test of' and add 'for'** **Board 2017 approval with recommendations.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.A. Executive Limitations ***Policy: General Executive Constraint***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3004 – General Executive Constraints***	**Amended Policy/Board Actions:**
Policy Statement: The President shall not cause or allow any practice, activity, decision or organizational circumstances which is illegal, imprudent, in violation of the	**Policy Statement:** The President shall not cause or allow any practice, activity, decisions or organizational circumstances that can be construed as illegal, imprudent, or violating local and federal statues and	**Board Action Statement:** **Board Recommendation:**

American Samoa and applicable Federal laws, or in violation of commonly accepted business and professional ethics. Accordingly, the President shall not: 1. Deal with students, staff, or persons from the community in an inhumane unfair or undignified manner. 2. Make decisions except by a process where openness is maintained. 3. Permit financial conditions which risk fiscal jeopardy or compromise Board Ends priorities. 4. Provide information and advice tot eh Board which is untimely, incomplete or inaccurate. 5. Permit conflict of interest in awarding purchases or other contracts or hiring of employees. 6. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution. 7. Manage the college without adequate administrative policies for matters involving finances, staff, students, facilities and college services. 8. Engage in conduct that may embarrass the college and/or adversely affect his/her job performance.	commonly accepted business and professional ethics. In addition, the President may include but not limited to: A. Deal with students, staff, or persons from the community in an inhuman, unfair, or undignified manner; B. Permit financial conditions, which create financial risk and jeopardize or comprise Board priorities; C. Provide information and advice to the Board which is untimely, incomplete, or inaccurate; D. Permit conflict of interest in awarding purchases or other contracts or hiring of employees; E. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution; F. Manage the College without adequate administrative policies for matters involving finances, staff, students, facilities, and College services; and G. Engage in conduct that may embarrass the College or adversely affect his/her performance.	The President shall not cause or allow any practice, activity, decisions or organizational circumstances that can be construed as illegal, imprudent, or violating local and federal statues and commonly accepted business and professional ethics. In addition, the President may include but not limited to: A. Deal with students, staff, or persons from the community in an inhuman, unfair, or undignified manner; B. Permit financial conditions, which create financial risk and jeopardize or comprise compromise Board priorities; C. Provide information and advice to the Board which is untimely, incomplete, or inaccurate; D. Permit conflict of interest in awarding purchases or other contracts or hiring of employees; E. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution; F. Manage the College without adequate administrative policies for matters involving finances, staff, students, facilities, and College services; and G. Engage in conduct that may embarrass the College or adversely affect his/her performance. **Board 2017 Approval with recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.B. Executive Limitations ***Policy: People Treatment***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3005 – People Treatment***	**Amended Policy/Board Actions:**
Policy Statement: Treatment of and interaction with students, staff and persons from the community shall not be inhumane, unfair or undignified. Accordingly, the President shall not: 1. Operate without policies and/or procedures which set forth staff and student rules, provide for effective handling of grievances, insure due process, and protect against wrongful actions against or by staff or students. 2. Fail to comply with all American Samoa and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal opportunity. 3. Prevent students and staff from using established grievance procedures. 4. Fail to acquaint students and staff with their rights and responsibilities. 5. Fail to take prompt and appropriate action when the President becomes aware of any violation of American Samoa laws or applicable Federal laws, or of Board policies.	**Policy Statement:** With respect to treatment of all students, staff, volunteers, vendors, and citizens, the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive. In addition, the President may include but not limited to: A. 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 students. B. Fail to comply with all local and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal employment opportunity. C. Prevent students and staff from using established grievance procedures. D. Fail to acquaint students and staff with their rights and responsibilities. E. Fail to take prompt and appropriate action when the President becomes aware of any violation of local laws or applicable Federal laws, or Board policies.	**Board Action Statement:** **Board Recommendations** With respect to treatment of all students, staff, volunteers, vendors, and citizens, the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive. In addition, the President may include but not limited to: A. 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 students. B. Fail to comply with all local and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal employment opportunity. C. Prevent students and staff from using established grievance procedures. D. Fail to acquaint students and staff with their rights and responsibilities. E. Fail to take prompt and appropriate action when the President becomes aware of any violation of local laws or applicable Federal laws, or Board policies.

		Board 2017 Approval with no changes.

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.C. Executive Limitations ***Policy: Compensation and Benefits***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3006 – Compensation and Benefits***	**Amended Policy/Board Actions:**
Policy Statement: The President must comply with American Samoa laws and rules governing employee ethics and conduct adopted by the American Samoa Community College. The President may not jeopardize fiscal integrity or public image with respect to employment, compensation and benefits to employees, consultants, and contract workers. Accordingly, the President shall not: 1. Change his or her own compensation or benefits. 2. Provide for or change the compensation and benefits of other employees except in accordance with salary schedules and plans adopted by the Board. 3. Promise or imply permanent or guaranteed employment. 4. Grant fringe benefits not approved by the Board.	**Policy Statement:** The President must comply with local laws and rules governing employee ethics and conduct adopted by ASCC. The President may not jeopardize the College's fiscal integrity or public image with respect to employment. In addition, the President may include but not limited to: A. Change his/her own compensation benefits. B. Provide for or change the compensation and benefits of other employees except per the salary schedules and plans adopted by the Board. C. Promise or imply permanent or guaranteed employment. D. Grant fringe benefits not approved by the Board.	**Board Action Statement:** Update – Policy 3006 was amended in July 2014 to provide revisions to the college's regulation limitation toward payment of additional compensation above regular salary to faculty and staff members from funds administered and paid by the American Samoa Community College. Policy 3006 is now written as: Policy 3006 – Compensation and Benefits 3006(a) - The President must comply with local laws and rules governing employee ethics and conduct adopted by ASCC. The President shall develop college regulations to ensure controls are in place and procedures provided to ASCC staff in enforcement of compensations and benefit requirements. 3006(b) – The President may not jeopardize the College's fiscal integrity or public image with respect to employment to include but

		not limited to: 1. Change of her his compensation and benefits 2. Provide for or change in compensation and benefits of other employees except per the salary schedules and plans adopted by the Board. 3. Promise or imply permanent or guaranteed employment. 4. Grant fringe benefits not approved by the Board. **No recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.D. Executive Limitations ***Policy: Budgeting/Forecasting***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3007 – Budgeting and Forecasting***	**Amended Policy/Board Actions:**
Policy Statement: Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board Ends priorities, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board. Accordingly, the President shall not: 1. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.	**Policy Statement:** Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board priorities, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board. In addition, the President may include but not limited to: A. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions. B. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year.	**Board Action Statement:** Update – The Board amended policy 3007 in August 2015. Revisions made were to clarify Board priorities versus institutional priorities. Policy 3007 is now written as: Policy 3007: Budgeting and Forecasting Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate from institutional priorities, risk fiscal jeopardy or be unrealistic in projections of income and

2. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year. 3. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. 4. Propose a budget which does not have a broad base of input. 5. Propose a budget which fails to take into account Board Ends priorities. 6. Propose a budget which fails to include adequate amounts for plants and facilities maintenance, instructional equipment, new program and course development, staff development and institutional research.	C. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. D. Propose a budget which does not have a broad base input. E. Propose a budget which fails to take into account Board priorities. F. Propose a budget which fails to include adequate amounts of plants and facilities maintenance, instructional equipment, new program and course development, staff development, and institutional research.	expenses. No budget will become effective until approved by the Board. The President may not: A. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operation items, cash flow, and disclosure of planning assumptions. B. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year. C. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. D. Propose a budget, which does not have a broad base input. E. Propose a budget, which fails to take into account Board priorities. Propose a budget, which fails to include adequate amounts of plants and facilities maintenance, instructional equipment, new program and course development, staff development, and institutional research. **No recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.E. Executive Limitations ***Policy: Financial Condition***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3008 – Financial Condition***	**Amended Policy/Board Actions:**
Policy Statement: The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. Accordingly, the President shall not: 1. Expend more funds than have been appropriated by the legislature. 2. Indebt the organization in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. 3. Expend funds from restricted or designate accounts except for the purposes for which the account was established. 4. Fail to provide a monthly report of the College's current financial condition. 5. Make any purchase or commit the organization to any expenditures greater than the approved budget. 6. Make any purchase (a) without prudent protection against conflict of interest; (b) not in accordance with American Samoa Community College Procurement rules. Furthermore, no purchase shall be made except on the basis of cost and quality. 7. Accept gifts or grants without Board approval which obligate the college to make future expenditures with funds other than those created by the gift or grant or which are not in	**Policy Statement:** The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. In addition, the President may but not limited to: A. Expend more funds than appropriated by the Legislature. B. Commit the College in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. C. Expend funds from restricted or designated accounts except for the purposes for which the account was established. D. Fail to provide a monthly report of the College's current financial condition. E. Make any purchase: 1. Without prudent protection against conflict of interest; 2. Not according to the American Samoa Government Procurement Rules; and 3. Not made except on the basis of cost and quality. F. Accept gifts or grants without Board approval which obligates the College to make future expenditures with funds other than those created by the gift or grant or which are not in the best interest of the College.	**Board Action Statement:** The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. In addition, the President may but not limited to: A. Expend more funds than appropriated by the Legislature. B. Commit the College in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. C. Expend funds from restricted or designated accounts except for the purposes for which the account was established. D. Fail to provide a monthly report of the College's current financial condition. E. Make any purchase: 1. Without prudent protection against conflict of interest; 2. Not according to the American Samoa Government Procurement Rules; and 3. Not made except on the basis of cost and quality. F. Accept gifts or grants without Board approval which obligates the College to make future expenditures with funds other than those created by the gift or grant or which are not in the best interest of the

the best interest of the college to accept.		College. **Board 2017 approval with recommended changes.** No recommended changes.

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.F. Executive Limitations ***Policy: Asset Protection***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3009 – College Assets***	**Amended Policy/Board Actions:**
Policy Statement: The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. Accordingly, the President shall: 1. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College itself in amounts consistent with limits of coverage obtained by comparable organizations. 2. Not allow uninsured personnel access to more than $1,000 in funds. 3. Not permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance. 4. Not expose the College, the Board or staff to claims or liability. 5. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards.	**Policy Statement:** The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. In addition, the President may include but not limited: A. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College in amounts consistent with limits of coverage obtained by comparable 2-year College. B. Allow only bonded personnel access to more than $1000.00 in funds. C. Not permit plan and equipment to be subjected to improper wear and tear or inadequate maintenance. D. Not expose the College, the board and staff to claims or liability. E. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards. F. Invest funds in non-interest bearing accounts or in investment as permitted by American Samoa statutes. Furthermore, no investment shall be made without compliance with, in order of priority, and the following	**Board Action Statement:** The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. In addition, the President may include but not limited: A. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College in amounts consistent with limits of coverage obtained by comparable 2-year College. B. Allow only bonded personnel access to more than $1000.00 in funds. C. Not permit plan and equipment to be subjected to improper wear and tear or inadequate maintenance. D. Not expose the College, the board and staff to claims or liability. E. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards.

6. Invest funds in interest bearing accounts or in investment as permitted by American Samoa law. Furthermore, no investments shall be made without compliance with, in order of priority, the following objectives: (a) safety of the principal; (b) maintenance of sufficient liquidity to meet immediate payment requirements; (c) obtain the highest possible rate of return consistent with safety of principal and liquidity. Local financial institutions should receive favorable consideration where (a) and (c) are equal. 7. Acquire, encumber or dispose of real property only with prior Board approval. 8. Protect property, information and files from improper use, loss or damage.	objectives: 1. Safety or the principal; 2. Maintenance of sufficient liquidity to meet immediate payment requirements; 3. Obtain the highest possible rate of return consistent with safety of principal and liquidity; 4. Local financial institutions should receive favorable consideration where (a) safety of the principal and (c) obtain the highest possible rate of return consistent with safety of principal in liquidity are equal. G. Acquire, encumber or dispose of real property valued at $5,000 and amount that exceeds requires prior Board approval. H. Protect property, information and files from improper use, loss or damage.	F. Invest funds in non-interest bearing accounts or in investment as permitted by American Samoa statutes. Furthermore, no investment shall be made without compliance with, in order of priority, and the following objectives: 1. Safety or of the principal; 2. Maintenance of sufficient liquidity to meet immediate payment requirements; 3. Obtain the highest possible rate of return consistent with safety of principal and liquidity; 4. Local financial institutions should receive favorable consideration where (1) safety of the principal and (3) obtain the highest possible rate of return consistent with safety of principal in liquidity are equal. G. Acquire, encumber or dispose of real property valued at $5,000 and amount that exceeds requires prior Board approval. H. Protect property, information and files from improper use, loss or damage. **Board Recommendations: Clarify section F- American Samoa Statutes.** **Board 2017 approval with recommended changes and further clarification of AS statutes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.G. Executive Limitations ***Policy: Communication and Counsel to the Board***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3010 – Communication and Counsel to the Board***	**Amended Policy/Board Actions:**
Policy Statement: The President shall assure that the Board is adequately informed. Accordingly, the President shall: 1. Submit monitoring data required by the Board (see policy on Monitoring Executive Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored. 2. Make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established. 3. 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. 4. Present information in a simple, concise, accurate and complete form. 5. Provide a mechanism for official board, officer or committee communications. 6. Interact with the Board as a whole on matters within the area of Board responsibility except	**Policy Statement:** The President shall inform the Board regarding relevant trends, media coverage or political consequences to the College or its interest. Accordingly, the President may include but not limited to: A. Submit monitoring data required by the Board (Board-Staff Relationship, under Monitoring President's Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored. B. Make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established. C. 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. D. Present information in simple, concise, accurate and complete form. E. Provide a mechanism for official board, officer or committee communications. F. Interact with the Board as a whole on matters within the area of Board responsibility except when fulfilling or making individual request for information or responding to officers or committees duly charged by the Board. G. Report in a timely manner an actual or anticipated non-compliance with any policy of the Board.	**Board Action Statement:** **Board 2017 approval (Policy 3010) 2008 Governance Manual**

when fulfilling or making individual requests for information or responding to officers or committees duly charged by the Board. 7. Report in a timely manner an actual or anticipated non-compliance with any policy of the Board.		

Policy Type: Ends / Governance Mission & Vision Statements, Organization Charts

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: IV.A. Ends ***Policy: College Mission*** **Policy Type: IV.B. Ends** ***Policy: College Vision*** **Policy Type: IV.C. Ends** ***Policy: College Purposes***	**Chapter I Policy** **Policy Type: Section I. College Purpose** ***Policy: 1000 – Mission, Vision, Goal(s), Objectives***	**Amended Policy/Board Actions:**
IV.A Policy Statement: The American Samoa Community College is an accredited, open admissions, co-educational post-secondary Land Grant institution that provides two-year transfer programs in general education, vocational training as well as programs in Samoan and Pacific studies and Adult Education and Literacy. The College's primary mission is to offer, within the limits of its resources, the highest quality in its programs and services that meet the educational needs of its students and American Samoa. The College is committed to maintaining a workplace that promotes quality-of-life values. The College further recognizes its uniqueness as an institution representing one of the few Polynesian cultures which has retained its traditional linguistic	**Policy Statement:** American Samoa Community College statements such as: ASCC mission, vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost). The college mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board. The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board	**Board Action Statement:** American Samoa Community College statements such as: ASCC mission, vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost). The college mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.

and cultural integrity while adapting to the changes necessary for cooperative existence in modern world. Because it subscribes to the democratic ideal that a free society functions best with an informed participating citizenry, the College is committed to the preservation and sustenance of Samoan Values, arts and institutions which will further that ideal and contribute to the personal growth of each student. **IV.B Policy Statement:** The Board of Higher Education envisions the American Samoa Community College as the leading U.S. accredited education institution of higher learning in American Samoa and the South Pacific Region providing quality courses, programs and services for its students to enable them to meet the challenges of the 21st Century. The College will adequately prepare its students who wish to matriculate to college and universities off-island or join the labor market by being proactive in identifying in its courses, programs and services. The College will welcome appropriate changes in technology and methods of teaching and learning in its pursuit of continuous improvements in its courses, programs and services. The Samoan culture and language are important and unique characteristics of the students, and 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 the traditions of the Samoan culture and language.	members regularly monitor and measure progress with regard to achievement of the following vision and mission statements: Vision – The Board of Higher Education envisions the American Samoa Community College as the only U.S. Accredited education institution of higher learning in American Samoa and the South Pacific region providing quality courses, programs, and services for its students, enabling them to meet the challenges of the 21st century. The College will adequately prepare its students who may wish to matriculate to colleges and universities off-island, joins the work force, or pursues any endeavor of choice. Mission – The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and services of high quality 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 the mission, the College, as a United States accredited, open admissions, Land Grant institution, provides access to associate degrees and certificate programs of study. These programs prepare 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; and • awareness of Samoa and the Pacific.	The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of the following vision and mission statements: Recent Reviews 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, emphasizing the purpose of the College. The Curriculum Committee's review of the 2012-2014 College Catalog warranted no changes to the Mission statement. In the review of the 2014-2016 ASCC General Catalog, a change was made to add the word "bachelor" to the Mission statement to reflect an institutional change with the ASCC's offering of a baccalaureate degree in elementary education.[6] There has been no change to the ASCC Mission statement in the 2016-2018 General Catalog. Current Vision - The American Samoa Community College holds as its central theme *"Saili le Atamai"* or to "Seek Knowledge." Our journey pushes us forward to achieve our Mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity,

6 ASCC 2014-2016 General Catalog, Mission Statement, p. 16

The College must realize its potential by acquiring adequate resources to become an accredited four year institution of higher education. With visionary and committed leadership, the College must develop ways to forge ahead in harmony with society and the world. **IV.C Policy Statement:** The American Samoa Community College holds to the following institutional purposes: - Occupational competency programming - Apprentice training - Economic development activities - Basic skills training - Education and services – minorities, women, handicapped, and disadvantaged - Career planning opportunities - Articulation and cooperative relationships - Personal development skills training - Self-enrichment opportunities		collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific. Current Mission - The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for: • transfer to institutions of higher learning; • successful entry into the workforce; • research and extension in human and natural resources; • awareness of the Samoan culture and the Pacific. **Board Recommendation: to include 'the Samoan culture'**

		Board 2017 approval with recommendations

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				Processing Authorities: - President (IE Director) - Vice President of Academic and Student Affairs - Vice President of Administration and Finance		2016 Recommendation: To revive the evaluation of administrative services/customer services
#5117 (2008)	Faculty Communications	Board	President	**Accountable Stakeholders:** - All Faculty and Adjunct **Procedure:** - Academic Affairs SOP (communication protocol) - IE SOP (publicizing information) - MIS SOP (AUP) **Processing Authorities:** - President (Director of IE - Vice President of Academic and Student Affairs (Dean of Academic Affairs) - Vice President of Administration and Finance (Chief Information Officer)	Semester Based	Note: Consistently Implemented 2016 Recommendation: To review communication protocol for system accessibility/privileges, etiquette, confidentiality. (ex. WebAdvisor, Email, Forms)
#5118 (2008)	Faculty Committees	Board	President	**Accountable Stakeholders:** - All Faculty **Procedure:** - Academic Affairs SOP - IE SOP (Strategic Planning & Accreditation) **Processing Authorities:** - President (IE Director)	Annually	Note: Faculty continue to participate in standing committees including committees not listed in the current policy. 2016 Recommendation:

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American Samoa Community College

Annual Updates for all institutions under the purview of
WASC ACCJC

Presentation to the Board of Higher Education
March 29, 2018

Compiled by the Office of Institutional Effectiveness

Purpose of ACCJC Annual Reports

- Commission Monitoring of Institutional Performance: The Commission applies a set of annual monitoring and evaluation approaches that assess an institution's continued compliance with the Commission's Standards, and that take into account institutional strengths and stability. Such annual monitoring will include, but not limited to:
  - Headcount enrollment data
  - Data concerning growth in the number of instructional sites
  - Collection and analysis of key data and indicators of fiscal stewardship and stability
  - Such other elements as determined by the Commission

  Information from the annual monitoring reports will be provided to evaluation teams for inclusion in the evaluation team report. In addition, the Commission may request a special report, with or without a visit on the basis of data provided in annual monitoring reports.[1]
- Responsibility of the Institution: It is the responsibility of the institution to inform the Commission of any circumstance that significantly impacts the institution's operational, academic and student services, or fiscal strength and stability or its compliance with the Commission's Standards.[1]

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1. ACCJC Policy on Monitoring Institutional Performance. Adopted in June 2014, Accessible online via: https://accjc.org/wp-content/uploads/Monitoring-Institutional-Performance.pdf

ACCJC Categories for the Annual Reports

- **Annual Report:**
  - Report Information
  - Headcount Enrollment Data
  - Student Achievement Data
  - Student Learning Outcomes and Assessment
- **Annual Fiscal Report:**
  - General Information
  - Stability of Revenue
  - Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)
  - Liabilities
  - Other Post Employment Benefits
  - Cash Position
  - Annual Audit Information
  - Other Information
  - College Data

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1. ACCJC Annual Reports. Accessible online via: https://accjc.org/college-reports-to-accjc/

American Samoa Community College

Annual Updates for all institutions under the purview of WASC ACCJC

Presentation to the Board of Higher Education
March 29, 2018

Compiled by the Office of Institutional Effectiveness

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1. ACCJC Annual Reports. Accessible online via: https://accjc.org/college-reports-to-accjc/

ACCJC Requirement - ASCC 2018 Annual Report

Annual Report update for all institutions under the purview of WASC ACCJC

Compiled by the Dean of Academic Affairs and Dean of Student Services
February 28, 2018 - April 02, 2018

Presentation to the Board of Higher Education
March 29, 2018

ACCJC Categories for the Annual Report

I. Report Information
II. Headcount Enrollment Data
III. Student Achievement Data
IV. Student Learning Outcomes and Assessment

Report Information:

- 1. Confirm logged into the correct institution's report.
- 2. Name of individual preparing report:
- 3. Phone number of person preparing report:
- 4. E-mail of person preparing report:

Headcount Enrollment Data:

- 5. Total unduplicated headcount enrollment:

Fall 2017: 1095

Fall 2016: 1254

Fall 2015: 1284

Fall 2014: 1276

Headcount Enrollment Data:

- 6. Total unduplicated headcount enrollment in degree applicable credit courses for:

Fall 2017: 669

Fall 2016: 766

Fall 2015: 888

Fall 2014: 787

2017 Recommendations:

- Review tracking mechanisms and processes for CAPP accelerated sessions. (Dean of Student Services to address a template to track student cohorts in accelerated courses upon the finalizing of course scheduling and student course enrollment).
  - Data Sets have been established for Academic and Student Services
    - Actions Done:
      - Required Data Sets have been defined and presented to the faculty and Academic programs during Fall 2017 Faculty Orientation
        - Reporting of enrollment stats of program declared major and non-major students (Developmental, Certification, Enrichment, etc..)

- Review all course sessions offered to determine accountability regarding cohort tracking, official enrollment, etc.
  - Data Sets have been established for Academic and Student Services
    - Actions Done:
      - Required Data Sets have been defined and presented to the faculty and Academic programs during Fall 2017 Faculty Orientation
        - Types of Cohorts
          - Degree Seeking Cohorts
          - Certificate Seeking Cohorts
        - Tracking of Cohorts
          - Track 1: Pre-Collegiate – Gateway – Program Degree Requirement – Graduation
          - Track 2- Gateway – Program Degree Requirements – Graduation
          - Track 3 – Professional Courses - Completion

2018 Recommendations:

- Keep the set standard for Standard I: Developmental Courses
  - Target (s): 70%
  - Monitor the semester progress for the 2017-2019 assessment cycle of Institution-Set Standard
    - Data Sets on the availability of Academic Services with Advising Services and Tutoring Services (% of low grade report)
    - Data Sets on Counseling Services (% of programs that utilize the counseling services)
- Keep the set standard for Standard II: Gateway courses
  - Target (s): 72%
  - Monitor the semester progress for the 2017-2019 assessment cycle of Institution-Set Standard
    - Data Sets on the availability of Academic Services with Advising Services and Tutoring Services (% of low grade report)
    - Data Sets on Counseling Services (% of programs that utilize the counseling services)

Headcount Enrollment Data:

- 7. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):

Fall 2017: 426

Fall 2016: 488

Fall 2015: 396

Fall 2014: 489

Headcount Enrollment Data:

- 8. Number of courses which may be fully completed via distance education:

Fall 2017: N/A

Fall 2016: N/A

Fall 2015: N/A

Fall 2014: N/A

15

Headcount Enrollment Data:

- 9. Total unduplicated headcount enrollment in all types of Distance Education:

Fall 2017: N/A

Fall 2016: N/A

Fall 2015: N/A

Fall 2014: N/A

16

Headcount Enrollment Data:

- 10. Do you offer Correspondence Education? **Yes / No**

  Fall 2017: N/A

  Fall 2016: N/A

  Fall 2015: N/A

  Fall 2014: N/A

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Headcount Enrollment Data:

- 11. Total unduplicated headcount enrollment in all types of Correspondence Education:

  Fall 2017: N/A

  Fall 2016: N/A

  Fall 2015: N/A

  Fall 2014: N/A

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Student Achievement Data

- 12a. What is your institution-set standard for successful student course completion:

  2017: 80%
  2016: 80%
  2015: 80%
  2014: 80%

- 12b. Actual successful course completion rate:

  2017: 84%
  2016: 79% **(insert Note: Fall semester)**
  2015: 85% **(insert Note: Fall semester)**
  2014: 89% **(insert Note: Fall semester)**

Student Achievement Data

- 13a. What is your institution-set standard for degrees:

  2017: 90%
  2016: 90%
  2015: 90%
  2014: N/A **(Referencing ACCJC Report 2015, 15b)**

- 13b. Actual number of degrees awarded:

  2017: 225
  2016: 250
  2015: 252
  2014: 229

- 13c **OR** Insert Percentage:

  2017: 93% = (225/241)
  2016: 93% = (250/268)
  2015: 99% = (252/254)
  2014: 96% = (229/238)

Student Achievement Data

- 14a. What is your Institution-set standard for certificates:

  2017: 90%
  2016: 90%
  2015: 90%
  2014: N/A (Referencing ACCJC Report 2015, 15c)

- 14b. Actual number of certificates awarded:

  2017: 16 (7% = 16/241)
  2016: 18 (7% = 18/268)
  2015: 2 (1% = 2/254)
  2014: 9 (4% = 9/238)

Student Achievement Data

- 15a. What is your institution-set standard for number of students who transfer to 4-year colleges/universities:

  2017: 18%
  2016: 18%
  2015: 18%
  2014: N/A

- 15b. Actual number of students who transferred to 4-year colleges/ universities:

  2017: 11 (15c = 5%) 'no ASG loans'
  2016: 23 (15c = 9%) 'no ASG loans'
  2015: 50 (15c = 18%)
  2014: N/A (15c = 17%)

2017 Recommendations:

- It is recommended that Student Services establish data sets and processes for tracking (transfer & job placements) all students. The current data sets used to complete the 2015-2016 and 2016-2017 Annual Report for ACCJC are limited to students who received loans and scholarships from the Scholarship Board however, this data is limited and does not account for students who did not receive a student loan or scholarship but continue to further their education and/or transition into the workforce.
  - Data Sets have been established for Academic and Student Services
    - Actions Done:
      - Required Data Sets have been defined and presented to the faculty and Academic programs during Fall 2017 Faculty Orientation
  - Definition of Transfer to include the Bachelor program
    - Actions done:
      - Full review of the ISS in the Fall 2017 to include clear definitions of transfer and job placements.
- Inclusion of the Bachelors Program
- Consistency: Setting institutional standards for degrees and certificates may benefit the institution for benchmarking certificate/degree seeking students and for transfer and gainful employment accountability per academic year. (Collaborative effort between the Dean of Student Services and the Dean of Academic Affairs)
  - Recommendation to revisit the Institutional set standard for the degree and certificate
    - Separate the degree standard from Certificate
    - Proposing a 5% with a stretch goal of 10% for Certificate

2018 Recommendations:

Certificates/Degrees:

- Propose separate Institutional set standards for Certificate and degrees
- Implementation of set standards for Degree and Certificate active in Fall 2018.

Tracking 18%:

- Transfer to higher education should also include the ASCC B.Ed. program. (18% based on SGA Scholarship)
  - Academic Programs are fully accountable for setting program defined percentages for transfer and job placement.
    - Setting of a permanent mechanism for tracking within each Academic department.
    - Advisors are responsible with tracking of students while attending ASCC. An approved memo designating all faculty to serve as advisors in specific degrees and certificates. Admission office will assign advisors accordingly to student declared majors. With Data sets in place, departments such as Marine Science, EXITO (Health and Human services), etc. should be able to provide number of students transferring to Higher Education.
  - Student services staff work collaborative with the Academic programs (defined student percentages for transfer and job placements) to identify students transitions (job/institutions of higher education) and provide services to ease student transfer/job placements.
    - Admissions (placement),
    - Records (monitoring progress),
    - Counselors (career pathway services)

Note: This dialogue shall be completed in the summer 2018 to coincide with the review of the 2018-2020 catalog cycle.

Student Achievement Data

- 16. Number of CTE certificates and degrees for which the institution has set a standard for licensure pass rates:

  2017:N/A

  2016: N/A

  2015: N/A

  2014: N/A

- 17. Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:

  2017:42

  2016: 42

  2015: 42

  2014: 42

2017 Recommendations:

- The institution will review the appropriateness of setting standards for licensure and passage rates and how it applies to each program. ASCC - B.Ed. on the other hand has an admission requirement for students to verify test dates and score for the Praxis I before admission to the B.Ed. Program. (Should we determine an institutional passing rate for the B.Ed. Program now?)
  - Data sets have been established for Academics and Student Services
    - Actions done:
      - A thorough review of ISS during the Fall 2017 with the Curriculum, Assessment and Student Services.
      - A thorough review and discussion by the CTE programs
        - Definition of CTE
        - Identification of CTE Programs
          - All AS degrees, COPs, '1' AA in Elementary Education, and '1' B.Ed.
- It is a recommendation to review the certificate/degree program cycle of completion for nursing majors to determine an accurate time for licensure requirements. (Time of Completion)
- Review the accuracy of licensure requirements for Trades and Technology.
  - Data sets have been established for Academics and Student Services
    - Actions done:
      - A thorough review of ISS during the Fall 2017 with the Curriculum, Assessment and Student Services.
      - A thorough review and discussion by the CTE programs
        - Definition of CTE
        - Identification of CTE Programs
  - ASCC does not offer licensure but does offer certificates and degrees to prepare students to sit National Exams such as:
    - NCLEX with Nursing program
    - PRAXIS with TED Program
    - Automotive Service Excellence Certification (ASE) with Trades

2018 Recommendations:

- All CTE programs should consider setting standards per program
  - Teacher Education encourages teachers (Education majors) to Pass the PRAXIS before graduating with Bachelors in B.Ed. Tutoring are provided for taking the PRAXIS.
    - Recommendations: Include the taking of PRAXIS as part of the MOU.
    - Challenges: students do not want to take due to the cost of the exam (cost about $100/exam). If students teach with the passing of PRAXIS, starting rate would be about $26,000/annum vs. $23,000 (normal Bachelors starting rate for teachers).
    - TED would like to adopt licensure for teachers (local certification and national certification).
  - Nursing students are required to pass all courses and graduate with an A.S. degree in Nursing prior to the taking of the NCLEX. An average of 92% of ASCC-Nursing students passed the LPN and 76% passed the RN, during the NCLEX sitting.
    - Possible Rates of 80% for LPN and 70% for RN for NCLEX rates
    - Actions taken: Student exams were funded by a grant, and was then a requirement for the students to take the NCLEX.
    - Challenges: only 4 students are able to take the NCLEX per sitting. If students don't pass the NCLEX, they are still able to work as Nurse Aide at the hospital as preparations for the sitting of the next NCLEX.
    - Benefits: Students are issued stipends, and are contracted to work for hospital.
  - ASE for Trades and Technical. Taken by students after graduation, and have at least 2 years of experience in the work force.
  - Business department to look at the Accounting licensures
  - Computer Science adopt the same licensure avenues practiced by other departments.

- Allow the Institution to administer the Certification exams via contracting with the respective exam Board.

2017 Student Achievement Data

- 18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam state, national, other	Institution-set standard (%)	2015 Pass Rate Rate (%)	2014 Pass Rate (%)	2013 Pass Rate (%)
N/A	N/A	N/A	N/A	N/A	N/A

2018 Student Achievement Data

- 18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam state, national, other	Institution-set standard (%)	2016 Pass Rate Rate (%)	2015 Pass Rate (%)	2014 Pass Rate (%)
N/A	N/A	N/A	N/A	N/A	N/A

2017 Student Achievement Data

- 19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees: *Note: Calculations are based on AY*

Program	Institution-set Standard (%)	2015-2016 Job Placement Rate (%)	2014-2015 Job Placement Rate (%)	2013-2014 Job Placement Rate (%)
TED	50%	88%	33%	69%
Nursing	50%	65%	100%	83%
TTD	50%	89%	14%	27%

2018 Student Achievement Data

- 19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees: *Note: Calculations are based on AY*

Program	Institution-set Standard (%)	2016-2017 Job Placement Rate (%)	2015-2016 Job Placement Rate (%)	2014-2015 Job Placement Rate (%)
TED	50%	75%	88%	33%
Nursing	50%	100%	65%	100%
TTD	50%	54%	89%	14%

2017 Recommendations:

- Review ASCC's disaggregated data for transfer rates to determine data sets by academic year. Refer to the recommendations on slide 16. (Will be addressed by the Deans of Students Services and Academic Affairs)
  - Data Sets have been established for Academic and Student Services
    - Actions done:
      - Full review of the ISS in the Fall 2017 to include clear definitions of transfer and job placements.
        - Clarify the college's definition of Transfer to include Bachelor program
          - Data sets on Transfer students to the workforce and higher education from the program data
          - Direct alignment to Data Sets on Local MOUs/MOAs, Grants, and Articulations. Provides # of college/universities with articulation agreements and # of Agencies/Private sectors with employment articulations.
        - Revisit definitions and clarification of standards for course completion rate, degree completion rate, and certificate completion rate
          - Currently the course completion rate is 80% and degree & certificate at 90%

2018 Recommendations:

- Academic programs and Student support services to review definitions and processes regarding ASCC's ISS on transfer.
  - 42 degrees and certificates offered by programs have been identified for CTE.
    - Workforce placement is based on Nursing, TED, and TTD with the Institution set standard of 50% and stretch goal of 63%.
    - Include other certificate/degree programs on a set rate for workforce placement by Fall 2018.
  - Recommendation for certificate/degree programs to set program standards for Job placement.

Student Learning Outcomes and Assessment

- 20. Courses:
  - a. Total number of college courses:

    2017: 324

    2016: 324 (Bachelor courses included)

    2015: 309

    2014: 309
  - b. Number of college courses with ongoing assessment of learning outcomes:

    2017: 253

    2016: 243

    2015: 230

    2014: 216

Student Learning Outcomes and Assessment

- 21. Programs:
  - a. Total number of college programs (all certificates and degrees, and other programs as defined by college):

    2017: 55
    2016: 55
    2015: 55
    2014: 55
  - b. Number of college programs with ongoing assessment of learning outcomes:

    2017: 54
    2016: 52
    2015: 52
    2014: 47

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Student Learning Outcomes and Assessment

- 22. Student Services and Learning Support
  - a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):

    2017: 1
    2016: 1
    2015: 1
    2014: 3
  - b. Number of student and learning support activities with ongoing assessment of learning outcomes:

    2017: 1
    2016: 1
    2015: 1
    2014: 3

2017 Recommendations:

- It is recommended to revisit ASCC's definition of learning support activities, outcomes, and services in order to understand how student services units collaborate in achieving these outcomes.
  - Data Sets have been established for Academic and Student Services
    - Actions Done:
      - Required Data Sets have been defined and presented to the faculty and Academic programs during Fall 2017 Faculty Orientation
      - Tutoring and Writing Center at MPC
      - Student Computer Lab
        - Data Sets on Counseling Services
        - Data Sets on the availability of Academic Services with Advising Services and Tutoring Services
        - Types of Cohorts
        - Tracking of Cohorts

- The identification of an assessment cycle and procedures will also benefit.
  - Data Sets have been established for Academic and Student Services
    - Actions Done:
      - Monitor of data sets on a semester basis

2018 Recommendations:

- Review and revisit definitions and processes regarding Academic and Student support services
  - Data Sets on Advising and tutoring services
    - Academic programs/departments and support services
      - Tutoring and Writing Center at MPC
      - Student Computer Lab
  - Data Sets on Counseling services
    - Counselors and Tutors

2017 Student Learning Outcomes and Assessment

- 23. Please use this box to provide any comments regarding the data submitted in this report:
  - The bulleted notes that follow provide an understanding of calculations used in previous annual reports submitted to ACCJC. The American Samoa Community College will complete its two-year cycle for institution-set standards this spring 2017.
    - Question 12b: The calculation for the percentage of actual successful course completion rate for 2016 follows the same calculations used (fall semester) to determine the percentages as reported in the ASCC 2014 and 2015 annual reports to ACCJC.
    - **Questions 13 – 14: The 90% institution-set standard reported by ASCC for degrees and certificates is the institution-set standard for the Co-Foundational Areas (programs) as reported to the Commission in its 2016 Annual Report. The College is in the process of reviewing its Institution-set Standards.**
    - Question 20a: For 2016, the increase in number of courses now fully includes all bachelor and new courses.
    - Question 20b: For 2016, there is 25% of courses that have not been offered for more than five-years.
    - Question 21b: For 2016, there are three programs that have not been offered for more than five-years.

2018 Student Learning Outcomes and Assessment

- 23. Please use this box to provide any comments regarding the data submitted in this report:
  - The bulleted notes that follow provide an understanding of calculations used in previous annual reports submitted to ACCJC. The American Samoa Community College completed its two-year cycle for institution-set standards in the Spring of 2017, followed by a thorough review in the Fall of 2017.
    - Question 12b: The calculation for the percentage of actual successful course completion rate for 2017 follows the same calculations used (fall semester) to determine the percentages as reported in the ASCC 2015, 2016 and 2017 annual reports to ACCJC.
    - **Questions 13 – 14: The 90% Institution-Set Standard reported by ASCC for degrees and certificates is the Institution-Set Standard for the Co-Foundational Areas (programs) as reported to the Commission in its 2017 Annual Report. Degree/certificate programs will complete the review of program based percentages (certificates/degrees) in the summer of 2018 to coincide with the ASCC Catalog cycle. ASCC will continue to monitor the Institution-Set Standard for CTE as reported in the past ACCJC Annual Reports following the calculations used for comparison purposes.**
    - Question 20a: For 2017, the increase in number of courses continue to include all bachelor and new courses.
    - Question 20b: For 2017, there has been a 3% decrease of courses that have not been offered for more than five-years. *(22% versus 25% as reported to ACCJC in 2017)*
    - Question 21b: For 2017, there is only one program that has not been offered for more than five-years. *(1 program versus 3 programs as reported to ACCJC in 2017)*

2017 ASCC Action Plan

- Upon completion of the two-cycle of assessment for the ASCC institution-set standards in the spring of 2017, the following recommendations are provided for the review of the College's standards:
  - Review the accurateness of institution-set standards:
    - Student Achievement:
      - Milestone definitions
        - » Transfer definition and benchmarks
        - » Job Placement definition and benchmarks
      - Appropriateness of setting institution-set standards for:
        - » Licensure rates
        - » CTE rates
      - Review the accuracy of tracking mechanisms and processes for:
        - » CAPP accelerated sessions.
        - » Cohort tracking
    - Student Learning Outcomes:
      - SLO Assessment
        - » Review the cycle and processes for reviving and eliminating courses in the catalog.
        - » Review learning support services, processes, clarity of outcomes, and assessment.

2018 ASCC Action Plan

The Institution Set Standard Committee comprised of the Curriculum, Assessment, and Student Services met during the Fall 2017 for a thorough review of the ASCC institution-set standards. It was recommended to keep the standards for another two-year cycle assessment in order to have a comparison data of all standards.

- There are several standards that must be revisited for dialogue and possible new standards:
  - Transfer definition and benchmark
    - Include the Bachelor program
    - Submission of data as per Academic Data Sets in place
  - Job Placement definition and benchmarks
    - Appropriateness of setting institution-set standards for:
      - Licensure Rates:
        - » ASCC does NOT offer licensure but offer degrees and certificate to prepare students for licensures
        - » Consider licensure rates for Nursing (NCLEX), TED (Praxis), TTD (ASE certification), and as it applies to other possible programs to where licensure is required.
      - CTE Rates:
        - » Possibility of setting standards by ALL CTE programs versus the Institution set standard of 50% with a stretch goal of 63%
        - » Academic Data Sets have been established and for programs to start reporting
      - Review the accuracy of tracking mechanisms and processes for:
        - » CAPP accelerated sessions.
        - » Cohort tracking
          - Require CLP 150 as a course option to monitor transfer and placement.

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AMERICAN SAMOA COMMUNITY COLLEGE

● ● ● Connections Newsletter ● ● ●

ASCC CHIEFS Volume I: Issue 9 – July 2018

Featured Highlights:

I. *Institutional Updates*
   a. ACCJC
   b. ASTCA Hawaiki Launching

II. *Academics:*
   a. AHEC
   b. Marine Science
   c. Teacher Education

III. *Community, Outreach and Research:*
   a. Agriculture, Community and Natural Resources
   b. Samoan Studies Institute

ASCC Photo Gallery July Updates:

- *ASCC Open House organized by the Admissions Office*
- *Hawaiki Cable Launching Ceremony*
- *ASCC Employee Field Day*

July Report Updates: Access to Internal Reports:

1. Divisional Bi-Weekly Reports: *Access Link*
2. Divisional Monthly Reports: *Access Link*

ACCJC Access to:

1. Commission Actions: *Access Link*
2. Commission Publications: *Access Link*
3. Commission Announcements: *Access Link*
4. Commission Events: *Access Link*

Institutional Updates:

ACCJC ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Save the Date – 2019 ACCJC Partners in Excellence Conference: The Accrediting Commission for Community and Junior Colleges (ACCJC) announced the 2019 Partners in Excellence Conference that will take place in Burlingame, California from April 30 – May 3, 2019. The 2019 ACCJC Partners in Excellence Conference will explore the challenges educators face as they ponder 'What the Future Holds'. The conference will feature multiple break-out sessions for members to weigh in on what they are doing to keep higher education responsive, effective, and relevant.

"Martha Kanter, formerly Under Secretary of Education in the Obama administration and former Chancellor of the Foothill-De Anza Community College District, who is the current Executive Director of the College Promise Campaign, has agreed to present a plenary session on the future of community colleges. David Baime, Senior Vice President for Government Relations at the American Association of Community Colleges, will also speak on the vital role of community colleges in shaping American's future." *(ACCJC Website)*

Coming in early fall:

- Call for Presentations
- Sponsorship Opportunities
- 2019 Conference Website
- Registration and Hotel Information

American Samoa Telecommunications Authority (ASTCA) – Hawaiki Launching Ceremony:

ASTCA held its opening ceremony for the launching of the Hawaiki Cable at the American Samoa Community College (ASCC) – Multi-Purpose Center (MPC) on the 19th and 20th of July. Government leaders including the Honorable Governor Lolo Matalsi Moliga, Lieutenant Governor Lemanu Palepoi Sialega Mauga, members of the private sector, and the community attended the opening ceremony. The launching of Hawaiki's Cable will improve the territory's network infrastructure, and provide reliable internet connectivity to the local community.

July Academic Highlights

Area Health Education Center (AHEC) - 2018 Summer Health Academy

The American Samoa AHEC 2018 Summer Health Academy launched on Monday, July 30, 2018. Under the supervision of Ms. Monica Afalava who serves as the ASCC-AHEC Program Coordinator, 22 high school students between the 10th and 12th grades from various private and public schools took part in the two-week program that met daily from 9:00am – 3:00pm. The AHEC program headquarters is located in the American Samoa Community College M-9 Building and employs two college interns assisting with its daily tasks.

The AHEC summer program offered students the opportunity to explore health care careers available on island. Students were exposed to inter-professional settings, where they learned clinical and administrative skills, and had the opportunity to shadow health professionals. In the classroom, the students engaged in interactive discussions and presentations centering on leadership and personal growth. The students were also immersed in several activities that included life-saving skills such as swimming, self-defense, and CPR.

An AHEC student participant visited the ASCC-ACNR greenhouse and learned how to transplant seedlings.

AHEC students were greeted by Dr. Robin Faumuina-Vasai, Co-Chair of the AHEC Board and family medicine doctor at the Community Based Outpatient Clinic (VA Clinic) in Tafuna.

Pictured here are AHEC students with ASCC-Nursing Program students learning how to take vitals by measuring pulse rates and blood pressure.

AHEC Stands for Jobs

Swimming Coach Cassandra Bess Lund of the Malaga o Toa Foundation is pictured here with AHEC students after swimming lessons.

AMERICAN SAMOA COMMUNITY COLLEGE

AHEC

AREA HEALTH EDUCATION CENTER

US Army Combatives Course Senior Instructor SSG Hendrix Scanlan demonstrates the 'Fighter's Stance', striking and grappling ranges, clinching, and mounting as well as a variety of techniques during a self-defense training.

Cardiopulmonary Resuscitation Training (CPR):

American Heart Association certified instructor Florence Wasko is pictured at right with AHEC students in a CPR training workshop at the VA Clinic, as part of the AHEC 2018 Summer Health Academy.

The American Heart Association reports that 70% of Americans feel helpless to act in the event of a cardiac emergency because they either do not know how to effectively administer CPR or their training has lapsed.

Oceanography and Coral Reef Ecology Research:

Casidhe Mahuka and Darlene Meli, students in the ASCC Marine Science Program, received scholarships from the Sea Education Association (SEA) to attend the Coral Reef Expedition. The course earns college credits as the students receive instruction to sail the Robert C. Seamans, a 40-meter tall ship, and execute Oceanography and Coral Reef Research projects. The voyage was 34 days starting in Tahiti visiting two islands in French Polynesia and two in Kiribati concluding in Honolulu.

Sea Education Association

Darlene Meli preparing a filter for her oceanography research project in the lab onboard the Robert C. Seamans.

Casidhe Mahuka deploying an oceanographic instrument that measures temperature, conductivity and depth with shipmates onboard the Robert C. Seamans.

Teacher Education Department

June 19- July 19, 2018: The Brigham Young University (BYU) Alumni Association of American Samoa joined forces with the Feleti Barstow Public Library and the American Samoa Community College-Teacher Education Department (ASCC-TED) to promote reading among children in American Samoa.

Reading Program Opening Ceremony: There were about 120 students and 15 volunteers.

The purpose of the program was to kindle and nurture a love for reading in children ages five to 12 years old, and to help mitigate the loss of reading skills that commonly occurs over the summer break. Classes were taught for three hours every Tuesday and Thursday for a six-week period throughout the summer break.

***(L-R)** ASCC-TED/ASBEP Field Coordinator/Instructor Mrs. Feleni Alainu'uese, TED/ASBEP Director Ms. Shirley De La Rosa, TED/ASBEP Administrative Assistant Mrs. Christine Fuimaono, and B.Ed. Pre-Service Student Ms. Makatala Tanielu are seen here during the first day of the Reading Program.*

ASCC-TED B.Ed. pre and in-service teachers ready to take the lead in the Summer Reading Program.

ASCC B.Ed. in-service teacher Ms. Makatala Tanielu helping her students with their flute project.

ASCC B.Ed. in-service teachers, Ms. Tanielu and Ms. Levi, facilitating an activity, during the Reading Program for students ages nine – 12.

ASCC-TED Director Ms. Shirley De La Rosa demonstrating the use of music in reading.

ASCC Instructor Mrs. Feleni Petelo Alainu'uese and ASBEP pre and in-service teachers perform a reading musical for students during the Summer Reading Program.

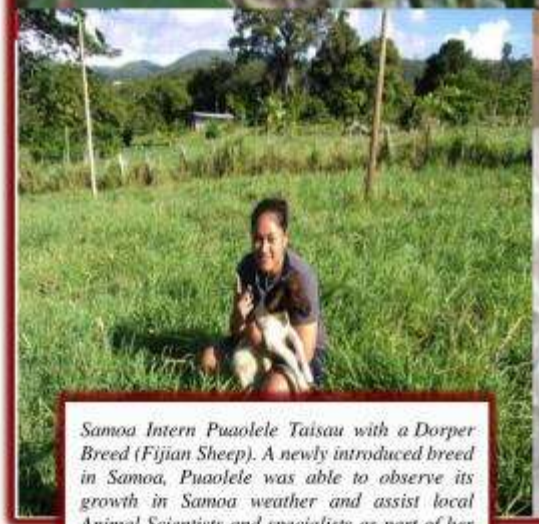
The Feleti Barstow Library Reading Program is conducted annually and open to the community. This year, local alumni from Bringham Young University (BYU) teamed up with Feleti Barstow staff to provide opportunities to expand the reading program by opening an eastern and western center, to allow more children to participate. This provided more opportunities for students in American Samoa to take part in the Reading Program. ASCC-TED Director Ms. Shirley De La Rosa utilized the opportunity as a practical experience for B.Ed. pre- and in-service teachers during the summer session.

Agriculture, Community and Natural Resources

Instructional Programs:

ACNR Summer Internships: In July, eight ACNR students successfully completed six weeks of their summer internship program. Six students participated in internships in neighboring Samoa, while two students participated in internships held at ACNR. The Samoa interns were: Michelle Paletaleo and Iosefo Sio at the Scientific Research Organization of Samoa (SROS); Angela Iopu - Ministry of Agriculture and Fisheries (MAF) Nu'u Crops division; Terry Simi - Ministry of Agriculture and Fisheries (MAF) Nu'u Crops division; Tuimalata Puletiuatoa and Puaolele Taisau - Ministry of Agriculture and Fisheries (MAF) Animal Production and Health Division. The local interns were Esau Levaula and Gus Poyer. Each student submitted weekly reports and a final project report. They are also planning to present their research projects at an upcoming symposium at ACNR.

A grafting experiment using different teuila varieties conducted by local intern Esau Levaula.



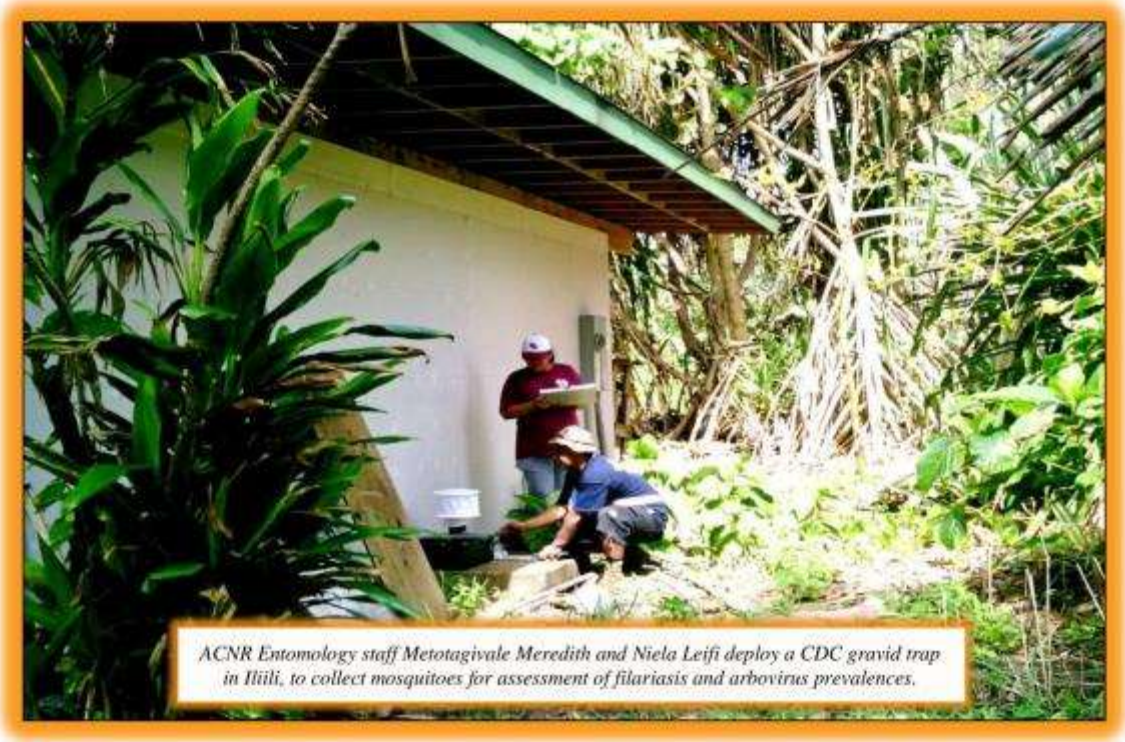
Samoa Intern Puaolele Taisau with a Dorper Breed (Fijian Sheep). A newly introduced breed in Samoa, Puaolele was able to observe its growth in Samoa weather and assist local Animal Scientists and specialists as part of her internship at the Animal Production and Health Division (APHD) of the Ministry of Agriculture and Fisheries.

Samoa Intern Michelle Paletaleo diluting medicinal juice testing three plants for anti-diabetic juice (turmeric, garlic, and ginger) at the Scientific Research Organization of Samoa (SROS)

Research:

ASCC ACNR, the National Park, DMWR, University of Hawaii, and the National Institutes of Health Boost Future American Samoa Scientists: Recent graduate of Tafuna High School, Athanasius Talataina along with Alycia Tausaga from Kanana Fou High School were chosen to represent American Samoa at the Annual National STEP-UP Symposium in Bethesda, Maryland in August 2018. The Short Term Research Experience for Underrepresented Persons, or STEP-UP Program, under the direction of the National Institutes of Health's National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), is a program created to provide research opportunities and training for high school and undergraduate students from racial/ethnic groups underrepresented in biomedical research fields. ASCC-ACNR hosted the American Samoa STEP-UP Symposium on July 21. In attendance were Dr. Robert Rivers, Program Director for the Office of Minority Health Research Coordination, NIDDK; Aneesa Golshan, STEP-UP Program Coordinator for the Pacific from the University of Hawaii; as well as local representatives from ASCC-ACNR, ASDOE, AS DMWR and AS NPSA.

Athanasius worked over the summer with ASCC-ACNR on a Smart Irrigation project to help vegetable farmers utilize drip irrigation to increase yields while reducing water and fertilizer use and environmental pollution. His project involved utilizing a near infrared camera and specialized software called Pixel Wrench to determine crop canopy percentages over the life cycle of the crop. Data on root depths and daily weather conditions were also collected. An understanding of our local soil types and their ability to hold water, combined with the data collected on crop growth and weather will be used to develop a smart irrigation tool to help farmers know exactly when and how much water their crops need so that they can get optimum yields without wasting water or causing fertilizer to be leached into our ground water, streams and oceans. Alycia Tausaga, working with the American Samoa National Park, conducted a survey comparing native and invasive tree species within the National Park areas on Tutuila and Ta'u. Jason Moeolo, working with the AS DMWR conducted a survey of the change in fruit bat population and habits post Hurricane Gita. Fatu-Channel Fatu, with AS NPSA worked on a project to determine the source of the bubble algae outbreak on Ofu reefs.



ACNR Entomology staff Metotagivale Meredith and Niela Leifi deploy a CDC gravid trap in Iliili, to collect mosquitoes for assessment of filariasis and arbovirus prevalences.

Extension

Tree planting for the Fagaitua High School 50th Anniversary: The ACNR Forestry Program facilitated a tree planting activity at the Fagaitua High School (FHS) campus in celebration of the institution's 50th Anniversary on July 3, 2018. The Forestry staff provided assistance to the FHS alumni with planting eight Ifilele trees. Each tree represents the eight FHS Alumni Clusters who attended the celebration.

ACNR Forestry staff Galutau Aga assists Fagaitua High School Principal Suaese Pooch Taase with planting an Ifilele tree at the campus in celebration of the institution's 50th Anniversary.

New student interns to assist with Forestry Landscape Scale Restoration (LSR) project: The ASCC-ACNR Forestry Program recently hired new student interns Magalita Johnson and Iosefo Sio to assist in coordinating the next Landscape Scale Restoration project event in the village of Leone. The interns will prepare, organize, and facilitate outreach presentations, tool preparations, and village/youth collaboration for the stream cleaning and watershed restoration activities.

LSR interns Iosefo Sio and Magalita Johnson will be assisting the ACNR Forestry Program with its LSR project in the village of Leone.

ACNR Community Nutritionist attends 2018 NAO National Biennial Conference: ACNR Community Nutritionist Travis Fleming attended 2018 NAO National Biennial Conference (National Area Health Education Center - AHEC) in Arlington, Virginia in support of the AHEC Program at ASCC. The conference made it possible different AHECs to learn from each other what is being done in their respective regions to educate, train, and support current and future health care workers. Fleming was also able to visit every Congressional office (American Samoa, Guam, Commonwealth of the Northern Mariana Islands, and Hawai'i) with fellow Pacific AHEC colleagues to advocate for AHEC and to propose an increase in AHEC funding.

AHEC coordinators and partners getting ready to charge the Hill during the 2018 NAO Conference held on July 11, 2018.

AHEC Summer Health Academy visit ACNR: Students participating in the American Samoa Area Health Education Center (AHEC) 2018 Summer Health Academy visited ACNR to gain experience and explore health professions. A total of 24 students and two interns were given a tour of ACNR's facilities to see the contributions to the enhancement of human health by ACNR. The group participated in hands-on activities at the Fruits for Life Greenhouse and was shown some of the social media educational materials that have been created by ACNR.

ACNR Greenhouse Technician Eirenei Tesimale assists AHEC Summer Health Academy participants with transplanting seedlings during a tour of ACNR.

ACNR Greenhouse Technician Eirenei Tesimale (left, maroon shirt) and AHEC Coordinator Monica Afalalava (dark green shirt) with the 2018 Summer Health Academy at ACNR.

ACNR GIS Specialist attends Esri GIS User Conference: ACNR GIS Specialist Mr. Neil Gurr attended the 2018 Esri GIS User Conference July 9-13, 2018 in San Diego, California. The Esri GIS User Conference provides over 450 hours of training and hundreds of user presentations that share best practices, and opportunities to get specific technical questions answered through one-on-one meetings with Esri GIS experts. The conference also provides opportunities for GIS users to experience new innovative GIS solutions and the latest advancements in geospatial technology.

ACNR GIS Specialist Neil Gurr (far right) with other conference participants from American Samoa at the 2018 Esri User Conference.

Samoan Studies Institute (SSI)

E falala le niu ona o loo agi le matagi. The coconut tree leans to where the wind blows.

The SSI staff conducted a meeting on Tuesday July 24 to finalize its projects and schedule for the fall semester. This included its yearly tentative plan for 2019 and its annual events such as the public campus lecture every spring, and a Samoan Writing Competition every fall semester. After much dialogue, the SSI agreed on introducing a Samoan Week program for summer 2019. Incorporated also into the schedule are the ongoing projects 'Ua tala le taui', 'Enugagana', a Wave for promoting 'Faasamoa Pea', and Outreach for high schools.

Ua lē tunoa faiva o mamanu. Arts are freely given because of passion.

Per invitation, the SSI outreach team conducted two days of workshops for the EFKS Ierusalema Fou Summer Camp with its theme "The Art of Storytelling". The first day was the Elei workshop conducted by Patrick Mafoe. The SSI provided a demonstration of mixing paint, using the upeti, and basic tips on elei. Children of all ages were given the opportunity to elei his or her own ie lavalava.

The second day workshop focused on the Samoa Language; from oral transition to written, and how we see the need to use technology to maintain the faaSamoa. The children enjoyed themselves, especially when different activities were given based on the children's age and capability. These activities ranged from coloring books, to writing poems, reading, and rewriting in their own words the stories they read.

To encourage the children, the SSI edited and printed a small book of their work. Students were excited as they got to see their names, photos, and work. The book is a small reminder to the community that our children are capable of better things in life if we provide them with support and educational opportunities.

Below: Cover of a student's booklet designed by the SSI Cultural Artist Mr. Patrick Mafo'e. A sample of the work inside is the poem next to it by Angelica Kava (13 yrs).

Togalauapiga

Angelica Kava

Ialui mamua lua-afo-afulavalu
O le autu ua e mai o'u manatu
Na o'e ai se fautefaiga
O le a faia se togalauapiga

O se vaiaso faapalogata i le agaga
Ona ua maopoopo ma pele le mafaufauga
Ola ia Keriso e le mea aili ona taua
Amataga o le poto o le mata'u i le Atua

Faafetai tele Tamā ma Tinā
Mo le fiafiamaina o le taeao nā
E le galo fei le lagolagosua a faiaoga
Ni o matou alofa ia malu iina

O manū na tatou feiloai ai, o manū foi tatou te faatofa ai. In peace we met, in peace we parted.

On July 25, SSI hosted a luncheon for instructor Tasia Talamoni who will transfer to the ASCC-TED program.

SAFF Invitation

As the result of a meeting between the SSI Director and the president of the Pacific Island Foundation on July 18, Students Association for Faasamoa (SAFF) is invited to provide entertainment for the upcoming Music Talent Show on August 25, as hosted by Faasamoa Initiative.

ASCC Employee Field Day

In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games. Ms. Cherylmoanamarie Ripley, the lead organizer for the staff Field Day event, emphasized the importance of appreciating support staff as a College constituency vital to the Mission of the College. The administration provided breakfast and lunch in support of the College's staff to show their appreciation for the work done on a daily basis.

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I. Student Enrollment Data:

I.A. Unduplicated Enrollment by Academic Year:

Academic Year (AY)	Fall	Spring	Summer	Total
AY 2009-2010	2188	1799	1265	5252
AY 2010-2011	2193	1859	1108	5160
AY 2011-2012	2091	1659	781	4531
AY 2012-2013	1795	1262	803	3860
AY 2013-2014	1488	1220	711	3419
AY 2014-2015	1276	1152	681	3109
AY 2015-2016	1284	1092	537	2913
AY 2016-2017	1254	1015	489	2758
AY 2017-2018	1095	924	560	2579

Data Source: ASCC Registrar and MIS

I.B. Unduplicated Enrollment Status:

Fall and Spring semesters: Full Time Students – 12 credits or more; Part Time Students – 1-11 credits
Summer Session: Full Time Students – 6 credits or more; Part Time Students 1-5 credit(s)

Academic Year	Full Time	Part Time	Fall	Full Time	Part Time	Spring	Full Time	Part Time	Summer	Total
AY 2009-2010	991	1197	2188	681	1118	1799	766	499	1265	5252
AY 2010-2011	811	1382	2193	775	1084	1859	667	441	1108	5160
AY 2011-2012	1024	1067	2091	777	882	1659	449	332	781	4531
AY 2012-2013	562	1233	1795	550	712	1262	510	293	803	3860
AY 2013-2014	735	753	1488	517	703	1220	404	307	711	3419
AY 2014-2015	691	585	1276	558	594	1152	458	223	681	3109
AY 2015-2016	705	579	1284	590	502	1092	338	199	537	2913
AY 2016-2017	702	552	1254	495	520	1015	189	300	489	2758
AY 2017-2018	615	480	1095	486	438	924	384	176	560	2579

Data Source: ASCC Registrar and MIS

I.C. Unduplicated Enrollment by Ethnicity and Gender *(F – Female; M – Male)*

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2016-2017	Caucasian:	2	1	Caucasian:	2	0	Caucasian:	3	0	8 (0.29%)
	Chinese:	3	2	Chinese:	3	2	Chinese:	2	4	16 (0.58%)
	Fijian:	5	1	Fijian:	4	0	Fijian:	3	0	13 (0.47%)
	Filipino:	10	9	Filipino:	11	8	Filipino:	6	3	47 (1.70%)
	German:	0	0	German:	1	0	German:	0	0	1 (0.04%)
	Korean:	4	1	Korean:	2	1	Korean:	1	1	10 (0.36%)
	Mexican:	1	0	Mexican:	0	0	Mexican:	0	0	1 (0.04%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	817	396	Samoan:	643	302	Samoan:	323	124	2605 (94.45%)
	Tongan:	0	0	Tongan:	0	2	Tongan:	1	1	4 (0.15%)
	Vietnamese:	0	0	Vietnamese:	1	0	Vietnamese:	1	0	2 (0.07%)
	Missing:	0	0	Missing:	21	11	Missing:	8	8	48 (1.74%)
	Other:	0	1	Other:	0	1	Other:	0	0	2 (0.07%)

Totals by Gender	Total:	843	411	Total:	688	327	Total:	348	141	(2758)
Gender %	Percentage:	67%	33%	Percentage:	68%	32%	Percentage:	71%	29%	F – 1879 (68%)
		1254			1015			489		M – 879 (32%)

Academic Year	Fall			Spring			Summer			Total (%)
	Ethnicity	F	M	Ethnicity	F	M	Ethnicity	F	M	Ethnicity
AY 2017-2018	Caucasian:	2	1	Caucasian:	2	1	Caucasian:	0	1	7 (0.27%)
	Chinese:	3	4	Chinese:	2	4	Chinese:	0	3	16 (0.62%)
	Fijian:	4	1	Fijian:	1	1	Fijian:	3	0	10 (0.39%)
	Filipino:	10	16	Filipino:	11	9	Filipino:	9	2	57 (2.21%)
	German:	0	0	German	0	0	German	1	0	1 (0.04%)
	Japanese:	1	0	Japanese:	0	0	Japanese:	0	0	1 (0.04%)
	Korean:	1	1	Korean:	1	1	Korean:	0	0	4 (0.16%)
	New Zealand:	1	0	New Zealand:	0	0	New Zealand:	0	0	1 (0.04%)
	Samoan:	680	332	Samoan:	593	267	Samoan:	373	141	2386 (92.52%)
	Tongan:	1	0	Tongan:	1	0	Tongan:	2	0	4 (0.16%)
	Vietnamese:	1	0	Vietnamese:	1	0	Vietnamese:	0	0	2 (0.08%)
	Missing:	22	13	Missing:	17	11	Missing:	11	12	86 (3.33%)
	Other:	0	1	Other:	0	1	Other:	1	0	3 (0.12%)
Totals by Gender	Total:	726	369	Total:	629	295	Total:	401	159	(2579)
Gender %	Percentage:	66%	34%	Percentage:	68%	32%	Percentage:	72%	28%	F – 1756 (68%)
		1095			924			560		M – 823 (32%)

Data Source: ASCC Registrar and MIS

I.D. Unduplicated Enrollment by Age:

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2016-2017	15 – 18 years:	211	122	15 – 18 years:	9	4	15 – 18 years:	47	22	415 (15.04%)
	19 – 25 years:	496	256	19 – 25 years:	550	286	19 – 25 years:	222	93	1903 (68.99%)
	26 – 35 years:	83	18	26 – 35 years:	86	24	26 – 35 years:	49	17	279 (10.11%)
	36 – 45 years:	29	9	36 – 45 years:	26	8	36 – 45 years:	18	5	95 (3.44%)
	46 – 55 years:	15	4	46 – 55 years:	9	3	46 – 55 years:	8	2	41 (1.49%)
	56 plus years:	7	2	56 plus years:	8	2	56 plus years:	4	2	25 (0.91%)
	Total:	843	411	Total:	688	327	Total:	348	141	2758
		1254			1015			489		

Academic Year	Fall			Spring			Summer			Total (%)
	Age Range	F	M	Age Range	F	M	Age Range	F	M	
AY 2017-2018	15 – 18 years:	7	3	15 – 18 years:	9	3	15 – 18 years:	25	10	57 (2.21%)
	19 – 25 years:	609	329	19 – 25 years:	509	259	19 – 25 years:	282	129	2117 (82.09%)
	26 – 35 years:	72	26	26 – 35 years:	70	22	26 – 35 years:	57	12	259 (10.04%)
	36 – 45 years:	25	6	36 – 45 years:	28	4	36 – 45 years:	22	4	89 (3.45%)
	46 – 55 years:	9	3	46 – 55 years:	8	4	46 – 55 years:	8	2	34 (1.32%)
	56 plus years:	4	2	56 plus years:	5	3	56 plus years:	6	0	20 (0.78%)
							Total	400	157	
							Male - Missing Age (2)			2 (0.08%)
							Age 51 - Missing Gender (1)			1 (0.04%)
	Total:	726	369	Total:	629	295	Total:	400	160	2579
		1095			924			560		

I.E.1 Unduplicated headcount enrollment in degree applicable credit courses.	I.E.2 Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements).	Total:

Term:	Unduplicated Count:	Term:	Unduplicated Count:	
Fall 2014:	787	Fall 2014:	489	***1276***
Fall 2015:	888	Fall 2015:	396	***1284***
Fall 2016:	766	Fall 2016:	488	***1254***
Fall 2017:	669	Fall 2017:	426	***1095***

Data Source: ASCC Registrar and MIS

II. Student Achievement Data:

II.A.1. Institution-Set Standard for Course Completion:

Term:	Institution-Set Standard:	Actual Completion Rate:
Fall 2014:	80%	89%
Fall 2015:	80%	85%
Fall 2016:	80%	79%
Fall 2017:	80%	84%

Data Source: ACCJC Annual Reports

II.A.2. Institution-Set Standard for degrees:

Term:	Institution-Set Standard:	Percentage of actual degrees awarded:
Fall 2014:	Did not set Standard	96%
Fall 2015:	90%	99%
Fall 2016:	90%	93%
Fall 2017:	90%	93%

II.A.3. Institution-Set Standard for certificates:

Term:	Institution-Set Standard:	Percentage of actual certificates awarded:
Fall 2014:	Did not set Standard	4%
Fall 2015:	90%	1%
Fall 2016:	90%	7%
Fall 2017:	90%	7%

Data Source: ACCJC Annual Reports

II.A.4. Institution-Set for student transfers to 4-year colleges/universities:

Term:	Institution-Set Standard:	Actual Percentage of student transfers to 4-year colleges/universities:
Fall 2014:	Did not set Standard	17%
Fall 2015:	18%	18%
Fall 2016:	18%	9%
Fall 2017:	18%	5%

Data Source: ACCJC Annual Reports

II.A.5. Job placement rates for students completing certificate programs and degrees:

Term:		Institution-Set Standard:	Percentage of job placement rates:
AY 2013-2014:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	69%
2.	Nursing *(AS, COP)*	50%	83%
3.	Trade and Technical *(AS, COP)*	50%	27%
AY 2014-2015:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	33%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	14%
AY 2015-2016:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	88%
2.	Nursing *(AS, COP)*	50%	65%
3.	Trade & Technical *(AS, COP)*	50%	89%
AY 2016-2017:			
1.	Teacher Ed. *(AA, B.Ed.)*	50%	75%
2.	Nursing *(AS, COP)*	50%	100%
3.	Trade & Technical *(AS, COP)*	50%	54%

Data Source: ACCJC Annual Reports

II.B.1 Degrees and Certificates Conferred:

Conferred Degrees and Certificates	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Bachelor Degree in Elementary Education:	1	7	***8***	4	6	***10***

Associate of Arts Degree:	81	45	*126*	62	53	*115*
Associate of Science Degree:	62	34	*96*	44	66	*110*
Certificate of Proficiency:	7	9	*16*	2	12	*14*
Total:	**151**	**95**	*246*	**112**	**137**	*249*
Unduplicated count of degrees conferred per Graduate:	*139*	*88*	*227*	*103*	*132*	*235*
Double Majors:	*12*	*1*	*13*	*7*	*5*	*12*
Triple Majors:	*0*	*3*	*3*	*1*	*0*	*1*

Data Source: ASCC Registrar and MIS

II.B.2 AA degrees conferred by Program:

Associate of Arts Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Liberal Arts:	60	33	*93*	42	41	*83*
Art:	0	0	*0*	0	0	*0*
Education:	1	0	*1*	1	0	*1*
Emphasis in Elementary Education:	14	7	*21*	8	7	*15*
Emphasis in Human Services:	0	0	*0*	1	2	*3*
Emphasis in Music:	0	0	*0*	1	0	*1*
Emphasis in Political Science:	2	2	*4*	1	2	*3*
Emphasis in Pre-Law:	2	3	*5*	6	1	*7*
Emphasis in Visual Art:	1	0	*1*	1	0	*1*
Human Services:	0	0	*0*	0	0	*0*
Music:	0	0	*0*	0	0	*0*
Pre-Law:	1	0	*1*	1	0	*1*
Samoan Studies:	0	0	*0*	1	0	*1*
Total per AY:	***81***	***45***	*126*	***62***	***53***	*115*

Data Source: ASCC Registrar and MIS

II.B.3 AS degrees conferred by Program:

Associate of Science Degree:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	9	6	*15*	9	11	*20*
Agribusiness:	1	1	*2*	0	1	*1*
Architectural Drafting:	1	1	*2*	0	0	*0*
Automotive Body Repair:	0	0	*0*	0	0	*0*
Automotive Mechanic:	0	0	*0*	0	0	*0*
Automotive Technology:	0	3	*3*	1	0	*1*
Business Management:	6	1	*7*	4	5	*9*
Civil Engineering Technology:	0	0	*0*	0	2	*2*
Criminal Justices:	22	14	*36*	18	23	*41*
Electrical Technology:	2	0	*2*	0	1	*1*
Electronics:	2	2	*4*	0	3	*3*
Family Consumer Science:	0	0	*0*	0	0	*0*
Forensic Science:	0	0	*0*	0	0	*0*
General Agriculture:	1	5	*6*	3	7	*10*
Health Science:	13	0	*13*	5	9	*14*
Marine Science:	1	1	*2*	3	2	*5*
Natural Resources:	3	0	*3*	1	1	*2*
Nursing:	1	0	*1*	0	1	*1*
Welding:	0	0	*0*	0	0	*0*

Total per AY:	***62***	***34***	***96***	***44***	***66***	***110***

Data Source: ASCC Registrar and MIS

II.B.4. Certificate of Proficiency (COP) conferred by Program:

Certificate of Proficiency:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Accounting:	0	0	***0***	0	1	***1***
Advanced Automotive Technology:	1	4	***5***	1	0	***1***
Basic Automotive Technology:	1	4	***5***	1	0	***1***
Business Management:	1	0	***1***	0	0	***0***
Civil Engineering Technology:	0	0	***0***	0	0	***0***
Electrical Technology:	2	0	***2***	0	0	***0***
Electronics Computer System:	0	1	***1***	0	1	***1***
Guidance and Counseling:	0	0	***0***	0	0	***0***
Information and Communication Technology:	0	0	***0***	0	0	***0***
Marine Option Program:	0	0	***0***	0	0	***0***
Practical Nursing:	0	0	***0***	0	10	***10***
Public Health:	2	0	***2***	0	0	***0***
Total per AY:	***7***	***9***	***16***	***2***	***12***	***14***

Data Source: ASCC Registrar and MIS

II.B.5. B.Ed. degrees conferred by Program:

Bachelors of Education:	AY 2016-2017			AY 2017-2018		
	Fall	Spring	*Total*	Fall	Spring	*Total*
Elementary Education:	1	7	***8***	4	6	***10***
Total per AY:	***1***	***7***	***8***	***4***	***6***	***10***

Data Source: ASCC Registrar and MIS

III. Student Learning Outcomes Data:

III.A.1. Total Number of ASCC Courses:		III.A.2. Number of ASCC courses with ongoing assessment of learning outcomes:	
Term:	**Courses**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	309	Fall 2014:	216
Fall 2015:	309	Fall 2015:	230
Fall 2016:	324	Fall 2016:	243
Fall 2017:	324	Fall 2017:	253

Data Source: ACCJC Annual Reports

III.B.1. Programs – Number of ASCC programs *(all certificates and degrees, and other programs as defined by the College):*		III.B.2. Number of ASCC programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	55	Fall 2014:	47
Fall 2015:	55	Fall 2015:	52
Fall 2016:	55	Fall 2016:	52
Fall 2017:	55	Fall 2017:	54

Data Source: ACCJC Annual Reports

III.C.1. Student Services – Total number of student services and learning support activities:		III.C.2. Number of Student Services programs with ongoing assessment of learning outcomes:	
Term:	**Total**	**Term:**	**Ongoing Assessment - Total**
Fall 2014:	3	Fall 2014:	3
Fall 2015:	1	Fall 2015:	1
Fall 2016:	1	Fall 2016:	1
Fall 2017:	1	Fall 2017:	1

Data Source: ACCJC Annual Reports

IV. ASCC 2017 Program Review Data:

The Program Review data was collected from the online and paper form surveys of the 2017 Divisional Program Review. IE entered the paper form survey results manually into the online database used to collect responses due to internet fluctuations experienced by employees while taking the online survey. The number of participants reported is purely based on the count of surveys registered online excluding incomplete surveys. Personal information is confidential, however, responses to questions are reported as summaries by department, program, or division. The following tables and information below is a compilation of results based on surveys received to include the count of questions that were skipped, yet completed by acknowledging completion on the online survey. Copies of the program review surveys are available in the ASCC Gallery on Compliance Assist for review and transparency purposes.

Q.1: Participant Status:	
Employee Survey Participants	**Total**
Faculty	64
Staff	149
Administrator	18
Total:	**231**

Q.2: Department/Program/Division Mission links to ASCC Mission:		
ASCC Mission Indicators:	**Yes (Ioe)**	**No (Leai)**
Transfer to institutions of higher learning:	88.89%	11.11%
Successful entry into the workforce:	94.74%	5.26%
Research and extension in human and natural resources:	83.16%	16.84%
Awareness of Samoa and the Pacific:	84.77%	15.23%

Q.3: Does the Program/Department conduct/undergo a periodic evaluation on the effectiveness of instruction and services?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
80.69%	5.94%	13.37%

Q.4: Check the following used for evaluating the effectiveness of the Program/Department/Division:		
Mechanisms/Plans/Reports:	**Yes (Ioe)**	**No (Leai)**
ASCC Annual Reports:	80.46%	19.54%
ASCC Quarter Reports:	80.23%	19.77%
Bi-weekly Reports:	80.66%	19.34%
Student Learning Outcomes:	80.70%	19.30%
Institutional Strategic Plan:	80.98%	19.02%
Performance Evaluation:	93.60%	6.40%
Program Review:	82.63%	17.37%
Course Evaluation:	66.46%	33.54%
Student Satisfactory Survey:	66.07%	33.93%
Fact Sheets:	64.38%	35.63%
Other Evidence:	61.60%	38.40%

Q.5: Have evaluation processes resulted in recent/continuous improvements?		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
67.88%	6.74%	25.39%

Q.6: Were there any recommendations from the previous Divisional Assessment (Spring 2016) that were not completed/acted on in the past year?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
18.97%	22.56%	51.79%	6.68%

Q.7: Does your Department/Program/Division recognize and implement feedback from faculty and staff in decision-making for continuous improvement to the institution?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
74.75%	2.53%	12.12%	10.60%

Q.8: Are Department/Program/Division SOP and decisions regularly communicated to staff/faculty?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
84.02%	5.15%	10.82%	0.1%

Q.9: Are the decisions systematically documented and archived?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
73.44%	3.13%	23.44%

Q.10: Is the Number of personnel adequate to support your Program/Division/Department?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.61%	38.27%	6.12%

Q.11: Do personnel possess all specialized skills or credentials required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
81.96%	10.82%	7.22%

Q.12: Are all proper documentation (degrees, certificates, etc.,) on file and continuously updated?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
69.84%	3.70%	26.46%

Q.13: Are the personnel in the Department/Program/Division careful in protecting the security, confidentiality and integrity of student information according to FERPA.		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.13%	1.03%	13.85%

Q.14: Does your Department/Program/Division effectively use its personnel to achieve its mission?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
87.24%	3.57%	9.18%	0.1%

Q.15: Are you a Full Time or Part Time employee?	
Full Time	Part Time
97.96%	2.04%

Q.16: Have faculty/staff in the Department/Program/Division involved themselves in in-service training and other professional development?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
78.07%	9.63%	12.30%

Q.17: Are there any unmet needs for professional development among personnel in this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
51.34%	24.06%	24.60%

Q.18: Are faculty/staff evaluated on an annual basis by the immediate Supervisor (i.e., director, dean, vice president, chairman)?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
86.17%	3.19%	10.64%

Q.19: Are evaluations consistent and completed in a timely manner as documented in ASCC policies?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
65.61%	15.34%	19.05%

Q.20: Are all facilities adequate to support the mission of your Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
48.13%	45.99%	5.88%

Q.20: Does the Institution operate and maintain physical facilities that are adequate to serve the needs of this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
67.38%	24.60%	8.02%

Q.21: Does the Institution take reasonable steps to provide a healthy, safe, and secure environment for this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
72.58%	17.20%	10.22%

Q.22: Are the physical facilities accessible to persons with disabilities?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
70.53%	14.74%	6.32%	8.41%

Q.23: Are additional facilities required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
62.90%	18.28%	18.82%

Q.24: Are there any additional equipment required to support the Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

62.43%	23.76%	13.81%

Q.25: Does the Department/Program/Division account for its equipment through regular inventory?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
79.26%	4.79%	12.23%	3.72%

Q.26: Does the Department/Program/Division account for preventive maintenance of its equipment?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
71.20%	12.50%	16.30%

Q.27: Is the equipment used by this Department/Program/Division similar to that used in the workplace or at a higher-level institution?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
59.57%	22.34%	18.09%

Q.28: Is there a need to update/upgrade equipment for improvement of services?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
85.41%	8.65%	5.95%

Q.29: Is the budget information available to this Department/Program/Division?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
55.25%	22.65%	22.10%

Q.30: Are faculty/staff involved in Department/Program/Division annual budget planning?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
43.96%	34.62%	21.43%

Q.31: Does the Department/Program/Division provide guidance on budget processes, analysis, and preparation?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
46.45%	25.68%	27.87%

Q.32: Is adequate financial support available to meet the needs of this Department/Program/Division?			
Yes (Ioe)	No (Leai)	Do not know (Leiloa)	No Response
30.56%	36.67%	27.22%	5.55%

Q.33: Does the Department/Program/Division effectively use its current financial resources to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)
66.85%	7.61%	25.54%

Q.34: Does the Department/Program/Division have any budget priorities to implement for continuous improvement to achieve its mission?		
Yes (Ioe)	No (Leai)	Do not know (Leiloa)

53.55%	7.65%	38.80%

Q.35: Is technology used to improve student learning and services?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
87.36%	7.14%	5.49%	0.01%

Q.36: Check the following technologies sufficient to perform your duties:			
Technologies:	**Available / Accessible**	**Appropriate**	**Current**
ASCC Online Systems (Moodle, Compliance Assist, Colleague, Webmail, Website etc.)	59.51%	25.77%	14.72%
Software (Microsoft Office, SPSS, CAD, Autodesk, etc.)	57.14%	29.87%	12.99%
Internet Connectivity (speed, etc.)	54.32%	26.54%	19.14%

Q.37: Are the following support services available and accessible to students when needed?			
Technologies:	**Yes (Ioe)**	**No (Leai)**	**Do not know (Leiloa)**
Computer Labs (Potu Komepiuta)	89.76%	5.42%	4.82%
Counseling (All types of Counseling)	80.41%	4.05%	15.54%
Financial Assistance (ex. Financial Aid, Work-Study, Scholarship, Deferred Payment Plans)	84.51%	4.23%	11.27%
Library	93.38%	1.32%	5.30%
Academic Tutoring	82.14%	4.29%	13.57%
Academic Advising (i.e., Online Information, Faculty Availability)	84.62%	1.40%	13.99%
Campus Life (i.e., Security, Extra Curricular, Co-Curricular, etc.)	88.44%	3.40%	8.16%
Admissions and Records (Application, Transcripts, etc.)	90.00%	2.14%	7.86%

Q.38: Does your Department/Program/Division help to ensure safety awareness and emergency procedures for its personnel, students and community?			
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**	**No Response**
73.22%	16.39%	10.38%	0.01%

Q.39: Are you aware of the College's processes and procedures for grievances? (i.e., harassment, abuse, inequity, etc.)		
Yes (Ioe)	**No (Leai)**	**Do not know (Leiloa)**
78.38%	16.22%	5.41%

V. ASCC Financial Resources Data:

IV.A. Stability of ASCC Revenue:

Fiscal Year (FY)	Annual General Fund revenues from all sources *(Operating Revenues, CCC Fund 10)*	Revenue from other sources *(non-general fund)*	Net Beginning Balance *(Using same fund as included in Annual General Fund revenues from all sources)*
FY 2013-2014	$8,740,352.00	$6,315,933.00	$458,404.00
FY 2014-2015	$8,450,558.00	$7,390,005.00	$1,835,643.00
FY 2015-2016	$8,441,753.00	$5,916,114.00	- $1,295,671.00
FY 2016-2017	$7,895,652.00	$4,717,129.00	- $1,396,157.00

Data Source: ACCJC Annual Fiscal Reports

IV.B. Expenditures/Transfer:

Fiscal Year (FY)	Total annual general fund expenditures *(Operating Expenditures matching the same fund as included Annual General Fund revenues from all sources)*	Salaries and Benefits *(General Fund)*	Other expenditures/outgo *(difference between total annual general fund expenditures, and salaries and benefits)*
FY 2013-2014	$7,148,731.00	$5,268,254.00	$1,880,477.00
FY 2014-2015	$7,331,737.00	$5,594,642.00	$1,737,095.00
FY 2015-2016	$7,384,706.00	$5,579,528.00	$1,805,178.00
FY 2016-2017	$8,173,339.00	$5,805,574.00	$2,367,765.00

Data Source: ACCJC Annual Fiscal Reports

IV.C. Cash Position:

Fiscal Year (FY)	Cash Balance (Unencumbered cash): Unrestricted General Fund
FY 2013-2014	$1,104,502.00
FY 2014-2015	$1,189,880.00
FY 2015-2016	$1,874,317.00
FY 2016-2017	$1,207,509.00

Data Source: ACCJC Annual Fiscal Reports

IV.D. Annual Audit Information:

Fiscal Year (FY)	Date annual audit report for fiscal year was electronically submitted to ACCJC, along with responses to any audit exceptions.	Summary of Audit Findings:
FY 2013-2014	03/30/2015	*Summary of two findings*: (1) Special Tests and Provisions Verification Process: Auditor noted when reviewing their samples of student's records that a dependent student parent's tax return had Rental Income however on the FAFSA/ISIR had no value for assets. (2) Special Tests and Provisions Verifications Documentations: The documentation required to be obtained for verification could not be provided to auditors for one student.
FY 2014-2015	03/30/2016	*Summary of three findings*: (1) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, they tested 85 students for the verification process and 19 of these student's submitted incomplete verification forms. (2) Special Tests and Provisions: Auditors noted that the 1,290 students receiving financial aid, the tested 85 students for the verification process and 3 of these student's showed discrepancies in documents collected. (3) Special Tests and Provisions: Auditors noted that of the 1,290 students receiving financial aid, the school indicated to auditors that only 7 had withdrawn from the College after being awarded their financial aid. Of these 7, 2 were tested and both of them had incorrect R2T4 calculation and the college paid money back to the Department that should not have been

		paid back.
FY 2015-2016	03/24/2017	*Summary of 3 Findings*: (1) Special Tests and Provisions: Auditors noted that the Financial Aid Department had 4 example of items related to the verification process that was conducted incompletely: a) One student used prior year verification form instead of current year, b) One student had no V6 form, c) One student had no tax return form, d) One student verification form and tax form did not match the iSIR (2) Activities allowed – Under Award: Auditors noted that The College under awarded two students tested one by $100 and the other by $591. (3) Activities Allowed – Student Record: Auditors noted The College Financial Aid Counselors did not reflect or update the student records to show proper enrollment status.
FY 2016-2017	03/29/2018	*Summary of 2 Findings*: (1) Special Test and Provisions: Auditors noted that the verification process for the Financial Aid Office was not completed correctly. Of the 1,117 students receiving financial aid, the auditors tested 157 students file of which 105 were flagged for verification process and 23 of those students verification process were not completed correctly. (2) Activities Allowed – Student Records: The Auditors noted that the College Financial Aid Office did not use all the days in the Spring semester to calculate R2T4 correctly. IT should have been 116 days and not 109 days. By the Financial Aid Department not using the full semester days award could be calculated incorrectly.

Data Source: ACCJC Annual Fiscal Reports

IV.E.1. Other Information:

Fiscal Year (FY)	Budgeted Full Time Equivalent Students (FTES) *(Annual Target)*	Actual FTES:	Funded FTES:
FY 2013-2014	1,351	1,224	1,224
FY 2014-2015	1,214	1,030	1,030
FY 2015-2016	1,181	1,009	1,009
FY 2016-2017	1,053	916	916

Data Source: ACCJC Annual Fiscal Reports

IV.E.2. Other Information:

Fiscal Year (FY)	Percentage of total tuition/fees received from federal financial aid programs *(Title IV, HEA)*:	Federal Financial Aid Programs in which the ASCC participates:
FY 2013-2014	70%	Pell, FSEOG, FWS
FY 2014-2015	78%	Pell, FSEOG, FWS
FY 2015-2016	87%	Pell, FSEOG, FWS
FY 2016-2017	72%	Pell, FSEOG, FWS

Data Source: ACCJC Annual Fiscal Reports

VI. Employee Data:

ASCC Full Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	61	60	61	60
Staff:	191	188	183	184
Administrators:	21	23	21	21
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Part Time Headcount by Employee Status:				
Employee Type:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Faculty:	14	10	14	13
Staff:	2	1	1	1
Administrators:	0	0	0	0
Total:	**16**	**11**	**15**	**14**

Data Source: Human Resources Officer

ASCC Employee Status by Ethnicity:				
Ethnicity:	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Samoan:	249	246	242	243
Caucasian/White:	10	10	12	12
Filipino:	8	8	8	8
African American/Black:	3	4	1	0
Chinese:	1	1	0	0
Indian:	1	1	1	1
Fijian:	1	1	1	1
Total:	**273**	**271**	**265**	**265**

Data Source: Human Resources Officer

ASCC Employee Status by Gender								
Status:	**Fall 2016**		**Spring 2017**		**Fall 2017**		**Spring 2018**	
	Female	Male	Female	Male	Female	Male	Female	Male
Career Service:	100	83	110	95	121	96	125	98
Contracts: (Temporary & Specialists)	40	50	31	35	20	28	15	27
Adjunct:	10	6	2	9	2	13	7	7
Total Number of Employees:	**150**	**139**	**143**	**139**	**143**	**137**	**147**	**132**
AY Headcount Totals:	**289**		**282**		**280**		**279**	

Data Source: Human Resources Officer

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American Samoa Community College

Leadership Training

January 30, 2017

Presenters: Mr. Sonny J. Leomiti and Mrs. Letupu Moananu

What have we Learned?

Mission and Institutional Effectiveness
(Our Practice)

- **Outcomes:**
  - Demonstrate understanding regarding the importance of Institutional Effectiveness
  - Reemphasize the Mission of the College

What is Institutional Effectiveness?

- **Institutional Effectiveness:**
  - The degree to which an institution can harness their resources to achieve their objectives will depend upon the clarity of these objectives and the institution's willingness to set priorities and solve its problems.
  - Institutional Effectiveness requires assessing its current status, designing a change process, developing and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels.

American Council on Education (ACE), Institutional Effectiveness-Definition, http://www.acenet.edu. The ACE is a U.S. higher education organization established in 1918. Located in Washington, DC, it comprises approximately 1,800 accredited, degree-granting colleges and universities and higher education-related associations, organizations, and corporations.

"Vision"

The American Samoa Community College holds as its central theme *"Saili le Atamai"* or to "Seek Knowledge." Our journey pushes us forward to achieve our Mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

"Mission"

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

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

- **Transfer to institutions of higher learning;**
- **Successful entry into the workforce;**
- **Research and extension in human and natural resources;**
- **Awareness of Samoa and the Pacific.**

ASCC Core Values:

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

ASCC Institutional Learning Outcomes:

- **Upon graduating from the American Samoa Community College, all students should acquire the skills and demonstrate proficiencies as:**
  - **Effective Communicators**: ASCC graduates communicate respectfully, listen attentively, seek clarification, and value the opinions of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences and convey their intended message using a variety of oral, written, and visual strategies;
  - **Quantitative Competent Individuals**: ASCC graduates organize, and critically examine written, oral, visual, and numerical information. Graduates efficiently use technology as a tool to gather and evaluate information from a variety of perspectives. Graduates use the information ethically, respecting the legal restrictions that exist when using published, confidential, and proprietary information;
  - **Critical Thinkers**: ASCC graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard;
  - **Global Citizens**: ASCC graduates are prepared to participate in regional and global communities. They demonstrate knowledge of their region and the world;
  - **Responsible Leaders**: ASCC graduates act with integrity and take responsibility for their actions, ethically and equitably. Graduates engage in professional dialogue and participate in learning communities.

How does the College demonstrate Institutional Effectiveness?

- What institutional processes are used by the College to determine the status or achievement of the College's Mission?
- What institutional processes are used by the College to determine the needs and priorities of the College? (educational programs, expansion of services, etc.)
- What institutional processes are used by the College to determine the quality of services and the evaluation of those services at the College?
- What institutional processes are used by the College to determine continued compliance with its definition of Institutional Effectiveness?

AMERICAN SAMOA
COMMUNITY COLLEGE

ASCC Facts

General Facts:

- Total unduplicated headcount enrollment:
  - Fall 2014: 1,276
  - Fall 2015: 1,284
  - Fall 2016: 1,253
- Total unduplicated headcount enrollment in degree applicable credit courses for:
  - Fall 2015: 888
  - Fall 2016: In progress
- Total headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for:
  - Fall 2015: 396
  - Fall 2016: In progress

General Facts:

- Institution-set Standard for Developmental Courses (pre-collegiate): 70%
  - Fall 2015: 68%
  - Spring 2016: 66%
- Institution-set Standard for developmental courses:
  - ENG 90: 70%
  - ENG 91: 70%
  - MAT 90: 66%

General Facts:

- Institution-set standard for successful student course completion:
  - Set Standard: 80% (Set Standards: GE: 75%, Core Foundational: 80%, Co-Foundational: 90%)
  - Student course completion rate for:
    - Fall 2015: 85% (GE: 76%, Core Foundational: 85%, Co-Foundational: 93%)
    - Spring 2016: 78% (GE: 74%, Core Foundational: 76%, Co-Foundational 85%:)
- Institution-set standard for successful program completion
  - Set Standard: 90%
- Number of student (unduplicated) who received a certificate or degree in:
  - 2014-2015: 254
  - 2015-2016: 250
- Number of students who received a degree in:
  - 2014-2015: 252
  - 2015-2016: 232
- Number of students who received a certificate in:
  - 2014-2015: 2
  - 2015-2016: 18

General Facts:

- Institution-set standard for the number of students who transfer each year to 4-year colleges/universities:
  - Set Standard: 18% (Stretch Goal 25%)
  - Number of students who transferred in:
    - 2014-2015: 50
    - 2015-2016: In progress
- Certificate programs which are not career-technical education (CTE) certificates
  - Introduction to Auto Body Repair
  - Fundamentals of Automotive
  - Carpentry Fundamentals
  - Basic Electrical Theory
  - Welding Fundamentals
  - Nurse Aide (CNA)
- Number of CTE certificates and degrees: 42
- Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: 42
- Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: 42 (Transfer to the Workforce: Institution-set standard: 50% with a stretch goal set at 63%)

General Facts:

- Total number of College courses: 309
- Number of College courses with ongoing assessment of learning outcomes: 230 (Percentage: 74.4%)
- Total number of College programs (all certificates and degrees, and other programs as defined by the College): 55
- Number of College programs with ongoing assessment of learning outcomes: 52 (Percentage: 94.5%)
- Total number of student and learning support activities (as College has identified or grouped them for SLO implementation): 1
- Number of student and learning support activities with ongoing assessment of learning outcomes: 1

General Facts:

- Number of courses identified as part of the General Education (GE) program: 13
- Percentage of GE courses with ongoing assessment of GE learning outcomes: 100%
- Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes: 13
- Number of Institutional Student Learning Outcomes defined: 5
- Percentage of college instructional programs and student learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities): 82%
- Percent of Institutional Learning Outcomes (ILOs) with ongoing assessment of learning outcomes: 100%

General Facts:

- ILO Note: ASCC fully reviewed and approved its Institutional Learning Outcomes (ILOs) in the spring of 2015 during its Show Cause Sanction. The ILO assessment cycle will conclude in the spring of 2016 and a thorough review of ILO qualities and competencies will take place. ILOs are institutional qualities embedded into identified courses as institutional outcome competencies. These institutional qualities are mapped to General Education competencies, Core Foundational competencies (content focused/enrichment courses), and/or embedded in Co-Foundational (program based) competencies to equip students with the necessary content/skills to complete their career pathways as emphasized in ASCC's Mission.

General Facts:

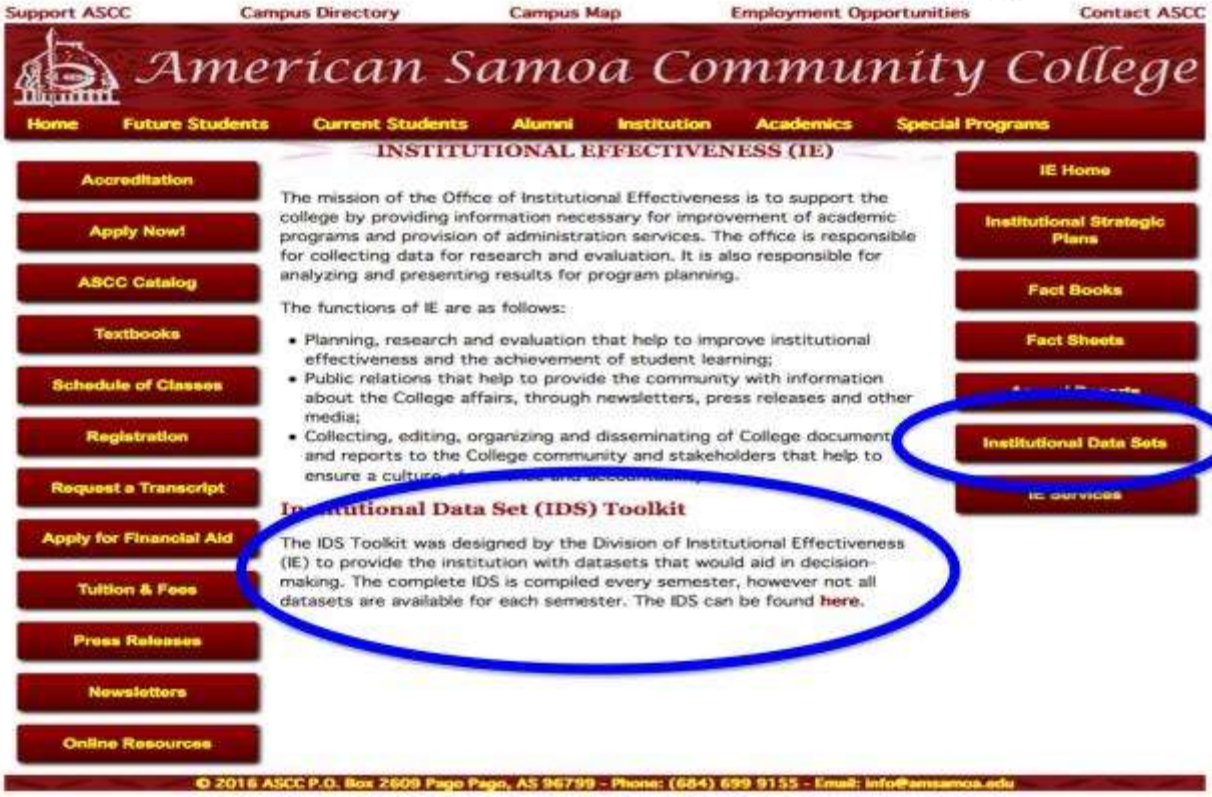
- Number of Academic Programs: 17 (Including TTD, TED, SSI, ACNR, CLP)
- Number of Service Divisions/Departments: 27
  - Do all Departments/Programs have missions?
  - How does each mission link to ASCC's overall Mission?
- ASCC Employees:
  - Fall 2015:
    - Faculty: 59
    - Staff: 221
    - Adjunct: 15
    - **Total 295**
  - Spring 2016:
    - Faculty: 61
    - Staff: 220
    - Adjunct: 10
    - **Total 291**

American Samoa Community College

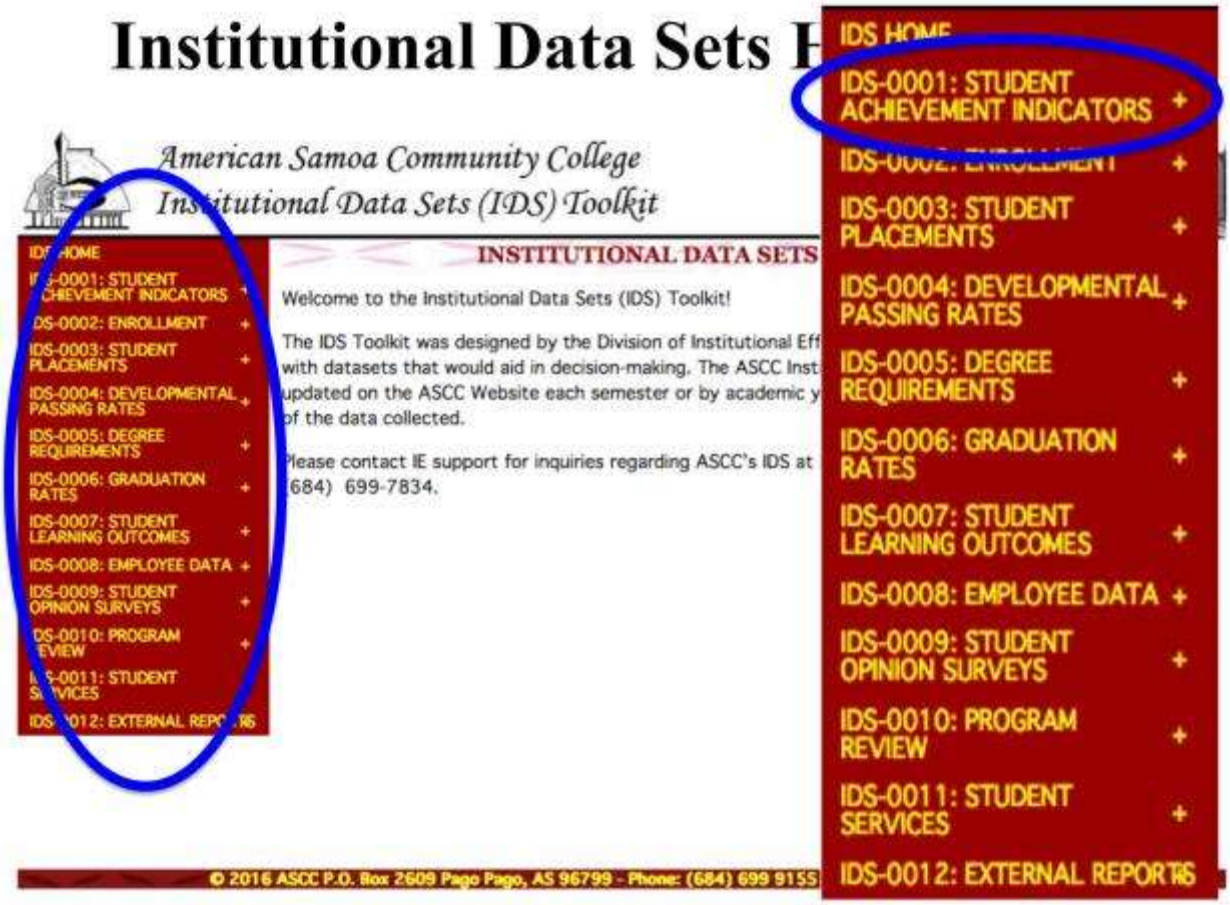
Institutional Data Sets Access

ASCC Website

Institutional Data Sets (IDS)



Institutional Data Sets H



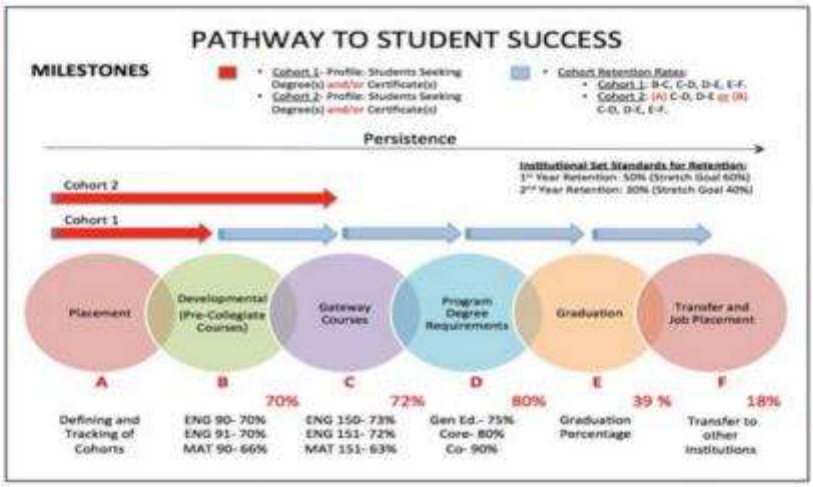
IDS Student Achievement Indicators

American Samoa Community College
Institutional Data Sets (IDS) Toolkit

IDS HOME
IDS-0001: STUDENT ACHIEVEMENT INDICATORS +
IDS-0002: ENROLLMENT +
IDS-0003: STUDENT PLACEMENTS +
IDS-0004: DEVELOPMENTAL PASSING RATES +
IDS-0005: DEGREE REQUIREMENTS +
IDS-0006: GRADUATION RATES +
IDS-0007: STUDENT LEARNING OUTCOMES +
IDS-0008: EMPLOYEE DATA +
IDS-0009: STUDENT OPINION SURVEYS +
IDS-0010: PROGRAM REVIEW +
IDS-0011: STUDENT SERVICES +
IDS-0012: EXTERNAL REPORTS

IDS-0001: STUDENT ACHIEVEMENT INDICATORS

As part of ASCC's mission to provide quality education, the college identified indicators of student achievement and developed institutional set-standards to ensure the effectiveness of its programs and services. The indicators are a part of ASCC 's "Pathway to Student Success" as seen in the diagram below. The "milestones" are points of achievement along the course to degree or certificate attainment. The Cohorts represent the different levels at which students enter degree programs. Students either seek degrees, certificates, or both. Most enter at the developmental levels and a few may enter at the gateway level depending on placement scores. Persistence through the pathway varies depending on the type of cohort.



IDS 001.1 Developmental Completion Rates

American Samoa Community College
Institutional Data Sets (IDS) Toolkit

IDS HOME
IDS-0001: STUDENT ACHIEVEMENT INDICATORS +
IDS-0002: ENROLLMENT +
IDS-0003: STUDENT PLACEMENTS +
IDS-0004: DEVELOPMENTAL PASSING RATES +
IDS-0005: DEGREE REQUIREMENTS +
IDS-0006: GRADUATION RATES +
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IDS-0008: EMPLOYEE DATA +
IDS-0009: STUDENT OPINION SURVEYS +
IDS-0010: PROGRAM REVIEW +
IDS-0011: STUDENT SERVICES +
IDS-0012: EXTERNAL REPORTS

IDS-0001.1: DEVELOPMENTAL COMPLETION RATES

Developmental Courses: Not all students are placed in developmental courses but majority of students entering ASCC take at least one developmental course. These courses are designed to prepare students for college level courses. They are offered under the College Accelerated Preparatory Program (CAPP) for two sessions in Fall and Spring. Developmental courses include Math 80 and 90, ENG reading levels 70, 80, and 90, and ENG writing levels 71, 81, and 91.

Standard I is based on the percentage of students who pass higher-level developmental courses divided by the total number of students enrolled in these courses per semester. This standard is divided into three parts with individual targets. The institutional target was set at **70%** based on past performance and other factors. All targets are the result of a consensus by the institution.

- *% of students who successfully complete the highest level of Developmental Reading (ENG 90): Target = 70%*
- *% of students who successfully complete the highest level of Developmental Writing (ENG 91): Target = 70%*
- *% of students who successfully complete the highest level of Developmental Math (MATH 90): Target = 66%*

IDS 001.2 Gateway Course Completion

American Samoa Community College
Institutional Data Sets (IDS) Toolkit

IDS HOME
IDS-0001: STUDENT ACHIEVEMENT INDICATORS +
IDS-0002: ENROLLMENT +
IDS-0003: STUDENT PLACEMENTS +
IDS-0004: DEVELOPMENTAL PASSING RATES +
IDS-0005: DEGREE REQUIREMENTS +
IDS-0006: GRADUATION RATES +
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IDS-0010: PROGRAM REVIEW +
IDS-0011: STUDENT SERVICES +
IDS-0012: EXTERNAL REPORTS

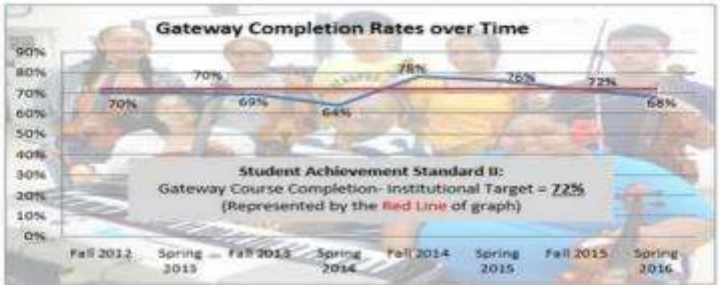
IDS-0001.2: GATEWAY COURSE COMPLETION

Student Achievement Standard II: Gateway Course completion - Institutional target = 72%

Gateway Courses: Gateway courses are courses designed to matriculate students into the General Education (GenEd) group of courses. All students earning a degree or certificate must complete GenEd requirements before fulfilling program requirements. The Gateway courses are ENG 150 and 151 and Math 151, or for students enrolled as ICT majors, Math 155.

Standard II is the percentage of students who complete Gateway Courses with a C or better divided by the total number of students enrolled in these courses per semester. This standard is divided into three parts with individual targets. The overall target above is not necessarily the average of the three independent targets below. All targets are the result of a consensus by the institution.

- % of students who Successfully complete a Gateway English Reading with a Grade "C" or better (ENG 150): Target = 73%
- % of students who Successfully complete a Gateway English Writing with a "C" or better (ENG 151): Target = 72%
- % of students who Successfully complete a Gateway Math with a "C" or better (Math 151/155): Target = 63%



IDS 001.3 Program Requirement Completion Rates

American Samoa Community College
Institutional Data Sets (IDS) Toolkit

IDS HOME
IDS-0001: STUDENT ACHIEVEMENT INDICATORS +
IDS-0002: ENROLLMENT +
IDS-0003: STUDENT PLACEMENTS +
IDS-0004: DEVELOPMENTAL PASSING RATES +
IDS-0005: DEGREE REQUIREMENTS +
IDS-0006: GRADUATION RATES +
IDS-0007: STUDENT LEARNING OUTCOMES +
IDS-0008: EMPLOYEE DATA +
IDS-0009: STUDENT OPINION SURVEYS +
IDS-0010: PROGRAM REVIEW +
IDS-0011: STUDENT SERVICES +
IDS-0012: EXTERNAL REPORTS

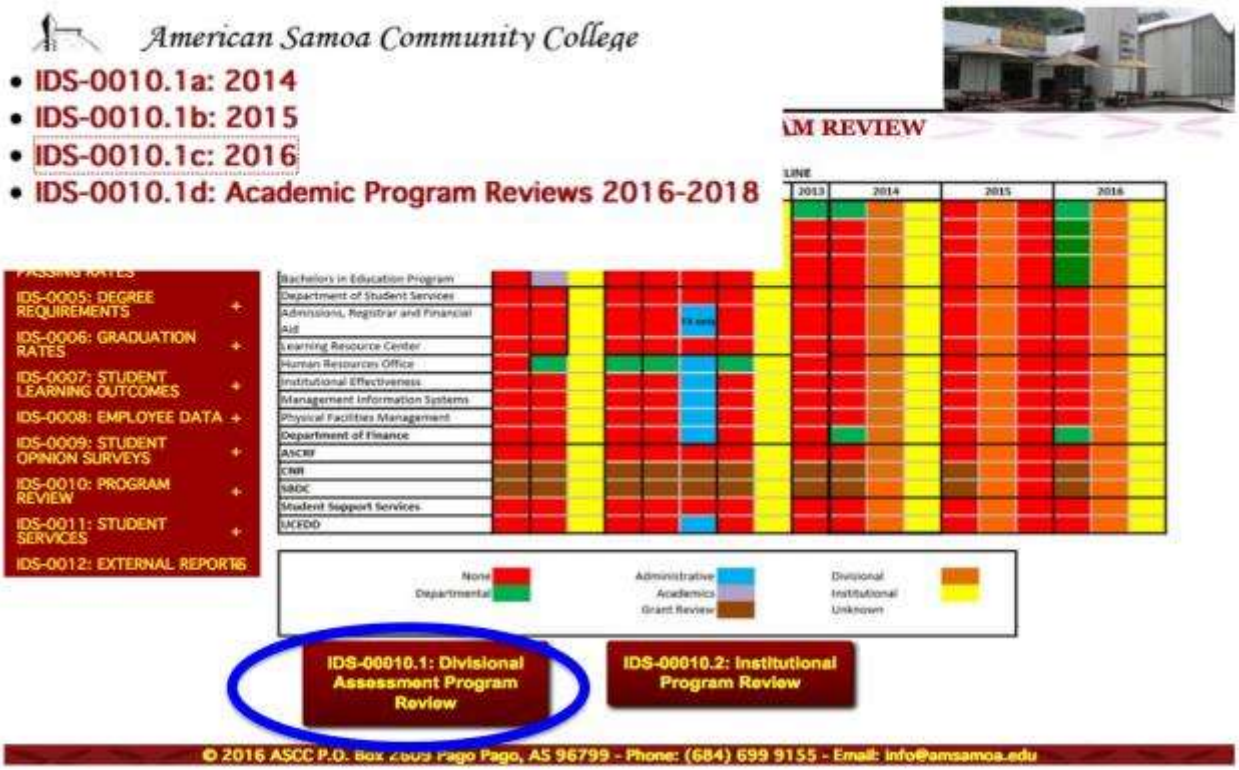
IDS-0001.3: PROGRAM REQUIREMENT COMPLETION RATES

Student Achievement Standard III: Program Requirement completions - Institutional target = 80%

Standard III is the overall completion of Program Requirement courses with a C or better divided by the number of students enrolled in these courses per semester. This standard is divided into three parts with individual targets. The overall target above is not necessarily the average of the three independent targets below. All targets are the result of a consensus by the institution.

- % of students who Successfully complete General Education Courses with a "C" or better: Target = 75%
- % of students who Successfully complete Core Foundational Courses with a "C" or better: Target = 80%
- % of students who Successfully complete Co-Foundational Courses with a "C" or better: Target = 90%

IDS 0010 Program Review



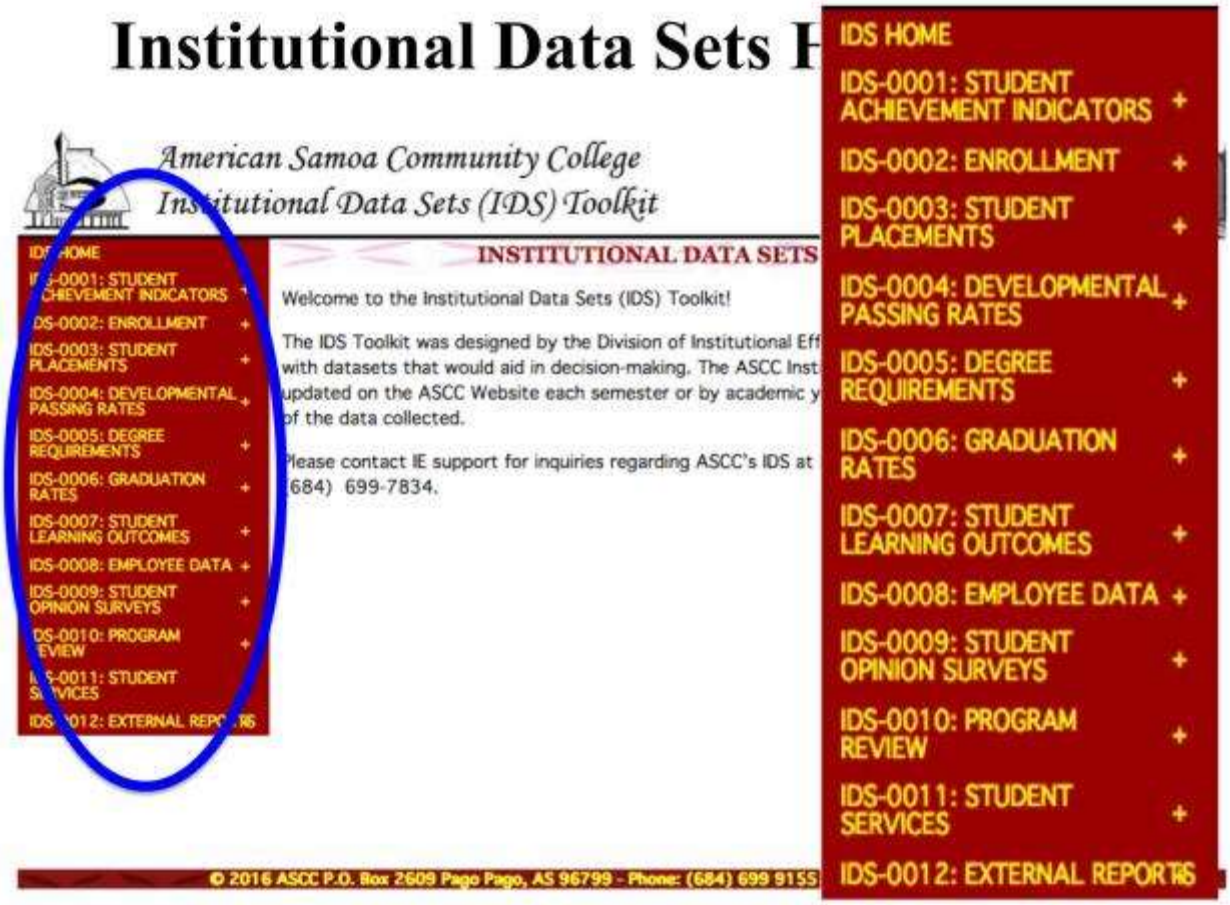
IDS 0010 Program Review

IDS-00010.1: Divisional Assessment Program Review

- IDS-0010.1a: 2014
- IDS-0010.1b: 2015
- IDS-0010.1c: 2016
- IDS-0010.1d: Academic Program Reviews 2016-2018

- Academic Affairs
- ACNR
- Admission
- AELEL
- Bookstore
- Counseling
- Curriculum & Assessment
- Finance
- Financial Aid
- HRO
- Institutional Effectiveness
- LRC
- MIS
- PFM
- Printing Services
- Procurement
- Records
- SBDC
- SSI
- Student Services
- Student Support & Learning Services
- TED
- TTD
- UCEDD

Institutional Data Sets H

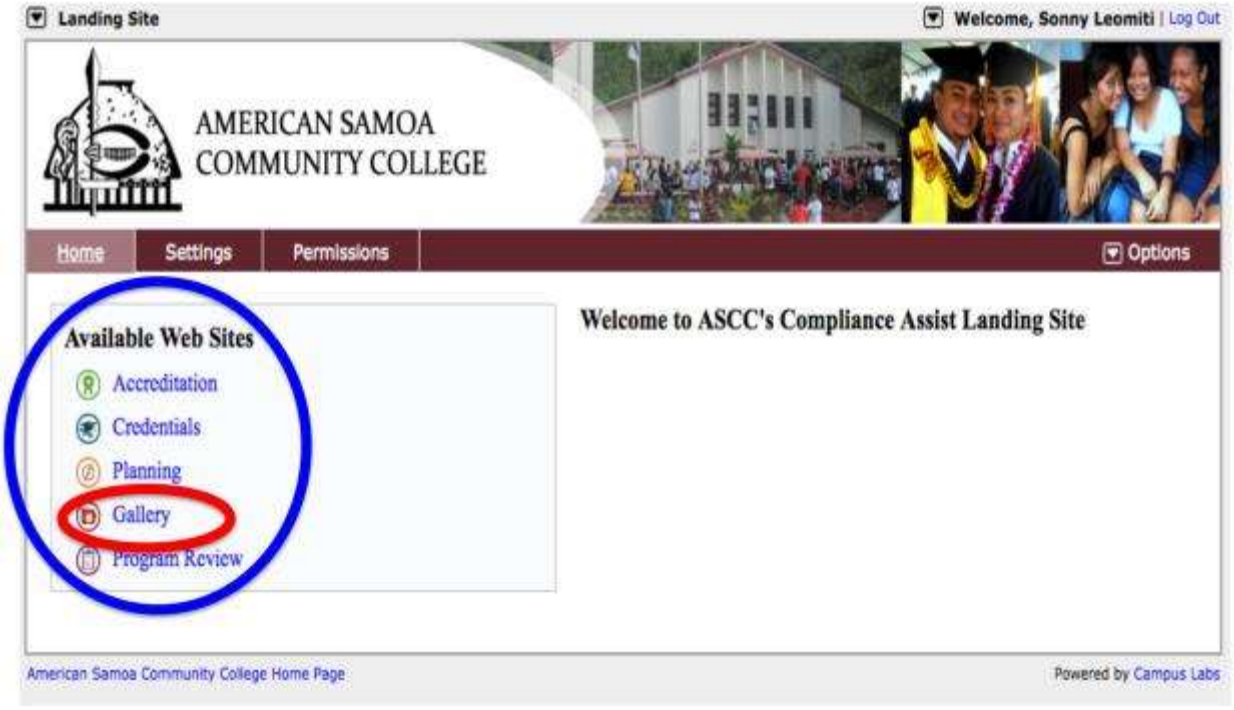


American Samoa Community College

ASCC Institutional Archive

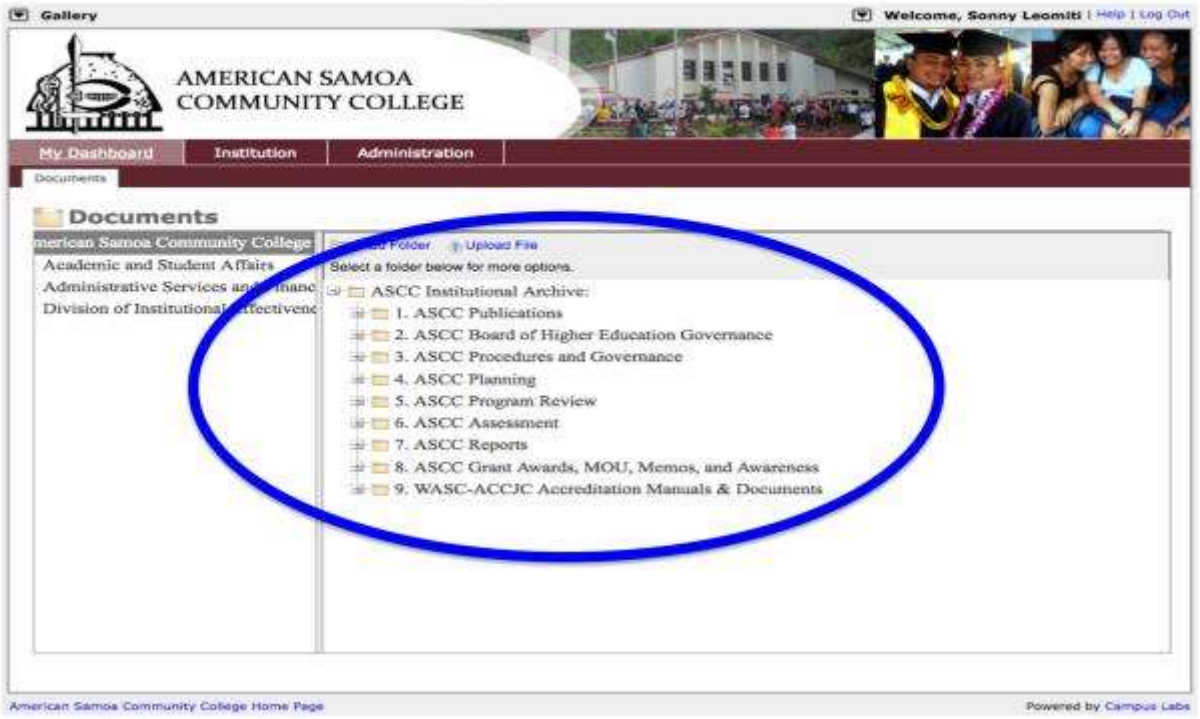
ASCC Digital Archives
"Compliance Assist"

ASCC Digital Archives
"Compliance Assist"



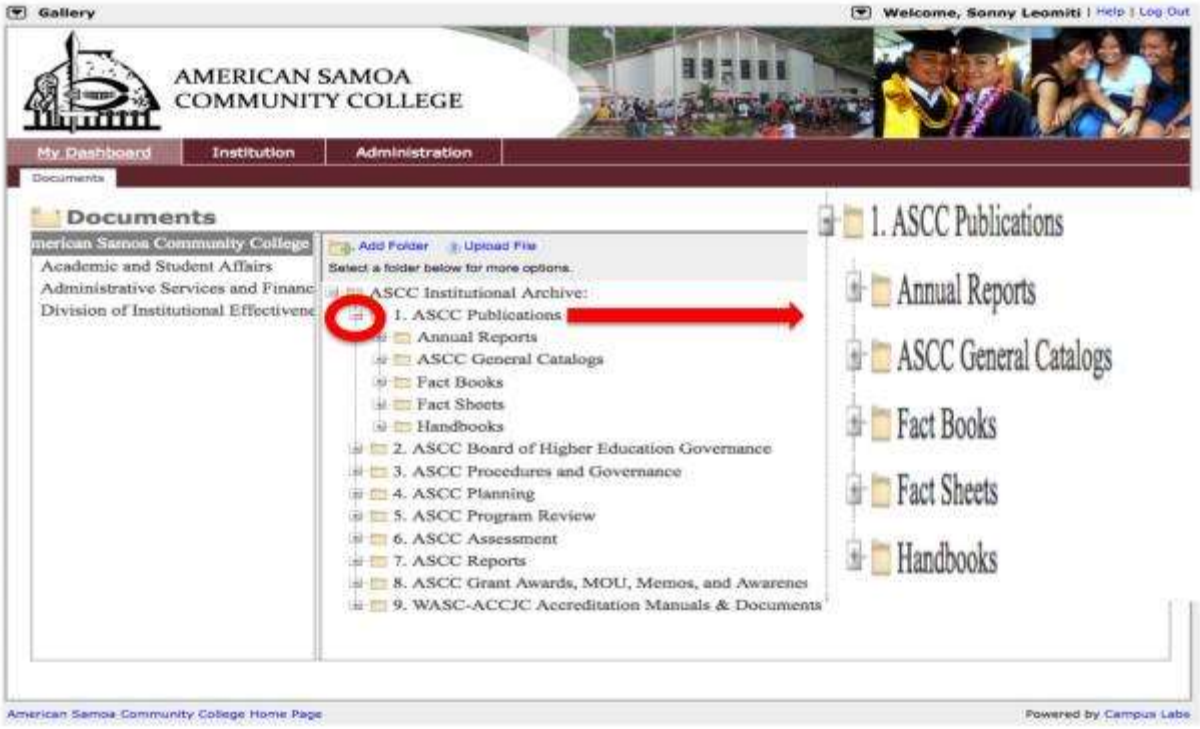
ASCC Digital Archives
“Compliance Assist”

ASCC Digital Archives
“Compliance Assist”



ASCC Digital Archives

Publications

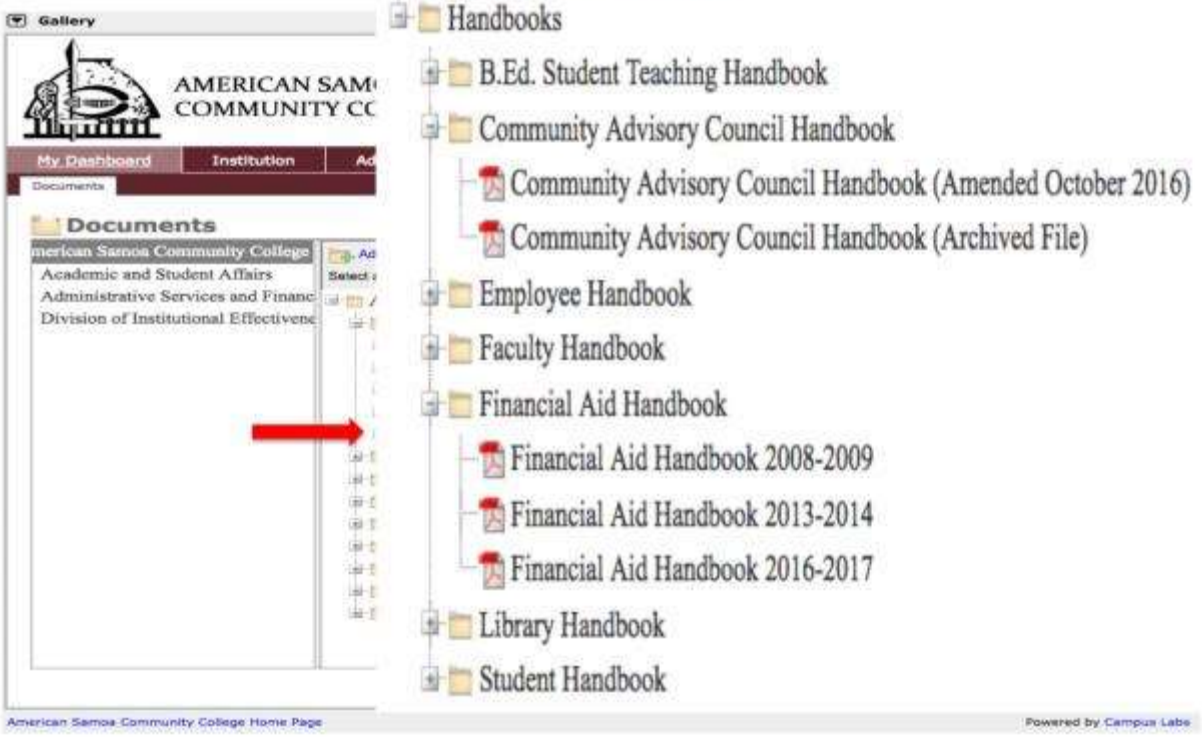


ASCC Digital Archives

Publications

ASCC Digital Archives

Publications



ASCC Digital Archives

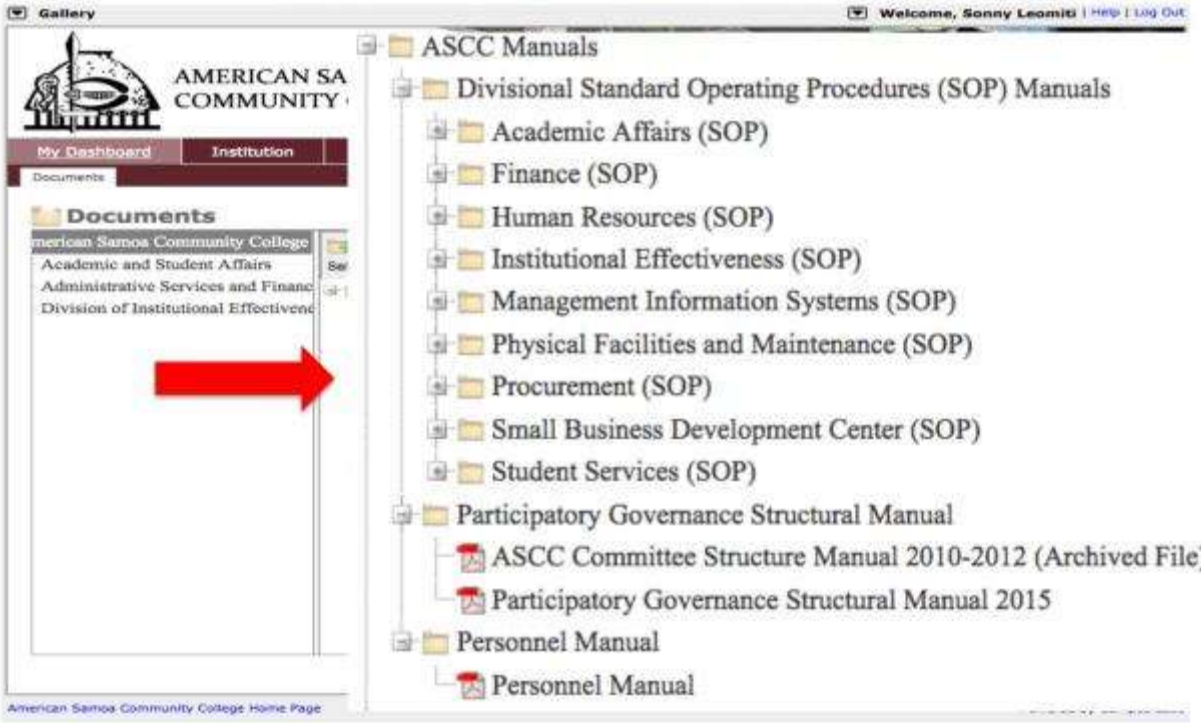
Board of Higher Education Governance

ASCC Digital Archives

Procedures and Governance

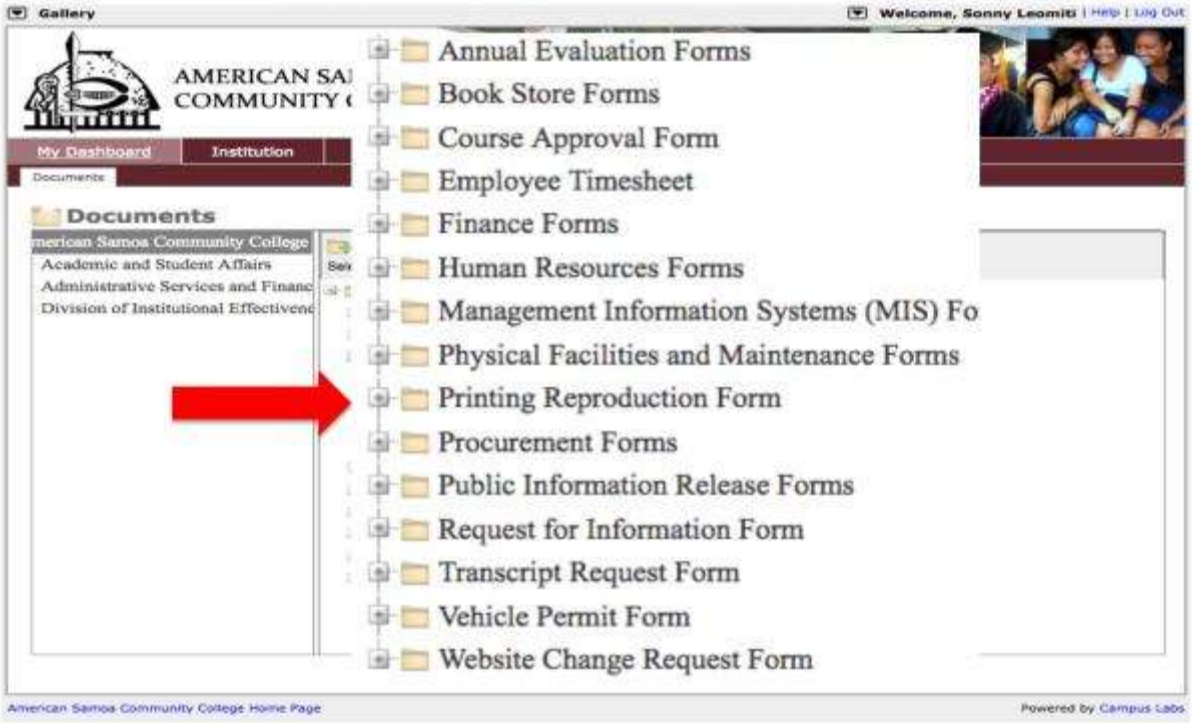
ASCC Digital Archives

Procedures and Governance



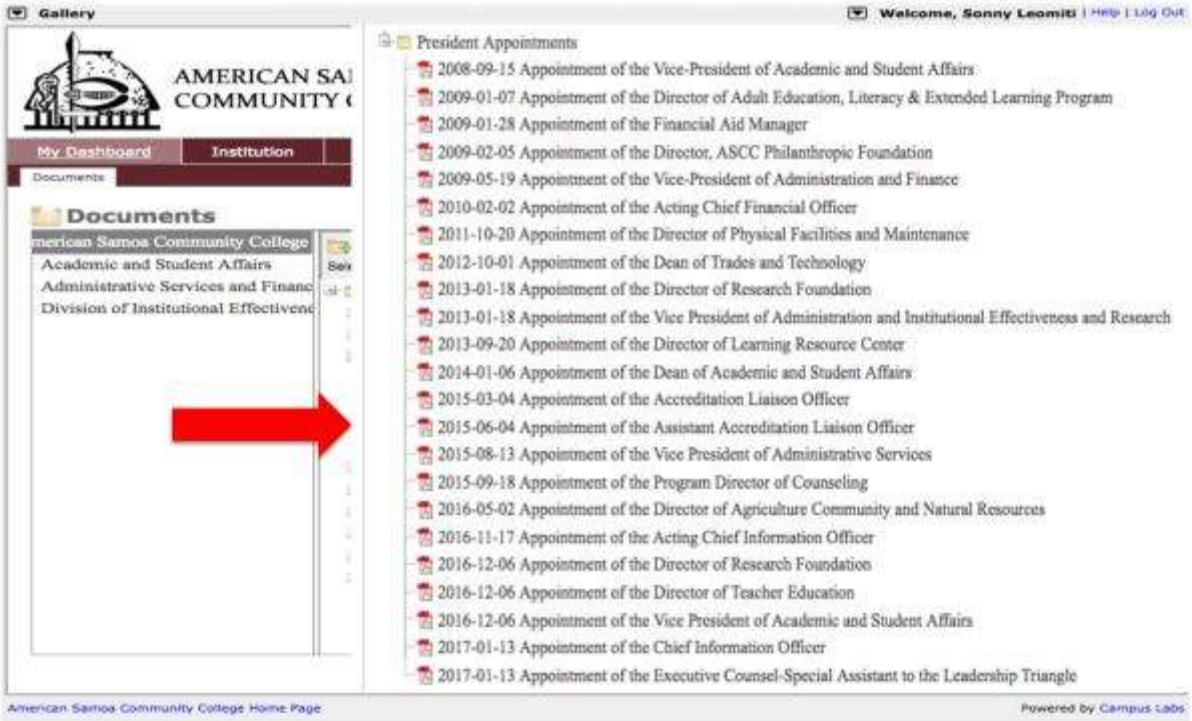
ASCC Digital Archives

Procedures and Governance



ASCC Digital Archives

Procedures and Governance

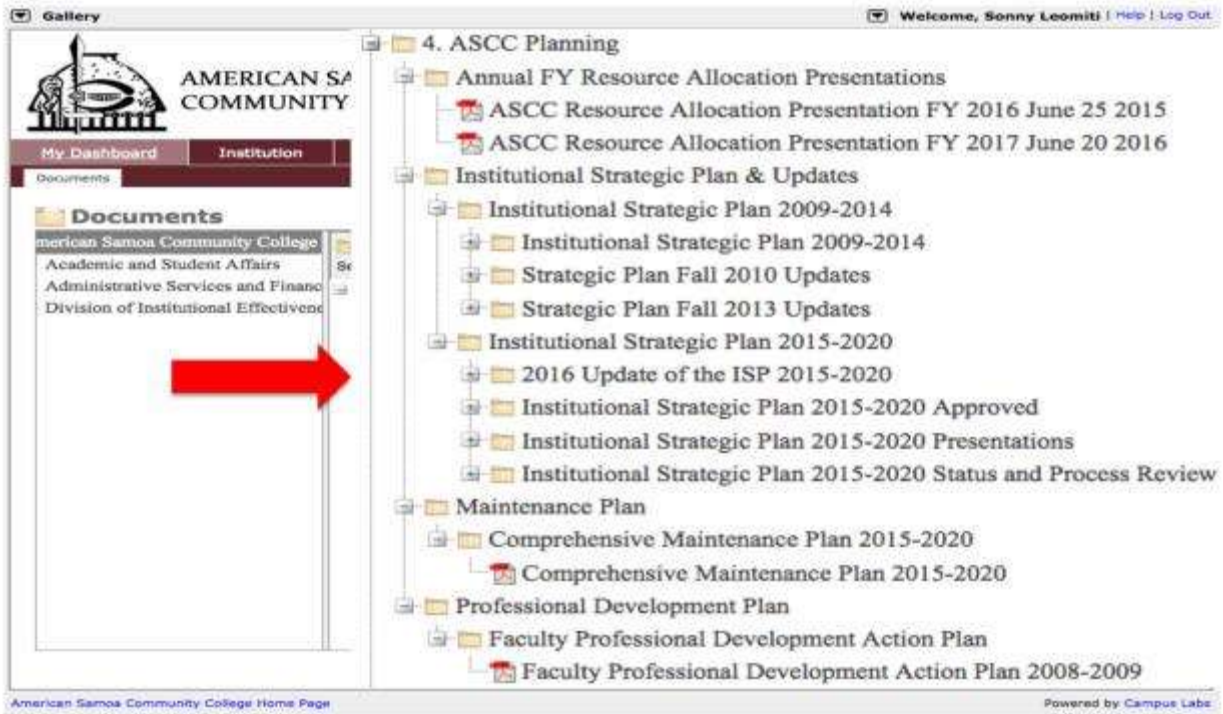


ASCC Digital Archives

Procedures and Governance

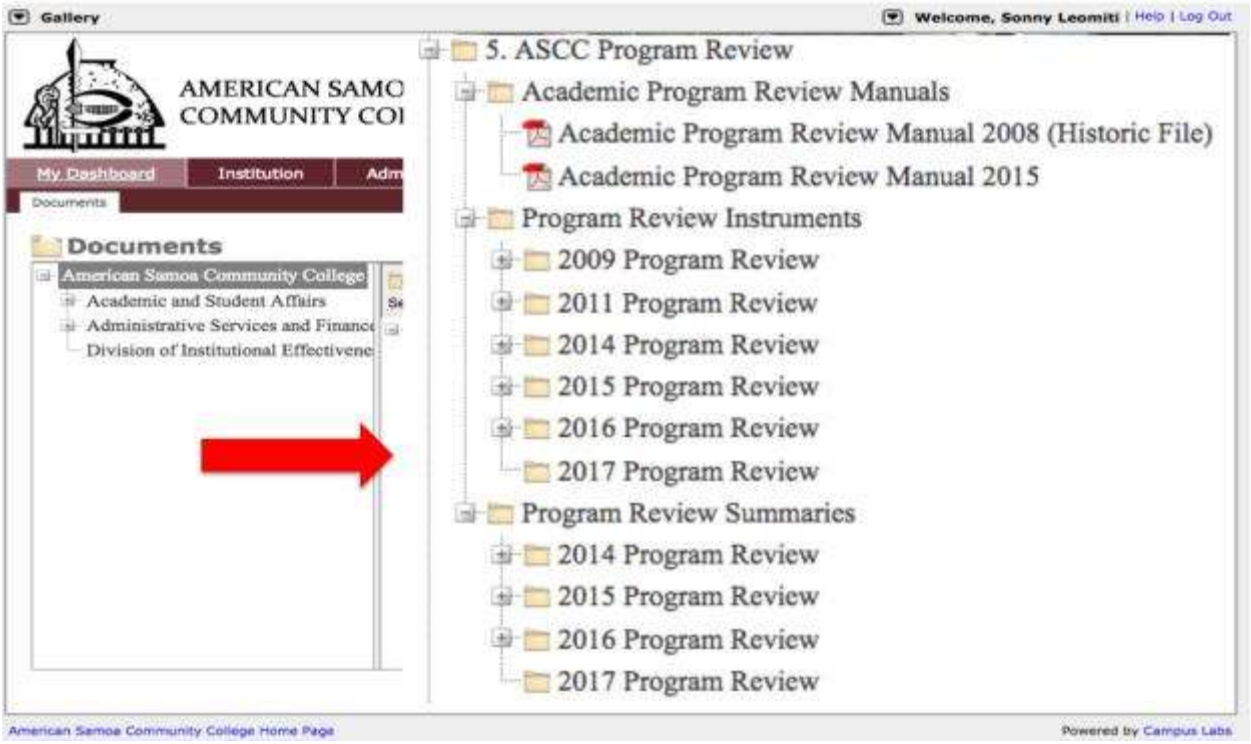
ASCC Digital Archives

Planning



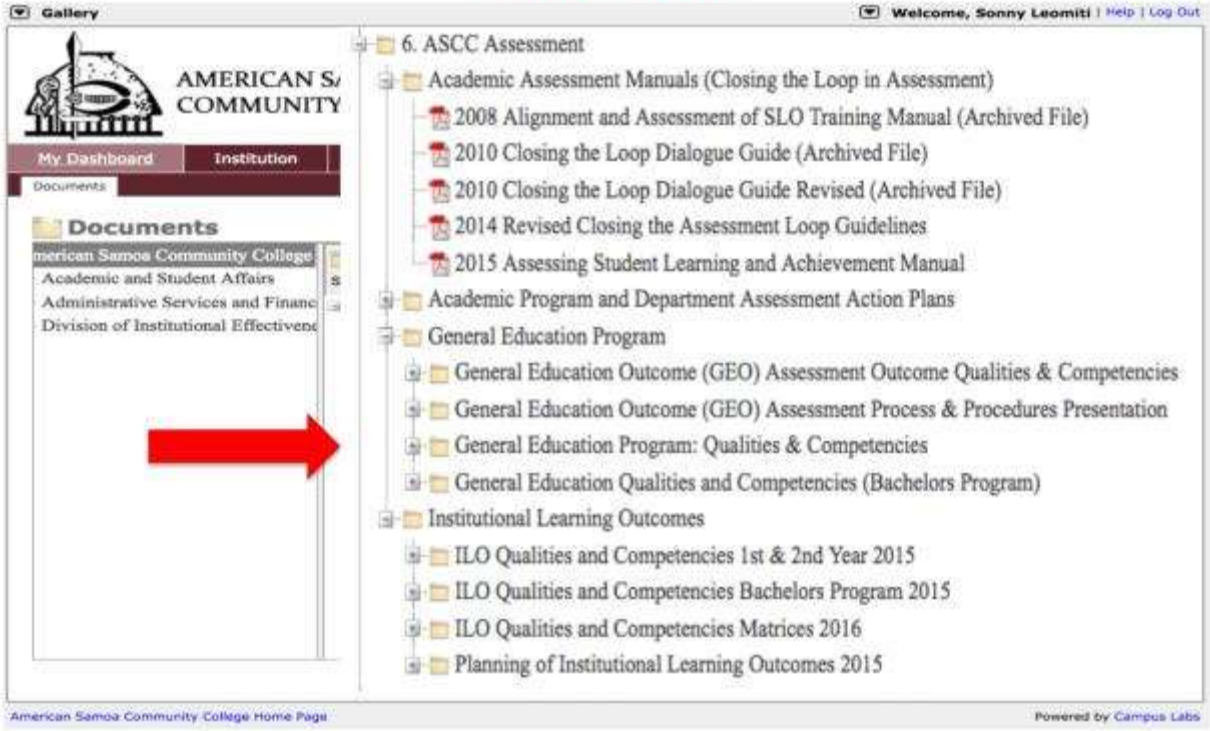
ASCC Digital Archives

Program Review



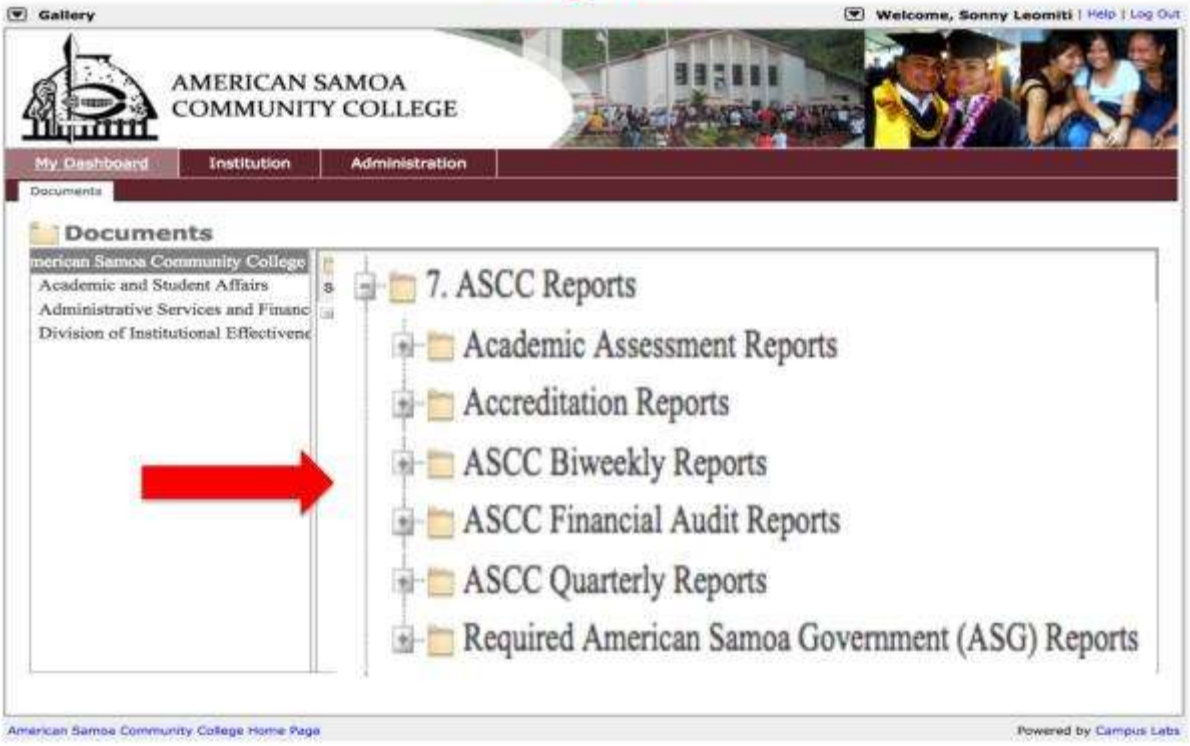
ASCC Digital Archives

Assessment



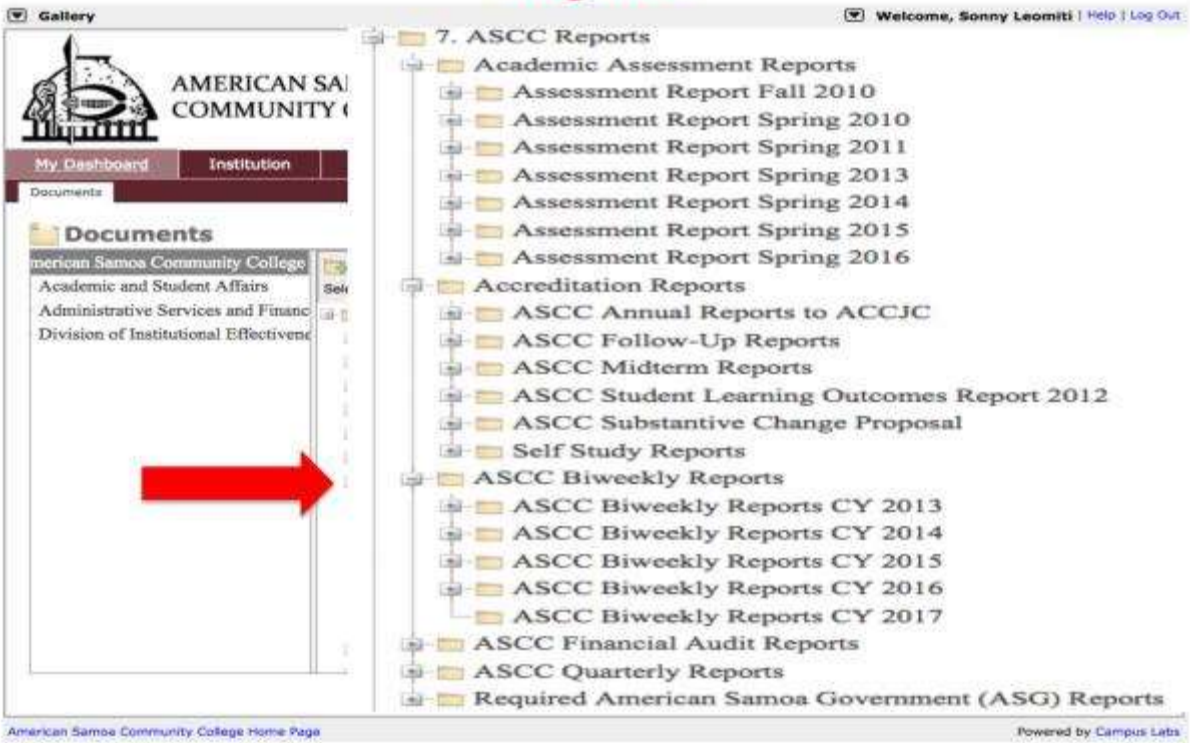
ASCC Digital Archives

Reports



ASCC Digital Archives

Reports



ASCC Digital Archives

Reports

- Accreditation Reports
  - ASCC Annual Reports to ACCJC
    - Annual Fiscal Reports
    - Annual Reports
  - ASCC Follow-Up Reports
    - 2010 Follow Up Report
      - ASCC Corrective Action Report February 2010
      - ASCC Follow-Up Report 2010
    - 2015 Follow Up Show Cause Report
    - 2016 Follow Up Warning Report
      - 2016 ASCC Follow-Up Report Warning Sanction
      - 2016 ASCC Follow-Up Report Warning Sanction. compressed
      - 2016 Commission Action Letter
      - 2016 Visiting Team's Report
  - ASCC Midterm Reports
    - ASCC Midterm Report: October 2011
  - ASCC Student Learning Outcomes Report 2012
    - SLO Coding Procedures
    - SLO Report
    - SLO Report Coded Evidence
  - ASCC Substantive Change Proposal
    - 2013 Substantive Change B.Ed.
  - Self Study Reports
    - 2008 Self Study Report
    - 2014 Self Study Report

ASC S

- ASCC Biweekly Reports CY 2016
  - ASCC Biweekly Report 01-01-16
  - ASCC Biweekly Report 01-15-16
  - ASCC Biweekly Report 01-29-16
  - ASCC Biweekly Report 02-12-16
  - ASCC Biweekly Report 02-26-16
  - ASCC Biweekly Report 03-10-16
  - ASCC Biweekly Report 03-24-16
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  - ASCC Biweekly Report 04-22-16
  - ASCC Biweekly Report 05-06-16
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  - ASCC Biweekly Report 11-18-16
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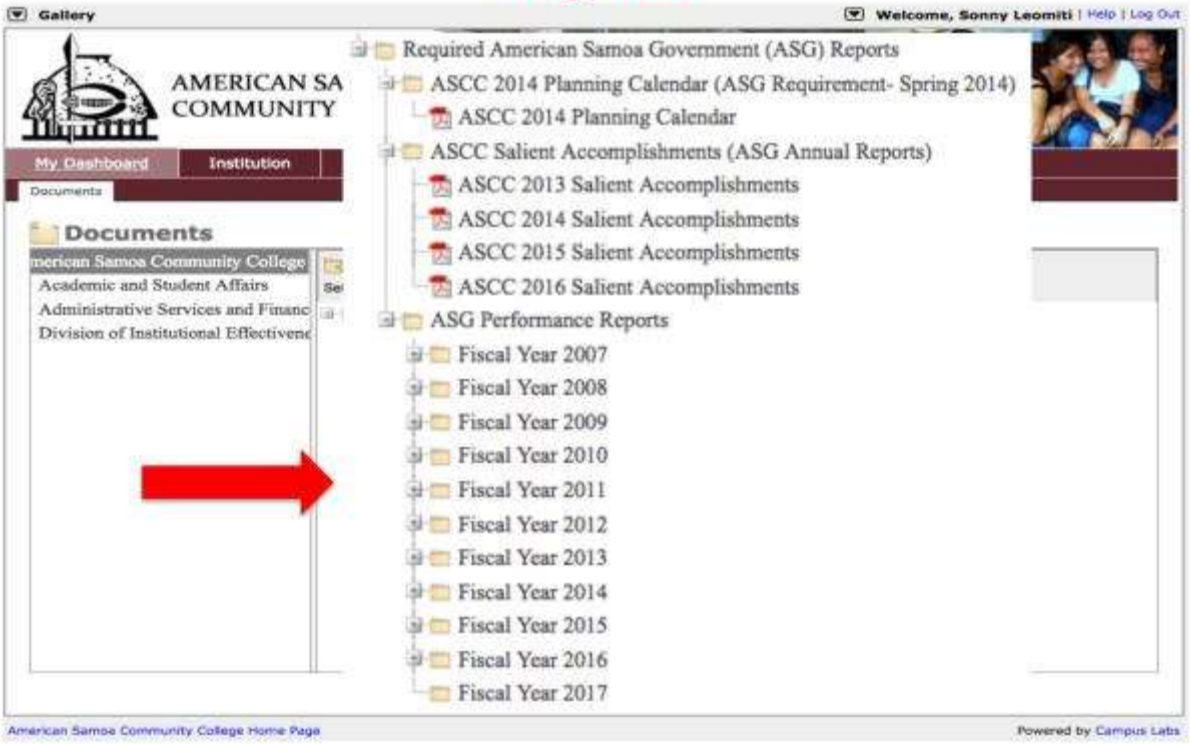
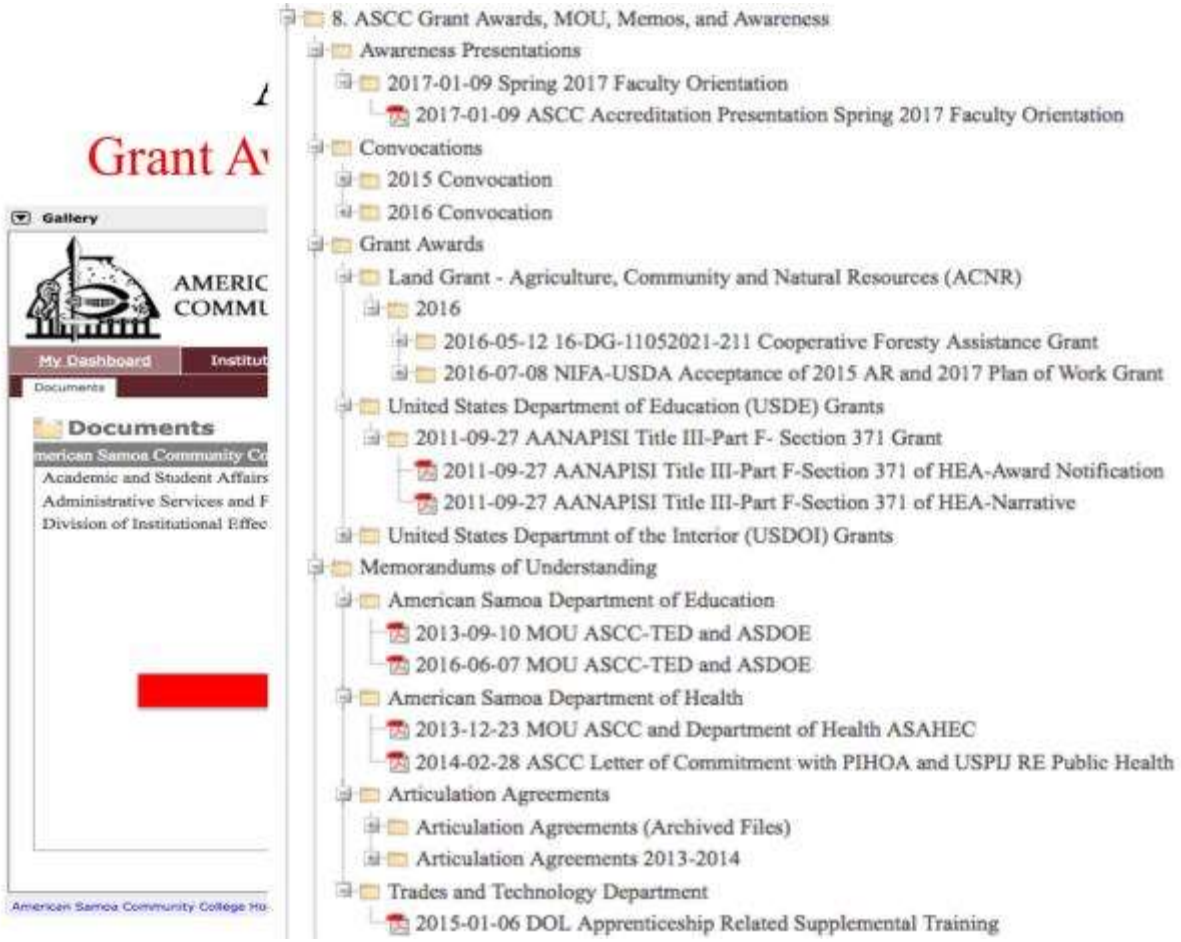
  - ASCC Biweekly Report 12-16-16
  - ASCC Biweekly Report 12-30-16

ASCC Digital Archives

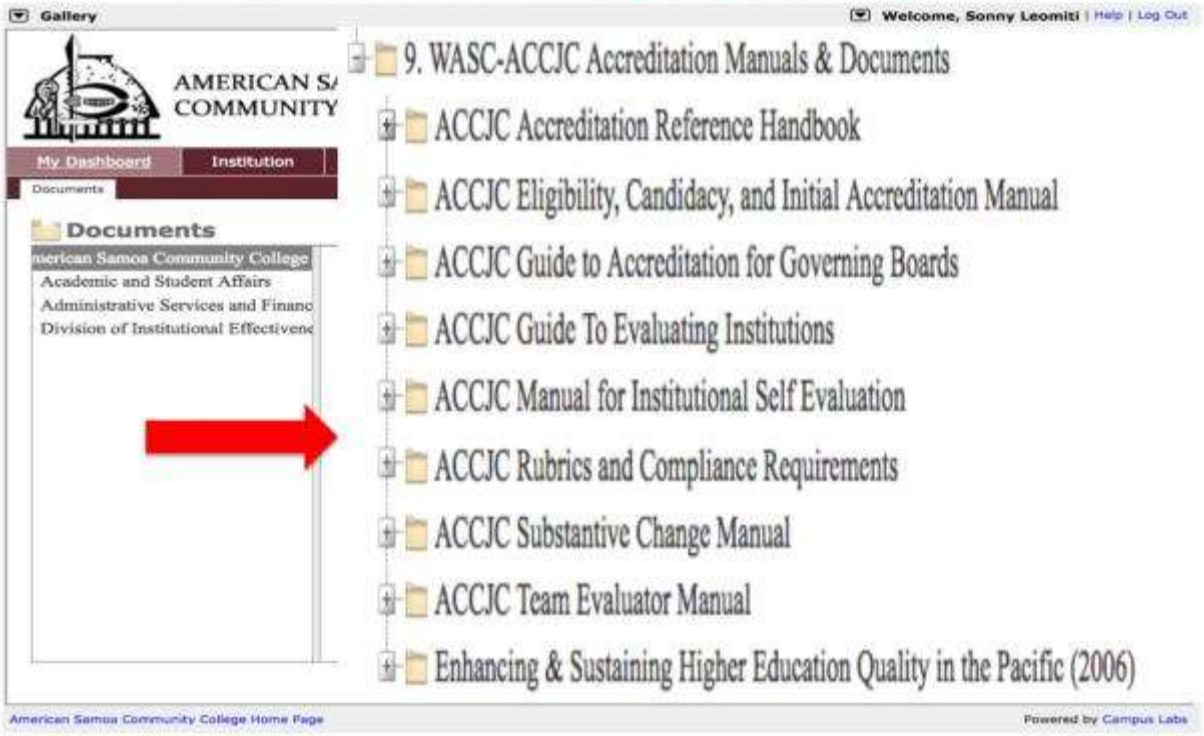
Reports





ASCC Digital Archives

WASC-ACCJC Accreditation Manuals



Open Discussion:

Break?

American Samoa Community College

Leadership Training

January 31, 2017

Presenters: Mrs. Jessie Su'esu'e, Mrs. Emey Silafau-Toa, Mrs. Sereima Asifoa, Mr. Sonny J. Leomiti and Mrs. Letupu Moananu

Mission and Institutional Effectiveness
(Our Practice)

- **Outcomes:**
  - Reemphasize the Mission of the College
  - Review the ASCC Definition of Institutional Effectiveness
  - Emphasize the Qualities of Institutional Effectiveness
    - Institutional Planning
    - Institutional Assessment
    - Institutional Program Review
  - Emphasize the importance of sustaining Institutional Effectiveness

"Mission"

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

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

- **Transfer to institutions of higher learning;**
- **Successful entry into the workforce;**
- **Research and extension in human and natural resources;**
- **Awareness of Samoa and the Pacific.**

Institutional Effectiveness

- Where can we find the defined policies and institutional processes used to determine the status or achievement of the ASCC Mission?
- Where can we find the defined policies and institutional processes used to determine the needs and priorities of the ASCC? (educational programs, expansion of services, etc.)
- Where can we find the defined policies and institutional processes used to determine the quality of services and the evaluation of those services at the ASCC?
- Where can we find the defined policies and institutional processes used to determine continued compliance with its definition of Institutional Effectiveness?

Institutional Effectiveness

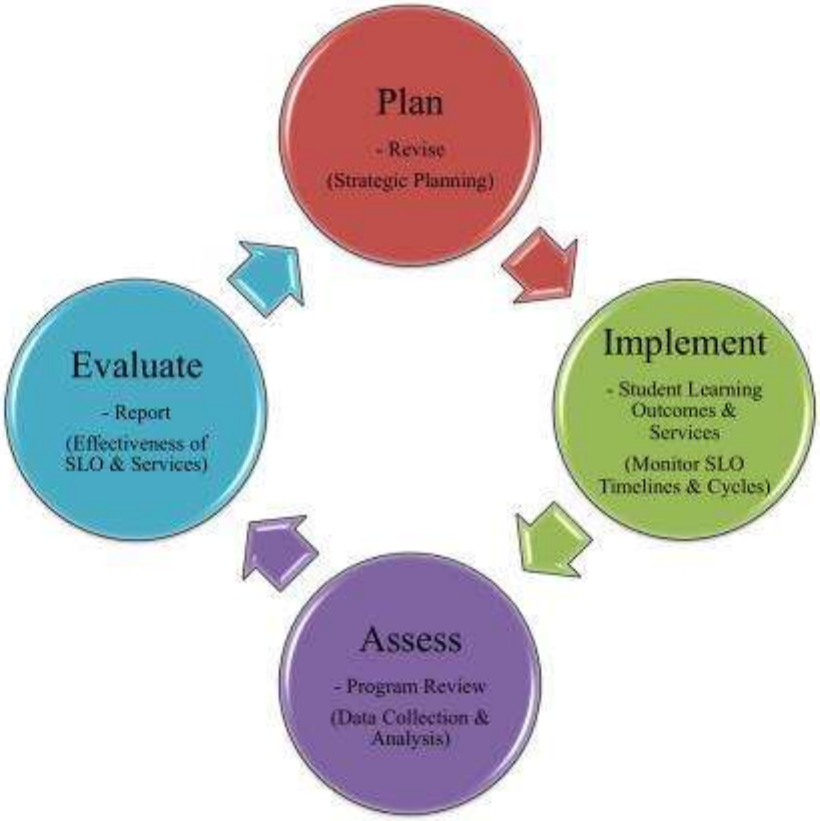
IE Mission

The mission of the Office of Institutional Effectiveness is to support the College by providing information necessary for improving student learning and student achievement through the academic programs and administrative services offered at the ASCC. The office is responsible for collecting data for research, evaluation, and accreditation analysis. It is also responsible for analyzing and presenting results for program review, assessment, and planning.

The functions of IE are as follows:

1. *Planning, research and evaluation that helps to improve institutional effectiveness and the achievement of student learning;*
2. *Maintaining positive public relations by providing the community with information about the College's affairs through newsletters, press releases and other media; and,*
3. *Collecting, editing, organizing and disseminating College documents and reports to the College community and stakeholders to help to ensure a culture of evidence and accountability.*

Institutional Effectiveness

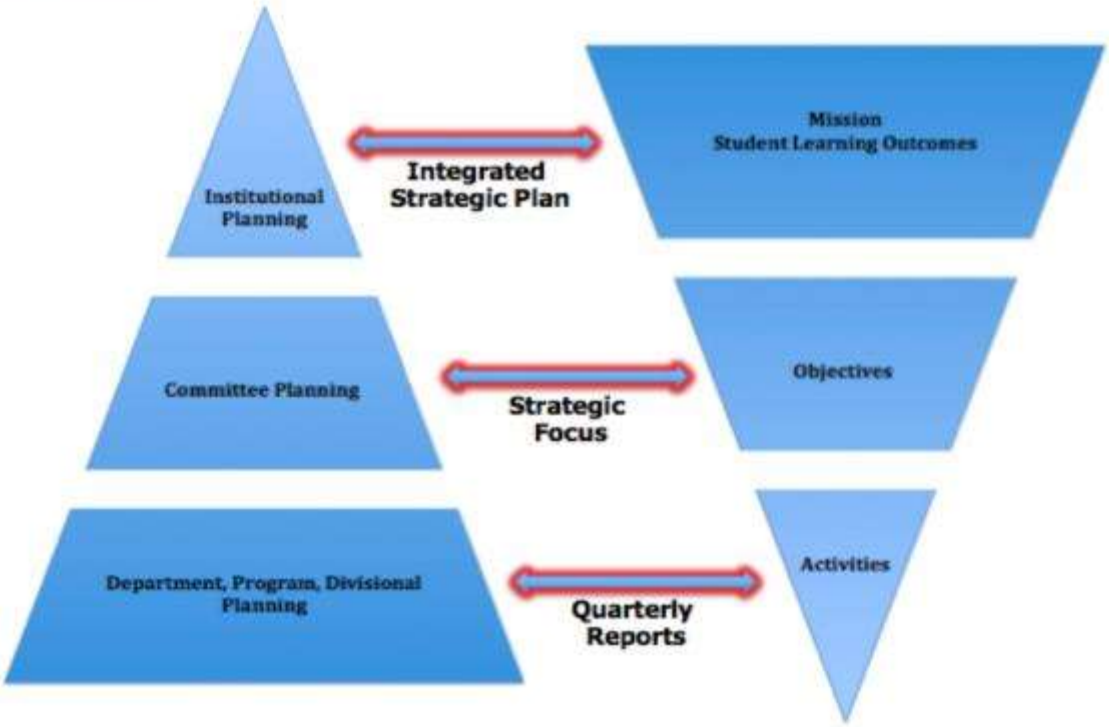


Institutional Effectiveness

- **Planning:**
  - Strategic planning ensures that ongoing and systematic evaluation and planning processes are used to improve student learning. The College evaluates its ongoing processes for long range planning through its implementation of program review, and assessment of student learning outcomes to determine its priorities.

  - Planning at the program and department level focuses on the improvement of services offered in the areas of academic services (instruction), student support services, research services, outreach services, and administrative services. Data from Institutional Program Review, Divisional Assessment (instructional and non-instructional program reviews) and SLO assessments are used for decision-making to improve the services it provides and allocation or reallocation of its program and department resources to meet its needs. Program and department planning is monitored by the appropriate Dean, Director, or Officer of the respective department or program.

Outcome Dialogue and Planning Process



Institutional Effectiveness

- **Assessment:**
  - The assessment of student learning ensures that Student Learning Outcomes (SLOs) and student achievement assessments are ongoing, systematic and used for continuous improvements of its educational programs and student services. The achievement of SLOs is determined by the ongoing student learning dialogue on institution-set standards and the achievement of those standards; ongoing evaluation of student learning outcome processes; ongoing evaluation and improvement of organizational structure that supports student learning; and, ongoing program review of student learning.

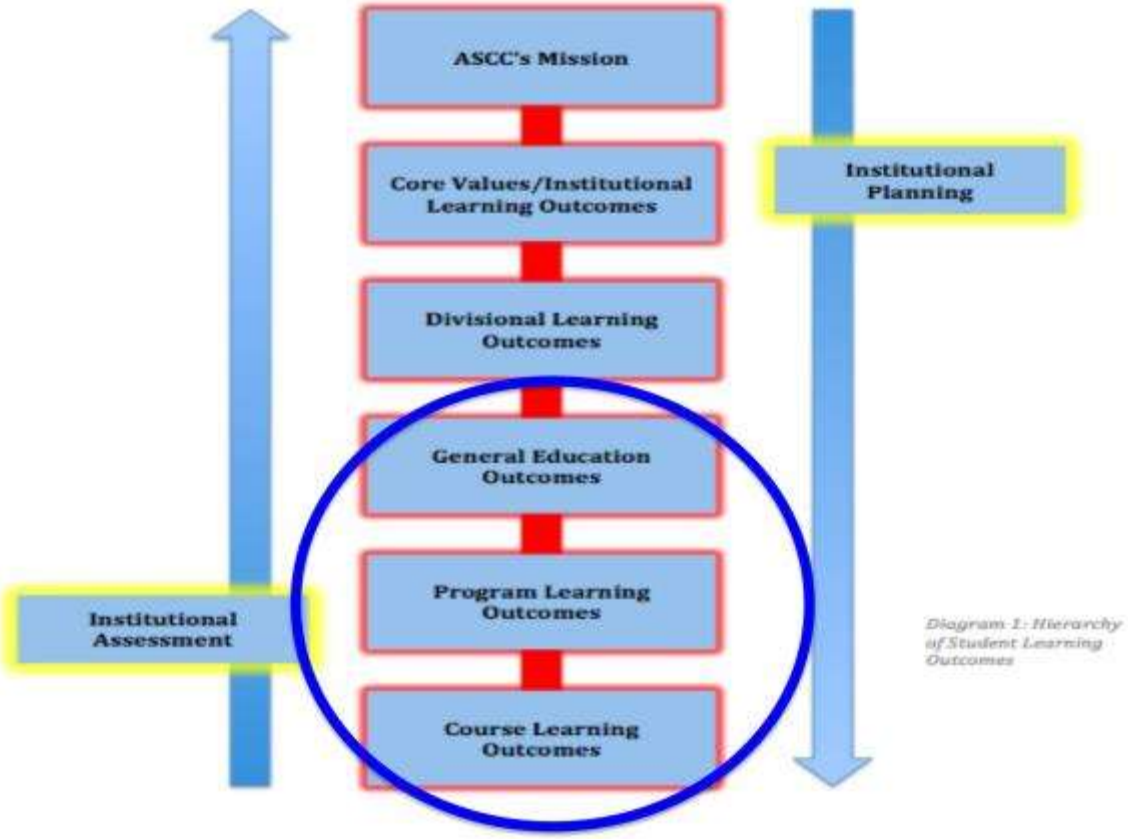


Diagram 1: Hierarchy of Student Learning Outcomes

Institutional Effectiveness

- **Program Review:**
  - Program Review ensures that review processes are ongoing, systematic and used to assess and improve student learning and achievement. Results from program review are used to continually to refine and improve program practices resulting in appropriate improvement of the Colleges Mission.

  - The College utilizes two types of program review mechanisms to review its decision-making processes and Mission. Program reviews include the Institutional Program Review and the ***Divisional Assessment*** program review.

  - Divisional Assessment program review was developed to assess the quality of the College's non-instruction programs and departments to determine ways to improve the quality of education, scholarship, and services. The purpose of Divisional Assessment is to assure that the ASCC provides high quality services that support academic programs for students and to identify opportunities for improvement for each service department.

Strategic Areas:

- Academic Excellence
- Technology
- Physical Facilities & Maintenance
- Staffing
- Total Cost of Ownership

Leadership Roles

- **As Leaders we must…**
  - **Demonstrate that we understand the Mission of the College**
  - **Demonstrate how the programs, departments, or divisions that we oversee links to the Mission of the College**
  - **Facilitate the importance of institutional effectiveness and its impact on mission (operational) effectiveness**
  - **Model the importance of participatory governance and shared governance**
  - **Emphasize the importance of student and learning centeredness**

American Samoa Community College

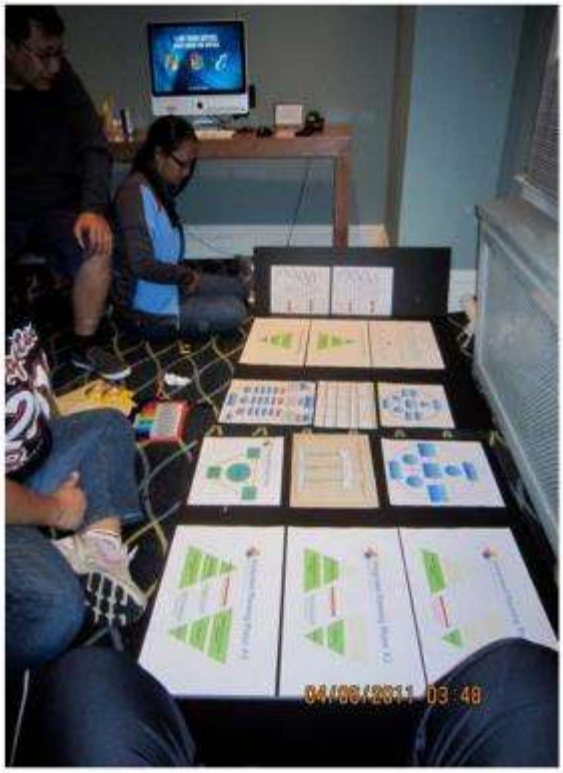
FY 2017 Institutional Priorities

ASCC FY 2017 Institutional Priorities:

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

Assessing ASCC Services

- Evaluating the quality of program/department/ divisional operations
  - Assessment
  - Program Review
  - Planning
- Determining the needs to improve and sustain quality services
  - Human Resources
  - Technology Resources
  - Facilities and Maintenance
  - Fiscal Resources



Group Sharing

- Human Resources
- Financial Resources
- Planned Purchases

Administrative Performance Evaluation Criterion:

- Leadership Responsibilities
- Management of personnel and customer services
- Professional Development
- Communication and Teamwork
- Professional Responsibilities

Human Resource Needs

- Results of analysis provides the sufficient number of staff
- Educational, technological, physical, and administrative

Planned Purchases

A. It shall be the policy of ASCC to identify in advance to the extent feasible planned purchases and procurement actions for each fiscal year to:

1. Avoid the purchase of unnecessary or duplicate goods or services

2. Consider consolidating or breaking out procurement requirements to obtain a more economical purchase

3. Consider lease versus purchase alternatives to determine the most economical approach, and

4. Insure adequate resources are available and sufficient time is allotted to insure delivery of needed goods and services

Planned Purchases

B. The head of each Division initiating requisitions shall submit to the Chief Procurement Officer by October 1st of each year a list of purchases planned for the fiscal year except for small purchases, which list shall include:

1. A description of the purchase

2. Estimated dollar amount

3. Required delivery date, and

4. Estimated date for requisition initiation

Planned Purchases

C. The list of Planned Purchases shall be updated on a quarterly basis by the head of each Division initiating the requisitions.

Note: The budget shall certify as to the availability of funding for all requisitions involving the expenditures of public funds irrespective of source.

Fiscal Resources

(ONGOING CYCLE)

- Budget Planning – Institutional Process
  - What factors goes into budget planning?
    - **(Group Activity)**
- Monitoring
  - Departments/Divisions (Actual Expenditures)
  - Institutions (Actual Revenues/Actual Expenditures)
    - Cash Flow
- Year-end Outcome
  - Surplus or Deficit
  - Did ASCC meet its priorities set out for the year?
- Evaluation
  - Why or why not?
- Budget Planning Cycle begins

Does Accreditation Matter?

Presenters: Mrs. Letupu Moananu and Mr. Sonny Leomiti

ASCC's Accreditation Status

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

Accreditation Updates

- Notification of Accreditation status
- ACCJC Annual Report (March 2017)
- ACCJC Midterm Report (2017)
- Institutional Self Evaluation Report (2020)

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

Sustaining Institutional Effectiveness

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

American Samoa Community College

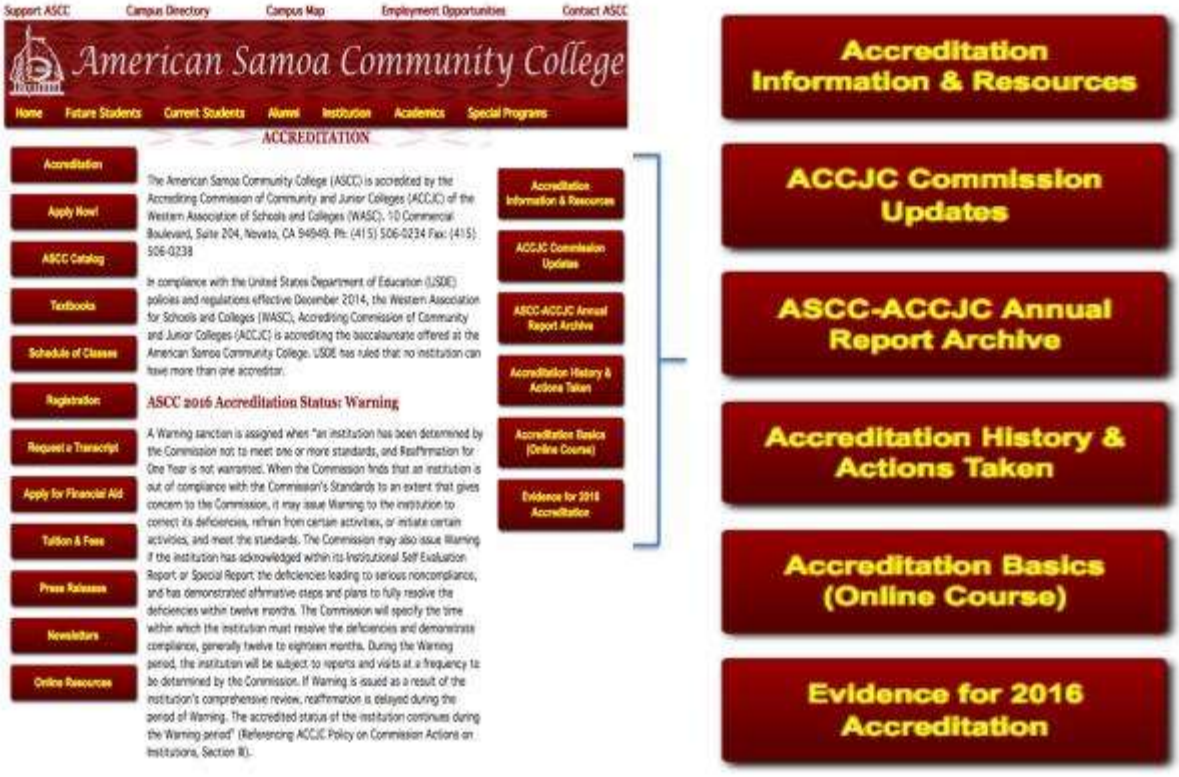
"Accreditation Information and Resources"

Access to Accreditation Information:

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

Access to Accreditation Information:

Accreditation Homepage:



Information & Resources:

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

Purpose of Accreditation

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

Accreditation Manuals

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

- **2015 Accreditation Reference Handbook**: Contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Accreditation Standards, and all Commission policies.
- **2015 Checklist for Evaluating Compliance with Federal Regulations and Commission Policies**: The checklist alerts team members of recent USDE regulatory changes or interpretations. It also includes the Commission policies that must be specifically addressed.
- **2015 Eligibility, Candidacy, and Initial Accreditation Manual**: Includes the steps for establishing eligibility, candidacy, and initial accreditation by ACCJC as well as the Eligibility Requirements and Accreditation Standards.
- **2016 Guide to Accreditation for Governing Boards**: Explains the Accreditation Standards that describe the duties and responsibilities of governing board members for meeting Accreditation Standards and for leading a results-oriented college. The Guide includes electronic links to resource documents available for download. It is recommended for all CEOs and governing board members.
- **2015 Revised Guide to Evaluating and Improving Institutions**: Contains questions that might be asked about institutional quality as each Accreditation Standard is considered. It also provides suggestions for what might constitute evidence that an institution meets the Standards. It is intended for use by institutions as they write their Institutional Self Evaluation Report and by teams when evaluating institutions.
- **2015 Manual for Institutional Self Evaluation**: Contains suggestions for how an institution should organize for self evaluation as well as forms that must be submitted as part of the Institution Self Evaluation Report. It is intended for use by institutions as they prepare for self evaluation and the Institutional Self Evaluation Report.
- **2015 Substantive Change Manual**: Includes information on changes considered substantive, the process used for obtaining ACCJC approval of substantive changes, the required format and content of a substantive change proposal, and the Substantive Change Policy.
- **Team Evaluator Manual**: Is for use by individuals serving on teams. It outlines the responsibilities and activities of team service and contains forms used in reporting.

Information & Resources:

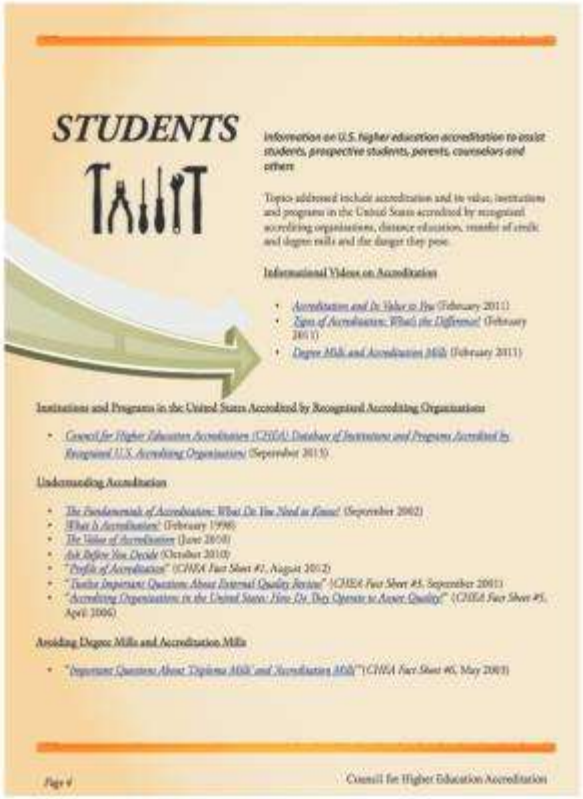
- Accreditation Information & Resources
- ACCJC Commission Updates
- ASCC-ACCJC Annual Report Archive
- Accreditation History & Actions Taken
- Accreditation Basics (Online Course)

Accreditation Resources

- **Accreditation Toolkit**

Information & Resources:

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



STUDENTS

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

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

Informational Videos on Accreditation

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

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

- *Council for Higher Education Accreditation (CHEA) Database of Institutions and Programs Accredited by Recognized U.S. Accrediting Organizations* (September 2015)

Understanding Accreditation

- *The Fundamentals of Accreditation: What Do You Need to Know?* (September 2002)
- *What Is Accreditation?* (February 1998)
- *The Value of Accreditation* (June 2010)
- *Ask Before You Decide* (October 2010)
- *"Profile of Accreditation"* (CHEA Fact Sheet #1, August 2012)
- *"Twelve Important Questions About External Quality Review"* (CHEA Fact Sheet #5, September 2001)
- *"Accrediting Organizations in the United States: How Do They Operate to Assure Quality?"* (CHEA Fact Sheet #5, April 2006)

Avoiding Degree Mills and Accreditation Mills

- *"Important Questions About 'Diploma Mills' and 'Accreditation Mills'"* (CHEA Fact Sheet #6, May 2003)

Page 4 — Council for Higher Education Accreditation

Commission Updates:

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

Home | Future Students | Current Students | Alumni | Institution | Academics | Special Programs

ACCJC COMMISSION UPDATES

- Accreditation
- Apply Now!
- ASCC Catalog
- Textbooks
- Schedule of Classes
- Registration
- Request a Transcript
- Apply for Financial Aid
- Tuition & Fees
- Press Releases
- Newsletters

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

Updates

- January 27, 2017:
  - ACCJC Update: Commission Actions on Policies and Bylaws
    - Policy Cover Memo
    - Policy on the Rights and Responsibilities of the Commission and Member Institutions
    - Policy on Review of Commission Good Practice in Relations
    - Review of Policy on Review Complaints Against the ACCJC January 2017
    - Bylaws of The ACCJC January 2017
- January 13, 2017:
  - ACCJC Update: Action on the accredited status of an institution
- January 9, 2017:
  - Meeting of the Accrediting Commission for Community and Junior Colleges to be held January 11-13, 2017; Open Session Agenda
- November 22, 2016:
  - Meeting of the Accrediting Commission for Community and Junior Colleges to be held January 11-13, 2017; Preliminary Open Session Agenda
- November 1, 2016:
  - Change in Commission Chair
- October 19, 2016:
- Making Student Learning Assessment Useful and Used
- October 17, 2016:
  - ACCJC Events Calendar
  - Summer/Fall ACCJC News

Annual Reports:

Accreditation Information & Resources

ACCJC Commission Updates

ASCC-ACCJC Annual Report Archive

Accreditation History & Actions Taken

Accreditation Basics (Online Course)

REPORT ARCHIVES

Purpose: ACCJC monitors all Colleges within its purview through the Annual Report (AR) and Annual Fiscal Report (AFR) for several purposes:

- To inform institutions of the kinds of information being monitored on a regular basis;
- To provide early alert to an institution when data reported raises concerns about continuing to meet standards in an identified area;
- To allow the ACCJC to compile certain data from across the region over multiple years for information to the Commission;
- To give comprehensive evaluation teams multi-year data previously submitted to the ACCJC over the evaluation period in question;
- To meet federal monitoring requirements for institutions to participate in federal student aid and other linked programs;
- To assemble information for use by the institution when preparing self evaluation reports;
- To be used in reports available to the membership about practices across the region.

ASCC AR/AFR ARCHIVES

- ASCC 2016 Annual Report
- ASCC 2016 Annual Fiscal Report
- ASCC 2015 Annual Report
- ASCC 2015 Annual Fiscal Report
- ASCC 2014 Annual Report
- ASCC 2014 Annual Fiscal Report
- ASCC 2013 Annual Report
- ASCC 2012 Annual Report
- ASCC 2012 Annual Fiscal Report
- ASCC 2011 Annual Report
- ASCC 2011 Annual Fiscal Report
- ASCC 2010 Annual Report
- ASCC 2010 Annual Fiscal Report

Accreditation History & Actions Taken:

Accreditation Information & Resources

ACCJC Commission Updates

ASCC-ACCJC Annual Report Archive

Accreditation History & Actions Taken

Accreditation Basics (Online Course)

FAASILASILAGA FAALAUAITELE MO LE KOLISI TUUFAATASI O AMERIKA SAMOA.

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

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

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

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

2014: Comprehensive Review

- **Self Study Report**
- **Visiting Team Report**

2013: WASC Special Visit

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

2012: WASC Special Visit

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

Accreditation Basics:

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

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

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

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

Registration for the Accreditation Basics workshop is now open.

Questions and Answers:

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AMERICAN SAMOA
COMMUNITY COLLEGE

COMPREHENSIVE MAINTENANCE PLAN 2015-2020

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VII. Attachment C: Air Condition Unit Locations / Energy Efficiency 24

VIII. Attachment D: ASCC Buildings Assessment by TOFR with ASCC Updated Status, Staff, Technology and Air Condition by Building 36

ASCC Comprehensive Maintenance Plan Approval

SUBMITTED BY:

Lolga Siaki
Physical Facilities and Maintenance (PFM)

Lokeni Lokeni
Special Projects

Jessie Su'esu'e
Procurement

Sereima Asifoa
Human Resources

Emey Silafau
Finance

Grace Tulafono
Management Information Systems (MIS)

APPROVED BY:

Dr. Mikaele Etuale
Vice President of Administration and Finance

Dr. Rosevonne Pato
Vice President of Academic and Student Affairs

Dr. Seth Galea'i
President

i

FACILITIES MAINTENANCE PLAN 2015-2020

The ASCC Facilities Maintenance Plan provides a comprehensive guide to the maintenance process and schedules for facilities on campus. Maintenance activities may be provided by the Physical Facilities and Maintenance (PFM) Division in coordination with Special Projects Manager, or outsourced through the execution of a maintenance contract.

Assessment:
The American Samoa Community College (ASCC) conducted an assessment of its buildings during the month of June, 2015. This project was completed in conjunction with the Territorial Office of Fiscal Reform (TOFR) of the American Samoa Government (ASG).

ASCC has a total of thirty eight (38) facilities which include buildings that provide direct student instruction and support services. Fifteen (15) of ASCC's facilities were recently renovated. Maintenance plans for these fifteen facilities include assessment within the next five years.

Funding Source:
The committee also identified current and future possible sources for the facilities maintenance plan. This will also assist the institution in its annual resource allocation decision making process.

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
General Fund	$ 44,500	$ 147,000	$ 8,500	$ 31,000	$ 61,000	$ 292,000
CNR Fund	$ 49,500	$ 61,000	$ 39,000	$ 39,000	$ 39,000	$ 227,500
CIP Fund	$ -	$ 300,000	$ 300,000	$ 3,200,000	$ 3,000,000	$ 6,800,000
New Grant Funding	$ -	$ 30,000	$ -	$ 175,000	$ 90,000	$ 295,000
MPC TCO Funding	$ -	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 32,000
Total	**$ 94,000**	**$ 546,000**	**$ 355,500**	**$ 3,453,000**	**$ 3,198,000**	**$ 7,646,500**

Process:
The RMC developed and incorporated the new Facility Proposal Form (Attachment A) as part of the process in completing and executing the institution's identified maintenance priorities each year. This form is used by the Physical Facilities and Maintenance Division, as well as the Special Projects Manager for planned facility maintenance, new construction, renovation or space relocation. The Job Order Form (Attachment B) is still used for operational or emergency requests for repairs to facilities.

Review Cycle:
The cycle of review, analysis, and the update of ASCC's Facilities Plan follows the time line cycle as identified in ASCC's Institutional Strategic Plan. This follows an annual review cycle, integrated with the annual budget process.

There is qualified, sufficient and adequate staff to perform maintenance for the current Facilities Maintenance Plans that covers the next five years. During the review cycle, should a need arise for additional staff or professional development to complete these activities, the plan is updated and HR division as well as Leadership Triangle are consulted.

Prioritizing:
The Resource Management Committee (RMC) met to review the assessment report to determine facility maintenance, repair, and upgrade needs for the institution within the next five year cycle in accordance with ASCC's Institutional Strategic Plan 2015-2020.

ASCC has compiled the institution's facility maintenance needs for the next five years and it is reflected in the table below.

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
1	**GYMNASIUM**	**$ 160,000**	**$ 2,500** *(to repair the drainage of the gymnasium bathrooms*	**$ 77,500** *(upgrade of plumbing for bathrooms for the gymnasium*		**$ 80,000** *(Storm water drainage upgrade behind the gymnasium)*	
2	**OLD GEAR UP OFFICE**	**$ 25,000**				**$ 25,000** *(to secure rafters and awning of the building)*	
3	**TTD AUTOMOTIVE BUILDING**	**$ 3,500,000**		**$ 300,000** *(**CIP** Project – Design Cost)*		**$ 3,200,000** *(**CIP** Project – Construction of new TTD Facilities)*	
4	**TTD COMPUTER LABS**						
5	**FALE SAMOA – Assessment in Five Years** *(Currently part of MPC Project)*						**Assessment**
6	**SSI BUILDING (DIVISION)**	**$ 1,500,000**			**$ 300,000** *(CIP Project – Design Cost)*		**$ 1,200,000** *(CIP Project – Construction Cost)*
7	**GARAGE FACING SSI BUILDING**	**$ 5,000**		**$ 5,000** *(Repair & Upgrade)*			
8	**HOUSING**						**Assessment**

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
9	**SEAGRANT BUILDING**				**Assessment**		
10	**PHYSICAL, FACILITIES, AND MAINTENANCE BUILDING**	**$ 1,800,000**					**$ 1,800,000** *(CIP Project – For new Facility to centralize PFM)*
11	**FINE ARTS BUILDING**	**$ 20,000**	**$ 5,000** *(Phase 1 of upgrading Glulam)*	**$ 5,000** *(Phase 2 of upgrading Glulam)*	**$ 5,000** *Phase 3 of upgrading Glulam)*	**$ 5,000** *(Phase 4 of upgrading Glulam)*	
12	**CAFETERIA BUILDING**	**$ 200,000**		**$ 15,000** *(Upgrading Glulam)*		**$ 95,000** *(Phase 1 of upgrading upper roof structure)*	**$ 90,000** *(Phase 2 of upgrading upper roof structure)*
13	**ANNEX**	**$ 5,000**	**$ 2,000** *(Painting & Preventive Maintenance*		**$ 1,000** *(Painting & Preventive Maintenance*	**$ 1,000** *(Painting & Preventive Maintenance*	**$ 1,000** *(Painting & Preventive Maintenance*
14	**M-12 BUILDING**						**Assessment**
15	**SCIENCE BUILDING**	**$ 60,000**					**$ 60,000** *(For Upgrading of Beam)*

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
16	**ADMINISTRATIVE BUILDING**	**$ 60,000**	**$ 20,000** *(Resurfacing Front of Admin. Building)*	**$ 40,000** *($15,000 for upgrading of structure of floor of Conference Room and $25,000 for lift – ADA Compliance)*			
17	**LIBRARY BUILDING**	**$ 5,000**		**$ 2,500** *Replace Gutters in the back of the building*	**$ 2,500** *Replace Gutters in the back of the building*		
18	**BATHROOMS, PROCUREMENT, BOOKSTORE (BACK AREA)**						**Assessment**
19	**QUAD**			**Assessment**			
20	**HOUSING** – H.T.	**$ 2,000**		**$ 2,000** *(Painting Upgrade)*			
21	**SBDC BUILDING**	**$ 1,500**	**$ 1,500** *(To upgrade roofing enforcement)*				
22	**NEW NURSING CLASSROOM**						**Assessment**

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
23	NEW SSI CLASSROOM (UPPER CAMPUS)						Assessment
24	ORIGINAL NURSING CLASSROOM						Assessment
25	VICE PRESIDENTS OFFICES	$ 12,000	$ 12,000 *(For Upgrade and renovation)*				
26	M-11 BUILDING						Assessment
27	TEACHER EDUCATION CLASSROOMS & OFFICES						Assessment
28	TEACHER EDUCATION BUILDING & OFFICES						Assessment
29	CAPP BUILDING						Assessment
30	M-12 BUILDING						Assessment
31	CNR GENERATOR SHED	$ 1,000	$ 500 *(For painting)*	$ 500 *(For painting)*			

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
32	CNR WORKSHOP						Assessment
33	CNR MAIN (RESEARCH) BUILDING	$ 20,000	$ 10,000 *(For painting and upgrade)*	$ 10,000 *(For painting and upgrade)*			
34	CNR AG EXTENSION BUILDING 1	$ 180,000	$ 36,000 *(Phase 1 of building & structure upgrade)*	$ 36,000 *(Phase 1 of building & structure upgrade)*	$ 36,000 *(Phase 1 of building & structure upgrade)*	$ 36,000 *(Phase 1 of building & structure upgrade)*	$ 36,000 *(Phase 1 of building & structure upgrade)*
35	CNR AG EXTENSION BUILDING 2						
36	BOOKSTORE	$ 3,000	$ 1,500 *(For gutter upgrade)*	$ 1,500 *(For ceiling upgrade)*			
37	CNR WELLNESS CENTER	$ 25,000	$ 3,000 *(For preventive maintenance)*	$ 13,000 *(For preventive maintenance)*	$ 3,000 *(For preventive maintenance)*	$ 3,000 *(For preventive maintenance)*	$ 3,000 *(For preventive maintenance)*
38	MULTIPURPOSE BUILDING	$ 32,000		$ 8,000 *(Solar Panel, and Building Preventive Maintenance)*	$ 8,000 *(Solar Panel, and Building Preventive Maintenance)*	$ 8,000 *(Solar Panel, and Building Preventive Maintenance)*	$ 8,000 *(Solar Panel, and Building Preventive Maintenance)*
	SUB-TOTAL	$ 7,616,500	$ 94,000	$ 516,000	$ 355,500	$ 3,453,000	$ 3,198,000

ASCC Summary Facility Maintenance Matrix

NO.	ASCC FACILITIES	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
Campus-Wide assessment performed by PFM / Special Projects							
1	Air Quality Assessment	$ 10,000		$ 10,000			
2	Acoustic Assessment	$ 10,000		$ 10,000			
3	ADA Assessment	$ 10,000		$ 10,000			
	SUB-TOTAL	$ 30,000		$ 30,000			
	GRAND TOTAL	$ 7,646,500	$ 94,000	$ 546,000	$ 355,500	$ 3,453,000	$ 3,198,000

American Samoa Community College

AIR CONDITION (AC) MAINTENANCE PLAN 2015-2020

The ASCC Air Conditioning (AC) Maintenance Plan provides a comprehensive guide to the maintenance process and schedules for AC units on campus. Maintenance activities may be provided by the Physical Facilities and Maintenance (PFM) Division in coordination with Special Projects Manager, or outsourced through the execution of a maintenance contract.

Maintenance activities include:

- All filters will be changed monthly using either pleated E-35 or washable type filters at all locations,
- Inspect belts, and change as needed (if applicable),
- Check condenser and evaporator coils, and clean monthly,
- Lubricate moving parts as needed,
- Inspect drives,
- Check operating and safety controls,
- Check condensate pans and drain lines, and clean as necessary,
- Check electrical connections, test amperages and voltages,
- Check and maintain refrigerant leaks and repair as needed,
- Inspect for oil and refrigerant leaks and repair as needed,
- Inspect and maintain proper operation of air compressor,
- Inspect and maintain proper operation of all Variable Air Volume (VAV),
- Check and maintain proper operation of variable frequency drive and related controls.

Maintenance activities must be performed each month. Replacement parts, materials, refrigerant and compressor oil are budgeted as part of the plans for maintenance. Many times, if an AC unit is going to fail, it will happen during the activities that are required during maintenance. If failures occur, recommendations are provided to the responsible division on next steps. Repairs or replacement are initiated through a Job Order Form (Attachment B). AC units are replaced when they are inoperable. Assessment of replacement

and disposal of AC Units follows the ASCC Replacement and Disposal Process. ASCC prioritizes the replacement of AC units that are not energy efficient.

The American Samoa Community College (ASCC) conducted an assessment of its buildings during the month of June, 2015. This project was completed in conjunction with the Territorial Office of Fiscal Reform (TOFR) of the American Samoa Government (ASG).

ASCC has a total of thirty eight (38) facilities which include buildings that provide direct student instruction and support services. Fifteen (15) of ASCC's facilities were recently renovated. Another assessment was performed by ASCC to identify existing ACs on campus as well as whether or not they are energy efficient (Attachment C).

The table below summarizes the scheduled maintenance of each AC unit according to buildings identified in the most recent building and AC assessments. Also provided are budget amounts for the maintenance for the next five years.

ASCC FACILITIES	CENTRAL AIR	NUMBER OF AC UNITS	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
GYMNASIUM		3	2,700	540	540	540	540	540
OLD GEAR UP OFFICE		4	3,600	720	720	720	720	720
TTD AUTOMOTIVE BUILDING		4	3,600	720	720	720	720	720
TTD COMPUTER LABS		11	9,900	1,980	1,980	1,980	1,980	1,980
FALE SAMOA		0	0	0	0	0	0	0
SSI BUILDING (DIVISION)		6	5,400	1,080	1,080	1,080	1,080	1,080
GARAGE FACING SSI BUILDING		0	0	0	0	0	0	0
HOUSING		0	0	0	0	0	0	0
SEAGRANT BUILDING		3	2,700	540	540	540	540	540
PHYSICAL, FACILITIES, AND MAINTENANCE BUILDING		2	1,800	360	360	360	360	360
FINE ARTS BUILDING		2	1,800	360	360	360	360	360
CAFETERIA BUILDING		10	9,000	1,800	1,800	1,800	1,800	1,800
ANNEX		19	17,100	3,420	3,420	3,420	3,420	3,420

ASCC FACILITIES	CENTRAL AIR	NUMBER OF AC UNITS	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
SCIENCE BUILDING		21	18,900	3,780	3,780	3,780	3,780	3,780
ADMINISTRATIVE BUILDING		49	44,100	8,820	8,820	8,820	8,820	8,820
LIBRARY BUILDING		12	10,800	2,160	2,160	2,160	2,160	2,160
BATHROOMS, PROCUREMENT, BOOKSTORE (BACK AREA)		3	2,700	540	540	540	540	540
QUAD		33	29,700	5,940	5,940	5,940	5,940	5,940
HOUSING – H.T.		1	900	180	180	180	180	180
SBDC BUILDING		5	4,500	900	900	900	900	900
NEW NURSING CLASSROOM		6	5,400	1,080	1,080	1,080	1,080	1,080
NEW SSI CLASSROOM (UPPER CAMPUS)		6	5,400	1,080	1,080	1,080	1,080	1,080
ORIGINAL NURSING CLASSROOM		4	3,600	720	720	720	720	720
VICE PRESIDENTS OFFICES		3	2,700	540	540	540	540	540
M-11 BUILDING		8	7,200	1,440	1,440	1,440	1,440	1,440
TEACHER EDUCATION		8	7,200	1,440	1,440	1,440	1,440	1,440

ASCC FACILITIES	CENTRAL AIR	NUMBER OF AC UNITS	TOTAL ESTIMATED COST OF MAINTENANCE	Year 1 (FY2015-2016)	Year 2 (FY2016-2017)	Year 3 (FY2017-2018)	Year 4 (FY2018-2019)	Year 5 (FY2019-2020)
CLASSROOMS & OFFICES								
TEACHER EDUCATION BUILDING & OFFICES		7	6,300	1,260	1,260	1,260	1,260	1,260
CAPP BUILDING		14	12,600	2,520	2,520	2,520	2,520	2,520
M-12 BUILDING		3	2,700	540	540	540	540	540
CNR GENERATOR SHED		0	0	0	0	0	0	0
CNR WORKSHOP		3	2,700	540	540	540	540	540
CNR MAIN (RESEARCH) BUILDING	1	2	91,800	18,360	18,360	18,360	18,360	18,360
CNR AG EXTENSION BUILDING 1		4	3,600	720	720	720	720	720
CNR AG EXTENSION BUILDING 2		5	4,500	900	900	900	900	900
BOOKSTORE		2	1,800	360	360	360	360	360
CNR WELLNESS CENTER	1	2	61,800	12,360	12,360	12,360	12,360	12,360
MULTIPURPOSE BUILDING	1		25,500	1,500	6,000	6,000	6,000	6,000
GRAND TOTAL			**414,000**	**79,200**	**83,700**	**83,700**	**83,700**	**83,700**

Funding Source:
The committee also identified current and future possible funding sources for the air conditioning maintenance plan. This will also assist the institution in its annual resource allocation decision making process.

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
General Fund	$ 44,460	$ 44,460	$ 44,460	$ 44,460	$ 44,460	$ 222,300
CNR Fund	$ 33,240	$ 33,240	$ 33,240	$ 33,240	$ 33,240	$ 166,200
MPC TCO Funding	$ 1,500	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 25,500
Total	**$ 79,200**	**$ 83,700**	**$ 83,700**	**$ 83,700**	**$ 83,700**	**$ 414,000**

Review Cycle:
The cycle of review, analysis, and the update of ASCC's Air Con Maintenance Plan follows the time line cycle as identified in ASCC's Institutional Strategic Plan. This follows an annual review cycle, integrated with the annual budget process.

Currently the maintenance of ASCC's air con units is outsourced. During the review cycle, should a need arise for additional staff or professional development to complete these activities, the plan is updated and HR division as well as Leadership Triangle are consulted.

TECHNOLOGY MAINTENANCE PLAN 2015-2020

The ASCC Technology Maintenance Plan provides a comprehensive guide to the maintenance process and schedules for technology on campus. Maintenance activities may be provided by the Management Information Systems (MIS) division, or outsourced through the execution of a contract.

The following Technology Equipment is supported under this plan:

- Personal Computer (PC) desktop
- PC laptop
- Mac desktop
- Mac laptop
- All-in-one laser printer, scanner, fax machine
- projector
- video teleconference units
- phone conference units
- telephones
- Smartboards
- Ipads
- lecture hall sound system and microphones.

Technology maintenance activities include:

- Security patches
- Hardware upgrades
- Hardware cleaning
- Software patches and upgrades
- Software and component installations
- Re-configurations
- Server reboots
- Availability and fail-over testing
- Antivirus Update
- Clearing unnecessary files
- Defragment
- Battery check
- Parts check

Maintenance usually lasts anywhere from four hours to over seven or eight hours when problems are identified. Many times, if technology is going to fail, it will happen during the activities that are required during maintenance. If failures occur, recommendations are provided to the responsible division on next steps. Assessment of replacement and disposal of technology follows the ASCC Replacement and Disposal Process.

MIS will perform maintenance on systems within the Network Operations Center (NOC) on the third Saturday of each month starting at 7:00 AM. The monthly maintenance program is a preventive measure that is essential to providing stable and secure systems to the campus. Monthly maintenance is scheduled from 7:00 AM until 4:00 PM on the third Saturday of each month. Users are notified via email in advance of system down time during the week prior to the maintenance procedure. A System Alert is placed on the home page of the ASCC main campus Web site on the day prior to Monthly Maintenance.

Maintenance activities for technology equipment located in computer labs, including desktops, laptops and printers, are performed during every Christmas, summer and Spring Break, during semester breaks when students are not on campus. Maintenance activities for technology equipment not located in a computer lab follow a maintenance schedule according to the building that they are in.

The American Samoa Community College (ASCC) conducted an assessment of its buildings during the month of June, 2015. This project was completed in conjunction with the Territorial Office of Fiscal Reform (TOFR) of the American Samoa Government (ASG).

ASCC has a total of thirty eight (38) facilities which include buildings that provide direct student instruction and support services. Fifteen (15) of ASCC's facilities were recently renovated.

The table below summarizes the scheduled maintenance of each technology according to buildings identified in the most recent building assessment. Also provided are budget amounts for the maintenance for the next five years. This plan also defines monthly times for maintenance across MIS supported systems.

ASCC FACILITIES	TECHNOLOGY	MAINT. MONTH	TOTAL ESTMATED COST OF MAINTENANCE	Year 1 (FY2015 -2016)	Year 2 (FY2016 -2017)	Year 3 (FY2017 -2018)	Year 4 (FY2018 -2019)	Year 5 (FY2019 -2020)
GYMNASIUM	ROTC (computer / printer / telephone /) PE (computers / printer / telephone /)	January	1,375	275	275	275	275	275
OLD GEAR UP OFFICE	Computers / Printers / telephones / 1 Computer Labs (Annex)	January	1,375	275	275	275	275	275
TTD AUTOMOTIVE BUILDING	Computers / Printers / Telephones	January	1,375	275	275	275	275	275
TTD COMPUTER LABS	Computers / Printers / Telephones / Smartboards / 3 computer labs (Lab A, B, C - netbook cart)	February	7,750	1,550	1,550	1,550	1,550	1,550
FALE SAMOA	Wifi Access	February	1,375	275	275	275	275	275
SSI BUILDING (DIVISION)	Computers / Printers / Telephone / computer lab	February	3,500	700	700	700	700	700
GARAGE FACING SSI BUILDING	Wifi Access	March	1,375	275	275	275	275	275
HOUSING	Wifi Access	March	1,375	275	275	275	275	275

ASCC FACILITIES	TECHNOLOGY	MAINT. MONTH	TOTAL ESTMATED COST OF MAINTENANCE	Year 1 (FY2015 -2016)	Year 2 (FY2016 -2017)	Year 3 (FY2017 -2018)	Year 4 (FY2018 -2019)	Year 5 (FY2019 -2020)
SEAGRANT BUILDING	Computers / Printer / Telephone	March	1,375	275	275	275	275	275
PHYSICAL, FACILITIES, AND MAINTENANCE BUILDING	Computers / Printer / Telephone	April	1,375	275	275	275	275	275
FINE ARTS BUILDING	Computers / Printer / Telephone	April	1,375	275	275	275	275	275
CAFETERIA BUILDING	Computers / Printer / Telephone / Computer Lab (SLAC)	April	3,500	700	700	700	700	700
ANNEX	Computers / Printer / Telephone / 1 computer lab (AELEL)	May	3,500	700	700	700	700	700
SCIENCE BUILDING	Computers / Printer / Telephone / 3 computer labs (carts)	May	7,750	1,550	1,550	1,550	1,550	1,550
ADMINISTRATIVE BUILDING	Computers / Printer / Telephone / and lecture hall sound system and microphones	May	1,375	275	275	275	275	275
LIBRARY BUILDING	Computers / Printer / Telephone / 2 Computer Labs (1st floor, 2nd floor resource center)	June	5,625	1,125	1,125	1,125	1,125	1,125

ASCC FACILITIES	TECHNOLOGY	MAINT. MONTH	TOTAL ESTMATED COST OF MAINTENANCE	Year 1 (FY2015 -2016)	Year 2 (FY2016 -2017)	Year 3 (FY2017 -2018)	Year 4 (FY2018 -2019)	Year 5 (FY2019 -2020)
BATHROOMS, PROCUREMENT, BOOKSTORE (BACK AREA)	Computers / Printer / Telephone	June	1,375	275	275	275	275	275
QUAD	Computers / Printer / Telephone / Smartboards / 3 Computer Labs (Rm. 15, 16, Business Department)	June	7,750	1,550	1,550	1,550	1,550	1,550
HOUSING – H.T.	Wifi Access	July	1,375	275	275	275	275	275
SBDC BUILDING	Computers / Printer / Telephone / 1 Computer Lab	July	3,500	700	700	700	700	700
NEW NURSING CLASSROOM	Computers / Printer / Telephone / 1 Computer Lab	July	3,500	700	700	700	700	700
NEW SSI CLASSROOM (UPPER CAMPUS)	Wifi Access	August	1,375	275	275	275	275	275
ORIGINAL NURSING CLASSROOM	Computers / Printer / Telephone / 1 Computer Lab	August	3,500	700	700	700	700	700
VICE PRESIDENTS OFFICES	Computers / Printer / Telephone	August	1,375	275	275	275	275	275
M-11 BUILDING	Computers / Printer / Telephone / VTC Unit	September	1,375	275	275	275	275	275

ASCC FACILITIES	TECHNOLOGY	MAINT. MONTH	TOTAL ESTMATED COST OF MAINTENANCE	Year 1 (FY2015 -2016)	Year 2 (FY2016 -2017)	Year 3 (FY2017 -2018)	Year 4 (FY2018 -2019)	Year 5 (FY2019 -2020)
TEACHER EDUCATION CLASSROOMS & OFFICES	Computers / Printer / Telephone / Computer Lab	September	1,375	275	275	275	275	275
TEACHER EDUCATION BUILDING & OFFICES	Computers / Printer / Telephone / Computer Lab	September	13,875	2,775	2,775	2,775	2,775	2,775
CAPP BUILDING	Computers / Printer / Telephone / Computer Lab	October	13,875	2,775	2,775	2,775	2,775	2,775
M-12 BUILDING	Wifi Access	October	1,375	275	275	275	275	275
CNR GENERATOR SHED	Wifi Access	October	1,375	275	275	275	275	275
CNR WORKSHOP	Wifi Access	November	1,375	275	275	275	275	275
CNR MAIN (RESEARCH) BUILDING	Wifi / Computer Lab	November	3,500	700	700	700	700	700
CNR AG EXTENSION BUILDING 1	Wifi Access	November	1,375	275	275	275	275	275
CNR AG EXTENSION BUILDING 2	Wifi Access	December	1,375	275	275	275	275	275
BOOKSTORE	Computer / Server / Telephone / Printer / POS units	December	1,375	275	275	275	275	275
GRAND TOTAL			**111,375**	**22,275**	**22,275**	**22,275**	**22,275**	**22,275**

Funding Source:
The following identifies possible sources of current and future funding for the technology maintenance plan. This will also assist the institution in its annual resource allocation decision making process.

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
General Fund	$ 22,275	$ 22,275	$ 22,275	$ 22,275	$ 22,275	$ 111,375
Total	**$ 22,275**	**$ 22,275**	**$ 22,275**	**$ 22,275**	**$ 22,275**	**$ 111,375**

Review Cycle:
The cycle of review, analysis, and the update of ASCC's Technology Plan follows the time line cycle as identified in ASCC's Institutional Strategic Plan. This follows an annual review cycle, integrated with the annual budget process.

There is qualified, sufficient and adequate staff to perform maintenance for the current Technology Maintenance Plan that covers the next five years. During the review cycle, should a need arise for additional staff or professional development to complete these activities, the plan is updated and HR division as well as Leadership Triangle are consulted.

ATTACHMENT A

JOB ORDER FORM

Job Order #

JOB ORDER FORM

AMERICAN SAMOA
COMMUNITY COLLEGE

Request by	Date Requested
Approved by Signature of Dean or Director	Date Approved
Job Request	
APPROVAL	
PFM Director	VP of Administration and Finance
Signature and Date	Signature and Date
FACILITIES and MAINTENANCE USE ONLY	
Employee Assign to the job order	
Name	
Job Started on: (date)	
Job Ended on: (date)	
Inspected by: Supervisor Designee	COMMENTS:
Inspected by Originator Signature and Date	

ATTACHMENT B

FACILITY PROPOSAL FORM

American Samoa Community College
FACILITY PROPOSAL FORM
☐ New construction ☐ Renovation ☐ Space Relocation

Requesting Dept: _____ Date: _____

Requested by: _____ Approved by: _____
Responsible Employee — Approval of Dean/Director/Officer

A. PURPOSE OF PROJECT: (problem, program need, infrastructure deficiency)

1. Summary:

(if additional space is needed, pls. provide on a separate attachment)

2. Problem Statement

(If additional space is needed, pls. provide on a separate attachment)

3. Solution Criteria

(If additional space is needed, pls. provide on a separate attachment)

B. RELATIONSHIP TO THE STRATEGIC PLAN? (relevance of problem/need to mission and goals)

C. ALTERNATIVES: (For each, describe the proposed alternative and provide brief summary of scope, cost, funding source, program benefits, facility management benefits, and impact on support budget)

1. Alternatives
2. Solution Criteria Matrix
3. Economic Analysis Matrix

ASCC PFM Form (new) 2015

D. RECOMMENDED SOLUTION:

1. Which Alternative and Why?
2. Detailed scope description
3. Basis for cost information
4. Factors/benefits for recommended solution other than the least expensive alternative
5. Complete description of impact on support budget
6. Identify and explain any project risks
7. List requested interdepartmental coordination and/or special project approval (including mandatory review and approvals)

E. CONSISTENCY WITH ASG CODES, ASCC CODES, POLICIES ETC. (please state appropriate codes, policies, local and federal):

Reviewed by: _____ Date: _____
Resource Management Committee?

Resource Management Committee Recommendation:

Vice President of Administration and Finance:

(Approval)

Vice President of Academic and Student Affairs

(Approval)

ASCC President Approval

BOE Approval: _____

ASCC PFM Form (new) 2015

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

USE OF BUILDING TOFR (ASCC)	BUILDING NO.	LOCATION	DESCRIPTION	TAG	Energy Saving	Number
Special Projects Manager Office	added by ASCC	Project mnager office	Mitsu, GE09	AC40	Yes	1
Offices (Procurement Offices)	0524/0525	Procurement	Samsung	AC42	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu	AC45	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu	AC46	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu	AC49	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu	AC50	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	HHS	Mitsu, GE09	AC52	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE18	AC53	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE18	AC54	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE24	AC60	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE12	AC61	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC62	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC63	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE09	AC64	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, GE09	AC65	Yes	1
Offices (Procurement Offices)	0524/0525	Procurement bk	Samsung	AC66	Yes	1
Offices (Procurement Offices)	0524/0525	Procurement bk	Samsung	AC67	Yes	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC68	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC69	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC70	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Mitsu, A24	AC71	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Math bk	Mitsu, GE24	AC73	Yes	1
Science Building (Math / Science Offices / Classrooms)	0514	Math bk	Mitsu, GE12	AC74	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC79	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC80	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC81	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC82	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC83	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC84	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Mitsu, GE18	AC85	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms west	Mitsu, GE12	AC86	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms west	Mitsu, GE18	AC87	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms west	Mitsu, GE18	AC88	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms west	Mitsu, GE12	AC89	Yes	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms west	Mitsu, GE18	AC90	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE18	AC93	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE12	AC94	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE12	AC96	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE18	AC97	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE18	AC98	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE12	AC99	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE12	AC100	Yes	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Mitsu, GE18	AC101	Yes	1
Bookstore	ASCC-1	Bookstore Wside	Samsung	AC108	Yes	1
Audiotorium (Admin Building)	0515	MIS	Samsung	AC130	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Samsung	AC149	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Samsung	AC150	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Mitsu, GE09	AC151	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Mitsu, GE09	AC152	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Fujitsu, AOTA45	AC155	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Fujitsu, AOTA45	AC156	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Fujitsu, AOTA45	AC157	Yes	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Fujitsu, AOTA45	AC158	Yes	1
Library	0516	Library	Samsung	AC161	Yes	1
Classrooms (M-11)	0520	M11	Mitsu, GE24	AC194	Yes	1
Classrooms (M-11)	0520	M11	Mitsu, GE09	AC195	Yes	1
Classrooms (M-11)	0520	M11	Mitsu, GE09	AC197	Yes	1
Classrooms (M-11)	0520	M11	Mitsu, GE09	AC198	Yes	1
Office Block (Old Gear Up)	0501	Annex	Fujitsu	AC264	Yes	1
Student Lounge (Cafeteria)	0511	SGA	Lakes, vsw09	AC01	No	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Student Lounge (Cafeteria)	0511	SGA	Lakes, VSW12	AC02	No	1
Student Lounge (Cafeteria)	0511	VA counselor	Lakes, vsw09	AC03	No	1
Student Lounge (Cafeteria)	0511	Counselor	Hisense KF346WE	AC04	No	1
Student Lounge (Cafeteria)	0511	Counselor	Lakes, VSW09	AC05	No	1
Student Lounge (Cafeteria)	0511	Counselor	Hisense KF346WE	AC06	No	1
Student Lounge (Cafeteria)	0511	Dean Stu Svs	VS	AC07	No	1
Student Lounge (Cafeteria)	0511	SLA office	VS	AC08	No	1
Student Lounge (Cafeteria)	0511	SLA office	Lakes	AC09	No	1
Student Lounge (Cafeteria)	0511	SLA office	Chigo	AC10	No	1
Art Department (Art Offices)	0510	Art	Daewoo, window	AC11	No	1
Art Department (Art Offices)	0510	Art	Haier, window	AC12	No	1
Physical Facility/ Manager's Office (PFM Offices)	0509	PFM	Kyunguan	AC13	No	1
Physical Facility/ Manager's Office (PFM Offices)	0509	PFM	Kyunguan	AC14	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Hisense KF346WE	AC15	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Lakes, VSW30	AC16	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Kyunguan, KS70W	AC17	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Lakes, vsw09	AC18	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Winia, 202AG	AC19	No	1
Classroom Pacific Studies (SSI Offices)	0505	Samoan Studies	Lakes, VSW30	AC20	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Hisense not installed	AC21	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Winia, WSA090	AC22	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Lakes, VSW18	AC23	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC24	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Lakes, VSW18	AC25	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	LG, LSUC11B25	AC26	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC27	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Lakes, VSW18	AC28	No	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC29	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	UK, KF35W	AC30	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Lakes, VFW12	AC31	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO18A	AC32	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO18A	AC33	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO18A	AC34	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO18A	AC35	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO18A	AC36	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC37	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC38	No	1
Adult Ed. Center (Annex)	0512	Classrooms A24-A31	Quietside, QSVSO12A	AC39	No	1
Special Projects Manager Office	added by ASCC	Project mnager office	Kyungwon	AC41	No	1
Offices (Procurement Offices)	0524/0525	Procurement	VS	AC43	No	1
Offices (Procurement Offices)	0524/0525	Procurement	Chigo	AC44	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Trans air	AC47	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	VS	AC48	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Math	Hisense KF346WE	AC51	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Chigo, K51W	AC55	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Kyunguan, KS70W	AC56	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Kyunguan, KS70W	AC57	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Sanyo, C306P	AC58	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Kyungwon	AC59	No	1
Science Building (Math / Science Offices / Classrooms)	0514	Science classrooms	Kyungwon	AC72	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Research Foundation	Hisense	AC75	No	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Office/Classrooms (Quad Offices / Classrooms)	0526	Research Foundation	Chigo	AC76	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	VS, VSW24	AC77	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classrooms bk	Winia	AC78	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	inside hallway	Kyunwon	AC91	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	inside hallway	Kyunwon	AC92	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Kyunwon	AC95	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Chigo	AC102	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Kyunwon	AC103	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Haier	AC104	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Kyungwon	AC105	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Kyungwon, KF88	AC106	No	1
Office/Classrooms (Quad Offices / Classrooms)	0526	Classroom front	Kyungwon, KF35	AC107	No	1
Bookstore	ASCC-1	Bookstore Wside	Dream	AC109	No	1
Audiotorium (Admin Building)	0515	F main bldg	Winia, WA90	AC110	No	1
Audiotorium (Admin Building)	0515	F main bldg	Chigo	AC111	No	1
Audiotorium (Admin Building)	0515	MIS	VS	AC112	No	1
Audiotorium (Admin Building)	0515	Security	Chigo	AC113	No	1
Audiotorium (Admin Building)	0515	Security	Chigo	AC114	No	1
Audiotorium (Admin Building)	0515	Security	Dream, TFK35	AC115	No	1
Audiotorium (Admin Building)	0515	Security	Hisense	AC116	No	1
Audiotorium (Admin Building)	0515	Security	Chigo	AC117	No	1
Audiotorium (Admin Building)	0515	Security	Hisense	AC118	No	1
Audiotorium (Admin Building)	0515	Business office	Hisense	AC119	No	1

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AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Audiotorium (Admin Building)	0515	Business office	Hisense	AC120	No	1
Audiotorium (Admin Building)	0515	Business office	UTL Intl	AC121	No	1
Audiotorium (Admin Building)	0515	Business office	LG	AC122	No	1
Audiotorium (Admin Building)	0515	TED classroom	UTL Intl, URCA36	AC123	No	1
Audiotorium (Admin Building)	0515	TED classroom	LG, LSUC18	AC124	No	1
Audiotorium (Admin Building)	0515	TED classroom	Chigo, KF70W	AC125	No	1
Audiotorium (Admin Building)	0515	TED classroom	Chigo, KF66W	AC126	No	1
Audiotorium (Admin Building)	0515	TED classroom	LG, LSUC18 not working	AC127	No	1
Audiotorium (Admin Building)	0515	TED classroom	GreenStar, KF70	AC128	No	1
Audiotorium (Admin Building)	0515	TED classroom	LG, LSUC25	AC129	No	1
Audiotorium (Admin Building)	0515	MIS	VS	AC131	No	1
Audiotorium (Admin Building)	0515	MIS	VS	AC132	No	1
Audiotorium (Admin Building)	0515	MIS	Kyunwon, KF51W	AC133	No	1
Audiotorium (Admin Building)	0515	Business office BK	SL Pacific	AC134	No	1
Audiotorium (Admin Building)	0515	Business office BK	MZ_VSW12	AC135	No	1
Audiotorium (Admin Building)	0515	Business office BK	Lakes	AC136	No	1
Audiotorium (Admin Building)	0515	Business office BK	Sanyo	AC137	No	1
Audiotorium (Admin Building)	0515	Business office BK	Sanyo	AC138	No	1
Audiotorium (Admin Building)	0515	Business office BK	LG- not working	AC139	No	1
Audiotorium (Admin Building)	0515	Business office BK	Hisense	AC140	No	1
Audiotorium (Admin Building)	0515	MIS	Lakes, VSW24	AC141	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Lakes, VSW24	AC142	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC143	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC144	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	Chigo, KF-51	AC145	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC146	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC147	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC148	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC153	No	1
Audiotorium (Admin Building)	0515	Eside of m-bldg	LG	AC154	No	1
Library	0516	Library	Sanyo	AC159	No	1
Library	0516	Library	Sanyo	AC160	No	1
Library	0516	Library	Sanyo	AC162	No	1

ATTACHMENT C

AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Library	0516	Library	Sanyo	AC163	No	1
Library	0516	Library	Sanyo	AC164	No	1
Library	0516	Library	Sanyo	AC165	No	1
Library	0516	Library	Sanyo	AC166	No	1
Library	0516	Library	Sanyo	AC167	No	1
Library	0516	Library	Sanyo	AC168	No	1
Library	0516	Library	Sanyo	AC169	No	1
Library	0516	Library	Sanyo	AC170	No	1
Small Business Dev. Center (SBDC)	0528	SBDC	Lakes	AC171	No	1
Small Business Dev. Center (SBDC)	0528	SBDC	Lakes	AC172	No	1
Small Business Dev. Center (SBDC)	0528	SBDC	Lakes	AC173	No	1
Small Business Dev. Center (SBDC)	0528	SBDC	Sanyo	AC174	No	1
Small Business Dev. Center (SBDC)	0528	SBDC	Sanyo	AC175	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Lakes	AC176	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Lakes	AC177	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Lakes	AC178	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Lakes	AC179	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Lakes	AC180	No	1
Classrooms (SSI Classroom)	0523	Samoan Studies classrooms	Quiet side, QSVS18A	AC181	No	1
Classrooms (Nursing / AHEC Offices)	0527	AHEC	Quiet side, QSVS09A	AC182	No	1
Classrooms (Nursing / AHEC Offices)	0527	AHEC	Quiet side, QSVS09A	AC183	No	1
Classrooms (Nursing / AHEC Offices)	0527	AHEC	Quiet side, QSVS09A	AC184	No	1

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AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Classrooms (Nursing / AHEC Offices)	0527	AHEC	Quiet side, QSVS09A	AC185	No	1
Classrooms (Nursing / AHEC Offices)	0527	AHEC	Chigo, KF25	AC186	No	1
Classrooms (Nursing / AHEC Offices)	0527	AHEC	Quiet side, QSVS09A	AC187	No	1
ASCC Staffing Housing (Nursing Offices / Classroom)	0522	NURSING	Quiet side, QSVS18A	AC188	No	1
ASCC Staffing Housing (Nursing Offices / Classroom)	0522	NURSING	Lakes	AC189	No	1
ASCC Staffing Housing (Nursing Offices / Classroom)	0522	NURSING	Lakes	AC190	No	1
ASCC Staffing Housing (Nursing Offices / Classroom)	0522	NURSING	Lakes	AC191	No	1
Classrooms (M-11)	0520	M11	GMG, GS70GW	AC192	No	1
Classrooms (M-11)	0520	M11	Chigo, KF57GW	AC193	No	1
Classrooms (M-11)	0520	M11	VS	AC196	No	1
Classrooms (M-11)	0520	M11	Kyunwon	AC199	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC200	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC201	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC202	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC203	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC204	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Lakes	AC205	No	1
Office Block (TED1 Offices / Classrooms)	0518	Education	Winia	AC206	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	Pioneer, WALO109A	AC207	No	1

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AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	Pioneer, WALO109A	AC208	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	VS	AC209	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	Pioneer, WALO109A	AC210	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	M2B	AC211	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	Chigo, KF35	AC212	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	VS	AC213	No	1
ASCC Staffing House (TED2 Offices and Classroom)	0519	Education	Chigo, KF35	AC214	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	SSS	Lakes	AC215	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	SSS	Lakes	AC216	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Kyunwon, KF88W	AC217	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS18A	AC218	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS12A	AC219	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS12A	AC220	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS12A	AC221	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS12A	AC222	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Quiet side, QSVS18A	AC223	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Kyunwon, KF35	AC224	No	1

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AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Goldstar	AC225	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	Lakes	AC226	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	SSS	Lakes	AC227	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	SSS	Chigo	AC228	No	1
ASCC Housing Staff (Seagrant)	0508	seagrant	no name	AC258	No	1
ASCC Housing Staff (Seagrant)	0508	seagrant	no name	AC259	No	1
ASCC Housing Staff (Seagrant)	0508	seagrant	no name	AC260	No	1
Gym	0495	GYM	Kyungwon	AC261	No	1
Gym	0495	GYM	Quietside	AC262	No	1
Gym	0495	GYM	Quietside, QSUSO15	AC263	No	1
Office Block (Old Gear Up)	0501	Annex	Lakes	AC265	No	1
Office Block (Old Gear Up)	0501	Annex	GMG	AC266	No	1
Office Block (Old Gear Up)	0501	Annex	Lakes	AC267	No	1
Automotive shops (TTD Auto Shop)	0502	auto shop	Quietside, QSUSO12	AC268	No	1
Automotive shops (TTD Auto Shop)	0502	auto shop	Chigo, KF35	AC269	No	1
Automotive shops (TTD Auto Shop)	0502	auto shop	Qietside	AC270	No	1
Automotive shops (TTD Auto Shop)	0502	auto shop	Qietside	AC271	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Qietside, QSVSO18	AC272	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Winia	AC273	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Qietside, QSVSO18	AC274	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Qietside, QSVSO18	AC275	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Qietside, QSVSO18	AC276	No	1

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AIR CONDITION UNIT LOCATIONS / ENERGY EFFECIENCY

Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	VS	AC277	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Quietside, QSUSO12	AC278	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	VS	AC279	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Quietside, QSUSO12	AC280	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	Quietside, QSUSO12	AC281	No	1
Storage Workshop/Com. Lab (TTD Computer Labs / Offices)	0503	TTD	VS	AC282	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	VS	AC283	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	VS	AC284	No	1
Office/Classrooms (CAPP Offices / Classrooms)	0517	CAP/ELI	VS	AC285	No	1
VP Office (VP / UCEDD Offices)	0521	M5 / M6 (New VP / UCEDD)	Samsung	no tag	Yes	1
VP Office (VP / UCEDD Offices)	0521	M5 / M6 (New VP / UCEDD)	Samsung	no tag	Yes	1
VP Office (VP / UCEDD Offices)	0521	M5 / M6 (New VP / UCEDD)	Samsung	no tag	Yes	1

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
1	Gym	1685	1	Blk	110 mph	$1,295,200.00	Steel	50	105	109	14536	180.00	$2,370,360.00	
2	Office Mod.	0503	1	Blk	110 mph	$63,360.00	Wood	50	36	30	576	180.00	$103,680.00	
3	Automotive shops	1503	1	Blk	>110 mph	$672,200.00	Concrete	50	104	50	7200	180.00	$1,296,000.00	
4	Shotgun Workshop Cons. Lab	1503	1		>110mph	$397,295.00	Concrete	50	69	67.5	4657.5	180.00	$838,350.00	
5	Traditional Samoan Activities	1503	1		>110mph	$185,300.00	Concrete	50	57	28	1596	180.00	$287,280.00	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
6	Classroom Pacific Studies	1597	1	Blk	>110mph	154,147.00	Concrete	50	99	19	1881	180.00	$338,580.00	
7	Classes	1560	1	Blk	>110 mph	$60,528.00	Concrete	50	36	28	1008	180.00	$181,440.00	
8	ASCC Staffing Station	1597	1	Blk	>110mph	69,564.00	Concrete	50	67.75	16	1052	180.00	$189,360.00	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
9	ASCC Housing Staff	0709	1	BK	>110 sqft	69,364.00	Concrete	50	62.75	16	1372	180.00	$180,360.00	
10	Physical Facility Manager's Office	0509	1		>110 sqft	72,337.00	Concrete	50	68.5	16	1096	180.00	$197,280.00	
11	Art Department	0510	1	BK	>150 sqft	228,000.00	Concrete	50	72	48	3456	180.00	$622,080.00	New Roof 2007
12	Student Lounge	0511	1	BK	>110 sqft	342,144.00	Concrete	50	72	72	5184	180.00	$933,120.00	Roofing repair completed 2008
13	Adult Ed. Center	0512	1		>110 sqft	273,330.00	Concrete	50	218	32	6416	180.00	$794,880.00	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
14	Faculty Residence	0513	1	BK	>110 sqft		Concrete	50	72.5	16	1160	180.00	$208,800.00	
15	Science Building	0514	1	BK		5,155,160.00	Concrete	27	268	240	57600	180.00	$10,368,000.00	Renovated in 2011
16	Auditorium	0515	1	BK	>110 sqft	712,800.00	Concrete	27	208	60	10800	180.00	$1,944,000.00	Renovated in 2011
17	Library	0516	1	BK	>110 sqft	379,200.00	Concrete	10	86	70	6908	180.00	$897,840.00	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
18	Offices	6534/ 6525	1	BK	>110mph	1,426,624.00	Concrete	27	44	56	2464	180.00	$443,520.00	Renovated in 2011
19	Office/ Classroom	6526	1	BK	>110mph	111,132.00	Concrete	31	38	29	1102	180.00	$342,760.00	Renovated in 2011
20	ASCC Housing Staff	6529	1		>110mph	80,160.00	Concrete	31	79.67	38	1272.66	180.00	$228,976.80	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Notes
21	Small Business Dev Center	6520	1		>110mph	155,496.00	Concrete	31	38	30	2634	180.00	$417,060.00	
22	Classrooms	6527	1		>110mph	253,664.00	Concrete	31	68.67	28	1922.76	180.00	$346,096.80	Renovated in 2011
23	Classrooms	6523	1	BK	>110mph	147,972.00	Concrete	31	65	34.5	2242.5	180.00	$403,650.00	Renovated in 2011
24	ASCC Staffing /Housing	6527	1	BK	>110mph	147,972.00	Concrete	31	65	34.5	2242.5	180.00	$403,650.00	Under renovation as of June 2015
25	FP Office	6521	1	BK	>110mph	147,972.00	Concrete	31	65	34.5	2242.5	180.00	$403,650.00	Renovated in 2011
26	Classrooms	6520	1	BK	>110mph	147,972.00	Concrete	31	65	34.5	2242.5	180.00	$403,650.00	Renovated in 2011

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Status
37	ASCC Staffing House	6929	1	RK	>110 mph	165,000.00	Concrete	50	65	34.5	2242.5	180.00	$403,650.00	
38	Office Block	6934	1	RK	>110 mph	165,000.00	Concrete	50	65	34.5	2242.5	180.00	$403,650.00	Renovated in 2011
39	Office/Classrooms	6917	1	RK	>110 mph	445,500.00	Concrete	50	155	95	6725	180.00	$1,213,000.00	Renovated in 2011
40	ASCC Staffing House	6933	1	RK	>110 mph	76,032.00	Concrete	50	72.5	35	2247.5	180.00	$404,550.00	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Status
31	Classroom Block	6684	1	RK	>110 mph	29,328.00	Concrete	27	22	24	528	180.00	$95,040.00	
32	Workshop	6695	1		>110 mph	180,000.00	Concrete	50	80	33	2753	180.00	$495,360.00	
33	Land Grant Bldg	6687	2	RK	>110 mph	494,500.00	Concrete	50	155	78	16930	180.00	$1,895,400.00	
34	Forestry	6681	1		>110 mph	180,750.00	Wood	25	72	24	1728	180.00	$311,040.00	
35	Agriculture Extension	6690	1		>110 mph	165,500.00	Wood	25	54	24	1296	180.00	$233,280.00	
36	Bookstore	ASCC-1	1		>110 mph	90,200.00	Concrete	50	38	36	1368	180.00	$246,240.00	
37	Wellness Center	Added by ASCC							72	48	6912	180.00	$1,244,160.00	
38	Multi Purpose Center	Added by ASCC												

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building		No. of Stories	Type	Rating	Original Cost	Type	Est Life	Length	Width	Total Sq Ft	Square Foot Cost	Replacement Cost 2015	Status
	Campus Wide assessment performed by PFM / Special Projects													
1	Air Quality Assessment													
2	Acoustic Assessment for Classrooms													
3	ADA Assessment for all buildings including requirements for doors, service windows, parking, etc.													
	Total												$32,956,767.69	

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building	10/22 Updated Building Status From Assessment Reports	ASCC Additional Assessment Comments	Staff	Technology	AC (number of units)
1	Gym	Recently re-roofed to Engineers' Specifications	2006 retrofitted. 2015 recorded recommend to reassess structure by 2020, major upgrade for both bathrooms, change layout of drainage system, change from earthenware (clay pipe) to pvc pipe - need cost assessment (at least $60K); drainage overflow issue - inconsistent drain; when heavy rains, swamps into the gym from behind (60K)	ROTC (1); PE (2)	ROTC (computer / printer / telephone / network) PE (computers / printer / telephone / network)	3
2	Office Block	Rafters not properly secured, long overhangs, Roofing nailed on. Front Awning is a liability. The facility roof structure's overhang are too long, rafters are not secured, no hurricane ties/ shutters at rafters since 2001 assessment. The overall condition of the facility is good. Well maintained and	Old Gear Up Office; Income tellers and cashier	Student Services Counselors (3)	Computers / Printers / telephones / network / 1 Computer Labs (Annex)	4
3	Automotive shops	The roof glulam beams are intact and in good condition. Noticed several bolts from roof and some area are starting to rust . The overall condition of the facility is in good standing.	TTD Automotive. The roof glulam beams are intact and in FAIR condition. Rotten glulam beams and overall structure of building. Roofing. reroofed in 2015. Client priority for CIP Projects)	TTD Instructors (2) / Admin. Assistant (1)	Computers / Printers / Telephones / Network	4
4	Storage/Workshop/Cons. Lab	Facility is in good condition. Well maintained and protected by new paint.	TTD Computer labs; reassess structure in next 5 years. Paint priority for CIP Projects)	TTD Instructors (2) / Director (1)	Computers / Printers / Telephones / Network / Smartboards / 6 computer labs (Lab A, B, C - netbook cart)	19
5	Traditional Samoan Activities	Roof framing are well intact, no hurricane ties are installed to rafters. The facility withstood three hurricanes. Well structurally built. The facility is well maintained and protected by paint. The facility is in good condition.	Fale Samoa. Part of MPC upgrades will be paid for under MPC budget.			8

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building	10/21 Updated Building Status from Assessment Reports	ASCC Additional Assessment Comments	Staff	Technology	AC (number of units)
6	Classroom Pacific Studies	The facility was painted a year ago and is well maintained. Facility is in good condition.	TIE Division. (Priority after TTD on CIP Projects - 2017)	SSI Director (1) / Staff (6) / Instructors (2)	Computers / Printers / Telephone / Network / computer lab	8
7	Garage	Termite infestation is noticeable on one gable end of exterior wall. The Maintenance crew had done repair work to the facility. The renovation was to upgrade the interior, exterior walls and ceiling. The overall condition of the facility is in good. Well maintained and protected by new paint.	Garage facing SSI. Repairs need to be done for termite infestation.			0
8	ASCC Staffing Houses	The said facility was disqualified 11 yrs ago in the insurance regulations due to roofing codes and was not cyclone fixed. As of today's assessment, the entire roofing has been replaced and upgraded according to standard roofing codes. Work was done several years ago and roof is cyclone fixed. The facility is in good condition, well maintained and protected by paint.	Housing - Sybil Johnson last tenant. Housing - Jim Sutherland last tenant,need assessment within next 5 years.	Assessment	WiFi Network	0

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building	10/21 Updated Building Status from Assessment Reports	ASCC Additional Assessment Comments	Staff	Technology	AC (number of units)
9	ASCC Housing Staff	Last assessment was conducted in 2004. Facility is the same structure as building #007. As of now, the facility has been upgraded according to building codes. The roof has been replaced several years ago to a standard building codes and is cyclone fixed. Facility in well maintained and protected by paint.	Sergeant; need structural assessment in next 5 years	Staff (2)	Computers / Printer / Telephone / Network	2
10	Physical Facility/ Manager's Office	The building structure is in good condition, roofing was upgraded according to building codes. Interior and exterior walls are in fair condition. The facility is utilized as a carpentry shop and storage. structure is in good condition.	Recommend new building for PSM with adequate storage that closes and locks for controlling and accountability of all PSM assets (Plan to include as priority for next CIP projects)	Officer (1); Grounds (4); Maint (9); Admin. Assistant (1)	Computers / Printer / Telephone / Network	2
11	Art Department	Facility in good condition.	Children is infested with termites in certain areas; Building was repaired during ARMA in certain areas but not the entire structure; recommend to treat infested areas right away, then remove	Instructor (1)	Computers / Printer / Telephone / Network	2
12	Student Lounge	termites have invaded the structure's gables in several areas. The maintenance crew is currently working to repair some deflected area of the facility. The roof overall structure condition is in fair condition. No problem with walls, ceilings and beams.	Cafeteria, Repairs completed for windows and defective areas. Intermediate beams have been changed from globes to strait beams, but upper beams have not been changed. Need to check and see what needs to be replaced right away;	Dean SS (1); Admin. Asst (1); Tutors ()	Computers / Printer / Telephone / Network / Computer Lab (SLAC)	10
13	Adult Ed. Center	Roofing repair was completed in 2008. The facility was upgraded to building codes and with a) cyclone fixed. The interior and exterior walls are in fair condition. Painting is required to upgrade the facility. The facility is in good condition.	Annex; Painting needed, assessment within next 5 years	Director (1); Admin. Asst (1); Instructors (4); Printing Services Manager (1); Custodial Services (7)	Computers / Printer / Telephone / Network / 1 computer lab (AEL/EL)	10

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building	10/22 Updated Building Status from Assessment Reports	ASCC Additional Assessment Comments	Staff	Technology	AC (number of units)
14	Faculty Residence	Facility is in good conditions. Noticed mildews on roofing because of it's location very close to mountain side. The total structures status is in good condition's	NA'O: Preventive maintenance - power wash to remove mildew, apply 1:10 clorox solution. currently in supplies		Computers / Printer / Telephone / Network / 3 computer labs (carts)	
15	Science Building	This complex facilities which combine three different building blocks under a huge roofs conditions is good as of today's survey. The roof structures status strong except one horizontal roof beams (10 feet) at the west side of building is noticing	Doors will need to be replaced within the next 5 years (by 2020). Acoustic issues in classrooms / lecture.	Science Instructors (2) Marine Science Coordinator (1) Math Instructors (8); HHS Instructor (1)	Computers / Printer / Telephone / Network / and lecture hall sound system and microphones	29
16	Administration	The auditorium / Famous office building has been renovated twice as of now. The first renovations was done on 2007-2008 which was the re-roofing project. The second renovations was done on 2011 which was transforming of the existing auditorium to offices and a Lecture Hall. The structure wise of the facility is in good shape, no termite infestations seen. The facility overall conditions is good and protective by new paint.	Admin Building: Need ADA access for 2nd floor (elevator or lift) - need update to campus-wide assessment for all buildings not hiding their requirements are spearheaded in house - PFM, MPP, UCH2451 - cost of lift - $25k. Issue with bathrooms on 2nd floor. Increased floor to accessing toilets, need assessment ($15k). Front of Admin building is slippery when wet, needs to be resurfaced (39K)	1st floor: President (1); admin. Asst. (1) BEE admin asst (1) CFO (1) Admin Asst (1) Finance Staff (9); CIO (1) admin. Asst (1) MIS staff (4); Security staff (11) 2nd floor: MIS staff (4); Language Lit Instructors (5); Criminal Justice Instructors (2); Social Science Instructors (5); Dean of Academic Affairs (1) Director (1) Admin Asst (1) AA Staff (2); ELI Instructor (1)	Computers / Printer / Telephone / Network / 2 Computer Labs (1st floor, 2nd floor resource center)	49
17	Library	The facility conditions is excellent to exterior and interior walls, roof structure looks strong, need pressure washing in some areas seems problems. On rest rooms Found, The outside exit or fire escape stairway is non-structural column noticing hairline cracks on plasters but not much.	Look at gutters to replace, paint / gutters should be done every 7 years) elevator needs repair / replaced - not operational, there is no regular maintenance for elevator, recently made minor repairs ($5Sk) to roof of drop off area	Director (1); Library staff (8)	Computers / Printer / Telephone / Network.	12

ATTACHMENT D

ASCC BUILDINGS ASSESSMENT BY TOFR – ASCC UPDATED STATUS – STAFF – TECHNOLOGY – AC

	Use of Building	10/22 Updated Building Status from Assessment Reports	ASCC Additional Assessment Comments	Staff	Technology	AC (number of units)
18	Offices	Buildings #0524 & #0525 are the ones A woman restrooms and currently under one continuous roof structure and in across the Finance/ Lecture hall roof structure. In between represents ASCC construct a new office, which is now a Procurement office (50' x 50'). These separate buildings then underwent and an Office are under one continuous roof structures. This major renovation was done on 2011. Facility is in good condition. Well maintained and protected by new paint. Recommend this facility to continued in one building number.	Hallaway bonds Procurement. Assessment in 5 years.	Procurement Office (1); procurement staff (4); Bookstore staff (2)	Computers / Printer / Telephone / Network / SmartBoards / 3 Computer Labs (Res. 15, 16, Business Department)	3
19	Offices/Classrooms	Renovation work was done in three offices, work such as replacing of interior walls, ceiling, flooring, windows, up grade AC units, etc. on 2011. The re-roofing project was completed on 2008 before offices renovation's on 2011. Noticing 'low-plus PVC solar panels on roof tops at South and West side of the facility roofs. Facility is in good condition. Well maintained and protected by new paint.	Quad: Acoustic issues in classrooms; check for service windows for ADA compliance during campus-wide assessment for ADA;	Admissions Officer (1); admin asst (1); Registrar (1); admin asst (1); Records staff (3); Financial Aid Officer (1); admin. Asst (1); Fund staff (4); MIS computer lab staff (2); HR Officer (1); HR staff (3);		33
20	ASCC Housing Staff	The facility is in fair conditions. Maintenance is required.	Housing - Herbert Hawatt: current tenant. Need justifies		Computers / Printer / Telephone / 1 Computer Lab	1

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Provided below is a listing of grant-funded programs. A summary status of grants can be found in the appendices (Appendix A) section of the report. The summary status details the name of the grant, funding entity, funding period, award amount per annum, and purpose summary for each grant program. Funded grant programs include:

- Agriculture, Community and Natural Resources – CARIPAC Grant
- Agriculture, Community and Natural Resources – EFNEP Grant
- Agriculture, Community and Natural Resources – Forestry Grant
- Agriculture, Community and Natural Resources – Hatch Grant
- Agriculture, Community and Natural Resources – Smith Lever Grant
- Advanced Marine and Environmental Science – Training Grant
- American Samoa Bachelor in Education Program – ASDOE Memorandum of Understanding
- Area Health Education Center (AHEC) – University of Hawaii Grant
- Build EXITO – Administrative Core Grant
- Build EXITO – Enrichment Core Grant
- Small Business Association Grant
- State Grant – Adult Education and Extended Literacy Grant
- University Center for Excellence on Developmental Disability Grant
- USC/UAP Project – DHSS Grant
- Multi-Purpose Building CIP – USDOI Grant
- HPIC Fine Arts/National Park – USDOI Grant
- Pesticide Safety Education Funds – Extension Foundation Grant
- Sustainable Agriculture Research and Education – Utah State University Grant
- Task Force for Global Health – Task Force for Global Health Inc. Grant
- National Resources Conservation Service (NRCS) – University of Hawaii Grant
- DOI Nursing – DOI Grant
- CSBDG Nursing – ASG-DOC Grant

3rd Quarter Cost Containment Update:

- The College continues the implementation of cost containment measures to meet its Institutional Priorities and Strategic Planning Expected Outcomes. The College continues to receive timely subsidy payments from the American Samoa Government.

4th Quarter Action Plan – Cost Containment:

- To seek other sources of revenue through grant funded opportunities.
- To expand and design instructional services to meet the needs of the community as a mean to expand education services.

Technological Resources

The 2015-2020 Institutional Strategic Plan - Technology Plan focuses on assessing the quality and accurateness of the technologies purchased, accessibility, maintenance, disposal, and the total cost of ownership.

3rd Quarter MIS Updates:

Management Information Systems (MIS)

- MIS launched a few hard to treat issues that are slowing progress on other goals. Rats are showing an intense presence in the server room. Previously this has caused critical issues with Internet connection stability, appliance server stability as well as the general health and wellness issues. The Multi-Purpose Center (MPC) has finalized its auditorium presentation abilities as promised by builder proposals. MIS is finalizing organization, inventory, operational procedures and storage of related items.

System Administrator

- System Administrator (SysAdmin) requirements are at an all time high. Old servers continue to get older and are showing some signs of failure and lack of support. Serious muscle needs to take place to get us out of these situations. Sys-Admin finishes the analysis of three different firewall appliances to replace the current appliance that is hitting its End Of Life as a network edge security device, which is typically the first and last line of defense for the ASCC network as it interfaces with the outside world.

Help-Desk

- Help Desk has finished an anti-virus upgrade for the network. Help Desk has also finalized a working configuration for Windows updates and its Windows Update Server with updates now being served campus wide.

Networking

- Networking tests, and installs the new projector and lens for the MPC. MIS continues internal Professional Development focusing on the future Critical Changes needed to be made to ASCC digital infrastructure as outlined in the Infrastructure Revival Plan, this has progressed with the Network Operating System being installed onto the Mellenox switches.

Wireless and Communication

- The VoIP system is now beginning to be deployed in other areas on campus. Wireless improvements have begun again with specs being built out for the MPC.

Website

- The ASCC website remains a vital resource for communication between ASCC, the community, and current and potential students. MIS has begun acting on the accepted corrective action plan. Many parts have been completed to mark a transition to fully compatible WCAG 2.0 AA standards.

4th Quarter MIS Action Plans:

- Initiate necessary recommendations for the development of technology policies that encompasses accessibility and confidentiality protocols and to include other policies regarding system needs based on the provision of services.

- Continue to implement approved action plans for OCR to ensure compliance.

- Continue to rebuild, upgrade, and assess the College's network and system infrastructure.

Physical Facilities and Maintenance (PFM)

The 2015-2020 Institutional Strategic Plan - Physical Facilities and Maintenance Plan encompasses total cost of ownership measures, which will increase the efficiency of ASCC facilities, reduce maintenance costs, and decrease high turnover of facilities and equipment. Effective maintenance of ASCC facilities will enable stakeholders to work in a safe, clean, and secure environment leading to the achievement of our institutional mission for quality services. The plan allows ASCC administrators to envision expansion of campus facilities and programs and to prepare for the future.

3rd Quarter PFM Updates:

- During the 3rd Quarter, the former office area of the Vice President of Administrative Services on upper campus was renovated to become the new Human Resources Office. At the same time, the former site of the Human Resource Office in the Quad area of campus was renovated to become the office of the Vice President of Administrative Services. An additional room in the Quad adjacent to the former Human Resources Office has been renovated for use as a classroom.

- Work began on the renovation of building M-2 on upper campus, the former residence of the Director of the Small Business Development Center (SBDC). When the renovation is complete, M-2 will serve as an additional classroom, to be used primarily by the Nursing Department and the Area Health Education Center (AHEC) services.

- Until needed repairs on the Art Building can be made, an office and instruction location has been created for the Art Instructor in the area formerly occupied by the Student Learning Assistance Center (SLAC) within the Cafeteria Building. SLAC itself has been relocated within the new Multi-Purpose Center.

4th Quarter PFM Action Plans:

- Implement structural, mechanical, and electrical repairs to ensure that all classrooms, student facilities, equipment, and faculty offices are fully operable, safe, and accessible for students in preparation for the fall 2018 semester.

- Initiate repairs on the Art Building and Cafeteria to include major repairs to the Career Transfer Center behind the Cafeteria.

- Continue to complete renovations for the Nursing building and M-2 building to include two office and two classrooms for the AHEC program and Nursing department.

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AMERICAN SAMOA COMMUNITY COLLEGE

● ● ● Connections Newsletter ● ● ●

ASCC CHIEFS Volume I: Issue 5 – February 2018

Featured Highlights:

I. *Office of the President:*
   a. Academic Calendar Modifications
   b. President's Meet and Greet Assembly
   c. Cycle Gita Aftermath

II. *Instructional Services:*
   a. Divisional & Academic Programs
   b. Student Support Services

III. *Community, Outreach & Research:*
   a. Agriculture, Community and Natural Resources
   b. Samoan Studies Institute

IV. *Administrative Services*
   a. Updates

Changes made to the Academic Calendar due to Cyclone Gita

During February, the event of Cyclone Gita made it necessary for ASCC to re-structure its timetable for the spring 2018 semester. The cyclone began on Friday, February 9th, and by the end of the weekend, much of Tutuila had sustained serious damage. Fortunately, the College's infrastructure for the most part remained intact, but classes could not be held because full electricity was not restored until later in the following week. This made it necessary for ASCC to cancel its 2018 Spring Break so that its current classes could make up for the credit hours lost during the forced closure. Along with this re-arrangement, the staff and faculty of ASCC took immediate action to get the semester back on track. While classes were suspended, many of the ASCC staff joined in the effort to clean up the campus and assist with needed repairs. With the support and immediate response by the American Samoa Governor - Honorable Lolo Matalasi Moliga and ASG Cabinet members, critical operational needs that included electricity, telecommunications, and water were restored and the College resumed its operations on the 20th of February following the President's Day Holiday.

ASCC Updated Schedule:

- ***March 21st***: 1st Session Instruction Ends *(6-weeks accelerated session)*
- ***March 5th – 7th***: 1st Session Final Examinations *(6-weeks accelerated session)*
- ***March 9th***: 1st Session Grades Due
- ***March 14th – 15th***: 2nd Session Registration *(6-weeks accelerated session)*
- ***March 12th – 16th***: Spring Break Cancelled *(Instruction continues)*

ASCC President's Post-Cyclone - Meet and Greet Assembly:

President Dr. Rosevonne Makaiwi-Pato invited all ASCC students to attend a special "Meet and Greet" session on Wednesday, February 21st. With students filing the Auditorium in the New Multi-Purpose Center, Dr. Makaiwi-Pato gave a welcoming address reminding the audience of the College's Mission and its student-centered focus. Dr. Pato also emphasized the support that College faculty and staff will ensure to accommodate the instructional needs of students that were impacted by Cyclone Gita. She clarified academic and student services personnel that are prepared to accommodate and communicate their educational needs and encouraged all students to utilize these services.

Following the Meet and Greet assembly, Dr. Pato introduced the Culture Crew, a group made up primarily of California-based Polynesian singers, musicians and MCs who were on a tour through the Pacific. Culture Crew, who regularly perform across the United States, treated the ASCC audience to a lively and engaging performance that lasted nearly an hour. Afterwards, Dr. Makaiwi-Pato thanked the visiting entertainers for helping to lift the spirits of all of those in attendance, following the traumatic experience of Cyclone Gita less than a week prior.

A glimpse of the Cyclone Gita aftermath:

Academic Highlights:

- ***February 1, 2018***: The Curriculum Committee held its opening meeting for the spring 2018 semester on the 1st of February 2018. One main goal for the Curriculum Committee this spring is to complete the review of the ASCC academic catalog to provide necessary updates to academic programs and services offered at the College. The reviews include academic program mission statements, program learning outcomes, course descriptions, degree requirements, certificate requirements, student services and academic policies, and any other curricular services.

- ***February 9-16, 2018***: Cancellation of ASCC classes due to damages caused by Cyclone Gita.

- ***February 16, 2018***: Successful set up and relocation of one of the Computer Science Labs in the Multi-purpose Center (MPC). In an effort to continue instruction for all ASCC students regardless of the damages caused by Cyclone Gita, one of the computer science labs has been set up in the Conference Room on the 2nd floor of the MPC. The lab is being used for computer science courses scheduled from 8:00- 4:00 p.m., accommodating four classes scheduled on Mondays, Wednesday, Fridays and three classes scheduled on Tuesdays, and Thursdays.

- ***February 20, 2018***: All ASCC spring 2018 classes resumed after a one-week cancellation due to cyclone Gita. In an effort to ensure contact hours are met for all courses, the spring 2018 Academic Calendar was revised to reflect necessary changes to ensure contact hours are met for all courses, and deadlines for student services were adjusted to accommodate students affected. One of the noted changes for the spring 2018 Academic Calendar is the official cancellation of the 2018 "Spring Break" for all ASCC students and faculty. The College will continue instruction on March 12, 2018 – March 16, 2018, for all sessions including the 10-Week Session.

- ***February 27, 2018***: The Phi Theta Kappa Induction was rescheduled from February 8th to February 21st 2018, welcoming 17 new members into its ranks. President Dr. Rosevonne Makaiwi-Pato and other ASCC administrators joined the PTK, their families and friends for the occasion, which went by the theme "Good as Gold". The Keynote Speech was given by current Math Department chairperson Mrs. Amete Mulipola-Moefiainu, herself a former PTK member and ASCC graduate who subsequently completed her Bachelor of Science degree in Mathematics at Texas A&M University. The full article can be accessed on the College's Website at: *http://www.amsamoa.edu/pressreleases/180305PTK.html*.

PHI THETA KAPPA
HONOR SOCIETY

ASCC student Utaifeau J. Tilo (left) celebrates with his family after being inducted last week into the ASCC chapter of the Phi Theta Kappa International Honor Society. *(Photo: J. Kneubuhl)*

ASCC student Monalisa Afoa (center) celebrates being inducted into the ASCC chapter of the Phi Theta Kappa International Honor Society last week. Ms. Afoa is seen here with ASCC faculty member Mrs. Elisapeta Faalafi-Jones (right) and guest Mrs. Maria Perofeta. *(Photo: J. Kneubuhl)*

Student Support Services

The mission of the Division Student Services (DOSS) is to support the educational pursuits of all students attending ASCC through the provision of high quality services, student access, and learning support. The DOSS provides information and services in financial aid resources, library, counseling, tutorial, admission, and records that are available to all ASCC students.

The DOSS works collaboratively with the Division of Academic Affairs to provide guidance to students for career planning/transferability and successful entry into the workforce.

February 2018 Highlights:

- Federal Work Study program started January 29th, 2018. First pay date was on 2/21/2018.
  - Total Funds: *$ 4,389.91*
- First Batch for Spring 2018 closed on Thursday, 2/8/18.
  - Total Funds: *$ 450,926.00*
- ASCC Net Price Calculator is now updated as of 2/21/18 and is located on our website: *http://www.amsamoa.edu/financialaid.html*
- Student Government Association (SGA) Clubs in Spring 2018 consists of 12 clubs registered under SGA:
  - Total of 445 students
- SGA worked collaboratively with the ASCC Marketing Committee to organize the Cyclone Gita Drive to lend a helping hand to students that were affected.
- A workshop presentation on sexual harassment was held for the ASCC student body in February 2018. The workshop was led by peer mentor Dorris Tuisamatatele.
- Manu'a High School Outreach:
  - Presentations on the Admission process and information on applying for FAFSA online were made to all 24 students (Juniors and Seniors)
  - Placement Testing - 6 students
- Library Services usage/visits:
  - Total of 5,816 students
- Counselors and Tutors:
  - All counselors (Academic, Personal, Transfer, VA, PD Counseling) have moved to the MPC and situated as a one-stop service area, and no longer scattered all over the campus.
  - All tutors are also situated on the first floor of the MPC stationed in the Student Lounge and easily accessible to assist the student body.
  - The Academic Counselor took the College and Life Planning (CLP 150) course to another level with the inclusion of the MOODLE program as a requirement aligned with technology usage.
  - The Personal Counselor has participated in two local workshops sponsored by the local Parent Network Group with connections to Hawaii. These workshops focused on policies, resources, services, and awareness on children with disabilities.

Agriculture, Community and Natural Resources

Instructional Programs:

Local High School students get hands-on learning experience with 'School to Work Program'

The ASCC ACNR Instructional Program is currently hosting six students from Nu'uuli Vocational Technical High School as part of the School to Work Program. The program began on February 5, and will run for a total of 10 weeks. The six students are gaining valuable hands-on learning experience in the field. Three of the students are assigned to work in the Fruits for Life Greenhouse under the supervision of Greenhouse Technician Eirenei Tesimale while the other three students are working under the supervision of ACNR Horticulturalist Dr. Ian Gurr. The ACNR Instructional Program has been hosting students from the School to Work Program for several years now and has seen its benefits, not only for the students but also for its faculty and staff. Some of the past students who participated in this program are now current ASCC students and majoring in ACNR related fields.

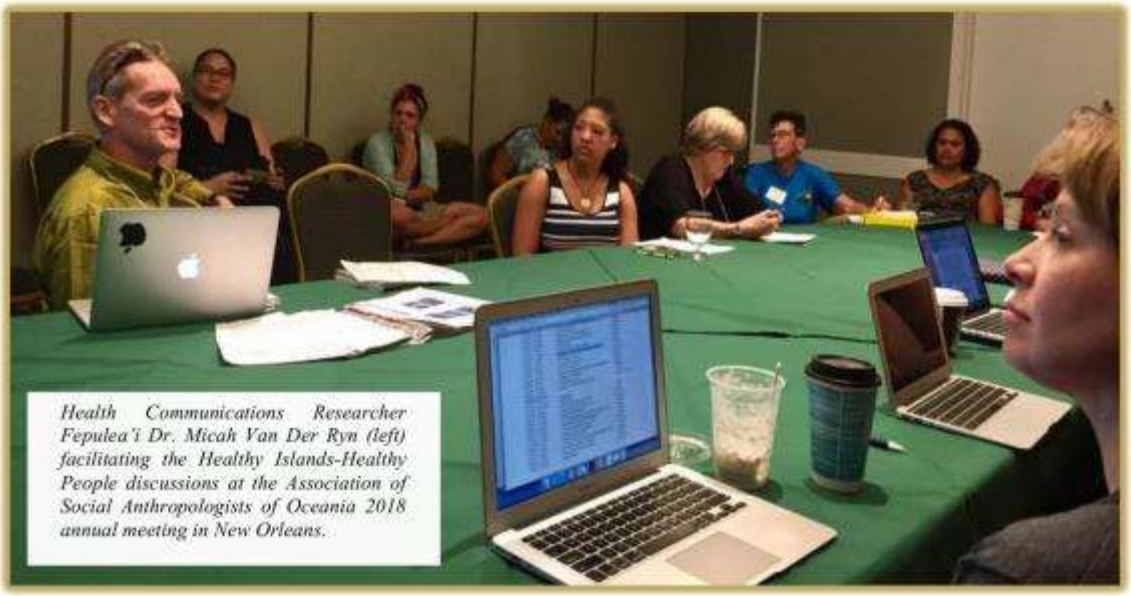
Nu'uuli Vocational Technical High School students in the School to Work Program working in the ACNR Fruits for Life Greenhouse.

Research:

ASCC-ACNR Health Communications Research and Media Leading the Way: Healthy Islands-Healthy People Session at Association of Social Anthropologists of Oceania Meetings.

ASCC ACNR Health Communications Researcher Fepulea'i Dr. Micah Van der Ryn organized and convened an all day working session entitled "Healthy Islands-Healthy People: Examining Health Promotion Programs and NCDs in the Pacific" at the Annual Association of Social Anthropologists of Oceania (ASAO) meetings held January 31 - February 4, 2018 in New Orleans, Louisiana. The session brought together anthropologists working throughout Oceania to examine sociocultural determinants of Pacific Islander health and the effectiveness of health promotion programs addressing the epidemic of non-communicable diseases (NCD), such as diabetes.

Heading the ACNR Health Communications Research and Media (HCRM) unit, Van der Ryn has been designing, developing, implementing and evaluating media-based interventions informed by evidence and research to address the NCD and obesity epidemic in American Samoa. Connecting with other cultural anthropologists working on similar projects, and using their anthropological training and expertise, helps further develop and refine HCRM's work and contributes towards getting the research published. The ASAO Healthy Islands session is focusing on bridging anthropological scholarship to the practical health providers and policy makers in the Pacific to realize tangible positive health outcomes for island communities.



Health Communications Researcher Fepulea'i Dr. Micah Van Der Ryn (left) facilitating the Healthy Islands-Healthy People discussions at the Association of Social Anthropologists of Oceania 2018 annual meeting in New Orleans.

Hurricane Gita affects ASCC ACNR Research

ASCC ACNR researchers gave a big sigh of relief in the aftermath of Hurricane Gita's impact on the Samoan islands. The ACNR research building and labs, including the newly refurbished roof, came through largely unscathed. The ACNR generator was able to maintain power to all the labs, including all the plant and insect growth chambers and freezers and refrigerators holding critical research materials. ASPA power and ASTCA phone and internet service was restored to the facility after only a day and a half of downtime. The research greenhouse and insectary in the back of the Land Grant station remained intact and required only minor repairs. The ACNR horticulture research program conducts much of its research in field plots on farmers' lands, and some of those plots were damaged. An ASCC ACNR taro variety trial in Taputimu was damaged when the roof of a nearby house was blown off and landed on top of the taro field. A newly planted tomato variety trial was also destroyed by the strong winds. Wind gusts up to 59 mph were recorded by a weather station located at the plot. Though recovery will take some time and a lot of work, and some research was lost in the storm, the researchers are grateful, as they are well aware that things could have been much worse.

Severe damage to three of the four ASCC ACNR greenhouses caused by Hurricane Gita.

Emily Ilaoa, Plant Tissue Culture Specialist of the ASCC ACNR Horticulture Research program helps dismantle and remove a roof that flew off a nearby house onto their taro research plot in Taputimu during Hurricane Gita.

Extension:

Funding Approved for "Pesticide Safety Certification Training"

On February 1, 2018, the American Samoa Pesticide Safety Education Program Coordinator, Autagavaia Tunai Alfred Peters, of ASCC ACNR received a congratulatory letter from the CEO of Extension Foundation in Kansas City, Missouri announcing the approval for funding of the "Pesticide Safety Certification Training" grant proposal. This sub-award of $11,427.00 is for the period of January 01, 2018 - December 31, 2018.

The goal of this project is to improve the quality of training materials and classes provided to farmers, pest control officers and others whose work requires pesticide use. The Pesticide Safety Education Program, which is administered jointly by ASEPA and ASCC ACNR, has been in place for more than 20 years now. Emphasis is placed on proper use of pesticides including proper mixing, handling, transporting and storing. Improper pesticide use can harm human health and the environment; so all applicators must have the knowledge and skills needed to use these chemicals safely.

With this grant, ASCC ACNR is proposing to recruit an expert to translate their current teaching materials into the Chinese language to accommodate the many Chinese vegetable farmers in American Samoa who do not understand English or Samoan. The new person will also help teach the materials on a quarterly basis.

ACNR Forestry 2018 Program Review

(Left to Right) Duke Vele, DPS Cooperative Fire Grant Coordinator; Sherry Hazelhurst, Director of State & Private Forestry, USDA Forest Service; Katie Friday, Forest Legacy/Stewardship Program Manager, Hawaii and Pacific Islands; David Bakke, Pesticide-Use Specialist, Invasive Plants Program Manager; Luavaasiitia Mary Taufete'e, ACNR Forestry Program Manager; Miranda Hutten, Urban & Community Forestry Program Leader; Barbara Geringer-Frazier, Cooperative Fire Specialist Prevention; Richard Straight, Agro-Forestry Specialist and Aufa'i Apulu Ropeti Areta, ASCC ACNR Director.

Program managers and specialists from the Pacific Southwest Region of the United States Forest Service (USFS) visited the ASCC ACNR to conduct a weeklong review of the ACNR Forestry Program and the Department of Public Safety Cooperative Fire Grant. The program review is conducted every five-years. The USFS Review Team consisted of Sherry Hazelhurst, Director of State & Private Forestry, USDA Forest Service; David Bakke, Pesticide-Use Specialist, Invasive Plants Program Manager; Katie Friday, Forest Legacy/Stewardship Program Manager, Hawaii and Pacific Islands; Miranda Hutten, Urban & Community Forestry Program Leader; Barbara Geringer-Frazier, Cooperative Fire Specialist Prevention; and Richard Straight, Agro-Forestry Specialist.

During the review, the USFS Review Team and Forestry program staff planted native trees at the Fagalii Elementary School. Other activities included visitations to the Leone watershed, the National Park of American Samoa and checking on invasive tree growth in Maloata. The USFS Review Team also met with the ASCC President, Dr. Rosevonne Pato, commending her support and leadership for the ACNR Forestry Program. The USFS Review Team also commended the ACNR Forestry Program and ACNR Director for completing all 13 Recommendations from the 2013 Program Review. Many Forestry Program success stories contributed to the success of the 2018 Program Review.

Health messaging displayed in the community

The ASCC ACNR community nutritionist met with the ASWIC Nutrition Coordinator and showed her a "sugar shocker drink" display and two health communications posters that were used during the ACNR Health Communications Research Program Study, "Trial Testing of Household Based Health Promotion Intervention at the ASWIC Program." The ASWIC Nutrition Coordinator agreed to have a sugar shocker drink display and two health communications posters displayed at each of the four WIC Clinics which are located in Amouli, Leone, Lion's Park, and Utulei. The community nutritionist is currently working with a local graphic design company to change the dimensions of the two health communications posters to accommodate the needs of ASWIC.

Owen Peery, the Tafuna Branch Manager of ANZ Amerika Samoa Bank stands next to a sugar shocker drink display that was delivered to and set up in the break room at the Fagatogo Branch of ANZ Amerika Samoa Bank in December 2017. Peery has observed fewer employees consuming sugary drinks since the display was set up nearly three months ago.

ACNR Bulletin for the month of March 2018:

- ***February 26th – March 5th***: ACNR Extension Program Coordinator will attend the 2018 National 4-H Leadership Meeting in Las Vegas, Nevada.
- ***February 27th – March 2nd***: Six United States Forest Service (USFS) Administrator, Coordinator, Specialists, and Managers will conduct the Program Review of the ASCC-ACNR Forestry Program.
- ***March 1st – 8th***: ACNR EFNEP Agent, Agriculture Extension Agent II, and Agriculture Extension Assistant will conduct Progressive Farm Safety Days in Olosega & Ofu, Manu'a.
- ***March 1st – 7th***: ACNR EFNEP Agents will conduct Nutrition Education Lessons to clients at the Food Stamp Program.
- ***March 5th – 9th***: ACNR Director will attend the Technical Meeting for Food & Agriculture Organization (FAO) of the United Nations (UN) 2020 Global Forest Resources Assessment (FRA) in Toluca, Mexico.

Samoan Studies Institute (SSI)

E tupu le iloa i le taulogologo. Awareness increases when we continue to speak.

One of the SSI outreach workshops prepared for February 16th at the Army Reserve Centre has been postponed to April 5, 2018. The SSI outreach team schedule was pushed back a week due to Cyclone Gita. SSI acknowledges the High Schools administrations for accommodating and allowing for SSI to visit their schools. SSI Outreach team was able to present at the following High Schools on the following topics:

- General Information as to why ASCC is the right choice (using ASCC Marketing Committee information).
- Samoan Studies Institute services and its degree program. The benefits of knowing your fa'asamoa.

The outreach team to the high schools consisted of Evile Feleti SSD Chairperson, Moli Lemana Program Coordinator, Faleosalafai Tipa Assistant Researcher, Patrick Mafoe Cultural Artist and Vincent Tofilau, Videographer.

SSI Leone High School Outreach

SSI Nuuuli Vo-Tech. High School Outreach

Outreach Dates in High Schools:

- Leone High School: February 23, 2018
- Nu'uuli Vocational Technical High School: February 28, 2018
- Tafuna High School: February 26 & 27, 2018

SSI Tafuna High School Outreach

O si mea ota ma si mea fou! Something raw and something new!

One of the growing services at SSI is its translation of English to Samoa or vice versa, and this month it has seen a variety of typical translation needs as well as something new on the block. From off-island academics and organizations to local community members, a Ph.D. candidate needing translation for their interviews of the elderly, to high school students and government leaders needing another pair of eyes to cross check translations, SSI continues to move forward in this area having done so over the last 10 years.

Per request from the American Samoa Community Cancer Coalition Network, SSI was tasked with interpretation and justification on the usage of Samoan language for a community survey that was already translated from English to Samoan. This was the first time SSI had to do something like this. Provided below is part of the report our SSI translation team presented to ASCCCN.

Our usual approach to doing the work generally falls under the following. We consult our sources such as: 1) the few known dictionaries (Pratt, Milner) 2) glossaries obtained through networking with other institutions on island and off island as well as online sites 3) the English and Samoan Bible 4) other translators etc. 5) Coined words based on the target language and the translated term are offered from time to time.

Language is a mixture of technical and common everyday practice.
With the technical jargon particular to this medical field and interest of cancer research, like many of our previous and ongoing word as Translators, we have been faced with the question of when to transliterate (eg. Sitoroperi for strawberry), and when to create a word when we cannot find any sources offering translations.

"l" versus "r"

- sikareti, sikaleti
  We acknowledge that the known popular word is sikaleti and users alternate between "r and l". SSI stance –try stick close to the word except where it is already popular in usage
- polokalama/porokarama.
- siaki instead of siati

Wrong translation offered

- faatauma'oi=harmful – (in J5). FT 1 offers: Much less harmful= Matuā itiiti le fa'atauma'oi (ref: electronic cigarettes)
  - Destroyed…..demolished, received punishment.
  - Pratt offers "ill-use, waste".
  - The Tusi Paia offers … Iere 6:28 "…o i latou uma ua latou faataumaoi mea. *King James Version: corrupters*. Tanielu 4:23. "Ina tuu i lalo ia le laau, ma faataumaoi i ai". *KJV destroy* Mataio 18:34 "Ona ita ai lea o lona alii, ua tuu atu ia te ia i e faataumaoi, seia tauia mai ana mea uma". KJV *tormentors*.
  - Suggest - "Matuā itiiti le afaina"
- "Faaauau" means "continue" and "next page" translates to "itulau e sosoo ai".

"o" versus "a"

- eg. fai sou siaki should be "fai sau siaki"
- fai "ou" faamalositino –fai "au" faamalositino
- lou fomai-lau foma'i

Tenses
"sa" and "na" are both past tenses though "na"refers to something that rarely happens/done. eg Na maliu Iesu", Na falelauasi ananafi "Tomasi Mareko". "Sa" is used where something can be repeated. "Sa fai le maliu i le falesa ananafi.

E manatua Pule ae le manatua Faalaeo. Pule is remembered, not Faalaeo.

When our presence in public is consistent and of good quality, an improved reputation is achieved. The deputy of Prime Minister of Samoa visited SSI with a request for its SAFF to possibly perform for the Lotofaga fund raising activity. The positive achievements for SAFF would be exposure, experiences, team effort and ability to perform for a very different audience. However, this is yet to be finalized as ASCC is tasked to sing for our territory's Flag Day.

L-R: *Moli Lemana, Fiame Mataafa, Okenaisa Fauolo, Alofia Afalava and Tamari Mulitalo-Cheung.*

E māmā se avega pe a tausoa faatasi. The load is light, if we carry it as a team.

SSI is working in collaboration to compose our College song for this year's Flag Day celebrations.

Administrative Services Highlights:

- ASCC Bookstore staffer Ms. Nathadia Moca'i will be completing her final Student Teaching Practicum this spring semester for the requirements of a Bachelor's in Elementary Education Degree.
- In February, the Bookstore held its 'Spring 2018 Sale' in preparation for the summer new stock.

ASCC President Dr. Pato thanks the Administrative Services divisions under the supervision of Vice President Dr. Lina Galea'i-Scanlan, and personnel for collaborating on the restoration of the College's facilities, campus environment, and services rendered after cyclone Gita. "This is a true demonstration of the ASCC Core Values and commitment to the overall Mission of the College," stated Dr. Pato during the College's Meet and Greet Assembly held in February. Administrative Service divisions include Physical Facilities and Maintenance, Human Resources, Finance, Management Information Systems, and Procurement are services that are not always recognized, but are critical elements that contribute to institutional effectiveness.

ASCC Administrative Services in action during and after cycle Gita….

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2016 Committee Recommendations:

The IPECC 2016 recommendations listed below have been updated to include status indicators on actions taken by the College to address the Committee's recommendation. Status descriptions are provided according to each Academic Excellence strategic goal in the 2018-updated report of the Institutional Strategic Plan 2015-2020.

1. To change the implementation cycle of assessment/program review to the fall of each year to allow adequate time for the institution to review and assess institutional data, processes, and shared governance; *(Status: Completed)*[3]

2. To initiate an annual professional recognition of all ASCC employees; *(Status: Pending)*

3. To link student opinion data to service divisions for planning and improvement of SOPs; *(Status: Pending)*

4. To reemphasize the linkage of each divisional mission to ASCC's Mission and provide training accordingly and consistently; *(Status: Pending Completion)*[4]

5. To review service missions of all divisions to review and assess appropriateness of annual allocation; *(Status: Completed)*[5]

6. To reemphasize the importance of internal program review and transparency of divisional mission effectiveness and resource allocation and to review the appropriateness and accuracy of institutional protocol and all institutional forms; *(Status: Pending Completion)*[6]

7. To review access policies to data systems and confidentiality pertaining to access and data; *(Status: Pending)*

8. To increase funding sources for software updates, improvement of email services, and increase network improvements/connectivity; *(Status: Pending)*[7]

9. To reemphasize the importance of ADA and OSHA compliance, facility maintenance, and safety; and, *(Status: Pending Completion)*[8]

10. To reemphasize transparency of institutional newsletters and updates on governance, institutional processes and activities to accommodate employees who are not required computer/internet access. *(Status: Completed)*[9]

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[3] Evidence: IPECC Memo: ASCC 2017 Divisional Program Review Recommendation for Changes and Implementation (pp. 4-5)
[4] Evidence: PAC Meeting: Referencing Professional Development Needs Survey *(Pending Approval)*
[5] Evidence: Budget Planning Ad Hoc Committee Memo: Process and Presentation Proposal for FY 2018 Planning and Resource
[6] Evidence: Document Control Form (President's Email dated on the 09/26/17 titled Request for Form Changes)
[7] Evidence: President's Memo: Implementation of New Fees – 08/09/17
[8] Evidence: President's Memo: Appointment of Title IX Coordinator – 08/23/17
[9] Evidence: President's Memo: Institutional Documents and Reports – 02/23/18

2018 Committee Recommendations:

In an effort to ensure that the College maintains its commitment to monitor the achievement of the Institutional Strategic Plan 2015-2020, the Committee provides the following recommendations for the review of the President and possible actionable plans to help improve institutional effectiveness.

1. Increase program review training for all divisions with particular focus on the evaluation of services offered;

2. Reassess the appropriateness of all technology resources and systems, and its conduciveness to instruction and administrative services;

3. Provide annual professional recognition for all ASCC employees, and to identify a source of funding for sustainability purposes;

4. Increase local MOU/MOA and grant funding opportunities for academic programs particular to the needs of the community and workforce;

5. Compile a program manual to include the curriculum and assessment framework for all academic and degree programs;

6. Determine the appropriateness of setting Institution-Set Standards for graduation, transfer, gainful employment, and CTE by definition of degree programs;

7. Expand the hours of support services to accommodate instructional services offered during the evening session and to seek funding for sustainability purposes, and to devise a plan for alternating staff hours;

8. Review the College's classification/reclassification system for employment to ensure competitive salaries for employees, and for hiring in technical and high need areas;

9. Improve and link student opinion data to service divisions for planning and decision-making;

10. Assess the linkage of each divisional mission to ASCC's Mission and provide appropriate training accordingly and consistently;

11. Identify a timeline/cycle of review to improve the appropriateness and accuracy of ASCC policies, governance protocol, SOPs, and service forms;

12. Develop policies for data systems and confidentiality particular to access and data;

13. Assess technology resources for system upgrades, software upgrades, improvement of email services, and increase network improvements/connectivity; and,

14. Provide awareness in reporting and a timeline or schedule of ongoing maintenance projects to ensure ADA and OSHA compliance for all College facilities.

2018 Institutional Strategic Plan - Status Report Update:

The report is organized into sections following the sequence of the Academic Excellence strategic plan goals, objectives, and expected outcomes as listed in the 2015-2020 Institutional Strategic Plan. The Physical Facilities and Maintenance, Staffing, Technology, and Total Cost of Ownership strategic plans are separated by goal(s) and expected outcome(s) and are aligned to the Academic Excellence plan within the status report. Status updates are formatted in each table according to the IPECC 2016 recommendations along with sources of evidence, noted updates, and current recommendations.

The status report includes additional sections particular to statistical data for referencing purposes. Statistical data includes student enrollment data, student achievement data, data on student learning outcomes, program review, finance, and employee data.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 1: ASCC will provide qualified faculty, appropriate facilities and a curriculum driven by outcome qualities and competencies.

Expected Outcomes (EO):

1. A comprehensive institutional process has been defined to designate faculty and staff according to expertise and is aligned to divisional operations; **Status: Partially Completed (Ongoing)**
2. Processes and policies are reviewed and are updated accordingly to institutional internal and external trends. **Status: Partially Completed (Ongoing)**
3. Trends on student enrollment are documented and analyzed to determine high need areas in teaching and learning, and professional services; **Status: Partially Completed (Ongoing)**
4. Vacant positions and high need content and service areas continue to be fulfilled. **Status: Partially Completed (Ongoing)**
5. An institutional scheduling process is defined for the scheduling of all courses offered at ASCC to determine the maximization of classroom, labs, resource, and office space and occupancy intervals. **Status: Partially Completed (Ongoing)**
6. A Student Learning Outcome Awareness and Implementation Plan is defined and implemented to all ASCC employees. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 1 and 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Define a comprehensive institutional process for designating faculty and staff based on expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	HR SOP – Personnel Files: resumes, job description, credentials, and reference letters.	Recommendation: To review the classification/reclassification of ASCC positions for salary equivalency (skilled areas) in comparison to other community

			(The HR SOP Manual was last amended in September 2016) HR 2016 SOP Manual	colleges such as Guam, Palau, Saipan, Hawaii, etc. Note: There is a lack of applicants with expertise in advertised job position submissions received by HR for high-need areas. This resulted to the re-advertisement of position(s) and/or hiring of applicants with degreed credentials, but not necessarily in the field of expertise as advertised.
b.	Clarify processes for reviewing of policies.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Board 2017 Retreat Minutes – Review of Board Policies and Policy Manual President's notification and schedule for the review of Board Policies – (2017-11-24) Review of Chapter 1 Policies – Minutes (2017-11-29) Review of Chapter 4 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04, 2017-12-05) Review of Chapter 5 Policies – Minutes (2017-11-29, 2017-12-01, 2017-12-04) Review of Chapter 6 Policies – Minutes (2017-11-28) Review of Chapter 7 Policies – Minutes (2017-11-28, 2017-11-30) Review of Chapter 8 Policies – Minutes (2017-11-28, 2017-12-01)	2017 Update: Chapters 1, 2 and 3 Board policies where also reviewed by Board of Higher Education during their August 2017 Retreat, in an effort to merge the 'Board Policy Manual' and Chapters 1, 2, and 3 of the 'ASCC Governance Manual' The Board completed their review and approval of the final document is pending. Board Policy chapters 1, 4, 5, 6, 7, and 8 was fully reviewed by the President, President's Advisory Council, and administrator(s) particular to policy statement services in November and December 2017. All recommendations on Board Policies will be presented to the Board of Higher Education during their 2018 Retreat. 2018 Update: The Board's approval of all policies is pending to be discussed in their upcoming 2018 Retreat. Recommendation: The College President defines a Policy Review process and timeline documenting procedures, timeline, cycle, and administrators responsible to monitor the review process. This will address the Committee's 2016 recommendations noted in sections b, c, d, e, and f of Expected Outcome 2. (Referencing Staffing Plan)
c.	Set a timeline cycle for 5 years for Policy review.			
d.	Designate Divisions/Committees to clarify processes for reviewing policies.			
e.	Clarify the role of HR in the Policy review process.			
f.	Refer to Staffing Sub Committee for policy review.			

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify high need areas based on number of students enrolled in development courses.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships; IV: Resource Management and Allocation; V.A: Recruitment; and, V.B: Retention (slides 11-14) Core Curriculum Committee Minutes: Review of CAPP	2018 Update: The Core Curriculum Committee reviewed course options for students in the CAPP Math and English program and revised the CAPP policies that prevented students from taking College level courses. The Core proposed changes to CAPP policies to allow students to take program degree introductory courses with no pre-requisites linked

			Policies - 2018-07-06 Minutes (p. 2)	to general education requirements. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Define, review and assess tracking processes for job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – 2017-03-17 – IIIB: External Partnerships - III.B.3.a: External Articulation of courses; and, III.B.3.b: Internal and External Articulation of Gainful Employment (slide 11)	2017 Update: The deans of Academic Affairs and Student Services along with the Director of IE collaborated on defining Data Sets particular to Academic Services in March 2017. The discussion led to the improving of tracking services with much focus on gainful employment/job placement. As a result of the discussion, the deans agreed that the current methods used by the College to track placement in the workforce and student matriculation to other institutions of higher learning are not efficient enough to give a true picture of students that transfer or enter into the workforce. Data Sets III.B: External Partnerships was identified and collaboration between academic program chairpersons and student services units.
c.	Provide annual analysis of Academic Program Review results for Academic Departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: The IPECC Committee met on October 25, 2017 to review the program review instrument to ensure that academic programs were captured by program, versus being compiled under the division of academic affairs. The ASCC Divisional/Annual Program Review was implemented in the Fall of 2017 following the approval of the President to change the cycle of Program Review implementation as recommended by the IPECC in their 2016 Report. 2018 Update: Program Review summaries were released to all academic program faculty, units, and divisions in April 2018. A Program Review summary was compiled and submitted to the President and Vice Presidents. Copies of all program review summaries are available
d.	Share analysis for planning and allocation of resources.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2017 Program Review Summary: 2018-04-18 All program review summaries are available in the ASCC Gallery on Compliance Assist.	2018 Update: Program Review Analysis continues to be disseminated to internal stakeholders. The Institutional Researcher (IR) disseminated summaries of program review results to all units and divisions in April 2018 and an overall

				summary was disseminated to the President and Vice presidents.
e.	Differentiate hard to fill areas from high need areas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	President's Memo #014-17: Committee for Reclassification and Professional Development.	2017 Update: A Reclassification and Professional Development Committee was appointed by the President to address institutional needs in the areas of employment and employee training. 2018 Update: Enrollment trends continue to facilitate the need for faculty teaching preparatory and General Education courses. Recommendation: Revisit the classification of college positions for instruction and services. There is a limited pull of applications particular to the needs of the College based on expertise. Current salary ranges are not competitive to attract applicants with expertise in the advertised positions. ASCC continues to lose staff to local agencies/private sectors due to higher salaries.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 5				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Refer to Physical Facility Maintenance Plan – Comprehensive Maintenance Plan on Occupancy.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Ongoing
b.	Request Accessibility of the 2nd floor to the Administrative Building to be incompliance with ADA policies.	☒ No Action ☐ Pending ☐ Complete ☐ Ongoing		Recommendation: To schedule a timeline of facility and maintenance major projects to ensure compliance to ADA federal requirements.
c.	Revisit SOP on Campus Security and Support Services afterhours.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: ASCC continues to offer courses during the 10-week session (afterhours). Campus security continue to monitor campus facilities during these sessions however, there are no support services offered at 4:00pm. Recommendation: To devise a plan to ensure that support services are offered to students during the evening 10-week session to ensure access to learning support facilities and services.
d.	Compile evidence in a report file.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To ensure that a schedule of major projects (facilities and maintenance) is reported in a status report for the assessment of facilities and compliance.

Academic Excellence: Goal 1 – Objective 1 – Expected Outcome 6				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need an outcome awareness and	☐ No Action	Presentation of Divisional	2017 Update: An outcome awareness

	implementation Manual for all Divisions.	☒ Pending ☐ Complete ☒ Ongoing	Outcome Plans: 2017-05-24 – Leadership Team Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06	plan was introduced in the Budget planning for FY 2018. The outcome plan focused on mission effectiveness for divisions in review of services offered and the achievement of plans and divisional outcomes, aligned to the College's institutional priorities. 2018 Update: During the review of the 2018-2020 ASCC General Catalog, the President advised the removal of all staff from the catalog draft, only to include administrators and faculty as required in the ACCJC Commission policies. The justification provided was that the catalog details services and programs offered to the community; and not necessarily internal services that keep the College running. Recommendation: A divisional/academic program handbook or manual is developed encompassing the division/program mission, staff positions (not necessarily names of employees), services/SOPs, etc. The document will provide an overview for all external stakeholders to understand opportunities and services offered here at the College. This document will also serve as a justification for the expansion of division/mission plans based on the needs and overall mission of the College.
b.	Revisit process on outcome awareness to be inclusive of all divisions on SLO at all levels (Course outcomes, Program Learning Outcomes, Institutional Outcomes, and Divisional outcomes).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Recommendation noted in Expected Outcome 6a.
c.	Continue to improve on outcome awareness for all faculty and adjuncts:	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Innovating Assessment Practices Presentation: 2017-08-15 Moodle Training Presentation: 2017-08-15 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics	2017 Update: Outcome awareness workshops were conducted on the usage of capstones and signature assignments in degree programs. Workshops also include outcome assessment and competencies alignment in degree programs. 2018 Update: The deans of Academic Affairs and Student Services continue to provide outcome awareness during faculty orientations. Updates include status on Institution-Set Standards, changes in academic policies, and general education and program outcomes. The presentations are offered each year during the ASCC Fall convocations. Recommendation: To schedule an ongoing training for outcome assessment for adjunct faculty. Revive the Assessment 101 and 201

				for adjunct faculty.
	i. TED has assessment data for all TED courses internally and gives data for the institution following the Assessment Cycle.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASDOE/TED 2018 - Memorandum of Understanding.	2018 Update: Teacher Education has contracted IE in its 2018 MOU to provide evaluation services to include program assessment data and enrollment trends. The Evaluation will be completed in December 2018, to coincide with the TED MOU reporting cycle. (Ongoing)
	ii. All adjunct faculty are required to take the College offered Assessment 101 before being considered for adjunct positions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: Human Resources staff effectively documents faculty to include adjuncts that complete the Assessment 101 and 201 trainings. This will ensure outcome awareness for faculty that teach at the College, and that faculty files/records are updated frequently.
	iii. SLO assessment is part of the Performance Evaluation for all FT and PT faculty to include adjunct faculty as well.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Faculty Performance Evaluation Form –Amended February 2016	2016 Update: Faculty Performance Evaluation Form - Section 3.A Responsibilities to Institution (SLO Assessment) – Ongoing

Academic Excellence: Goal 1 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus:	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee recommends that the Staffing Review Committee (SRC) be developed and roles and scope be clarified.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that the schedule of institutional training should be part of the SRC and is implemented according.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that there be established standard criteria for awarding recognition for both faculty and staff. The Committee recommends that the SRC stipulate criteria for faculty and staff recognition for serving in institutional standing/task force committees.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	5	EO 5: Incomplete	The Committee recommends the establishing of the SRC and initiate plan of action.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 5)***	1	1	4 and 5	EO 4: Completed EO 5: Completed	Ongoing
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	5 and 6	EO 5: Partially Completed EO 6:	Ongoing

Outcome 1)				Completed	

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 2

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 2: ASCC will Assess, Evaluate, and Document recommendations to improve institutional effectiveness.

Expected Outcomes:

1. A document has been finalized and approved emphasizing processes for institutional program review; **Status: Completed (Ongoing)**
2. Institutional policies are updated and routed accordingly for approval to include program review; **Status: Completed (Ongoing)**
3. A document has been finalized and approved emphasizing processes for institutional assessment and planning; **Status: Completed (Ongoing)**
4. Institutional policies are updated and routed accordingly for approval to include institutional assessment and planning; **Status: Completed (Ongoing)**
5. An institutional manual is compiled, approved, and disseminated on institutional program review, assessment, and planning and aligned to institutional policies; **Status: Completed (Ongoing)**
6. SLO updates and reports are compiled, analyzed, and disseminated accordingly by all academic and administrative divisions. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	ASCC has in place two Program Review instruments with set timeline cycles for implementation. Institutional Program Review and Divisional Assessment – Program Review. All divisions are encouraged to participate in both program reviews for continuous improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: Divisions establish an internal evaluation based on the quality of services offered. Utilizing the annual and biennial program review instruments does not represent the depth and breathe of services offered and the need facts that differs the types of services offered.
b.	ASCC through its Board Policies on Assessment and Program Review are in place for accountability purposes. One of the following Board policies: Policy 1004 – Comprehensive Program Review and Assessment of Instructional Program, Students Services and Administrative Services documents the inclusion of Program Review.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Review of Chapter 1 Policies – Minutes (2017-11-29) IPECC Committee Minutes: 2017-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2017 Update: During the review of Chapter 1 policies, there were not revisions made to Policy 1004.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to improve outcome assessment and planning processes.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Participatory Governance Structural Manual – Planning and Assessment Processes – 2015-09-25 IE Divisional SOPs – Planning, Program Review, and Assessment – 2016-10-25 IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	Recommendation: To update the ASCC Participatory Governance Structural Manual to incorporate changes to ASCC Organization Structure and committees particular to assessment and program review.
b.	Provide analysis and results of Program Review instruments to all divisions.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The 2017 Program Review results were disseminated in April 2018. Access for all program review results are available in the ASCC Gallery on Compliance Assist.
c.	Use analysis and results of Program Review for resource allocation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	IPECC Final Review of Program Review Instrument – 2017-10-25 2017 Program Review Summary: 2018-04-18	2018 Update: The College's FY 2019 budget is currently pending the approval of the Fono, to include the 1.9 million dollar proposal. The processes for resource allocation will commence in September.

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes 5 and 6				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Use assessment data and program review analysis for instructional improvement of SLOs at all levels.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Establishment of the Core Curriculum Committee – President's Memo #029-18 - 2018-04-25 Core Committee Minutes and Resources: • 2018-04-25 • 2018-05-02 • 2018-05-09 • 2018-05-21 • 2018-05-22 • 2018-05-23 • 2018-05-24 • 2018-05-25 • 2018-05-29 • 2018-05-30 • 2018-05-31 • 2018-06-01 • 2018-06-04	2018 Update: The Core Curriculum Committee was established in April 2018 to provide guidance for academic program chairperson as mean to expand programs with emphasis on utilizing program SLO data. The Committee by Memo of the President now serves as a Standing Committee with bylaws that focus on the improving general education, programs, and support services through the use of institutional process that include program review and program data. An analysis of program review data was implemented in the summer of 2018 allowing program chairpersons to review three main categories of program review that include a) program proposed changes and academic policy reviews b) review of program data based on course offerings, and student data based on

			• 2018-06-05 • 2018-06-06 • 2018-06-07 • 2018-06-08 • 2018-06-14 • 2018-06-21 • 2018-07-06 • 2018-07-09 • 2018-07-10 • 2018-07-11 • 2018-07-12	degrees conferred, transfer, gainful employment, and program enrollment. The Chair of the General Curriculum and Core Curriculum committees provided an analysis of recommendations to the Vice President of Academic and Student Affairs. *(Refer to VP of Academic and Student Affairs)*
b.	Continue to be SLO driven in planning and decision-making.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)
c.	Use analysis and results for resource allocation and program improvement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Update noted in EO 5 and 6 (a)

Academic Excellence: Goal 1 – Objective 2 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 4)***	3	1	1	EO 1: Completed	Ongoing

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 3

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 3: ASCC will emphasize High Quality Teaching and Services.

Expected Outcomes:

1. A report is generated annually assessing the accurateness of institutional resources, utilization of these resources, cost of maintenance, and projection of new resources for future resource allocation; **Status: Partially Completed (Ongoing)**
2. Divisional organizational charts emphasize alignment of all employment positions to divisional operations (Standard Operating Procedures) and outcomes; **Status: Completed (Ongoing)**
3. An analysis on faculty/staff performance evaluations is compiled annually emphasizing professional needs; **Status: Completed (Ongoing)**
4. Increasing improvements on data collection methods, analysis and dissemination of student achievement and institutional/divisional outcome achievement. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to determine whether the ASCC Annual Report or Comprehensive Plan 2015-2020 addresses the Expected Outcomes.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Divisional Outcome Plans and Resource Allocation FY 2018: 2017-07-06 President Action Plan – Amendments to College reports and reporting cycle: 2017-08-29 ASCC FY 2018: 1st Quarter Report: 2018-01-15 ASCC FY 2018: 2nd Quarter Report: 2018-04-15 ASCC FY 2018: 3rd Quarter Report: 2018-08-15 ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2017 Update: In August 2017, the President revamped the reporting protocol for all divisions at the College to ensure accountability in reporting and reporting of program operational statuses. The new protocol for reporting was implemented in September 2017 holding the Division of Institutional Effectiveness for monitoring of all reports. IE is now held accountable for providing quarter-based status reports regarding accomplishments and ongoing action plans. Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Refer to the PFM Plan to initiate the FRC to address expected outcome one.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #046-18: Appointment of Internal Control Audit Committee. 2019-06-01	2018 Update: The President established the Internal Control Audit Committee with purposes to a) Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting information; b) Ensure that systems comply with ASCC policies, objectives, standards and procedures, and with federal and local laws and regulations; c) Evaluate computer-based systems in production, in development or undergoing change; and evaluate systems development process and computer operations; and, d) Evaluate the adequacy of methods used to safeguard ASCC assets.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes 2 and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Provide an annual analysis of faculty/staff performance evaluation.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Recommendation: To identify how these summaries are used to determine employee needs and linked to professional development and internal trainings.
b.	Identify responsible divisions/committee in providing analysis.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
c.	Use analysis to identify Professional Needs and set priorities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.
d.	Use analysis of faculty/staff performance evaluation to determine appropriate classification based on qualifications and expertise.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Refer to HR annual employee performance evaluation summaries.	Refer to EO 2 and 3 Section a recommendation.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue college wide discussion on Student achievement - its meaning and alignment to program outcomes, course and student.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Signature and Capstone Assignments Presentation: 2017-03-02 Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators

			Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.
b.	Need a manual aside from Academic Affairs SOP on processes and procedures for data collection.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Participatory Manual – Student Achievement and SLOs: 2015-09-25 Appointment of the Institutional Researcher in Assessment: 2018-04-19	2018 Update: In April 2018, the President appointed the former Director of Curriculum and Assessment as the new Institutional Researcher in Assessment to be housed at the Office of Institutional Effectiveness. The transfer of the Institutional Researcher fin Assessment shifts accountability of academic programs assessment to monitored by IE. Recommendation: IE Institutional Researcher in Assessment (staff) works closely with all academic program chairpersons to develop/establish a program curriculum framework manual to solidify curricula and outcomes practices.
c.	Clarify SOP on exit clearances for faculty and adjuncts as required by Academic Affairs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	2018-09-06 – Academic Affairs #140009062018 – Updated ASCC Faculty Semester Clearance Form	2018 Update: The Vice President/Dean of Academic Affairs revised the Faculty Clearance Form to remove the signatures of the Director of Curriculum and Assessment and President.

Academic Excellence: Goal 1 – Objective 3 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Outcomes:**	**Status:**	**Recommendations/Updates:**

Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	4	EO 4: Partially Completed	Ongoing
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	2	1	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends a thorough review of the expected outcomes three and four not limited to the monitoring of evaluation processes for all employees.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	1, 2, and 3	EO 1: Incomplete EO 2: Incomplete EO 3: Partially Completed	The Committee emphasizes the need to establish this committee and its roles and responsibilities. In addition, there is a need to document processes in reviewing ASCC's physical facilities to ensure it is compliant with local and federal regulations.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	1	6	EO 6: Partially Completed	The Comprehensive Maintenance Plan 2015-2020 identifies possible funding sources through federal grants and local funds but it is yet to be implemented through annual institutional budget review. The Committee recommends that maintenance, repairs, new constructions, etc. to be included in all future grant proposals as it applicable.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Incomplete	The Committee emphasizes the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program. The Committee also recommends for the institution to assist all maintenance personnel to get certification as per requirement in their area of expertise.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	1 and 2	EO 1: Partially Completed EO 2: Incomplete	Committee Inquiries: Are blueprints for existing buildings such as the Library, Lecture Hall, and other recent constructions available or archived? If so where?
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	3 and 4	EO 3: Completed EO 4: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	2	1	5	EO 5: Partially Completed	The Committee recommends reviewing the Comprehensive Maintenance Plan to be integrated with the annual budget preparation and review process. The Committee recommends establishing the FRC to assess the Maintenance Plan 2015-2020, and to make recommendations for institutional dialogue in ASCC's budget preparation as applicable to local and federal funding.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1, 3, and 4)***	3	1	1, 2, and 3	EO 1: Completed EO 2: Completed EO 3: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic***	3	1	4, 5, and 6	EO 4: Partially Completed	The Committee recommends that training across the board for proper care and usage of facilities and equipment to reduce ASCC overhead cost on maintenance. This training should be

Excellence Expected Outcomes 1)				EO 5: Incomplete EO 6: Partially Completed	headed by PFM and TTD. The Committee recommends to include Finance and MIS versus TTD and to clarify the role of FRC in the implementation process.
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 1: Completed	Ongoing
Physical Facilities and Maintenance Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	4	1	1	EO 2: Partially Completed	The Committee recommends that the FRC be established for the review, assessment, and implementation of this expected outcome. A review of the budget ceiling for maintenance/facilities and resource allocation according to the PFM Plan 2015-2020.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 1)***	1	2	1, 2, and 3	EO 1: Completed EO 2: Partially Completed EO 3: Completed	The Committee recommends for the PFM to implement a regular maintenance schedule: Weekly, Bi-Weekly, Monthly, or Quarterly. This is to assist in the reduction of emergency repairs for our facilities. (Transparency plans to be included in reports) It is noted that maintenance are done based on Job Orders. The Committee noted a routine maintenance of A/C is currently practiced. The Committee recommends to link schedules (SOPs) to the Comprehensive Maintenance Plan 2015-2020 and implement.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	1	2	4 and 5	EO 4: Incomplete EO 5: Partially Completed	The Committee emphasized the need for qualified technical/specialized air conditioning personnel. The Committee recommends that support staff receive training in specialized/skilled areas. The Committee recommends that the institution utilize the TTD Apprenticeship Program to assist maintenance personnel to receive certification as per requirement in their area of expertise.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected Outcomes 1 and 3)***	1	3	3 and 4	EO 3: Partially Completed EO 4: Completed	The Committee recommends reviewing the appropriateness of a long-term professional development plan based on growth, compliance, and continuous improvements.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 4

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 4: ASCC will continue to develop, implement, and solidify programs that serve the need of the community.

Expected Outcomes:

1. Institutional publicity has increased in research, awareness, and program salient accomplishments; **Status: Completed (Ongoing)**
2. Constant reviews and updates on all (Current and New) ASCC MOUs, job placements, and transfers are documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
3. An increase in community advisory council participation in program affairs has been documented and centralized institutionally and archived; **Status: Completed (Ongoing)**
4. A service-learning plan has been identified and implemented. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to improve on availability of services provided to students and parents/community.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Environment Protection Agency Leadership Professional Training: 2018-03-14 ASCC College Awareness Day: 2018-04-23 Bluesky MOU – Training Services: 2018-04-26 ASCC and Bluesky Excel Professional Training: 2018-06-07 StarKist and ASCC Training MOU: 2018-08-30	2018 Updates: The College through the President has emphasized the importance of Community Outreach through offering services particular to the skilled needs of the community. Several MOUs with local government agencies and the private sectors has been approved for the offering of skilled based training that include: • Leadership Training (Environmental Protection Agency) • Excel Training (Bluesky) • Science, Math, Computer Basic trainings (StarKist) In April, the College hosted a College Awareness Day for local high schools and principals.
b.	Recommend Press Release and Recruiting needs to be increased.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-03 • 2018-04 • 2018-05 • 2018-06 • 2018-07 Hiring of the Public Communications Liaison	The President established a new position – Public Communications Liaison to spearhead an awareness programs for the College's programs and services to the community. The position was developed to ensure that a representative from the College is out in the community to provide awareness utilizing local media communications.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Revisit processes in regards to Advisory Council:	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Community Advisory Council Approved Memo Approved Community Advisory Council Handbook. (October 2016)	Update: The Community Advisory Handbook was reviewed in the spring of 2016 and amendments were approved in October 2016. Note: In the review of the 2018-2020 general catalog (spring/summer 2018) several programs list advisory council members that are not in the capacity to advocate for academic programs. After reviewing the Community Advisory Council Handbook, the following statement "No Advisory Council shall serve in an administrative or policy-making capacity." (p. 7).
	i. Review the role and purpose of advisory council and its link to all academic programs.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	ii. Set timeline for Advisory council meetings for all academic departments.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iii. Submit and centralize all academic departments advisory council meeting minutes and agendas.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	iv. Provide summaries on the impact of activities and inclusion of advisory council to instruction programs and student achievement.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	v. Report on how advisory council assist with workforce placement and curriculum.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
	vi. Include as a component of the academic program review instrument.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
b.	Draft/update the Advisory Council Handbook.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)

c.	Initiate review, assessment and timeline of advisory council handbook.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Updated in EO 2 and 3 Section (a)
d.	Recommendation that all ASCC MOUs are archived institutionally at IE.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	**MOUs Archived:** **ASDOE:** Teacher Education: 2013-09-10 Teacher Education: 2016-06-07 Dual Enrollment Program: 2018-05-25 Integrated Data Services: 2018-06-14 **ASDOH:** ASAHEC: 2013-12-23 PIHOA and USPIJ: 2014-02-28 **Bluesky Communications:** Skilled Training: 2018-04-26 **LBJ:** Nurse Field Work Experiences: 2018-04-04 **USDOL:** Supplemental Training: 2015-01-06 **Starkist Samoa:** Skilled Training: 2018-08-30 **USCRI:** Trafficking Victim Assistance Program: 2018-08-02	2017 and 2018 Update: IE continues to archive all MOUs received in the ASCC Gallery on Compliance Assist. Several MOUs have not been submitted to IE for archiving purposes.
e.	Internal allocation of funding for Research, community and outreach services.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo #058-16: Appointment of the Research Foundation Director: 2016-12-06 Research Foundation Holds Golf Tournament: 2017-06-12 Research Foundation receives confirmation of the approval of its 501(c) (3) application: 2017-11	2017 Update: ASCC received confirmation of the approval of its 501(c)(3) application. The 501(c)(3) exempts ASCC donors from federal income tax on charitable contributions made under Title 26 of the United States Code. The Research Foundation has finalized its Board members and has begun its effort to produce a schedule of fundraising events.

Academic Excellence: Goal 1 – Objective 4 – Expected Outcome 4				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to identify and implement a Service Learning plan.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	FY 2019 Budget Presentation – Public Hearing: • ASCC Budget Justification Presentation: 2018-08-29 • ASCC Budget - $1.9 Million Proposal: 2018-	2018 Update: Currently, the only programs linked to MOU/MOA funding include the Trade and Technical Department, Teacher Education Department, and Nursing Department with work-field requirements linked to funding. The Board of Higher Education and

			08-29 • ASCC Budget - $1.9 Million Proposal Detailed: 2018-08-29	President strategized in their presentation to the Fono in August 2018, the need of funding support based on public laws, to expand the vision and mission of the College. Recommendation: It is recommended that academic programs develop plans that cater to the needs of the community. This will focus program discussions on possible MOUs/MOAs with local agencies and the business community as a mean to articulate the workforce needs. Also, to seek grant opportunities based on program plans.
b.	Lack of funding source.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	President's Memo: ASCC Budget Cuts and Cost Containment – 2016-11-14 President's Memo #025-17: Reduction of Employee Hours – 2017-04-19 President's Memo #041-17: Recovery of Working Hours – 2017-07-05 President's Memo #051-17: Regular Full Time Working Hours – 2017-07-21 President's memo #076-17: Reduction of Hours – 2017-08-26	2017 and 2018 Update: The College continues to be on Cost Containment. Refer to recommendation for EO 4 in Section (a). Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Revisit the Service Learning for academic programs.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets – Presentations of the deans of Academic Affairs and Students Services – 2017-08-15	Refer to recommendation for EO 4 in Section (a).
d.	Psychology courses require students to complete a 40-hour Service Learning project.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a). Note: After reviewing the Catalog, and program learning outcomes, there is no statement indicating 40 hours of Service Learning.
e.	Need to reassess courses that use Service Learning not to confuse with practicums.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
f.	Refer to Staffing Sub Committee for policy review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).
g.	To further assess and research how programs integrate service learning in the achievement of Program Learning Outcomes.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Refer to recommendation for EO 4 in Section (a).

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 5

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 5: ASCC will increase the Quality and Availability of Educational Technology.

Expected Outcomes:

1. A plan has been reviewed, implemented, and assessed for professional development on technological system upgrades and multimedia technological devices appropriate to instruction and services offered at ASCC; **Status: Partially Completed (Ongoing)**
2. An assessment on the need of outreach courses is documented and a plan of implementation has been identified. The plan should include possible outreach designated site MOUs, resources, technical support, and stability of instructional delivery; **Status: Incomplete (Ongoing)**
3. An assessment on all ASCC's current technologies and its impact on SLOs are documented with recommendations on the trends in educational technologies listed for future planning and budgeting; **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need ongoing professional development for faculty and staff on Moodle, Smart-board, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education. Recommendation: There is a need for more Smartboard training for faculty.
b.	Continue to provide professional development off-island for staff to improve services on DATATEL, Compliance Assist, IPEDs, etc.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
c.	Improve implementation of technology plan for professional development and system	☐ No Action ☒ Pending		Recommendation: To seek funding opportunities through grants and MOU/MOA.

	upgrades.	☐ Complete ☐ Ongoing		
d.	Provide an update, presentation or training to the institution in regards to upgrades of technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA.
e.	Compile all professional development recommendations from each of the plans to cover institutional high need areas that include trends in technology, TCO, compliance, and high needed areas/skills.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To seek funding opportunities through grants and MOU/MOA. Professional Development recommendations have been removed from all budgets due to cost containment measures.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Encourage faculty to use Moodle or a related program to enhance teaching and curriculum. To provide training for faculty to use Moodle annually.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Teacher Education Workshop – Moodle Training: 2017-02-17 Moodle Training – Faculty Orientation – Guidelines for Minimum Standards for Moodle: 2017-08-15	2017 Update: Moodle trainings continue to be implemented. 2018 Update: The Teacher Education Director worked closely with the CIO and IE Director to revamp Moodle courses for Teacher Education to follow guidelines for all education courses offered on Moodle. The TED Director continues to work on standardizing all courses and rubrics for TED faculty to monitor SLOs on Moodle. Note: All TED courses are offered on Moodle. The program does not offer distance education or correspondence education.
b.	Consider expanding instructions through distance learning.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To devise an action plan for the offering of distance learning courses and to submit a substantive change proposal to ACCJC.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcome 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Does ASCC have an assessment SOP to assess current status of technologies in place? Review.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
b.	Need to see plan and share with all stakeholders on Technology.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Recommendation: To revisit the Technology Plan and provide biweekly updates on the status.
c.	SOP Manual for Technology shared with all.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing	ASCC Archives: Management Information Systems – SOP Manual: 2013-10-03	Update: Standard Operating Procedures are archived in the ASCC Gallery on Compliance Assist. Updates to SOPs are also archived based on approval from the Vice President(s) or President. The following divisions with archived SOPs include: • Academic Affairs (amended in 2017) • Book Store (2017)

				• Finance (2014) • IE (amended in 2016) • MIS (adopted in 2013) • PFM (adopted in 2013) • Procurement (adopted in 2015) • SBDC (adopted in 2013) • Student Services (adopted in 2015)
d.	Need an annual assessment of ASCC technologies in place such as Smart-board, computers, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To include the assessment of technologies to include computers and smartboards in biweekly and monthly reports.

Academic Excellence: Goal 1 – Objective 5 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 1)***	1	1	1, 2, 3, 4, 5, and 7	EO 1: Partially Completed EO 2: Partially Completed EO 3: Partially Completed EO 4: Partially Completed EO 5: Partially Completed EO 7: Partially Completed	The Committee recommends to clearly establish the Technology Resource Committee (TRC) with clarification of roles and responsibilities. The Committee recommends submitting all processes dealing with technology into evidence and assign someone in TRC to review local and federal regulations. Request someone in IE to collect all data from all labs to make a "semester based report" on computer accessibility for students. The Committee emphasizes that the "Minimum Specs" for computers needs to be reviewed and updated every three years to keep up with the ever-changing technological environment. Operating systems, internet browsers, Microsoft office, and antivirus should be included. Connectivity should also be considered in minimum specs. Internet connection is conducive to student learning, so speed matters.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	6	EO 6: Partially Completed	The Committee recommends that training should include all staff and faculty utilizing internal resources and programs.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcomes 2 and 3)***	1	1	7, and 8	EO 7: Partially Completed EO 8: Partially Completed	There is no evidence of a plan for an annual assessment is in place. Expected outcome eight mentions a replacement and purchase plan. There is a maintenance plan but not in technology evidence. The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	1	9	EO 9: Partially Completed	The Committee recommends the review of the TRC roles to include the technological needs of the institution.
Technology Plan: ***(Aligned to Academic Excellence Expected Outcome 3)***	1	2	1 and 2	EO 1: Partially Completed EO 2: Partially Completed	The Committee recommends that an upgrade for software be updated periodically. Note: Accessibility (administrative privilege) and confidentiality clarification in policies and institutional procedures for ASCC operations.
Technology Plan: ***(Aligned to Academic Excellence Expected***	2	1	1	EO: 1: Incomplete	The Committee recommends that network design should be reviewed. Sub-networks should be implemented for security issues.

Outcome 2)					The Committee recommends that the phone system should be upgraded to a PBX system that is based on an SIP standard. The Committee recommends to initiate the roles of the TRC
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	2	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that status Reports be based on data usage for random users to be studied. Note: Refer to the review of the TRC. The Committee recommends that an external consultant should be hired to assess the connectivity, network stability and future expansion to be assessed every three years. (Review appropriateness)
Technology Plan: *(Aligned to Academic Excellence Expected Outcome 2)*	3	1	1	EO 1: Incomplete	The Committee recommends that Distant Learning technologies be re-visited. Note: Revive Distance Learning (Compatibility with Moodle) Review efficacy of distance learning and asynchronous online learning. The Committee recommends that online support services be available after hours so that continuing education students have access to these services.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	1 and 2	EO 1: Partially Completed EO 2: Completed	Fixed Asset Inventory only captures PO with amounts of $5,000 and above. The Committee recommends the review of the inventory process to capture all technology equipment. In addition, it is recommended that the institution review Policy 7000.6 of Inventories of Materials and Equipment that all divisions are responsible to keep their own inventories.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcome 1)*	1	1	3 and 4	EO 3: Partially Completed EO 4: Partially Completed	The Committee recommends that MIS support staff receive their required annual update training and/or get the required certification to support the institution technology needs. The Committee recommends across board training for the institution on proper usages of all technology and equipment. The Committee recommends including training during ASCC's Annual Convocation.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 2 and 3)*	1	1	5	EO 5: Partially Completed	The Committee recommends to revise language on expected outcomes #5 to reflect institutional assessment of internet instead to software accessibility etc.
Total Cost of Ownership Plan: *(Aligned to Academic Excellence Expected Outcomes 1, 2, and 3)*	1	1	6	EO 6: Completed	For ongoing quality assurance, a recommendation to link budget processes to the 2015-2020 Comprehensive Maintenance Plan.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 6

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 6: ASCC will continue to strengthen its services in Academic Advising, Counseling, Tutoring, Finances, Resources, and Campus Life.

Expected Outcomes:

1. An assessment of student awareness and the reporting of student information based on the effectiveness of ASCC's academic advising, tutoring services, counseling services, are documented; **Status: Partially Completed (Ongoing)**
2. Outreach recruiting procedures is institutionalized, documented, and centralized; **Status: Partially Completed (Ongoing)**
3. A process for a calendar of institutional activities are generated annually and disseminated accordingly; **Status: Partially Completed (Ongoing)**
4. An assessment of the ASCC safety plan is documented and archived. **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 1 and 2				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Improve processes on student services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
b.	Identify a comprehensive support service in alignment with Student Achievement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
c.	Improve on Tutorial services available to students.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Existing Services
d.	Conduct a program review on assessment of all Services available to students similar to academic program review of instructions.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	2017 Divisional/Annual Program Review conducted by units: • DOSS • Library • Records • Counseling • Admissions • Financial Aid • Student Support	2017/2018 Update: The Division of Student Services follows the annual Divisional Assessment Program Review survey compiled by the IPECC. A summary of findings was disseminated to all units under the Division of Student Services in April of 2018.

			Services	
e.	Revisit assessment and review of CLP course to put back in GE for students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Catalog	2018 Update: The Core Curriculum Committee in the review of the 2018-2020 Catalog added College Life Planning CLP 150 to General Education Domain (GE) Outcome 5.D: Career, Personal and Professional Growth – Develop career goals and plans and apply lifelong learning skills for personal and professional growth.
f.	Need to improve services provided to students and parents/community.	☐ No Action ☒ Pending ☐ Complete ☐ Ongoing		Existing Services
g.	Need to share process and procedures for recruiting and where that data is stored on numbers recruited. *Not sure where that data is, and how it is shared with the College.*	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Recommendation: To identify a process and review cycle for updates to the Student Services Division SOPs Manual for necessary updates, transparency, and archiving.
h.	Need to know SOP for counseling, etc., advising, etc., transfer process to other colleges, etc. (institutionally available and archived.)	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
i.	Need to provide and improve on Marketing, outreach, and recruitment processes also in programs such as scholarships, financial aid, and work-study.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
j.	Need to improve on Marketing, outreach, and recruitment processes and activities.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Updating of the ASCC Marketing Ad Hoc Committee: Approved List of Marketing Committee Members – 2018-02-06 College Awareness Day: 2018-04-23	2018 Update: The ASCC Marketing Committee an Ad Hoc Committee continues to provide awareness services to the community in its effort to recruit, outreach, and expand services to the community.
k.	Marketing committee needs to have a solid plan in place.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		2018 Update: The Marketing Committee continues to plan ways to market college services.
l.	SOPs be archived at IE.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	SOP manuals archived in the ASCC Gallery on Compliance Assist: • Academic Affairs *(Amended in 2017)* • Book Store *(Adopted in 2017)* • Finance (Amended in 2014) • Human Resources *(Amended in 2016)* • Institutional Effectiveness *(Amended in 2016)* • MIS *(Adopted in 2013)* • PFM *(Adopted in 2013)*	2017 Update: IE continues to archive all SOP manuals as received from each division. Recommendation: To identify an annual review cycle for review/updates of service/division SOPs and specify dates for the approval for archiving purposes. Possibly to coincide with the review of ASCC Board policies.

			• Procurement *(Amended in 2015)* • SBDC *(Adopted in 2015)* • Student Services *(Adopted in 2015)*	

Academic Excellence: Goal 1 – Objective 6 – Expected Outcomes 3 and 4				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Clarify process for an institutional calendar of activities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Recommendation: To determine a cycle for the review of institutional processes, as a mean to calendar important College priorities and affairs that include the review of: • ASCC Mission • ASCC priorities • ASCC plans • ASCC policies • ASCC committees • ASCC procedures (SOPs)
b.	Identify accountable divisions for review and assessment of process.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Pending approval of the Emergency and Evaluation Plan for archiving.	2018 Update: In the review of the ASCC Evacuation and Emergency plan, internal constituencies are identified to include responsibilities. Campus zones have been identified as well.
c.	Need to revisit Your Are Not Alone (YANA), etc. for your people (Student Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Review of the 2018-2020 Catalog.	Yana is no longer a service offered at Student Services
d.	Revisit opening library on weekends for the community encourage services like summer reading for kids, etc.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Pending discussion
e.	Revisit the ACNR Wellness Center usage, no advertising for that these days? Wellness is important for safety too (Awareness of Services).	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Currently the Wellness Center is under construction. Upon completion, the Fitness Coordinator will facilitate a schedule for internal and external usage of the facility for fitness/access purposes.
f.	Institutionally archive ASCC Safety Plan, Maintenance Plan, Campus Safety Plan and to make available to all internal constituents.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Archives: 2015-2020 Comprehensive Maintenance Plan	2018 Update: IE continues to archive all College plans. The ASCC Safety and Emergency Plan is pending completion and approval.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 7

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 7: ASCC will enhance opportunities for student academic, career, and personal success.

Expected Outcomes:

1. An institutional process for collecting data on alumni, student transferability, and job placements are documented and centralized institutionally and archived and publicized; **Status: Partially Completed (Ongoing)**
2. A document that specifies updates on current and new articulation agreements is centralized institutionally and archived; **Status: Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 1				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to request data from ASG Human Resource, semiautonomous agencies, local Army Reserve and other military branches, and private sectors in collecting the number of ASCC graduates employed.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC and ADOE MOU – Integrated Data Services: 2018-06-14	2018 Update: The College signed an MOU with the AS Department of Education for integrated data services. Although the MOU focuses on the tracking of data for students beginning from primary to secondary; secondary to postsecondary; and, postsecondary to the workforce. The SLDS Board consists of members representing ASDOE, ASCC, ASG-Human Resources, ECE, Social Services, and ASDOE-ERATE.
b.	Continue to improve mechanisms to ensure meeting institutional student achievement standards.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		
c.	Clarify processes and timeline cycles for data collection, transfer to Higher Education, and job placement.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services
d.	Centralize all data for continuous improvement and tracking.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
e.	Need manual on employment counseling.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

f.	Need an office for employment counseling.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
g.	Host more career days.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		
h.	Need to have a centralized office and staff for alumni information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	MPC Building	All Student Services counselors are housed at the Multi-Purpose Center.
i.	Improve and update methods of collecting this data and information.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Student Support Services Statistics	2017 Update: The Deans of Academic Affairs and Student Services collaborated on academic services data sets to ensure statistical data linked to student achievement data.
j.	Review institutional data sets appropriate to services offered for transferability and tracking of students.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	Academic Services Data Sets Presentation – 2017-03-17 - Program Outcome Statistics Innovating Assessment Practices Presentation: 2017-08-15 Review of the Colleges Institution-Set Standards: 2017-09-11 ISS Presenters (deans of Academic Affairs and Student Services, IE Director) Preparations and Meeting Minutes: • 2017-08-30 • 2017-09-07 • 2017-09-20 • 2017-09-27 • 2017-10-04 • 2017-10-11 • 2017-10-18 • 2017-10-25 ISS Committee Review Minutes: • 2017-09-14 • 2017-09-28 • 2017-10-12 • 2017-10-26 • 2017-11-30 ASCC Fall 2018 Convocation - Institution-Set Standards Update Presentation: 2018-08-14	2017 Update: In September of 2017, the President approved the proposal for the review of the College's Institution-Set Standards (ISS) and schedule for review. The review of the College's ISS encompassed all benchmarks that include target statuses and recommendations to improve the set percentages. The ISS Committee an Ad Hoc Committee with member representation from all academic programs, student support services, and administrators thoroughly reviewed each of the standards. Documented evidence has been captured in meeting minutes and presentations not limited to meeting minutes during the preparation portion of the ISS review. 2018 Update: During the Fall 2018 Faculty Orientation/Convocation, the Vice President/Dean of Academic Affairs presented an update status addressing recommendations submitted by the ISS Review Committee in 2017. Recommendation 1: Set achievement standards for each academic program that includes plans to: • Expand Program Mission and services • Increase enrollment • Set graduation rates appropriate to the program • Set persistence rates appropriate to the program Recommendation 2: Set Career Technical Education rates for applicable programs and the possibilities to offer interdisciplinary options based on the need of the Community.

Academic Excellence: Goal 1 – Objective 7 – Expected Outcome 2				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Continue to expand articulation agreements with US accredited colleges and universities as majority of signed articulations are with Hawaii colleges and universities.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	ASCC Catalog 2018-2020 (p. 31).	The continues with the following Articulation agreements with colleges and universities that include: • Chaminade University • Bringham Young University • Hawaii Pacific University • University of Hawaii at Manoa • University of Hawaii at Hilo • Kapiolani Community College • Alfred State College • Dixie State University • Portland State University • Southern Utah University • Union College • University of Maine
b.	Improve tracking of transfer students in order to initiate articulation agreements with other US accredited colleges.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing	Division of Student Services Standard Operating Procedures Manual – (Adopted 2015)	Existing Services

Academic Excellence: Goal 1 – Objective 7 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan:	3	1	4	EO 4: Completed	2018 Update: An MOU has been signed between ASDOE and ASCC.

ACADEMIC EXCELLENCE GOAL 1: OBJECTIVE 8

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 1: ASCC will enhance and deliver innovative, effective education and support programs to facilitate Student Academic Success.

Academic Excellence Objective 8: ASCC will continue to expand academic programs to meet the needs of the community.

Expected Outcomes:

1. Institutional dialogue is documented towards the transitioning to a four-year institution under the purview of WASC ACSCU; **Status: Completed (Ongoing)**
2. Program and workforce developments for local expansion are documented; **Status: Partially Completed (Ongoing)**
3. ASCC's mission and vision statement is assessed to determine institutional and community needs biennially. **Status: Partially Completed (Ongoing)**

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes 1, 2, and 3				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Aside from the Bachelor in Elementary Education, what other academic programs have initiated or planned to offer a four-year program(s)?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		2018 Update: Discussions had taken place but not were formally documented. Possible programs include the Samoan Studies Institute, Nursing, Business programs as noted in the IPECC's 2016 recommendations.
b.	Has the institution initiated dialogue on transitioning to a four-year college? If so, what would be the next program or emphasis based on the need by the community or local MOU?	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		

Academic Excellence: Goal 1 – Objective 8 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Recommendations/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 1 and 2)***	3	1	2 and 3	EO 2: Incomplete EO 3: Incomplete	The Committee recommends that personnel needs be institutionally documented and referred through the process of prioritization.

ACADEMIC EXCELLENCE GOAL 2: OBJECTIVE 1

Please indicate the Fiscal Year to Achieve Institutional Strategic Priorities and Expected Outcomes/Recommendations:

FY 2017 **FY 2018** **FY 2019** **FY 2020**

Academic Excellence Goal 2: ASCC will support Faculty and Staff Performance Commitment.

Academic Excellence Objective 1: ASCC will continue to provide a work environment that encourages professional growth, recognizes and supports excellence in services, and provides advancement opportunities.

Expected Outcomes:

1. Review and improve processes for faculty/staff recognition, professional improvement, and degree advancements; **Status: Partially Completed (Ongoing)**
2. The plan for reclassification has been reviewed and implemented; **Status: Partially Completed (Ongoing)**
3. Faculty ranks have been reviewed and implemented. **Status: Incomplete (Ongoing)**

Academic Excellence: Goal 2 – Objective 1 – Expected Outcome 1				
	2016 Committee Recommendations	**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	Need to recognize staff's work and/or have a staff appreciation day.	☐ No Action ☐ Pending ☐ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018 ASCC Press Releases: ASCC Website	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games. Highlight pertaining to faculty and staff continue to be published on the ASCC newsletters and ASCC Website. This includes years of service not limited to recognition as reported in divisional reports to be included in the College's publications. Recommendation 1: To specify merit criteria for faculty, staff and administrators and a cycle for conducting annual recognitions that may coincide the annual convocation. Recommendation 2: Revive the faculty (Teacher) of the year to include staff and administrator.
	i. Revisit the Connections Newsletter and the Taulogologo Newsletter.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletters: • 2017-10 • 2017-11 • 2017-12 • 2018-01 • 2018-02 • 2018-03	2018 Update: Reviving of the Connections Newsletter. The President also revived the Connections Newsletters publications as a measure to keep both internal and external constituencies aware of the College's decision and plans.

			• 2018-04 • 2018-05 • 2018-06 • 2018-07	
b.	Need to recognize administrators.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
c.	Recognition of staff.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
	i. Review written processes for faculty/staff recognition.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Communication transparency of institutional updates and decision-making. Emphasis of staff recognition and merit (Referencing Governance policies 3018 and 4003.2).	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes 2 and 3				
2016 Committee Recommendations		**Status**	**Evidence**	**2018 Recommendation(s) or Update(s)**
a.	A clear process and plan must be defined in the reclassification of staff and faculty.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
b.	Need to review faculty ranks through Faculty Senate.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Identify possible plans
c.	Need to host a Staff Recognition Dinner.	☐ No Action ☒ Pending ☐ Complete ☒ Ongoing		Refer to the recommendations in EO 1 Section (a)
d.	Need to host Employee Day.	☐ No Action ☐ Pending ☒ Complete ☒ Ongoing	ASCC Connections Newsletter – July 2018	2018 Update: In July, representatives of the ASCC staff organized a Field Day of activities and avenues for staff to socialize and participate in a half-day filled with field games.

Academic Excellence: Goal 2 – Objective 1 – Expected Outcomes aligned to Staffing, Technology, Physical Facilities, and Total Cost of Ownership plans.					
Strategic Focus	**Goals:**	**Objectives:**	**Expected Outcomes:**	**Status:**	**Committee/Updates:**
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	1	EO 1: Partially Completed	The Committee recommends the initiation of the SRC to review the planning processes.
Staffing Plan: ***(Aligned to Academic Excellence Expected Outcome 2)***	2	1	2	EO 2: Partially Completed	The Committee recommends clarifying current drafts for clarity and continuous improvements.
Total Cost of Ownership Plan: ***(Aligned to Academic Excellence Expected***	1	3	1 and 2	EO 1: Partially Completed EO 2: Partially	There is evidence that there has been some reclassification done within the institution based on the Governor's mandate in reference to the Bachelor and Master Degree. The Committee recommends the need to

Outcomes 1 and 2)				Completed	clarify and outline the process for the institutional reclassification.

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AMERICAN SAMOA
COMMUNITY COLLEGE

2017 Board Review of Governance Policies

Board of Higher Education
August 3, 2017

AMERICAN SAMOA COMMUNITY COLLEGE
P.O. Box 2609, Pago Pago, American Samoa 96799
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Board Review of Governance Policies:

Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.A. Governance Process ***Policy: Governance Commitment***	**Chapter II Policy** **Policy Type: Section I. Board Governance** ***Policy: 2000 - Governance Commitment***	**Amended Policy/Board Actions:**
Policy Statement: The Board of Higher Education (hereinafter "Board of Higher Education" or "the Board") will govern American Samoa Community College (hereinafter "American Samoa Community College" or "the College") in accordance with 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. Educational programs and other services of the College shall be of high quality. • Critical elements of Total Quality Leadership (TQL) Customer Focus Employee Involvement Continuous Improvement The Board is committed to excellence and to the following values which define the college's operational atmosphere: • Teamwork • Open communication • Fun, celebration, recognition • Recognize past for its influence on the present and the future • Focus on the future	**2000 Policy Statement:** A. The Board of Higher Education will govern American Samoa Community College according to the Constitution and under Public Law 22-30 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	**Board Action Statement:** - Board recommendation to remove 'shall be' and replace with 'is' in part (B) of the 2008 Governance Manual - **Board approved (2017)**

Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.B. Governance Process ***Policy: Governing Style***	**Chapter II Policy** **Policy Type: Section I. Board Governance** ***Policy: 2001 - Governance Style***	**Amended Policy/Board Actions:**
Policy Statement: The Board will govern with a style that emphasizes: • Outward vision rather than an internal preoccupation. • Encouragement of diversity in viewpoints. • Strategic leadership rather than administrative detail. • Clear distinction of board and presidential roles. • Collective rather than individual decisions. • Future rather than past or present. • Proactivity rather than reactivity. More specifically, the Board will: 1. Operate in all ways mindful of its obligation to the American Samoa Community College and will comply with provisions of PL 22-30. It will allow no officer, individual, Board member or committee of the Board to prevent its fulfilling this commitment. 2. Enforce upon itself whatever discipline needed to govern with excellence. Discipline will apply to matters such as attendance, policy making principles, respect of roles, speaking with one voice, and ensuring the continuity of governance capability. Continual development will include	**Policy Statement:** The Board will govern with a style that emphasizes: • Outward vision rather than an internal preoccupation. • Encouragement of diversity in viewpoints. • Strategic leadership rather than administrative detail. • Clear distinction of the Board and ASCC President's role. • Collective rather than individual decisions. • Future rather than past or present. • Proactive rather than reactive.	**Board Action Statement:** Update: Policy 2001 was reviewed and amended by the Board of Higher Education in August 2015. Changes in policy title and purpose is now written as: Policy 2001: Board of Higher Education Code of Ethics Purpose: The American Samoa Community College Board of Higher Education Trustees shall perform their duties in accordance with their appointment and shall be committed to serving the needs of the College while striving to be responsive to the immediate and long-term needs of the community, regardless of race, color, religion, sex, marital status, national origin, age or disability. Trustees shall adhere to the following principles. It is the Trustees' responsibility to: • Devote time and effort to their duties as board members so that they may render effective and creditable services • Work well with fellow trustees in a spirit of cooperation so that all issues, especially those which are controversial are debated openly and fairly • Base personal decisions upon all available facts vote their honest convictions without bias, abide by and uphold the final majority

orientation of new members in the Board's governance process and periodic Board discussion of process improvement. 3. Direct, control and inspire the organization through the careful establishment of the broadest organization policies reflecting the Board's values and perspectives while remaining in compliance with provisions of PL 22-30. The Board's major focus will be on the intended long term impact outside the operating organization (Ends), not on the administrative or programmatic means of attaining those effects (Means). **(I.B. con't.)** 4. Cultivate a sense of group responsibility. The Board, no the staff, will be responsible for excellence in governing. The Board will be an initiator of policy, not merely a reactor to staff initiatives. The Board will use the expertise of individual board members to enhance the work of the Board as a body, rather than to substitute their individual judgments for those of the Board as a whole. 5. Monitor and discuss the Board's process and performance regularly. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance Process and Board-Staff Relationship categories. 6. Seek input from the community, staff, students, alumni, and employers, on Board policies on Ends. 7. Make decisions, to the extent possible, on a consensus basis.		decision of the Board • Recognize that the primary duty of the Board is to represent the entire College while maintaining independence from special interests or other politically-active, narrowly focused groups • Conduct business, taking official actions in public sessions, yet maintaining the confidentiality of closed session deliberations by not releasing or discussing confidential matters or information • Recognize that, absent a financial conflict of interest, every Board member has a legal duty to vote affirmatively or negatively on all action items that as a member of a legal entity, the Board member can neither relinquish nor delegate this responsibility to any other individual or group • Remember that as an individual, a trustee has no legal authority outside the meetings of the Board. • Confine Board action to policy determination, planning, and evaluation. Delegate to and support the authority of the CEO/President for the execution of these items on the day-to-day basis. • Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the College, and the needs of the College to the community. • Encourage the active involvement, within the shared governance process, of students, employees and College Community with respect to their recommendations on policy development and regulations and consider other's perspectives as issues are discussed.

		• Enhance potential as Board members by participating in educational conferences, workshops and training sessions offered by local and regional organizations and are informed about the actions of the Federal Government and the positions taken by the Association of Community College Trustees (ACCT), on those actions. • Support the College's Mission and Vision statements by working in harmony as a Board, bearing in mind public education is most effective means by which our representative democracy is preserved and perpetuated. **Board Reapproved in (2017)**

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.C. Governance Process ***Policy: Board Job Description***	**Chapter II Policies** **Policy Type: Section IV. Board Authority** ***Policy: 2004 – Authority and functions of the Board, Committees, and Members*** ***Policy: 2004.2 – Authority of Board Members***	**Amended Policy/Board Actions:**
Policy Statement: The job of the Board is to represent the public in determining and demanding the appropriate organizational performance and, in accordance with PL 22-30, to direct the president. To distinguish the Board's own unique job from the jobs of its staff, the Board will concentrate its efforts on the following responsibilities:	**2004 Policy Statement:** 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 governs the college. It is the Board's job to represent the community in determining the appropriate College performance, and to direct the duties of the President.	**Board Action Statement:** Update: Policies 2004 and 2004.2 were amended in July 2014 to include PL 22-30. The revised policy supersedes Policies 2004 and 2004.2 that were approved in 2008. Policy 2004 is now written as: Policy 2004 – Board Title, Authority and Duties

1. Serving as the link between the college and the public. 2. Remaining in compliance with provisions of PL 22-30 and enacting written governing policies which, at the broadest level address: a. ENDS: College services, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost). Ends include college mission, values, vision, goals and priorities. b. EXECUTIVE LIMITATIONS: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place while remaining in compliance with provisions of PL 22-30. c. GOVERNANCE PROCESS: Specification of how the Board conceives, carries out, and monitors its own tasks. d. BOARD STAFF RELATIONSHIP: How power is delegated and its proper use monitored: the President's authority and accountability. 3. Monitoring institutional performance and the president's performance (against Board policies on Ends and Executive Limitations). 4. Promoting a positive image for the college.	The written policies adopted by the Board shall serve as authority for implementation of Board decisions and actions by the College administration. **2004.2 Policy Statement:** A member of the Board has no authority except when in an official meeting or except when acting with official authorization of the Board.	2004(a) – The governing board of the College shall be known officially as the Board of Higher Education of the American Samoa Community College. It derives its authority from the American Samoa Code annotated Chapter 20, PL 22-30. "A Board member has no authority except when in an official meeting or except when acting with official authorization of the Board."[1] 2004(b) – The Board shall serve in a supervisory capacity and function to supervise the implementation of the powers and duties of the College, in addition to the provisions of PL 22-30: 1. Elect its chairperson and other officers; [2] 2. May change the name of the college, with approval of the Legislature; 3. Shall review and approve the education program of the College; 4. Shall grant diplomas, certificates, degrees or other honors; 5. Shall adopt a Seal of the College; 6. Formulate policies for the operation of the College; 7. Service as the link between the college and the community; 8. Enact written policies at the broadest level to address the Mission, Executive Limitations, Governance Process and Board

[1] Quote a PL statements.
[2] Language consistency 'chairman' versus 'chairperson'

		Staff Relationship; 9. Monitor the College and the President's performances against Board policies on college mission/vision, goals and Executive Limitations. 2004(c) – Each Board member must provide a copy of their biography as required by the accreditation commission. - Board 2nd revision: August 2017: Part B. #1 to change 'chairman' to 'chairperson'. Recommendation to be consistent with the language. [3] - Board approval with noted changes.

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.D. Governance Process ***Policy: Chairperson's Role***	**Chapter II Policies** **Policy Type: Section IV. Board Authority** ***Policy: 2004.3 – Chairperson's Role and Authority***	**Amended Policy/Board Actions:**
Policy Statement: The Chairperson is responsible for the integrity of Board's process and occasional representation of the Board to outside parties. The Chairperson is the only authorized spokesperson to speak for the Board (beyond simply reporting Board decisions), other than in rare and specifically authorized instances.	**Policy Statement:** The Chairperson is responsible for the integrity of the Board's process and occasional representation of the Board to the community. The chairperson is the only authorized spokesperson for the Board (beyond simply reporting Board decisions) other than in rare and specifically authorized instances. The Chairperson shall: A. Ensure the board and its members act consistently within	**Board Action Statement:** **Board approved with recommended changes**

[3] Board recommends to directly quote all public law references.

1. The Chairperson shall endure that the Board and individual Board members act consistently within the Board's rules and policies and those legitimately imposed upon the Board from outside the college. a. The Chairperson shall preside at Board meetings in an efficient and effective manner and shall set the general tone for each meeting through positive leadership. b. Discussion at the Board meetings will be on those issues which, according to board policy, belong to the Board to decide, not to the President. c. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and to the point. d. The Chairperson will attempt to arrive at a consensus by the Board members on Board decisions. The Chairperson will stimulate discussions among the Board members. 2. The authority of the Chairperson consists in making decisions that fall within the topics covered by Board policies on Governance. Process and Board-Staff Relationship, except where Board specifically delegates portions of this authority to others. 3. The Chairperson has no authority on his own to make decisions about policies created by the Board within Ends and Executive Limitations policy areas.	the Board rules and policies and those legitimately imposed upon the Board from the community; B. Preside at the Board meetings in an efficient and effective manner and shall set the general tone for each meeting through positive leadership; C. Discuss at the Board meetings those issued, per the Board policy, belongs to the Board to decide, not the President; D. Stimulate Board discussions with the attempt to arrive at a consensus by all Board members on issues presented. E. Shall consist of making decisions that are in the purview or topics covered by Board policies on governance, process and board/staff relationship, except where the Board specifically delegates portions of this authority to others. F. The Chairperson shall have no authority on his/her own to make decisions about policies created by the Board within the Mission and Executive Limitations policy areas, and on his/her own supervise or direct the duties of the President. G. In the absences of the Chairperson, duties and responsibilities will be transferred to the Vice Chairperson. [4] H. In the absence of the both the Chairperson and Vice Chairperson, other members of the Board shall elect a chairperson pro tempore from within the Board membership to service in this capacity until the return of either the Chair/Vice Chairperson. I. If the office of the Chairman becomes vacant due to death, disability, resignation, recall or removal by due process, the Vice Chairman shall assume the office for its unexpired term. The Board shall elect the Chairman and Vice Chairman in the next annual meeting. [5]	

[4] Add 'as acting'
[5] Language consistence (chairperson)

4. The Chairperson has no authority on his own to supervise or direct the President. **(I.D. con't.)** 5. The Chairperson shall ensure the other Board members are informed of current or potential Board issues and processed. 6. The Chairperson shall appoint members of committees established by the Board. 7. The Chairperson shall be elected during the Board's annual planning session for a term of two years.		

Policy Type: Governance Process / Board Authority

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.E. Governance Process ***Policy: Board Committee Principles***	**Chapter II Policy** **Policy Type: Section IV. Board Authority** ***Policy: 2004.1 – Authority of Board Committees***	**Amended Policy/Board Actions:**
Policy Statement: Board committees, when used, will operate so as to minimally interfere with the wholeness of the Board's job and so as never to interfere with the delegation of authority from the Board to the President. 1. Board committees are to help the Board do its job. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. 2. Board committees may not speak or act for the Board except when formally given such authority for a specific and time-limited purpose. Expectations and authority will be carefully stated in order not to conflict the authority delegated to the President.	**Policy Statement:** Committees may be created by the Board or appointed by the Chairperson to advise the Board and to facilitate the efficient operation of the Board. The Board is not bound by the action of a Board Committee or any of its individual members. It will operate with minimal interference to the Board as a whole, and will not interfere with the delegation of authority from the Board to the President. The Board Committees may conduct business based on the principles established by Board actions whether or not committees include non-board members, and not under committees formed by the ASCC President. Committees shall make recommendations to the Board for appropriate action and shall be dissolved when its report is received by the Board. Board committees shall: A. Assist the Board to perform its job through preparation of policy alternatives and implications for Board deliberation;	**Board Action Statement:** **Board Action Statement:** **Board approved with recommended changes**

3. Because the President works for the full Board, the President is not required to obtain approval of a Board committee before an executive action. 4. Board committees are to avoid over identification with organizational parts rather than with the whole. Therefore, a Board committee which has helped the Board create policy on some subject will not be used to monitor organizational performance on that same subject. 5. This policy applies only to committees which are formed by Board action, whether or not the committees include non-board members. It does not apply to committees formed under the authority of the President. 6. The Board shall not have standing committees. 7. The Board will act as a committee of the whole and establish ad hoc committees when appropriate.	B. Not act or speak for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the President; 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 (e.g. Board committee selected by the Board to create a policy, will not monitor the performance of the College and the President on the same policy; E. Not have standing committees; and F. Act as committee of the whole and establish ad-hoc committees when appropriate.	

Policy Type: Governance Process / Board Agenda

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.F. Governance Process ***Policy: Board Planning and Agenda***	**Chapter II Policy** **Policy Type: Section VII. Board Agenda** ***Policy: 2007 – Board Planning and Agenda***	**Amended Policy/Board Actions:**
Policy Statement: The Board will carry out its responsibilities using a governance style consistent with Board policies by: • Re-exploring Ends policies annually • Holding an annual planning session	**Policy Statement:** ~~The Board will carry out its planning agenda using governance style noted in Policy #2001 and consistent with other appropriate Board Polices.~~	**Board Action Statement:** The Board will carry out its responsibilities using Board Policy 2001 Code of Ethics. The Board will carry out its responsibilities in

• Following an agenda at its regular meetings which implements the Board's policy on governing style • Continually improving its performance through Board education and enriched input and deliberation 1. The agenda for all Board meetings will be prepared by the Chair after consultation with the President and based on input from other Board members. The agenda will be delivered to the Board at least three (3) days before the meeting. 2. Education, input and deliberation will be paramount in structuring meetings and other Board activities. 3. The annual planning session will be held in June. a. The college mission and strategic plan will be reviewed at the annual planning session. b. Financial planning, including the establishment of budget, parameters and priorities, will be conducted at the annual planning session. c. Subjects for Board discussion and action during the following years will be developed at the annual planning session. 4. Board policies and policy revisions will not be adopted until they have been considered at a minimum of two meetings, unless Board action waives this requirement and immediate effect authorized. 5. The Board shall hold an annual retreat to conduct a self-evaluation and other important Board business.		planning and setting its agenda that include: 1. The annual planning session will be held in June. a. The college mission and strategic plan will be reviewed at the annual planning session. b. Financial planning, including the establishment of budget, parameters and priorities, will be conducted at the annual planning session. c. Subjects for Board discussion and action during the following years will be developed at the annual planning session. 2. The agenda for all Board meetings will be prepared by the Chairperson after consultation with the President and based on input from other Board members. The agenda will be delivered to the Board at least three (3) days before the meeting. 3. Education, input and deliberation will be paramount in structuring meetings and other Board activities. 4. Board policies and policy revisions will not be adopted until they have been considered at a minimum of two meetings, unless Board action waives this requirement and immediate effect authorized. 5. The Board shall hold an annual retreat to conduct a self-evaluation and other important Board business. **Board 2017 approval with recommended changes.**

Policy Type: Governance Process / Board Role and Responsibilities

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.G. Governance Process ***Policy: Board Members' Code of Conduct***	**Chapter II Policy** **Policy Type: Section II. Board Role and Responsibilities** ***Policy: 2002 – Board of Higher Education Code of Conduct***	**Amended Policy/Board Actions:**
Policy Statement: The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board members. 1. Board members must maintain unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of college services. 2. Board members must avoid any conflict of interest with respect to their Board responsibility. a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the college except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside information". b. Board members must not use their positions to obtain employment by the college or the furnishing of services or goods tot eh college for	**Policy Statement:** 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.	**Board Action Statement:** Update – Policy 2002 was amended in August 2015 for clarification in policy title and description. Policy 2002 is now written as: Policy 2002: Board of Higher Education Code of Conduct Purpose: Board Trustees shall conduct themselves with proper authority and appropriate decorum as individuals or as a group when serving in the capacity of a Board member. Trustees shall conduct themselves with: • Board members will participate in education activities, including territorial, state, regional and national meetings to enhance their ability to serve effectively as members of the College's governing Board. • Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of

or by themselves, family members, friends or associates. 3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies. a. Board members' interaction with the President or staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above in Board policies. b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any board member or Board members to speak for the Board. **(I.G. con't.)** 4. Board members will participate in educational activities, including territorial, state, regional and national meetings, to enhance their ability to serve effectively as members of the college's governing Board. 5. Board members will not permit themselves to be used to circumvent established lines of authority or interfere in the normal procedures for the processing of complaints of grievances. 6. Board members will not violate confidentiality including discussions which occur at closed meetings of the Board. 7. Board members will not present an item for action or discussion at a Board meeting which it not on the agenda unless agreed to by a vote of the majority present.		complaints or grievances. • Board members will not violate confidentiality including discussions, which occur at closed meetings of the Board. • Board members will not present an item for action or discussions at the Board meeting, which is not on the agenda unless agreed to by a vote of the majority present. **Board 2017 approval with recommended changes.**

8. The College shall indemnify and protect Board members, against death, bodily injury, property damage, and contractual claims suits including defense thereof, when damages are sought for alleged negligent or wrongful acts while such Board member, is acting under the direction of the Board.		

Policy Type: Governance Process / Board Governance

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: I.H. Governance Process ***Policy: Board Purpose Statement***	**Chapter II Policy** **Policy Type: Section I. Board Governance** ***Policy: 2000.1 – Board Purpose Statement***	**Amended Policy/Board Actions:**
Policy Statement: The American Samoa Community College Board of Higher Education establishes a vision, sets goals, defines outcomes, and is a liaison to our customers and the community. The Board ensures that the College is well-managed and supports an environment in which the college will accomplish its mission.	**Policy Statement:** "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."	**Board Action Statement:** The American Samoa Community College, Board of Higher Education establishes a vision, a set of goals, define outcomes, and liaison with ASCC's employees, students, and the community. The Board shall ensure that the College is effectively managed and supports an environment whereby the College will achieve its mission. - **Board recommendation, eliminate quotes from 2008 Policy** - **Remove 'established'** - **Remove 'customers'** **Board 2017 approval with recommended changes.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.A. Board-Staff Relationship ***Policy: Delegation to the President***	**Chapter III Policy** **Policy Type: Section I. President of the College** ***Policy: 3000 – Delegation to the President***	**Amended Policy/Board Actions:**
Policy Statement: All Board authority delegated to staff is delegated through the President, so that all authority and accountability of staff as far as the Board is concerned – is considered to be the authority and accountability of the President. 1. The Board will direct the President to achieve certain results through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" through establishment of Executive Limitations policies. 2. As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish administrative policies, make decisions, take actions, establish practices and develop activities in consultation with the Board. 3. The Board may change its ends and Executive Limitations policies. However, as long as a policy is in effect, the Board will respect and support the President's decisions that conform to that policy. 4. All decisions of the Board acting as a body are binding upon the President. a. Decisions or instructions of individual Board members, officers,	**Policy Statement:** 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.	**Board Action Statement:** **Recommendation: Add #s 1-5 descriptions to the 2008 Policy Statement.** 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. 1. The Board will direct the President to achieve certain results through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" through establishment of Executive Limitations policies. 2. As long as the President uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the President is authorized to establish administrative policies, make decisions, take actions, establish practices and develop activities in consultation with the Board.

or committees are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority. b. If Board members or committees request information or assistance without Board authorization, the President can refuse such requests which require, in the President's judgment, a material amount of staff time or funds or is disruptive. 5. The President shall apply to the Board for a waiver of a Board policy if the President deems a waiver is in the best interest of the College.		3. The Board may change its ends and Executive Limitations policies. However, as long as a policy is in effect, the Board will respect and support the President's decisions that conform to that policy. 4. All decisions of the Board acting as a body are binding upon the President. a. Decisions or instructions of individual Board members, officers, or committees are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority. b. If Board members or committees request information or assistance without Board authorization, the President can refuse such requests which require, in the President's judgment, a material amount of staff time or funds or is disruptive. 5. The President shall apply to the Board for a waiver of a Board policy if the President deems a waiver is in the best interest of the College. **Board 2017 approval with recommended changes.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.B. Board-Staff Relationship ***Policy: President's Job Description***	**Chapter III Policy** **Policy Type: Section I. President of the College** ***Policy: 3001 – President's Role***	**Amended Policy/Board Actions:**
Policy Statement: The President is the chief executive officer of the	**Policy Statement:** The Presidem is the chief executive officer of the College and	**Board Action Statement:**

College. The President is the Board's single official link with the operating organization. The President is accountable to the Board acting as a body. The Board will instruct the President through written and verbal policies delegating implementation to the President. The President's performance will be considered synonymous with the organizational performance of the College as a whole. The President shall uphold high moral standards befitting a person of his/her position. The President's responsibilities, can be stated as performance in two areas: 1. Organizational accomplishment of the Board's policies on Ends. 2. Organizational operation within the boundaries established in Board policies on Executive Limitations.	serves as the ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standard befitting a person of this position.	- **Adopting 2008 Policy 3001: Presidents Role:** The President is the chief executive officer of the College and serves as the ex-officio member to the Board. The President is the Board's single official link to the operations of the College. 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 all applicable laws. The Board will instruct and delegate to the President through written and verbal the implementation of its policies. The President may recommend policies or changes in policies to the Board. The President's performance will be considered synonymous with the College's performance as a whole. The President shall uphold moral standard befitting a person of this position. - **Board Recommendation: Differentiate between 'Job Description' and 'Role'** - **To reorganize the sections of Chapter three policies to reflect the organization of policies on the President's role and job description.** **Board 2017 approval with recommendations.**

Policy Type: Board-Staff Relationship / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: II.C. Board-Staff Relationship ***Policy: Monitoring Presidential Performance***	**Chapter III Policies** **Policy Type: Section II. President's Performance** ***Policy: 3002 – Monitoring the President's Performance*** ***Policy: 3002.1 – Internal and External Monitoring Reports*** ***Policy: 3002.2 – Direct Board Inspection***	**Amended Policy/Board Actions:**
Policy Statement: Monitoring executive performance is synonymous with monitoring organizational performance against Board polices on Ends and on Executive Limitations. The Board will monitor performance in a manner as to have systematic assurance of policy compliance, including the accomplishment of Ends. The Board shall conduct an evaluation of the President each academic year or at any time the Board deems appropriate. A. The purpose of monitoring is simply to determine the degree to which Board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be done in a way to permit the Board to use most of its time to create the future rather than review the past. B. A given policy may be monitored in one or more of three ways: a. INTERNAL REPORTS – Disclosure of compliance information to the Board from the President. Internal reports include: - Institutional data collection - Community surveys - Placement data - Assessment of student learning	**3002 Policy Statement:** 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 of the Board deems appropriate. **3002.1 Policy Statement:** A given policy may be monitored in one or more of three ways: A. Internal Reports – May include but not limited to: Disclosure of compliance information to the Board from the President. Internal reports include: • Institutional Data Collection • Community Surveys • Placement Data • Assessment of Student Learning Outcomes • Financial/Grant Reports B. External Reports – Disclosure of compliance information by an External auditor or other persons or entities external to the institution. External reports may include but not limited to: • Audit Reports • Licensing Examination Results • Accreditation Reports • Accountability Data	**Board Action Statement:** Update – Policies 3002, 3002.1, and 3002.2 were amended in July 2014 and superseded with the following Policy Title and statements. Policy 3002 is now written as: Policy 3002 – Monitoring the Performance of the College 3002(a) Monitoring executive performance is synonymous with monitoring the College's performance against Board policies and College regulations, Mission, Vision, and Executive Limitations. College policies shall be monitored in one or more of three ways: 1. Internal Reports – May include but not limited to: Institutional Strategic Plan, College and Objectives in Quarterly Reports, Bi-weekly Reports, and Annual Reports. 2. External Reports – and not limited to: Audit Reports, ASG (American Samoa Government) Performance Quarterly, Accreditation Report.

- Financial reports b. EXTERNAL REPORTS – Disclosure of compliance information by an external auditor or other persons or entities external to the institution. External reports include: - Audit reports - Licensing examination results - Accreditation reports - Accountability data **(II.C. con't.)** c. DIRECT BOARD INSPECTION – Discovery of compliance information by a Board member, a committee or the Board as a whole. This is an inspection of documents, activities or circumstances directed by the Board which allows a test of policy compliance. C. Policies may be monitored by any method at any time, except each Ends and Executive Limitations policy will be monitored by the Board at regularly scheduled times pursuant to an agreed method.	**3002.2 Policy Statement:** A. The President shall conduct an inspection of documents, activities or circumstances directed by the Board which allows a test of policy compliance and the discovery of compliance information by a Board member, a committee or the Board as a whole. B. Policies may be monitored by any method at any time, except each ASCC Mission, Vision, and Executive Limitations policy will be monitored by the Board at regularly scheduled times pursuant to an agreed method.	3. Direct Board Inspection – The Board shall direct the President to conduct and inspection of documents, activities, or circumstances which allow ~~a test of~~ (or policy compliance. - **Board Recommendation: Spell out ASG** - **Remove 'a test of' and add 'for'** **Board 2017 approval with recommendations.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.A. Executive Limitations ***Policy: General Executive Constraint***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3004 – General Executive Constraints***	**Amended Policy/Board Actions:**
Policy Statement: The President shall not cause or allow any practice, activity, decision or organizational circumstances which is illegal, imprudent, in violation of the	**Policy Statement:** The President shall not cause or allow any practice, activity, decisions or organizational circumstances that can be construed as illegal, imprudent, or violating local and federal statues and	**Board Action Statement:** **Board Recommendation:**

American Samoa and applicable Federal laws, or in violation of commonly accepted business and professional ethics. Accordingly, the President shall not: 1. Deal with students, staff, or persons from the community in an inhumane unfair or undignified manner. 2. Make decisions except by a process where openness is maintained. 3. Permit financial conditions which risk fiscal jeopardy or compromise Board Ends priorities. 4. Provide information and advice tot eh Board which is untimely, incomplete or inaccurate. 5. Permit conflict of interest in awarding purchases or other contracts or hiring of employees. 6. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution. 7. Manage the college without adequate administrative policies for matters involving finances, staff, students, facilities and college services. 8. Engage in conduct that may embarrass the college and/or adversely affect his/her job performance.	commonly accepted business and professional ethics. In addition, the President may include but not limited to: A. Deal with students, staff, or persons from the community in an inhuman, unfair, or undignified manner; B. Permit financial conditions, which create financial risk and jeopardize or comprise Board priorities; C. Provide information and advice to the Board which is untimely, incomplete, or inaccurate; D. Permit conflict of interest in awarding purchases or other contracts or hiring of employees; E. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution; F. Manage the College without adequate administrative policies for matters involving finances, staff, students, facilities, and College services; and G. Engage in conduct that may embarrass the College or adversely affect his/her performance.	The President shall not cause or allow any practice, activity, decisions or organizational circumstances that can be construed as illegal, imprudent, or violating local and federal statues and commonly accepted business and professional ethics. In addition, the President may include but not limited to: A. Deal with students, staff, or persons from the community in an inhuman, unfair, or undignified manner; B. Permit financial conditions, which create financial risk and jeopardize or comprise compromise Board priorities; C. Provide information and advice to the Board which is untimely, incomplete, or inaccurate; D. Permit conflict of interest in awarding purchases or other contracts or hiring of employees; E. Allow the day-to-day operations to impede the vision or prevent the achievement of the Ends of the institution; F. Manage the College without adequate administrative policies for matters involving finances, staff, students, facilities, and College services; and G. Engage in conduct that may embarrass the College or adversely affect his/her performance. **Board 2017 Approval with recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.B. Executive Limitations ***Policy: People Treatment***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3005 – People Treatment***	**Amended Policy/Board Actions:**
Policy Statement: Treatment of and interaction with students, staff and persons from the community shall not be inhumane, unfair or undignified. Accordingly, the President shall not: 1. Operate without policies and/or procedures which set forth staff and student rules, provide for effective handling of grievances, insure due process, and protect against wrongful actions against or by staff or students. 2. Fail to comply with all American Samoa and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal opportunity. 3. Prevent students and staff from using established grievance procedures. 4. Fail to acquaint students and staff with their rights and responsibilities. 5. Fail to take prompt and appropriate action when the President becomes aware of any violation of American Samoa laws or applicable Federal laws, or of Board policies.	**Policy Statement:** With respect to treatment of all students, staff, volunteers, vendors, and citizens, the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive. In addition, the President may include but not limited to: A. 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 students. B. Fail to comply with all local and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal employment opportunity. C. Prevent students and staff from using established grievance procedures. D. Fail to acquaint students and staff with their rights and responsibilities. E. Fail to take prompt and appropriate action when the President becomes aware of any violation of local laws or applicable Federal laws, or Board policies.	**Board Action Statement:** **Board Recommendations** With respect to treatment of all students, staff, volunteers, vendors, and citizens, the President may not cause or allow any practice that is inhumane, unfair, undignified, illegal, unsafe, disrespectful or unnecessarily intrusive. In addition, the President may include but not limited to: A. 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 students. B. Fail to comply with all local and applicable Federal laws pertaining to employees and students including those pertaining to discrimination and equal employment opportunity. C. Prevent students and staff from using established grievance procedures. D. Fail to acquaint students and staff with their rights and responsibilities. E. Fail to take prompt and appropriate action when the President becomes aware of any violation of local laws or applicable Federal laws, or Board policies.

		Board 2017 Approval with no changes.

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.C. Executive Limitations ***Policy: Compensation and Benefits***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3006 – Compensation and Benefits***	**Amended Policy/Board Actions:**
Policy Statement: The President must comply with American Samoa laws and rules governing employee ethics and conduct adopted by the American Samoa Community College. The President may not jeopardize fiscal integrity or public image with respect to employment, compensation and benefits to employees, consultants, and contract workers. Accordingly, the President shall not: 1. Change his or her own compensation or benefits. 2. Provide for or change the compensation and benefits of other employees except in accordance with salary schedules and plans adopted by the Board. 3. Promise or imply permanent or guaranteed employment. 4. Grant fringe benefits not approved by the Board.	**Policy Statement:** The President must comply with local laws and rules governing employee ethics and conduct adopted by ASCC. The President may not jeopardize the College's fiscal integrity or public image with respect to employment. In addition, the President may include but not limited to: A. Change his/her own compensation benefits. B. Provide for or change the compensation and benefits of other employees except per the salary schedules and plans adopted by the Board. C. Promise or imply permanent or guaranteed employment. D. Grant fringe benefits not approved by the Board.	**Board Action Statement:** Update – Policy 3006 was amended in July 2014 to provide revisions to the college's regulation limitation toward payment of additional compensation above regular salary to faculty and staff members from funds administered and paid by the American Samoa Community College. Policy 3006 is now written as: Policy 3006 – Compensation and Benefits 3006(a) - The President must comply with local laws and rules governing employee ethics and conduct adopted by ASCC. The President shall develop college regulations to ensure controls are in place and procedures provided to ASCC staff in enforcement of compensations and benefit requirements. 3006(b) – The President may not jeopardize the College's fiscal integrity or public image with respect to employment to include but

		not limited to: 1. Change of her his compensation and benefits 2. Provide for or change in compensation and benefits of other employees except per the salary schedules and plans adopted by the Board. 3. Promise or imply permanent or guaranteed employment. 4. Grant fringe benefits not approved by the Board. **No recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.D. Executive Limitations ***Policy: Budgeting/Forecasting***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3007 – Budgeting and Forecasting***	**Amended Policy/Board Actions:**
Policy Statement: Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board Ends priorities, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board. Accordingly, the President shall not: 1. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.	**Policy Statement:** Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board priorities, risk fiscal jeopardy or be unrealistic in projections of income and expenses. No budget will become effective until approved by the Board. In addition, the President may include but not limited to: A. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions. B. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year.	**Board Action Statement:** Update – The Board amended policy 3007 in August 2015. Revisions made were to clarify Board priorities versus institutional priorities. Policy 3007 is now written as: Policy 3007: Budgeting and Forecasting Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate from institutional priorities, risk fiscal jeopardy or be unrealistic in projections of income and

2. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year. 3. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. 4. Propose a budget which does not have a broad base of input. 5. Propose a budget which fails to take into account Board Ends priorities. 6. Propose a budget which fails to include adequate amounts for plants and facilities maintenance, instructional equipment, new program and course development, staff development and institutional research.	C. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. D. Propose a budget which does not have a broad base input. E. Propose a budget which fails to take into account Board priorities. F. Propose a budget which fails to include adequate amounts of plants and facilities maintenance, instructional equipment, new program and course development, staff development, and institutional research.	expenses. No budget will become effective until approved by the Board. The President may not: A. Propose a budget without information to enable accurate projection of revenues and expenses, separation of capital and operation items, cash flow, and disclosure of planning assumptions. B. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received during that year. C. Propose a budget which does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development and training and Board professional fees. D. Propose a budget, which does not have a broad base input. E. Propose a budget, which fails to take into account Board priorities. Propose a budget, which fails to include adequate amounts of plants and facilities maintenance, instructional equipment, new program and course development, staff development, and institutional research. **No recommended changes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.E. Executive Limitations ***Policy: Financial Condition***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3008 – Financial Condition***	**Amended Policy/Board Actions:**
Policy Statement: The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. Accordingly, the President shall not: 1. Expend more funds than have been appropriated by the legislature. 2. Indebt the organization in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. 3. Expend funds from restricted or designate accounts except for the purposes for which the account was established. 4. Fail to provide a monthly report of the College's current financial condition. 5. Make any purchase or commit the organization to any expenditures greater than the approved budget. 6. Make any purchase (a) without prudent protection against conflict of interest; (b) not in accordance with American Samoa Community College Procurement rules. Furthermore, no purchase shall be made except on the basis of cost and quality. 7. Accept gifts or grants without Board approval which obligate the college to make future expenditures with funds other than those created by the gift or grant or which are not in the best interest of the college to accept.	**Policy Statement:** The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. In addition, the President may but not limited to: A. Expend more funds than appropriated by the Legislature. B. Commit the College in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. C. Expend funds from restricted or designated accounts except for the purposes for which the account was established. D. Fail to provide a monthly report of the College's current financial condition. E. Make any purchase: 1. Without prudent protection against conflict of interest; 2. Not according to the American Samoa Government Procurement Rules; and 3. Not made except on the basis of cost and quality. F. Accept gifts or grants without Board approval which obligates the College to make future expenditures with funds other than those created by the gift or grant or which are not in the best interest of the College.	**Board Action Statement:** The President may not cause or allow the development of fiscal jeopardy or a material deviation from the Board approved budget. In addition, the President may ~~but not limited to~~: A. Expend more funds than appropriated by the Legislature. B. Commit the College in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year. C. Expend funds from restricted or designated accounts except for the purposes for which the account was established. D. Fail to provide a monthly report of the College's current financial condition. E. Make any purchase: 1. Without prudent protection against conflict of interest; 2. Not according to the American Samoa Government Procurement Rules; and 3. Not made except on the basis of cost and quality. F. Accept gifts or grants without Board approval which obligates the College to make future expenditures with funds other than those created by the gift or grant or which are not in the best interest of the College. **Board 2017 approval with recommended changes.** No recommended changes.

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.F. Executive Limitations ***Policy: Asset Protection***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3009 – College Assets***	**Amended Policy/Board Actions:**
Policy Statement: The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. Accordingly, the President shall: 1. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College itself in amounts consistent with limits of coverage obtained by comparable organizations. 2. Not allow uninsured personnel access to more than $1,000 in funds. 3. Not permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance. 4. Not expose the College, the Board or staff to claims or liability. 5. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards.	**Policy Statement:** The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. In addition, the President may include but not limited: A. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College in amounts consistent with limits of coverage obtained by comparable 2-year College. B. Allow only bonded personnel access to more than $1000.00 in funds. C. Not permit plan and equipment to be subjected to improper wear and tear or inadequate maintenance. D. Not expose the College, the board and staff to claims or liability. E. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards. F. Invest funds in non-interest bearing accounts or in investment as permitted by American Samoa statutes. Furthermore, no investment shall be made without compliance with, in order of priority, and the following	**Board Action Statement:** The President shall assure that assets are protected, adequately maintained and not unnecessarily risked. In addition, the President may include but not limited: A. Insure against theft and casualty losses in amounts consistent with replacement values or against liability losses to Board members, staff or the College in amounts consistent with limits of coverage obtained by comparable 2-year College. B. Allow only bonded personnel access to more than $1000.00 in funds. C. Not permit plan and equipment to be subjected to improper wear and tear or inadequate maintenance. D. Not expose the College, the board and staff to claims or liability. E. Receive, process or disburse funds under controls which are sufficient to meet the auditor's standards.

6. Invest funds in interest bearing accounts or in investment as permitted by American Samoa law. Furthermore, no investments shall be made without compliance with, in order of priority, the following objectives; (a) safety of the principal; (b) maintenance of sufficient liquidity to meet immediate payment requirements; (c) obtain the highest possible rate of return consistent with safety of principal and liquidity. Local financial institutions should receive favorable consideration where (a) and (c) are equal. 7. Acquire, encumber or dispose of real property only with prior Board approval. 8. Protect property, information and files from improper use, loss or damage.	objectives: 1. Safety or the principal; 2. Maintenance of sufficient liquidity to meet immediate payment requirements; 3. Obtain the highest possible rate of return consistent with safety of principal and liquidity; 4. Local financial institutions should receive favorable consideration where (a) safety of the principal and (c) obtain the highest possible rate of return consistent with safety of principal in liquidity are equal. G. Acquire, encumber or dispose of real property valued at $5,000 and amount that exceeds requires prior Board approval. H. Protect property, information and files from improper use, loss or damage.	F. Invest funds in non-interest bearing accounts or in investment as permitted by American Samoa statutes. Furthermore, no investment shall be made without compliance with, in order of priority, and the following objectives: 1. Safety or of the principal; 2. Maintenance of sufficient liquidity to meet immediate payment requirements; 3. Obtain the highest possible rate of return consistent with safety of principal and liquidity; 4. Local financial institutions should receive favorable consideration where (1) safety of the principal and (3) obtain the highest possible rate of return consistent with safety of principal in liquidity are equal. G. Acquire, encumber or dispose of real property valued at $5,000 and amount that exceeds requires prior Board approval. H. Protect property, information and files from improper use, loss or damage. **Board Recommendations: Clarify section F- American Samoa Statutes.** **Board 2017 approval with recommended changes and further clarification of AS statutes.**

Policy Type: Executive Limitations / President of the College

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: III.G. Executive Limitations ***Policy: Communication and Counsel to the Board***	**Chapter III Policy** **Policy Type: Section IV. President's Responsibilities** ***Policy: 3010 – Communication and Counsel to the Board***	**Amended Policy/Board Actions:**
Policy Statement: The President shall assure that the Board is adequately informed. Accordingly, the President shall: 1. Submit monitoring data required by the Board (see policy on Monitoring Executive Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored. 2. Make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established. 3. 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. 4. Present information in a simple, concise, accurate and complete form. 5. Provide a mechanism for official board, officer or committee communications. 6. Interact with the Board as a whole on matters within the area of Board responsibility except	**Policy Statement:** The President shall inform the Board regarding relevant trends, media coverage or political consequences to the College or its interest. Accordingly, the President may include but not limited to: A. Submit monitoring data required by the Board (Board-Staff Relationship, under Monitoring President's Performance) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored. B. Make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established. C. 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. D. Present information in simple, concise, accurate and complete form. E. Provide a mechanism for official board, officer or committee communications. F. Interact with the Board as a whole on matters within the area of Board responsibility except when fulfilling or making individual request for information or responding to officers or committees duly charged by the Board. G. Report in a timely manner an actual or anticipated non-compliance with any policy of the Board.	**Board Action Statement:** **Board 2017 approval (Policy 3010) 2008 Governance Manual**

when fulfilling or making individual requests for information or responding to officers or committees duly charged by the Board. 7. Report in a timely manner an actual or anticipated non-compliance with any policy of the Board.		

Policy Type: Ends / Governance Mission & Vision Statements, Organization Charts

Board 1998 Policy Manual:	Board 2008 Governance Manual:	Policy Description:
Policy Type: IV.A. Ends ***Policy: College Mission*** **Policy Type: IV.B. Ends** ***Policy: College Vision*** **Policy Type: IV.C. Ends** ***Policy: College Purposes***	**Chapter I Policy** **Policy Type: Section I. College Purpose** ***Policy: 1000 – Mission, Vision, Goal(s), Objectives***	**Amended Policy/Board Actions:**
IV.A Policy Statement: The American Samoa Community College is an accredited, open admissions, co-educational post-secondary Land Grant institution that provides two-year transfer programs in general education, vocational training as well as programs in Samoan and Pacific studies and Adult Education and Literacy. The College's primary mission is to offer, within the limits of its resources, the highest quality in its programs and services that meet the educational needs of its students and American Samoa. The College is committed to maintaining a workplace that promotes quality-of-life values. The College further recognizes its uniqueness as an institution representing one of the few Polynesian cultures which has retained its traditional linguistic	**Policy Statement:** American Samoa Community College statements such as: ASCC mission, vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost). The college mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board. The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board	**Board Action Statement:** American Samoa Community College statements such as: ASCC mission, vision, goals, and objectives shall be stated clearly by the Board of Higher Education as it pertains to the College services, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost). The college mission and vision statements are reviewed during the Board's annual planning meeting, may be amended or set aside; and new mission and vision statements may be introduced, included are new or amended policies will take effect immediately upon passage or at such date as may be designated by the Board.

and cultural integrity while adapting to the changes necessary for cooperative existence in modern world. Because it subscribes to the democratic ideal that a free society functions best with an informed participating citizenry, the College is committed to the preservation and sustenance of Samoan Values, arts and institutions which will further that ideal and contribute to the personal growth of each student. **IV.B Policy Statement:** The Board of Higher Education envisions the American Samoa Community College as the leading U.S. accredited education institution of higher learning in American Samoa and the South Pacific Region providing quality courses, programs and services for its students to enable them to meet the challenges of the 21st Century. The College will adequately prepare its students who wish to matriculate to college and universities off-island or join the labor market by being proactive in identifying in its courses, programs and services. The College will welcome appropriate changes in technology and methods of teaching and learning in its pursuit of continuous improvements in its courses, programs and services. The Samoan culture and language are important and unique characteristics of the students, and 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 the traditions of the Samoan culture and language.	members regularly monitor and measure progress with regard to achievement of the following vision and mission statements: Vision – The Board of Higher Education envisions the American Samoa Community College as the only U.S. Accredited education institution of higher learning in American Samoa and the South Pacific region providing quality courses, programs, and services for its students, enabling them to meet the challenges of the 21st century. The College will adequately prepare its students who may wish to matriculate to colleges and universities off-island, joins the work force, or pursues any endeavor of choice. Mission – The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and services of high quality 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 the mission, the College, as a United States accredited, open admissions, Land Grant institution, provides access to associate degrees and certificate programs of study. These programs prepare 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; and • awareness of Samoa and the Pacific.	The Board assesses the potential benefits of each end statement, identifies the intended recipients, and considers the cost of fulfilling the statement. Once the Board has reached its decision, staff and faculty members' responsibility is to adopt the most efficient and appropriate means for achieving the end statements. Board members regularly monitor and measure progress with regard to achievement of the following vision and mission statements: Recent Reviews 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, emphasizing the purpose of the College. The Curriculum Committee's review of the 2012-2014 College Catalog warranted no changes to the Mission statement. In the review of the 2014-2016 ASCC General Catalog, a change was made to add the word "bachelor" to the Mission statement to reflect an institutional change with the ASCC's offering of a baccalaureate degree in elementary education.[6] There has been no change to the ASCC Mission statement in the 2016-2018 General Catalog. Current Vision - The American Samoa Community College holds as its central theme *"Saili le Atamai"* or to "Seek Knowledge." Our journey pushes us forward to achieve our Mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity,

6 ASCC 2014-2016 General Catalog, Mission Statement, p. 16

The College must realize its potential by acquiring adequate resources to become an accredited four year institution of higher education. With visionary and committed leadership, the College must develop ways to forge ahead in harmony with society and the world. **IV.C Policy Statement:** The American Samoa Community College holds to the following institutional purposes: - Occupational competency programming - Apprentice training - Economic development activities - Basic skills training - Education and services – minorities, women, handicapped, and disadvantaged - Career planning opportunities - Articulation and cooperative relationships - Personal development skills training - Self-enrichment opportunities		collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21st Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific. Current Mission - The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa. To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for: • transfer to institutions of higher learning; • successful entry into the workforce; • research and extension in human and natural resources; • awareness of the Samoan culture and the Pacific. **Board Recommendation: to include 'the Samoan culture'**

		Board 2017 approval with recommendations

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				Processing Authorities: - President (IE Director) - Vice President of Academic and Student Affairs - Vice President of Administration and Finance		2016 Recommendation: To revive the evaluation of administrative services/customer services
#5117 (2008)	Faculty Communications	Board	President	**Accountable Stakeholders:** - All Faculty and Adjunct **Procedure:** - Academic Affairs SOP (communication protocol) - IE SOP (publicizing information) - MIS SOP (AUP) **Processing Authorities:** - President (Director of IE - Vice President of Academic and Student Affairs (Dean of Academic Affairs) - Vice President of Administration and Finance (Chief Information Officer)	Semester Based	Note: Consistently Implemented 2016 Recommendation: To review communication protocol for system accessibility/privileges, etiquette, confidentiality. (ex. WebAdvisor, Email, Forms)
#5118 (2008)	Faculty Committees	Board	President	**Accountable Stakeholders:** - All Faculty **Procedure:** - Academic Affairs SOP - IE SOP (Strategic Planning & Accreditation) **Processing Authorities:** - President (IE Director)	Annually	Note: Faculty continue to participate in standing committees including committees not listed in the current policy. 2016 Recommendation:

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2009.6 BOARD'S RESPONSE TO PUBLIC COMMENT

Specific factual information or recitation of existing policy may be furnished in response to public inquiries, but the board may not deliberate, discuss, or make any decision on any subject not on the agenda.

2009.7 RECORDING

All or any part of the proceedings in any open meeting may be recorded by any person in attendance by means of a tape recorder, video camera, or any other means of visual reproduction. The disclosure of information regarding executive sessions is limited by policy #2008.2B herein. The Board may impose reasonable rules to maintain order at the meeting, including rules relating to the location of any recording equipment and the manner in which the recording is conducted. Such rules shall not have the effect of preventing or unreasonably impairing camera coverage or tape recording.

2009.8 MEETINGS BY VIDEO OR TELEPHONE CONFERENCE CALL

The Board may hold a meeting by telephone conference call:

A. If the meeting is a special called meeting and immediate action is required; and

B. The convening at one location of a quorum of the governing board is difficult or impossible. A meeting by telephone conference call is subject to the notice requirements applicable to other motions.

IX. ORIENTATION

2010 BOARD ORIENTATION AND TRAINING

An annual workshop will be conducted to address the training needs of the Board members. Topics include, but are not limited to: community college history and philosophy; governance, ethics, legal issues, accreditation; finance, audits, legislative relations; planning (strategic, short-term, and long-range); evaluations (Board, President, institution and educational programs); Board policies and bylaws; Boardman ship; state and national trends on education, social, and technological issues; and American Samoa government operations (executive and legislative branches).

2010.1 ORIENTATION FOR NEW MEMBERS

The Board and the President shall provide an orientation for new Board members within the calendar year of their initial election to assist them in understanding the Board's function, policies, and procedures. Assistance is given in the orientation of new members may include the following, as appropriate or available:

A. Selected materials on the responsibilities of being a contributing member of the Board. Provide the members with a "How to Be an Effective Board Member".

B. Material pertinent to meetings and explanation of its use.

C. Invitations to meet with the President and other administrative personnel designated by the President to discuss services the administration performs for the Board.

D. A review of the Board's policies and administrative regulations and other documents and information currently in use by other members.

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2009.6 BOARD'S RESPONSE TO PUBLIC COMMENT

Specific factual information or recitation of existing policy may be furnished in response to public inquiries, but the board may not deliberate, discuss, or make any decision on any subject not on the agenda.

2009.7 RECORDING

All or any part of the proceedings in any open meeting may be recorded by any person in attendance by means of a tape recorder, video camera, or any other means of visual reproduction. The disclosure of information regarding executive sessions is limited by policy #2008.2B herein. The Board may impose reasonable rules to maintain order at the meeting, including rules relating to the location of any recording equipment and the manner in which the recording is conducted. Such rules shall not have the effect of preventing or unreasonably impairing camera coverage or tape recording.

2009.8 MEETINGS BY VIDEO OR TELEPHONE CONFERENCE CALL

The Board may hold a meeting by telephone conference call:

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B. The convening at one location of a quorum of the governing board is difficult or impossible. A meeting by telephone conference call is subject to the notice requirements applicable to other motions.

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2010.1 ORIENTATION FOR NEW MEMBERS

The Board and the President shall provide an orientation for new Board members within the calendar year of their initial election to assist them in understanding the Board's function, policies, and procedures. Assistance is given in the orientation of new members may include the following, as appropriate or available:

A. Selected materials on the responsibilities of being a contributing member of the Board. Provide the members with a "How to Be an Effective Board Member".

B. Material pertinent to meetings and explanation of its use.

C. Invitations to meet with the President and other administrative personnel designated by the President to discuss services the administration performs for the Board.

D. A review of the Board's policies and administrative regulations and other documents and information currently in use by other members.

E. Information regarding appropriate meetings and workshops.

F. A formal orientation on legal and budgetary oversight responsibilities of the Board.

G. Other information and activities as the Board or the President deem useful in fulfilling the role of Board members.

X. GOVERNMENT AND COUNSEL

2011 POSITION ON LEGISLATIVE MATTERS

The Board shall refrain from taking any position either for or against any local or federal legislative concern unless that concern is of special interest to the welfare of the College. Any such position shall be taken only by official vote of the Board in a regular or special meeting.

2012 LEGAL COUNSEL

The Board shall designate an attorney(s) to serve in the capacity of legal counsel for the College and represent and advise the Board in all legal matters affecting or potentially affecting the Board or the American Samoa Community College (ASCC).

XI. RELATIONSHIPS

2013 RELATIONSHIP BETWEEN BOARD AND THE PRESIDENT OF THE COLLEGE

It is important that the Board maintain a harmonious and respectful relationship with the College President and staff or faculty members. In view of the vital nature of this relationship, the following guidelines are adopted for this Board and President. The Board and President recognize:

A. Teamwork is a necessity. Individual prestige and possible gain must be subordinate to the general welfare of the College and its students. A clear delineation of function between the Board and the President to uphold.

B. Tolerance for differences of opinion among Board members and between the President, and willingness to resolve such differences objectively, must be clearly and continuously displayed.

C. The President shall keep the Board well-informed on programs, plans and progress through staff/faculty member's reports and other means of choice.

2014 RELATIONSHIP BETWEEN THE BOARD AND THE COMMUNITY OR GOVERNMENT

The Board will delegate to the President to develop a plan focused in establishing relationships or partnership with the community and the government through programs in the following areas:

A. Training of both the government workforce, and

B. Development of Community Resources.